



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

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

**Policy Committee
Thursday, May 5, 2011 7:00 p.m
Haldimand Room**

Members: Dennis Blake (Chair), Cliff Casey, Dan Dignard, Cathy Horgan, Bonnie McKinnon, Rick Petrella, June Szeman

1. Call to Order

- 1.1 Opening Prayer – Dennis Blake, Chair
- 1.2 Attendance

2. Routine Matters

- 2.1 Approval of the Agenda
- 2.2 Declaration of Interest
- 2.3 Approval of Minutes from the Policy Committee Meeting – April 20, 2011 Pages 2-4
- 2.4 Business Arising from Minutes

3. Presentations and Delegations - Nil

4. Committee and Staff Reports

- 4.1 Pupil Accommodation Review Policy 400.16 (FOLLOW-UP TO APRIL 20, 2011 MEETING) Pages 5-38
Presenter: Tom Grice, Assistant Superintendent of Business
- 4.2 Nutrition Policy (Interim) Pages 39-50
Presenter: Bill Chopp, Superintendent of Education

5. Discussion Items

- 5.1 Facilitator's Report – Trustee Retreat Pages 51-64

6. Information

7. Adjournment

Next meeting: Tuesday, June 7, 2011, 7:00 p.m., Haldimand Room



**Policy Committee
Wednesday, April 20, 2011
Haldimand Room**

Present: Dennis Blake (Chair), Cliff Casey, Dan Dignard, Cathy Horgan, Bonnie McKinnon, Rick Petrella, June Szeman

Absent:

1. Call to Order

1.1 Opening Prayer

The meeting opened with a prayer led by Dennis Blake.

2. Routine Matters

2.1 Approval of the Agenda

Moved by: Dan Dignard

Seconded by: Rick Petrella

THAT the Policy Committee approves the agenda for the April 20, 2011 meeting.

Carried

2.2 Declaration of Interest: Nil

2.3 Approval of Minutes from the Policy Committee Meeting of October 13, 2010

Moved by: Bonnie McKinnon

Seconded by: June Szeman

THAT the Policy Committee approves the minutes from the March 30, 2010 meeting.

Carried

2.4 Business Arising from Minutes: Nil

3. Presentations and Delegations: Nil

4. Discussion Items

4.1 Inclement Weather / Staff Snow Days / Zones

Discussion regarding inclement weather, transportation zones and staff snow days took place and it was agreed to leave the status quo.



4.2 Reporting of Trustee Expenses

It was suggested that a copy of the guidelines regarding Trustee expenses be posted in the Trustee conference in First Class. Administration will bring forward a format and suggestion for reporting trustee expenses.

5. Committee and Staff Reports

5.1 Hiring – Academic Staff 300.10 (revised)

Associate Director Easton reviewed revisions made to the Hiring policy for Academic Staff that reflect the changes made to the Education Act resulting from Bill 177. Discussion took place. It was requested that trustees continue to be part of the interview committee for principals and vice-principals and that information about the appointment of Principals/Vice-Principals and Managers be provided to trustees in a timely manner.

Moved by: Dan Dignard

Seconded by: Rick Petrella

THAT the Policy Committee recommends that the Committee of the Whole refers the Hiring – Academic Staff 300.10 (revised) to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

5.2 Hiring – Support Staff 300.11 (revised)

Associate Director Easton reviewed changes to the Hiring policy for Support Staff resulting from amendments to the Education Act as a result of Bill 177. Following discussion, suggestions for minor changes were made.

Moved by: Cliff Casey

Seconded by: June Szeman

THAT the Policy Committee recommends that the Committee of the Whole refers the Hiring – Support Staff 300.11(revised) to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

5.3 Pupil Accommodation Review 400.16 (revised)

Assistant Superintendent Tom Grice presented the revised Pupil Accommodation Review policy to reflect the changes made to the Ministry's Pupil Accommodation Review Guideline (PARG). Two significant differences are the use of terminology referring to the Terms of Reference, which frame the parameters of the Accommodation Review Committee (ARC) discussion, and the School Information Profile, which will help the ARC understand how well the school under review meets the objectives and the reference criteria outlined in the Terms of Reference. Discussion ensued and it was requested that the policy return to the next Policy Committee meeting reflecting the input and suggestions that were provided.



6. Information

6.1 2010-11 Policy Review Schedule

The revised Policy Review Schedule was provided for review.

7. Adjournment

Moved by: Bonnie McKinnon

Seconded by: Rick Petrella

THAT the Policy Committee adjourns the meeting of April 20, 2011

Carried

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

Prepared by: Wally Easton, Associate Director, Corporate Services & Treasurer
Tom Grice, Assistant Superintendent of Business
Presented to: Policy Committee
Submitted on: April 20, 2011
Submitted by: Cathy Horgan, Director of Education & Secretary

PUPIL ACCOMMODATION REVIEW POLICY

Public Session

BACKGROUND INFORMATION:

The purpose of the Ministry's *Pupil Accommodation Review Guideline* (PARG) is to provide direction to school boards regarding public accommodation reviews undertaken to determine the future of a school or group of schools. In March 2009, the Ministry made changes to the PARG.

The *Guideline* ensures that where a decision is taken by a school board regarding the future of a school, the decision is made with the full involvement of an informed local community and it is based on a broad range of criteria regarding the quality of the learning experience for students. Under paragraph 26, subsection 8 (1) of the *Education Act*, the Minister of Education may issue guidelines with respect to school boards' school closure policies.

Board staff have updated the Board's Pupil Accommodation Review Policy and Administrative Procedures to reflect the changes to the Ministry's PARG. Any changes to the existing Pupil Accommodation Review Policy and procedures, as a result of this update process, will be applicable to all future school accommodation reviews.

DEVELOPMENTS:

Two distinguishing differences in the Ministry's March 2009 revised *Pupil Accommodation Review Guideline* from the prior Guideline issued in October 2006 is the use of terminology referring to the Terms of Reference and the School Information Profile.

School boards are now mandated to provide the Accommodation Review Committee (ARC) with a Terms of Reference that describes the ARC's mandate. The mandate will refer to the board's educational and accommodation objectives in undertaking the ARC and reflect the board's strategy for supporting student achievement. The Terms of Reference will contain Reference Criteria that frame the parameters of the ARC discussion. The Reference Criteria include the educational and accommodation criteria for examining schools under review and accommodation options.

The Terms of Reference will identify ARC membership and the role of voting and non-voting members, including board and school administration. The Terms of Reference will also describe the procedures for the ARC including meetings; material, support, and analysis to be provided by board administration; and the material to be produced by the ARC.

The School Information Profile described in the new PARG is similar in nature to the generic School Valuation Framework found in the previous PARG. School boards are required to develop a School Information Profile to help the ARC and the community understand how well school(s) meet the objectives and the Reference Criteria outlined in the Terms of Reference. The School Information Profile includes data for each of the following four considerations about the school(s):

- Value to the student.
- Value to the community.
- Value to the school board.
- Value to the local economy.

It is recognized that the school's value to the student takes priority over other considerations about the school. A School Information Profile will be completed by board administration for each of the schools under review. If multiple schools within the same planning area are being reviewed together, the same Profile must be used for each school. The completed School Information Profile(s) will be provided to the ARC to discuss, consult on, modify based on new or improved information, and finalize.

The following are examples of factors that may be considered under each of the four considerations. Boards and ARCs may introduce other factors that could be used to reflect local circumstances and priorities, which may help to further understand the school(s).

Value to the Student

- Quality of the learning environment at the school;
- Student outcomes at the school;
- Range of course or program offerings;
- Range of extracurricular activities and extent of student participation;
- Adequacy of the school's physical space to support student learning;
- Adequacy of the school's grounds for healthy physical activity and extracurricular activities;
- Accessibility of the school for students with disabilities;
- Safety of the school;
- Proximity of the school to students/length of bus ride to school.

Value to the School Board

- Student outcomes at the school;
- Range of program or course offerings;
- Availability of specialized teaching spaces;
- Condition and location of the school;
- Value of the school if it is the only school within the community;
- Fiscal and operational factors (e.g., enrolment versus available space, cost to operate the school, cost of transportation, availability of surplus space in adjacent schools, cost to upgrade the facility so that it can meet student learning objectives).

Value to the Community

- Facility for community use;
- Range of program offerings at the school that serve both students and community members (e.g., adult ESL);
- School grounds as green space and/or available for recreational use;

- School as a partner in other government initiatives in the community;
- Value of the school if it is the only school within the community.

Value to the Local Economy

- School as a local employer;
- Availability of cooperative education;
- Availability of training opportunities or partnerships with business;
- Attracts or retains families in the community;
- Value of the school if it is the only school within the community.

The ARC will discuss and consult about the School Information Profile(s) prepared by board administration for the school(s) under review and modify the Profile(s) where appropriate. This discussion is intended to familiarize the ARC members and the community with the school(s) in light of the objectives and Reference Criteria outlined in the Terms of Reference. The final School Information Profile(s) and the Terms of Reference will provide the foundation for discussion and analysis of accommodation options.

The Ministry recommends that, wherever possible, schools should only be subject to an accommodation review once in a five-year period, unless there are exceptional circumstances.

Once an accommodation review has been initiated, the ARC must ensure that a wide range of school and community groups are consulted. These groups may include the school(s)' councils, parents, guardians, students, teachers, the local community and other interested parties. Public meetings must be well publicized, in advance, through a range of methods and held at the school(s) under review, if possible, or in a nearby facility if physical accessibility cannot be provided at the school(s). Public meetings are to be structured to encourage an open and informed exchange of views. All relevant information developed to support the discussions at the consultation is to be made available in advance.

At a minimum, ARCs are required to hold four public meetings to consult about the School Information Profile, the accommodation options, and the ARC Accommodation Report.

The ARC will produce an Accommodation Report that will make accommodation recommendation(s) consistent with the objectives and Reference Criteria outlined in the Terms of Reference. It will deliver its Accommodation Report to the Board's Director of Education, who will have the Accommodation Report posted on the Board's website. Under the new PARG, the ARC will present its Accommodation Report to the Board of Trustees. Board staff will examine the ARC Accommodation Report and present the staff analysis and recommendations to the Board of Trustees. The Board of Trustees will make the final decision regarding the future of the school(s). If the Board of Trustees votes to close a school or schools, the Board must outline clear timelines around when the school(s) will close.

After the intention to conduct an accommodation review of a school or schools has been announced by the school board, there must be no less than 30 calendar days notice prior to the first of a minimum of four public meetings. Beginning with the first public meeting, the public consultation period must be no less than 90 calendar days.

After the ARC completes its Accommodation Report, it is to make the document publicly available and submit the document to the school board administration. After the submission of the Accommodation Report, there must be no less than 60 calendar days' notice prior to the meeting where the Board of Trustees will vote on the recommendations.

These guidelines apply to schools offering elementary or secondary regular day-school programs, except as follows:

- Where a replacement school is to be rebuilt by the board on the existing site, or rebuilt or acquired within the existing school attendance boundary as identified through the board's existing policies;
- When a lease is terminated;
- When a board is planning the relocation in any school year or over a number of school years of a grade or grades, or a program, where the enrolment constitutes less than 50% of the enrolment of the school; this calculation is based on the enrolment at the time of the relocation or the first phase of a relocation carried over a number of school years;
- When a board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
- Where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair.

The Pupil Accommodation Review Policy and accompanying Administrative Procedure has been vetted through the consultation process and changes considered and included, where applicable.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Pupil Accommodation Review Policy 400.16 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Policy: PUPIL ACCOMMODATION REVIEW POLICY

		Policy Number:	400.16
Adopted:	26/02/08	Former Policy Number:	n/a
Revised:	TBD	Policy Category:	Operations
Subsequent Review Dates:		Pages:	2

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board (the Board) recognizes that in order for staff and students to be the best that they can be, one of the underpinnings is the provision of a safe and nurturing environment for learning and working. This Board believes that the learning and working environment must be sustainable and optimized such that quality Catholic educational programs and services can be delivered.

Policy Statement:

The Board and its Administration:

- ~~The primary objective of the Brant Haldimand Norfolk Catholic District School Board is to provide~~ provides in cooperation with the church and home, a Catholic education that will develop the spiritual, intellectual, physical and emotional well being of each student.
- ~~It is the responsibility of the Board to annually assess the physical, human and financial resources of each school so that equal opportunities for learning are provided to all students in the Board. School accommodations will be reviewed annually to ensure that utilization of accommodations is optimal, but should also give recognition for the role of the school in a rural community.~~
- recognize that it has a fundamental duty to provide educational programs, services and adequate accommodation during each school year for the pupils who have a right to attend a school under its jurisdiction.
- assess annually the physical, human and financial resources of each school so that equal opportunities for learning are provided to all students and that utilization of accommodations is optimal.
- acknowledge that the optimum use of school facilities may require, within a group of schools, the consolidation or closure of schools or major program relocation. There may; however, be circumstances in which a single school should be studied for closure or relocation.
- endorse a process for considering the consolidation of schools that includes opportunities for community consultation and participation.
- give recognition for the role of the school in a rural community.
- recognize the need for a close relationship with the local parish

Policy Criteria:

~~The Board's elementary schools are generally organized in groups, usually linked to a secondary school. The goal of providing a suitable and equitable range of learning opportunities in a school or group of schools requires monitoring and active curriculum and programming decisions. Decisions that might require consolidation, closure or major program relocation will take into account the needs of all of the students in all of the schools in a particular group. There may, however, be circumstances in which a single school should be studied for closure or relocation. Any decisions under this policy will take into account the Board's Long-Term Capital Plan.~~

The following are not actions to which this Policy applies:

- ~~Where a replacement school is to be rebuilt by the Board on the existing site or located within the existing school attendance boundary as identified through the Board's existing policies; i.e., replacement of a rural school within its existing rural community;~~
- ~~When a lease is terminated;~~



Brant Haldimand Norfolk Catholic District School Board

- ~~When the Board is considering the relocation of a grade or grades, or a program, where the enrolment in the grade or grades, or program, constitutes less than 50% of the enrolment of the school;~~
 - ~~When the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;~~
 - ~~Where a facility has been serving as a holding school for a school community whose permanent school is under construction or repair.~~
- Where a replacement school is to be rebuilt by the board on the existing site, or rebuilt or acquired within the existing school attendance boundary as identified through the board's existing policies;
 - When a lease is terminated;
 - When a board is planning the relocation in any school year or over a number of school years of a grade or grades, or a program, where the enrolment constitutes less than 50% of the enrolment of the school; this calculation is based on the enrolment at the time of the relocation or the first phase of a relocation carried over a number of school years;
 - When a board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
 - Where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair.

Glossary of Key Policy Terms: n/a

References

BHNCDSB Long-Term Capital Plan

Ministry of Education Pupil Accommodation Review Guidelines (PARG, Revised June 2009)

Ministry of Education Memorandum 2009:B7

Administrative Review of the Accommodation Review Process



Pupil Accommodation Review AP 400.16

Procedure for:	All Staff	Adopted:	February 26, 2008
Submitted by:	Tom Grice, Asst. Superintendent of Business	Revised:	TBD
Category:	Operations		

Purpose

The purpose of this Administrative Procedure is to provide the framework for dealing with the usage of school buildings to support the provision of quality Catholic educational programs and services in optimally utilized, quality facilities. This procedure will give clear direction on school accommodation when developed in collaboration with, and edified by, public input and participation. This procedure defines conditions, timelines, personnel involved, terms of reference and deliverables should an accommodation review be undertaken.

Responsibilities

Trustees of the Board - review the final Report of the Accommodation Review Committee and the Board Staff Report providing an assessment of the Report of the Accommodation Review Committee and make accommodation decisions.

Director of Education - review the Accommodation Report submitted by the Accommodation Review Committee and work with Board Staff to develop a Staff analysis and recommendations based on the Accommodation Report.

Associate Director, Corporate Services or Designate - secretary and staff resource person during the Accommodation Review process and ensures that the Accommodation Review Committee successfully carries out its obligations under this policy including the presentation of its final Accommodation Report to the Board of Trustees.

Membership of staff of the school or schools under review is expected to include the following and their identified roles:

Superintendent of Education - staff resource person during the Accommodation Review process

Principal - member of the Accommodation Review Committee

Teaching Staff as appointed - member of the Accommodation Review Committee

Non-Teaching Staff as appointed - member of the Accommodation Review Committee

Parents of the School as appointed - member of the Accommodation Review Committee

Parish Representative as appointed - member of the Accommodation Review Committee

Information

The Board's elementary schools are generally organized in groups, usually linked to a secondary school. The goal of providing a suitable and equitable range of learning opportunities in a school or group of schools requires monitoring and active curriculum and programming decisions. Decisions that might require consolidation, closure or major program relocation will take into account the needs of all of the students in all of the schools in a particular group. There may, however, be circumstances in which a single school should be studied for closure or



relocation. Any decisions under this policy will take into account the Board's Long-Term Capital Plan (LTCP) for the area and potential partnership opportunities.

This policy incorporates the revised Pupil Accommodation Review Guidelines (PARG) released by the Ministry of Education on June 26, 2009 (Ministry Memorandum 2009:B2) and the Ministry companion document entitled, *Administrative Review of the Accommodation Review Process*.

~~The Board agrees with~~ The Ministry of Education's observation in the document entitled Good Places to Learn: Renewing Ontario Schools released on February 17, 2005 (Ministry Memorandum 2005:B7) that, "the education program needs of students must lead decisions concerning buildings and grounds", and that "there is a strong link between the standard of the physical environment and good outcomes, such as better student performance and higher teacher retention".

1.0 School Accommodation Utilization Review

The process for determining whether a school accommodation review should be initiated will begin with a review of the utilization of the Board's existing accommodations. This initial review should be undertaken by the Associate Director or Designate in collaboration with a Superintendent of Education in accordance with the Board's most recent LTCP.

The review is to consider, at a minimum:

- The impact of the current and projected enrolment on the operation of the school(s) and on program delivery;
- The current physical condition of the school(s) and any repairs or upgrades required to ensure optimum operation of the building(s) and program delivery.

In the event that the School Accommodation Utilization Review indicates a school consolidation may be required, a Preliminary School Accommodation Review Report shall be brought forward to the Board of Trustees.

2.0 The Preliminary Report

The Director, or designate, will present a preliminary report for approval to the Board identifying a school or group of schools in which challenges may be faced in providing a suitable and equitable range of learning opportunities for students, and in respect of which there may be a need to consider the possible consolidation, closure or major program relocation in respect of one or more schools.

A school or group of schools may be considered for study for a variety of reasons. These are some examples of conditions which may apply:

- The school or group of schools is unable to provide a suitable and equitable range of learning opportunities for students;
- The school or group of schools has experienced or will experience an adverse impact on learning opportunities for students due to declining enrolment;
- Reorganization involving the school or group of schools could enhance program and learning opportunities for students;
- Teaching/learning spaces are not suitable to provide the programs needed to serve the community and retrofitting may be cost prohibitive;
- Under normal staffing allocation practices, it would be necessary to assign three grades to one class in one or more of the schools;
- The school has an average of less than 20 students per grade in an elementary school or 150 students per grade in a secondary school;
- The student population of a school is less than 75% of the capacity of a school as defined by the Ministry of Education;



- One or more of the schools is experiencing higher building maintenance expenses than the average for the system and/or is in need of major capital improvements;
 - In respect of one or more of the schools there are safety and/or environmental concerns attached to the building, the school site or its locality;
 - The consolidation of schools is in the best interests of the overall school system;
 - It has been no less than five years since the inception of a previous study of the school by an Accommodation Review Committee, except where extenuating circumstances warrant, such as an unexpected economic or demographic shift, or a change in a school's physical condition.

3.0 Establishing an Accommodation Review Committee

After reviewing the Preliminary Report, the Board may direct the formation of an Accommodation Review Committee for a group of schools or for a single school.

Establishing an Accommodation Review Committee (continued)

Parents/guardians, staff and school council members of the affected schools will be informed within ~~ten (10)~~ school **fifteen (15) calendar** days, in writing, through their respective schools, of the Board's decision to form an Accommodation Review Committee and the decision will be posted on the Board's website.

All notice periods within the ARC's schedule are based on calendar days. Summer vacation, Christmas break and Spring break, including adjacent weekends are not considered in the required 30, 60 or 90 calendar day periods set out in the PARG.

After the decision has been made to establish the ARC, written invitation will be forwarded to potential ARC members.

3.1 The Mandate of the Accommodation Review Committee

The Accommodation Review Committee will study, report and make recommendations on the accommodation options respecting the group of schools or single school referred to it. **is to lead the public review and act in an advisory role that will study, report and provide recommendations on accommodation option(s) with respect to the group of schools or school being reviewed for the Board of Trustees' consideration and decision.**

3.2 Composition of the Accommodation Review Committee

The Accommodation Review Committee ~~will~~**should** consist of the following persons:

- One trustee, normally a trustee representing the area under study;
- The appropriate Superintendent of Education;
- The Associate Director, Corporate Services & Treasurer or **Designate**;
- From each affected school:
 - the school principal or designate
 - one teacher
 - one non-teaching staff member
 - three parents, one of whom will be the school council chair or designate
 - A Parish **representative Priest** in the community under review or designate

Once the Accommodation Review Committee is constituted, it may invite a municipal ~~councillor~~ **planner** or **delegate designate** and a member of the business community to join the Committee. The Accommodation Review Committee will be deemed to be properly constituted whether or not all of the listed members are willing and able to participate.

The Accommodation Review Committee has the authority to enlist additional members; **however, must ensure that there is no cost incurred by the Board in doing so.** ~~with the approval of the Board.~~



3.3 Operation of the Accommodation Review Committee

The Board will appoint a Chair of the Accommodation Review Committee, who will not be a trustee. The Chair will convene and chair meetings, and will, in cooperation with the Associate Director **or Designate**, ensure that the Committee successfully carries out its obligations under this Policy.

The Associate Director **or Designate** will function as secretary and resource person. Other resource personnel can be requested to provide information to the Accommodation Review Committee, including employees or consultants for third party private and public bodies such as municipalities, post-secondary institutions and coterminous school boards.

4.0 Information to the ARC

In accordance with the [Pupil Accommodation Review Guidelines \(PARG\)](#), the Board shall provide the ARC with a copy of this policy. The Terms of Reference (TOR) for the ARC which describes its mandate are attached as Appendix A.

Prior to the commencement of any ARC, Board staff may revise the Terms of Reference if such revisions are warranted.

In accordance with the PARG, a School Information Profile (SIP) will be prepared by Board staff for each of the school(s) under review (refer to Appendix B). The profile will include data that addresses the following considerations about the school:

- Value to the Student
- Value to the School Board
- Value to the Community
- Value to the Local Economy

The completed SIP(s) will be provided to the ARC prior to or at its first working meeting. The SIP will also include in the following:

- The section of the Board's most recent LTCP that deals with the municipality or area under review;
- Relevant background information regarding the school(s) located within the area of the accommodation review.

The ARC will review the completed SIP(s) and have the opportunity to discuss, consult on, modify based on new or improved information and finalize the SIP(s). If there are multiple schools under review, the framework of the SIP must be the same for each school under review.

The ARC is to recognize that the school's value to the student takes priority over other considerations regarding the school.

Prior to the commencement of an ARC, Board staff may revise the questions contained in the SIP if such revisions are warranted.

In accordance with the PARG, the Board will inform the ARC at the beginning of the process about known or reasonably anticipated partnership opportunities, or lack thereof, as identified as part of the Board's long-term planning process. The Board will also present to the ARC, at least one alternative accommodation option that addresses the objectives and Reference Criteria outlined in the Terms of Reference. The option(s) will address where students would be accommodated; what changes to existing facilities may be required; what programs would be available to students; and transportation. If the option(s) require new capital investment, board administration will advise on the availability of funding, and where no funding exists, will propose how students would be accommodated if funding does not become available.



4.1 Meetings of the Accommodation Review Committee

The Accommodation Review Committee will complete its work within the timelines in this ~~Policy~~. **Procedure**.

The Accommodation Review Committee Chair will call the first public meeting of the Committee no earlier than ~~sixty (60)~~ **thirty (30) calendar** days after the date of its appointment, excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break. The Committee will meet as often as required **to fulfil its mandate**.

~~Meetings of the Accommodation Review Committee (continued)~~

Prior to the first public meeting, the Accommodation Review Committee will customize the Board's ~~generic~~ School Valuation Framework **Information Profile** (Appendix A ~~B~~) for application to the schools under review **if they deem it necessary**. The Committee may add factors ~~to both~~ but may not subtract or alter factors. The Committee will make the customized School Valuation Framework and the School Valuation Factors **Information Profile** public prior to its public meetings.

The Accommodation Review Committee will hold at least four (4) public meetings in accessible facilities:

- At the first public meeting, the Accommodation Review Committee will describe **the TOR including** its mandate, outline its study process, and give the public a briefing on the data and issues to be addressed. **The ARC will present the Preliminary School Accommodation Review Report prepared by the Director, including the Board/Staff proposed alternative accommodation option(s)**. ~~The Committee will also describe how the School Valuation Framework (Appendix A) have been customized. The Committee will receive community input.~~
- At the second public meeting, the Accommodation Review Committee will present ~~its Draft School Valuation Factors (Appendix A)~~ **a completed SIP (refer to Appendix B)** for the school(s) under consideration and receive community input;
- At the third public meeting, the Accommodation Review Committee ~~will receive community input on the accommodation options to be considered and will receive community input.~~ **will present the accommodation option(s) which may or may not include the Board/Staff proposed alternative accommodation option(s) and request community input;**
- At the fourth public meeting, the Accommodation Review Committee ~~will present its Draft School Valuation report~~ will present to the public, **the draft ARC Accommodation Report** and recommendations and will receive community input. The Committee may make changes to the report based on feedback at the meeting.

5.0 Communication of the Accommodation Review Committee Meetings

- Public notice of the public meetings will be provided through school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers, and will include date, time, location, purpose, contact name and number. Notice of the first public meeting will be provided no less than thirty (30) **calendar** days in advance of the meeting, excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break. A minimum of ~~two (2) weeks~~ **fourteen (14) calendar days** notice will be provided in respect of the other public meetings.

All meetings of the Accommodation Review Committee will be open to the public. Detailed minutes will be kept of the Accommodation Review Committee meetings and will be posted on the Board's website. The Committee will provide information to the affected school communities on an ongoing basis.

6.0 The Work of the Accommodation Review Committee



As noted above, the Board is committed to providing the best educational opportunities for its resident pupils. Active curriculum and programming decisions that might require school consolidation, closure or program relocation must take into account the needs of all of the students in all of the schools in a particular group, recognizing that the schools form a community and have a common set of interests. The Board encourages Accommodation Review Committees to work actively against any inclination for individual school communities to divide into adversarial groups.

Attention should first be paid to the current educational situation in the school or group of schools and how it is likely to evolve if things are left as they are. Attention should then be paid to the potential for enhancing the learning environment for students. ~~The questions set out below are intended to help the Accommodation Review Committee to focus on common issues in order to reach a constructive and positive outcome. It is not possible, however, to avoid the assessment of individual schools.~~

In carrying out its mandate, the Accommodation Review Committee will weigh the value of the schools to the student above the other factors to be assessed.

4.3 — ~~The Accommodation Review Committee School Valuation Report Framework~~

In respect of the school or group of schools being studied, the Accommodation Review Committee will consider the questions set out in the Accommodation Review Committee Report Framework, and may consider such additional questions as it determines to be relevant.

In answering these questions, the Accommodation Review Committee will consider the School Valuation Factors listed in Appendix A, both in respect of the existing organization of the schools and any proposed organization, and may add factors to be addressed.

1. Does the school or group of schools currently provide the range of mandatory programs required to meet the Ministry of Education policies and ensure program quality for all the students of the Board who reside in the catchment area?
2. Does the school or group of schools currently provide the range of optional programs required to ensure an appropriate education and program quality for all the students? What optional programs cannot be offered currently that are available in other Board schools?
3. Is the operation of the schools or size of schools supported by the funding guidelines of the government or are there other sustainable sources of revenue to support the operation?
4. Do enrolment projections and development plans indicate that the enrolments will be high enough for the next five (5) years to keep the current organization educationally and financially viable?
5. Is there a proposed organization of all or some of the existing schools that could result in each remaining school being able to provide the range of mandatory programs required to meet the Ministry of Education policies and ensure program quality for the Board's students who reside in the existing or proposed catchment area, and that could result in each remaining school being able to provide the range of optional programs required to ensure an appropriate education and equity for all the students? What optional programs could be offered in the proposed organization that are available in other District School Board schools?

~~The Accommodation Review Committee School Valuation Report Framework (continued)~~

6. Can the proposed school organization result in an equivalent or improved environment for the students from a health and safety perspective?



7. What bussing would be required under the proposed organization? If there are increased bussing costs, can these be offset by reduced operating and administrative resource costs?
8. What are the financial benefits of the proposed school organization that would enable the Board to maintain or improve the student learning environment? Would the operation of the proposed school organization be supported by the funding guidelines of the Student-Focused Funding Model or are there other sustainable sources of revenue to support the operation of this organization?
9. What are the capital requirements of the proposed school organization in terms of renewal, additions, new schools or program enhancements? Would they be supported by the funding guidelines of the Student-Focused Funding Model or are there other sustainable sources of revenue to support the capital requirements, such as the shared use of a building or site?
10. Do alternative organizations of all or some of the schools offer better long-term opportunities to provide quality educational services and accommodation for students within current fiscal realities?
11. What effects would the proposed organization have on community activities of social, educational, cultural or recreational nature?
12. What are the possible alternative uses for any building recommended for consolidation or closure?

2.7 — Information and Documentation

An information package necessary to permit the Accommodation Review Committee to carry-out its mandate will be provided no later than at the commencement of the Committee's first public meeting. The package will include the following with plain language explanations, which will also be made available to the public via posting on the Board's website and in print format at the Catholic Education Centre of the Board:

- The most recent Long-Term Capital Plan of the Board to provide a context for the accommodation review;
- Background information regarding the schools located within the area of the accommodation review. This information is to include, but not necessarily be limited to, the following:
 - Organization and programming information for each school under study;
 - Maps of the area;
 - Enrolment and capacity information for each school in the review area;
 - Information outlining where students attending each school in the review area reside;

Information and Documentation (continued)

- Demographic projections concerning future enrolments at schools within the review area;
 - Information on transportation;
 - Floor plans of schools under study;
 - Site plans of schools under study;
 - Data on portables;
 - Expenditures and revenues for each school in the review area with particular emphasis on school operations (i.e., heating, lighting, cleaning, routine maintenance), school administration;
 - Information regarding renewal needs of each school in the review area; and
 - Information regarding the current community use of each school in the review area.
- Alternate accommodation plans for the students in the schools located within the area of the accommodation review including suggestions as to where the students could be accommodated, what changes to existing facilities might be required, what programs could be available to the students, and associated transportation requirements.



Board staff will respond to reasonable requests for additional information from the Accommodation Review Committee and will append responses to the minutes of the meetings at which the questions prompting the responses were raised, and will post the responses on the Board's website.

2.8 — ~~The Accommodation Review Committee School Valuation Report~~

The Accommodation Review Committee will prepare a School Valuation Report addressing the questions set-out earlier in this Policy and those that it chooses to add, and will provide its advice to staff and the Board on the matters to be addressed in Staff's report to the Board. The Committee will also ensure that the following issues are addressed:

- The implications for the program for students both in the school under consideration for consolidation, closure or program relocation and in the school(s) where programs may be affected.
- The effects of consolidation, closure or program relocation on the following:
 - The attendance area defined for the schools;
 - Attendance at other schools;
 - The need and extent of bussing.
- The financial effects of consolidating or not consolidating the school, including any capital implications;
- Revenue implications as a result of the consolidation, closure or program relocation;
- Savings expected to be achieved as a result of the consolidation, closure or program relocation;
- School operations (heating, lighting, cleaning, routine maintenance);
- Expenditures to address school renewal issues which will no longer be required
- Additional expenditures, if any, at schools which will accommodate students displaced as a result of a consolidation, closure or program relocation decision taken by the board

~~The Accommodation Review Committee School Valuation Report (continued)~~

- School operations (heating, lighting, cleaning, routine maintenance);
- School administration;
- School renewal;
- Transportation.
- Net savings/costs associated with:
 - Teaching staff;
 - Paraprofessionals;
 - Student transportation
- The possible alternative use or disposition of an empty building.

The Accommodation Review Committee will deliver its School Valuation Report to the Director of Education not earlier than ninety (90) days, and not later than 120 days, after the beginning of the Committee's first public meeting, excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break.

7.0 Accommodation Review Committee School Accommodation Report

Through a series of working meetings and a minimum of four (4) public meetings, the ARC will in accordance with the PARG, author an Accommodation Report that will make accommodation recommendation(s) consistent with the objectives and Reference Criteria outlined in the TOR attached to this procedure as Appendix A. The ARC will deliver its Accommodation Report to the Director, who will have the ARC Accommodation Report posted on the Board's website. The ARC will present its Accommodation Report to the Board. Both the ARC's Accommodation Report to the Board and the Staff Report to the Board will occur on the same scheduled Board Meeting date.



8.0 Consideration of the Accommodation Review Committee School Valuation ~~School Valuation~~ Accommodation Report

8.1 Staff's Report to the Board

The Associate Director or Designate will review the recommendations of the Accommodation Review Committee and prepare a Staff Report to the Board.

The report will include as appendices the Accommodation Review Committee's ~~School Valuation~~ Accommodation Report and recommendations, the information package provided to the Committee, minutes of the Accommodation Review Committee meetings and any material received by the Committee or the Board from the public.

The recommendation accompanying the report will be one or more of the following:

- To maintain the schools and to continue to monitor them;
- To reorganize the schools, their programs or their grade structures;
- To change the boundaries of the schools;
- To consolidate and/or close one or more of the schools.

The report and recommendations will be presented to the Board in public session at a regularly-scheduled meeting not less than thirty (30) calendar days after the Accommodation Review Committee ~~School Valuation~~ Accommodation Report was delivered to the Director of Education.

8.2 Board Meeting for Public Input

The Board will hold a meeting for public input no sooner than thirty (30) calendar days after the report and recommendations are presented to the Board in public session, in order to provide an opportunity for the public to make formal presentations to the Board concerning the report and the matters that are addressed in it. ~~and in the Accommodation Review Committee School Valuation Report.~~ The public meeting may be scheduled as part of one of the Board's regularly scheduled meetings. On the date that the Board schedules the meeting for public input, it will also schedule the Board meeting to consider school accommodation referred to in Section ~~3.4~~ 8.4 of this Policy Procedure.

~~Board Meeting for Public Input (continued)~~

A minimum of ~~two (2) weeks~~ fourteen (14) calendar days notice of the public Board meeting for input will be provided via school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers and will include date, time, location, purpose, contact name and number.

The public may provide written input to the Director of Education at any time after the Accommodation Report and the Staff Report have been presented to the Board for its consideration.

8.3 Staff's Follow-up Report to the Board

Following the Board meeting for public input, staff will prepare a report to the Board in which it will report on and respond to the representations made by the public, for the next regularly scheduled Board meeting. Staff may revise its earlier recommendations to the Board.



Staff's follow-up report will include copies of the presentations made by the public during the board meeting for public input and those received directly, and minutes of the Board meeting for public input.

Staff's follow-up report will be released publicly and be posted on the Board's website.

8.4 Board Meeting to Consider School Accommodation

The Board will make its decision regarding the school accommodation recommendations in the Accommodation Review Committee Report, ~~Associate Director~~ Staff Report and Staff's Follow-up Report (if one is required) to the Board at a regularly scheduled meeting, which will not occur sooner than sixty (60) calendar days after the presentation of the ~~Associate Director Report~~ ARC's Accommodation Report and the Staff Report, thirty (30) calendar days after the Board meeting for public input and fifteen (15) calendar days after the Staff's Follow-up Report is released publicly.

Public notice of the meeting at which the Board will make its decision regarding the school accommodation recommendations in the Accommodation Review Committee's School Valuation Accommodation Report, ~~Associate Director's Report~~ Staff's Report and Staff's Follow-up Report to the Board will be provided through school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers, and will include date, time, location, purpose, contact name and number at least sixty (60) calendar days prior to the date of the Board meeting, excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break.

Parents/Guardians, Staff and School Council members will be informed within ~~ten (10)~~ fourteen (14) calendar days, in writing, through their respective schools, of the Board's decision, which will also be posted on the Board's website.

The Board may make any accommodation decision that it deems advisable in relation to the schools under review by an Accommodation Review Committee despite a Committee recommendation to the contrary.

If the Board's decision is consolidation, closure or program relocation, the following school year will be used to plan for and implement the Board's decision, except where the Board and the affected community believe that earlier action is required. The Board's decision will set clear time lines.

8.5 Administrative Review of the Accommodation Review Process

An administrative review of an accommodation review process undertaken by the Board may be available under the Ministry document entitled *Administrative Review of the Accommodation Review Process* posted on the Board website and available at the Catholic Education Centre of the Board.

9.0 The School Integration Process

It is important the integration of students and staff into their new school(s) is achieved in a way that is positive and supportive for the students and parents of the respective school communities. This process of integration should be carried-out in consultation with parents and staff. The Director, or designate, will establish an Integration Committee immediately following the final decision to close a school.

9.1 Mandate of the Integration Committee

The Integration Committee will plan for and implement the positive integration of students and staff affected by consolidation, closure or program relocation into their new school environment.



9.2 Composition of the Integration Committee

The Integration Committee will consist of the following persons:

- The appropriate Superintendent of Education;
- One trustee, normally a trustee representing the area under study.
- From each affected school:
 - the school principal;
 - the school council chair or designate.

The Committee has the authority to enlist additional members.

9.3 Operation of the Integration Committee

The Chair of the Board will appoint one trustee as the Chair of the Integration Committee.

The Superintendent will function as secretary and resource person. Other resource personnel can be called to assist the Integration Committee.

9.4 Meetings of the Integration Committee

The Integration Committee will operate within the time lines in this Policy and will meet as often as required.

9.5 School Closing Ceremony and Funding

The Integration Committee will determine whether a school closing ceremony is appropriate. If a closing ceremony is recommended, the Committee will design the format and program. The Principal will contact the Associate Director, Corporate Services & Treasurer to make the necessary financial arrangements and obtain a budget allocation. The Board will provide funds up to ~~\$250~~ 500.

9.6 Timelines

The Integration Committee will report to the Director of Education and through the Director to the Board no later than February of the final year of a school on the progress of integration planning, and again no later than after six (6) months after the implementation of the consolation decision.

TABLE OF TIMELINES

10.0 Table of ARC Timelines and Milestones

Action	By Whom	When	Provision
Presentation of the Preliminary Report to the Board	Director	Discretion	4 2.0
Board decision to establish an Accommodation Review Committee	Board	Discretion	2 3.0
Notice of Board decision to establish an Accommodation Review Committee	Principals Director	Within one (1) week 7 days of decision*	2 3.0
Establishment of the membership of the Accommodation Review Committee	Board	Following the decision to establish an Accommodation Review Committee	3.2
Notice of first Accommodation Review Committee Public Meeting	Accommodation Review Committee	At least 60 30 days prior to the meeting*	2.4 4.1
Delivery of Information Package to the	Staff	No later than the	2.7 4.0



Action	By Whom	When	Provision
Accommodation Review Committee		Accommodation Review Committee's first public meeting	
First Accommodation Review Committee Public Meeting	Accommodation Review Committee	As scheduled by the Accommodation Review Committee.	2-4 4.1
Notice of second Accommodation Review Committee Public Meeting	Accommodation Review Committee	At least two (2) weeks 14 days prior to the meeting*	2-4 4.1
Second Accommodation Review Committee Public Meeting	Accommodation Review Committee	As scheduled by Accommodation Review Committee	2-4 4.1
Notice of third Accommodation Review Committee Public Meeting	Accommodation Review Committee	At least two (2) weeks 14 days prior to the meeting*	2-4 4.1
Third Accommodation Review Committee Public Meeting	Accommodation Review Committee	As scheduled by the Accommodation Review Committee	2-4 4.1
Notice of the fourth Accommodation Review Committee Public Meeting	Accommodation Review Committee	At least two (2) weeks 14 days prior to the meeting*	2-4 4.1
Fourth Accommodation Review Committee Public Meeting	Accommodation Review Committee	As scheduled by the Accommodation Review Committee	2-4 4.1
Delivery of Accommodation Review Committee Valuation Valuation Accommodation Report	Accommodation Review Committee	Not earlier than 90 days after the beginning and not later than 95 days after the beginning of not later than 120 days after the Accommodation Review Committee's first public meeting.*	2-8 7.0
Staff's Report and Recommendations	Staff	Not less than 30 days after the Accommodation Review Committee report was delivered to the Director of Education	3-1 8.1
Board sets dates for Board meeting for public input and for Board meeting to decide accommodation	Board	As scheduled by the Board	3-2 8.2
Notice of Board Meeting for Public Input	Board	A minimum of two (2) weeks 14 days notice of the Public Meeting*	3-2 8.2
Board Meeting for Public Input	Board	As scheduled by the Board, but not sooner than 30 days after Staff's Report and recommendations are presented to the Board in public session *	3-2 8.2



Action	By Whom	When	Provision
Staff's follow-up report on accommodation	Staff	Next regularly scheduled Board meeting	3-3 8.3
Notice of Board Meeting to decide accommodation	Board	60 days prior to the Board meeting.*	3-4 8.4
Board Meeting to decide accommodation	Board	At a regularly scheduled meeting which will not occur sooner than 60 days after the presentation of Staff's Report, 30 days after the Board Meeting for public input and 15 days after Staff's follow-up report as released publicly*	3-4 8.4
Notice of decision on accommodation	Principals Director	Within one (1) week 14 days of decision	3-4 8.4
Appointment of the Integration Committee	Director	Within one (1) week 7 days of Board decision	4 9.0
First Integration Committee Report to the Director	Integration Committee	February of the school's last year of operation and consolidation occurs as determined by the Board	4-6 9.6
Consolidation occurs	Board	As determined by Board	3-4 8.4
Second Integration Committee Report to the Director	Integration Committee	Within six (6) months of the implementation of the consolidation decision	4-6 9.6

* ~~Excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break.~~
*Calendar days, excluding from the calculation school holidays such as summer vacation, Christmas and Spring break, including adjacent weekends.

Definitions

Ministry

Ministry of Education for the Province of Ontario.

Accommodation Review Committee (ARC)

An advisory body established by the Board to conduct a public accommodation review of a school or group of schools, which must include membership drawn from the community.

Pupil Accommodation Review Guideline (PARG)

A Ministry document that provides direction to the school boards regarding the public accommodation reviews undertaken to determine the future of a school or group of schools.

Administrative Review of Accommodation Review Process

A Ministry document that sets out the conditions under which the Ministry may conduct a review of a school board's accommodation review process once the process is complete and once the Board of Trustees have made a decision.

Average Daily Enrolment (ADE)

The measure of enrolment used for Ministry funding purposes and which is calculated using two count dates within the school year: October 31st and March 31st. The full-time equivalent of students enrolled in a board's schools are weighted



at 0.5 for each of the count dates. Junior Kindergarten (JK) and Senior Kindergarten (SK) pupils are counted as half time students. Where a school has implemented the Ministry's Early Learning Program, JK and SK pupils will be counted as full-time students.

On the Ground Capacity (OTG)

The rated capacity for a facility as indicated on the Ministry of Education School Facilities Inventory System.

Operating Costs

Encompasses all of the expenditures required to operate the Board facilities including but not limited to heating, lighting, maintaining and cleaning.

Long-Term Capital Plan (LTCP)

The Board's flexible study identifying future school accommodation adjustments that are anticipated based on current and future enrolment projections. The LTCP identifies projects that the Board is considering over a 15 year period.

Director of Education (Director)

The Director of Education of the Brant Haldimand Norfolk Catholic District School Board.

References

Ministry of Education Pupil Accommodation Review Guidelines (PARG, Revised June 2009)
Administrative Review of Accommodation Review Process
BHNCD SB Long-Term Capital Plan (LTCP)
Ministry of Education Memorandum 2009:B7

Appendix A Procedure 400.16

Accommodation Review Committee Terms of Reference (TOR)

The Terms of Reference (TOR) were developed in accordance with the Ministry's 2009 revised *Pupil Accommodation Review Guidelines* (PARG) and supports the Brant Haldimand Norfolk Catholic District School Board's Administrative Procedure AP400.16 entitled "Pupil Accommodation Review".

1.0 Mandate and Objectives of the Accommodation Review Committee (ARC)

- 1.1 With school valuation as its focus and the Board's strategy for supporting student achievement, the ARC is to lead the public review and act in an advisory role that will study, report and provide recommendations on accommodation option(s) with respect to the group of schools or school being reviewed for the Board of Trustees' consideration and decision. Accommodation options may consider consolidation, closure or program relocation leading to the continued provision of strong educational programming and opportunities for students in safe, healthy and accessible learning environments that effectively utilize Board facilities.
- 1.2 A separate ARC shall be established for each group of schools being studied.
- 1.3 This ARC is charged with the review of the following schools:
[Insert List of School(s)]

2.0 Membership of the ARC

- 2.1 The ARC should consist of the following persons:
 - One trustee, normally a trustee representing the area under study;
 - The appropriate Superintendent of Education;
 - The Associate Director, Corporate Services & Treasurer or Designate;
 - From each affected school:
 - § the school principal or designate
 - § one teacher
 - § one non-teaching staff member
 - § three parents, one of whom will be the school council chair or designate
 - § A Parish representative Priest in the community under review or designate

In accordance with Section 3.3 of AP400.16, the Director will appoint ~~the Chair of the ARC~~ **one member of senior administration to be Chair of the ARC (who will not have any "Voting" status).** ~~The Chair of the ARC will not be a trustee.~~

- 2.2 Where three (3) or more schools are being reviewed, ARC membership may be adjusted so that the Committee does not become too large to function effectively.
- 2.3 All members of the ARC are voting members with the exception of the Superintendent of Education, and the Associate Director, Corporate Services & Treasurer or Designate who are non-voting members.
- 2.4 Recognizing the value of the ARC's contribution to the Board's ability to provide quality educational opportunities for its students, ARC members must be prepared to make a commitment to attend all, or nearly all of the working meetings and public meetings
- 2.5 In the event that an ARC member is unable to commit to attending all, or nearly all of the meetings, the ARC Chair has the authority to address the attendance issue and recommend a solution.
- 2.6 The ARC will have resource staff available to provide information requested or to provide

expertise not already within the ARC. The following are available resources:

- Principals of the affected schools.
- Administrative support for minute taking.
- Dedicated resources to enable the ARC to understand the issues that exist and to provide:
 - support to ensure compliance with the Board's policy and procedure;
 - information relevant to the mandate of the ARC as requested by the ARC;
 - information relevant to the mandate of the ARC to support community questions or requests;

2.6.1 If the ARC Chair sees a need for additional expertise or if additional expertise is requested by the ARC, guest ARC Resources may be invited to attend specified meetings.

2.7 The ARC will be deemed to be properly constituted whether or not all of the listed members are able to participate.

2.7.1 Written invitation to participate on the ARC will be issued with a deadline date for acceptance. A nil response by that date will be considered as non-acceptance.

3.0 Operation of the ARC

3.1 The Director will appoint ~~a Chair of the~~ **one member of senior administration to be Chair of the** Accommodation Review Committee, ~~who will not be a trustee~~. The Associate Director or Designate will function as secretary and resource person.

The ARC Chair is responsible for:

- Convening and chairing ARC meetings;
- Managing the development of the process according to the ARC mandate, the Terms of Reference and the supporting SIP;
- Coordination of the activities of the ARC, requesting support, resources, and information relevant to the ARC's mandate from the BHCNDSB staff;
- Ensuring completion of the ARC Accommodation Report.

3.2 A SIP for each affected school necessary to permit the ARC to carry out its mandate will be provided at or prior to the ARCs first working meeting.

3.3 For each affected school the SIP will include the following and will be made available to the public via a posting on the Board's website and in print format at the Catholic Education Centre upon request:

- The section of the Board's most recent Long-Term Capital Plan that deals with the municipality or area under review;
- Relevant background information regarding the schools located within the area of the accommodation review.

3.4 The ARC will meet as often as required to review and analyze all pertinent data and prepare for the mandatory public meetings. Working meetings of the ARC shall be open for observation only by the public.

3.5 The ARC shall determine a schedule of dates, times and location of meetings. This should be established at the first meeting of the ARC subject to Provision 3.7 of Appendix A and Section 10.0 of the Pupil Accommodation Review Procedure.

3.6 Working meetings of the ARC may be held regardless of all voting members being present.

- 3.7 The ARC will complete its work within the timelines outlined in this Policy.
- 3.8 In the event that a member is unable to fulfill his/her duties on the ARC, the Principal of the affiliated school(s) working with the Chair of the ARC, may co-opt another representative. If a replacement cannot be found, the ARC will continue to function.
- 3.9 The ARC will provide information to the affected school communities on an ongoing basis.
- 3.10 Resource staff will respond to reasonable requests for additional information from the ARC and will include the response(s) to the question(s), in the ARC's working binder under the appropriate section, and will post the responses on the Board's website.
- 3.11 Requests for information in keeping with the ARC's mandate and in keeping with the schools under review, will be provided by ARC Resource staff in a timely manner for the ARC's use and if the information is requested from an external party, for the ARC's approval. It may not always be possible to obtain responses to requests for information in time for the next scheduled meeting. If this occurs, ARC Resource staff will provide an estimated availability time.
- 3.12 All ARC meetings will be structured to encourage an open and informed exchange of views.

4.0 Reference Criteria

- 4.1 In accordance with the PARG, the Reference Criteria is to frame the parameters of the ARC discussion, which will lead to the development of the ARC Accommodation Report. The Reference Criteria is to help the ARC assess:
 - 1) The current situation, if the situation was left unchanged and;
 - 2) How the situation may improve if accommodation option(s) were implemented.
- 4.1.1 CURRENT SITUATION - The ARC is to examine the school(s) under review from the perspective of the following criteria (see bullets in 4.1.2 below) as the criteria relates to the current situation and the projected situation (both physical and educational).
- 4.1.2 ACCOMMODATION OPTION(S) PROPOSED - The ARC is also to examine the school(s) under review using the following criteria to assess the feasibility of the potential accommodation option(s) being recommended.
 - § Declining school or program enrolments which currently impact or may limit a student's educational and social opportunity;
 - § The absence of sufficient instructional space within a school or a group of schools (which may impact a student's access to programming and physical resources e.g., gym, library);
 - § The presence of surplus instructional space within a school or a group of schools;
 - § The physical condition of a school or a group of schools which may impact the quality of the learning environment and/or limited financial resources of the Board.
- 4.2 The ARC may include additional reference criteria.

5.0 Working Meetings

- 5.1 The goal of the working meetings is to ensure that information is prepared for presentation at each of the minimum four public meetings. The materials prepared will support the objectives and the Reference Criteria of this TOR and will help the ARC in its development of the ARC Accommodation Report.
- 5.2 The ARC Resource staff will work with the ARC to prepare all working meeting and Public Meeting agendas and materials. Meeting agendas and materials are to be made available by e-mail to the ARC members and posted on the Board's website when possible at least 24 hours in advance of the scheduled meeting.
- 5.3 ARC Resource staff will ensure that accurate minutes are recorded. These minutes are to reflect the discussions that take place and decisions that are made at working meetings and at Public Meetings. ARC meeting minutes will be posted to the Board's website after the minutes have been approved by the ARC.
- 5.4 All information provided to the ARC is to be posted on the board's website and made available in hard copy if requested.
- 5.6 Working Meetings of the ARC shall be open to observation by the public.

6.0 Public Meetings

- 6.1 In addition to ARC working meetings, the Accommodation Review Committee will hold at least four (4) public meetings in accessible facilities. These meetings will be organized as follows:
 - At the first public meeting, the Accommodation Review Committee will describe the TOR including its mandate, outline its study process, and give the public a briefing on the data and issues to be addressed. The ARC will present the Preliminary School Accommodation Review Report prepared by the Director, including the Board/Staff proposed alternative accommodation option(s).
 - At the second public meeting, the Accommodation Review Committee will present a completed SIP (refer to Appendix B) for the school(s) under consideration and receive community input;
 - At the third public meeting, the Accommodation Review Committee will present the accommodation option(s) which may or may not include the Board/Staff proposed alternative accommodation option(s) and request community input;
 - At the fourth public meeting, the Accommodation Review Committee will present to the public, the draft ARC Accommodation Report and recommendations and will receive community input. The Committee may make changes to the report based on feedback at the meeting.
- 6.2 The ARC Chair will call the first public meeting no earlier than thirty (30) calendar days after the date of its appointment.
- 6.3 Notice of the first public meeting will be provided no less than thirty (30) calendar days in advance of the meeting. A minimum of fourteen (14) calendar days notice will be provided in respect of other public meetings.
- 6.4 Public notice of the public meetings will be provided through school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers, and will include date, time, location, purpose, contact name and email address.

7.0 ARC Accommodation Report

- 7.1 The ARC Accommodation Report which is a mandatory outcome of the ARC's work, is to be submitted to the Director, by the Chair of the ARC. The ARC Accommodation Report is to be drafted in plain language.
- 7.1.1 The ARC will prepare a report that will make accommodation recommendation(s) consistent with the objectives and Reference Criteria outlined in the TOR.
- 7.1.2 The ARC should also consider the following issues and try to address these as well as possible in the ARC Accommodation Report:
- The implications for the program for students both in the school under consideration for consolidation, closure or program relocation and in the school(s) where programs may be affected.
 - The effects of consolidation, closure or program relocation on the following:
 - The attendance area defined for the school(s)
 - Attendance at the other school(s)
 - The need and extent of transportation
 - The financial effects of consolidating or not consolidating the school, including any capital implications.
 - Savings expected to be achieved as a result of the consolidation, closure or program relocation:
 - School operations (heating, lighting, cleaning, routine maintenance)
 - Expenditures to address school renewal issues which will no longer be required
 - Revenue implications as a result of the consolidation, closure or program relocation.
 - Additional expenditures, if any, at schools which will accommodate students displaced as a result of a consolidation, closure or program relocation decision taken by the Board:
 - School operations (heating, lighting, cleaning, routine maintenance)
 - School administration
 - School renewal
 - Transportation
 - Net savings/costs associated with but not limited to the following:
 - Teaching staff
 - Paraprofessionals
 - Transportation
 - The possible alternative use or disposition of an empty building.
- 7.1.3 The ARC will deliver its Accommodation Report to the Director not earlier than ninety (90) calendar days and not later than one hundred and twenty (120) calendar days after the beginning of the ARC's first public meeting. The Director will post the ARC Accommodation Report on the Board's website.
- 7.1.4 The ARC shall present the ARC Accommodation Report to the Board of Trustees.

8.0 Capital Planning Objectives and Partnership Opportunities

- 8.1 The Board is to outline its capital planning objectives for the area under review in order to provide the ARC with context for the accommodation review processes and decisions.
- The Board is to provide five-year enrolment projections, by grade, for each school included in the review. In addition, if requested by the ARC, longer-term enrolment projections and/or school-age population data for the subject review area will be provided in order to support effective decision-making by the ARC.
 - These capital planning objectives should take into account opportunities for partnerships with other school boards and appropriate public organizations that are financially sustainable, safe for students, and protect the core values and objectives of the school board.
 - The Board is to inform the ARC of such known or reasonably anticipated partnership opportunities, or lack thereof, at the beginning of the ARC process.

9.0 Alternative Accommodation Option(s)

- 9.1 The Board must present at least one alternative accommodation option that addresses the objectives and the Reference Criteria outlined in Section 4.
- 9.2 Where the Board's proposed alternative accommodation option(s) include new capital investment, the Board staff will advise the ARC on the availability of funding. Where no funding exists, Board staff will propose how students would be accommodated if funding does not become available.
- 9.3 The ARC may create alternative accommodation option(s), consistent with the objectives and Reference Criteria outlined above.
- 9.4 ARC Resource Staff will provide the necessary data to enable the ARC to examine the options proposed. This analysis is necessary to assist the ARC in finalizing the ARC Accommodation Report to the Director.
- 9.5 Where the ARC recommends accommodation option(s) that include new capital investment, the ARC Chair will advise the ARC on the availability of funding. Where no funding exists, the ARC, with the support of Board Administration will propose how students would be accommodated if funding does not become available. ARC Resource staff will provide analysis support for this process.
- 9.6 All accommodation options developed by the Board or by the ARC are to address, at a minimum, where students would be accommodated; changes that may be required to existing facilities; program availability and transportation.

Appendix B Procedure 400.16

School Information Profile (SIP)

The Brant Haldimand Norfolk Catholic District School Board is required by the 2009 revised *Pupil Accommodation Review Guidelines* (PARG) to develop a School Information Profile (SIP) and complete the SIP for each school under review and deliver to the ARC.

The ARC will discuss and consult about the SIP prepared by the Board for the schools under review. ARCs are encouraged to introduce other factors that could be used to reflect the local circumstances and priorities which may help to further educate the community about the schools. The Committee may not subtract or alter factors.

This discussion is intended to familiarize the ARC members and the community with the schools in light of the objectives and reference criteria set out in the TOR. The final SIP and the TOR will provide the foundation for discussion and analysis of accommodation options.

Planning Area: _____

School Name: _____

Address: _____

Program Offering	
Regular Track	
French Immersion	
Specialized (please provide type)	
Other (please specify)	

School Information	
Year Constructed	
Size of permanent structure in m ²	
Site Size in hectares	
Green Space Size in hectares	
School Ministry Rated Capacity	
# of Portables	
Availability of Parking	
Student drop-off and pick-up area on site (Y/N)	
Bus-loop (Y/N)	
Number of Classrooms	
List Specialized Spaces (e.g., Gym, Science Room, etc.)	
Accessibility (provide information indicating areas of accessibility, e.g., ramp, washroom, etc.)	
List available outdoor play areas (e.g., soccer field, track, playground)	
Partnerships with Community Groups	
List Groups using the school or grounds	
List Community Tenants (e.g., Child Care Centre)	
Staffing	
Current	
Impact over next 5 years	
# of students bused	
# of students that walk	

School Information	
# of out of area students	
List of course offering available in addition to the Core Curriculum requirements	
What programs if any, does the school have to support student success	
Student achievement data: Provision of EQAO report for current year and other measures Board may have in use	
What pathways does the school offer (e.g., independent living, work, apprenticeship, college, university)?	
What specialist high-skills majors does the school offer?	
What is the expectation of expansion on the specialist high-skills major given the enrolment projections for the school?	
List of extra-curricular activities available	
List of co-curricular activities available	
List of before and/or after school programs (e.g., Breakfast Club)	
Proximity of school to Parish	
Is the school used as a Parish (rural areas or areas where Parish space is limited)	

Financial Analysis of School	Cost
Current Per pupil cost to operate the school (administration, operating and maintenance)	
5-year projected per pupil cost to operate the school (administration, operating and maintenance)	
Current transportation cost	
5-year projected transportation cost	
Board average per pupil cost to operate a school (administration, operating and maintenance)	
Board average transportation cost	
Replacement Value of the School Building	
Current Cost of needed Repairs (ReCAPP data)	
Current Facilities Condition Index (FCI)	
Cost of needed Repairs over the next 5 years	
Projected FCI at end of 5-year period	
Cost of needed Repairs over the next 10 years	
Projected FCI at end of 10-year period	

5-Year Historic Enrolment by Program, summed to the school level:

Program	Insert Yr. 1	Insert Yr. 2	Insert Yr. 3	Insert Yr. 4	Insert Yr. 5
Total Enrolment:					
Utilization:					

Actual enrolment for current year and projected enrolment (5 years) by Program, summed to the school level:

Program	Current Year	Insert Yr. 1	Insert Yr. 2	Insert Yr. 3	Insert Yr. 4	Insert Yr. 5
Total:						
Utilization:						

Using the information provided above, consider the following:

1.0 Value to the Student

- 1.1 How are programs impacted by the enrolment trend at the school? – consider the past five years, the current year, and the projected 5 years.
- 1.2 How are extracurricular and/or co-curricular activities impacted by the enrolment trend at the school? Consider the past five years, the current year, and the projected 5 years.
- 1.3 What would the impact be to the students if this school were to close from the perspective of such issues as program delivery, extra-curricular co-curricular activities and transportation?
- 1.4 Does the physical configuration and space of the building support or not support program offering (e.g., gym, library/resource centre, dedicated subject area rooms, general purpose rooms, Resource Withdrawal, Special Education, ESL, FSL, staff work room and storage)?
- 1.5 What type of classroom/school organization is possible with the eligible staffing allocation?
- 1.6 What safety measures are in place at the school (e.g., security cameras)?
- 1.7 How does the physical configuration of the building support or not support program offering (e.g., gym, library allocation)?
- 1.8 How does the physical configuration of the outdoor play area(s) support or not support program or nutrition break offering (e.g., gym)
- 1.9 How does student achievement and graduation rates at the school compare to the Board Average, the Provincial Average?

- 1.10 Does the school have before and/or after school programs to address the needs of students at risk?
- 1.11 What Parish opportunities are available to the students due to the proximity of the Parish or the Parish's involvement at the school (e.g. strong involvement of the local priest, local priest involved in sacramental preparation, school provides access to daytime mass)?
- 1.12 Is there a safe route for pedestrian and vehicular traffic flow?
- 1.13 Have specialized programs or opportunities been created or offered to the students at this school?

2.0 Value to the Board

- 2.1 Considering the condition and location of the school, what upgrades/major repairs to the building need to be addressed? Please list and provide estimated costs and timing of proposed upgrades/major repairs.
- 2.2 Describe the condition and adequacy of the school grounds (e.g. playing field and hard space, green space, parking) – if repairs are required, please list and provide estimated costs and timing of proposed repairs.
- 2.3 Is there room on the site for a permanent addition, portables or space to expand parking?
- 2.4 What is the proximity of the school to the local Parish and/or other Catholic schools?
- 2.5 How does the cost (Administration and Operations) to operate the school today compare to the board average?

- 2.6 How does the current transportation cost compare to the board average? Is the percentage of students bussed to school more than 66 percent? Is the longest bus ride to school for any student more than 60 minutes? Is the average bus ride to school more than 30 minutes?
- 2.7 How are programs impacted by the enrolment trend at the school? – consider the past five years, the current year, and the projected 5 years.
- 2.8 What would the impact be to the Board if this school were to close? Assess the response based on the location of the school (e.g., only school in the community, rural school, location of Parish, operating and transportation costs, savings etc.)
- 2.9 Does the physical configuration and space of the building support or not support program offering (e.g., gym, library/resource centre, dedicated subject area rooms, general purpose rooms, Resource Withdrawal, Special Education, ESL, FSL, staff work room and storage)?
- 2.10 Does the school have before and/or after school programs to address the needs of students at risk?
- 2.11 Is the school the only school within the Community?
- 2.12 Does the utilization rate for the school exceed 75 percent of building or the capacity of the building?
- 2.13 Is enrolment at the school less than the surplus space in adjacent schools?
- 2.14 Are there alternate schools that students/parents could select to attend, i.e., private or other?

3.0 Value to the Community

- 3.1 Is the school frequently used as a community resource/support or as a Parish resource/support? If yes, please list uses both indoor and outdoor and number of hours per week per user.

- 3.2 Are any of the supports listed above transferable to another location within the board's schools to ensure continued community/Parish supports are in place?

- 3.3 Are the school's grounds formally and/or informally used on a regular basis by community groups for outdoor activities?

- 3.4 Is this the only playing field or green space in the vicinity that could be used by community groups?

- 3.5 Is the school the only school in the community?

- 3.6 Does the school offer a range of programs that serve not only the students but also the community (e.g., adult ESL)? If yes, please list programs.

- 3.7 Is the school involved in a longterm community commitment (e.g, child care centre, Parish)? If yes, please identify the commitment and indicate if there are alternative sites to support the commitment should the school close.

- 3.8 Is the school of historical significance to the community?

- 3.9 Does the school site provide the only available parking for local parks and community use?

4.0 Value to the Local Economy

- 4.1 Does the location of the school attract or retain families in the community?

- 4.2 Is the school involved in community partnerships?

- 4.3 Is this the only school in the community? If yes, please explain the impact on the community if the school were to close.

- 4.4 Are there training opportunities or partnership opportunities involving the school and local businesses? If yes, please list.

- 4.5 Does the school provide Co-operative Education opportunities for students? If so how many students are participating in Co-operative Education?

- 4.6 Are there training opportunities for students with local employers and how easy is it for these students to get to work?

SIP Conclusion/Summary

Board Staff are to summarize the Profile based on the responses to the questions.

The Summary should address/provide:

- Impact of the school remaining open: How would it affect the students, the community, the Board and the local economy with particular emphasis on the impact on students, and;
- Description of the benefits if the planning area situation were improved through consolidation/closure, etc. with specific emphasis placed on the benefits to the students. Describe the impact on the community, the Board and the local economy.



Interim Policy: Nutrition – Creating a Healthy Environment

		Policy Number:	XXX
Adopted:	XXX	Former Policy Number:	n/a
Revised:	N/A	Policy Category:	Student
Subsequent Review Dates:	TBD	Pages:	3

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board believes as a Catholic Learning Community in the development of healthy school nutrition based environments for students and staff. The Board shall provide food services that feature nutritious foods and nutrition education programs and activities.

Policy Statement:

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

- § Healthy school eating environments which encourage and model healthy living behaviours are created in the district schools. These healthy school environments will support all members of the school community to develop and maintain healthy eating practices while consistently providing healthy food choices and healthy eating messages throughout the school and at school related events and activities.
- § Food and beverages served and sold in schools to students and at work sites reinforce the good nutritional practices emphasized in the Ontario Curriculum, the Canada Food Guide, and in educational programs offered in our schools and at work sites. This includes cafeterias, canteens, vending machines, lunch, breakfast and snack programs, and fund-raising events.
- § In district schools and work sites, the food choices available are from food and beverages of maximum nutrition and comply with provincial legislation relating to nutrition, such as the Healthy Food for Healthy Schools Act and any other pertinent legislation.
- § Food and beverages that are served and sold are primarily for the purposes of providing nutrition rather than for revenue generation.
- § Fund-raising that contributes to educational programs and opportunities for students are complementary to the health of students and the community that supports them (with one allowable exemption per school year).
- § Partnerships between schools and businesses are designed with an emphasis on identified health and educational needs before considering commercial motives.
- § Hand washing is promoted as a simple and effective way to reduce the spread of food-borne illnesses, as well as colds and flu.
- § Foods served and sold in schools adhere to Board policies regarding allergy-safe foods and safe food environments. The Anaphylaxis Policy of the Board will be implemented when considering foods sold, served, or brought into the school or work sites.
- § Food and beverages must be prepared, served, and stored in accordance with Regulation 562, “Food Premises,” as amended under the Health Protection and Promotion Act.
- § Collaboration with school councils, community sponsors, etc. will make them aware of Policy and Program Memorandum 150 (PPM 150) and provide training opportunities to continue to build healthy relationships.

Glossary of Key Policy Terms:

Healthy School Nutrition Environment (from the Call to Action)

“A healthy school nutrition environment is made up of nine essential elements. These elements are:

1. Food and nutrition policies to support healthy eating;
2. Nutrition education for students;
3. Nutrition education for staff provided by registered dietitians;
4. Healthy, reasonably priced and culturally appropriate food choices available in schools;



Brant Haldimand Norfolk Catholic District School Board

5. Positive role modeling of healthy eating by school staff;
6. Student, parent and community education about healthy eating;
7. School nourishment programs;
8. Safe food practices and allergy-safe environment; and,
9. Appropriate scheduling of nutrition breaks.”

Nutrition Education

Nutrition education is the process of teaching current nutrition knowledge in ways that promote the development and maintenance of positive attitudes and habits of eating nutritious food.

Healthy Food Choices

A healthy food choice is the process of selecting foods of maximum nutritional value. These foods are:

- § Good or excellent sources of important nutrients (e.g. vitamins, minerals, protein and fibre);
- § Generally low in added fat, sugar and/or salt;
- § Found within one of the four food groups in Eating Well with Canada’s Food Guide;
- § Generally whole grains, vegetables and fruit, low fat milk products, and lean meats and alternatives.

Serve/Sell Most (≥80%)

Products in this category are the healthiest options and generally have higher levels of essential nutrients and lower amounts of fat, sugar, and/or sodium. They must make up at least 80% of all food choices that are available for sale or served in all venues, through all programs, and at all events. See PPM 150 Appendix Nutrition Standards for Ontario Schools. The same applies to beverage choices.

Serve/Sell Less (≤20%)

Products in this category may have slightly higher amounts of fat, sugar and/or sodium than foods and beverages in the “Serve/Sell Most” category. They must make up no more than 20% of all food choices that are available for sale or served in all venues, through all programs, and at all events. See PPM 150 Appendix Nutrition Standards for Ontario Schools. The same applies to beverage choices.

Foods Not Permitted to be Served or Sold

Products in this category generally contain few or no essential nutrients and/or contain high amounts of fat, sugar, and/or sodium. Foods and beverages in this category may not be served or sold in schools. See PPM 150 Appendix Nutrition Standards for Ontario Schools.

Food Borne Illness

Food borne illness (also food borne disease) is any illness resulting from the consumption of food. Food borne illness is commonly called food poisoning, even though most cases are caused by a variety of pathogenic bacteria, viruses, prions or parasites that contaminate food, rather than chemical or natural toxins.

Special Event Days

A day designated by the principal of the school on which food and/or beverages served or sold in schools are exempt from the nutrition standards as outlined in PPM 150 and this policy.

References

Bill 8 – “Healthy Foods for Healthy Schools Act, 2008” – An Act to amend the Education Act

(www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90e02_2.htm#BK572)

Foundations for a Healthy School document (Ministry of Health/Ministry of Education)

(www.edu.gov.on.ca/eng/healthyschools/foundations.pdf)

Education Act, Section 265, Duties of Principals: Care of Pupil

Call to Action: Creating a Healthy School Nutrition Environment, Ontario Society of Nutrition Professionals in Public Health School Nutrition Workgroup Steering Committee, 2004

(www.osnpph.on.ca/pdfs/call_to_action.pdf)

Ontario Physical and Health Education Association (OPHEA) – Healthy and Physical Education Curriculum Support binders, Grade 1 to 8



**Brant Haldimand Norfolk
Catholic District School Board**

Eating Well with Canada's Food Guide, Health Canada, 2007

(www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php)

Nutrition Tools for Schools resource (contact local health unit) – Classification of foods with maximum, moderate, and minimum nutritional value

Brant Haldimand Norfolk Catholic District School Board Policy #700.5, Fund-raising in Elementary Schools

Brant Haldimand Norfolk Catholic District School Board Policy #700.6, Fund-raising in Secondary Schools

Brant Haldimand Norfolk Catholic District School Board Policy #200.19, Administration of Medication Procedures or Health Support Services and Emergency Response

Brant Haldimand Norfolk Catholic District School Board Policy #200.18, Anaphylaxis: Reducing the Risks

Regulation 562 "Food Premises" as amended under the Health Protection and Promotion Act



Nutrition – Creating a Healthy Environment
APxxx001

Procedure for:	Principals & Vice-Principals	Adopted:	Month, dd, yyyy
Submitted by:	Superintendent of Education	Revised:	N/A
Category:	Students		

Purpose

The purpose of this procedure is to guide Board personnel and school communities in the development of healthy school environments that support student learning and success by encouraging students, staff and parents/guardians to make nutritious food and beverage choices.

Responsibilities

All Board staff shall follow this administrative procedure. Specific directions are provided for senior administration and principals.

Information

It is the responsibility of all schools and worksites in the Brant Haldimand Norfolk Catholic District School Board to comply with provincial legislation relating to nutrition including the Healthy Food for Healthy Schools Act (Bill 8), the School Food and Beverage Policy (PPM 150) and other pertinent legislation. This administrative procedure covers food and beverages sold or served to students and staff during the school day, at school or board sponsored special events, at meetings or in-services, at sporting events and at all board sites, including non-instructional sites.

The procedure does not apply to food and beverages that are:

- § For personal consumption, brought from home or purchased off school premises and are not for resale in schools;
- § Available for purchase during field trips off school premises;
- § Sold in schools for non-school purposes after school hours (e.g. sold by an outside organization that is using the gymnasium for a non-school-related event);
- § Sold for fundraising activities that occur off school premises provided these activities occur no more than one (1) time per year in both elementary and secondary schools;

Notwithstanding the above, the guidelines for food sold, served and brought to school as detailed in the Brant Haldimand Norfolk Catholic District School Board Anaphylaxis Policy apply to all schools and board sites, including non-instructional sites.

Procedures

The following procedures shall be followed:

1.0 Senior Administration

The Senior Administration will encourage and communicate the following consistent healthy eating messages in school and work site environments in order to promote a positive effect on health, growth, and intellectual development.

The Senior Administration will:

- § work with partners to ensure that nutrition and food safety training for food service staff, including volunteers, is available.



- § ensure when food service and beverage contracts are renewed that the contracts are in compliance with the nutrition standards of PPM 150 and the Brant Haldimand Norfolk Catholic District School Board Nutrition Policy.
- § collaborate with service providers to provide healthy options, following the Board's nutrition policy guidelines, in school cafeteria and vending machines that are favourably priced, (i.e. Foods in the "Sell Most" category will be offered at an equal or lesser cost than those in the "Sell Less" category).
- § ensure all food and beverages served/sold at Board-sponsored meetings, workshops, special events, Catholic School Council events, will comply with the standards as outlined in PPM 150 and the Brant Haldimand Norfolk Catholic District School Board Nutrition Policy.
- § establish a Nutrition Steering Committee that will provide direction to co-ordinate, review, and evaluate the implementation and effectiveness of nutrition programs in the system, and to make changes where necessary. An annual analysis of healthy eating environments will be conducted by the Nutrition Steering Committee and reported to the Director of Education.

2.0 Principals

Principals will ensure:

- § that food and beverages provided to students and staff will be in compliance with the nutrition standards of PPM 150 and the Brant Haldimand Norfolk Catholic District School Board Nutrition Policy.
- § staff do not use food as a reward to promote positive classroom behavior.
- § school-sponsored fund-raising activities will promote either nutritious foods or non-food items. When food is chosen as the fund-raiser item, the principal will ensure that only food in the "Sell Most" category value be used.
- § the healthy choices are favourably priced, (i.e. Foods in the "Sell Most" category will be offered at an equal or lesser cost than those in the "Sell Less" category).
- § staff members will adhere to policies regarding allergy-safe foods and safe food environments. The Anaphylaxis Policy of the Board will be implemented when considering foods sold, served, or brought into the school or work site.
- § that all food preparation follows provincial food safety practices and applicable regulations. Principals are encouraged to work with their local public health unit to access food safety training.
- § that classroom teaching tools should not display or promote corporate logos or brand names. The use of actual packaged foods to teach label reading, for example, is permissible.
- § that teaching staff continue to consult with the local public health unit on healthy eating.
- § that school staff encourage parents and/or guardians to send nutritious meals and snacks to schools and events for their child(ren). Practical suggestions for school lunches and snacks will be included in school newsletters, through collaboration with the local public health unit.
- § along with Sports Co-ordinators, that sporting events, such as tournaments or meets must serve and sell food and beverages that comply with the standards of PPM 150 and the Brant Haldimand Norfolk Catholic District School Board Nutrition Policy.
- § that they work with parents, staff and students to access appropriate resources and nutrition education opportunities such as:
 - § Ontario Curriculum Health and Physical Education, 2008
 - § Health Unit
 - § Ontario Physical and Health Education Association (OPHEA) Healthy Physical Education (HPE) Binders
 - § Eating Well with Canada's Food Guide
 - § Curriculum-based Workshops
 - § School Food and Beverage Policy (www.ontario.ca/healthyschools)
- § work with the local public health unit in their ongoing efforts to educate and encourage students, parents, and the community about Student Nutrition Programs and nutrition education. Schools with nutrition programs follow the Student Nutrition Program Nutrition Guidelines developed by the Ministry of Children and Youth Services.



- § Communicate the Ministry Policy (PPM 150), the Brant Haldimand Norfolk Catholic District School Board Nutrition Policy and Policy Directive annually to parents/guardians, students and the community and provide guidelines and suggestions for foods to be served to students for lunches, snacks and school celebrations.
- § solicit the views of the school council and, where appropriate, students with respect to the designation of special event days for the school. The maximum number of days in the school year that may be designated as special event days for a school is ten (10). School administrators will communicate the dates of special event days to the school community. On such a designated special event day, schools are encouraged to follow the nutrition policy, but may, if they so choose, serve or sell foods or beverages that do not comply with the standards in PPM 150 and the Brant Haldimand Norfolk Catholic District School Board Nutrition Policy, e.g. an ice cream sandwich day or birthday treat day.
- § along with school councils, recommend that the sale of non-food items be selected for fundraising purposes.

3.0 Cafeterias

Cafeterias in all schools and Board sites, including non-instructional sites, sell or serve foods that comply with the nutrition standards contained in PPM 150 and the Brant Haldimand Norfolk Catholic District School Board Nutrition Policy. When negotiating food service contracts with food service providers for cafeterias or for schools (e.g. hot lunch providers), the Brant Haldimand Norfolk Catholic District School Board will use the Request for Proposal (RFP) process and will include the following:

- § use of locally grown and produced foods wherever possible;
- § healthy foods that reflect cultural diversity and provide options for vegetarians and vegans on a regular basis; and,
- § provide access to nutritional information of all foods sold or served.

In addition, the Purchasing Department will provide a copy of the Brant Haldimand Norfolk Catholic District School Board Nutrition Policy to food service providers and review it with them to ensure compliance.

Definitions

Food

Includes both foods and beverages.

School Tuck Shop and Canteens

Small retail operations within a school that sell food, beverages and other items, usually for fundraising purposes.

Food Service Provider

Private, for-profit company or community volunteer group that serves or sells food and/or beverages to students and staff within a school or worksite.

Fundraising

Any voluntary contribution, sale of goods or services, or event, which is organized and conducted for the purpose of generating funds. Fundraising may occur within the school or outside of the school.

School Nutrition Steering Committee

The Board will establish a central Nutrition Steering Committee with membership from employee groups, students, parents/guardians and community members.

References

Bill 8 – “Healthy Foods for Healthy Schools Act, 2008” – An Act to amend the Education Act
(www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90e02_2.htm#BK572)

Foundations for a Healthy School document (Ministry of Health/Ministry of Education)
(www.edu.gov.on.ca/eng/healthyschools/foundations.pdf)



Education Act, Section 265, Duties of Principals: Care of Pupil

Ontario Physical and Health Education Association (OPHEA) – Healthy and Physical Education Curriculum Support binders, Grade 1 to 8

Eating Well with Canada's Food Guide, Health Canada, 2007
(www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php)

Brant Haldimand Norfolk Catholic District School Board Policy #700.5, Fund-raising in Elementary Schools

Brant Haldimand Norfolk Catholic District School Board Policy #700.6, Fund-raising in Secondary Schools

Brant Haldimand Norfolk Catholic District School Board Policy #200.19, Administration of Medication Procedures or Health Support Services and Emergency Response

Brant Haldimand Norfolk Catholic District School Board Policy #200.18, Anaphylaxis: Reducing the Risks

Appendices

Appendix A Monitoring Compliance



Appendix A – Monitoring Compliance

Nutrition – Creating a Healthy Environment

To the Principal:

1. The School Food and Beverage Policy (PPM 150) requires the principal to communicate the status of compliance with the School Food and Beverage Policy to the school board.
2. Please record all special events in which the food provided to students does not comply with the regulations and standards outlined in the School Food and Beverage Policy and the Board Nutrition Policy – Creating a Healthy Environment (#####).
3. Principals are required to limit the number of special events which do not comply with Ministry and Board standards to a maximum of 10 days. Special event days will be reviewed annually by the Board Nutrition Committee in an effort to reduce the number of days used.
4. **Please forward one completed copy of this form to the Director's office by June 30th and retain one copy at the school or board location.**

Name of School: _____

- This school is in compliance with the standards and regulations outlined in the School Food and Beverage Policy (PPM 150).
- This school is in compliance with the standards outlined in the Board _____ Nutrition policy.

Date of Report

Principal Signature

Special events which do not comply with Ministry and Board standards must be reported on the chart below.



Special Events which do not comply with Ministry and Board standards were held at this school on the following dates:

Special Event (include date and purpose)	Food and Beverage Served



Vending Machine Assessment Tool

Assessment Date: _____

Vending Machine Type/ID: _____

School: _____

Contact person: _____

Please complete this assessment tool for each vending machine found in your school. These forms must be submitted by June 30th of each year. A copy should be retained for your records at the school or board location.

Part A

Fill out the information regarding each product sold and then categorize each product as sell most, sell less or not permitted using the standards outlined in the Ministry of Education's School Food and Beverage Policy.

Product Name and Company	Flavour/Description	Package Size	Number of Slots Used	Sell Most	Sell Less	Not Permitted for Sale
Total Choices						

Total of Choices:

Total Number of Food Choices Available _____

Total Number of Beverage Choices Available _____



Vending Machine Assessment Tool

Part B

Assessment

Compare the Total Number of Choices available to the Number of Choices in the **Sell Most** category.

***The total number of *Sell Most* choices must equal or exceed 80% of the total number of choices available.**

***There must be a balance between the number of slots used and the choices available. Each choice should have equal representation in the slots available in the vending machine.**

Food

Total Number of Choices Available _____
Total Number of Sell Most Choices _____
% of Sell Most Choices _____

Beverage

Total Number of Choices Available _____
Total Number of Sell Most Choices _____
% of Sell Most Choices _____

This vending machine is in compliance with the 80/20 rule outlined in the School Food and Beverage Policy (PPM 150).

Date of Report

Principal Signature



Monitoring Compliance Nutrition – Creating a Healthy Environment

Name of Food Service Supplier: _____

Address: _____

Contact Name: _____

Contact Number and email: _____

We/I, the above named Food Service Supplier, have read and understand the requirements of the Ministry of Education's School Food and Beverage Policy.

We/I have assessed the products that we are selling (or providing) in your school against the requirements of the School Food and Beverage Policy and confirm that:

- r At least 80% of the food choices and beverage choices offered for sale in many venues, programs, or events are from the Sell Most category and these foods are of maximum nutritional value.
- r No more than 20% of the food choices and beverage choices offered for sale in any venues, programs, or events are from the Sell Less category.
- r No food or beverages will be sold from the Not Permitted for Sale category.

Signature

Date

For the full text copy of the Ministry of Education's School Food and Beverage Policy, please visit www.ontario.ca/healthyschools.



Resolving Issues Together!

Trustees' Retreat – April, 2011

Brant Haldimand Norfolk CDS

Facilitator's Report

**By: D. Scott Ferguson, B Com, CA, CMC, ACC
Facilitator**

Date: April 20, 2011 (Draft)



Resolving Issues Together!

Table of Contents

INTRODUCTION	1
RESULTS OF DELIBERATIONS	2
REFLECTIONS AND NEXT STEPS	5
Appendices	
A: Discussion Guidelines	6
B: Outline of a Code of Conduct	7
C: Differentiating Roles	12

Resolving Issues Together!

INTRODUCTION

Purpose

On April 5th and 6th 2011, the Trustees and Director of Education of the Brant Haldimand Norfolk Catholic District School Board met in a facilitated workshop to discuss the implications for this board of Bill 177 and related issues.

Context

Bill 177 is a significant document regarding the governance of Ontario school boards. Its effects are being felt in boards across the province. Elements of the Bill require discussion in terms of implications for board governance.

The government has announced its intention to issue further directives to clarify and standardize the Bill's implementation.

One of the governance tools that the government encourages, and may soon mandate, is the development of a Board Code of Conduct. Discussion at this retreat provides direction as to what the content of such a code for this Board should include.

Overview of the Event

The event began with Mass celebrated by Fr. Maurice (Mo) Charbonneau followed by dinner with the Director of Education and Superintendents. The Director then joined the trustees for their deliberations Tuesday evening and Wednesday.

The discussions were guided by an independent facilitator, Scott Ferguson, of *Progress Consulting™*. Scott has 21 years facilitating governance, strategic planning and continuous school improvement for Catholic school boards. He most recently designed, facilitated and reported on the Board of Directors' retreat of the Ontario Catholic Schools Trustees' Association.

This document is the facilitator's report.

A Critically Important Event

Trustees and the Director of Education believe that it was critically important, and overdue, to conduct this workshop, primarily to foster a clearly understood, healthy, consistent and mutually respectful and respected relationship among board members and between the board and staff.

RESULTS OF DELIBERATIONS

What it means to be a Catholic School Trustee

Trustees began their discussion by reflecting on the meaning of their vocation as Catholic school trustees.

Their comments included:

- *to promote and speak positively about the Catholic school system*
- *help protect and preserve Catholic education*
- *contribute to the school board's and schools' positive Catholic environment and to their improvement*
- *be responsible stewards of the taxpayers' money*
- *provide students with the benefit of a good education*
- *contribute to a variety of perspectives being brought upon issues facing the school board*
- *contribute the wisdom of our experience and many roles within Catholic education and in our other walks of life*
- *encourage and promote close cooperation among home, school and parish for the benefit of Catholic students and Catholic education*
- *provide parents with a route of "being heard" when they have exhausted all other options*
- *provide administration with the benefit of our objectivity*
- *display our passion for Catholic education*
- *see and reflect "the big picture" and contribute to the betterment of the whole.*

The important role of elected school trustees

While there has indeed been considerable standardization in recent years of many aspects of publically funded Ontario education, trustees believe that there remain many other aspects where provincial "one policy fits all" approach would not be appropriate. School boards in Ontario vary greatly – Catholic or public – urban or rural – large, medium-sized or small. Their needs vary as well. Trustees are members of and are responsible to the local school board community. In most cases, school trustees attended a school within the board they govern, and often within the riding they represent. Elected trustees bring an understanding of their communities and can shape policies to be most successful within the local context.

Trustees provide a local, easily reachable "human" face to education that a provincial body cannot. They work to engage the local community in local education.

They provide, as much as possible, "a level playing field" – equal opportunity – for Ontario students and their families.

They advocate for the electorate and ratepayer. This is a unique and very important aspect of being an elected trustee.

They provide local "due diligence" in a more focused manner than a central provincial agency could achieve.

As a board, they also provide an open and public forum for the discussion of policy as it affects the local schools.

Benefits of this Discussion

Participants reflected on the value of the above discussion.

They said the discussion:

- *fostered a better understanding of one another's perspectives*
- *provided an opportunity to rise above "issues" and reflect on and renew our perspective on our role as Catholic school trustees, and*
- *revealed that we have more in common than differences.*

Discussion Guidelines

Participants applied and benefited from Discussion Guidelines, which appear in Appendix A.

Issues Addressed

Participants sought to, and did, address the following issues:

- what is to be discussed by the board in public or private
- requesting information from staff
- constructive ways of asking questions
- being respectful
- avoiding or dealing with situations where discussions get "heated up".

Code of Conduct

Participants addressed these issues by:

- working with and making revisions to the draft outline of a Code of Conduct as shown in Appendix B, and
- differentiating, in more detail than is provided by Bill 177, between Board "policy issues" and administrative "day-to-day" matters, as shown in Appendix C.

Getting to know Principals

Participants discussed the wisdom of being directly concerned "two levels down" (ie: regarding the hiring and actions of the Director and Superintendents of Education). The results of this discussion are included in Appendices B and C.

In the past, trustees were involved in the hiring panels for principals. Administration does not object to this continuing. Regardless, trustees want a means of getting to know principals. They recommend a regular and periodic activity or event for trustees and principals to get to know one another, such as those organized at Peterborough Victoria Northumberland & Clarington Catholic District School Board.

Trustees' Visits to Schools

This was a topic of lengthy discussion. Participants agreed that:

- trustees may visit schools when invited to attend and support school functions and celebrations or as a volunteer, and
- on a pilot project, for approximately 6 months, beginning at the start of the next school year, a trustee may visit and learn about a school by making mutually acceptable arrangements with the principal, clearly agreeing on the purpose of the visit.

No school visit is to be, or encourage, “an end run” around administration.

This consensus is reflected in suggested modifications to the outline of a Code of Conduct in Appendix B.

Following the pilot period, administration will report to the board on the experience of the pilot based on feedback from trustees, principals and superintendents.

The Director will discuss all of this thoroughly with Superintendents and Principals.

Other Conclusions

All other conclusions have been integrated into Appendices B and C.

REFLECTIONS AND NEXT STEPS

Reflections

Participants reflected on this retreat.

They were surprised:

- as to the openness of each trustee and the Director
- about the willingness to work to and seek agreement
- about the extent of preconceived notions of one another that surfaced and got cleared
- as to the extent of amicable agreement on difficult issues
- that similarities among trustees outweighed differences
- differences are often more about semantics than substance, and
- how participants could see themselves and their past behaviours amid the comments of others and were able to accept that feedback without reacting emotionally.

They believe that the implications of this retreat will likely be:

- a strong sense of trustees' ownership for the conclusions in this document
- a difference in how trustees address and resolve issues among them
- a heightened degree of candour among trustees
- the ability to leave "old issues" and "baggage" in "the past"
- a consensus on many important and long standing issues that had been bothering trustees
- a common language, going forward, for addressing difficult topics more effectively, and
- the 30 second rule!

Follow-Up Discussions

Due to illness, one trustee was unable to attend this retreat. Consider a follow-up informal "in service" discussion of and reflection on this report.

Also, consider a periodic discussion of adherence to the Code as part of an in-camera agenda.

Code of Conduct

Request that the Director of Education use the input in Appendix B to propose a Code of Conduct for the Board's consideration to replace both the existing Code and Board Governance Policy.

Distribution of Report

Trustees should decide on the distribution of this report, such as to the Superintendents of Education.

Discussion Guidelines

1. Observe the 30 second rule. Make your point in 30 seconds or less.

2. Build consensus

I agree

I disagree

I don't understand

I also believe

3. ... without compromise

Not: *"I know who said that"*

Rather: *"Why didn't I think of that?????"*

4. "Bottom Line" it

Not:

1. Story/anecdote
2. Reasoning
3. Example
4. Point.

Rather:

- | | |
|-------------------|---------------------------------------------|
| 1. Point. | If accepted, stop. Otherwise proceed to ... |
| 2. Example | If accepted, stop. Otherwise proceed to ... |
| 3. Reasoning | If accepted, stop. Otherwise proceed to ... |
| 4. Story/anecdote | |

5. Tell others what you hear/understand them to say.

Outline of Code of Conduct

Colour Coding

All aspects of this Appendix were discussed at the workshop. Material in **black font** was introduced as input to the meeting and was drawn from various documents that trustees have received regarding Bill 177. Material **in red font** represents specific text **added by way of consensus during the retreat**.

Minister's Message – June 8, 2010 (excerpts)

Higher levels of student achievement are this government's top priority in education and all partners in the education sector have a role to play. Good governance by our trustees and directors of education is necessary to enhance student achievement and well-being, close gaps in student achievement and maintain confidence in the province's publicly funded education system.

The Governance Review Committee (GRC) recommended trustee codes of conduct as effective governance tools for the education sector and noted, in fact, that many school boards already have a code of conduct in place. The regulation would consolidate this practice across the province. Every board will be required to adopt a code of conduct which, as recommended by the GRC, will include minimum provincial provisions. Boards will be able to add provisions to their code of conduct to address local concerns and reflect the mandate and vision of their board.

Approximately half of school boards have a trustee code of conduct or "code of ethics." There are certain principles that are widely reflected in these policies. The enclosed consultation paper identifies these commonly held principles and related standards of behaviour, any or all of which could form the provincial provisions for every code of conduct.

The following six principles are commonly found in trustee codes of conduct. The GRC noted they could be used to develop provincial standards. Each principle is followed by examples of related trustee responsibilities, which could form the provincial provisions for trustee codes of conduct.

Good Governance booklet (page 39)

A Code of Conduct is intended to provide a common understanding of how to conduct the work of the school board with appropriate authority and integrity and, thereby, promote public confidence.

Potential Format

1. Aim of Catholic education
2. Role of the board
3. Role of trustee
4. Relationship between the board and staff
5. Integrity and dignity of office
6. Avoidance of personal advantage and conflict of interest
7. Compliance with legislation
8. Civil behaviour
9. Respect for confidentiality
10. Upholding board decisions.

This format was adopted for the purposes of the retreat. In a future draft, **consider a format that separates and emphasizes trustees' Rights versus Responsibilities**.

Potential Content

#1. AIM OF CATHOLIC EDUCATION

- a. The aim of Catholic Education is the development of each student toward personal fulfillment and responsible citizenship motivated by the Spirit of the Gospel and modeled on the example of Jesus Christ
- b. [in a future draft, add content from *This Moment of Promise*]
- c. [In a future draft, add content about student achievement]

#2. ROLE OF THE BOARD

- a. The Board is a statutory entity – created by provincial legislation
- b. The Board is the focal point of governance.
- c. Various powers are set out in the *Education Act*.
- d. Generally, the Board has **collective** power to manage the local school system
- e. The Board prescribes duties and manages through the Director
- f. Day-to-day operations are the responsibility of the Director

#3. ROLE OF THE INDIVIDUAL TRUSTEE

- a. The Trustee is a statutory entity – created by provincial legislation.
- b. A Trustee is a member of the Board of Trustees; The Board is composed of Trustees.
- c. Trustees have the right to:
 - i. Visit the board's schools
 - ii. Receive notices of Board meetings
 - iii. Vote on Board decisions
 - iv. Run for re-election
 - v. Resign, subject to Board consent
- d. The Members of the Brant Haldimand Norfolk Catholic District School Board of Trustees occupy positions of public trust and confidence.
- e. They are expected to discharge their duties and responsibilities in a professional, impartial and Catholic manner.
- f. The Catholic School Trustee shall, within the duties prescribed in Acts and Regulations and reflecting a ministry within the church:
 - (i) acknowledge that Catholic schools are an expression of the teaching mission of the Church
 - (ii) provide an example to the Catholic Community by active participation in the communal life of a parish, and by a personal lifestyle that reflects the teaching of the Church
 - (iii) provide the best possible Catholic education according to the programs approved by the Canadian Conference of Catholic Bishops and the provincial Minister of Education
 - (iv) affirm a strong sense of Christian Catholic Community; and
 - (v) provide support, encouragement and prayer for the efforts of all persons engaged in the ministry of Catholic Education in Canada.

- g. It is imperative that the Trustees be, and be seen to be acting in the best interests of the public they serve.
- h. Trustees shall physically attend at least one meeting every four months (s. 229)
- ~~i. The Act does not mention any relationship between individual Trustees and:~~
 - ~~___ Staff~~
 - ~~___ Individual constituents~~
- j. Trustees have no legal authority to act ~~on their own~~ outside of Board meetings except according to the express wishes and direction of the Board of Trustees
- k. Trustees have general and specific accountabilities to their communities; these may conflict with the interests of the “board community”; trustees are to make decisions in the best interests of the entire school district community

#4. RELATIONSHIP BETWEEN THE BOARD AND STAFF

- a. Director of Education is “Chief Education Officer”
- b. [add content regarding the Director’s role as Secretary to the Board]
- c. Officers (eg: Superintendents) are responsible to the Board through the Director
- d. *Education Act* expects Director and staff to implement policy – Board’s and provincial

#5. INTEGRITY AND DIGNITY OF OFFICE

- a. discharge one's duties loyally, faithfully, impartially and in a manner that will inspire public confidence in the abilities and integrity of the Board;
- b. recognize that the expenditure of school board funds is a public trust and endeavour to see that the funds are expended efficiently, in the best interests of the students.

#6. AVOIDANCE OF PERSONAL ADVANTAGE AND CONFLICT OF INTEREST

- a. refrain from accepting a gift from any person or entity that has dealings with the Board if a reasonable person might conclude that the gift could influence the member when performing his or her duties to the Board;
- b. refrain from using the office to advance the member's interests or the interests of any family member or person or organization with whom or with which the member is associated;
- c. refrain from using the office to obtain employment with the Board for the member or a family member.

#7. COMPLIANCE WITH LEGISLATION

- a. discharge duties in accordance with the Education Act and comply with the Municipal Conflict of Interest Act;
- b. uphold the letter and spirit of the code of conduct.

#8. CIVIL AND CONSTRUCTIVE BEHAVIOUR

- a. visit schools when invited to attend and support school functions and celebrations or as a volunteer
- b. otherwise [a 6 month pilot process to begin at the beginning of the next school year] to visit and learn about a school, make mutually acceptable arrangements with the principal, clearly agreeing on the purpose of the visit
- c. direct members of the public to appropriate avenues of communication to address their concerns in accordance with board policy
- d. conduct public meetings with dignity for one another, staff, any guests and the public, assuming the virtue of others
- e. refrain from engaging in conduct during meetings of the Board and at all other times that would discredit or compromise the integrity of the Board
- f. refrain from advancing allegations of misconduct that are frivolous, vexatious or vindictive in nature against another member of the Board.
- g. conduct debate in public, except for issues that are required to be in-camera
- h. comments in public should be:
 - sensitive to the history of Catholic education, and
 - sensitive to and in support of the Mission of the Catholic school board
- i. prepare for all meetings, especially by reviewing the content of all materials provided for and at the meeting
- j. leverage, as much as possible, previous public discussions, and materials and minutes thereof, such as those of board committees
- k. speak on one's own behalf rather than on behalf of others at the meeting
- l. focus the discussion, not on personalities, but on salient issues and not in an accusatory manner
- m. ask questions that are relevant to the agenda, for information or clarification, not to question motives, and do so respectfully
- n. as much as possible, seek information from staff via questions rather than by requesting a written report
- o. request a written report from staff only where the issue is complex and significant and via a motion of the board
- p. call for action via a motion or amendment to bring concerns to closure
- q. provide the opportunity for questions before a motion is proposed; speak to the motion ("for" or "against", not questions) once the motion is proposed
- r. when posing a question and believing that the question has not been answered, clearly state the aspect that has not been addressed and seek a reasonable assurance as to how and when the additional information will be provided
- s. expect that questions will be considered respectfully and that the respondent, such as the Director or a Superintendent of Education, will say so if any aspect of the question is unclear
- t. make points that are relevant, clear and brief and that are not unhelpfully repetitious
- u. listen to and consider all relevant perspectives on an issue, and
- v. make the best possible decisions in good faith and in good conscience.

#9. RESPECT FOR CONFIDENTIALITY

- a. keep confidential any information disclosed or discussed at a meeting of the Board, or part of a meeting of the Board, that was closed to the public, unless required to divulge such information by law;
- b. refrain from using confidential information for either personal gain or to the detriment of the Board.

#10. UPHOLDING DECISIONS

- a. accept, by words, behaviour and action, the decisions of the board;
- b. comply with Board policies and procedures;
- c. refrain from speaking on behalf of the Board unless authorized to do so.

[Also, add a "What if?" provision as part of the role of the Chair to describe how adherence to the Code will be monitored and what action will be taken in the event of non-adherence]

Differentiating Roles

Trustees developed a common interpretation of the distinction in Bill 177 between day-to-day operations and trustee roles.

Included in “Day to Day” operations	Trustee Roles
a. <i>Making sure that we are providing the best possible environment for our staff and students</i>	p. <i>To set policies as outlined by the Ministry and to adapt these policies to our School Board.</i>
b. <i>Making sure that Ministry guidelines are being followed.</i>	q. <i>To ensure that all our schools provide a welcoming environment for parents and students</i>
c. <i>Utilization of all the resources and talents that are available in our system to carry out our Mission Statement.</i>	r. <i>If we are aware of problems within our schools, we are to instruct parents on where to seek advice to solve their problems and not try to solve the problem ourselves. That is not our role but administrative procedures are in place.</i>
d. <i>Discipline of staff</i>	s. <i>We are to promote Catholic education throughout our communities</i>
e. <i>Overseeing all minutiae of the board</i>	t. <i>Strategic planning</i>
f. <i>Resolution of complaints</i>	u. <i>Budget approval</i>
g. <i>Interviewing</i>	v. <i>Goal setting to achieve strategic plan</i>
h. <i>Communications</i>	w. <i>Monitoring of goals and targets.</i>
i. <i>Normal day to day operation of the school and school board</i>	x. <i>Performance appraisal of the director</i>
j. <i>Day to day operations are those events/activities surrounding meeting objectives and dealing with student/staff related items.</i>	y. <i>Take part in interviews “two levels down” for the Director of Education (hiring) and Superintendants (input to hiring)</i>
k. <i>Hiring</i>	z. <i>Parameters of labour negotiations and approval of the results</i>
l. <i>Staffing</i>	aa. <i>Trustees consult with the community, which includes the schools.</i>
m. <i>Selection of programs</i>	bb. <i>The figurehead or face of the Board is the Chair</i>
n. <i>Contract negotiations (see also “z”)</i>	cc. <i>Holds Director accountable for ensuring policies are in place and implemented</i>
o. <i>Portfolio of senior staff</i>	dd. <i>Setting parameters and principles for policies which will govern the operations</i>