



Policy Committee Meeting
Thursday, March 21, 2019 ♦ 4:00 p.m.
Boardroom

Trustees:

Members: Cliff Casey (Chair), Bill Chopp, Dan Dignard, Carol Luciani, Rick Petrella, Mark Watson

Senior Administration:

Michael McDonald (Director of Education Designate), Michelle Shypula and Leslie Telfer (Superintendents of Education), Jim LoPresti (Corporate Services Advisor)

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- 1. Opening Business**
 - 1.1 Opening Prayer
 - 1.2 Attendance
 - 1.3 Approval of the Agenda Page 1
 - 1.4 Approval of Minutes from the Policy Committee Meeting – April 5, 2018 Pages 2 – 6
 - 1.5 Business Arising from the Minutes
 - 2. Committee and Staff Reports**
 - 2.1 Catholic School Advisory Council 200.31 (*revised*) Pages 7 – 14
 - 2.2 Service Animals in School Facilities 200.40 (*new*) Pages 15 – 30
 - 3. Discussion Items**
 - 3.1 Purchasing 700.01 (*RFP and Architect Selection*) Pages 31 – 45
 - 3.2 Director of Education Performance Appraisal 100.02 Pages 46 – 61
 - 3.3 Hiring – Academic Staff 300.10 Pages 62 – 64
 - 3.4 Trustee Expenses 100.10 Pages 65 – 68
 - 3.5 Notification of Risk of Injury and Student Safety Plan 200.13 Pages 69 – 81
 - 3.6 Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes and/or Epilepsy) 200.05 Pages 82 – 127
 - 3.7 Board By-Laws Pages 128 – 155
 - 3.8 Chair of the Board Budget Line
 - 4. Trustee Inquiries**
 - 5. Adjournment**



**Policy Committee
Thursday, April 5, 2018 ♦ 1:00 p.m.
Boardroom**

Trustees:

Present: Cliff Casey (Chair), Bill Chopp, Carol Luciani, Bonnie McKinnon, Rick Petrella

Absent: Dan Dignard

Senior Administration:

Chris N. Roehrig (Director of Education & Secretary), Thomas R. Grice (Superintendent of Business & Treasurer), Patrick Daly, Michelle Shypula, Leslie Telfer (Superintendents of Education)

1. Opening Business

1.1 Opening Prayer

The meeting opened with prayer led by Chair Casey.

1.2 Attendance

As noted above.

1.3 Approval of the Agenda

Moved by: Carol Luciani

Seconded by: Bill Chopp

THAT the Policy Committee approved the agenda of the April 5, 2018 meeting.

Carried

1.4 Approval of the Policy Committee Meeting Minutes – December 12, 2017

Moved by: Rick Petrella

Seconded by: Bonnie McKinnon

THAT the Policy Committee approves the minutes of the December 12, 2017 meeting.

Carried

1.5 Business Arising from the Minutes

Trustee Chopp referred to Item 3.2, Community Use of Schools, and inquired if an understanding had been reached with the user groups.

Chair Petrella requested that a formal letter outlining the policy and procedures be issued.

2. Committee and Staff Reports

2.1 Accessibility Standards Policies & Administrative Procedures (revised)

Superintendent Shypula reiterated the intentions of the *Ontarians with Disabilities Act, 2001 (ODA)* which are improving access and opportunities for people with disabilities. The Act creates an opportunity for those with disabilities to be involved in identifying, removing and



preventing obstacles. A summary of the revisions made to the policies and administrative procedures was provided along with a chart outlining ongoing work with regard to identification and removal of barriers across the board.

Moved by: Carol Luciani

Seconded by: Bonnie McKinnon

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the revised Accessibility Standards Policy 200.33.

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the revised Multi-Year Integrated Accessibility Plan 2018-2023 Policy 200.32.

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the revised Multi-Year Integrated Accessibility Plan 2018-2023.

Carried

2.2 French Immersion Program Policy & Administrative Procedure 200.30 (revised)

Superintendent Telfer provided an update on the growing French Immersion programs. The policy has been updated to embrace the changes in language with regard to the administration of the Primary Mathematics EQAO Assessment. Grade 3 students in French Immersion will now write the assessment in English. Inclusive practices in French as a Second Language programs was also reviewed.

Moved by: Rick Petrella

Seconded by: Bonnie McKinnon

THAT the Policy Committee recommends that the Committee of the Whole refers the revised French Immersion Program Policy to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.3 Student Attendance Policy & Administrative Procedure 200.03 (revised)

Director Roehrig reviewed the developments in the revised policy and administrative procedure including consistency between panels, clear delineation between problematic and consecutive absences and emphasis on promoting good attendance. An overview of the process for monitoring and determining courses of actions relating to absenteeism was provided along with a summary of responsibilities for various roles.

Moved by: Carol Luciani

Seconded by: Bill Chopp

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Student Attendance Policy to the Brant Haldimand Norfolk Catholic District School Board for approval effective September 1st, 2018.

Carried



Moved by: Rick Petrella
Seconded by: Bonnie McKinnon
That the Safe Arrival Policy 200.03 be rescinded.
Carried

3. Discussion Items

3.1 Video Security Surveillance Policy & Administrative Procedure 400.11

Chair Petrella requested that the Board of Trustees be apprised of any surveillance being conducted. Director Roehrig advised that the policy is currently under review and noted that applicable legislation is continually changing.

3.2 Inclement Weather & Temporary School/Facility Closures Policy 400.01

Director Roehrig reviewed the need for clarification of when schools are closed to students and open to staff. Various options were explored including having schools remain open for any students that can get to school safely when transportation is cancelled.

3.3 Trustee Expenses Policy 100.01 and Employee Expenses Policy 700.04

Discussion was held regarding changes to the policy. Director Roehrig advised that the Broader Public Sector Expenses Directive fully guides board policy.

Moved by: Rick Petrella
Seconded by: Bonnie McKinnon

THAT the Policy Committee recommends that the Committee of the Whole refers the following revision to the Trustee Expenses Policy and Administrative Procedure 100.10 to the Brant Haldimand Norfolk Catholic District School Board for approval:

5.0 Hospitality

5.3 Other costs related to Board business, which are incurred while attending conferences and workshops, will be reimbursed if approved by the Chair of the Board. Board events involving employees are not considered hospitality functions and cannot be reimbursed as the Broader Public Expenses Directive states that hospitality may never be offered solely for the benefit of any individual covered by this policy. ~~Expenses that are not considered hospitality and will not be reimbursed are office social events, personal retirement parties and holiday celebrations.~~ Hospitality may be extended in an economical and consistent manner when:

- it can facilitate the business of the Board;
- it is considered desirable as a matter of courtesy or protocol;
- engaging in discussions or hosting receptions regarding Board matters with representatives from other governments; the broader public sector; business and industry; public interest groups or labour groups;
- providing individuals from national, international, or charitable organizations with an understanding or appreciation of Ontario and the workings of its government;
- honouring distinguished individuals for exceptional public service in Ontario;
- conducting prestigious ceremonies for heads of state, government or distinguished guests from the private sector;
- the business of the Board includes hospitality functions.



Moved by: Rick Petrella

Seconded by: Bonnie McKinnon

THAT the Policy Committee recommends that the Committee of the Whole refers the following revision to the Employee Expenses Policy and Administrative Procedure 700.04 to the Brant Haldimand Norfolk Catholic District School Board for approval:

5.0 Hospitality

5.3 Other costs related to Board business, which are incurred while attending conferences and workshops, will be reimbursed if approved by the employee's immediate supervisor. Hospitality may never be offered solely for the benefit of any individual covered by this policy. ~~Expenses that are not considered hospitality and will not be reimbursed are office social events and holiday celebrations.~~ Hospitality may be extended in an economical and consistent manner when:

- it can facilitate the business of the Board;
- it is considered desirable as a matter of courtesy or protocol;
- engaging in discussions or hosting receptions regarding Board matters with representatives from other governments; the broader public sector; business and industry; public interest groups or labour groups;
- providing individuals from national, international, or charitable organizations with an understanding or appreciation of Ontario and the workings of its government;
- honouring distinguished individuals for exceptional public service in Ontario;
- conducting prestigious ceremonies for heads of state, government or distinguished guests from the private sector;
- the business of the Board includes hospitality functions.

Carried

3.4 Transportation of Students Policy 400.19

Trustees discussed changing the walking distance from 1.6 km to 1.4 km. Superintendent Grice reviewed the four areas of concern outlined in the Financial Pressures on the 2018-19 Transportation Budget report. He explained the cost implications along with implementation issues that will arise if the walking distance is changed and advised against the revision.

Moved by: Rick Petrella

Seconded by: Bill Chopp

THAT the Policy Committee recommends that the Committee of the Whole refers the following revision to the Transportation of Students Policy and Administrative Procedure 400.19, effective September 1, 2018, to the Brant Haldimand Norfolk Catholic District School Board for approval:

1.0 Eligibility of Transportation

1.2 Reside in the attendance area for the assigned school.

- 1.2.1 The maximum walking distance for elementary school students living in urban areas shall be ~~1.6~~ **1.4** kilometers and the maximum walking distance for secondary school students living in urban areas shall be 3.2 kilometers. The maximum walking distance for students living in rural areas shall be 0.8

Carried



**Brant Haldimand Norfolk
Catholic District School Board**

Minutes

Catholic Education Centre
322 Fairview Drive
Brantford, ON N3T 5M8

4. Trustee Inquiries - Nil

5. Adjournment

Moved by: Bill Chopp

Seconded by: Bonnie McKinnon

THAT the Policy Committee adjourns the meeting of April 5, 2018.

Carried

Next Meeting: At the Call of the Chair

**REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC
DISTRICT SCHOOL BOARD POLICY COMMITTEE**

Prepared by: Michelle Shypula, Superintendent of Education
Presented to: Policy Committee
Submitted on: March 21, 2019
Submitted by: Mike McDonald, Director of Education Designate

CATHOLIC SCHOOL ADVISORY COUNCILS POLICY 200.31
Public Session

BACKGROUND INFORMATION:

As part of the regular review of all Board policies and administrative procedures, the Catholic School Advisory Councils policy was subject to review.

DEVELOPMENTS:

There were no significant revisions to this policy or administrative procedure. Some changes to the policy and administrative procedures include but are not limited to:

- revision of the policy statement;
- updated references listed in the policy and administrative procedure; and
- minor wording revisions.

All recommended changes have been noted and included on the documents attached to this report.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Catholic School Advisory Councils Policy 200.31 to the Brant Haldimand Norfolk Catholic District School Board for approval.



**Brant Haldimand Norfolk
Catholic District School Board**

Catholic Education Centre

Policy: Catholic School Advisory Councils

		Policy Number:	200.31
Adopted:	June 11, 2001	Former Policy Number:	n/a
Revised:	October 25, 2011	Policy Category:	Students
Subsequent Review Dates:	TBD	Pages:	1

Belief Statement:

As a Catholic learning community, the Brant Haldimand Norfolk Catholic District School Board believes in the importance of the partnership of school, home, parish and community as a means of enhancing student success in a Catholic school environment. To support this partnership, each elementary and secondary school **in the Board’s jurisdiction will shall** establish a Catholic School Council which will act in an advisory capacity. The Council shall be supportive and in concurrence with the distinctive character, philosophy, and goals of Catholic education, as well as respectful of the faith and traditions of the Catholic Church.

Policy Statement:

It is the policy of the Board that Catholic School Advisory Councils be established in every school and that these councils provide parents, students, staff, parish and other community members with the opportunity to be actively involved in an advisory capacity in the operation of their local school and in the provision of Catholic education services. It is expected that the Catholic School Advisory Councils will be managed within the parameters of the Education Act, applicable regulations and Board and school policies.

~~The Brant Haldimand Norfolk Catholic District School Board will ensure that:~~

- ~~▪ Catholic School Advisory Councils provide for parents, students, staff, parish and other community members the opportunity to be actively involved in an advisory capacity in the operation of their local school and in the provision of Catholic educational services.~~
- ~~▪ The Catholic School Advisory Councils operate within the parameters of the Education Act and Regulations, Board and school policies.~~

Glossary of Key Policy Terms – N/A

References

Education Act, R.S.O. 1990
Fundraising and School Generated Funds Policy 700.05
Ontario Regulation 612/00 School Councils and Parent Involvement Committees
Ontario Regulation 613/00 Operations of Schools - General
Implementation of the Ontario Parent Involvement Policy
Ministry Support to Enhance Parent Involvement
School Councils: A Guide for Members, Revised 2002
Helping Ontario Parents Get Involved in Their Children’s Education
Parents in Partnership: A Parent Engagement Policy for Ontario Schools 2010
Parent Engagement Ontario: <http://edu.on.ca/eng/parents/involvement/>
Planning Parent Engagement: A Guidebook for Parents and Schools CODE



Catholic School Advisory Councils AP 200.31

Procedure for:	Principals, School Councils	Adopted:	June 11, 2001
Submitted by:	Superintendent of Education	Revised:	October 25, 2011
Category:	Students		

Purpose

The administrative procedure will outline the duties of all stakeholders in the Catholic School Advisory Council.

Responsibilities

All Board personnel shall follow this administrative procedure. Specific directions for members of the Catholic School Advisory Council are provided throughout this administrative procedure.

Information

The purpose of a Catholic School Advisory Council is, through the active participation of parents, to improve pupil achievement, well-being and to enhance the accountability of the education system to parents.

A Catholic School Advisory Council's primary means of achieving its purpose is by making recommendations to the principal of the school. Catholic School Advisory Councils may make recommendations to the principal or Board on any matter.

The Director of Education or designate must consult Catholic School Advisory Councils on a number of specified matters, including the development and implementation of policies relative to:

- The school district's Code of Conduct,
- New education initiatives relating to student achievement and well-being,
- Respecting appropriate dress for pupils in schools within the board's jurisdiction,
- Action plans for student improvement based on test results from EQAO,
- The process and criteria for selection and placement of principals and vice-principals,
- Fundraising by School Councils,
- Internal conflict resolution procedures that affect the work of School Councils, and
- Reimbursement of expenses incurred by council members.

Procedures

The following outlines the responsibilities and procedures of the members of a Catholic School Advisory Council.

1.0 Catholic School Advisory Council

The purpose of the Catholic School Advisory Council is as follows:

- To promote Catholic faith and gospel values.
- To enhance the accountability of the education system to parents and improve pupil achievement through the active participation of parents.
- A Catholic School Advisory Council's primary means of achieving its purpose is to make recommendations in accordance with Ontario Regulation 612 to the principal of the school and the Board.
- To advise the principal on any of the following matters if they have been identified by the Council as priorities on a yearly basis:
 - The determination of the focus of the School Improvement Plan establishing curriculum goals and priorities;
 - The school Code of Conduct in accordance with the Board Policy;
 - The school's response to Board and province-wide test results;
 - The prioritization of items to be included on the capital request form;
 - School-community communication strategies;
 - Review and implementation of Board policies at the local level; and



- Other items identified by the principal or **Catholic** School Advisory Council: A **Catholic** School Advisory Council may make recommendations to the principal of the school or to the Board on any matter.
- Advise the Board on:
 - Methods for the collection, on a system-wide basis, of parents' views and preferences concerning the school year calendar.
 - The selection of principals/vice-principals in accordance with Board policy, practice and collective agreements.
 - Procedures for the community use of school facilities.
- In addition to their advisory responsibilities:
 - Establish their goals, priorities and procedures.
 - Organize information and training sessions to enable members of the Council to develop their skills as Council members.
 - Hold a minimum of four meetings per year. All meetings shall be open **and accessible** to all members of the school community **and public**.
 - Promote the best interests of the school community.
 - Facilitate communication among home, school, parish and community.
 - Foster positive relations among parents, students, staff and the local community.
- **Catholic** School Advisory Councils will comply with Freedom of Information and Protection of Personal Privacy Legislation in matters relating to individual staff and students.

2.0 Makeup of a Catholic School Advisory Council

- The majority of the **Catholic** School **Advisory** Council must be composed of parents/guardians of students enrolled in the school (and a majority of the **Catholic** School **Advisory** Council must also be Roman Catholic). This may include a Chair, Vice-Chair, Secretary, Treasurer and an appropriate number of Members at Large to create a majority of parent members. These positions are set out in the **Catholic** School **Advisory** Council's by-laws and the term of office is one year.
- All parent councils are required to develop by-laws setting out the operating rules for the council.
- **Catholic** School **Advisory** Councils are required to meet at least four (4) times during the school year. The first meeting must be within the first 35 days after elections **on a date fixed by the principal of the school**. A **Catholic** School **Advisory** Council is entitled to hold its meetings at the school and all meetings must be open to the public. A **Catholic** School **Advisory** Council meeting cannot be held unless a majority of the current members of the Council are present at the meeting and a majority are parent members.
- Employees of the Brant Haldimand Norfolk Catholic District School Board cannot serve as Chair or Co-Chair of the **Catholic** School **Advisory** Council. Anyone who is employed at the school may not be a parent member of the **Catholic** School **Advisory** Council. Anyone who is an employee elsewhere in the Brant Haldimand Norfolk Catholic District School Board may only be a parent member if they inform people of that employment.
- The principal shall, on behalf of the **school** council, give written notice of dates, times and locations to each parent.
- Every school is required by law to hold **Catholic** School **Advisory** Council elections within the first 30 days of the school year and notice of elections must be given to all parents at least 14 days before the date of the election. **Catholic** School **Advisory** Council members must include:
 - The principal (or vice-principal), who is a non-voting member,
 - One teacher,
 - One non-teaching employee,
 - One student in secondary schools (optional for elementary schools),
 - One or more community representatives appointed by the elected council,
 - The Pastor or Parish designate, and
 - A representative from the recognized parent associations in the School Council Handbook of which OAPCE is one, as applicable.



3.0 Formation and Roles of a Catholic School Advisory Council

The officers of the council shall be:

- Chair
- Vice-Chair
- Secretary
- Treasurer

However, council may choose to have two Co-Chairs. The Executive Officers shall be elected annually by the elected members of the council.

The members of the Catholic School Advisory Council shall:

- Participate in council meetings.
- Participate in information and training programs.
- Act as a link between the council and the community in support of school programs to improve pupil achievement.
- Make recommendations to the principal and, where necessary, to the Board to improve student achievement and enhance the accountability of the education system.

The members of the Catholic School Advisory Council shall:

- Make every effort to be as representative of the school community as possible.
- Conduct their meetings in an invitational, harmonious manner in the context of Gospel Values.
- Be entitled to one vote, in votes taken by the Council, should the Council make recommendations to the principal and/or Board through a voting process.
- Receive reimbursement for expenses incurred in the normal course of their duties as Council members in accordance with Board policy but shall not receive any remuneration for serving as a Council member.

4.0 Catholic School Advisory Council Chair

It is the responsibility of the Chair, in co-operation with the school principal to provide Catholic leadership and direction to the council and Executive Officers to ensure that goals, priorities and procedures of the Council promote Catholic faith and gospel values consistent with the mission and vision of the Board.

The Chair of the Council shall:

- Call council meetings in consultation with the principal.
- Prepare the agenda for council meetings in consultation with the principal.
- Chair council meetings.
- Ensure that the minutes of council meetings are recorded and maintained appropriately.
- Ensure that records of all meetings and financial transactions are kept for minimum of four years and made available at the school for examination without charge to any person from the Catholic school community.
- Participate in information and training sessions.
- Communicate regularly with the school principal in an effort to work co-operatively to improve pupil achievement **and well-being**.
- Ensure that there is regular communication with the Catholic school community.
- Work collaboratively with the members of the Council to prepare and submit an annual written report on the activities of the council, including fundraising, to the principal and the Board. Consult with senior board staff as required.
- Upon request, provide trustees with copies of the minutes of the meetings.
- In addition, the Chair shall act as spokesperson for the council and carry out such other duties as shall be required from time to time.
- Be a parent member of the committee but **CANNOT** be an employee of the Brant Haldimand Norfolk Catholic District School Board.



5.0 Catholic School Advisory Council Vice-Chair

The Vice-Chair of the Council shall:

- Assist the Chair in the discharge of his/her duties and perform such other duties as may be required by the Council or the Executive officers.
- Assume the duties of the Chair in the absence of the Chair or in the event of the Chair's inability to serve.

6.0 Catholic School Advisory Council Secretary

The Secretary of the Council shall:

- Keep a record of all meetings of the Council and the Executive Officers, and shall deal with all correspondence or communications directed to or required of the Council and the Executive.
- Co-operate with the Chair to ensure that all minutes and records of the council are available at the school for examination by any person from the Catholic school community.
- Perform such other duties as may be required by the Council and the Executive Officers.
- Not usually assume the role of Chair in a meeting in the absence of the Chair or Vice-Chair or in the event of their inability to serve, but may assume such other duties as may be required by the Council or the Executive Officers.

7.0 Catholic School Advisory Council Treasurer

The Treasurer of the Council shall:

- Keep full and accurate accounts for all receipts and disbursements of the Council in accordance with generally accepted accounting principles and shall be guided by Board Policy for Fundraising in Schools in regard to banking and fund disbursements in accordance with such requirements as may be imposed by the Board or other relevant authority.
- Provide at regular meetings of the Council an account of all transactions of the Council, including the financial position.
- Prepare a full, annual Financial Statement for submission to the Council.
- Perform such other duties as may be required by the Council or the Executive Officers of the Council.
- Assume the duties of the Chair in the absence of the Chair, Vice-Chair and Secretary.
- Co-sign all cheques with the principal on behalf of the Catholic School Advisory Council.

8.0 Committee Chair

- Report to the Catholic School Advisory Council on a regular basis.
- Act on behalf of the goals of the Catholic School Advisory Council.
- Communicate with parents through the Catholic School Advisory Council newsletter.

9.0 Principal

- Attends all Catholic School Advisory Council meetings.
- Supports and promotes Catholic School Advisory Council activities.
- Seeks input from the Council in areas outlined as an advisory responsibility and provide responses to the recommendations.
- Acts as a resource on laws, regulations and Board policies.
- Provides information required by the Council to enable it to make informed decisions.
- Maintains regular communication with the Chair of the Council.
- Assists the Council in communication with the school community.
- Encourages the participation of parents and others within the school community.
- Ensures that copies of the minutes of the Council's meetings are kept at the school.
- Approves all printed materials distributed through the school.
- Financial statements and minutes from the previous meeting should be provided to all persons who attend each School Council meeting. These records must be kept at the school for seven (7) years and must be available for examination by any person without charge.



10.0 Elections

Parent Members:

- An election of parent members shall be held during the first 30 days of each school year.
- The principal shall, at least 14 days before the date of the election, give written notice of the DATE, TIME and LOCATION of the election to every parent.
- Elections shall be by secret ballot.
- All parents and guardians of pupils enrolled at the school are eligible to vote and must vote in person.

11.0 Other Elections

Other elections of teacher, non-teacher, and student shall be held during the first 30 days of each school year.

12.0 Terms of Office

A person elected or appointed holds office from the later of:

- The date s/he is elected or appointed, or
- The date of the first meeting of the school council after elections.

13.0 Vacancies

A vacancy shall be filled by election or appointment in accordance with by-laws of Council.

14.0 Officers

- A Catholic School Advisory Council shall have a Chair, or if the by-laws of council so provide, two Co-Chairs and the Chair (Co-Chair) must be a parent.
- A person employed by the Board cannot be the Chair.

15.0 Meetings

- A Catholic School Advisory Council shall meet at least four (4) times during the school year.
- A Catholic School Advisory Council shall meet within the first 35 days of the school year after the election.
- All meetings shall be open to the public and held at a location that is accessible to the public. The Catholic School Advisory Council is entitled to hold its meetings at school.
- A meeting cannot be held unless a majority of members of Council are present, and the majority are parent members.
- The principal shall, on behalf of Council, give written notice of the dates, times, and locations of these meetings to every parent.

16.0 Meeting Procedures

- At the first council meeting, the council shall elect a Chair from the parent members and may elect a Vice-Chair, Secretary and Treasurer.
- The council shall establish a meeting schedule (at least 4 meetings per year) and publicize these dates.
- The council will prepare, publish and communicate its goals, priorities and operational (by-laws) procedures which guide its activities.
- The Catholic School Advisory Council shall keep minutes of all its meetings and all of its financial transactions. The minutes and records shall be available for examination by any person.
- The Catholic School Advisory Council may form committees to carry out specific functions; however, every committee must include at least one parent member of council and is subject to the same requirements as regular council meetings.
- By-laws governing election procedures, filling vacancies, conflict of interest and conflict resolution processes must be established.
- Every Catholic School Advisory Council shall submit, annually in June, a written report on its activities including fundraising account, to the principal and the Board. The principal, on behalf of the council, must give a copy of the report to every parent.
- Members of Catholic School Advisory Council cannot receive remuneration.



Note: The Catholic School Advisory Council will operate in a manner that is non-judgmental, is based on open discussion and uses consensus, collaboration and compromise as the usual method for developing recommendations and plans.

17.0 Roles and Responsibilities

The Board will strive to:

- Support the on-going leadership training of Catholic School Advisory Council members.
- Review and revise its policies in accordance with Regulation 612/00.
- Continue to include parents and other members of the community in an advisory role at the Board level through committees, policy development, etc.
- Provide a mechanism to facilitate communication among Catholic School Advisory Councils with the school district.
- Support and encourage the various activities of Regional School Councils and local School Councils.

Catholic School Advisory Council members should strive to:

- Attend every meeting, be punctual, respect agenda time limits and remain for the entire meeting.
- Make every effort to be a representative of the school community.
- Be entitled to one vote, in votes taken by the council should the council make recommendations to the principal and/or to the Board through a voting process.
- Respect each other's opinions and views.
- Consider an idea on its merit and not the personality or perceived desires of the presenter.
- Generate trust among all members.
- Participate fully, raise questions and not divert discussion into other areas.
- Evaluate the process of the meeting to improve its effectiveness.
- Maintain a sense of humour.
- Remember that silence means consent.

The principal and Catholic School Advisory Council shall ensure that:

- All fundraising activities are to be related to charitable, humanitarian, educational or services activities.
- The principal, after consultation with the Catholic School Advisory Council, will approve all fundraising activities.
- The purpose of each fundraising activity as determined by the principal and Catholic School Advisory Council is clearly identified to the school community before the fundraising commences.
- Schools accurately account and manage all monies raised through fundraising activities in the manner established in the Board's School Funds Policy.

Definitions – N/A

References

Education Act, R.S.O. 1990

Fundraising and School Generated Funds Policy 700.05

Ontario Regulation 612/00 School Councils and Parent Involvement Committees

Ontario Regulation 613/00 Operations of Schools - General

Implementation of the Ontario Parent Involvement Policy

Ministry Support to Enhance Parent Involvement

School Councils: A Guide for Members, Revised 2002

Helping Ontario Parents Get Involved in Their Children's Education

Parents in Partnership: A Parent Engagement Policy for Ontario Schools 2010

Parent Engagement Ontario: <http://edu.on.ca/eng/parents/involvement/>

Planning Parent Engagement: A Guidebook for Parents and Schools CODE

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD POLICY COMMITTEE

Prepared by: Michelle Shypula, Superintendent of Education
Presented to: Policy Committee
Submitted on: March 21, 2019
Submitted by: Mike McDonald, Director of Education Designate

SERVICE ANIMALS IN SCHOOL FACILITIES POLICY 200.40

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board is committed to the principle that every person within the Board is entitled to a safe, caring, inclusive and Christ-centred environment. This commitment recognizes that the diverse learning needs of some students may require unique accommodations and/or modifications. The use of a Certified Service Dog is an intervention strategy that may be used to accommodate the special needs of a student with disabilities. In June 2011, an administrative procedure was developed to provide direction to school administrators regarding the admittance and implementation of service dogs into the school environment. This administrative procedure was revised January 2017.

DEVELOPMENTS:

The attached new draft policy, Service Animals in School Facilities 200.40 will replace the previous administrative procedure Use of Service Dogs for Students 200.40 and has been developed in consultation with a number of stakeholders including senior administration, school administration and the Accessibility Committee.

The policy includes:

- provision of responsibilities for those involved in the implementation of the policy and administrative procedure;
- provision of training and registration requirements; and
- procedures for initiating the admittance and integration of a Certified Service Dog.

The policy and administrative procedure were vetted by all administrators, student achievement leads, the Regional Catholic Parent Involvement Committee, union presidents and the student trustee.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the Service Animals in School Facilities Policy 200.40 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Policy: Service Animals in School Facilities

		Policy Number:	200.40
Adopted:	June 7, 2011	Former Policy Number:	n/a
Revised:	September 25, 2018	Policy Category:	Students
Subsequent Review Dates:	TBD	Pages:	1

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board believes that all persons are created in God’s image. Every individual has an inherent and immeasurable worth and dignity. Each human life is considered sacred. We are committed to providing students with full access to schools in a safe, caring, accepting, and healthy learning environment that enables each student to reach his or her fullest potential. The use of a Certified Service Dog is an intervention strategy that is recognized as an aid to students with special needs.

Policy Statement:

It is the policy of the Brant Haldimand Norfolk Catholic District School Board that a student with a disability shall be accommodated in such a way as to enable success while preserving and enhancing the student’s personal dignity, self-respect and self-worth. These accommodations may include use of a Certified Service Dog.

Glossary of Key Policy Terms

Adult Student: A student who is 18 years or older, or 16 or 17 years of age who has removed themselves from the care and control of their parent/guardian.

Certified Service Dogs¹: This refers to three recognized categories of trained dogs used to accommodate the special needs of some students. These include:

- a) **Guide Dogs:** for persons who are visually impaired (blind/low vision)
- b) **Hearing Dogs:** for persons who are hearing impaired (deaf/hard-of-hearing)
- c) **Service Dogs:** for persons with disabilities (students using wheelchairs, students with Autism, students with Multiple Sclerosis, seizure disorder or Post-Traumatic Stress Disorder (PTSD))

A Certified Service Dog is a working dog and does not interact with employees or other students. The dog will generally have a black leather Special Skills Dog (SSD) harness and leash and saddlebag/or vest.

Handler: The dog handler for the purpose of the Board’s policy, regulation and administrative procedure is the student with the disability-related needs for whom the Certified Service Dog is performing services and who is managing and responsible for the Certified Service Dog’s performance of those services. It is the expectation of the Board that students utilizing a Certified Service Dog will be the dog’s Handler.

References

Education Act
 Accessibilities for Ontarians with Disabilities Act (2001)
 Human Rights Code (Ontario)
 Blind Person’s Rights Act
 Special Education in Ontario Schools Kindergarten to Grade 12: A Policy and Resource Guide 2017
 Individual Education Plan: A Resource Guide 2004
 Multi-Year Integrated Accessibility Plan 2018-2023 Policy 200.32
 Integrated Accessibility Standards – Customer Service Administrative Procedure 200.34
 Admission of Students Policy and Administrative Procedure 200.14
 Educational Field Trip and Excursions Policy and Administrative Procedure 500.01
 Nutrition – Creating a Healthy Environment Policy and Administrative Procedure 200.01
 Transportation of Students Policy and Administrative Procedure 400.19
 Volunteers Policy and Administrative Procedure 300.12

¹ For the purposes of the Board’s policy and administrative procedure, includes service dogs whose training schools are members and accredited with either the International Guide Dog Federation or Assistance Dogs International and who are handled by a student with a disability who receives the dog’s services to assist with daily living activities and/or access to the Ontario curriculum.



**Service Animals in School Facilities
AP 200.40**

Procedure for:	Principals/Vice-Principals	Adopted:	June 7, 2011
Submitted by:	Michelle Shypula, Superintendent of Education	Revised:	September 25, 2018
Category:	Students		

Purpose

The Brant Haldimand Norfolk Catholic District School Board believes that as a Catholic learning community, we need to provide safe, nurturing and inclusive environments for learning, working and growing. The purpose of this Administrative Procedure is to provide direction to school administrators regarding the accommodation process for students desiring to use their Certified Service Dogs while attending school.¹

Responsibilities

Superintendent of Education: The Superintendent of Education will implement the policy and administrative procedure board wide.

Principal/Vice-Principal and/or Designate: Principals are to ensure that the procedures are followed and appropriate forms are completed and on file and that all staff, students and others are properly trained on how to interact with the student who is accompanied by the Certified Service Dog.

School Staff: School staff will implement the Service Animals in School Facilities administrative procedure in their schools.

Parents/Guardians: Parents/Guardians will follow the Service Animals in School Facilities administrative procedure.

Student: Students will follow the Service Animals in School Facilities administrative procedure.

Information

The Human Rights Code, the Blind Persons' Rights Act and the Accessibility for Ontarians with Disabilities Act (2001) provide authority for Certified Service Dogs to accompany their handlers in all public places and spaces accessible to third parties. **School buildings are NOT public spaces pursuant to the Education Act.** Nevertheless Certified Service Dogs can be recognized as an accommodation strategy² that aids the Handler (student with special needs) to access the Ontario Curriculum or perform daily living activities. Certified Service Dogs and their Handlers receive specialized training to work together and consequently they are trained to present minimal risk and impact on other people and their environment. As a result, access by the Certified Service Dog to the school attended by the Handler may be facilitated pursuant to this procedure.

The access of Certified Service Dogs, for the benefit of a student, will be considered by the Brant Haldimand Norfolk Catholic District School Board in accordance with the duty to accommodate the disability-related needs of that student to the point of undue hardship in accordance with the Human Rights Code. When a Certified Service Dog is being considered by a family as an accommodation for their child, the parent/guardian may wish to consider meeting with the school principal, Student Achievement Lead: Special Education and the Superintendent of Education, Special Education prior to making a commitment to receive a dog.

Companion Dogs and Service Animals, for the purpose of the Board's policy, regulation and administrative procedure, include animals that provide comfort and friendship to students who may have emotional, self-esteem or social problems. However, their assistance is generally not required to enable a student to access the Ontario curriculum. While these animals may have training, the student they serve may not be the Handler and the student and the animal do not have the

¹ Visitors on board property who require the use of a Certified Service Dog must ensure the dog wears the distinctive harness/saddlebag or vest. The Certified Service Dog must also be on a leash at all times and accompanied by the handler. For further information, please refer to the Board's customer service policy and procedure pursuant to the Accessibility for Ontarians with Disabilities Act (2001).

² Accommodations refer to special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and demonstrate learning (Special Education in Ontario Schools Kindergarten to Grade 12: A Policy and Resource Guide, 2017 p.G1)



same training that a Certified Service Dog and its handler receive. As a result, requests for the use of Companion Dogs and Service Animals will only be considered as a last resort to accommodate the student's demonstrated disability related needs.

Therapy Dogs do not provide services to students while they are attending school.

Training and Registration

Both the Certified Service Dog and the Handler must receive training to ensure that the dog provides the Handler with accommodation services in an appropriate manner irrespective of the environment.

A Certified Service Dog and the Handler must be trained and the dog must be registered in Canada. Training schools for Certified Service Dogs in Ontario must be members and accredited by either:

- a) The International Guide Dog Federation, whose purpose is to serve the visually impaired and blind people from around the world by training and providing Guide Dogs; or
- b) Assistance Dogs International Inc. which is a coalition of not-for-profit organizations that train and place Assistance Dogs.

Certified Service Dogs are given to students with disabilities including: Physical, Blind or Low Vision, Deaf/Hearing Impaired, Autism Spectrum Disorder, Post-traumatic Stress Disorder or a seizure disorder.

Initiating Admittance and Integration of a Certified Service Dog

The parent(s)/guardian(s) must initiate the process by providing a letter to the school requesting permission to have a Certified Service Dog assist their child in school.

The entry of the Certified Service Dog is decided after extensive consultation and is not automatically approved. Decisions regarding the admittance and integration of Certified Service Dogs into the school environment for the benefit of a student are made on a case-by-case basis.

When parent(s)/guardian(s) request that their child use a dog in school, it must be determined if the request is for a Certified Service Dog and the principal must review the request with the Superintendent of Education: Special Education. All circumstances of a particular case, including the individual needs of the student being assisted by the dog and the needs of other students will be considered. Where necessary in the decision-making process, rights and needs of one person may need to be balanced against the rights and needs of another.

As part of the approval process, the principal will schedule a school conference meeting and a school council meeting. The parent(s)/guardian(s) are expected to attend and provide input to ensure a safe and smooth transition for all.

When the use of a Certified Service Dog in school has been approved, the animal may be excluded from access to the school or part of the school when:

- There is risk to the health of students/staff or the physical or mental well-being of students as a result of the presence of the Certified Service Dog;
- Exclusion is required by another statute. Examples include the Health and Protection and Promotion Act and Food Safety and Quality Act. The former Act prohibits service animals in places where food is prepared, processed or handled (e.g. kitchen of school cafeteria or culinary arts classroom) although Certified Service Dogs are permitted where food is served and sold (e.g. school cafeteria or lunchroom);
- The Certified Service Dog is a breed that is not prohibited by law. An example would be the Ontario Dog Owner's Liability Act, which places restrictions on pit bull terriers;
- There has been a material change in the circumstances that led to the original approval of the use of the Certified Service Dog in the school;
- Law otherwise requires exclusion; and
- Consideration should be given to options available prior to exclusion of the Certified Service Dog.



Certified Service Dogs for Students Who are not the Handler

When the student is not able to ‘handle’ the dog, the dog will not be considered a Certified Service Dog for the purposes of this procedure but the student may still receive a benefit from utilizing a service dog as an accommodation. Where the student is not the handler, an adult must be trained and must provide supervision and handling of the service dog. As a result, requests to permit the service dog to attend and be integrated into the school environment will be considered individually in accordance with the duty to accommodate to the point of undue hardship pursuant to the Human Rights Code. Factors to be considered include but are not limited to:

- The student’s demonstrated disability related needs;
- The accommodation(s) that may be provided by the service dog to meet the student’s disability related needs;
- Alternative accommodations available that meet the student’s demonstrated disability related needs; and
- The impact on the classroom and school.

Procedures

1.0 Parent/Guardian

The parent/guardian shall:

- 1.1 Provide a letter to the school requesting permission for a Certified Service Dog to the school and outlining the purpose and benefits of having a Certified Service Dog attend the school with their child, including details of the way the Certified Service Dog will accommodate the student’s demonstrated disability related to needs, for example providing guidance in hallways;
- 1.2 Provide a letter from a member of the College of Physicians and Surgeons, a member of the College of Psychologists or nurse qualified in a discipline relevant to the person’s disability confirming the recognized disability and related special needs, including a recommendation for the use of a Certified Service Dog;
- 1.3 Provide a Certificate of Training for the Certified Service Dog and the Handler from the accredited National Service Dog Training Centre or from another certified training centre;
- 1.4 Pay for any financial implications regarding the use and care of the Certified Service Dog, which may include additional training from time to time for the Certified Service Dog and the Handler;
- 1.5 Provide and annually update the school with proof of up-to-date vaccinations, a municipal Certified Service Dog license and confirmation that the Certified Service Dog is in good health;
- 1.6 Arrange for the personal care and physical needs of the Certified Service Dog including once a day bio-break procedure as necessary;
- 1.7 Provide proof of a general liability insurance coverage in the amount of \$2 000 000.00 in the event of injury and/or damages resulting from the dog attending school with the Handler; and
- 1.8 The owner of the Certified Service Dog may also consider insurance coverage in the unfortunate situation if the dog were to be stolen or injured at no fault of the board.

2.0 Certified Service Dog Handler

The certified service dog handler shall:

- 2.1 Ensure quiet, steady behaviour from the Certified Service Dog while maintaining focus on the Handler (e.g. no aggression, inappropriate barking/crying, jumping on or sniffing of strangers, begging for human food);
- 2.2 Ensure that when the Handler is at rest, the Certified Service Dog lay quietly under a table or beside the Handler without getting up or moving around excessively;
- 2.3 Ensure that the Certified Service Dog responds quickly and readily to the Handler’s commands, cues and/or directions; and
- 2.4 Ensure that the Certified Service Dog demonstrates appropriate behaviour around other dogs and animals.



3.0 Principal/Vice-Principal/Designate

The principal/vice-principal/designate shall:

- 3.1 Ensure that the dog is a Certified Service Dog and use by the student who is the Handler is consistent with the needs or recommendations of the IPRC and/or IEP process. If the dog is not a Certified Service Dog or the student is not the Handler and the decision is made that alternative accommodations to meet the student's demonstrated disability related to needs are available, the Superintendent will identify in writing the rationale for the decision.
- 3.2 Consult with the appropriate Superintendent prior to setting a meeting to discuss the use of a Certified Service Dog.
- 3.3 Inquire regarding any potential severe allergies and/or anxieties with respect to the Certified Service Dog and consider possible accommodation plans to meet competing rights.
- 3.4 Arrange a meeting with parent(s)/guardian(s)/adult student, classroom teacher(s), Superintendent of Special Education, a representative of the Certified Service Dog Training Provider, the student, as appropriate, and other staff/resource personal deemed necessary to discuss and develop a plan to determine:
 - 3.4.1 The purpose and function of the Certified Service Dog;
 - 3.4.2 Training provided for the Handler (student) of the Certified Service Dog;
 - 3.4.3 Personal care and physical needs of the Certified Service Dog such as:
 - 3.4.3.1 The safest and most environmentally sound place for the Certified Service Dog to relieve itself;
 - 3.4.3.2 Removal and disposal of animal waste;
 - 3.4.3.3 Provision of a suitable container for waste that the Handler can access; and
 - 3.4.3.4 Considerations for seasonal changes and inclement weather.
 - 3.4.4 Classroom considerations such as seating arrangements;
 - 3.4.5 Any necessary changes in routines, procedures and/or program;
 - 3.4.6 Arrangements for the Certified Service Dog to visit the school without students present in order to familiarize it with the school site;
 - 3.4.7 A transition plan for the Certified Service Dog and the student;
 - 3.4.8 A timetable for the introduction of the Certified Service Dog to the school and class;
 - 3.4.9 A timetable for the training of the student's school team (i.e. principal, teacher(s), educational assistant(s) etc.);
 - 3.4.10 Rules of conduct around the Certified Service Dog for students, staff and the public; and
 - 3.4.11 Methods for disseminating and regulating such rules.
- 3.5 Inform all staff and the school council regarding the presence of a Certified Service Dog;
- 3.6 Liaise with the appropriate Superintendent, Student Achievement Lead: Special Education to resolve any specific concerns or issues raised regarding the presence of a Certified Service Dog;
- 3.7 Arrange for demonstrations by the Certified Service Dog provider for the student body, staff, and/or the community as deemed necessary to provide education and awareness of the Certified Service Dog in the school;
- 3.8 If applicable, ensure that the Brant Haldimand Norfolk Student Transportation Services is contacted regarding any transportation requirements;



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- 3.9 Revise emergency procedures as required to include the Certified Service Dog (e.g. notification to the Fire Department regarding the existence of the Certified Service Dog);
 - 3.10 Post signs on each entry door of the school advising visitors of the presence of a working Certified Service Dog; and
 - 3.11 Inform the school's Superintendent that a Certified Service Dog is in place at the school and when/if the Certified Service Dog is no longer going to be at the school.

4.0 Communication

Letters will be distributed as follows to inform:

- 4.1 The school community of the arrival of the Certified Service Dog, its purpose and rules regarding conduct around the Certified Service Dog (Appendix E);
- 4.2 The families of the students in any of the classes where the Certified Service Dog will be present to elicit information concerning allergies or anxiety from student's families (Appendix F);
- 4.3 The families of any students who will be sharing transportation where the Certified Service Dog will be present, where applicable (Appendix G); and
- 4.4 All information regarding the Certified Service Dog will be retained in the student's OSR.

Appendices

- Appendix A Information for Parents/Guardians Requesting a Certified Service Dog in the School
- Appendix B Request for Certified Service Dog Involvement with a Student
- Appendix C Administrative Checklist for Implementation of a Certified Service Dog into a School Environment
- Appendix D Management Plan for the Care of the Certified Service Dog
- Appendix E Sample Letter to the School Community
- Appendix F Sample Letter to the Families of Children in the Class (es)
- Appendix G Sample Letter to those Sharing Transportation

Definitions

Adult Student: A student who is 18 years or older, or 16 or 17 years of age who has removed themselves from the care and control of their parent/guardian.

Certified Service Dogs: This refers to three recognized categories of trained dogs used to accommodate the special needs of some students. These include:

- a) **Guide Dogs:** for persons who are visually impaired (blind/low vision)
- b) **Hearing Dogs:** for persons who are hearing impaired (deaf/hard-of-hearing)
- c) **Service Dogs:** for persons with disabilities (students using wheelchairs, students with Autism, students with Multiple Sclerosis, seizure disorder or students with Post-Traumatic Stress Disorder (PTSD))

A Certified Service Dog is a working dog and does not interact with employees or other students. The dog will generally have a black leather Special Skills Dog (SSD) harness and leash and /saddlebag or vest.

Handler: The dog handler for the purpose of the Board's policy, regulation and administrative procedure is the student with the disability-related needs for whom the Certified Service Dog is performing services and who is managing and responsible for the Certified Service Dog's performance of those services. It is the expectation of the Board that students utilizing a Certified Service Dog will be the dog's Handler.



References

Education Act
Accessibilities for Ontarians with Disabilities Act (2001)
Human Rights Code (Ontario)
Blind Person's Rights Act
Special Education in Ontario Schools Kindergarten to Grade 12: A Policy and Resource Guide 2017
Individual Education Plan: A Resource Guide 2004
Multi-Year Integrated Accessibility Plan 2018-2023 Policy 200.32
Integrated Accessibilities Standards – Customer Service Administrative Procedure 200.34
Admission of Students Policy and Administrative Procedure 200.14
Educational Field Trips and Excursions Policy and Administrative Procedure 500.01
Nutrition – Creating a Healthy Environment Policy and Administrative Procedure 200.01
Transportation of Students Policy and Administrative Procedure 400.19
Volunteers Policy and Administrative Procedure 300.12



Information for Parents/Guardians Requesting a Certified Service Dog in the School

1. The success of the implementation of a service dog into a school setting depends on clear communication, a well-informed school community and careful planning. The information you provide will assist the principal to make the best possible decisions for your child and other students, as well as for the staff, volunteers and visitors in the school. The information will be filed in your child's Student Record (OSR).
2. The use of a service dog is considered to be an accommodation to help your child learn and to develop the necessary skills to achieve success at school. The use of a companion dog is generally not considered to be an accommodation under the Ontario Curriculum. If your child already has an Individual Education Plan, it will be reviewed at a case conference or one will be developed in consultation with you. The principal will invite you, your child's teacher(s), a representative from the assistance dog training school, the Special Education Resource Teacher (SERT) in the school, the Special Education Coordinator and a member of Student Support Services team to the case conference to discuss your child's needs, the accommodations that are already in place for your child as well as the additional assistance provided by the dog.
3. The information you provide will help the principal to implement your request. It is important that you provide the information that addresses the safety of the students and staff. For example, the principal needs to know that the dog has no history of nipping, biting or growling at children or adults nor exhibits aggressive protective behaviours.
4. Provide proof of general liability insurance coverage in the amount of \$2,000,000.00 in the event of injury and/or damages resulting when the dog is attending with the student handler at school.
 - a. Service dogs are generally very expensive. We also recommend confirmation that the owner has coverage in the unfortunate situation if the dog were to be stolen or injured at no fault of the Board.
5. It is important that you reinforce information about the standards in place through the accredited assistance dog school that address the safety of the students and staff.
6. The principal will investigate if any student or member of staff has severe medical or psychological reactions to dogs that may impact the involvement of the service dog at school.
7. The well-being of the dog is very important. Its care, handling and training needs will be addressed and your input as a trained handler is valuable. The principal also needs to know what other resources are available to facilitate the transition to school and the implementation of the plan. Strategies for becoming familiar with the building and school grounds, introduction to assemblies/concerts, recess and informing the staff about interacting with the dog will need to be included in the planning.
8. The principal, with your assistance, will develop a communication plan to inform students, staff and community members as appropriate.
9. A school assembly presented by a designate of service or guide dog school is recommended to ensure practical understanding of an assistance dog in the school community. Important information shared in this way facilitates understanding and acceptance of new practices at the school. You will be asked to participate in the information session/assembly.
10. After all the discussion is in place, the goal will be to implement the plan as soon as possible.

Your responsibilities include:

- a. Transporting or walking the dog to and from school or facilitating the use of bus transportation,
 - b. Providing the required equipment and dog care items
 - c. Working cooperatively with the school staff to make this accommodation a success,
 - d. assisting the principal to communicate relevant information to the school community,
 - e. providing the principal with required documentation in a timely fashion, and
11. Informing the principal of all relevant information that may affect the students and staff. Once the necessary information has been discussed, the principal will consult with the Superintendent of Education and the Special Education Lead prior to the admittance and the implementation of the service or guide dog into the school.



School:	
Name of Student:	D.O.B.
Address:	
Name(s) of parent(s)/guardian(s):	
Telephone(s) Home:	Cell

- a) Type of Service Dog: _____
- b) The service dog will provide the following assistance with: _____

- c) Name and contact information of the accredited service dog school that provided the dog, training and will provide follow up support for the school community? _____

I/we understand that it is our responsibility to:

- Provide the principal required documentation regarding training, certification, registration, municipal licensing, vaccinations and health of the dog in a timely fashion;
- Provide required documentation and information regarding disability related needs and accommodations to be provided by the dog in a timely fashion;
- Facilitate transportation of the dog to and from the school;
- Provide general liability insurance coverage in the event of injury and/or damages resulting from use of the dog in school;
- Assume financial responsibility of the dog’s training, veterinary care, city/county license and all other related costs;
- Work cooperatively with the school staff and provide and communicate information relevant to the school and school community;
- Provide the required equipment and dog care items;
- Attend to the daily care needs of the dog; and
- Work cooperatively with the school staff to make this accommodation a success.

I/we give permission for this information to be shared with the school community.

Signature of student (if over 18) or parent(s)/guardian(s) Date

Signature of student (if over 18) or parent(s)/guardian(s) Date



Checklist for Implementation of a Certified Service Dog into a School	Date of Completion and Notes
<p>Advise parent/guardian/adult student (18 years and older) making the request that the Board has a procedure to follow before a decision is made.</p>	
<p>Provide parent(s)/guardian(s)/adult student with the form Request for a Certified Service Dog Involvement with a Student and Information for Parents/Guardians Requesting a Service Dog in the School.</p>	
<p>Inform Superintendent Responsible for Special Education and Special Education Lead as well as the Superintendent responsible for the school request.</p>	
<p>Ensure that the parent/guardian/adult student submits copies of the following documentation:</p> <ul style="list-style-type: none"> • A professional diagnosis of a disability which can be accommodated through the use of a service dog • A current letter from a member of the College of Physicians and Surgeons or the College of Psychologists confirming the diagnosis and recommended accommodations to be facilitated by the service dog support • Copy of certificate or letter from accredited training program for dog's and handler's training • Copy of current, official vaccinations certificate for the dog and letter of good health • Proof the dog is registered in Canada through an accredited dog training school • Proof of municipal dog license • Liability Insurance 	
<p>Inquiries made regarding any potential severe allergies, anxieties with respect to dogs and possible accommodation plans to meet competing rights of students in the school.</p> <p>AND on busses (considering students from other schools) regarding:</p> <ul style="list-style-type: none"> • Allergies • Phobia of Dogs • Cultural sensitivities and other issues • Plan for required accommodations 	
<p>Convene a case conference with the following in attendance:</p> <ul style="list-style-type: none"> • Parents/Guardians and/or student over the age of 18 • Classroom teacher(s), if available • Special Education Resource Teacher (SERT) • Student Achievement Lead for Special Education • System Special Education Teacher • Representative from the dog training centre • Educational Assistant(s) who work with the student • Superintendent of Education responsible for Special Education • Representative from Student Support Services, if required 	
<ul style="list-style-type: none"> • The case conference discusses and develops a plan for: • The purpose and function of the Certified Service Dog • Training provided for the Handler (student) and the Certified Service Dog • Personal Care and physical needs of the Certified Service Dog • Classroom considerations such as seating arrangements • Any necessary changes in routine and procedures and program changes 	



<ul style="list-style-type: none"> • A transition plan for both the Certified Service Dog and the student • A timetable for introduction of the Certified Service Dog to the school and class(es) • A timetable for training of the student's school team • Rules of conduct around the Certified Service Dog for students, staff • Arrange a time for the Certified Service Dog to visit the school without students present in order to familiarize it with the school site 	
Review the request with respect to its consistency with the IEP and/or recommendations from the IPRC.	
Inform school staff that a request has been made and receive their input.	
Inform appropriate bus contact that a request has been made and receive input. If transportation is being used through the consortium and the transportation is shared with another Board(s) then those Boards must be contacted so that they can also complete their assessments and communicate with school community members.	
Inform School Council and community at a School Council meeting and receive their input.	
Contact the Fire Marshall and with assistance, create a plan for fire and emergency exit. Plan must be included with school fire plan.	
Meet with the parent(s)/guardian(s)/adult student, to inform them of the information, you have received and if the service dog is approved, develop the implementation plan, including fire and emergency exit plans and Management Plan for the Care of the Dog.	
Advise the Superintendent and the Special Education Lead of your actions.	
IEP should be updated as needed along with any behaviour plans.	
Develop a communication strategy to inform students, staff, community and relevant employee representatives. Include information in registration packages.	
Post signs on the entrance doors and at any other appropriate places to advise visitors of the dog's presence.	
Monitor and review the implementation on a regular basis. Including updated medical information for the service dog and records of re-training and updating.	
File relevant documentation and correspondence in the documentation file of student's OSR.	
Update plan and documentation yearly as required (IEP, certification, vaccinations, Fire and Emergency plan, good health records, etc.)	
Inform the Superintendent that a Certified Dog is in place at the school and when/if the Certified Dog is no longer going to be at the school.	



Management Plan for the Care of the Certified Service Dog

Student Name: _____ DOB: _____

Student Number: _____ School Year: _____

Name of Dog: _____

School: _____

Note: Where possible and feasible, these responsibilities should be handled by the student in the same manner as at home.

Dietary Needs: _____

Water Needs: (e.g. provision of water bowl, procedures for use, cleaning, etc.)

Bladder/Bowel Needs of Dog (e.g. frequency, location, disposal, etc.)

Other considerations:

1. Hot weather: _____

2. Winter weather: _____

3. Additional considerations: _____

Signature Student: _____

Date: _____

Signature Parent/Guardian: _____

Date: _____

Signature Principal: _____

Date: _____



[School Letterhead]

[Insert Date]

Re: Service Animals in School Facilities

Dear Parent/Guardian:

This letter is to inform you that there will be a Certified Service Dog in our school assisting one of our students.

This Certified Service Dog is a highly trained Certified Service Dog for our student and is able to assist in many of the routine activities, which may pose some challenges for this student. This child's right to have a Certified Service Dog is protected under Human Rights legislation.

There will be an information session at the school to integrate the Certified Service Dog into our daily routines and all our students will be instructed as to the proper procedure regarding the Certified Service Dog. They will be informed that the Certified Service Dog is a working Certified Service Dog and not a pet while at school.

We anticipate the Certified Service Dog being a benefit to the student's learning and we look forward to this new addition to our school community.

Thank you for your understanding and support.

Sincerely,

Full Name
Title

c: Name – Title, Location (if applicable) *(names are listed alphabetically by last name)*
Superintendent of Education: Family of Schools, Special Education
OSR

Attachment or Enclosure (if applicable)
XX:xx (AUTHOR INITIALS:your initials)



[School Letterhead]

[Insert Date]

Re: Service Animals in School Facilities

Dear Parent/Guardian:

This letter is to inform you that there will be a Certified Service Dog in our school assisting one of our students and this student and the Certified Service Dog will be a part of your child's class.

This Certified Service Dog is a highly trained Certified Service Dog for our student and is able to assist in many of the routine activities, which may pose some challenges for this student. This child's right to have a Certified Service Dog is protected under Human Rights legislation.

There will be an information session at the school to integrate the Certified Service Dog into our daily routines and all our students will be instructed as to the proper procedure regarding the Certified Service Dog. They will be informed that the Certified Service Dog is a working Certified Service Dog and not a pet while at school.

If you have any specific concerns regarding the presence of the Certified Service Dog in your child's class, please contact me at the school.

Thank you for your understanding and support.

Sincerely,

Full Name

Title

c: Name – Title, Location (if applicable) *(names are listed alphabetically by last name)*
Superintendent of Education: Family of Schools, Special Education
Classroom Teacher (s)
OSR

Attachment or Enclosure (if applicable)

XX:xx (AUTHOR INITIALS:your initials)



[School Letterhead]

[Insert Date]

Re: Service Animals in School Facilities

Dear Parent/Guardian:

This letter is to inform you that there will be a Certified Service Dog in our school assisting one of our students and this student and the Certified Service Dog will be a part of your child's transportation.

This Certified Service Dog is a highly trained Certified Service Dog for our student and is able to assist in many of the routine activities, which may pose some challenges for this student. This child's right to have a Certified Service Dog is protected under Human Rights legislation.

There will be an information session at the school to integrate the Certified Service Dog into our daily routines and all our students will be instructed as to the proper procedure regarding the Certified Service Dog. They will be informed that the Certified Service Dog is a working Certified Service Dog and not a pet while at school.

If you have any specific concerns regarding the presence of the Certified Service Dog on your child's mode of transportation, please contact me at the school.

Thank you for your understanding and support.

Sincerely,

Full Name

Title

- c: Name – Title, Location (if applicable) *(names are listed alphabetically by last name)*
Superintendent of Education: Family of Schools, Special Education
Classroom Teacher (s)
OSR
Transportation

Attachment or Enclosure (if applicable)

XX:xx (AUTHOR INITIALS:your initials)



**Brant Haldimand Norfolk
Catholic District School Board**

Policy: Purchasing

		Policy Number:	700.01
Adopted:	September 24, 2003	Former Policy Number:	N/A
Revised:	May 25, 2010; June 28, 2011; June 27, 2017	Policy Category:	Finance
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Belief Statement:

School boards have an obligation to ensure efficient, high-quality service and responsible stewardship of public funds. The Brant Haldimand Norfolk Catholic District School Board, and its staff, shall endeavour to purchase goods and services in the required quantity and quality, at the right price and availability, to ensure best value and greatest benefit to our students, staff and taxpayers.

Policy Statement:

The Brant Haldimand Norfolk Catholic District School Board will purchase, rent or lease all goods and services with the lowest total cost of ownership. Factors to be considered when determining the lowest total cost of ownership should be, but not limited to, price, quality, service, delivery, operating, maintenance and disposal costs. In doing so, the Board will ensure that all transactions:

- are conducted in an efficient and cost-effective manner;
- ensure transparency and accountability;
- protect the Board's financial interests;
- ensure compliance with all statutory and regulatory laws through open competition, where appropriate;
- adhere to socially acceptable and legal standards for fair labour practices.

Glossary of Key Policy Terms:

Total Cost of Ownership

The sum of all costs (direct and indirect) associated with the acquisition of goods and/or services. This includes, but is not limited to, delivery, maintenance, operational, service, down time, etc.

Transparency

An openness or willingness to accept public scrutiny, which diminishes the capacity for an agency to practice or harbour potentially unacceptable policies/practices.

Economies of Scale

Increasing efficiencies in the acquisition of goods and services through common product/service specifications, where feasible.

References

- Education Act, Section 217
- Agreement on Internal Trade
- Municipal Freedom of Information & Protection of Privacy Act
- Ontario-Quebec Procurement Agreement
- Bill 122, Broader Public Sector Accountability Act, 2010
- Broader Public Sector Procurement Directive (Management Board of Cabinet)
- Criminal Background Checks
- Employee Expense Reimbursement Policy
- Ontario Regulation 612/00 School Councils
- Professional Standards & Conflict of Interest Policy for Employees
- Purchasing Terms and Conditions
- Public Service of Ontario Act, 2006



**Brant Haldimand Norfolk
Catholic District School Board**

School Funds Policy



**Purchasing
AP 700.01**

Procedure for:	All Staff	Adopted:	September 24, 2003
Submitted by:	Superintendent of Business & Treasurer	Revised:	May 25, 2010; June 28, 2011
Category:	Finance		June 27, 2017

Purpose

School boards have an obligation to ensure efficient, high-quality service and responsible stewardship of public funds. The Brant Haldimand Norfolk Catholic District School Board, and its staff, shall endeavour to purchase goods and services in the required quantity and quality, at the right price and availability, to ensure best value and greatest benefit to our students, staff and taxpayers.

Responsibilities

Requisitioner

- Responsible for being familiar with and compliant with the Board's Purchasing Policy and Administrative Procedures.
- Ensure items are purchased at the lowest possible price, are of an adequate quality for the intended purpose and the requisition is completed properly.
- Requisition from existing tenders and quotations, wherever possible.

Superintendents/Principals/Consultants/Managers

- Responsible for the purchase of goods and services related to their areas of budget responsibility and in accordance with the Board's Purchasing Policy and Administrative Procedures.
- Ensure that the items are necessary and that sufficient funds are available within their budgets.
- Approve requisitions up to \$2,000.

Coordinator of Purchasing Services

- Responsible for the purchase/rental/lease of Board-approved goods and services.
- Ensure compliance with Board purchasing policies and procedures by all departments and schools.
- Provide support to Board staff with sourcing information for all purchasing needs.
- Monitor vendor performance.
- Amend/update the Board's Purchasing Policy and Administrative Procedures as necessary.
- Issue purchase orders for approved requisitions.
- Ensure budget is not exceeded and re-direct for approval as necessary
- Authorize the release of all competitive procurement documents issued by a designate/third party on behalf of the Board.
- Manage the bid dispute resolution process

Accounting Clerk

- Issue purchase orders for approved standard commodity-type requisitions as directed by the Coordinator of Purchasing Services.
- Ensure the budget account is correct.
- Monitor compliance to the Board's Purchasing Policy and Administrative Procedures.
- Process payment to the supplier with consideration for purchase discounts where applicable.



Supervisor of Accounting

- Act as a resource/back-up to the Accounting Clerks.
- Monitor compliance to the Board's Purchasing Policy and Administrative Procedures.
- Authorize payment to the supplier upon proof of receipt.

Manager of Finance

- Develop, implement, monitor and maintain appropriate purchasing controls.
- Approve requisitions up to \$10,000.

Superintendent of Business & Treasurer or Designate

- Ensure compliance to the Board's Purchasing Policy and Administrative Procedures.
- Approve operating acquisitions up to \$150,000.
- Approve capital acquisitions up to \$500,000 that are within pre-approved budget values or Ministry Capital Allocations.
- Manage the bid dispute resolution process.

Director of Education or Director's Designate

- Responsible for the purchase of goods and services related to the Director's Office, as well as those pertaining to the Board of Trustees.

Board of Trustees

- Approve operating acquisitions over \$150,000; if value is in excess of budget approved amount.
- Approve capital acquisitions over \$200,000, if value is in excess of pre-approved budget value or Ministry Capital Allocation.

Information

1. **Requisitions**

Requisitions may be initiated (subject to approval authority) by the following personnel:

- Secretaries, Office and Clerical, Assistants
- Department Heads and some Teaching Staff
- Program Leads
- Consultants
- Principals/Vice-Principals
- Managers, Supervisors, Coordinators
- Purchasing Services
- Senior Administration

Requisitions must be accurately completed by the requisitioner and approved by the individual(s) with budget approval authority.

Requisitions must be issued for all purchases of equipment, supplies and services over \$100. Purchases under \$100 may be made with Petty Cash funds (subject to pre-approval). Please reference the employee portal for additional information on petty cash purchases.

2. **Processing Purchase Orders**

Purchase orders will be generated from approved requisitions and sent directly to the vendor unless otherwise agreed upon.

3. **Purchase Discounts**

Purchase discounts should be utilized, when available. Every effort should be made by all staff to ensure invoices are processed in a timely manner so discounts may be realized.



Where lack of proper documentation results in the loss of a discount, this matter should be brought to the attention of the person with budget responsibility.

4. Receiving and Expediting Goods and Services

4.1 Expediting Purchase Orders

Expediting is the responsibility of the requisitioner or designate. This includes routine follow-up of purchase orders via direct communication with the vendor in an effort to receive the goods or services without undue delay, handle short shipments, substitutes and/or backorders.

4.2 Receipt of Goods and Services

The location in receipt of the goods or services is responsible for immediately confirming receipt of the purchase order in the Board's financial system. Any paperwork that has accompanied the goods or services must be forwarded to the Accounting Department in the subsequent Board courier. The Board will not pay invoices without proof of receipt by the requisitioner or designate.

If there are backordered items, please do not hold back paperwork. Confirmation of receipt in the Board's financial system must be completed immediately following the arrival of the backorder(s).

Shipments must be verified against the accompanying paperwork within 24 hours of its arrival. Note any discrepancies/shortages and contact the vendor immediately.

5. Cancellation of Purchase Order

All requests for cancellation of a purchase order, either complete or in part, are to be made in writing, to the Accounting Clerks, only after confirming the cancellation with the vendor.

6. Requisition Year-End Deadline

Each year, the Coordinator of Purchasing Services will designate a date in May as the deadline for requisition entry for all schools and curriculum-based requirements. This deadline will allow sufficient time for receipt prior to the end of the school year. Exceptions shall apply to Corporate Services.

Procedures

The following administrative procedures apply to all staff involved in the purchase of goods and services on behalf of the Board as well as all purchases of goods and services from school-generated funds.

1.0 Purchasing Thresholds

The following dollar thresholds indicate the purchasing process to be followed by all staff for goods and services not included on a quotation, tender and/or contract awarded through Purchasing Services or a collaborative purchasing effort on behalf of the Board. Note: The Facilities Department and Information Technology Services may operate under different thresholds based on the unique requirements within that department.

1.1 Quotations and Competitive Procurements

1.1.1 The purchase of goods and non-consulting services shall be made in accordance with the following:

Goods or Services (Non-Consulting) (before applicable taxes)	
Total Value	Purchasing Process to be Followed
\$0 to \$2,500	May be requisitioned without quotation at the discretion of the individual (or designate) with budget authority. Sound judgment shall be exercised by the individual when determining if quotations should be obtained; regardless of this value range.
\$2,501 to \$50,000	May be requisitioned by the individual with budget authority only after receiving a minimum of three written quotes.



\$50,001 to \$99,999	Purchasing Services (or designate/third party on behalf of Board) to issue an invitational competitive procurement to a minimum of three suppliers. Bid notices shall, at minimum, be advertised on the Board's website (excluding second stage competitive procurements).
\$100,000 +	Purchasing Services (or third party on behalf of Board) to issue open competitive procurement. Bids shall be advertised on a nationally-recognized electronic bulletin board (excluding second stage competitive procurements).

The Facilities Department and Information Technology Services shall follow the purchasing process for goods and non-consulting services that are not included on a quotation, tender and/or contract awarded through Purchasing Services or a collaborative purchasing effort done on behalf of the Board as outlined below:

Goods or Services (Non-Consulting) *Facility Services & Information Technology Services*	
Total Value	Purchasing Process to be Followed
\$0 to \$5,000	May be requisitioned without quotation at the discretion of the individual (or designate) with budget authority. Sound judgment shall be exercised by the individual when determining if quotations should be obtained; regardless of this value range.
\$5,001 to \$50,000	May be requisitioned by the individual with budget authority only after receiving a minimum of three written quotes.
\$50,001 to \$99,999	Purchasing Services (or designate/third party on behalf of Board) to issue an invitational competitive procurement to a minimum of three suppliers. Bid notices shall, at minimum, be advertised on the Board's website (excluding second stage competitive procurements).
\$100,000 +	Purchasing Services (or third party on behalf of Board) to issue open competitive bid document. Bids shall be advertised on a nationally-recognized electronic bulletin board (excluding second stage competitive procurements).

1.1.2 The purchase of consulting services shall be made in accordance with the following:

Consulting Services	
Total Value	Purchasing Process to be Followed
\$0 to \$99,999	Purchasing Services (or designate/third party on behalf of Board) to issue an invitational competitive procurement to a minimum of three suppliers. Bid notices shall, at minimum, be advertised on the Board's website (excluding second stage competitive procurements).
\$100,000 +	Purchasing Services (or third party on behalf of Board) to issue open competitive bid document. Bids shall be advertised on a nationally-recognized electronic bulletin board (excluding second stage competitive procurements).

1.1.3 All quotations received must be submitted with the requisition and are subject to review by Purchasing Services.

1.1.4 It is the department and/or school's responsibility to determine if the required goods and/or services are already available on a quotation, tender and/or contract awarded through Purchasing Services (or a collaborative purchasing effort done on behalf of the Board).

1.1.5 Purchasing Services may decide to purchase any goods or services through a formal or informal quotation process, regardless of the estimated dollar value.

1.1.6 Where the unit cost of an item is less than \$2,501, but the quantity required exceeds a total value of \$2,501, three quotes are required as per the above thresholds.



i.e.: one utility table = \$300 = no quotation
ten utility tables = \$3,000 = three quotes required

A division of requirements into multiple purchases to reduce the estimated value of a single purchase and avoid the application of the above thresholds is not permitted.

1.2 Competitive Procurement

There are two main types of competitive procurement: Information Gathering and Purchasing.

1.2.1 Information Gathering

1.2.1.1 Request for Information (RFI)

An RFI should be used to gather general supplier or product information. This mechanism may be used when the Board is researching a contemplated procurement and has not yet determined what characteristics the ideal solution would have. RFIs normally contribute to the final version of a subsequent Request for Proposal (RFP).

1.2.1.2 Request for Expression of Interest (RFEI)

An RFEI should be used to gather information on supplier interest in an opportunity or information on supplier capabilities/qualifications. This mechanism may be used when the Board wishes to gain a better understanding of the capacity of the supplier community to provide the services or solutions needed. Information collected in an RFEI can also facilitate selecting the best procurement process for a follow-up competitive process.

Note: A response to an RFI or RFEI must not pre-qualify potential suppliers and must not influence their chances of being the successful supplier on any subsequent opportunity.

1.2.1.3 Request for Supplier Qualifications (RFSQ)

An RFSQ should be used to gather information on supplier capabilities and qualifications, with the intention of creating a list of pre-qualified suppliers or a Vendor of Record (VOR). This mechanism may be used either to identify qualified candidates in advance of expected second stage competitive procurements or to narrow the field for an immediate need. The purpose of this process is to reduce subsequent effort devoted to the competitive process (i.e., bid preparation on the part of suppliers and evaluation on the part of the Board).

Note: The terms and conditions of the RFSQ must contain specific language to disclaim any obligation on the part of the Board to actually contact a supplier to supply such goods or services as a result of the pre-qualification. No Contract A or Contract B shall be formed between the Board and the pre-qualified suppliers as a result of this process.

Contract A is formed when a competitive bid document has been returned in the form of a valid bid. Once formed, the Board has a legal obligation to deal fairly and equally with all bidders and must not show favouritism or prejudice. During Contract A, the Board cannot deviate from the process described in the competitive bid document (i.e., change specifications to unfairly benefit a particular bidder).

Contract B is formed when the Board formally accepts a bid. It is the result of fair and equitable treatment of all bidders in arriving at acceptance of a bid. Contract B creates an agreement with obligations on both parties and is subject to applicable contract law, including accepted meanings and interpretations of enforceability, non-performance, breach of contract, remedies, etc.



1.2.2 Purchasing

1.2.2.1 Request for Proposal (RFP)

An RFP should be used to request suppliers to provide solutions for the delivery of complex goods, services or construction or to provide alternative options or solutions. It is a process that uses pre-defined evaluation criteria in which price is not the only factor.

1.2.2.2 Request for Tender (RFT)

An RFT should be used to request suppliers' bids to provide goods, services or construction based on stated delivery requirements, performance specifications and terms and conditions. An RFT usually focuses the evaluation criteria predominantly on price and delivery requirements. This document may also be called a Request for Quotation (RFQ) where the organization has described exactly what needs to be purchased and the evaluation is made solely on price.

1.2.2.3 Vendor of Record (VOR)/Preferred Supplier List

A VOR/Preferred Supplier List should be used to establish a procurement arrangement authorizing the Board to select from one or more pre-qualified vendor(s), typically by way of a formal second-stage process, for a defined period on terms and conditions, including pricing, as set out in the particular VOR agreement. VORs/Preferred Suppliers Lists are used to reduce costs to the Board through the establishment of strategic relationships with a small group of suppliers.

1.2.3. The goal of competitive procurement is to achieve the highest number of quality bids possible, so as to maximize the Board's ability to achieve better value for money. The Board shall provide a minimum response time of 15 calendar days for all competitive procurements valued at \$100,000 or more with the exception of urgent and/or emergency procurements. The Board will consider increasing minimum response time to 30 calendar days for procurements of high complexity, risk and/or dollar value.

1.2.4 All competitive procurements issued by the Board will have a pre-defined closing date and time during normal business hours (Monday to Friday, excluding provincial and national holidays). All submissions received after the closing date and time will not be considered.

1.2.5 Evaluation of Competitive Procurements

1.2.5.1 Competitive procurements must establish and fully disclose evaluation criteria and methodology/process to be used in evaluating a supplier's submission, including the method to resolve a tie score, prior to commencement of the competitive procurement process. The Board shall outline these criteria and processes, where applicable, in the competitive bid documents. Any mandatory criteria shall be clearly defined. Maximum justifiable weighting must be allocated to the price/cost component of the evaluation criteria. Once the competitive process has begun, the above can only be changed or altered by means of addendum to the competitive bid documents.

1.2.5.2 For competitive procurements requiring an Evaluation Team, the Board will attempt to select and confirm each member's participation prior to issuing the competitive bid documents.

1.2.5.3 All members of the Evaluation Team 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 (see Section 3 – Conflict of Interest).

1.2.5.4 The Board shall require all members of the Evaluation Team to sign a *Conflict of Interest Declaration and Non-Disclosure Agreement*.



1.2.5.5 Each member of the Evaluation Team must evaluate all supplier submissions using an evaluation matrix. All notes, records, etc., must be auditable, fair, factual and fully defensible as these documents are subject to public scrutiny.

1.2.5.6 The Board shall select only the highest-ranking submission(s) that have met all criteria as established in the original competitive bid document. Unless expressly requested in the competitive bid document, the Board will not consider alternative strategies or solutions proposed by a supplier.

The Board shall refrain from discrimination or preferred treatment in awarding a contract to the preferred supplier from the competitive process in an effort to avoid potential bid protests or disputes from proponents.

1.2.6 Contract Award

1.2.6.1 Once the competitive process is complete and the preferred supplier has been selected, the Board will send a formal contract award letter to initiate the process.

1.2.6.2 A signed written contract must be made between the Board and the successful supplier prior to the provision of the goods and/or services and before construction commences.

1.2.6.3 Where an immediate need exists for goods or services and the Board and the supplier are unable to finalize the contract as described above, an interim purchase order may be used. Details of this action must be documented and approved by the appropriate authority.

1.2.6.4 The form of contract released with the competitive bid document is the only form of contract that will be finalized between the Board and the successful supplier. In circumstances where an alternative procurement strategy has been used (i.e., a form of agreement was not released with the procurement document), the agreement between the Board and the successful supplier must be defined formally in a signed written contract before the provision of supplying goods or services commences.

1.2.6.5 The contract shall include the term of the agreement and any optional extensions that were in the competitive bid document, appropriate cancellation and/or termination clauses and a dispute resolution process to be followed throughout the life of the contract, if required. Changes to the term of the agreement initially established in the competitive bid document must first be approved by the appropriate approval authority, within the Board, as these are considered non-competitive procurements.

1.2.6.6 For procurements valued at \$100,000 or more, the Board will post, in the same manner as the competitive bid was posted, contract award notification, only after the contract has been executed.

1.2.6.7 The contract award notification shall include the name(s) of the successful supplier(s), the agreement start and end dates, including any extension options.

1.2.6.8 For procurements valued at \$100,000 or more, all unsuccessful suppliers will be informed regarding their entitlement to a debriefing. The Board will allow 60 calendar days following the date of contract award notification for unsuccessful suppliers to request a debriefing.

1.2.7 Bid Dispute Resolution

All competitive procurements must outline bid dispute resolution procedures to ensure that any dispute is handled in an ethical, fair, reasonable and timely fashion. Bid dispute resolution procedures must comply with bid protest or dispute resolution procedures as established in the applicable trade agreements. The Board shall resolve any bid disputes as indicated below:



- i) Suppliers must forward, in writing, their concerns to Purchasing Services.
- ii) Purchasing Services will meet with the supplier to resolve the dispute.
- iii) If the supplier has further concerns and/or is unable to resolve the dispute upon meeting with Purchasing Services, the supplier may request, in writing, to meet with the Superintendent of Business & Treasurer.
- iv) If the above means do not resolve the supplier’s dispute, the supplier may then make a written request to the next level of authority at the provincial level to seek resolution.

1.2.8 All procurement documents and any other pertinent information relating to the competitive process shall be retained, in recoverable form, for a period of seven years. Purchasing Services shall be responsible for the process involving what documents will be stored and where they will be stored. The Board shall utilize the Classification & Retention Administrative Guideline.

1.3 Non-Competitive Procurement

In certain circumstances, it may not always be practical or feasible to obtain competitive quotes/bids from vendors. The following processes outline allowable exceptions to the above thresholds:

1.3.1 Single Source – When an unforeseen urgency and/or emergency exists that places risk to the health and welfare of students and/or staff or risk of damage to Board property, obtaining goods and/or services from one supplier, regardless of value, is acceptable. Documentation describing the rationale for this type of purchase must be completed and approved by the appropriate approval authority as this may be used as supporting documents in the case of a competitive dispute.

1.3.2 Sole Source – When only one supplier is available, obtaining goods and/or services from this supplier, regardless of value, is acceptable. Examples of this type of purchase are: to ensure compatibility with existing products, to recognize exclusive rights (license, copyright/patents), to retain a warranty, to purchase real property, to maximize exceptionally advantageous circumstances (bankruptcy/receivership sales), and to make newspaper/magazine/periodical subscriptions. Documentation describing the rationale for this type of purchase must be completed and approved by the appropriate approval authority as this may be used as supporting documents in the case of a competitive dispute.

1.3.3 Exemptions/Exceptions/Non-Application Clause – Where an exemption, exception or non-application clause exists under the Agreement on Internal Trade or other trade agreement, the Board must formally establish applicability of the appropriate clause when obtaining goods and/or services.

Prior to commencement of non-competitive procurement (valued at \$100,000 or more), supporting documentation must be completed and approved by the appropriate approval authority within the Board.

1.4 Approval Authority Levels

Approval authority levels identify the approval required for various dollar levels of purchasing. The following approval levels must be obtained for all purchases prior to conducting the purchase and must be adhered to for all goods and services, including consulting services, based on total estimated value of the purchase.

1.4.1 The following approval levels are subject to funds available in an approved budget:

Total Value	Approval Authority
Less than \$2,000	Individuals with budget responsibility
Greater than \$2,000 to less than \$10,000	Manager of Finance Manager of Facilities and Construction Projects (for Facilities Department purchases)



Greater than \$10,000 to less than \$150,000	Superintendent of Business & Treasurer
Greater than \$150,000	Superintendent of Business & Treasurer with approval of the Board of Trustees, if the amount is in excess of budget or Ministry Capital Allocation.

Prior to commencement, any non-competitive purchase for goods and non-consulting services must be approved by an authority one level higher than indicated above.

Prior to commencement, any non-competitive purchase for consulting services (see Section 1.3.3) must be approved by the Superintendent of Business & Treasurer with approval of the Board of Trustees.

- 1.4.2 Mileage, out-of-pocket and/or professional development expenses must be made in accordance with the Board's Employee Expense Reimbursement policy. Individuals cannot approve their own expenses.
- 1.4.3 Emergency purchases are permitted with the approval of the Director of Education, Superintendent of Business & Treasurer (or designate) in consultation with the Chair of the Board.
- 1.4.4 Contracts are to be entered into only after consultation with Purchasing Services as well as approval from the Director of Education, Superintendent of Business & Treasurer (or designate). Contracts must be signed only by the Director of Education or the Superintendent of Business & Treasurer.
- 1.4.5 Credit applications and vendor accounts are to be processed/established by Purchasing Services.
- 1.4.6 Written notification must be received a minimum 30 days in advance of any price increases.

1.5 Contract Management

Procurements and the resulting contracts must be managed responsibly and effectively.

- 1.5.1 Assignments must be properly documented to include sufficient detail of the goods and/or services to be provided and subsequently paid for. Assignments should include objectives, background, scope, constraints, staff responsibilities, tangible deliverables, timing, progress reporting, approval requirements and knowledge transfer requirements.
- 1.5.2 For services, contracts shall include, only if applicable, expense claim and reimbursement rules compliant with the Broader Public Sector Expenses Directive. The Board will ensure that expenses are claimed and reimbursed only where the contract explicitly provides for reimbursement of expenses.
- 1.5.3 Payments must be made in accordance with the provisions of the contract.
- 1.5.4 The term of the contract and any options to extend must be set out in the original procurement documents (bid documents). Changes to the term of the contract may change the procurement value. Prior written approval by the appropriate approval authority must be obtained before changing the contract start and end dates. Extensions to the contract beyond what is set out in the procurement document are considered non-competitive procurement; thus requiring the Board to obtain appropriate approval authority prior to proceeding.
- 1.5.5 Contracts shall include a dispute resolution process.
- 1.5.6 Supplier performance must be clearly managed and documented, including any performance issues.



2.0 Unauthorized Purchases

- 2.1 Any purchases made in the Board's name, without authority or validation, will be considered an obligation of the person making the purchase and not an obligation of the Board.
- 2.2 No person is authorized to make a purchase and charge it to an account unless he/she is the individual responsible for the budget, has complied with purchasing thresholds listed above and/or has authorized Purchasing Services to do so on his/her behalf.
- 2.3 Personal purchases are strictly prohibited. This includes, but is not limited to, those placed on purchase order, through a petty cash fund, through a purchasing card and/or on an employee/Board member meal and travel expense report.
- 2.4 Verbal orders are prohibited except with prior approval from the Superintendent of Business & Treasurer.

3.0 Conflict of Interest

- 3.1 A conflict of interest exists where the decision(s) made and/or 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 interest of that person or that person's family or business associates. It is important to note that a conflict of interest exists whether or not decisions are affected by a personal interest; a conflict of interest implies only the potential for bias, not likelihood.
- 3.2 All staff involved in procurement activities are responsible and accountable for using good judgment and must:
 - 3.2.1. Declare and disclose, in writing, any conflict of interest in a purchasing decision to their supervisor.
 - 3.2.2. Avoid situations which may present a conflict of interest, while dealing with persons or organizations doing business or seeking to do business with the Board.
- 3.3 School council members are governed by their individual school council's conflict of interest by-laws (as required by Ontario Regulation 612/00).
- 3.4 Where a conflict of interest arises, the Board must evaluate and take appropriate mitigating action.
- 3.5 In accordance with the *Education Act*, it is prohibited for an employee of the Board to promote or sell goods and services for compensation other than their salary to any Board, provincial school or teachers' college, or to any pupil enrolled therein, except as permitted by the *Act*.

4.0 Code of Ethics

- 4.1 All Board staff involved in procurement related activity shall be guided by the [Ontario Public Buyer's Association \(OPBA\) Code of Ethics](#) and the [Supply Chain Management Association Code of Ethics](#).
- 4.2 In accordance with the above Codes of Ethics, Board staff shall conduct all procurement-related activity based on the following:
 - i) highest standard of integrity in all business relationships within and outside of the Board;
 - ii) honesty, care and due diligence must be integral to all Supply Chain Activities within and between BPS organizations, suppliers and other stakeholders;
 - iii) highly demonstrated level of respect for each other and the environment;
 - iv) confidential information must be safeguarded;
 - v) consideration for the interests of the Board and its students in all transactions;



- vi) transparency and fairness in obtaining the best value for public funds;
- vii) demonstrated responsible, efficient and effective manner of using public resources;
- viii) avoidance of any activity that may create, or appear to create, a conflict of interest;
- ix) gifts and/or gratuities in excess of reasonable hospitality will not be accepted;
- x) seek counsel from Purchasing Services as required;
- xi) compliance with laws in the Province of Ontario and Canada;
- xii) buy without prejudice in order to achieve maximum value for money;
- xiii) avoidance of one's authority being used for personal gain;
- xiv) continuous improvement in all areas of supply chain (process, knowledge, leading practices, etc.).

5.0 Criminal Background Checks

In accordance with Board Policy 300.15, Section B, *Criminal Background Checks for Service Providers*, all vendors will be required to comply with the regulation. A copy of the Board's policy, *Criminal Background Checks* is available on the Board's website www.bhncdsb.ca

6.0 Environmental Purchasing

The Board will make every reasonable effort to consider environmentally responsible and sustainable products and services as part of the purchasing decision. This will include, but not be limited to, landfill diversion, waste reduction, energy efficiency, ability to be recycled, reusability and supplier selection.

7.0 Disposal of Board Assets

- 7.1 The Board will endeavour to re-use existing resources elsewhere in the system wherever possible. It must be recognized that in our environmentally-conscious society, disposal of surplus or obsolete goods can be expensive. When resources are no longer viable for use, every effort will be made to ensure disposal is both environmentally responsible and cost effective. Should outside agencies be contracted for disposal, they must comply with any applicable government regulation(s).
- 7.2 All furniture and equipment considered surplus will be relocated and/or disposed of by Purchasing Services in consultation with the originating department and/or school.
- 7.3 Purchasing Services shall have the authority to sell, exchange, trade-in or otherwise dispose of all goods declared surplus or obsolete; where it is cost effective and in the best interest of the Board to do so.
- 7.4 No employee or Trustee shall purchase, or receive free, any goods declared surplus by the Board, unless done so through public auction.
- 7.5 The sale of Real Property shall be in accordance with Ontario Regulation 444/98.

8.0 Cooperative Purchasing

- 8.1 The Board will actively participate in cooperative purchasing ventures with other school boards and other branches of government or their agencies of public authorities to obtain maximum value for money through economies of scale and/or shared services. This may also include the Board utilizing a piggy-back clause to existing Ministry or government services, district school boards and/or other cooperative group contracts. The Board reserves the right to exercise any of the above; providing these ventures adhere to the Board's policies and procedures and serve the best interests of the Board.

9.0 Standardization

- 9.1 The Board will standardize goods and services wherever possible in an effort to ensure an acceptable level of quality as well as to increase cost and service efficiencies.



9.2 All computer-related products (desktops, laptops, printers, monitors, etc.) shall be purchased only after consulting with Information Technology Services and/or Purchasing Services to obtain the recommended product and the appropriate vendor information.

9.3 Centralized Purchases

9.3.1 In order to ensure uniformity across the Board, Purchasing Services will oversee the purchase and/or lease of office furniture, classroom furniture, office equipment and wireless communications.

10.0 Geographic Preference

10.1 Canadian Free Trade Agreement/Other Trade Agreements

10.1.1 The Board will endeavour to provide equal access to qualified suppliers in consideration of the Canadian Free Trade Agreement and other Trade agreements.

10.1.2. The Board shall advertise all opportunities for goods and services valued at (pre-tax) \$100,000 or greater electronically.

11.0 Freedom of Information

11.1 All vendor quotations/bids submitted become the property of the Brant Haldimand Norfolk Catholic District School Board and are subject to the *Municipal Freedom of Information and Protection of Privacy Act*.

11.2 Any information supplied by the vendor that is considered confidential must be clearly identified as such by the vendor.

11.3 Although the Act provides for some protection for third-party business interests, the Brant Haldimand Norfolk Catholic District School Board cannot guarantee that any information provided to the Board can be held in confidence.

12.0 Fair Labour Practices

12.1 The Board supports the rights of all workers and will, therefore, strive to ensure that all suppliers of student and staff uniforms, as well as spirit wear, provide the necessary assurances that the items are manufactured under safe, just and healthy conditions.

13.0 Purchase Orders

13.1 All purchases for goods and services must be made using a Board authorized purchase order.

Exceptions are as follows:

- i) Purchase is made with petty cash funds (for purchases less than \$100).
- ii) Purchase is made using a Board purchase card.
- iii) Purchase is authorized by the Manager of Facilities & Construction Projects/Manager of Finance, Supervisor of Accounting or Purchasing Services, in situations where it is not appropriate or feasible to issue a purchase order.
- iv) Retail store purchases (see below).

14.0 Retail Store Purchases

14.1 The Board will, from time-to-time, make purchases through local retail stores to satisfy emergency and/or time-sensitive requirements. Board employees requiring this type of purchase are encouraged, where possible, to purchase through stores which provide the Board with open terms (i.e., invoice the Board for payment later) and/or in which blanket orders are in place.



- 14.2 Transactions will be made in accordance with the Board's purchasing thresholds listed above.
- 14.3 All invoices/original cash register receipts must be approved by the appropriate individual with budget responsibility (i.e., Manager/Principal/Superintendent).
- 14.4 Purchases of this nature will be monitored at regular intervals by Purchasing Services to ensure value-for-money and policy adherence

15.0 Facilities Department

- 15.1 The Facilities Department will issue purchase orders and/or blanket orders to pre-qualified contractors on an *as required* basis. Each contractor will have an estimated dollar limit per work order, which must be approved by the Manager of Facilities & Construction Projects.
- 15.2 The above circumstances are conducted with the understanding that in some situations, it is not practical to obtain three quotations in advance of the work being performed (see Section 1.3.4 – Emergency Purchases).
- 15.3 Blanket orders will be issued by the Facilities Department to companies for general contracting services based on competitive procurements as outlined in Section 1 – Purchasing Thresholds.
- 15.4 All invoices must show the purchase order number/blanket order number as well as a description of the work performed. The Manager of Facilities & Construction Projects will approve the invoices for payment.

Definitions

Consulting Services

The provision of securing expertise or strategic advice for consideration and decision-making.

Emergency Purchases

Necessary purchases made to avoid any potential loss of life, property or financial burden.

References

Agreement on Internal Trade
Education Act, Section 217
Bill 122, Broader Public Sector Accountability Act, 2010
Broader Public Sector Expenses Directive (Management Board of Cabinet), 2011
Broader Public Sector Procurement Directive (Management Board of Cabinet), 2011
Criminal Background Checks for Service Providers Policy and Administrative Procedures
Employee Expense Reimbursement Policy and Administrative Procedures
Municipal Freedom of Information & Protection of Privacy Act
Ontario Public Buyer's Association (OPBA) Code of Ethics
Ontario-Quebec Procurement Agreement
Ontario Regulation 444/98: Disposition of Surplus Real Property
Ontario Regulation 612/00: School Councils and Parent Involvement Committees
Professional Standards & Conflict of Interest Policy for Employees
Purchasing Terms and Conditions
Public Service of Ontario Act, 2006
School Funds Policy and Administrative Procedures
Supply Chain Management Association Code of Ethics



Policy: Director of Education Performance Appraisal

	Policy Number:	100.02	
Adopted:	October 27, 2009	Former Policy Number:	n/a
Revised:	June 28, 2016; January 24, 2017	Policy Category:	School Board Governance
Subsequent Review Dates:	TBD	Pages:	2

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board (the “Board”) believes that a biennial performance review of the Director of Education (the “Director”) is consistent with the mutual understanding of the performance outcomes expected of the Director, are grounded in the job descriptions of the Director, and in his/her role in implementing the Board’s multi-year strategic plan. The Board of Trustees believes that a trusting, mutually-respectful and cooperative relationship between the Board of Trustees and the Director and a mutual understanding of their distinct roles leads to effective governance. The Board of Trustees holds the belief that the primary purpose of the performance appraisal process is to provide constructive feedback for the professional growth of its sole employee. The performance appraisal process is intended to promote respectful and constructive dialogue between the Board of Trustees and the Director.

Policy Statement:

It is the policy of the Board to conduct a biennial performance appraisal in meeting his/her duties under the Education Act, Board Policy, the Board’s multi-year strategic plan and any other duties assigned by the Board. The performance appraisal process shall be consistent with the mission and beliefs of the Board. An at-a-glance Director of Education Performance Appraisal Process summary is provided in Appendix A.

Procedures:

1.0 Goals Setting (DOEPA-GS)

The Director will set goals on an annual basis that will relate to the final evaluation of the Director’s performance by the Board of Trustees. The Director will consider input from the Board of Trustees, prior performance reviews, and the Board’s multi-year strategic plan for setting goals. The Director will also consider input from a survey of principals and managers regarding performance and district climate on a biennial basis. The structure and content of the survey shall be agreed upon by the Board and the Director. Dialogue regarding goal setting (DOEPA-GS; Appendix B) will begin in July.

2.0 Optional Revision of the Director of Education Performance Appraisal System (DOEPA-AS)

The Board of Trustees, in consultation with the Director, may adjust the domains, competencies and look-fors based on changes to the multi-year strategic plan and the results of the district climate survey. This step is optional to either the Board or the Director. Changes to the content and focus of the DOEPA-AS (Appendix C) shall be confirmed by the Board of Trustees annually before the end of August.

3.0 Director of Education Performance Plan to Meet Goals and Optional Mid-Year Progress Report

Each October, the Director will present a report to Board at an in-camera session using the DOEPA-GS (Appendix B) form that outlines the goals that will be addressed in relation to the DOEPA-AS (Appendix C). The plan will include timelines and will be a focus for a progress report to the Board of Trustees (optional to the Board) in January of each year.



4.0 Director of Education Performance Appraisal Score Card (DOEPA-SC)

The Board of Trustees shall conduct a performance review of the Director in May of an appraisal year. The Director will make a portfolio presentation at an in-camera session of the Board in May that relates to the DOEPA-GS (Appendix B). Following the presentation, the Board of Trustees will use the DOEPA-AS (Appendix C) evaluation tool to evaluate the performance of the Director. The Chair of the Board (the “Chair”) shall collect the evaluations and complete the DOEPA Score Card - DOEPA-SC (Appendix D) that will inform the final performance review report. The Chair shall present the summary Score Card to the Board of Trustees when he/she makes the final report to the Board of Trustees.

5.0 Chair’s Report to the Director and to the Board of Trustees

The Chair will present a formal written report to the Board of Trustees at an in-camera session that summarizes the findings from the DOEPA-SC in June of an appraisal year. The report will serve as the biennial performance appraisal for the Director of Education. The Director will be given an opportunity to respond to the report to the Board by way of formal written in-camera report to the Board at a subsequent Board meeting. Both the Chair’s Report and the Director’s response will be filed in the Director’s Human Resources file.

6.0 Suspension or Dismissal

In circumstances where the Board of Trustees suspends or dismisses the Director, the Board of Trustees will forthwith notify in writing the Director and the Minister of Education of the suspension or dismissal and the reason thereof.

The Board of Trustees will not suspend or dismiss the Director without first giving him/her reasonable information about the reasons for the suspension or dismissal and an opportunity to make submissions to the Board of Trustees.

In the event that the Director wishes to make submissions to the Board of Trustees, he/she may make them orally or in writing.

Definitions – N/A

Appendices

Appendix A – Director of Education Performance Appraisal Process Summary

Appendix B – Director of Education Performance Appraisal – Goal Setting (DOEPA – GS)

Appendix C – Director of Education Performance Appraisal – Appraisal System (DOEPA – AS)

Appendix D – Director of Education Performance Appraisal – Score Card (DOEPA – SC)

References

Education Act

Good Governance: A Guide for Trustees, School Boards, Directors of Education and Communities

Brant Haldimand Norfolk Catholic District School Board Strategic Plan

DIRECTOR OF EDUCATION PERFORMANCE APPRAISAL PROCESS SUMMARY

GOAL SETTING (JULY)

Inputs include climate survey (completed on a biennial basis), trustees, Director of Education, prior performance reviews and the strategic plan.
(Appendix B – DOEPA-GS)

OPTIONAL REVISION OF APPRAISAL SYSTEMS (AUGUST)

The Director of Education Performance Appraisal – Appraisal System may be edited every August based on inputs which include the strategic plan, trustees, and the Director of Education, and the climate survey/DOEPA 360 (which is completed every other year).
(Appendix C – DOEPA-AS)

DIRECTOR OF EDUCATION PERFORMANCE PLAN TO MEET GOALS PRESENTED TO BOARD (OCTOBER)

Inputs include principal validation of climate survey (August – every other year), senior staff (August) and the strategic plan. Senior staff sets annual group goals based on climate survey and other inputs (August).

OPTIONAL MID-YEAR CHECK IN WITH THE BOARD OF TRUSTEES (JANUARY)

Question-and-answer session with the Board of Trustees in relation to the Director's plan to meet goals.

PERFORMANCE APPRAISAL EVALUATION TOOLS (MAY OF AN APPRAISAL YEAR)

Trustees will use the DOEPA-AS tool to evaluate the Director of Education after the portfolio presentation is made to the Board in May of an appraisal year. The Chair collects and collates the information from the trustees and prepares a report to the Board and to the Director that summarizes the conclusion.

(Appendix C – DOEPA-AS; Appendix D – DOEPA-SC)

CHAIR'S REPORT TO THE DIRECTOR AND THE BOARD (JUNE)

The Chair will present a formal written report to the Board of Trustees at an in-camera session that summarizes the findings from the DOEPA-SC. The report will serve as the biennial appraisal for the Director of Education. The Director will be given an opportunity to respond to the report to the Board by way of formal written in-camera report to the Board at a subsequent Board meeting. Both the Chair's Report and the Director's response will be filed in the Director's Human Resources file.

SAMPLE FORM

APPENDIX B
DOEPA-GS

DIRECTOR OF EDUCATION PERFORMANCE APPRAISAL - GOAL SETTING

DOMAIN	
CATHOLIC FAITH FORMATION	
COMPETENCIES	
<p>Strengthens relationships across the entire Catholic community.</p> <p>Improves educator understanding of newly released Religion and Family Life curriculum documents.</p>	
GOALS (SELECT ONE FROM BELOW)	
<ul style="list-style-type: none"> Collaborates with partners in Catholic education, on alignment and coherence of direction. Routinely consults with diocesan bishops and diocesan staff on decisions affecting the Catholic school community. 	<ul style="list-style-type: none"> Assists schools to develop and sustain effective working relationships with parish priests and parish communities. Requires faith development opportunities for principals and staff. Encourages schools to champion positive home-school-parish relationships.
DIRECTOR'S PLAN TO ADDRESS THE SELECTED GOAL	
INITIATIVE	TIMELINE
NOTES FOR MID-YEAR UPDATE	

SAMPLE FORM

DOMAIN	
STUDENT ACHIEVEMENT	
COMPETENCIES	
<p>Improves achievement for all students in literacy and mathematics.</p> <p>Improves the capacity of teachers and principals to lead improvements in assessment and instructional practices.</p>	
GOALS (SELECT ONE FROM BELOW)	
<ul style="list-style-type: none"> Insists on the use of the best available research and other systematically collected evidence to inform decisions wherever possible. Creates structures and norms within the district to encourage regular, reciprocal and extended deliberations about improvement progress within and across schools, as well as across the system as a whole. Requires extensive PD opportunities for both teachers and school-level leaders, most of it through some form of learning community or on-the-job context. Uses internal system networks as the central mechanism for the professional development of school-level leaders. 	<ul style="list-style-type: none"> Aligns the allocation of resources with district and school improvement goals. Develops and implements board and school improvement plans interactively and collaboratively with school leaders. Requires individual staff growth plans to be aligned with district and school improvement priorities. Holds staff accountable for applying new capacities by monitoring the implementation of school improvement plans. Encourages staff to be innovative within the boundaries created by the district's instructional guidance system.
DIRECTOR'S PLAN TO ADDRESS THE SELECTED GOAL	
INITIATIVE	TIMELINE
NOTES FOR MID-YEAR UPDATE	

SAMPLE FORM

DOMAIN	
COMMUNICATION AND COMMUNITY ENGAGEMENT	
COMPETENCIES	
<p>Communicates in an ongoing, clear and understandable manner with the Board of Trustees.</p> <p>Improves the profile of our Board in the community.</p>	
GOALS (SELECT ONE FROM BELOW)	
<ul style="list-style-type: none"> • Encourages communication systems and processes throughout the district to keep all members informed. • Develops open, accessible and collaborative relationships with principals. • Networks with Catholic school and system leaders working together on achieving the system's directions. • Consults with community groups on decisions affecting the community. • Demonstrates the importance the district attaches to its community connections. 	<ul style="list-style-type: none"> • Spends sufficient time to ensure that the mission, vision and goals (directions) of the system are widely known, understood and shared by all members of the organization. • Promotes public relations and media activity that support the goals of the Board. • Encourages improvements to communication structures and practices across the district.
DIRECTOR'S PLAN TO ADDRESS THE SELECTED GOAL	
INITIATIVE	TIMELINE
NOTES FOR MID-YEAR UPDATE	

SAMPLE FORM

DOMAIN	
ACCOUNTABILITY	
COMPETENCIES	
Is accountable to the Board in developing, implementing and monitoring a multi-year strategic plan that is consistent with the needs of the district and the direction of the Ministry.	
GOALS (SELECT ONE FROM BELOW)	
<ul style="list-style-type: none"> • Regularly reports to the board regarding progress in achieving the goals of the Strategic Plan. • Sets a manageable number of precise targets for district improvement. • Develops/maintain high levels of engagement with the provincial ministry of education. • Engages frequently with the ministry proactively rather than only responsively. 	<ul style="list-style-type: none"> • Requires principal and supervisory officer growth plans to be aligned with district and school improvement priorities. • Holds staff accountable for applying new capacities by monitoring the implementation of school improvement plans. • Monitors and implements the Supervisory Officer Performance Appraisal framework. • Grounds interactions with, and advice to, trustees in sound evidence.
DIRECTOR'S PLAN TO ADDRESS THE SELECTED GOAL	
INITIATIVE	TIMELINE
NOTES FOR MID-YEAR UPDATE	

SAMPLE FORM

DOMAIN	
LEADERSHIP	
COMPETENCIES	
Leadership development and selection/recruitment of leaders, in relation to the goals of the organization as set out in the strategic plan, is a priority.	
GOALS (SELECT ONE FROM BELOW)	
<ul style="list-style-type: none"> • School leader development is used as a high leverage strategy due to its potential to influence large numbers of teachers. • Encourages well-developed and implemented performance appraisal procedures for school leaders and regular feedback to principals about their leadership practices and improvement efforts. • Creates sufficient pools of well-qualified potential school and system leaders and on-the-job support for them once in leadership roles. 	<ul style="list-style-type: none"> • Uses the best available evidence about successful leadership (e.g., Ontario Leadership Framework) as a key source of criteria used for recruiting, selecting, developing and appraising school and district leaders. • Matches the capacities of leaders with the needs of schools. • Provides prospective and existing leaders with extended opportunities to further develop their personal faith and Catholic leadership capacities.
DIRECTOR'S PLAN TO ADDRESS THE SELECTED GOAL	
INITIATIVE	TIMELINE
NOTES FOR MID-YEAR UPDATE	

SAMPLE FORM

DOMAIN	
DISTRICT CLIMATE	
COMPETENCIES	
Performance feedback and coaching for principals.	
GOALS (SELECT ONE FROM BELOW)	
<ul style="list-style-type: none"> Visibility of senior staff in schools and sites. Regular visits to schools to provide principals with feedback and coaching. Evaluation and recommendations of ways to improve the ability of principals to provide feedback to teachers and to coach their team. 	<ul style="list-style-type: none"> School visits to ensure daily work contribute to the goals of the strategic plan.
DIRECTOR'S PLAN TO ADDRESS THE SELECTED GOAL	
INITIATIVE	TIMELINE
NOTES FOR MID-YEAR UPDATE	

SAMPLE FORM

**APPENDIX C
DOEPA - AS**

DIRECTOR OF EDUCATION PERFORMANCE - APPRAISAL SYSTEM

DOMAIN: CATHOLIC FAITH FORMATION Source: Strategic Plan	
COMPETENCIES Strengthens relationships across the entire Catholic community. Improves educator understanding of newly released Religion and Family Life curriculum documents.	
LOOK FORS/CONSIDERATIONS	
<ul style="list-style-type: none"> Collaborates with partners in Catholic education, on alignment and coherence of direction. Routinely consults with diocesan bishops and diocesan staff on decisions affecting the Catholic school community. 	<ul style="list-style-type: none"> Assists schools to develop and sustain effective working relationships with parish priests and parish communities. Requires faith development opportunities for principals and staff. Encourages schools to champion positive home-school-parish relationships.
COMMENTS THAT RELATE TO THE COMPETENCIES AND LOOK FORS	
EVALUATION	
LEVEL 4	Exceeds expectations – demonstrates a high degree of effectiveness in relation to the competencies and look-fors.
LEVEL 3	Meets expectations – demonstrates considerable effectiveness in relation to the competencies and look-fors.
LEVEL 2	Approaching expectations – demonstrates some effectiveness in relation to competencies and look-fors.
LEVEL 1	Does not meet expectations – demonstrates limited effectiveness in relation to the competencies and look-fors.

SAMPLE FORM

DOMAIN: STUDENT ACHIEVEMENT Source: Strategic Plan	
COMPETENCIES Improves achievement for all students in literacy and mathematics. Improves the capacity of teachers and principals to lead improvements in assessment and instructional practices.	
LOOK FORS/CONSIDERATIONS	
<ul style="list-style-type: none"> • Insists on the use of the best available research and other systematically collected evidence to inform decisions wherever possible. • Creates structures and norms within the district to encourage regular, reciprocal and extended deliberations about improvement progress within and across schools, as well as across the system as a whole. • Requires extensive PD opportunities for both teachers and school-level leaders, most of it through some form of learning community or on-the-job context. • Uses internal system networks as the central mechanism for the professional development of school-level leaders. 	<ul style="list-style-type: none"> • Aligns the allocation of resources with district and school improvement goals. • Develops and implements board and school improvement plans interactively and collaboratively with school leaders. • Requires individual staff growth plans to be aligned with district and school improvement priorities. • Holds staff accountable for applying new capacities by monitoring the implementation of school improvement plans. • Encourages staff to be innovative within the boundaries created by the district's instructional guidance system.
COMMENTS THAT RELATE TO THE COMPETENCIES AND LOOK FORS	
LEVEL 4	Exceeds expectations – demonstrates a high degree of effectiveness in relation to the competencies and look-fors.
LEVEL 3	Meets expectations – demonstrates considerable effectiveness in relation to the competencies and look-fors.
LEVEL 2	Approaching expectations – demonstrates some effectiveness in relation to competencies and look-fors.
LEVEL 1	Does not meet expectations – demonstrates limited effectiveness in relation to the competencies and look-fors.

SAMPLE FORM

DOMAIN: COMMUNICATION AND COMMUNITY ENGAGEMENT Source: Strategic Plan	
COMPETENCIES Communicates in an ongoing, clear and understandable manner with the Board of Trustees. Improves the profile of our Board in the community.	
LOOK FORS/CONSIDERATIONS	
<ul style="list-style-type: none"> • Encourages communication systems and processes throughout the district to keep all members informed. • Develops open, accessible and collaborative relationships with principals. • Networks with Catholic school and system leaders working together on achieving the system’s directions. • Consults with community groups on decisions affecting the community. • Demonstrates the importance the district attaches to its community connections. 	<ul style="list-style-type: none"> • Spends sufficient time to ensure that the mission, vision and goals (directions) of the system are widely known, understood and shared by all members of the organization. • Promotes public relations and media activity that support the goals of the Board. • Encourages improvements to communication structures and practices across the district.
COMMENTS THAT RELATE TO THE COMPETENCIES AND LOOK FORS	
LEVEL 4	Exceeds expectations – demonstrates a high degree of effectiveness in relation to the competencies and look-fors.
LEVEL 3	Meets expectations – demonstrates considerable effectiveness in relation to the competencies and look-fors.
LEVEL 2	Approaching expectations – demonstrates some effectiveness in relation to competencies and look-fors.
LEVEL 1	Does not meet expectations – demonstrates limited effectiveness in relation to the competencies and look-fors.

SAMPLE FORM

DOMAIN: ACCOUNTABILITY Source: Trustee Input	
COMPETENCIES Is accountable to the Board in developing, implementing and monitoring a multi-year strategic plan that is consistent with the needs of the district and the direction of the Ministry.	
LOOK FORS/CONSIDERATIONS	
<ul style="list-style-type: none"> Regularly reports to the board regarding progress in achieving the goals of the Strategic Plan. Sets a manageable number of precise targets for district improvement. Develops/maintain high levels of engagement with the provincial ministry of education. Engages frequently with the Ministry proactively rather than only responsively. 	<ul style="list-style-type: none"> Requires principal and supervisory officer growth plans to be aligned with district and school improvement priorities. Holds staff accountable for applying new capacities by monitoring the implementation of school improvement plans. Monitors and implements the Supervisory Officer Performance Appraisal framework. Grounds interactions with, and advice to, trustees in sound evidence.
COMMENTS THAT RELATE TO THE COMPETENCIES AND LOOK FORS	
LEVEL 4	Exceeds expectations – demonstrates a high degree of effectiveness in relation to the competencies and look-fors.
LEVEL 3	Meets expectations – demonstrates considerable effectiveness in relation to the competencies and look-fors.
LEVEL 2	Approaching expectations – demonstrates some effectiveness in relation to competencies and look-fors.
LEVEL 1	Does not meet expectations – demonstrates limited effectiveness in relation to the competencies and look-fors.

SAMPLE FORM

DOMAIN: LEADERSHIP Source: Trustee Input	
COMPETENCIES Leadership development and selection/recruitment of leaders, in relation to the goals of the organization as set out in the strategic plan, is a priority.	
LOOK FORS/CONSIDERATIONS	
<ul style="list-style-type: none"> • School leader development is used as a high leverage strategy due to its potential to influence large numbers of teachers. • Encourages well developed and implemented performance appraisal procedures for school leaders and regular feedback to principals about their leadership practices and improvement efforts. • Creates sufficient pools of well-qualified potential school and system leaders and on-the-job support for them once in leadership roles. 	<ul style="list-style-type: none"> • Uses the best available evidence about successful leadership (e.g., Ontario Leadership Framework) as a key source of criteria used for recruiting, selecting, developing and appraising school and district leaders. • Matches the capacities of leaders with the needs of schools. • Provides prospective and existing leaders with extended opportunities to further develop their personal faith and Catholic leadership capacities.
COMMENTS THAT RELATE TO THE COMPETENCIES AND LOOK FORS	
LEVEL 4	Exceeds expectations – demonstrates a high degree of effectiveness in relation to the competencies and look-fors.
LEVEL 3	Meets expectations – demonstrates considerable effectiveness in relation to the competencies and look-fors.
LEVEL 2	Approaching expectations – demonstrates some effectiveness in relation to competencies and look-fors.
LEVEL 1	Does not meet expectations – demonstrates limited effectiveness in relation to the competencies and look-fors.

SAMPLE FORM

<p>DOMAIN: DISTRICT CLIMATE Source: Climate Survey and Director PA 360</p>	
<p>COMPETENCIES Performance feedback and coaching for principals.</p>	
LOOK-FORS/CONSIDERATIONS	
<ul style="list-style-type: none"> Visibility of senior staff in schools and sites. Regular visits to schools to provide principals with feedback and coaching. 	<ul style="list-style-type: none"> Evaluation and recommendations of ways to improve the ability of principals to provide feedback to teachers and to coach their team. School visits to ensure daily work contribute to the goals of the strategic plan.
<p>COMMENTS THAT RELATE TO THE COMPETENCIES AND LOOK FORs</p>	
LEVEL 4	Exceeds expectations – demonstrates a high degree of effectiveness in relation to the competencies and look-fors.
LEVEL 3	Meets expectations – demonstrates considerable effectiveness in relation to the competencies and look-fors.
LEVEL 2	Approaching expectations – demonstrates some effectiveness in relation to competencies and look-fors.
LEVEL 1	Does not meet expectations – demonstrates limited effectiveness in relation to the competencies and look-fors.

Total Score for DOEPA - AS out of 24 = _____

SAMPLE FORM

DIRECTOR OF EDUCATION PERFORMANCE APPRAISAL - SCORE CARD

SCORES FROM DOEPA – AS

Trustee Name	Catholic Faith Formation	Student Achievement	Communication and Community Engagement	Leadership	Accountability	District Climate	Trustee Total
Category Total							
Category Average <i>(Category Total/No. of trustees)</i>							**

** Trustee total/No. of trustees

- LEVEL 4 - Exceeds expectations – demonstrates a high degree of effectiveness in relation to the competencies and look-fors.
- LEVEL 3 - Meets expectations – demonstrates considerable effectiveness in relation to the competencies and look-fors.
- LEVEL 2 - Approaching expectations – demonstrates some effectiveness in relation to competencies and look-fors.
- LEVEL 1 - Does not meet expectations – demonstrates limited effectiveness in relation to the competencies and look-fors.



**Brant Haldimand Norfolk
Catholic District School Board**

Policy: Hiring - Academic Staff

		Policy Number:	300.10
Adopted:	May 25, 2004	Former Policy Number:	n/a
Revised:	May 24, 2011, October 22, 2013; January 23, 2018	Policy Category:	Human Resources
Subsequent Review Dates:	TBD	Pages:	1

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board believes that in order to fulfill its Catholic mission statement, it must recruit, hire and promote qualified and certified teachers who are practicing Catholics with a demonstrated commitment to Catholic education.

Policy Statement:

This policy applies to all candidates for employment in academic positions within the Board's schools and learning centers: teaching staff, positions of responsibility, principals and vice principals.

The Hiring Procedures – Academic Staff Policy will:

- Ensure all candidates for academic positions understand the principles that shall guide the hiring and promotion of academic staff,
- Give preferential consideration to qualified Roman Catholic applicants, in accordance with the *Ontario Human Rights Code*, and the historical right of Catholic school boards under the *Constitution Act, 1981* and the *Education Act*,
- ensure that the Board conducts a fair selection process to fill vacancies in academic positions based on Catholicity, qualifications, experience and merit, system needs, and consistent with Ministry regulations.

Glossary of Key Policy Terms:

Positions of Responsibility

Department Heads, Coordinators and Consultants.

References

Education Act, Sections 170(1) & 171(1), Regulation 274/12
Ontario Human Rights Code, Section 24(1)(1)
Constitution Act, 1981
Employment Standards Act
Ontarians with Disabilities Act
Pre-Employment Screening Policy (300.18)
Religious Education Qualifications for Teaching Staff Policy (300.19)
Student Achievement and School Board Governance Act, 2009



Hiring – Academic Staff AP 300.10

Procedure for: Senior Administrators, Principals/Vice-Principals

Submitted by: Chris N. Roehrig, Director of Education

Category: Human Resources

Adopted: May 25, 2004

Revised: October 22, 2013; January 27, 2015;
April 28, 2015; January 23, 2018

Purpose

The Brant Haldimand Norfolk Catholic District School Board recognizes that in order to fulfill its Catholic mission statement, it must recruit, hire and promote qualified and certified teachers who are practicing Catholics with a demonstrated commitment to Catholic education. The Board will ensure all candidates for academic positions understand the principles that shall guide the hiring and promotion of academic staff and will give preferential consideration to qualified Roman Catholic applicants, in accordance with the Ontario Human Rights Code, and the historical right of Catholic school boards under the Constitution Act, 1981 and the Education Act. The Board will also ensure that a fair selection process is conducted, as prescribed by Regulation 274/12, to fill vacancies in academic positions based on Catholicity, qualifications, experience and merit.

Information

This administrative procedure applies to the hiring of staff for teaching positions and principals and vice-principals.

Responsibilities

Superintendent of Education - Academic Staffing

- Approves internal and external postings for the hiring of teaching positions.
- Establishes interview committees.
- Approves the hiring, appointments and placement of teaching staff.
- Participates in interview committees for the hiring of principals and vice-principals.

Director of Education

- Approves the hiring and appointment of principals and vice-principals.
- Provides a written report to the Board of Trustees which identifies the successful candidate(s) to the principal/vice-principal position or pool, for Board approval.

Procedures

1.0 General

- 1.1 All external candidates must comply with the conditions outlined in the Pre-Employment Screening Policy.
- 1.2 With respect to interview committees, the leader of each committee shall consult with the Executive Manager/Manager of Human Resources or designate to ensure that all Hiring Recommendation forms, interview tools and hiring processes comply with collective agreements, the Employment Standards Act, applicable statutes and regulations (including but not limited to the Ontario Human Rights Code) and principles of fair and transparent hiring.



2.0 Teaching Positions

- 2.1 The placement of internal and external postings shall be approved by the Superintendent of Education – Academic Staffing and facilitated by a Human Resources Coordinator. The superintendent shall consult with the Executive Manager/Manager of Human Resources or designate regarding the content of all postings prior to approval.
- 2.2 The Superintendent of Education - Academic Staffing, shall establish interview committees to interview candidates and make hiring recommendations for teaching positions. This committee shall be comprised of at least two principals and may include any person the Superintendent deems fit.
- 2.3 The Superintendent of Education - Academic Staffing, shall approve the hiring and appointment of teaching staff.

3.0 Principals and Vice-Principals

- 3.1 The placement of internal and external postings shall be approved by the Director of Education and facilitated by a Human Resources Coordinator. The Director may consult with the Executive Manager/Manager of Human Resources or designate regarding the content of all postings prior to approval.
- 3.2 The Director of Education shall establish interview committees to interview candidates for the position of Principal or Vice- Principal. This committee shall consist of up to two trustees, a minimum of two superintendents of education, and the Director of Education or designate.
- 3.3 The Director of Education may consult with the Executive Manager/Manager of Human Resources or designate regarding the composition and substance of interview processes and all processes used to support the hiring of vice-principals and principals.
- 3.4 The Director of Education shall approve the hiring and appointment of principals and vice-principals.
- 3.5 The Director of Education shall then provide a written report to the Board which identifies the successful candidates to the respective Principal or Vice-Principal position(s) or pool, for approval by the Board of Trustees.
- 3.6 The Director shall assign successful candidates to the position of Principal or Vice-Principal based on needs of particular school communities, input from the appropriate Superintendent of Education, the outgoing principal and consultation with trustees.
- 3.7 The Director of Education will assign Acting Principals and Vice-Principals to replace absent administrators, as required, and report such assignments to the Board. The Director will inform Trustees about principal/ vice-principal assignments on a timely basis.

Definitions

Teaching Positions

Includes all teachers covered by the OECTA collective agreements (including but not limited to classroom teachers, preparation teachers, French as a Second Language teachers, special education resource teachers, system teachers, department heads, student achievement leaders, consultants and coordinators).

References

Education Act, Sections 170(1) & 171(1)
Ontario Human Rights Code, Section 24(1)(1)
Constitution Act, 1981
Employment Standards Act
Ontarians with Disabilities Act
Ontario Regulation 274/12
Pre-Employment Screening Policy (300.18)
Religious Education Qualifications for Teaching Staff Policy (300.09)



Policy: Trustee Expenses

	Policy Number:	100.10
Adopted: March 29, 2005	Former Policy Number:	700.4 and 100.6
Revised: June 26, 2007; January 26, 2010; June 28, 2011	Policy Category:	Governance
Subsequent Review Dates: TBD	Pages:	1

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board believes that trustees, in their role of stewards and guardians of Catholic Education, should be provided with resources, supports and reimbursements to fulfill their obligations, as allowed through the Education Act and the parameters and guidelines of this policy.

Policy Statement:

The Board will reimburse trustees for expenses incurred while conducting business on behalf of the Board, including hospitality expenses, which are in compliance with the Broader Public Services Expenses Directive. The Board also recognizes that, during their term of elected office, trustees require support services to effectively service their constituents.

Glossary of Key Policy Terms: Nil.

References

- Education Act
- Broader Public Sector Expenses Directive



Trustee Expenses AP 100.10

Procedure for: Trustees

Submitted by: Superintendent of Business & Treasurer

Category: Governance

Adopted: March 29, 2005

Revised: June 26, 2007; January 28, 2010

June 28, 2011; January 27, 2015

October 27, 2015; November 22, 2016;

April 24, 2018

Purpose

The purpose of this procedure is to provide direction regarding expenses incurred by Trustees while on Board business.

Responsibilities

The Chair of the Board shall approve all expenses for Trustees subject to Board policies, procedures or as otherwise approved by the Board. The Treasurer of the Board shall approve the expenses incurred by the Chair of the Board as provided in this procedure.

Information

This procedure was developed using the guidelines outlined in the Broader Public Sector Expenses Directive issued by the Ministry of Finance, effective April 1, 2011.

Procedures

1.0 Travel Costs – Personal Automobile

- 1.1 Mileage will be paid based on the number of kilometers from a trustee's home to the meeting location or Board event and back to their home.
- 1.2 Trustees must submit an approved Expense Report, in prescribed form, to the Finance Department when requesting reimbursement of travel expenses. Trustees should retain a copy of the form for their records as copies will not be provided.

2.0 Travel Costs - Other

- 2.1 Trustees may use the most cost-effective method of travel. If a method is used other than a personal automobile, reimbursement will be based on actual costs as supported by an invoice or receipt. These costs must not be greater than the amount incurred if a personal automobile was used as determined in (1.2) above.
- 2.2 Parking costs will be reimbursed based on actual receipts.

3.0 Hotels and Meals

- 3.1 Meal expenses will be reimbursed based on reasonable meal costs. Except in unusual circumstances, breakfast and an evening meal will be reimbursed only if trustees are required to be away from home overnight. Lunch will be reimbursed if trustees are required to attend meetings over the lunch period. Actual receipts or invoices must be submitted. Credit card or debit card receipts are not acceptable.
- 3.2 Reasonable costs for hotel rooms will be reimbursed if approved, in advance, by the Board. Costs such as movies, mini bar, personal telephone calls, etc., will not be reimbursed.



4.0 Professional Development

- 4.1 Registration fees for conferences and workshops related to Board business will be paid directly by the Board or reimbursed, if approved by the Chair of the Board.
- 4.2 Trustees will be reimbursed for travel to conferences, workshops and other events as approved by the Board. Attendance at the Annual General Meeting and Regional Meetings and other events sponsored by the Ontario Catholic School Trustees' Association (OCSTA), the Annual General Meeting of the Canadian Catholic School Trustees' Association (CCSTA) and When Faith Meets Pedagogy Conference are deemed approved for all trustees when these events are held in Canada. Attendance at the Annual Chair and Vice-Chair Conference is deemed approved for the Chair and Vice-Chair of the Board when held in Canada.
- 4.3 Other costs related to Board business, which are incurred while attending conferences and workshops, will be reimbursed if approved by the Chair of the Board.
- 4.4 If the conference or workshop fee includes meals, trustees will not be reimbursed for meal costs they choose to incur.
- 4.5 If a trustee registers for a conference or workshop, does not attend the conference or workshop and forfeits the conference/workshop fee, the reimbursement may not be approved unless there is an extenuating circumstance, as adjudicated by the Chair of the Board.

5.0 Hospitality

- 5.1 Hospitality expenses, approved in advance by the Chair of the Board, will be recognized when:
 - token gifts, value not to exceed \$30, are given to individuals not employed or contracted by the Board in appreciation or recognition of service;
 - engaging in an appropriate event on behalf of the Board; or
 - sponsoring events related to the business of the Board.

Hospitality may never be offered solely for the benefit of trustees, employees or contractors of the Board or other designated agency of the Broader Public Sector (BPS).

- 5.2 When hospitality is extended to vendors, or possible vendors, it is imperative that such hospitality is not perceived to give the vendor preferential treatment.
- 5.3 Other costs related to Board business, which are incurred while attending conferences and workshops, will be reimbursed if approved by the Chair of the Board. Board events involving employees are not considered hospitality functions and cannot be reimbursed as the Broader Public Expenses Directive states that hospitality may never be offered solely for the benefit of any individual covered by this policy. Hospitality may be extended in an economical and consistent manner when:
 - it can facilitate the business of the Board;
 - it is considered desirable as a matter of courtesy or protocol;
 - engaging in discussions or hosting receptions regarding Board matters with representatives from other governments; the broader public sector; business and industry; public interest groups or labour groups;
 - providing individuals from national, international, or charitable organizations with an understanding or appreciation of Ontario and the workings of its government;
 - honouring distinguished individuals for exceptional public service in Ontario;
 - conducting prestigious ceremonies for heads of state, government or distinguished guests from the private sector;
 - the business of the Board includes hospitality functions.



- 5.4 Moderate and reasonable consumption of alcohol during an event described in 5.1 and 5.3 shall be pre-approved by the Board of Trustees for hospitality events that are consistent with the OPS/BPS guidelines; otherwise, expenses for alcohol are not permitted.
- 5.5 Original invoices or receipts, which clearly show costs and applicable sales taxes, must be submitted using the prescribed Expense Report form. Reimbursement for hospitality expenses are subject to approvals as are other expenses referred to in this policy.

6.0 Service Equipment

- 6.1 The following equipment will be provided to the trustee as required:
- Cellular telephone, including hands-free device, connection fees, air time and long-distance charges. Any outside-Canada charges, such as U.S. or international long distance, texting or roaming charges, will not be reimbursed by the Board.
 - A mobile device plus a modem and printer/scanner/copier to a value up to \$2,000 maximum per trustee, once every four years.
 - Connection and monthly charges for internet provision.
 - Calendaring devices.
- 6.2 At the end of the trustee's term of office, user fees for telephone and internet access will be terminated

7.0 Other

- 7.1 Standard Expense Forms, developed by the Finance Department, must be used when submitting expenses. Expense reports are to be submitted monthly if expenses incurred are over \$250 or quarterly if expenses incurred are less than \$250.
- 7.2 The Chair of the Board will approve Expense Reports for trustees and the Director of Education. The Superintendent of Business & Treasurer will approve expense reports for the Chair of the Board. The approver cannot authorize expense claims if the claim includes expenses which benefit the approver.
- 7.3 Original invoices or receipts, which clearly show costs and applicable sales taxes, are required for expenses other than automobile mileage costs.
- 7.4 Cash advances will not normally be provided, however, a trustee who is unable to use a personal credit card may make a written request to the Superintendent of Business & Treasurer at least ten business days prior to when the funds are required.
- 7.5 Donations or gifts to community groups, political parties, schools and charities will not be reimbursed.
- 7.6 Should there be a dispute regarding the eligibility of an expense, the trustee may contest the decision during a public session of the Board.
- 7.7 Trustee expenses will be posted on the Board's website annually following the close of the previous school year's financial records.

Definitions

Hospitality

The provision of food, beverages, accommodation, transportation and other amenities to individuals who are not elected trustees, appointees, employees, consultants or contractors engaged to work for the Board or other designated agencies of the Broader Public Sector (BPS).

References

Government of Ontario - Broader Public Sector Expenses Directive
Government of Ontario - Travel, Meal and Hospitality Expenses Directive



**Notification of Risk of Injury and Student Safety Plan
AP 200.13**

Procedure for:	All Staff	Adopted:	July 12, 2018
Submitted by:	Michelle Shypula, Superintendent of Education	Revised:	N/A
Category:	Students and Staff		

Purpose

The Brant Haldimand Norfolk Catholic District School Board (the Board) recognizes the vital role that school boards play together with parents, staff, students and community members in keeping our schools safe places to learn, work and grow. The purpose of this administrative procedure is to provide schools with guidelines and procedures to address situations in which student behaviours have the potential to result in injury to self and/or others.

Information

In keeping with creating safe schools and under the Occupational Health and Safety Act (OHSA), the Board is required to take every precaution reasonable in the circumstances for the protection of its employees. It is recognized that enhanced measures for staff working with students who display aggressive or violent behaviours may be required. Under Regulation 857 of the OHSA, the principal and vice principal are supervisors and therefore responsible for taking reasonable precautions to promote a safe school environment for all.

It is the practice of the Board that principals ensure that all employees who have contact with students, who are known to have a history of risk of injurious behaviours, are informed of that risk. Wherever possible, preventative planning should take place to be prepared for situations where risk of injury may occur. The application of consequences may be modified to meet the needs of some students based on information contained in the Ontario Student Record (OSR). Responses will be handled consistently and in compliance with the policies and procedures of the Board and legislation found in the Education Act (e.g. Bill 13, Accepting Schools Act, Bill 157, Keeping our Kids Safe at Schools), OHSA and other legislative statutes governing residents of Ontario.

In the vast majority of cases, the Board's Student Behaviour, Discipline and Safety Policy and Administrative Procedure 200.09, provides principals with sufficient information with which to make decisions regarding standards of behaviour for students. However, there are a small number of students who demonstrate behaviours that may pose a direct risk to self and/or to others. In these cases, a Student Safety Plan (Appendix A) may be appropriate in order to protect the health and safety of the student and/or others. The Student Safety Plan is a written plan that is designed to mitigate these behaviours and address the risks they may pose.

Responsibilities

It is the responsibility of **all staff** to follow safety procedures in the school including those outlined in Student Safety Plans for exceptional and all other students.

It is the responsibility of the appropriate Superintendent or designate to oversee program adjustments and staff/resource needs that may be required to balance the safety and learning needs of students with special needs or behavioural challenges.

It is the responsibility of the Disability Management and Safety Coordinator to be a resource in the development and implementation of this procedure and to communicate with the Ministry of Labour and/or the Joint Occupational Health and Safety Committee where applicable.

It is the responsibility of the appropriate Superintendent and/or the Manager of Human Resources to assist with procedures for employee support, deployment and communication to union affiliates and to respond to concerns.



Procedures

1.0 Development of a Student Safety Plan

The management process for risk of injury and the creation of a Student Safety Plan is an ongoing process rather than a single event and involves gathering, reviewing and evaluating pertinent data. It is a principal-led process that is initiated and continued on an ongoing basis when a risk of injury from a student to self and/or others exists or is probable. The level of risk must be reviewed regularly to determine appropriate prevention and intervention strategies.

The following guidelines outline next steps for the development of a Student Safety Plan:

1. At the initiation of the principal, and in consultation with staff, an individualized Student Safety Plan will be developed for a student, whose behaviour is known to pose ongoing risk to self, staff and/or others, using data such as that collected from the Behaviour Data Tracking Tool (Appendix B)/Safe Schools Incident Reports. The Decision Making Matrix tool may be used or considered by those trained in NVCI.
2. The principal and teachers will participate in the development of the Student Safety Plan and will consult and gather input from support staff (e.g. System Special Education Teachers, Educational Assistants, Student Support Services Personnel, Early Childhood Educators, Mental Health Lead, Applied Behaviour Analysis Leads and others), parents/guardians and applicable community agency professionals as appropriate.
3. All staff who are directly involved or may come in contact with the student will be notified of and have access to a copy of the Student Safety Plan.

*It is critical that this information also be shared with occasional staff (e.g. occasional teachers and occasional support staff) and any professional support services staff who may be working with these students on a one-to-one basis from time to time. The principal and/or designate will have a process in place to ensure that the information in the Student Safety Plan is communicated with occasional staff (e.g. each Educational Assistant, Early Childhood Educator and Teacher). A copy of the Student Safety Plan will be kept in their occasional day plan folder/binder and the principal will have a process in place to ensure the occasional staff understand the components of the Student Safety Plan. Information from Health & Safety will be communicated to all occasional staff informing them there may be students in the school who may demonstrate the risk of injury or who may have a Student Safety Plan.

4. Changes to any plan will be documented and shared by the principal with appropriate staff members. The plan will be reviewed as required (e.g. following an incident) and at a minimum, each semester for secondary and annually for elementary.
5. The review of the Student Safety Plan will be used to identify and facilitate staff training and orientation appropriate for staff assigned to that student.
6. **All information in the Student Safety Plan is strictly confidential** and is to be used for the sole purpose of ensuring the safety of the student, staff and/or others.
7. Where a student is registering to a Board school (e.g. whether from another board, section program or beginning school for the first time) and the Board is aware that the student has behaviours that pose a significant safety concern and/or risk of injury, **entry and re-entry procedures will include but are not limited to the following:**

7.1 The principal or designate will register the student.



- 7.2 The principal or Board designate shall initiate the Notification of Risk of Injury administrative procedure and the Student Safety Plan. (Note: Every effort should be made by the principal to obtain the student's OSR (if from another board) and/or any other related records prior to the student's entry to school). Discussions with the following people will occur, as appropriate:
- Parent/guardian/caregiver
 - Previous principal or program administrator
 - Community agency personnel
 - Superintendent of Education
 - Classroom teacher
 - Special Education and Student Support personnel, Safe Schools personnel, and Health and Safety personnel
- 7.3 Information gathered shall include:
- IPRC decision information, if applicable
 - Current Violent Incident Reports
 - Current Individual Education Plan (IEP) Safety/Student Safety Plan documentation/Behaviour Tracking information
 - Current Special Incidence Portion (SIP) Claim information, if applicable
- 7.4 Information gathered may include:
- Current/existing health information, e.g. diagnosis and medications
 - Current/existing assessment information from professional staff (e.g. psychology, social work, speech/language, attendance, physiotherapy, occupational therapy)
 - Current/existing assessment from involved community agencies/services
 - Parent/guardian/caregiver prevention and intervention strategies
- 7.5 Actions will include, but are not limited to:
- Determining whether there is enough information to develop a responsible and safe entry plan.
 - Communicating the entry timeline to staff and parent(s)/guardian(s)/caregivers(s). If the student presents a risk of injury to self or others, he/she will be kept at home until the Student Safety Plan is completed and staff have been made aware of the contents of the Student Safety Plan.
 - Development of an entry plan.
 - Identification of staffing needs (qualifications, training, and equipment requirements) to ensure a safe school environment.
8. Student Safety Plans are developed in consultation with parents and/or guardians. If the parent/guardian does not support the Student Safety Plan, then the onus is on the parent/guardian to present a mutually acceptable plan. Should an agreement not be reached, the school will create a new Student Safety Plan or continue to carry out the current Student Safety Plan.



BASIC COMPONENTS OF A STUDENT SAFETY PLAN:

- Description of Observed Behaviours/Areas of Concern
- Triggers or Antecedents
- Prevention/Intervention response strategies to support student and staff safety
- Communication procedures for all staff when plan is activated

Students with an active Student Safety Plan are identified in PowerSchool with a “Student Alert” that is activated when the Student Safety Plan check box, located on the Demographics screen, is selected.

A Student Safety Plan is no longer required where the school team has evidence that the risk of injury no longer exists. The evidence would show a period of time without any incident of behaviour with the potential to cause a risk of injury to self and/or others. The decision is supported by the Behavioural Data Tracking Tool (Appendix B) and should be documented in writing and stored in a secure location. Parents/guardians must be consulted regarding the removal of a Student Safety Plan.

2.0 Training

Staff training is an essential part of effective planning and programming for students with challenging behaviours. A variety of training materials and methods will form the basis of ongoing training and are reviewed regularly. Some examples include but are not limited to:

- Nonviolent Crisis Intervention Training
- First Aid Training
- Workplace Violence Training and Reporting
- Workplace Harassment Training
- Health and Safety Training
- Violent Threat Risk Assessment Training
- Applied Behaviour Analysis Training

Other appropriate training as deemed necessary by Human Resources, the Disability Management and Safety Coordinator and Superintendents with responsibilities for Special Education and Safe Schools in consultation with the Joint Health and Safety committee will be provided for staff as required. Employees will be expected to undertake training where it is deemed necessary to deal proactively and effectively with students demonstrating challenging behaviour. The Board will provide opportunities for training as required by the Occupational Health and Safety Act.

Personal Protective Equipment (PPE) is used as deemed necessary in order to reduce and/or prevent risk of injury for both students and staff. PPE is used when other interventions and/or behaviour management strategies (e.g. Zones of Regulation, modification of a student’s Individual Educational Plan (IEP), etc.) have been used without reducing and/or eliminating the risk of injury. The school team, which will include special education support staff, will use data including the Behaviour Data Tracking Tool (Appendix B) to determine whether PPE should be included in the Student Safety Plan. The Student Safety Plan may include the use of PPE that must be worn to protect staff from injury or the student from self-injury. If PPE is identified as a strategy on the student’s Student Safety Plan, it is mandatory that those working directly with the student wear it. Determinations about the purchase and implementation of PPE may be a part of the ongoing management of Risk of Injury process. The school team shall consult with the Special Education Services support to determine whether protective safety equipment is necessary when working with a student and to obtain proper training for the use of the equipment.



3.0 Process for Reporting Incidents

On occasion, despite preventive strategies being in place, aggressive behaviour may be directed toward staff members and result in physical or emotional injury. The following guidelines are intended to support school staff in dealing with a behavioural issue involving the injury of a staff member that results from the aggressive actions of a student.

Immediate Actions:

Employees will immediately report to the principal or designate an actual or attempted act or threat of violence and any situation in which an employee requires medical, emotional and/or other assistance using the below listed documents as soon as possible:

- Ministry of Education Violent Incident Report. Please refer to the Board's Student Behaviour, Discipline and Safety Policy and Administrative Procedure 200.09 for guidelines;
- Accident/Incident and/or Workplace Violence Report completed via the Health and Safety Reporting site. Refer to the Workplace Accident/Incident Reporting Administrative Procedure 300.04.

Note that any injury to a student must be reported to the Ontario School Board's Insurance Exchange (OSBIE).

Investigation:

The principal or designate will conduct a preliminary investigation to assess the seriousness of the incident and immediate response required. As part of the investigation, principals will collect data from the above completed documents, as applicable, regardless of the student's suspension/expulsion status.

The investigation will include the review of:

- details of the incident, including interviewing of witnesses, examination of the incident site, medical treatment required, etc.
- current work practices employed and student responses; and
- previous history and documentation to date.

The principal or designate will ensure that persons involved are safely and securely situated and will determine whether any person is in need of emergency first aid, emotional and/or other immediate assistance.

The appropriate Superintendent will be notified as soon as possible for any serious incident. The parent/guardian of the student (if the student is under 18 years of age) will be notified verbally and by using the Physical Occurrence Report (Appendix C) if the incident required physical intervention.

Under the Board's Student Behaviour, Discipline and Safety Policy and Administrative Procedure 200.09 and with respect to student discipline, when responding to inappropriate behaviour, the following should be taken into consideration:

- the particular student and circumstances (e.g. mitigating or other factors under Safe Schools);
- the nature and severity of behaviour;
- the impact on the school climate (e.g. the relationships within the school community); and
- whether programs and services need to be reviewed.



Based on the findings of the investigation following an incident as described above, the principal, in consultation with the team, will recommend appropriate actions to avoid a recurrence. Short and long-term responses may include:

- Review of the Individual Educational Plan and/or Student Safety Plan and revise as needed;
- Environmental modifications;
- Changes to work procedures;
- Additional staff training;
- Personal protective equipment;
- Counselling
- Loss of privilege, suspension;
- Modified school attendance;
- Violent Threat Risk Assessment;
- Police or FACS/CAS intervention; and
- Other intervention deemed appropriate.

If the employee feels the situation endangers her/his health or safety and indicates refusal to work due to this concern, the Work Refusal Process Administrative Procedure will be followed. Refer to the Work Refusal Administrative Procedure 300.21.

4.0 Physical Intervention Guideline

The Board expects staff to use positive, non-physical intervention strategies to prevent a student's behaviour from escalating to the point where the student exhibits a negative, potentially injurious response. These strategies can be found in the Student Safety Plan. In situations where positive and non-physical intervention strategies have been unsuccessful in helping the student maintain self-control and the student's behaviour has become injurious to the point where the student:

- might respond causing injury to another;
- attempts self-injury; and
- attempts to leave a supervised area, such that his or her personal safety is at imminent risk.

Planned physical intervention may be necessary. The details involved in the possible use of planned physical intervention with a student are to be identified in the Student Safety Plan. A Student Safety Plan that includes planned physical intervention will outline the following details:

- Indicators that the student's behaviour presents an imminent safety risk and that physical intervention is required;
- Who will assist in the physical intervention of the student;
- A contingency plan for staff absences;
- Physical Intervention to be used;
- Personal protective equipment needed;
- How the student's condition will be monitored;
- How it will be determined when to discontinue the physical intervention;
- Communication with school administration;
- Communication with parents/guardians;
- The debrief and follow-up support process for staff involved; and
- Further planning/IEP modification, as appropriate and necessary.



Staff will need to make a decision whether to physically intervene or not and to obtain assistance as soon as possible. **Only trained staff should participate in a planned physical intervention.** It is the position of the Board that physical intervention only be used as a last resort in situations where a student's behaviour presents a clear and imminent risk of injury to the student and/or others. The Board recognizes that during a physical intervention, a student may struggle more forcefully to escape. Any use of a physical intervention may present a potential risk of injury to both the student and staff. Continuing the use of a physical intervention with the student until he/she calms only increases the potential of injury. Therefore, it is the position of the Board that if a student is held, he/she should be released as quickly as possible i.e. held until the risk of injury is no longer imminent rather than holding until the student is calm. In making a decision regarding physical intervention, the following factors **must** be considered:

- The level of immediate risk;
- The safety of other students (e.g. Can they be relocated?);
- The safety of the staff member (e.g. Can the staff member move away from the student rather than physically intervening with him or her?);
- The student's previous history;
- The staff/student relationship;
- The physical characteristics and/or abilities of the staff member/student (e.g. age, size, health factors);
- The availability of support;
- The nature of the physical environment; and
- Whether the use of physical intervention techniques will elevate the level of risk.

When a student's behaviour demonstrates a level of intensity that is unusual and excessive, requiring physical intervention by trained staff, the principal or designate must document the planned physical intervention on the Physical Occurrence Report (Appendix C). This report, once completed, will be filed in the OSR. The purpose of the report is to document the incident that occurred (e.g. risk of injury to self/others including damage to property that puts the individual or others at risk of injury). The parent/guardian will be notified verbally of the incident and will receive a copy of the Physical Occurrence Report.

Note: If the intervention strategies detailed in the Student Safety Plan and/or IEP do not result in a decrease of the behaviours requiring physical intervention, the Student Safety Plan and/or IEP must be re-evaluated.

Calling 9-1-1 for professional assistance by police and/or emergency medical services is always a viable option in an emergency situation and must be given first consideration where the behaviour(s) and physical attributes of the student present significant risk of serious injury to self and/or others, such that physical intervention techniques cannot be safely used. As part of the ongoing management of risk process, the principal may have already discussed with the local police the potential for these situations to arise and under what circumstances the police will be called.

5.0 Debriefing Protocol

Debriefing after a violent incident is necessary in order to avoid further difficulties. Debriefing provides the opportunity to work toward change and growth for individuals after experiencing a significant incident. Debriefing separately with staff members is also necessary.

The debriefing process takes on the following form:

1. Diffuse the situation
2. Wait until everyone involved is in control before moving on
3. Meet individually with the student and staff directly involved in the incident
4. School team to meet and review process
5. School team, Board resource support to determine what next steps need to be considered in the Student Safety Plan
6. Revise the Student Safety Plan as required



Consider using 'The COPING Model' (Control, Orient, Patterns, Investigate, Negotiate and Give control back) (NVC), when principal or designate is de-briefing with both staff and student involved. Both de-briefing sessions are essential.

If the student has been removed from the school, the Principal will make the determination of the appropriateness and time of the student's return to school. In cases of any significant injury or safety concern, a student may need to be suspended or excluded from school until the necessary actions have been taken to address safety concerns and prevent future incidents.

The following steps may be taken prior to the return of a student:

- The Principal will schedule a case conference with the parent/guardian, appropriate school, board and or community personnel to prepare for the transition back to school for the student and staff; and
- The Principal will support the preparation and/or review of a Student Safety Plan and/or IEP and revise where necessary;

Short and long-term responses may include but are not limited to:

- Environmental modifications
- Staff training as needed
- Involvement of community agencies to support the school in meeting the student's needs (e.g. counselling)
- Modified school day
- Review and modify the Individual Education Plan, and/or Student Safety Plan as appropriate
- Other interventions which the Principal may deem appropriate

6.0 Definitions

An Individualized Education Plan (IEP), as defined in the document Individual Education Plans; Standards for Development Program Planning, and Implementation, Ministry of Education 2000, is a written plan describing the special education program and/or services required by a particular student. It identifies learning expectations that are modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course, and/or any accommodations and special education services needed to assist in the student achieving his or her learning expectations

Management of Risk Injury

The management process for risk of injury behaviours is first and foremost an ongoing process, rather than a single event or meeting. It is a principal-led process that is initiated (and continual) when risk of injury to self and/or others exists or is highly probable. The level of risk must be reviewed on a regular basis to determine appropriate prevention and intervention strategies. The management process of risk of injury is similar to the Individual Educational Plan process; information is gathered, reviewed, evaluated and results in a plan being created.

Nonviolent Crisis Intervention

With a focus on prevention, the Nonviolent Crisis Intervention (NCVI) core training program equips staff with proven strategies for safely defusing anxious, hostile, or violent behaviour at the earliest possible stage.

Nonviolent Physical Intervention

Refers to a procedure employed as a last resort and in exceptional circumstances when a student is at risk of hurting self or others. The intervention involves a progression of safe, non-harmful and least restrictive control techniques to manage aggressive behaviour. The use of nonviolent physical interventions requires specific Nonviolent Crisis Intervention Training.



Risk of Injurious Behaviours

The behaviour of a student presents a significant risk of injury to self and/or others when the behaviour is current and occurs on an ongoing basis. The behaviour is of such intensity that injury to self and/or others has occurred or is likely to occur as determined by the behaviour data collection.

Student Safety Plan

A pre-determined plan of action developed by staff, in consultation with parents/guardians. A Student Safety Plan must be written for students whose behaviour poses risk of injury to themselves or others. The Student Safety Plan documents non-physical prevention and intervention strategies and the physical interventions required to prevent or minimize injury, if and when appropriate and necessary. A current copy of the Student Safety Plan must be kept in the Ontario Student Record (OSR).

Appendices

- Appendix A – Student Safety Plan
- Appendix B – Behaviour Data Tracking Tool
- Appendix C – Physical Occurrence Report

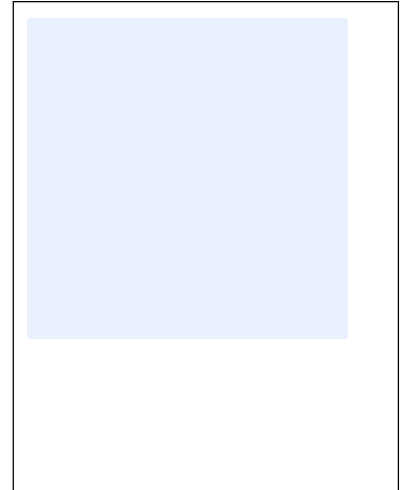
References

- Education Act
- Criminal Code, Section 43
- Policy/Program Memorandum No. 145 – Progressive Discipline
- Policy/Program Memorandum No. 128 – Provincial Code of Conduct and School Board Codes of Conduct
- Ontario Human Rights Code
- Occupational Health and Safety Act s. 25(2)
- Nonviolent Crisis Intervention Foundation Course



Student Safety Plan

Student Name		School	
D.O.B./Age		Grade	
Principal		Teacher	
Parent/Guardian		Home phone	
Cell phone		Work phone	
Alternate contact		Phone	
Exceptionality		Diagnosis	
IEP	<input type="checkbox"/> Yes <input type="checkbox"/> No	Agencies involved	
Effective plan date		Review date	



Development of Student Support Plan			
<input type="checkbox"/>	Parents/Guardians	<input type="checkbox"/>	Principal/Vice-Principal
<input type="checkbox"/>	Student (if applicable):		
<input type="checkbox"/>	School Level (if applicable):		
<input type="checkbox"/>	System Level (if applicable):		
<input type="checkbox"/>	Agencies (if applicable):		
<input type="checkbox"/>	Other (if applicable):		

Observable Behaviour Concerns	Triggers or Antecedents	Prevention and Intervention Strategies
1.		Other strategy, please describe: Click or tap here to enter text.
2.		Other strategy, please describe: Click or tap here to enter text.
3.		Other strategy, please describe: Click or tap here to enter text.



Student Safety Plan

Areas of concern	Triggers or Antecedents	Response Strategies
4.		<p>Other strategy, please describe: Click or tap here to enter text.</p>

Physical Intervention Team (if required):					
<input type="checkbox"/>	Principal/Vice-Principal	<input type="checkbox"/>	Classroom Teacher(s)	<input type="checkbox"/>	Special Education Resource Teacher(s)
<input type="checkbox"/>	Educational Assistant(s)	<input type="checkbox"/>	Other	<input type="checkbox"/>	Other
<input type="checkbox"/>	School Team has developed a contingency plan if the physical intervention team is unavailable				

If physical intervention by staff is required, the Principal or designate must document it using the Physical Occurrence Report.

Physical intervention is a safe, non-harmful and last-resort response to a person in crisis displaying risk behavior posing a threat to self or others. (Crisis Prevention Institute, Nonviolent Crisis Intervention)

Communication Plan: Student Safety Plan to be shared via:					
<input type="checkbox"/>	OSR	<input type="checkbox"/>	Occasional Day Plan Folder/Binder	<input type="checkbox"/>	Staff meeting (monthly and/or emergency)
<input type="checkbox"/>	Student Alert (Power School)	<input type="checkbox"/>	Other		

Principal signature _____ Date _____

Parent/Guardian signature _____ Date _____

Student Safety Plan Discontinued

Rationale:

Date Removed: _____ Student Alert (Power School) Removed:

Principal signature _____ Date _____

Parent/Guardian signature _____ Date _____

Information Collection Authorization

Notice of Collection: The personal information you have provided on this form and any other correspondence relating to your involvement in our programs is collected by the District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom and Protection of Privacy Act, 1989. The information will be used to register and place the student in a school, or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and is required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. If you have any questions, please contact the school principal and/or the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234)



Behaviour Data Tracking Tool

Student: _____

For each significant episode of behaviour, record your observations in the chart below by checking the appropriate boxes.

	Situation (Setting/Activity)	Triggers or Antecedents (What occurred immediately before the behaviour?)	Behaviour (What did the student do?)	Response (What action did staff/peer take in response to the behaviour?)
Date: _____ Time of Day: _____ Duration: _____ Intensity: _____ <div style="text-align: center;"> 1 to 5 (Low) (High) </div> Staff Present: Others Present:	<i>Check all that apply</i> <input type="checkbox"/> Assembly <input type="checkbox"/> Break <input type="checkbox"/> Circle <input type="checkbox"/> Classroom <input type="checkbox"/> Desk <input type="checkbox"/> Group Work <input type="checkbox"/> Gym <input type="checkbox"/> Hallway <input type="checkbox"/> Meal/Snack <input type="checkbox"/> Outside <input type="checkbox"/> Recess <input type="checkbox"/> Seatwork <input type="checkbox"/> Transition <input type="checkbox"/> Unstructured <input type="checkbox"/> Waiting <input type="checkbox"/> Washroom <input type="checkbox"/> Work Space <input type="checkbox"/> Work Task <input type="checkbox"/> Other _____	<i>Check all that apply</i> <input type="checkbox"/> Behaviour of others <input type="checkbox"/> Demand <input type="checkbox"/> Denied something <input type="checkbox"/> Difficulty communicating <input type="checkbox"/> Distraction <input type="checkbox"/> Ignored <input type="checkbox"/> Invasion of personal space <input type="checkbox"/> Low/removal of attention <input type="checkbox"/> Noise <input type="checkbox"/> Non-preferred task <input type="checkbox"/> Reinforcement <input type="checkbox"/> Removal of materials <input type="checkbox"/> Request <input type="checkbox"/> Transition <input type="checkbox"/> Waiting <input type="checkbox"/> Other _____		<i>Check all that apply</i> <input type="checkbox"/> Attention given by <ul style="list-style-type: none"> • Adult <input type="checkbox"/> • Peers <input type="checkbox"/> <input type="checkbox"/> Accessed Tangible <input type="checkbox"/> Contacted Administrator/Designate <input type="checkbox"/> Engaged in verbal interaction <input type="checkbox"/> Ignored (planned) <input type="checkbox"/> Provided de-escalation time <input type="checkbox"/> Redirected <input type="checkbox"/> Removed demand <input type="checkbox"/> Other _____
Comments:				

This data tracking tool should be stored in a confidential location, not in the OSR.



Physical Occurrence Report

Any student behaviour that leads to a physical intervention must be recorded on a Physical Occurrence Report and a copy provided to Parent/Guardian and Ontario Student Record (OSR)

Student's Full Name (First, Last)	School
Date of Incident	Time/Duration of Incident
Name of Parent/Guardian Contacted	Time and Date Parent/Guardian Contacted
Situation (Setting/Activity) – Choose an item, Choose an item, Choose an item	
Description of Incident and any injury to student if applicable	
Next Steps:	
Staff Member(s) Involved	
Physical Intervention Strategy Used Disengagement Skills for: Choose one. Choose one. Choose one. Other: Holding Skills (i.e. Outside/Inside, Limit Range of Motion) in: Choose one. Choose one. Choose one. Other	

Staff Signature / Position

Date Submitted

Staff Signature / Position

Principal's Signature

Distribution: Parent/Guardian and Ontario Student Record (OSR)

Information Collection Authorization

Notice of Collection: The personal information you have provided on this form and any other correspondence relating to your involvement in our programs is collected by the District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom and Protection of Privacy Act, 1989. The information will be used to register and place the student in a school, or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and is required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. If you have any questions, please contact the school principal and/or the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234)



**Brant Haldimand Norfolk
Catholic District School Board**

Catholic Education Centre

**Policy: Students With Prevalent Medical Conditions (Anaphylaxis, Asthma,
Diabetes and /or Epilepsy)**

		Policy Number:	200.05
Adopted:	August 30, 2018	Former Policy Number:	n/a
Revised:	n/a	Policy Category:	Students
Subsequent Review Dates:	TBD	Pages:	2

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board believes that all persons are created in God’s image. Every individual has an inherent and immeasurable worth and dignity. Each human life is considered sacred. We are committed to providing students with full access to schools in a safe, caring, accepting and healthy learning environment that enables each student to reach his or her fullest potential. While the Board believes that parents/guardians and the medical profession are primarily responsible for children with prevalent medical conditions, the Board supports the individual needs of students diagnosed by a medical doctor or nurse practitioner with asthma, diabetes, epilepsy and/or are at risk for anaphylaxis in accordance with Ontario laws.

Policy Statement:

It is the policy of the Board to support students with prevalent medical/health conditions in all Brant Haldimand Norfolk Catholic District School Board schools and off-site programs.

The Board Shall:

- Ensure that students with prevalent medical conditions are enabled to participate in school life to their fullest potential as outlined in their individual Plan of Care;
- Ensure that daily routine management of activities are performed in such a way as to promote inclusion in a safe, accepting and healthy learning environment that supports well-being;
- Empower students to be confident and capable learners, to reach their full potential for self-management of their medical condition according to their individual Plan of Care; and
- Ensure that the designation of roles and responsibilities for prevalent medical/health conditions support services in school settings does not preclude, in an emergency, the provision of assistance by school board personnel. Staff who provide health support to students under their supervision shall have full coverage under the Brant Haldimand Norfolk Catholic District School Board’s liability coverage.

Glossary of Key Policy Terms

Allergen: A substance capable of causing an allergic reaction (e.g. pollens, molds, animal dander, feathers, dust mites, foods, insect stings, medications etc.)

Anaphylaxis: Anaphylaxis is a sudden and severe allergic reaction, which can be fatal, requiring medical emergency measures to be taken.

Asthma: Asthma is a respiratory condition marked by spasm in the bronchi of the lungs, causing difficulty with breathing. It usually results from an allergic reaction or other forms of hypersensitivity. Viruses can also act as a trigger.

Asthma Reliever Inhaler: Asthma reliever inhalers work to relieve asthma symptoms when they happen. When inhaled, they open up airways and relieve symptoms such as wheezing, coughing and shortness of breath.

Diabetes: Diabetes is a chronic disease, in which the body either cannot produce insulin or cannot properly use the insulin it produces.



Brant Haldimand Norfolk Catholic District School Board

Catholic Education Centre

Type 1 Diabetes: Type 1 Diabetes develops when the body's immune system destroys the insulin producing cells of the pancreas. Insulin is an essential body requirement and without it, carbohydrates (starch and sugars) in food cannot be converted into the energy (glucose) required to sustain life.

Type 2 Diabetes: Type 2 Diabetes is the most common form of diabetes. It usually develops in adulthood, although recently increasing numbers of children in high-risk populations are being diagnosed. It develops when the pancreas does not produce enough insulin or the insulin produced is not used effectively.

Epilepsy: Epilepsy is a neurological condition that affects the nervous system. Epilepsy is also known as a seizure disorder or by many people as convulsions.

Health Care Professional: This is a member of the College under the Regulated Health Professions Act, 1991 (e.g. medical doctor, nurse practitioner, registered nurse, pharmacist).

Immunity: *The Act to Protect Pupils with Asthma* states, "No action or other proceedings for damages shall be commenced against an employee for an act of omission done or omitted by the employee in good faith in the execution or intended execution of any duty or power under the Act".

Medical Emergency: This is an acute injury or illness that poses an immediate risk to a person's life or long-term health and requires assistance from another qualified person and contact with Emergency Medical Services.

Medical Incident: Is a circumstance that requires an immediate response and monitoring as the incident may progress to a medical emergency requiring contact with Emergency Medical Services.

Prevalent Medical Condition: For the purpose of this document, Prevalent Medical Conditions include anaphylaxis, asthma, diabetes and epilepsy.

Self-Management: A continuum where a student's cognitive, emotional, social and physical capacity and stage of development are determinants of their ability to confidently and independently manage their medical condition(s). The student's journey to reach their full potential along the self-management continuum is not linear and can require varying levels of support over time.

References

Education Act and its Regulations
The Education Act Section 265 - Duties of Principals
The Education Act Section 264 - Duties of Teachers
Reg. 298, s11 Duties of Principals
Reg. 298, s20 Duties of Teachers
Ministry of Education's Policy/Program Memorandum No. 161: Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes and Epilepsy)
Policy/Program Memoranda No. 149: Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals and Paraprofessionals
Policy/Program Memoranda No. 81: Provision of Health Support Services in School Settings
Ryan's Law, 2015
Sabrina's Law 2005
Bill 5 – An Act to Establish a Bill of Rights for Pupils with Diabetes
Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)
Admission of Students Policy and Administrative Procedure 200.14
Educational Field Trips and Excursions Policy and Administrative Procedure 500.01
Nutrition – Creating a Healthy Environment Policy and Administrative Procedure 200.01
Transportation of Students Policy and Administrative Procedure 400.19
Volunteers Policy and Administrative Procedure 300.12



**Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes
and/or Epilepsy)
AP 200.05**

Procedure for:	All staff	Adopted:	August 30, 2018
Submitted by:	Michelle Shypula, Superintendent of Education	Revised:	N/A
Category:	Students		

Purpose

Ensuring the safety and well-being of students with prevalent medical conditions in a school setting is a shared responsibility that necessitates the cooperation of all partners in the school community, including health care professionals. The ultimate goal is to have the child be as independent as possible with their care. This Policy and Administrative Procedure does not negate the responsibility of students and parents/guardians and the important role they play in student health and safety.

Responsibilities

Superintendent of Education: The Superintendent of Education will monitor and advise principals and vice-principals regarding the implementation of Students with Prevalent Medical Conditions procedures and update schools on any legislative changes that affect this administrative procedure.

Principal/Vice-Principal and/or Designate: Principal and Vice-Principal and/or designate will monitor and advise staff regarding the implementation of Student with Prevalent Medical Conditions procedures.

School Staff: School staff will implement the Students with Prevalent Medical Conditions protocol in their school.

Parents/Guardians: Parents/Guardians will ensure the school receives up to date information regarding their child's medical condition and management.

Student: Depending on their cognitive, emotional, social and physical stage of development and their capacity for self-management, students are expected to actively support the development and implementation of their Plan of Care.

Transportation Services: Transportation Services will ensure that all drivers are aware of management procedures for students with Prevalent Medical Conditions.

Food Service Providers: Food Service Providers will ensure all staff are in-serviced in anaphylaxis procedures for the Board.

Information- N/A

Procedures

1.0 General Guidelines

It is recognized that in respect to students with prevalent medical conditions:

- 1.1 The parent/guardian has the primary responsibility to inform school authorities about their child's medical/health condition(s) and to communicate relevant information. School procedures must be cooperatively developed to address differentiated strategies for addressing the student's needs in a reasonable manner;
- 1.2 Following an initial review of a student's unique medical/health needs, the principal shall consult with the Special Education Coordinator and if necessary their Superintendent, to discuss options to address the student's needs;



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- 1.3 Procedures related to health care needs of individual students will adhere to the physician's/nurse practitioner's prescribed care plans and relevant legislation and policies;
 - 1.4 Whenever feasible and authorized, the student or the student's parent/guardian may accept the responsibility of performing the health care service, if required during school hours;
 - 1.5 Where the student or student's parent/guardian can not perform required health services and where the parent/guardian so requests, the health care service is to be requested in accordance with the Provision of Health Support Services in School Setting (Ministry of Education Policy/Program Memorandum No. 81); and
 - 1.6 In responding to such circumstances, the principal or other staff performing such health care services, on a voluntary or emergency basis (i.e. Glucagon injection) is acting according to the principle of "in loco parentis" and not as a health professional.

2.0 Roles and Responsibilities

2.1 Superintendent of Education

The School Board shall:

- 2.1.1 Ensure that pupil registration forms have a section that allows for listing of prevalent medical conditions;
- 2.1.2 Provide annual training and resources on prevalent medical conditions;
- 2.1.3 Ensure that training for Emergency First Aid, CPR and Automated External Defibrillator (AED) is made available to individuals who are involved in the education of students with prevalent medical conditions;
- 2.1.4 Develop expectations with schools in order to support safe storage of medication and medical supplies;
- 2.1.5 Develop strategies that reduce the risk of student exposure to triggers or causative agents in classrooms and common school areas;
- 2.1.6 Provide strategies to support the management of students with prevalent medical conditions;
- 2.1.7 Ensure that a protocol is developed with all transportation carriers to manage students with prevalent medical conditions who attend schools under the jurisdiction of the Brant Haldimand Norfolk Catholic District School Board;
- 2.1.8 Provide transportation and food service providers with copies of the Board's Students with Prevalent Medical Conditions policy and procedures; and
- 2.1.9 Ensure that information in the Students with Prevalent Medical Conditions policy and procedure is added to school agendas/handbooks/Board website.

2.2 Parent/Guardian

As primary caregivers of their child, the parent/guardian is expected to be an active participant in supporting the management of their child's prevalent medical condition while the child is at school. At minimum:

- 2.2.1 Educate their child about the prevalent medical condition with support from their child's health professional, as needed;
- 2.2.2 Review all school and board policies related to the management of their child's medical condition;
- 2.2.3 Guide and encourage their child to reach their full potential for self-management and self-advocacy;
- 2.2.4 Inform the school of their child's prevalent medical condition and co-create the individual Plan of Care for their child with the principal/designate;



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- 2.2.5 Communicate ongoing changes to the Plan of Care to the principal or designate and provide up-to-date emergency contact information (i.e. names, phone numbers);
 - 2.2.6 Confirm annually (at minimum) to the principal or designate that the student's Plan of Care is unchanged;
 - 2.2.7 Initiate and participate in meetings to review the students medical/health condition and Plan of Care;
 - 2.2.8 Supply their child and/or the school with sufficient quantities of medication and supplies in their original, clearly labelled containers as directed by a health care professional and as outlined in the Plan of Care and replace supplies and medication upon expiration;
 - 2.2.9 Provide medical alert information (e.g. medic alert bracelet which identifies specific allergens/medical condition) that the child and/or their parent/guardian deem appropriate;
 - 2.2.10 Provide the school with copies of any medical reports or instructions from the student's health care provider as appropriate; and
 - 2.2.11 If possible, inform the school staff if a medical incident or medical emergency occurs.

2.3 Principal/Designate

In addition to the responsibilities outlined above under "School Staff", the principal/designate should:

- 2.3.1 Clearly communicate to the parent/guardian and appropriate staff the process for the parent/guardian to notify the school of their child's prevalent medical condition as well as the expectation for the parent/guardian to co-create, review and update the Plan of Care with the principal/designate. This process should be communicated to the parent/guardian at a minimum:
 - During the time of registration;
 - Each year during the first week of school; and/or
 - When a child is diagnosed and/or returns to school following a diagnosis.
- 2.3.2 Co-create, review or update the Plan of Care for a student with prevalent medical conditions with the parent/guardian in consultation with the staff (as appropriate) and the student (as appropriate);
- 2.3.3 Maintain a file with the Plan of Care and supporting documentation for each student with a prevalent medical condition which includes up-to-date emergency contacts and telephone numbers;
- 2.3.4 Strongly encourage the parent/guardian to have the child wear a Medical Alert bracelet;
- 2.3.5 Provide relevant information from the student's Plan of Care to the staff and others who are identified in the Plan of Care (e.g. food services, transportation providers, volunteers, occasional staff who will be in direct contact with the student) including any revisions that are made to the Plan of Care;
- 2.3.6 Communicate with parent/guardian on medical emergencies as outlined in the Plan of Care;
- 2.3.7 Encourage the identification of staff who can support the daily or routine management needs of students in the school with prevalent medical conditions;
- 2.3.8 Maintain appropriate storage of medications or medical devices for a student with a prevalent medical condition. Medication should be stored in a safe and accessible location which is known to staff;
- 2.3.9 Permit a student to carry their emergency medication (e.g. asthma reliever inhaler) if the student has the parent/guardian permission to do so;
- 2.3.10 Ensure with consent, an updated photo with key emergency information is placed in a school location for all staff to see on a regular basis;



- 2.3.11 Ensure that a plan is established to support students with prevalent medical conditions in the event of a school emergency (e.g. evacuation, fire, lockdown). This process must also include considerations for occasional staff;
- 2.3.12 Ensure all staff have received annual training including training about prevention strategies, recognition of life-threatening medical situations, emergency protocols and the use of any emergency medical interventions. For example, the principal shall arrange to provide all staff with necessary training on the administration of epinephrine;
- 2.3.13 Maintain a log of all staff who have received training;
- 2.3.14 Maintain a log of administration of medication; and
- 2.3.15 Consult with the physician or nurse practitioner with consent from the parent/guardian for review of the Plan of Care in the event that such a review is required.

2.4 School Staff

The school staff should:

- 2.4.1 Review the contents of the Plan of Care with any students with whom they have direct contact;
- 2.4.2 Participate in annual training on prevalent medical conditions as required;
- 2.4.3 Share information of the student's signs and symptoms with other students, as outlined in the Plan of Care as authorized by the parent/guardian and principal;
- 2.4.4 Follow strategies that reduce the risk of student exposure to triggers or causative agents in classrooms, common school areas and co-curricular activities in accordance with the student's Plan of Care;
- 2.4.5 Support a student's daily or routine management and respond to medical incidents and medical emergencies that occur during school and school related activities as outlined in the Students Plan of Care; and
- 2.4.6 Support inclusion by allowing students with prevalent medical conditions to perform daily or routine management activities in a school location (e.g. classroom) as outlined in their Plan of Care, while being aware of confidentiality and the dignity of the student.

2.5 Students with Prevalent Medical Conditions

Depending on their cognitive, emotional, social and physical stage of development and their capacity for self-management, students are expected to actively support development and implementation of their Plan of Care. Students should:

- 2.5.1 Take responsibility for advocating for their personal safety and well-being that is consistent with their cognitive, emotional, social and physical stage of development and their capacity for self-management;
- 2.5.2 Participate in the development of their Plan of Care where appropriate;
- 2.5.3 Participate in meetings to review their Plan of Care where appropriate;
- 2.5.4 Carry out daily or routine self-management of their prevalent medical condition to their full potential as described in their Plan of Care (e.g. carry their medication);
- 2.5.5 Set goals on an ongoing basis for self-management of their prevalent medical condition in conjunction with their parent/guardian and health care professional(s);
- 2.5.6 Communicate with their parents/guardians and school staff if they are facing challenges related to their prevalent medical condition at school;
- 2.5.7 Wear medical alert information (e.g. medic alert bracelet which identifies specific allergens/medical condition) that they and/or their parent/guardian deem appropriate;



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- 2.5.8 If possible, inform the school staff and/or their peers if a medical incident or medical emergency occurs; and
 - 2.5.9 Students who are 18 years of age or older will take personal responsibility for their personal safety and well-being as well as meet the above student responsibilities.

3.0 Plan of Care

3.1 The Plan of Care templates will include the following elements:

- 3.1.1 Preventative strategies to be undertaken by the school to reduce the risk of a medical incident and exposure to triggers or causative agents in classrooms and common school areas
- 3.1.2 Identification of school staff who have access to the Plan of Care
- 3.1.3 Identification of routine or daily management activities that will be performed by the student, parent/guardian or staff volunteer(s) or by individual authorization by the parent/guardian
- 3.1.4 A copy of notes and instructions from the student's health care professional, where applicable
- 3.1.5 Information on how to support or accommodate the student to enable participation to their full potential in all school and school board activities (e.g. field trips, overnight excursions, board-sponsored sporting events)
- 3.1.6 Identification of symptoms (emergency and other) and response
- 3.1.7 Current emergency contact information
- 3.1.8 Details related to storage and disposal of the student's prescribed medication(s) and medical supplies such as:
 - Parental permission for the student to carry the medication and/or supplies (e.g. asthma inhaler, epinephrine auto-injector);
 - Location of spare medication and supplies stored in the school, where applicable;
 - Information on the safe disposal of medication and medical supplies; and
 - Ensuring that any medication that has reached its expiry date is returned to the parent/guardian/adult student and replaced with up-to-date medication.
- 3.1.9 Requirements for communication between the parent/guardian and principal/designate and/or school staff as appropriate including format and frequency
- 3.1.10 Parental consent to share information on signs and symptoms with other students

4.0 Administration of Medication

- 4.1 When the school has current up-to-date treatment information and the consent of the parent/guardian or adult student, any employee may be preauthorized to administer medication or supervise a student while he/she takes medication in response to a medical condition.
- 4.2 When the school has current up-to-date treatment information and the consent of the parent/guardian or adult student, the principal shall designate a staff member to supervise or administer the required medication in an emergency.
- 4.3 If a staff member has reason to believe that a pupil may be experiencing a medical emergency, the staff member may administer medication prescribed to the student for the treatment of anaphylactic reaction even if there is no preauthorization to do so.
- 4.4 No action or damages shall be instituted respecting any act done in good faith or for any neglect or default in good faith in response to a medical emergency.



5.0 Transportation

- 5.1** When a student with a prevalent medical condition takes student transportation, Student Transportation Services shall ensure that the current Plan of Care received from the school principal is available:
- On file;
 - At the dispatch office; and
 - In the assigned vehicle(s).
- 5.1.1 Ensure there has been adequate in-servicing of all drivers and substitute drivers in response to students with prevalent medical conditions. This in-servicing for responding to students with prevalent medical conditions (e.g. administration of epinephrine auto-injector) shall be provided by Student Transportation Services on an annual basis or “as needed” basis.
- 5.1.2 Ensure that the student Plan of Care provided by the school principal is followed by the service provider. The current standard plan is that the driver radios dispatch for an ambulance and waits for the EMS to arrive, or if close to a hospital, drives there directly.
- 5.1.3 Assign a specific seat to the student, if required; and
- 5.1.4 Be aware that the student will be carrying required emergency medication, if indicated on the Plan of Care.

6.0 Food Service/Food Service Providers

6.1 Food Service/Food Service Providers shall:

- 6.1.1 Ensure that their personnel are trained to reduce the risk of cross-contamination through purchasing, handling, preparation and serving of food.
- 6.1.2 Participate in the school’s anaphylaxis training, which includes the identification of students at risk and how to administer an epinephrine auto-injector in the event of an anaphylactic reaction.

7.0 Liability

- 7.1** The Good Samaritan Act, passed in 2011, protects individuals from liability with respect to voluntary emergency medical or first aid services. Subsections 2(1) and (2) of this Act state the following with regard to individuals:
- 7.1.1 Despite the rules of common law, a person described in subsection (2) who voluntarily and without reasonable expectation of compensation or reward provides the services described in that subsection is not liable for damages that result from the person’s negligence in acting or failing to act while providing the services, unless it is established that the damages were caused by the gross negligence of the person.
- 7.1.2 Subsection (1) applies to: (b) an individual... who provides emergency first aid to a person who is ill, injured or unconscious as a result of an accident or other emergency if the individual provides the assistance at the immediate scene of the accident or emergency.
- 7.2** In the case of anaphylaxis and asthma, both *Sabrina’s Law* (2005) and *Ryan’s Law* (2015) include provisions limiting the liability of individuals who respond to an emergency relating to these conditions.
- 7.3** Section 3(4) of *Sabrina’s Law*: No action for damages shall be instituted respecting any act done in good faith or for any neglect or default in good faith in response to an anaphylactic reaction in accordance with this Act, unless the damages are the result of the employee’s gross negligence.



7.4 Section 4(4) of *Ryan’s Law*: No action or other proceedings for damages shall commence against an employee for an act or omission done or omitted by the employee in good faith in the execution or intended execution of any duty or power under this Act.

8.0 Anaphylaxis

Anaphylaxis is a serious allergic reaction that is rapid in onset and may cause death (Canadian Pediatric Society). Susceptible students may die if exposed to even minute amounts of the substance that triggers their reaction. Immediate treatment in the form of an injection of epinephrine can be lifesaving.

8.1 Triggers

- 8.1.1 Foods: While any food may cause anaphylaxis, peanuts, tree nuts, seafood, cow’s milk, eggs, wheat and soy seem to more likely trigger a reaction in students; and
- 8.1.2 Non-Food Substances: Insect venom, medications, latex and rarely, vigorous exercise may trigger a reaction.

8.2 Signs and Symptoms

The onset of anaphylaxis can begin within seconds of exposure or after several hours. Any combination of the following symptoms may signal the onset of a reaction.

System	Signs and Symptoms
General/ Central Nervous System	Fussiness, irritability, drowsiness, lethargy, reduced level of consciousness, anxiety, feeling of impending doom, headache, metallic taste in mouth
Skin	Hives, swelling, itching, warmth, redness, rash
Upper/Lower Airway	Coughing, wheezing, shortness of breath, chest pain/tightness, throat tightness/swelling, hoarse voice, nasal congestion, hay fever-like symptoms (runny nose, watery eyes, sneezing), difficulty swallowing
Cardiovascular	Pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock, cardiac arrest
Gastrointestinal	Nausea, vomiting, diarrhea, abdominal pain

The interval time between onset of the first symptoms and death can be as short as a few minutes, if the reaction is not treated. Even when symptoms have subsided after initial treatment, they can return.

8.3 Emergency Procedure

The Anaphylaxis Plan of Care shall include procedures to:

- 8.3.1 Take note of the time of epinephrine auto-injector administration;
- 8.3.2 Call 911 for an ambulance (inform the emergency operator that the student is having an anaphylactic reaction);
- 8.3.3 Contact the emergency parent/guardian;
- 8.3.4 Give a second dose of epinephrine as early as five minutes after the first dose if there is no improvement in symptoms while waiting for the ambulance. Any subsequent doses to be administered must be under medical supervision; and
- 8.3.5 Transport the student to the hospital by ambulance.



8.4 Location of Epinephrine Auto-Injectors:

- 8.4.1 Epinephrine auto-injectors should be kept in a covered and secure area, but unlocked for quick access. Although epinephrine is not a dangerous drug, the sharp needle of the self-injector can cause injury;
- 8.4.2 As soon as they are old enough, students should carry their own epinephrine auto-injectors. Many young children carry an injection kit in a fanny pack around their waist at all times;
- 8.4.3 The parent/guardian can identify on the Anaphylaxis Plan of Care if they wish classmates to be aware of the location of the epinephrine auto-injector; and
- 8.4.4 An up-to-date supply of epinephrine auto-injectors provided by the parent/guardian shall be available in an easily accessible, secure central area of the school (e.g. office or staffroom). The parent/guardian shall provide at least two in case one malfunctions or additional treatment is necessary.

8.5 Peanut Butter Substitutes

Since exposure to peanut butter and/or other nut-containing products could prove harmful or fatal to some students, peanut butter and all products containing nuts of any kind are not permitted in Brant Haldimand Norfolk Catholic District Schools. School administrators, staff and volunteers are not food experts and are not qualified to decide what is (or is not) real peanut butter; peanut butter substitutes are not permitted in schools.

Despite its best efforts to limit the presence of nut-containing food products, parents of anaphylactic children should be aware the Brant Haldimand Norfolk Catholic District School Board cannot and does not guarantee schools are allergen free.

9.0 Asthma

Asthma is a very common chronic (long-term) lung disease that can make it hard to breathe (Ontario Lung Association). It is not possible to reduce the risk to allergens to zero.

9.1 Common Outdoor Triggers

Cold Air: susceptible students with asthma may need to use a neck warmer to cover their mouth and nose, especially prior to and during physical activity; when outdoor cold temperatures are extreme, a well-ventilated indoor site can be used for physical activity.

Air Quality/Smog: outdoor air quality and smog alerts can be monitored through local news/air quality sites (www.airhealth.ca). Well-ventilated indoor sites can be chosen for physical activity on days when air quality is poor.

Pollen, Leaves, Trees: May through August (or until the first frost) grassy or densely treed activity sites should be avoided for physical activity.

9.2 Common Indoor Triggers

Physical activities indoors (e.g. classroom, gymnasium) should be planned to eliminate or minimize common triggers that may cause asthma symptoms. Strong smells (e.g. perfumes, strongly scented markers or paints and cleaning products), dust, chalk, furry or feathered animals may also be triggers.



9.3 Strategies to Assist Schools and Classrooms to Minimize Common Triggers

Take the necessary precautions to create a supportive, safe environment for students with asthma, including but not limited to:

- 9.3.1 Facilitate the use of asthma-friendly school supplies and products, such as scent free markers and cleaning products, dust free chalk etc.;
- 9.3.2 Monitor asthma triggers and take action to reduce exposure to asthma triggers in the classroom and common areas, whenever possible; and
- 9.3.3 Create and support the expectation that students with asthma should be participating in physical activities to the best of their abilities, including recess/nutrition breaks and physical education.

9.4 Signs and Symptoms

Signs and symptoms of asthma are variable and include but are not limited to the following:

- Coughing
- Wheezing
- Difficulty breathing
- Shortness of breath,
- Chest tightness

9.4.1 Responding to Asthma Signs and Symptoms

- Have the student use their asthma reliever inhaler as indicated in Asthma Plan of Care;
- Remove the student from the trigger;
- Have the student remain in an upright position;
- Have the student breathe slowly and deeply; and
- Check symptoms. When all the student's symptoms have subsided, then the student can resume school activities, but should be monitored closely. The student may require additional asthma reliever inhaler medication; and
- If symptoms get worse or do not improve with 5-10 minutes, follow the steps listed below for an emergency response.

9.4.2 Emergency Response

It is an emergency response if the student:

- Has used an asthma reliever inhaler and it has not helped signs and symptoms within 5-10 minutes;
 - Has difficulty speaking or is struggling for breath;
 - Appears pale, grey or is sweating; and
 - Has greyish/blue lips or nailbeds;
- OR
- You have any doubt about the student's condition.

9.4.3 Emergency Procedure

- Have the student use, or assist the student in using asthma reliever inhaler;
- If a staff member has reason to believe that a student is experiencing an asthma exacerbation, they can administer asthma medication to the student for the treatment of the exacerbation, even if there is no preauthorization to do so;
- Notify office, call 911 and remain with student;
- Notify the parent/guardian of emergency response



- Have the student sit upright or with arms resting on a table or other support if possible. Continue to give the asthma reliever inhaler every 5-10 minutes until the ambulance arrives; and
- Stay calm and reassure the student. Tell the student to breathe slowly and deeply. Note: Students are transported to hospital by ambulance only.

9.5 Asthma and Exercise

- 9.5.1 While exercise can be an asthma trigger, exercise is important for everyone. Teachers and coaches should be prepared to accommodate and modify activities to promote participation of students with asthma.
- 9.5.2 Have the student warm-up 5-10 minutes prior to exercising and cool down afterward;
- 9.5.3 Some students may need to use their asthma reliever inhaler prior to exercise, as advised by their physician;
- 9.5.4 Be aware of environmental triggers (e.g. extreme temperature, air quality) and be prepared to relocate or reschedule as required; and
- 9.5.5 The student should not participate in physical activity if already experiencing asthma symptoms. If the student has asthma symptoms during the exercise, they should stop until they feel better and use asthma reliever inhaler as directed in the Asthma Plan of Care.

9.6 Facilitating and Supporting Routine Management

The principal must permit a student to carry their asthma medication if the student has their parent's/guardian's permission. An additional inhaler may be kept in the office at the request of the parent/guardian.

10.0 Diabetes

10.1 Type 1 and Type 2 Diabetes

Diabetes is a serious disease that impairs the body's ability to use food properly. There are two types of diabetes, Type 1 and Type 2 and they both cause the body's blood sugar levels to become higher/lower than normal.

Type 1	Type 2
<ul style="list-style-type: none"> • Pancreas produces little or no insulin • Individual must inject insulin several times a day • Occurs in one in every 300 – 400 children • Cannot be prevented or cured 	<ul style="list-style-type: none"> • Pancreas either does not produce enough insulin or insulin doesn't work effectively • May require self-monitoring of blood glucose, medication or insulin • Usually occurs in adults but more recently an increase in children has been reported



10.2 Hypoglycemia (LOW BLOOD GLUCOSE)

Hypoglycemia is a disease resulting from a lack of insulin action. Insulin is a hormone produced by the pancreas. Without insulin, carbohydrates (starch and sugars) in the food we eat cannot be converted into energy (called blood glucose or blood sugar) as required to sustain life. Instead, unused glucose accumulates in the blood and spills into the urine. **Hypoglycemia may develop rapidly. When in doubt, TREAT!**

Causes	Symptoms	Treatment
<p>Low blood glucose usually develops as a result of one or more of the following:</p> <ul style="list-style-type: none"> • Insufficient food due to delayed or missed meal and/or partially eaten meal or snack • More exercise or activity than usual without a corresponding increase in food; and/or • Too much insulin 	<p>The student may say he/she feels 'low', may look unwell, or act in a strange manner.</p> <p>Signs of low blood sugar may include but not limited to:</p> <ul style="list-style-type: none"> • Cold, clammy, sweaty skin • Paleness, quietness • Fatigue, dizziness • Shakiness, lack of coordination • Hunger, irritability • Tearfulness • A staggering gait • Eventually fainting and unconsciousness <p>In addition, the student may complain of:</p> <ul style="list-style-type: none"> • Nervousness • Blurred Vision • Abdominal pain and nausea • Headache 	<p>At the first sign of a low blood sugar, allow the student to check his/her blood sugar level using his/her meter.</p> <p>If it is not possible to check blood sugar OR if in doubt, TREAT! (give fast-acting sugar immediately)</p> <p>If the parents have not provided you with more specific instructions give:</p> <ul style="list-style-type: none"> • 15 grams of glucose in the form of glucose tablets (this is the preferred method) • 15 mL (1 Tablespoon) of sugar dissolved in water • 5 cubes of sugar • 150 mL (2/3 cup) of fruit juice or regular soft drink • 6 Life Savers® • 15 mL (1 Tablespoon) of honey <p>Fifteen minutes after consuming the carbohydrate, check blood sugar again. If it is still low (below 4.0 mmol/L), then consume another 15 grams of carbohydrate, until blood sugar is above 4.0 mmol/L.</p> <p>(Canadian Diabetes Association 2018)</p>

Mild to moderate hypoglycemia is common in the school setting. School personnel need to know the causes, symptoms and treatment of hypoglycemia. School personnel can misinterpret symptoms of mild to moderate hypoglycemia. The nature of the emergency is often misunderstood, placing a student at serious risk. The above chart serves as a guide to be consulted.

Severe hypoglycemia will occur in 3-8/100 students with diabetes per year and occurs most commonly at night. Severe hypoglycemia is rare in a school setting.

If unsure whether the child is hypoglycemic, always give fast-acting sugar. A temporary excess of fast-acting sugar will not harm the child but hypoglycemia is potentially serious/life-threatening.

Do not give food or drink if the child is unconscious. Roll the child on his/her side and activate 911.

10.2.1 Administration of Glucagon

Glucagon is an emergency drug that is used to treat hypoglycemia. It should only be used under the direction of a physician. Glucagon is a naturally occurring substance produced by the



pancreas and it enables a person to produce his or her own blood glucose to correct a hypoglycemic state.

In an emergency, where a student is severely hypoglycemic, trained EMS paramedics and trained staff who have volunteered to administer glucagon may do a glucagon injection. It is important to note that hypoglycemia presenting in a school setting would not normally be an immediate life-threatening condition – that is, ambulances with advanced care paramedics can respond immediately. Paramedics will make the proper assessment and provide treatment, as required.

In general, staff should not make medical judgments or perform invasive procedures (e.g. injections outside of epi-pens). However, in a hypoglycemic emergency whereby:

1. A student is unconscious or unable to swallow safely, and
2. The parent/guardian has provided consent for glucagon administration, and
3. A glucagon kit (not expired) is available, and
4. A staff member **has volunteered** to administer a glucagon injection in the event of a hypoglycemic emergency, and
5. The staff member administering the glucagon injection as a result of a hypoglycemic emergency has received training.

If these criteria have been met, the school response shall be to provide a glucagon injection by a trained person. This will be followed with:

1. Calling 911
2. Contacting parents/guardians or other emergency contacts

10.3 Hyperglycemia (HIGH BLOOD GLUCOSE)

Children with diabetes sometimes experience high blood sugar. Hyperglycemia is NOT an emergency, unless student is vomiting, and it may require accommodations in the classroom.

Causes	Symptoms	Treatment
<p>May develop as a result of one or more of the following:</p> <ul style="list-style-type: none"> • Too much food • Less than usual amount of activity (indoor recess) • Growth spurts • Stress • Not enough insulin • Illness 	<p>The earliest and most obvious symptoms are increased thirst and urination.</p> <p>Other:</p> <ul style="list-style-type: none"> • Dry mouth • Blurred vision • Drowsiness 	<p>Allow the student to check his/her blood sugar since symptoms of high blood sugar can be confused with symptoms of low blood sugar. A blood sugar level of (greater than 14) is usually considered too high, but refer to student's individual plan for specific parameters.</p> <ul style="list-style-type: none"> • Allow the student to drink water at his/her desk • Allow the student to have open bathroom privileges • Do not use exercise to lower blood sugars as this can potentially make the blood sugar go higher



10.4 Blood Glucose (sugar) – Self-Monitoring

Self-monitoring of blood glucose (blood sugar) is mandatory for achieving target blood sugar levels. Blood sugar levels will change with eating, physical activity, stress or illness. Sometimes blood sugars fluctuate for no reason. Knowing blood sugar levels will help the student understand the balance of food, insulin and exercise and assist doctors in adjusting insulin and food requirements. Monitoring of blood sugar levels will provide early warning without onset of symptoms and can avoid consequences of hypo/hyperglycemia.

Guidelines for Blood Glucose (sugar) Monitoring: (to be done by the student or caregiver)

- 10.4.1 Provide a safe and appropriate location for testing;
- 10.4.2 Where requested on the Diabetes Plan of Care, read the meter (i.e. reading is below 4.0), record reading in the student's diabetic logbook and provide fast-acting sugar, when required;
- 10.4.3 Arrange for safe disposal of lancets, test strips etc. (i.e. a container for sharps is provided by the parent or school); and
- 10.4.4 Where appropriate for clean-up, follow the school procedure regarding Universal Blood and Body Fluid Precautions.

The student when monitoring their blood glucose level may use the following equipment: test strips; glucose meter; lancet; lancet device and logbook.

10.5 Ketone – Self-Monitoring

Ketones are substances that can be detected in the blood by students with diabetes using a blood ketone-testing meter. In hyperglycemia, glucose stays in the blood and the body cannot use it for fuel. The body then breaks down fat for fuel. This process produces ketones as a by-product. Rising ketone levels can spiral into a potentially dangerous condition known as DIABETIC KETOACIDOSIS (DKA).

Causes	Symptoms	Treatment
<p>Too little insulin for the body's needs. Buildup of ketones can be caused by:</p> <ul style="list-style-type: none"> • Illness (e.g. flu and stomach virus) • Hyperglycemia over 14.0 mmol/l • Frequent vomiting • Over a period of days when blood sugar levels aren't managed 	<p>Symptoms of ketoacidosis:</p> <ul style="list-style-type: none"> • Excessive thirst • Nausea and vomiting • Weight loss • Leg cramps • Breath smells fruity • Abdominal pain • Blurry vision • Usually develops over several days 	<p>If left untreated, DKA can have serious life-threatening results. Students with diabetes monitor their ketone levels according to guidelines prescribed by their healthcare professional using a blood ketone-testing meter. This monitoring is not usually done daily as with blood glucose testing.</p> <p>Emergency situation if student is vomiting:</p> <ul style="list-style-type: none"> • Contact parent/guardian immediately • If parent/guardian unavailable – CALL 911 • Inform EMS the student has diabetes



10.6 Diabetes and Exercise

- 10.6.1 Students with diabetes should be encouraged to participate in as many activities as they choose. They should not be excluded from school field trips. School sports and other activities can promote self-esteem and a sense of well-being.
- 10.6.2 For students who wish to participate in vigorous physical activity, good planning is essential so that blood glucose balance is maintained. The major risk of unplanned vigorous activity is low blood glucose. Eating additional food can prevent this. Early parent/guardian notification of special days that involve extra activity will ensure the student has extra food to compensate.
- 10.6.3 Sports or other activities that take place during mealtime require some extra planning. Timing of meals and snacks may be varied and the insulin dose adjusted so that children with diabetes can safely participate. It is advisable that both parent/guardian and the student with diabetes carry some fast-acting sugar such as glucose tablets or juice boxes.

10.7 Safety Considerations

- 10.7.1 Ensure the student has easy access to supplies for blood glucose monitoring and treating low blood sugar;
- 10.7.2 Ensure the student eats meals and snacks on time;
- 10.7.3 Provide the parent/guardian with as much notice as possible about field trips, special events and changes to school routines in order to plan meals and snacks as required;
- 10.7.4 Support the student's self-care by providing a safe, secure, private and comfortable location to allow blood sugar monitoring at any time;
- 10.7.5 Know that the child may need to eat outside a planned meal or snack time; and
- 10.7.6 Ensure that the student has unrestricted bathroom access as well as access to water at all times. This is especially important when blood sugar is high.

10.8 Facilitating and Supporting Routine Management

The ultimate goal of diabetes management within the school setting is to have the student feel safe and supported in their diabetes care and to be encouraged toward independence in age-appropriate steps. This independence includes the specific management of diet, activity, medication (insulin) and blood sugar testing, as required. Independence of care also includes the development of self-advocacy skills and a circle of support among persons who understand the disease and can provide assistance as needed.

Children are diagnosed with diabetes at various stages of their lives. Some will be very young and others older and more mature, some will have special education needs. The goal for all children is to become as independent as possible, as soon as possible, in managing their diabetes. The role of the school is to provide support as the student moves from dependence to independence and to create a supportive environment in which this transition can occur. Nevertheless, the ultimate responsibility for diabetes management rests with the parent/guardian and the student.

Staff members can assist by:

- 10.8.1 Learning as much as possible about diabetes;
- 10.8.2 Communicating openly with parent/guardian;
- 10.8.3 Helping other students in the class understand diabetes; and
- 10.8.4 Encouraging age/appropriate independence.



11.0 Epilepsy

Epilepsy is a common brain disorder characterized by recurrent seizures. Most seizures are brief events that last from several seconds to a couple of minutes and normal brain function will return after the seizure ends. Recovery time following a seizure will vary. Sometimes, recovery is immediate as soon as the seizure is over. Other types of seizures may result in an individual being confused, fatigued, and/or experiencing mood swings. A health care professional may consider epilepsy as a possible diagnosis when a person has had two or more seizures starting in the brain.

11.1 Triggers

11.1.1 Medication

- Not taking one’s anti-epileptic medication; and other medications that are taken in addition to anti-epileptic medication

11.1.2 Internal Factors

- Stress, excitement and emotional upset;
 - This type of over-stimulation may lower the student’s resistance to seizures by affecting sleeping or eating habits;
- Lack of sleep can change the brain’s patterns of electrical activity and can trigger seizures;
- Fevers may make some students more likely to have a seizure; and
- Menstrual cycle:
 - Many females find their seizures increase around this time. This is referred to as catamenial epilepsy

11.1.3 External Factors

- Alcohol can affect the breakdown of anti-epileptic medication;
- Poor diet can affect blood sugar levels resulting in seizures;
- Sudden changes in temperature
- Television, videos and flashing lights; and
- Lack of physical activity

11.2 Signs and Symptoms

Motor Symptoms	Non-Motor Symptoms	Physical Symptoms	Autonomic Symptoms
<ul style="list-style-type: none"> • Jerking (clonic) • Limp or weak muscles • Rigid or tense muscles • Brief muscle twitching • Epileptic spasms • Automatisms or repeated automatic movements (clapping, rubbing hands, lip smacking, chewing) • Lack of movement 	<ul style="list-style-type: none"> • Changes in thinking or cognition • Loss of memory • Blank stares • Repeated words • Appearing dazed • Laughing, screaming, crying 	<ul style="list-style-type: none"> • Abdominal discomfort • Stomach pain • Belching • Flatulence • Vomiting • Pallor • Sweating • Dilation of pupils • Alteration in heart rate and respiration 	<ul style="list-style-type: none"> • Fear, sadness, anger or joy • Sensory • Sees light • Hears buzzing • Feels tingling or numbness • Smells a foul odour • Bad taste in mouth • Funny feeling in the pit of the stomach • Choking sensation



11.3 Emergency Procedure

Emergency response should be detailed for individual students in their Epilepsy Plan of Care. In general, if someone is having a seizure:

11.3.1 Stay Calm:

- Seizure usually ends on its own within a few seconds or a few minutes;

11.3.2 Time It:

- Note the time the seizure begins, ends and length of seizure;

11.3.3 Create a Safe Space:

- Move sharp objects out of the way;
- If the student falls, place something soft under their head and roll them on their side as the seizure subsides;
- If the student wanders, stay by their side and gently steer them away from danger; and
- If the student is in a wheelchair, keep them in their wheelchair and secure harness.

11.3.4 Call 911:

- If the seizure lasts for more than 5 minutes;
- If it repeats without full recovery between convulsive seizures or as directed by neurologist;
- If consciousness or regular breathing does not return after the seizure ends; and
- If you are not sure the student has epilepsy or a seizure disorder.

11.3.5 Provide Assurance:

- When the seizure ends, stay with them until complete awareness returns.

11.3.6 Do Not:

- Restrain the student; and
- Put anything in their mouth.

11.4 Safety Considerations

11.4.1 Ensure that consideration is made on behalf of students with epilepsy in the planning of school events and field trips (e.g. lighting effects for school dances);

11.4.2 Be aware that during physical activities, where climbing may be involved, that the student is properly assisted and does not climb to great heights;

11.4.3 Monitor that fluorescent lighting fixtures in classrooms and common spaces are working correctly (not flickering);

11.4.4 Avoid loud noise as much as possible; and

11.4.5 Ensure that occasional staff are aware of the Epilepsy Plan of Care.



Appendices

- Appendix A: Plan of Care - Sample Letter to Parents
- Appendix B: Plan of Care – Anaphylaxis
- Appendix C: Notification of Child in School with Anaphylaxis – Sample Letter to Parents
- Appendix D: School Allergy Alert
- Appendix E: Notification of an Anaphylactic Student in Child's Class – Sample Letter to Parents
- Appendix F: Notification of an Anaphylactic Student on Child's Bus – Sample Letter to Parents
- Appendix G: School Bus Allergy Alert
- Appendix H: Anaphylaxis Report
- Appendix I: Plan of Care – Asthma
- Appendix J: Notification of Child in School with Asthma – Sample Letter to Parents
- Appendix K: Plan of Care – Diabetes
- Appendix L: Glucagon Injection Training Log
- Appendix M: Request and Consent for the Administration of Diabetes Interventions
- Appendix N: Plan of Care – Epilepsy
- Appendix O: Student Log of Administered Prescribed Medication

Definitions

Allergen: A substance capable of causing an allergic reaction e.g. pollens, molds, animal dander, feathers, dust mites, foods, insect stings, medications etc.

Anaphylaxis: Anaphylaxis is a sudden and severe allergic reaction which can be fatal, requiring medical emergency measures to be taken.

Asthma: Asthma is a respiratory condition marked by spasm in the bronchi of the lungs, causing difficulty with breathing. It usually results from an allergic reaction or other forms of hypersensitivity.

Asthma Reliever Inhaler: Asthma reliever inhalers work to relieve asthma symptoms when they happen. When inhaled, they open up airways and relieve symptoms such as wheezing, coughing and shortness of breath.

Diabetes: Diabetes is a chronic disease, in which the body either cannot produce insulin or cannot properly use the insulin it produces.

Type 1 Diabetes: Type 1 Diabetes develops when the body's immune system destroys the insulin producing cells of the pancreas. Insulin is an essential body requirement and without it, carbohydrates (starch and sugars) in food cannot be converted into the energy (glucose) required to sustain life.

Type 2 Diabetes: Type 2 Diabetes is the most common form of diabetes. It usually develops in adulthood, although recently increasing numbers of children in high-risk populations are being diagnosed. It develops when the pancreas does not produce enough insulin or the insulin produced is not used effectively.

Epilepsy: Epilepsy is a neurological condition that affects the nervous system. Epilepsy is also known as a seizure disorder or by many people as convulsions.

Health Care Professional: This is a member of the College under the Regulated Health Professions Act, 1991 (e.g. medical doctor, nurse practitioner, registered nurse, pharmacist).

Immunity: *The Act to Protect Pupils with Asthma* states, "No action or other proceedings for damages shall be commenced against an employee for an act of omission done or omitted by the employee in good faith in the execution or intended execution of any duty or power under the Act.

Medical Emergency: This is an acute injury or illness that poses an immediate risk to a person's life or long-term health and requires assistance from another qualified person and contact with Emergency Medical Services.

Medical Incident: Is a circumstance that requires an immediate response and monitoring as the incident may progress to a medical emergency requiring contact with Emergency Medical Services.

Plan of Care: A form that contains individualized information on a student with a prevalent medical condition. The Brant Haldimand Norfolk Catholic District School Board policies and procedures include Plans of Care for anaphylaxis, asthma, diabetes and epilepsy.



Prevalent Medical Condition: For the purpose of this document, Prevalent Medical Conditions include anaphylaxis, asthma, diabetes and epilepsy.

Self-Management: A continuum where a student is cognitive, emotional, social and physical capacity and stage of development are determinants of their ability to confidently and independently manage their medical condition(s). The student's journey to reach their full potential along the self-management continuum is not linear and can require varying levels of support over time.

References

Education Act and its Regulations
The Education Act Section 265 - Duties of Principals
The Education Act Section 264 - Duties of Teachers
Reg. 298, s11 Duties of Principals
Reg. 298, s20 Duties of Teachers
Ministry of Education's Policy/Program Memorandum No. 161: Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and Epilepsy)
Policy/Program Memoranda No. 149: Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals and Paraprofessionals
Policy/Program Memoranda No. 81: Provision of Health Support Services in School Settings
Ryan's Law, 2015
Sabrina's Law 2005
Bill 5 – An Act to Establish a Bill of Rights for Pupils with Diabetes
Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)
Admission of Students Policy and Administrative Procedure 200.14
Educational Field Trips and Excursions Policy and Administrative Procedure 500.01
Nutrition – Creating a Healthy Environment Policy and Administrative Procedure 200.01
Transportation of Students Policy and Administrative Procedure 400.19
Volunteers Policy and Administrative Procedure 300.12

Links

<http://www.eworkshop.on.ca/edu/anaphylaxis/sc022.cfm?L=1>
<http://allergyaware.ca/resources/>
<http://foodallergycanada.ca/resources/resources-for-educators/>
OPHEA Asthma Training Program <http://www.ophea.net/node/1411>
Lung Association <http://www.lung.ca/asthma>
www.edu.gov.on.ca/eng/healthyschools/pmc_diabetes_fact_sheet_en.pdf
www.diabetesatschool.ca
<http://www.diabetes.ca/kidsatschool>



[School Letterhead]

[Insert Date]

Re: Prevalent Student Medical Conditions

Dear Parent/Guardian:

The safety and well-being of children in our care is of the utmost importance to the staff within our school. If your child has a prevalent medical condition that requires support or monitoring, we request that you contact the school as soon as possible to ensure that our staff have the necessary information to ensure your child is safe while at school.

The following are medical conditions that require a **Plan of Care** as determined by Brant Haldimand Norfolk Catholic District School Board policy and/or provincial legislation. The **Plan of Care** will be completed in collaboration with the school administrative team:

- **Asthma** – Please complete the Asthma Plan of Care
- **Anaphylactic Reactions** – Please complete the Anaphylaxis Plan of Care
- **Diabetes** – Please complete the Diabetes Plan of Care
- **Epilepsy** – Please complete the Epilepsy Plan of Care

If your child has any of the aforementioned conditions and you have not yet completed the required forms, please contact the school immediately to provide the necessary information and receive a copy of the required forms.

Please note: It is the responsibility of parents to notify schools of any medical concerns and to update the Plans of Care on an annual basis.

For more information regarding specific School Board policies or procedures concerning specific medical conditions, please visit: <http://www.bhncdsb.ca/>.

Sincerely,

Full Name
Title

c: Name – Title, Location (if applicable) *(names are listed alphabetically by last name)*

Attachment or Enclosure (if applicable)
XX:xx (AUTHOR INITIALS:your initials)



Prevalent Medical Conditions: Student Anaphylaxis Plan of Care

Student Information		
Student Name:	Date of Birth:	STUDENT PICTURE HERE 2 " X 3"
Address:		
Ontario Ed. #:	Age:	
Grade:	Teacher(s):	

Emergency contacts (List in Priority)			
Name	Relationship	Daytime Phone	Alternate Phone
1.			
2.			

Known Life-Threatening Triggers (check the appropriate boxes)	
<input type="checkbox"/> Food (s)	<input type="checkbox"/> Insect Stings
<input type="checkbox"/> Other:	
Epinephrine Auto-Injector(s)	Expiry Date (s):
Dosage:	<input type="checkbox"/> EpiPen® Jr. 0.15 mg <input type="checkbox"/> EpiPen® 0.30 mg
Location of Auto-Injector(s):	
<input type="checkbox"/> Previous anaphylactic reaction: Student is at greater risk.	
<input type="checkbox"/> Has asthma. Student is at greater risk. If student is having a reaction and has difficulty breathing, give epinephrine before asthma medication.	
<input type="checkbox"/> Any other medical condition or allergy?	



Daily/Routine Anaphylaxis Management
Symptoms
A student having an anaphylactic reaction might have ANY of these symptoms:
Skin System: hives, swelling (face, lips, tongue), itching, warmth, redness
Respiratory system (breathing): coughing, wheezing, shortness of breath, chest pain or tightness, throat tightness, hoarse voice, nasal congestion or hay fever-like symptoms (runny, itchy nose, watery eyes and sneezing), trouble swallowing
Gastrointestinal system (stomach): nausea, vomiting, diarrhea, pain or cramps
Cardiovascular system (heart): paler then normal skin colour/blue colour, weak pulse, passing out, dizziness or lightheadedness, shock
Other: anxiety, sense of doom (the feeling that something bad is about to happen), headache, uterine cramps, metallic taste
<i>Early recognition of symptoms and immediate treatment could save a person's life.</i>

Avoidance of an allergen is the main way to prevent an allergic reaction.
Food allergen(s): eating even a small amount of a certain food can cause a severe reaction.
Food(s) to be avoided:
Safety Measures:
Insect Stings: (Risk of insect stings is higher in warmer months. Avoid areas where stinging insects nest or congregate. Destroy or remove nests, cover or move trashcans, keep food indoors.)
Designated eating area inside school building:
Safety measures:
Other information:
EMERGENCY PROCEDURES (DEALING WITH AN ANAPHYLACTIC REACTION)
ACT QUICKLY. The first signs of a reaction can be mild, but symptoms can get worse quickly.

STEPS¹

1. Give epinephrine auto-injector (e.g. EpiPen®) at the first sign of known or suspected anaphylactic reaction.
2. Call 9-1-1 or local emergency medical services. Tell them someone is having a life-threatening allergic reaction.
3. Give a second dose of epinephrine as early as five (5) minutes after the first dose if there is no improvement in the symptoms.
4. Go to the nearest hospital immediately (by ambulance), even if symptoms are mild or have stopped. The reaction could worsen or come back, even after treatment. Stay in the hospital for an appropriate period of observation as decided by the emergency department physician (generally about 4 to 6 hours).
5. Call emergency contact person; e.g. Parent(s)/Guardians(s).

¹ Food Allergy Canada



Healthcare Provider Information (Optional)	
Healthcare Provider's Name:	
Profession/Role:	
Signature:	Date:
Special Instructions/Notes/Prescription Labels:	
If medication is prescribed, please include dosage, frequency and method of administration, dates for which the authorization to administer applies and possible side effects.	
**This information may remain on file if there are no changes to the student's medical condition.	

Authorization/Plan Review		
Individuals with whom this Plan of Care is to be shared		
1.	2.	3.
4.	5.	6.
Other individuals to be contacted regarding plan of care:		
Before-School program	<input type="checkbox"/> YES <input type="checkbox"/> NO	
After-School program	<input type="checkbox"/> YES <input type="checkbox"/> NO	
School Bus Driver/Route # (if applicable)		
Food services (if applicable)		
This plan remains in effect for the 20YY – 20YY school year without change and will be reviewed on or before: [Enter Date]. (It is the parent(s)/guardian(s) responsibility to notify the principal if there is a need to change the plan of care during the school year).		

Parent/Guardian: _____
Signature

Date: _____

Student (if 18 years or older): _____
Signature

Date: _____

Principal: _____
Signature

Date: _____

Information Collection Authorization

Notice of Collection: The personal information you have provided on this form and any other correspondence relating to your involvement in our programs is collected by the District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom and Protection of Privacy Act, 1989. The information will be used to register and place the student in a school, or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and is required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. If you have any questions, please contact the school principal and/or the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234)



[School Letterhead]

[Insert Date]

Re: Prevalent Student Medical Conditions

Dear Parent/Guardian:

I am sending you this letter on behalf of our school community to seek your cooperation in ensuring the health and safety of all the children in our school family.

A child in our school has a condition called **Anaphylaxis**. This severe allergic condition can result in death for the child. It is vital that we join together to ensure that our school is a safe, secure place where all the children can come and be protected. In this instance, we have a student/students who is/are allergic to _____
_____.

It is requested that parents of all students do not pack any foods or send food items containing _____
_____.

All students, staff and visitors at our school must adhere to the following guidelines:

1. Snacks are not to be shared with other students.
2. Utensils are not to be shared with other students.
3. Hands are to be washed after eating anything that may contain allergen products. Traces of the allergen can get on the bus seats or playground equipment, desks and personal belongings.

Thank you for your cooperation and support regarding this matter. At [School Name] we are blessed to be able to count on all of our school families to help us create and maintain a safe, secure school environment for all our children. As always, if you have any questions or concerns about this subject, please feel free to contact me at the school office at your convenience.

For more information regarding specific School Board policies or procedures concerning specific medical conditions, please visit: <http://www.bhncdsb.ca/>.

Sincerely,

Full Name
Title

c: Name – Title, Location (if applicable) *(names are listed alphabetically by last name)*

Attachment or Enclosure (if applicable)
XX:xx (AUTHOR INITIALS:your initials)



School Allergy Alert

School Name:	
-----------------	--

Please be advised that in this school, there is a student/there are students who suffer severe allergic reactions (anaphylactic shock) to the following allergens:

- Nuts and Nut Products (peanuts, cashews, etc.)
- Bee Stings (wasps, hornets, honey bees, etc.)
- Latex/Latex Products (balloons, gloves, etc.)
- Other:

These items/products are prohibited from certain areas / all areas of this school.

Principal's Signature:

Date:



[School Letterhead]

[Insert Date]

Re: Prevalent Student Medical Conditions

Dear Parent/Guardian:

This year there is a student in your child's classroom who has a severe allergy to _____. This allergy, known as anaphylaxis, is a life-threatening and dangerous condition, which could lead to coma and death. This is a serious concern to all of us since children who suffer from this allergy may go into anaphylactic shock and cease breathing within minutes when they are exposed to even a trace amount of this substance.

At [School Name], providing a safe environment where all children can learn and grow to their fullest potential is of utmost importance. We ask that you do not send _____ with your child to school. Your cooperation will help us ensure that all of our children are safe and healthy while in our care. Please speak to your child about not sharing lunches and snacks with other children.

Please feel free to contact me at the school office if you have any questions or concerns about this subject. Your support and care for the safety of all the children in our school family is always appreciated.

For more information regarding specific School Board policies or procedures concerning specific medical conditions, please visit: <http://www.bhncdsb.ca/>.

Sincerely,

Full Name

Title

c: Name – Title, Location (if applicable) *(names are listed alphabetically by last name)*

Attachment or Enclosure (if applicable)

XX:xx (AUTHOR INITIALS:your initials)



[School Letterhead]

[Insert Date]

Re: Prevalent Student Medical Conditions

Dear Parent/Guardian:

At [School Name] School, we have a number of students with severe, life-threatening allergies to _____. The children concerned recognize their situation and are very good about avoiding _____. However, this does not guarantee that an accident will never happen. Therefore, we do have emergency procedures in place at school and for the possibility that an emergency may occur when the student is riding the bus.

As you know, we already have a rule that prohibits eating and drinking on the bus. This rule has always been enforced, but now with the presence of students on your child's bus with a severe allergy to _____, adhering to the rule of not eating on the bus may mean the difference between life and death for a child.

Please discuss the extreme importance of following this rule with your child. In this manner, we can all share in preventing what could become a tragic situation.

As always, I thank you for your cooperation and support with this matter. Please feel free to contact me at the school if you have any questions or concerns on this subject.

Sincerely,

Full Name

Title

c: Name – Title, Location (if applicable) *(names are listed alphabetically by last name)*

Attachment or Enclosure (if applicable)

XX:xx (AUTHOR INITIALS:your initials)



School Bus Allergy Alert

Bus Number:	
School Name:	

Please be advised that on this bus, there is a student/there are students who suffer severe allergic reactions (anaphylactic shock) to the following allergens:

- Nuts and Nut Products (peanuts, cashews, etc.)
- Bee Stings (wasps, hornets, honey bees, etc.)
- Latex/Latex Products (balloons, gloves, etc.)
- Other:

Please be extremely careful with items containing any of the above items/products so as not to endanger this student / these students.

Principal's Signature:

Date:



Anaphylaxis Report

School: _____ November 1 March 1 Principal: _____

Name of Student (Last Name, First Name)	Date of Birth (yyyy/mm/dd)	Emergency Plan in Place
		<input type="checkbox"/> YES <input type="checkbox"/> NO
		<input type="checkbox"/> YES <input type="checkbox"/> NO
		<input type="checkbox"/> YES <input type="checkbox"/> NO
		<input type="checkbox"/> YES <input type="checkbox"/> NO
		<input type="checkbox"/> YES <input type="checkbox"/> NO
		<input type="checkbox"/> YES <input type="checkbox"/> NO
		<input type="checkbox"/> YES <input type="checkbox"/> NO

EpiPen®, Allerject® Training	
Staff training completed on (date):	
Comments:	

Anaphylaxis Drill	
School Drill completed on (date):	
Term/Semester 1 (to be completed no later than Oct. 31)	_____, 20__.
Term/Semester 2 (to be completed no later than Feb. 28)	_____, 20__.

Communication Completed to:		
Student Body <input type="checkbox"/> YES <input type="checkbox"/> NO	School Staff <input type="checkbox"/> YES <input type="checkbox"/> NO	Parents <input type="checkbox"/> YES <input type="checkbox"/> NO

Principal Signature: _____ Date: _____

Please submit completed form to your Superintendent of Education



Prevalent Medical Conditions: Student Asthma Plan of Care

Student Information		
Student Name:	Date of Birth:	STUDENT PICTURE HERE 2 " X 3"
Address:		
Ontario Ed. #:	Age:	
Grade:	Teacher(s):	

Emergency contacts (List in Priority)			
Name	Relationship	Daytime Phone	Alternate Phone
1.			
2.			

Known Asthma Triggers (check the appropriate boxes)			
<input type="checkbox"/> Colds/Flu/Illness	<input type="checkbox"/> Change in Weather	<input type="checkbox"/> Pet Dander	
<input type="checkbox"/> Strong Smells	<input type="checkbox"/> Dust	<input type="checkbox"/> Mould	
<input type="checkbox"/> Smoke (e.g., tobacco, fire, cannabis, second-hand smoke)	<input type="checkbox"/> Cold weather	<input type="checkbox"/> Pollen	<input type="checkbox"/> Physical Activity/Exercise
<input type="checkbox"/> Other (Specify):			
<input type="checkbox"/> At Risk for Anaphylaxis (Specify Allergen):			
<input type="checkbox"/> Asthma Trigger Avoidance Instructions:			
<input type="checkbox"/> Any Other Medical Condition or Allergy?			



Daily/Routine Asthma Management

Reliever Inhaler use at school and during school-related activities

A reliever inhaler is a fast-acting medication (usually blue in colour) that is used when someone is having asthma symptoms. The reliever inhaler should be used:

- When student is experiencing asthma symptoms (e.g., trouble breathing, coughing, wheezing)
- Other (explain): _____

Use reliever inhaler _____ in the dose of _____
(Name of Medication) (Number of Puffs)

Spacer (valved holding chamber) provided? YES NO

Place a (✓) check mark beside the type of reliever inhaler that the student uses:

- Airmir Ventolin Bricanyl Other (Specify): _____
- Student requires assistance to **access** reliever inhaler. Inhaler must be **readily accessible**.

Reliever Inhaler is kept:

- With _____ location: _____ Other location: _____
- In locker # _____ locker combination: _____

Student **will carry** their reliever inhaler **at all times** including during recess, gym, outdoor and off-site activities.

Reliever inhaler is kept in the student's:

- Pocket Backpack/fanny pack
- Case/Pouch Other (specify): _____

Does student require assistance to **administer** reliever inhaler? YES NO

Student's spare reliever inhaler is kept:

- Main Office (specify location): _____ Other location: _____
- In locker # _____ locker combination: _____

Controller Medication Use at School and During School-Related Activities

Controller medications are taken regularly every day to control asthma. Usually, they are taken in the morning and at night, so generally not taken at school (unless the student will be participating in an overnight activity).

Use/administer: _____ In the dose of: _____ At the following times: _____
(Name of medication)

Use/administer: _____ In the dose of: _____ At the following times: _____
(Name of medication)

Note: If an employee has reason to believe a student is experiencing an asthma exacerbation, the employee may administer asthma medication to the student for the treatment of the exacerbation. See the acknowledgement for the Administration of Medication for Asthma in this Plan of Care.



EMERGENCY PROCEDURES

IF ANY OF THE FOLLOWING OCCUR:

- Continuous coughing
- Trouble breathing
- Chest tightness
- Wheezing (whistling sound in chest)

(★ Student may also be restless, irritable and/or quiet.)

TAKE ACTION:

STEP 1: Immediately use fast-acting reliever inhaler (usually a blue inhaler). Use a spacer if provided.

STEP 2: Check symptoms. Only return to normal activity when all symptoms are gone. If symptoms get worse or do not improve within 10 minutes, **THIS IS AN EMERGENCY!**

Follow steps below.

IF ANY OF THE FOLLOWING OCCUR:

- Breathing is difficult and fast
- Cannot speak in full sentences
- Lips or nail beds are blue or grey
- Skin or neck or chest sucked in with each breath

(★ Student may also be anxious, restless and/or quiet.)

THIS IS AN EMERGENCY:

STEP 1: IMMEDIATELY USE ANY FAST-ACTING RELIEVER (USUALLY A BLUE INHALER). USE A SPACER IF PROVIDED.

Call 9-1-1 for an ambulance. Follow 9-1-1 communication protocol with emergency responders.

STEP 2: If symptoms continue, use reliever inhaler every 5 to 15 minutes until medical attention arrives.

While waiting for medical assistance to arrive:

- ✓ Have student sit up with arms resting on a table (do not have student lie down unless it is an anaphylactic reaction).
- ✓ Do not have the student breathe into a bag.
- ✓ Stay calm, reassure the student and stay by his/her side.
- ✓ Notify parent(s)/guardian(s) or emergency contact. Ensure school administration is informed.

ADMINISTRATION OF MEDICATION FOR ASTHMA

Acknowledgement:

I acknowledge that the staff of the Brant Haldimand Norfolk Catholic District School Board are not trained medical personnel. However, I authorize the administration of a Reliever Inhaler, as prescribed by a physician/health practitioner, in the event that my child (full name) _____ experiences an asthma episode on school property or during a school or school board sponsored event.

Parent/Guardian Name: _____ Parent/Guardian Signature: _____

Date: _____ Principal Signature: _____

Special Instructions/Notes/Prescription Labels:

If medication is prescribed, please include dosage, frequency and method of administration, dates for which the authorization to administer applies and possible side effects. ★ This information may remain on file if there are no changes to the student's medical condition. NOTE: Please refer to the Medical Administration Log.



Healthcare Provider Information (Optional)	
Healthcare provider may include: Physician, Nurse Practitioner, Registered Nurse, Pharmacist, Respiratory Therapist, Certified Respiratory Educator or Certified Asthma Educator.	
Healthcare Provider's Name:	
Profession/Role:	
Signature:	Date:
Special Instructions/Notes/Prescription Labels:	
If medication is prescribed, please include dosage, frequency and method of administration, dates for which the authorization to administer applies and possible side effects. ** This information may remain on file if there are no changes to the student's medical condition.	

Authorization/Plan Review		
Individuals with whom this Plan of Care is to be shared		
1.	2.	3.
4.	5.	6.
Other individuals to be contacted regarding plan of care:		
Before-School program	<input type="checkbox"/> YES <input type="checkbox"/> NO	
After-School program	<input type="checkbox"/> YES <input type="checkbox"/> NO	
School Bus Driver/Route # (if applicable)		
Food services (if applicable)		
This plan remains in effect for the 20YY – 20YY school year without change and will be reviewed on or before: [Enter Date]. (It is the parent(s)/guardian(s) responsibility to notify the principal if there is a need to change the plan of care during the school year).		

Parent/Guardian: _____
Signature

Date: _____

Student (if 18 years or older): _____
Signature

Date: _____

Principal: _____
Signature

Date: _____

Information Collection Authorization

Notice of Collection: The personal information you have provided on this form and any other correspondence relating to your involvement in our programs is collected by the District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom and Protection of Privacy Act, 1989. The information will be used to register and place the student in a school, or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and is required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. If you have any questions, please contact the school principal and/or the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234)



[School Letterhead]

[Insert Date]

Re: Prevalent Student Medical Conditions

Dear Parent/Guardian:

The Brant Haldimand Norfolk Catholic District School Board would like to advise all parents that one or more students in our school community has been diagnosed with Asthma. This is a chronic inflammatory disease of the airways, marked by spasm in the bronchi of the lungs, causing difficulty breathing. It usually results from an allergic reaction or other forms of hypersensitivity.

All of our staff have been made aware of this situation and have been instructed in the correct procedures regarding asthma management.

Prevention, of course, is the best approach. Some common triggers of asthma include, but are not limited to dust, grass, pollen, pet fur/hair and strong smells or chemicals. Although this may or may not affect your child's class directly, we would ask for your understanding that in a school setting where children are in contact with a large number of students and staff, exposure to any number of asthma triggers may be increased. We would like to remind parents and students to please be mindful when making decisions such as wearing perfume, cologne or using other products with strong scents. Also, please check to ensure that your child's clothes are as free as possible from pet fur or hair.

We endeavour to make the school a safe environment for all our students. Anyone wishing further information about asthma may contact the school.

Thank you for your continued support.

Sincerely,

Full Name

Title

c: Name – Title, Location (if applicable) *(names are listed alphabetically by last name)*

Attachment or Enclosure (if applicable)

XX:xx (AUTHOR INITIALS:your initials)



Prevalent Medical Conditions: Student Diabetes Plan of Care

Student Information		
Student Name:	Date of Birth:	STUDENT PICTURE HERE 2 " X 3"
Address:		
Ontario Ed. #:	Age:	
Grade:	Teacher(s):	

B. To be completed by the parent/guardian (please sign at the bottom)

<p>SIGNS AND SYMPTOMS OF <u>LOW</u> BLOOD SUGAR ARE:</p> <ul style="list-style-type: none"> ● Sweating ● Trembling ● Dizziness ● Mood changes ● Hunger ● Headaches ● Blurred Vision ● Extreme tiredness/paleness <p>Other, please specify: _____</p> <p>If the student exhibits any of the above symptoms or feels unwell, or says, they are "low"</p> <p>DO NOT leave the student alone</p> <p>DO NOT allow the student to use stairs</p> <p><u>ACTION</u> Ask student to check their blood sugar</p> <p>If the reading is below 4.0 on the meter, student should take one of the following:</p> <ul style="list-style-type: none"> *15 grams of glucose in the form of glucose tablets (this is the preferred method) *15 mL (3 teaspoons) of sugar dissolved in water * 5 cubes of sugar * 150 mL (2/3 cup) of fruit juice or regular soft drink * 6 Life Savers * 15 mL (1 Tablespoon) of honey or _____ <p>If unable to check blood sugar – provide fast-acting sugar, (see above)</p>	<p>SIGNS AND SYMPTOMS OF <u>HIGH</u> BLOOD SUGAR ARE:</p> <ul style="list-style-type: none"> ● Extreme thirst ● Warm, flushed skin ● Blurred vision ● Hunger ● Frequent urination ● Abdominal pain ● Headache <p>Other, please specify: _____</p> <p>If student exhibits any of the above symptoms, feels unwell, or says they are "high" (above 14.0) AND the student has either of the following:</p> <ul style="list-style-type: none"> ● Vomiting ● Rapid, shallow breathing ● Fruity breath <p><u>ACTION</u></p> <ol style="list-style-type: none"> 1. If possible, confirm high blood sugar by testing blood glucose 2. Contact parent/guardians or emergency contact
--	---

Emergency Administration of Glucagon

In an emergency, where a student is severely hypoglycemic (i.e. student is unable to swallow or unconscious) trained staff who have volunteered to administer glucagon may do a glucagon injection.

In a hypoglycemic emergency whereby:

1. Student is unconscious/unable to swallow
2. Parent/Guardian has provided consent for glucagon administration
3. A glucagon kit (not expired) is available
4. Staff member has volunteered to administer a glucagon injection and has received training

In the event of a hypoglycemic emergency with the above criteria being met

1. Perform a glucagon injection
2. Call 911
3. Contact parent/guardian/emergency contact

(con't)



In the event of a hypoglycemic emergency, with the above criteria being met, I, parent/guardian of [Student Name]: give permission for my child to receive glucagon injection.	
Parent Signature:	
Print Parent Name:	
Date:	

WHEN TO CALL 911

- If student has low blood sugar level AND:
*Unresponsive, Unconscious, Having a Seizure***
1. Roll student on their side
 2. Call 9-1-1
 3. Inform EMS student has type 1 diabetes
 4. DO NOT give food or drink

- If student has HIGH blood sugar level AND:
*Unwell/Vomiting***
1. Notify parents
 2. Call 9-1-1 (if unable to contact parents)
 3. Inform EMS student has type 1 diabetes

I agree that the school may post my child's picture, take emergency measures and share this information as necessary, with the staff of the school and healthcare providers.

Date: _____

Parent's signature: _____

NAME OF STUDENT:	
CLASSROOM TEACHER:	
ROUTINE	MANAGEMENT
<p>1. BLOOD SUGAR CHECKING</p> <p><input type="checkbox"/> My child can independently check blood sugar / read meter</p> <p><input type="checkbox"/> My child needs supervision to check blood sugar / read meter</p>	<p>Parent please check appropriate routine blood sugar checking times:</p> <p>Balanced Day _____ or _____ Other _____</p> <p><input type="checkbox"/> Before 1st nutrition break (time) <input type="checkbox"/> Before Morning Break (time)</p> <p><input type="checkbox"/> Before 2nd nutrition break (time) <input type="checkbox"/> Before Lunch (time)</p> <p><input type="checkbox"/> Before Afternoon Break (time)</p> <p>As a secondary student my child will manage their own blood sugar testing at appropriate times which are routine.</p> <p>Healthy blood sugar range: _____</p> <p>Call parent if blood sugar _____</p> <p>_____</p>
<p>2. NUTRITION BREAKS / Secondary class breaks and Lunch</p>	<p>1. Student must be able to eat on time.</p> <p>2. Student must be able to eat <u>all of the required food</u> prepared by parent at each break.</p> <p>3. Supervision may be required.</p> <p>My child is +14 years of age and is able to manage their food intake appropriately.</p> <p>**Communication with the parent if the child does not eat required food is important _____</p> <p>_____</p>
<p>3. INSULIN</p> <p><input type="checkbox"/> My child does not take an insulin injection at school</p> <p><input type="checkbox"/> My child takes insulin at school:</p> <p style="padding-left: 20px;"><input type="checkbox"/> by injection</p> <p style="padding-left: 20px;"><input type="checkbox"/> by insulin pump</p>	<p>Insulin by injection / insulin pump to be administered at the following times</p> <p>Balanced Day _____ or _____ Regular Day _____</p> <p><input type="checkbox"/> Before 1st nutrition break (time) <input type="checkbox"/> Before Morning Break (time)</p> <p><input type="checkbox"/> Before 2nd nutrition break (time) <input type="checkbox"/> Before Lunch (time)</p> <p><input type="checkbox"/> Before Afternoon Break (time)</p> <p>NOTE: Educators do not give injections or operate insulin pumps</p>



<input type="checkbox"/> Insulin is given by <input type="checkbox"/> Child <input type="checkbox"/> Parent <input type="checkbox"/> Nurse	As a secondary student, my child will manage their own insulin injection as required. _____
4. EXERCISE PLAN (to help prevent a low blood sugar)	Please indicate what your child must do prior to exercise to help prevent a low blood sugar (i.e. take juice) 1. Before exercise: _____ 2. During exercise: _____ 3. After exercise: _____ Child's blood testing meter kit and fast acting sugar should always be on hand during exercise activities.
5. ILLNESS	Call parent if student vomits. If parents not reached within 30 minutes, call 911 to transfer to nearest hospital. Inform EMS student has type 1 diabetes.
6. SUPPLIES TO BE KEPT AT SCHOOL (Responsibility of the parent)	<input type="checkbox"/> Fast acting sugar, carbohydrate snack in emergency – "low kit" <input type="checkbox"/> Blood glucose meter and test strips, lancets. <input type="checkbox"/> Insulin pen, pen needles or syringes, insulin (in case of pump failure)

Authorization/Plan Review		
Individuals with whom this Plan of Care is to be shared		
1.	2.	3.
4.	5.	6.
Other individuals to be contacted regarding plan of care:		
Before-School program	<input type="checkbox"/> YES <input type="checkbox"/> NO	
After-School program	<input type="checkbox"/> YES <input type="checkbox"/> NO	
School Bus Driver/Route # (if applicable)		
Food services (if applicable)		
This plan remains in effect for the 20YY – 20YY school year without change and will be reviewed on or before: [Enter Date]. (It is the parent(s)/guardian(s) responsibility to notify the principal if there is a need to change the plan of care during the school year).		

Parent/Guardian: _____
Signature

Date: _____

Student (if 18 years or older): _____
Signature

Date: _____

Principal: _____
Signature

Date: _____

Information Collection Authorization

Notice of Collection: The personal information you have provided on this form and any other correspondence relating to your involvement in our programs is collected by the District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom and Protection of Privacy Act, 1989. The information will be used to register and place the student in a school, or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and is required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. If you have any questions, please contact the school principal and/or the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234)



Glucagon Injection Training Log

Date: _____

Trainer: _____
Last Name, First Name

- Staff can volunteer to be trained
- Training needs to be done annually
- This training form is to be filed in the school office
- Life Threatening Plans must also be updated each year

Staff Trained:

Name	Signature

(Retain for one year)

Medical Log to be filed for one year



Request and Consent for the Administration of Diabetes Interventions

DATE (yyyy/mm/dd): _____

This form is completed when the school agrees with the parental request to administer diabetes interventions. A new form is required:

- a) at the initiation of this process;
- b) at the beginning of each school year;
- c) when interventions change

Staff agreeing to administer diabetes interventions will do so according to the information on the Diabetes Plan of Care.

A. To be completed by the parent/guardian (please print)

STUDENT NAME:		ADDRESS/POSTAL CODE:	
DATE OF BIRTH (dd/mm/yy)	GENDER: M <input type="checkbox"/> F <input type="checkbox"/>	STUDENT OEN #:	MEDIC ALERT ID? Y <input type="checkbox"/> N <input type="checkbox"/>
GRADE:	ELEM CLASSROOM / HOMEROOM TEACHER:	TEACHER(S):	
NAME OF FATHER:	HOME TEL #:	BUS. TEL #:	CELL TEL #:
NAME OF MOTHER:	HOME TEL #:	BUS. TEL #:	CELL TEL #:
NAME OF GUARDIAN:	HOME TEL #:	BUS. TEL #:	CELL TEL #:
EMERGENCY CONTACT:	HOME TEL #:	BUS. TEL #:	CELL TEL #:

B. To be completed by the parent/guardian (please sign at the bottom)

Statement of Understanding	
Regarding Parent Request to Provide <u>Diabetes Intervention</u> to Students by Employees of the Brant Haldimand Norfolk Catholic District School Board.	
As the parent(s)/guardian (or self if +18) of (print name of student) _____, I (we) accept and endorse the following terms and/or conditions pertaining to my (our) request for Brant Haldimand Norfolk Catholic District School Board employees to provide, under our own authority, my (our) child with interventions listed on the Diabetes Plan of Care. Specifically, I/we understand and accept that:	
<ol style="list-style-type: none"> 1. Board employees are not trained health professionals and, hence, may not recognize the symptoms of my (our) child's medical condition or know how to treat the medical condition; 2. Board employees do not: administer insulin syringe injections; push the release button on the insulin pump (bolus); store insulin overnight; determine procedures for low blood glucose count; supply fast-acting sugar; dispose of sharps; 3. I/we are responsible for supplying and maintaining a limited but adequate supply of fast-acting sugar (e.g. juice boxes); 4. I/we are responsible for supplying our child/s/the student's blood sugar testing items and insulin injection supplies, and I/we agree that such supplies are to be in a safe container, labeled with our child's name for transport and storage in class; 5. I/we are responsible for providing up to date information to the school regarding changes in the medical condition, as well as changes that may affect the treatment as outlined in the Diabetes Plan of Care; 6. I/we release the Brant Haldimand Norfolk Catholic District School Board, its employees and agents from any and all liability for loss, damage or injury, howsoever caused to my/our child's person, or property, or to me/us as a consequence, arising from administering the interventions, failing to administer the interventions correctly and/or failing to administer any intervention. 	
Signature of Parent/Guardian: _____ (or student if over 18 yrs of age)	Date: _____



C. To be completed by a parent/guardian (or student if +18)

(For diabetes interventions to be taken during school hours or school-sponsored events)

DIABETES INTERVENTIONS	DOSE	PROVIDE @ (TIME/SYMPTOMS)	REASON
1.			
2.			
3.			
4.			

Additional instructions as needed: _____

D. To be completed by the parent/guardian (or student if +18)

Request and Consent for the Administration of Diabetes Interventions

Insofar as it concerns my child (Print child's full name) _____,
attending (Print school name) _____, I/We:

1. Have read and understand the information conveyed in this "Request and Consent for the Administration of Diabetes Interventions" form;
2. Agree to comply with the responsibilities described in Part B;
3. Request that the interventions listed in Part C of this form be administered to my/our child according to the information we have provided; and furthermore,
4. Release the Brant Haldimand Norfolk Catholic District School Board, its employees and agents from any and all liability for loss, damage or injury howsoever caused to my/our child's person, or property, or to me/us as a consequence, arising from administering the interventions, and/or failing to correctly administer the interventions in Part C above.

Signature of Parent/Guardian: _____ **Date:** _____
(or student if +18 years of age)

Information Collection Authorization

Notice of Collection: The personal information you have provided on this form and any other correspondence relating to your involvement in our programs is collected by the District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom and Protection of Privacy Act, 1989. The information will be used to register and place the student in a school, or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and is required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. If you have any questions, please contact the school principal and/or the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234)



Prevalent Medical Conditions: Student Epilepsy Plan of Care

Student Information		
Student Name:	Date of Birth:	STUDENT PICTURE HERE 2 " X 3"
Address:		
Ontario Ed. #:	Age:	
Grade:	Teacher(s):	

Emergency contacts (List in Priority)			
Name	Relationship	Daytime Phone	Alternate Phone
1.			
2.			
Has an emergency rescue medication been prescribed? <input type="checkbox"/> YES <input type="checkbox"/> NO			
If yes, attach the rescue medication plan, healthcare providers' orders and authorization from the student's parent(s)/guardian(s) for a trained person to administer the medication.			
Note: Rescue medication training for the prescribed rescue medication and route of administration (e.g. buccal or intranasal) must be done in collaboration with a regulated healthcare professional.			

Known Seizure Triggers (check all those that apply)		
<input type="checkbox"/> Stress	<input type="checkbox"/> Menstrual Cycle	<input type="checkbox"/> Inactivity
<input type="checkbox"/> Changes in Diet	<input type="checkbox"/> Lack of Sleep	<input type="checkbox"/> Electronic Stimulation (TV, Videos, Fluorescent Lights)
<input type="checkbox"/> Illness	<input type="checkbox"/> Improper Medication Balance	
<input type="checkbox"/> Change in Weather	<input type="checkbox"/> Other:	
<input type="checkbox"/> Any other medical Condition or Allergy?		



Daily/Routine Epilepsy Management	
Description of Seizure (non-Convulsive)	Action:
	(e.g. description of dietary therapy, risks to be mitigated, trigger avoidance.)
Description of Seizure (convulsive)	Action:
Seizure Management	
<p>Note: It is possible for a student to have more than one seizure type. Record information for each seizure type.</p>	
Seizure Type	Actions to take during seizure
(e.g. tonic-clonic, absence, simple partial, complex partial, atonic, myoclonic, infantile spasms) Type: Description:	
Frequency of seizure activity:	
Typical seizure duration:	

Basic First Aid: Care and Comfort
First Aid Procedure(s):
Does student need to leave classroom after a seizure? <input type="checkbox"/> YES <input type="checkbox"/> NO
If yes, describe process for returning student to classroom:



BASIC SEIZURE FIRST AID

- Stay calm and track time and duration of seizure
- Keep student safe
- Do not restrain or interfere with student's movements
- Do not put anything in student's mouth
- Stay with student until fully conscious

FOR TONIC-CLONIC SEIZURE

- Protect Student's head
- Keep airway open/watch breathing
- Turn student on side

EMERGENCY PROCEDURES

Students with epilepsy will typically experience seizures as a result of their medical condition.

CALL 9-1-1 WHEN:

- Convulsive (tonic-clonic) seizure lasts longer than five (5) minutes.
- Student has repeated seizures without regaining consciousness.
- Student is injured or has diabetes.
- Student has a first-time seizure.
- Student has breathing difficulties.
- Student has a seizure in the water.

★Notify parent(s)/guardian(s) or emergency contact.

Healthcare Provider Information (Optional)

Healthcare Provider's Name:

Profession/Role:

Signature:

Date:

Special Instructions/Notes/Prescription Labels:

If medication is prescribed, please include dosage, frequency and method of administration, dates for which the authorization to administer applies and possible side effects.

**This information may remain on file if there are no changes to the student's medical condition.



Authorization/Plan Review		
Individuals with whom this Plan of Care is to be shared		
1.	2.	3.
4.	5.	6.
Other individuals to be contacted regarding plan of care:		
Before-School program	<input type="checkbox"/> YES <input type="checkbox"/> NO	
After-School program	<input type="checkbox"/> YES <input type="checkbox"/> NO	
School Bus Driver/Route # (if applicable)		
Food services (if applicable)		
This plan remains in effect for the 20YY – 20YY school year without change and will be reviewed on or before: [Enter Date]. (It is the parent(s)/guardian(s) responsibility to notify the principal if there is a need to change the plan of care during the school year).		

Parent/Guardian: _____
Signature

Date: _____

Student (if 18 years or older): _____
Signature

Date: _____

Principal: _____
Signature

Date: _____

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Student Log of Administered Prescribed Medication

(E.g. asthma reliever inhaler)

Student: _____
Last Name, First Name

School: _____ **Year:** _____

Medication	Description of Medication (E.g. pill, liquid)	Specific Administration Instruction (E.g. with food)	Dosage	Date	Time	Signature of Person Administering

(Retain for one year)

Medical Log to be filed for one year

Brant Haldimand Norfolk Catholic District School Board

BOARD BY-LAWS

Relating generally to the conduct of the
operational and procedural affairs
of the Board

Enacted:	June 8, 1998
Amended:	June 10, 2003
	January 25, 2005
	October 23, 2007
	February 26, 2008
	April 29, 2009
	May 25, 2010
	October 22, 2013
	June 24, 2014
	January 27, 2015
	April 28, 2015
	January 26, 2016
	June 28, 2016
	April 25, 2017

Chair of the Board: Rick Petrella

Secretary of the Board: Chris N. Roehrig

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1.0 PREAMBLE

- 1.1 Pursuant to the provisions of the Education Act and regulations thereunder, the By-laws of the Brant Haldimand Norfolk Catholic District School Board shall regulate the powers and responsibilities of the Board, its officers and committees, and shall be observed for the procedure and dispatch of business at the meetings of the Board and its committees.
- 1.2 Procedural By-Laws of the Brant Haldimand Norfolk Catholic District School Board shall be approved by the Board and reviewed from time to time as directed by the Board or recommended by the Director of Education and Secretary.

2.0 INTERPRETATION

2.1 Definitions and Meaning of Terms

For this By-Law and all other By-Laws of the Board, unless the context otherwise requires:

- 2.1.1 the singular includes the plural;
- 2.1.2 “ACT” means the Education Act as amended from time to time;
- 2.1.3 “ANNUAL MEETING” means the first meeting held in December of each year, which is not a municipal election year;
- 2.1.4 “BOARD” means the Brant Haldimand Norfolk Catholic District School Board which, in accordance with the Education Act, is a Roman Catholic School Board in union with the See of Rome;
- 2.1.5 “CHAIR” means the Chair of the Board, any Committee or Subcommittee established by the Board;
- 2.1.6 “COMMITTEE” means Committee of the Whole, any special or ad hoc Committee established by the Board;
- 2.1.7 “DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD” means the Chief Executive Officer of the school Board;
- 2.1.8 “EX-OFFICIO” means by “virtue of office”. The Chair of the Board, when acting as “Ex-Officio” to a committee, is counted in the quorum of any committees and has the right to make motions, discuss motions and vote on all questions;
- 2.1.9 “INAUGURAL MEETING” means the first meeting of a newly elected board to be held following a municipal election and the commencement of the term of office;
- 2.1.10 “IN-CAMERA MEETING” means a private meeting of the whole board or a committee from which the public is excluded, as per the Education Act, Section 207 (2);
- 2.1.11 “MEETING” includes a meeting of the Board and of Committees;

- 2.1.12 “OFFICERS” means the Chair of the Board, the Vice Chair of the Board, the Secretary of the Board, and the Treasurer of the Board.
- 2.1.13 “STATUTORY COMMITTEE” means any committee that, by statute, the Board is required to appoint;
- 2.1.14 “STUDENT TRUSTEE” means the person designated as a non-voting trustee of the Board, representing the interests of pupils within the Board on any matters before the Board of Trustees, including but not limited to government legislation and policies or operational practices.
- 2.1.15 “TREASURER” means the person appointed within the Act to fulfill the responsibility of the Treasurer to the Board;
- 2.1.16 “TRUSTEE” means a person elected, acclaimed or appointed to the office of Trustee of the Board pursuant to the provisions of the Municipal Elections Act;
- 2.1.17 “VICE CHAIR” means the Vice Chair of the Board; any Committee or Sub-committee established by the Board;
- 2.1.18 “YEAR” means, unless qualified by word “calendar” or “school year”, the period commencing on the first day of December, and ending on the last day of November next following.

2.2 Calculation of Majorities

Whenever in the By-laws of the Board there is provision for a majority of Trustees present or a majority of all Trustees, such majorities shall be calculated as the simple majority, unless otherwise specified.

3.0 NAME AND JURISDICTION OF THE BOARD

The name of the Board shall be the “Brant Haldimand Norfolk Catholic District School Board” and it shall have jurisdiction as is provided by the Education Act and Regulations.

4.0 STRUCTURE OF THE BOARD

The structure of the Board and its committees will be structured according to the descriptions that follow:

4.1 Board of Trustees

- 4.1.1 Composed of six (6) voting Trustees and one non-voting Student Trustee. Performs duties according to the Education Act and Regulations.

4.2 Executive Council

- 4.2.1 Composed of the Chair of the Board, the Vice Chair of the Board, the Director of Education and Secretary of the Board, and the Superintendent of Business and Treasurer. Functions include reviewing and assisting with the preparation of agendas for Board and Committee of the Whole meetings and system planning, coordination and communication.

4.3 Committee of the Whole

4.3.1 Composed of all Trustees of the Board, the Director of Education and Superintendents, as required. The Chair of this Committee will be the Chair of the Board. Functions include reviewing educational, operational, policy and financial issues and making recommendations, as necessary, to the Board for approval, unless there are strict timelines that will inherently cost the Board money by delaying passage, or said motion needs to meet Provincial timelines.

5.0 OFFICERS OF THE BOARD

5.1 The Officers of the Board shall consist of:

- the Chair;
- the Vice Chair;
- the Director of Education and Secretary of the Board; and
- the Superintendent of Business and Treasurer.

5.2 Election of Chair

5.2.1 Appointment of Scrutineers

The presiding officer shall name two (2) scrutineers for the election of officers.

5.2.2 Nomination and Election of Chair

The Presiding Officer shall conduct the election for the office of the Chair of the Board, which shall be as follows:

5.2.3 Nomination shall be by secret ballot.

5.2.4 The Presiding Officer shall announce the result of the nominations by declaring the names of those nominated. The nominees will declare their intention. The count shall not be declared.

5.2.5 Voting shall be conducted by secret ballot.

5.2.6 The Trustee receiving a clear majority of the votes cast by all Trustees present shall be declared elected.

5.2.7 Should no candidate receive a clear majority of the votes cast, the name of the candidate receiving the smallest number of votes shall be dropped and the Board shall proceed to vote anew and so continue until the Chair is elected.

5.2.8 In case of equality of votes (with only two candidates remaining), one more vote shall be taken. If after this vote there is still a tie, the candidates shall draw lots to fill the position as per Section 208(8) of the Education Act.

5.2.9 The Presiding Officer shall announce the result of the ballot by declaring the name of the Trustee who has received a clear majority of the votes cast and shall not declare the count.

5.3 Election of Vice Chair

- 5.3.1 The Chair shall then take the Chair and shall conduct the election for the office of Vice Chair using the same procedures as set out for the election of the office of the Chair.
- 5.3.2 At the first meeting after a vacancy occurs in the office of Vice Chair, the vacancy shall be filled by the same method used for the election at the inaugural meeting.

5.4 Officers' Duties and Rights

5.4.1 Duties of the Chair (as per Education Act 218.4, 2009, c. 25, s. 25)

- (a) preside over meetings of the board;
- (b) conduct the meetings in accordance with the board's procedures and practices for the conduct of board meetings;
- (c) establish agendas for board meetings, in consultation with the board's director of education or the supervisory officer acting as the board's director of education;
- (d) ensure that members of the board have the information needed for informed discussion of the agenda items;
- (e) act as spokesperson to the public on behalf of the board, unless otherwise determined by the board;
- (f) convey the decisions of the board to the board's director of education or the supervisory officer acting as the board's director of education;
- (g) provide leadership to the board in maintaining the board's focus on the multi-year plan;
- (h) provide leadership to the board in maintaining the board's focus on the board's mission and vision; and
- (i) assume such other responsibilities as may be specified by the board.

In addition to the duties assigned under provincial legislation, and these By-Laws, the Chair shall:

- (j) be a signing officer of the Board as prescribed in the By-Laws; and
- (k) call special meetings of the Board.
- (l) co-ordinate the biennial performance appraisal of the Director of Education.

- a) If eligible by law to vote on a matter, the Chair of the Board, when present, shall:
 - be an ex-officio member of all Committees;
 - be counted in determining the quorum; and
 - have the right to vote at all Committee Meetings; however, the intention to vote must be declared when the item is first on the floor.
- b) The Chair in all matters related to the Brant Haldimand Norfolk Catholic District School Board shall have the right to retain independent legal counsel when required to conduct his/her duties as Chair.

5.4.3 Duties of the Vice Chair

The Vice Chair, in addition to those duties assigned under provincial legislation and the By-laws, shall:

- in the absence of the Chair, or in the event of the inability of the Chair

to act, assume any or all of the duties of the Chair, except those that are precluded by law, By-law, or regulation;

- be a signing officer of the Board as prescribed by the By-laws; and
- perform duties as outlined from time to time by the Chairperson.

5.4.4 Rights of the Vice Chair

The Vice Chair, when delegated by or in the absence of the Chair, shall have all powers of the Chair, including the right to vote, if eligible by law to vote on a matter, provided that whenever the Vice Chair exercises any of the powers of the Chair, the absence of, or the delegation by, the Chair shall be presumed.

5.4.5 Duties of the Secretary of the Board

The Secretary of the Board, in person or by designate, in addition to those duties assigned under the provincial legislation and the By-laws, shall:

- attend all meetings of the Board and meetings of Committees;
- prepare minutes of all meetings;
- keep records as required by law and subject to the directions of the Board;
- conduct the official correspondence of the Board;
- receive and pass on to the Board, Committee of the Whole, or the relevant Committee, all correspondence, petition and reports of other officials;
- prepare, in consultation with Executive Council, the draft agenda of all Board, Committee of the Whole, and Committee meetings;
- maintain an up-to-date policy register;
- maintain charge of all correspondence, reports, and other documents;
- promulgate all orders, policies and other directions of the Board and other matters in accordance with requirements of the law;
- bring to the attention of the Board any matter in respect of which, in the opinion of the Secretary, it may be necessary or useful for the Board to be aware; and
- issue verbal or written statements on administrative matters coming under his/her duties and responsibilities; press releases may be issued.

5.4.6 Duties of the Treasurer of the Board

The Treasurer of the Board, in addition to those duties assigned under provincial legislation and the By-laws, shall:

- submit to the Board annually a statement of estimated revenue and expenditures;
- have prepared for submission to the Board the annual financial statements and the auditor's report;
- report annually to the Board particulars of existing insurance bonds expiring during such year with recommendations for renewal; and
- report to the Board from time to time and as required by the Board on all financial matters.

6.0 MEETINGS OF THE BOARD

6.1 Inaugural and Annual Meetings

6.1.1 Presiding Officer

The Presiding Officer at the Inaugural Meeting and Annual Meeting shall be the Director of Education and Secretary of the Board or designate until the Chair is elected.

6.1.2 Meeting Proceedings

6.1.2.1 Inaugural Meeting

- The Inaugural Meeting to be held in the calendar year in which all Trustees are elected or acclaimed at the regular Municipal Election under the Municipal Elections Act shall be held in accordance with the Act.
- The Inaugural Meeting shall include an Inaugural Liturgy
- At the Inaugural Meeting of the Board, the Chief Executive Officer shall read the returns of the election as certified by the Municipal Clerks.
- At the Inaugural Meeting of the Board, every Trustee elected to the Board shall make and sign the Declaration of Office and Oath of Allegiance before the Secretary of the Board or before such person authorized to administer an oath.

6.1.2.2 Annual Meeting

- The Annual Meeting of the Board, to be convened in the years between Municipal Elections, shall be held in accordance with the Act.
- The Annual Meeting shall include a Liturgy.

6.1.3 Additional Business

The Inaugural and Annual meetings shall include further business as follows:

6.1.3.1 the appointment of the Auditors for the Board;

6.1.3.2 any urgent business of the Board.

6.2 Regular Meetings of the Board

6.2.1 Board Meeting

6.2.1.1 Schedule and Location of Meetings

Unless otherwise ordered by special motion, the Brant Haldimand Norfolk Catholic District School Board will conduct regular meetings of the Board at 7:00 p.m. on the fourth Tuesday of each month at 322 Fairview Drive, in the City of Brantford.

6.2.1.2 School Holidays

During the months of March and December, school holidays impact on the regularly scheduled meeting dates. In December, there will be two meetings: the Inaugural or Annual Meeting as legislated, and a Board Meeting on the second Tuesday of the month. In March, both the Committee of the Whole Meeting and the Board Meeting will be scheduled after the planned March Break.

6.2.1.3 Summer Meetings

The Board will recess from its regular meeting schedule from July 1st to August 31st of each year. The Chair of the Board is authorized to schedule any meetings during July and August as required.

6.2.2 Committee of the Whole Meeting

6.2.2.1 The Committee of the Whole shall be composed of all six trustees and will meet at 7:00 p.m. on the third Tuesday of each month at 322 Fairview Drive, in the City of Brantford, other than the exceptions noted in section 6.2.1.2.

6.2.2.2 The Committee of the Whole will report directly to the Board on a monthly basis during the school year, except for the month of December.

6.2.3 Board meetings between a municipal election resulting in the acclamation/ election of new Trustees constituting one-third or more of the total number of Trustees, and the Inaugural Meeting of the Board.

6.2.3.1 In the instance that one-third or more of the total number of trustees is new to the Board as a result of the acclamation/election from a municipal election, the Board shall cancel all regular meetings of the Board of Trustees between the election and the Inaugural Meeting of the Board. This does not preclude the Board from calling a Special Meeting of the Board as per Section 6.3.

6.3 **Special Meetings of the Board**

6.3.1 Special meetings of the Board shall be held by order of the Board, on the written request of three (3) Trustees to the Chair or the Director; on the call of the Chair; or at the request of the Director of Education.

6.3.2 The Trustees shall be given a 24-hour notice for special meetings, except in emergency situations.

6.3.3 Such meetings shall be called for specific reasons. Such subjects shall be stated in the notice calling the meeting. Notwithstanding any other provisions to the Board's By-laws, no other business shall be considered.

6.4 Electronic Meetings

(as per Education Act s.208.1, O. Reg. 463/97, O. Reg. 268/06, O. Reg. 234/04)

- 6.4.1 The Board may hold a meeting of the board or committee meetings (including Committee of the Whole) using electronic means.
- 6.4.2 The public will be notified about electronic meetings at Board designated sites through postings on the Board's website.
- 6.4.3 The electronic means by which the meeting will be held may be one of teleconference, videoconference or webconference. The electronic means must provide for a manner to verify that a trustee has left the meeting in the case that the trustee declares a conflict of interest.
- 6.4.4 At the request of any board member or student trustee, the board shall provide the member or student trustee with electronic means for participating in meetings of the board or of a committee of the board. The electronic means shall permit the member or student trustee to hear and be heard by all other participants in the meeting.
- 6.4.5 Subject to any conditions or limitations provided for under the Education Act or under Regulations, a member of a board who participates in a meeting through electronic means shall be deemed to be present at the meeting.
- 6.4.6 Roll call for all electronic meetings will be taken verbally and duly recorded to ensure Board members and the student trustee are recognized as in attendance.
- 6.4.7 Board members or the student trustee participating in an electronic meeting will notify the Chair of their departure (either temporary or permanent) from the meeting before absenting themselves in order to ensure a quorum is maintained.
- 6.4.8 Whatever the electronic means, where a trustee declares a conflict of interest, the trustee shall excuse himself from the meeting and follow the procedures noted in the Trustees' Code of Conduct policy 100.04 by leaving the electronic conference.
- 6.4.9 At every meeting of the board or of a committee of the whole board (including electronic meetings), the following persons be physically present in the meeting room of the board:
 - a) The chair of the board or his or her designate.
 - b) At least one additional member of the board.
 - c) The director of education of the board or his or her designate.
- 6.4.10 At every meeting of a committee of the board, except a committee of the whole board, the following persons are to be physically present in the meeting room of the committee:
 - a) The chair of the committee or his or her designate.
 - b) The director of education of the board or his or her designate.
- 6.4.11 The meeting room of the board or of a committee of the board, as the case may be, shall be open to permit physical attendance by members of the public at every meeting of the board or of the committee of the board.

- 6.4.12 The chair of the board, in consultation with the director of education, shall determine whether electronic means should be provided at one or more locations within the area of jurisdiction of the board, to permit participation by members of the public in meetings.
- 6.4.13 Where the board determines that electronic means should be provided under this section, the board shall:
- a) provide for the extent and manner of participation by members of the public through electronic means; and
 - b) ensure that members of the public who are participating through electronic means do not participate in any proceedings that are closed to the public in accordance with the Act.
- 6.4.14 Should the board refuse to provide a member with electronic means of participation in a meeting of the board, a meeting of a committee of the whole board or a meeting of any other committee of the board, where to do so is necessary to ensure compliance with this section, the member will be notified in writing by the chair of the board at least 24 hours prior to the start of the meeting along with a rationale for not being able to provide the member with the electronic means to participate.
- 6.4.15 Should there be technical difficulties and the electronic portion of the meeting is interrupted, the meeting shall be recessed for a period not exceeding thirty (30) minutes as determined by the chair of the meeting.
- 6.4.16 Should there be technical difficulties and the electronic portion of the meeting cannot be reconvened before the end of the recess provided in subsection 6.4.15:
- 6.4.16.1 Subsection 6.5.3 shall apply if there is no quorum;
 - 6.4.16.2 The minutes of the meeting shall indicate the time of any electronic disruption and the recess determined by the chair of the meeting, and the name of any trustee who thereby ceases to be present.

6.5 Quorum for Meetings

- 6.5.1 Subject to the Municipal Conflict of Interest Act, a majority of the Trustees of the Board shall constitute a quorum for meetings of the Board and of the Committee of the Whole Board.
- 6.5.2 A majority of Trustees eligible to vote who are members of the Committee shall constitute a quorum for Meetings of the Committee when a committee is composed of only Trustees.
- 6.5.3 If a quorum is not present within fifteen (15) minutes after the time appointed for any Meeting (or such longer time as may be agreed upon by the Trustees eligible to vote then present), the person assigned as Recording Secretary shall record the names of the persons present and the meeting shall stand adjourned, to be reconvened within seven (7) days at the call of the Chair.

6.6 Notice of Meetings

- 6.6.1 Written notices of all meetings of the Board shall be transmitted, along with the Agenda of the Meeting, at least forty-eight hours before the time of meeting. The agenda may be amended at the opening of a meeting with the consent of the majority of Trustees present at the meeting.
- 6.6.2 Agendas for the regular meetings shall be made available on the board website and also provided to the following:
- Supervisory Officers of the Board;
 - Principals;
 - President or Chairs of the local employee groups who have requested the public agenda;
 - members of the local news media; and
 - public in attendance (if requested).
- 6.6.3 Portions of the agenda dealing with in-camera shall be distributed only to Trustees and, if applicable, to senior staff and to the student trustee.
- 6.6.4 A Trustee who cannot attend a Board meeting shall inform the Director of Education before the meeting.
- 6.6.5 The Education Act states – “If a member of a Board absents himself/herself without being authorized by resolution entered in the minutes from three consecutive regular meetings of the Board, he/she thereby vacates his/her seat and the provisions of the Act with respect to the filling of vacancies apply.”

6.7 Maximum Length of Meetings

No meeting shall continue in session for more than three and one-half (3½) hours. A meeting may be extended beyond the limits established with consent of two-thirds of Trustees present.

6.8 Seating Arrangements

As far as practical, at all Board and Committee of the Whole Meetings, the following seating arrangement will be assigned. Trustees will sit in a semi-circle configuration with the Chair at the centre and the Vice Chair to the immediate right of the Chair. The Student Trustee will sit at the last seat to the left of the Chair. Trustees will draw annually for their seat positions and their placement in the remaining four seats. Administration will be in a curved row across from the Trustees, with the Director at the centre, directly across from the Chair. The three academic Superintendents will be to the right of the Director, and to the left of the Director will be the Superintendent of Business, followed by the Recording Secretary, and then the Manager of Communications.

6.9 Access to Meetings

- 6.9.1 In accordance with the Education Act, Section 207(2), a meeting of the Board may be closed to the public (in camera) when the subject matter under consideration involves:

- the security of the property of the Board;
- the disclosure of intimate, personal or financial information in respect of:
 - a member of the Board,
 - an employee or prospective employee of the Board,
 - a pupil or his or her parent or guardian;
- the acquisition or disposal of a school site;
- decisions in respect of negotiations with employees of the Board; or
- litigation affecting the Board.

6.9.2 The Presiding Officer may expel or exclude from any meeting any person who, at the determination of the Presiding Officer, has exhibited improper conduct at the meeting; for example, use of profanity, threatening language and/or action(s), etc.

6.10 Delegations

6.10.1 Any Catholic School elector or group may request to address the Board as a delegation.

6.10.2 The delegation must provide the request in writing to the Director of Education or the Chair of the Board, at least five (5) days prior to the next regular meeting of the Board or Committee at which the Delegation wishes to be heard.

6.10.2.1 The request shall contain the topic to be discussed and the identity of the Spokesperson(s).

6.10.2.2 The person(s) wishing to address the Board or Committee shall be notified of the date, time and location of the meeting at which the presentation will be made.

6.10.2.3 Delegations will, upon notification, have these regulations shared with them prior to their presentation.

6.10.2.4 Copies of the presentation shall be shared with the Board or Committee at the same time that the agenda is distributed or at such time as the presentation is made.

6.10.2.5 In any case, the subject matter of the Delegation will not be discussed nor will a decision be made at the meeting at which the presentation is made unless the matter is on the agenda as pre-determined.

6.10.2.6 Delegations will be advised that the Chair will not allow content or language which is not consistent with the values of the Board.

6.10.2.7 Following the presentation by the Delegation, questions of clarification only will be allowed through the Chair.

6.10.3 A delegation's presentation will be limited to 15 minutes. Amendments as to the length of time are at the discretion of the Chair.

6.10.4 In-Camera rules shall apply to Delegations of an In-Camera nature.

6.10.5 Notwithstanding the above, the Board retains discretion to decide all matters concerning delegations.

7.0 CONDUCT OF BUSINESS FOR REGULAR BOARD AND COMMITTEE OF THE WHOLE MEETINGS

7.1 Order of Business

The order of business for meetings of the Board that are open to the public shall appear as follows:

1. Opening Business
 - 1.1 Opening Prayer
 - 1.2 Attendance *
 - 1.3 Approval of the Agenda
 - 1.4 Declaration of Conflict of Interest
 - 1.5 Approval of Minutes from Previous Meetings(s)
 - 1.6 Business Arising
2. Presentations
3. Delegations
4. Consent Agenda
 - 4.1 Any Reports/Minutes that are information only.
5. Committee and Staff Reports
6. Information and Correspondence
7. Notices of Motion for Consideration at Next Board Meeting (Board meetings only)
8. Notices of Motion Being Considered for Adoption (Board meetings only)
9. Trustee Inquiries
10. Business In-Camera
11. Report on the In-Camera Session
12. Future Meetings and Events
13. Closing Prayer
14. Adjournment
 - * Late arrivals or early departure times of Trustees will be noted by the recording secretary

7.2 Rules of Order

- 7.2.1 The rules of order to be observed at meetings shall be in accordance with the provisions of these By-laws.
- 7.2.2 In all cases for which no specific provision is made in these By-laws, the rules and practice of Robert's Rules of Order, Newly Revised 11th Edition, (Henry M. Robert III, William J. Evans, Daniel H. Honeymann, Thomas J. Blach, Perseus Publishing 2000) shall govern so far as applicable.
- 7.2.3 The Chair or other Presiding Officer shall preserve order and decorum and decide upon all questions of order.
- 7.2.4 In the absence of the Chair and Vice Chair for any cause, the Board may, from the members present thereof, appoint a Presiding Officer who, during such absence, shall have the powers of the Chair of the Board.

- 7.2.5 The Chair or person presiding may vote on all questions and shall declare this intention after the motion is put to the floor.
- 7.2.6 A tie vote is a lost motion.
- 7.2.7 Should the Chair elect to vacate the chair to take part in any debate or discussion or for any other reason, he/she shall call upon the Vice Chair or in his/her absence, one of the members to fill his/her place until he/she resumes it.
- 7.2.8 Where a question is before the Board, the mover may speak first and the seconder may speak next, and the Chair will make every attempt to allow each person wishing to speak, the opportunity to speak once before any member may speak for a second time. The mover also has the prerogative to be the last speaker before the question is decided and the seconder shall be the second to last speaker.
- 7.2.9 No member shall speak for more than five minutes or more than three times on the same question without the permission of the Chair.
- 7.2.10 Whenever an adjournment takes place in consequence of there not being a quorum present, the time of adjournment and the names of the members present shall be entered in the records of the Board.

7.3 Motions and Debate

- 7.3.1 All motions shall be recorded in the minutes of the meeting and shall be seconded before being stated by the Chair, whereupon the Chair shall ask if there is any further discussion on the motion before the vote.
- 7.3.2 When a motion has been stated by the Chair, it shall be open to debate and shall be disposed of only by a vote, unless the mover, by permission of the seconder, withdraws it, in which case such motion shall not appear in the minutes of the meeting.
- 7.3.3 Any Trustee of the Board may require the question under discussion to be read at any part of the debate, but not so as to interrupt a speaker.
- 7.3.4 A Trustee, prior to speaking to any question or motion, shall address the Chair. The Trustee shall confine remarks to the question at hand.
- 7.3.5 When two or more Trustees wish to speak at the same time, the Chair shall name the Trustee who is to speak.
- 7.3.6 No Trustee shall be interrupted while speaking, except in a case where the Trustee is called to order by another Trustee for a transgression of rules of the Board, in which case the Trustee shall remain silent until the point of order has been decided by the Chair.
- 7.3.7 Where a Trustee wishes to make a point of order or to seek clarification, he or she should so indicate in addressing the Chair and the Chair will rule on such matters before the next speaker is allowed to speak.
- 7.3.8 When the question under consideration contains two or more distinct propositions, any particular proposition, upon the request of any member, shall be considered and voted upon separately.

- 7.3.9 No question, once decided by the Board at a regular meeting, shall be reconsidered during that meeting unless someone on the affirmative side requests by motion that Trustees reconsider the pass motion, which is seconded and will take a two-thirds majority to reconsider.
- 7.3.10 If it is desired to defer action on a question until a particular time, the proper motion to make is “to postpone it to that time”. This motion allows limited debate, which must be confined to the propriety of the postponement to that time; it can be amended by altering the time, and this amendment allows the same debate.
- 7.3.11 Whenever a motion has been made and seconded, it is the duty of the Chair, if the motion is in order, to state the question, so that the members may know what question is before them.
- 7.3.12 In stating the question on an amendment, the Chair should read the passage to be amended; the words to be struck out, if any, the words to be inserted, if any; and the whole passage as it will stand if the amendment is adopted.
- 7.3.13 The motion to adjourn is not debatable, it cannot be amended, or have any other subsidiary motion applied to it, nor can a vote on it be reconsidered.
- 7.3.14 If a Trustee does not put new motions or amendments in writing for the Chair, the motion as stated by the Chair and recorded by the secretary shall be the motion.
- 7.3.15 When a motion is under debate, the only motion in order shall be:
- to adjourn,
 - to lay on the table,
 - to put the previous question,
 - to postpone,
 - to refer,
 - to amend, and
 - to vote on the present motion.

Such motion shall have precedence in the order above named; and the first, second and third shall be decided without debate.

A question having been postponed indefinitely shall not be taken up again at the same meeting without a two-thirds (2/3) vote in favour.

7.4 Amendment(s) to Motion:

7.4.1 An amendment may be in any of the following forms:

- a) to “add” or “insert” certain words or paragraphs;
- b) to “strike out” certain words or paragraphs, and if this fails it does not preclude any other amendment than the identical one that has been rejected;

- c) to “strike out certain words and insert others”, which motion is indivisible, and if lost does not preclude another motion to strike out the same words and insert different ones;
 - d) to “substitute” another resolution or paragraph on the same subject for the one pending; or
 - e) to “divide the question” into two or more questions as the mover specifies, so as to get a separate vote on any particular point or points;
- If an amendment is defeated, vote on the motion. If an amendment is carried, vote on the amended motion.

7.4.2 No more than three (3) amendments can be made to a motion.

7.5 Notices of Motion

7.5.1 Notices of motion on new matters are required from trustees to give trustees the benefit of advance consideration by themselves and administration before any decision is to be made. No new decisions will be entertained unless a written notice of motion has been provided on new matters at a previous meeting or by way of inclusion in the agenda, at least seven days in advance of the Board meeting. Notices of Motion will be given to the Secretary and Chairperson of the Board to include as an item in the agenda of the next regular Board meeting.

7.5.2 A member of the Board must give notice of motion if he/she wishes to:

- a) repeal or make permanent amendment to any of the Board’s By-laws;
- b) recommend an action, which has not been considered and recommended to the Board by a Committee of the Board;
- c) consider a matter by the Board without reference to a Committee.

7.5.3 Regulations regarding Notice of Motion

7.5.3.1 A Notice of Motion shall not be seconded at the meeting at which it is initially presented.

7.5.3.2 A Notice of Motion is not debatable.

7.5.3.3 Before any discussion shall take place at the meeting at which a Notice of Motion is presented as a Proposed Resolution, a Trustee must second it. The number of Notices of Motion, which are presented as Proposed Resolutions at any single meeting, shall be limited in number at the discretion of the Chair.

7.5.3.4 Notices of Motion, which are not presented for discussion as Proposed Resolutions at the meeting, shall be presented at the next regular meeting.

7.5.3.5 Notices of Motion, which require reports or information, shall be presented to the Board without any written reports by any of the senior officials. However, such persons may be permitted to make oral statements relating to these Notices of Motion at the time of presentation.

7.5.3.6 The officials may make written reports and/or recommendations supporting or opposing Notices of Motion, when they are presented as Motions, and which if carried will require direct action by the Board or its officials.

7.6 Protocol for Debate

7.6.1 When, at a meeting, any member wishes to speak in debate, the member shall raise a hand and await recognition by the Chair.

7.6.2 Trustees may speak when recognized by the Chair and may not speak to the issue again:

- unless the Chair of the meeting allows further debate; and
- only after all other Trustees who wish to speak have been recognized by the Chair.

7.6.3 After recognition by the Chair, a member shall at all times during debate:

- maintain a courteous tone;
- avoid personalities;
- avoid allusion to motives of other members;
- address all debate, remarks, questions and the like to the Chair;
- confine all remarks, questions and the like to the motion, which is the subject of debate.

7.6.4 No Trustee who does not have the floor shall interrupt a Trustee who does have the floor except:

- on a point of order;
- on a question of privilege;
- to request permission to withdraw a motion;
- to appeal a ruling of the Chair;
- on a motion to extend the time limit; and
- in the event that a Trustee interrupts a speaker pursuant to the authority given in this section, the Trustee shall confine all remarks to the particular point.

7.6.5 A Trustee may rise on a point of information, that is, a request for information relevant to the matter on the floor but not related to preliminary procedure, only if the member then speaking consents to the interruption, in which case the time consumed in responding to the point of information will be included as part of the speaker's allotted time.

7.6.6. Any member of the Board may require the question/motion under discussion to be read at any time in the debate, but not so as to interrupt any member while speaking.

7.7 Voting Procedures

- 7.7.1 Every matter considered by the Board shall be disposed of by a vote of all those present and eligible to vote on the matter in one of the following ways, with preference being given in the following sequence:
- a) By general or unanimous consent, in which the Chair, exercising discretion, states that the motion will be adopted in the absence of objection.
 - b) By show of hands, in which each Trustee present and eligible to vote raises a hand in response to the request of the Chair for the votes, in the affirmative and in the negative, as the case may be, until the votes are counted.
 - c) By rising, in which each Trustee present and eligible to vote stands in response to the requests of the Chair for the votes, in the affirmative and in the negative, as the case may be, until the votes are counted.
 - d) By individual recorded vote, in which each Trustee present and eligible to vote raises a hand or stands in place in response to the request of the Chair for the votes in the affirmative and in the negative, as the case may be, until the Chair has called the name of each Trustee as voting, respectively.
 - e) By ballot, in which each Trustee eligible to vote shall mark on a ballot provided by the Secretary of the Board, the Trustee's choice from among the available alternatives, the ballots being collected and counted immediately thereafter.
- 7.7.2 Although the method requested by any Trustee eligible to vote should be used to the extent practicable, the particular method of voting to be used to dispose of any matter shall be governed by the following rules:
- a) Determination by general or unanimous consent will be used only when no trustee eligible to vote objects or requests another method.
 - b) Notwithstanding that a show of hands vote has been called for and has been taken, on the request of any Trustee eligible to vote, including the Chair, a rising vote will be taken whenever there is any doubt as the accuracy of the count on the show of hands; and
 - c) Voting by ballot shall be used only when ordered by majority vote or general consent.
- 7.7.3 **Votes Lost on Equality**
Any motion on which there is an equality of votes, is lost.
- 7.7.4 **Declaration of Votes**
The Chair shall declare the result of all votes.
- 7.7.5 **Recording of Votes**
The vote on any question shall be recorded in the minutes as "carried" or "defeated".

8.0 GOVERNANCE, AD-HOC AND ADVISORY COMMITTEES OF THE BOARD

- a) All Governance, Ad-Hoc and Advisory Committees shall be established by the Board or by statute or regulation. Trustee representation for each Governance, Ad-Hoc and Advisory Committee shall be determined by the Chair of the Board. The Chair of the Board, after the annual or inaugural meeting of the Board, will request and receive within a reasonable amount of time requests from each Trustee on which committees they wish to be members of and/or Chair. The Chair of the Board will assign the trustees membership and/or the position of Chair of the committee, as decided by the Chair each year after the annual or inaugural meeting of the Board. Each Governance, Ad-Hoc and Advisory Committee of the Board shall have a staff resource assigned by the Director of Education.
- b) Governance, Ad-Hoc and Advisory Committees of the Board shall be composed of not less than one (1) nor more than three (3) Trustees, unless otherwise provided by resolution of the Board. Committees that are composed of more than (3) Trustees are the Policy Committee, Accommodations Committee, and Communications & Information Technology Committee. In the instance where there is an option for more than three (3) Trustees on a committee, it will be the sole discretion of the Chair to determine the number of trustees to serve on that committee.
- c) Sub-Committees may be established by any Committee to consider any matter within the Terms of Reference of the Committee.
- d) Only members of a Governance, Ad-Hoc and Advisory committee are required to attend that committee's meeting. However, all members of the Board shall receive notice of all Governance, Ad-Hoc and Advisory committee meetings, if requested. All Board members shall be permitted to attend Governance, Ad-Hoc and Advisory committee meetings except for:
 - Teacher-Trustee Committee
 - Audit Committee
 - Student Discipline Committee
 - Supervised Alternative Learning Committee
 - Legal Expenses Review Committee

For all other Governance, Ad-Hoc, and Advisory Committees of the Board, all trustees may attend and may take part in discussion, but only members of the Committee and the Chair of the Board or ex-officio designate, if present, shall have voting power.

- e) Governance, Ad-Hoc and Advisory Committee reports shall be considered public documents, except reports presented to the In-Camera session.
- f) In dealing with Governance, Ad-Hoc and Advisory Committee reports at the Board meeting, it shall be the prerogative of the Chair to rule on a request by a Trustee to have the recommendations dealt with item by item or as a whole.

- g) Governance, Ad-Hoc and Advisory Committee minutes shall be considered public documents except when the subject matter under consideration involves:
- the security of the property of the Board;
 - the disclosure of intimate, personal or financial information in respect of a member of the Board, an employee or prospective employee of the Board, a pupil or his/her parent or guardian;
 - the acquisition or disposal of a school site;
 - decisions in respect of negotiations with employees of the Board; and
 - litigation affecting the Board.
- h) With the exception of meetings of the Student Discipline Committee and Supervised Alternative Learning Committee, which are called by the Director of Education or designate, meetings of a Governance, Ad-Hoc and Advisory Committee shall be called by the Chair of the Committee. If the Chair of a Committee neglects to call meetings, it is the duty of the Committee to meet on the call of any two of its members. All meetings shall be called or cancelled through the Office of the Secretary of the Board. In the absence of the Chair, providing there is a quorum, the members present will elect an interim Chair for that meeting.
- i) The Chair of the Board shall be an ex-officio member of all Governance, Ad-Hoc and Advisory Committees of the Board. The Chair may delegate some of the ex-officio duties to the Vice Chair of the Board.

8.1 Governance Committees of the Board

All Governance Committees of the Board report to the Committee of the Whole with a report of their minutes and motions for approval for the Board of Trustees except:

- Student Discipline Committee, and
- Supervised Alternative Learning Committee

8.1.1 Accommodations Committee

Composed of three (3) or more Trustees, the Superintendent of Business and the Director of Education or designate. Functions include providing recommendations to the Board regarding the use of pupil places for schools in the Board.

8.1.2 Audit Committee

Composed of two (2) trustees, the Superintendent of Business & Treasurer, and two external members (3-year term). Established as per Section 253.1(1) of the Education Act and Regulation 361/10. Meets three times annually, at a minimum. Functions include assisting the Board of Trustees in fulfilling its duties related to governance and oversight. Duties fall under the following key areas: financial reporting process, internal control framework, risk management practices, performance and function of the Board's internal and external auditors, and the Board's compliance with its obligations under legislation.

- 8.1.3 Budget Committee
Composed of three (3) Trustees, the Superintendent of Business, and the Manager of Finance. Functions include to review the budget and refer the budget to the Board for approval.
- 8.1.4 Policy Committee
Composed of three (3) or more Trustees and the Director of Education or designate. Functions include reviewing and referring Board policies to the Board for approval.
- 8.1.5 School Year Calendar Committee
One (1) Trustee, the Director of Education or designate, union representation, the Chair of the RCPIC, and other staff representation as determined by the Director of Education. Function includes making recommendations to the Board for approval of the school year calendar as per the Education Act.
- 8.1.6 Student Discipline Committee
Composed of three (3) trustees and the Director of Education or designate that acts as a resource for the committee. Established annually and meets as necessary. Functions include hearing suspension appeals and expulsion requests as per the Board Policy.
- 8.1.7 Student Transportation Services Brant Haldimand Norfolk Board of Directors
Terms of reference and membership are determined by the Student Transportation Services Brant Haldimand Norfolk (Consortium) By-Laws and Board policy. One (1) Trustee and the Superintendent of Business represent the interests of the Board at the Transportation Consortium. The Consortium makes recommendations to the Board regarding Policy and Procedures related to student transportation.
- 8.1.8 Supervised Alternative Learning (S.A.L.) Committee
Composed of at least one (1) Trustee of the Board, one (1) Supervisory Officer or designate, and one (1) Community Representative (non-employee) appointed by the Supervisory Officer. In accordance with Ontario Regulation 374/10, the function of the S.A.L. Committee is to make decisions at meetings regarding Supervised Alternative Learning by pupils of the Board.

8.2 Advisory Committees of the Board

All Advisory Committees of the Board report to the Committee of the Whole with a report of their minutes for the Board of Trustees except the Teacher-Trustee Committee, which reports to Executive Council.

- 8.2.1 Catholic Education Advisory Committee
Composed of at least one (1) or more Trustees, the Director of Education or designate and community members as determined by the Director of Education or designate as per the terms of reference for the committee. Functions include advising the Board on matters of Catholic faith formation and catechesis.

- 8.2.2 Communications and Information Technology Advisory Committee
Composed of three (3) or more Trustees, the Superintendent of Business, the Manager of Information Technology, the Manager of Communications and Community Relations, and the Director of Education or designate. Functions include advising the Board on the implementation of information, communication and computer technology initiatives.
- 8.2.3 Legal Expenses Review Committee
Composed of three (3) Trustees, the Superintendent of Business and the Director of Education or designate. Function is to review legal expenses of the Board and to provide advice to the Director of Education on the designation of finances to cover legal costs.
- 8.2.4 Special Education Advisory Committee
Composed of one Trustee of the Board, Superintendent of Education (responsible for Special Education), and community representatives. (The composition of Special Education Advisory Committee is outlined in Reg. 464/97, Section 2). Functions include examining, reviewing and making recommendations, as appropriate, relative to the provision of special education programs and services.
- 8.2.5 Teacher-Trustee Committee
Composed of the Chair and one (1) Trustee. Functions include listening to the concerns of the Ontario English Catholic Teachers' Association (OECTA). This committee has no staff assigned to it. The committee reports to Executive Council.

8.3 Ad-Hoc Committees of the Board

The Board may establish ad-hoc committees as deemed appropriate. The establishing motion shall indicate the mandate of the committee, the membership of the committee, and the due date of the final report.

- 8.3.1 All Trustees shall be entitled to notice of, to attend and to speak at all meetings of all Committees composed only of Trustees, except those Ad-Hoc committees that deal specifically with salary negotiations and collective bargaining.

9.0 DISTRICT AND INTERJURISDICTIONAL COMMITTEES WITH TRUSTEE REPRESENTATION

- a) District and Interjurisdictional Committees with Trustee Representation are staff or community committees that require trustee representation at the request of the Chair of the committee according to statute, regulation, policy or committee bylaws. These committees are advisory in nature and report to the Committee of the Whole, Board, or to Executive Council (as indicated), for information.
- b) Trustee representation for each District and Interjurisdictional Committee shall be determined by the Chair of the Board. The Chair of the Board, after the annual or inaugural meeting of the Board, will request and receive within a reasonable amount of time requests from each Trustee on which committees they wish to be representatives of and/or Chair. The Chair of the Board will assign the trustees as decided by the Chair each year after the annual or inaugural meeting of the Board.

- c) Only Trustee representatives of a District and Interjurisdictional Committees are required to attend that committee's meeting.

9.1 Accessibility Steering Committee

One (1) Trustee representative and staff as determined by the Director of Education or designate. This committee is chaired by the Director of Education or designate. Its functions include overseeing compliance with the Accessibility for Ontarians with Disabilities Act in accordance with the AODA and Board Policy. This committee reports to the Committee of the Whole with minutes and reports for information.

9.2 Educational Archives Committee

One (1) Trustee representative and the Director of Education or designate who represent the interests of the Board in the Friends of the Educational Archive Committee (FEAC). The terms of reference for the FEAC are articulated in the agreement between the partners. This committee reports to the Committee of the Whole with minutes of each meeting, for information.

9.3 Joint Use Committee

The Superintendent of Business, the Director of Education or designate, and the two City of Brantford Trustees are asked, from time to time, to meet with City officials and the Grand Erie District School Board related to the joint use protocols for which the Boards and the City are parties. This committee reports to Executive Council, for information.

9.4 Mental Health Steering Committee

One (1) Trustee representative and the Director of Education or designate, staff and community members as determined by the Director of Education or designate. Functions as an advisory group related to initiatives of the Board's mental health strategy. This committee reports to the Committee of the Whole with minutes and reports for information.

9.5 Regional Catholic Parent Involvement Committee

One (1) or more Trustees and the Director of Education or designate, parent council representatives and other members as determined by the Director of Education or designate. Functions include disseminating information, program information for parents, and seeking advice for education initiatives (see Board Policy). This committee reports to the Committee of the Whole with minutes and reports for information.

10.0 ACCESS TO RECORDS

- 10.1 Any person may, at all reasonable hours, at the Catholic Education Centre, inspect the minute book, the audited annual financial report and the current accounts of the Board and, upon written request by any individual or group, a copy of a requested section of minute books, audited financial reports, and the current accounts of the Board will be furnished at a cost as determined under the Freedom of Information and Protection of Privacy Act, 1990.
- 10.2 All other materials made available to the public under the Freedom of Information and Protection of Privacy Act will be made available at a similar fee.

11.0 EXECUTION OF DOCUMENTS

11.1 Signing Authorities

11.1.1 All deeds, conveyances, mortgages, bonds, debentures, agreements, documents, and contracts approved by the Board shall be sealed with the seal of the Board and signed by:

- the Director of Education/Secretary of the Board
together with one of:
 - the Chair of the Board; or
 - the Vice Chair of the Board; or
 - the Superintendent of Business and Treasurer of the Board.

11.1.2 In the event of a prolonged absence by the Director of Education / Secretary of the Board, a delegate can be appointed by the Director in charge.

11.2 Bank Signing Officers

11.2.1 The signatures of the Superintendent of Business and Treasurer, together with one of:

- the Chair of the Board;
- the Vice Chair of the Board; or
- the Director of Education and Secretary

are required when:

- making, drawing, accepting, endorsing, negotiating, lodging, depositing or transferring all or any cheques, promissory notes, drafts, acceptances, bills of exchange, order for payment of money, contracts for letters of credit and foreign exchange;
- issuing cheques, drafts or orders for payment drawn on the bank accounts of the Board.

11.2.2 The Treasurer of the Board, by signature or by rubber stamp endorsement, may negotiate or deposit with or transfer to the bankers for the Board, but for the credit only of the account of the Board, all or any cheques, promissory notes, drafts, acceptances, bills of exchange and orders for the payment of money.

11.2.3 Signatures of persons authorized to sign may be printed, lithographed or otherwise mechanically reproduced as provided by the regulations.

11.3 Board Seal

11.3.1 The Seal of the Board shall be in custody of the Secretary who shall be responsible for affixing it to such documents as may be required.

11.3.2 The Secretary shall keep a record in a special book of the date and the particulars of each use of the seal.

11.4 Board Minutes

The Chair or other presiding member and the Secretary shall sign the minutes of all Board meetings.

12.0 OTHER PROFESSIONAL SERVICES

The Board will periodically issue calls for proposals for various professional services. The call for proposals will specify the term and specifications of the proposal, which will be presented for approval to the Board.

13.0 CONFLICT OF INTEREST GUIDELINES

According to current Provincial Legislation regarding the Municipal Conflict of Interest Act.

14.0 BY-LAW AMENDMENTS

14.1 By-laws of the Board may be amended from time to time at a meeting of the Board (such meeting, hereinafter referred to as the “later meeting”) upon the affirmative vote of a two-thirds (2/3) majority of all members of the Board, provided:

- a) written notice of motion proposing the amendment shall have been given at a meeting held prior to the later meeting; and
- b) the text and a brief statement of intended purpose of the amendment shall have been included in the notice of motion.

14.2 At any time the By-laws may be amended without notice upon the unanimous vote of all the members of the Board entitled to vote thereon.

14.3 In the absence of a By-Laws Committee, the Policy Committee may serve as a mechanism for by-law amendments to be proposed prior to being recommended to the Committee of the Whole and subsequently to the Board for consideration.