



Huron-Superior Catholic District School Board

**OPEN SESSION OF THE BOARD
MEETING
WEDNESDAY, DECEMBER 11, 2019**

AGENDA & REPORTS

MEETING TO BE HELD IN

BOARD CHAPEL

OF THE CATHOLIC EDUCATION CENTRE

MASS: 6:30 P.M.

OPEN SESSION: 7:15 P.M.

**AGENDA FOR THE OPEN SESSION BOARD MEETING OF THE
HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
ON WEDNESDAY, DECEMBER 11, 2019 @ 7:15 PM
BOARD CHAPEL – CATHOLIC EDUCATION CENTRE**

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 8)

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 December 11, 2019.

Are there any additions/changes/deletions?

C DISCLOSURE OF CONFLICT OF INTEREST AND THE GENERAL NATURE THEREOF

D NEW BUSINESS

1. ELECTION FOR OFFICE OF CHAIRPERSON

The election shall proceed in compliance with By-Law 02-1, Policy No. 1000.

- (a) Scrutineers will be named. Each trustee will receive a ballot with the names of all of the trustees. Each trustee will mark a ballot to nominate one individual for the position of Chairperson.
- (b) Voting shall be conducted by secret ballot.
- (c) The ballots will be collected by the scrutineers who will recess and prepare a list of the nominees alphabetically.
- (d) The names of the nominees will be recorded on the white board and each will be asked if they wish their name to stand for the office of Chairperson. Trustees permitting their names to stand will stand for election. Each nominee, in reverse order of his/her nomination, will be given an opportunity to address the Board for up to three (3) minutes.
- (e) The member receiving a clear majority of the votes, cast by the members present shall be declared elected Chairperson.
- (f) Should no candidate receive a clear majority of the votes cast, the name of the candidate receiving the smallest number of votes shall be dropped and the Board shall proceed to vote anew and so continue until the Chairperson is elected.
- (g) In case of equality of votes, the candidates shall draw lots to fill the position.
- (h) The Secretary shall announce the results of the ballot by declaring the name of the member who has received a clear majority of the votes cast and shall not declare the count.

2. **CHAIRPERSON ASSUMES THE CHAIR**

Chairperson's Remarks (Inaugural Address) will be given on January 15, 2020, at the Inaugural Mass.

3. **ELECTION FOR THE OFFICE OF VICE-CHAIR**

The same procedure will be followed as above for the election of the Chair.
Vice-Chair's Remarks

4. **COMMITTEES OF THE BOARD**

The Chairperson of the Board shall request volunteers for committees to submit their names in writing. The Chairperson shall appoint board members to a committee as is deemed to be in the Board's best interests.

Appointments will be announced at the January 15, 2020 meeting.

(a) **Special Education Advisory Committee (4-year term)**

- Trustee
- First Nations Rep is required by legislation

(b) **Audit Committee (4-year term)**

- Three Trustees

(c) **Parent Involvement Committee**

- Chair or Designate

(d) **Transportation Governance Committee**

- Chair or Designate

(e) **Policy Committee**

- Board Chair
- 2 Trustees

(f) **Focus on Faith**

- Chair or Designate

'Ad Hoc' Committees (when required)

(a) **Supervised Alternate Learning Committee**

- 1 Trustee

(b) **Suspension/Expulsion Appeals Committee**

- Committee of the Board

(c) **Director's Performance Appraisal Committee**

- Committee of the Board

(d) **Centre for Social Justice and Good Works**

- 1 Trustee

E CONFIRMATION OF MINUTES

1. **Minutes of the Board Meeting of November 13, 2019.** (Pg 10)
Proposed Resolution: That the Huron-Superior Catholic District School Board approves the Minutes of the Board Meeting of November 13, 2019.
2. **Minutes of the In-Committee Meeting of November 13, 2019.**
Proposed Resolution: That the Huron-Superior Catholic District School Board approves the Minutes of the In-Committee Board Meeting of November 13, 2019.

F BUSINESS ARISING FROM THE MINUTES

G PRESENTATIONS

H COMMITTEE REPORTS

I ADMINISTRATIVE ITEMS REQUIRING ACTION

1. **Policy 4004 – Freedom of Information** (Pg 13)
Proposed Resolution: That the Huron-Superior Catholic District School Board approves Policy 4004 as presented.
2. **Policy 4018 – Records and Information Management** (Pg 17)
Proposed Resolution: That the Huron-Superior Catholic District School Board approves Policy 4018 as presented.
3. **Policy 5011 – Service and Therapy Animals in Schools and Board Buildings** (Pg 118)
Proposed Resolution: That the Huron-Superior Catholic District School Board approves Policy 5011 as presented.
4. **Policy 6006 – Jury Duty – Witness in Court** (Pg 139)
Proposed Resolution: That the Huron-Superior Catholic District School Board approves Policy 6006 as presented.
5. **Policy 6008 – Political Leaves** (Pg 140)
Proposed Resolution: That the Huron-Superior Catholic District School Board approves Policy 6008 as presented.

6. **2018-2019 Financial Statements** (Pg 143)
Proposed Resolution: That the Huron-Superior Catholic District School Board approves the 2018-2019 Audited Financial Statements as presented.

7. **Community Living Algoma SEAC Member/Alternate** (Pg 165)
Proposed Resolution: It is recommended that the Huron-Superior Catholic District School Board approve the appointment of **Lynda Lewis** as a new SEAC member.

8. **C.U.P.E. (Plant) Bargaining Unit**
Proposed Resolution: That the Huron-Superior Catholic District School Board approve the Memorandum of Settlement for C.U.P.E. (Plant).

9. **C.U.P.E. (Clerical, Educational Assistants and Early Childhood Educators) Bargaining Unit**
Proposed Resolution: That the Huron-Superior Catholic District School Board approve the Memorandum of Settlement for C.U.P.E. (Clerical, Educational Assistants, and Early Childhood Educators).

10. **Fieldtrips** (Pg 166)
Proposed Resolution: That the Huron-Superior Catholic District School Board approves the following fieldtrip applications:
 1. Holy Name of Jesus School – Travelling to the YMCA Camp Pine Crest in Torrance, ON on June 1, 2020 and returning June 8, 2020.
 2. St. Mary's College – Travelling to the Stratford Festival in Stratford, ON in May, 2020 (date to be determined) and returning the following day.

J INFORMATION ITEMS

1. **Reports to the Director of Education**
 - a) **Audit Committee Reports** – Superintendent Chris Spina (Pg 187)
 - b) **Purchasing Report** - Superintendent Chris Spina (Pg 191)
 - b) **SMC Activity Report** – Anthony DeLorenzi and Lucas Marano (Pg 192)

2. **Correspondence**

3. **Notes of Thanks**
 Betty Germanili, Lori Yardinov

K TEN MINUTE QUESTION AND ANSWER PERIOD

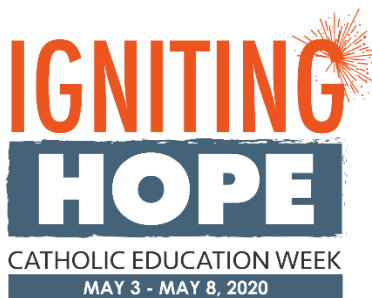
- ON AGENDA ITEMS FOR THOSE IN ATTENDANCE

L UPCOMING EVENTS

December 17	- Advent Mass
December 18	- SEAC Meeting
Dec. 23 – Jan. 3	- Board Office Holiday Shutdown
December 25	- Christmas Day
January 1	- New Year's Day
January 15	- Next Board Meeting
January 17-18	- OCSTA 2020 Catholic Trustees Seminar

M CLOSING PRAYER – John Caputo

N ADJOURNMENT



Advent 2019

“Our Hope in Christ”

OPENING PRAYER - Anthony

Loving God,

Who created light in the beginning and fashioned the solar system, so we may be reminded of lengthening nights, help us trust once more in the power of the birth of your Son.

May Jesus' birth ignite hope in our lives again!

Amen. +

READING: A Reading from the Prophet Isaiah - Lucas

The people who walked in darkness have seen a great light. For those who lived in a land of deep shadows – light! Sunbursts of light! You repopulated the nation, you expanded its joy. Oh, they're so glad in your presence! Festival joy! The joy of great celebration, sharing rich gifts and warm greetings.

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

QUESTIONS FOR PERSONAL REFLECTION - Lucas

Which line in the reading ignites hope within you?

READING AND GUIDED REFLECTION QUESTIONS - Anthony

Christ is alive! He is our hope, and in a wonderful way he brings youth to our world, and everything he touches becomes young, new, full of life. The very first words then, that I would like to say to every young Christian, are these: “Christ is alive and he wants you to be alive!”

Pope Francis, Post-Synodal Apostolic Exhortation *Christus Vivit* to young people, 2019, #1

Has Christ touched you, are you young at heart and full of life?

CLOSING PRAYER – Lucas

Spirit of Jesus,

Bring calm to my mind, peace to my heart and silence to my soul.

In the silence may I hear your voice.

In the peace may I see your face.

And in the calm may I know your love for me. 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*
- † *reverence 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, NOVEMBER 13, 2019 @ 7:15 PM
BOARD CHAPEL – CATHOLIC EDUCATION CENTRE**

PRESENT: Trustees:

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

Officials:

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

REGRETS: Debbie Mayer, Christine Durocher

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.)

Vision and Values

Trustee Kathleen Rosilius attended the Remembrance Day celebration held in Elliot Lake. She commended the organizers of this event as it has grown over the years to now include students from Our Lady of Lourdes and Our Lady of Fatima, as well as a choir.

Superintendent Joe Chilelli highlighted his recent visit to Our Lady of Fatima School in Chapleau, where he was touched to see all staff, students and parents working together on a pasta fundraiser to help a local family in need. The very appreciative family was presented with \$1,000.

Director Rose Burton Spohn spoke about the recent Principals' Breakfast that she attended at St. Mary's College. The breakfast highlights students' academic achievements and their dedication to their school studies.

Director Rose Burton Spohn also presented a video of the St. Mary's College dance team performing at the school's Remembrance Day celebration.

Superintendent Danny Viotto recently attended a service at St. Jerome's Parish led by Father Pat. He was very impressed by the level of student engagement in the service.

Chair Lindsay Liske elaborated on the Remembrance Day Service held in Elliot Lake, especially the touching musical numbers performed by the choir.

Adg# Res#

- B-1 B-408 **Moved by: John Caputo** **Seconded by: Leslie Cassidy-Amadio**
 That the Huron-Superior Catholic District School Board adopts the Agenda for the Board Meeting of November 13, 2019.
 CARRIED

- E-1 B-409 **Moved by: Gary Trembinski** **Seconded by: Sandra Turco**
 That the Huron-Superior Catholic District School Board approves the Minutes of the Board Meeting of October 16, 2019.
 CARRIED

- E-2 B-410 **Moved by: Leslie Cassidy-Amadio** **Seconded by: John Caputo**
 That the Huron-Superior Catholic District School Board approves the Minutes of the In-Committee Board Meeting of October 16, 2019.
 CARRIED

- G-1 ***Tenaris/Algoma Open Door Tour***
 Rosanna Bernabucci (Pathways Lead) and Paul Trainor (STEAM Lead) presented information from the Tenaris/Algoma Open Door Tour that highlighted "Women in Steel". This late October tour hosted 40 female students from our system, four of whom provided their comments on what they enjoyed and how the tour influenced their career paths. The company spotlighted women in the industry and showcased the diversity of career options.

- G-2 ***Just in the Nick of Time (a Detective Red Mistletoe Mystery)*** –
 Suzanne Frolick (Director), Shannon Sarlo (Producer), Marty Frolick Sound/Original Score) and Stephanie Parniak (Choir Master) explained the upcoming production that will occur at St. Mary's College during the last week of November. Several cast members were also in attendance in costume. Close to 100 students and staff are involved in the play, as cast and behind-the-scenes staff members. This intriguing play will be performed half in colour and half in black and white.

- H-1 B-411 **Moved by: Gary Trembinski** **Seconded by: Sandra Turco**
That the Minutes of the S.E.A.C. meeting of the Huron-Superior Catholic District School Board of September 25, 2019, be approved.
CARRIED
- I-1 B-412 **Moved by: Tony D'Agostino** **Seconded by: Gary Trembinski**
That the Huron-Superior Catholic District School Board approves Policy 5006 as presented.
CARRIED
- I-2 B-413 **Moved by: John Caputo** **Seconded by: Leslie Cassidy-Amadio**
That the Huron-Superior Catholic District School Board approves the following fieldtrip applications:
1. Our Lady of Fatima (Chapleau) students travelling to Toronto on June 8, 2020 and returning June 11, 2020.
 2. St. Mary's French Immersion students travelling to Montreal/Quebec/Ottawa on June 8, 2020 and returning on June 13, 2020.
 3. St. Mary's College students travelling to London on April 19, 2020 and returning on April 22, 2020.
- CARRIED**
- I-2 B-414 **Moved by: Tony D'Agostino** **Seconded by: Kathleen Rosilius**
That the Huron-Superior Catholic District School Board approved the following fieldtrip application, on the condition that this request be reviewed periodically before departure:
1. St. Mary's College students travelling to Europe (France and Italy) on March 12, 2021 and returning March 20, 2021. This fieldtrip request will be reviewed periodically, prior to departure.
- CARRIED**
- J-1 **SMC Activity Report**
Student trustee Anthony DeLorenzi reported on the accomplishments of the SMC student athletic teams and highlighted some November events at the school. A few noteworthy items were the Remembrance Day Memorial, Grade 8 Days, Parent Visits, and Operation Smile Week.
- N-1 B-415 **Moved by: Carol MacEachern** **Seconded by: Gary Trembinski**
That the Huron-Superior Catholic District School Board meeting of Wednesday, November 13, 2019 adjourns at 8:10 p.m.
CARRIED

Chairperson: _____

Secretary: _____

Huron-Superior Catholic District School Board

POLICY: **FREEDOM OF INFORMATION** **Approved: December 16, 1998**

Amended: December 11, 2019

POLICY NO: 4004

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POLICY

The Huron-Superior Catholic District School Board is committed to the protection of personal information under its custody and control, and to the right of privacy with respect to personal information that is collected, used, disclosed, and retained in the board.

The Huron-Superior Catholic District School board adheres to all applicable provisions in the *Education Act*, the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*, the *Personal Health Information Protection Act*, and any other applicable legislation as it relates to privacy.

<u>ADOPTED</u>	Board Meeting - December 16, 1998 Motion B-9	<u>DISTRIBUTION</u>
<u>REVISED</u>	Board Meeting - April 18, 2006 Motion B-64	i) Trustees
		ii) Administration
		iii) Principals
<u>REVISED</u>	Board Meeting – June 3, 2015 Motion B-71	iv) Teaching Personnel
		v) Non-Teaching Personnel
		vi) OECTA
<u>REVISED</u>	Board Meeting – December 11, 2019 Motion B-	vii) C.U.P.E.



Huron-Superior Catholic District School Board

PROCEDURAL GUIDELINES FREEDOM OF INFORMATION

ACCESS TO GENERAL OR PUBLIC RECORDS OF THE BOARD:

1. In general, the board is open in all of its operations and provides the public access to information under the board's custody and control, except for restrictions under the *Education Act*, the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*, the *Personal Health Information Protection Act*, and any other applicable legislation as it relates to privacy.
2. All public information retained in electronic, hard copy or other media is the property of the board. The management and safekeeping of such files is the responsibility of the Director of Education; this responsibility may be delegated to specific supervisory officers, principals, managers, or other designated persons.
3. Formal access to public information can be obtained by forwarding a written request, on the appropriate form, to the Manager of Human Resources, who shall in accordance with established procedures in the *Education Act*, the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*, the *Personal Health Information Protection Act*, and any other applicable legislation as it relates to privacy, cause a response to be generated within thirty days of receiving the request.

COLLECTION, PROTECTION OF, AND ACCESS TO PERSONAL INFORMATION OF PRIVATE INDIVIDUALS, INCLUDING EMPLOYEES:

1. In accordance with the *Municipal Freedom of Information and Protection of Privacy Act*, hereafter referred to as "the Act", employees of the board responsible for collecting personal information on private individuals will do so in accordance with the Act. They will, to the best of their abilities and knowledge, ensure the accuracy of that information.

2. The board shall make reasonable efforts to safeguard the confidentiality of personal information pertaining to private individuals, subject to the powers of a Court of Law to compel the production of such documents.
3. Personal information may only be obtained as authorized in the Act and used for the specific purposes for which it is gathered. The management and safekeeping of such information is the responsibility of each designated employee. Confidentiality must be protected by each employee who is authorized to have access to this information for the purposes for which it was collected.
4. Access to an individual's personal information must be obtained through written submission and/or gained during normal business hours, upon appointment. This information is available to:
 - a) The individual, who, if accessing original documentation, shall do so in the presence of the Manager of Human Resources or designate;
 - b) Other parties (e.g., legal counsel for the individual) with the specific written consent of the individual. These parties may access personal information in an original form while in the presence of the Manager of Human Resources or designate;
 - c) An employee's principal, or in the case of administrative and support staff, the supervisor; and
 - d) Supervisory officers or the board's legal counsel, subject to the approval of the Director of Education, or in the case of the Director of Education, subject to the approval of the Board of Trustees.
5. Copies of personal information will only be provided to the individual or his/her agent with the specific written consent of the individual. A printed and/or electronic record of all such transactions may be kept in the appropriate board facility.
6. 7. No personal information regarding individuals shall be provided to the members of the board unless required by the Trustees to fulfill their duties. Any information provided shall be supplied strictly in accordance with the *Education Act*, the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*, the *Personal Health Information Protection Act*, and any other applicable legislation as it relates to privacy.

8. Any personal information of a private individual that is no longer required for either administrative, financial, legal or historical purposes and its retention is not regulated by any statute, will be destroyed in a confidential manner (i.e., shredding).

Huron-Superior Catholic District School Board

POLICY TITLE:	RECORDS AND INFORMATION MANAGEMENT	Approved:	May 14, 2003
		Amended:	December 11, 2019
POLICY NO:	4018	Page:	1 of 1

POLICY

The Huron-Superior Catholic District School Board is committed to revering the dignity of each person as a child of God. Part of this reverence requires the Board to manage information in a safe and effective manner. The Board is committed to ensuring the effective and efficient creation, maintenance, retrieval, storage and disposal of records in all of its facilities, departments, and schools.

<u>ADOPTED</u>	Regular Meeting of the Board - May 14, 2003 Motion B-51	<u>DISTRIBUTION</u>
<u>AMENDED</u>	Regular Meeting of the Board – June 3, 2015 Motion B-72	i) Trustees ii) Administration iii) Principals
<u>AMENDED</u>	Regular Meeting of the Board – December 11, 2019 Motion B-	



Huron-Superior Catholic District School Board

PROCEDURAL GUIDELINES RECORDS AND INFORMATION MANAGEMENT

Records and information management is the application of systematic control of recorded information which is required in the operation of the board. Records and information management includes management, scheduling, and storage of physical and electronic correspondence, manuals, directives, forms, reports, files, archives, and records.

Records may include, but are not limited to, books, papers, maps, photographs, or other documentary materials, regardless of physical form or characteristics. These records are generated or received by the board in connection with the transaction of business, and preserved for any period of time by the board as evidence of its organization, functions, policies, decisions, procedures, operations and/or activities.

Non-record materials are records of no documentary value. Examples of non-record materials are:

- Extra copies kept for reference.
- Working papers, preliminary drafts and similar materials, summarized and published in other forms.
- Catalogues, trade journals, and other processed or published materials.
- Reproduction material such as stencils and off-set plates.
- Shorthand notes or stenotype tapes which have been transcribed.
- Stocks of publications, informational material or blank forms.

All records, regardless of physical form or characteristics, are the property of the board and subject to its control. Control shall be exercised over the creation, distribution, utilization, retention, storage, retrieval, protection, preservation and final disposal of these records, contingent on existing legislation. The board will retain a record of the information that has been destroyed and the board will have a defined procedure of destroying these records.

In managing its records and information, the board strives to:

- Provide records keeping systems and services that efficiently maintain and retrieve information.

- Provide efficient and prompt disposal of records when their administrative, legal, and fiscal values have ceased and all requirements of the legislation as they affect board documents have been met, while preserving those records of enduring value. Such disposal will be accomplished in accordance with Appendix A – Master File Classification Plan and Records Retention Schedule.
- Standardize the type of equipment and supplies utilized in the maintenance of records within the board.
- Prevent the creation of unnecessary records, including forms, directives and reports.
- Provide for the storage and retrieval of inactive records.
- Provide specific protection to personal, vital and archival records.

HSCDSB - RECORDS RETENTION SCHEDULE

ADMINISTRATION

Includes records regarding routine administration and office services functions.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
A00	Administration - General Includes administrative records which cannot be classified elsewhere. Use only if no other heading is available. (examples: General Correspondence, Student - Art, Student - Behaviour etc...)	Originator	C + 1	-	2			
A01	Associations / Organizations Includes correspondence, minutes, agenda, notices and reports regarding organizations, associations and federations to which staff belong or with which they communicate in the course of their duties, such as the Ontario Association of School Business Officials, parent organizations, Block Parents, and School and Community Organizations. (examples: Algoma Health Unit, Algoma University etc ...)	Originator	C + 1	-	2			
A02	Audio / Visual Services Includes delivery listings, overdue item listings, requests and bookings and other records concerning the preparation and distribution of slides, overheads, films and other audio/visual materials. Excludes: > Inventories - see A13 Inventory Control	Administration	C + 1	-	2			

HSCDSB - RECORDS RETENTION SCHEDULE ADMINISTRATION

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Includes records regarding routine administration and office services functions.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
A03	Charities Includes records regarding the raising of funds for charitable organizations. (examples: United Way, Easter Seals and Kidney Foundation etc ...) Excludes: > School Fundraising Events - see A10 Fundraising. > Accounts Payable - see F01. > Accounts Receivable - see F02.	Originator	C + 1	-	2			
A04	Conferences / Seminars - External Includes invitations, approvals, agenda, registrations, notes on the proceedings, and other records regarding external conferences and seminars attended by Board staff. Excludes: > Associations/Organizations - see A01. > Conferences sponsored by Staff Development - see H25 Staff Development.	Originator	C + 1	-	2			
A05	Conferences / Seminars - Internal Includes: Invitations, approvals, agendas, conference papers and proceedings. Also includes any other records relating to conferences, conventions, seminars, trade shows and special functions attended by Board staff or Trustees, or sponsored by the Board. Excludes: Speeches / Presentations - P11. > Conferences sponsored by Staff Development - see H25 Staff Development.	Originator	C + 1		2 *			* Board sponsored are subject to archival review.

Legend: C (Current Year); P (Permanent); PIB (Personal Information Bank); S (Superseded); E (Event Required before Calculating Retention); T (Termination); ** Subject to Archival Selection

HSCDSB - RECORDS RETENTION SCHEDULE

ADMINISTRATION

Includes records regarding routine administration and office services functions.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
A06	Consultants Includes records relating to the selection, appointment and monitoring of external consultants such as engineers or architects. Includes correspondence, proposals, resumes and company profiles. (examples: A.W. Schreiber Benefits Consultant, Hawn & Associates Inc. etc...) Excludes: > Activities of Curriculum Consultants - file by subject. > Reports of Consultants - file by subject. > Tenders/Quotations - see F29.	Originator	C + 1	-	2			
A07	Equipment Includes records regarding the design and features of office or school equipment and furniture. Specific documentation includes owner's manual, warranty cards, maintenance agreements etc... (examples: copiers, facsimile machines, microfiche readers, air conditioners, tools, gymnasium and playground equipment etc...) Excludes: > Phone bills - see F01 Accounts Payable.	Originator	T	2	T + 2			T = disposal of equipment.
A08	Forms Includes records regarding the creation, revision and management of forms. Also includes sample blank copies of forms, forms masters, copies of printing requests, specifications, and records usage and cost history. Excludes: > All completed forms - file by subject. > Form graphics - see A02 Audio/Visual Services.	Administration	S	-	S			

HSCDSB - RECORDS RETENTION SCHEDULE

ADMINISTRATION

Includes records regarding routine administration and office services functions.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
A09	Freedom of Information Includes general information and requests for access under MFIPPA legislation, appeals and hearings. Also includes records of use of personal information banks. Excludes: > Destroyed/transferred records - see A19 Records Disposition.	Administration	T + 2	-	T + 2	YES		85, 88, 128, 129 T = final resolution of request or appeal.
A10	Fundraising Includes records of school fundraising events such as hot dog day, bake and craft sales. Records would include information on activities and people involved. Excludes: > Accounts Receivable – see F02. > Fundraising for Charities - see A03 Charities.	School	C + 1	-	2			96
A11	Graphics Standards Includes but is not limited to records regarding the standard which apply to graphic designs in the interest of establishing a visual identity for the Board. (examples: logo and letterhead design, signage, vehicle identification, graphics, business cards, etc...)	Administration	S	P	P	YES	YES	

HSCDSB - RECORDS RETENTION SCHEDULE

ADMINISTRATION

Includes records regarding routine administration and office services functions.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
A12	Intergovernmental Relations / School Boards Includes general correspondence, information and documentation between the Board and various levels of government such as the municipality, provincial ministries, etc... Whenever possible, reports and records on a specific topic should be classified and filed according to subject. (examples: correspondence and information on other school boards i.e. Algoma District School Board, Nouvel-Ontario, etc...) Excludes: > Curriculum Guidelines - see C01. > Policies/Procedures/Guidelines - see M17. > Education Guidelines - see M08.	Originator	C + 3	-	4			
A13	Inventory Control Includes all records regarding the management of inventories such as stock adjustments, inventory cards, stockroom invoices, confirmation slips for rush orders and packing slips. (example: Audio/Visual inventories, Inventory Cards, Carpenters Tools, etc...) Excludes: > Hazardous Materials Inventories - see B18 Substance Control / Exposure	Originator	C + 1	5	7			74, 97, 99, 120
A14	Library Services Includes records related to Board or school libraries and their operations such as library requests, lists of periodical and book holdings, circulation lists, recommendations for additions to library collections, inter-library loan requests and related documents. (example: Borrowers' Cards, Media Resource Centre, etc...) Excludes: > Textbook lists - see C01 Curriculum Guidelines > Reference materials - see note on Primary Heading Summary Page	Library	S + 1	-	S + 1	YES		85, 88, 128

HSCDSB - RECORDS RETENTION SCHEDULE

ADMINISTRATION

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25

Includes records regarding routine administration and office services functions.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
A15	Mail Services Includes records regarding dealings with the Board's mailroom, Canada Post, and courier companies. Includes delivery requisitions and other records concerning the transportation of mail, equipment, educational kits, supplies and other items. (examples: general information on mail and courier services, shipping, postage meter, stamps, etc...)	Administration	C + 1	-	2			
A16	Memberships Includes but is not limited to records regarding organizations, associations and subscriptions to which the Board staff belong in the course of their duties where fees are paid. Includes meeting notices, agendas, minutes, annual report etc. (example: Ontario College of Teachers, etc...) Excludes: > Conferences/Seminars - External - see A04. > Publications - Non records. > Travel and Accommodation - A23.	Originator	C + 2		C + 2			
A17	Parking Includes records regarding available parking space at the schools or the Administration Centre, (examples: license plate number lists, parking tickets, etc. ...)	Administration	S + 1	-	S + 1	YES		85, 88, 128

HSCDSB - RECORDS RETENTION SCHEDULE

ADMINISTRATION

Includes records regarding routine administration and office services functions.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
A18	Printing/Duplicating Services Includes requests and memos regarding the printing of Board documents, publications and forms. Also includes printing logs.	Administration	C + 1	-	2			
A19	Records Disposition Includes documentation regarding the disposition of all records belonging to the Board or school. Includes lists of destroyed and stored records, lists of destroyed or transferred personal information, lists of transferred OSR's, and forms authorizing the destruction of records. Also includes retention schedules. Excludes: > Records Management - see A20.	Administration	P	-	P	YES	YES	26, 85, 87, 88, 128
A20	Records Management Includes information regarding the management of records, regardless of medium. Specific records include file lists, records management programs and related correspondence. (examples: Index of Files, Table of Content) Excludes: > Records Disposition - see A19. > Retention Schedules - see A19 - Records Disposition. > Policies/Procedures/Guidelines - see M17.	Administration	S + 1	-	S + 1			26

HSCDSB - RECORDS RETENTION SCHEDULE

ADMINISTRATION

Includes records regarding routine administration and office services functions.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
A21	Staff Meetings / Committees Includes records regarding staff meetings and committees for both Board and school staff for which there is no specific subject heading available. (examples: Principals Meetings, Head Secretaries Meetings, Special Advisory Committees, etc...) Excludes: > Board Minutes/Agenda - see M03/M04. > Trustee Committees - see M20. > Associations/Organizations - see A01.	Originator	C + 1	-	2		YES	
A22	School Councils Includes records regarding school council meetings and the school plan for co-instructional activities.	School	C + 3	-	4			34
A23	Translation / Interpretation Services Includes correspondence, memos, requests for services, completed jobs and all other records relating to the translation/interpretation services in various languages that are available to facilitate communication among teachers, students and parents.	Administration	C + 1	-	2			

HSCDSB - RECORDS RETENTION SCHEDULE

ADMINISTRATION

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28

Includes records regarding routine administration and office services functions.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
A24	Travel and Accommodations Includes but is not limited to records regarding travel and accommodation arrangements. (examples: itineraries, maps, schedules, hotels, ticket information, etc...) Excludes: > Conferences/Seminars - External - see A04. > Employee and Trustee Expenses - see F14.	Originator	C + 1		2			
A25	Vendors / Suppliers / Caterers Includes records regarding vendors and suppliers of goods and services as well as information about these goods and services such as catalogues, price lists and correspondence. (example: Businesses into Schools, etc...) Excludes > Purchase Orders - see F22. > Tenders/Quotations - see F29.	Originator	C + 1	-	2			

HSCDSB - RETENTION SCHEDULE

BUILDING MAINTENANCE / OPERATIONS / DEVELOPMENT

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29

Includes records regarding the development, maintenance, construction and operation of Board offices, properties, grounds, and buildings. Also includes vehicle and occupational health and safety matters.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
B00	Building Maintenance / Operations / Development - General Includes building maintenance/operations/development records which cannot be classified elsewhere. Use only if no other heading is available. (examples: Correspondence to Carestaff / Carpenters, Principals, Plant Department, etc...)	Originating	C + 1	-	2			
B01	Accommodations Planning Includes records regarding the allocation of classroom and work space to staff and students. Includes planning of the effects of enrolment on accommodations, projected use of facilities and space utilization, the planning of the functional space and number of classrooms, and the planning of the physical layout of the space. (examples: Camp Korah, School Closures, Projected Classroom Organization, etc...)	Plant	C + 1	3	5			
B02	Building Approvals Includes documentation pertaining to the approval of building plans by the Municipality, Fire Marshall's Office, Ministry of Health, and other government bodies. (examples: site plan approvals, building permits, and municipal reports, etc....)	Plant	T	-	T + 1			3, 4, 5, 6, 7, 84, 98, 170, 173 T = as long as building remains Board property.

Legend: C (Current Year); P (Permanent); PIB (Personal Information Bank); S (Superseded); E (Event Required before Calculating Retention); T (Termination); ** Subject to Archival Selection

HSCDSB - RETENTION SCHEDULE

30

Includes records regarding the development, maintenance, construction and operation of Board offices, properties, grounds, and buildings. Also includes vehicle and occupational health and safety matters.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
B03	<p>Building Improvements Includes project records regarding building improvements program and supporting documentation specific to additions, renovations, and alterations to the schools that are conducted under the program.</p> <p>Excludes: > Construction Tenders - see F29 Tenders/Quotations. > New construction - see B04 Capital Building Projects. > Building Approvals - see B02.</p>	Administration	T + 1	5	T + 6 **			<p>3 to 8, 84, 114, 120</p> <p>T = completion of project (superficial improvements); keep structural improvements as long as building remains Board property.</p>
B04	<p>Capital Building Projects Includes estimates, progress reports, certificates of clearance, project drawings, and correspondence regarding the building of schools and other properties under capital funds. Also includes capital program requests from schools, ceiling cost formulas, and impact statements.</p> <p>Excludes: > Capital Projects Financing - see F08.</p>	Administration	T + 1	5	T + 6 **			<p>3 to 8, 18, 114, 120</p> <p>T = completion of project.</p>
B05	<p>Drawings Includes all drawings and plans of schools and offices. (examples: master drawings and floor plans, site plans, aerial plans, and plans for additions and alterations)</p>	Plant	T	-	T **			<p>T = as long as building remains Board property.</p>

Legend: C (Current Year); P (Permanent); PIB (Personal Information Bank); S (Superseded); E (Event Required before Calculating Retention); T (Termination); ** Subject to Archival Selection

HSCDSB - RETENTION SCHEDULE

31

Includes records regarding the development, maintenance, construction and operation of Board offices, properties, grounds, and buildings. Also includes vehicle and occupational health and safety matters.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
B06	Emergency Includes but is not limited to records regarding emergency measures pertaining to the Board. (examples: records regarding the co-ordination of emergency measures pertaining to the Board to ensure their safety, s the co-ordination of Emergency Measures Services, Fire Safety Plans, Emergency Plans, International Crisis - Peace, etc....) Excludes: > Occupational Health and Safety - see B12	Originator	S	-	S + 1			78
B07	Environmental / Recycling Programs Includes general information on environmental awareness programs such as the Blue Box program. Excludes: > Hazardous wastes, testing, etc. - see B18 Substance Control/ Exposure. > Recycling contracts - see L10 Contracts and Agreements - Simple.	Plant	S	-	S			
B08	Inspections Includes records regarding the inspection and testing of protective equipment. (examples: fire drills and alarm tests, electrical, elevators, protective clothing, etc...) > Portable Fire Extinguishers > Elevator Inspection Log Excludes: > Air quality testing - see B18 Substance Control/Exposure.	Plant	C + 2	-	C + 2			79, 80, 81, 82, 83, 84, 170, 171, 172
			P T + 5	-	P T + 5			T = date of inspection or test

Legend: C (Current Year); P (Permanent); PIB (Personal Information Bank); S (Superseded); E (Event Required before Calculating Retention); T (Termination); ** Subject to Archival Selection

HSCDSB - RETENTION SCHEDULE

BUILDING MAINTENANCE / OPERATIONS / DEVELOPMENT

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32

Includes records regarding the development, maintenance, construction and operation of Board offices, properties, grounds, and buildings. Also includes vehicle and occupational health and safety matters.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
B09	Land Surveys Includes land survey information such as legal property surveys, construction layout and control surveys, and field notes. Also includes soil boring reports.	Plant	S	-	S			Note: Ensure land surveys are available at local registry office before destruction
B10	Maintenance Includes maintenance requisitions, work orders, job cards and all other records detailing the preventive maintenance of Board properties and buildings. Excludes: > Equipment - see A07. > Inspections - see B08. > Vehicles - see B19.	Plant	C + 2	-	C + 2			
B11	Material Safety Data Sheets Includes material safety data sheets as created and issued by the manufacturer. Legislation requires that MSDS be updated every 3 years.	Plant	S	-	S + 1			89, 133, 134, 135 S = expiry;

HSCDSB - RETENTION SCHEDULE

BUILDING MAINTENANCE / OPERATIONS / DEVELOPMENT

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33

Includes records regarding the development, maintenance, construction and operation of Board offices, properties, grounds, and buildings. Also includes vehicle and occupational health and safety matters.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
B12	Occupational Health and Safety Includes general records regarding the occupational health and safety of staff and students. Includes quarantines, infections, infestations, playground safety, etc. Excludes: > Accident Reports - see L01. > Inspections - see B08. > Material Safety Data Sheets - see B11. > WHMIS - see B18 Substance Control/Exposure.	Plant	C + 1	3	5			130 to 136, 169
B13	Operational Equipment Includes maintenance, disposal and other records of operational equipment used by staff members, such as lawnmowers, scrubbing machines, snow blowers, steam cleaners and vacuums. Excludes: > Accounts Payable - see F01. > Tenders/Quotations - see F29. > Purchase Orders - see F22.	Plant	T + 2	-	T + 2			115 T = disposal of equipment.
B14	Operations Includes records of the operations of buildings. (examples: environmental matters, grounds keeping, energy management, heating, ventilation, air conditioning, pest control, snow clearance, and cleaning, etc...) Excludes: > Occupational Health and Safety - see B12.	Plant	C + 1	-	P			3 to 8 and 78 to 84

Legend: C (Current Year); P (Permanent); PIB (Personal Information Bank); S (Superseded); E (Event Required before Calculating Retention); T (Termination); ** Subject to Archival Selection

HSCDSB - RETENTION SCHEDULE

BUILDING MAINTENANCE / OPERATIONS / DEVELOPMENT

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34

Includes records regarding the development, maintenance, construction and operation of Board offices, properties, grounds, and buildings. Also includes vehicle and occupational health and safety matters.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
B15	Protective Equipment Includes maintenance and history files on equipment such as breathing apparatus, special clothes, etc ...	Plant	T + 1	5	T + 6			T = equipment disposed of or replaced
B16	Security Includes records regarding the security of office and school facilities and properties, (examples: control of keys, trespassing, surveillance reports, and police station locations, records on school code or by-law enforcement and vendor reference checks) Excludes: > Property Damage Reports - see L22. > Accident Reports – see L01. > Student Disciplinary Records - see S02 Ontario Student Record	Originator	C + 1	-	2	YES		29, 85, 88, 128
B17	Specifications Includes technical specifications for a project or property. (examples: mechanical, electrical and structural) Includes building and fire code requirements and architect's instructions. Excludes: > Parts specifications - see B13 Operational Equipment.	Plant	T + 1	-	T + 1			3 to 8, 106 to 121 T = as long as building remains Board property.

BUILDING MAINTENANCE / OPERATIONS / DEVELOPMENT

Includes records regarding the development, maintenance, construction and operation of Board offices, properties, grounds, and buildings. Also includes vehicle and occupational health and safety matters.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
B18	<p>Substance Control/Exposure Includes records regarding the handling, storage, use and disposal of any chemical, biological or physical agents or substances. Includes Workplace Hazardous Materials Information System, hazardous materials inventories, hazardous materials assessments, records of exposure to asbestos, radon, etc, water, soil, air quality testing and monitoring and records of protective equipment use.</p> <p>Excludes: > Inspections - see B08. > Material Safety Data Sheets - see B11.</p>	Plant	C + 1	P	P			89, 133 to 161
B19	<p>Vehicles Includes records regarding all Board vehicles. (examples: maintenance records, vehicle registrations, etc...)</p>	Plant	T	T + 6	T + 6			<p>10, 90 to 95, 105, 115</p> <p>T = Vehicle is sold or disposed</p>

HSCDSB - RETENTION SCHEDULE

CURRICULUM PROGRAMS

Includes records regarding the planning and implementation of curriculum programs, program outlines, program reviews and curriculum guidelines. Also includes field trips.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
C00	Curriculum Programs - General Includes records regarding curriculum programs which cannot be classified elsewhere. Use only if no other heading is available. (examples: Curriculum Consultant - District, Faith Development, Kindergarten, Literacy, etc...)	Originating	C + 1	-	2			
C01	Curriculum Guidelines Includes Ministry guidelines and directives specifying curriculum and areas of study or courses of study or courses of study that shall be taught in schools. Also includes procedures for the selection, approval, purchase and distribution of school textbooks, learning materials and reference and library books. Also includes lists of the foregoing materials and books. (examples: Curriculum, Homework, Secondary Curriculum/Courses) Excludes: > General Ministry Guidelines - see M08 Education Guidelines.	Administration	S	-	S **			
C02	Curriculum Planning Includes records regarding the planning of the overall curriculum or specific programs, such as meeting notes, objectives, strategy reports and teaching strategies. (examples: Day Plans, Early Years, Pathways to Success, etc...)	Administration	C + 1	2	4**			T = last ministry review or audit

HSCDSB - RETENTION SCHEDULE

CURRICULUM PROGRAMS

Includes records regarding the planning and implementation of curriculum programs, program outlines, program reviews and curriculum guidelines. Also includes field trips.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
C03	Curriculum Program Proposals Includes proposals for new curriculum programs, either system-wide or at the school level. Also includes material regarding comparisons with programs in other school boards, provinces, and countries. (example: Grassroots' Program)	Administration	C + 1	2	4 **			T = last ministry review or audit
C04	Curriculum Program Reviews Includes program review reports and other evaluations of specific programs in the curriculum. (examples: Assessing & Evaluation - Student Learning, Fraser Institute Ranking)	Administration	C + 1	2	4 **			T = last ministry review or audit
C05	Curriculum Writing Projects Includes proposals, correspondence and monitoring of projects for the writing of special curriculum materials. Excludes: > Curriculum Documents - see C09 Teaching Units/Curriculum Ideas.	Administration	C + 1	2	4 **			

HSCDSB - RETENTION SCHEDULE

CURRICULUM PROGRAMS

Includes records regarding the planning and implementation of curriculum programs, program outlines, program reviews and curriculum guidelines. Also includes field trips.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
C06	Extracurricular/Co-Curricular Activities Includes records regarding school extracurricular activities such as clubs, choir, Student Council, and athletics. (examples: Elementary Sports, Track & Field)	School	C + 1	-	2			
C07	Field Trips/Education Outside the Classroom Includes requests, consent/permission forms, correspondence and reports regarding school field trips. Also includes correspondence and arrangements for special events related to specific programs, such as concerts, festivals, track meets, tournaments, facility tours, art or essay contests and science fairs. (examples: Searchmont Resort, Science Fairs, Public Speaking, International Field Trips, etc...) Excludes: > Transportation of students - see S06 Student Bus Routes.	Administration/ School	C + 1	2	4			
C08	Outlines / Courses of Study Includes outlines of available programs and courses of study. (examples: On-Line Learning, Holy Angles Learning Centre)	Administration	S	-	S **			33

HSCDSB - RETENTION SCHEDULE CURRICULUM PROGRAMS

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39

Includes records regarding the planning and implementation of curriculum programs, program outlines, program reviews and curriculum guidelines. Also includes field trips.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
C09	Special Education Program (examples: Special Education Department, Special Needs Cases, Recommendations, etc...)	Special Education	C + 1	2	4 **			36
C10	Teaching Units/Curriculum Ideas Includes teaching units, lesson plans, blank examinations and testing ideas, songs, games, music sheets and other learning materials.	Administration	S	-	S			
C11	Timetables / Schedules Includes course and student timetables, examination schedules, yard duty, school year calendar and related records. (example: Secondary Schools - Staffing and Timetabling) Excludes: > Individual student exam schedules - see S02 Ontario Student Records Current and S04 Special Education Student Files.	School	S	-	S			

Legend: C (Current Year); P (Permanent); PIB (Personal Information Bank); S (Superseded); E (Event Required before Calculating Retention); T (Termination); ** Subject to Archival Selection

HSCDSB - RETENTION SCHEDULE

EDUCATION IN THE COMMUNITY/CONTINUING EDUCATION

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40

Includes records regarding programs centred on preparing the student for involvement in the community, such as vocational guidelines , multicultural services, heritage programs, co-operative education, and educational services to the general community, such as seniors programs and continuing education.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
E00	Education in the Community / Continuing Education - General Includes records regarding community programs and continuing education which cannot be classified elsewhere. Use only if no other heading is available. (example: Community Involvement, Christian Services, etc...)	Originating	C + 1	-	2			
E01	Careers Information Includes description sheets for various vocational/career choices, as well as arrangements, correspondence and materials used in the running of career days. (example: Real Game, Career Planning Program, etc...)	Administration	S	-	S			
E02	Community Education / Liaison Includes records of various programs aimed at raising the awareness of the role of education in the general community, such as Education Week, Mentorship for Immigrants and community use of schools. Also includes program reviews and reports of the activities of community liaison officers. (examples: Home Instruction, Home Schooling, Education Week, etc...) Excludes: > Community Organizations - see A01 Associations/Organizations.	School	C + 1	2	4			

Legend: C (Current Year); P (Permanent); PIB (Personal Information Bank); S (Superseded); E (Event Required before Calculating Retention); T (Termination); ** Subject to Archival Selection

HSCDSB - RETENTION SCHEDULE

EDUCATION IN THE COMMUNITY/CONTINUING EDUCATION

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41

Includes records regarding programs centred on preparing the student for involvement in the community, such as vocational guidelines, multicultural services, heritage programs, co-operative education, and educational services to the general community, such as seniors programs and continuing education.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
E03	Continuing Education / Night School Includes records of instructional hours, refund requests, program reviews, certificates and correspondence regarding the continuing education night school courses. This may include records or provision of instruction to other institutions' students (example: University students being taught by the Board's staff.) Excludes: > Courses of Study - see C08 Outlines/Courses of Study. > Applications/Registrations - see S02 Ontario Student Records - Current and S04 Special Education Student Files.	Administration	C + 1	2	4			
E04	Continuing Education / Summer School Includes certificates, lesson units, principal's reports and correspondence concerning continuing education summer school courses. Excludes: > Courses of Study - see C08 Outlines/Courses of Study. > Applications/Registrations - see S02 Ontario Student Records - Current and S04 Special Education Student Files.	Administration	C + 1	2	4			
E05	Co-operative Education (Example: Ontario Youth Apprenticeship Program (O.Y.A.P.))	Co-operative Education	T + 1	5	T + 6 **	YES		T = termination of work placement

Legend: C (Current Year); P (Permanent); PIB (Personal Information Bank); S (Superseded); E (Event Required before Calculating Retention); T (Termination); ** Subject to Archival Selection

HSCDSB - RETENTION SCHEDULE

EDUCATION IN THE COMMUNITY/CONTINUING EDUCATION

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42

Includes records regarding programs centred on preparing the student for involvement in the community, such as vocational guidelines , multicultural services, heritage programs, co-operative education, and educational services to the general community, such as seniors programs and continuing education.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
E06	Day Care Programs Includes records of Before and After School Care, day care, craft corner and related programs and day care centres in schools. Excludes: > Child records - see S02 Ontario Student Records (OSR) - Current	Administration	C + 1	2	4 **			
E07	Heritage Programs Includes objectives, program reviews, teaching materials and correspondence used in the education of students in heritage awareness such as Arabic, Italian, Vietnamese, and Black heritage programs. Excludes: > Class Registers - see S05 Student Attendance Registers. > Translation/Interpretation Services - see A22.	Administration	C + 1	2	4			
E08	Parks and Recreation Programs Includes correspondence and records of programs such as swimming and fitness made available through Municipal Parks and Recreation or the YMCA/YWCA. Excludes: > Leases and permits for use of school facilities - see L19 Permits / Facility Bookings.	School	C + 1	2	4			

Legend: C (Current Year); P (Permanent); PIB (Personal Information Bank); S (Superseded); E (Event Required before Calculating Retention); T (Termination); ** Subject to Archival Selection

HSCDSB - RETENTION SCHEDULE

EDUCATION IN THE COMMUNITY/CONTINUING EDUCATION

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43

Includes records regarding programs centred on preparing the student for involvement in the community, such as vocational guidelines , multicultural services, heritage programs, co-operative education, and educational services to the general community, such as seniors programs and continuing education.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
E09	Post -Secondary Education Such as Colleges and Universities	Guidance	S	-	S	YES		
E10	Safety and Health Awareness Programs Includes records of safety programs such as school safety patrol, safe arrival program, Elmer the safety elephant, anti-drug programs, AIDS information, etc. (examples: Safe Schools Initiatives, Abuse - Prevention, Abuse - Sexual, Breakfast Programs, Child Abuse, etc...)	School	C + 1	2	4			
E11	Second Language Programs Includes objectives, program reviews, teaching materials and correspondence related to the instruction of French, Italian, Spanish, Native etc... as second languages.	School	C + 1	2	4			

HSCDSB - RETENTION SCHEDULE

EDUCATION IN THE COMMUNITY/CONTINUING EDUCATION

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44

Includes records regarding programs centred on preparing the student for involvement in the community, such as vocational guidelines , multicultural services, heritage programs, co-operative education, and educational services to the general community, such as seniors programs and continuing education.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
E12	Volunteer Development Includes records of volunteer programs such as recruitment workshops, annual receptions and volunteers activities in schools. (examples: Volunteers, Volunteer Program, Occasional Interviews - Volunteers)	Administration	C + 1	2	4	YES		85, 88, 128

HSCDSB - RETENTION SCHEDULE

FINANCE

Includes records regarding financial management, budgeting, accounting, purchasing, and all matters concerning the allocation and control of funds to departments and schools. Also includes records on tax levies and transportation costs.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
F00	Finance - General Includes records regarding finance which cannot be classified elsewhere. Use only if no other heading is available. (example: Business Department - Correspondence) Excludes: > accounting records required to substantiate taxes payable by the Board - file by subject.	Business	C + 1	-	2			
F01	Accounts Payable Includes records documenting funds payable by the Board. (examples: legal fees, vendor transaction listings, payment vouchers, utilities, petty cash, remittances, invoices A - Z, etc..)	Business	C + 1	5	7			18, 37, 97, 120, 177
F02	Accounts Receivable Includes records documenting accounts owed to the Board such as non-resident fees, reimbursements from other boards for teachers on assignment, and cafeteria register tapes. Also includes the monies owed to the Board for transportation and tuition of students charged back to other Boards/Municipalities. Excludes: > Night School Registrations - see S02 Ontario Student Records - Current and S04 Special Education Student Files.	Business	C + 1	5	7			18, 37, 97, 120

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FINANCE

Includes records regarding financial management, budgeting, accounting, purchasing, and all matters concerning the allocation and control of funds to departments and schools. Also includes records on tax levies and transportation costs.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
F03	Assessments / Taxation Includes records relating to allocation of tuition and costs to other School Boards, such as the local property assessment base, equalized assessment, payments deemed to be in lieu of taxes, telephone and telegraph payments. Also includes records on supplementary taxes and tax deficiencies Excludes: > Transportation and Tuition Charge-Backs - see F02 Accounts Receivable.	Business	C + 1	5	7			18, 37, 97, 120
F04	Assets Includes records regarding current and fixed assets owned by HSCDSB. Includes furniture and equipment and other inventories as well as records of depreciation and amortization and records relating to the transfer of fixed assets between departments. Excludes: > Capital Expenditures - see F08 Capital Projects Financing. > Contracts/Agreements - see L10 or L11.	Business	T + 2	T + 4	T + 6		YES	18, 37, 97, 120 T = disposal of asset
F05	Audits Includes records regarding internal and external financial audits of accounts. Excludes: > Audited Financial Statements - see F15 Financial Statements.	Business	C + 1	5	7		YES	18, 37, 97, 120

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FINANCE

Includes records regarding financial management, budgeting, accounting, purchasing, and all matters concerning the allocation and control of funds to departments and schools. Also includes records on tax levies and transportation costs.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
F06	Banking Includes records regarding banking transactions and relationships with banks. (examples: bank statements, bank reconciliation, deposit records, cancelled cheques, cheque stubs and money order rates)	Business	C + 1	5	7			18, 37, 97, 120
F07	Budgets Includes departmental and Board budgets, both capital and operating. Includes all working notes, budget formula calculations, current estimate highlights, preliminary formula budget calculation sheet summaries, and budgeted vs actual reports.	Business	C + 1	5	7		YES	18, 37, 97, 120
F08	Capital Projects Financing Includes records relating to the financing of capital projects. Includes quarterly reports, working papers, building monthly costs, capital payment vouchers, approvals, costing, capital expenditure forecasts, and correspondence with architects and contractors. Excludes: > Final Cost Statements - see F15 Financial Statements.	Business	T + 1	5	T + 6			18, 37, 97, 120 T = completion of project.

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Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
F09	Capital Revenue Includes sale of property and rental income from leased premises. Excludes: > Property Matters - see L23.	Business	C + 1	5	7			18, 37, 97, 120
F10	Cash Receipts Includes receipts issued by the Board to those who have paid cash to the Board.	Business	C + 1	5	7	YES		18, 37, 97, 85, 88, 120, 128
F11	Cheque Requisitions Includes all cheque requisitions and supporting documents used to authorize the issuance of cheques by the Board. Includes accounts payable invoices, credit notes, payment vouchers, credit card statements etc. Excludes: Cheques - see F12	Business	C + 1	5	7			18, 37, 97, 120

HSCDSB - RETENTION SCHEDULE

FINANCE

Includes records regarding financial management, budgeting, accounting, purchasing, and all matters concerning the allocation and control of funds to departments and schools. Also includes records on tax levies and transportation costs.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
F12	Cheques Includes all cancelled cheques issued by the Board. Also includes any copies of cancelled cheques. Records associated with the support of the reconciliation of all financial transactions, used to provide a proper audit trail. This record series may include all records relating to issuance of cheques, such as returned cheques, trust cheques and cancelled cheques. Excludes: > Banking - see F06 > Cheque Requisitions - see F11	Business	C + 1	5	7			18, 37, 97, 120, 175 to 178
F13	Debentures / Bonds Includes records regarding the debentures and bonds issued. Includes information on the initial issuance of the debenture or bond and records of payments made to investors.	Business	T + 1	5	T + 6			18, 37, 97, 120 T = after redemption of issue.
F14	Employee and Trustee Expenses Includes car allowances and other expenses submitted by employees and trustees for reimbursement. Includes Petty Cash float, reimbursement etc..	Business	C + 1	5	7			18, 37, 97, 120

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FINANCE

Includes records regarding financial management, budgeting, accounting, purchasing, and all matters concerning the allocation and control of funds to departments and schools. Also includes records on tax levies and transportation costs.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
F15	Financial Statements Includes the Balance Sheet, Income Statement, Statement of Source and Application of Funds, and other audited financial statements. Excludes: > Financial Working Papers - see F16.	Business	C + 1	P	P			18, 37
F16	Financial Working Papers Includes all drafts, calculations, grant calculations and other working papers associated with the development of financial statements for the Board.	Business	C + 1	5	7			18, 37
F17	General Ledger Includes all records in the books of original entry, whether maintained in book format or as a computer report.	Business	C + 1	P	P		YES	18, 37

HSCDSB - RETENTION SCHEDULE

FINANCE

Includes records regarding financial management, budgeting, accounting, purchasing, and all matters concerning the allocation and control of funds to departments and schools. Also includes records on tax levies and transportation costs.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
F18	Grants / Subsidies / Funding Includes records pertaining to all provincial funding, grant programs, transportation subsidies and community support fund. (examples: Grant Proposals, Ministry of Education) Excludes: > Agreements - see L11 Contracts and Agreements – Under Seal.	Business	C + 1	5	7			18, 37, 97, 120 T = expiry of grant period.
F19	Investments Includes records regarding the Board's investments, term deposits and promissory notes. May also include records of investments in fuel for later sale to individual schools and other organizations involved in the bulk purchase.	Business	T + 1	5	T + 6		YES	18, 37, 97, 120 T = after closure of account.
F20	Journal Entries / Vouchers Includes completed journal voucher forms, input forms, and all background documentation used to substantiate journal entries.	Business	C + 1	5	7		YES	18, 37, 97, 120

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FINANCE

Includes records regarding financial management, budgeting, accounting, purchasing, and all matters concerning the allocation and control of funds to departments and schools. Also includes records on tax levies and transportation costs.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
F21	Payroll Includes all records of payments of salary, wages and deductions to employees. Includes payroll master records (PMRs), employment insurance records, payroll update logs, hold backs, and payroll deduction and billing reports. Also includes T4s, TD1s and T2200s. (examples: Canada Savings Bonds, Garnishee, Revenue Canada, Teachers Pension Plan, etc...)	Business	C + 1	5	7	YES		7, 9, 37, 39, 40, 41, 42, 56, 60, 61, 62, 63, 64, 65, 68, 69, 70, 71, 85, 88, 97, 120, 128, 180, 183
F22	Purchase Orders Includes purchase orders and blanket orders authorizing the procurement of goods and services. (examples: Completed Orders, Newspaper Ads, etc..) Excludes: > Tenders/Quotations - see F29. > Purchase Order Registers - see F27 Subsidiary Ledgers, Registers and Journals.	Business	C + 1	5	7			18, 37, 97, 120
F23	Purchasing Records related to requests for proposal, proposal review, inspection of merchandise, etc. (example: Cafeteria Services) Excludes: > Accounts Payables and Receivables - see F01 and F02. > Purchasing Contract - see L10 Contracts and Agreements - Simple.	Purchasing	T + 1	5	T + 6			18, 37, 97, 120 T = Termination of the proposal process by granting the contract or cancellation. Non - winning proposals remain the property of the submitter and are returned or destroyed.

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FINANCE

Includes records regarding financial management, budgeting, accounting, purchasing, and all matters concerning the allocation and control of funds to departments and schools. Also includes records on tax levies and transportation costs.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
F24	Records of Assessment Includes records of names, addresses and school support direction for ratepayers for public school or Catholic school supporters. Also includes Street Index Guide, alphabetical listings, analysis of assessment, and mill rates.	Business	S + 1	-	S + 1	YES		37, 85, 88, 128
F25	School Support Includes records relating to the direction of school support. Records include conflict reports of school support for Catholic and Public School Boards, applications for the direction of school support, admit/demit lists, Assessment Review Board appeals, Transfers and Transportation completed forms, etc. Also includes information on corporation support, non-resident information and extended funding.	Business	C + 1	-	7	YES		18, 26, 37, 85, 88, 97, 120, 128
F26	Student Council Funds Includes records on funds allocated to or raised by the Student Council. Records consist of accounts receivable and payable documents such as invoices and vouchers.	School	C + 1	5	7			18, 37, 97, 120

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FINANCE

Includes records regarding financial management, budgeting, accounting, purchasing, and all matters concerning the allocation and control of funds to departments and schools. Also includes records on tax levies and transportation costs.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
F30	Transportation Includes records on bus route costing, fuel rates, bus capacity loading, and records regarding the escalation and de-escalation of fuel prices for vehicles and buses and its impact on the Bus Transportation Contract with the Bus Lines Operators. Records include quarterly review documents. Excludes: > Transportation and tuition charge backs - see F02 Accounts Receivable. > Student Bus Routes - see S04. > Original Contract - see L11 Contracts and Agreements—Under Seal.	Business	C + 1	5	7			18, 37, 97, 120
F31	Donations / Scholarships Funds Bequests Includes records regarding monetary donations for Scholarships or other purposes deemed by the donor or Board.	Business	T + 1	5	T + 6	YES		18, 37, 96, 97, 120 T = winding up of fund/bequest
F32	Levy Includes records regarding revenue collected by the Board in the form of levies imposed upon local organizations (cities, townships etc ...)	Business	C + 1	P	P			37 Excludes: > Subsidies - see F18 Grants / Subsidies / Funding

HSCDSB - RETENTION SCHEDULE

HUMAN RESOURCES

Includes records regarding the Board's relationship with its employees. Includes records regarding general staff programs as well as information on specific employees.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
H00	Human Resources - General Includes records regarding Personnel matters which cannot be classified elsewhere. Use only if no other heading is available. (example: Human Resources Correspondence - General)	Originating	C + 1	-	2			
H01	Attendance and Scheduling Includes records regarding employee attendance, absences, scheduling, call-outs and hours of work. Includes weekly absenteeism reports, Clerical Assistance Requests, reports from the Personnel Attendance System. Excludes: > Time Cards - see F21 Payroll.	Human Resources	C + 1	-	2	YES		85, 88, 128 Year-end attendance added to employee records.
H02	Benefits Includes brochures, rates, quotes, correspondence and explanatory documents regarding benefits offered to employees such as group insurance, dental plans, Employee Assistance Program, benefit rate changes and premium adjustments. (example: enrolment OMERS) Excludes: > Benefit Records of Specific Employees - see H10 Employee Record.	Human Resources	S	-	S **			

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HUMAN RESOURCES

Includes records regarding the Board's relationship with its employees. Includes records regarding general staff programs as well as information on specific employees.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
H03	Benefit Claims Includes claims and supporting documentation. (example: Canada Life Claims) Excludes: > WSIB Claims - see H38 WSIB Claims / Rehabilitation. > Long Term Disability (LTD) - see H15 Long Term Disability Claims.	Human Resources	T + 1	5	T + 6	YES		85, 88, 128 T = Claim completed
H04	Certification Records related to certification of individuals to perform certain tasks. (examples: Ministry of Education, Teacher Personnel Qualifications, Occasional Teacher renewals, etc...)	Human Resources	S & T		T	YES		85, 88, 128, 162 S = Annual Certification T = Termination of employee service
H05	Direct Deposit Authorizations (DDA) Includes original signed Direct Deposit Authorizations for employees / trustees only. Note: This record is filed within the "Pay" section of the employees' Personnel File and within the Trustees file.	Human Resources	T + 1	5	T + 6	YES		18, 37, 97, 120, 85, 88, 128 T = Termination of employee service

HSCDSB - RETENTION SCHEDULE

HUMAN RESOURCES

Includes records regarding the Board's relationship with its employees. Includes records regarding general staff programs as well as information on specific employees.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
H06	Employee Complaints / Harassment / Human Rights Includes: Official complaint, backup documentation, union/legal correspondence and disposition.	Human Resources	T	6	T + 6	YES		85, 88, 128 T = Termination of employment These files are NOT part of the employee file.
H07	Employee Claims Includes records regarding claims initiated by employees regarding Legal Issues. Excludes: Grievances - see H32 Union - Grievances and Arbitration.	Human Resources	T	P	P	YES		66, 72, 85, 88, 128
H08	Employee - Medical Record - General Medical records related to treatment, examinations, history, etc. related to general medical matters. Excludes: > Accident/Injury Reports - see L01 Accident Reports.	Human Resources	T + 20		T + 20	YES	YES	85, 88, 128

HSCDSB - RETENTION SCHEDULE

HUMAN RESOURCES

Includes records regarding the Board's relationship with its employees. Includes records regarding general staff programs as well as information on specific employees.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
H09	Employee - Pension Record Includes OMERS annual member's statement for each employee, retirement income calculation and any supporting documentation. Excludes: > Pension Plans - see H17 Pension / Superannuation. > Employee Retirement - see H21 Retirement	Human Resources	T + 1	5	T + 6	YES	YES	9, 85, 88, 128 T = Employee deceased & all beneficiaries paid or pension transferred to another institution Annual statements retained 1 year
H10	Employee Record Includes records regarding the employment history of Board or school employees and trustees. Includes initial resume and applications, internal applications, copies of benefit enrolment forms, copies of salary calculation forms, change advice, report of accidental injury, employee master record cards, certification of level placement, probationary contract, employee evaluations, key tasks, and employee verification forms. Also includes workers compensation settlement reports, long-term disability insurance claims, claim summaries and disbursements. Includes teaching and support staff. (example: Personnel File - See Sample Folder) Note - The official copy of the Record may consist of one or more files: a main folder, Long-Term Disability folder and WSIB folder. Note - The main folder is divided in six sections: Hiring Information, Correspondence, Pay, Benefits, Training & Development and Performance Review Note - RRSP Enrolment Forms and Retired Employee Banking Info. are located in binders in the Benefit Administrators office. Excludes: > Salary and Deductions - see F21 Payroll.	Human Resources	T + 2	T + 48	T + 50	YES	YES	9, 65, 67, 68, 69, 70, 71, 85, 88, 96, 114, 115, 120, 128, 181, 182, 183 T = Death of the last surviving beneficiary of the employee's pension policy

HSCDSB - RETENTION SCHEDULE

HUMAN RESOURCES

Includes records regarding the Board's relationship with its employees. Includes records regarding general staff programs as well as information on specific employees.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
H11	Employment Equity Includes records regarding affirmative action such as workshop packages, questionnaires and plans, strategies, correspondence with affirmative action contact representatives and reports.	Human Resources	C + 1	2	4			43 to 59
H12	Health and Safety Includes records regarding occupational health and safety of staff. Includes WHMIS and information on health and safety training programs for staff. Excludes: > Accident Reports - see L01. > Claims/Litigation - see L06. > Emergency Procedures - see M17 Policies/Procedures/Guidelines. > Inspections - see B08. > Material Safety Data Sheets - see B11. > Student Health Records - see S02 Ontario Student Records - Current and S04 Special Education Student Files. > WHMIS - see B18 Substance Control/Exposure.	Human Resources	C + 1	5	7	YES	YES	85, 88, 128, 131
H13	Job Descriptions / Tasks Includes job descriptions and specifications as well as background information used in their preparation or amendment. Also includes positions of responsibility and assigned tasks.	Human Resources	S	-	S **		YES	

HSCDSB - RETENTION SCHEDULE

HUMAN RESOURCES

Includes records regarding the Board's relationship with its employees. Includes records regarding general staff programs as well as information on specific employees.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
H14	Leaves of Absence Includes records regarding employee entitlements, salary leave plans, requests, planners and correspondence related to leaves (examples: bereavement, personal, educational, pregnancy/parental/adoptive, sabbaticals, teacher exchange etc...) Excludes: > Attendance – see H01 Attendance and Scheduling. > Vacations - see H37. > Employee Records – see H10.	Human Resources	T + 3	-	T + 3	YES		71, 85, 88, 128
H15	Long Term Disability Claims Includes correspondence leading up to and including all Long Term Disability Claims (LTD) and OMERS Disability files. These records are kept alphabetically by employee name. Excludes: > Health & Safety - Accidents/Injuries - see L01 Accident Reports > Pension - see H17 Pension / Superannuation. Note: This documentation is filed within the "Benefits" section of the employees' Personnel File or in a separate folder labelled "LTD" due to the volume of documentation.	Human Resources	T + 2	T + 48	T + 50	YES	YES	85, 88, 128
H16	Pay Equity Includes records regarding the establishment and implementation of the Board's Pay Equity plan. Records include background information, consultant information, questionnaires, interview documentation and job evaluation plans.	Human Resources	S + 1	-	S + 1	YES		43 to 59, 85, 88, 128

HSCDSB - RETENTION SCHEDULE

HUMAN RESOURCES

Includes records regarding the Board's relationship with its employees. Includes records regarding general staff programs as well as information on specific employees.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
H17	Pension / Superannuation Includes general information on OMERS, TPP and other annuity or superannuation plans and annual information returns. Original annual statements are sent to each member. Includes original pension policies, valuations, contribution reports, adjustments, administrator reports, cumulative years of service, total pension contributions, accrued benefits etc... Excludes: > Deductions - see F21 Payroll. > Employee Pension Records - see H10. > Employee Retirement - see H21 Retirement.	Human Resources	P	-	P	YES	YES	9, 85, 88, 128, 164
H18	Performance Management Records relating to performance management, staff supervisory and management performance reviews. Includes discipline and discharge documentation. Note: Performance Management documentation related to the following positions: Director of Education, Superintendent of Education and System Administrator is managed by the Director of Education:	Human Resources Director of Education	T	6	T + 6	YES		31, 85, 88, 120, 128 T = Termination of Employee Service
H19	Positions Includes records associated to specific positions. (examples: Educational Assistants / Student Needs Assessment Assistants, Tutors in the Classroom) Excludes: > Job Descriptions - see H13. > Training and Development - see H25 Staff Development.	Human Resources	C + 1	2	4			

HSCDSB - RETENTION SCHEDULE

HUMAN RESOURCES

Includes records regarding the Board's relationship with its employees. Includes records regarding general staff programs as well as information on specific employees.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
H20	Recruitment / Selection Includes records regarding the recruitment of staff. Includes job postings, copies of advertisements, records regarding competitions, applications, resumes, applicant evaluations and orientation. Excludes: > Successful applicants - see H10 Employee Record and H27 Temporary Employment.	Human Resources	C + 2	-	3	YES		45, 46, 47, 53, 85, 88, 128
H21	Retirement Includes records associated with termination of employment due to retirement. Includes records detailing pension obligations due to individuals under the Ontario Municipal Employees Retirement System (O.M.E.R.S.) and the Teachers' Pension Plan Board (T.P.P.B.) Excludes: > Pension Plans - see H17 Pension/Superannuation. > Deductions - see F21 Payroll. > General Pension Information - see H17 Pension/Superannuation.	Human Resources	T	6	T + 6	YES	YES	85, 88, 128 T = Death of employee/beneficiary
H22	Salary Administration Includes records regarding the planning and scheduling of salaries, such as job evaluations, job classification systems, salary surveys and schedules, salary increments, service pay and substitution pay. Also includes statistics, program ideas, and compensation strategies. Includes Workplace Safety & Insurance Board (WSIB) information. Excludes: > Employee Record - see H10. > Pay Equity - see H16.	Human Resources	C + 1	2	4	YES		39, 40, 41, 42, 60, 61, 85, 88, 97, 98, 99, 100, 103, 120, 128

HSCDSB - RETENTION SCHEDULE

HUMAN RESOURCES

Includes records regarding the Board's relationship with its employees. Includes records regarding general staff programs as well as information on specific employees.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
H23	Severance Programs Includes calculations, agreement and correspondence for employees considering or taking advantage of a Voluntary Severance Incentive Program and Early Retirement Incentive Program.	Human Resources	T + 1	5	T + 6	YES	YES	85, 88, 128 T = Termination of employment
H24	Staff Allocation / Staff Lists Includes records concerning the allocation of staff within the system. Also includes staff lists such as staff directories, non-union seniority lists, retirement lists and lists of supply teachers.	Human Resources	S + 1		S + 1	YES		85, 88, 128
H25	Staff Development Includes records regarding courses and conferences facilitated by the Board for staff development and information on career and professional development programs. Also includes orientation materials and staff development calendars.(examples: Professional Development, Summer Institute for Principals)	Human Resources	C + 1	2	4			35

HSCDSB - RETENTION SCHEDULE

HUMAN RESOURCES

Includes records regarding the Board's relationship with its employees. Includes records regarding general staff programs as well as information on specific employees.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
H26	Staff Planning Includes records of succession planning, executive placement, retirement programs, staff turnover rates, annual hire/promotion targets, recruitment freezes, employment equity, performance management and related records. Excludes: > Employee Record - see H10.	Human Resources	C + 1	3	5	YES		85, 88, 128
H27	Temporary Employment Includes correspondence, requests for temporary help, lists of floater secretaries, typing tests, and other records regarding temporary employees of the Board. Includes records on student or practice teachers and summer students.* (example: Student Teacher Placements) Excludes: > Time sheets, see F21 Payroll.	Human Resources *Superintendent of Education	T + 2	4	T + 6	YES		9, 65, 67, 68, 69, 70, 71, 85, 88, 96, 114, 115, 120, 128, 181, 182, 183 T = Termination of employment
H28	Transfers / Placements / Promotions Includes records concerning the transfer, placement, promotion, and selection of employees within the system. Includes requests and appeals.	Human Resources	C + 1		2	YES		85, 88, 128

HSCDSB - RETENTION SCHEDULE

HUMAN RESOURCES

Includes records regarding the Board's relationship with its employees. Includes records regarding general staff programs as well as information on specific employees.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
H29	Union - General Includes: Copy of current signed collective agreement, general correspondence, memorandum of agreements/policies. Also includes union management meetings, seniority adjustments, seniority lists and union time off for each union. Excludes: > Original Collective Agreements - see L11 Contracts and Agreements Under Seal > Union Bargaining Records - see H30.	Human Resources	C + 11	-	C + 11			
H30	Union - Bargaining Records Includes: A copy of the signed collective agreement, union and management proposals, costings and survey data, agreed upon items, union and legal correspondence and notes. Excludes: > Union Files - see H29 Union - General.	Human Resources	T	20	T + 20		YES	
H31	Union - Collective Agreement Administration Includes records regarding the administration and interpretation of the Board's collective agreements. Includes, implementation plans, sub plans, and related records. Excludes: > Grievances & Arbitrations - see H32. > Collective Agreements - see L11 Contracts and Agreements - Under > Certification Documents - see H33 Union - Labour Certification. > Salary Schedule - see H22 Salary Administration. > Negotiations - see H34 Union - Negotiations.	Human Resources	T + 2	-	T + 2			T = Termination of contract period;

HSCDSB - RETENTION SCHEDULE

HUMAN RESOURCES

Includes records regarding the Board's relationship with its employees. Includes records regarding general staff programs as well as information on specific employees.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
H32	Union - Grievances and Arbitration Includes records regarding grievances filed by employees such as evaluation reports, notifications, correspondence with union concerning grievance initiators and legal opinions and memorandum of settlements.	Human Resources	T	20	T + 20	YES	YES	85, 88, 128 T = Resolution/ withdrawal of grievance
H33	Union - Labour Certification Includes original documents concerning the certification of labour unions.	Human Resources	P	-	P			
H34	Union - Negotiations Includes records regarding collective bargaining with the unions representing the Board's employee groups. Includes final offers, memoranda of settlement, mediations, arbitrations, and scattergrams used in preparations for bargaining. Also includes documentation on strikes. Excludes: > Collective Agreement - see L10 Contracts and Agreements - Simple.	Human Resources	T	20	T + 20			T = Termination of the contract period; retention based on research needs.

HSCDSB - RETENTION SCHEDULE

HUMAN RESOURCES

Includes records regarding the Board's relationship with its employees. Includes records regarding general staff programs as well as information on specific employees.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
H35	Union - Strike Plans Includes: Official strike plan, strike committee meeting minutes, list of management home address and phone numbers, correspondence and notes	Human Resources	P		P			
H36	Unsolicited Resumes Includes solicited and unsolicited application/resumes. For accepted application see Employee Records. Excludes: > Recruitment/Selection - see H20.	Human Resources	C		C	YES		85, 88, 128
H37	Vacation / In-Lieu Includes records regarding employee vacations and/or time off in-lieu. Records include requests, schedules/planners and correspondence. Excludes: > Attendance - see H01 Attendance and Scheduling. > Employee Record - see H10.	Human Resources	T + 3	-	T + 3	YES		70, 85, 88, 128

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HUMAN RESOURCES

Includes records regarding the Board's relationship with its employees. Includes records regarding general staff programs as well as information on specific employees.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
H38	<p>WSIB Claims / Rehabilitation</p> <p>Includes Form 7, attending physician reports, benefits history, current injury/accident details, accident investigation reports, WSIB reports, correspondence and return to work certifications.</p> <p>Excludes: > WSIB Payments - see F01 Accounts Payable</p> <p>Note: This documentation is filed within the "Benefits" section of the employees' Personnel File or in a separate folder labelled "WSIB" due to the volume of documentation.</p>	Human Resources	T + 1	5	T + 6	YES	YES	<p>85, 88, 128, 181, 182</p> <p>T = death of employee and all beneficiaries</p>

Legend: C (Current Year); E (Event required before Calculating Retention); P (Permanent); PIB (Personal Information Bank); S (Superseded); T (Termination); ** Subject to Archival Selection

HSCDSB - RETENTION SCHEDULE INFORMATION TECHNOLOGY

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70

Includes records regarding Information Technology systems of the Board.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
I00	Information Technology - General Includes but is not limited to Information Systems records which cannot be classified elsewhere. Used only if not other heading is appropriate and available. (examples: Computer Department, Computer Surveys)	Systems Administrator	C + 1		2			None
I01	Application Development / Implementation / Operations Includes: Intranet/Internet and Tracking Systems. Also includes Database Administration such as Accounts, Privileges, Maintenance and Modelling.	Systems Administrator	T+1		T+1		YES	T = until data from discontinued program is no longer required
I02	Business Systems - Design / Development Records related to the design and development of business systems including financial and office business systems. Includes documentation and manuals	Systems Administrator	T	1	T +1			None

Legend: C (Current Year); P (Permanent); PIB (Personal Information Bank); S (Superseded); E (Event Required before Calculating Retention); T (Termination); ** Subject to Archival Selection

HSCDSB - RETENTION SCHEDULE INFORMATION TECHNOLOGY

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71

Includes records regarding Information Technology systems of the Board.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
I03	Business Systems - Operation Records related to the operation of business systems and their applications including quality control and testing. Includes documentation and manuals	Systems Administrator	SUP	1	SUP + 1			None
I04	Computers - General Includes: Correspondence of a general nature. Also includes request form for PC Hardware/Software and Network support. Excludes: Information Technology - Hardware/Software Administration - see I07; Instruction Manuals - see I10; Information Technology - Standards - see I09.	Originator	C + 1		2			
I05	Computer / Information Systems Includes records regarding all types of information systems in use. Includes information on system design and implementation, office automation, and program listings. Also includes computer maintenance records, flow charts, file layouts and requests for modification and upgrades, inventories of network equipment and user I.D.s and hardware and software designations and summaries. Excludes: > Reports - file by subject. > Backup Tapes - identify by subject. > Maintenance Contracts - see L10 Contracts and Agreements - Simple.	Systems Administrator	S+1	-	S+1			GST Memo 500-1-2 "Computerized Records".

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Includes records regarding Information Technology systems of the Board.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
I06	Information Systems Includes but is not limited to records regarding information systems, computer hardware, computer software, data transmission, software evaluations, instructional material used by the Board. Excludes: > Communication Systems - see I11 - Telephone/Voice Mail Systems > Information Technology - Services Requests - see I08 > Contracts/Agreements - see L10 and L11 > Tenders/Quotations - see F29 > Vendors and Suppliers - see A24 Vendors/Suppliers/Caterers	Systems Administrator	S		S			None
I07	Information Technology - Hardware / Software Administration Includes: System specification and requirements and LAN/WAN, Network administration such as acquisitions, installation, licensing and upgrades. Also includes Network Operations including accounts, backup, restore and tuning, mainframe, midrange and PC programming information and packaged product information, system specifications and system development documentation. Also contains documentation of changes made due to changes in the legislation. Excludes: > Computers - General - see I04; > Information Technology - Standards - see I09. > Instruction Manuals - see I10;	Systems Administrator	T+1		T+1			T=until discontinuation of hardware/software All historical data related to the discontinued program is to be either converted to be "new software compatible" or it is confirmed by management that such historical information will no longer be required for reference purposes.
I08	Information Technology - Services Requests (ITSR's) For additional hardware/software, service call information on hardware and software, etc. used by the Board. This information will include quotes for specialized items not covered by Tender. Daily and bi-weekly reports used internally for analyses.	Systems Administrator	C + 1	2	4			None

Legend: C (Current Year); P (Permanent); PIB (Personal Information Bank); S (Superseded); E (Event Required before Calculating Retention); T (Termination); ** Subject to Archival Selection

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Includes records regarding Information Technology systems of the Board.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
I09	Information Technology - Standards Includes: Board-wide approved standards for hardware and software. Also includes standards for security, access, data backup and disaster recovery.	Systems Administrator	S+1		S+1		YES	
I10	Instruction Manuals Includes: Computer hardware manuals and equipment manuals for photocopiers, fax machines, microfilm reader/printer, etc. Excludes: > Information Technology - Standards - see I09.	Originator	S		S			Existing manuals for software are not to be destroyed until the updated software has been received, installed and tested in the computer operating environment. Existing manuals for hardware are not to be destroyed until the related hardware is sold or formally scrapped.
I11	Telephone & Voice Mail Systems Records related to telephone and voice mail systems technology, application programs and reports.	Systems Administrator	SUP	0	SUP			

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LEGAL

Includes records regarding legal matters as well as contracts and agreements, insurance and real estate matters. Also includes Federal and Provincial legislation affecting or of interest to the Board.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
L00	Legal – General Includes records regarding legal affairs which cannot be classified elsewhere. Use only if no other heading is available. (example: Legal Costs)	Originating	C + 2	-	3			
L01	Accident Reports Includes reports of staff* or student** accidents that occur on Board property such as at schools or on school trips. (example: Ontario School Board Insurance Exchange) Excludes: > Claims/Litigation - see L06. > Workers' Compensation Claims and Reports - see H38	* Human Resources ** Business	C + 2	17	20	YES		85, 88, 92, 115, 128, 181, 182 If applies to student keep until student is age 18 and report is at least 2 years old; If applies to staff transfer to employee record
L02	Acts / Regulations Includes single copies of Acts and Regulations, bills and judgments relevant to the Board's activities, as well as correspondence and discussion papers concerning the Acts and Regulations and amendments to them. Includes the Copyright Act. (examples: Conflict of Interest, Bill 160, Criminal Background Check Regulation, etc...) Excludes: > Stock copies for placement in central reference area. > Ministry of Education Guidelines - see M08 Education Guidelines.	Originating	S	-	S		YES	

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LEGAL

Includes records regarding legal matters as well as contracts and agreements, insurance and real estate matters. Also includes Federal and Provincial legislation affecting or of interest to the Board.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
L03	Advice / Opinions - General This includes advice and legal opinions provided by Lawyers to HSCDSB.	Originating	C + 2	P	P	YES		
L04	Appeals / Hearings Includes records of hearings conducted by the Ministry of Education as a result of a request by a student or parent or guardian for the removal or correction of information on the OSR, with which the principal refused to comply. Records include the hearing proceedings, the final decision, suspension appeals and O.M.B. hearings. Excludes: > Correspondence regarding corrections or removal of information not involving a hearing, see S02 Ontario Student Records (OSR). > Staff transfer appeals - see H07 Employee Claims. > Assessment Review Board Appeals - see F25 School Support.	Board Secretary	T	5	T + 5		YES	T = final resolution.
L05	Business Organization - General Records related to the creation and formal proceedings of the Board. (example: Amalgamation of School Boards, HSCDSB)	Board Secretary	C + 2	T	T			26, 114 T = Termination of the HSCDSB.

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LEGAL

Includes records regarding legal matters as well as contracts and agreements, insurance and real estate matters. Also includes Federal and Provincial legislation affecting or of interest to the Board.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
L06	Claims / Litigation Includes all liability claims made by employees and other parties against the Board or by the Board against other parties. Also includes documentation regarding all litigation cases against or by the Board. (example: Children's Aid - Allegations of Abuse / Assault / Inappropriate Behaviour by Staff) Excludes: > Accident Reports - see L01. > Workers' Compensation, Long Term Disability - see H10 - Employee Records & H07 Employee Claims.	Administration	T + 1	19	T + 20	YES	YES	113 T = resolution of claim.
L07	Compliance Records related to the preparation of documents required by law. Includes reporting and external audits required by the Board, etc. Excluded: > Tax Returns - see L08 - Compliance - Tax Returns	Originating	T + 2	T	T			20, 21, 132 T = Termination of the agency.
L08	Compliance - Tax Returns Tax returns filed for sales, income, severance, etc. Excludes: > Accounting Records see - F01 Accounts Payable	Business	C + 2	5	7			39, 40, 41, 42, 74, 75, 76, 77, 97, 98, 99, 100, 101, 102, 103 T = Termination of the agency.

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LEGAL

Includes records regarding legal matters as well as contracts and agreements, insurance and real estate matters. Also includes Federal and Provincial legislation affecting or of interest to the Board.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
L12	Contracts and Agreements - Contract Performance Records related to compliance or performance of contracts. Includes determination of costs, performance of services and payments. Contracts Under Seal Simple Contracts	Originating						T = Termination year of contract/agreement
			T	20	T+20			
			T	6	T+6			
L13	Contracts / Agreements - Real Property Improvements Records related to contracts and agreements for improvements to real property.	Plant	T + 1	19	T + 20			106, 107, 108, 109, 110, 111, 117, 118, 119, 121 T = Termination of the contract.
L14	Copyright / Trademark / Patents Records related to preparation, filing, maintenance and rights (example: Copyright (Compliance))	Originating	T	6	T + 6			11, 12, 13, 163, 174 T = end of Intellectual Property Coverage

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LEGAL

Includes records regarding legal matters as well as contracts and agreements, insurance and real estate matters. Also includes Federal and Provincial legislation affecting or of interest to the Board.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
L15	Hearings / Proceedings Includes all correspondence and related documentation regarding hearings and legal proceedings. Includes copies of notices, judgements, orders, and decisions regarding HSCDSB. Excludes: > Original Orders & Judgements - see L09 Compliance - Orders - Agency/Court	Administration	T + 1	19	T + 20		YES	113
L16	Insurance Includes records regarding the Board's insurance liabilities such as agents and adjusters' premiums, policies, certificates and appraisals. (example: Ontario School Boards' Insurance Exchange (O.S.B.I.E.)) Excludes: > Insurance Claims - see L06 Claims/Litigation. > Accident Reports - see L01.	Business	T + 1	5	T + 6		YES	104, 105, 114, 120 T = expiry of policy. See L01 for citation.
L17	Insurance - Future Liability Record related to insurance coverage for future liability, exposure to hazardous substances, or other problems manifesting themselves long after the policy terminates. Includes liability policies.	Business	T + 2		T + 2			104, 105 T = Termination of the agency.

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LEGAL

Includes records regarding legal matters as well as contracts and agreements, insurance and real estate matters. Also includes Federal and Provincial legislation affecting or of interest to the Board.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
L18	Leases / Mortgages Includes leases of property and land to and by the Board	Business	T	10	T + 10			90, 108, 109, 111
L19	Permits / Facility Bookings Includes copies of permits issued by the Board for the use of school property for purposes such as polling stations and community events. Also includes applications for permits, lists of permit holders and inter-jurisdictional permits. Excludes: > Building Permits - see B02 Building Approvals. > Original agreements and contracts - see L10 Contracts and Agreement - Simple and L11 Contracts and Agreements - Under Seal.	Plant	C + 1	-	-			
L20	Police Matters Includes correspondence between schools and police departments regarding extra duty officers, police visits to schools, and related items. Excludes: > Security - see B02 Building Approvals. > Safety Awareness - see E08 Safety and Health Awareness Programs.	Originating	C + 1	-	2			

HSCDSB - RETENTION SCHEDULE

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LEGAL

Includes records regarding legal matters as well as contracts and agreements, insurance and real estate matters. Also includes Federal and Provincial legislation affecting or of interest to the Board.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
L21	Precedents Includes copies of documents from previous files to be used as examples for subsequent files and will include standard forms of documents for use by the Board.	Originating	S		S		YES	
L22	Property Damage Includes reports and general correspondence regarding property damage, theft or loss. Also includes vandalism, copies of repair invoices, monthly and annual summaries.	Originating	C + 1	3	5			
L23	Property Matters Includes legal documents (deeds, land purchase agreements, development agreements), property appraisals, valuations and quotes concerning land owned by the Board or under consideration for purchase. Also includes plans, correspondence, reports and backup documentation relating to the acquisition or sale of lands. (example: Transfer of Property) Excludes: > Capital Revenue - see F09. > Property Appraisals	Business Business	T + 1 S	19	T + 20			106 to 121, 179 T = disposal of property.

HSCDSB - RETENTION SCHEDULE

MANAGEMENT/POLICY

Includes records regarding the establishment of policy and by-laws and the activities of the Board of Trustees. Also includes elections.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
M00	Management / Policy - General Includes Management/Policy records which cannot be classified elsewhere. Use only if no other heading is available.	Originating	C + 1	-	2			
M01	Administrative Council(s) Includes agenda and minutes of the Administrative Council of the Board of Education. Excludes: > Staff Meetings - see A21 Staff Meetings/Committees. > Trustee Committees - see M20.	Director of Education	C + 1	P	P			15, 16, 17, 26, 27, 101 Keep shorthand notes for 2 years .
M02	Appointments to Boards and Committees Includes records on recommendations made by the Board regarding appointments to other local Boards such as the Library Board. (example: Student Trustee on Board)	Board Secretary	T + 1	-	T + 1	YES		26, 85, 88, 128 T = expiry of term of office.

HSCDSB - RETENTION SCHEDULE MANAGEMENT/POLICY

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83

Includes records regarding the establishment of policy and by-laws and the activities of the Board of Trustees. Also includes elections.

[illegible]

Legend: C (Current Year); P (Permanent); PIB (Personal Information Bank); S (Superseded); E (Event Required before Calculating Retention); T (Termination); ** Subject to Archival Selection

HSCDSB - RETENTION SCHEDULE MANAGEMENT/POLICY

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84

Includes records regarding the establishment of policy and by-laws and the activities of the Board of Trustees. Also includes elections.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
M06	By-Laws Includes final versions of the Board's by-laws, amendments, and special resolutions, and attachments that are legally part of the by-laws. Also includes incorporation documentation. Excludes: > Background information - file by subject.	Board Secretary	S	P	P			16, 17, 26, 27
M07	Correspondence - Executive Records related to correspondence generated by the Chairperson, Members of the Board, Director of Education and Superintendents. (examples: Letters of Congratulations - Awards, Letters to Parents)	Originator	C + 1	8	10			
M08	Education Guidelines Includes guidelines provided by the Ministry of Education. Records include memoranda, directives and correspondence. Also includes guidelines on Ministry ordered school closings. Excludes: > Policies/Procedures/Guidelines - see M17. > Curriculum Guidelines - see C01.	Director of Education	S	-	S			

Legend: C (Current Year); P (Permanent); PIB (Personal Information Bank); S (Superseded); E (Event Required before Calculating Retention); T (Termination); ** Subject to Archival Selection

HSCDSB - RETENTION SCHEDULE MANAGEMENT/POLICY

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85

Includes records regarding the establishment of policy and by-laws and the activities of the Board of Trustees. Also includes elections.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
M09	Elections Includes records on federal, provincial and municipal elections and the Board's involvement.	Director of Education	T + 1	-	T + 1			126, 127 T = expiry of term of office.
M10	Legislation - Federal Includes records regarding bills, acts and regulations enacted by the Parliament of Canada which affect or are of interest to HSCDSB.	Originator	S		S			None
M11	Legislation - Provincial Includes records regarding bills, acts and regulations enacted by the Ontario Legislature which affect or are of interest to HSCDSB. (examples: Governance, Governance & Finance Reform in Education)	Originator	S		S			None

Legend: C (Current Year); P (Permanent); PIB (Personal Information Bank); S (Superseded); E (Event Required before Calculating Retention); T (Termination); ** Subject to Archival Selection

HSCDSB - RETENTION SCHEDULE

MANAGEMENT/POLICY

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86

Includes records regarding the establishment of policy and by-laws and the activities of the Board of Trustees. Also includes elections.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
M12	Ministries / Agencies - Federal Includes records regarding the activities of Federal Ministries, Agencies, and Crown Corporations as they pertain to or are of interest to HSCDSB. (examples: Government of Canada, MPP Federal) Excludes: > Federal Legislation - see M10 Legislation - Federal.	Originator	C + 1	1	3			None
M13	Ministries / Agencies - Provincial Includes records regarding the activities of Ontario Provincial Ministries, Commissions, Agencies, and Crown Corporations as they pertain to or are of interest to HSCDSB. (examples: Education Improvement Commission, Ministry of Education, Robin's Report)	Originator	C + 1	1	3			None
M14	Municipalities - Area Includes records regarding area municipalities within HSCDSB's jurisdiction. (example: City of Sault Ste. Marie)	Originator	C + 1	1	3			None

Legend: C (Current Year); P (Permanent); PIB (Personal Information Bank); S (Superseded); E (Event Required before Calculating Retention); T (Termination); ** Subject to Archival Selection

HSCDSB - RETENTION SCHEDULE

MANAGEMENT/POLICY

Includes records regarding the establishment of policy and by-laws and the activities of the Board of Trustees. Also includes elections.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
M15	Municipalities - Other Includes records regarding municipalities outside of HSCDSB jurisdiction.	Originator	C + 1	1	3			None
M16	Organization Includes records regarding reporting relationships, organizational analysis, Board Vision, Mission and Values etc. Also includes organizational charts.	Board Secretary	S	-	S		YES	26
M17	Policies / Procedures / Guidelines Includes policy and procedure manuals, guidelines and directives, and all other policies and procedures established by the Board, departments and schools. (examples: accounting procedures, emergency procedures, evaluations handbooks, personnel, and attendance reporting procedures, child abuse - protocol to report) Working Papers & Drafts: Excludes: > Curriculum Guidelines - see C01. > Education Guidelines - see M08.	Board Secretary - c/o Human Resources	S T + 1	P	P		YES	26, 78 T = Approval of Policies/Procedures/Guidelines
M18	Strategic Planning							

HSCDSB - RETENTION SCHEDULE

MANAGEMENT/POLICY

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88

Includes records regarding the establishment of policy and by-laws and the activities of the Board of Trustees. Also includes elections.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
	Includes but is not limited to information for the strategic planning of internal goals and objectives of the Agency, its departments, programs and services. (examples: project plans and charters, restructuring, etc...)	Originating	T	T				
M19	Trustees Includes correspondence with external agencies and news items regarding the trustees. Also includes trustee distribution, orientation information, and commendations and complaints from the public. (examples: inaugural address - Board Chairperson, Oath of Allegiance) Excludes: > Trustees Register - see M21.	Board Secretary	T + 2	-	T + 2	YES		15, 16, 17, 26, 27, 85, 88, 101, 128 T = expiry of term of office. Keep shorthand notes for two years .
M20	Trustee Committees Includes agenda and minutes of all Board committees involving staff and trustees, such as steering, standing and advisory committees, task forces, the Employee Assistance Program Advisory Committee and Special Education Advisory Committee. Includes adhoc committees. Excludes: > Staff Meetings and Committees - see A21.	Board Secretary	C + 1	P	P			15, 16, 17, 26, 27, 101 Keep shorthand notes for two years.

Legend: C (Current Year); P (Permanent); PIB (Personal Information Bank); S (Superseded); E (Event Required before Calculating Retention); T (Termination); ** Subject to Archival Selection

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89

Includes records regarding the establishment of policy and by-laws and the activities of the Board of Trustees. Also includes elections.

[illegible]

Legend: C (Current Year); P (Permanent); PIB (Personal Information Bank); S (Superseded); E (Event Required before Calculating Retention); T (Termination); ** Subject to Archival Selection

HSCDSB - RETENTION SCHEDULE

PUBLIC RELATIONS/COMMUNICATIONS

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Includes records regarding the Board's relations with the public as well as records relating to the production and distribution of information to the public, outside agencies and schools.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
P00	Public Relations / Communications - General Includes records regarding communications/public relations which cannot be classified elsewhere. Use this heading only if no other subject heading is available. (examples: Marketing, Youth New Network)	Originating	C + 1	-	2			
P01	Advertising Includes correspondence, copies of advertisements (examples: Junior and Senior Kindergarten registration, ad books and price lists) Excludes: > Recruitment – see H20 Recruitment/Selection.	Originating	C + 1	-	2			
P02	Complaints and Commendations Includes complaints and commendations received from the general public and parents regarding various programs and the treatment of students. Also includes certificates or appreciation and petitions. (example: School Complaints and Commendations) These records are considered Executive Correspondence. Excludes: > Complaints/commendations directed to Trustees - see M19 Trustees.	Originating	C + 1	8	10	YES		85, 88, 128

HSCDSB - RETENTION SCHEDULE

PUBLIC RELATIONS/COMMUNICATIONS

Includes records regarding the Board's relations with the public as well as records relating to the production and distribution of information to the public, outside agencies and schools.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
P03	Contact / Mailing Lists Includes all lists of individuals or organizations to whom Board communications are sent for information purposes. Also includes principal's visitors book, parental emergency contact lists, student lists, etc.	Originating	S	-	S	YES		29, 128
P04	Events Includes memos, correspondence with parents and others, programs and all related materials pertinent to events sponsored by the Board or by schools. Includes parents' nights, 25 years & retirement dinners, Remembrance Day activities, and commencements. This includes student recruitment events, graduations, Christmas concerts and openings. (examples: Faith Development Day, Jubilee, Highlights) Excludes: > Educational Contests/Events - see C07 Field Trips/Education Outside the Classroom. > Education Week - see E02 Community Education/Liaison. > Career Days - see E01 Careers Information. > Fund Raising Events - see A10 Fundraising.	Originating	C + 1	2	4			26
P05	Media Relations / News Releases Includes records regarding Board relations with the various media. (examples: press releases and information releases)	Originating	C + 1	2	4			26

HSCDSB - RETENTION SCHEDULE

PUBLIC RELATIONS/COMMUNICATIONS

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92

Includes records regarding the Board's relations with the public as well as records relating to the production and distribution of information to the public, outside agencies and schools.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
P06	Memorabilia Includes records regarding school memorabilia, collectibles and other historical items which reflect the individual nature of the schools. (examples: informal school histories, school logos and crests, songs, etc...)	Administration/ School	C + 1	P	P			26
P07	News Clippings Includes clippings of news items from newspapers, magazines and other publications in Canada and worldwide regarding the Board, staff, students and trustees.	Originating	C + 1	-	2			26
P08	Photographs Includes class photos, yearbook photos, officials/trustees group photos and slides. Excludes: > Photos of building construction and/or damages, see B03 Building Improvements	Administration/ School	C + 1	P	P			26

HSCDSB - RETENTION SCHEDULE

PUBLIC RELATIONS/COMMUNICATIONS

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93

Includes records regarding the Board's relations with the public as well as records relating to the production and distribution of information to the public, outside agencies and schools.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
P09	Promotions Includes but is not limited to records regarding the promotion of the Board. Includes records regarding the promotion of Board etc.	Originating	C + 1	1	3			
P10	Publications Includes records and artwork regarding publications currently being produced by the Board such as yearbooks, curriculum handbooks for parents, school handbooks for teachers, school calendars, annual reports, brochures on programs offered by schools, newsletters, and other school promotions. (example: Education Law) Excludes: > Publications received from external sources.	Originating	C + 1	P	P			26
P11	Speeches / Presentations Includes background notes, draft, master copies and duplicates of speeches prepared for delivery by Board staff and elected officials.	Originating	C + 1	2	4			

HSCDSB - RETENTION SCHEDULE

RESEARCH/PLANNING

Includes records regarding strategic/program planning and research, as well as enrolments and Ministry Reports

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
R00	Research / Planning - General Includes general research/planning records which cannot be classified elsewhere. Use only if no other subject heading is available. (examples: School Facilities, School Organization, Year Round Schools etc...)	Administration	C + 1	-	2			
R01	Community / Parent Research Includes surveys and research conducted on parents and the general community regarding issues affecting the school system.	Administration	T + 1	5	T + 6			T = completion of research project.
R02	Curriculum / Program Research Includes records of any research conducted into curriculum or program development, such as questionnaires, interest surveys and independent research studies. (examples: Sandbox School, Kindergarten) Excludes: > Curriculum Planning - see C02.	Administration	T + 1	5	T + 6			T = completion of research project.

HSCDSB - RETENTION SCHEDULE

RESEARCH/PLANNING

Includes records regarding strategic/program planning and research, as well as enrolments and Ministry Reports

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
R03	Enrolment Includes all counts and projections documenting enrolments in the school system. (example: Enrolment Reports)	Administration	C + 1	8	10 **			
R04	External Research Includes applications to conduct research from external sources such as universities, graduate students, foundations, and their final reports.	Administration	T + 1	5	T + 6			T = completion of research project.
R05	Ministry Reports Includes statistical reports, September school reports, June Board reports or other reports required by or sent to the Ministry of Education as part of the funding process or for the preparation of educational statistics.	Administration	C + 1	8	10 **			

HSCDSB - RETENTION SCHEDULE

RESEARCH/PLANNING

Includes records regarding strategic/program planning and research, as well as enrolments and Ministry Reports

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
R06	Municipal Planning / Development Includes records regarding planning and development issues within the Municipality that may have implications on enrolments within the school system. Also includes general information and documentation regarding other municipal planning and development issues such as sewage and waste management, property acreages, etc. Includes subdivision plans, official plan amendments, zoning changes, Ontario Population Reports and traffic studies. Excludes: > Contracts and agreements - Under Seal - see L11.	Administration	C + 1	3	5			
R07	School Boundaries Includes information relevant to the establishment of school boundaries for purposes of enrolment and facility use. Includes boundary descriptions, school attendance areas and maps. Excludes: > Accommodations Planning - see B01. > Transportation - see F30. > Policies/Procedures/Guidelines - see M17.	Administration	S	P	P			26
R08	Staff Research Includes surveys and research conducted on Board staff regarding issues and planning that affect them. Excludes: > Staff Allocation/Staff Lists - see H24.	Administration	T + 1	5	T + 6			T = completion of research project.

HSCDSB - RETENTION SCHEDULE

RESEARCH/PLANNING

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Includes records regarding strategic/program planning and research, as well as enrolments and Ministry Reports

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
R09	Strategic Planning Includes all strategic and operational planning documents, mandates, as well as related correspondence, background and reference information. (examples: Viability of Schools, Vision for the future)	Administration	S + 2	-	S + 2			
R10	Student Demographics Includes aggregate reports profiling the characteristics of the student population, such as age, grade, promotion, country of birth, religion, and other trend data.	Administration	C + 1	3	5			
R11	Student Evaluation Research Includes system-wide trend data on the student evaluation and scoring system used to measure accountability in meeting program objectives. Excludes: > Individual Student Evaluation - see S02 Ontario Student Records - Current.	Administration	T + 1	5	T + 6			T = completion of research project.

Legend: C (Current Year); P (Permanent); PIB (Personal Information Bank); S (Superseded); E (Event Required before Calculating Retention); T (Termination); **Subject to Archival Selection

HSCDSB - RETENTION SCHEDULE

RESEARCH/PLANNING

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Includes records regarding strategic/program planning and research, as well as enrolments and Ministry Reports

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
R12	Students Research Includes surveys and research conducted on students such as secondary school selection, student background, age appropriate placement and career selections.	Administration	T + 1	5	T + 6			T = completion of research project.

HSCDSB - RETENTION SCHEDULE

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STUDENT RECORDS

Includes records regarding the delivery of services to individual students as well as records required under the Ontario Student Records Guidelines, including the OSR, documentation file, office index card and other information pertaining to an individual student.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
S00	Student Records - General Includes records regarding specific students which cannot be classified elsewhere. Use only if no other heading is available.	Originating	C + 1	-	2			
S01	Attendance Counselling Records	Student Services	1	-	1	YES		85, 88, 128
S02	Attendance Registers Includes registers and reports concerning the attendance of students, recording absences and late arrivals. Includes attendance collection sheets. Also includes class registers for non-school system programs such as continuing education and heritage programs.	School	C + 4	P	P	YES		2, 26, 85, 88, 128

HSCDSB - RETENTION SCHEDULE

STUDENT RECORDS

Includes records regarding the delivery of services to individual students as well as records required under the Ontario Student Records Guidelines, including the OSR, documentation file, office index card and other information pertaining to an individual student.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
S03	Bursaries and Awards Includes records regarding bursaries and awards presented to students at commencement. (examples: Scholarships, Awards - Magna)	Administration/ School	C + 1 *	-	2	YES		85, 88, 128 *After presentation; subject to inclusion in OSR. (S09)
S04	Bus Routes Includes records concerning transportation/busing of students to and from schools, for special education field trips, French immersion and other programs. Records include bus schedules, requests for transportation, bus routes and boundaries, and student lists (names and addresses). Excludes: > Contract negotiations with Bus Operators - see L10 Contracts and Agreements - Simple. > Transportation Costs - see F30 Transportation.	School	C + 1	-	2	YES		85, 88, 128
S05	Continuing Education Student Marks / Appraisals	Continuing Education	1	-	1	YES		28, 30, 32, 85, 88, 122, 124, 128 Subject to inclusion in reinstated OSR (S09) if course is completed.

HSCDSB - RETENTION SCHEDULE

STUDENT RECORDS

Includes records regarding the delivery of services to individual students as well as records required under the Ontario Student Records Guidelines, including the OSR, documentation file, office index card and other information pertaining to an individual student.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
S06	Co-operative Education Student Records	Co-operative Education	1	-	1	YES		28, 30, 32, 85, 88, 122, 128 After most recent course; subject to inclusion in OSR (S09).
S07	Exchange Programs Example: Students' Exchange - Foreign Students	School	1	-	1	YES		28, 30, 32, 85, 88, 122, 128 After exchange; subject to inclusion in OSR (S09).
S08	Immigrant Student Assessments	School	1	-	1	YES		28, 30, 32, 85, 88, 122, 128 Subject to inclusion in OSR (S09).

HSCDSB - RETENTION SCHEDULE

STUDENT RECORDS

Includes records regarding the delivery of services to individual students as well as records required under the Ontario Student Records Guidelines, including the OSR, documentation file, office index card and other information pertaining to an individual student.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
S09	Ontario Student Records (OSR) The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. Includes: >> Ontario Student Record Folder >> Ontario Student Transcript >> report cards >> the documentation file, where applicable (see below) When a documentation file is required, it will be kept in the OSR folder. A documentation file will be established when the following information is required: > verification of a custody order > verification of a change of surname (see section 10) > a written request to be named by repute (see section 10.1) > a statement of decision on Identification, Placement, and Review Committee (IPRC); the recommendation of an appeal board and the decision of the school board regarding identification and/or placement, where applicable; and a tribunal's decision regarding identification and/or placement, where applicable > an Individual Education Plan (IEP) for a student receiving special education programs and services > educational, psychological, and health assessments > an Intensive Support Amount (ISA) status form > the report of a Supervised Alternative Learning for Excused Pupils (SALEP) committee > letters of request for a correction to, or a deletion from, the record where the request has not been granted (see section 9) >>additional information that is identified by the school board as appropriate for retention >>> Student Record of Accumulated Instruction in French-As-A-Second Language >>> Sacramental Record Card >>> Personal Information Note: Refer to HSCDSB Policy 8007 for further details NOTE: The OSR file is forwarded to the receiving school when the student transfers and must remain within Ontario. All records relevant to the improvement of the instruction of the student are subject to inclusion in the OSR Documentation File Excludes: > Student Master Records (SMRF)/Office Index Cards - see S08.	School				YES		28, 30, 32, 85, 88, 122, 123, 128, 166 T = retirement/transfer of students*; computer database record purged on retirement/transfer;
			T	55	T + 55			
			T	55	T + 55			
			T	5	T + 5			
			T	5	T + 5			
			T	5	T + 5			
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HSCDSB - RETENTION SCHEDULE

STUDENT RECORDS

Includes records regarding the delivery of services to individual students as well as records required under the Ontario Student Records Guidelines, including the OSR, documentation file, office index card and other information pertaining to an individual student.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
S10	Special Education Student Files The Special Education Department Student File will contain any or all of the following materials: Includes: > student referral forms, test materials, notes, and assessment reports that results from either first party Psychological, Educational or Speech-Language Assessment > third party reports that are released to the Special Education Department > I.P.R.C. referrals, minutes, and notes > In-School Education Team meeting minutes > correspondence regarding student needs > synopses of case-conferences/telephone discussions regarding student needs > release of Information form Note: The OSR's Documentation File contains any or all parts of the Special Education Department Student File Note: Refer to HSCDSB Policy 8007 for details on record content	Special Education Department	T	5	T + 5	YES		28, 30, 32, 85, 88, 122, 123, 125, 128, 166 T = retirement/transfer of students

HSCDSB - RETENTION SCHEDULE

STUDENT RECORDS

Includes records regarding the delivery of services to individual students as well as records required under the Ontario Student Records Guidelines, including the OSR, documentation file, office index card and other information pertaining to an individual student.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
S11	Students' Marks Register Includes information on students' courses completed and marks received.	School	C + 4	P	P	YES		2, 26, 30, 32, 85, 88, 128
S12	Student Master Records (SMRF) / Office Index Cards Includes all student master records and office index or permanent record cards retained concerning individual pupils.	School	T + 55	-	T + 55	YES		28, 30, 32, 85, 88, 122, 128 T = retirement / transfer of pupil. Record remains with school after T.
S13	Student Report Listings / Student Lists Includes all report listings concerning students that are retrievable by student name or other identifier such as first language reports, New Canadian Student Reports, non-resident student reports, class list reports, Ontario scholar lists, tape dumps, office index listings, Student On-line Transaction Listings, and Student Information System edits. Includes other student lists such as home instruction, gifted, registration. (example: Class Size Reporting) Excludes: > Summary reports not organized by name - see R10 Student Demographics.	School	S + 1	-	S + 1	YES		28, 30, 32, 85, 88, 128

HSCDSB - RETENTION SCHEDULE

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Includes records regarding the delivery of services to individual students as well as records required under the Ontario Student Records Guidelines, including the OSR, documentation file, office index card and other information pertaining to an individual student.

Class Code	Retention Category Description / Scope Notes and Cross Reference	Responsible Department	Retention of Official Record		Total Retention	PIB	Vital	Remarks/Citations
			within department	in storage				
S14	Transfers / Admittances / Suspensions Includes reports and forms recording the transfer, exemptions, exit, room changes, suspensions, expulsions, out-of-zone, promotions or admittance of students to and from schools. (example: Religion Courses (Exemption)) Excludes: > Registers of transferred OSR's - see A19 Records Disposition.	Originator	C + 1	-	2	YES		28, 30, 32, 85, 88, 122, 128
S15	Vocational Assessment	School	1	-	1	YES		28, 30, 32, 85, 88, 122, 128 After most recent counselling; subject to inclusion

Class Code	Retention Category
A00	Administration - General
A01	Associations / Organizations
A02	Audio / Visual Services
A03	Charities
A04	Conferences / Seminars - External
A05	Conferences / Seminars - Internal
A06	Consultants / Contractors
A07	Equipment
A08	Forms
A09	Freedom of Information
A10	Fundraising
A11	Graphics Standards
A12	Intergovernmental Relations / School Boards
A13	Inventory Control
A14	Library Services
A15	Mail Services
A16	Memberships
A17	Parking
A18	Printing / Duplicating Services
A19	Records Disposition
A20	Records Management
A21	Staff Meetings / Committees
A22	School Councils
A23	Translation / Interpretation Services
A24	Travel and Accommodations
A25	Vendors / Suppliers / Caterers

Class Code	Retention Category
B00	Building Maintenance / Operations / Development - General
B01	Accommodations Planning
B02	Building Approvals
B03	Building Improvements
B04	Capital Building Projects
B05	Drawings
B06	Emergency
B07	Environmental / Recycling Programs
B08	Inspections
B09	Land Surveys
B10	Maintenance
B11	Material Safety Data Sheets
B12	Occupational Health and Safety
B13	Operational Equipment
B14	Operations
B15	Protective Equipment
B16	Security
B17	Specifications
B18	Substance Control / Exposure
B19	Vehicles

Class Code	Retention Category
C00	Curriculum Programs - General
C01	Curriculum Guidelines
C02	Curriculum Planning
C03	Curriculum Program Proposals
C04	Curriculum Program Reviews
C05	Curriculum Writing Projects
C06	Extracurricular / Co-Curricular Activities
C07	Field Trips / Education Outside the Classroom
C08	Outlines / Courses of Study
C09	Special Education Program
C10	Teaching Units / Curriculum Ideas
C11	Timetables / Schedules

Class Code	Retention Category
E00	Education in the Community / Continuing Education - General
E01	Careers Information
E02	Community Education / Liaison
E03	Continuing Education / Night School
E04	Continuing Education / Summer School
E05	Co-operative Education
E06	Day Care Programs
E07	Heritage Programs
E08	Parks and Recreation Programs
E09	Post-Secondary Education
E10	Safety and Health Awareness Programs
E11	Second Language Programs
E12	Volunteer Development

Class Code	Retention Category
F00	Finance - General
F01	Accounts Payable
F02	Accounts Receivable
F03	Assessments / Taxation
F04	Assets
F05	Audits
F06	Banking
F07	Budgets
F08	Capital Projects Financing
F09	Capital Revenue
F10	Cash Receipts
F11	Cheque Requisitions
F12	Cheques
F13	Debentures and Bonds
F31	Donations / Scholarships Funds Bequests
F14	Employee and Trustee Expenses
F15	Financial Statements
F16	Financial Working Papers
F17	General Ledger
F18	Grants / Subsidies / Funding
F19	Investments
F20	Journal Entries / Vouchers
F32	Levy
F21	Payroll
F22	Purchase Orders
F23	Purchasing
F24	Records of Assessment
F25	School Support
F26	Student Council Funds
F27	Subsidiary Ledgers, Registers and Journals
F28	Taxation
F29	Tenders / Quotations
F30	Transportation

Class Code	Retention Category
H00	Human Resources - General
H01	Attendance and Scheduling
H02	Benefits
H03	Benefit Claims
H04	Certification
H05	Direct Deposit Authorizations (DDA)
H06	Employee Complaints / Harassment / Human Rights
H07	Employee Claims
H08	Employee - Medical Record - General
H09	Employee - Pension Record
H10	Employee Record
H11	Employment Equity
H12	Health and Safety
H13	Job Descriptions / Tasks
H14	Leaves of Absence
H15	Long Term Disability Claims
H16	Pay Equity
H17	Pension / Superannuation
H18	Performance Management
H19	Positions
H20	Recruitment / Selection
H21	Retirement
H22	Salary Administration
H23	Severance Programs
H24	Staff Allocation / Staff Lists
H25	Staff Development
H26	Staff Planning
H27	Temporary Employment
H28	Transfers / Placements / Promotions
H29	Union - General
H30	Union - Bargaining Records
H31	Union - Collective Agreement Administration
H32	Union - Grievances and Arbitration
H33	Union - Labour Certification
H34	Union - Negotiations
H35	Union - Strike Plans
H36	Unsolicited Resumes
H37	Vacation / In-Lieu
H38	WSIB Claims / Rehabilitation

Class Code	Retention Category
I00	Information Technology - General
I01	Application Development / Implementation / Operations
I02	Business Systems - Design / Development
I03	Business Systems - Operation
I04	Computers - General
I05	Computer / Information Systems
I06	Information Systems
I07	Information Technology - Hardware/Software Administration
I08	Information Technology - Services Requests (ITSR's)
I09	Information Technology - Standards
I10	Instruction Manuals
I11	Telephone & Voice Mail Systems

Class Code	Retention Category
L00	Legal – General
L01	Accident Reports
L02	Acts / Regulations
L03	Advice / Opinions - General
L04	Appeals / Hearings
L05	Business Organization - General
L06	Claims / Litigation
L07	Compliance
L08	Compliance - Tax Returns
L09	Compliance - Orders - Agency / Court
L10	Contracts and Agreements - Simple
L11	Contracts and Agreements - Under Seal
L12	Contracts and Agreements - Contract Performance
L13	Contracts / Agreements - Real Property Improvements
L14	Copyright / Trademark / Patents
L15	Hearings / Proceedings
L16	Insurance
L17	Insurance - Future Liability
L18	Leases / Mortgages
L19	Permits / Facility Bookings
L20	Police Matters
L21	Precedents
L22	Property Damage
L23	Property Matters

Class Code	Retention Category
M00	Management / Policy - General
M01	Administrative Council
M02	Appointments to Boards and Committees
M03	Board Agenda
M04	Board Minutes
M05	Board Reports
M06	By-Laws
M07	Correspondence - Executive
M08	Education Guidelines
M09	Elections
M10	Legislation - Federal
M11	Legislation - Provincial
M12	Ministries / Agencies - Federal
M13	Ministries / Agencies - Provincial
M14	Municipalities - Area
M15	Municipalities - Other
M16	Organization
M17	Policies / Procedures / Guidelines
M18	Strategic Planning
M19	Trustees
M20	Trustee Committees
M21	Trustees Register

Class Code	Retention Category
P00	Public Relations / Communications - General
P01	Advertising
P02	Complaints and Commendations
P03	Contact / Mailing Lists
P04	Events
P05	Media Relations / News Releases
P06	Memorabilia
P07	News Clippings
P08	Photographs
P09	Promotions
P10	Publications
P11	Speeches / Presentations

Class Code	Retention Category
R00	Research / Planning - General
R01	Community / Parent Research
R02	Curriculum / Program Research
R03	Enrolment
R04	External Research
R05	Ministry Reports
R06	Municipal Planning / Development
R07	School Boundaries
R08	Staff Research
R09	Strategic Planning
R10	Student Demographics
R11	Student Evaluation Research
R12	Students Research

Class Code	Retention Category
S00	Student Records - General
S01	Attendance Counselling Records
S02	Attendance Registers
S03	Bursaries and Awards
S04	Bus Routes
S05	Continuing Education Student Marks / Appraisals
S06	Co-operative Education Student Record
S07	Exchange Programs
S08	Immigrant Student Assessments
S09	Ontario Student Records (OSR)
S10	Special Education Student Files
S11	Student Marks Register
S12	Student Master Records (SMRF) / Office Index Cards
S13	Student Report Listings / Student Lists
S14	Transfers / Admittances / Suspensions
S15	Vocational Assessment

Huron-Superior Catholic District School Board

POLICY TITLE:	STUDENT USE OF GUIDE DOGS AND SERVICE ANIMALS	Approved:	December 11, 2019
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POLICY NO:	5011	Page	1 of 1
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POLICY

The Huron-Superior Catholic District School Board is called and committed to develop the full potential of each student. We are committed to the learning of all students and provide a range of differentiated placements, programs and interventions to support student success. It is the policy of the Huron-Superior Catholic District School Board, in accordance with its obligations pursuant to the Ontario *Human Rights Code*, to provide individualized accommodation to students with disabilities to enable them to have meaningful access to education services.

In circumstances where a parent or adult student requests to have the student's Guide Dog, Service Dog or Service Animal accompany the student while attending school or a school-related event, each such request shall be reviewed individually by the Huron-Superior Catholic District School Board -considering the student's dignity, integration, independence and disability-related learning needs and the accommodations available to enable meaningful access to education.

Pursuant to the *Education Act* and regulations, a school building is not a place to which the public is customarily admitted.

The process of accommodation shall also consider the competing human rights of other students and of staff; the impact of the Guide Dog, Service Dog or Service Animal on the learning environment; and the health and safety of all individuals who are or might be in the school, on school grounds or at a school-related event.

A copy of this policy shall be available in accessible formats on the Huron-Superior Catholic District School Board's website and may be requested by a parent or adult student in a different language through the school attended by the student.

The Board shall retain data regarding the requests for Guide Dogs, Service Dogs and Service Animals as outlined in its Administrative Procedure.

This policy shall be reviewed every five years or as deemed necessary by the board.

Please also refer to the accompanying procedural guidelines regarding Student Use of Guide Dogs and Service Animals.

ADOPTED

Regular Meeting of the Board – Dec. 11/19
Motion B-

DISTRIBUTION

- i) Trustees
- ii) Administration
- iii) Principals



Huron-Superior Catholic District School Board

PROCEDURAL GUIDELINES STUDENT USE OF GUIDE DOGS AND SERVICE ANIMALS

1. PURPOSE

- 1.1 It is the policy of the Huron-Superior Catholic District School Board in accordance with its obligations pursuant to the Ontario *Human Rights Code* to provide individualized accommodation to students with disabilities to enable them to have meaningful access to education services in a manner that respects their dignity, maximizes integration and facilitates the development of independence.
 - (a) The School Board utilizes a variety of placements, differentiated programming, and evidence-based interventions and strategies to provide meaningful access to education for students who have disability-related needs that impact their learning.
 - (b) The School Board does not provide Guide Dogs, Service Dogs or Service Animals to students.
 - (c) The School Board encourages any family considering the purchase of a Guide Dog, Service Dog or Service Animal to meet with the school principal or superintendent before making a commitment.
- 1.2 This Procedural guideline identifies the individualized process to be followed when a parent or adult student applies to the School Board to have a Guide Dog, Service Dog or Service Animal accompany the student while the student is attending school or a school-related event.
- 1.3 Pursuant to the *Education Act* and regulations, a school building is not a place to which the public is customarily admitted. Pursuant to the *Education Act* and Ontario Regulation 474/00 *Access to School Premises*, the Huron-Superior Catholic District School Board requires each school to have a process for visitors.
- 1.4 Any determination of whether a Guide Dog, Service Dog or Service Animal is an appropriate accommodation for a student while receiving education services is a decision of the School Board. A regulated health professional cannot unilaterally prescribe that a Guide Dog, Service Dog or Service Animal be a specific accommodation while the student is receiving education services at school.
- 1.5 When an adult student or parent seeks to have their child attend school or school related events with a Guide Dog / Service Dog, both the Guide Dog / Service Dog **and** the Student Handler must be certified as having been successfully trained by an accredited training facility.
 - (a) Only in exceptional circumstances subject to the standards of undue hardship pursuant the *Human Rights Code*, will the School Board consider an application for a student who will not be acting as the primary trained Handler of the Guide Dog / Service Dog.
- 1.6 Only in exceptional circumstances subject to the standards of undue hardship pursuant the *Human Rights Code*, will the School Board consider Service Animals, other than dogs, as an accommodation for a student and only if other reasonable methods of accommodation in the

school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student.

2. BACKGROUND

- 2.1 Service animals have traditionally been highly trained dogs that assist individuals with various tasks of daily living (Guide Dog, Hearing and Signal Dogs, Mobility Assistance Dogs, Seizure Response Dogs).
- 2.2 In most circumstances, a Guide Dog will be a highly trained dog provided to support the orientation and mobility needs of a student Handler who has a diagnosis of blindness/low vision, and the Guide Dog will provide the student Handler with greater independence, dignity and opportunity for integration.
- 2.3 The term Service Animal is used in the *Accessibility Standards for Customer Service* made under the *Accessibility for Ontarians with Disabilities Act* (AODA), to describe an animal that assists an individual with a disability to be able to access goods and services available to the public. **A school is not a public space and is not generally accessible to the public. The AODA does *not* apply to a student's use of a Service Dog / Service Animal when accessing education services in school buildings.**
 - (a) Pursuant to the *Code* it is possible that a Service Animal might include different species that provide a therapeutic function (horses), emotional support, sensory function, companionship and/or comfort.
 - (b) The determination of whether the animal is an appropriate accommodation in the school setting to accommodate a demonstrated disability-related learning need is a decision of the School Board.
 - (i) Such a decision will consider that animals, other than dogs, are not trained by an Accredited Training Organization and may pose a risk to the safety of students and staff and/or may be disruptive to the learning environment and/or may act as a distraction in the learning environment.
- 2.4 Due to risks to safety, and risks of disruption and distraction in the learning environment, the School Board does ***not*** permit training of potential guide dogs and service dogs in the school setting or during school activities.

3. DEFINITIONS

- 3.1 For the purpose of this Procedure the following definitions apply:

Accredited training organization is a guide dog or service dog trainer that is accredited by:

- International Guide Dog Federation (“IGDF”): which develops and ensures compliance with the standards by which Guide Dogs for the blind/low vision are trained by its member organizations; or

- Assistance Dogs International (“ADI”): which develops and ensures compliance with the standards by which Guide, Hearing and Service Dogs are trained by its member organizations;

or

- A Guide Dog or Service Dog trainer that attests to compliance with the Meghan Search and Rescue Standard in Support of Accessibility: Persons with a Disability Teamed with Service Dogs standard for training (MSAR).

Adult student shall be defined to mean a student who is 18 years of age or older or 16 or 17 years of age and has removed him/her/themselves from the care and control of their custodial parent

Disability means,

- any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- a condition of mental impairment or a developmental disability,
- a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- a mental disorder, or
- an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*;

Guide Dog means a dog trained as a guide for a blind person and having the qualifications prescribed by the regulations pursuant to the *Blind Persons' Rights Act*;

Handler refers to the individual trained by an Accredited Training Organization who is managing the Guide Dog / Service Dog and in most cases will be the student for whom the Guide Dog / Service Dog is provided;

Parent shall be defined to mean a custodial parent of the student or a guardian pursuant to the *Education Act*;

Service Dog means a dog which has been certified after successfully completing a training program provided by an Accredited Training Organization.

Service Animal for the purpose of this Procedure includes a therapy dog, companion animal, comfort animal and emotional support animal and includes a dog or other domesticated animal that may legally reside in an urban, residential home, that is not highly trained to perform particular tasks to assist with a student's disability-related needs, but provides emotional

support (and/or companionship, calming influence) for a student with a disability-related mental health and/or psychological need and/or comfort during a difficult period.

4. ROLES AND RESPONSIBILITIES

Principals

- 4.1 School principals are responsible for the management of the school premises, the staff providing educational programs and the safety of all students.
 - (a) A school principal has authority to exclude any animal, including Guide Dogs / Service Dogs and Service Animals, from entry onto school premises and school building(s), as an accommodation for a student, provided that the student is offered appropriate alternative accommodation to meet the student's demonstrated disability-related learning needs.
 - (b) School principals, before admitting a Guide Dog / Service Dog into the school or on school related activities with the student Handler, shall require a parent/adult student to submit a completed application, included in **Appendix A** of the Procedure.
 - (c) Before admitting a Service Animal, the school principal shall require the parent/adult student to submit a completed application, included in **Appendix B** of the Procedure.
- 4.2 On receipt of an application for a Guide Dog / Service Dog or Service Animal, the school principal shall review the application for completeness and may request any additional information or clarification necessary to assess the request for accommodation. The school principal shall work with the school superintendent and superintendent responsible for special education when assessing a request for accommodation.
- 4.3 The school principal shall be responsible for communication with the parent/adult student with respect to the accommodation process, and where approved the implementation and management of the accommodation.
- 4.4 Where a student supported by a Guide Dog / Service Dog / Service Animal, whose parent is the Handler, seeks only to attend a school excursion with the Guide Dog / Service Dog / Service Animal, which is at a location where the public is customarily admitted, efforts will be made to facilitate the student's participation with the Guide Dog / Service Dog / Service Animal and parent as the Handler.
 - (a) Inquiries may need to be made regarding competing rights and transportation arrangements.

Parents/Adult Students

- 4.5 Parents or Adult Students are required to provide all necessary documentation and engage in the consultation process for the purpose of considering and implementing, if appropriate, the request that a Guide Dog / Service Dog accompany the student at school and/or on school-related activities. The parent or adult student shall be responsible for:

- (a) submission of **Appendix A**;
 - (b) all costs related to the dog, food, grooming, harness, crate and/or mat and veterinary care;
 - (c) obtaining training and maintaining the Guide Dog / Service Dog training to provide the accommodation in a safe manner that does not disrupt student learning;
 - (d) providing confirmation of municipal license for the dog (to be updated annually),
 - (e) providing confirmation of certificates of training not older than 6 months from an Accredited Training Organization attesting that the dog and student Handler have successfully completed training and may safely engage in a public setting without creating a risk of safety or a risk of disruption within a school setting;
- (a) diagnosis from a registered pediatrician, psychologist, psychiatrist (or other regulated health professional as determined by the School Board) with a recommendation for the use of a Guide Dog / Service Dog;
 - (b) a description of the services provided by the Guide Dog / Service Dog to the student, and how those services will accommodate the student's disability-related needs and assist the student in achieving their learning goals and/or goals of daily living while at school;
 - (c) a certificate not greater than three (3) months old from a veterinarian qualified to practice veterinary medicine in the Province of Ontario attesting that, the dog is an adult; identifying the age and breed; does not have a disease or illness that might pose a risk to humans; has received all required vaccinations; and is in good health to assist the student (to be updated annually);
 - (d) general liability insurance providing coverage in an amount specified by the Board¹ in the event of an injury or death as a result of the Guide Dog / Service Dog's attendance on school property or on a school-related activity (to be updated annually)².

Students

- 4.6 Students will be expected to act as the Guide Dog / Service Dog's primary Handler. The student Handler must:
- (a) demonstrate the ability to control the Guide Dog / Service Dog in accordance with the training received;
 - (b) ensure that the Guide Dog / Service Dog is always wearing a vest and leash or harness when the dog is not in its crate.

¹ Note usually 2 million in general liability insurance coverage is requested. This requirement might need to be waived on the basis of equity in the event that it causes financial hardship for a family.

² Note insurance should not pose a barrier to the provision of accommodation as a result of socio-economic factors

- (c) ensure the Guide Dog / Service Dog does not disrupt the learning of others with unnecessary movement, vocalization or other behaviour, including aggressive or threatening behaviour;
- (d) ensure that the Guide Dog / Service Dog's biological needs are addressed;
- (e) transition and maintain at all times the Guide Dog / Service Dog on a leash, harness, mat and/or crate;
- (f) comply with an accommodation plan that addresses the competing rights of others;

Guide Dog / Service Dog

4.7 The Guide Dog / Service Dog:

- (a) shall be a highly trained and certified by Accredited Training Organization;
 - (i) will have evidence of training or re-certification confirming compliance with training requirements within the last 6 months be required;
- (b) must be groomed and clean;
- (c) must at all times while on school property be responsive to commands and demonstrate that it can perform the necessary tasks or accommodation;
- (d) must **not** engage in behaviour that puts at risk the safety of others, including other animals, or that creates disruption or distraction in the learning environment;
 - (i) such behaviour includes, but is not limited to, growling, nipping, barking, attention seeking, eating;
 - (ii) any such behaviour is grounds to prohibit the Guide Dog / Service Dog's attendance on school property and in the school building,
- (e) must have control of its biological functions so as not to soil the inside of buildings, or require feeding during the school day;
- (f) must demonstrate continuous appropriate behaviour with its Handler and others in the school environment to remain eligible for entry in school buildings or school-related events.

5. ASSESSMENT OF THE ACCOMMODATION REQUEST

- 5.1 Once the application and all necessary documentation is received by the school principal, a review will take place by the Board team supporting the student and a meeting shall be scheduled to review the accommodation request. The Board team shall be comprised of the classroom teacher, learning resource teacher, school principal, school superintendent, superintendent responsible for special education and others as deemed appropriate by the superintendent responsible for special education. Every effort will be made to review the documentation and schedule a meeting in a reasonable timeframe.

- 5.2 A meeting with the Board team supporting the student, the parent/adult student and student (as appropriate), the health practitioner recommending the Guide Dog / Service Dog or Service Animal for the student, the trainer of the Guide Dog / Service Dog and of the Handler, and any other individuals who may contribute to the accommodation process may be scheduled to review the request for accommodation.
- 5.3 Each request for a Guide Dog / Service Dog or Service Animal will be addressed on an individual basis giving consideration to:
- (a) the individual learning strengths and needs of the student, the student's IEP goals, safety plan, behaviour plan and/or student's medical plan of care (if any);
 - (i) supporting documents such as psychological assessments, occupational or physical therapy assessments, functional behaviour assessments etc.
 - (b) evidence of how the Guide Dog / Service Dog or Service Animal's attendance at school might provide accommodation for a demonstrated disability-related learning need and/or act of daily living necessary while at school;
 - (c) assessment information provided by a regulated health professional with expertise regarding the student's disability-related needs supporting the request for a Guide Dog / Service Dog or Service Animal;
 - (d) the training and certification of the Guide Dog / Service Dog and student as Handler;
 - (e) the impact of the accommodation on the student's dignity, integration and independence;
 - (f) whether one or more alternative accommodations can meet the needs of the student;
 - (g) whether the student's attendance with a Guide Dog / Service Dog or Service Animal might require an increase in the level of staff support provided to the student;
 - (h) whether training will be required for staff and/or the student;
 - (i) the impact of the accommodation on the learning environment for the student, other students, including, health, safety, disruption and distraction;
 - (j) any competing human rights of students, staff, and community members using the school pursuant to a permit;
 - (i) recommendations for accommodation plans to reconcile competing rights.
- 5.4 The process of accommodation, including inquiries regarding competing rights and notice to the school community, shall respect the student's right to privacy regarding their disability and specific learning needs and/or needs of daily living.
- 5.5 Where the student is not the primary Handler, Board staff must be trained as the Handler(s) and accompany the student and dog at all times. As a result, such requests will be individually considered, in accordance with the duty to accommodate to the point of undue hardship, including consideration of the resources required, alternative accommodations that might meet

the student's demonstrated disability-related learning needs and the impact on the staff and other students.

- 5.6 Service Animals shall only be considered when reasonable methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student. Parents must complete an application for a Service Animal included in **Appendix B** of the Procedure.

- (a) The accommodation process following a request by a parent/adult student for a Service Animal shall be consistent with the process noted above, but shall also include any special considerations that may arise if an animal is a species other than a dog, including the ability to be trained, necessary biological functions, the capacity for the animal to respond to commands, whether the animal may be kept on a leash/harness/crate/mat and how such restrictions might impact accommodation.

- 5.7 The determination with respect to the application for a Guide Dog / Service Dog / Service Animal shall be communicated to the parent/adult student in writing in accordance with **Appendix D**.

6. IMPLEMENTING THE ACCOMMODATION

- 6.1 Where approval is granted, the school principal in consultation with the student's educational team, will do the following:

- (a) make changes to the student's IEP goals and/or student's medical plan of care;
 - (i) may provide for the accommodation on an interim trial basis, in which case the indicators of success or lack of success for this form of accommodation will be identified before the trial period begins.
- (b) organize an orientation session for school staff, students and the student Handler;
- (c) develop a timetable identifying a bio-break, water break, location/process to be followed during instructional and non-instructional times;
 - (i) access may be limited to certain activities, areas of the school, or certain times of the day, including but not limited to, where exclusion is required pursuant to the *Health Protection and Promotion Act* or the *Food Safety and Quality Act 2001*, which prohibit Service Animals from being in places where food is prepared, processed or handled.
 - (ii) assessment may be required by the School Board's health and safety officer health and safety issues applicable to different areas/activities in the school;
- (d) develop emergency procedures, to include a fire exit plan, lockdown plan, evacuation plan;
- (e) notice to the community via a letter to parents; posting on the school's website / social media; presentation by the trainer of the Guide Dog / Service Dog during a school council meeting or association supporting the use of the Service Animal; signage on the school's front door, gymnasium and library doors; communication to potential

occasional staff accepting a position where the Guide Dog / Service Dog or Service Animal may be providing service to the student;

- (f) student assembly for introduction and orientation regarding the Guide Dog / Service Dog or Service Animal;
- (g) arrangements for transportation of the Guide Dog / Service Dog or Service Animal to and from school, if necessary;
 - (i) If the Guide Dog / Service Dog or Service Animal will be accompanying the student on a school vehicle, inquiries must be made regarding competing rights, the transportation plan must specify where the Guide Dog / Service Dog or Service Animal and student will be located; the vehicle shall have a sticker / sign identifying the presence of a Guide Dog / Service Dog or Service Animal is on board;
 - (ii) Documentation about the Guide Dog / Service Dog or Service Animal will be included with the route information so that new or substitute bus drivers are aware of the Guide Dog / Service Dog's or Service Animal's presence.
 - (iii) Specialized transportation shall **not** be provided solely for the purpose enabling the Guide Dog / Service Dog or Service Animal to travel to and from school with the student;

7. CONTINUOUS ASSESSMENT

- 7.1 A review of the effectiveness of the Guide Dog, Service Dog or Service Animal in supporting the student's learning goals shall be undertaken as part of each review of the student's IEP, in the event of a Violent Incident Report, and as otherwise deemed necessary by the Principal.
- 7.2 Approval may be revoked at any time by the principal if:
 - (a) there are any concerns for the health and safety of students, staff or the Guide Dog / Service Dog / Service Animal;
 - (b) there is behaviour that is distracting, disruptive or aggressive, including making noise, failing to follow commands, growling or nipping. In the event that this behaviour occurs, the Handler will be required to remove the Guide Dog / Service Dog / Service Animal from the classroom immediately and the student's parent/guardian will be called to pick up the Guide Dog / Service Dog / Service Animal from the school. Alternative options for accommodation will be discussed.
 - (c) there has been a change to the student's circumstances or disability-related needs, which had supported the original approval or a change to the needs of students/staff such that there is a new competing right;
 - (d) the Board in its discretion determines that the accommodation is not effective for the student's demonstrated disability-related learning needs or acts of daily living.

8. **RECORDS**

- 8.1 A copy of the application and confirmation of approval, as well as any other relevant documents supporting the accommodation shall be retained in the student's Ontario Student Record.
- 8.2 The School Board shall be required to collect, use and disclose the personal information of the student in order to fulfill the accommodation process. Notice of the collection, use and disclosure must be provided to the parent/adult student. Efforts should be made to limit the personal information to only that which is necessary.
- 8.3 The Board is required pursuant to PPM 163 School Board Policies on Service Animals to collect information regarding the implementation of the policy and procedure regarding Guide Dogs and Service Animals, including.
 - (a) Total number of requests for students to be accompanied by Guide Dog / Service Dogs / Service Animals;
 - (i) Whether requests are for elementary or secondary school students;
 - (ii) The student's grade;
 - (iii) Whether the student is the Handler;
 - (b) The number of requests approved and denied;
 - (i) If denied, the rationale for the decision, including a description of other supports and/or services provided to the student to support their access to the Ontario Curriculum;
 - (ii) Species of Service Animals requested and approved; and
 - (iii) Types of needs being supported: emotional, social, psychological, physical.

9. **FOOD AREAS**

Regulation 493/17, of *Ontario's Health Protection and Promotion Act*, allows Guide Dogs and Service Animals in areas where food is served, sold, and offered for sale. Steps should be taken to ensure that Guide Dogs and Service Animals in school cafeterias, or areas where students are consuming food, are not disruptive and do not eat student food. No animals are allowed in areas where food is prepared, processed, or handled such as the kitchen of the school cafeteria or the hospitality classroom.

10. **SOURCES**

Human Rights Code, RSO 1990, c.H.19

Education Act, RSO 1990, c.E2, s. 170(1), s.265(1); O. Reg. 298, s.11

PPM 163 School Board Policies on Service Animals

J.F. v. Waterloo Catholic District School Board, 2017 HRTO 1121 (CanLII)

Accessibility for Ontarians with Disabilities Act, 2005, SO 2005, c.11

Blind Persons' Rights Act, RSO 1990, c.B7,

Dog Owners' Liability Act, RSO 1990, c.D16

Health Protection and Promotion Act, RSO 1990, c.H7

Food Safety and Quality Act 2001, SO 2001, c.20

11. **RELATED FORMS & LETTERS**

Forms

Appendix A Application Request for Guide Dog / Service Dog

Appendix B Application Request for Service Animal

Appendix C Checklist for principals

Letters

Appendix D

Sample Letter to Employees & School Permit Holders

Sample Letter to the School Community

Sample Letter to the Parents of Students on the School Bus

Sample Letter to the Parents of Students in the Class(es)

Sample Letter Approving the Guide Dog / Service Dog / Service Animal

Sample Letter Denying the Guide Dog / Service Dog / Service Animal

APPENDIX A

Application for Guide Dog / Service Dog

This Form is to be submitted to the School Principal

School

Grade

Student Name

Address & Home / Cell Telephone Number

Disability-Related Needs to be Accommodated by Guide Dog / Service Dog

- Please attach a copy of the assessment report from a registered pediatrician, psychologist, psychiatrist, optometrist or audiologist containing the student's diagnosis and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the Guide Dog/ Service Dog will provide accommodation in a school setting.

Municipal License

- Please attached a copy of the municipal license, not more than 12 months old; confirmation to be updated annually.

Veterinary Certificate

- Please attach a certificate from a veterinarian qualified to practice veterinary medicine in the Province of Ontario (confirmation to be updated annually) attesting to:
 - the breed of dog, age of dog and that the dog is an adult;
 - the dog does not have a disease or illness that might pose a risk to humans;
 - the dog has received all required vaccinations;
 - the dog is in good health to assist the student

Certificate of Training

- Please attach a copy of the certificate, not more than 6 months old, confirming the Guide Dog / Service Dog's training by a training organization accredited by the International Guide Dog Federation or Assistance Dogs International or an attestation of compliance with the MSAR standard for training, as defined in the Student Use of Guide Dogs and Service Animal's Procedure [#].
- A letter confirming that the trainer will attend a School Council Meeting to provide a presentation and respond to questions from the school community.
- Please attach a copy of the certificate, not more than 6 months old, confirming the student Handler's training by an accredited training organization by the International Guide Dog Federation or Assistance Dogs International or an attestation of compliance with the MSAR standard for training, as defined in the Student Use of Guide Dogs and Service Animal's Procedure [#].

Student NOT the Handler

Where the student is not the Handler, please describe below what, if any, responsibilities the student is capable of performing independently and the responsibilities you wish to have assumed by a school staff member.

Insurance

Pursuant to *Dog Owners' Liability Act*, RSO 1990, c.D16, the owner of a dog is responsible for any injury or death caused by the dog. Please attach a certificate of home or contents insurance. Where the dog is owned by a registered charity, please provide a letter from the registered charity confirming their ownership of the dog.

Personal information of the student and parent/guardian is being collected by the Huron-Superior Catholic District School Board in accordance with the *Municipal Freedom of Information and Protection of Privacy Act* to be used to provide education services pursuant to the *Education Act* s.170(1)7 and PPM 163 and the *Human Rights Code*, s.1.

APPENDIX B

Application for Service Animal

This Form is to be submitted to the School Principal

School

Grade

Student Name

Address & Home / Cell Telephone Number

Disability-Related Needs to be Accommodated by Service Animal

- Please attached a copy of the assessment report from a registered pediatrician, psychologist or psychiatrist, containing the student's diagnosis and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the Service Animal will provide accommodation in a school setting.

Veterinary Certificate

- Please attach a certificate from a veterinarian qualified to practice veterinary medicine in the Province of Ontario (confirmation to be updated annually) attesting to:
 - the species of animal, age and confirmation that the animal is an adult;
 - the animal does not have a disease or illness that might pose a risk to humans or dogs;
 - the animal has received all required vaccinations; and
 - the animal is in good health to assist the student.

Information regarding Animal

- Describe in detail the tasks or services performed by the animal;
- Identify the oral commands or visual signs to which the animal responds;
- Attestation will be required confirming that the animal does not make vocal noises, does not engage in distracting behaviour, does not exhibit aggression;
- Identify whether the animal will be on a leash/harness or in a crate;
- Describe the biological needs of the animal;

Student

- Can the student independently manage the animal?
- Describe in detail where, when and how the student currently utilizes the animal's services in public spaces for accommodation purposes.
- Please describe below what, if any, responsibilities the student is capable of performing independently.
- Please describe below the responsibilities you wish to have assumed by a school staff member.

Insurance

A parent must provide an insurance certificate identifying that Board as an insured in the event that the animal causes damage to the school or its contents, or causes injury or death to any person accessing the school building or the school grounds. A minimum of two million dollars of coverage will be required.

APPENDIX C

Principal's Checklist for Guide Dog / Service Dog

School

Grade

Student Name

Application Requirements for Guide Dog / Service Dog

- ☐ Assessment report with diagnosis and accommodation to be provided
- ☐ Supporting documents (IEP, psychological, occupational therapy, physical therapy, functional behaviour, and/or orientation and mobility assessments)
- ☐ Copy of municipal license [within 12 months]
- ☐ Veterinary certificate [within 3 months]
- ☐ Certificate of training or attestation for Guide Dog / Service Dog [within 6 months]
- ☐ Certificate of training or attestation for student Handler [within 6 months]
- ☐ Letter of confirmation that the trainer will present to School Council
- ☐ Certificate of insurance [within 3 months] or Letter from the registered charity which owns the dog
- ☐ Letter of inquiry with school staff and community using the school pursuant to permit regarding allergies, phobia/fear or cultural sensitivity
- ☐ Assessment by health and safety officer

Implementation Requirements

- ☐ Accommodation plan where there are competing rights (may include restriction of access to areas of school, change in classroom etc.)
- ☐ Timetable identifying bio breaks, when accompanying student, when in crate
- ☐ Emergency procedures (fire exit plan, lockdown plan, evacuation plan)
- ☐ Letter to parents that Guide Dog/Service Dog will be accompanying student
- ☐ Information session during to school council meeting
- ☐ Posting on school website or Facebook that Guide Dog/Service Dog will be accompanying student
- ☐ Signage for front door, gymnasium door and library door advising of Guide Dog / Service Dog
- ☐ Transportation plan (if required)
- ☐ Orientation for school staff and students
- ☐ Training for staff member acting as Handler (if required)
- ☐ Identification of benchmarks for assessment of effectiveness (to be reviewed with IEP)

APPENDIX D
Sample Letter to Employees & School Permit Holders

Date

To Employees and Permit Holders

This letter is to advise that the school is in the process of planning for a Guide Dog / Service Dog to attend [school] with a student in order to accommodate the student's needs pursuant to the *Human Right Code*.

The Guide Dog / Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

A specific timetable will be created, which identifies where and when the Guide Dog / Service Dog will be at different periods of the school day, and will be shared with you.

We respect the needs of all staff and our community partners in providing a safe and inclusive workplace and environment. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Dog in our school.

Thank you for your on-going cooperation and support.

Sincerely,

Principal

APPENDIX D
Sample Letter to the School Community

Date

Dear Parents/Guardians

This letter is to advise that a Guide Dog / Service Dog will be attending [school] with a student in order to accommodate the student's needs pursuant to the *Human Right Code*.

The Guide Dog / Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

An information session has been scheduled to take place following the school council meeting on [insert date]. A trainer from [insert] will be present to answer any questions that you might have about the training of Guide Dogs / Service Dogs.

An orientation session will be provided for all students, to explain the role of Guide Dogs / Service Dogs as working animals, not pets, and to identify how the Guide Dog / Service Dog will be integrated into our school community.

We respect the needs of all students in providing a safe and inclusive learning environment. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Dog in our school.

Thank you for your on-going support.

Sincerely,

Principal

APPENDIX D
Sample Letter to the Parents of Students on School Bus

Date

Dear Parents/Guardians

On [date] the school forwarded a letter home to all parents advising that a Guide Dog / Service Dog would be introduced to our school community.

This letter is to advise that a Guide Dog / Service Dog will riding a student to and from school to accommodate the student's needs pursuant to the *Human Right Code* beginning [insert date].

The Guide Dog / Service Dog and student will be assigned a specific seating area on the bus, and the Guide Dog / Service Dog is trained not to be disruptive while riding on school transportation. It will be identifiable by its vest or harness.

Your child will be participating in an orientation session to explain the role of Guide Dogs / Service Dogs as working animals, not pets, and to identify how the Guide Dog / Service Dog will be integrated into our school community.

We respect the needs of all students in providing a safe and inclusive services for education. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Dog on your child's bus.

Thank you for your on-going support.

Sincerely,

Principal

APPENDIX D
Sample Letter to the Parents of Students in Class(es)

Date

Dear Parents/Guardians

On [date] the school forwarded a letter home to all parents advising that a Guide Dog / Service Dog would be introduced to our school community.

This letter is to advise that a Guide Dog / Service Dog will be attending [school] with a student in your child's class / [insert course] in order to accommodate the student's needs pursuant to the *Human Right Code* beginning [insert date].

The Guide Dog / Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

Your child has participated in an orientation session to explain the role of Guide Dogs / Service Dogs as working animals, not pets, and to identify how the Guide Dog / Service Dog will be integrated into our school community.

If you have any questions or concerns, please do not hesitate to contact your child's teacher or me.

Thank you for your on-going support.

Sincerely,

Principal

APPENDIX D**Sample Letter Decision Letter Approving Guide Dog / Service Dog / Service Animal**

Date

Dear Parent / Adult Student

I am writing to communicate the decision regarding your request that your child / you attend school with a Guide Dog / Service Dog to provide accommodation for disability-related learning needs / acts of daily living.

I wish to confirm approval of your request.

As we have discussed, your / your child's ability to perform the responsibilities of a Handler, and assessment of benchmarks established for evaluating the effectiveness of the Guide Dog / Service Dog / Service Animal in meeting your / your child's accommodation needs will take place on a regular basis.

You will be responsible for ensuring that the Guide Dog / Service Dog / Service Animal is groomed, has a vest or harness and crate [if necessary], as well as a water bowl. All costs associated will be your responsibility.

If concerns arise regarding the integration of the Guide Dog / Service Dog into the school community and your / your child's class(es), a meeting will be scheduled to review how the issues might be resolved.

In the event that the Guide Dog / Service Dog engages in behaviour that is distracting, disruptive or aggressive, including making noise, failing to follow commands, growling or nipping, you / your child / the Handler will be required to remove the Guide Dog / Service Dog from the classroom immediately and you will be required to arrange for the Guide Dog/ Service Dog to be removed from the school. In such a case, alternative options for accommodation will be reviewed.

Sincerely,

Principal

APPENDIX D**Sample Letter Decision Letter Declining Guide Dog / Service Dog / Service Animal**

Date

Dear Parent / Adult Student

I am writing to communicate the decision regarding your request that your child attend school with a Guide Dog / Service Dog / Service Animal to provide accommodation for disability-related learning needs / acts of daily living.

I wish to communicate that your request is being denied.

As we have discussed, your child is not able to perform the responsibilities of a Handler [and/or the Service Animal is not trained and may be disruptive or a distraction in the school environment], and reasonable alternative accommodations that respect your child's dignity, encourage independence and facilitate integration are available to support your child's learning needs and access to meaningful educational services.

This decision is not subject to appeal; however, if you wish to discuss the alternative accommodation measures available to support your child while at school, please contact me to arrange for a meeting.

Sincerely,

Principal

Huron-Superior Catholic District School Board

POLICY TITLE:	JURY DUTY – WITNESS IN COURT	Approved:	May 5, 1999
		Amended:	December 11, 2019
POLICY NO:	6006	Page:	1 of 1

POLICY

In accordance with Section 41(1) of the Juries Act, RSO 1990, c.J.3, the Huron-Superior Catholic District School Board shall grant to every employee who is summoned for jury service, a leave of absence with pay, sufficient for the purpose of the discharge of the employee's duties.

The Huron-Superior Catholic District School Board will also grant a leave of absence, with pay, to every employee summoned in any proceeding to which he or she is not a party or one of the persons charged.

<u>ADOPTED</u>	Regular Meeting of the Board May 5, 1999		<u>DISTRIBUTION</u>
	Motion B-82	i)	Trustees
<u>AMENDED</u>	Regular Meeting of the Board September 15, 2010	ii)	Administration
	Motion B-89	iii)	All Personnel
<u>AMENDED</u>	Regular Meeting of the Board March 11, 2015		
	Motion B-36		
<u>AMENDED</u>	Regular Meeting of the Board December 11, 2019		
	Motion B-		

Huron-Superior Catholic District School Board

POLICY TITLE:	POLITICAL LEAVES	Approved:	November 23, 1999
		Amended:	December 11, 2019
POLICY NO:	6008	Page:	1 of 1

POLICY

It is the policy of the Huron-Superior Catholic District School Board to provide Board employees with an opportunity to seek elected office as a member of the Provincial Parliament of Ontario or as a member of the Federal Parliament.

Note: Policy 6008 supersedes Policy 6007 – Leaves of Absence.

<u>ADOPTED</u>	Regular Meeting of the Board November 23, 1999 Motion B-153	<u>DISTRIBUTION</u>
<u>AMENDED</u>	Regular Meeting of the Board September 15, 2010 Motion B-91	i) Trustees
<u>AMENDED</u>	Regular Meeting of the Board March 11, 2015 Motion B-38	ii) Administration
<u>AMENDED</u>	Regulation Meeting of the Board December 11, 2019 Motion B-	iii) Principals
		iv) O.E.C.T.A.
		v) C.U.P.E.
		vi) Non-Union Employees

Huron-Superior Catholic District School Board

PROCEDURAL GUIDELINES
POLITICAL LEAVES

a) TYPES OF POLITICAL LEAVES:

- i) Pre-Election Leave: Pre-election leaves may be granted by the Board commencing no earlier than the date of nomination of the applicant and terminating the date after the election.
- ii) Post-Election Leave: In the event the candidate is elected, the Board may grant a leave of absence to the employee for a period not to exceed one term of office to which the employee is elected.

b) APPLICATION FOR POLITICAL LEAVE:

The employee shall apply for political leave, in writing, to the Director of Education, who shall bring the request to the Board. The employee may request a Pre-Election Leave *only* or a combined Pre-Election Leave and a Post-Election Leave.

c) TERMINATION OF POST-ELECTION LEAVE:

- i) The employee may request, in writing to the Director of Education, the leave be terminated on June 30th of any year during the term of the leave.
- ii) The leave shall terminate on the conclusion of the first term of office to which the employee is elected. If the employee does not return to the Board at this time but instead decides to run for election for a further term, he/she may apply for a Pre-Election Leave. If the Pre-Election Leave is granted and if the employee is elected, his/her employment with the Board shall be terminated on the day after the election.

d) TERM OF THE LEAVE:

- i) Political Leaves shall be without pay and without benefits.
- ii) On return to the Board after the leave is terminated, the employee shall be assured a position, subject to the redundancy clauses in collective agreements, but no assurance shall be given regarding the occupational classification or location of the position.
- iii) Cumulative sick leave shall not be granted nor accumulated for the period of Political Leave.

- iv) Years of experience, years of service and seniority shall not accrue during Political Leave, unless otherwise specified by collective agreements. Upon return to the Board, the employee shall retain the number of years of experience and seniority credited the employee at the time the leave was granted.
- v) During the term of the Political Leave, vacation shall not be granted.

**Huron-Superior Catholic District
School Board
Consolidated Financial Statements
For the year ended August 31, 2019**

Huron-Superior Catholic District School Board
Consolidated Financial Statements
For the year ended August 31, 2019

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Management's Responsibility for the Consolidated Financial Statements

The accompanying consolidated financial statements of the Huron-Superior Catholic District School Board are the responsibility of the Board's management and have been prepared in accordance with the Financial Administration Act, supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act, as described in Note 1 to the consolidated financial statements.

The preparation of consolidated financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Board management maintains a system of internal controls designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the consolidated financial statements. These systems are monitored and evaluated by management.

The Audit Committee of the Board meets with the external auditors to review the consolidated financial statements and discuss any significant financial reporting or internal control matters prior to the Board's approval of the consolidated financial statements.

The consolidated financial statements have been audited by BDO Canada LLP, independent external auditors appointed by the Board. The accompanying Independent Auditor's Report outlines their responsibilities, the scope of their examination and their opinion on the Board's consolidated financial statements.

Director of Education

Superintendent of Business

Sault Ste. Marie, Ontario
December 11, 2019

Independent Auditor's Report

**To the Board Members of
Huron-Superior Catholic District School Board**

Opinion

We have audited the consolidated financial statements of Huron-Superior Catholic District School Board and its controlled entities (the Board), which comprise the consolidated statement of financial position as at August 31, 2019, the consolidated statements of operations, changes in net debt and cash flows for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying consolidated financial statements of the Board as at and for the year ended August 31, 2019 are prepared, in all material respects, in accordance with the basis of accounting described in Note 1 to the consolidated financial statements.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Consolidated Financial Statements* section of our report. We are independent of the Board in accordance with the ethical requirements that are relevant to our audit of the consolidated financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter - Basis of Accounting

We draw attention to Note 1 to the consolidated financial statements which describes the basis of accounting used in the preparation of these consolidated financial statements and the significant differences between such basis of accounting and Canadian public sector accounting standards. Our opinion is not modified in respect of this matter.

Responsibilities of Management and Those Charged with Governance for the Consolidated Financial Statements

Management is responsible for the preparation of the consolidated financial statements in accordance with the basis of accounting described in Note 1 to the consolidated financial statements, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is responsible for assessing the Board's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Board or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Board's financial reporting process.

Auditor's Responsibilities for the Audit of the Consolidated Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these consolidated financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Board's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Board's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the consolidated financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Board to cease to continue as a going concern.
- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the Board to express an opinion on the consolidated financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants, Licensed Public Accountants

Sault Ste. Marie, Ontario
December 11, 2019

Huron-Superior Catholic District School Board

Consolidated Statement of Financial Position

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August 31

2019

2018

Financial assets

Cash and cash equivalents (Note 3)	\$ -	\$ 86,814
Accounts receivable	8,515,349	7,349,738
Accounts receivable - Government of Ontario (Note 2)	17,030,069	17,066,797
Assets held for sale (Note 9)	731,354	791,714
	<u>26,276,772</u>	<u>25,295,063</u>

Liabilities

Bank indebtedness (Note 3)	3,477,944	-
Accounts payable and accrued liabilities	3,579,673	5,087,417
Long term debt (Note 4)	12,719,136	13,278,719
Deferred revenue (Note 5)	2,237,363	2,495,914
Deferred capital contributions (Note 6)	103,907,060	102,638,635
Employee future benefits payable (Note 7)	2,049,777	2,078,142
	<u>127,970,953</u>	<u>125,578,827</u>

Net debt

(101,694,181) (100,283,764)

Non-financial assets

Tangible capital assets (Note 15)	110,816,029	109,454,884
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Accumulated surplus (Note 8)

\$ 9,121,848 \$ 9,171,120

Director of Education

Chairperson of the Board

Huron-Superior Catholic District School Board

Consolidated Statement of Operations

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For the year ended August 31	Budget 2019	Actual 2019	Actual 2018
Revenue			
Province grants - student focused funding	\$ 68,942,207	\$ 68,227,162	\$ 67,324,769
Province grants - prior year	-	(21,643)	(12,186)
Provincial grants - other	1,301,597	1,798,156	2,663,463
Federal grants and fees	3,799,730	3,868,360	3,735,528
Other revenues - school boards	1,635,000	1,607,720	1,600,415
Other fees and revenues	640,064	1,084,776	701,231
Investment income	9,122	18,618	14,099
School fundraising and other revenues	1,681,900	2,010,639	1,933,922
Amortization of deferred capital contributions	5,081,315	4,958,712	5,705,067
	<u>83,090,935</u>	<u>83,552,500</u>	<u>83,666,308</u>
Expenses			
Instruction	59,001,909	59,634,234	56,902,237
Administration	3,395,515	3,198,399	3,327,348
Transportation	5,454,805	5,439,014	5,277,205
Pupil accommodation	13,223,493	12,894,906	13,401,443
Other	250,588	547,475	1,404,359
School funded activities	1,658,900	1,887,744	1,906,361
	<u>82,985,210</u>	<u>83,601,772</u>	<u>82,218,953</u>
Annual surplus (deficit)	105,725	(49,272)	1,447,355
Accumulated surplus, beginning of year	<u>7,831,590</u>	<u>9,171,120</u>	<u>7,723,765</u>
Accumulated surplus, end of year	<u>\$ 7,937,315</u>	<u>\$ 9,121,848</u>	<u>\$ 9,171,120</u>

The accompanying notes are an integral part of these financial statements.

Huron-Superior Catholic District School Board

Consolidated Statement of Change in Net Debt

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For the year ended August 31	Budget 2019	2019	2018
Annual surplus (deficit)	\$ 105,725	\$ (49,272)	\$ 1,447,355
Acquisition of tangible capital assets	(6,914,779)	(6,399,491)	(5,221,961)
Amortization of tangible capital assets	5,081,315	4,724,554	4,722,379
Loss on disposal of tangible capital assets	-	248,365	995,684
Proceeds on sale of tangible capital assets	-	125,787	498,700
Transfer of assets held for sale	-	(60,360)	372,413
Net change in net debt	(1,727,739)	(1,410,417)	2,814,570
Net debt, beginning of year	(100,283,764)	(100,283,764)	103,098,334)
Net debt, end of year	\$ (102,011,503)	\$ (101,694,181)	\$ (100,283,764)

Huron-Superior Catholic District School Board

Consolidated Statement of Cash Flows

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For the year ended August 31

2019

2018

Cash flows from operating activities

Annual surplus (deficit)	\$ (49,272)	\$ 1,447,355
Items not involving cash		
Amortization of tangible capital assets	4,724,554	4,722,379
Amortization of deferred capital contributions	(4,958,712)	(5,705,067)
Loss on sale of tangible capital assets	248,365	995,684
	<u>(35,065)</u>	1,460,351
Changes in non-cash operating balances		
Accounts receivable	(1,128,883)	4,107,311
Accounts payable and accrued liabilities	(1,507,744)	285,573
Deferred revenue	(258,551)	1,360,598
Employee benefits payable	(28,365)	(95,670)
	<u>(2,958,608)</u>	7,118,163

Capital transactions

Proceeds from sale of tangible capital assets	125,787	498,700
Acquisition of tangible capital assets	(6,399,491)	(5,221,961)
	<u>(6,273,704)</u>	(4,723,261)

Investing and financing activities

Decrease in bank indebtedness	3,477,944	(6,152,569)
Debt principal repayments	(559,583)	(533,783)
Deferred capital contributions received	6,227,137	4,378,264
	<u>9,145,498</u>	(2,308,088)

Increase in cash and cash equivalents during the year

(86,814) 86,814

Cash and cash equivalents, beginning of year

86,814 -

Cash and cash equivalents, end of year

\$ - \$ 86,814

Huron-Superior Catholic District School Board

Notes to the Consolidated Financial Statements

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August 31, 2019

1. Summary of significant accounting policies

Nature of Business

The principal activity of the Board is to administer the operations of the English catholic elementary and secondary schools in the District of Algoma and three schools in the District of Sudbury.

Basis of Accounting

These consolidated financial statements have been prepared in accordance with the Financial Administration Act supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act.

The Financial Administration Act requires that the consolidated financial statements be prepared in accordance with the accounting principles determined by the relevant Ministry of the Province of Ontario. A directive was provided by the Ontario Ministry of Education within memorandum 2004:B2 requiring school boards to adopt Canadian public sector accounting standards commencing with their year ended August 31, 2004 and that changes may be required to the application of these standards as a result of regulation.

In 2011, the government passed Ontario Regulation 395/11 of the Financial Administration Act. The Regulation requires that contributions received or receivable for the acquisition or development of depreciable tangible capital assets and contributions of depreciable tangible capital assets for use in providing services, be recorded as deferred capital contributions and be recognized as revenue in the statement of operations over the periods during which the asset is used to provide service at the same rate that amortization is recognized in respect of the related asset. The regulation further requires that if the net book value of the depreciable tangible capital asset is reduced for any reason other than depreciation, a proportionate reduction of the deferred capital contribution along with a proportionate increase in the revenue be recognized. For Ontario school boards, these contributions include government transfers, externally restricted contributions and, historically, property tax revenue.

The accounting policy requirements under Regulation 395/11 are significantly different from the requirements of Canadian public sector accounting standards which requires that:

- government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410;
- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standard PS3100; and
- property taxation revenue be reported as revenue when received or receivable in accordance with public sector accounting standard PS3510.

Huron-Superior Catholic District School Board

Notes to the Consolidated Financial Statements

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August 31, 2019

1. Summary of significant accounting policies (continued)

As a result, revenue recognized in the statement of operations and certain related deferred revenues and deferred capital contributions would be recorded differently under Canadian Public Sector Accounting Standards.

Reporting Entity

The consolidated financial statements reflect the assets, liabilities, revenues, expenditures and fund balances of the reporting entity. The reporting entity is comprised of all organizations accountable for the administration of their financial affairs and resources to the Board and which are controlled by the Board.

School generated funds, which include the assets, liabilities, revenues, expenditures and fund balances of various organizations that exist at the school level and which are controlled by the Board are reflected in the consolidated financial statements.

Trust Funds

Trust funds and their operations administered by the Board are not included in the consolidated financial statements as they are not controlled by the Board.

Deferred Capital Contributions

Contributions received or receivable for the purposes of acquiring or developing a depreciable tangible capital asset for use in providing services, or any contributions in the form of depreciable tangible assets received or receivable for use in providing services, shall be recognized as deferred capital contribution as defined in Ontario Regulation 395/11 of the Financial Administration Act. These amounts are recognized as revenue at the same rate as the related tangible capital asset is amortized. The following items fall under this category:

- Government transfers received or receivable for capital purposes
- Other restricted contributions received or receivable for capital purposes
- Property taxation revenues which were historically used to fund capital assets

Deferred Revenue

Certain amounts are received pursuant to legislation, regulation or agreement and may only be used in the conduct of certain programs or in the delivery of specific services and transactions. These amounts are recognized as revenue in the fiscal year the related expenditures are incurred or services performed.

Tangible Capital Assets

Tangible capital assets are recorded at historical cost less accumulated amortization. Historical cost includes the costs directly related to the acquisition, design, construction, development, improvement or betterment of tangible capital assets, as well as interest related to financing during construction. When historical cost records were not available, other methods were used to estimate the costs and accumulated amortization.

Leases which transfer substantially all of the benefits and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

Huron-Superior Catholic District School Board

Notes to the Consolidated Financial Statements

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August 31, 2019

1. Summary of significant accounting policies (continued)

Amortization is reflected on a straight-line basis over the estimated useful life of the assets at the following amortization rates:

Land improvements with finite lives	15 years
Buildings	40 years
Portable structures	20 years
First-time equipping	10 years
Furniture	10 years
Equipment	5 - 15 years
Computer hardware	5 years
Computer software	5 years
Vehicles	5 - 10 years
Capital leases - computer hardware over the lease term	

Assets under construction are not amortized until the asset is available for use.

Retirement and Other Employee Future Benefits

The Board provides defined retirement and other future benefits to specified employee groups. These benefits include pension, life insurance and health care benefits, retirement gratuity, worker's compensation and long-term disability benefits.

As part of ratified labour collective agreements for unionized employees that bargain centrally and ratified central discussions with the principals and vice-principals associations, Employee Life and Health Trusts (ELHTs) were established for all employee groups in 2016-18. The ELHTs provide health, life and dental benefits to teachers (excluding daily occasional teachers), education workers (excluding casual and temporary staff), other school board staff and retired individuals up to a school board's participation date into the ELHT. These benefits are provided through a joint governance structure between the bargaining/employee groups, school boards trustees associations and the Government of Ontario. Boards no longer administer health, life and dental plans for their employees and instead are required to fund the ELHTs on a monthly basis based on a negotiated amount per full-time equivalency (FTE). Funding for the ELHTs is based on the existing benefits funding embedded within the Grants for Student Needs (GSN), including additional ministry funding in the form of a Crown contribution and Stabilization Adjustment.

Depending on prior arrangements and employee groups, the Board continues to provide health, dental and life insurance benefits for retired individuals that were previously represented by the following unions/federations: OECTA and CUPE.

Huron-Superior Catholic District School Board

Notes to the Consolidated Financial Statements

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August 31, 2019

1. Summary of significant accounting policies (continued)

The Board has adopted the following policies with respect to accounting for these employee benefits:

- i) The costs of self insured retirement and other employee future benefits plans are actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement, insurance and health care costs trends, disability recovery rates, long-term inflation rates and discount rates. The cost of retirement gratuities is actuarially determined using the employee's salary, banked sick days and years of service as at August 31, 2012 and management's best estimate of discount rates. Any actuarial gains and losses arising from changes to the discount rate are amortized over the expected average remaining service life of the employee group.

For self insured retirement and other employee future benefits that vest or accumulate over the periods of service provided by employees, such as retirement gratuities and life insurance and health care benefits for retirees and non-vesting accumulating sick leave credits, the cost is actuarially determined using the projected benefits method prorated on service. Under this method, the benefit costs are recognized over the expected average life of the employee group.

For those self insured benefit obligations that arise from specific events that occur from time to time, such as obligations for worker's compensation and long-term disability, the cost is recognized immediately in the period the events occur. Any actuarial gains and losses that are related to these benefits are recognized immediately in the period they arise.

- ii) The costs of multi-employer defined pension plan benefits, such as the Ontario Municipal Employees Retirement System pensions, are the employer's contribution due to the plan in the period.
- iii) The costs of insured benefits are the employer's portion of insurance premiums owed for coverage of employees during the period.

Government Transfers

Government transfers, which include legislative grants, are recognized in the financial statements in the period in which events giving rise to the transfer occur, providing the transfers are authorized, any eligibility criteria have been met and reasonable estimates of the amount can be made. If government transfers contain stipulations which give rise to a liability, they are deferred and recognized in revenue when the stipulations are met.

Government transfers for capital are deferred as required by Regulation 395/11, recorded as deferred capital contributions (DCC) and recognized as revenue in the consolidated statement of operations at the same rate and over the same periods as the asset is amortized.

Huron-Superior Catholic District School Board

Notes to the Consolidated Financial Statements

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August 31, 2019

1. Summary of significant accounting policies (continued)

Investment Income	Investment income is reported as revenue in the period earned. When required by the funding government or related Act, investment income earned on externally restricted funds such as pupil accommodation, education development changes and special education forms part of the respective deferred revenue balances.
Budget Figures	Budget figures have been provided for comparison purposes and have been derived from the budget approved by the Board of Trustees. The budget approved by the Trustees is developed in accordance with the provincially mandated funding model for school boards and is used to manage program spending within the guidelines of the funding model.
Use of Estimates	The preparation of consolidated financial statements in conformity with the basis of accounting described above requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements, and the reported amounts of revenues and expenses during the year. These estimates and assumptions are based on management's historical experience, best knowledge of current events and actions the Board may undertake in the future. The principal estimates used are the determination of the liability for employee future benefits and the estimated useful life of tangible capital assets. Actual results could differ from management's best estimates as additional information becomes available in the future.
Property Tax Revenue	Under Canadian Public Sector Accounting Standards, the entity that determines and sets the tax levy records the revenue in the financial statements, which in the case of the Board is the Province of Ontario. As a result, property tax revenue received from the municipalities is recorded as part of Provincial Legislative Grants.

2. Accounts receivable - Government of Ontario

The Province of Ontario replaced variable capital funding with a one-time debt support grant in 2009-10. Huron-Superior Catholic District School Board received a one-time grant that recognizes capital debt as of August 31, 2010 that is supported by the existing capital programs. The Board receives this grant in cash over the remaining term of the existing capital debt instruments. The Board may also receive yearly capital grants to support capital programs which would be reflected in this accounts receivable.

The Board has an account receivable from the Province of Ontario of \$16,147,394 as at August 31, 2019 (2018 - \$17,066,797) with respect to capital grants.

The Ministry of Education introduced a cash management strategy effective September 1, 2018. As part of the strategy, the ministry delays part of the grant payment to school boards where the adjusted accumulated surplus and deferred revenue balances are in excess of certain criteria set out by the Ministry. The balance of delayed grant payments included in the receivable balance from the Government of Ontario at August 31, 2019 is \$ 882,675.

Huron-Superior Catholic District School Board

Notes to the Consolidated Financial Statements

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August 31, 2019

3. Line of credit

The Board has an operating line with the Royal Bank of Canada. The maximum drawings under the terms of the operating line are \$10,000,000. At year end the line of credit was undrawn. The bank indebtedness is a result of overdraft and issued outstanding cheques.

4. Long term debt

Long term debt reported on the consolidated statement of financial position is comprised of the following:

	2019	2018
Loan payable to Ontario Financing Authority due \$113,679 semi-annually including interest at 4.56% per annum, maturing November 2031	\$ 2,148,149	\$ 2,273,256
Loan payable to Ontario Financing Authority due \$114,513 semi-annually including interest at 4.9% per annum, maturing March 2033	2,277,129	2,390,397
Loan payable to Ontario Financing Authority due \$82,717 semi-annually including interest at 5.062% per annum, maturing March 2034	1,710,454	1,786,409
Loan payable to Ontario Financing Authority due \$175,595 semi-annually including interest at 5.232% per annum, maturing April 2035	3,760,805	3,909,375
Loan payable to Ontario Financing Authority due \$59,640 semi-annually including interest at 3.97% per annum, maturing November 2036	747,220	776,327
Loan payable to Ontario Financing Authority due \$76,344 semi-annually including interest at 4.003% per annum, maturing November 2039	2,075,379	2,142,955
	\$ 12,719,136	\$ 13,278,719

Interest on long term debt amounted to \$625,755 (2018 - \$651,554).

Principal payments relating to long term debt outstanding are due as follows:

	Principal	Interest	Total
2020	\$ 586,638	\$ 598,699	\$ 1,185,337
2021	615,013	570,325	1,185,338
2022	644,771	540,567	1,185,338
2023	665,982	508,357	1,174,339
2024	708,715	476,423	1,185,138
Thereafter	9,498,017	2,713,483	12,211,500
	\$ 12,719,136	\$ 5,407,854	\$ 18,126,990

Huron-Superior Catholic District School Board

Notes to the Consolidated Financial Statements

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August 31, 2019

5. Deferred revenue

Revenues received and that have been set aside for specific purposes by legislation, regulation or agreement are included in deferred revenue and reported on the Consolidated Statement of Financial Position.

Deferred revenue set aside for specific purposes by legislation, regulation or agreement as at August 31, 2019 is comprised of:

	Balance August 31, 2018	Externally restricted revenue received	Revenue recognized in the period	Transfer to deferred capital contributions	Balance August 31, 2019
Restricted operating grants	\$ 235,657	\$ 12,142,554	\$(12,070,085)	\$ -	\$ 308,126
Restricted capital grants	1,092,799	3,717,353	(2,971,841)	(1,001,609)	836,702
Proceeds of disposition	383,070	124,045	-	(104,934)	402,181
Assets held for sale	784,388	271,052	(365,086)	-	690,354
	\$ 2,495,914	\$ 16,255,004	\$(15,407,012)	\$ (1,106,543)	\$ 2,237,363

6. Deferred capital contributions

Deferred capital contributions include grants and contributions received that are used for the acquisition of tangible capital assets in accordance with regulation 395/11 that have been expended by year end. The contributions are amortized into revenue over the life of the asset acquired.

	2019	2018
Balance, beginning of year	\$102,638,635	\$103,965,438
Additions to deferred capital contributions	5,120,594	4,058,642
Transfers from deferred revenue	1,106,543	319,622
Revenue recognized in the year	(4,958,712)	(5,705,067)
Balance, end of year	\$103,907,060	\$102,638,635

Huron-Superior Catholic District School Board

Notes to the Consolidated Financial Statements

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August 31, 2019

7. Retirement and other employee future benefits

	2019			2018
Liabilities	Retirement Benefits	Other Employee Future Benefits	Total Employee Future Benefits	Total Employee Future Benefits
Accrued employee future benefit obligation at August 31, 2019	\$ 539,169	\$ 1,515,077	\$ 2,054,246	\$ 2,098,052
Unamortized actuarial gains (losses) at August 31, 2019	(4,469)	-	(4,469)	(19,910)
Employee future benefits liability at August 31, 2019 ¹	\$ 534,700	\$ 1,515,077	\$ 2,049,777	\$ 2,078,142

¹ Excluding pension contributions to the Ontario Municipal Employees Retirement System, a multi-employer pension plan, described below.

	2019			2018
Expenses	Retirement Benefits	Other Employee Future Benefits	Total Employee Future Benefits	Total Employee Future Benefits
Current year benefit cost	\$ -	\$ 402,852	\$ 402,852	\$ 474,386
Interest on accrued benefit obligation	16,925	40,721	57,646	53,295
Amortization of estimation adjustment loss (gain)	33,026	3,474	36,500	(60,079)
Employee Future Benefits Expenses ¹	\$ 49,951	\$ 447,047	\$ 496,998	\$ 467,602

¹ Excluding pension contributions to the Ontario Municipal Employees Retirement System, a multi-employer pension plan, described below.

Retirement benefits

i) Ontario Teacher's Pension Plan

Teachers and related employee groups are eligible to be members of Ontario Teacher's Pension Plan. Employer contributions for these employees are provided directly by the Province of Ontario. The pension costs and obligations related to this plan are a direct responsibility of the Province. Accordingly, no costs or liabilities related to this plan are included in the Board's consolidated financial statements.

Huron-Superior Catholic District School Board

Notes to the Consolidated Financial Statements

August 31, 2019

7. Retirement and other employee future benefits (continued)

ii) Ontario Municipal Employees Retirement System

All non-teaching employees of the Board are eligible to be members of the Ontario Municipal Employees Retirement System (OMERS), a multi-employer pension plan. The plan provides defined pension benefits to employees based on their length of service and rates of pay. The Board contributions equals the employee contributions to the plan. During the year ended August 31, 2019, the Board contributed \$1,155,891 (2018 - \$921,727) to the plan. As this is a multi-employer pension plan, these contributions are the Board's pension benefit expenses. No pension liability for this type of plan is included in the Board's consolidated financial statements.

At December 31, 2018 OMERS reported an actuarial funding deficit of \$4.2 billion (2017 - \$5.4 billion).

iii) Retirement Gratuities

In certain collective agreements, the Board provides a retirement gratuity plan. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. During the year ended August 31, 2019, the Board contributed \$10,000 (2018 - \$nil) to the plan.

The Board also offers an Early Retirement Incentive Plan to certain groups of qualifying employees. The Board contributions equals the benefit payments. During the year ended August 31, 2019, the Board contributed \$nil (2018 - \$70,000) to the plan.

iv) Retirement Allowance Plan

Certain teachers who were hired on or before September 9, 1998 or who elected not to be members of the Retirement Gratuity Plan are eligible for a retirement allowance. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. The Board contributions equals the benefit payments. During the year ended August 31, 2019, the Board contributed \$67,660 (2018 - \$47,049) to the plan.

v) Retirement Life Insurance and Health Care Benefits

The Board allows certain retirees to participate in the life insurance, dental and health care benefits after retirement until the members reach 65 years of age. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. The reimbursements from the retirees equals the Board contribution. Effective September 1, 2013, employees retiring on or after this date will no longer qualify for board subsidized premiums or contributions. During the year ended August 31, 2019, the Board contributed \$80,303 (2018 - \$116,164) to the plan.

Other employee future benefits

i) Workplace Safety and Insurance Board Obligations

The Board is a Schedule 2 employer under the Workplace Safety and Insurance Act and as such, assumes responsibility for the payment of all claims to its injured workers under the Act. The Board does not fund these obligations in advance of payments made under the Act. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. School boards are required to provide salary top-up to a maximum of four and a half years for employees receiving payments from the Workplace Safety and Insurance Board, where the collective agreement negotiated prior to 2012 included such provision.

Huron-Superior Catholic District School Board

Notes to the Consolidated Financial Statements

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August 31, 2019

7. Retirement and other employee future benefits (continued)

ii) Sick Leave Top Up Benefits

As a result of the changes made in 2012-2013 to the short term sick leave and disability plan, a maximum of 11 unused sick days from the current year may be carried forward into the following year only, to be used to top-up salary for illnesses paid through the short term leave and disability plan in that year. The benefit costs expensed in the financial statements are \$5,950 (2018 - \$5,729).

For accounting purposes, the valuation of the accrued benefit obligation for the sick leave top-up is based on actuarial assumptions about future events determined as at August 31, 2019 and is based on the average daily salary and banked sick days of employees as at August 31, 2019.

The accrued benefit obligations for employee future benefit plans as at August 31, 2019 are based on actuarial valuations for accounting purposes as at August 31, 2019. These actuarial valuations were based on assumptions about future events. The economic assumptions used in these valuations are the Board's best estimates of expected rates of:

	<u>2019</u>	<u>2018</u>
	%	%
Wage and salary escalation	-	-
Dental and health care costs ^{1,2}	4.50 - 7.25	3.50 - 7.50
Discount on accrued benefit obligations	2.90	2.90

1 Dental costs trend rates employed are at 4.5%.

2 Health Care trend rates employed are at 7.25% and are reducing by 1/4% in each year to an ultimate rate of increase of 4.5%

8. Accumulated surplus

Accumulated surplus consists of the following:

	<u>2019</u>	<u>2018</u>
Surplus available for compliance	\$ 2,835,560	\$ 3,469,271
Restricted surplus for committed capital projects	137,970	-
Revenues recognized for land	6,797,117	6,804,443
School generated funds	800,157	677,261
Employee future benefits	(1,448,956)	(1,779,855)
	\$ 9,121,848	\$ 9,171,120

Huron-Superior Catholic District School Board

Notes to the Consolidated Financial Statements

August 31, 2019

9. Assets held for sale

As of August 31, 2019, \$690,354 (2018- \$784,398) related to buildings and \$41,000 (2018 - \$7,326) related to land were recorded as assets held for sale. During the year, one school property was sold, and additional properties with a net book value of \$312,051 were reclassified during the year. Net proceeds of \$124,045 (2018 - \$-) were received on the sale of these properties, which had a carrying value of \$372,412 (2018 - \$-), resulting in a loss of \$248,365 (2018 - \$-).

10. Expenses by object

The following is a summary of the expenses reported on the consolidated statement of operations by object:

	2019	2018
Salary and wages	\$ 52,228,120	\$ 49,916,760
Employee benefits	10,078,934	8,840,767
Staff development	834,377	835,048
Supplies and services	5,433,234	5,679,277
Interest	625,755	651,554
Rental expenses	519,040	809,689
Fees and contract services	5,803,513	5,621,332
Other	824,288	1,851,111
Transfer to other boards	393,848	388,991
School funded activities	1,887,744	1,906,361
Amortization	4,724,554	4,722,379
Loss on disposal	248,365	995,684
	\$ 83,601,772	\$ 82,218,953

11. Ontario School Board Insurance Exchange (OSBIE)

The school board is a member of the Ontario School Board Insurance Exchange (OSBIE), a reciprocal insurance company licensed under the Insurance Act. OSBIE insures general public liability, property damage and certain other risks. Liability insurance is available to a maximum of \$27 million per occurrence.

The ultimate premiums over a five-year period are based on the reciprocal's and the Board's actual claims experience. Periodically, the Board may receive a refund or be asked to pay an additional premium based on its pro-rata share of claims experience. The current five year term expires December 31, 2021.

12. Transportation Consortium

The Board provides transportation services in partnership with the Algoma District School Board in order to provide common administration of student transportation in the region. This agreement was executed in an effort to increase delivery efficiency and cost effectiveness of student transportation for each of the Boards. Under the agreement, decisions related to the financial and operating activities of the Algoma and Huron Superior Transportation Services Consortium are shared. No partner is in a position to exercise unilateral control.

The Board's consolidated financial statements reflect its pro-rata share of expenses.

Huron-Superior Catholic District School Board

Notes to the Consolidated Financial Statements

August 31, 2019

13. Commitments

The Board has entered into a contract for the construction of a new school. At August 31, 2019 the committed contract totaled \$20,702,711, of which \$13,566,889 has yet to be completed. This project is cost shared, the Board is committed to payment of 44.3% of costs and the Conseil Scolaire Catholique du Nouvel-Ontario to 55.7% of costs.

The Board has entered into operating leases for computer hardware. These leases expire in 2021 and the minimum annual lease payments remaining are:

Year	Amount
2020	\$ 322,431
2021	13,579

14. Contingencies

The Board is subject to ongoing litigation related to grievances, the outcomes of which can not be reasonably determined. Any loss as a result of this litigation will be recorded in the period that the loss is probable and measurable.

Huron-Superior Catholic District School Board

Notes to the Consolidated Financial Statements

August 31, 2019

15. Tangible capital assets

	Cost			Accumulated Amortization						
	Balance at August 31, 2018	Additions and transfers	Disposals	Balance at August 31, 2019	Balance at August 31, 2018	Amortization	Disposals write offs and adjustment	Balance at August 31, 2019	Net book value August 31, 2019	Net book value August 31, 2018
Land	\$ 6,797,117	\$ -	\$ 41,000	\$ 6,756,117	\$ -	\$ -	\$ -	\$ -	\$ 6,756,117	\$ 6,797,117
Land improvements	4,363,734	569,626	-	4,933,360	1,343,416	434,789	-	1,778,205	3,155,155	3,020,318
Buildings (40 years)	129,974,015	3,124,862	927,102	132,171,775	33,331,577	4,019,053	656,050	36,694,580	95,477,195	96,642,438
Portable structures	379,708	-	-	379,708	222,805	18,459	-	241,264	138,444	156,903
First-time equipping	890,710	-	-	890,710	284,831	89,071	-	373,902	516,808	605,879
Equipment (5 years)	166,286	-	136,506	29,780	125,831	19,607	136,506	8,932	20,848	40,455
Equipment (10 years)	97,429	-	-	97,429	52,328	9,743	-	62,071	35,358	45,101
Computer hardware	658,808	-	153,526	505,282	491,872	116,409	153,526	454,755	50,527	166,936
Computer software	10,727	-	10,727	-	9,654	1,073	10,727	-	-	1,073
Vehicles (10 years)	177,239	42,155	34,810	184,584	82,305	16,350	33,070	65,585	118,999	94,934
Construction in progress	1,883,730	2,662,848	-	4,546,578	-	-	-	-	4,546,578	1,883,730
	\$ 145,399,503	\$ 6,399,491	\$ 1,303,671	\$ 150,495,323	\$ 35,944,619	\$ 4,724,554	\$ 989,879	\$ 39,679,294	\$ 110,816,029	\$ 109,454,884

a) Assets under construction

Assets under construction having a value of \$4,546,578 (2018 - \$1,883,730) have not been amortized. Amortization of these assets will commence when the asset is put into service.

November 26, 2019

Dear Rosanne,

Community Living Algoma is pleased to inform you that Lynda Lewis, a member of our Board of Directors, has been recommended to represent our organization on HSCDSB's Special Education Advisory Committee. Lynda's email contact is l-j-lewis@msn.com

Please let me know if there is any other information you require. Thank you for your continued partnership.

Respectfully,

Heather Hicks

Heather Hicks (signed electronically)
Director of Supports and Services

FIELD TRIPS - FORM A

Huron-Superior Catholic District School Board

APPLICATION FOR BOARD APPROVAL EXTENDED FIELDTRIP OUTSIDE THE BOARD'S JURISDICTION

SCHOOL: Holy Name of JesusNAME OF TEACHER Cindy Dupuis GRADE 6-7-8requests authorization to take his/her class to YMCA Camp Pine Crest
(place or area)Date of Departure: June 1 2020Date of Return: June 8 2020Number of Students: 8 Number of Staff: 1 Number of Adults: +1
(at least 1 required)

Note: Both male and female chaperones should accompany overnight trips with mixed student groups.

Means of Transportation: VIA Rail
(Under no circumstances are students to drive other students.)

Itinerary to be provided with this application.
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Special provisions to provide for Universal Access: the camp is a not-free facility

Note: The Principal confirms that all "Volunteers" have had a Criminal Reference Check and that all students have out of province/country medical insurance for travel outside the province/country. The principal also confirms that all staff/chaperones are aware of Policy 5003 Field Trips and its accompanying Procedural Guidelines.

[Signature]
(Signature of Principal)

Nov 13/19
(Date)

AUTHORIZATION

This Extended Field trip is approved.

(Signature of Director)

(Date)

Distribution: The Principal will sign the form and send it to the Director of Education.

Once approved, a copy will be sent to the Principal for his/her records.

Holy Name of Jesus Senior Class Trip

YMCA Camp PineCrest
1090 Gullwing Lake Road, Torrance ON P0C 1M0
1-877-878-9622

Monday, June 1st 2020

- 6:40pm Depart Hornepayne aboard VIA Rail.

Tuesday, June 2nd 2020

- 11:00 am Arrive in Washago. Picked up at train station by PineCrest staff.
- Transfer to Camp PineCrest.
- Arrive at camp. Settle into cabins. Rest time until lunch.
- 12:30 Lunch
- 1:30 Activities
- 5:30 Dinner
- 6:30 Evening Program
- 8:30 Campfire and Snack
- 10:00 Return to cabins. Christian Meditation/Reflective Prayer time.
- 11:00 Lights out

Wednesday, June 3rd 2020

- 7:30 Wake up
- 8:15 Breakfast
- 9:00 Activities
- 12:30 Lunch
- 1:30 Activities
- 5:30 Dinner
- 6:30 Evening Program
- 8:30 Campfire and Snack
- 10:00 Return to cabins. Christian Meditation/Reflective Prayer time.
- 11:00 Lights out

Thursday, June 4th 2020

- 7:30 Wake up
- 8:15 Breakfast
- 9:00 Activities
- 12:30 Lunch
- 1:30 Activities
- 5:30 Dinner
- 6:30 Evening Program
- 8:30 Campfire and Snack
- 10:00 Return to cabins. Christian Meditation/Reflective Prayer time.
- 11:00 Lights out

Friday, June 5th 2020

- 7:30 Wake up
- 8:15 Breakfast
- 9:00 Activities
- 12:30 Lunch
- 1:30 Activities
- 5:30 Dinner
- 6:30 Evening Program
- 8:30 Campfire and Snack
- 10:00 Return to cabins. Christian Meditation/Reflective Prayer time.
- 11:00 Lights out

Saturday, June 6th 2020

- 7:30 Wake up
- 8:15 Breakfast
- 9:00 Activities
- 12:30 Lunch
- 1:30 Activities
- 5:30 Dinner
- 6:30 Evening Program
- 8:30 Campfire and Snack
- 10:00 Return to cabins. Christian Meditation/Reflective Prayer time.
- 11:00 Lights out

Sunday, June 7th 2020

- 7:30 Wake up
- 8:15 Breakfast
- 9:00 Pack. Transfer to Washago train station by PineCrest staff.
- 12:30 Depart Washago aboard VIA Rail. Lunch and Dinner aboard the train.

Monday, June 8th 2020

- 2:30 am Arrive in Hornepayne.

We will also be participating in an overnight canoe trip. The group will spend some activity time planning and preparing for the trip, including learning how to set up the tents and meal-planning. Canoe activities before our trip will be dedicated to teaching the fundamentals of canoe handling and safety to ensure a smooth trip. After lunch, we will canoe to a location on PineCrest property, set up tents, and spend time exploring the campsite. We will prepare dinner over a fire, clean up, do stargazing activities, and explore the unique properties of sound when surrounded by water on a still night until bedtime. Breakfast will also be prepared over a fire. We will then pack up our campsite and return to Camp PineCrest for lunch.

Activities include:	Ontario Expectations and/or Ontario Catholic School Graduate Expectations
<ul style="list-style-type: none"> -canoeing, -kayaking, -swimming, snorkeling, -stand-up paddle boarding, -rock wall climbing, -low ropes course, -high ropes course, -archery, -disc golf, -land sports, -ice cream making, -cooking pizzas in the pizza oven, -hiking, -map and compass orienteering, -outdoor survival, 	<p><u>Grade 6 – Active Living</u></p> <p>B1.1 actively participate in a wide variety of program activities (e.g., lead-up games, recreational activities, fitness activities, dance), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part</p> <p>B1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games</p> <p>B2.1 Daily physical activity (DPA): participate in moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day</p> <p>B3.1 demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity</p> <p><u>Grade 6 – Movement Competence</u></p> <p>C1.1 perform smooth transfers of weight in relation to others and equipment in a variety of situations involving static and dynamic balance</p> <p>C1.2 perform a wide variety of locomotor movements, in combination, at different speeds, in different directions, and using different pathways, while moving around others and/or equipment</p> <p>C1.3 send and receive a variety of objects, adjusting for speed and distance, while applying basic principles of movement</p> <p>C1.4 retain objects in a variety of situations while travelling in different pathways and at different speeds in relation to others and equipment</p> <p>C2.1 demonstrate an understanding of the basic components of physical activities, and apply this understanding as they participate in a variety of physical activities</p> <p>C2.2 describe common features of specific categories of physical activities, and describe strategies that they found effective while participating in a variety of physical activities in different categories</p> <p>C2.3 apply a variety of tactical solutions to increase their chances of success as they participate in physical activities</p> <p><u>Grade 7 – Active Living</u></p> <p>B1.1 actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part</p> <p>B1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a diverse range of physical activities in a variety of outdoor environments</p> <p>B2.1 Daily physical activity (DPA): participate in moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day</p> <p>B3.1 demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity</p> <p>B3.2 demonstrate an understanding of procedures for anticipating and</p>

	<p>responding to hazards that may lead to sickness or injury, including concussion, while participating in physical activity outdoors</p> <p><u>Grade 7 – Movement Competence</u></p> <p>C1.1 perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance</p> <p>C1.2 perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli</p> <p>C1.3 send, receive, and retain a variety of objects, while taking into account their position and motion in relation to others, equipment, and boundaries, while applying basic principles of movement</p> <p>C1.4 demonstrate an understanding of the phases of movement (i.e., preparation, execution, follow-through), and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities</p> <p>C2.1 demonstrate an understanding of the components of a range of physical activities, and apply this understanding as they participate in a variety of physical activities in outdoor environments</p> <p>C2.2 describe and compare different categories of physical activities, and describe strategies that they found effective while participating in a variety of physical activities in different categories</p> <p>C2.3 apply a variety of tactical solutions to increase chances of success as they participate in physical activities</p> <p><u>Grade 8 – Active Living</u></p> <p>B1.1 actively participate according to their capabilities in a wide variety of program activities</p> <p>B1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a diverse range of physical activities in a variety of outdoor environments</p> <p>B1.3 demonstrate an understanding of factors that motivate personal participation in physical activities every day, and explain how these factors can be used to influence others to be physically active</p> <p>B2.1 Daily physical activity (DPA): participate in moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day</p> <p>B3.1 demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity</p> <p><u>Grade 8 – Movement Competence</u></p> <p>C1.1 perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance</p> <p>C1.2 perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli</p> <p>C1.3 use and combine sending, receiving, and retaining skills in response to a variety of external stimuli, while applying basic principles of movement</p> <p>C1.4 demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills in a variety of physical activities</p> <p>C2.1 demonstrate an understanding of the components of a range of physical</p>
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	<p>activities and apply this understanding as they participate in a variety of physical activities in outdoor environments</p> <p>C2.2 demonstrate an understanding of how movement skills, concepts, and strategies are transferable across different physical activities within various categories, and identify skills, concepts, and strategies that they found effective while participating in a variety of physical activities in different categories</p> <p>C2.3 apply a variety of tactical solutions to increase chances of success as they participate in physical activities</p> <p><u>Grade 8 – Healthy Living</u></p> <p>D1.2 identify situations that could lead to injury or death (e.g., concussions from contact sports or accidents; traumatic head, brain, or spinal cord injuries from falls or diving into unknown water; injuries in car accidents; mental, physical, emotional, or social harm resulting from mental health and/or addiction problems), and describe behaviours that can help to reduce risk</p> <p>D2.1 evaluate personal eating habits and food choices on the basis of the recommendations in Canada’s Food Guide, taking into account behaviours that support healthy eating</p> <p>D2.2 demonstrate the ability to assess situations for potential dangers, and apply strategies for avoiding dangerous situations</p> <p>D2.4 demonstrate an understanding of how incorporating healthy habits and coping strategies into daily routines can help maintain mental health and resilience in times of stress</p> <p><u>Ontario Catholic School Graduate Expectations</u></p> <p>4. A Self-Directed, Responsible, Lifelong Learner Who:</p> <p>(h) Participates in leisure and fitness activities for a balanced and healthy lifestyle.</p>
<p>-natural arts, -woodcraft, -photography,</p>	<p><u>Grade 6 – Visual Arts</u></p> <p>D1.1 create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view</p> <p>D1.2 demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic</p> <p>D1.3 use elements of design in art works to communicate ideas, messages, and understandings</p> <p>D1.4 use a variety of materials, tools, techniques, and technologies to determine solutions to design challenges (e.g., technology)</p> <p>D2.2 explain how the elements and principles of design are used in their own and others’ art work to communicate meaning or understanding</p> <p><u>Grade 7 – Visual Arts</u></p> <p>D1.1 create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues, including opposing points of view</p> <p>D1.2 demonstrate an understanding of composition, using multiple principles of design and the “rule of thirds” to create narrative art works or art works on a theme or topic</p> <p>D1.3 use elements of design in art works to communicate ideas, messages, and understandings for a specific audience and purpose</p> <p>D1.4 use a variety of materials, tools, techniques, and technologies to</p>

	<p>determine solutions to increasingly complex design challenges (e.g. technology)</p> <p>D2.2 explain how the elements and principles of design are used in their own and others' art work to communicate meaning or understanding</p> <p><u>Grade 8 – Visual Arts</u></p> <p>D1.1 create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues and that demonstrate an awareness of multiple points of view</p> <p>D1.2 demonstrate an understanding of composition, using multiple principles of design and other layout considerations such as compositional triangles to create narrative art works or art works on a theme or topic</p> <p>D1.3 use elements of design in art works to communicate ideas, messages, and understandings for a specific audience and purpose</p> <p>D1.4 use a variety of materials, tools, techniques, and technologies to determine solutions to increasingly complex design challenges (e.g., technology)</p> <p>D2.2 analyse ways in which elements and principles of design are used in a variety of art works to communicate a theme or message, and evaluate the effectiveness of their use on the basis of criteria generated by the class</p> <p><u>Ontario Catholic School Graduate Expectations</u></p> <p>3. A Reflective, Creative and Holistic Thinker Who:</p> <p>(e) Adopts a holistic approach to life by integrating learning from various subject areas and experience.</p> <p>4. A Self-Directed, Responsible, Lifelong Learner Who:</p> <p>(a) Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.</p> <p>(b) Demonstrates flexibility and adaptability.</p> <p>(c) Takes initiative and demonstrates Christian leadership.</p> <p>(e) Sets appropriate goals and priorities in school, work and personal life.</p> <p>(f) Applies effective communication, decision-making, problem-solving, time and resource management skills.</p> <p>(g) Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.</p> <p>5. A Collaborative Contributor Who:</p> <p>(a) Works effectively as an interdependent team member.</p> <p>(e) Respects the rights, responsibilities and contributions of self and others.</p> <p>(f) Exercises Christian leadership in the achievement of individual and group goals.</p> <p>(g) Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.</p>
-drumming,	<p><u>Grade 6 – Music</u></p> <p>C1.1 sing and/or play, in tune, from musical notation, unison music and music in two or more parts from a wide variety of cultures, styles, and historical periods</p> <p>C1.2 apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect</p> <p>C1.3 create musical compositions for specific purposes and audiences</p> <p>C1.4 use the tools and techniques of musicianship in musical performances</p>

	<p>C1.5 demonstrate an understanding of standard and other types of musical notation through performance and composition</p> <p>C2.3 identify and give examples of their strengths and areas for improvement as composers, musical performers, interpreters, and audience members</p> <p><u>Grade 7 – Music</u></p> <p>C1.1 sing and/or play, in tune, from musical notation, unison music and music in two or more parts from diverse cultures, styles, and historical periods</p> <p>C1.2 apply the elements of music when singing and/or playing, composing, and arranging music, using them for specific effects and clear purposes</p> <p>C1.3 create musical compositions in a variety of forms for specific purposes and audiences</p> <p>C1.4 use the tools and techniques of musicianship in musical performances</p> <p>C1.5 demonstrate an understanding of standard and other musical notation through performance and composition</p> <p>C2.1 express analytical, personal responses to musical performances in a variety of ways</p> <p>C2.2 analyse, using musical terminology, ways in which the elements are used in the music that they perform, listen to, and create</p> <p><u>Grade 8 – Music</u></p> <p>C1.1 sing and/or play, in tune, music in unison and in two or more parts from a variety of cultures, styles, and historical periods</p> <p>C1.2 apply the elements of music through performing, composing, and arranging music for a specific effect or clear purpose</p> <p>C1.3 create musical compositions in a variety of forms for specific purposes and audiences</p> <p>C1.4 use the tools and techniques of musicianship in musical performances</p> <p>C3.2 compare and contrast music from the past and present</p> <p><u>Ontario Catholic School Graduate Expectations</u></p> <p>3. A Reflective, Creative and Holistic Thinker Who:</p> <p>(e) Adopts a holistic approach to life by integrating learning from various subject areas and experience.</p> <p>4. A Self-Directed, Responsible, Lifelong Learner Who:</p> <p>(a) Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.</p> <p>(b) Demonstrates flexibility and adaptability.</p> <p>(c) Takes initiative and demonstrates Christian leadership.</p> <p>(e) Sets appropriate goals and priorities in school, work and personal life.</p> <p>(f) Applies effective communication, decision-making, problem-solving, time and resource management skills.</p> <p>(g) Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.</p> <p>5. A Collaborative Contributor Who:</p> <p>(a) Works effectively as an interdependent team member.</p> <p>(e) Respects the rights, responsibilities and contributions of self and others.</p> <p>(f) Exercises Christian leadership in the achievement of individual and group goals.</p> <p>(g) Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.</p>
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<p>-playing animal survival, -nature hike, -studying Muskoka flora (tree and flower species), -learning the life cycle of the frog at the beaver pond,</p>	<p><u>Grade 6 – Science Understanding Life Systems (Biodiversity)</u></p> <p>1.2 assess the benefits that human societies derive from biodiversity (e.g., thousands of products such as food, clothing, medicine, and building materials come from plants and animals) and the problems that occur when biodiversity is diminished</p> <p>2.1 follow established safety procedures for outdoor activities and field work</p> <p>2.2 investigate the organisms found in a specific habitat and classify them according to a classification system</p> <p>2.3 use scientific inquiry/research skills to compare the characteristics of organisms within the plant or animal kingdoms</p> <p>2.4 use appropriate science and technology vocabulary, including classification, biodiversity, natural community, interrelationships, vertebrate, invertebrate, stability, characteristics, and organism, in oral communication</p> <p>3.1 identify and describe the distinguishing characteristics of different groups of plants and animals, and use these characteristics to further classify various kinds of plants and animals</p> <p>3.2 demonstrate an understanding of biodiversity as the variety of life on earth, including variety within each species of plant and animal, among species of plants and animals in communities, and among communities and the physical landscapes that support them</p> <p>3.3 describe ways in which biodiversity within species is important for maintaining the resilience of those species</p> <p>3.4 describe ways in which biodiversity within and among communities is important for maintaining the resilience of these communities</p> <p>3.5 describe interrelationships within, between species, and between species and their environment, and explain how these interrelationships sustain biodiversity</p> <p><u>Grade 7 – Understanding Life Systems (Interactions in the Environment)</u></p> <p>1.2 analyse the costs and benefits of selected strategies for protecting the environment</p> <p>2.1 follow established safety procedures for investigating ecosystems</p> <p>2.2 use an ecosystem to investigate interactions between the biotic and abiotic components in it</p> <p>2.3 use scientific inquiry/research skills to investigate occurrences that affect the balance within a local ecosystem</p> <p>2.4 use appropriate science and technology vocabulary, including sustainability, biotic, ecosystem, community, population, and producer, in oral communication</p> <p>3.1 demonstrate an understanding of an ecosystem as a system of interactions between living organisms and their environment</p> <p>3.2 identify biotic and abiotic elements in an ecosystem, and describe the interactions between them</p> <p>3.3 describe the roles and interactions of producers, consumers, and decomposers within an ecosystem</p> <p>3.4 describe the transfer of energy in a food chain and explain the effects of the elimination of any part of the chain</p> <p>3.5 describe how matter is cycled within the environment and explain how it</p>
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	<p>promotes sustainability</p> <p>3.7 explain why an ecosystem is limited in the number of living things that it can support</p> <p>3.8 describe ways in which human activities and technologies alter balances and interactions in the environment</p> <p>3.9 describe Aboriginal perspectives on sustainability and describe ways in which they can be used in habitat and wildlife management</p> <p><u>Ontario Catholic School Graduate Expectations</u></p> <p>7. A Responsible Citizen Who:</p> <p>(a) Acts morally and legally as a person formed in Catholic traditions.</p> <p>(d) Promotes the sacredness of life.</p> <p>(f) Respects and affirms the diversity and interdependence of the world's peoples and cultures.</p> <p>(h) Exercises the rights and responsibilities of Canadian citizenship.</p> <p>(i) Respects the environment and uses resources wisely.</p> <p>(j) Contributes to the common good.</p>
-team-building initiatives	<p><u>Grade 6 – Social-Emotional Learning Skills</u></p> <p>A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others</p> <p>A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience</p> <p>A1.3 apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope</p> <p>A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity</p> <p>A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging</p> <p>A1.6 apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making</p> <p><u>Grade 6 – Healthy Living</u></p> <p>D1.1 demonstrate ways of being inclusive, respectful, and accepting, and describe how this benefits everyone, including themselves</p> <p>D1.5 demonstrate an understanding of the interconnections between a person's thoughts, emotions, and actions, and of the potential impact of positive and negative thinking on mental health</p> <p>D2.2 apply their recognition of internal hunger and thirst cues and their</p>

	<p>knowledge of physical factors that influence the desire to eat and drink</p> <p>D2.3 apply social-emotional learning skills to promote positive interaction and avoid or manage conflict in social situations, in person</p> <p>D2.6 make informed decisions that demonstrate respect for themselves and others and an understanding of the concept of consent to help build healthier relationships, using a variety of social-emotional learning skills</p> <p><u>Grade 7 – Social-Emotional Learning Skills</u></p> <p>A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others</p> <p>A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience</p> <p>A1.3 apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope</p> <p>A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity</p> <p>A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging</p> <p>A1.6 apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making</p> <p><u>Grade 8 – Social-Emotional Learning Skills</u></p> <p>A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others</p> <p>A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience</p> <p>A1.3 apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope</p> <p>A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity</p>
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	<p>A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging</p> <p>A1.6 apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making</p> <p><u>Grade 6 – Language Oral Communication</u></p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups</p> <p>1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex oral texts</p> <p>2.1 identify a variety of purposes for speaking and explain how the purpose and intended audience influence the choice of form</p> <p>2.2 demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions</p> <p>2.3 communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information</p> <p>2.4 use appropriate words and phrases from the full range of their vocabulary including inclusive and non-discriminatory language, and stylistic devices appropriate to the purpose and context, to communicate their meaning accurately and engage the interest of their intended audience</p> <p>2.6 identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning</p> <p><u>Grade 7 – Language Oral Communication</u></p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups</p> <p>1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts</p> <p>2.1 identify a range of purposes for speaking and explain how the purpose and intended audience might influence the choice of speaking strategies</p> <p>2.2 demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience</p> <p>2.3 communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience</p> <p>2.4 use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning accurately and engage the interest of their intended audience</p> <p>2.6 identify a variety of non-verbal cues, including facial expression, gestures,</p>
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and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning

Grade 8 – Language Oral Communication

1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups

1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex and challenging oral texts

2.1 identify a range of purposes for speaking in a variety of situations, both straightforward and more complex, and explain how the purpose and intended audience might influence the choice of speaking strategies

2.2 demonstrate an understanding of appropriate speaking behaviour in most situations, using a variety of speaking strategies and adapting them to suit the purpose and audience

2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience

2.4 use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning effectively and engage the interest of their intended audience

2.6 identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning

Ontario Catholic School Graduate Expectations

2. An Effective Communicator Who:

(a) Listens actively and critically to understand and learn in light of gospel values.

(c) Presents information and ideas clearly and honestly and with sensitivity to others.

(d) Speaks fluently one or both of Canada's official languages.

3. A Reflective, Creative and Holistic Thinker Who:

(a) Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.

(b) Creates, adapts, evaluates new ideas in light of the common good.

(c) Thinks reflectively and creatively to evaluate situations and solve problems.

(e) Adopts a holistic approach to life by integrating learning from various subject areas and experience.

4. A Self-Directed, Responsible, Lifelong Learner Who:

(a) Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

(b) Demonstrates flexibility and adaptability.

(c) Takes initiative and demonstrates Christian leadership.

(d) Responds to, manages and constructively influences change in a discerning manner.

(e) Sets appropriate goals and priorities in school, work and personal life.

(f) Applies effective communication, decision-making, problem-solving, time

	<p>and resource management skills.</p> <p>(g) Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.</p> <p>5. A Collaborative Contributor Who:</p> <p>(a) Works effectively as an interdependent team member.</p> <p>(e) Respects the rights, responsibilities and contributions of self and others.</p> <p>(f) Exercises Christian leadership in the achievement of individual and group goals.</p> <p>(g) Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.</p> <p>7. A Responsible Citizen Who:</p> <p>(a) Acts morally and legally as a person formed in Catholic traditions.</p> <p>(b) Accepts accountability for one's own actions.</p> <p>(c) Seeks and grants forgiveness.</p> <p>(d) Promotes the sacredness of life.</p> <p>(e) Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.</p> <p>(f) Respects and affirms the diversity and interdependence of the world's peoples and cultures.</p> <p>(g) Respects and understands the history, cultural heritage and pluralism of today's contemporary society.</p> <p>(h) Exercises the rights and responsibilities of Canadian citizenship.</p> <p>(i) Respects the environment and uses resources wisely.</p> <p>(j) Contributes to the common good.</p>
Evening Programs include:	Ontario Expectations and/or Ontario Catholic School Graduate Expectations
<p>-stargazing,</p> <p>-campfire building,</p> <p>-night hike,</p>	<p><u>Grade 6 – Understanding Earth and Space Systems (Space)</u></p> <p>3.1 identify components of the solar system, including the sun, the earth, and other planets, natural satellites, comets, asteroids, and meteoroids, and describe their physical characteristics in qualitative terms</p> <p>3.2 identify the bodies in space that emit light and those that reflect light</p> <p><u>Ontario Catholic School Graduate Expectations</u></p> <p>3. A Reflective, Creative and Holistic Thinker Who:</p> <p>(e) Adopts a holistic approach to life by integrating learning from various subject areas and experience.</p> <p>4. A Self-Directed, Responsible, Lifelong Learner Who:</p> <p>(e) Sets appropriate goals and priorities in school, work and personal life.</p> <p>(f) Applies effective communication, decision-making, problem-solving, time and resource management skills.</p> <p>(g) Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.</p> <p>5. A Collaborative Contributor Who:</p> <p>(a) Works effectively as an interdependent team member.</p> <p>(e) Respects the rights, responsibilities and contributions of self and others.</p> <p>(f) Exercises Christian leadership in the achievement of individual and group goals.</p> <p>(g) Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.</p>

<p>-performance arts, -large group games (Giant Pictionary, Carnival, Stop the Bus, Iron Chef), -team challenges (Incredible Machine, Egg Drop, Action Auction).</p>	<p><u>Grade 6 – Dance</u> A1.3 use guided improvisation in a variety of ways as a starting point for choreography (e.g., use exercises such as mirroring, flocking, and body storming to create movement material for choreography) A1.4 combine the elements of dance in different ways to communicate a variety of ideas</p> <p><u>Grade 6 – Drama</u> B1.1 engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and non-fiction sources and diverse communities, times, and places B1.2 demonstrate an understanding of the element of role by selectively using other elements (e.g., time and place; relationship; tension) to build belief in a role and establish its dramatic context B1.3 plan and shape the direction of the drama or role play by introducing new perspectives and ideas, both in and out of role B2.1 express personal responses and preferences and make connections to themes and issues presented in their own and others' drama works B2.2 identify a favourite scene and give reasons for their preference, using correct drama terminology to describe how the elements of drama contribute to its effectiveness</p> <p><u>Grade 7 – Dance</u> A1.3 use theme and variations in a variety of ways when creating dance pieces A1.4 use the elements of dance and choreographic forms (e.g., pattern forms, narrative forms) to communicate a variety of themes or moods A2.1 construct personal interpretations of the messages in their own and others' dance pieces, including messages about issues relevant to their community and/or the world</p> <p><u>Grade 7 – Drama</u> B1.1 engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes, and relationships from a wide variety of sources and diverse communities B1.2 demonstrate an understanding of the elements of drama by selecting and combining several elements and conventions to create dramatic effects B1.3 plan and shape the direction of the drama by working with others, both in and out of role, to generate ideas and explore multiple perspectives B1.4 communicate feelings, thoughts, and abstract ideas through drama works, using audio, visual, and/or technological aids to heighten the dramatic experience B2.1 construct personal interpretations of drama works, connecting drama issues and themes to their own and others' ideas, feelings, and experiences</p> <p><u>Grade 8 – Dance</u> A1.1 create dance pieces to respond to issues that are personally meaningful to them A1.2 use dance as a language to communicate messages about themes of social justice and/or environmental health A1.3 determine the appropriate choreographic form and create dance pieces for a specific audience or venue</p>
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	<p>A2.1 construct personal and/or group interpretations of the themes in their own and others' dance pieces</p> <p><u>Grade 8 – Drama</u></p> <p>B1.1 engage actively in drama exploration and role play, with a focus on examining multiple perspectives and possible outcomes related to complex issues, themes, and relationships from a wide variety of sources and diverse communities</p> <p>B1.2 demonstrate an understanding of the elements of drama by selecting and manipulating multiple elements and conventions to create and enhance a variety of drama works and shared drama experiences</p> <p>B1.3 plan and shape the direction of the drama by negotiating ideas and perspectives with others, both in and out of role</p> <p>B2.1 construct personal interpretations of drama works, connecting drama issues and themes to social concerns at both the local and global level</p> <p><u>Grade 6 – Language Oral Communication</u></p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups</p> <p>1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex oral texts</p> <p>2.1 identify a variety of purposes for speaking and explain how the purpose and intended audience influence the choice of form</p> <p>2.2 demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions</p> <p>2.3 communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information</p> <p>2.4 use appropriate words and phrases from the full range of their vocabulary including inclusive and non-discriminatory language, and stylistic devices appropriate to the purpose and context, to communicate their meaning accurately and engage the interest of their intended audience</p> <p>2.6 identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning</p> <p><u>Grade 7 – Language Oral Communication</u></p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups</p> <p>1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts</p> <p>2.1 identify a range of purposes for speaking and explain how the purpose and intended audience might influence the choice of speaking strategies</p> <p>2.2 demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience</p> <p>2.3 communicate orally in a clear, coherent manner, using a structure and</p>
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	<p>style appropriate to both the topic and the intended audience</p> <p>2.4 use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning accurately and engage the interest of their intended audience</p> <p>2.6 identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning</p> <p><u>Grade 8 – Language Oral Communication</u></p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups</p> <p>1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex and challenging oral texts</p> <p>2.1 identify a range of purposes for speaking in a variety of situations, both straightforward and more complex, and explain how the purpose and intended audience might influence the choice of speaking strategies</p> <p>2.2 demonstrate an understanding of appropriate speaking behaviour in most situations, using a variety of speaking strategies and adapting them to suit the purpose and audience</p> <p>2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience</p> <p>2.4 use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning effectively and engage the interest of their intended audience</p> <p>2.6 identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning</p> <p><u>Ontario Catholic School Graduate Expectations</u></p> <p>2. An Effective Communicator Who:</p> <p>(a) Listens actively and critically to understand and learn in light of gospel values.</p> <p>(c) Presents information and ideas clearly and honestly and with sensitivity to others.</p> <p>(d) Speaks fluently one or both of Canada’s official languages.</p> <p>3. A Reflective, Creative and Holistic Thinker Who:</p> <p>(a) Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.</p> <p>(b) Creates, adapts, evaluates new ideas in light of the common good.</p> <p>(c) Thinks reflectively and creatively to evaluate situations and solve problems.</p> <p>(e) Adopts a holistic approach to life by integrating learning from various subject areas and experience.</p> <p>4. A Self-Directed, Responsible, Lifelong Learner Who:</p> <p>(a) Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others. (b) Demonstrates flexibility and adaptability.</p>
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	<p>(c) Takes initiative and demonstrates Christian leadership.</p> <p>(d) Responds to, manages and constructively influences change in a discerning manner.</p> <p>(e) Sets appropriate goals and priorities in school, work and personal life.</p> <p>(f) Applies effective communication, decision-making, problem-solving, time and resource management skills.</p> <p>(g) Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.</p> <p>5. A Collaborative Contributor Who:</p> <p>(a) Works effectively as an interdependent team member.</p> <p>(e) Respects the rights, responsibilities and contributions of self and others.</p> <p>(f) Exercises Christian leadership in the achievement of individual and group goals.</p> <p>(g) Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.</p> <p>7. A Responsible Citizen Who:</p> <p>(a) Acts morally and legally as a person formed in Catholic traditions.</p> <p>(b) Accepts accountability for one's own actions.</p> <p>(c) Seeks and grants forgiveness.</p> <p>(d) Promotes the sacredness of life.</p> <p>(e) Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.</p> <p>(f) Respects and affirms the diversity and interdependence of the world's peoples and cultures.</p> <p>(g) Respects and understands the history, cultural heritage and pluralism of today's contemporary society.</p> <p>(h) Exercises the rights and responsibilities of Canadian citizenship.</p> <p>(i) Respects the environment and uses resources wisely.</p> <p>(j) Contributes to the common good.</p>
Christian Mediation / Reflective Prayer	<p><u>Ontario Catholic School Graduate Expectations</u></p> <p>1. A Discerning Believer Formed in the Catholic Faith Community Who:</p> <p>(d) Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.</p> <p>(e) Speaks the language of life... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)</p> <p>(f) Seeks intimacy with God and celebrates communion with God, others and creation through prayer.</p> <p>(g) Understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey.</p> <p>(h) Respects the faith traditions, world religions and the life-journeys of all people of good will.</p> <p>(i) Integrates faith with life.</p> <p>(j) Recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of redemption. (Witnesses to Faith)</p>

FIELD TRIPS - FORM B

*Huron - Superior Catholic District School Board*APPLICATION FOR BOARD OF TRUSTEES APPROVAL
EXTENDED FIELD TRIPSCHOOL: St. Mary's CollegeNAME OF TEACHER Lorie Czop GRADE 9-12requests authorization to take his/her class to The Stratford Festival
(place or area)Date of Departure: May 2020Date of Return: (one day later - May 2020)Number of Students: 40 Number of Staff: 3 Number of Adults: 3
(at least 1 required)

Note: Both male and female chaperones should accompany overnight trips with mixed student groups.

Means of Transportation: Coach Bus
(Under no circumstances are students to drive other students.)

A detailed itinerary must be provided with this application.
The itinerary must outline the educational value of the field trip and list the curriculum
and/or Ontario Catholic School Graduate Expectations being met.

Special provisions to provide for Universal Access: _____

Note: The Principal confirms that all "Volunteers" have had a Criminal Records Check and a Vulnerable Sector Screening and that all students have out of province/country medical insurance for travel outside the province/country. The principal also confirms that all staff/chaperones are aware of Policy 5003 Field Trips and its accompanying Procedural Guidelines.

Mrs. C. Hannah
(Signature of Principal)

Nov 14/19
(Date)

AUTHORIZATION

This Extended Field trip is approved.

(Signature of Director)_____
(Date)

Distribution: The Principal will sign the form and send it to the Director of Education.

Once approved by the Board of Trustees, a copy will be sent to the Principal for his/her records.

Revised: January 2019

St. Mary's College Stratford Festival Trip Itinerary

Wednesday Oct. 2 to Thursday 3rd, 2019

Cost for the trip will be required **in full** by Friday September 20th, 2019. Price covers the cost of the coach, hotel, student dinner Tuesday, breakfast before departure, and play tickets.

Total amount: **\$250** payable to **St. Mary's College**.

Oct 2nd:

6:45 a.m.	Board coach
7:00 a.m.	Leave for Stratford (I-75 to Port Huron/ Sarnia to Stratford)
10:30 a.m.	First stop/break (TBD)
3:30 p.m.	Quick Check in to hotel and then bus drives us to
4:00 p.m.	Dinner @ Pazzo Pizzeria (Ontario Street, Stratford)
7:00 p.m.	Walk to Avon Theatre for <i>The Crucible</i>
11:00 p.m.	In rooms, lights out at 12:00 p.m. (The Arden Park Hotel -522 Ontario Street, Stratford 1-519-275-2936)

Rationale for attending Stratford in May 2020

As an English Department at St. Mary's College, we feel that being able to attend the live dramatization of a play that our students study in our classrooms is an amazing opportunity. This year, it has been wonderful that two of the Stratford Festival productions being performed are novels/plays that we study. When students see literature come to life, they instantly connect. It is for this reason that we would like to offer a second opportunity to our Advanced Placement students who show a high level of commitment and academic rigor in this program.

William Shakespeare's Hamlet will be performed in the Spring of 2020 and we are eager to attend. It is our hope that we will be given this opportunity.

Respectfully,



Lorie Czop

Lead Teacher of English

Annual Report to the Board of Trustees For the year ended August 31, 2019

This report summarizes the audit committee's actions for the year ending August 31, 2019.

Audit Committee Members

The audit committee consisted of 5 members listed below:

-
- Gary Trembinski – Chair (effective January 2019)
- Lindsay Liske
- Leslie Cassidy-Amadio – (until December 2018)
- Tony D'Agostino – (until December 2018)
- Joe Ruscio – (effective January 2019)
- Sean Dwyer – External member
- Sergio Saccucci – External member

In addition, regular attendees at the Committee meetings were:

- Rose Burton Spohn – Director of Education
- Melissa Dodge – Regional Internal Audit Manager
- Steve Murray – Temporary Supervisor of Accounting & Payroll
- Monique Plante – Supervisor of Accounting & Payroll
- Chris Spina – Superintendent of Business

Administrative Tasks

At the beginning of the year and in accordance with recommended good practice various administrative tasks were completed. These included:

- developing a work plan;
- developing a meeting schedule and agenda for the year; and
- developing the annual internal audit plan

Meetings

It was agreed to hold four meetings throughout the year. All meetings have been held as planned.

The members in attendance at each meeting were as follows:

<i>Member's Name</i>	<i>Sep 24, 2018</i>	<i>Nov 26, 2018</i>	<i>Mar 25, 2019</i>	<i>Jun 24, 2019</i>
Lindsay Liske	X	X	X	X
Leslie Cassidy-Amadio	X	X	N/A	N/A
Tony D'Agostino		X	N/A	N/A
Gary Trembinski	N/A	N/A	X	X
Joe Ruscio	N/A	N/A	X	X
Sean Dwyer		X	X	X
Sergio Saccucci	X	X		

Governance

The audit committee operated throughout the fiscal year ending August 31, 2019. All of the members satisfied the eligibility requirements in accordance with Ontario Regulation 361/10.

External Auditors

The relationship with the external auditors has been satisfactory. The external auditors, BDO, presented the scope and extent of their work to the committee, which the committee reviewed and recommended for approval at the September 24, 2018 meeting. The external auditors confirmed their independence in the letter dated September 2018. The audit committee reviewed and recommended the approval of the annual audited financial statements on November 26, 2018.

The audit committee recommended the appointment of BDO as the external auditors for the 2018/19 fiscal year at the March 25, 2019 meeting.

Internal Auditors

The relationship with the internal auditors has been satisfactory. The Committee reviewed the results of the risk assessment, as well as the risk-based multi-year internal audit plan and the annual audit plan for the 2018/19 fiscal year.

The internal auditors performed the following work during the year:

PLANNED AUDITS:

- Audit # 1 Health & Safety (*in progress*)
- Audit # 2 School Generated Funds (*completed*)

The audit committee endorsed completed reports, including management's action plan. The reports were shared with the Board in closed, including recommendations and management implementation plan.

The audit committee received reports from internal audit that assessed the progress toward management's implementation of action plans developed in response to previous audit findings. This enabled the audit committee to engage management in a discussion regarding findings not satisfactorily actioned, as well as encouraging renewed efforts on overdue action plans.

Summary of the work performed

In addition to the items noted above, the following outlines further work performed by the audit committee in the last 12 months:

- Received a report from the internal auditors on their review of the effectiveness of controls across the school board;
- Confirmed that the external and internal auditors did not encounter any difficulties in the course of their work;
- Undertook a review of the external auditors' performance;
- Obtained confirmation from the Director of Education that the school board was compliant with all current federal and provincial Acts, Regulations and Statutes.
- Undertook an evaluation of the effectiveness of the internal audit function, including the performance of the regional internal audit manager and his / her team;
- Queried management on their approach to risk management as well as their strategy to manage such risks; and
- Performed a self-assessment.

By the signature noted below, we attest that we have discharged our duties and responsibilities under Ontario Regulation 361/10.

On behalf of the audit committee



Audit Committee Chair

**Annual Report to the Board of Trustees and Forwarded
To the Ministry of Education
For the year ended August 31, 2019**

District School Board Name: Huron-Superior Catholic District Board

Fiscal Year: 2018/19

Re: Annual audit committee report to the Ministry of Education as per Ontario Regulation 361/10

During the 2018/19 fiscal year, the following audit was started by the regional internal audit team but not completed by August 31st:

- Health & Safety

During the 2018/19 fiscal year, the following internal audit was completed by the regional internal audit team by August 31st:

- School Generated Funds

Based on the multi-year internal audit plan, we are not expecting any enrolment audits to be performed.

Dec 3/19
Date


Signature

Audit Committee Chair
Title

REPORT TO THE DIRECTOR OF EDUCATION

Purchasing Report – November 2019

December 11, 2019

Submitted by:
C. Spina,
Superintendent of Business

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:

- Ensuring policies and procedural guidelines are followed.

Retractable stage – Holy Name of Jesus

Three vendors were contact for quotations to install a retractable stage at Holy Name of Jesus Catholic Elementary School. The following is the only quote received:

Sheridan Seating Inc.

\$26,250

The project is awarded to Sheridan Seating Inc. The costs are split 50-50 with conseil scolaire catholique du Nouvel-Ontario.



December 11th, 2019

Huron-Superior Catholic District School Board

Re: ST. MARY'S COLLEGE SCHOOL ACTIVITY REPORT

December 2019

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

Athletics

- Senior and junior volleyball has started
- Junior volleyball went to Sudbury and lost in semifinals
- Wrestling has also started
- Senior and junior basketball has also just started
- Hockey team started off to a slow start but has only been improving

Events

- Heaven cent has started many different fundraisers going on throughout the school

Faith Initiatives:

- ILS classes continue to attend monthly prayer services in the Chapel
- Chapel Mass with Fr. Paul - 3 classes attended
- Guided Meditations with Classes in the Chapel - both students and teachers are enjoying the quiet time
- Advent Prayer Service Dec. 2 over PA and in classrooms using prayer tables
- Advent Masses with Fr. Alex on Dec. 10
- Classes are preparing to write Christmas Cards for over 1000 seniors at Nursing Homes
- Advent Adoptions are being distributed and shopped for
- Several classes going out into the community to do various action projects during advent

Student Council:

- Santa parade was a huge success SMC had the most people on the float, won
- Tree was donated to Festival of trees
- Children's Christmas party to take place before holiday

Student Senate

- First student senate meeting was held on December 3rd

DECEMBER 2019 – Heaven Cent



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
\$15 Heaven Cent Pass: -5 dress themes (\$2x5=\$10) -Hockey game -Soccer games -Talent Event -Volleyball games	Nov. 25 1B Live Different in a.m. for Grades 9 & 10 in gym	26 2B Special Olympics BBall	27 1A Just in the Nick of Time in Aud. @SMC @7pm	28 2A Heaven Cent Kick off 2:00 - gym	29 1B Spirit Wear (uniform bottoms) Just in the Nick of Time in Aud. @SMC @7pm	30 Just in the Nick of Time in Aud. @SMC @2pm
Dec. 1 Gourmet Hot Chocolate - Mondays only Christmas Cookies - Thursdays only	2 2B Theme Dress – Plaid \$2 Advent Prayer Service – B1 - PA and/or teacher Gourmet Hot Chocolate \$2	3 1A E-Day	4 2A Volleyball Tourney	5 1B Student-Teacher Hockey (10 am JR1) \$5 Theme Dress – "Jersey Day" \$2 Christmas Cookies	6 2B E-Day Movie E-Day "Dress Down" Theme (Tickets sold) Spirit Wear (uniform bottoms)	7
8	9 1A Theme Dress – Tropical Affire \$2 Student Soccer Gingerbread House Build Gourmet Hot Chocolate	10 2A School Advent Mass B2 = 11&12, B3 = 9 & 10 Student Soccer Gingerbread House Build Pasta Dinner Take Out	11 1B Volleyball Tourney Final \$2 Gingerbread House Build	12 2B Student-Teacher Soccer \$2 Gingerbread House Build Christmas Cookies	13 1A Student-Teacher Basketball Theme Dress – "Crazy Hat/Hair" \$2 Gingerbread House Build	14
15	16 2A Theme Dress – Ugly Christmas Sweater \$2 Gingerbread House Judging Gourmet Hot Chocolate \$2	17 1B Talent Event (\$3) (lunch & B 3)	18 2B Mr. SMC (lunch & blk 3)	19 1A Celebration of Giving Blk 2 (11 & 12) 10am (9 & 10) 10:40 Christmas Cookies	20 2A Pancake Breakfast Theme Dress – PJs & Roc your Mocs (free)	21
22	23	24	25 Christmas Day	26	27	28
29	30	31	Jan. 1 New Year's Day			