

HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD

OPEN SESSION

AGENDA AND REPORTS

Wednesday, June 12, 2024

7:15 p.m.

Board Room

90 Ontario Avenue

**Photo Courtesy of:
Holy Family Catholic School**



**AGENDA FOR THE OPEN SESSION BOARD MEETING OF THE
HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
ON WEDNESDAY, JUNE 12, 2024 @ 7:15 PM
IN THE BOARD ROOM**

A CALL TO ORDER

1. **Acknowledgement of Traditional Lands – (Owen)**
Today we meet on Turtle Island in the area governed by the Robinson-Huron Treaty of 1850. It is the traditional land of the Batchewana First Nation, the Garden River First Nation and the Metis settlement at Bawating. We commit ourselves to work on the TRC's Calls to Action that focus on education. We hope to one day know and understand the true history of Canada so we can live into reconciliation with Indigenous peoples on the land. Let us journey together in a good way.

2. **Prayer (Pg 6)**

3. **Call the Roll:**

Trustees:

Gary Trembinski (Chair), John Bruno (Vice-Chair), Carol Amadio, John Caputo, Kerri Commanda, Tony D'Agostino, Lindsay Liske, Carol MacEachern, Kathleen Rosilius, Sandra Turco

Officials:

Danny Viotto (Director of Education), Joe Chilelli, Christine Durocher, Fil Lettieri, Justin Pino, Franca Spadafora

Student Trustees:

Owen Middleton, Kenzie Garson, Mya Jensen, Alexander Oraziotti (2024-25)

Regrets:

Other Reps:

Darrell Czop (President, O.E.C.T.A.)
Marnie McDonald (Vice-President, O.E.C.T.A.)
Corey Gardi (President, C.P.C.O.)
Crystal Krauter (President, C.U.P.E.)

OUR MISSION

Persons present are invited to indicate how they have seen our Mission lived out recently in our schools and board community.

B ADOPTION OF ORDER OF BUSINESS

1. **Motion:** That the Huron-Superior Catholic District School Board adopts the Agenda for the Board Meeting of Wednesday, June 12, 2024.

Are there any additions/changes/deletions?

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

1. **Minutes of the Open Board Meeting of May 15, 2024.** (Pg 9)
Motion: That the Huron-Superior Catholic District School Board approve the Minutes of the Open Board Meeting of May 15, 2024.
2. **Minutes of the In-Camera Board Meeting of May 15, 2024.**
Motion: That the Huron-Superior Catholic District School Board approve the Minutes of the In-Camera Board Meeting of May 15, 2024.

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

1. **SEAC Recommendations** – Superintendent Lettieri to introduce Melanie Ross (Member at Large), Tiana Rushon (Easter Seals Ontario) and Rachelle Lambert (North Shore Tribal Council). (Pg 12)

H COMMITTEE REPORTS

1. **Minutes of the SEAC Committee Meeting – April 24, 2024** (Pg 14)
Superintendent Fil Lettieri.
2. **Minutes of the SEAC Committee Meeting – May 22, 2024** (Pg 19)
Superintendent Fil Lettieri.
3. **Minutes of the Policy Committee Meeting – May 29, 2024** (Pg 24)
Director Viotto and Committee Chair Trustee D'Agostino.

I ADMINISTRATIVE ITEMS REQUIRING ACTION

1. **Memorandum of Settlement between O.E.C.T.A. and HSCDSB**
Motion: That the Huron-Superior Catholic District School Board approves the Memorandum of Settlement for the Huron-Superior Permanent Teachers' Bargaining Unit of O.E.C.T.A. and the Huron-Superior Catholic District School Board, subject to the approval by the Minister of Education.

2. **Memorandum of Settlement between O.E.C.T.A. and HSCDSB**
Motion: That the Huron-Superior Catholic District School Board approves the Memorandum of Settlement for the Huron-Superior Occasional Teachers' Bargaining Unit of O.E.C.T.A. and the Huron-Superior Catholic District School Board, subject to the approval by the Minister of Education.
3. **Site Improvements at Mount St. Joseph Catholic Education Centre (Pg 26)**
Motion: That the Huron-Superior Catholic District School Board awards the contract for site improvements at Mount St. Joseph Catholic Education Centre to Pinder Construction.
4. **Public Announcement Replacement (Pg 27)**
Motion: That the Huron-Superior Catholic District School Board approve the purchase and installation of a new PA system for Holy Cross Catholic Elementary at a cost of \$50,492.00.
5. **CISCO Meraki Network Switch Replacement (Pg 28)**
Motion: That the Huron-Superior Catholic District School Board approve the purchase of new Cisco Meraki network switches, associated licensing and support contract from Long View Systems at a cost of \$348,797.04.
6. **Policy 4013 – Purchasing (Pg 29)**
Motion: That the Huron-Superior Catholic District School Board approves Policy 4013 as presented.
7. **Policy 5011 – Student Use of Guide Dogs and Service Animals (Pg 45)**
Motion: That the Huron-Superior Catholic District School Board approves Policy 5011 as presented.
8. **Fieldtrips (Pg 68)**
Motion: That the Huron-Superior Catholic District School Board approves the following field trip applications:
 1. Our Lady of Lourdes School – travelling to Camp ABK on June 17, 2024, and returning June 19, 2024.
 2. St. Mary School (Massey) – travelling to St. Kateri Outdoor Learning Centre on June 17, 2024, and returning June 19, 2024.
 3. St. Francis French Immersion School – travelling to Camp ABK on June 25, 2024, and returning June 27, 2024.

J INFORMATION ITEMS

1. **Reports to the Director of Education / Board of Trustees**
 - a) **SMC Activity Report** – Student Trustees Middleton, Garson and Jensen (Pg 86)
2. **Correspondence**

3. Notes of Thanks**K TEN-MINUTE QUESTION AND ANSWER PERIOD**

- ON AGENDA ITEMS FOR THOSE IN ATTENDANCE

L UPCOMING EVENTS

June 13	- St. Anthony of Padua
June 16	- Father's Day
June 20	- World Refugee Day
June 21	- National Indigenous Peoples Day
June 24	- Birth of St. John the Baptist
June 28	- Last Day of School
June 29	- Saints Peter and Paul
July 29 – Aug 9	- Board Office Summer Shutdown
Aug. 5	- Civic Holiday
Sept. 2	- Labour Day
Sept. 3	- PA Day
Sept. 4	- First Day of School
Sept. 9	- Caretaker Appreciation Day
Sept. 12	- Most Holy Name of Mary
Sept. 14	- Exaltation of the Holy Cross
Sept. 18	- Next Board Meeting

M CLOSING PRAYER – Trustee Turco**N ADJOURNMENT**



Trustee MacEachern

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

Opening Prayer:

Loving God,
 you have walked with us during this school year,
 through our schools and into the boardroom.
 You have played with our students in the gym and school yard,
 listened to us in our meetings,
 touched us when we grieved,
 celebrated with us in our joy.
 We thank you for your presence and guidance.
 As we look forward to the slower pace that summer brings,
 may we grow in the knowledge that you are always in our midst.
 Amen



Scripture: Philippians 1:3-11 *Trustee Rosilius*

A reading from the letter of Paul to the Philippians.

I thank my God every time I remember you, constantly praying with joy in every one of my prayers for all of you, because of your sharing in the gospel from the first day until now. I am confident of this, that the one who began a good work among you will bring it to completion by the day of Jesus Christ. It is right for me to think this way about all of you, because you hold me in your heart, for all of you share in God's grace with me, both in my imprisonment and in the defense and confirmation of the gospel. For God is my witness, how I long for all of you with the compassion of Christ Jesus. And this is my prayer, that your love may overflow more and more with knowledge and full insight to help you to determine what is best, so that in the day of Christ you may be pure and blameless, having produced the harvest of righteousness that comes through Jesus Christ for the glory and praise of God.

The Word of the Lord.

ALL: Thank be to God.



Reflection: *Chair Trembinski*

We are called to be a community of gratitude and hope. We are so grateful for our Board community. They are icons of your love, companions in service, and a blessing to us all.

Closing Prayer: *Student Trustee Middleton*

God of wonder and love,
During this school year you summoned us to work with you
to help build a civilization of love.
May we reflect on the lessons of our time together
so we can make next year even better than this year.
May we reflect your wisdom and love to those we serve and work with.
May we grow to understand that we sow seeds that will not be harvested for
some time.



Student Trustee Garson

God of mercy and forgiveness,
help us to understand that our incompleteness is a gift:
a way to reach out to the other,
a way of inviting the other to minister to us.
Be with us always.

Student Trustee Jensen

May we open our hearts to wisdom and song,
joy and wonder,
truth and compassion,
peace and tranquility,
this day and always.
Amen.



St. Joseph, Pray for us.

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



our mission

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.

our values

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.

our vision

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.

Journey Together in Faith and Learning

**MINUTES FOR THE OPEN SESSION BOARD MEETING OF THE
HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
ON WEDNESDAY, MAY 15, 2024 @ 7:15 PM
IN THE BOARD ROOM**

PRESENT: Trustees:

Gary Trembinski (Chair), John Bruno (Vice-Chair), Carol Amadio, John Caputo, Kerri Commanda, Tony D'Agostino, Lindsay Liske, Carol MacEachern, Kathleen Rosilius, Sandra Turco

Officials:

Danny Viotto (Director of Education), Joe Chilelli, Christine Durocher, Fil Lettieri, Justin Pino, Franca Spadafora

Student Trustees:

Owen Middleton, Kenzie Garson, Mya Jensen

Values and Vision

Superintendent Lettieri highlighted the theatre production of "Beauty and the Beast" presented by students at Sacred Heart Catholic School in Espanola. The students had been practicing since October and presented four shows to the community. Lettieri commended all students and volunteer staff members on all their hard work and outstanding performances.

Superintendent Lettieri commented on the recent one-day elementary soccer tournament held at the Northern Community Centre. The tournament was very well attended, and the board looks forward to growing this event in the future.

Director Viotto congratulated the HSCDSB board community for participating in The Terry Fox Foundation exciting fundraising year in Ontario last fall, with raising \$12,558.80 for cancer research. Our schools have raised \$257,882.91 since beginning this worthwhile event.

Trustee Rosilius commended the student trustees on their exemplary representation of the board at the recent OCSTA AGM held in Toronto. Trustees were proud of their participation and behaviour as board ambassadors, as this was the first time they attended the OCSTA event.

Adg# Mtn#

B-1 B-879 Moved by: J. Caputo

Seconded by: C. Amadio

That the Huron-Superior Catholic District School Board adopts the Agenda for the Board Meeting of Wednesday, May 15, 2024.

CARRIED

- E-1 B-880 Moved by: K. Rosilius Seconded by: J. Bruno**
That the Huron-Superior Catholic District School Board approve the Minutes of the Open Board Meeting of April 17, 2024.
CARRIED
- E-2 B-881 Moved by: J. Caputo Seconded by: C. MacEachern**
That the Huron-Superior Catholic District School Board approve the Minutes of the In-Camera Board Meeting of April 17, 2024.
CARRIED
- G-1 Parent Involvement Committee Presentation**
Parent Involvement Committee member, Anthony Orazietti, spoke to the direct link between parents and a board's director of education and trustees. He highlighted the PIC events held from 2021-2024, with emphasis on the supports provided to parents and students during sessions such as "The ABC's of Student Success", "Mental Health Awareness and Support for All Ages", and "Building Identity and Relationships in Indigenous Education". Orazietti also stressed the importance of getting parents into the schools and getting them involved with the school and administration.
- G-2 Specialist High Skills Major Experiential Learning Trip to Ottawa**
Paula Trainor (Experiential Learning Lead) and Patti Cook (Teacher, St. Mary's College) provided the trustees with a look into the unique experience 11 SMC students from Grades 11 and 12 received when attending the Specialist High School Major Experiential Learning trip to Ottawa. Students were able to participate in hands-on experiences, as well as reflecting on those experiences and apply their learning to their decisions and actions. Students visited a wide range of programming events such as C'est Bon, Diefenbunker Escape Room, L'Arche, Canadian Mint, Parliament, a Basilica as well as a Virtual Reality Rehabilitation Centre and more. The trip was a whirlwind of activities and events that were thoroughly enjoyed by students and staff alike.
- I-1 B-882 Moved by: T. D'Agostino Seconded by: L. Liske**
That the Huron-Superior Catholic District School Board allows Student Trustees Owen Middleton, Kenzie Garson, Mya Jensen, and the 2024-25 new Student Trustee Alexander Orazietti to travel to Toronto, ON, to attend the OSTA-AECO AGM on May 23-26, 2024.
CARRIED
- I-2 B-883 Moved by: J. Bruno Seconded by: S. Turco**
That the Huron-Superior Catholic District School Board approves Policy 5006 as presented.
CARRIED

- I-3 B-884 Moved by: L. Liske Seconded by: K. Commanda**
 That the Huron-Superior Catholic District School Board awards the contract for lighting upgrades at Our Lady of Lourdes French Immersion Catholic School and Our Lady of Fatima Catholic School to All North Electric.
CARRIED

- J-1-a Board Meeting Dates for 2024-25**
Director Viotto provided the upcoming board meeting dates for information. Dates have been submitted to the Ontario Catholic School Trustees' Association (OCSTA).

- J-1-b SMC Activity Report**
Student trustees Middleton, Garson and Jensen highlighted some of the May events at the school, including components from faith, sports, student council, Indigenous student council and student senate. A few noteworthy items were Bishop Dowd's visit, the Ontario Catholic Student Youth Day, Walk for Justice, Turtle Concepts presentation and ISAC's hosting of the Missing and Murdered Indigenous Woman and Girls display/document.

- N-1 B-885 Moved by: K. Rosilius Seconded by: C. Amadio**
 That the Huron-Superior Catholic District School Board meeting of Wednesday, May 15, 2024, adjourns at 8:15 p.m.
CARRIED

Chairperson: _____

Secretary: _____

Success and Well-Being of our Students

1. Whereas physical support equipment can support a student's needs to stand up during lessons and satisfy a sensory or rocking need to help to sustain attention; and whereas self-regulation items help to maintain emotional regulation and acceptable behaviours; **SEAC recommends that necessary equipment be purchased and or available in the Learning Library for students with special needs who are in intermediate and senior grades. Suggestions include alternative seating options and materials pertaining to the child's well-being. SEAC further recommends that the HSCDSB website reflect an up-to-date inventory providing educators and therapists with an understanding of the equipment, items, and toys available to best inform purposeful educational and therapeutic interventions.**
2. Whereas the goal is for students to be in school a full day and not remain on a modified day for an extended period without a plan; and whereas the purpose of this plan is to help the child's day increase in such a way as to promote success and re-integration; **SEAC recommends that in addition to being tracked with a designated attendance code, students who are sent home regularly, due to their inability to cope or in any capacity sustain a full day of school, meet at regular intervals (i.e. case conference) with the parent/guardian, school team, Special Education Department, and community partners to develop a formal plan and set attainable goals.**
3. Whereas every child with a vision impairment faces unique challenges in how they interpret the world; and whereas much of a child's learning occurs at school, children with vision impairments greatly benefit from the support of a specialized vision itinerant teacher who is able to educate and provide resources to classroom teachers and Educational Assistants; **SEAC recommends that a vision itinerant teacher be assigned within the HSCDSB to support students with vision impairments by offering programming suggestions, resources, and support to teachers and Educational Assistants.**
4. Whereas the Ministry of Education has announced a ban on cell phone usage in the classroom, and whereas the promotion of inclusion is integral to a sense of belonging and equity; **SEAC recommends that assistive technology be widely incorporated into each classroom, for all students, starting in the primary/junior grades promoting a Universal Design for Learning (UDL) approach further benefiting students.** Whereas HSCDSB currently employs only one Assistive Technology Resource Teacher; **SEAC further recommends that educators receive training on assistive technology usage and implementation to best support and promote its delivery.**
5. Whereas the use of mechanical restraints may be deemed necessary in conjunction with the HSCDSB and the caregivers of a student; **SEAC recommends that policies and procedures be developed surrounding, but not limited to, the proper use of mechanical restraints with compliance criteria, training for staff, and strategy development to support the student with the goal of decreasing and ultimately ceasing the use of such restraints.**

Equitable Stewardship of our Resources

1. Whereas the Ministry of Education's Responsive Education Program (REP) Allocations for the 2024-2025 school year was released in April; **SEAC recommends that the Superintendents of Special Education and Finance issue a status report to SEAC in September with regards to the allocations given to the HSCDSB for the projects and programs it intends to pursue.**
2. Whereas the biannual report of SEAC recommendations provides important and informative progress; **SEAC recommends the Superintendent of Special Education continue to review this report with SEAC members.**

Nurturing of our Catholic Faith

1. Whereas school board policies define guiding principles and set expectations for procedures, roles and responsibilities within a community of schools; **SEAC recommends that the HSCDSB collaborate with the Ontario Institute for Catholic Education (ICE) to develop a Religious Education and Faith Formation Curriculum Policy with particular consideration given to the accommodations that will enable students with special education needs to grow in their faith.**
2. Whereas Catholic faith upholds that God has made us each in his wisdom and likeness, and whereas a well-informed Equity, Diversity, Inclusion, and Belonging (EDIB) approach serves all students; **SEAC recommends that HSCDSB advocate to the Ministry of Education to develop a faith and social science based curriculum that educates students on neurodivergent brain development and cognition. SEAC further recommends that this curriculum begin in primary grades and continue throughout high school.**

Engagement with Employees and Partners

1. Whereas there is a significant waitlist for community mental health supports for children; and whereas it is imperative to normalize and destigmatize counselling and mental health support; **SEAC recommends that families be made explicitly aware of mental health supports provided in schools. Some suggestions for the distribution of this information include emails, a photo wall, parent teacher night, welcome to kindergarten, and online communication tools. All communication posted in the school should be continuously updated and close to the main entrance to ensure dissemination. SEAC further recommends that each school develop and provide a printed newsletter to each family, in September of each year, outlining all supports available.**
2. Whereas visual noise can be anxiety provoking, increase disruptive behaviour, and reduce the ability to self-regulate; and in recognizing that the learning environment is the third teacher; **SEAC recommends all staff engage in training regarding purposeful classroom organization, design, and décor with consideration for learners. SEAC further recommends that a demonstration classroom be curated to provide specific examples and evidence of how to meaningfully create this learning environment.**
3. Whereas “district school boards and school authorities must provide relevant in-service training sessions for all members during regular SEAC meetings or in an alternative forum on an ongoing basis”; **SEAC recommends that appropriate training be completed for members as a means of onboarding. SEAC further recommends that the board establish an alternative forum for members to have access to ongoing, relevant training.**
4. Whereas SEAC is committed to increasing its accessibility and promoting its mandate to the families, students and staff it serves; **we recommend that representatives of this Committee be invited to Learning Resource Teacher networks, professional development opportunities; and relevant Board activities.**
5. Whereas the HSCDSB completed a Ministry of Education mandated student census in 2023; **SEAC recommends that the Board, in consultation with Administration, SEAC, the Parent Involvement Committee(PIC), and Special Education Program Leads, undertake a Special Education Census, by March of 2025, for the purpose of gathering perceptions and prioritizing needs related to school and classroom environments, delivery of supports, and barriers to achievement and well-being that are encountered by students with special needs.**



SPECIAL EDUCATION ADVISORY COMMITTEE
S.E.A.C.
Minutes

Date: Wednesday, April 24, 2024

Location: BOARD ROOM- HSCDSB

Time: 4:00pm - 6:00pm

Google Meet: <https://meet.google.com/fzp-rtzq-fqf>

Attendance: John Caputo, Tina Coombs, Theresa Coccimiglio, Irma DiRenzo, Sherri Kitts (Alt), Jared Lambert, Rachelle Lambert, Fil Lettieri, Jacques Ribout, Melanie Ross, Gary Trembinski, Rosanne Zagordo

Student Trustees and Guests: Christine Chilelli, Kenzie Garson, Mya Jensen, Owen Middleton

Regrets: Tiana Rushon

Minutes by: Rosanne Zagordo

AGENDA ITEMS		ACTION	WHO	WHEN
1.	WELCOME LAND ACKNOWLEDGEMENT Indigenous Educationhttps://meet.google.com/au-eyrs-ehzn - HSCDSB PRAYER FOR SEAC Catholicity - HSCDSB	<ul style="list-style-type: none">Land acknowledgement and prayer was said.	Rosanne Zagordo	

2.	ACCEPTANCE OF PREVIOUS MINUTES (March 27, 2024)	<ul style="list-style-type: none"> The minutes were accepted. 	Gary Trembinski Tina Coombs	
3.	AGENDA ADDITIONS/CHANGES			
4.	GUEST(s): REPORTS <ul style="list-style-type: none"> SMC Trustees Report 	<ul style="list-style-type: none"> Student trustee report was shared April 24 SMC SEAC Report.pdf 	Kenzie Garson Mya Jensen Owen Middleton	
5.	MINISTRY UPDATES	<ul style="list-style-type: none"> The Ministry of Education has revised the Grade 10 Career Studies (GLC2O) course to support student mental health. This revised half-credit course will be implemented starting in September 2024. The revisions build on mental health literacy learning already found in the Career Studies course by adding mandatory learning on how to recognize signs of being overwhelmed or struggling, and where to find help locally when needed. 	Fil Lettieri	
6.	SEAC BUSINESS <ul style="list-style-type: none"> MACSE UPDATES Mechanical Restraints 	<ul style="list-style-type: none"> The MACSE questions were reviewed. No new input from our previous discussion was noted. The difference between a physical restraint (i.e., BMS containment) and mechanical restraint (i.e., backpack tether) was outlined. <ul style="list-style-type: none"> ➤ A children's backpack with a tether has been purchased for students who require its use for safety. ➤ The use of the backpack is limited to only a few students across the system who present significant flight risks (e.g., students with project lifesaver bracelets, wandering plan, etc.). ➤ The backpack is purchased by the Special Ed. Department at the recommendation of the family and the lead agency/health care provider. ➤ The Special Ed. Department will develop a procedural guideline to document this practice and ensure its use is in alignment 	Fil Lettieri	

		with applicable regulations (refer to link to Mechanical Restraints).		
7.	BUSINESS CARRIED FORWARD <ul style="list-style-type: none"> • Analysis of Exclusion Clause in Ontario's Education Act • TCDSB's Response to the Motion from SEAC 	<ul style="list-style-type: none"> • Letter from Durham CDSB- follow up discussion • Care and Treatment/Specialized classroom chart was reviewed. • Exclusion - A procedural guideline has been developed to guide principals and document instances of Exclusions. • There is a motion to write a letter in response to Durham CDSB. 	Irma DiRenzo Rosanne Zagordo Fil Lettieri	
8.	SUPERINTENDENT, COORDINATOR and MENTAL HEALTH LEADER'S REPORTS	<ul style="list-style-type: none"> • System IPRC meetings are in progress. • Transition to Kindergarten meetings are also starting in May where we welcome new students in Kindergarten to school who have special needs. • Meetings with school teams will be scheduled to determine projected needs for schools. EA allotments will be discussed. • Amber Jones is our newest Student and Family counsellor-Indigenous Specialization. • Our new Behaviour Coaches who start on May 6 are Marcia Kirby and Aaron Macholz. • Christine Chilelli is also joining the team as the Special Education Consultant • Measurement based care- PPM 169- allow for our counsellors to have an electronic database. • We have Kelsey Ochman who will be working on her Masters degree to start her placement here in September for therapeutic groups • Preventure is going well in our grade 7 and 8 classrooms. • Two postings are out: Summer Counselling position and Student and Family Counsellor position • Psychoeducational Assessments continue to be our priority - Referrals have been assigned to external providers to reduce wait times. 	Fil Lettieri Rosanne Zagordo Jared Lambert	

		<ul style="list-style-type: none"> Speech Language Referrals have a waitlist of 6 months. This is due to PPM funding - Professional Assessments to reduce the waitlist for testing. Student Achievement Plan was reviewed. Refer to the link to provide feedback. 		
9.	ASSOCIATION REPORTS			
a.	NORTH SHORE TRIBAL COUNCIL (R. Lambert)	<ul style="list-style-type: none"> Rachelle inquired about how Jordan Principle funding applications are handled. Fil outlined the application process. The school board does not initiate a Jordan's Principle application. 	Rachelle Lambert	
b.	AUTISM ONTARIO SSM CHAPTER PARENT INVOLVEMENT COMMITTEE (I. DiRenzo)	<ul style="list-style-type: none"> Autism Awareness month continues. www.raisetheflagforautism.com 	Irma DiRenzo	
c.	ALGOMA FAMILY SERVICES (T. Coccimiglio)	<ul style="list-style-type: none"> AFS has purchased services through the Attendance Centre which is now going to be purchased at the Youth Hub. Theresa will pass on the calendar for the youth hub ages 12-25 to distribute as needed. 	Theresa Coccimiglio	
d.	THRIVE – WELL BEING COMMITTEE (T. Coombs))	<ul style="list-style-type: none"> The Family Advisory Committee is being revitalized. This group meets monthly and has focus groups. This group helps to bring in more voices on issues THRIVE is trying to increase their social media platform. 	Tina Coombs	
e.	COMMUNITY LIVING ALGOMA (J. Ribout)	<ul style="list-style-type: none"> Together We are Better contest was held and the winners were from OLOL- Sault Ste. Marie Sergio Iacoe is attending ITP meetings at SMC The Summer Employment program is in full swing. CLA is celebrating their 70th anniversary! 	Jacques Ribout	
f.	MEMBER-AT-LARGE (M. Ross)	<ul style="list-style-type: none"> CICE newsletter was started and shared with our PAC committee. The newsletter will now be shared to SEAC A program that welcomes new CICE students into the program is being developed. Convocation is on Tuesday June 4 for CICE grads. 	Melanie Ross	

g.	MEMBER-AT-LARGE – FOCUS ON FAITH (I. DiRenzo)	<ul style="list-style-type: none"> No report at this time. 	Irma DiRenzo	
h.	EASTER SEALS (T. Rushon)	<ul style="list-style-type: none"> No report at this time. 	Tiana Rushon	
i.	TRUSTEES' REPORTS (J. Caputo, G. Trembinski)	<ul style="list-style-type: none"> Congratulations to Jacques and the city of Elliot Lake for winning the Kraft Hockeyville contest. Many thanks to Rachel Bierderman and Hannah Lettieri for hosting SEAC in March at SMFI. A concern was brought forward about the closure of the YMCA and its impact on schools. 	Gary Trembinski John Caputo	
10.	ADJOURNMENT	<ul style="list-style-type: none"> Meeting was adjourned at 6:12 pm 	Theresa Coccimiglio Melanie Ross	
11.	NOTES: Declarative Language Update for May			

Next Meeting: May 22, 2024

Location: Board Office

Time: 4:00-6:00 pm

SPECIAL EDUCATION ADVISORY COMMITTEE

S.E.A.C.

Minutes

Date: Wednesday, May 22, 2024

Location: Board Office MSJCEC

Time: 4:00pm - 6:00pm

Google Meet: <https://meet.google.com/aau-eyrs-ehz>

Attendance: John Caputo, Kasia Ceglarz (Alt), Theresa Coccimiglio, Sherri Kitts (Alt), Jared Lambert, Rachelle Lambert, Fil Lettieri, Melissa Puzak, Jacques Ribout, Melanie Ross, Tiana Rushon, Gary Trembinski, Rosanne Zagordo

Student Trustees and Guests: Christine Chilelli, Joe Chilelli, Owen Middleton, Justin Pino

Regrets: Irma DiRenzo, Tina Coombs, Kenzie Garson, Mya Jensen

Minutes by: Rosanne Zagordo

AGENDA ITEMS		ACTION	WHO	WHEN
1.	WELCOME LAND ACKNOWLEDGEMENT Indigenous Education - HSCDSB PRAYER FOR SEAC Catholicity - HSCDSB	<ul style="list-style-type: none"> Land acknowledgment and prayer was said by all. 	John Caputo	
2.	ACCEPTANCE OF PREVIOUS MINUTES (April 25, 2024) SEAC Minutes - April 24, 2024	<ul style="list-style-type: none"> Minutes for April 24, 2024. 	Gary Trembinski Theresa Coccimiglio	

3.	AGENDA ADDITIONS/CHANGES			
4.	GUEST(s): REPORTS <ul style="list-style-type: none"> SMC Trustees May '24 SMC SEAC Report Joe Chilelli - Violent Incidents and Suspensions Justin Pino - Overview of Special Education Funding for 2024-2025. 	<ul style="list-style-type: none"> See attached report for SMC Trustees. Joe Chilelli shared the Violent Incident and Suspension Report. Justin Pino, shared the Overview of Special Education Funding 	Owen Middleton Joe Chilelli Justin Pino	
5.	MINISTRY UPDATES	<ul style="list-style-type: none"> Northern Adjustment Category Announcement <ul style="list-style-type: none"> \$336,255 (down approximately \$3000 from 2023-2024) Funds are to be used to enhance special education services through partnerships. New Accelerated Stream of the OYAP - Focused Apprenticeship Skills Training (FAST) <ul style="list-style-type: none"> It is an accelerated stream within OYAP. Students would gain Cooperative Education credits. Students would remain students of their school and will be able to spend full days and semesters learning on site in their trade rather than half day co-op which is the current practice. Students still need 30 credits to graduate and there are still mandatory credits required for graduation. A seal will be placed on their diploma. The OYAP guideline will be updated and the co-op policy will be revised over the summer. Implementation would be the 2025-2026 year. P.D. Days - Guest Speakers <ul style="list-style-type: none"> Based on Better Schools and Student Outcomes ACt, 2023, and aims to promote transparency, accountability and communication to families regarding guest speakers (third party) and presentations to students K - 12. 	Fil Lettieri	

		<ul style="list-style-type: none"> - 14 Day notice is to be provided to parents with details about the presentation (e.g., date, title, location, connection to curriculum, handouts-giveaway. - The Board is required to create a procedural guideline to be in effect for September. ● Cell Phones in School <ul style="list-style-type: none"> - Restricting the use of cell phones during instructional time. - The Board will update its existing policy and procedural guidelines to ensure a consistent approach. 		
6.	SEAC BUSINESS <ul style="list-style-type: none"> ● MACSE UPDATES ● SEAC Recommendations ● Presentation on Assistive Technology 	<ul style="list-style-type: none"> ● Melanie Ross shared the SEAC recommendations. ● The presentation on Assistive Technology will be deferred to the Fall. ● If there are any MACSE recommendations, please fill in the Google doc or email Fil. 	Melanie Ross	
7.	BUSINESS CARRIED FORWARD	<ul style="list-style-type: none"> ● Assistive Technology presentation deferred to the Fall 	Fil Lettieri	
8.	SUPERINTENDENT, COORDINATOR and MENTAL HEALTH LEADER'S REPORTS <ul style="list-style-type: none"> ● Student Achievement Plan ● Declarative Language - PD 	<ul style="list-style-type: none"> ● New Special Ed. positions for 2024-2025 <ul style="list-style-type: none"> - Piloting the STAR Intermediate Program for Grade 7 and 8s at SMC - LRT - Reading Intervention Teachers at dedicated schools (i.e., St. Basil) - Teacher for the Visually Impaired and Assistive Technology - Teacher of the Deaf/Hard of Hearing and Assistive Technology ● Declarative Language workshop will be given to the Educational Assistants in the Fall during a PD day. ● Projected Needs- We are in the process of meeting with school administration to determine the needs at each school. ● Preventure has ended for this year. 	Fil Lettieri Rosanne Zagordo Jared Lambert	

		<ul style="list-style-type: none"> • Counselling schedules are being looked at and will be determined before the year ends. • Summer counselling posting is up. Interviews will be held next week. 		
9.	ASSOCIATION REPORTS			
a.	NORTH SHORE TRIBAL COUNCIL (R. Lambert)	<ul style="list-style-type: none"> • Working on transitions to school meeting • Bridges out of poverty training just occurred • Violent Threat Risk Assessment Level 1 and 2 on June 11 and 12. 	Rachelle Lambert	
b.	AUTISM ONTARIO SSM CHAPTER PARENT INVOLVEMENT COMMITTEE (Melissa Puzak)	<ul style="list-style-type: none"> • No report at this time. 	Melissa Puzak	
c.	ALGOMA FAMILY SERVICES (T. Coccimiglio)	<ul style="list-style-type: none"> • The calendars for the youth hub were distributed. 	Theresa Coccimiglio	
d.	THRIVE – WELL BEING COMMITTEE (K. Ceglarz)	<ul style="list-style-type: none"> • The second part of the school transitions are complete. If any other students come on their radar THRIVE will contact Rosanne Zagordo • The Entry to School program is underway 	Kasia Ceglarz	
e.	COMMUNITY LIVING ALGOMA (J. Ribout)	<ul style="list-style-type: none"> • Together we are a better contest won by OLOL in Sault Ste. Marie to the VP- Nadia Zanatta. • We are looking at changing this contest to help • Summer employment program is starting that has job coaches assigned to the students. • CLA 70th anniversary and a community BBQ will be held. • Shelley Moore's next session is May 30. Details to follow in an email. 	Jacques Ribout	
f.	MEMBER-AT-LARGE (M. Ross)	<ul style="list-style-type: none"> • There are 4-5 students hired through CLA. • Four students are continuing on in their studies • One is going on as a PSW and another is at a car dealership. 	Melanie Ross	
g.	MEMBER-AT-LARGE – FOCUS ON FAITH (I. DiRenzo)	<ul style="list-style-type: none"> • No report at this time. 	Irma DiRenzo	

h.	EASTER SEALS (T. Rushon)	<ul style="list-style-type: none"> There is a new website launched: redshirtday.org Next week is Red Shirt Week to raise awareness of accessibility and inclusion.-WednesdayMay 29 Golf tournament: AccessABILITY on June 21, 2024 at Crimson. 	Tiana Rushon	
i.	TRUSTEES' REPORTS (J. Caputo, G. Trembinski)	<ul style="list-style-type: none"> St. Kateri is going through some renovations to the program.They are looking at adding a classroom and washroom, however, due to budget constraints the new renovations will need to be approved. We are currently looking for a new Director of Education and should know by the middle of June. 	John Caputo Gary Trembinski	
10.	ADJOURNMENT	<ul style="list-style-type: none"> Meeting was adjourned at 6:06 pm 	Kasia Ceglarz Tiana Rushon	
11.	NOTES:			

Next Meeting: June 5, 2024 4:00-5:00 pm

Location: Board Office- Board Room

Dinner to follow at 5:15 pm at Quattro Restaurant 229 Great Northern Road

Next Meeting: TBA



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

24

POLICY COMMITTEE AGENDA Wednesday, May 29, 2024

Google Meet: <https://meet.google.com/jve-emyk-awa>

Board Room
4:30 – 6:30 p.m.

Attendance: John Bruno, Tony D'Agostino, Gary Trembinski

Regrets: Sandra Turco

Resources: Danny Viotto, Justin Pino

Guests: Christine Durocher, Fil Lettieri

Chair: Tony D'Agostino

Minutes: Danny Viotto

Items		Discussion	Who / When
1.	Prayer	<ul style="list-style-type: none">Board prayer	D. Viotto
2.	Review of Minutes – April 30, 2024	<ul style="list-style-type: none">Minutes	T. D'Agostino
3.	Policies for Current Committee Review		
	4013 – Purchasing	<ul style="list-style-type: none">The policy was reviewed along with the Procedural Guidelines. The committee recommended that the Policy and the Procedural Guidelines move to the Board for review and approval.	J. Pino
	4024 – Procedural Guidelines for Student Exclusion from School or Class	<ul style="list-style-type: none">The procedural guidelines were reviewed and approved by the committee. Since this is a procedural guidelines that is added to policy 4024, there is no requirement for this to move to the board for review or approval.	C. Durocher
	5000 – Challenges to Books and Other Materials	<ul style="list-style-type: none">The procedural guidelines were reviewed and approved by the committee. Since this is a procedural guideline that is added to policy 5000, there is no requirement for this to move to the board for review or approval.	C. Durocher

Items		Discussion	Who / When
	5001 – Guidelines for Secondary School Religious Education and Religious Activities Exemptions	<ul style="list-style-type: none"> The procedural guidelines were reviewed and approved by the committee. Since this is a procedural guideline that is added to policy 5001, there is no requirement for this to move to the board for review or approval. The templates are to be removed and not to be included in the Procedural Guidelines but rather kept on file with the Superintendent responsible for this portfolio item. 	D. Viotto 25
	5001 – Communication Requirements for Guest Speakers and Presenters	<ul style="list-style-type: none"> The procedural guidelines were reviewed and approved by the committee. Since this is a procedural guideline there is no requirement for this to move to the board for review or approval. 	C. Durocher
	5011 – Service Animals in Schools and Board Buildings	<ul style="list-style-type: none"> The policy was reviewed along with the Procedural Guidelines. The committee recommended that the Policy and the Procedural Guidelines move to the Board for review and approval. 	F. Lettieri
	7007 – Sun Sense	<ul style="list-style-type: none"> The procedural guidelines were reviewed and approved by the committee. Since this is a procedural guideline, there is no requirement for this to move to the board for review or approval. 	C. Durocher
	7015 – Student Dress Code	<ul style="list-style-type: none"> The procedural guidelines were reviewed and approved by the committee. Since this is a procedural guideline, there is no requirement for this to move to the board for review or approval. 	C. Durocher
4.	Future Policies for Review in the 2023-24 School Year		
		<ul style="list-style-type: none"> 	
5.	Next Meeting	Date: TBD for 2024-25 Time: 4:30 – 6:30 p.m. Location: Google Meet / Board Room	
6.	Adjournment	Meeting adjourned at 5:10 p.m.	



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

REPORT TO THE DIRECTOR OF EDUCATION SITE IMPROVEMENTS

at
Mount St. Joseph Catholic Education Centre
100 Ontario Avenue, Sault Ste. Marie, Ontario

June 4, 2024

Submitted by: Steve Brown
Manager of Plant Services

The Huron-Superior Catholic District School Board’s Multi-Year Strategic Plan (MYSP) lists Equitable Stewardship of our Resources as one of its strategic directions. This report relates specifically to utilizing our resources responsibly, justly, responsively, and wisely.

Present: S. Brown (HSCDSB)
M. Kresin (Kresin Engineering)

Emailed tenders for Site Improvements at Mount St. Joseph Catholic Education Centre were received at the offices of Kresin Engineering on June 4, 2024. Three (3) tenders were received, with results as follows:

<u>Contractor</u>	<u>Total Stipulated Price</u>
Pinder Construction	\$95,681
Steel Speed	\$111,150
Trimount Construction	\$146,291

The budgeted cost for the project is \$100,000.

Motion: That the Huron-Superior Catholic District School Board awards the contract for Site Improvements at Mount St. Joseph Catholic Education Centre to Pinder Construction.



**REPORT TO THE DIRECTOR
RE: PUBLIC ANNOUNCEMENT REPLACEMENT**

Submitted by: Patrick Pelletier
Manager of Information Technology
2024-06-12

The Huron-Superior Catholic District School Board's Multi-Year Strategic Plan (MYSP) lists Equitable Stewardship of our Resources as one of its strategic directions. This report relates specifically to aligning available resources with strategic priorities and ensuring schools have the resources they require.

The Board is requesting approval to replace its current public announcement system (PA System) for Holy Cross Catholic Elementary.

The existing PA system has been in place since the school opened in 2012. The replacement is driven by aged equipment that is currently twelve years old.

This purchase of equipment and installation will be made from Steel Communications through our OECM contract. Based on the Board's purchasing policy, Board of Trustee approval is required.

Pricing

Hardware, Installation, training and support costs: **\$50,492.00**

It is recommended that the Huron-Superior Catholic District School Board approve the replacement of the PA System at Holy Cross Catholic Elementary from Steel Communications at a cost of \$50,492.00. The PA system replacement has been built into the 2023-2024.

Motion: That the Huron-Superior Catholic District School Board approve the purchase and installation of a new PA system for Holy Cross Catholic Elementary at a cost of \$50,492.00.



**REPORT TO THE DIRECTOR
RE: CISCO MERAKI NETWORK SWITCH REPLACEMENT**

Submitted by: Patrick Pelletier
Manager of Information Technology
2024-06-12

The Huron-Superior Catholic District School Board's Multi-Year Strategic Plan (MYSP) lists Equitable Stewardship of our Resources as one of its strategic directions. This report relates specifically to aligning available resources with strategic priorities and ensuring schools have the resources they require.

The Board is requesting approval to replace its current enterprise-class switches, licensing and support for all schools and data centers.

Currently the Board needs to replace 92 Avaya switches at all its locations. The replacement is driven by aged equipment that is currently eight years old.

This purchase will be made from Long View Systems through our OEMC contract. Based on the Board's purchasing policy, Board of Trustee approval is required.

Pricing

92 Cisco Meraki Switches	\$ 287,259.36
5 Year support contract	<u>\$ 61,537.68</u>
Total	\$ 348,797.04

It is recommended that the Huron-Superior Catholic District School Board approve the replacement of its existing network switches with new Cisco Meraki switches and all associated licensing, and support from Long View Systems at a cost of \$348,797.04. The network switches replacement has been built into the 2023-2024 and 2024-2025 school year budget. This equipment will be leased for a 5-year term.

Motion: That the Huron-Superior Catholic District School Board approve the purchase of new Cisco Meraki network switches, associated licensing and support contract from Long View Systems at a cost of \$348,797.04



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

POLICY TITLE: **PURCHASING**

Approved: **March 31, 1999**
Amended: **June 12, 2024**

POLICY NO: **4013**

Page: **1 of 1**

POLICY

The Huron Superior Catholic District School Board will provide the highest quality of goods and services as efficiently and cost effectively as possible. In keeping with Catholic social teaching and our Mission Statement, the Board recognizes that the overall cost may include non-monetary factors such as impact on the environment, labour practices, service standards and energy efficiency.

<u>ADOPTED</u>	Board Meeting - March 31, 1999 Motion B-65
<u>AMENDED</u>	Board Meeting – June 18, 2003 Motion B-63
<u>AMENDED</u>	Board Meeting - February 21, 2006 Motion B-30
<u>AMENDED</u>	Board Meeting – April 14, 2010 Motion B- 37
<u>AMENDED</u>	Board Meeting – March 21, 2012 Motion B-21
<u>AMENDED</u>	Board Meeting – October 19, 2016 Motion B-79
<u>AMENDED</u>	Board Meeting – June 5, 2018 Motion B-263
<u>AMENDED</u>	Board Meeting – June 12, 2024 Motion B-

	<u>DISTRIBUTION</u>
i)	Trustees
ii)	Administration
iii)	Principals



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

PROCEDURAL GUIDELINES PURCHASING

1.0 PURPOSE

The purpose of this policy is:

- a) To ensure that the Huron-Superior Catholic District School Board (HSCDSB) utilizes fair, reasonable, and efficient methods to procure quality goods and services required to support the educational goals of the system.
- b) To ensure HSCDSB aims to be accountable and transparent when procuring goods and services while safeguarding the assets of the agency.
- c) To protect the financial interests of HSCDSB while meeting the needs of its schools.
- d) To promote and ensure integrity of the procurement process and to ensure the necessary controls are present for a public institution.

2.0 PRINCIPLES

Procedures shall be developed that will:

- a) Ensure that good standards are maintained in the purchase of all goods and services;
- b) Consider not only the price of goods or services but also the quality, delivery, service, warranty, and reliability of the vendor;
- c) Ensure economical and efficient expenditure of tax dollars by purchasing goods and services on a competitive basis at the lowest cost consistent with the quality required;
- d) Provide a level of service to ensure goods and services are obtained within the time frame requirements of the Board schools and departments;
- e) Avoid duplication, waste, and obsolescence through standardization where applicable with respect to all purchases;
- f) Monitor purchases and maintain consistency;
- g) Provide controls that will ensure purchasing policies and procedures are followed by all personnel;
- h) Adhere to appropriate Federal and Provincial legislation, regulations, standards, and guidelines, including Ministry of Finance Supply Chain Guidelines.

3.0 ROLES AND RESPONSIBILITIES

The Board delegates the authority to purchase in the name of the Board to the Director of Education. The Director of Education may delegate further authority to purchase goods and/or services on behalf of the Board.

4.0 POLICY ADMINISTRATION

- a) The Superintendent of Business shall have the overall responsibility of establishing and maintaining this policy.
- b) It is the responsibility of the Manager of Financial Services, under the authority of the Superintendent of Business, to implement and administer this policy, and establish appropriate purchasing guidelines consistent with this policy.
- c) It is the responsibility of each Senior Administrator, Department Manager, Principal and Supervisor to ensure that his/her staff are appropriately informed and comply with the Board's purchasing policy and related guidelines and procedures.
- d) This policy applies to all personnel involved in the procurement of goods and services on behalf of the board.
- e) This policy applies for supplies and services purchased from school generated or donated funds.
- f) This policy applies to all supplies and services purchased using a corporate credit card.

The Board will comply with the 21 mandatory requirements as set out in the Ministry of Finance Broader Public Sector Procurement Directive.

5.0 PURCHASING CODE OF ETHICS

All Board employees involved in any aspect of purchasing or other supply chain related activities must comply with the following Supply Chain Code of Ethics:

- a) **Personal Integrity and Professionalism**
All individuals involved with supply chain activities must act, and be seen to act, with integrity and professionalism. Honesty, care, and due diligence must be integral to all supply chain activities within and between Broader Public Sector (BPS) organizations, suppliers and vendors. Respect must be demonstrated for each other and for the environment. Confidential information must be safeguarded. All participants must not engage in any activity that may create, or appear to create, a conflict of interest, such as accepting gifts or favours, providing preferential treatment, or publicly endorsing suppliers or products.
- b) **Accountability and Transparency**
Supply chain activities must be open and accountable. In particular, contracting and purchasing activities must be fair, transparent and conducted with a view to obtaining the best value for public money. All participants must ensure that public sector resources are used in a responsible, efficient, and effective manner.
- c) **Compliance and Continuous Improvement**
All individuals involved with purchasing or other supply chain activities must comply with this Code of Ethics and the laws of Canada and Ontario. All individuals should continuously work to improve supply chain policies and procedures, to improve their supply chain knowledge and skill levels, and to share leading practices.

6.0 CONFLICT OF INTEREST

The Board must consider any conflict of interest during procurement activities applicable to all employees, trustees, advisors, external consultants or suppliers. The Board will require any individual involved in supply chain-related activities to declare all actual and potential conflicts of interest on a Declaration of Conflict of Interest form, at the Board's request.

- a) In procurement activities with suppliers seeking to do business with the Board, staff are responsible for using good judgement and to avoid situations which may present a conflict of interest.
- b) No employee of the HSCDSB Board shall knowingly purchase on behalf of the Board any goods or services from a supplier that is owned or operated by an employee of the Board or by a relative of an employee of the Board (including parent, child, spouse, partner, sibling, in-law). Such a supplier, or employee, could be perceived to have a direct influence on the use of a particular good or service by the Board.
- c) A conflict of interest exists where the decisions made and/or the actions taken in the exercise of duties by a Board employee, Trustee, member of a statutory committee or council of the Board, including School Council members, could be, or could be perceived to be, affected by the personal, financial, or business interests of that person or that person's family or business associates.
- d) In procurement activities with suppliers, staff must declare a conflict of interest if the circumstances could give or be perceived to give a supplier an unfair advantage.
- e) School Council members are governed by their individual School Council's Conflict of Interest By-laws (as required by Ontario Regulation 612/00).

The Board shall:

- a) Define a conflict of interest that could give a supplier an unfair advantage during a procurement process or compromise the ability of a supplier to perform his obligations under the agreement.
- b) Reserve the right to solely determine whether any situation or circumstance constitutes a conflict of interest.
- c) Reserve the right to disqualify prospective suppliers from a procurement process due to a conflict of interest.
- d) Require prospective suppliers participating in a procurement process to declare any actual or potential conflict of interest.
- e) Reserve the right to prescribe the manner in which a supplier should resolve a conflict of interest.
- f) Reserve the right to terminate an agreement where a supplier fails to disclose any actual or potential conflict of interest or fails to resolve its conflict of interest as directed by the organization.
- g) Reserve the right to terminate an agreement where a conflict of interest cannot be resolved.

7.0 EMPLOYEE PURCHASING

The Business/Purchasing Department is not permitted to purchase items for the personal use of employees, members of the Board, or others (except by resolution of the Board), nor shall its influence be used to obtain preferential treatment for those listed above.

8.0 UNAUTHORIZED PURCHASES

Purchases made in the name of the Huron-Superior Catholic District School Board without authorization shall be considered an obligation of the person making the purchase and not an obligation of the Board.

9.0 SEGREGATION OF DUTIES

To increase accountability within the Huron-Superior Catholic District School Board effective control is achieved with the delegation of authority and segregation of duties across functions and individuals. Roles and responsibilities for each procurement function are illustrated below.

Roles	Explanation	Who
Purchase Order	Forwarded to Purchasing Department for acquisition purposes	Initiated by the person requesting goods or services
Budget	Authorize that funding is available to cover the cost of the order	Budget is authorized and approved by the Board on an annual basis. Allocated to School Administrators and Department Managers. Purchase Orders approved on-line by budget holder.
Commitment	Authorize release of the order to the supplier under agreed-upon contract terms	Accounts Payable
Receipt	Authorize that the order was physically received, correct and complete	Person who has received the goods or service
Payment	Authorize release of payment to the supplier	Accounts Payable

10.0 Signing Authorities for the Purchase of Goods/Services

The Director, Superintendents, Managers, and school administrators are responsible for their budgets. They can make purchases of goods or services on behalf of the Board in accordance with the purchasing policies of the Board within their approved budgets and subject to the following limits:

Board of Trustees	Over \$75,000
Admin Council	Up to but not including \$75,000
Director of Education	Up to but not including \$25,000
Superintendents	Up to but not including \$10,000
Managers	Up to but not including \$8,000
Supervisors/Coordinators	Up to but not including \$5,000
Other staff as delegated by the primary budget holder	Up to but not including \$2,500

Multi-year contracts – any contracts extending over a one-year period will require Director of Education approval regardless of the value of the contract.

11.0 GENERAL GUIDELINES

When assessing the dollar value the purchase falls within, the following conditions are considered:

- a) The spending authorization limits noted above and throughout this policy are before applicable taxes.
- b) The goods or services purchased must be taken in their entirety and not broken down into component parts in an attempt to circumvent this policy.
- c) The cumulative value of those goods or services over a course of a school year (September 1st to August 31st).

12.0 PURCHASE LIMITS AND METHODS

The purchasing limits and methods within this section are the minimum requirements needed to ensure financial control and to minimize financial risk. Splitting transactions to avoid purchase limit requirements is not permitted. Confirmation orders are allowed in alignment with Board Purchasing Procedures.

Purchase Dollar Limits*	Purchasing Method
\$0 up to but not including \$500	<ul style="list-style-type: none"> Petty cash, reimbursement form, vendor invoice, cheque requisition, Board purchasing card or purchase order.
\$500 up to but not including \$10,000	<ul style="list-style-type: none"> Vendor invoice, cheque requisition, Board purchasing card or purchase order.
\$10,000 up to but not including \$75,000	<ul style="list-style-type: none"> Purchase order and/or contract. Request for Quotation (RFQ) or Request for Proposal (RFP). Invitational Competitive Procurement (Minimum of three written quotes required) If deemed to be a sole/single source initiative, written explanation supporting the sole/single source procurement is submitted to Admin Council for review and approval.
\$75,000 up to but not including \$121,200	<ul style="list-style-type: none"> Purchase order and/or contract. Request for Quotation (RFQ) or Request for Proposal Invitational Competitive Procurement (Minimum of three written quotes required). If deemed to be a sole/single source initiative, written explanation supporting the sole/single source procurement is submitted to the Board of Trustees for review and approval.
\$121,200 and greater	<ul style="list-style-type: none"> Purchase order and/or contract. Open Competitive Process (Request for Tender (RFT) or Request for Proposal (RFP)). RFT's and RFP's will comply with the BPS Supply Chain Guideline requirements (including advertising on an electronic tendering system that is readily accessible by all vendors such as MERX or Biddingo).

	<ul style="list-style-type: none"> Advertised publicly including posting on Board website.
* All dollar amounts are exclusive of provincial and federal taxes	

12.0 Criteria for Dollar Limits on Purchases of Consulting Services

A consultant is defined as a person or entity under an agreement, other than an employment agreement, providing expert or strategic advice and related services for consideration and decision-making.

The following dollar limits indicate the competitive purchasing process to be followed by all staff when acquiring consulting services.	
Purchase Dollar Limits*	Criteria
\$0 up to but not including \$75,000	Invitational or open competitive process. Minimum of 3 written quotes or through a Request for Quotation (RFQ) process conducted by school/department, or by the Business/Purchasing Department or in consultation with the Business/Purchasing Department. If deemed to be a sole/single source initiative, written explanation supporting the sole/single procurement is submitted to the Director of Education and Superintendent of Business for review and approval.
\$75,000 up to but not including \$121,200	Open Competitive Process. Request for Tender (RFT) or Request for Proposal (RFP). Issued to invited vendor list and/or advertised on Board website or other appropriate location. Vendor responses are sealed. RFT's and RFP's over \$121,200 are to be advertised or posted on a nationally accessible electronic tendering website. If deemed to be a sole/single source initiative, written explanation supporting the sole/single source procurement is submitted to the Director of Education and Superintendent of Business for review and approval.
\$0 up to but not including \$75,000	Non-competitive (exception based only) Requires Approval of the Director of Education and Superintendent of Business.

\$75,000 or more	Non-competitive (exception based only) Requires Approval of Board of Trustees
* Dollar limits refer to the total estimated value of the annual contract, goods or services * All dollar amounts are exclusive of provincial and federal taxes.	

13.0 NON-COMPETITIVE PROCUREMENT

Single-Sourcing: Where an unforeseen situation of urgency exists, the goods and services may be acquired from a specific vendor. When purchasing such items, justification to support the decision must be formally documented.

Sole Sourcing; Where only one vendor is able to meet the requirements of procurement in the circumstances. In such cases, the requisition must be preauthorized.

Collaborative Marketplaces; Government collaborative sourcing initiatives such as Ontario Education Collaborative Marketplace (OECM) award tenders in accordance with the BPS Procurement Directive. These buying groups eliminate the competitive procurement requirement at the school Board level. In such cases, the requisition must be preauthorized.

Exceptions

Competitive bidding requirements may be waived for the following purchases:

- a) In instances where goods or services are available only from a sole source, which means that there is only one known source of supply for the goods or services.
- b) In instances where an expenditure is mandated by a municipality or other body, (e.g., building permit, utilities)
- c) Payroll and other statutory remittances.
- d) The Director of Education and the Superintendent of Business are responsible for the acquisition and ongoing review of banking services, insurance, audit services, legal services, advertising, group benefit provider and consultant and real estate transactions.
- e) Due to market conditions, when goods or services are in limited or short supply.
- f) In cases where the Ministry of Education provides special grant funding for specific projects, and where grant money must be spent within a timeline that does not allow for the normal process to occur.
- g) Library books, instructional resources, and publications
- h) Communication infrastructure.
- i) Software licensing renewals.
- j) Student transportation.
- k) The Board may participate in cooperative purchasing groups such as the Ontario

Education Cooperative Marketplace (OECM), Ministry of Government and Consumer Services (MGCS) VOR's or contracts competitively established by other school board, colleges, universities, or government agencies when it is in the best interest so of the Board through cost savings or efficiencies.

In cases of emergencies, the Director of Education or designate has the authority to obtain goods and/or services in the most expedient manner possible regardless of the amount. When an emergency exists, the Director of Education or designate will inform the chair of the Board regarding action taken. Emergencies are defined as circumstances or situations beyond the Board's control which have the potential of affecting the health or safety of students or personnel or will result in undue financial loss.

14.0 CONSTRUCTION PROJECTS

The Manager of Plant Services will issue Requests for Tenders for construction projects in compliance with the monetary limits established in this policy. The following will apply to construction projects:

- a) All construction projects or contracts valued over \$250,000 will comply with the Agreement for Internal Trade and the BPS Supply Chain Guideline.
- b) All bidders will be required to include in the contract price the cost of a 50% performance bond.
- c) For construction projects, for which an architect is appointed, tenders shall be called when the Board of Trustees has approved working drawings. Tenders for such projects shall be opened in public.

15.0 COMPETITIVE PROCUREMENT PROCESSES

a) Request For Quotation (RFQ)

Used for purchase that is estimated to be greater than \$10,000 and less than \$75,000. RFQ is more informal method of solicitation in that the bids are not required to be sealed. A minimum of three written quotes are required. A RFQ usually focuses the evaluation criteria on price and delivery.

b) Request for Tender (RFT)

Used for purchases where the goods or services can be specified and are estimated to be greater than \$121,200. RFT is a formal method of solicitation in that sealed bids are required. An RFT usually focuses the evaluation criteria predominantly on price and delivery requirements.

c) Request for Proposal (RFP)

Used where the product or service cannot be specified, but the need, problem or goal is identified. Bidders must support their proposal by describing their relevant experience and capabilities, qualifications and solutions to our need. The proposals are evaluated on a technical and cost merit. This process uses

predefined evaluation criteria in which price are not the only factor.

d) *Request For Expression of Interest (RFEI) or Request For Information (RFI)*

Used for gathering information from potential suppliers as to how they would deal with a certain scenario or problem and determine the interest level of suppliers in participating in a procurement process. It can lead to a formal competitive process. A response to an RFEI or FFI does not pre-qualify a potential supplier and does not influence their chances of being the successful bidder on any subsequent opportunity. No Contract "A" (bid contract) or Contract "B" (performance contract) will be formed between the Board and the respondents. Electronic tendering methods may be used to reach a large population when seeking information.

e) *Request for Supplier Qualifications (RFSQ)*

- The Board, at its discretion, may pre-qualify potential bidders based on criteria appropriate to the service, supply or construction requirements. The purpose is to gather information on supplier capabilities and qualifications with the intention of:
- Using a pre-qualified suppliers list to respond to purchasing completion
- Pre-qualifying suppliers who are interested in supplying materials or services in the future. The result of this procedure is a Vendor of Record (VOR) or a preferred supplier list.
- The RFSQ will contain specific language to disclaim any obligation on the part of the Board to actually call on or award a contract to any supplier as a result of the pre-qualification to supply such goods or services.

COMPETITIVE PROCUREMENT DOCUMENTS

- a) For an open competitive process, the Huron-Superior Catholic District School Board will develop documents that contain an explanation of the organization's requirements, timelines of the bidding process; the selection process and tie score process; conflict of interest and dispute resolution processes; vendor debriefing process; cancelation/termination clauses; submission rules to be followed.
- b) Evaluation criteria and methodology will be developed, reviewed, and approved before the competitive process begins. These criteria and sub-criteria will be included in the competitive documents. The document must identify those criteria that are considered mandatory. Mandatory requirements are those requirements that, if not met, will cause a bid to be rejected. Evaluation criteria may only be altered by means of an addendum to the document.
- c) The method to resolve a tie score will be identified in the evaluation criteria of a Request for Proposal. This may differ for each procurement, depending on what is most appropriate. Tie-break processes may include supplier presentations and demonstrations reference checks, site visits to supplier locations, and negotiations.
- d) A contact person will be named in the document to answer any questions. Lobbying during a competitive procurement call is prohibited. This includes any communications

with anyone other than the official point of contact from the time of issuance, up to and including to disqualification from the current or future procurement at the Board's discretion.

- e) The terms of the contract including any options for renewal will be stated in the document. The length of a contract will be limited to a maximum of five years (three-year contract plus two one-year extensions). At the end of five years, the contract will be re-tendered through a competitive procurements process unless the Board has approved an extension.

VENDORS OF RECORD

The Purchasing Department will establish long-term agreements with vendors through a competitive process in adherence to this policy. These agreements will be for a maximum of three-year terms. The terms can be extended annually with approval from the Board of Trustees.

ADVERTISING OF PROCUREMENT REQUIREMENTS

- a) Advertising of procurement requirements will be determined by the type of procurement methods and nature of the requirement. Methods of advertising can include newspaper advertisement, posting on the Huron-Superior Catholic District School Board website, posting on MERX or on Biddingo.
- b) In compliance with the Agreement on Internal Trade (AIT), all procurements with an estimated value or more than \$121,200 will be posted on an electronic tendering system that is readily accessible by all vendors such as MERX and/or Biddingo.

Timelines for Posting Competitive Procurements

- a) Bids valued at \$121,200 and up to \$366,800 must be advertised for a period of 15 calendar days. The closing date will be on a normal working day (Monday to Friday, excluding provincial and national holidays). For procurement of high complexity, risk and/or dollar values, up to 30 calendar days will be considered.
- b) The competition process begins when the procurement documents are issued and ends on the closing date, commonly referred to as the "blackout period". During the blackout period all communications with suppliers will be through a contact person identified in the competitive document.
- c) During the competitive period, documents may be clarified or modified through the use of an addendum or a question-and-answer (Q&A) response. Addenda and Q&A will be posted in the same manner as the competitive documents were advertised. Addenda must be issued at least seven days PRIOR to the closing date of the tender. Where an addendum must be issued within the last seven days of closing, the closing date will be extended accordingly.

BID RECEIPT

Each bid must be stamped as it arrives with the date and time. Any bids received after the closing date and time will not be accepted and will be returned unopened to the supplier.

EVALUATION TEAM

- a) Where the competitive process warrants the requirement of an evaluation team, the team will be responsible for reviewing and scoring each bid. The evaluation team may be different for each competitive process, depending on the expertise required to make the decision. The evaluation team members will be selected and their participation confirmed before the competitive documents have been posted.
- b) A representative of the Business/Purchasing Department will facilitate the evaluation process and may also be an evaluator.
- c) Evaluation team members must be aware of the restrictions related to confidential information shared through the competitive process and refrain from engaging in activities that may create or appear to create a conflict of interest. Team members will be required to sign an Evaluator's Conflict of Interest Agreement (Appendix A)
- d) Each member of the evaluation team must complete an evaluation matrix rating each bid submission. Records of the evaluation scores are subject to audit. Evaluators will be aware that everything they say or document must be fair, factual, and fully defensible and may be subject to public scrutiny.

EVALUATION OF BIDS

- a) Bids will be evaluated according to all relevant criteria contained in each bid document. The Board intends to evaluate based on price, product/service quality, past performances, delivery and payment terms or any combination or additions thereof at its sole discretion. Evaluation of bids may include compliance, skills/experience and capability, reference checks, interviews, and demonstrations.
- b) The Board reserves the right to evaluate pricing offered based on the combined total cost of the items tendered or separately.
- c) The Board is entitled to ask bidders for clarification on their bid as long as it does not change their bid in any way.
- d) Alternative strategies or solutions submitted with a bid, which were not requested in the original procurement document, will not be accepted unless an alternative was expressly requested.
- e) Tie Bids – If identical low bids are received, the following options as deemed appropriate by the Superintendent of Business may be considered to break the tie:
 - Other weighted criteria
 - Prompt payment discount
 - Best delivery
 - Environmental initiatives offered
 - A coin toss (facilitated by the Superintendent of Business or designate,

provided the identical low bidders agree and are present for the coin toss).

- f) Where bids received exceed the budget amount, are not responsive to the requirements, or do not represent fair market value, a revised solicitation can be issued in an effort to obtain an acceptable submission. If no bids are acceptable and it is not reasonable to go through any other method, the Board may choose to negotiate directly with a chosen supplier.

BID IRREGULARITIES/MISTAKES/OMISSIONS AND REJECTION

- a) Bid irregularities are a deviation from the bid request which affects the price, quality, quantity, or delivery and is critical to the award.
- b) Irregularities that do not comply with the essential terms of the invitation and compromise the integrity of the bidding process, will be considered a major irregularity and will be rejected.
- c) The Board reserves the right to waive a minor irregularity if determined to have no financial implications to the bid. Minor irregularities may be accepted by requesting the bidder rectify the deviation within a specified time.
- d) Bidders whose submissions are rejected will be notified of the rejection in writing as soon as practicable after completion of the evaluation, prior to the award.
- e) The Board reserves the right to reject a bid submission in view of current, pending or threatened litigation, arbitration, alternative dispute resolution or disputes involving the Board and the bidder.

CONTRACT AWARD

- a) An award will be made to the compliant bidder with the highest score, who has met all mandatory requirements set out in the procurement document. The Huron-Superior Catholic District School Board is not obligated to accept the lowest bid.
- b) The award of any bid or will be made in writing and may be subject to the successful bidder entering into a contract that is satisfactory to the Board.
- c) Unsuccessful bidders will be provided with the name of the successful bidder(s) and contract start and end dates including any options for extension. For purchases valued at \$121,200. Or greater, the Huron-Superior Catholic District School Board will post, in the same manner as the procurement documents were posted, the name(s) of the successful supplier(s). The contract award notification will include the agreement start and end dates, including any options for extension.
- d) A purchase order will be issued upon formal award.

DISCRIMINATION OR PREFERRED TREATMENT IN CONTRACT AWARD

The Board will refrain from any discrimination or preferred treatment in awarding of a contract to a supplier as a result of a competitive process. The Board will not give preferential treatment to any supplier(s) based on criteria such as company size or geographic location unless explicitly stated in the competitive documentation. Any preference stated in the competitive document must fall under the specific circumstances identified in

the Ontario Ministry of Finance Supply Chain Guidelines.

VENDOR DEBRIEFING AND BID PROTEST PROCEDURES

- a) For purchases valued at \$121,200 or greater the Board will inform all suppliers who participated in a procurement process of their entitlement to a debriefing. By written request to the Superintendent of Business unsuccessful bidders will have an opportunity to book this meeting. The debriefing will provide the bidder with a critical review of the unsuccessful bid, and if what, in the opinion of the Evaluation Team, were its particular strengths and weaknesses, in conducting vendor debriefings, the board will not disclose information concerning other suppliers bids as they may contain confidential third party organization proprietary information subject to the mandatory third party exemption under the MFIPPA. If a supplier makes such a request, the Board will advise the supplier that a formal Freedom of Information (FOI) request be submitted.
- b) Questions unrelated to the procurement process must not be responded to during the debriefing and must be noted as out of scope.
- c) Where a bidder is dissatisfied with the information provided the bidder may request in writing a meeting with the Superintendent of Business.
- d) A record of all debriefings will be kept on file.

CONTRACT MANAGEMENT

Procurement and the resulting contracts will be managed responsibly and effectively and will include but not be limited to the following requirements.

- a) Payments will be made in accordance with the provisions of the contract. All invoices must contain detailed information sufficient to warrant payment.
- b) Supplier's performance will be managed and documented, and any performance issues will be addressed.
- c) The responsibilities of both the Board and the successful supplier are defined in a signed written contract/purchase order before the provision for supplying goods or services commences.
- d) Contracts will include appropriate cancellation or termination clauses.
- e) Contracts will include extensions to the term of the agreement as set out in the procurement document.
- f) Extending the term of agreement beyond that set out in the competitive procurement document is considered a non-competitive procurement where the extension affects the dollar value. In such situations, approval authority will be obtained prior to proceeding with the extension.
- g) For services, the Board will ensure that:
 - Clear terms of reference are outlined in the procurement document. The terms shall include objectives, background, scope, constraints, staff responsibilities, tangible deliverables, timing, progress reporting, and approval requirements.
 - Expense claim and reimbursement rules are compliant with the Broader Public Sector Expenses Directive and ensure that all expenses are claimed

and reimbursed in accordance with these rules.

- Ensure that expenses are claimed and reimbursed only where the contract explicitly provides for reimbursement of expenses.

PROCUREMENT DOCUMENTS AND RECORDS RETENTION

All procurement documents, as well as any other pertinent information for reporting and auditing purposes must be maintained for a period of seven years and be in recoverable form if requested. Confidential and commercially sensitive information is maintained in the procurement file in locked cabinets within the purchasing department. If transfer of the files is required prior to the seven years, the documents are taken to the Board's secure archives. After seven years, the documentation is destroyed. Confidential information may be shared with evaluation team members after an Evaluator's Code of Conduct & Conflict of Interest Agreement (Appendix A) is received by the Purchasing Department.



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

45

POLICY TITLE:	STUDENT USE OF GUIDE DOGS AND SERVICE ANIMALS	Adopted:	December 11, 2019
		Amended:	June 12, 2024

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.

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.

<u>ADOPTED</u>	Regular Meeting of the Board – December 11, 2019 Motion B- 422
<u>AMENDED</u>	Regular Meeting of the Board – June 12, 2024 Motion B-

<u>DISTRIBUTION</u>
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 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 Board does not provide Guide Dogs, Service Dogs or Service Animals to students.
 - (c) The Board encourages any family considering the purchase of a Guide Dog, Service Dog or Service Animal to meet with the school principal 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 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 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 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 *Ontario Human Rights Code*, will the 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 *Ontario Human Rights Code*, will the 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 (e.g., 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 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 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 Procedural Guideline 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,

- (a) 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,
- (b) a condition of mental impairment or a developmental disability,
- (c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- (d) a mental disorder, or
- (e) 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 Procedural Guideline 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 Procedural Guideline .
 - (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 Procedural Guideline .
- 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.

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

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.
- (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 an 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;
 - (k) 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 Procedural Guideline.
 - (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 Board's Health and Safety Officer for 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 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



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

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APPENDIX A – Application for Guide Dog / Service Dog

NOTE: 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 attach 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 Procedural Guideline.

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.



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

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APPENDIX B – Application for Service Animal

NOTE: 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.

Identify whether the animal will be on a leash/harness or in a crate.

Describe the biological needs of the animal.

- An attestation will be required confirming that the animal does not make vocal noises, does not engage in distracting behaviour and does not exhibit aggression.

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.

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.

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 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 Catholic School Council meeting
- ☐ Posting on school website or social media 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 *Ontario Human Rights 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 *Ontario Human Rights 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 be riding on the school bus with a student to and from school to accommodate the student's needs pursuant to the *Ontario Human Rights 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 *Ontario Human Rights 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

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FIELD TRIPS - FORM B

APPLICATION FOR BOARD OF TRUSTEES APPROVAL EXTENDED FIELD TRIP

SCHOOL: Dur Lady of Lourdes
NAME OF TEACHER Raymonde Magli GRADE 8
requests authorization to take his/her class to Camp ABK
(place or area)
Date of Departure: June 17
Date of Return: June 19
Number of Students: 28 Number of Staff: 1 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: not First Student
(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: YES ☐ NO ☐ NOT REQUIRED ☒

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.

M. [Signature]

(Signature of Principal)

5/22/24

(Date)

AUTHORIZATION

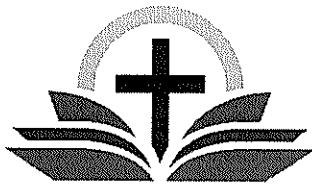
This Extended Field trip is approved.

(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.



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

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FIELD TRIPS - FORM E

APPLICATION FOR BOARD APPROVAL FOR STUDENT WATER ACTIVITIES

Excluding Y.M.C.A., Community Pool, and the John Island Camp, and other requested water parks (i.e., Canada's Wonderland).

This form is to be completed by staff who wish to involve their students in water activities. Approval must be received from the Director of Education BEFORE the event occurs.

School:	Our Lady of Lourdes		
Teacher(s) Name(s):	Raymonde Magli		
Date Of Request:	5/22/2024		
Number of Students Involved:	28		
Number of Staff Involved:	1		
Number of Adult Volunteers : (in addition to facility staff and Life Guards)	3		
Location of the Activity:	Name of Facility:		
	Campk ABK		
	Community: Walford, Ontario		
Description of Water Activity:	Canoeing, Water Slide, Swimming		
Name of Each Lifeguard & Certification: <i>(Note: A photocopy of the Certificate(s) must accompany this request.)</i>			
NAME:	CERTIFICATION:		
Brooke Brohart	National Lifeguard - Pool Recert		
Elle Louis George	St. 1st Aid with CPR, Swim Instructor, Em. 1st Aid Inst., Lifesaving Inst., Nat. Lifeguard -Pool Recert		
Hope Brohart	National Lifeguard - Pool Recert,		
SIGNATURE(S) OF TEACHER(S):			
Raymonde Magli			
APPROVAL FOR THE WATER ACTIVITY IS: Granted <input type="checkbox"/> Not Granted <input type="checkbox"/>			

Signature of Director of Education

Date

Revised: October 2018

Note: ***** Please attach an itinerary for the trip.

Our Lady of Lourdes Graduation Trip

Itinerary

Monday, June 17, 2024	
9:00 am	Depart from Our Lady of Lourdes
11:00 am	Arrive in Blind River (Tim Hortons) Break
12:30 pm	Arrive at Camp ABK

Tuesday, June 18, 2024 - At Camp ABK

Wednesday, June 19, 2024	
3:00 pm	Depart Camp ABK
5:00 pm	Arrive in Bruce Mines for Break
6:30 pm	Arrive at Our Lady of Lourdes

Overview

The Camp Aush-Bik-Koong Outdoor Education Centre is an exciting opportunity to provide your students with a unique, hands-on learning experience. They'll be challenged, and engaged in great activities that promote team-building with opportunities for leadership and problem-solving. All our programs are led by qualified lifeguards, and experienced activity leaders. Camp Aush-Bik-Koong is a Christian summer camp that has been operating for over 60 years and has been registered as a non-profit corporation since 1967. Each summer around 700 campers pass through our gates as well as roughly 450 school trips students.

- taken from *CAMP ABK School Trips Visits - Outdoor Ed Guide*

While at Camp ABK, students will rotate through a variety of activities (listed below). The staff will provide instruction and time for students to practice the new skills they have learned. Throughout the visit, students will be engaged in Team Building Games to help facilitate a closer network of friends within the class. In the evening, students will enjoy playing games in front of a campfire.

- Archery
- Canoeing
- Sports
- Low-ropes Course
- Games
- Great Food
- Campfire
- 140' Waterslide
- Rope Swing

- Swimming
- Blueberry Mountain Out-trip
- Nature Hikes
- Team-building
- Archery Tag
- Night Games
- Rec Centre (Ping Pong, Air Hockey, Foosball, Traverse Wall)

Expectations

Below are the curriculum and Ontario Catholic School Graduate Expectations being met:

1. **A Discerning Believer**

- The students will be provided with an opportunity to pray, reflect, and celebrate God's presence.

2. **An Effective Communicator**

- The students will be working with instructors and peers to communicate and solve problems as a group.

3. **A Reflective, Creative and Holistic Thinker**

- The class will be challenged to solve problems and make responsible decisions guided by the common good.

4. **A Caring Family Members**

- By choosing to attend our field trip students will take part in the activities at the Bible Camp

Health & Physical Education

- 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
- 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
- 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
- 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
- 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
- B1.1** actively participate according to their capabilities in a wide variety of program activities
- B1.2** demonstrate an understanding of factors that contribute to their personal enjoyment of being active

- B2.3** assess their level of health-related fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) during various physical activities and monitor changes in fitness levels over time **72**
- 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

Mathematics

- C4** apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations

Geography

- A1.3** describe possible features of a sustainable community in the future

RESULTS

Date: 2024-05-26

Re: Brooke Brohart

The verification code W7TM8K-W0W892-I7FM6I should appear on a record for Brooke Brohart dated 2023-04-21. The following awards are currently held by Brooke Brohart as of 2024-05-26.

Certification Date	Valid Until	Award
2023-05-07	2025-05-06	National Lifeguard - Pool Recert

Brooke Brohart completed the following non-certification clinics and courses as of 2024-05-26.

Course Date	Award
2023-05-06	Swim Transition Instructor course

RESULTS

Date: 2024-05-26
Re: Elle Louise George

The verification code B7YZ8X-Z0Z498-375Y6U should appear on a record for Elle Louise George dated 2023-04-21. The following awards are currently held by Elle Louise George as of 2024-05-26.

Certification Date	Valid Until	Award
2023-05-17	2026-05-16	Standard First Aid with CPR-C
2023-05-04	2025-05-03	Swim Instructor
2023-03-17	2025-03-16	Emergency First Aid Instructor
2023-03-17	2025-03-16	Lifesaving Instructor
2022-12-06	2024-12-05	National Lifeguard - Pool Recert

Verification Code B7YZ9Y-Z0Z409-375Y1Z

RESULTS

Date: 2024-05-26
Re: Hope Brohart

The verification code W7TM9L-C0CK0K-T5OS7P should appear on a record for Hope Brohart dated 2024-05-02. The following awards are currently held by Hope Brohart as of 2024-05-26.

Certification Date	Valid Until	Award
2023-05-07	2025-05-06	National Lifeguard - Pool Recert

Hope Brohart completed the following non-certification clinics and courses as of 2024-05-26.

Course Date	Award
2022-10-18	Swim Transition Instructor course

Verification Code W7TM9L-C0CK0K-T7QS1T



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

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FIELD TRIPS - FORM B

APPLICATION FOR BOARD OF TRUSTEES APPROVAL EXTENDED FIELD TRIP

SCHOOL: St. Mary School, (Massey)

NAME OF TEACHER Matthew Mailloux/Stéphane Prévost GRADE 7-8

requests authorization to take his/her class to Sault Ste Marie Area
(place or area)

Date of Departure: June 17, 2024

Date of Return: June 19, 2024

Number of Students: 23 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: A.J. 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: YES ☐ NO ☐ NOT REQUIRED ☒

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.

S. Prévost
(Signature of Principal)

May 28, 2024
(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.

Grade 7-8 Year End Field Trip

Location: Sault Ste Marie area
Dates: June 17-19
Chaperons: Mr. Stéphane Prévost (Principal)
 Mr. Mathew Mailloux (Teacher)
 Mrs. Jackie Nott (Staff and parent)
Accommodations: St. Kateri Outdoor Learning Center
Transportation: School Bus (A.J. Bus)

Itinerary

Monday, June 17

7:30-10:00 -Bus travel to Sault Ste Marie
10:00-2:00 -St. Kateri Outdoor Education Center
 -Lunch provided
4:00-6:30 -Dinner and games (Soo Blasters)
7:30-10:00 -Cineplex Movies

Tuesday, June 18

9:00 — Mass -Precious Blood Cathedral
10:30 YMCA swim
11:30 Lunch (on own -4 corners)
1:00 Soo Locks Tour
3:30 'ish Museum Tour (TBD- Algoma Art Museum, SSM
 Historic Site, SSM Museum)
5:00 Dinner (TBD)

7:30 PM Bowling
9:00 PM Evening at St. Kateri

Wednesday, June 19

10:00-2:00 Canadian Bush Plane Museum (Lunch Provided)
2:00-5:00 Return to Massey-



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

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FIELD TRIPS - FORM B

APPLICATION FOR BOARD OF TRUSTEES APPROVAL EXTENDED FIELD TRIP

SCHOOL: St. Francis French Immersion

NAME OF TEACHER Anna Gillespie GRADE 7/8

requests authorization to take his/her class to Camp ABK (Aush Bik Koong) Bible Camp
(place or area)

Date of Departure: Tuesday June 25, 2024

Date of Return: Thursday June 27, 2024

Number of Students: 21 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: School 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: YES ☐ NO ☐ NOT REQUIRED ☒

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.

Shauna Boek
(Signature of Principal)

May 27, 2024
(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.

St Francis Graduation Trip

Itinerary

Tuesday, June 25th, 2024	
9:00 am	Depart from St Francis
11:00 am	Arrive in Blind River (Tim Hortons) Break
12:30 pm	Arrive at Camp ABK

Wednesday, June 26th 2024 - At Camp ABK

Thursday, June 27th 2024	
3:00 pm	Depart Camp ABK
5:00 pm	Arrive in Bruce Mines for Break
6:30 pm	Arrive at St Francis for Parent Pick Up

Overview

The Camp Aush-Bik-Koong Outdoor Education Centre is an exciting opportunity to provide your students with a unique, hands-on learning experience. They'll be challenged, and engaged in great activities that promote team-building with opportunities for leadership and problem-solving. All our programs are led by qualified lifeguards, and experienced activity leaders. Camp Aush-Bik-Koong is a Christian summer camp that has been operating for over 60 years and has been registered as a non-profit corporation since 1967. Each summer around 700 campers pass through our gates as well as roughly 450 school trips students.

- taken from CAMP ABK School Trips Visits - Outdoor Ed Guide

While at Camp ABK, students will rotate through a variety of activities (listed below). The staff will provide instruction and time for students to practice the new skills they have learned. Throughout the visit, students will be engaged in Team Building Games to help facilitate a closer network of friends within the class. In the evening, students will enjoy playing games in front of a campfire.

- Archery
- Canoeing
- Sports
- Low-ropes Course
- Games
- Great Food
- Campfire
- 140' Waterslide
- Rope Swing

- Swimming
- Blueberry Mountain Out-trip
- Nature Hikes
- Team-building
- Archery Tag
- Night Games
- Rec Centre (Ping Pong, Air Hockey, Foosball, Traverse Wall)

Expectations

Below are the curriculum and Ontario Catholic School Graduate Expectations being met:

1. **A Discerning Believer**

- The students will be provided with an opportunity to pray, reflect, and celebrate God's presence.

2. **An Effective Communicator**

- The students will be working with instructors and peers to communicate and solve problems as a group.

3. **A Reflective, Creative and Holistic Thinker**

- The class will be challenged to solve problems and make responsible decisions guided by the common good.

4. **A Caring Family Members**

- By choosing to attend our field trip students will take part in the activities at the Bible Camp

Health & Physical Education

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

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

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

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

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

B1.1 actively participate according to their capabilities in a wide variety of program activities

B1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active

- B2.3** assess their level of health-related fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) during various physical activities and monitor changes in fitness levels over time
- 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

Mathematics

- C4** apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations

Geography

- A1.3** describe possible features of a sustainable community in the future



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DISTRICT SCHOOL BOARD

FIELD TRIPS - FORM E

APPLICATION FOR BOARD APPROVAL FOR STUDENT WATER ACTIVITIES

Excluding Y.M.C.A., Community Pool, and the John Island Camp, and other requested water parks (i.e., Canada's Wonderland).

This form is to be completed by staff who wish to involve their students in water activities. Approval must be received from the Director of Education BEFORE the event occurs.

School:	St. Francis French Immersion	
Teacher(s) Name(s):	Anna Gillespie	
Date Of Request:	May 24, 2024	
Number of Students Involved:	21	
Number of Staff Involved:		1
Number of Adult Volunteers : (in addition to facility staff and Life Guards)		1
Location of the Activity:	Name of Facility:	ABK Bible Camp
	Community:	260 Sugar Lake Rd, Walford, ON <small>Pop 220</small>
Description of Water Activity:	canoeing, waterslide, swimming,	
Name of Each Lifeguard & Certification: (Note: A photocopy of the Certificate(s) must accompany this request.)		
NAME:	CERTIFICATION:	
Hope Bronhart	WTTM9L - COCKOK - T5057P	
Elle Louise George	B7Y28X - 20Z498 - 375Y6U	
Brodie Bronhart	W7TM8K - WOW892 - 175M61	
SIGNATURE(S) OF TEACHER(S):		
Anna Gillespie		
APPROVAL FOR THE WATER ACTIVITY IS: Granted <input type="checkbox"/> Not Granted <input type="checkbox"/>		

Signature of Director of Education

Date

RESULTS

Date: 2024-05-26
Re: Hope Brohart

The verification code W7TM9L-C0CK0K-T5OS7P should appear on a record for Hope Brohart dated 2024-05-02. The following awards are currently held by Hope Brohart as of 2024-05-26.

Certification Date	Valid Until	Award
2023-05-07	2025-05-06	National Lifeguard - Pool Recert

Hope Brohart completed the following non-certification clinics and courses as of 2024-05-26.

Course Date	Award
2022-10-18	Swim Transition Instructor course

Verification Code W7TM9L-C0CK0K-T7QS1T

RESULTS

Date: 2024-05-26
Re: Elle Louise George

The verification code B7YZ8X-Z0Z498-375Y6U should appear on a record for Elle Louise George dated 2023-04-21. The following awards are currently held by Elle Louise George as of 2024-05-26.

Certification Date	Valid Until	Award
2023-05-17	2026-05-16	Standard First Aid with CPR-C
2023-05-04	2025-05-03	Swim Instructor
2023-03-17	2025-03-16	Emergency First Aid Instructor
2023-03-17	2025-03-16	Lifesaving Instructor
2022-12-06	2024-12-05	National Lifeguard - Pool Recert

Verification Code B7YZ9Y-Z0Z409-375Y1Z

RESULTS

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Date: 2024-05-26

Re: Brooke Brohart

The verification code W7TM8K-W0W892-I7FM6I should appear on a record for Brooke Brohart dated 2023-04-21. The following awards are currently held by Brooke Brohart as of 2024-05-26.

Certification Date	Valid Until	Award
2023-05-07	2025-05-06	National Lifeguard - Pool Recert

Brooke Brohart completed the following non-certification clinics and courses as of 2024-05-26.

Course Date	Award
2023-05-06	Swim Transition Instructor course



Huron-Superior Catholic
DISTRICT SCHOOL BOARD

St. Mary's College School Activity Report

June 2024

June 12, 2024

*Submitted by:
Owen Middleton
Kenzie Garson
Mya Jensen
Student Trustees
St. Mary's College*

Faith:

- Students at SMC are praying the Novena to the Sacred Heart of Jesus as their morning prayer from May 30 to June 7.
- Our Year End Prayer Service is taking place on June 11. Gr. 9 & 10 classes will participate block 1 and Gr. 11 & 12 classes will participate block 2. The prayer service is followed by a meal and gathering for Gr. 12 students at the school.
- Graduation Mass is taking place June 25 at 10:00 at GFL Memorial Gardens. Fr. Trevor Scarfone, an SMC Alumnus will now be our celebrant. Several other priests will be attending to concelebrate. The choir from St. Mary's French Immersion School will share their gift of music with us during Mass.

Extracurricular Activities:

- 50 SMC Track & Field athletes competed in NOSSA in North Bay on May 29 and 30.
- The Junior Girls Soccer team and Junior Boys Soccer team were crowned as League Champions
- The Open Girls Soccer team were League & City Champions. They competed in NOSSA in Sudbury on May 31 and June 1
- The Senior Boys Soccer team were also League & City Champions. They competed in NOSSA in North Bay on May 31 and June 1.

- On Tuesday June 4, SMC will be hosting our Multicultural Event and Annual Arts Festival as a celebration of the arts and culture at SMC.

SMC Student Council:

- The 2024-2025 SMC Student Council Executive Council was officially elected on May 15.
- Student Council is currently going through the appointment process for convenors who will sit on the 2024-2025 SMC Student Council.
- Student Council will be having our end of the year celebration dinner and potluck on June 11 and 12.

Indigenous Student Advisory Council:

- The 2024-2025 SMC ISAC was officially elected on May 27
- On June 4 some members of the council will be hosting a table at Multicultural Night at SMC
- On June 14, ISAC will be hosting a Lunch and Learn at Holy Cross Elementary School for Grade 6, 7 and 8
- On June 21, ISAC will be attending the 21st Anniversary Traditional Pow Wow from 12:30PM-7:00PM
- Elder Carol will be coming to SMC to speak to students about the Robinson-Huron Treaty Settlement at an undetermined date

Student Senate:

- Approximately 270 Grade 8 students, accompanied by our elementary student senators attended the 2nd Annual SMC Relay for Life on May 24th.
- So far, the Student Senate group has raised approximately \$1000 which will be donated to the Relay for Life.
- Senate will be having one final meeting on June 13 to celebrate the success of this year, and brainstorm ideas for next year..