

Regular Board Meeting
August 28, 2023 - 3:00 p.m.

AGENDA

1. Opening Business

- 1.1. Opening Prayer & Condolences - Board Chaplain Fr. David Butler** Pages 3-4
- 1.1.1. Mass cards and condolences on behalf of the HPCDSB for July and August 2023 were sent to the family of Dustin Mathonia, brother of Stacey Mathonia, Educational Assistant at St. Boniface School on his passing; to the family of Larry Appel, father of Brock Appel, Teacher at St. Columban School on his passing; and to the family of Janet Kempton, mother of Helen Van Osch, Office Assistant at St. Mary's School, Goderich on her passing.
- 1.2. Attendance**
- 1.3. Approval of the Regular Board Meeting Agenda of August 28, 2023** Pages 1-2
- 1.4. Declaration of Interest**
- 1.5. Approval of the Regular Board Meeting Minutes of June 19, 2023 and the Regular Session of the Special Board Meeting of June 26, 2023** Pages 5-13
- 1.6. Business Arising from the Minutes of June 19, 2023 and of June 26, 2023**

2. Presentations

3. Delegations

4. Consent Agenda

- 4.1. Technology Support Services** Pages 14-15
- 4.2. Nutritional Management Services** Page 16
- 4.3. August 2023 Health and Safety Report** Pages 17-18

5. Committee and Staff Reports

5.1. Policy

- 5.1.1. Board Policies for review:**
- 1:1 By-Laws of the Board Pages 19-31
 - 3E:30 Copyright Pages 32-33
 - Fifth Disease Report Pages 34-35
- 5.1.2. Board Policies recommended for approval/rescinding:**
- 3D:4 Students With a Prevalent Medical Condition Pages 36-47
 - 3E:31 Investment of Board Funds Pages 48-49
 - Anti-Sex Trafficking Pages 50-62

5.2. Student Achievement and Catholicity

- 5.2.1. Equity, Diversity, Inclusion and Anti-Racism Committee (EDIAR) Committee Terms of Reference and Work Plan Pages 63-65

5.3. Corporate Services and Operations

- 5.3.1. May 31, 2023 Financial Report Pages 66-68

6. Information and Correspondence

7. Notices of Motion

8. Notices of Motion Considered for Adoption

9. Trustee Inquiries

10. In-Camera Session of the Regular Board Meeting

11. Rise and Report on the In-Camera Session of the Regular Board Meeting and Approval of the Business of the In-Camera Session

207 (2) Closing of certain committee meetings. A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject matter under consideration involves: a. The security of the property of the board; b. The disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or her or her parent or guardian; c. The acquisition or disposal of a school site; d. Decisions in respect of negotiations with employees of the board; or e. Litigation affecting the board.

12. Future Meetings and Events

- Special Education Advisory Committee Meeting - Monday, September 18, 2023, 4:00 p.m.
- Regular Board Meeting - Monday, September 25, 2023, 3:00 p.m.
- Catholic Parent Involvement Committee Meeting - Tuesday, November 14, 2023, 6:00 p.m.

13. Closing Prayer - Board Chaplain Fr. David Butler

14. Adjournment



HURON-PERTH CATHOLIC

District School Board

**August Board Meeting
Monday, August 28, 2023**

Opening Prayer

The month of August is dedicated to Saint Brother André,
Patron Saint of Family Caregivers in Canada, born on August 9, 1845.

Fr. Butler: Special Intentions, Reflections and Condolences:

Father Butler will begin with special intentions, reflections and condolences. Father Butler will lead us to pray...

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

Saint Andre,
you instinctively understood
how the love of God
is expressed by loving others.

Help us to receive those who are suffering
with the same sensitivity you did.

Teach us to act compassionately
in the face of their pain and affliction.

Teach us to listen to them
with undivided attention,
and to speak to them a word
which lifts them up.

Teach us to be examples of
how to move forward confidently
in the company of Saint Joseph and Mary, the mother of Jesus,
and God our heavenly Father.

Your intense love for God
can be seen in your resolve
to establish a space for prayer on top of a mountain.

You yourself spent hours before the Blessed Sacrament,
and you continually urged those coming to you seeking favours,
to pray in the Eucharistic Presence.

At the side of Saint Joseph,
now, greet all who come to the Oratory.

Plant within them faith in God who loves them so much
and who wishes wholeness for every human being.

Open their heart
to recognize the graces God has poured upon them,
confident of the future that God opens before them.

Help them to realize the importance of prayer in their life
and to be a loyal friend to those who count on them.

Good Brother Andre, now in glory with the Saints,
your prayer is powerful with God.

Continue those works which you accomplished
when you were still on earth.

Heal both body and soul.

To adults, give the dignity of employment;
to the elderly, hope in their future.

To youth, give the grace
of living out their lives as solid Christians;
in marriage,
in religious life,
as ordained pastors.

Above all, teach us to live our human life
the way the human Jesus did.

Fr. David: St. André Bessette:

All: Pray for us.

Sign of the Cross: In the Name of the Father, and of the Son, and of the Holy Spirit, Amen.

**Regular Board Meeting
June 19, 2023 – 3:00 p.m.**

MINUTES

(In person)

Present:

Trustees: Chair Mary Helen Van Loon; Vice-Chair Amy Cronin, Trustees Tina Doherty, Sue Muller and Jim McDade

Student Trustees: Ellie Longstaff, St. Michael CSS, Stratford; Emmy Cronin - St. Anne's CSS, Clinton

Senior Administration: Director of Education Chris N. Roehrig; Superintendents of Education Tara Boreham, Karen Tigani; Superintendent of Business Mary-Ellen Ducharme

Absent:

Board Chaplain: Fr. David Butler

1. Opening Business

1.1. Opening Prayer & Condolences - Trustee Jim McDade

1.2. Attendance - Noted above

1.3. Approval of Regular Board Meeting Agenda

Moved by: Amy Cronin

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board approves the agenda of the Regular Board Meeting of June 19, 2023.

Carried

1.4. Declaration of Interest

If a conflict of interest is declared by a trustee under the Board's By-laws/Policies and the Municipal Conflict of Interest Act, the trustee will not participate in discussions or vote on the matter, except that if a conflict of interest is declared by a trustee under the Board's By-laws/Policies and the Municipal Conflict of Interest Act, and the remaining number of members who are not disabled from participating in the meeting is less than two, the Board is relying on the Order dated April 24, 2008, of the Ontario Superior Court of Justice in court file no. 204-2007, which authorizes all trustees to give consideration to, discuss, and vote on the matter out of which the interest arises.

- The Board's By-Laws/Policies require a quorum of three (3).
- The Municipal Conflict of Interest Act requires a quorum of two (2).

A conflict of interest was declared by two trustees under Agenda Item #5 Committee and Staff Reports - 5.3. Corporate Services and Operations - 5.3.1. - 2023-24 Draft Budget.

- Chair M.H. Van Loon declared a conflict of interest (daughter employed as a teacher within the HPCDSB)

- Trustee J. McDade (son employed as a principal within the Huron-Perth Catholic District School Board)

1.5. Approval of Regular Board Meeting Minutes

Moved by: Tina Doherty

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board amends the May Regular Board Meeting Minutes within Section 5 - Committee and Staff Reports, Item 5.1.1. Board Policies for Review regarding 3E:33 Flag Protocol - Preliminary Report by removing some of the wording to more accurately reflect what happened at the meeting.

Defeated

Moved by: Jim McDade

Seconder: Tina Doherty

THAT the Huron-Perth Catholic District School Board amends the May Regular Board Meeting Minutes within Section 5 - Committee and Staff Reports, Item 5.1.1. with the removal of “and the next steps to provide to the EIAR Committee.” in the final sentence of the paragraph.

Carried

Moved by: Sue Muller

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board approves the amended minutes of the Regular Board Meeting of May 23, 2023.

Carried

1.6. Business Arising from the Minutes

2. Presentations

- 2.1.** St. Michael CSS Students - Cast and Crew of 146 Point Flame - National Theatre School of Canada - Dramafest - Ontario Provincial Showcase
- 2.2.** St. Michael CSS Students - OFSAA Track & Field Gold Medalists
- 2.3.** Student Trustees

Chair Van Loon shared best wishes to our outgoing Student Trustees, Emmy Cronin (St. Anne's CSS) and Ellie Longstaff (St. Michael CSS). Our incoming Student Trustees, Kiersten Ryan (St. Anne's CSS) and Mya Moore (St. Michael CSS) were introduced by our outgoing Student Trustees.

3. Delegations

3.1. Scheduled Delegation

Delegate, Loreena McKennitt, spoke to the Board of Trustees on supporting children and families on the topic of youth using cell phones and technology.

4. Consent Agenda

4.1. June Board Highlights

Trustees inquired about the mental health and well-being professional development that the school board employees attend and the presentations the students participate in within the schools. Trustees also inquired about the investment in assessments and programs, as well

as educator resources for ESL students and their families. Superintendent Tigani offered to follow up on home use resources, noting that most programming begins with an assessment, followed by individualized workplans using classroom practices working with the educators, the ESL student, and their peers.

4.2. Approved Special Education Advisory Committee (SEAC) Meeting Minutes of May 15, 2023

4.3. Approved Catholic Parent Involvement Committee (CPIC) Meeting Minutes of February 28, 2023

4.4. 2022-2023 Special Education Plan Report

Trustees inquired about the programs and educational field trips that are available and offered to students with special education needs, gifted students, and all students.

4.5. Equity and Inclusive Education Action Plan Update Report

Trustees thanked the committee, educators, staff, and students for creating a culture of belonging and continued work in the area of EIAR. Trustees inquired about EIAR allies, future funding and financial resources, and the progress on building an incident reporting tool for students. Superintendent Tigani shared there is a new process in the secondary schools with an anonymous reporting tool available within each student's D2L account. Superintendent Tigani explained there will be more follow-up and feedback received from the student perspective at the secondary level in the fall.

4.6. Approved Huron Perth Student Transportation Services Steering Committee Meeting Minutes of May 2, 2023

4.7. Approved Audit Committee Meeting Minutes of November 10, 2022

4.8. Nutritional Management Services

4.9. Mental Health Service Provider

4.10. Professional Assessments

Trustees inquired about the number of professional assessments vs the hourly rate of pay and mileage for the assessment personnel. Director Roehrig confirmed feedback on this topic will be provided at the next Regular Board Meeting.

Moved by: Sue Muller

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board receives all reports, committee minutes, and approves all motions under the consent agenda, which are:

THAT the Huron-Perth Catholic District School Board receives the Board Highlights for June for information.

THAT the Huron-Perth Catholic District School Board receives the approved Special Education Advisory Committee (SEAC) Meeting Minutes of May 15, 2023, the approved Catholic Parent Involvement Committee (CPIC) Meeting Minutes of February 28, 2023, the approved Huron Perth Student Transportation Services Steering Committee Meeting Minutes of May 2, 2023 and the approved Audit Committee Meeting Minutes of November 10, 2022.

THAT the Huron-Perth Catholic District School Board approves the 2022-2023 Special Education Plan and the amendments as proposed.

THAT the Huron-Perth Catholic District School Board receives the 2022-2023 Equity, Diversity and Inclusion Update for information.

THAT the Huron-Perth Catholic District School Board receives the Nutritional Management Services Report.

THAT the Huron-Perth Catholic District School Board awards RFP EDU-23-01 for Mental Health Service Provider to Huron-Perth Centre for Children and Youth.

THAT the Huron-Perth Catholic District School Board awards RFP EDU-23-02 for Professional Assessments to Dr. Rosanne Field and Associates.

Carried

5. Student Achievement and Catholicity

5.1. Student Trustees' Report

Moved by: Tina Doherty

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board receives the Student Trustees' Report for information.

Carried

6. Committee and Staff Reports

6.1. Policy

6.1.1. Board Policies for Review:

- 3D:4 Students With a Prevalent Medical Condition
- 3E:31 Investment of Board Funds

Trustees inquired about the investment of Board funds in comparison to Ministry funding. Superintendent Ducharme shared the Board investment funds are not tied to the budget or Ministry funding.

Moved by: Tina Doherty

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board receives the following policies: 3D:4 Students With a Prevalent Medical Condition and 3E:31 Investment of Board Funds for information.

Carried

6.1.2. Board Policies Recommended for Approval/Rescinding:

- 3E:5 School Volunteers
- 3E:10 Childcare

Moved by: Sue Muller

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board approves the following

policies: 3E:5 School Volunteers and 3E:10 Childcare.
Carried

6.2. Student Achievement and Catholicity

6.2.1. Mental Health and Well-Being Update

Trustees inquired about the number of students receiving supports and the types of measurements to review the effectiveness of the mental health and wellbeing supports available for students. Director Roehrig shared improvement points will come from best practices from the Board's contracted clinicians. Superintendent Boreham provided the research and data collection that is currently being conducted with inquiries on the Board's mental health and wellness services, enter/exit surveys, and focus groups are assessed and audited through the University of Waterloo and Western University.

Moved by: Tina Doherty

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board receives the Mental Health and WellBeing Update report for information.

Carried

6.2.2. Strategic Plan 2020-2024 - Faith, Mathematics and Literacy Update

Trustees inquired about a way to measure the effectiveness of the goals of the 2020-2024 Strategic Plan as the Board nears the end of the Strategic Plan. Director Roehrig shared that an overview will be provided with final metrics. Director Roehrig explained that the timeline will begin this fall for the 2024-2027 Strategic Plan, beginning with discerning the multi-year spiritual theme.

Moved by: Tina Doherty

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board receives the Strategic Plan 2020-2024 Update report for information.

Carried

6.3. Corporate Services and Operations

Chair Van Loon and Trustee McDade left the meeting. Vice-Chair Cronin took over the Chair.

6.3.1. 2023-24 Budget Update Report

Superintendent Ducharme shared an overview of the 2023-24 draft budget update, with an in-depth summary of each section.

Moved by: Tina Doherty

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board receives the 2023-24 Draft Budget Report.

Carried

Trustee Van Loon and Trustee McDade return to the meeting. Trustee Van Loon resumed as Chair.

6.3.2. Audit Committee June 2023 Meeting Report

Trustees shared that it was appreciated to see the additional comments section that was provided in the audit report.

Moved by: Tina Doherty Jim McDade

Seconded by:

THAT the Huron-Perth Catholic District School Board receives the Audit Committee June 2023 Meeting Report for information.

AND

THAT the Huron-Perth Catholic District School Board approves the Equity, Diversity, and Inclusion Internal Audit Report.

Carried

7. Information and Correspondence

8. Notices of Motion

9. Notices of Motion Being Considered for Adoption

10. Trustee Inquiries

10.1. Fifth Disease Policy

Trustees received a community request to have the Board consider the implementation of a Fifth Disease policy as a preventative measure. Director Roehrig shared the Board does not currently have a policy on Fifth Disease, but the Board consults the Huron Perth Public Health, with school administration contacting the health unit if there is a potential fifth disease case in the school environment.

Moved by: Tina Doherty

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board requests information from the Huron Perth Public Health Unit as to whether it is a reportable communicable disease and obtains sample policies from other school boards who have created a Fifth Disease policy for information and discussion at a future Board Meeting.

Carried

10.2. Board Chair Communications to Individual Constituents

Trustees inquired about sharing all communications, regarding policy, received by the Board Chair to the Board of Trustees as a whole and to include these communications in Board Meeting Agendas (within an appendix), to ensure best practices are conducted within the Board.

Moved by: Amy Cronin

Seconded by: Jim McDade

THAT Huron-Perth Catholic District School Board investigates and consults our legal counsel on best practices around communication to and from trustees, specifically with the Chair and/or Vice-Chair.

Carried

11. In-Camera Session of the Regular Board Meeting

Moved by: Amy Cronin

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board moves to an In-Camera Session of the Regular Board Meeting.

Carried

12. Rise and Report on the In-Camera Session of the Regular Board Meeting and Approval of the Business of the In-Camera Session

Moved by: Amy Cronin

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board approves all motions in the In-Camera Session of the Regular Board Meeting.

Carried

The following retirements were announced:

- Mary Margaret O'Reilly, Teacher at St. Ambrose School, Stratford, effective May 31, 2023.
- Doug Debus, Custodian at St. Boniface School, Zurich, effective August 25, 2023.

13. Future Meetings and Events

- Special Board Meeting - Monday, June 26, 2023, 1:00 p.m.
- Regular Board Meeting - Monday, August 28, 2023, 3:00 p.m.

14. Closing Prayer - Chair Van Loon

15. Adjournment

Moved by: Jim McDade

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board adjourns the Regular Board Meeting of June 19, 2023.

Carried

**Special Board Meeting
June 26, 2023 - 1:00 p.m.**

MINUTES

(In person)

Present:

Trustees: Chair Mary Helen Van Loon; Vice-Chair Amy Cronin, Trustees Tina Doherty, Sue Muller and Jim McDade

Senior Administration: Director of Education Chris N. Roehrig; Superintendent of Education Karen Tigani; Superintendent of Business Mary-Ellen Ducharme

Absent:

Board Chaplain: Fr. David Butler

Student Trustees: Ellie Longstaff, St. Michael CSS, Stratford; Emmy Cronin - St. Anne's CSS, Clinton

Senior Administration: Superintendent of Education, Tara Boreham

1. Opening Business

1.1. Opening Prayer - Board of Trustees

1.2. Attendance - Noted above

1.3. Approval of Agenda

Moved by: Sue Muller

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board approves the Agenda of the Special Board Meeting of June 26, 2023.

Carried

1.4. Declaration of Interest

If a conflict of interest is declared by a trustee under the Board's By-laws/Policies and the Municipal Conflict of Interest Act, the trustee will not participate in discussions or vote on the matter, except that if a conflict of interest is declared by a trustee under the Board's By-laws/Policies and the Municipal Conflict of Interest Act, and the remaining number of members who are not disabled from participating in the meeting is less than two, the Board is relying on the Order dated April 24, 2008, of the Ontario Superior Court of Justice in court file no. 204-2007, which authorizes all trustees to give consideration to, discuss, and vote on the matter out of which the interest arises.

- The Board's By-laws/Policies require a quorum of three (3).
- The Municipal Conflict of Interest Act requires a quorum of two (2).

A conflict of interest was declared by two trustees under Agenda Item #2 Committee and Staff Reports - 2.1. Corporate Services and Operations - 2.1.1. - 2023-2024 Budget

Estimates.

- Chair M.H. Van Loon declared a conflict of interest (daughter employed as a teacher within the HPCDSB)
- Trustee J. McDade (son employed as a principal within the Huron-Perth Catholic District School Board)

2. Committee and Staff Reports

2.1. Corporate Services and Operations

Chair Van Loon and Trustee McDade left the meeting. Vice-Chair Cronin took over the Chair.

2.1.1. 2023-2024 Budget Estimates

Superintendent Ducharme shared the final budget package for approval. Superintendent Ducharme reviewed the report including budget goals, considerations and processes. Director Roehrig thanked Superintendent Ducharme and the Finance and Business Teams for their hard work in the development of the budget.

Trustees inquired about secondary student enrolment and if there have been any reductions for the upcoming school year. Director Roehrig shared that there would be senior secondary retention seen for students who originally opted to take a fifth year, and then later determined to enroll in post-secondary or join the workforce.

Trustees inquired about student numbers at St. Mary's Listowel for additional classroom expansion in the next year. Director Roehrig shared that final enrollment would be reviewed in September and possible reorganizing classrooms at particular schools would take place if required.

Trustees inquired about whether the staffing reductions came from attrition. Superintendent Ducharme shared that the Five Year Capital Plan Report will be presented at an upcoming Board Meeting.

Moved by: Tina Doherty

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board approves Revenue in the amount of \$77,326,694, and Expenditures in the amount of \$77,326,694 for the period of September 1, 2023 to August 31, 2024.

AND

THAT the Huron-Perth Catholic District School Board approves the Capital Expenditures Estimates in the amount of \$3,273,104 for the period of September 1, 2023 to August 31, 2024.

Carried

Trustee Van Loon and Trustee McDade return to the meeting. Trustee Van Loon resumed as Chair.

3. Closing Prayer - Board of Trustees

4. Adjournment

Moved by: Jim McDade

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board adjourns the June 26, 2023 Special Board Meeting.

Carried



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
 Presented to: The Huron-Perth Catholic District School Board
 Date: August 28, 2023
 Submitted by: Chris N. Roehrig, Director of Education and Secretary

TECHNOLOGY SUPPORT SERVICES

Public Session

BACKGROUND

Huron-Perth Catholic District School Board’s (HPCDSB) existing agreement for technology support services expires December 31, 2023. The agreement was signed using the results from a Request for Proposal (RFP) process that was completed in 2020.

DEVELOPMENTS

With the expiration of the Board’s current agreement, RFP IT-23-01 was published on Biddingo on Monday, May 8, 2023 and closed Thursday, June 8, 2023. The term of the contract is for three (3) years and eight (8) months effective January 1, 2024, with the option in favour of the Board to extend the agreement on the same terms and conditions for an additional two (2) one-year periods.

Three (3) submissions were received in response to this RFP. Two (2) were disqualified as they did not comply with all of the mandatory submission requirements and as a result were not evaluated. The evaluation committee met and conducted a consensus review of the compliant submission on June 21, 2023. No issues or concerns were noted by the committee and the submission met all the requirements of the RFP.

The successful respondent was: MSP Operational Corp., DBA Stronghold Services
 15911 Unit 4 Robin’s Hill Road, London ON N5V 0A5

	Year 1 20 months	Year 2	Year 3	Year 4 (Optional)	Year 5 (Optional)
Term	1/1/24 – 8/31/25	9/1/25 – 8/31/26	9/1/26 – 8/31/27	9/1/27 – 8/31/28	9/1/28 – 8/31/29
Main Technology Support Services	\$370,000	\$226,440	\$230,928	\$235,546	\$240,257

Anticipated total contract value of \$1,303,171.00 pre-tax.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board awards RFP IT-23-01 for Technology Support Services to MSP Operational Corp., doing business as Stronghold Services.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: August 28, 2023
Submitted by: Chris N. Roehrig, Director of Education and Secretary

NUTRITIONAL MANAGEMENT SERVICES

Public Session

BACKGROUND

Nutritional Management Services Limited (NMS) provides food services to St. Anne's Catholic Secondary School and St. Michael Catholic Secondary School. The Board receives a Cafeteria Enhancement Fund contribution equal to 5% of cafeteria sales. NMS provides reports each term to the Superintendent of Business.

DEVELOPMENT

NMS was pleased to announce its Cafeteria Enhancement Fund contribution of \$6,083.84 for the period of April 1, 2023 to June 30, 2023.

Special functions catered during this period:

- June: BBQ and Grad Breakfast at St. Anne's

Goals:

- Review Policies and Procedures in August
- Continue to review and offer new and exciting items within the PPM 150 Guidelines
- Source the best alternative to the single use plastic bank coming into effect December 2023.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Nutritional Management Services Report.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: August 28, 2023
Submitted by: Chris N. Roehrig, Director of Education and Secretary

AUGUST 2023 HEALTH AND SAFETY REPORT

Public Session

BACKGROUND

To ensure there is communication of health and safety related information a Health and Safety Report is presented to the Board of Trustees twice a year. The Health and Safety report to the Board contains information for all employee groups, across all sites within the district, and informs the Board of Trustees with respect to health and safety matters.

DEVELOPMENTS

The Board had 650 health and safety incidents reported in the 2022-2023 school year from September 1 to June 30. In the 2021-2022 school year, over the same period, there were 710 employee health and safety incidents reported, which is a reduction of 9%. Of the 650 health and safety incidents reported in 2022-2023, 229 (35%) were reported by secondary school employees and 421 (65%) were reported by elementary school employees.

The main incident type reported by employees is Violence/Aggression at 75%. For this same period in 2021/2022 incidents of Violence/Aggression incidents reported by employees were 77%. This is a reduction of 2%. Incidents of violence or aggression are in accordance with the Ontario Health and Safety Act. Slips/Trips and Falls constitute the next leading incident type reported at 3.5%. The third incident type reported is Struck by Ball at 1%. While these two incident types make up small percentages of incidents reported they constitute 90% of WSIB reported claims.

The 2022-23 incident type reports vs 2022-21 school year:

- 1) Violence/Aggression - down 2% over 2021-2022
- 2) Slips, Trips and Falls - same over 2021-2022
- 3) Ball Strikes - same over 2021-2022

The Ministry of Labour (MOL) conducted a Workplace Violence Blitz in the education sector with two schools receiving site visits. The MOL ordered Workplace Violence Risk Assessments be conducted for both schools and these were completed in compliance with the May 5, 2023 date. In addition, the Board proactively conducted Workplace Violence Risk Assessments at all other schools, including the CEC, and the results were reviewed with the Joint Health and Safety Committee (JHSC) on June 9, 2023.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the August 2023 Health and Safety Report for information.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Chris N. Roehrig
Presented to: The Huron-Perth Catholic District School Board
Date: August 28, 2023
Submitted by: Chris N. Roehrig, Director of Education and Secretary

1:1 BY-LAWS OF THE BOARD

Public Session

BACKGROUND

Substantial increases in requests by interested parties to present at Board meetings has led to a need to improve processes to ensure that stakeholders are prepared for a positive outcome at Board meetings. The previous By-Laws were silent on who was eligible to present to the Board as well as the process for evaluating requests.

Over the past six months in Ontario, several school districts have experienced unfortunate interactions with members of the public. In many instances security companies have been hired to manage behaviour and in some cases law enforcement has been necessary to enforce decorum at Board meetings. The By-Laws did not address expectations with respect to visitors to Board meetings.

DEVELOPMENTS

The By-Laws have been changed to clarify the process for making applications to the Board at meetings. This includes improvements to the ability of the Board to collect, analyze and approve applications to present. The changes will make it easier for ratepayers to be prioritized to speak and to clarify that Catholic community stakeholders such as the Catholic Women's League would have opportunities to speak to the Board.

The second set of changes to the By-Laws reflect the need to provide a safe working environment for staff. Given recent events across Ontario, there is a need to bolster the process for being on-site as well as clarifying the expectations regarding behaviour of visitors.

The full policy is attached to this report. The policy will be posted to the Board website for vetting in advance of consideration for approval.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the revised 1:1 Board By-Laws for information.



HURON-PERTH CATHOLIC
District School Board

BY - LAWS
OF THE BOARD

Last Updated: May 2022

THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD BY-LAWS OF THE BOARD

MISSION

The mission of the Huron-Perth Catholic District School Board is to serve its students, working with the home, parish and school community to:

- Nurture a Christ-Centred environment;
- Provide student-focused learning opportunities; and
- Support the growth of the whole person.

This mission is in furtherance of meeting the Board's obligations under the [Education Act](#) including the promotion of student achievement and ensuring the effective stewardship of the Board's resources.

ARTICLE I - GENERAL

Section 1: Definitions and Interpretation

1.1 *Definitions*

"Annual Meeting" means the first meeting held in November of each year, which is not a municipal election year;

"Board " means the Board of Trustees of the Huron-Perth Catholic District School Board;

"Committee" includes any committee or sub-committee of the Board established pursuant to these By-Laws;

"Director" means the Director of Education who is also the Secretary of the Board and who has the duties as set out in the [Education Act](#) Act and Board policy;

"Education Act" and "Act" means the [Education Act](#), R.S.O. 1990, c.E.2, and includes, where the context requires, the Regulations enacted thereunder;

"Inaugural Meeting" means the first Meeting at which the Chair and the Vice-Chair are elected in accordance with these By-Laws and Trustees of committees are appointed in each year following a municipal election and the commencement of the term of office;

"In-Camera" 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);

"Meeting" includes a meeting of the Board and, where applicable, a meeting of a committee;

"Minister" means the Minister of Education in Ontario;

"Municipal Elections Act" means the [Municipal Elections Act](#), 1996, S.O. 1996, c.32 and includes, where the context requires, the Regulations enacted thereunder;

“Quorum” A quorum shall consist of a majority of the elected Trustees constituting the Board, and the vote of a majority of such quorum is necessary to bind the Board;

“Rise and Report” means that the In-Camera Meeting of the Board is reporting matters to the public through the public Meeting of the Board;

"Statutory Committee" means any committee which, by law, the Board is required to appoint;

"Trustee" means a person elected, acclaimed or appointed to the office of Trustee of the Board of Trustees pursuant to the provisions of the [Education Act](#) or the [Municipal Elections Act](#). For the purposes of these By-Laws, a “Trustee” does not include a Student Trustee except where permitted to act as such by the [Education Act](#).

- 1.2 In these By-Laws, unless the context otherwise requires, words importing the singular number or the masculine gender shall include the plural number or the feminine gender, as the case may be, and vice versa. A reference to a statute refers to that statute, as amended from time to time, and any statute that replaces or is substituted for it. Any references to a new replacement Act in the By-Laws shall refer to the new Act and any of its corresponding provisions.

Section 2: These By-Laws of the Board shall be observed for the order and dispatch of business and shall regulate the conduct and duties of its Trustees, officers, teachers, and any and all other employees.

Section 3: For any point of order not covered by the By-Laws, Robert's Rules of Order shall govern. From time to time the Board may choose which version and/or edition of Robert's Rules of Order shall be used.

Section 4: Any point of the By-Laws or rules of order of the Board may be altered or rescinded in the following manner:

- a) at any regular business Meeting by a vote of the majority, all Trustees being present, if notice of the proposed amendment was given in the notice required by Article III, Section 2(a); or,
- b) at any regular business Meeting by a vote of the majority, a quorum being present, if notice of motion of the proposed amendment was given at the previous regular Meeting.

Section 5: Subject to the [Education Act](#), the Board may enact policies to indemnify Trustees, Officers, members of Committees, the Director of Education, and other employees as required from time to time.

Section 6: At each Meeting, devotional exercises will be conducted.

Section 7: The schools' operations will be administered by an Executive Council composed of:

- Director (as Chair)
- Superintendents of Education
- Superintendent of Business (and Treasurer)
- Other persons as appointed by the Director of Education

- Section 8: In addition to the requirements of the [Education Act](#), the Board of Trustees shall:
- a) promote student achievement and well-being;
 - b) deliver effective and appropriate education while properly managing the resources of the Huron-Perth Catholic District School Board;
 - c) develop and maintain policies, practices, procedures and organizational structures that allow the Board to achieve its mission;
 - d) hire the Director, Superintendent; and,
 - e) monitor and evaluate the performance of the Director or his or her delegate as appropriate.

ARTICLE II – INAUGURAL AND ANNUAL MEETINGS OF THE BOARD

Section 1: **Inaugural Meeting:** The first meeting of the Board following a municipal election in each year is the Inaugural Meeting. The Inaugural Meeting shall be held in the Board Room, or such other place as the Board may designate on notice to the public. The Inaugural meeting shall be held on November 15 if it is a Monday or on the first Monday following November 15 at the hour of 3:00 p.m., or at such other hour as may have been fixed by resolution of the former Board. In case of emergency or as otherwise required, the Inaugural Meeting may be changed by a majority decision of the Board at some other specified time and date provided that the date is not later than the 21st of November. At the appointed time, the Director, in his/her capacity as Secretary of the Board, shall call the Meeting to order and proceed to read the returns of election to the Board, if any, as certified to him/her by the municipal clerks. Trustees shall make their Declaration of Office and Oath of Allegiance prior to commencing their role as Trustee.

Annual Meeting: The first Meeting of the Board between municipal elections is an Annual Meeting and shall be held in the Board Room, or such other place as the Board may designate on notice to the public on November 15 if it is a Monday or on the first Monday following November 15 at the hour of 3:00 p.m., or at such other hour as may have been fixed by resolution of the former Board. In case of emergency or as otherwise required, the Annual Meeting may be changed by a majority decision of the Board provided that the date is not later than the 21st of November.

Section 2: If Monday, November 15 or the first Monday following November 15 is a statutory holiday, the Inaugural or Annual Meeting of the Board will be held at the hour of 3:00 p.m. of the next day following, or on such other day as may have been fixed by resolution of the former Board.

Section 3: The Board shall elect a Chair and Vice-Chair at the Inaugural Meeting of the Board and each Annual Meeting of the Board or when an office becomes vacant:

- a) a Chair of the Board and the Vice-Chair shall take the chair upon election;

Section 4: The election of the Chair and Vice-Chair shall be conducted as follows:

- a) the voting shall be by ballot;
- b) the Poll Clerk (presiding officer) for the election shall be the Director of Education, the Returning Officer shall be the Superintendent of Business and the Superintendent of Education shall serve as Scrutineer;
- c) the presiding officer shall declare nominations closed if no additional nomination is received within one minute after the last nomination, or if a motion to close nomination has been made, seconded and carried;
- d) nominees shall declare their intention after no more nominations have been received;
- e) if all nominees withdraw, an opportunity shall be given for further nominations;

- f) if there is more than one nominee for a position, the vote shall be conducted by way of a secret ballot. The specific number of votes cast for each nominee will not be announced when declaring the successful nominee;
- g) each nominee standing for election may appoint one scrutineer to supervise the voting and the counting of ballots;
- h) where no candidate receives a clear majority of those present, a Trustee receiving the least number of votes shall be eliminated and a subsequent vote shall be held to declare the Trustee elected should there be more than two candidates for the position (the presence of a majority of all Trustees constituting the Board is necessary to form a quorum); and,
- i) in the case of an 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 and this process shall be overseen by the Director.

Section 5: The Chair, in consultation with the Vice-Chair and the Board, shall appoint Trustees to serve on the Statutory Committees and other committees where Trustees serve as members.

Section 6: The Board shall appoint its Auditor at its Inaugural/Annual Meeting.

ARTICLE III – REGULAR MEETINGS OF THE BOARD

Section 1: a) The Regular Meetings of the Board shall be held each month (except November and July) at 3:00 p.m. Regular Meetings of the Board are held on the fourth Monday of each month (except December and June) at 3:00 p.m. In case of emergency or as otherwise required, the Regular Meeting of the Board may be changed by a majority decision of the Board, or by a joint decision of the Chair and Vice-Chair of the Board. If the fourth Monday is a statutory holiday, the Regular Meeting of the Board will be held the next day.

b) For the month of December, the Regular Meeting of the Board shall be held on the second Monday of the month.

c) For the month of June, the Regular Meeting of the Board shall be held on the third Monday of the month.

Section 2: a) The agenda of each Regular Meeting of the Board shall be sent electronically at least five days, before the time of the Meeting, to each Trustee, and;

b) The agenda shall be prepared according to an approved format (see Appendices).

Section 3: Unless there shall be a quorum present within thirty minutes after the time appointed for any meeting, or should quorum be lost during the course of the meeting, the Secretary (Director of Education) shall record the names of the Trustees present, and the Board shall forthwith stand adjourned until the next Regular Meeting of the Board, unless a special meeting is called in the interval as hereinafter provided.

Section 4: Special Meetings of the Board may be called by the Chair at any time and it shall be his/her duty to convene a special meeting whenever requested to do so in writing by two Trustees of the Board. If the Chair shall be absent or shall refuse to call the meeting, it shall be the duty of the Vice-Chair to convene such a Meeting, or, in the case of his/her absence or refusal, the duty of the Director as Secretary. A minimum of twenty-four (24) hours' notice of any Special Meeting must be given to Trustees using the last known electronic mailing address of each Trustee. Any Trustee may waive notice of any such special meeting.

- Section 5: In calling a Special Meeting every Trustee shall be notified of the object for which such meeting is called and no business shall be considered at such meeting other than that named in the notice. If all Trustees of the Board are in attendance at such a special meeting, any business may be introduced upon a resolution carried by a vote of three Trustees of the Board.
- Section 6: An adjourned meeting shall be deemed to be called for the completion of the transacting of business included in the agenda of the preceding Regular Meeting of the Board. The business interrupted by the adjournment is the first in order after the approval of the minutes at the next meeting.
- Section 7: The Board shall not remain in session later than 8:00 p.m. unless determined by a vote of three of the Trustees present, but no meeting shall be extended beyond 8:30 p.m. unless by unanimous approval.
- Section 8: At the first Meeting after a vacancy occurs in the office of Chair or Vice-Chair, the vacancy shall be filled by the method used for election at the Inaugural Meeting.
- Section 9: **Electronic Meetings:** The Board may hold a meeting of the Board or committee meetings using electronic means. The public will be notified about electronic meetings at Board designated sites through postings on the Board's website. 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. At the request of any Board Trustee or Student Trustee, the Board shall provide the Trustee or Student Trustee with electronic means for participating in meetings. The electronic means shall permit the Trustee to hear and be heard by all other participants in the meeting.

Subject to any conditions or limitations provided for under the [Education Act](#) or under Regulations, a Trustee of a Board who participates in a meeting through electronic means shall be deemed to be present at the meeting. Roll call for all electronic meetings will be taken verbally and duly recorded to ensure Board Trustees are recognized as in attendance. Board Trustees 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. Where a Trustee declares a conflict of interest, the Trustee shall excuse himself from the meeting by leaving the electronic conference.

At every Regular Meeting of the Board the following persons shall 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 Trustee of the Board; and,
- c) the Director of Education of the Board or his or her designate.

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 Trustees of the public in meetings.

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.

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. Should there be technical difficulties and the electronic portion of the meeting cannot be reconvened before the end of the recess, Article III – Section 6 shall apply. The minutes of the meeting shall indicate the time of any electronic disruption and the adjourned meeting determined by the chair of the meeting and the name of any Trustee who thereby ceases to be present.

ARTICLE IV – ORDER OF BUSINESS

Section 1: The Chair may, at any time, suspend or vary the order of business with the majority consent of the Trustees present. All motions relating to the order of business shall be decided without debate.

Section 2: A sample order of business for Regular Meetings of the Board and In-Camera Meetings of the Board are provided in the Appendices.

Section 3: Minutes of meetings shall contain the following items:

- a) the date of the meeting;
- b) whether the meeting was a regular or special meeting;
- c) the names of the Trustees in attendance at the meeting and those who were absent;
- d) names/positions of senior staff present at the meeting;
- e) identification of any external consultants or advisors present including but not limited to auditors or solicitors;
- f) identification of the officers present;
- g) any other individuals invited to attend;
- h) the name of each Trustee who declared an interest in any matter on the agenda of such meeting, the matter in question, and the general nature of the interest so disclosed; and,
- i) details of all matters that were placed upon the agenda, the decisions taken and actions required.

Section 4: Delegations

Subject to the approval of the Director of Education and the Chair of the Board, delegations are permitted to make presentations to the Board at a Regular Board Meeting. The maximum number of presentations by delegations permitted at any Board Meeting is five. As the Board package is sent to trustees five days prior to a Board Meeting, applications to the Director of Education and the Chair of the Board must be submitted at least seven days prior to the Regular Board Meeting. Delegations must be at least one of the following: Catholic ratepayers from Huron-Perth, parents of children enrolled in Huron-Perth Catholic schools or representatives from a recognized agency or organization that is a Catholic school stakeholder (e.g. The Catholic Women's League, The Knights of Columbus, The Society of St. Vincent De Paul or a municipality). Approved applications will be sent to all of the Board of Trustees prior to the Board Meeting.

Applications by delegations to make a presentation to the Board shall include the following information:

- The topic to be presented
- The date of the meeting requested to speak
- The name of the group that wishes to present
- The spokesperson from the group
- The home address of the spokesperson
- The spokesperson's phone number and email address
- A statement that attests that the application is from a Catholic ratepayer from Huron-Perth, parents of children enrolled in Huron-Perth Catholic schools or representatives from a recognized agency or organization that is a Catholic school stakeholder (e.g. The Catholic Women's League, The Knights of Columbus or the Society of St. Vincent De Paul or a municipality).
- A summary (250 - 750 words) of the presentation.

The Director of Education or Chair of the Board shall notify applicants of the status of their application in a timely manner. Presentations to the Board shall be limited to 5 minutes. Each trustee may ask up to two follow-up questions for each presentation. Delegations are eligible to present once in a 12-month period.

Presenters at public meetings of the Board are visitors of the Board and shall follow the Board's Code of Conduct at all times as well as all stipulations noted in ARTICLE V, Section 12 of these By-Laws.

ARTICLE V – RULES OF ORDER

Section 1: All Trustees must comply with any Code of Conduct of the Board established, and amended from time to time, by the Board. The Board shall have the powers to enforce the Code of Conduct in accordance with the [Education Act](#).

Section 2: All Regular Meetings of the Board shall be open to the public.

Section 3:

- All motions shall be recorded in the minutes, both carried and defeated.
- The result of the voting shall be recorded in the minutes. In the instance where a Trustee requests a recorded vote, the minutes shall note the number of Trustees voting for and against.

Section 4: Where a Trustee has a pecuniary interest in the question (as defined by the Municipal Conflict of Interest Act), he/she shall declare the interest, shall not enter into debate, shall leave the meeting and shall abstain from voting. Once the Trustee has declared the interest, the Trustee shall not be in possession or be entitled to receive any materials that relate to that matter which are not available to members of the public.

Section 5: Every Trustee, speaking to any motion or amendment, shall address the Chair, confining himself/herself to the matter in debate, and avoiding all discourteous language and references to personalities.

Section 6: After the Chair has put the question to vote, there shall be no further debate.

Section 7: When a question is under debate, the only motions in order shall be:

1. to adjourn (no debate)
2. to table (no debate)
3. to put the previous question (no debate)
4. to postpone

5. to refer
6. to amend; and each shall have precedence in the order named; and the first, second, and third shall be decided without debate.

Section 8: A motion to adjourn shall be in order, except when a Trustee is speaking, or a vote is being taken, or when the previous question shall be called. A motion to adjourn shall not be open to amendment or debate; but a motion to adjourn to a certain time may be amended and debated. After a motion to adjourn has been lost, no second motion to the same effect shall be made until after some intermediate proceedings shall have been made.

Section 9: After a motion has been stated by the Chair, it shall be open to debate, and shall be disposed of only by a vote of the Board unless the mover, by permission of the Board, withdraws it.

Section 10: A motion to reconsider can be made only by a Trustee who voted with the prevailing side and when new information has come to the attention of the Board. In other words, a reconsideration can be moved only by one who voted *aye* if the motion involved was adopted, or *no*, if the motion was lost."

Section 11: A valid motion to reconsider, being once made as provided in this By-Law and decided in the negative, shall not be again entertained during that calendar year unless a majority of the Trustees present at a meeting resolve that the motion can be entertained earlier.

Section 12: **Visitors at Public Board Meetings**

The Chair of the Board shall maintain decorum at all times during meetings of the Board. All visitors are required to follow the Board's Code of Conduct at all times. Visitors at public meetings of the Board are required to follow the direction of the Chair at all times. All visitors are required to sign-in and out prior to joining the meeting. Visitors are required to provide the following information and may be required to provide evidence of:

- Name
- Address
- Phone Number
- Email Address
- Arrival Time
- Signature
- Departure Time
- Signature

Visitors to the Board are subject to the Trespass to Property Act.

ARTICLE VI – DUTIES OF OFFICERS AND TRUSTEES

Section 1: The Officers of the Board shall be the following:

- Chair
- Vice-Chair
- Secretary who is the Director of Education
- Treasurer who is the Superintendent of Business

- Section 2:
- a) The Chair shall preserve order and shall decide all questions of order subject to an appeal to the Board. When called upon to decide a point of order he/she shall, if requested, state the rule applicable to the question. If a Trustee should appeal a ruling, such appeal shall be decided without debate (unless the Chair invites discussion). The Chair may vote on such an appeal, and in the event that there is an equality of votes, the decision of the Chair shall be deemed to be sustained.
 - b) All questions, and any question upon which there is an equality of votes shall be deemed to be negative, and the Chair will vote on that matter before the Board.
 - c) The Chair shall perform such other duties as may be required by the [Education Act](#), its Regulations, by any other Act or these By-Laws.
 - d) The Chair ensures that the Board behaves consistently within its own rules and those legally imposed by the provincial government.
 - e) The Chair acts as spokesperson to the public on behalf of the Board on all Board matters or their designate or the Director of Education.
 - f) The Chair is the primary link between the Board and the Director of Education. The Chair does not have authority to supervise or direct the Director of Education.
 - g) The Chair chairs Board meetings with the commonly accepted responsibility of that position while working constructively with the Trustees to achieve consensus when arriving at decisions.
 - h) The Chair may delegate his/her authority to another Trustee, but remains accountable for the use of this authority.

- Section 3:
- a) The Vice-Chair shall preside at any meeting in the absence of the Chair or where the Chair is unable to act.
 - b) If at any meeting, a quorum being present, there is no Chair or Vice-Chair present or the Chair or Vice-Chair are present but unable to act, the Trustees present may elect a Chair for that meeting.
 - c) During the continued absence of the Chair from duty, or upon his/her written request, the Vice-Chair shall perform all the duties of the Chair unless otherwise precluded by the [Education Act](#), its Regulations, any other Act, or these By-Laws.

- Section 4:
- a) The Secretary shall keep a full and correct record of the proceedings of every Meeting of the Board in the Minutes Book.
 - b) The Secretary shall perform such other duties as may be required by the [Education Act](#), the Regulations, by any other Act, or by the Board.
 - c) The Secretary shall furnish the auditors with any papers or information in his/her power that may be required.

- Section 5:
- a) The Treasurer shall receive and account for all school moneys.
 - b) The Treasurer shall open an account or accounts in the name of the Board in such of the chartered banks of Canada or in such other place of deposit, as may be approved by the Board.
 - c) The Treasurer shall deposit all moneys received by him/her on account of the Board, and no other moneys, to the credit of such account or accounts.
 - d) The Treasurer shall disburse all moneys as directed by the Board.
 - e) The Treasurer shall perform such other duties as may be required by [Education Act](#), the Regulations, by any other Act, or by the Board.

- Section 6: In addition to any other duties under the [Education Act](#) or these By-laws, each Trustee shall:

- a) assist the Board of Trustees in fulfilling its duties under the [Education Act](#) and the mission of the Board;
- b) prepare for, attend and participate in Meetings of the Board of Trustees, including meetings of committees in which he or she is a member;
- c) uphold the implementation of any resolution passed by the Board of Trustees; and,
- d) comply with the Code of Conduct.

ARTICLE VIII - COMMITTEES OF THE BOARD

Section 1: The Board shall establish Statutory Committees as required by the [Education Act](#).

Section 2: Subject to the [Education Act](#), the Board may from time to time appoint other standing committees whose Trustees will hold their offices at the will of the Board. The Board shall determine the terms of reference and duties of such committees and may fix by resolution a policy for the repayment of reasonable expenses incurred by committee members in the performance of their duties.

Section 3: Ad Hoc Committees may be appointed by the Board from time to time as required to accomplish specific tasks. The Board shall appoint members to these Ad Hoc Committees and it shall determine the terms of reference (including a fixed time for the final report of the committee), duties of such committees and may fix by resolution a policy for the repayment of reasonable expenses incurred by Committee members in the performance of their duties.

Section 4: The action of any committee, whether standing or ad hoc, shall not be binding until formally approved by the Board, unless the Board gives the committee power to act with reference to a particular matter or matters.

Section 5: At every meeting of a committee of the Board, except a Committee of the Whole Board, the following persons shall be physically present in the meeting room of the committee:

- a) the Chair of the committee or his or her designate; and,
- b) the Director of Education of the Board or his or her designate.

ARTICLE X – EXECUTION OF DOCUMENTS

Section 1: All deeds, conveyances, mortgages, bonds, debentures, approved by the Board shall be signed by the Director of Education and Treasurer.

Section 2: The Chair and the Secretary shall sign the minutes of all Regular Board Meeting Minutes.

Section 3: Contracts, documents or any instruments in writing requiring the signature of the Board, shall be signed by any two Officers and all contracts, documents and instruments in writing so signed shall be binding upon the Board without any further authorization or formality. The Trustees shall have the power from time to time to appoint an Officer(s) on behalf of the Corporation to sign specific contracts, documents and instruments in writing.

ARTICLE XI – MEMBERSHIP IN ORGANIZATIONS

Section 1: The Board shall be a member of the Ontario Catholic School Trustees' Association.

Section 2: Membership in all other organizations for school Boards shall be decided annually on an individual basis.

ARTICLE XII – BANKING

Section 1: The bank signing officers of the Board shall be any two of the following:

- Chair
- Vice-Chair
- Secretary (Director of Education)
- Treasurer (Superintendent of Business)

Section 2: The signatures of signing officers are required to:

- a) make, draw, accept, endorse, negotiate, lodge, deposit or transfer all or any cheques, promissory notes, drafts, acceptances, bills of exchange, order for payment of money, contracts for letters of credit and forward exchange; and,
- b) issue cheques, drafts or orders for payment drawn on the bank accounts of the Board.

Section 3: The Treasurer, by signature or by rubber stamp endorsement, may negotiate or deposit with or transfer to the bankers for the Board of Trustees, but for the credit only of the account of the Board of Trustees, all or any cheques, promissory notes, drafts, acceptances, bills of exchange and orders for the payment of money.

Section 4: Signatures of persons authorized to sign may be printed, lithographed or otherwise mechanically reproduced as provided by the [Education Act](#).

ARTICLE XIII – STATE OF EMERGENCY

Section 1: In the instance whereby the municipal, provincial or federal governments have declared a state of emergency or issued emergency orders that impact the governance of the Board, the Chair of the Board and the Director of Education may, by mutual agreement, make decisions related to these bylaws without the approval of the Board insofar as they report to the Board all decisions related to this section to the Board at the earliest convenience.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Chris N. Roehrig, Director of Education and Secretary
Presented to: The Huron-Perth Catholic District School Board
Date: August 28, 2023
Submitted by: Chris N. Roehrig, Director of Education and Secretary

3E:30 COPYRIGHT

Public Session

BACKGROUND

Copyright policies across the country were updated many years ago as part of a settlement on the use of protected materials in schools. The work of the Council of Ministers of Education and the Ontario Catholic Schools Trustees Association were important for these changes. As part of the requirements, we inform our employees each year about their roles.

DEVELOPMENTS

The belief statement was included and the policy statement was updated. The procedures section will include sample materials that are used with schools for their training.

The full policy is attached to this report. The policy will be posted to the Board website for vetting in advance of consideration for approval.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives policy 3E:30 Copyright for information.



HURON-PERTH CATHOLIC

District School Board

Copyright

Adopted:	November 26, 2012	Policy #:	3E:30
Revised:	June 18, 2018	Policy Category:	School Related

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board (the Board) believes that, in the interest of fairness and justice, intellectual property should be protected. The Board believes that resources and direction developed by the Council of Ministers of Education of Canada (CMEC) serve an appropriate foundation for the activity of the Board in relation to the use of copyright protected works.

POLICY STATEMENT:

It is the policy of the Huron-Perth Catholic District School Board that all employees comply with the *Fair Dealing Guidelines* as developed by the Council of Ministers of Education Canada (CMEC). ~~The federal copyright law establishes the legal framework for the digital age.~~ The fair dealing provision in the *Copyright Act* permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties.

PROCEDURE:

The Director of Education (or designate) shall, through superintendents, managers and principals, communicate the *Fair Dealing Guidelines* to all school locations on an annual basis in order to ensure that all staff understand the obligations of the school board in accordance with the Copyright Act.

The Huron-Perth Catholic District School Board will apply the Fair Dealing Guidelines as published by the Council of Ministers of Education Canada for all matters related to decisions regarding issues of copyright.

~~Federal copyright legislation passed by Parliament in June 2012 and a Supreme Court decision in July 2012 changed the rules for the educational use of copyright-protected materials.~~

LEGAL FRAMEWORK:

Copyright Act R.S.C., 1985, c. C-42

Copyright Modernization Act S.C. 2012, c. 20

Fair Dealing Guidelines – Council of Ministers of Education Canada (CMEC)



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Chris N. Roehrig, Director of Education and Secretary
 Presented to: The Huron-Perth Catholic District School Board
 Date: August 28, 2023
 Submitted by: Chris N. Roehrig, Director of Education and Secretary

FIFTH DISEASE

Public Session

BACKGROUND

The Board of Trustees at the June 2023 Regular Meeting requested a report on the district approach to dealing with Fifth Disease. Reference was made at the meeting regarding the policy of the coterminous school board - their Administrative Procedure is [here](#).

Huron Perth Public Health provides school districts with a list of diseases that require reporting or not reporting. **Not-reportable diseases include Fifth Disease.**

Non-reportable Diseases

These diseases are not considered reportable diseases and the exclusions listed are not required by public health. These guidelines are based on scientific research and consider the method of transmission and how easily the disease spreads.

Disease	Exclusion Period
Impetigo	24 hours from start of antibiotic treatment
Pink - Eye (Conjunctivitis)	Most often viral and self-limited. If child is well enough to attend school and is able to comply with hand hygiene and respiratory etiquette, then no exclusion is required. Refer to healthcare provider if child has facial blisters, is unwell, or if symptoms do not improve in a few days.
Rash with Fever	Until rash and fever are gone, or a physician determines it is non-communicable
Ringworm	Until treatment started
Scabies	24 hours from start of treatment
Scarlet Fever/ Strep throat	24 hours from start of antibiotic treatment
Shingles	If rash cannot be covered exclude until vesicles become dry; if the rash can be covered, no exclusion is necessary
Vomiting and Diarrhea	Until 48 hours after last episode of vomiting or diarrhea
Colds Fifth Disease Hand, Foot & Mouth Disease Mononucleosis	No exclusion unless child is not feeling well enough to participate in all activities

Is there a way I can keep from being infected with parvovirus B19 during my pregnancy?

There is no vaccine or medicine that prevents parvovirus B19 infection. Frequent hand washing is recommended as a practical and probably effective method to reduce the spread of parvovirus. Huron Perth Public Health has confirmed that excluding persons with fifth disease from work, child care centres

schools, or other settings is not likely to prevent the spread of parvovirus B19, since ill persons are contagious before they develop the characteristic rash.

DEVELOPMENTS

As Fifth Disease is not a reportable disease and individuals who are contagious may spread the disease before they develop the characteristic rash - there is no reliable manner to determine Fifth Disease risk in schools.

If a pregnant employee is advised by their physician to not attend a workplace because of a confirmed case of Fifth Disease, the Board will seek an alternate assignment consistent with the physician's direction. The Board will make all reasonable efforts to provide the employee with a suitable assignment. However, if the Board determines there is no suitable assignment, the employee will be provided with a paid leave from scheduled work.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Fifth Disease Report for information.
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REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Tara Boreham, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: August 28, 2023
Submitted by: Chris N. Roehrig, Director of Education and Secretary

3D:4 STUDENTS WITH A PREVALENT MEDICAL CONDITION

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board (the Board) believes a whole-school approach is needed where education and community partners, including health care professionals, have important roles to play in promoting student health and safety and in fostering and maintaining a safe, accepting, and healthy learning environment that supports well-being.

The Board is committed to the fundamental principle of providing and maintaining a healthy and safe environment for all students and staff. In particular, this includes all those who may have a prevalent medical condition such as anaphylaxis, asthma, epilepsy and diabetes. The Board works cooperatively with parents/guardians, health care professionals and school staff to develop a Plan of Care that will reduce the risk of the occurrence of a life-threatening medical situation.

DEVELOPMENTS

The revised policy has been available on the website for vetting. Feedback was received to add “establish” or “required” where “ensure” was used in the Anaphylaxis - Reducing the Risk section (page 4 of policy). These changes are now presented for the consideration of the Board of Trustees. Staff are recommending approval of the policy effective August 29, 2023 with revisions.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves policy 3D:4 Students with a Prevalent Medical Condition.



HURON-PERTH CATHOLIC

District School Board

Students With A Prevalent Medical Condition

Adopted:	September 24, 2018	Policy #:	3D:4
Revised:		Policy Category:	Student Related

BELIEF STATEMENT:

The HPCDSB believes a whole-school approach is needed where education and community partners, including health care professionals, have important roles to play in promoting student health and safety and in fostering and maintaining a safe, accepting, and healthy learning environment that supports well-being. Students with medical conditions must have full access to a safe, accepting, and inclusive learning environment that improves student achievement and well-being.

POLICY STATEMENT:

The Huron-Perth Catholic District School Board is committed to the fundamental principle of providing and maintaining a healthy and safe environment for all students and staff. In particular, this includes all those who may have a prevalent medical condition such as anaphylaxis, asthma, epilepsy and diabetes.

It is the policy of the HPCDSB to work cooperatively with parents/guardians, health care professionals and school staffs to develop a Plan of Care that will reduce the risk of the occurrence of a life-threatening medical situation while students are in the care of the Catholic school and to empower students, as confident and capable learners, to reach their full potential for self-management of their medical condition(s).

PROCEDURE:

Roles and Responsibilities

1. The Board shall:

- communicate, on an annual basis, the policy on supporting students with prevalent medical conditions to parents, school board staff, and others in the school community who are in direct contact with students (e.g., food service providers, transportation providers, volunteers);
- provide training and resources on prevalent medical conditions on an annual basis;
- develop strategies that reduce the risk of student exposure to triggers or causative agents in classrooms and common school areas;
- develop expectations for schools to support the safe storage and disposal of medication and medical supplies, and communicate these expectations to schools and support schools in the implementation of the expectations;
- communicate expectations that students are allowed to carry their medication and supplies to support the management of their medical condition, as outlined in their Plan of Care;

- consider this memorandum and related board policies when entering into contracts with transportation, food service, and other providers.

2. The Principal shall:

- Clearly communicate to parents and appropriate staff the process for parents to notify the school of their child's medical condition(s), as well as the expectation for parents to co-create, review, and update a Plan of Care with the principal or the principal's designate. This process should be communicated to parents, at a minimum:
 - during the time of registration;
 - each year during the first week of school;
 - when a child is diagnosed and/or returns to school following a diagnosis;
- co-create, review, or update the Plan of Care for a student with a prevalent medical condition with the parent(s), in consultation with school staff (as appropriate) and with the student (as appropriate);
- maintain a file with the Plan of Care and supporting documentation for each student with a prevalent medical condition in the OSR;
- provide relevant information from the student's Plan of Care to all school staff and others who are identified in the Plan of Care (e.g., educational assistants, coaches, food service providers, transportation providers, volunteers, occasional staff who will be in direct contact with the student), including any revisions that are made to the plan;
- communicate with parent(s) in medical emergencies, as outlined in the Plan of Care;
- encourage the identification of staff who can support the daily or routine management needs of students in the school with prevalent medical conditions in a school location, while honouring the provisions within their collective agreements.

3. School Staff shall:

- review the contents of the Plan of Care for any student with whom they have direct contact;
- participate in training, during the instructional day, on prevalent medical conditions, at a minimum annually, as required by the school board;
- share information on a student's signs and symptoms with other students, if the parents give consent to do so and as outlined in the Plan of Care and authorized by the principal in writing;
- follow school board strategies that reduce the risk of student exposure to triggers or causative agents in classrooms, common school areas, and extracurricular activities, in accordance with the student's Plan of Care;
- support a student's daily or routine management, and respond to medical incidents and medical emergencies that occur during school, as outlined in board policies and procedures (in situations where school board staff already provide supports to students with prevalent medical conditions, and are already trained appropriately, this memorandum does not intend to prescribe, duplicate, or remove those duties or training);
- 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;
- enable students with prevalent medical conditions to participate in school to their full potential, as outlined in their Plan of Care.

4. Parents of Children with Prevalent Medical Conditions

As primary caregivers of their child, parents are expected to be active participants in supporting the management of their child's medical condition(s) while the child is in school. At a minimum, parents should:

- educate their child about their medical condition(s) with support from their child's health care professional, as needed;
- guide and encourage their child to reach their full potential for self-management and self-advocacy;
- inform the school of their child's medical condition(s) and co-create the Plan of Care for their child with the principal or the principal's designate;
- communicate changes to the Plan of Care, such as changes to the status of their child's medical condition(s) or changes to their child's ability to manage the medical condition(s), to the principal or the principal's designate;
- confirm annually to the principal or the principal's designate that their child's medical status is unchanged;
- initiate and participate in annual meetings to review their child's Plan of Care;
- supply their child and/or the school with sufficient quantities of medication and supplies in their original, clearly labelled¹³ containers, as directed by a health care professional and as outlined in the Plan of Care, and track the expiration dates if they are supplied;
- seek medical advice from a medical doctor, nurse practitioner, or pharmacist, where appropriate.

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 the development and implementation of their Plan of Care. Students should:

- 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;
- participate in the development of their Plan of Care;
- participate in meetings to review their Plan of Care;
- carry out daily or routine self-management of their medical condition to their full potential, as described in their Plan of Care (e.g., carry their medication and medical supplies; follow school board policies on disposal of medication and medical supplies);
- set goals on an ongoing basis for self-management of their medical condition, in conjunction with their parent(s) and health care professional(s);
- communicate with their parent(s) and school staff if they are facing challenges related to their medical condition(s) at school;
- wear medical alert identification that they and/or their parent(s) deem appropriate;
- if possible, inform school staff and/or their peers if a medical incident or a medical emergency occurs.

MANAGEMENT AND PREVENTION STRATEGIES

REDUCING THE RISK

School staff will develop preventative strategies to be undertaken by the school to reduce the risk of medical incidents and exposure to triggers or causative agents in classrooms and common school areas.

ANAPHYLAXIS

In the case where a child has a life-threatening food allergy in the school, schools will:

- Write a letter to parents/guardians requesting their cooperation to avoid sending food containing the allergen to school
- Identify the problem to students and enlist their cooperation and support in avoiding bringing the allergen to school
- Discourage sharing of snacks
- Limit foods used in learning activities and class or school celebrations to those which do not contain allergen
- Require students with allergies to eat only foods which are brought from home
- Encourage all students to wash hands before and after eating
- Establish a procedure to ensure that Supply Teachers are aware of measures for classroom prevention
- Expect student to accept personal responsibility for avoidance of consumption or exposure to foods containing the allergen
- **Ensure Establish** students are able to eat lunch in his/her own classroom (Elementary)
- **Ensure Establish** the cleaning of all desktops takes place after lunch each day
- Discourage sharing of lunches or utensils
- **Ensure Require** that lunches and snacks provided by the school and/or parent/teacher groups exclude foods containing the allergen
- Require that lists of ingredients are available to students for all foods served in cafeteria (Secondary)

Out-Of-Class / School Prevention

- Discourage sharing of food in schoolyard
- School bus rules are to be observed [see Policy 3F:2]
- **Ensure Establish** that all bus drivers receive copies of **Emergency Transportation Information Form, found in CLEVR** and have received training in administration of the EpiPen®
- Try to **ensure establish** that foods provided by the school or food providers on school trips exclude allergen
- Request parents to avoid sending foods containing the identified allergen(s) in packed lunches for school trips
- Inform food providers and caterers on school trips of restrictions and require that they eliminate foods containing the allergen from menus
- **Ensure Establish** a list of ingredients of meals in overnight accommodations are accessible to the student, staff, and parents/guardians
- Request parent to accompany the child on field trips
- If the safety of a student with allergies cannot be reasonably ensured, consult with parents/guardians, about the feasibility of allowing the student to go on school trips
- **Ensure Establish** that a hospital or emergency services are accessible

- ~~Ensure~~ **Require** that a copy of the **School Plan of Care 3:4A** is held by school trip supervisors
- Expect student to accept personal responsibility for avoidance of consumption or exposure to foods containing the allergen, when age appropriate

ROUTINE MANAGEMENT

Facilitating and supporting daily or routine management involves, but is not limited to, supporting inclusion by allowing students with prevalent medical conditions to perform daily or routine management activities in a school location (e.g., within a classroom, gymnasium, library, schoolyard; on a school bus; at a field trip location), as outlined in their Plan of Care.

When creating a Plan of Care using the Board approved template:

Anaphylaxis

- Identify known life-threatening triggers
- Identify auto-injector expiry date
- Location and dose of auto-injector
- Has the student had a previous anaphylactic reaction or has asthma – this places them at a higher risk
- Identify any other medical condition or allergy
- Identify safety measures

Identification

- Request student to wear Medic Alert bracelet to identify specific allergies
- Place a copy of the **Student Plan of Care** in student's OSR, in staff room and other areas (designated by principal)
- Conduct a staff meeting at the beginning of the school year to identify the issue, communicate the planned emergency response, and identify the student(s)

Asthma

- Identify known asthma triggers (colds/flu/illness, change in weather, pet dander, strong smells, smoke, mould, dust, cold weather, pollen, physical exercise, other)
- Identify if the child is at risk for anaphylaxis
- Identify asthma trigger avoidance instructions
- Identify any other medical condition or allergy
- Identify the type of reliever inhaler that the student uses (Aiomir, Ventolin, Bricanyl, Other – specify)
- Identify the dosage (number of puffs)
- Identify the location of the inhaler
- Identify whether the child requires assistance with the inhaler

Type 1 Diabetes

- Identify names of trained community care allies who will provide support with diabetes-related tasks
- Identify method of home-school communication
- Identify any other medical condition or allergy
- Identify whether the child is able to manage their diabetes care independently
- Identify whether the child requires supervision to check Blood Glucose meter
- Identify a place the child can check blood glucose that respects their privacy

- Identify whether a child requires supervision during meal times
- Identify when and where the child takes insulin
- Identify whether the child takes insulin by injection or pump at school
- Identify whether the child can administer their own insulin or whether a trained individual will administer
- Identify the location of the diabetes management kit
- Identify the times of administration of insulin
- Identify actions needed to be taken prior to physical activity (blood glucose monitoring, eating carbohydrates)
- Identify home-school communication plan regarding special events
- Identify home-school communication plan when supplies in the diabetes management kit are running low
- Identify symptoms of hypoglycemia or low blood glucose (shaky, blurred vision, pale, irritable or grouchy, headache, confusion, dizziness, hunger, trembling, fatigue or weakness, or other – specify)
- Identify symptoms of hyperglycemia or high blood glucose (extreme thirst, hunger, warm, flushed skin, frequent urination, abdominal pain, irritability, headache, blurred vision, or other – specify)

Epilepsy

- Identify whether an emergency medication has been prescribed
- Identify known seizure triggers (stress, changes in diet, illness, change in weather, menstrual cycle, lack of sleep, improper medication balance, inactivity, electronic stimulation – television, videos, fluorescent lights, other – specify)
- Identify any other medical condition or allergy
- Include a description of seizures (non-convulsive and convulsive)
- Identify seizure type (tonic-clonic, absence, simple partial, complex partial, atonic, myoclonic, infantile spasms)
- Identify steps to be taken during a seizure
- Identify typical frequency and duration of seizures
- Identify basic first aid for care and comfort of the child (stay calm, track time and duration of seizure, keep the student safe, do not restrain or interfere with child's movements, do not put anything in the child's mouth, stay with student until fully conscious)
- Identify steps for tonic-clonic seizure (protect student's head, keep airway open, watch breathing, turn student on their side)
- Identify whether the child needs to leave the classroom after a seizure
- If so, identify a procedure for child to return to the classroom

ADMINISTRATION OF PRESCRIPTION MEDICATION

A. Injection Medication

If injection medication is required, the arrangement for the injection of medication shall be made by the parents/guardians. School personnel shall assume no responsibility for injections (e.g. juvenile diabetic requiring mid-day insulin). However, staff may not refuse to administer potentially life-saving medication, as with an Epi-Pen®.

B. Student Self-Administration of Prescribed Medication

1. The principal shall notify parents/guardians of their responsibility to inform the school when a child is self-administering medication.
2. The principal shall keep a record of those students in the office.
3. The principal shall contact parent/guardian if he/she has concerns about the student's ability to safely administer or store prescribed medication.

D. Staff Administration of Prescription Medication Procedural Regulations

In order for prescribed medication to be administered parents/guardians shall provide the necessary authorizations and school administrators shall abide by the following regulations.

1. Prescription drugs shall be administered to students under the following conditions:
 - **Short Term Illness – less than six weeks**
Specific written and signed direction from the parent/guardian shall be acceptable.
 - **Long Term Illness – six weeks or more**
Receipt of signed authorization from the parent/guardian and attending physician shall be required (see Forms 3D:4B).
2. For either short term or long term illness, prescription drugs shall be hand delivered by the parent/guardian to the principal or designate. The designate shall inform the principal as soon as possible.
3. Prescription drugs must be packaged in the original container as supplied by a pharmacist. The package must be clearly labeled with:
 - i) The child's name
 - ii) The name of the drug
 - iii) The date of purchase
 - iv) Instructions for storage
 - v) Specific directions for administration (Do **not** administer if the instructions read "administer as required")
 - vi) Prescribing physician's name
4. All consent forms, including the attending physician's written instructions in the case of a Long Term Illness, shall be maintained in the principal's office as well as provided to the person responsible for supervising and administering the medication.

5. For every child receiving medication, the telephone numbers of the parents and physician in the case of a Long Term Illness, must be readily available at school.
Note: It is the parents' responsibility to ensure that the school has the correct telephone numbers.

6. Upon receipt of a completed form, including the signature of the prescribing physician in the case of a Long Term Illness, the principal shall:
 - i) Store the medication in a secured area as required;
 - ii) Establish and carry out a procedure for the administration of medication in a manner which allows for sensitivity and privacy and which encourages the student to take as much responsibility for his/her own medication as is appropriate and desirable;
 - iii) Ensure that appropriate records are maintained;
 - iv) Return any medication to the parent/guardian at the end of the school year or at the end of the prescription period. If unable to return to the parent/guardian, the principal shall request a local pharmacist to dispose of the remaining prescription.

CHECKLIST FOR CREATING A SAFE AND HEALTHY SCHOOLS FOR CHILDREN WITH FOOD ALLERGIES

School staff and parents/guardians are responsible for creating safe and healthy environments for students. This is an extra challenge for schools attended by children with life-threatening food allergies. For some children, severe allergic reactions can be triggered not only by eating foods, but also by their touch and smell. This had implications for the whole school, not just individual classrooms.

It is important to review your school's use of foods. If foods pose health risks for some children, try not to make them the focus of all your special events. It will be safest to use non-food fundraisers. Discourage the use of food as a reward for good behaviour. Too often, these rewards are unhealthy or unsafe food choices.

When food is a part of your school's activities, emphasize healthy and wholesome foods like fresh fruits and vegetables. They can be safely enjoyed by most children because they are easily identified and have no added ingredients. Highly processed foods contain hidden ingredients which cannot be enjoyed freely by children with special dietary needs.

While it may be impossible to create a risk-free environment, school staff and parents/guardians can take important steps to minimize potentially fatal allergic reactions. Accurate records, written protocols, staff education, parental/guardian support, and classroom and school rules should all be considered. Use this checklist to develop and implement your school's plan.

- Have you received written notification from the allergic child's physician regarding specific foods to avoid, as well as authorization for emergency treatment before the school year begins?**

- Have you established a written protocol with the parent of the allergic child which includes:**
 - a School Plan of Care 3D:4A with a picture of the child?
 - specific information on the child's food restrictions?
 - use of a Medic Alert bracelet to identify the child's specific allergies?
 - authorization and directions for administration of emergency medications?
 - at least 2 doses of the emergency medication, labeled with the child's name, and expiry date (children who are old enough can carry 1 dose with them at all times)?
 - unlocked, safe, and accessible storage of emergency medication, in locations which are known to all appropriate staff (e.g. classroom, office, staff room)?
 - plan for transportation to hospital?
 - annual review of the **School Plan of Care 3D:4A** to ensure that it is still current?

Have you ensured that in-service is provided to:

- school staff?
- supply teachers?
- lunchroom/playground supervisors?
- volunteers?

Health care providers or representatives of allergy groups can deliver inservice about food allergies and their potential severity, recognizing symptoms of an allergic reaction, administering emergency medications, and the emergency plan.

- Have you gained the cooperation of other students and parents in the school by working with the parent of the allergic child to:
 - organize information sessions?
 - set up information displays?
 - send out letters explaining the need for special food rules?

- Have you taken steps to create a safe classroom where:**
 - the allergic child's classroom is established as an allergen free environment?
 - lunchroom and food celebrations are carefully supervised to prevent accidental exposure?
 - allergic children eat only the foods they bring from home?
 - trading and sharing of food, utensils, and food containers is discouraged?
 - a hand-washing routine is established before and after eating?
 - parents are asked to provide detailed labeling on foods they send into the classroom for sharing?
 - the use of food in crafts and activities is reviewed? (e.g. playdough, birdseed, beanbags, stuffed toys containing nut shells)
 - is there appropriate training for older students who may be responsible for supervising classrooms?

- Have you taken steps to create safe conditions outside the classroom:**
 - Do you have plans in place to ensure safe field trips or extra-curricular activities?
 - Do two epinephrine auto-injectors accompany the anaphylactic child on field trips?
 - Is a trained supervisor assigned to be responsible for the anaphylactic child?
 - Is eating restricted to designated areas within the school? (e.g. no food outside at recess)
 - Are children encouraged to wash their hands after eating?
 - Do you encourage the use of non-food rewards instead of food rewards?
 - What types of foods are available at special events? If foods are ordered in from commercial sources, do you ask for a list of ingredients?
 - Do fundraising activities exclude allergen containing products?
 - Are food preparation/handling areas kept clean?
 - Are staff/parents reminded to use clean utensils when preparing foods for the allergic child?
 - Is garbage disposal handled safely?

Liability

In 2001, the Ontario government passed the Good Samaritan Act to protect 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:

2. (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.

(2) Subsection (1) applies to ... (b) an individual ... who provides emergency first aid assistance 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.

As well, Sabrina's Law and Ryan's Law each include provisions limiting the liability of individuals who respond to an emergency relating to anaphylaxis or asthma, respectively, as cited below. Subsection 3(4) of Sabrina's Law states:

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 an employee's gross negligence.

Subsection 4(4) of Ryan's Law states:

No action or other proceeding for damages shall be commenced 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.

Reference Documents

- *Sabrina's Law – An Act to Protect Anaphylactic Pupils*. Sabrina's Law has been enacted as Chapter 7 of the Statutes of Ontario, 2005.
- *Ryan's Law – Ensuring Asthma Friendly Schools – 2015*
- *PPM 161 - Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes and/or Epilepsy)*
- *Education Act Section 265- Duties of Principal*
- *Regulation 298 s20 – Duties of Teachers*
- *PPM 81 – Provision of Health Support Services in School Settings*
- *PPM 149 - Protocol for Partnership with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals*

Appendices

- A. School Plan of Care
- B. Attending Physician's Authorization Form
- C. Individual Student Log of Prescription Medication Administered
- D. Sample Letter to Parents in School
- E. Sample Letter to All Parents in School re: Bus
- F. Provision of School Health Support Services



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: August 28, 2023
Submitted by: Chris N. Roehrig, Director of Education and Secretary

3E:31 INVESTMENT OF BOARD FUNDS

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board regularly reviews all policies to ensure compliance and relevance with legislation and corresponding alignment with the mission and vision of our Catholic school system. Policy 3E:31 Investment of Board Funds was reviewed by the Audit Committee on September 14, 2016, and by the Board of Trustees on November 28, 2016.

DEVELOPMENT

Policy 3E:31 Investment of Board Funds was presented for information at the June 19, 2023 Board meeting. The revised policy was available on the Board's website for vetting. No changes have been recommended therefore the policy is being recommended for approval.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves policy 3E:21 Investment of Board Funds.



HURON-PERTH CATHOLIC

District School Board

Investment of Board Funds

Adopted:	November 28, 2016	Policy #:	3E:31
Revised:	August 28, 2023	Policy Category:	Student Related

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board believes in fostering a strong accountability framework to effectively align resources with the achievement of all persons.

POLICY STATEMENT:

It is the policy of the Huron-Perth Catholic District School Board that it will invest surplus funds not immediately required by the board in accordance with the Education Act and Ministry of Education regulations. Funds must be invested in a prudent manner that earn the maximum possible investment revenue while not placing Board assets at undue risk.

PROCEDURE:

The Supervisory Officer of Business & Treasurer, in consultation with the Director of Education is responsible for making determinations in accordance with the following:

1. The amount of surplus funds to be invested, through cash flow estimates for operating, capital, reserve and trust funds.
2. The period of time for which surplus funds are available for investment.
3. The financial securities in which the funds will be invested, subject to Ontario Regulation 41/10, and any other relevant legislation.
4. Investments will be made through the services of brokers or investment services offered by Chartered Banks.
5. An annual investment report sharing the amounts, terms and financial institutions with whom the investments are placed will be prepared and presented to the Audit Committee and the Board.
6. Surplus operating cash balances maintained in the Board's current account shall be monitored by the Supervisory Officer of Business and Treasurer (or designate). Balances must be maintained such that overdraft borrowing is not required unless approved by the Director of Education.

REFERENCES:

Education Act
Ontario Reg. 41/10



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Chris N. Roehrig, Director of Education and Secretary
Presented to: The Huron-Perth Catholic District School Board
Date: August 28, 2023
Submitted by: Chris N. Roehrig, Director of Education and Secretary

ANTI-SEX TRAFFICKING PROTOCOL/POLICY

Public Session

BACKGROUND

The Board approved its Anti-Sex Trafficking Protocol in 2022.

DEVELOPMENTS

The protocol is being renamed as a policy to clear up confusion with respect to where it can be found on the website and its stature with respect to direction.

There have been no substantial changes to the protocol except to add a policy statement. The revised document is enclosed and recommended for immediate approval.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves the name change from Anti-Sex Trafficking Protocol to Anti-Sex Trafficking Policy.



HURON-PERTH CATHOLIC District School Board

Anti-Sex Trafficking

Adopted:	Policy #:
Revised:	Policy Category:

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board believes that all people are created in the image and likeness of God and are to be treated with dignity and respect. Consistent with the Catholic world-view to act morally and legally (formed in Catholic traditions), we commit ourselves to practices that help to ensure the safety of our students.

“It is an open wound on the body of contemporary society, a scourge upon the body of Christ. It is a crime against humanity”. Pope Francis

POLICY STATEMENT:

It is the policy of the Board to raise awareness and endeavour to protect children from sex trafficking. It is the policy of the Board that procedures be set out to help create conditions to ensure the safety of our students from sex trafficking that include training, response plans and opportunities to measure success.

PROCEDURE:

1.0 STRATEGIES TO RAISE AWARENESS & TRAINING FOR SCHOOL BOARD EMPLOYEES

1.1 District

The district shall:

- Post this protocol on the Board’s website;
- Provide resources to schools and Regional Parent Involvement Council to use in order to raise awareness (Section 1.2 & 1.3);
- Provide schools with resources for use with staff and students to help prevent recruitment of students for sex trafficking, including through curriculum-based learning about healthy relationships, consent, mental health and well-being, coping skills, personal safety and online safety, as well as through work with local community-based organizations and survivors; and
- Use available technology and tools to identify and deter potential situations involving students who could be at risk of sex trafficking and other online threats, while using school board-provided technology.

The district shall develop training for employees that includes:

- Key definitions, common misconceptions and myths about sex trafficking, including tactics used for online luring, grooming and recruitment;

- Learning about human rights-based approaches to combating sex trafficking, including the application of an equity lens, anti-racism, a gender-based lens, trauma-informed approaches and Indigenous cultural competencies;
- Information on protective factors and prevention-focused supports and resources;
- Information on risk factors and signs that a student is at risk, being lured, groomed or trafficked;
- Signs that a student is or involved in luring, grooming or trafficking others;
- Response procedures, including the duty to report, how to handle disclosures to support students' safety, how to support students impacted by sex trafficking and how to share information to ensure privacy and confidentiality;
- Supports available to students and affected staff, including culturally responsive supports;
- Additional training resources to support staff to understand and safely respond to sex trafficking;
- Roles and responsibilities of school board employees in raising awareness, identifying and responding to sex trafficking;
- Tracking throughout the year to all new and existing school board employees; and
- Regular updates to stay current with emerging issues relating to trafficking and changes in community services and response.

1.2 Regional Parent Involvement Council

Regional Parent Involvement Council shall develop and implement a plan to raise awareness among parents through local Catholic School Advisory Councils about:

- Cyber-safety (as it relates to sex trafficking);
- The signs that a student is being targeted, lured, groomed, trafficked or is trafficking another student; how to get help safely (for example, through the school board, community providers and/or support hotline); and
- How they can report concerns to the school board (including anonymous reporting) and the school board's process for responding to concerns.

1.3 Schools (Intermediate/Senior Division)

Schools shall:

- Raise awareness among students on the signs a student is being targeted, lured, groomed, trafficked or is trafficking another student. Awareness strategies could involve sending letters or emails, providing information in a student handbook, displaying posters, hosting information sessions, posting on the school/school board social media accounts, and/or posting information on the school board website. Schools may want to include the phone number for the [Canadian Human Trafficking Hotline](#) to raise awareness about the supports and referrals it offers; and
- Implement a mechanism for students to bring concerns about luring, grooming, recruitment or exiting sex trafficking to the school without fear of reprisal. The process should allow for concerns to be brought forward anonymously.

2.0 RESPONSE PROCEDURES

2.1 Identification and Referral

When an employee believes that a student may be at risk of, or is being sex trafficked or may be targeting, luring, grooming or recruiting children and youth for the purpose of sex trafficking they shall report the matter to the school principal.³ The school principal shall, upon receiving the information convene a meeting of the school team (see Definitions) to develop and

implement a Response Plan (Appendix B).⁴ The Principal shall report these matters to Child and Youth Family Services in accordance with the [Child, Youth and Family Services Act](#).⁵

2.2 Elements of the Response Plan

2.2.1 Elements of the response plan (Appendix B) shall consider the needs of the following students:

- Students with special education needs, mental health needs, social or emotional needs or language/cultural barriers, and international students;
- Students who are in care, receiving care or in customary care arrangements;
- Students who are being trafficked and who may be involved in the recruiting of other victims, including students who are returning to school after they have been involved in a trafficking situation;
- Students whose parents, including those who may live overseas and/or may not speak English or French; and
- Students 18 years or older, or who are 16 or 17 years old and have withdrawn from parental control.

2.2.2 The Response Plan (Appendix B) shall consider the following elements:

- Integration of the Statement of Principles (Appendix A) where applicable;
- Support for all affected students (including those indirectly affected, as needed);
- Supports that are trauma-informed and culturally responsive;
- Communication and collaboration with community-based service providers, local police services, local Children's Aid Societies and Indigenous Child and Family Well-Being Agencies, as applicable and/or required by law, in responding to situations of suspected or confirmed sex trafficking of students;
- Consideration of sex trafficking recruitment by a student within the school, including appropriate interventions, supports and/or consequences, as applicable;
- Monitoring and follow-up on incidents reported (for example, check-ins with affected students); and
- Documentation of suspected or reported sex trafficking situations and response procedures that were implemented.

2.3 Re-entering School

When an employee believes that a student may be returning to school after they have been involved in a trafficking situation, they shall report the matter to the school principal who shall convene a meeting of the school team to develop a plan to support effective reintegration. The principal shall, in consultation with the school team, develop a Reintegration Plan (Appendix C).

2.3.1 Elements of the Reintegration Plan shall consider:

- Integration of the Statement of Principles (Appendix A) where applicable;
- Integration of Response Plans in place for the individual (s) involved;
- Adequate safety and security needs to support reintegration into school;
- Notifying appropriate school/school board contacts and parents/guardians, as applicable;
- Referring all affected students (including those indirectly affected, as needed) to support;
- Responding to possible sex trafficking recruitment by a student within the school, including appropriate interventions, supports and/or consequences, as applicable;

- Monitoring and following-up on incidents reported (for example, check-ins with affected students); and
- Culturally-responsive and trauma-informed support.

3.0 MEASURING SUCCESS,

- The Ministry of Education will provide support for the review of the school board's anti-sex trafficking protocol and offer advice and suggestions, as requested by individual boards.
- The Ministry of Education will facilitate a community of practice to support implementation and review of school board anti-sex trafficking protocols.
- The Ministry of Education will collaborate with school boards, as well as anti-human trafficking partners, to develop a performance measurement framework. This framework will monitor the effectiveness of training (for example, whether staff feel they are more aware and more able to safely identify and intervene in situations where a student is suspected of being trafficked or trafficking) and whether the protocols respond to the needs of students.

DEFINITIONS:

Anti-racism: Anti-racism is a process, a systematic method of analysis, and a proactive course of action rooted in the recognition of the existence of racism, including systemic racism. Anti-racism actively seeks to identify, remove, prevent and mitigate racially inequitable outcomes and power imbalances between groups and change the structures that sustain inequities.²

Cultural responsiveness: “Extends beyond language to include a much larger set of professional attitudes, knowledge, behaviours and practices, and organizational policies, standards and performance management mechanisms to ensure responsiveness to the diversity of [students] who walk through [schools’] doors.”²

Cultural safety: Refers to “an environment that is spiritually, socially and emotionally safe, as well as physically safe for people; where there is no assault, challenge or denial of their identity, of who they are and what they need. It is about shared respect, shared meaning, shared knowledge and experience of learning together.”²

Equity lens: Involves “strategically, intentionally and holistically examining the impact of an issue, policy or proposed solution on underserved and historically marginalized communities and population subgroups, with the goal of leveraging research findings to inform policy.”²

Human rights-based approach: A “conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. It seeks to analyze inequalities which lie at the heart of development problems and redress discriminatory practices and unjust distributions of power that impede development progress.”²

Survivor: Used to refer to an individual who has escaped a trafficking situation, whereas victim is used to refer to an individual who is in the process of being recruited or is being trafficked. The term survivor may also be used to refer to an adult with lived experience of being trafficking. This approach is used for clarity and not intended to label or define an individual's experience. Individuals who have experienced sex trafficking may prefer one term over another in order to describe their experiences. School board employees should confirm how an individual impacted by trafficking prefers to be referenced.²

Tactics: Traffickers may use a range of tactics to target, recruit, manipulate and coerce victims. This can often involve a process of targeting an individual's vulnerabilities then luring, grooming, isolating, manipulating, controlling and exploiting a victim to then conduct sexual acts (for example, forcing a victim to have sex, to take images of child sexual abuse). Often, a victim may not be aware that exploitation is happening, and victims may be forced to recruit other victims.²

Trauma-informed approaches: Are “policies and practices that recognize the connections between violence, trauma, negative health outcomes and behaviours. These approaches increase safety, control and resilience for people who are seeking services in relation to experiences of violence and/or have a history of experiencing violence.” ²

Victim: Used to refer to an individual who is in the process of being recruited or is being trafficked, whereas survivor is used to refer to an individual who has escaped a trafficking situation. The term victim is often used to refer to a child who has experienced sexual exploitation. This approach is used for clarity and not intended to label or define an individual's experience. Individuals who have experienced sex trafficking may prefer one term over another in order to describe their experiences. School board employees should confirm how an individual impacted by trafficking prefers to be referenced.²

School Team: The school principal and any person deemed necessary to support the student. Team members shall include the Mental Health Lead and police services and may include Student Success Teachers, Guidance Teachers, Special Education Resource Teachers, Supervisory Officers, Mental Health and Wellness Coaches, SEL Coaches, Indigenous Education Resource Teachers, the Board Equity Lead and representatives from community services (e.g. Family and Children's Services).

REFERENCES:

1. PPM 166 Ministry of Education accountability and evaluation commitments.
2. PPM 166 definitions.
3. Board employees shall respect confidentiality and ensure that the students fully understand how their information may be used or with whom it may be shared. It is key to develop referral relationships with community service organizations while adhering to applicable legal requirements, including those under the Municipal Freedom of Information and Protection of Privacy Act; the Ontario Human Rights Code; the Accessibility for Ontarians with Disabilities Act, 2005; the Education Act; and the Child, Youth and Family Services Act, 2017.
4. Guidance on the requirements related to the duty to report a child in need of protection under Section 125(1) of the [Child, Youth and Family Services Act, 2021](#) and under [Policy/Program Memorandum 9: Duty to Report Children in Need of Protection](#).
5. [Child, Youth and Family Services Act, 2021](#)
 - a. Under the age of 16
There is a duty to report to the Children's Aid Society when a child under the age of 16 has been trafficked.
 - b. Over the age of 16
A person may, but is not required, to make a report to a Children's Aid Society if they suspect that a 16 or 17 year-old has been, or is at risk, of being trafficked. Consult with the Superintendent and the Mental Health Lead.



Appendix A Statement Of Principles

Define a role for parents/guardians/caregivers

Parents, guardians and caregivers are key partners in the development, implementation and review of school board anti-sex trafficking protocols. Care must be given when reaching out to parents, families and caregivers to ensure they are safe adults prior to engaging with them on matters regarding the student/s. Outreach to Indigenous parents and guardians, as well as outreach to Black and racialized parents and guardians, should be trauma-informed and recognize historic and systemic barriers that may impact their participation. Every effort should also be made to reduce cultural and/or linguistic barriers when reaching out to parents, guardians and caregivers about this work.

Foster student voices

Students are at the centre of this work and should be involved in efforts to develop actions against sex trafficking. Invite student groups to participate and inform the design, development, delivery and implementation of anti-sex trafficking protocols. Recognize that students with lived experience are experts and, if willing and appropriately supported through trauma-informed approaches, could share their story and insights as part of efforts to build awareness and empower students.

Build multi-sectoral relationships with community organizations

Ongoing consultation and engagement with community groups/agencies that support members of the school community are essential to supporting anti-sex trafficking approaches that are responsive to diverse students and the needs of local school communities.

Interventions must be safe

Caring adults and students within schools can promote a sense of student belonging, increase protective factors, help to reduce risk factors associated with sex trafficking, and support early intervention through identification and appropriate response, including connecting impacted persons to supportive services.

School board employees require comprehensive anti-sex trafficking training so they are equipped to identify the signs of sex trafficking, safely respond to disclosures, be culturally relevant and responsive to diverse student populations, and support the immediate physical and emotional safety needs of students. Training must emphasize how to respond to immediate dangers and the need to avoid actions that will make an individual's situation worse or more unsafe.

Build up school-based prevention

The development of the protocol will complement existing prevention efforts in schools, including the teaching of consent, healthy relationships and healthy sexuality. It is important for school staff to understand the historical and social context of sex trafficking and implement prevention strategies that are responsive to the needs of students and members of the local school community.

Respect confidentiality, privacy and informed consent

The development of procedures must respect confidentiality and ensure that the student fully understands how their information may be used or with whom it may be shared. It is key to

develop referral relationships with community service organizations while adhering to applicable legal requirements, including those under the Municipal Freedom of Information and Protection of Privacy Act; the Ontario Human Rights Code; the Accessibility for Ontarians with Disabilities Act, 2005; the Education Act; and the Child, Youth and Family Services Act, 2017.

Promote equitable and culturally safe responses

Protocols should demonstrate a human rights-based, non-judgemental, culturally responsive, survivor-centered and trauma-informed approach to raising awareness, preventing, identifying and responding to sex trafficking.



Appendix B Response Plan

Student:	Date of Birth:
School:	Grade:
School Principal:	Date of Report:

Complete	N/A	Considerations	Actions
<input type="checkbox"/>	<input type="checkbox"/>	<p>Statutory reporting requirements under the CYFSA. Child, Youth and Family Services Act, 2021</p> <p><u>Under the age of 16</u> There is a duty to report to the Children's Aid Society when a child under the age of 16 has been trafficked.</p> <p><u>Over the age of 16</u> A person may, but is not required, to make a report to a Children's Aid Society if they suspect that a 16 or 17 year-old has been, or is at risk, of being trafficked. Consult with the Superintendent and the Mental Health Lead.</p>	
<input type="checkbox"/>	<input type="checkbox"/>	<p>Determine if the student feels safe to return to the care of their parent/guardian. If the student reports that they do not feel safe, report this information to the Children's Aid Society and seek direction. Contact with the police as appropriate. (e.g. Huron County OPP, Perth County OPP and Stratford Police Services)</p>	
<input type="checkbox"/>	<input type="checkbox"/>	<p>If the student describes that they feel safe to return to the care of the parent/guardian, contact the parent/legal guardian and together, develop a support plan.</p>	
<input type="checkbox"/>	<input type="checkbox"/>	<p>For students who are in care, receiving care or in customary care arrangements - contact CAS for next steps.</p>	
<input type="checkbox"/>	<input type="checkbox"/>	<p>For students with special education needs, mental health needs, social or emotional needs or language/cultural barriers, and international students - contact Board specialists for support.</p>	

Complete	N/A	Considerations	Actions
<input type="checkbox"/>	<input type="checkbox"/>	For students whose guardian may live overseas and or may not speak English - make arrangements for contact and translation services.	
<input type="checkbox"/>	<input type="checkbox"/>	For students who identify as First Nations, Metis or Inuit, offer the services of the Board's Indigenous support staff.	
<input type="checkbox"/>	<input type="checkbox"/>	Offer the services of a Mental Health and Wellness Coach to provide support and service coordination.	
<input type="checkbox"/>	<input type="checkbox"/>	Assist the student and parent/guardian in accessing and coordinating community trafficking supports. (Huron Perth Community Mental Health supports)	
<input type="checkbox"/>	<input type="checkbox"/>	Academic support for individuals involved in the matter.	
<input type="checkbox"/>	<input type="checkbox"/>	Development and implementation of a schedule of follow-up meetings with the team and affected students. (See check-in log below)	
<input type="checkbox"/>	<input type="checkbox"/>	Consideration of Statement of Principles from Appendix A of the protocol.	
<input type="checkbox"/>	<input type="checkbox"/>	Support for all affected students in a trauma-informed and culturally responsive manner.	
<input type="checkbox"/>	<input type="checkbox"/>	Appropriate consequences consistent with the Education Act (and its regulations), applicable PPM, and Board Policy.	
Other considerations and actions:			

<p>Student's Circle of Support: (People and Resources at school, home & community)</p>
<p>Current SMART Goal(s): (Specific, measurable, achievable, relevant, timely)</p> <ol style="list-style-type: none"> 1. 2. 3.

Actions/Strategies to reach goal(s):	Responsibility & Timeline:
Resources Required:	
What evidence will indicate success? <ul style="list-style-type: none"> • • • 	

Each student will have an assigned staff to monitor and support their reintegration on a weekly basis. Length of time to be determined based upon the student's need. For monitoring purposes, please record the date and staff who completed the check-in (as per the reintegration plan) in the log below.

Check-in Log

Date	Staff	Details of Check-in

Signature of Principal:

Date:



Appendix C Reintegration Plan

Student:	Date of Birth:
School:	Grade:
School Principal:	Date of Report:

Complete	N/A	Considerations	Actions
<input type="checkbox"/>	<input type="checkbox"/>	Statutory reporting requirements under the CYFSA. Child, Youth and Family Services Act, 2021 <u>Under the age of 16</u> There is a duty to report to the Children's Aid Society when a child under the age of 16 has been trafficked. <u>Over the age of 16</u> A person may, but is not required, to make a report to a Children's Aid Society if they suspect that a 16 or 17 year-old has been, or is at risk, of being trafficked. Consult with the Superintendent and the Mental Health Lead.	
<input type="checkbox"/>	<input type="checkbox"/>	The Statement of Principles for the AST Protocol (Appendix A)	
		Response Plans developed in relation to the individual(s) affected.	
<input type="checkbox"/>	<input type="checkbox"/>	A safety plan for individual(s) affected.	
<input type="checkbox"/>	<input type="checkbox"/>	Notification of Board contacts and community services where appropriate in the circumstances (e.g. Mental Health Workers or Special Education Services).	
<input type="checkbox"/>	<input type="checkbox"/>	Monitoring and follow-up (e.g. check-ins with affected students).	
<input type="checkbox"/>	<input type="checkbox"/>	Culturally responsive and trauma-informed support.	
<input type="checkbox"/>	<input type="checkbox"/>	Involvement of CAS, police services or victim services.	
<input type="checkbox"/>	<input type="checkbox"/>	Huron Perth Community Mental Health supports.	

Student's Circle of Support: (People and Resources at school, home & community)
--

Current SMART Goal(s): (Specific, measurable, achievable, relevant, timely)	
1. 2. 3.	
Actions/Strategies to reach goal(s):	Responsibility & Timeline:
Resources Required:	
What evidence will indicate success?	
<ul style="list-style-type: none"> • • • 	

Each student will have an assigned staff to monitor and support their reintegration on a weekly basis. Length of time to be determined based upon the student's need. For monitoring purposes, please record the date and staff who completed the check-in (as per the reintegration plan) in the log below.

<u>Check-in Log</u>

Date	Staff	Details of Check-in

Signature of Principal:
Signature of Mental Health and Wellness Coach:
Date Completed:



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Chris N. Roehrig, Director of Education and Secretary
Presented to: The Huron-Perth Catholic District School Board
Date: August 28, 2023
Submitted by: Chris N. Roehrig, Director of Education and Secretary

EQUITY DIVERSITY INCLUSION AND ANTI-RACISM COMMITTEE TERMS OF REFERENCE AND WORK PLAN

Public Session

BACKGROUND

Over the past several years, the Board has had an Equity, Diversity, Inclusion and Anti-Racism (EDIAR) Committee. The Board approved an Audit Plan that included an audit of the Board's EDIAR initiatives. KPMG completed the audit last year and presented findings to the Board through the Audit Committee. Further, the district participated in a separate review by the University of Western Ontario and Queen's University researchers.

DEVELOPMENTS

Among the recommendations of KPMG were to improve the terms of reference for the Committee, change the membership of the Committee and modify the function of the Committee by clarifying the frequency of meetings, meeting attendance and reporting responsibilities. The revised terms of reference and work plan are listed below.

Equity, Diversity, Inclusion and Anti-Racism Committee Terms of Reference

Membership

The membership of the Equity, Diversity, Inclusion and Anti-Racism Committee (the Committee) shall not exceed 12 members. The Director of Education shall appoint committee members; the Supervisory Officer of Education in charge of EDIAR is responsible for actively recruiting members. Unless otherwise specified, members of the Committee should come from equity-seeking communities. The term for each member is two years except for trustees and senior administration who are appointed by the Chair and/or the Director of Education.

The membership may include:

- Director of Education (or designate)
- Superintendent of Education
- Trustee of the Board
- Elementary Teacher

- Secondary Teacher
- Non-Teaching Staff (2)
- Secondary Students (2)
- Parent/Caregiver
- The Religion and Family Life Coordinator
- Community Member from Equity Seeking Organization

Key Positions

The Chair of the Committee shall be the Director of Education or designate. The term of the Chair is at the discretion of the Director of Education. The recording secretary of the Committee shall be appointed by the Director of Education and is not a voting member of the Committee.

Mandate and Scope

The mandate of the Committee is to provide the Director of Education advice on matters related to policy, procedures, academic programs and non-academic programs for students as they intersect with protected grounds under the Ontario Human Rights Code. The Committee shall also provide advice to the Director regarding the Equity Action Plan, the equity policy for the Board, the Board's anti-bullying plans and the Board's code of conduct. The Committee shall advise the Director of Education on how the Board should:

- Address systemic oppression (specifically anti-Black racism, anti-Indigenous racism, anti-Semitism, racism against people of colour, Islamophobia, homophobia, transphobia and ableism);
- Guide the Board on how to better serve stakeholders who identify and belong to a historically disadvantaged community;
- Support the Board in developing/enhancing skills to dismantle forms of oppression, and eliminate barriers to inclusion;
- Encourage diversity and address barriers to inclusion; and
- Address issues of discrimination.¹

The Committee shall follow the approved work plan of the Committee unless otherwise determined by the Director of Education.

Governance and Reporting

The Committee makes recommendations to the Director of Education. The approved minutes of the Committee shall be included in the Consent Agenda of Regular Meetings of the Board. The Committee shall report to the Board, through the Superintendent of Education, twice per year.

Meetings

Meetings will follow the rules of order set out in the Board's By-Laws; where the By-Laws are silent on matters before the Committee, the Committee shall follow Robert's Rules of Order.

The Committee shall meet four times a year unless otherwise determined by the Director of Education. Meetings shall be held at the Catholic Education Centre from 4:30 - 6:00 p.m. unless otherwise determined by the Director of Education. Committee meetings shall be in-person unless otherwise required on an emergency basis. The Director of Education may replace Committee members for inappropriate conduct or for repeatedly missing meetings.

1. KPMG Audit Recommendations 2023

Code of Conduct

The Chair of the Committee shall be responsible for maintaining decorum at meetings. Members and guests of the Committee shall follow the Board's Code of Conduct at all times.

Equity, Diversity, Inclusion and Anti-Racism Committee 2023-2024 Work Plan

OCTOBER

- KPMG Equity Audit
- University of Western Ontario/University of Queen's Inquiry
- Demographic Study Report
- School Climate Report
- Discussion and Recommendations to the Director on next Strategic Plan 24-27

DECEMBER

- Discussion of the Creation of District Equity Symbol
- Accessibility and Inclusion Report
- Indigenous Education Report
- Equity Action Plan Progress (1 of 2) (report to Board of Trustees - January)
- Superintendent's School Climate/Demographic Study Recommendations
- Committee Recommendations to the Director on Flag Policy

FEBRUARY

- Annual Report on Multi-Linguistic Language Learners
- Annual Code of Conduct Report/Review
- Student Leadership in EDIAR Report
- Annual Report on School-based EDIAR Plans
- Committee Recommendations to the Director of Education on Equity Action Plan

JUNE

- Annual Committee Training Session – Catholic Social Teaching/ Racism
- Equity Leads Report
- Bullying Prevention Report – discussion and feedback for the Director of Education
- Annual Report on Mental Health and EDIAR
- Superintendent's Equity Action Plan Progress (2 of 2) (report to Board August)
- LUSO Report

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves the Terms of Reference for the Equity, Diversity, Inclusion and Anti-Racism Committee and the Work Plan for the Committee.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: August 28, 2023
Submitted by: Chris N. Roehrig, Director of Education and Secretary

MAY 31, 2023 FINANCIAL REPORT

Public Session

BACKGROUND

Ontario Regulation 361/10 Audit Committees, section 9(6) details duties related to the Board's risk Management. To assist the Committee in its role to assess financial risks facing the Board, quarterly financial reports are received by the Board's Audit Committee.

DEVELOPMENT

The quarterly financial report for the period ending May 31, 2023 is attached. At this time year-to-date expenditures are on track with 74.1% of total budget spent. This statement will be shared with the Audit Committee at a later date.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the May 31, 2023 Financial Report.

**Huron-Perth Catholic District School Board
2022-23 Financial Report**

September 1, 2022 to May 31, 2023

Summary of Financial Results

	Estimates	Revised Estimates	YTD Actuals	YTD % of Rev Est
Revenue				
Operating Grants	\$ 67,910,095	\$ 70,005,158	\$ 53,936,104	77.0%
Capital Grants	5,556,228	7,795,246	3,090,057	39.6%
Less: Revenue Flowed to DCC	(2,611,486)	(4,840,369)	(795,566)	16.4%
Other	1,537,181	2,608,568	1,689,174	64.8%
School Generated Funds	1,060,500	1,274,400	1,443,442	113.3%
Total Revenue	\$ 73,452,518	\$ 76,843,003	\$ 59,363,211	77.3%
Expenditures				
Classroom	\$ 52,580,232	\$ 54,680,786	\$ 40,976,018	74.9%
Other Operating	2,833,413	2,915,413	2,230,438	76.5%
Transportation	5,830,636	6,467,586	4,596,148	71.1%
Pupil Accommodation	10,530,713	10,810,285	7,720,191	71.4%
Other	617,024	694,533	206,568	29.7%
School Generated Funds	1,060,500	1,274,400	1,217,289	95.5%
Total Expenditures	\$ 73,452,518	\$ 76,843,003	\$ 56,946,652	74.1%
In-Year Surplus (Deficit)	\$ -	\$ -	\$ 2,416,559	
Prior Year Accumulated Surplus (Deficit)	7,266,972	7,266,972	7,266,972	
Accumulated Surplus (Deficit)	\$ 7,266,972	\$ 7,266,972	\$ 9,683,531	

Notes:

Revised Estimates

Revenue

- Operating grant increase due to increased enrolment as well as prior year carryforwards
- Capital grants include prior year carryforwards
- Other includes projected additional transportation fuel escalator & PPFs

Expenditures

- Classroom reflects additional revenue due to increased enrolment and carryforwards
- Transportation includes additional fuel expenses offset by revenue
- Other includes wage provision for contingency and in kind Ministry supplied PPE

Actuals

Revenue

- Revenue as expected for Q3
- Most capital grants flow as expenses are incurred. Majority of capital projects occur in spring/summer, revenue as expected for Q3
- Fuel escalator in Other will be calculated and recorded at year end
- SGF ahead of targets as schools return to post-pandemic activity

Expenditures

- Wage contingency will be captured when collective agreements ratified
- SGF ahead of targets as schools return to post-pandemic activity
- Total expenditures as expected for Q3

*DCC: Deferred Capital Contributions
PPF: Priorities and Partnerships Funding*

*SGF: School Generated Funds
YTD: Year to Date*

PPE: Personal Protective Equipment

**Huron-Perth Catholic District School Board
2022-23 Financial Report**

September 1, 2022 to May 31, 2023

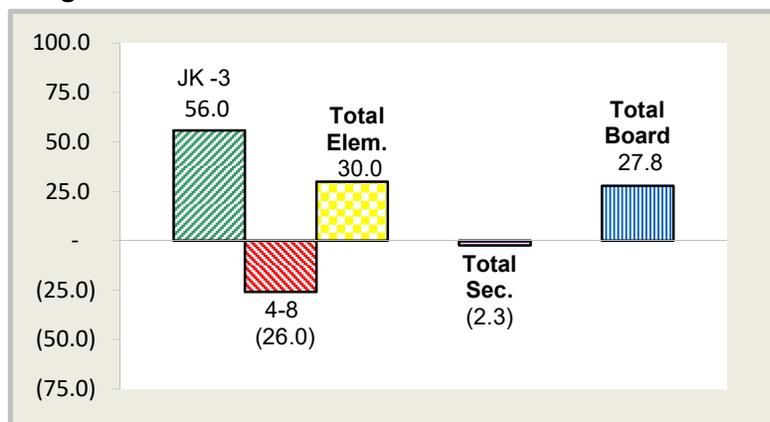
Summary of Enrolment

ADE	Estimates	Revised Estimates	In-Year Change	
			#	%
Elementary				
JK -3	1,520.0	1,576.0	56.0	3.7%
4-8	1,675.0	1,649.0	(26.0)	-1.6%
Total Elementary	3,195.0	3,225.0	30.0	0.9%
Secondary <21				
Pupils of the Board	1,352.2	1,352.4	0.3	0.0%
Other Pupils	3.0	0.5	(2.5)	-83.3%
Total Secondary	1,355.2	1,352.9	(2.3)	-0.2%
Total	4,550.2	4,577.9	27.8	0.6%
Secondary High Credit	15.0	10.0	(5.0)	-33.3%

Summary of Staffing

FTE	Estimates	Revised Estimates	In-Year Change	
			#	%
Classroom Teachers				
(Including Resource)	295.8	298.3	2.5	0.8%
Educational Assistants	93.0	93.0	-	0.0%
Early Childhood Educators	21.0	23.0	2.0	9.5%
School Admin & Support	46.8	46.3	(0.5)	-1.1%
Coordinators, Technicians & Paraprofessionals	46.9	46.9	-	0.0%
Operations & Maintenance	38.2	39.7	1.5	3.9%
Board Admin	25.8	25.8	-	0.0%
Senior Admin	5.0	5.0	-	0.0%
Total	572.5	578.0	5.5	1.0%

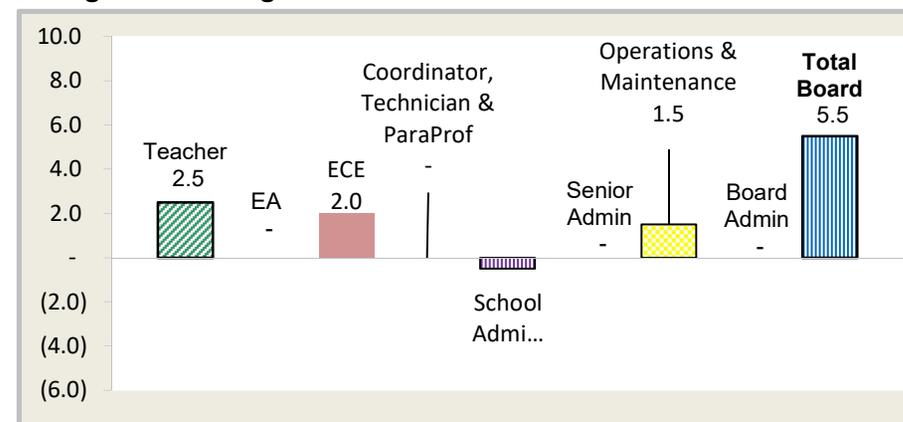
Changes in Enrolment: Actual vs. Revised Estimates



Highlights of Changes in Enrolment:

- Elementary: Revised Estimates reflects enrolment at October 31 count date
- Secondary: Small 0.2% variance

Changes in Staffing: Actual vs. Revised Estimates



Highlights of Changes in Staffing:

- Additional 2.0 Resource Teachers and 0.5 Secondary Classroom Teacher
- ECE based on number of kindergarten classrooms; increased enrolment
- 0.5 Office Assistant vacancy
- Custodial FTE for daycares included at Revised Estimates; other adjustments

ADE: Average Daily Enrolment

FTE: Full-Time Equivalent