



# BRANT HALDIMAND NORFOLK Catholic District School Board

## Agenda

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

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**Board Meeting**  
**Tuesday, March 30, 2021 ♦ 7:00 p.m.**  
**Microsoft**

**Trustees:**

**Members:** Rick Petrella (Chair), Carol Luciani (Vice-Chair), Cliff Casey, Bill Chopp, Dan Dignard, Mark Watson, Alex Medeiros (Student Trustee)

**Senior Administration:**

Michael McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer), Rob De Rubeis, Kevin Greco, Lorrie Temple (Superintendents of Education)

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**1. Opening Business**

**1.1 Opening Prayer**

*Almighty God, bless us as we gather today for this meeting. Guide our minds and hearts so that we will work for the good of our community and be a help to all people. Teach us to be generous in our outlook, courageous in the face of difficulty, and wise in our decisions. We give you praise and glory, Lord our God, for ever and ever. Amen*

**1.2 Attendance**

**1.3 Approval of the Agenda**

Pages 1-2

**1.4 Declaration of Interest**

**1.5 Approval of Board Meeting Minutes – February 23, 2021**

Pages 3-5

Approval of Special Board Meeting Minutes – March 12, 2021

Pages 6-7

**1.6 Business Arising from the Minutes**

**2. Presentations**

**2.1 New Math Curriculum**

Pages 8-25

**3. Delegations**

**4. Consent Agenda**

**5. Committee and Staff Reports**

**5.1 Unapproved Minutes and Recommendations from the Committee of the Whole Meeting – March 23, 2021**

Pages 26-30

Presenter: Carol Luciani, Vice-Chair

- Conflict of Interest Policy 300.24 (pgs. 31-33)
- Student Attendance Policy 200.29 (pgs. 34-58)
- Hiring – Academic Staff Policy 300.10 (to be distributed)

**5.2 Student Trustee Update**

Page 59

Presenter: Alex Medeiros, Student Trustee



**6. Information and Correspondence**

**6.1** COVID Update

**6.2** Director's Annual Report

**7. Notices of Motion**

**8. Notices of Motion Being Considered for Adoption**

**9. Trustee Inquiries**

**10. Business In-Camera**

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

**11. Report on the In-Camera Session**

**12. Future Meetings and Events**

Page 60

**13. Closing Prayer**

*Heavenly Father, we thank you for your gifts to us: for making us, for saving us in Christ, for calling us to be your people. As we come to the end of this meeting, we give you thanks for all the good things you have done in us. We thank you for all who have shared in the work of this Board, and ask you to bless us all in your love. We offer this prayer, Father, through Christ our Lord. Amen*

**14. Adjournment**



# BRANT HALDIMAND NORFOLK Catholic District School Board

## Minutes

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

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### Board Meeting Tuesday, February 23, 2021 ♦ 7:00 p.m. Microsoft Teams

**Members:** **Trustees:**  
Rick Petrella (Chair), Carol Luciani (Vice-Chair), Cliff Casey, Bill Chopp, Dan Dignard,  
Mark Watson, Alex Medeiros (Student Trustee)

**Senior Administration:**  
Mike McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer), Rob De Rubeis, Kevin Greco, Lorrie Temple (Superintendents of Education)

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#### 1. Opening Business

##### 1.1 Opening Prayer

The meeting was opened with prayer led by Vice-Chair Luciani.

##### 1.2 Attendance

Pursuant to Section 5, Subsection 5.1(2) of Ontario Regulation 463/97 under the *Education Act* which requires that certain members of a board be physically present at meetings, will not apply when schools are closed as a result of an order made under the *Education Act*, the *Health Protection and Promotion Act* (HPPA) or the *Emergency Management and Civil Protections Act* (EMCPA). In these circumstances, a board will be able to meet exclusively by electronic/virtual means.

Attendance was as noted above

##### 1.3 Approval of the Agenda

Moved by: Dan Dignard

Seconded by: Bill Chopp

THAT the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the February 23, 2021 Board meeting.

**Carried**

##### 1.4 Declaration of Interest - Nil

##### 1.5 Approval of Board Meeting Minutes – January 16, 2021

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the January 16, 2021 Meeting of the Board.

**Carried**

##### 1.6 Business Arising from the Minutes – Nil

#### 2. Presentations - Nil

#### 3. Delegations – Nil

#### 4. Consent Agenda – Nil



**5. Committee and Staff Reports**

**5.1 Unapproved Minutes and Recommendations from the Committee of the Whole Meeting - February 16, 2021**

Vice-Chair Luciani reviewed the business of the February 16, 2021 Committee of the Whole meeting and brought forward the following recommendations:

- THAT the Brant Haldimand Norfolk Catholic District School Board approves the proposed 2021-22 School Year Calendars for Elementary and Secondary schools.

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Committee of the Whole Meeting of February 16, 2021.

**Carried**

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board approves the recommendations of the Committee of the Whole Meeting of February 16, 2021.

**Carried**

**5.2 Student Trustee Update**

Student Trustee Medeiros provided an update on the return to school after a two-month provincial lockdown. She noted exams and final assessments took place virtually. Applications are now open for the Student Trustee position. School news highlights were shared such as Assumption College selling a record number of spirit wear this year, Holy Trinity students planning for week of games and activities during the original March Break week and St. John's College utilizing Microsoft Teams for their Student Senate meetings.

Moved by: Carol Luciani

Seconded by: Cliff Casey

THAT the Brant Haldimand Norfolk Catholic District School Board receives the Student Trustee Report.

**Carried**

**6. Information and Correspondence**

**6.1 COVID Update**

Director McDonald thanked staff for their efforts during the pandemic. An update regarding the newly introduced asymptomatic testing was provided. Staff met with the vendor who will be providing the testing for us to learn more about the process and will be aiming start the first week of March. Testing will be available to staff and students. The new direction for symptoms was also noted.

Moved by: Dan Dignard

Seconded by: Bill Chopp

THAT the Brant Haldimand Norfolk Catholic District School Board receives the information and correspondence items since the last meeting.

**Carried**



## BRANT HALDIMAND NORFOLK Catholic District School Board

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7. **Notices of Motion - Nil**

8. **Notices of Motion Being Considered for Adoption – Nil**

9. **Trustee Inquiries - Nil**

10. **Business In-Camera**

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board moves to an In-Camera session.

**Carried**

11. **Report on the In-Camera Session**

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Brant Haldimand Norfolk Catholic District School Board approves the business of the In-Camera session.

**Carried**

12. **Future Meetings and Events**

Chair Petrella drew attention to the upcoming meetings and events.

13. **Closing Prayer**

The closing prayer was led by Chair Petrella.

14. **Adjournment**

Moved by: Dan Dignard

Seconded by: Bill Chopp

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the January 26, 2021 Board meeting.

**Carried**

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**Next meeting:** Tuesday, March 30, 2021, 7:00 p.m. – Boardroom



# BRANT HALDIMAND NORFOLK Catholic District School Board

## Minutes

Catholic Education Centre  
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### Special Meeting of the Board Friday, March 12, 2021 ♦ 11:00 a.m. Microsoft Teams

#### Trustees:

**Present:** Rick Petrella (Chair), Carol Luciani (Vice Chair), Cliff Casey, Bill Chopp, Mark Watson

**Regrets:** Dan Dignard

#### Senior Administration:

Mike McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer) Rob De Rubeis, Kevin Greco, Lorrie Temple (Superintendents of Education)

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#### 1. Opening Business

##### 1.1 Opening Prayer

The meeting was opened with prayer led by Vice Chair Luciani.

##### 1.2 Attendance

##### 1.3 Approval of the Agenda

Moved by: Carol Luciani

Seconded by: Bill Chopp

THAT the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the March 12, 2021 Special Meeting of the Board.

**Carried**

##### 1.4 Declaration of Interest - Nil

#### 2. Information and Correspondence - Nil

#### 3. Trustee Inquiries - Nil

#### 4. Business In-Camera

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Brant Haldimand Norfolk Catholic District School Board moves to an In-Camera session.

**Carried**

#### 5. Report on the In-Camera Session

Moved by: Mark Watson

Seconded by: Bill Chopp

THAT the Brant Haldimand Norfolk Catholic District School Board approves the business of the In-Camera session.

**Carried**

#### 6. Closing Prayer

The meeting was closed with prayer led by Chair Petrella.



## **BRANT HALDIMAND NORFOLK Catholic District School Board**

## **Minutes**

Catholic Education Centre  
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### **7. Adjournment**

Moved by: Carol Luciani

Seconded by: Bill Chop

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the August 10, 2020 Special Meeting of the Board.

**Carried**

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**Next meeting:** Tuesday, March 30, 2021, 7:00 p.m. – Boardroom



# Introducing Ontario's New Mathematics Curriculum, Grades 1 to 8



# Learning Goals



Through this presentation you will:

- ✓ learn about changes to the 2020 Math curriculum
- ✓ see how board priorities are reflected in 2020 Math curriculum
- ✓ understand how the work we have been doing over the past few years aligns with the 2020 Math curriculum

# The Strands

**Number**

**Algebra**

**\*coding**

**Data**

**Social-  
Emotional  
Learning**

**Spatial  
Sense**

**\*Measurement & Geometry**

**Financial  
Literacy**

# High-Impact Instructional Practices



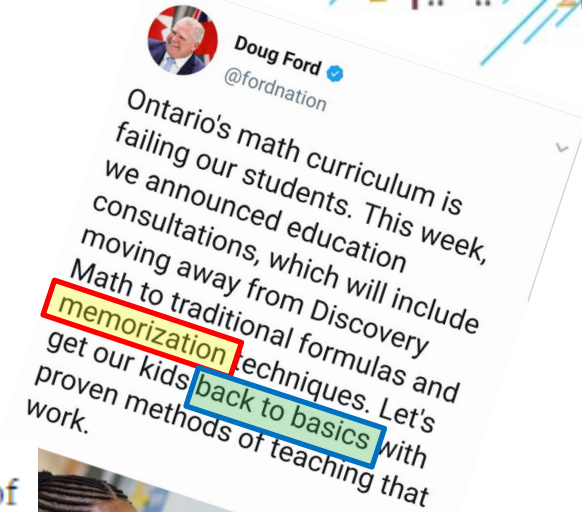
- Learning Goals, Success Criteria and Descriptive Feedback
- Math Conversations
- Problem-Solving Tasks and Experiences
- Teaching about Problem Solving
- Tools and Representations

# We've Already Been Doing These Things!



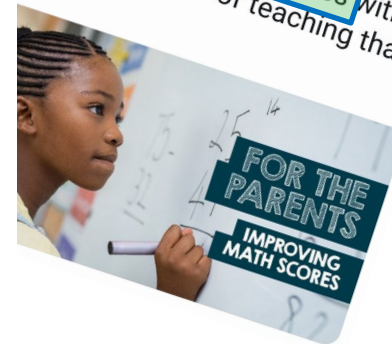
- Learning Goals & Success Criteria
- Descriptive Feedback
- Know the Learner
- Daily Number Routines
- Problem Solving Opportunities
- Use of Visual Representations

# Reading Between The (Head)Lines



As the *Toronto Sun*'s Brian Lilley reported Wednesday, a major focus of the curriculum overhaul will be to scrap so-called Discovery Math in favour of a **back-to-basics** approach.

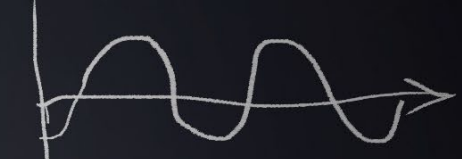
This includes **memorization** of multiplication tables and mastering other fundamental skills, which are the building blocks to success in math.



# 1

## Overview of De-streaming

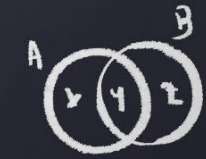
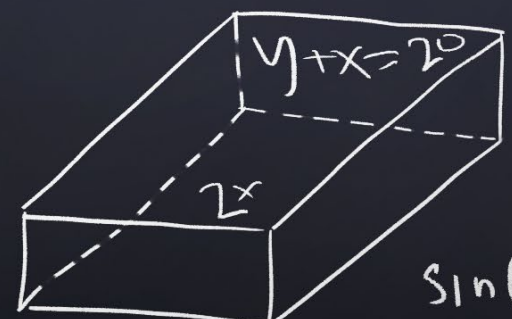
$$\begin{aligned} A+B &= 24 \\ B+16 &= 24 \end{aligned}$$



$$\begin{aligned} V &= a \times a \times a = a^3 \\ V &= 6 \times 6 \times 6 = 216 \\ V &= 216 \text{ cm}^3 \\ S &= 6 \times a^2 \\ S &= 6 \times 6^2 \\ S &= 6 \times 36 = 216 \text{ cm}^2 \end{aligned}$$



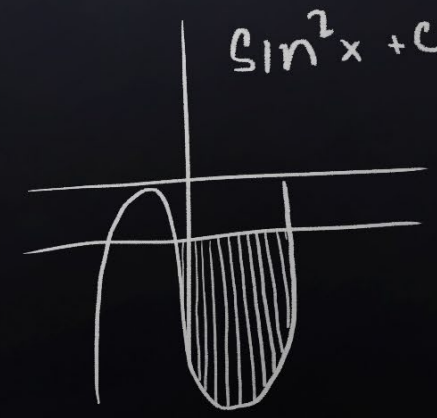
$$\begin{aligned} x &= 3 \\ y &= 4 \\ x \cdot y &= 12 \end{aligned}$$



$$48 \times 12 = 60$$
$$n(A \cup B) = n(A) + n(B) - \underline{\underline{n(A \cap B)}}$$

$$\sin(x+y) = \sin x \cdot \cos y + \cos x \cdot \sin y$$

$$\sin^2 x + \cos^2 x = 1$$



$$\begin{aligned} r &= 49 \\ S &= 9639,1 \end{aligned}$$

# Why De-stream?

## The Three Goals



**Cultural Shifts in Schools and Boards** to identify and dismantle systemic discrimination and structural inequities

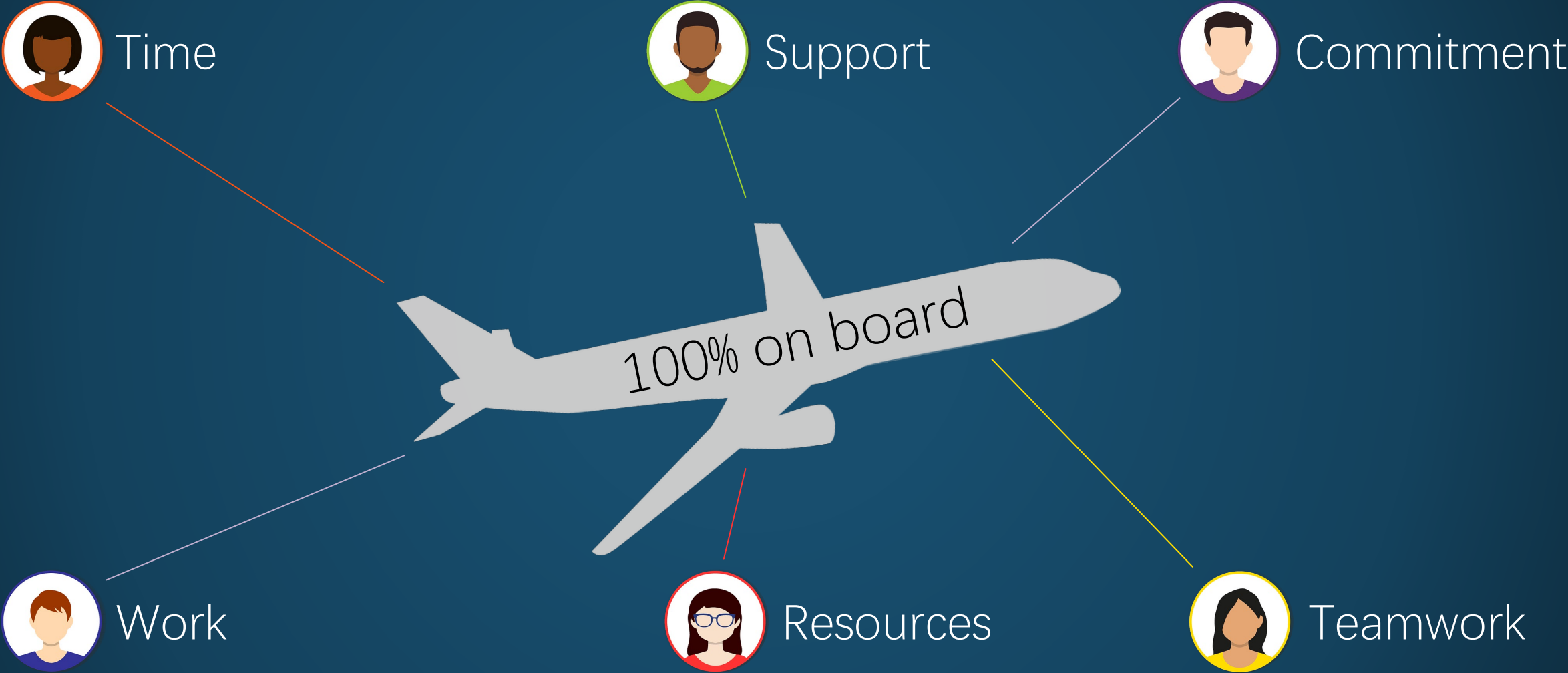


**Increased Educator Capacity** for effective culturally-responsive instruction, assessment, and evaluation in de-streamed, multi-level classrooms



**Increased Student Engagement, Achievement, and Well-Being**

# BHNCDSB Position on De-streaming





# Potential Challenges and Concerns



Confronting biases



Belief that change is not necessary



Pedagogical shifts



Concerns from parents



Resource availability



Additional support for students/teachers/parents

# Next Steps

Analysis of local data



Board and school teams



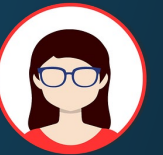
Intentional staffing



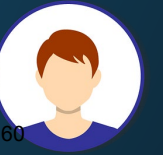
Teacher voices



Resource development



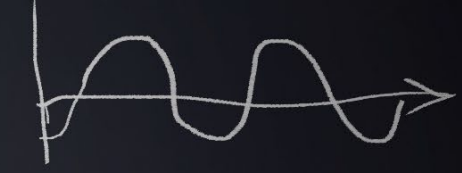
Structured scope and sequence





# Making De-streaming Successful

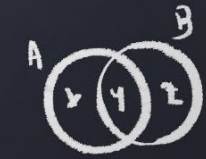
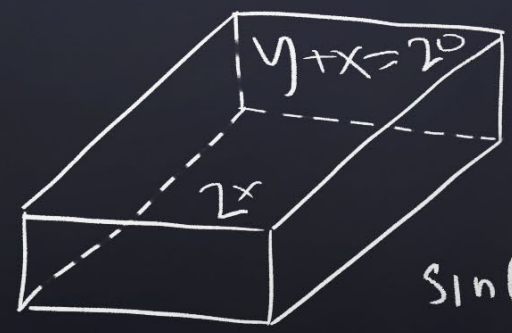
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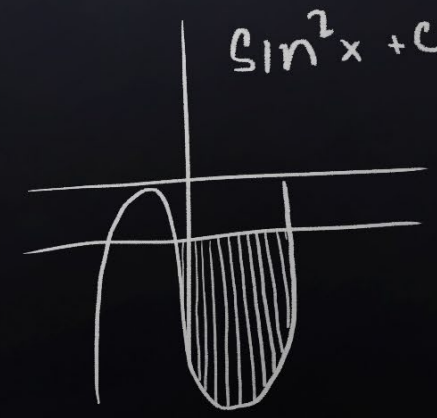


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$$\begin{aligned} \sin(x+y) &= \sin x \cdot \cos y + \cos x \cdot \sin y \\ \sin^2 x + \cos^2 x &= 1 \end{aligned}$$



$$\begin{aligned} r &= 49 \\ S &= 9639,1 \end{aligned}$$

effective lesson delivery  
culturally relevant and responsive  
engaging content  
classroom setup  
encourage dialogue  
selecting groups

# 1 Promote student thinking

# 2 Provide support

knowing the learners  
assessment  
resources for teachers  
teacher collaboration  
resources for students and parents  
central support

# Promote student thinking

”

*Thinking is a necessary precursor to learning, and if students are not thinking, they are not learning.*

*- Peter Liljedahl*



# Promote student thinking

## BUILDING THINKING CLASSROOMS


RESEARCH: @pgliljedahl  
 SKETCHNOTE: @wheeler\_laura

### ① Begin w/ a Problem




Give a problem-solving task

- To start: Problems should be
- engaging
  - non-curricular
  - collaborative
  - ↳ promote talking
- Later: Problems can be curricular
- eg textbook problems

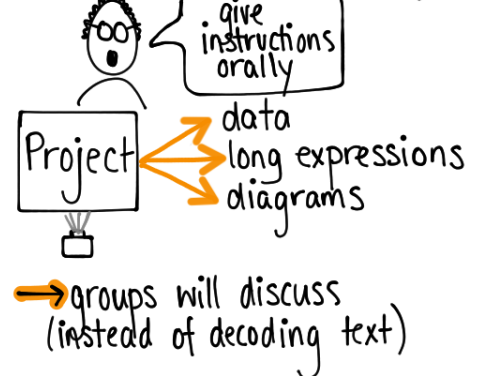
### ② Visibly Random Groups

- Randomly assigned eg playing cards
- Daily & in front of students
- 2 or 3 students / group
- 
- Sit & stand together

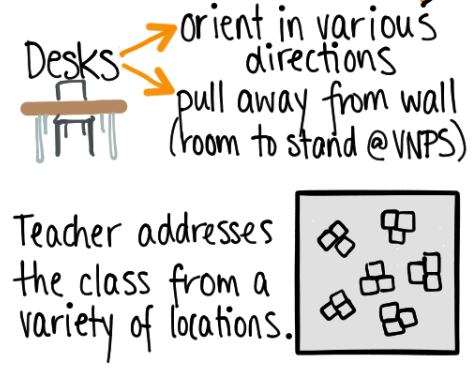
### ③ Vertical NonPermanent Surfaces

- Vertical
- Erasable
-  WHITEBOARD
-  CHALKBOARD
-  WINDOW
- 1 marker or chalk per group
- ↳ promotes discussion

### ④ Oral Instructions



### ⑤ Defront the room



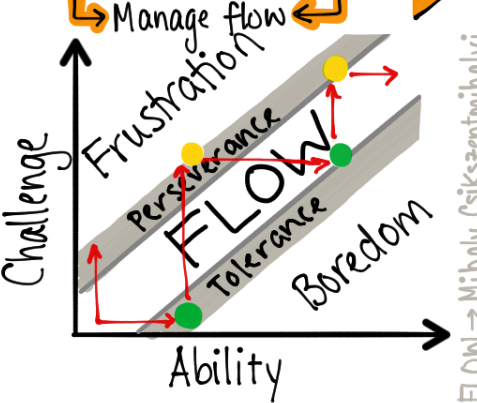
### ⑥ Answering Questions

- Acknowledge, but don't answer:
- Proximity questions (b/c teacher is close by)
  - Stop thinking questions
- Answer:
- Keep thinking questions
  - ↳ give HINTS not answers

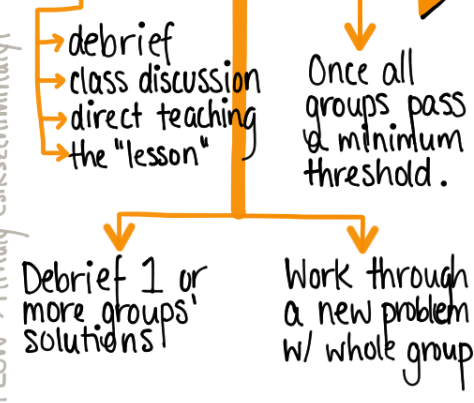
### ⑦ Build Autonomy

- Model how groups can visit other groups when they are stuck or done.
- Hints & extensions come from peers (not just the teacher).
- ↳ Helps manage flow

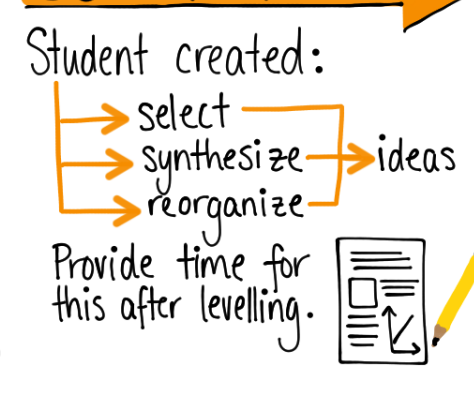
### ⑧ Hints & Extensions



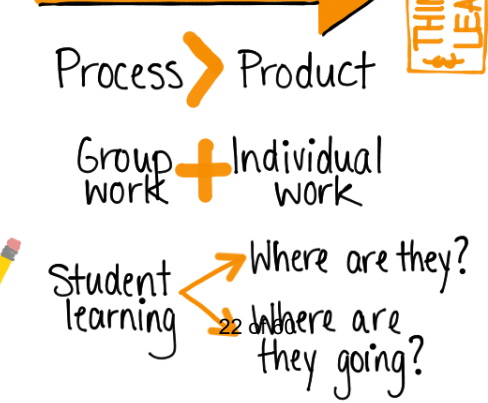
### ⑨ Level to the Bottom



### ⑩ Student Notes



### ⑪ Assessment



THINKING & LEARNING

# Provide support

## Support for teachers



- hearing teacher voice
- materials to support a thinking classroom
- pedagogical resources
- instructional resources
- scope and sequence
- means of collaboration

# Provide support

## Support for teachers

## Support for students and parents



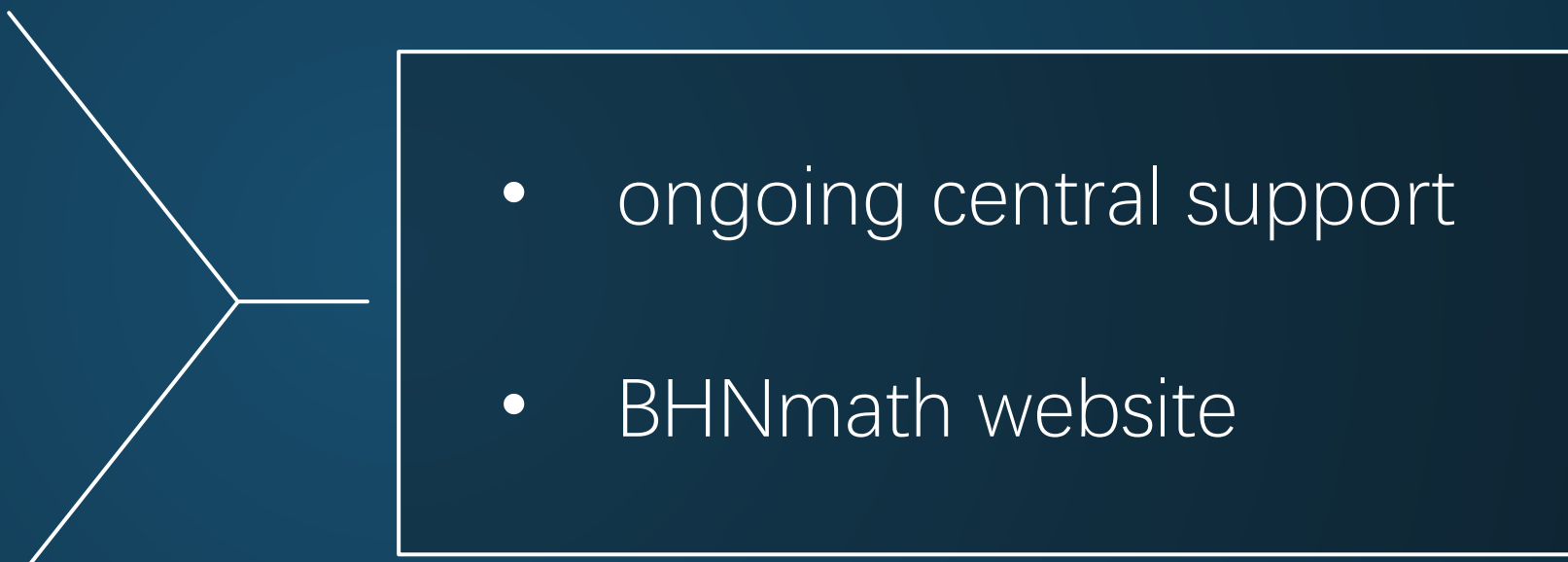
- supports provided within schools
- online help resources
- online practice resources
- online question and answer centre



# Provide support

Support for teachers

Support for students  
and parents

- 
- ongoing central support
  - BHNmath website

**RECOMMENDATIONS FOR THE BOARD FROM THE  
COMMITTEE OF THE WHOLE**

March 23, 2021

<b>AGENDA ITEM</b>	<b>MOTION</b>
5.1	THAT the Brant Haldimand Norfolk Catholic District School Board approves the new Conflict of Interest-Hiring Practices 300.24.
5.2	THAT Brant Haldimand Norfolk Catholic District School Board approves the revised Student Attendance Policy & AP 200.29.
5.3	THAT the Brant Haldimand Norfolk Catholic District School Board approves the revised Hiring – Academic Staff Policy and AP 300.10.

**RECOMMENDATIONS:**

THAT the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Committee of the Whole Meeting of March 23, 2021.

THAT the Brant Haldimand Norfolk Catholic District School Board approves the recommendations of the Committee of the Whole Meeting of March 23, 2021.



**BRANT HALDIMAND NORFOLK  
Catholic District School Board**

**Minutes**

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

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**Committee of the Whole  
Tuesday, March 23, 2021 ♦ 7:00 pm  
Microsoft Teams**

**Members:** **Trustees:**  
Rick Petrella (Chair), Carol Luciani (Vice Chair), Cliff Casey, Bill Chopp, Dan Dignard,  
Mark Watson, Alex Medeiros (Student Trustee)

**Senior Administration:**  
Mike McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer), Rob De Rubeis, Kevin Greco, Lorrie Temple (Superintendents of Education)

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**1. Opening Business**

**1.1 Opening Prayer**

The meeting was opened with prayer led by Vice Chair Luciani.

**1.2 Attendance**

Attendance was as noted above.

**1.3 Approval of the Agenda**

Moved by: Carol Luciani

Seconded by: Bill Chopp

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the March 23, 2021 meeting.

**Carried**

**1.4 Declaration of Interest – Nil**

**1.5 Approval of Committee of the Whole Meeting Minutes – February 16, 2021**

Moved by: Dan Dignard

Seconded by: Carol Luciani

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the February 16, 2021 meeting.

**Carried**

**1.6 Business Arising from the Minutes – Nil**

**2. Presentations - Nil**

**3. Delegations – Nil**



**4. Consent Agenda**

**4.1 Unapproved Minutes from the Special Education Advisory Committee Meeting – February 16, 2021**

Moved by: Dan Dignard

Seconded by: Carol Luciani

THAT the Brant Haldimand Norfolk Catholic District School Board received the unapproved minutes of the Special Education Advisory Committee Meeting of February 16, 2021.

**Carried**

**4.2 Unapproved Minutes from the Student Transportation Services Brant Haldimand Norfolk Board of Directors' Meeting – February 23, 2021.**

Moved by: Dan Dignard

Seconded by: Carol Luciani

THAT the Brant Haldimand Norfolk Catholic District School Board received the unapproved minutes of the Student Transportation Services Board of Directors' Meeting of February 23, 2021.

**Carried**

**5. Committee and Staff Reports**

**5.1 Unapproved Minutes and Recommendations from the Policy Committee Meeting - March 18, 2021**

Trustee Dignard, Chair of the Policy Committee, reviewed the business of the March 18, 2021 Policy Committee meeting and brought forward the following recommendations:

- THAT the Committee of the Whole refers the Conflict of Interest-Hiring Practices 300.TBD to the Brant Haldimand Norfolk Catholic District School Board for approval.
- THAT the Committee of the Whole refers the revised Student Attendance Policy & AP 200.29 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Trustee Chopp requested clarification regarding supervising a relative. Superintendent Greco referred to Section 9 of the policy which provides direction regarding determining conflicts and exemptions.

Moved by: Dan Dignard

Seconded by: Bill Chopp

THAT Section 8 of the Conflict of Interest – Hiring Practices Policy be amended, to include a consultation with the Board regarding supervising relatives, as follows:

8. No family and/or relatives are permitted to work together in a direct supervisory relationship, either in a subordinate or supervisory role to each other. It is the responsibility of employees to declare a conflict to their supervisor or manager when a family relationship develops that places them in a direct supervisory relationship. **The Director of Education, or designate, may determine whether an exception will be made, in consultation with the Board.**

**Carried**



Moved by: Dan Dignard

Seconded by: Cliff Casey

THAT the Committee of the Whole refers the unapproved minutes of the Policy Committee Meeting of March 19, 2021 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

**Carried**

Moved by: Dan Dignard

Seconded by: Cliff Casey

THAT the Brant Haldimand Norfolk Catholic District School Board approves the recommendations of the Policy Committee Meeting of March 18, 2021.

**Carried**

## **5.2 Contract Awards (Q2 2021)**

Superintendent Keys provided a summary of contracts that have been awarded from September 1, 2020 to February 28, 2021.

Moved by: Dan Dignard

Seconded by: Carol Luciani

THAT the Committee of the Whole refers the Contract Awards (Q2 2021) report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

**Carried**

## **5.3 Q2 Financial Report (February 28, 2021)**

Superintendent Keys presented the Board expenditure report for the period ending February 28, 2021. He reported that the budget is on track with 50% of the total budget spent at the half year mark and noted that the Board is on target with projections to year end. Changes to the forecast as a result of additional funding and COVID-19 restrictions were also noted.

Moved by: Carol Luciani

Seconded by: Bill Chopp

THAT the Committee of the Whole refers the Q2 Financial Report (February 28, 2021) to the Brant Haldimand Norfolk Catholic District School Board for receipt.

**Carried**

## **5.4 International Student COVID-19 Board Readiness Plan**

Superintendent De Rubeis provided an overview of the process to accept International Students during the COVID-19 pandemic. Boards must have an International Student COVID-19 Readiness Plan to welcome international students with study permits. The plan also includes an attestation form that includes a board resolution. Next steps were reviewed including the board being placed on a provincial list of Designated Learning Institutions (DLIs).

Moved by: Bill Chopp

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board approves the International Student COVID-19 Readiness Plan 2020-21 report.

**Carried**



**6. Information and Correspondence**

**6.1 COVID Update**

Director McDonald provided an update regarding asymptomatic testing. The board has not received a vendor and has therefore not started the testing sites. Director McDonald also advised that staff are beginning to plan for the 2021-22 school year through weekly meetings.

Superintendent De Rubeis provided update on current virtual learning. He shared a summary of credit accumulation for quadmester two and noted that staff have identified gaps and have taken steps to close them. Social workers are following up with students who may need support and SERTs have been providing consolations.

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board receives the information and correspondence since the last meeting.

**Carried**

**7. Trustee Inquiries - Nil**

**8. Business In-Camera**

Moved by: Carol Luciani

Seconded by: Cliff Casey

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board moves to an In-Camera session.

**Carried**

**9. Report on the In-Camera Session**

Moved by: Dan Dignard

Seconded by: Cliff Casey

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the business of the In-Camera session.

**Carried**

**10. Future Meetings and Events**

Chair Petrella drew attention to the upcoming meetings and events.

**11. Closing Prayer**

The closing prayer was led by Chair Petrella.

**12. Adjournment**

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board adjourns the March 23, 2021 meeting.

**Carried**

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

Prepared by: Kevin Greco, Superintendent of Education  
Presented to: Policy Committee  
Submitted on: March 18, 2021  
Submitted by: Michael McDonald, Director of Education & Secretary

### CONFLICT OF INTEREST-HIRING PRACTICES 300.TBD

Public Session

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#### **BACKGROUND INFORMATION:**

The Brant Haldimand Norfolk Catholic District School Board believes that in order to fulfill its Catholic mission statement, it must recruit, hire, and promote qualified staff with a demonstrated commitment to Catholic education. The hiring practices outlined below support the district's efforts to promote diversity in hiring practices.

The Brant Haldimand Norfolk Catholic District School Board does not currently have recruitment and staffing policies that explicitly states the due regard to avoiding any conflicts of interest, including nepotism and favouritism.

#### **DEVELOPMENTS:**

Following the revocation of Ontario Regulation 274/12, Policy/Program Memorandum No. 165 - *School Board Teacher Hiring Practices* comes into effect March 31, 2021.

Although Policy/Program Memorandum No. 165 is intended to facilitate the highest business and ethical standards, and to facilitate the protection of the integrity of employees in teacher hiring responsibilities, this Board Policy applies to hiring responsibilities of all employees of the Board.

Hiring practices will be fair and transparent and shall give due regard to avoid any conflicts of interest, including nepotism and favouritism.

The policy defines "relationship" as any relationship of the employee to persons of:

- their family, whether related by blood, adoption, marriage, or common-law relationship;
- an intimate and/or financial nature during the preceding five years; or
- past or present private interests in connection with a candidate or applicant where their involvement in the hiring process could conflict with their duties.

The policy states that no employee of the Board shall participate in, or influence the outcome of, the hiring of a person with whom the employee has a relationship. The policy then describes the process for disclosing the nature and extent of an identified conflict and the process for reassigning these duties to another staff member, where appropriate.

The policy also describes the responsibility of employees to declare a conflict to their supervisor or manager when a family relationship develops that places them in a direct supervisory relationship. However, certain situations will be heard by the Director of Education, or designate, to determine whether an exception may be made.

#### **RECOMMENDATION:**

THAT the Policy Committee recommends that the Committee of the Whole refers the Conflict of Interest-Hiring Practices 300.TBD to the Brant Haldimand Norfolk Catholic District School Board for approval.



## Conflict of Interest – Hiring Practices

### #300.24

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<b>Adopted:</b>	TBD
<b>Last Reviewed/Revised:</b>	
<b>Responsibility:</b>	Superintendent of Education
<b>Next Scheduled Review:</b>	2024-2025

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#### POLICY STATEMENT:

The Brant Haldimand Norfolk Catholic District School Board believes that to fulfill its Catholic mission statement, it must facilitate recruitment and staffing processes that are transparent, fair, bias-aware and equitable for all.

#### APPLICATION AND SCOPE:

This policy applies to all staff of the Board:

1. The Board is committed to a fair and transparent hiring process and shall give due regard to avoid any conflicts of interest, including nepotism and favouritism.
2. For the purposes of this policy, “relationship” means any relationship of the employee to persons of:
  - their family, whether related by blood, adoption, marriage, or common-law relationship;
  - an intimate and/or financial nature during the preceding five years; or
  - past or present private interests in connection with a candidate or applicant where their involvement in the hiring process could conflict with their duties.
3. No employee of the Board shall participate in, or influence the outcome of, the hiring of a person with whom the employee has a relationship.
4. Where the person with whom the employee has the relationship is one of multiple applicants or candidates in a competitive hiring process, the employee shall not participate in, or influence the outcome of, any aspect of that hiring process.
5. Where a conflict of interest as identified in the preceding sections occurs, the employee shall immediately disclose the nature and extent of the conflict to the Manager of Human Resource Services or designate. If the Manager of Human Resource Services or designate determines that a conflict of interest exists, they shall assign these duties to another person who does not have a conflict of interest and shall give any further direction to the employee considered necessary to protect the integrity of the hiring process.
6. Where the Manager of Human Resources Services identifies a conflict of interest as identified in the preceding sections occurs, the Manager of Human Resources Services shall immediately disclose the nature and extent of the conflict to the Superintendent of Human Resource Services.
7. Prior to holding any interviews, panels are provided with a list of applicants to determine if a conflict of interest exists.
8. No family and/or relatives are permitted to work together in a direct supervisory relationship, either in a subordinate or supervisory role to each other. It is the responsibility of employees to declare a conflict to their supervisor or manager when a family relationship develops that places them in a direct supervisory relationship. The Director of Education, or designate, may determine whether an exception will be made, in consultation with the Board





9. To prevent a real or perceived potential conflict of interest, and/or to comply with the requirements set out in this policy, certain situations will be heard by the Director of Education, or designate, to determine whether an exception may be made.

#### REFERENCES:

- [Ontario Education Act](#)
- [Ontario Human Rights Code, Section 24\(1\)\(1\)](#)
- Policy/Program Memorandum 165: School Board Teacher Hiring Practices
- [Employment Standards Act, 2000](#)
- [Pre-Employment Screening Policy 300.18](#)
- Hiring – Academic Staff 300.10
- Hiring – Support Staff 300.11

#### DEFINITIONS:

**Conflict of Interest:** A potential, apparent, or actual conflict where an Employee's financial or other personal interest, whether direct or indirect, conflicts or appears to conflict with the Employee's responsibility to the Board, or with the Employee's participation in any recommendation or decision pertaining to teacher and principal/vice-principal hiring within the Board.

**Employee:** A full-time, part-time or occasional Employee of the Brant Haldimand Norfolk Catholic District School Board.

**Positions of Responsibility:** Department Heads and Non-School-Based System Positions such as Coordinators, Consultants, and Student Achievement Leaders.

**Relationship:** Any relationship of the Employee to persons of their immediate family whether related by blood, adoption, marriage, or common-law relationship, and any relationship of an intimate and/or financial nature during the preceding five years, any student-supervisor relationship, or any other past or present relationship that may give rise to a reasonable apprehension of bias.

**Supervisor:** The person to whom an employee reports.

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

Prepared by: Kevin Greco, Superintendent of Education  
Presented to: Policy Committee  
Submitted on: March 19, 2021  
Submitted by: Michael McDonald, Director of Education & Secretary

**STUDENT ATTENDANCE POLICY 200.29**

Public Session

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**BACKGROUND INFORMATION:**

All students at the Brant Haldimand Norfolk Catholic District School Board are expected to be in regular attendance at school. Our common vision of the learner is that of a responsible citizen, a collaborative contributor, and a self-directed, responsible, and lifelong learner. This vision of the learner can best be realized through regular attendance at school. The Brant Haldimand Norfolk Catholic District School Board believes that the responsibility for the daily attendance of students rests with the parents and/or guardians, the student where they are of age, and school board staff.

**DEVELOPMENTS:**

It is the policy of the Brant Haldimand Norfolk Catholic District School Board to support parents and/or guardians so that students can demonstrate regular and punctual attendance at school. As the educational landscape continues to evolve so does the parameters of attendance. To that end, the policy and procedure has been updated to provide direction for families and school board staff on process for families requesting a necessary extended absence, implementing modified school day attendance and consideration for exclusion as a means of intervention. The policy provides new and updated forms for staff to appropriately document any restriction or allowances regarding attendance. The policy also describes in detail the interventions for students who demonstrate unsatisfactory attendance and the role of Attendance Councilor in providing intervention as needed.

**RECOMMENDATION:**

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Student Attendance Policy & AP 200.29 to the Brant Haldimand Norfolk Catholic District School Board for approval.



## **Student Attendance**

### **#200.29**

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<b>Adopted:</b>	January 27, 2009
<b>Last Reviewed/Revised:</b>	March 2021
<b>Responsibility:</b>	Superintendent of Education
<b>Next Scheduled Review:</b>	2025

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#### **POLICY STATEMENT:**

All students at the Brant Haldimand Norfolk Catholic District School Board are expected to be in regular attendance at school. Our common vision of the learner is that of a responsible citizen, a collaborative contributor, and a self-directed, responsible, and lifelong learner. This vision of the learner can best be realized through regular attendance at school. The Brant Haldimand Norfolk Catholic District School Board believes that the responsibility for the daily attendance of students rests with the parents and/or guardians, the student where they are of age, and school board staff.

#### **APPLICATION AND SCOPE:**

It is the policy of the Brant Haldimand Norfolk Catholic District School Board to support parents and/or guardians so that students can demonstrate regular and punctual attendance at school.

It is the policy of the Board that administrative procedures be developed to:

- Direct the appropriate staff regarding the processes for recording and maintaining student attendance records;
- Have a process for communicating student absences/lates to parents/guardians; and
- Monitor safe arrival, as well as the courses of action that may be taken for instances of truancy and habitual neglect of duty to attend school regularly and punctually.

#### **REFERENCES:**

- [Education Act R.S.O. 1990 E.2 and Part II \(School Attendance\)](#)
- [Ontario Regulation 298 School Operations](#)
- [Home Schooling Policy 200.16](#)
- [Home Instruction Policy 200.17](#)
- [Supervised Alternative Learning Policy 200.06](#)
- [Student Behaviour Discipline and Safety Policy 200.09](#)
- [Policy/Program Memorandum 119 “Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools”](#)
- [Policy/Program Memorandum 145 “Progressive Discipline and Promoting Positive Student Behaviour.”](#)
- [Enrolment Register Instructions for Elementary and Secondary Schools](#)

#### **FORMS:**

- Student Extended Absence Request Form
- Student Attendance Referral Form (11-15 Days Absent)
- 30-45-60 Day Consecutive Days of Absence Form
- Request for Modified Day Form
- Student Intent to be Absent



## **APPENDICES:**

- Appendix A: Parent Discussion Guide
- Appendix B: Attendance Exclusion Letter
- Appendix C: Exclusion Appeals

## **DEFINITIONS:**

### **Student Attendance**

For the purposes of these procedures, *student attendance* refers to regular day-school attendance at a Catholic elementary or secondary school.

### **Guardian (Ed. Act, Part 2, 18)**

In addition to having the meaning ascribed in section 1 (of the Act), includes anyone who has received into his or her home a person, other than his or her own child, of compulsory school age and that person resides with him or her or is in his or her care.

### **Attendance Review Committee**

A committee consisting of Superintendent, Principal, School Attendance Counsellor and any other community representatives as appropriate. Purpose of the committee is to review case and explore other potential strategies.

### **School Staff**

May include and are not limited to: classroom teachers, Chaplaincy Leader, guidance teachers, child and youth workers, early childhood educators, social workers (attendance counsellors), mental health leads, student success teachers, special education resource teachers, and the principal of Continuing and Alternative Education and other staff the principal deems appropriate.

### **School Attendance Counsellor**

The Board's social workers are the Board's student attendance counsellors as per the Education Act.

### **Provincial School Attendance Counsellor (Ed. Act, Part 2, 24 (1))**

The Lieutenant Governor in Council may appoint an officer, to be the Provincial School Attendance Counsellor, who shall, under the direction of the Minister, superintend and direct the enforcement of compulsory school attendance.

## **ADMINISTRATIVE PROCEDURES:**

### **Information**

**The purpose of this administrative procedure is to provide direction to parents, administrators, teachers, support staff and students regarding their respective responsibilities related to regular and punctual attendance at school.**

Requirements (listed below) for school attendance are outlined in Part 2, subsection 21 of the Education Act in statutes and regulations, as well as through guidelines provided to school districts related to the school register (Education Act R.S.O. 1990, Chapter E.2, Part II – School Attendance and O. Reg 298 s. 23).

### **Compulsory School Age**

- Every person who attains the age of six years **on or before** the first school day in September in any year shall attend an elementary or secondary school on every school day from the first school day in September in that year until the person attains the age of 18 years; and



- Every person who attains the age of six years **after** the first school day in September in any year shall attend an elementary or secondary school on every school day from the first school day in September in the next succeeding year until the last school day in June in the year in which the person attains the age of 18 years.

### **Person under Compulsory Age**

- Where a person under compulsory school age has been enrolled as a pupil in an elementary school, this section applies during the period for which the person is enrolled as if he or she were of compulsory school age. 2006, c. 28, s. 5(1)

### **Participation in Equivalent Learning**

A person shall be considered to be attending school when he or she is participating in equivalent learning if the equivalent learning program, course of study or other activity and the group, organization or entity providing it have been approved under paragraph 3.0.1 of subsection 8 (1). 2006, c. 28, s. 5 (1).

### **Duty of parent, etc.**

The parent or guardian of a person who is required to attend school under this section shall cause the person to attend school as required by this section unless the person is at least 16 years old and has withdrawn from parental control. 2006, c. 28, s. 5 (1).

## **Administrative Procedures**

### **1.0 Student Attendance General Principles**

- 1.1 Cooperation** - Maintaining an effective school environment where regular and punctual school attendance exists, requires the cooperation and collaboration of students, families, district staff and, where necessary, community services.
- 1.2 Promotion** – It is critical that all staff promote regular and punctual attendance at school as a crucial mechanism to ensure improved student achievement. This promotion should be done through communication platforms such as newsletters and announcements on a regular basis. Promotion of good attendance is greatly enhanced with diverse school programming and co-curricular activities are relevant and accessible to students.

### **2.0 Responsibilities for Students and Parents/Guardians**

- 2.1** It is the duty of a parent or guardian of a person who is required to attend school to cause the student to attend school regularly and punctually as required under the Education Act.
- 2.2** All students shall attend classes punctually and regularly.
- 2.3** It is the duty of a parent, or a student where the student is an adult, to give a reason for any student absence or late arrival to the principal or designate before the absence or upon return to school after an absence.
- 2.4** If a student will be absent for an extend period of consecutive days, a parent/guardian must notify the principal using the Student Extended Absence Request form (Form 1).

### **3.0 Record Keeping, Verification and Reporting**

- 3.1** Students shall be admitted to class if they are returning from an absence or are late once it has been verified by the principal or designate.
- 3.2** Parents shall be promptly contacted by the school when a student is recorded absent, and their absence has not been verified.



**3.3 Elementary Schools** - Student attendance shall be recorded at the beginning of each school day and immediately following the lunch break (the second nutrition break for schools on the balanced school day schedule).

**3.4 Secondary Schools** - Student attendance shall be recorded at the beginning of each period of the school day.

#### **4.0 Secretaries**

**4.1** It is the duty of the school secretary to follow the processes and procedures set out by the administrative procedure and school administrator for:

**4.1.1** Maintaining accurate records of student attendance in the Student Management System (e.g., PowerSchool);

**4.1.2** Recording and reporting to the principal or designate reasons regarding absence or lateness from parents/guardians or adult students (18+); and

**4.1.3** Running attendance summary reports at the request of the administrator (usually monthly).

#### **5.0 Teachers**

**5.1** It is the legal duty of the classroom teacher to maintain an accurate record of attendance for each class, to report absenteeism and late arrivals promptly to the principal or designate, and to follow the process established by the principal for admission of students who are late or are returning from an absence.

**5.2** Teachers shall not readmit a student who is returning to school from an unverified absence or who is late arriving to school unless approved by the principal or designate.

**5.3** Teachers shall notify the parent/guardian or the adult student and report to the principal or designate in the instance when there are recurring absences that are resulting in a negative impact on student achievement. Suggestion for discussing problematic attendance with parents/guardians are listed in (Appendix A).

**5.4** Where appropriate, teachers will work with the administrator to follow the steps in the Student Attendance Referral (Form 2).

#### **6.0 Principals**

**6.1** It is the duty of the principal to establish a process for recording daily attendance, promptly reporting unverified absenteeism to parents/guardians, admitting students, verifying reasons for absenteeism or lateness, maintaining accurate records of student attendance and to follow Section 12 of these procedures for supporting students and families with problematic attendance.

**6.2** When a teacher has reported to the principal or designate regarding recurring absences that are resulting in a negative impact on student achievement, the principal shall follow Section 12 of this procedure.

**6.3** School Administrators shall review school-wide attendance reports on a monthly basis (at a minimum), to identify students with habitual absenteeism or lateness that is having a negative impact on student achievement and subsequently follow Section 12 of this procedure.



- 6.4** Principals shall communicate the process for attendance recording, verification and reporting to staff, students, and parents on an annual basis (e.g., through staff handbooks, student handbooks and newsletters, etc.).
- 6.5** Principals shall report to the School Attendance Counsellor the names of any compulsory school age student who has 15 unexcused consecutive absences and continue to notify the School Attendance Counsellor every 15 days thereafter. Principal and Attendance Counselor will document attendance cases such as these using the 30-45-60 Days of Consecutive Absence form (Form 3).
- 6.6** Principals shall report to the School Attendance Counsellor and school supervisory officer the names, ages and residences of all compulsory school-aged students who are not attending school as required by law.

## **7.0 Child Subject to Society Care or Supervision**

### **Elementary School (Ed. Act 47 (1))**

A child who is under the care or supervision of a children's aid society, receives child protection services from a children's aid society or resides in a children's residence or foster home within the meaning of the *Child, Youth and Family Services Act, 2017*, and who is otherwise qualified to be admitted to an elementary school, shall be admitted without the payment of a fee to an elementary school operated by the board of the school section or separate school zone, as the case may be, in which the child resides.

### **Secondary School (Ed. Act 47 (2))**

A child who is under the care or supervision of a children's aid society, receives child protection services from a children's aid society or resides in a children's residence or foster home within the meaning of the *Child, Youth and Family Services Act, 2017*, and who is otherwise qualified to be admitted to a secondary school, shall be admitted without the payment of a fee to a secondary school operated by the board of the secondary school district or separate school zone, as the case may be, in which the child resides.

## **8.0 Excused from Mandatory Attendance**

A person is excused from attendance at school if,

- a) the person is receiving satisfactory instruction at home or elsewhere;
- b) the person is unable to attend school by reason of sickness or other unavoidable cause supported by official documentation;
- c) transportation is not provided by a board for the person and there is no school that he or she has a right to attend situated,
  - i. within 1.6 kilometres from the person's residence measured by the nearest road if he or she has not attained the age of seven years on or before the first school day in September in the year in question, or
  - ii. within 3.2 kilometres from the person's residence measured by the nearest road if he or she has attained the age of seven years but not the age of 10 years on or before the first school day in September in the year in question,
  - iii. within 4.8 kilometres from the person's residence measured by the nearest road if he or she has attained the age of 10 years on or before the first school day in September in the year in question;
- d) the person has obtained a secondary school graduation diploma or has completed a course that gives equivalent standing;



- e) the person is absent from school for the purpose of receiving instruction in music and the period of absence does not exceed one-half day in any week;
- f) the person is suspended, expelled, or excluded from attendance at school under any Act or under the regulations;
- g) the person is absent on a day regarded as a holy day by the church or religious denomination to which he or she belongs; or
- h) the person is absent or excused as authorized under this Act and the regulations.

## **9.0 Restrictions of School Attendance**

School attendance may only be restricted by the imposition of a modified day or exclusion in accordance with the Education Act and its regulations and where all other possibilities have been considered. The restriction must be temporary and in accordance with the following processes.

- 9.1** The following outlines the limited and temporary circumstances under which a school administrator may consider imposing a restriction on a pupil's right to attend school full-time. Students of compulsory school age, must receive instruction for a minimum of five (5) hours per day, excluding recesses or scheduled intervals between classes.
- 9.2** There are a limited number of exceptions to compulsory full-time attendance, including where a pupil has been suspended or expelled, or is receiving home schooling.
- 9.3** The Education Act also allows for a school principal to temporarily excuse a pupil from full-time attendance "at the written request of a parent of the pupil or the pupil where the pupil is an adult." Any parent may make such a request, for example, where their child is transferring into a new class or school, and the parent believes that the pupil would be more comfortable with a gradual entry. The Education Act provides for two further exceptions to mandatory full-time school attendance:
- 9.4** **Modified Day** - It is a contravention of the *Education Act* and regulations made thereunder to reduce the length of school day of any pupil except where a temporarily modified day is requested in writing by the pupil's parent, or where the pupil is an exceptional pupil receiving a special education program, and a modified day is an appropriate accommodation of the student's disability-related needs.
- 9.4.1** The Board may only modify the length of the instructional day to less than five hours where a pupil has been identified and an exceptional pupil and placed in a special education program by an IPRC.
- (a) An "exceptional pupil" is defined under the *Education Act* as a pupil "*whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program by a committee...*"<sup>1</sup> where "committee" refers to an Identification and Placement Review Committee ("IPRC").
  - (b) A "special education program" is defined under the *Education Act* as a program for an exceptional pupil.
- 9.4.2** Approval for using a modified day as an accommodation for an exceptional pupil in a special education program, must be obtained from the Superintendent of Special Education. Prior to





the Superintendent of Special Education considering a request for approval, the school administrator will have considered the student's learning profile, parental input, and whether any other supports would be sufficient to accommodate the student's needs. The school team including system special education staff will contemplate whether:

- a) an IPRC is appropriate for the pupil;
- b) any other changes to the pupil's IEP are necessary;
- c) appropriate strategies and programming are in place;
- d) the appropriate Special Education and/or Student Support Services personnel could assist with strategies to facilitate full day attendance;
- e) there are any additional resources that could assist the pupil to maintain full day attendance;
- f) the pupil would benefit from a modified day;
- g) all other possibilities have been carefully considered and deemed insufficient to meet the pupil's needs; and
- h) the suggested timeline for transitioning the student to full day instruction as soon as possible is appropriate.

- 9.4.3** A school administrator who has determined that a modified day is an appropriate accommodation shall complete a copy of the attached "Request for Modified Day" form (Form 4), to be submitted to the Superintendent of Special Education and Superintendent for the family of schools.
- 9.4.4** The Superintendent of Special Education shall consider the request and if approved return a signed copy of the form to the school administrator, indicating a date at which the need for a modified day shall be reviewed.
- 9.4.5** The signed copy of the form shall be stored in the student's OSR.
- 9.4.6** The student's IEP will be updated, and a copy provided to the parent/guardian.
- 9.4.7** If applicable, the school administrator will coordinate the student's revised schedule with Student Transportation Services.
- 9.4.8** The school administrator will contact the parent(s)/guardian(s) to inform them of the Superintendent's decision and to discuss the implementation of the modified day plan, including if applicable any transportation implications, and any changes to the pupil's IEP.
- 9.4.9** The school administrator shall consult regularly with the pupil's teacher and other support providers to monitor the effectiveness of a modified day as an accommodation, and for the purpose of determining the earliest possible opportunity to increase the student's instructional day.
- 9.4.10** The school administrator shall inform the Superintendent of Special Education of the date of the student's return to full-time attendance and record the return date on the Request form.

### **Using Non-Instructional Days ("N") to Record Attendance for Modified Days**

- "N" days are full days, mornings, or afternoons in the school calendar for which individual pupils are not scheduled for in-school instruction. "N" day are not regular days of absence



("A") nor are they "G" days.

- "N" is to be used for pupils who are not scheduled for classes on specific full days, mornings, afternoons similar to how it would be recorded for a student enrolled in an Intensive Behaviour Intervention Program.

**9.5** **Exclusion** - Exclusion of a pupil is a measure to be used only as a last result. Under the *Education Act*, it is a duty of a principal to *"refuse to admit to the school or classroom a person whose presence in the school or classroom would in the principal's judgment be detrimental to the physical or mental well-being of the pupils"*.

**9.5.1** Exclusion is not available as an accommodation of a pupil's disability-related needs and may not be used as a disciplinary measure. A pupil can only be excluded from either a classroom or a school on the grounds that the pupil's continued presence would pose a risk to the physical or mental well-being of other pupils.

**9.5.2** The school will continue to provide educational and other services to a pupil during the period when they are prohibited from attending school.

**9.5.3** Under the Education Act, a parent may appeal a principal's decision to exclude a pupil to the Board of Trustees.

**9.5.4** Before excluding a pupil, a school administrator shall consult with the Family of Schools Superintendent of Education, and/or the Superintendent of Special Education. Prior to consulting with the Superintendent, a school administrator will have:

- a) considered the pupil's learning and behaviour profile;
- b) discussed the pupil's strengths, needs and available supports with the appropriate internal and external service providers;
- c) reviewed whether there are any additional resources that could assist the pupil to maintain safe attendance;
- d) considered how best to provide the pupil with educational services during the period of exclusion;
- e) developed a plan which clearly reflects that the exclusion is temporary and includes a strategy and timeline for resuming attendance; and
- f) the Board cannot identify any further means of facilitating a pupil's continued attendance that would allow for a safe school learning environment for students.

**9.5.5** The Principal shall complete the Consideration of Exclusion form (Form 5) and forward a copy to the Family of Schools Superintendent, with a request for consultation on the exclusion of a pupil.

**9.5.6** The Superintendent will review the Consideration of Exclusion form and consider whether all other alternatives besides exclusion have been explored, as well as the school administrator's plans for:

- a) providing ongoing education services to the pupil while they are excluded; and
- b) the measures to be taken while the pupil is excluded to facilitate their re-entry.

**9.5.6** Following consultation with the Superintendent, the school administrator determines that a pupil must be excluded, the school administrator or Superintendent will verbally convey this information to the pupil's parent. A letter (Appendix B) formally notifying the parent of the



exclusion will be reviewed by the Superintendent and signed by the school administrator, and shall include:

- a) reference to section 265(1)(m) of the *Education Act*;
- b) a description of the behaviour putting the student and/or other students' safety at risk;
- c) steps that will be taken to facilitate the student's safe and successful return to school during the absence;
- d) the right to appeal, the process to appeal (Appendix C) to the Board of Trustees and contact information for whom the notice of intent to appeal is to be delivered; and
- e) details of the ongoing education to be provided during the period of the exclusion.

**9.5.7** The school administrator shall facilitate a pupil's return at the earliest opportunity, consulting regularly with the pupil's parent and support providers to develop a re-entry plan.

**9.5.8** The Superintendent shall ensure that the school administrator is actively pursuing effective strategies to facilitate the pupil's safe return to school. The school administrator shall inform the Superintendent of the re-entry plan and the date of the student's return to full-time attendance.

## **10.0 Jurisdiction and Responsibility of Attendance Counsellors**

**10.1** A School attendance counsellor appointed by a board has jurisdiction and is responsible for the enforcement of compulsory school attendance in respect of every child who is required to attend school.

**10.2** Upon request by the school principal, the School Attendance Counsellor shall assist with developing strategies and supports for students with irregular attendance as identified in this procedure.

**10.3** Upon notification by a principal that a student is failing to attend school, the School Attendance Counsellor shall contact the parent/guardian to address school concerns.

**10.4** If after several attempts to re-engage students are unsuccessful, the School Attendance Counsellor in consultation with the Superintendent may bring the student to the Attendance Review Committee. The School Attendance Counsellor may also consult with the Provincial Attendance Counsellor.

**10.5** The Attendance Review Committee meeting may recommend proceeding with charges under the Education Act (for students ages 12-15 and parents of children under the age of 16).

## **11.0 Consecutive Unexcused Absences 15 – 30 – 45 – 60 Days (Form 3)**

**11.1** The School Attendance Counsellor, upon receipt of written referral for a student of compulsory school age with 11-15 unexplained consecutive absences from school shall make contact with the parent or guardian regarding the reasons for the absenteeism and provide support for the family to re-engage the student in an approved educational program under the Education Act.



- 11.2** The School Attendance Counsellor shall update the principal in writing at 15 day intervals, with respect to the progress of the student regarding attendance and/or the involvement of community partners assisting in addressing factors which may be contributing to poor attendance. Principals must consult the most current *Enrolment Register Instructions for Elementary and Secondary Schools* when determining whether a specific student can remain on roll.
- 11.3** If the Attendance Counsellor is unsuccessful in their attempts to communicate with the pupil or pupil's parents/guardians, then the pupil shall be removed from the register. After the pupil has been removed from the register the principal must still attempt to contact the pupil and/or the pupil's parent/or guardian. If the principal is unsuccessful it is the obligation of the board to contact social agencies or the police to establish if there is any knowledge of the pupil's whereabouts or to confirm a change of address for the pupil.

## **12.0 Guidelines of Supports for Students and Families**

### **12.1 Problematic Attendance Impacting Student Achievement - Supports and Interventions**

In the instance where a student has more than five absences or is habitually late and/or the student's attendance is having a substantively negative impact on student achievement, the Principal shall establish strategies to improve student attendance and shall consider the following approaches:

- Step One** Teacher to contact parent/guardian, or adult student (where appropriate) to identify the reasons for the irregular attendance or punctuality, to collaborate on strategies and supports to improve attendance, to implement the strategies, and to follow up on the success of the strategies in a timely fashion.
- Step Two** If attendance does not improve sufficiently, the teacher may need to implement progressive discipline measure to correct the behaviour. If attendance does not improve the teacher will notify the principal.
- Step Three** If attendance has not improved sufficiently as deemed by the principal, the principal or designate will consult with the school Attendance Counsellor, meet with the parent/guardian or student (where appropriate) and other school staff to identify the reasons for the irregular attendance or punctuality, to collaborate on strategies to improve attendance, to implement the strategies and to follow up on the success of the strategies in a timely fashion.
- Step Four** If attendance has not improved sufficiently as deemed by the principal, a letter shall be sent home and a second meeting is to be set up with the parents and/or student where appropriate and would include the Attendance Counsellor.
- Step Five** If attendance has not improved sufficiently as deemed by the principal, he/she will continue to refer the student to the School Attendance Counsellor.

## **13.0 Approved Extended Absences**



- 13.1** Although not encouraged, families may need for various reasons, to request an extended period of consecutive absences for their child(ren).
- 13.2** For planned consecutive absences up to 14 days, a Student Extended Absence Request form (Form 1) will be used, and the absence will be recorded as a General Absence using 'G' code during that time.
- 13.3** For planned consecutive absences of 15 days or more, an alternative program of study must be approved by the Principal. The Intent to be Absent form (Form 6) will be used.
- If the student has an approved alternative program of study, the school can record as General Absence 'G' for the dates specified on the form and beyond the 15<sup>th</sup> day.
  - If the student does not have an approved alternative program of study the school will record as an Absence using 'A' code the 15<sup>th</sup> day and beyond.
  - A copy of this form will be forwarded to the Attendance Counsellor (only for compulsory school aged students) should the student not return on the Return to School Date indicated, and the absence will be recorded as an Absence using 'A' code. The 15 day absence rule will begin to apply on the first date of non-attendance after the indicated return to school date.
- 13.4** Absences that were initially approved through the Student Extended Absence Request process that surpass 14 consecutive days must be reported as an Absence 'A' from the 15<sup>th</sup> day forward. The school must contact the parent/guardian in this situation to determine next steps.

**14.0** **Truancy and Habitual Neglect of Duty**

In the instance where a student is truant or demonstrates a habitual neglect of their duty to attend school punctually and regularly, they may, at the discretion of the Principal, be subject to progressive discipline as set out in Board policy.

**15.0** **Alternative Course or Program**

Where the pupil has clearly demonstrated to the principal that the pupil is not competent to undertake a particular course or program of studies, the pupil may take a prerequisite course, or select with the approval of the principal and the parent/guardian where applicable, an appropriate alternative course or program offered by the Board.



**PARENT DISCUSSION GUIDE – Attendance Concerns**

<b>Agenda Checklist</b>	
○ Attendance summary provided.	○ Reasons for irregular attendance or punctuality discussed.
○ Strategies to improve attendance discussed and agreed upon.	○ Date set for follow-up meeting to assess success of the strategies.
○ Request medical documentation	○ Maintain detailed notes of all conversations.
<b>Possible Strategies</b>	
○ Referral to medical professional.	○ Changes to student schedule to improve organization.
○ Referral to school supports to improve achievement.	○ Referral to community services for support. ○ Refer to Alternative Learning (Secondary)
<b>Considerations</b>	
○ Detailed notes should be kept on file.	○ Medical documentation should be kept on file.
○ Teacher or principal meeting notes should include the student name, date of birth, OEN and IEP designation (if appropriate).	○ Maintain records of all contact and attempted contacts with parents/guardians and adult students.



Insert School Letterhead

Date

Name of recipient (parent/guardian or adult student)  
Address of recipient

Dear Recipient:

Re: Name of student (d.o.b.)

Pursuant to s.265(1)(m) of the Education Act, it is my duty to inform you that name of student is excluded from attending name of school, or any other school of the Brant Haldimand Norfolk Catholic District School Board until further notice. This decision is based upon the investigation and discussions regarding (provided a very brief and factual description in consultation the FOS SO), whereupon it was determined that student's name's presence at school poses an unacceptable safety risk to students and/or staff.

An exclusion from school is not intended to be disciplinary; rather, it is a temporary strategy to support educational programming and mitigate safety risks. While excluded from school, name of student will be eligible for academic and non-academic supports from Board staff.

A successful and safe re-entry to school is the ultimate goal of an exclusion, and will be considered when the following conditions have been met:

Indicate one for more of the appropriate conditions, specific to your situation:

- *A significant reduction in (student's name) unsafe behaviour*
- *No evidence that (Student Name) is engaging in concerning behaviour*
- *Evidence that (Student Name) understands the concerns related to the previous behaviour*
- *That (student name) participates in any assessment recommended by a medical professional, and follows all treatment recommendations*
- *That (student name) is involved in counselling and there are indications that (student name) is responding positively to this intervention*
- *Indications that (Student Name) is participating positively with Board staff to work towards re-entry*
- *An updated risk assessment indicates a reduced, acceptable level of risk for (student name)*
- *Others specific to the situation.*

I would welcome a monitoring meeting with you ideally enter timeline-3 days, one week, one month after the start of the exclusion. Please contact me to make that arrangement. At the monitoring meeting, members of our Team and I will provide feedback on the progress of supports put in place, and we would welcome your thoughts and suggestions. We will also plan for future meetings at that time.

You have the right to appeal this exclusion to the Board of Trustees of the Brant Haldimand Catholic District School Board. The process is outlined in the attached document.

If you have any questions regarding the exclusion, please do not hesitate to contact me.

Sincerely,

Name  
Principal, School  
School Phone Number

cc: SO's name, Superintendent of Education  
SO's name, Superintendent of Special Education  
Ontario Student Record



(Sent to Parents/guardians with the Exclusion letter-more detailed Appeal process is in our internal Document)

### **EXCLUSION APPEALS**

When a student's parent/guardian, an adult student, or a student 16 or 17 years old and withdrawn from parental control (the appellant), disagrees with the decision of the Principal to exclude, they may appeal the decision.

#### **Appeal Process**

- 1.0 The Appellant must submit written notice of the intention to appeal to the Director of Education (or designate) within 10 days of the commencement of the exclusion.
- 2.0 An exclusion appeal does not stay the exclusion.
- 3.0 The full Board of Trustees will hear exclusion appeals, as per 265(1)(m) of the *Education Act*.
- 4.0 The appeal will be heard within 20 school days of receiving the notice of intention to appeal (unless otherwise agreed upon by the parties).
- 5.0 The Appellant may argue that rights pursuant to the Ontario *Human Rights Code* have been infringed. A separate right to apply to the *Human Rights Tribunal of Ontario* exists for the Appellant.
- 6.0 The director or designate will confirm with the Appellant receipt of the notice to appeal and that a *Review* of the exclusion will take place.

#### **Step 1: Review**

- 7.0 The Appellant will be given the opportunity to discuss the matter with the Director of Education (or designate). The Director of Education or Designate will consult with all appropriate parties to determine a possible modification or repeal of the exclusion.
- 8.0 The Appellant will be provided written notice of the review decision.
- 9.0 If a resolution is not achieved as a result of the *Review* and the exclusion is upheld, the Appeal will proceed.

#### **Step 2: Preparing for the Appeal**

- 1.0 Where the exclusion is upheld upon review, and the Appellant chooses to continue with the appeal, the Director of Education (or designate) will coordinate the Appeal.
- 2.0 The Appellant will receive the date and time of the exclusion appeal, a guide to the process for the appeal and will be informed of their responsibility to provide to the Director of Education (or designate) at least 3 days prior to the Appeal the materials that the Appellant will present to the Trustees.
- 3.0 The Appellant will receive the materials to be presented by the Board at the appeal, at least 5 days prior to the appeal.
- 4.0 The Appellant may be represented by legal counsel at the appeal and/or be accompanied by an advocate or support person. Notice of the intent to bring legal counsel must be shared by the Appellant with the Director of Education (or designate) at least 5 days prior to the appeal; in such case, the Board will arrange for individual counsel for both the Principal and the Trustees. Failure to provide adequate notice with respect to legal counsel will result in adjournment of the appeal.
- 5.0 Trustees will deliberate the appeal under the direction of the Board Chair. The options for consideration by the Trustees are:
  - 5.1 Uphold the exclusion.
  - 5.2 Reject the exclusion and direct senior administration to consider other options to exclusion.
- 6.0 If, during deliberations, Trustees require additional information from either party to the appeal, it may be necessary to re-convene the appeal to receive that information.
- 7.0 A written decision will be sent to the parties to the appeal by the Director of Education (or designate).





**STUDENT EXTENDED ABSENCE REQUEST (14 days or less)**

**A. STUDENT INFORMATION:**

Surname \_\_\_\_\_ Given Name \_\_\_\_\_ D.O.B: \_\_\_\_\_ School: \_\_\_\_\_  
year/month/day

Address (Street/Lot/Conc./town/Postal Code) \_\_\_\_\_ Telephone: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent/Guardian (Mr./Mrs./Miss/Mr. & Mrs.) \_\_\_\_\_

**B. REQUEST:**

Dates of absence: from \_\_\_\_\_ to \_\_\_\_\_

Reason for absence: \_\_\_\_\_

We, the undersigned:

- a) request that our child be excused from school temporarily in accordance with Regulation 298 S.23(3)
- b) realize that the school may or may not give permission for the absence;
- c) accept the responsibility for any lack of school progress or failure that may result from the absence;
- d) acknowledge that absence from school may be detrimental to the educational progress and achievement of the student; and
- e) realize that school work, assignments or tests missed during such absence may restrict the school's ability to fully evaluate a student's performance.

\_\_\_\_\_  
Parent's/Guardian Signature

\_\_\_\_\_  
Student's Signature (secondary only)

**C. ACKNOWLEDGEMENT OF RECEIPT:**

\_\_\_\_\_  
School Administrator

\_\_\_\_\_  
Date

*The principal to retain copy on file.*

**Disclaimer**

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**STUDENT ATTENDANCE REFERRAL (11-15 DAYS ABSENT)**

<b>STUDENT/SCHOOL INFORMATION</b>		Date	
Student name		D.O.B./Age	
School		Grade	
Parent/guardian		Principal/VP	
Home address		Home phone	
IEP	<input type="checkbox"/> Yes <input type="checkbox"/> No	Identification	
<b>Step One – Teacher Intervention</b>			
Teacher Name(s)		# of days absent	# of days of late
Notes from contact(s) with Parent/Guardian		Date(s) contacted	
Notes from contact(s) with student		Date(s) contacted	
<input type="checkbox"/> Referral to Principal		Date:	
<b>Step Two – Principal Intervention</b>			
# days absent		# of days late	
Notes from contact(s) with Parent/Guardian		Date(s) contacted	
Notes from contact(s) with student		Date(s) contacted	
<input type="checkbox"/> Consultation with Attendance Counsellor		Date:	
<b>Step Three – Principal and Attendance Counsellor intervention</b>			
# of days absent		# of days late	
Notes from Contact(s) with Parent/Guardian		Date(s) contacted	
Notes from contact(s) with student		Date(s) contacted	
<input type="checkbox"/> School attendance letter sent		Date:	



**STUDENT ATTENDANCE  
REFERRAL FORM  
(11-15 Days Absent)**

<b>STUDENT/SCHOOL INFORMATION</b>		Date	
<b>Step Four – Referral to Attendance Counsellor (attach attendance summary)</b>			
<input type="checkbox"/> Problematic attendance	# of days absent		# of days late
<input type="checkbox"/> 15 consecutive unexcused absences *Student can be referred to attendance counsellor from the 11 <sup>th</sup> day to the 16 <sup>th</sup> day			
<i>(attendance counsellor use only)</i>		<input type="checkbox"/> Acceptance <input type="checkbox"/> Refusal	Attendance Counsellor Signature:
<b>Principal Signature:</b>		<b>Date:</b>	

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**30-45-60 DAY CONSECUTIVE DAYS OF ABSENCE**

STUDENT/SCHOOL INFORMATION			
Student name		Date	
School		D.O.B./Age	
Principal/VP		Grade	
DATE OF CONTACT	TYPE OF CONTACT	OUTCOME OF CONTACT	
The above-named student has been absent for _____ consecutive days. I have had contact with the student/family as noted above.			
ATTENDANCE COUNSELLOR			
Reason			
Interventions			
Next Steps			
Notes			
DISPOSITION			
<input type="checkbox"/> On roll	<input type="checkbox"/> Off roll	Date of removal	
ATTENDANCE COUNSELLOR SIGNATURE			
_____ <i>Attendance Counsellor</i>		_____ <i>Date</i>	
<b>Copies to:</b> <input type="checkbox"/> SAS <input type="checkbox"/> OSR <input type="checkbox"/> Administration <input type="checkbox"/> Attendance Secretary			

**Disclaimer**

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**REQUEST FOR MODIFIED DAY**

STUDENT/SCHOOL INFORMATION			
<b>Student Name:</b>		<b>OEN:</b>	
<b>School:</b>		<b>Birth date:</b>	
<b>Exceptionality (IEP):</b>		<b>Grade/Class:</b>	
<b>School Start and End Times:</b>		<b>Review Date:</b>	
<b>Parent/Guardian Name:</b>		<b>Parent/Guardian Contact #:</b>	
<b>Home Address:</b>		<b>Start Date:</b>	
<b>Reason for request:</b>			
<b>Proposed time of modified day and length of time:</b>			
<b>Details of Consultation with Parent/Guardian:</b>			

Identify Other Board Personnel Currently Involved	Name	Contact Information
<b>Guidance Counsellor</b>		
<b>SERT</b>		
<b>ABA Lead</b>		
<b>Speech and Language Pathologist</b>		
<b>Psychologist</b>		
<b>Social Worker</b>		
<b>Child and Youth Worker</b>		
<b>Student Success Team</b>		
<b>Educational Assistant</b>		

External Agencies Currently Involved	Name	Contact Information
<b>Police</b>		
<b>Child And Family Services</b>		
<b>Brant/HN Reach</b>		
<b>Paediatrician</b>		
<b>Community Living</b>		
<b>Kerry's Place Autism Services</b>		
<b>OT</b>		
<b>PT</b>		
<b>Neurologist</b>		
<b>Woodview</b>		



<b>Does the student currently receive transportation:</b>	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
<b>Will transportation continue to be needed: (start and end times listed above)</b>	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
<b>Has the student been identified as an exceptional pupil at IPRC:</b>	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
<b>Is the student attending a special education program:</b>	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
<b>Attached copy of the student's most recent IEP:</b>	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
<b>Attached copy of safety plan:</b>	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
<b>How will a modified day assist the student?</b>				
<b>Transition plan to return student to full day attendance:</b>				
<b>Recommended monitoring review dates:</b>				
<b>Date:</b>	<b>Principal's Signature:</b>			
<b>SUPERINTENDENT OF EDUCATION</b>				
<b>Approval: Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>				
<b>Comments:</b>				
<b>Monitoring Review Schedule:</b>				
<b>Date:</b>	<b>Superintendent's Signature:</b>			

*Approved and signed copy to be filed in Student O.S.R.*

**Disclaimer**

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**CONSIDERATION OF EXCLUSION**

STUDENT/SCHOOL INFORMATION			
<b>Student Name:</b>		<b>OEN:</b>	
<b>School:</b>		<b>Birth date:</b>	
<b>Grade:</b>		<b>Review Date:</b>	
<b>Parent/Guardian Name:</b>		<b>Parent/Guardian Contact #:</b>	
<b>Home Address:</b>		<b>Start Date:</b>	
<b>Reasons for considering exclusion:</b>			

Exceptionality (if applicable)	
	<b>Behaviour</b>
	<b>Communications: Language Impaired</b>
	<b>Communications: Learning Disabled</b>
	<b>Intellectual: Mild Intellectual Disability</b>
	<b>Autism Spectrum Disorder / PDD-NOS</b>
	<b>Intellectual: Developmental Disability</b>
	<b>Multiple</b>
	<b>Intellectual: Gifted</b>
	<b>Physical</b>

Identify Presenting Behaviors that are Injurious to Self or Others			
	<b>Fleeing to unsafe conditions</b>		<b>Use or threat of weapons</b>
	<b>Hitting</b>		<b>Uttering threats to harm self</b>
	<b>Biting</b>		<b>Uttering threats to harm others</b>
	<b>Kicking</b>		<b>Cutting</b>
	<b>Spitting</b>		<b>Head banging</b>
	<b>Urinating</b>		<b>Criminal behavior</b>
	<b>Smearing</b>		<b>Suicidal attempts</b>
	<b>Stripping</b>		<b>Substance abuse</b>
	<b>Serious injury to others</b>		<b>Sexual aggression</b>
	<b>Spontaneous and or unexplained aggressive behaviour</b>		<b>Property destruction (furniture, computers) Explosive behavioural incidents home/school</b>



Identify Board Personnel Currently Involved	Name
Guidance Counsellor	
SERT	
ABA Lead	
Speech and Language Pathologist	
Psychologist	
Social Worker	
Student Success Team	
Child and Youth Worker	
Educational Assistant	

External Agencies Currently Involved	Name	Contact Information
Police		
Child And Family Services		
Brant/HN Reach		
Paediatrician		
Community Living		
Kerry's Place Autism Services		
OT		
PT		
Neurologist		
Woodview		

**List all the interventions to date:**

**Are there any other supports that could assist this student so that exclusion would not be necessary:**

**What steps will be taken while the student is excluded to facilitate their re-entry:**





<b>Review date and/or target re-entry date:</b>
<b>Describe how this student will be provided with educational services while they are excluded from attending school:</b>
<input type="checkbox"/> <b>Safety Plan – attach copy</b> <input type="checkbox"/> <b>IEP – attach copy</b> <input type="checkbox"/> <b>Student Support Plan – attach copy</b>

<b>Date:</b>	<b>Principal’s Signature:</b>
<b>SUPERINTENDENT OF EDUCATION</b>	
<b>Comments:</b>	
<b>Date:</b>	<b>Superintendent’s Signature:</b>

*Approved and signed copy to be filed in Student O.S.R.*

**Disclaimer**

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**STUDENT INTENT TO BE ABSENT**

**ACCESSIBILITY:**

To request this file in large print, please email [info@bhncdsb.ca](mailto:info@bhncdsb.ca) or call (519)756-6505 Ext. 234

This form is to be used for planned absences of **15 consecutive days or more** and is completed by the student's parent(s)/ legal guardian(s) prior to the period of absence.

School:	
Student:	Grade:
Teacher's Name:	
Student Withdrawal Date:	Return to School Date:
Number of Days to be Absent (from withdrawal date to return date):	
Reason for Absence:	

I/we the parent(s)/legal guardians of the above student, hereby request that my/our child be temporarily excused from school for the stated period of time (pursuant to Ontario Regulation 298 of the Education Act, Section 23(3)). I/we take full responsibility for the student's absence from school and for the completion of any work assigned and/or tests missed during the period of absence.

I/we understand that the student must return to school on the date indicated above or the matter will be referred to the Social Worker/School Attendance Counsellor.

Signature of Parent/Legal Guardian \_\_\_\_\_ Date \_\_\_\_\_

**PROGRAM OF STUDY (ATTACH IF APPLICABLE):**

Principal Certification \_\_\_\_\_ Date \_\_\_\_\_

A copy of this request should be forwarded to the Social Worker (only for compulsory school aged students absent 15 consecutive days or more who have not returned on the Return to School Date or for retirement notification purposes only).

*The principal to retain copies on file. Approved and signed copy to be filed in Student O.S.R.*

**Disclaimer**

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

Prepared by: Alex Medeiros, Student Trustee  
Presented to: Board of Trustees  
Submitted on: March 30, 2021  
Submitted by: Mike McDonald, Director of Education & Secretary

**STUDENT TRUSTEE REPORT**  
Public Session

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**BACKGROUND INFORMATION:**

For February, all schools took part in activities for Black History month. Daily announcements were made in lieu of an assembly where various forms of art and music by Black artists would typically be played.

**DEVELOPMENTS:**

Over the last year, Assumption has been developing an ACE club to amplify and uplift Black students and community members. They have expanded and are constantly looking for ways to make the school community more inclusive. The ACE group goes to history classes to educate students on Black issues and they also serve as a portal for students to share their concerns.

Elections for both student council presidents and Student Trustee are approaching (both are taking place online). Applications for student council grade reps are also being considered virtually. Holy Trinity is using their social media platforms to sell the idea of joining council.

**SCHOOL NEWS:**

All schools have been conducting dress down and spirit wear days to boost morale and raise money.

Holy Trinity did a "Battle of the Grades" spirit week in place of the original March break. Similarly, St. Johns had a "Wellness Week" where they had walks, workouts, and positive messages spread on the daily.

**RECOMMENDATION:**

THAT the Brant Haldimand Norfolk Catholic District School Board receives the Student Trustee Report.

**2020-21**  
**Trustee Meetings and Events**

<b>Date</b>	<b>Time</b>	<b>Meeting/Event</b>
April 8, 2021	3:00 pm	Policy Committee
April 12-16, 2021		<i>MARCH BREAK</i>
April 14, 2021	5:00 pm	Executive Council
<b>April 20, 2021</b>	1:00 pm <b>7:00 pm</b>	Special Education Advisory Committee <b>Committee of the Whole</b>
April 21, 2021	7:00 pm	Regional Catholic Parent Involvement Committee
<b>April 27, 2021</b>	<b>7:00 pm</b>	<b>Board Meeting</b>
May 1, 2021	9:00 am	Virtual Ontario Catholic School Trustees' Association AGM
May 2 - May 7, 2021		<i>Catholic Education Week</i>
May 6, 2021	3:00 pm	Policy Committee
May 12, 2021	3:00 pm	Executive Council
<b>May 18, 2021</b>	1:00 pm <b>7:00 pm</b>	Special Education Advisory Committee <b>Committee of the Whole</b>
<b>May 25, 2021</b>	9:00 am <b>7:00 pm</b>	Student Transportation Services Brant Haldimand Norfolk Board of Directors <b>Board Meeting</b>
June 3 - 5, 2021	TBD	Canadian Catholic School Trustees' Association AGM
June 3, 2021	3:00 pm	Policy Committee
June 9, 2021	5:00 pm 7:00 pm	Executive Council Regional Catholic Parent Involvement Committee
June 10, 2021	9:00 am	Mental Health Steering Committee
<b>June 15, 2021</b>	1:00 pm <b>7:00 pm</b>	Special Education Advisory Committee <b>Committee of the Whole</b>
June 21, 2021	5:00 pm	Audit Committee
<b>June 22, 2021</b>	<b>7:00 pm</b>	<b>Board Meeting</b>
TBD	TBD	Assumption College Graduation
TBD	TBD	Holy Trinity Graduation
TBD	TBD	St. John's College Graduation

Meetings scheduled at the Call of the Committee Chair: Accommodations Committee, Audit Committee, Budget Committee, Catholic Education Advisory Committee, Communications and Information Technology Advisory Committee, Legal Expenses Review Committee, Policy Committee