



BRANT HALDIMAND NORFOLK Catholic District School Board

Agenda

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

Board Meeting Monday, June 27, 2022 ♦ 7:00 p.m. Boardroom

Trustees:

Members: Rick Petrella (Chair), Carol Luciani (Vice-Chair), Cliff Casey, Bill Chopp, Dan Dignard, Mark Watson, Aidan O'Brien (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)

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 – May 24, 2022

Pages 3-5

Approval of Special Board Meeting Minutes – June 14, 2022

Pages 6-7

1.6 Business Arising from the Minutes

2. Presentations

3. Delegations

4. Consent Agenda

5. Committee and Staff Reports

5.1 Unapproved Minutes and Recommendations from the Committee of the Whole Meeting – June 21, 2022

Pages 8-15

Presenter: Carol Luciani, Vice-Chair of the Board

- 2022-23 Operating and Capital Budgets (pgs. 16-70)
- Bank Operating Credit (pgs. 71-72)

5.2 Q3 Financial Report (May 31, 2022)

Pages 73-76

Presenter: Scott Keys, Superintendent of Business & Treasurer

5.3 Annual Special Education Report

Pages 77-105

Presenter: Kevin Greco, Superintendent of Education



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- 5.4 Strategic Plan Progress** Pages 106-123
Presenter: Mike McDonald, Director of Education & Secretary
- 5.5 Board By-Law Revision** Pages 124-126
Presenter: Mike McDonald, Director of Education & Secretary
- 5.6 Student Trustee Update** Page 127
Presenter: Aidan O'Brien, Student Trustee
- 6. Information and Correspondence**
- 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 128
- 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**

Next meeting: Tuesday, September 27, 2022, 7:00 p.m. – Boardroom



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

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

Board Meeting Tuesday, May 24, 2022 ♦ 7:00 p.m. Boardroom

Members: **Trustees:**
Rick Petrella (Chair), Carol Luciani (Vice-Chair), Cliff Casey, Bill Chopp, Dan Dignard,
Mark Watson, Aidan O'Brien (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)

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: Bill Chopp

Seconded by: Cliff Casey

THAT the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the May 24, 2022 Board meeting.

Carried

1.4 Declaration of Interest - Nil

1.5 Approval of Board Meeting Minutes – April 26, 2022

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the April 26, 2022 Meeting of the Board.

Carried

1.6 Business Arising from the Minutes – Nil

2. Presentations

2.1 Recognition of Keri Calvesbert, Religion & Family Life Consultant, and recipient of the 2022 Fr. Angus MacDougall Award for Excellence in Family Life Education

The Board congratulated Keri Calvesbert on her achievement. Keri is a champion for supporting families in their understanding of Church and she was highlighted as a pillar of grace, strength, and resilience throughout the pandemic.

2.2 Catholic Student Leadership Awards

The Board recognized recipients of the Catholic Student Leadership Award in Brantford-Brant. The recipients were congratulated on their talent and demonstrated outstanding qualities in Catholic leadership, family commitment, involvement in school activities and dedication to their faith communities.



3. Delegations – Nil

4. Consent Agenda - Nil

5. Committee and Staff Reports

**5.1 Unapproved Minutes and Recommendation of the Committee of the Whole Meeting
- May 17, 2022**

Vice-Chair Luciani reviewed the business of the May 17, 2022 Committee of the Whole meeting and brought forward the following recommendations:

- THAT the Brant Haldimand Norfolk Catholic District School Board approves the Establishing Educational Partnerships Policy 400.36.
- THAT the Brant Haldimand Norfolk Catholic District School Board approves the Outdoor Playground and Structures Policy 400.07.
- THAT the Brant Haldimand Norfolk Catholic District School Board approves the Donations and Charitable Receipts Policy 700.02.
- THAT the Brant Haldimand Norfolk Catholic District School Board approves the Admission of Elementary Students Policy 200.14.
- THAT the Brant Haldimand Norfolk Catholic District School Board approves the Admission of Secondary Students Policy 200.15.
- THAT the Brant Haldimand Norfolk Catholic District School Board approves the Trustee Honoraria Policy 100.06.
- THAT the Brant Haldimand Norfolk Catholic District School Board approves the Supervised Alternative Learning (SAL) Policy 200.06.
- THAT the Brant Haldimand Norfolk Catholic District School Board approves the School and Staff Involvement in Election Campaigns Policy 300.25.

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 May 17, 2022.

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 May 17, 2022.

Carried



5.2 Student Trustee Update

Student Trustee O'Brien provided highlights of school news. Assumption College held a successful production of the Adams Family Musical and taken a few field trips including attending the Stratford Festival and a STEM trip to Guelph University. Holy Trinity will be hosting a lemonade house on June 2nd and have started planning prom. St. John's College recently hosted a glow dance and has scheduled a musical titled I, Corus.

Moved by: Carol Luciani

Seconded by: Mark Watson

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

Carried

6. Information and Correspondence - Nil

7. Notices of Motion – Nil

8. Notices of Motion Being Considered for Adoption - Nil

9. Trustee Inquiries - Nil

10. Business In-Camera

Moved by: Cliff Casey

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: Dan Dignard

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: Carol Luciani

Seconded by: Mark Watson

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the May 24, 2022 Board meeting.

Carried



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

Minutes

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

**Special Meeting of the Board
Tuesday, June 14, 2022 ♦ 2:30 p.m.
Boardroom**

Trustees:

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

Absent: Cliff Casey, 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)

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: Bill Chopp

Seconded by: Carol Luciani

THAT the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the June 14, 2022 Special Meeting of the Board.

Carried

1.4 Declarations of Interest - Nil

2. Business In-Camera

Moved by: Mark Watson

Seconded by: Carol Luciani

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

Carried

3. Report on the In-Camera Session

Moved by: Carol Luciani

Seconded by: Bill Chopp

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

Carried

4. Closing Prayer

The meeting was closed with prayer led by Chair Petrella.



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5. Adjournment

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the February 15, 2022 Special Meeting of the Board.

Carried Next meeting: Tuesday, June 27, 2022, 7:00 p.m. – Boardroom

RECOMMENDATIONS FOR THE BOARD FROM THE COMMITTEE OF THE WHOLE

June 21, 2022

AGENDA ITEM	MOTION
5.1	<p>THAT the Brant Haldimand Norfolk Catholic District School Board approves the 2022-23 Salaries and Benefits Budget, in the amount of \$121,054,568.</p> <p>THAT the Brant Haldimand Norfolk Catholic District School Board approves the 2022-23 Other Operations Budget, in the amount of \$31,763,695.</p> <p>THAT the Brant Haldimand Norfolk Catholic District School Board approves the 2022-23 Capital Budget, in the amount of \$6,551,173.</p>
5.2	<p>THAT the Brant Haldimand Norfolk Catholic District School Board approves:</p> <p>A RESOLUTION AUTHORIZING THE BORROWING OF MONEY TO MEET CURRENT EXPENDITURES OF THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD (THE "Board")</p> <p style="padding-left: 40px;">A. In accordance with Subsection 243(1) of the Education Act (R.S.O. 1990) (the "Act"), the Board considers it necessary to borrow the amount of up to Seven Million, Three Hundred Thousand Dollars (\$7,300,000) to meet, until current revenue is received, the current expenditures of the Board for the period commencing on September 1, 2022 and ending on August 31, 2023 (the "Period").</p> <p style="padding-left: 40px;">B. Pursuant to Subsection 243(3) of the Act, the total amount borrowed pursuant to this Resolution together with the total of any similar borrowings and any accrued interest on those borrowings is not to exceed the unreceived balance of the estimated revenues of the Board for the Period.</p> <p style="padding-left: 40px;">C. The total amount previously borrowed by the Board pursuant to Section 243 that has not been repaid is \$0.</p> <p style="padding-left: 40px;">D. The amount borrowed for current expenditures is within the Board's Debt and Financial Obligation Limit as established by the Ministry of Education and Training from time to time.</p> <p>RESOLVED THAT:</p> <p style="padding-left: 20px;">1. The Chair or Vice Chair and the Treasurer are authorized on behalf of the Board to borrow from time to time by way of promissory note, or overdraft, or bankers' acceptance from Canadian Imperial Bank of Commerce ("CIBC") authorized for borrowing purposes in accordance with Section 243 of the Act] a sum or sums not exceeding in the aggregate Seven Million, Three Hundred Thousand Dollars (\$7,300,000) to meet, until current revenue is collected, the current expenditures of the Board for the Period (including the amounts required for the purposes mentioned in Subsection 243(1) and 243(2) of the Act), and to give to CIBC promissory notes or bankers' acceptances, as the case may be, sealed with the corporate seal of the Board and signed by any</p>

AGENDA ITEM	MOTION
	<p>two of the Chair or Vice Chair and the Treasurer for the sums borrowed plus interest at a rate to be agreed upon from time to time with CIBC;</p> <p>2. The interest charged on all sums borrowed pursuant to this Resolution plus any related charges, is not to exceed the interest that would be payable at the prime lending rate of the chartered banks listed in Schedule 1 of the Bank Act (Canada) on the date of borrowing;</p> <p>3. The Treasurer is authorized and directed to apply in payment of all sums borrowed plus interest, all the moneys collected or received in respect of the current revenues of the Board;</p> <p>The Treasurer is authorized and directed to deliver to CIBC from time to time upon request a statement showing (a) the total amount of unpaid previous borrowings of the Board for current expenditures together with debt charges, if any, and (b) the uncollected balance of the estimated revenues for the current year or, where the estimates have not been adopted, the estimated revenues of the previous year less any current revenue already collected.</p>

RECOMMENDATIONS:

THAT the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Committee of the Whole Meeting of June 21, 2022.

THAT the Brant Haldimand Norfolk Catholic District School Board approves the recommendation of the Committee of the Whole Meeting of June 21, 2022.



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

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

Committee of the Whole Tuesday, June 21, 2022 ♦ 7:00 pm Boardroom

Members: **Trustees:**
Rick Petrella (Chair), Carol Luciani (Vice Chair), Cliff Casey, Bill Chopp, Dan Dignard,
Mark Watson, Aidan O'Brien (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)

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: Dan Dignard

Seconded by: Carol Luciani

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the June 21, 2022 meeting.

Carried

1.4 Declaration of Interest

Trustees Casey, Chopp and Dignard declared an interest in Item 6.1. They did not take part in the discussion, consideration or vote on any question with relation to this item.

1.5 Approval of Committee of the Whole Meeting Minutes – May 17, 2022

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the May 27, 2022 meeting.

Carried

1.6 Business Arising from the Minutes – Nil

2. Presentations

2.1 Retirement Recognition

- Dale Petruka-Schoffro, Principal, St. Patrick School
- Greg Picone, Principal, Holy Trinity Catholic High School



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- Lisa Kuyper, Principal, St. Basil Catholic Elementary School
Seek support, valued member and respected by community and colleagues, always open to learning, big heart.
- Anna Fortunato, Principal, St. Michael Catholic Elementary School
27yrs, service to many schools and committees, lead quietly and confidently, supportive of teaches and cares deeply for learners
- Charmaine Hanley, Principal, Holy Family School
33yrs, held many roles, does not shy away from challenges, holds may portfolios. Principal of Year , council of exceptional children, thanked for guidance and wisdom.
- John McDermid, Principal, Holy Cross School
Loves his community he serves, opinion is valued, respected
- Carmen McDermid, Student Achievement Leader – Special Education

3. Delegations – Nil

4. Consent Agenda

4.1 Unapproved Minutes from the Faith Advisory Committee Meeting – May 19, 2022

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Brant Haldimand Norfolk Catholic District School Board received the unapproved minutes of the Faith Advisory Committee Meeting of May 19, 2022.

Carried

4.2 Unapproved Minutes from the Student Transportation Services Board of Directors Meeting – May 27, 2022

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Student Transportation Services Board of Directors Meeting of May 27, 2022.

Carried

5. Committee and Staff Reports

5.1 Unapproved Minutes and Recommendations of the Budget Committee – June 14, 2022

Chair Petrella, Chair of the Budget Committee, reviewed the business of the June 14, 2022 Budget Committee meeting and brought forward the following recommendations:

Chair Petrella indicated his intention to vote.

Moved by: Marl Watson

Seconded by: Carol Luciani

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the 2022-23 Salaries and Benefits Budget, in the amount of \$121,054,568.

Carried



Moved by: Carol Luciani

Seconded by: Cliff Casey

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the 2022-23 Other Operations Budget, in the amount of \$31,763,695.

Carried

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the 2022-23 Capital Budget, in the amount of \$6,551,173.

Carried

Moved by: Mark Watson

Seconded by: Carol Luciani

THAT the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Budget Committee Meeting of June 14, 2022.

Carried

5.2 Bank Operating Credit

Superintendent Keys presented the Bank Operating credit report that enables the Board to meet its financial obligations when a timing issue occurs between payment by the Board and receipt of grants by the Ministry. It was noted that the credit has a renewal date of September 1, 2022.

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves:

A RESOLUTION AUTHORIZING THE BORROWING OF MONEY TO MEET CURRENT EXPENDITURES OF THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD (THE "Board")

- A. In accordance with Subsection 243(1) of the Education Act (R.S.O. 1990) (the "Act"), the Board considers it necessary to borrow the amount of up to Seven Million, Three Hundred Thousand Dollars (\$7,300,000) to meet, until current revenue is received, the current expenditures of the Board for the period commencing on September 1, 2022 and ending on August 31, 2023 (the "Period").
- B. Pursuant to Subsection 243(3) of the Act, the total amount borrowed pursuant to this Resolution together with the total of any similar borrowings and any accrued interest on those borrowings is not to exceed the unreceived balance of the estimated revenues of the Board for the Period.
- C. The total amount previously borrowed by the Board pursuant to Section 243 that has not been repaid is \$0.



- D. The amount borrowed for current expenditures is within the Board's Debt and Financial Obligation Limit as established by the Ministry of Education and Training from time to time.

RESOLVED THAT:

1. The Chair or Vice Chair and the Treasurer are authorized on behalf of the Board to borrow from time to time by way of promissory note, or overdraft, or bankers' acceptance from Canadian Imperial Bank of Commerce ("CIBC") authorized for borrowing purposes in accordance with Section 243 of the Act] a sum or sums not exceeding in the aggregate Seven Million, Three Hundred Thousand Dollars (\$7,300,000) to meet, until current revenue is collected, the current expenditures of the Board for the Period (including the amounts required for the purposes mentioned in Subsection 243(1) and 243(2) of the Act), and to give to CIBC promissory notes or bankers' acceptances, as the case may be, sealed with the corporate seal of the Board and signed by any two of the Chair or Vice Chair and the Treasurer for the sums borrowed plus interest at a rate to be agreed upon from time to time with CIBC;
2. The interest charged on all sums borrowed pursuant to this Resolution plus any related charges, is not to exceed the interest that would be payable at the prime lending rate of the chartered banks listed in Schedule 1 of the Bank Act (Canada) on the date of borrowing;
3. The Treasurer is authorized and directed to apply in payment of all sums borrowed plus interest, all the moneys collected or received in respect of the current revenues of the Board;

The Treasurer is authorized and directed to deliver to CIBC from time to time upon request a statement showing (a) the total amount of unpaid previous borrowings of the Board for current expenditures together with debt charges, if any, and (b) the uncollected balance of the estimated revenues for the current year or, where the estimates have not been adopted, the estimated revenues of the previous year less any current revenue already collected.

Carried

5.3 Faith Advisory Committee Annual Report 2021-22

Superintendent Temple shared a summary of initiatives and events that the committee was involved in including, but not limited to, Give the Best of Yourself Wellness kit distribution, Advent and Lenten speaker events, Coats of Kids, Christian Meditation and Catholic Student Leadership Awards. It was noted that a survey was launched in the spring to seek feedback on the Board's Spiritual Theme and that the theme was received favourable across the district.

Moved by: Dan Dignard

Seconded by: Bill Chopp

THAT the Committee of the Whole refers the Faith Advisory Committee Annual Report for the 2021-22 School Year to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried



5.4 Literacy Plan

Superintendent Temple shared the 2021-2024 Literacy Plan. The Board continues to learn about science of reading and develop language curriculum. The Heggerty program was launched and this skill building work for phonemic awareness utilizing the program will be mandatory for K-2. Resources, which have been decided upon by a collaboration of many teams including Special Education, Student Achievement and Speech Language Pathologists, will be in place for 2022-2023. It was noted that as we move forward with learning and supporting educators in Grade 1 with PD, we will also work to identify needs in the Junior grades, and further PD in the next two years for Kindergarten and Grade 2 educators.

Moved by: Carol Luciani

Seconded by: Bill Chopp

THAT the Committee of the Whole refers the BHNCDSB Literacy Plan for 2022-2024 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

5.5 Student Support Services and Mental Health and Addictions Strategy Annual Report 2021-22

Superintendent Greco highlighted the Student Support Services Team's commitment to providing a tiered approach to creating safe, inclusive, and welcoming learning spaces for all students in our school district. An overview of the Mental Health and Addictions Strategy Steering Committee was provided. Superintendent Greco noted the Action plan has been focused on equipping and supporting educators by providing learning and training in mental health literacy and supporting innovative and evidence-based practices in schools. Social Workers and Child and Youth Workers within the team have worked closely with school staff, students, and families to support wellbeing for all and staff continued to build system capacity in many areas.

Moved by: Bill Chopp

Seconded by: Mark Watson

THAT the Committee of the Whole refers the Student Support Services and Mental Health and Addiction Strategy Annual Report 2021-22 report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

6. Information and Correspondence - Nil

7. Trustee Inquiries - Nil

8. Business In-Camera

Moved by: Carol Luciani

Seconded by: Dan Dignard

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

Carried



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9. Report on the In-Camera Session

Moved by: Bill Chopp

Seconded by: Dan Dignard

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: Mark Watson

Seconded by: Cliff Casey

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board adjourns the June 21, 2022 meeting.

Carried

Next meeting: Tuesday, September 20, 2022, 7:00 p.m. – Boardroom

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

Prepared by: Scott Keys, Superintendent of Business & Treasurer
Presented to: Budget Committee
Submitted on: June 14, 2022
Submitted by: Michael MacDonald, Director of Education & Secretary

2022-23 OPERATING AND CAPITAL BUDGETS

Public Session

BACKGROUND INFORMATION:

On February 17, 2022, the Ministry of Education (the “Ministry”) released information regarding Grants for Student Needs (GSN) for the 2022-23 school year.

- [Ministry of Education Memo 2022:B03](#)

In addition, the Ministry made available the details of the grant formulas and other criteria education funding through the GSN that are used to calculate allocations for budgeting and financial reporting purposes.

- [Education Funding: Technical Paper 2022-23](#)

A balanced and Board-approved budget for the 2022-23 school year is due to the Ministry of Education by June 30, 2022. This report provides the necessary information for the Budget Committee’s recommended approval to the Board of Trustees.

A balanced budget will be presented to the Board of Trustees on June 27, 2022.

The Board will be asked to approve the salaries and benefits budget and then the balance of the operating and capital budgets.

DEVELOPMENTS:

The budget development process is a collaborative, bottom-up process, whereby administrators, departments and operational budget leaders have meaningful opportunities to make their budgetary needs known and are given opportunities for input throughout the budget development process. Appropriate consultation with the Ministry, Budget Committee and other internal and external stakeholders also takes place through a budget consultation survey.

To ensure we continue to support all students, our Multi-Year Strategic Plan sets direction to identify system goals. The focus of the current Multi-Year Strategic Plan is:

- Belonging for All: Honour the sacred dignity of each person, created in the image of God.
- Teaching and Learning for All: Ensure a commitment to Christ-centred, life-long learning.
- Wellness for All: Nurture faith-filled communities that are safe, inclusive, and healthy.

In addition to the above goals and priorities, the Board is committed to:

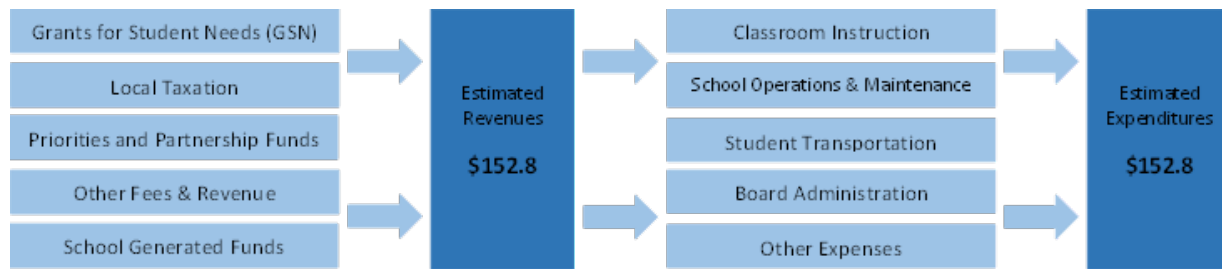
- A fiscally-sound approach to developing a balanced budget,
- Enhance financial stability,
- Continued promotion of fiscal responsibility among departments; and
- Legislative compliance.

As the Board continues to navigate the impacts of the COVID-19 pandemic, we remain committed to the health, well-being and safety of students, staff, and the broader community. At this point in time, this year’s budget has been prepared based on the Board continuing to offer a remote learning option for elementary and secondary students consistent with PPM 164.

Operating Budget

The operating budget comprises the major annual revenues and expenditures of the Board’s financial operations, to the extent they are known. Revenues from operating grants are received from the Ministry of Education, largely through the Grants for Student Needs (GSN) and represents a significant percentage of the Board’s total operating revenues.

The Ministry of Education also announced funding through the Priorities and Partnership Funds (PPF) and will provide over \$355 million (2020-21, \$288 million) in PPF funding. Of the \$355 million, \$144.2 million has been allocated; with the Board’s portion of this allocation of about \$1.4 million.



Over the past two years, the pandemic has had a significant impact on the delivery of education to our students across the Board. To support our students and their success, this year’s budget includes key investments for learning recovery, mental health and well-being, special education, and the first year of a fully de-streamed Grade 9.

Senior Administration is presenting a balanced budget for the 2022-23 school year.

The 2022-23 operating budget projects total revenue of about \$152.8 million, an increase of \$3.1 million or 2.0% from 2021-22 Revised Estimates. This reflects the announcement from the Ministry of Education of support for centrally negotiated terms and conditions, increase in enrolment and COVID-19 Learning Recovery supports.

In line with historical practices, a conservative approach was taken for 2022-23 and projected enrolment accordingly. Although there continues to be some enrolment uncertainty through the province, the Board does not expect this impact to be as significant as in the past few years. Boards were also directed to plan for virtual learning using available funding and existing class size averages.

Total expenditures are projected at \$152.8 million, which is an increase of \$3.1 million or 2.0% from 2021-22 revised estimates. This includes an increase of \$3.9 million in total salaries and benefits and offset by decreases in staff development, supplies and services, interest on debt and fees and contracted services. Total salaries and benefits account for about 79.2% (2020-2021 revised estimates, 78.2%) of the total operating expenditures.

- Refer to **Appendix A** for the 2022-23 Budget Dashboard
- Refer to **Appendix B** for the 2022-23 Budget Presentation
- Refer to **Appendix C** for the BHNCD SB 2022-23 Budget Report

Capital Budget

During the 2022-23 school year, the Board will undertake several facility renewal projects, which are designed to create a safe and more comfortable learning environment for our students and staff.

From time-to-time, schools may require portables or portapacks to alleviate enrolment pressures. Portables and portapacks are typically funded using the Board's temporary accommodations allocation and from time-to-time accumulated surplus, where necessary.

In 2021-22, the Board opened two new Child Care facilities: Our Lady of Providence Catholic Elementary School, Brantford and Holy Trinity Catholic High School, Simcoe; in partnership with the YMCA of Brant-Brantford-Hamilton and Today's Family, respectively.

Additionally, the Ministry of Education approved funding for a new Catholic Elementary School (Caledonia) and Catholic Secondary School (Brantford/Brant).

Capital Budget				
Cdn\$	2021/22 Revised Estimates	2022/23 Estimates	\$ Chg	% Chg
<u>School Renewal</u>				
School Renewal	1,415,038	982,983	(432,055)	-30.5%
School Condition Improvement	2,894,833	2,489,977	(404,856)	-14.0%
COVID-10 Resilience Infrastructure	516,978	-	(516,978)	-100.0%
Total School Renewal	4,826,849	3,472,960	(1,353,889)	-28.0%
<u>New Pupil Places</u>				
New Portable Purchases	818,784	278,213	(540,571)	-66.0%
Holy Trinity Childcare	89,468	-	(89,468)	-100.0%
Our Lady of Providence Childcare	1,035,250	-	(1,035,250)	-100.0%
Caledonia Catholic Elementary School	-	2,000,000	2,000,000	100.0%
Total New Pupil Places	1,943,502	2,278,213	334,711	17.2%
Minor Tangible Capital Assets	791,300	800,000	8,700	1.1%
Total Capital Budget	7,561,651	6,551,173	(1,010,478)	-13.4%

RECOMMENDATION:

THAT the Budget Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the 2022-23 Salaries and Benefits Budget, in the amount of \$121,054,568.

THAT the Budget Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the 2022-23 Other Operations Budget, in the amount of \$31,763,695.

THAT the Budget Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the 2022-23 Capital Budget, in the amount of \$6,551,173.

Summary of Estimates

	2021/22 Revised Estimates	2022/23 Estimates	In-Year Change	
			\$	%
Revenue				
Grants for Student Needs (GSN)	116,305,867	122,542,857	6,236,991	5.4%
Local Taxation	16,828,014	16,491,432	(336,582)	-2.0%
Priorities and Partnership Funds (PPF)	4,255,944	1,357,100	(2,898,844)	-68.1%
Other Revenue	8,865,867	8,926,874	61,007	0.7%
School Generated Funds	3,500,000	3,500,000	-	0.0%
Total Revenue	149,755,692	152,818,263	3,062,571	2.0%
Expenses				
Classroom Instruction and Learning	116,550,374	119,255,982	2,705,608	2.3%
School Operations/Maintenance	21,082,955	21,273,439	190,484	0.9%
Student Transportation	6,743,016	6,980,735	237,719	3.5%
Board Administration	5,379,347	5,308,107	(71,240)	-1.3%
Total Expenses	149,755,692	152,818,263	3,062,571	2.0%
Surplus/(Deficit) before Accum Surplus	-	-	-	-
Draw on Accumulated Surplus	-	-	-	-
Surplus/(Deficit), end of year	-	-	-	-

Changes in Revenue: 2021/22 Revised Estimates vs. 2022/23 Estimates

Grants for Student Needs: Increase due to enrolment, revised benchmarks, time limited funding, and transfers from PPF.

Local Taxation: Decrease resulting from reduced tax revenue received from municipalities.

Priorities and Partnership Funds: Decrease due to timing of PPF announcements and prior supports ending.

Changes in Expenses: 2021/22 Revised Estimates vs. 2022/23 Estimates

Classroom Instruction: Increase due to addition staff for increased enrolment and COVID-19 Learning Recovery Fund and changes in benchmarks, offset by a decrease in virtual school staff.

School Operations: Decrease due to prior funded supports being discontinued and changes for identified system needs, offset by an increase in amortization expense.

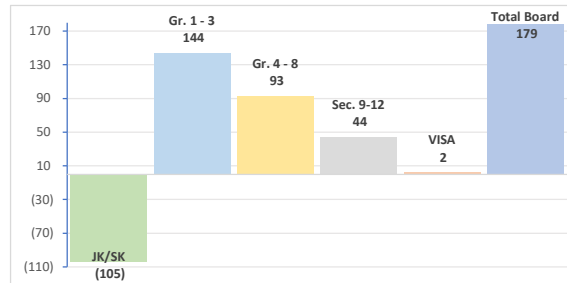
Student Transportation: Increase due to contractual commitments and increase in eligible riders.

Summary of Enrolment

ADE	2021/22 Revised Estimates	2022/23 Estimates	In-Year Change	
			#	%
Elementary				
JK/SK	1,422	1,317	(105)	-7.4%
Gr. 1 - 3	2,169	2,313	144	6.6%
Gr. 4 - 8	3,637	3,730	93	2.6%
VISA Students	-	-	-	0.0%
Total Elementary	7,228	7,360	133	1.8%
Secondary				
Pupils of the Board	3,680	3,725	44	1.2%
VISA Students	8	10	2	25.0%
Total Secondary	3,688	3,735	46	1.3%
Total	10,916	11,095	179	1.6%

Note: ADE is comprised of projected enrolment at October 31, 2022 and March 31, 2023.

Note: VISA students pay tuition and their enrolment do not affect our GSNs

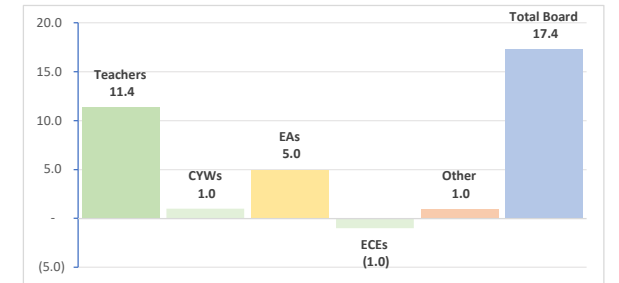


Changes in Enrolment: 2021/22 Revised Estimates vs. 2022/23 Estimates

Elementary and Secondary ADE: A combination of an expected decline in kindergarten registrations and conservative estimates from the continued impact of COVID-19 and a significant increase in families moving into the Board's jurisdiction resulted in an overall increase in ADE.

Summary of Staffing

FTE	2021/22 Revised Estimates	2022/23 Estimates	In-Year Change	
			#	%
Classroom				
Teachers	704.2	715.5	11.4	1.6%
CYWs	9.0	10.0	1.0	11.1%
EAs	159.5	164.5	5.0	3.1%
ECES	50.0	49.0	(1.0)	-2.0%
Total Classroom	922.7	939.0	16.4	1.8%
Other Support Staff				
School Administration	102.1	98.1	(4.0)	-3.9%
Central Support Staff	51.0	51.0	-	0.0%
Facility Services	95.0	96.0	1.0	1.1%
Consultants/Coordinators	14.0	17.0	3.0	21.4%
Other Support Staff	32.0	33.0	1.0	3.1%
Total Other Support Staff	294.1	295.1	1.0	0.3%
Total Staffing	1,216.7	1,234.1	17.4	1.4%



Changes in Staffing: 2021/22 Revised Estimates vs. 2022/23 Estimates

Teachers: Increase due to overall enrolment growth, offset by a reduction in virtual school participation.

EA and ECE: Increase due to COVID-19 Learning Recovery Fund, offset by a reduction in virtual school participation.

School Administration: Decrease due to virtual school administrators and clerical needs.

Consultants/Coordinators: Increase based on review of system operational and staffing needs.

Other Support Staff: Increase due to COVID-19 Learning Recovery Fund.

Brant Haldimand Norfolk Catholic District School Board
2022/2023 Estimates
Comparative Revenue Summary

Comparative Revenue Summary							
	2019-20 Actual	2020-21 Actual	2021-22 Revised Estimates	2022-23 Estimates	In-Year Change		Variance Note
					\$	%	
Provincial Grants (GSN)							
Pupil Foundation	54,527,893	58,794,563	61,968,786	63,604,737	1,635,951	2.6%	
School Foundation	8,621,375	8,813,157	9,018,659	9,321,529	302,870	3.4%	
Special Education	17,196,966	17,580,642	18,368,717	19,076,607	707,890	3.9%	
Language Allocation	1,882,770	1,895,632	1,923,073	2,142,269	219,196	11.4%	
Indigenous Education	300,442	320,642	236,277	237,114	837	0.4%	
Rural and Northern Education Fund	1,525,025	1,548,949	1,523,649	1,526,244	2,595	0.2%	
Learning Opportunities	1,408,822	1,430,292	1,668,539	1,665,337	(3,202)	-0.2%	
Mental Health and Well Being	222,977	462,815	593,666	948,748	355,082	59.8%	
Adult & Continuing Education	662,367	391,416	611,096	474,245	(136,851)	-22.4%	
Teacher DECE Q&E	13,907,231	9,021,034	10,580,128	10,865,613	285,485	2.7%	
New Teacher Induction Program	37,576	34,380	182,104	175,805	(6,299)	-3.5%	
Student Transportation	5,470,217	5,421,139	5,890,541	5,977,294	86,753	1.5%	
Administration & Governance	4,730,026	4,076,940	4,034,613	4,213,958	179,345	4.4%	
School Operations & Renewal	10,654,591	10,877,517	11,476,390	11,868,482	392,092	3.4%	
Community Use of Schools Grant	146,889	150,638	149,418	153,652	4,234	2.8%	
Support For Students	146,395	1,130,786	1,130,786	1,157,204	26,418	100.0%	
Program Leadership	-	904,413	999,389	1,000,496	1,107	100.0%	
Permanant Financing - NPF	-	146,395	146,395	146,395	-	0.0%	
COVID-19 Support	-	188,111	-	2,001,809	2,001,809	100.0%	
Total Grants for Student Needs	121,441,562	123,189,461	130,502,226	136,557,537	6,055,312	4.4%	a
Grants for Capital Purposes							
School Renewal	396,349	546,721	846,093	846,093	-	0.0%	
Short-term Interest	9,968	16,408	17,800	17,864	64	0.4%	
Debt Funding for Capital	2,064,110	1,919,996	1,767,762	1,612,795	(154,967)	-8.8%	b
Total Capital Grants	2,470,427	2,483,125	2,631,655	2,476,752	(154,903)	-5.9%	
Other Grants							
Other Non-GSN Grants	464,814	270,465	320,808	322,620	1,812	0.6%	
Priorities & Partnership Funding	1,040,744	4,083,512	4,255,944	1,357,100	(2,898,844)	-68.1%	c
Total Non-GSN Grants	1,505,558	4,353,977	4,576,752	1,679,720	(2,897,032)	-63.3%	
Other Revenue							
Tuition Fees	1,205,324	1,083,856	1,020,213	911,206	(109,007)	-10.7%	d
Rentals	109,250	145,962	218,843	273,869	55,026	25.1%	e
Interest	276,575	139,573	165,000	225,000	60,000	36.4%	f
School Generated Funds	2,444,972	1,227,446	3,500,000	3,500,000	-	0.0%	
Strike Savings/Sabilization Funding	(1,597,816)	4,043,892	-	-	-	0.0%	
Other Revenue	807,348	1,710,723	1,142,948	975,835	(167,112)	-14.6%	g
Total Non-Grant Revenue	3,245,653	8,351,452	6,047,003	5,885,911	(161,093)	-2.7%	
Deferred Revenues							
Amortization of DCC	4,195,595	4,608,092	5,318,103	6,015,609	697,506	13.1%	
Deferred Revenues	(769,886)	(37,617)	679,952	202,734	(477,218)	-70.2%	
Net Deferred Revenue	3,425,709	4,570,475	5,998,055	6,218,343	220,288	3.7%	h
Total Revenue and Grants	132,088,909	142,948,490	149,755,692	152,818,263	3,062,571	2.0%	

Note: 2021-2022 Revised Estimates was presented to the Board of Trustees in December 2021

Explanations of Revised Estimate Variances

- a Increase due to enrolment, revised benchmarks, time limited funding, and transfers from PPF.
- b Decrease due to lower interest received relating to long term debt and no new debt issuance.
- c Decrease due to timing of PPF announcements and prior supports ending.
- d Decrease due to reduction in anticipated demand for international education due to COVID-19.
- e Increase due to re-opening of schools for Community Use and a full year of operations for two new daycares.
- f Increase due to anticipated higher interest rates.
- g Decrease due to reduction in seconded staff.
- h Increase due to timing of completion of construction projects, offset by inteded use of restricted funding.

Brant Haldimand Norfolk Catholic District School Board
2022/2023 Estimates
Comparative Expense Summary

Comparative Expense Summary								
	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Revised Estimates	2022-23 Estimates	In-Year Change		Variance Note
						\$	%	
Classroom Instruction								
Teachers	64,836,155	64,510,442	73,233,410	73,331,564	75,868,868	2,537,304	3.5%	
Supply Teachers	2,733,904	1,991,296	1,743,204	2,819,026	2,761,254	(57,772)	-2.0%	
Educational Assistants	8,089,183	8,435,763	9,140,422	9,386,030	9,622,760	236,730	2.5%	
Early Childcare Educators	2,512,744	2,641,008	2,931,361	2,713,700	2,700,320	(13,380)	-0.5%	
Classroom Computers	1,693,974	961,464	1,409,745	1,535,221	1,369,115	(166,106)	-10.8%	
Textbooks & Supplies	2,922,711	2,303,848	2,115,865	3,903,177	3,563,018	(340,159)	-8.7%	
Professionals and Paraprofessionals	3,326,110	3,514,820	4,047,652	4,215,020	4,456,010	240,990	5.7%	
Library and Guidance	2,068,959	2,036,209	1,967,419	1,952,999	2,131,274	178,275	9.1%	
Staff Development	879,899	375,468	264,916	1,101,981	908,442	(193,539)	-17.6%	
Departement Heads	237,583	249,184	255,599	263,700	263,700	-	0.0%	
School Generated Funds	3,605,356	2,333,935	1,428,279	3,500,000	3,500,000	-	0.0%	
Total Classroom Instruction & Learning	92,906,578	89,353,437	98,537,872	104,722,418	107,144,761	2,422,343	2.3%	a
School Management								
Principals & Vice Principals	5,188,987	5,627,853	6,188,080	6,150,598	6,271,173	120,575	2.0%	b
School Office	3,565,596	3,074,230	3,345,959	3,505,416	3,258,958	(246,458)	-7.0%	c
Co-ordinators and Consultants	1,726,335	1,539,188	1,612,885	1,682,187	2,083,415	401,228	23.9%	d
Continuing Education	461,001	476,361	443,450	489,755	497,675	7,920	1.6%	
Total School Management	10,941,919	10,717,632	11,590,374	11,827,956	12,111,221	283,265	2.4%	
Student Transportation	5,296,761	5,188,447	5,916,235	6,743,016	6,980,735	237,719	3.5%	e
Administration								
Trustees	116,978	105,497	86,268	111,100	106,550	(4,550)	-4.1%	
Director and Supervisory Officers	921,404	1,019,305	941,415	1,022,755	1,008,740	(14,015)	-1.4%	
Board Administration	3,308,257	3,245,200	4,416,557	4,245,492	4,192,817	(52,675)	-1.2%	
Total Administration	4,346,639	4,370,002	5,444,240	5,379,347	5,308,107	(71,240)	-1.3%	
School Operations/Maintenance								
School Operations and Maintenance	11,308,416	10,858,921	12,139,669	12,343,137	11,931,450	(411,687)	-3.3%	f
School Renewal	917,099	577,153	546,721	846,093	846,093	-	0.0%	
Interest on Capital Debt	2,388,318	2,160,512	1,912,036	1,746,589	1,586,109	(160,480)	-9.2%	g
Amortization	4,837,153	5,338,269	5,878,916	6,147,136	6,909,787	762,651	12.4%	h
Total Pupil Accomodation	19,450,986	18,934,855	20,477,342	21,082,955	21,273,439	190,484	0.9%	
Total Expenditures	132,942,883	128,564,373	141,966,063	149,755,692	152,818,263	3,062,571	2.0%	

Explanations of Grant Variances

- a Increase due to addition staff for increased enrolment, COVID-19 Learning Recovery Fund, and changes in benchmarks.
- b Increase due to additional staff for identified system needs, changes in provincially negotiated benchmarks, offset by reduction in virtual school demand.
- c Decrease due to reduction in virtual school demand.
- d Increase due to identified system needs.
- e Increase due to contractual commitments and increase in eligible riders.
- f Decrease due to prior funded supports being discontinued and changes for identified system needs.
- g Decrease due to lower interest payments relating to long term debt and no new debt issuances.
- h Increase due to timing of construction projects and other capital purchases.

Brant Haldimand Norfolk

2022-23

Operating and Capital Budget

for all

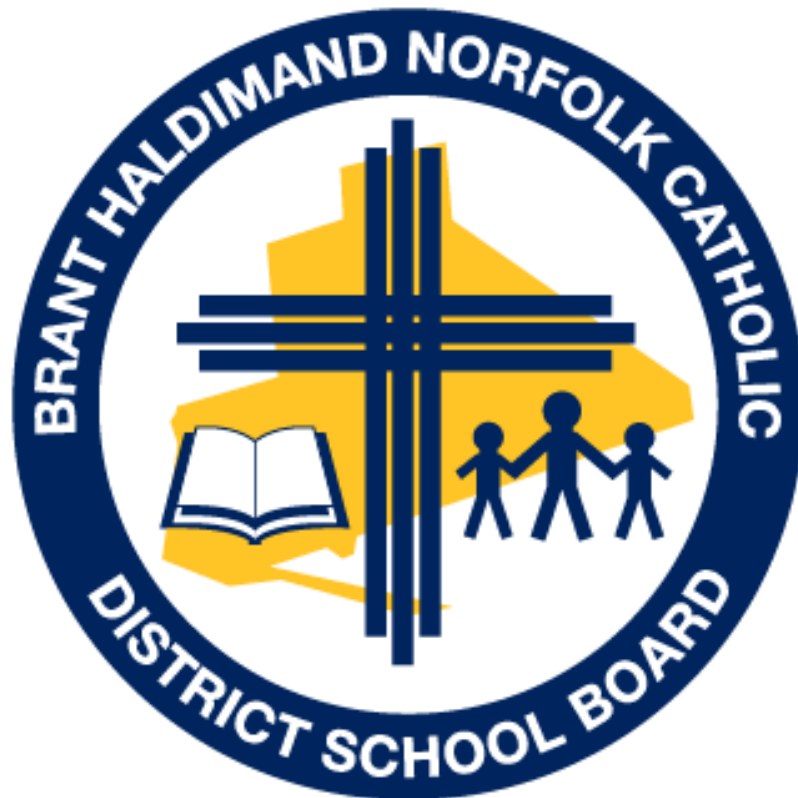


2022-2023 Operating and Capital Budget

- Opening Commentary
- Operating Budget Overview
- Budget Consultation Survey
- 2022-2023 Projected ADE
- Operating Revenue
- Community Use of Schools
- Operating Expenditures
- Capital Budget
- Board Motions

For all

From the Director of Education ...



Operating Budget Overview

Alignment
Operational Plans
Strategic Plan
Collaborative
Meaningful Input
Conservatism
Balanced Budget

BHNCD SB Estimates Summary				
Cdn\$	2021/22 Revised Estimates	2022/23 Estimates	\$ Chg	% Chg
Revenues				
Grants for Student Needs	116,305,867	122,542,857	6,236,991	5.4%
Local Taxation	16,828,014	16,491,432	(336,582)	-2.0%
Priorities & Partnership Funds	4,255,944	1,357,100	(2,898,844)	-68.1%
Other Revenue	8,865,867	8,926,874	61,007	0.7%
School Generated Funds	3,500,000	3,500,000	-	0.0%
Total Revenue	149,755,692	152,818,263	3,062,571	2.0%
Expenses				
Classroom Instruction & Learning	116,550,374	119,255,982	2,705,608	2.3%
School Operations/Maintenance	21,082,955	21,273,439	190,484	0.9%
Student Transportation	6,743,016	6,980,735	237,719	3.5%
Board Administration	5,379,347	5,308,107	(71,240)	-1.3%
Total Expenses	149,755,692	152,818,263	3,062,571	2.0%
Surplus/(Deficit) before Accum Surplus	-	-	-	0.0%
Draw on Accumulated Surplus				
Surplus/(Deficit), End of Year	-	-	-	0.0%

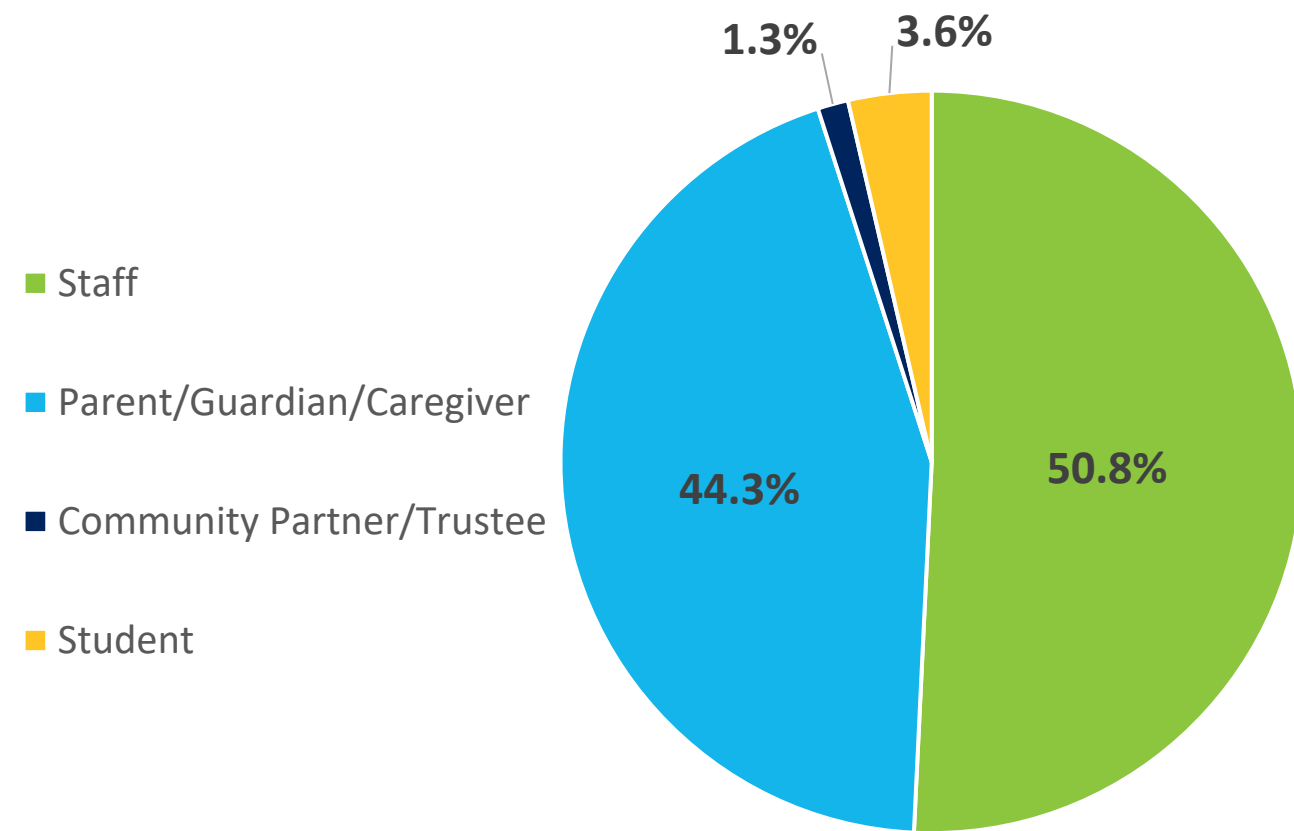


SURVEY



Budget Consultation Survey

Who took the Survey?



52% of respondents strongly agreed or agreed current **technology** in the classroom is sufficient to meet the needs of today's education needs.

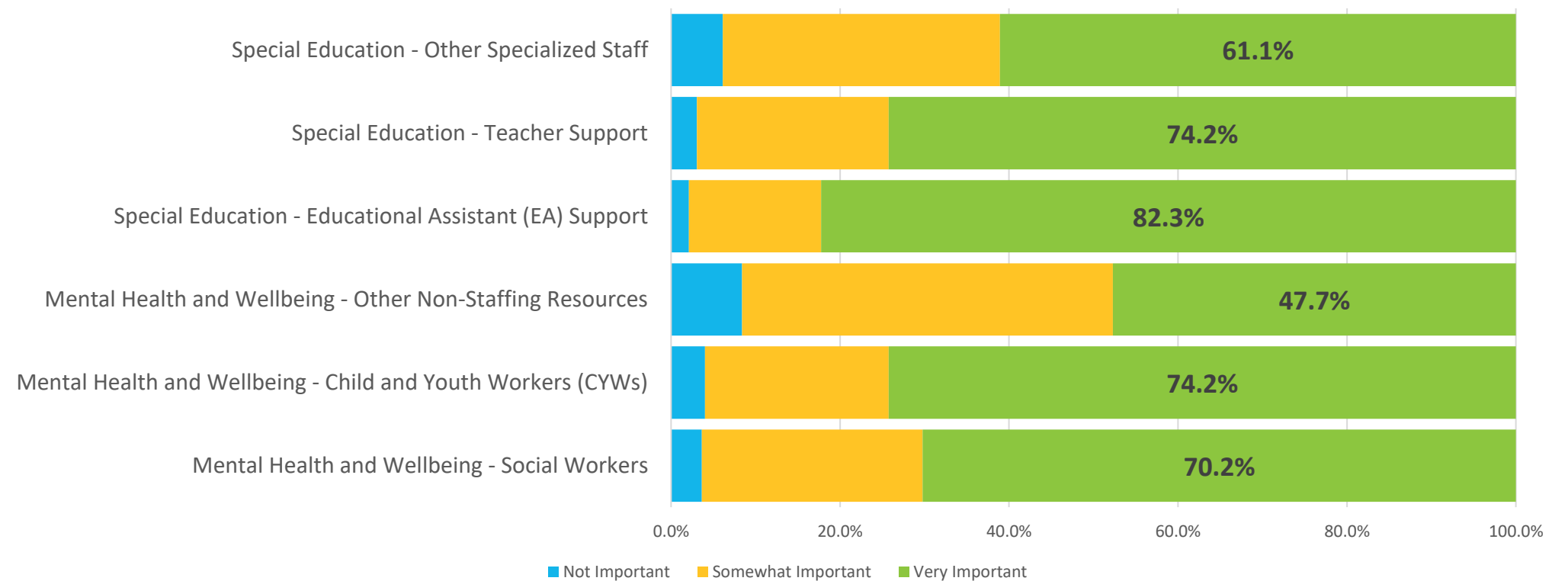
Faith Formation:

- Student volunteer opportunities
- Masses/Liturgies at school or church
- Faith or leadership opportunities for students

76% of respondents heard about our survey via **COMMUNICATION FROM THE BOARD** (email, BHN Hub, school messenger)

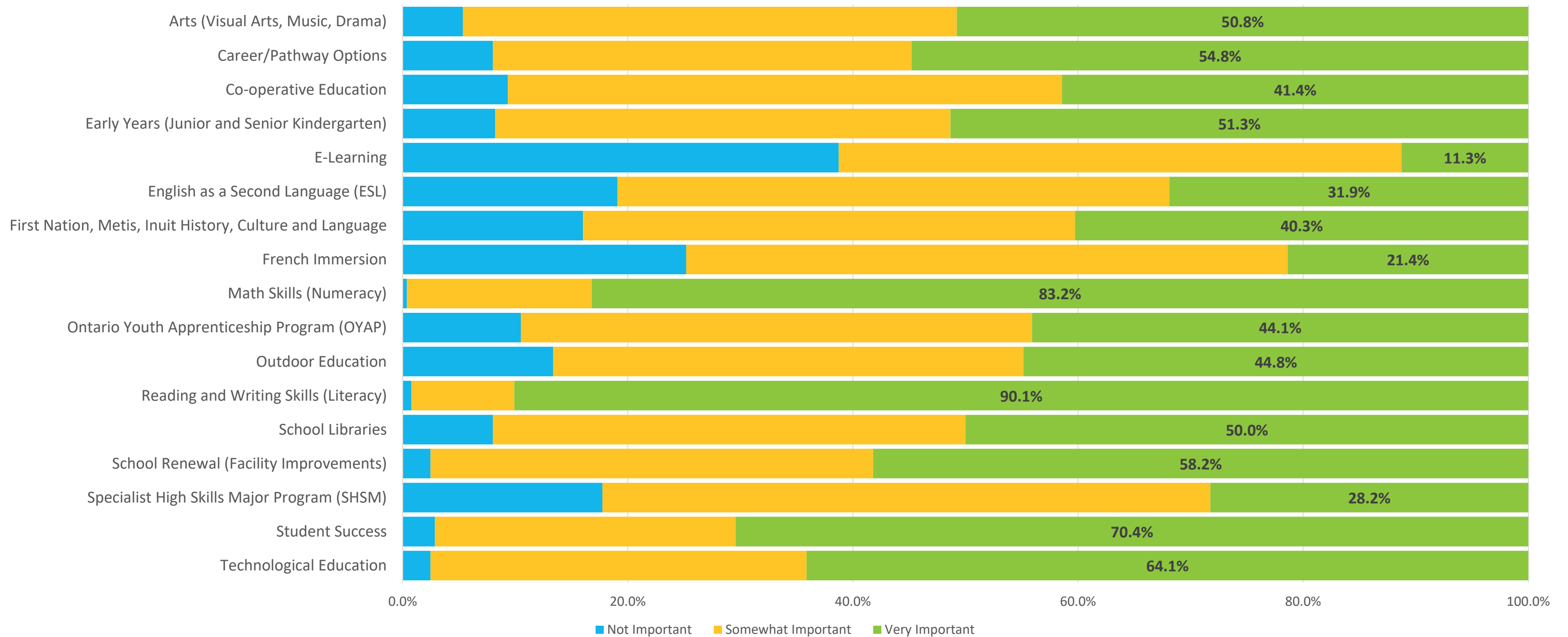
64% of staff or parents/guardians/caregivers either work or have children in an **Elementary School**

Special Education and Mental Health

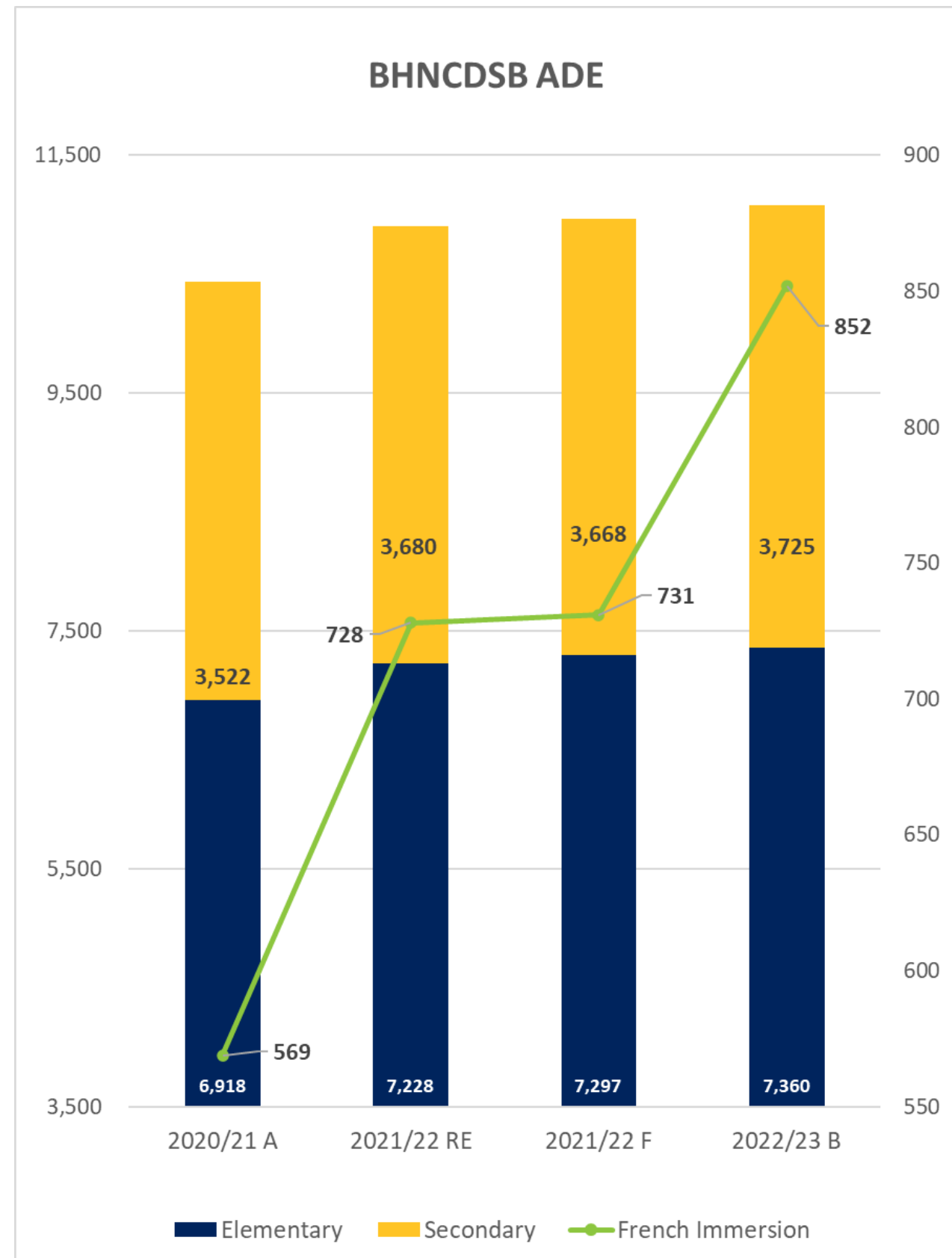


Budget Consultation Survey

Programs and Services



2022-23 Projected ADE

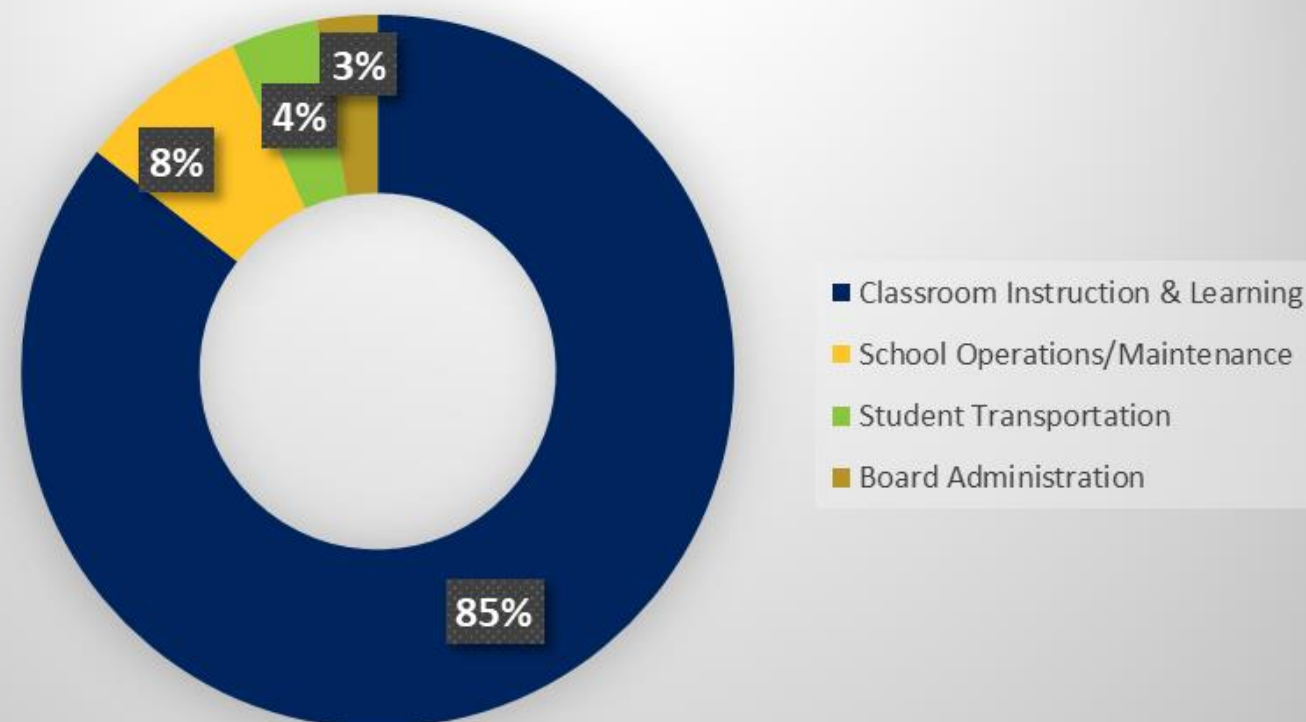


Average Daily Enrolment						
	2020/21 Actual	2021/22 Revised Estimates	2021/22 Forecast	2022/23 Estimates	\$ Chg	% Chg
Elementary						
JK/SK	1,339	1,422	1,434	1,317	(105)	-7.4%
Gr. 1 - 3	2,113	2,169	2,199	2,313	144	6.6%
Gr. 4 - 8	3,467	3,637	3,664	3,730	93	2.6%
VISA Students	-	-	-	-	-	0.0%
Total Elementary ADE	6,918	7,228	7,297	7,360	133	1.8%
Secondary						
Gr. 9 - 12	3,522	3,680	3,668	3,725	44	1.2%
Total Secondary ADE	3,522	3,680	3,668	3,725	44	1.2%
Total ADE	10,440	10,908	10,964	11,085	177	1.6%
Other Pupils of the Board	83	79	72	67	(12)	-15.2%
VISA Students	15	8	10	10	2	25.0%
Total Enrolment	10,538	10,995	11,046	11,162	167	1.5%

Operating Revenues

Operating Revenues						
Cdn\$	2019/20 Actual	2020/21 Actual	2021/22 Revised Estimates	2022/23 Estimates	\$ Chg	% Chg
Revenues						
Grants for Student Needs	104,396,240	108,162,424	116,305,867	122,542,857	6,236,991	5.4%
Local Taxation	19,515,749	17,510,162	16,828,014	16,491,432	(336,582)	-2.0%
Priorities & Partnership Funds	1,040,744	4,083,512	4,255,944	1,357,100	(2,898,844)	-68.1%
Other Revenue	4,691,204	11,964,946	8,865,867	8,926,874	61,007	0.7%
School Generated Funds	2,444,972	1,227,446	3,500,000	3,500,000	0	0.0%
Total Revenue	132,088,909	142,948,490	149,755,692	152,818,263	3,062,571	2.0%

Revenue by Planning Area



Keys Changes to Non-GSN Revenue:

- Priorities and Partnership Funds (PPF):
- Decrease in COVID-19 targeted funding
 - Delay in PPF announcements

Other Revenue:

- Increase in rental revenues, interest income, amortization
- Decrease in seconded staff, tuition fees

Operating Revenues

Grants for Student Needs						
Cdn\$	2019/20 Actual	2020/21 Actual	2021/22 Revised Estimates	2022/23 Estimates	\$ Chg	% Chg
Grants for Student Needs						
Pupil Foundation Grants	54,527,893	58,794,563	61,968,786	63,604,737	1,635,951	2.8%
School Foundation Grants	8,621,375	8,813,157	9,018,659	9,321,529	302,870	3.4%
Supplemental Grants	58,292,294	55,581,741	59,514,781	63,631,272	4,116,491	7.4%
Total Revenue	121,441,562	123,189,461	130,502,226	136,557,537	6,055,312	4.6%

Keys Changes to GSN Revenue:

Pupil Foundation Grants:

- Increase in ADE
- Introduction of network and digital learning component
- Differentiated Funding for Online Learning
 - Funded average credit load now split between online learning (0.15) and in-person learning (7.35)
- Provision for central agreements

School Foundation Grants:

- Increase in ADE
- Transfer of the Parent Reaching Out grant into the GSN from PPF
- Benchmark increases for Administrators

Supplemental Grants:

- Increase in ADE
- Provision for central agreements
- Transfer of Local Special Education Priorities allocation to GSN from PPF
- Transfer of Student Mental Health allocation and Well-Being and Mental Health bundle to GSN from PPF
- Transfer of Learning and Innovation Fund for Teachers to GSN
- Top up of the network and digital learning component
- Non-staff benchmark increases to school operations and renewal
- COVID-19 Learning Recovery Fund

Community Use of Schools – Rates/Fees

Hourly Rental Rates

Space Type	Type 1	Type 1A	Type 1B	Type 2	Type 3	Type 4	Type 5	Type 6
	JUFA	Non-Profit Youth	Non-Profit Adult	Non-Profit Other	Commercial or Private User	BHNCDSB and Associated Users *	Non-Profit Priority School **	Reciprocal Users
Subsidy (Hourly Rental)	100%	100%	75%	50%	0%	100%	100%	100%
Classroom (Secondary Only)	\$ -	\$ -	\$ 4.00	\$ 8.00	\$ 16.00	\$ -	\$ -	\$ -
Cafeteria (No Kitchen)	\$ -	\$ -	\$ 12.50	\$ 25.00	\$ 50.00	\$ -	\$ -	\$ -
Library (Elementary)	\$ -	\$ -	\$ 7.50	\$ 15.00	\$ 30.00	\$ -	\$ -	\$ -
Library (Secondary)	\$ -	\$ -	\$ 10.00	\$ 20.00	\$ 40.00	\$ -	\$ -	\$ -
Single Gym	\$ -	\$ -	\$ 10.00	\$ 20.00	\$ 40.00	\$ -	\$ -	\$ -
Double Gym	\$ -	\$ -	\$ 15.00	\$ 30.00	\$ 60.00	\$ -	\$ -	\$ -
Triple Gym	\$ -	\$ -	\$ 25.00	\$ 50.00	\$ 100.00	\$ -	\$ -	\$ -
Sports Field	\$ -	\$ -	\$ 4.00	\$ 8.00	\$ 16.00	\$ -	\$ -	\$ -
Outdoor Space/Parking Lot	\$ -	\$ -	\$ 2.50	\$ 5.00	\$ 10.00	\$ -	\$ -	\$ -

Hourly Custodial Fees

A Board Caretaker must be on site for all activities. Custodial fees will apply when a custodian is not already scheduled to work at a school.

A minimum 2 hour charge will apply.

Subsidy (Custodial Fees)	0%	75%	50%	25%	0%	100%	100%	100%
Monday - Friday	\$ 25.00	\$ 6.25	\$ 12.50	\$ 18.75	\$ 25.00	\$ -	\$ -	\$ -
Saturday - Sunday	\$ 38.00	\$ 9.50	\$ 19.00	\$ 28.50	\$ 38.00	\$ -	\$ -	\$ -
Statutory Holidays	\$ 38.00	\$ 9.50	\$ 19.00	\$ 28.50	\$ 38.00	\$ -	\$ -	\$ -

Other Community Use of Schools Fees

Applies to all permits

Permit Application	\$ 25.00	To a maximum of \$100.00 per school year
Permit Change	\$ 10.00	Applies to each change after permit is approved and "locked"
Permit Cancellation	\$ 25.00	If cancelled less than 7 calendar days prior to permit
False 9-11/Fire Alarm	\$ 75.00	Fee for making false calls to 911 or fire alarms
"No Show" Fee	\$ 50.00	Plus custodial and other fees, if applicable
Direct Recoverable Costs	TBD	Other direct costs associated with the use of Board facilities
Insurance Coverage	TBD	Applies to permit holders without adequate insurance coverage
Outdoor Lighting Cost	\$ 33.00	Fee per hour for outdoor light usage (outdoor fields)

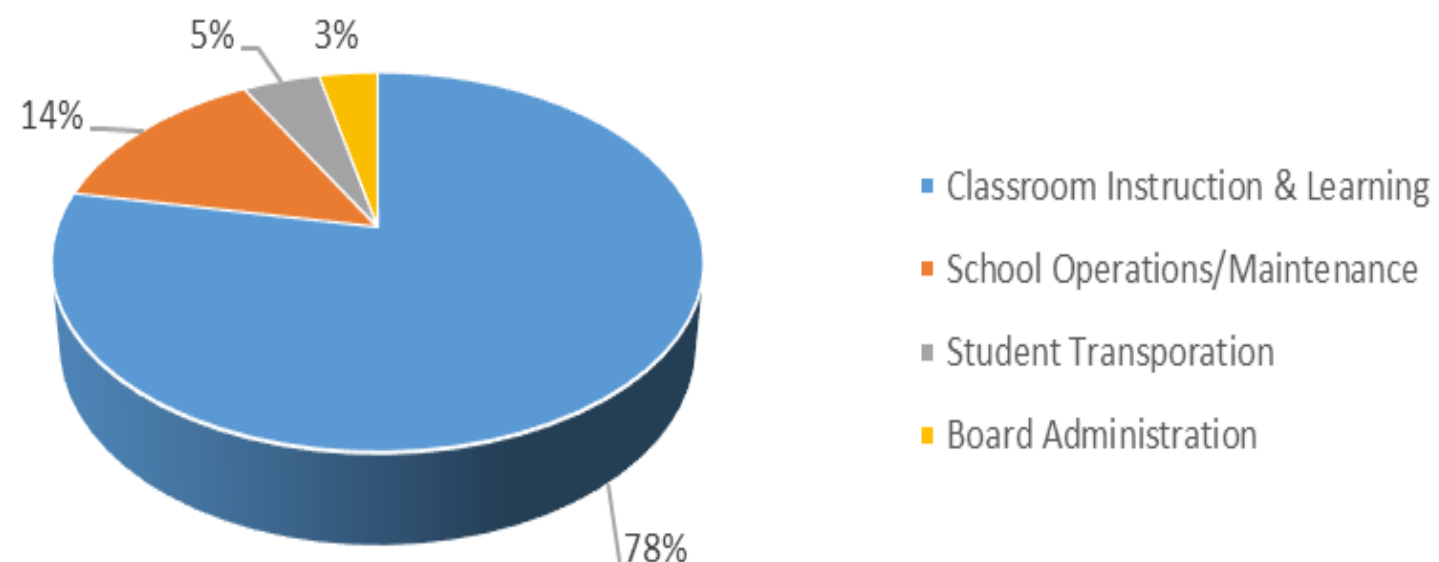
* Polling stations are responsible to cover direct costs (i.e., custodial fees, security, etc.)

** Fees subject to the limits of Ministry of Education Priority School Funding

Operating Expenditures

Operating Expenses by Planning Area						
Cdn\$	2019/20 Actual	2020/21 Actual	2021/22 Revised Estimates	2022/23 Estimates	\$ Chg	% Chg
Planning Areas						
Classroom Instruction & Learning	100,071,069	110,128,246	116,550,374	119,255,982	2,705,608	2.3%
School Operations/Maintenance	18,934,855	20,477,342	21,082,955	21,273,439	190,484	0.9%
Student Transportation	5,188,447	5,916,235	6,743,016	6,980,735	237,719	3.5%
Board Administration	4,370,002	5,444,240	5,379,347	5,308,107	(71,240)	-1.3%
Total Expenditures	128,564,373	141,966,063	149,755,692	152,818,263	3,062,571	2.0%

Expenses by Planning Area



Keys Changes to Operating Expenses:

Classroom Instruction and Learning:

- Addition staff for increased enrolment, COVID-19 Learning Recovery Fund, operational needs
- Provision for central agreements
- Reduction in computers and other technology

School Operations/Maintenance

- Increase in commodity costs (gas/utilities) and inflationary increases on commodities
- Reduction in previously funded positions

Student Transportation:

- Additional bus services to accommodate enrolment and general contract increases

Board Administration

- Professional development delivery
- Reduced PPF expenditures
- Mileage rate

Classroom Instruction and Learning

School Effectiveness and Faith Formation

Lorrie Temple, Superintendent of Education

- New math curriculum (Grades 1-8), including long-term plan
- Implementation of full Grade 9 De-streaming, including PD
- Incorporating Right to read recommendations to Literacy Plan, use of Heggery Program (Grades K-2)
- Collaborating with Child Care partners, opening two new child care centres, and ECE PD
- Give the Best Wellness Kits, new intermediate Religion and Family Life Program
- Growth of Extended French at Assumption
- Continuing partnership with Lynwood Arts Centre

Student Success

Rob De Rubeis, Superintendent of Education

- Experiential learning opportunities for all students
- Review of technical education facilities and plan for renewal
- Community partnerships and skilled trade and workshop opportunities
- Professional development sessions and School Climate Survey results to further support safe, inclusive, and equitable learning environments
- Four-point plan as part of the Board's Indigenous Education strategy



Special Education and Mental Health

Special Education and Student Support Services

Kevin Greco, Superintendent of Education

Special Education

- Increased staff allocation to support significant increase in students receiving Special Education programs and services
- Professional learning for staff in Self Regulation, Autism Spectrum Disorder and to address gaps in reading, speech and language
- Implementation of additional interventions and support for Grades K - 3

Well-being and Mental Health

- Provide Mental Health Professionals in schools
- Provide resources to support the Board's Mental Health and Additions Strategy and Action Plan
- Professional development and training in self-regulation and Restorative Practices
- Resources to support Safe and Accepting Schools and Bullying Prevention initiatives

Special Education				
Cdn\$	2021/22 Revised Estimates	2022/23 Estimates	\$ Chg	% Chg
Revenues				
Special Education Per Pupil Amount	8,613,354	8,829,961	216,607	2.5%
Differentiated Special Education Needs	7,758,297	8,100,989	342,692	4.4%
Specialized Equipment Amount	514,171	577,409	63,238	12.3%
Behaviour Expertise Amount	343,695	348,160	4,465	1.3%
Priority & Partnership Funding	573,010	219,800	(353,210)	-61.6%
Total Special Education Funding	17,802,527	18,076,319	273,792	1.5%
Expenses				
Special Education Teachers	7,457,215	7,333,488	(123,727)	-1.7%
Educational Assistants	9,386,030	9,481,690	95,660	1.0%
Computer and Technology	432,897	394,160	(38,737)	-8.9%
Textbooks and Supplies	467,080	603,863	136,783	29.3%
Professional, Paraprofessional, and Technicians	1,433,110	1,609,500	176,390	12.3%
Staff Development	146,822	158,530	11,708	8.0%
Coordinators and Consultants	175,000	165,750	(9,250)	-5.3%
Total Special Education Expenses	19,498,154	19,746,981	248,827	1.3%
Special Education Surplus/(Deficit)	(1,695,627)	(1,670,662)	24,965	-1.5%

* Excluding Education and Community Partnership Program (ECP)

School Operations and Maintenance

Facility Services

Scott Keys, Superintendent of Business

- Critical investments in replacing worn out and inefficient tools and resources for custodial team. This is a multi-year initiative.
- Continued focus on ventilation enhancements.
- Commodities (i.e., gas, water, hydro) have increased, carbon tax.
- BHN Cares and other environmental sustainability initiatives



Student Transportation

Student Transportation Services of Brant Haldimand Norfolk (STSBHN)

Scott Keys, Superintendent of Business

- Continued implementation of the Chipmunk app, an application made available to families which allows tracking of their child's bus and ETA. estimated time of arrivals.
- Additional bus services to accommodate:
 - Enrollment pressures due to growing communities in Paris, Caledonia, and Southwest Brantford.
 - Students registered at the extended French program at Assumption.
- Significant inflationary cost pressures



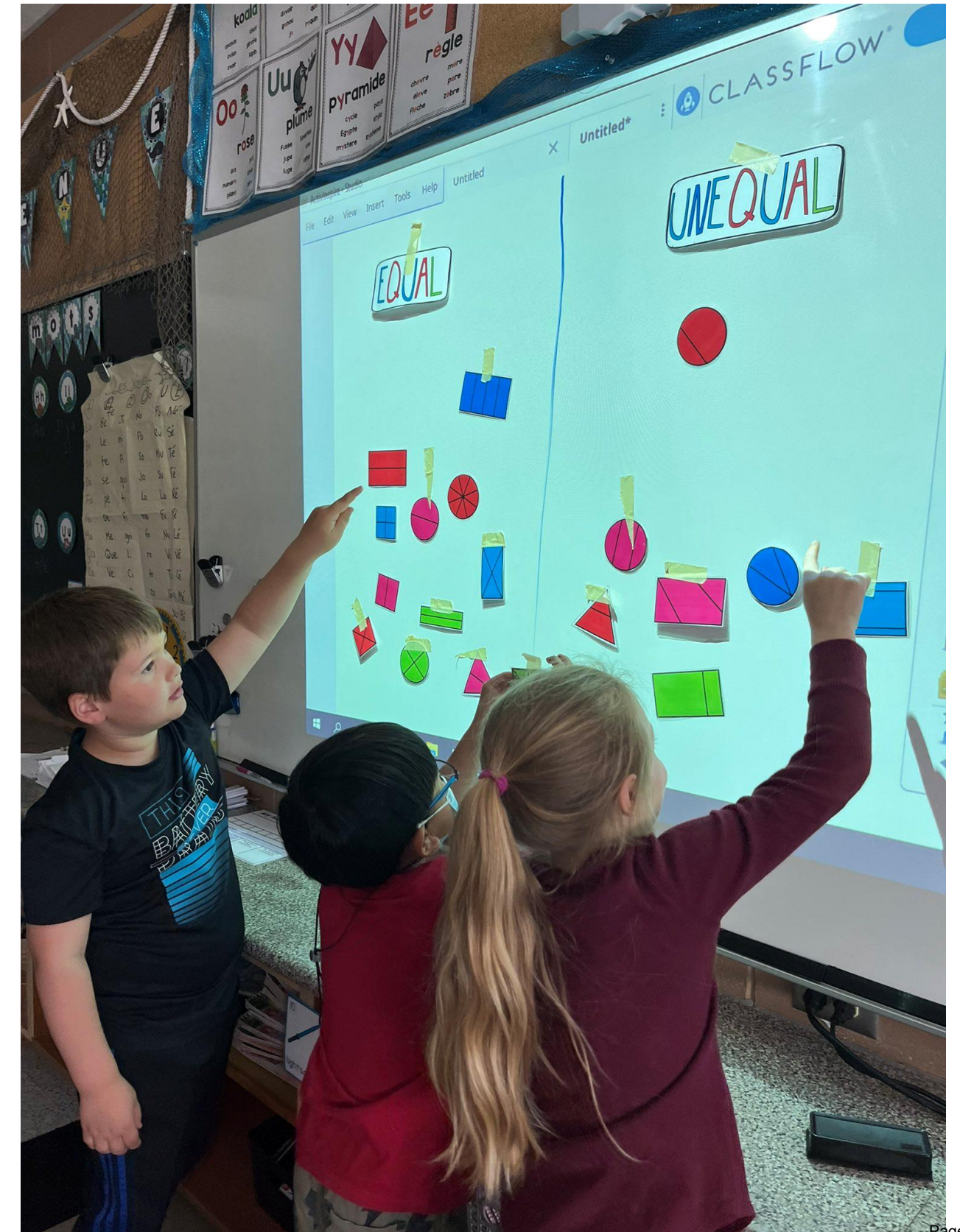
Board Administration and Governance

Director's Office and Business Services

Mike McDonald, Director of Education

Scott Keys, Superintendent of Business

- The enhanced classroom technology footprint, based on the Board-wide technology review.
- Staff leadership development and training and mentorship opportunities for managers and new staff.
- Overall review of administrative process, procedures, and identified efficiencies.
- Resources to investigate next steps to enhance staff wellness program and a review of our current EAP program.
- New employee orientation, training, and support programs.



Capital Budget

Capital Budget				
Cdn\$	2021/22 Revised Estimates	2022/23 Estimates	\$ Chg	% Chg
School Renewal				
School Renewal	1,415,038	982,983	(432,055)	-30.5%
School Condition Improvement	2,894,833	2,489,977	(404,856)	-14.0%
COVID-10 Resilience Infrastructure	516,978	-	(516,978)	-100.0%
Total School Renewal	4,826,849	3,472,960	(1,353,889)	-28.0%
New Pupil Places				
New Portable Purchases	818,784	278,213	(540,571)	-66.0%
Holy Trinity Childcare	89,468	-	(89,468)	-100.0%
Our Lady of Providence Childcare	1,035,250	-	(1,035,250)	-100.0%
Caledonia Catholic Elementary School	-	2,000,000	2,000,000	100.0%
Total New Pupil Places	1,943,502	2,278,213	334,711	17.2%
Minor Tangible Capital Assets	791,300	800,000	8,700	1.1%
Total Capital Budget	7,561,651	6,551,173	(1,010,478)	-13.4%



HVAC Upgrades

- Our Lady of Providence
- St. Patrick's (Brantford)
 - Holy Family
 - St. Leo
- Blessed Sacrament

Site Works, Asphalt, Roofing

- St. Theresa
- St. Patrick's (Caledonia)
 - St. Cecilia
- Christ the King

Proposed Board Motions

1. THAT the Budget Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the 2022-23 Other Operating Budget, in the amount of \$31,763,695.
2. THAT the Budget Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the 2022-23 Capital Budget, in the amount of \$6,551,173.

Excellence in Learning ~ Living in Christ



BRANT HALDIMAND NORFOLK
Catholic District School Board

for all



BRANT HALDIMAND NORFOLK
Catholic District School Board

for all

Budget Report

2022-23

Brant Haldimand Norfolk
Catholic District School Board



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Message from the Chair of the Budget Committee



On June 27, 2022, Trustees of the Brant Haldimand Norfolk Catholic District School Board approved the 2022-23 School Year budget totalling \$159.4 million. The overall budget is comprised of the total operating budget of \$152.8 million (an increase of \$3.1 million from the 2021-22 revised budget) and the total capital budget of \$6.6 million.

The 2022-23 budget was prepared based on the Board continuing to offer a remote learning option for elementary and secondary students, in addition to the direction and identified goals in the Board's Multi-Year Strategic Plan.

Over the past two years, the pandemic has had a significant impact on the delivery of education to our students across the Board. To support our students and their success, this year's budget includes key investments for learning recovery, mental health and well-being, special education, and the first year of a fully de-streamed Grade 9.

In addition, the Board has undertaken an extensive review of all classroom technology and this budget includes the first year of a multi-year implementation aimed at modernizing the technology classroom footprint in both elementary and secondary.

As in previous years, we have been cautious in our enrolment projections, given some continued uncertainty associated with the pandemic. That said, our Board continues to experience modest growth of about 1.6%.

The capital budget, of \$6.6 million, includes several facility renewals projects which are designed to create a safe and more comfortable learning environment for our students and staff and includes HVAC upgrades, site work, asphalt, roofing, and accessibility enhancements. In addition, the Board will also begin the initial phases of designing and building our new Catholic Elementary and Secondary schools approved by the Ministry of Education in 2021-22.

Rick Petrella,
Chair of the Budget Committee

About the Board

The Brant Haldimand Norfolk Catholic District School Board (the “Board” or “BHNCDSB”) provides a Christ-centered education to over 11,000 students in 28 elementary schools and four secondary schools. We employ over 1,600 staff.

The Board encompasses the broad geographical area of the City of Brantford and the counties of Brant, Haldimand and Norfolk. We are unique in that we belong to three Dioceses: Hamilton, London, and St. Catharines. We are located within a one-hour radius of Toronto to the east, London to the west, and Kitchener-Waterloo to the north.

The Board has set three strategic focus areas to inspire and guide our strategic direction through 2023. Over 1,000 parents, staff and community members provided their opinions and thoughts about what was important to them and where they believed the Board should focus their efforts.

Board of Trustees

School Trustees are the elected members of the Board. They are locally elected representatives of the public, and they are the community’s advocates for Catholic education. They are required to carry out their responsibilities in a manner that assists the Board in fulfilling its duties under the Education Act.



Rick Petrella, Chair of the Board
City of Brantford
226.388.1548



Carol Luciani, Vice Chair of the Board
Norfolk County
519.420.7608



Bill Chopp, Trustee
City of Brantford
519.750.4025



Cliff Casey, Trustee
County of Norfolk
519.420.9245



Dan Dignard, Trustee
County of Brant
519.449.5005



Mark Watson, Trustee
Haldimand County
519.429.4103

Senior Administration

Senior Administration's role is to oversee the day-to-day operations of the Board.



Mike McDonald
Director of Education & Secretary



Kevin Greco
Superintendent of Education



Lorrie Temple
Superintendent of Education



Robert De Rubeis
Superintendent of Education



Scott Keys
Superintendent of Business
& Treasurer

for all

Ministry of Education Update

On February 17, 2022, the Ministry of Education released information regarding Grants for Student Needs (GSN) for the 2022-2023 school year. Total funding for the sector is projected to be \$26.1 billion (2021-2022, \$25.4 billion), an increase of about 2.7% from the prior year. The per-pupil funding is projected at \$13,059 (2021-2022, \$12,720).

This year's GSN includes targeted investments for a range of initiatives, with highlights including funding for staffing-related student learning needs supporting de-streaming and learning renewal; enhanced supports for mental health and special education; and enhancements to implement recently negotiated terms and conditions for principals and vice-principals.

Key changes impacting the 2022-2023 budget include:

- Flexible funding through the Supports for Students Fund for one additional year
- COVID-19 Learning Recovery Fund
- Student mental health investments to continue to foster the continued learning and well-being of students
- Local special education priorities to enhance support for students with special education needs
- Support for the increasing network demand and capacity related to digital learning in the classroom
- Enhancements to implement recently negotiated terms and conditions for principals and vice-principals
- Benchmark increase to update the non-staff portion of School Operations allocation
- Nominal cost updates to student transportation related to the rapidly rising cost of fuel and other expenses

Over the past two school years, the COVID-19 pandemic has had a significant impact on the delivery of education and student achievement in Ontario and across the globe. In 2022-2023, the Ministry of Education is providing temporary funding for additional staffing supports, through the COVID-19 Learning Recovery Fund, to address several priorities including learning recovery, implementation of Grade 9 de-streaming, delivery of remote learning, and supports for special education. School Boards are required to provide the option for remote learning where funding can support the hiring of required classroom and non-classroom staff.

Recognizing the importance of promoting positive mental health, especially in the light of the COVID-19 pandemic, the Ministry of Education is providing enhanced funding for student mental health to continue supporting student mental health to foster the continued learning and well-being of students. The Ministry of Education will also be providing a new investment for evidence-based mental health programs and resources, which will be communicated in advance of the 2022-2023 school year.

The Ministry of Education is also committed to supporting healthy and safe learning environments. For the upcoming school year, the Ministry of Education will continue to invest approximately \$1.4 billion to maintain and improve the condition of schools. This investment is in addition to the up to \$656.5 million in approvals that school boards received under the federal-provincial COVID-19 Resilience Infrastructure Stream, which is a part of the Investing in Canada Infrastructure Program.

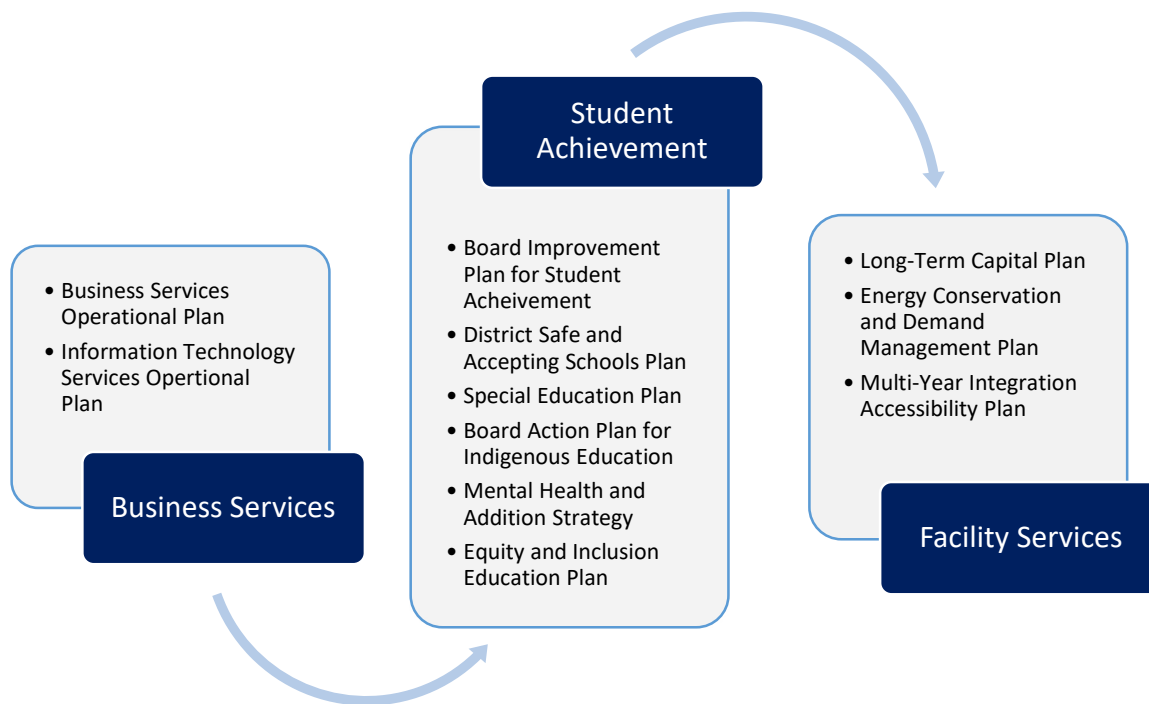
Budget Overview

The Board has unique needs when it comes to providing resources to best support our students and communities. To ensure we continue to support all students, our [Multi-Year Strategic Plan](#) sets direction to identify system goals. The focus of the current Multi-Year Strategic Plan is:



Throughout the budget development process, the 2022-2023 operating and capital budgets are aligned with the Multi-Year Strategic Plan to assign monetary resources to the realization of the Board’s motto and vision.

The Board also has several operational plans that draw on the Board-wide strategic plan providing department goals and objectives to propel the success of the Board’s strategic plan with specific team-based activities over the next few years.



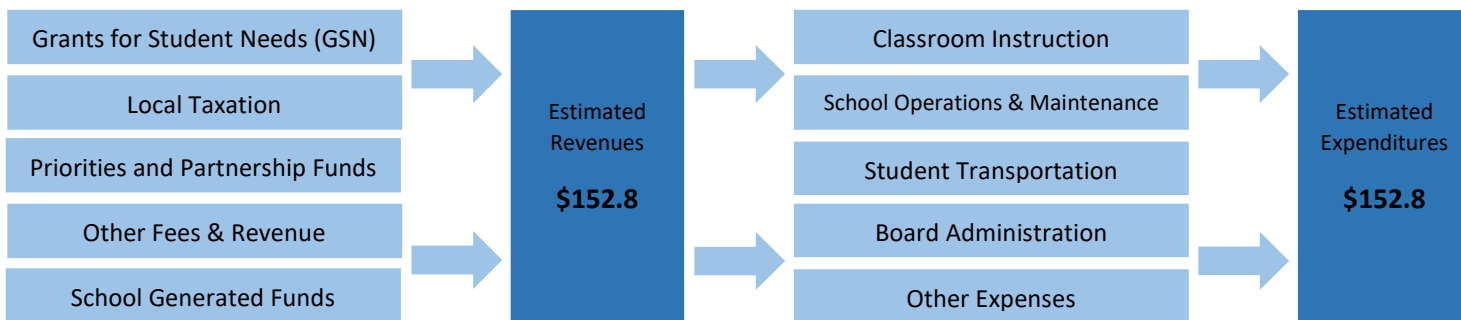
In addition to the above the Board is committed to:

1. A fiscally-sound approach to developing a balanced budget,
2. Enhance financial stability,
3. Continued promotion of fiscal responsibility among departments; and
4. Legislative compliance.

As the Board continues to navigate the impacts of the COVID-19 pandemic, we remain committed to the health, well-being and safety of students, staff, and the broader community. At this point time, this year’s budget has been prepared based on the Board continuing to offer a remote learning option for elementary and secondary students consistent with PPM 164.

Operating Budget

The operating budget comprises the major annual revenues and expenditures of the Board’s financial operations, to the extent they are known. Revenues from operating grants are received from the Ministry of Education, largely through the Grants for Student Needs (GSN) and represents a significant percentage of the Board’s total operating revenues.



The 2022-2023 operating budget projects total revenue of about \$152.8 million, an increase of \$3.1 million or 2.0% from 2021-2022 revised estimates. This reflects the announcement from the Ministry of Education with investments for enhanced supports for mental health and special education, recently negotiated terms and conditions of employment for principals and vice-principals, and COVID-19 Learning Recovery supports.

In line with historical practices, the Board took a conservative approach in planning for 2022-2023 and projected enrolment accordingly. Although there continues to be some enrolment uncertainty throughout the province, the Board does not expect this impact to be as significant as the past few years. Boards were also directed to plan for virtual learning using available funding and existing class size averages.

The Ministry of Education also announced funding through the Priorities and Partnership Funds (PPF) and will provide over \$355 million (2020-2021, \$288 million) in PPF funding. Of the \$355 million, \$144.2 million has been allocated with the Board’s portion of this allocation about \$1.4 million. At this time, a complete board-by-board allocation has yet to be announced for the remaining PPF.

Total expenditures are projected at \$152.8 million which is an increase of \$3.1 million or 2.0% from 2021-2022 revised estimates. This includes an increase of \$3.9 million in total salaries and benefits, offset by decreases in staff development, supplies and services, interest on debt and fees and contracted services. Total salaries and benefits account for about 79.2% (2021-2022 revised estimates, 78.2%) of the total operating expenditures.

BHNCD SB Estimates Summary				
Cdn\$	2021/22 Revised Estimates	2022/23 Estimates	\$ Chg	% Chg
Revenues				
Grants for Student Needs	116,305,867	122,542,857	6,236,991	5.4%
Local Taxation	16,828,014	16,491,432	(336,582)	-2.0%
Priorities & Partnership Funds	4,255,944	1,357,100	(2,898,844)	-68.1%
Other Revenue	8,865,867	8,926,874	61,007	0.7%
School Generated Funds	3,500,000	3,500,000	-	0.0%
Total Revenue	149,755,692	152,818,263	3,062,571	2.0%
Expenses				
Classroom Instruction & Learning	116,550,374	119,255,982	2,705,608	2.3%
School Operations/Maintenance	21,082,955	21,273,439	190,484	0.9%
Student Transportation	6,743,016	6,980,735	237,719	3.5%
Board Administration	5,379,347	5,308,107	(71,240)	-1.3%
Total Expenses	149,755,692	152,818,263	3,062,571	2.0%
Surplus/(Deficit) before Accum Surplus	-	-	-	0.0%
Draw on Accumulated Surplus				
Surplus/(Deficit), End of Year	-	-	-	0.0%

The Brant Haldimand Norfolk Catholic District School Board is presenting a balanced budget for the 2022-2023 school year.

The Budget Process

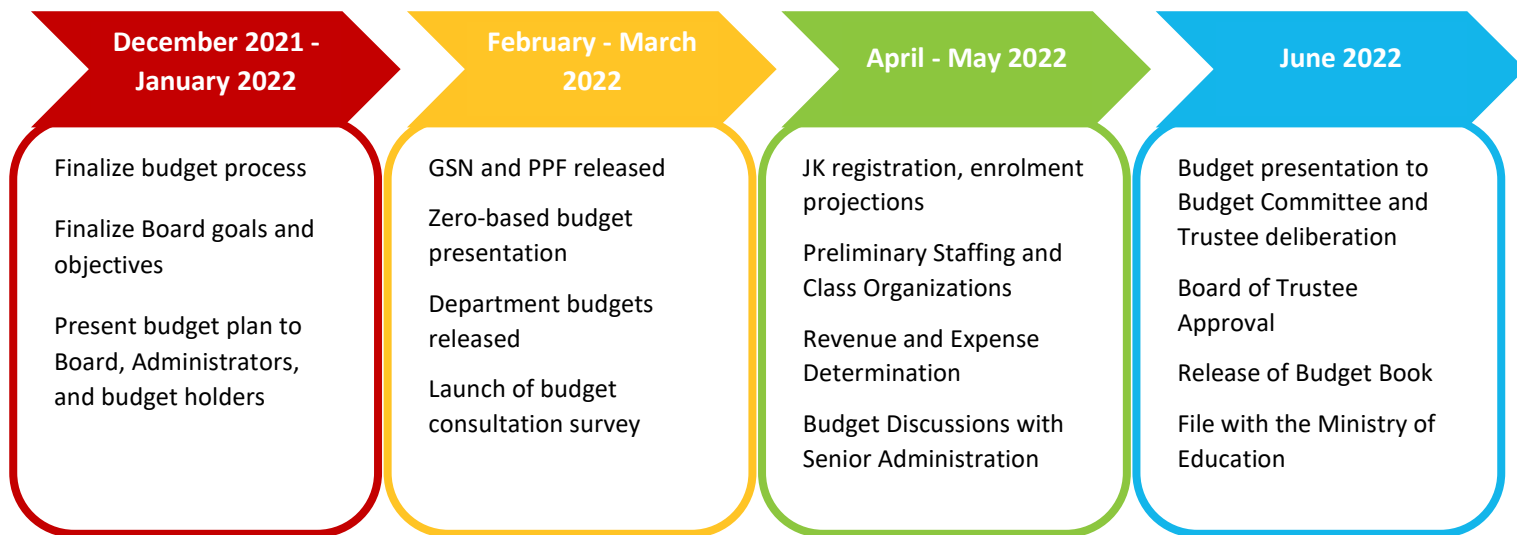
The budget development process at the Brant Haldimand Norfolk Catholic District School Board is a collaborative, bottom-up process, whereby administrators, departments and operational budget leaders have meaningful opportunities to make their budgetary needs known and are given opportunities for input throughout the budget development process. Appropriate consultation with the Ministry of Education, Budget Committee, and other relevant internal and external stakeholders also takes place through a budget consultation survey. Decisions are reviewed considering relevant economic factors, collective agreements, provincial and Board policies, and ultimately approved by the Board of Trustees. The Board will not commit to a structural deficit and is mandated to a balanced budget each year.

The budget process combined Board-wide projections and analysis with academic and operational units, and included widespread consultation and engagement about resourcing, strategic priorities, and initiatives. A budget consultation survey was included in this year’s budget development process where stakeholders had an opportunity to provide input, feedback, and comments on the development of the budget.

The 2022-2023 budget marked the third year of implementing a zero-based budgeting approach for discretionary budgets to help align the budget with the Board’s strategic and operational goals and to ensure every dollar is assigned a specific purpose. A presentation was prepared and delivered to budget holders in February 2022 reconfirming the purpose of zero-based budgeting, the advantages of zero-based budgeting as well as examples and aids to zero-based budgeting. Financial Services staff will continue to work with budget holders to continue the implementation of zero-based budgeting in the coming years.

Boards are required to have their operating and capital budgets approved by the Board of Trustees and submitted to the Ministry of Education no later than June 30th, 2022.

The table below outlines the budget timeline for that was undertaken in 2021-2022.



Budget Consultation Survey

The Board was interested in seeking input about the 2022-2023 budget. Students, parents/guardians, staff, and other stakeholders were encouraged to provide their feedback through a short series of questions that assist the Board of Trustees in identifying priorities for the efficient, effective, and equitable use of board resources in 2022-2023.

The community was invited to participate in the online survey between Wednesday, February 18th, 2022, and Tuesday, March 11th, 2022. In total, 524 responses were received. Responses are aggregated and discussed below.

Demographics of Respondents

Respondents were asked to indicate their association with the Brant Haldimand Norfolk Catholic District School Board. Overall, most of the respondents (95.0%) were either BHNCD SB Staff or parents/guardians/caregivers of students in the system.

Relationship	Count	Percentage
BHNCD SB Staff	266	50.8%
Parent/Guardian/Caregiver	232	44.3%
BHNCD SB Student	19	3.6%
Board Member/Community Partner	7	1.3%
Total	524	100.0%

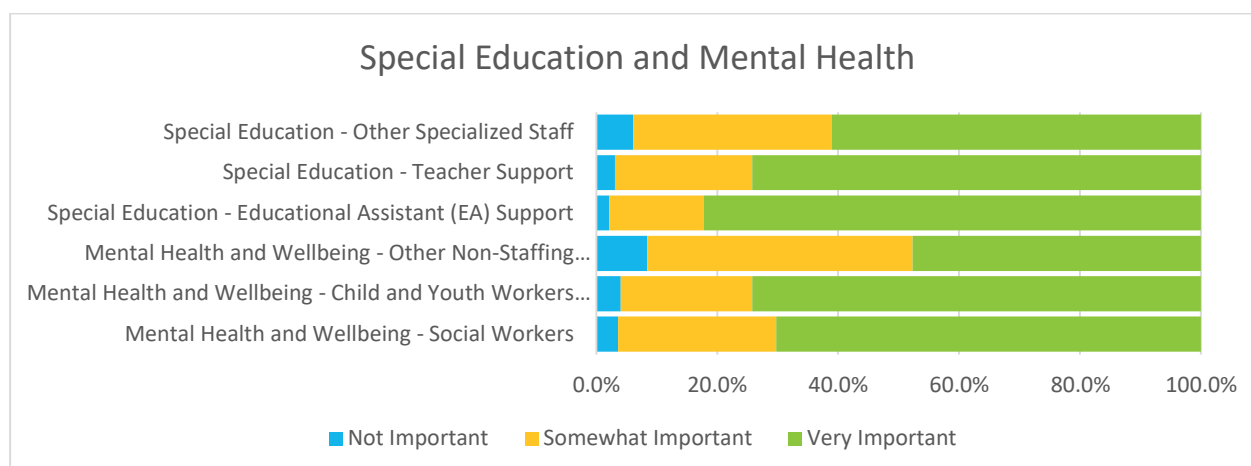
If respondents selected, BHNCD SB Staff, BHNCD SB Student, or Parent/Guardian/Caregiver as their relationship, they were then asked to select their school(s) or primary location of work. Overall, most respondents (64.2%) were part of the elementary panel.

Panel / Work Location	Count	Percentage
Elementary School	354	64.2%
Secondary School (includes St. Mary CLC)	151	27.4%
Catholic Education Centre/Admin Buildings	36	6.5%
Casual Staff	10	1.8%

Question Summaries

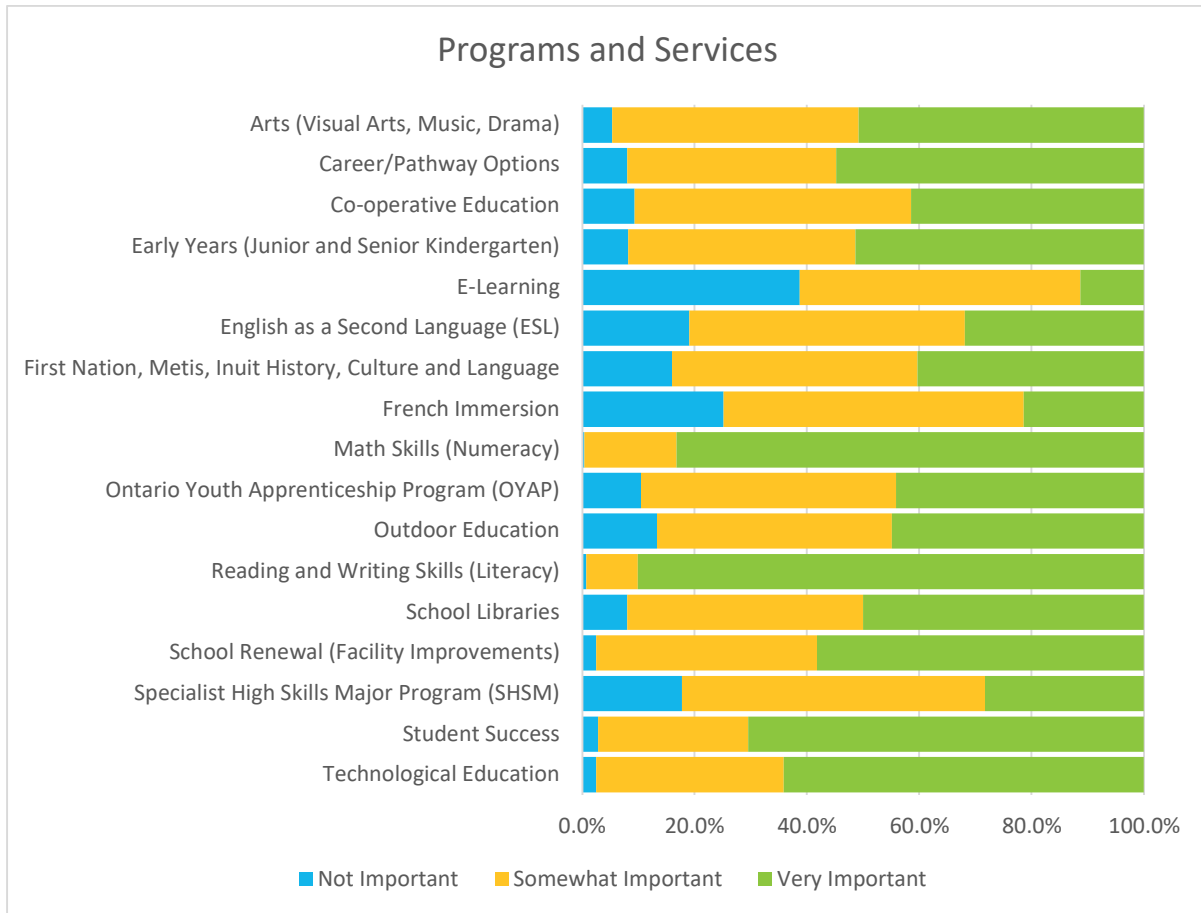
Q1: The BHNCD SB also allocates financial and staffing resources to support and enhance the mental health and wellbeing of students and special education needs. Please rank the importance of allocating financial and staffing resources to the following educational programs and services.

Respondents, from their perspective, were asked to rank each of the special education and mental health resources as not important, somewhat important, or very important. Overall, many respondents find special education and mental staffing important to student’s education.



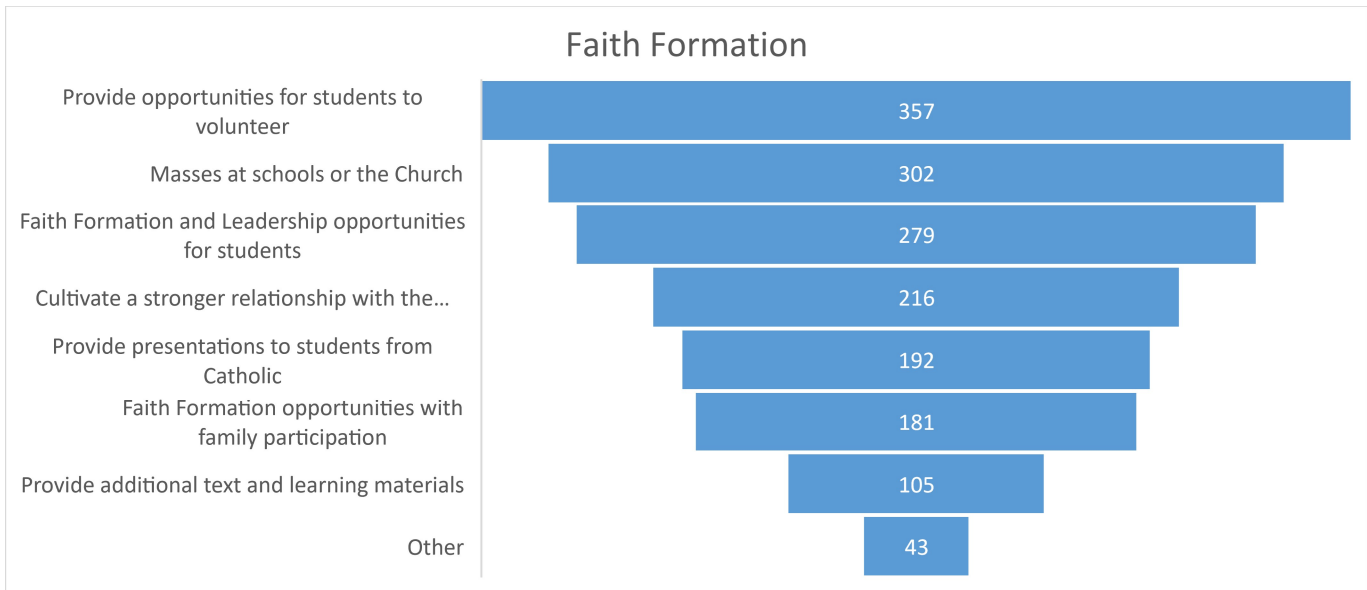
Q2: The BHNCD SB allocates financial and staffing resources to support and enhance student achievement, including student support services. Please rank the importance of allocating financial and staffing resources to the following educational programs and services.

Respondents, from their perspective, were asked to rank each of the programs and services as not important, somewhat important, or very important. The percentage of the ranking by respondents are summarized below.



Q3: How can the Board help staff and students better foster our Catholic Identity, to develop a distinctive Catholic worldview, nurture a personal relationship with Jesus and advocate for equity, inclusion and justice?

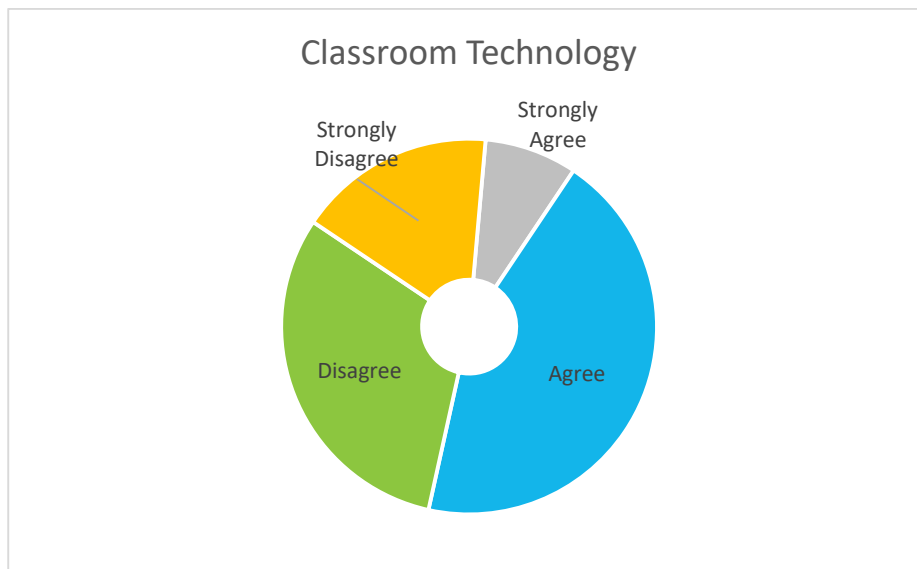
Respondents were asked to indicate essential activities in strengthening faith formation. Overall, volunteer opportunities, masses at school or church, and student faith formation and leadership opportunities were viewed as essential to strengthening faith formation.



Q3: Please indicate whether you strongly agree, agree, disagree, or strongly disagree with the following statement:

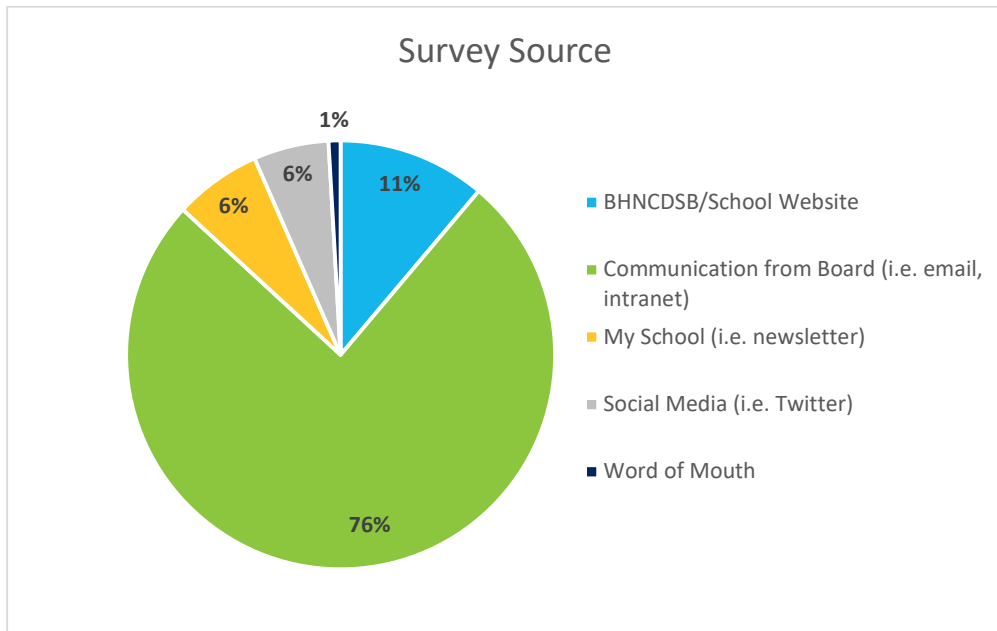
Based on the technology currently available in the classroom/school (devices, projectors, etc.), the resources allocated for classroom technology is sufficient to meet the needs of today's education needs.

Overall, 52.1% of respondents either strongly agree or agree that technology currently in the classroom/school is sufficient to meet the needs of today's education needs.



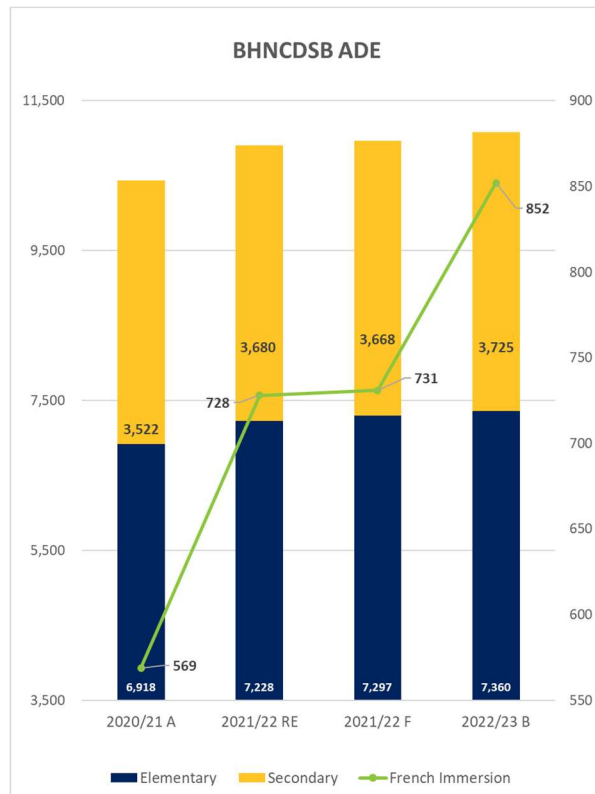
Q6: Where did you hear about the survey being conducted by the BHNCD SB?

Respondents were asked to indicate where they heard about the survey. Overall, most of the respondents (75.7%) received communication (i.e., email, intranet) from the Board or respective school.



Enrolment

Enrolment is the main driver for the Board’s funding. Funding is based on the Average Daily Enrolment (ADE) using the full-time equivalent (FTE) of students enrolled at each school as of October 31st and March 31st. ADE for 2022-2023 is projected to be 11,085, representing a 1.6% increase over the 2021-2022 revised estimates.



French Immersion Program

The Board recognizes the educational value of offering a French Immersion program in which students receive instruction in both French and English, consistent with the philosophy and expectations outlined in the Ontario Curriculum.

The French Immersion program is an optional program offered to students beginning in Year 1 of Kindergarten (Junior Kindergarten) to Grade 8 within the Board. Admission may be granted at any time during a student's Early Learning Kindergarten Program year or into the Grade 1 French Immersion Program, at the discretion of the administrator, and after an administrator – parent(s)/guardian(s) conference, if the student has demonstrated good oral and literacy skills in the regular Kindergarten program.

The Board currently offers the French Immersion Program at five (5) locations:

- Madonna Della Libera Catholic Elementary (Brantford)
- Notre Dame Catholic Elementary (Caledonia – Haldimand County)
- Sacred Heart (Paris – Brant County)
- St. Joseph's Catholic Elementary (Simcoe – Norfolk County)
- St. Leo Catholic Elementary (Brantford)

International Education

International Education opportunities are provided to those students living outside the province and in other parts of the world at both the elementary and secondary grades. Those granted admission are required to pay tuition. Although we expect demand for international education to return to pre-pandemic levels, as travel and other pandemic restrictions continue to ease, the estimated number of students in the program has been set conservatively as have the associated revenues and related expenditures.

Operating Revenues

Ontario school boards have one main funding source, the Province of Ontario. The GSN is made up of individual grants that each serve a distinct purpose towards carrying out Ministry goals and mandate for the education sector. The GSN funding for 2022-2023 consists of the Pupil Foundation Grant, the School Foundation Grant, and several supplemental grants.

In addition, local taxation funds are received through property tax collections where Catholic support is indicated. The contribution of local tax revenue is calculated by a provincially determined formula. School boards do not have authority to levy additional taxes to local taxpayers and play no role in the determination of the amount of local taxation.

The Board's total estimated funding for the 2022-2023 school year is \$152.8 million as compared to \$149.8 million for 2021-2022 revised estimates.

Operating Revenues						
Cdn\$	2019/20 Actual	2020/21 Actual	2021/22 Revised Estimates	2022/23 Estimates	\$ Chg	% Chg
Revenues						
Grants for Student Needs	104,396,240	108,162,424	116,305,867	122,542,857	6,236,991	5.4%
Local Taxation	19,515,749	17,510,162	16,828,014	16,491,432	(336,582)	-2.0%
Priorities & Partnership Funds	1,040,744	4,083,512	4,255,944	1,357,100	(2,898,844)	-68.1%
Other Revenue	4,691,204	11,964,946	8,865,867	8,926,874	61,007	0.7%
School Generated Funds	2,444,972	1,227,446	3,500,000	3,500,000	0	0.0%
Total Revenue	132,088,909	142,948,490	149,755,692	152,818,263	3,062,571	2.0%

Grants for Student Needs

The GSN funding consists of the following allocations:

Grants for Student Needs						
Cdn\$	2019/20 Actual	2020/21 Actual	2021/22 Revised Estimates	2022/23 Estimates	\$ Chg	% Chg
Grants for Student Needs						
Pupil Foundation Grants	54,527,893	58,794,563	61,968,786	63,604,737	1,635,951	2.8%
School Foundation Grants	8,621,375	8,813,157	9,018,659	9,321,529	302,870	3.4%
Supplemental Grants	58,292,294	55,581,741	59,514,781	63,631,272	4,116,491	7.4%
Total Revenue	121,441,562	123,189,461	130,502,226	136,557,537	6,055,312	4.6%

Pupil Foundation Grant

The Pupil Foundation Grant is a per-pupil allocation that supports the elements of classroom education that are required by, and generally common to, all students. The Pupil Foundation Grant has four allocations – JK/SK, Primary, Junior/Intermediate, and Secondary

- The increase in the Pupil Foundation allocation is primarily attributed to the increase in expected enrolment and the introduction of new funding to help meet the increasing demand for digital learning in the classroom and increased network capacity. The Pupil Foundation Grant also includes several transfers of previously funded initiatives through a priority and partnership agreement.

School Foundation Grant

The School Foundation Grant supports the costs of in-school administration and leadership (salaries and benefits for principals, vice-principals, and office support staff), as well as supplies for school operations and administration.

- The increase in the School Foundation Grant is a result of increased enrolment as well as the transfer of the Parents Reaching Out Grant to the School Foundation Grant. The School Foundation Grant also includes enhancements to the recently negotiated terms and conditions of employment for principals and vice-principals.

Supplemental Grants

The Supplemental Grants recognize that different levels of support are required by boards to provide quality education in different locations, to respond to student and school needs, and support varying demographic profiles. Supplemental Grants provide funding for initiatives such as Special Education, Indigenous Education, Mental Health and Well-Being, Student Transportation, and Administration. New this year is time limited funding to address learning recovery, Grade 9 de-streaming, delivery of remote learning, and supports for special education.

The Supplemental Grants have increased over revised estimates as a result of increased enrolment, adjustments to various benchmarks and time limited funding to assist with learning recovery.

Priorities and Partnership Funds

The Priorities and Partnership Funds (PPF) are evidence-based and outcome-based funding which provides streamlined, accountable, and time-limited funds. Although the Ministry of Education has announced provincial funding, not all board-by-board allocations have been announced. The amounts in the budget reflect known allocations. Certain PPF have also been moved into the GSN, signalling permanent funding. Specific allocations will be confirmed as announced by the Ministry of Education and adjusted in the Board’s revised estimates in December 2022.

Priority & Partnership Funds	Allocation (\$)
Math Strategy	235,000
De-streaming Implementation Supports	28,400
Early Intervention in Math for Special Education Students	110,700
Entrepreneurship Education Pilot Projects	20,000
Health Resources, Training and Supports	7,700
Skilled Trades Bursary Program	12,000
Special Education AQ	9,400
Summer Learning Special Education Supports	99,700
Tutoring Supports	471,900
Specialist High Skills Major Expansion	267,000
Connectivity at Schools Program	95,300
Total PPF	1,357,100

Other Revenues

These revenues comprise a small part of the Board’s overall budget and are not a guaranteed source of funding. The Board makes assumptions based on contracts or historical trending in order to reasonably estimate other revenue, such as tuition fees for out of province students or those students living on Six Nations of the Grand River or Mississauga’s of the Credit First Nation reserves, facility rentals, interest income, amortization of deferred capital contributions and other various government grants.

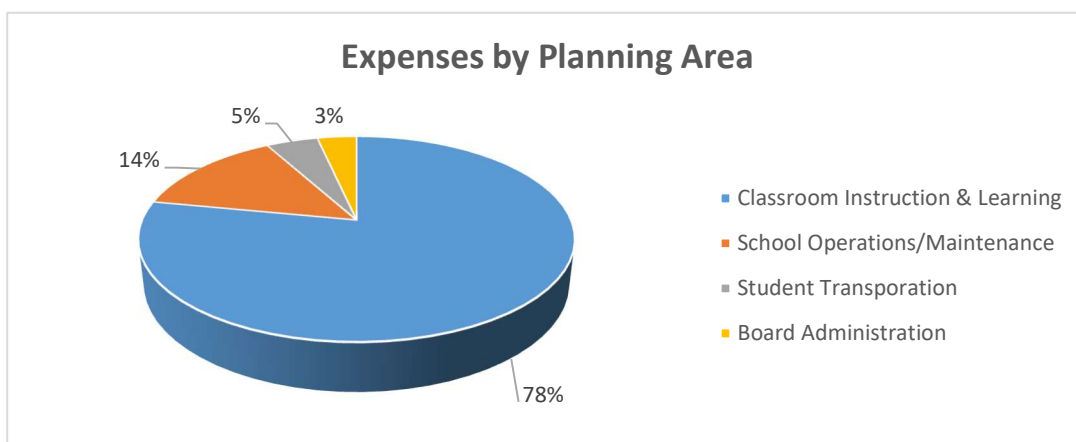
Operating Expenses

Expenditures are based on contractual agreements and service contracts, legislative requirements, Board policy and known infrastructure needs of the system. In some cases, reasonable estimates are required and then adjusted in-year once better information becomes available.

Overall, total expenditures for the 2022-2023 school year are expected to be about \$152.8 million as compared to \$149.8 million for 2021-2022 revised estimates. Salary and benefits account for about 79.2% (2021-2022 revised estimates, 78.2%) of the Board’s budget. These are governed largely by Ministry of Education ratios, collective agreements, legislation, and student needs.

Operating Expenses by Planning Area

Operating Expenses by Planning Area						
Cdn\$	2019/20 Actual	2020/21 Actual	2021/22 Revised Estimates	2022/23 Estimates	\$ Chg	% Chg
Planning Areas						
Classroom Instruction & Learning	100,071,069	110,128,246	116,550,374	119,255,982	2,705,608	2.3%
School Operations/Maintenance	18,934,855	20,477,342	21,082,955	21,273,439	190,484	0.9%
Student Transportation	5,188,447	5,916,235	6,743,016	6,980,735	237,719	3.5%
Board Administration	4,370,002	5,444,240	5,379,347	5,308,107	(71,240)	-1.3%
Total Expenditures	128,564,373	141,966,063	149,755,692	152,818,263	3,062,571	2.0%



Classroom Instruction and Learning

School Effectiveness and Faith Formation

The Ministry of Education continued to share new curriculum across the province, including the new curriculum for Grade 1 – 8 as well as de-streaming for our students in mathematics with teacher support, class visits, invitational professional development, and the development of long-range plans for educators to use. The Board recognizes the focus on numeracy and has planned to further continue the learning on mathematical concepts, processes, teaching strategies, and assessment for/as and of learning in this subject area specifically around the new curriculum Grade 1-9. Funds have been earmarked for professional development and resources to address the above roll out of the new mathematical curriculum and gap closing resources for accurate diagnostic assessment.

In addition, the Student Achievement team are looking to continue their focus on the importance of primary literacy with educator professional development and resources to support oral development in JK/SK- Grade 2 with mandatory use of the Heggerty program. We are continuing our learning with the Right to Read report to guide our professional development and to outline what classroom support will look like alongside our Special Education department. Budget money has been set aside for resources and professional development for educator learning to support student achievement in reading/writing for our primary students as well as our junior level students.

The entire curriculum team will continue its focus on the Multi-Year Strategic Plan and how to bring those goals/commitments and action items, to life. Support for our Early Years with professional development in self-regulation and Mind Up as well as our two new childcare centres. In Religion and Family Life, we continue the Give the Best of Yourself program for our Intermediate students, and we will purchase new resources for our Kindergarten classrooms. We continue to see growth of the French programming for Extended French beginning at Assumption for September 2022, including students from St. John's College.

We continue to focus on the Arts with a strong partnership with the Lynwood Arts Centre, in Simcoe, and the launch of programs held at the centre throughout the year, including the focus on local Indigenous artists. We will also spend time learning about more culturally responsive resources to utilize across K-12 in all subject areas to further support the work of equity, inclusion, and diversity. Lastly, we expanded our e-learning options to better serve our students for flexibility in course offerings, as well as meet the Ministry requirement for all students to have two e-learning courses to graduate.

Student Success

To support the Ministry of Education's vision for preparing students for the future and in line with the Board's strategic plan, funds have been allocated in consultation with members of the Student Achievement team, to support student pathway planning, elementary experiential learning, technological education, and skills development and providing robust student experiences through a variety of virtual and onsite career exploration activities and events.

Specifically, all secondary schools will continue with a multi-year review of capital renewal needs at all secondary technical education facilities. This process will include enhancing safety measures, replacement of aging and end of life shop floor equipment, hand tools, software purchases and licensing and introducing new and emerging technologies in the classrooms.





To further support the Board's "Teaching and Learning, For All" pillar of its strategic plan, experiential learning opportunities will be made available to all elementary and secondary schools that are designed to engage students in career exploration activities defined. These opportunities will embrace a culture of innovation, critical thinking, and student creativity. Activities and experience will vary from school to school and community. Activities could include school garden projects, skills competitions, STEM related activities, career exploration workshops and sector-specific visits, financial literacy activities and using virtual reality technology.

In 2022-23, the Board plans to expand community partnerships to further support secondary school students enrolled in Specialist High Skills Major (SHSM) programs, Co-op, and Ontario Youth Apprenticeship Program (OYAP). These partnerships will provide secondary students additional skill trades experiences. Additional SHSM funding received from the Ministry of Education will be used to enhance program content, the delivery of safety awareness training and industry-standard certification training.

Indigenous Education

Board resources have also been strategically allocated to supporting our system's Indigenous students. Specifically, in collaboration with a variety of Board and community stakeholders, the Board has developed a four-point plan as part of its Indigenous Education strategy. Many strategies have been used to support Indigenous students this year in response to remote learning necessitated by COVID-19. Equitable access to internet was a demonstrated area of need. The provision of appropriate devices to students living on Six Nations of the Grand River as well as Mississauga's of the Credit First Nations Reserves, resulting in a marked increase in engagement in virtual classrooms for those students.

In 2022-23 we will continue to work towards supporting educators in providing resources to support culturally responsive pedagogy and Indigenous education in cross curricular ways. Throughout BHNCDNB elementary schools, levelled texts that support essential literacy practices will be purchased to be used with readers in primary and junior classrooms (Nelson Circle of Life series). These texts will offer our Indigenous students the opportunity to see themselves in the texts they are reading and our non-Indigenous students the chance to deepen their understanding of the culture and traditions of our neighbouring communities. At each secondary school, we are in the process of a three-year library support plan to purchase and provide a more robust collection of titles related to Indigenous studies and by Indigenous authors.

Educating educators continues to be a focus of our allocation of district resources. A new Indigenous Education Consultant will be added to support resource development that will help to build capacity for educators in relation to Indigenous content throughout specific K – 12 curriculums. Additionally, Grade 10 – 12 credit-bearing Indigenous education studies courses will be doubled at Assumption College to provide students enhanced learning opportunities in this field of study.

Land-based education focuses on an environmental approach to learning that recognizes the deep connection and relationship of Indigenous peoples to the Land. It seeks to offer education pertaining to the Land that is grounded within Indigenous knowledge and pedagogy. At Assumption College, land-based learning opportunities will continue to be offered to students through the revitalization and creation of an outdoor learning pond space. The project is called Tsi Non:we lonkerihonni:nis lethi'nisten:ha tsi lohwentia:te. This space will be used in the future by all students at the school as well as Grade 7 and 8 students. This project has paired secondary school educators with Indigenous educators, elders, community members to learn within a local outdoor setting in a way that honours Indigenous values and ways of learning. Materials have been and will continue to be purchased to support the growing and harvesting of traditional plants as well as to begin the process of creating an outdoor learning area.

Equity and Inclusion

“Belonging, for All” is a key pillar of the Board’s strategic plan. The Board honours the sacred dignity of each person, created in the image of God. To this end, the Board engaged in a school climate survey for all Grade 4 – 12 students in June 2022. Based on the qualitative data collected and analyzed, school and board level reports will be generated and shared with school administrators to assist with developing board and school improvements plans that help further create and enhance safe, inclusive, and welcoming school environments for our students. A variety of virtual and/or face to face professional development sessions and resources will be offered to school administrators and staff on how to support diverse student populations. Expanded activities, art/music and fashions shows, resource sharing, guest speakers and social awareness campaigns specific to Indigenous culture and Black heritage will also be provided in 2022-23.

Special Education

Recent trends in provincial and Board Special Education data have shown an overall increase in students receiving Special Education programs and services. Furthermore, we have seen an increase in students receiving Special Education programs and services who have not received a formal identification through an Identification Placement and Review Committee.

Special Education				
Cdn\$	2021/22 Revised Estimates	2022/23 Estimates	\$ Chg	% Chg
Revenues				
Special Education Per Pupil Amount	8,613,354	8,829,961	216,607	2.5%
Differentiated Special Education Needs	7,758,297	8,100,989	342,692	4.4%
Specialized Equipment Amount	514,171	577,409	63,238	12.3%
Behaviour Expertise Amount	343,695	348,160	4,465	1.3%
Priority & Partnership Funding	573,010	219,800	(353,210)	-61.6%
Total Special Education Funding	17,802,527	18,076,319	273,792	1.5%
Expenses				
Special Education Teachers	7,457,215	7,333,488	(123,727)	-1.7%
Educational Assistants	9,386,030	9,481,690	95,660	1.0%
Computer and Technology	432,897	394,160	(38,737)	-8.9%
Textbooks and Supplies	467,080	603,863	136,783	29.3%
Professional, Paraprofessional, and Technicians	1,433,110	1,609,500	176,390	12.3%
Staff Development	146,822	158,530	11,708	8.0%
Coordinators and Consultants	175,000	165,750	(9,250)	-5.3%
Total Special Education Expenses	19,498,154	19,746,981	248,827	1.3%
Special Education Surplus/(Deficit)	(1,695,627)	(1,670,662)	24,965	-1.5%

* Excluding Education and Community Partnership Program (ECP)

Budget has been allocated to provide professional learning for staff and to provide student and classroom resources to support the learning experience for students with special education needs. With the increase in students with complex special education needs, additional budget is allocated for specialized staffing, additional processes and partnerships and parent engagement. Special education reading, writing and mathematics software and resources were increased to allow greater access for more students. Resources have been allocated to expedite psychoeducational and Speech and Language Assessments to effectively assess and plan for students requiring special education support. The Board has also seen a significant increase in students requiring assistive devices through the specialized equipment allocation process. Assessments conducted through the Speech and Language Pathologists have identified a gap in phonological awareness and consequently its negative impact on students’ ability to read. As such, budget has been allocated for early screening and reading and language intervention in Grades K - 3. The Board also continues Applied Behaviour Analysis training, support, and resources for students on the Autism Spectrum.

Well-Being and Mental Health

Aligned with the Board’s Multi-Year Strategic Plan, Board Improvement Plan for Student Achievement, and the Ministry of Education’s priority to enhance student well-being and achievement, budget has been allocated to provide mental health professionals in schools, resources to support the Board’s Mental Health and Additions Strategy and Action Plan, and to provide professional development and training in the areas of self-regulation and trauma informed practices. Resources have been provided to support personnel and school staff to be able to systemically respond to student wellness needs and implement a tiered approach to improving student wellness and mental health. The team is implementing best practices supported by School Mental Health Ontario as well as exploring the latest brain science to inform their response to the unique and diverse needs of students and their families across the system.

School Budget Allocations

School budgets are allocated primarily based on projected enrolment. It is the responsibility of the administrator to allocate these funds as needed for the school community. The funds are used to run the day-to-day operations of the school from classroom resources to office supplies. These are separate and distinct from School Generated Funds.

Schools are only permitted to carry forward up to 25% of funds remaining to the next budget year. Administrators may carry forward more than 25% for specific and identified purposes and must be supported by their Superintendent of Education and approved by the Superintendent of Business. One hundred percent (100%) of deficits are carried forward and require a deficit recovery plan where deficits are greater than 5% of their school budget.

School budgets no longer need to cover standard classroom technology, with the introduction of the new classroom footprint or telephone costs. These technology needs will be covered by a central fund. This change will allow schools to focus on the academic and site-based needs. Adjustments for this were made to the base per pupil amount.

School Budget Allocations						
Cdn\$	2019/20 Actual	2020/21 Actual	2021/22 Revised Estimates	2022/23 Estimates	\$ Chg	% Chg
Total Elementary	858,014	754,787	773,783	641,170	(132,613)	-17.1%
Total Secondary	701,287	598,447	669,054	560,162	(108,892)	-16.3%
Total School Allocation	1,559,301	1,353,234	1,442,837	1,201,332	(241,506)	-16.7%

Pupil Accommodation

Operations and maintenance include the Facility Services department which is comprised of custodial, construction and maintenance staff, energy conservation, sustainability, community use of schools, and department budgets. They are responsible for the structural condition, operation, and cleanliness of facilities. A welcoming, clean and safe environment contributes to the well-being of staff and students.

Facility Services has continued with critical investments in tools and resources for our custodial team, enabling more efficient cleaning and aiming to reduce employee down time and providing better building facility maintenance outcomes. This is a multi-year initiative.

Consumables (i.e., cleaning and sanitary supplies) and commodities (i.e., gas, water, hydro) has seen above normal increases compared to prior years, primarily as a result of unprecedented impact of the pandemic, the federal carbon tax, and increased operational hours to enhance ventilation within our schools. Facility Services has increased its consumables budget in anticipation of the new reality in standards and consumable prices for the upcoming school year.

The Board will continue to promote and support schools in sustainability and environmental initiatives through our BHN Cares program:

- Eco School Certification and Active School Travel
- School yard clean ups and recycling
- Bike to school initiatives
- Earth Day/Week



Student Transportation

Student Transportation for eligible students in the Board's jurisdiction is coordinated through a joint consortium, Student Transportation Services of Brant Haldimand Norfolk (STSBHN). The budget represents the Board's portion of staff and departmental costs as well as bus and taxi operator costs to safely transport students from home to school.

Key changes for the coming school year include:

- Continued implementation of the Chipmunk app, an application made available to families which allows tracking of their child's bus and estimated time of arrivals.
- Additional bus services to accommodate:
 - Enrollment pressures due to growing communities in Paris, Caledonia, and Southwest Brantford.
 - Students registered at the extended French program at Assumption.
 - Gifted program being offered through the St. Mary's Catholic Learning Centre

This budget also includes a contractual cost increase consistent with the Consumer Price Index.

Board Administration and Governance

Board Administration is comprised of staff and departmental costs for Financial Services, Human Resource Services, Information Technology Services, Procurement Services, and Communication Services all of whom play an essential role in the advancement of the Board's motto and vision. The departments lead and support initiatives, programs and projects aligned with the Board's everyday commitment to enhance the quality of service provided to all stakeholders. The Director's Office, Supervisory Officers, and Trustees are also captured here.

Included in the 2022-23 budget are investments for:

- The enhanced classroom technology footprint, based on the Board-wide technology review.
- Staff leadership development and training and mentorship opportunities for managers and new staff.
- Overall review of administrative process, procedures, and identified efficiencies.
- Staff wellness program and a review of our current EAP program.
- New employee orientation, training, and support programs.



Operating Expenses by Category

The following chart shows the estimated expenditures by category for 2022-2023:

Operating Expenses (by Category)						
Cdn\$	2019/20	2020/21	2021/22	2022/23	\$ Chg	% Chg
	Actual	Actual	Revised Estimates	Estimates		
Expense Category						
Salaries & Benefits	103,170,609	113,685,696	117,177,071	121,054,568	3,877,497	3.3%
Staff Development	268,200	261,802	560,193	349,321	(210,872)	-37.6%
Supplies & Services	9,770,004	10,300,470	13,260,590	12,860,187	(400,403)	-3.0%
Interest on Debt	2,145,799	1,993,824	1,820,673	1,652,111	(168,562)	-9.3%
Rental Expenses	19,648	21,445	20,428	20,904	476	2.3%
Fees & Contracted Services	7,672,094	8,936,839	10,155,967	9,920,460	(235,507)	-2.3%
Other Expenses	249,612	887,072	126,257	50,925	(75,332)	-59.7%
Amortization	5,268,407	5,878,916	6,634,513	6,909,787	275,274	4.1%
Total Expense Category	128,564,373	141,966,063	149,755,692	152,818,263	3,062,571	2.0%

Salary and Benefits

Salary and benefits for teaching, classroom support, and school and board administration make up the largest portion (\$121.1 million or 79.2%) of the Board’s operating budget. This is an increase of \$3.9 million or 3.3% compared to revised estimates for 2021-2022. The budget includes a projected total full-time equivalent (FTE) of about 1,234.1.

Staffing for all positions is the responsibility of Human Resource Services. The greatest challenge is balancing costs while servicing student needs, maintaining Ministry class size targets and honouring collective agreements.

Changes in salary and benefits can be attributed to the following:

- The Board is projecting increased enrolment with elementary by about 132 ADE, while secondary is expected to increase by 45 FTE. Overall, this will add teaching positions to the system.
- The decrease in virtual school participation resulted in a reduction in staffing needs supporting both the virtual elementary and secondary schools.
- Additional supports through time-limited funding to support learning recovery.
- Additional staff to support identified operational and strategic needs to enhance the overall student experience.

Staffing (Full Time Equivalent)			
FTE	2021/22	2022/23	Chg
	Revised Estimates	Estimates	
Classroom Staff			
Teaching Staff	704.2	715.5	11.4
Child & Youth Workers	9.0	10.0	1.0
Educational Assistants	159.5	164.5	5.0
Early Child Educators	50.0	49.0	(1.0)
Total Classroom Staff	922.7	939.0	16.4
Support Staff			
School Administration	102.1	98.1	(4.0)
Central Service Staff	51.0	51.0	-
Facility Services	95.0	96.0	1.0
Consultants/Coordinators	14.0	17.0	3.0
Other Support Staff	32.0	33.0	1.0
Total Support Staff	294.1	295.1	1.0
Total Staff FTE	1,216.7	1,234.1	17.4

Staff Development

Expenditures associated with providing internal or external professional development to staff.

Staff training and development is projected to slightly decrease from the prior year. The Board is committed to continue to provide staff training and development to employees of the Board.

Supplies & Services

Expenditures related to educational learning materials such as textbooks, technological equipment and other classroom materials required to teach or for administrative purposes.

The Board has realized savings in utility costs as a result of sustainability programs and centralizing telephone servicing costs. However, this is expected to be offset by the increase in consumable costs, federal carbon tax and HVAC operational hours to enhance ventilation within our schools.

Computer technology purchases that meet the capitalization threshold are being recognized as minor tangible capital assets. The Board also prioritized certain budget areas to ensure expenditures were providing value-added activities in support of the Board's vision, strategic plan, and current priorities.

Interest on Debt

Debt refers to interest charges relating to the long-term debt held by the Board, including pre-amalgamation debt costs. This interest included in the budget is based on known debt at the time of preparation. The Ministry has assumed all Board approved capital projects and therefore these interest costs are covered by an offsetting grant.

The government provides funding to school boards to build new or add-on to existing schools based on the needs of the school community and board. Refer to the section on Capital Budget for further information.

Fees and Contracted Services

Expenditures consisting of external services required to meet obligations such as audit, legal, professional fees, software fees and contracts. Also included in this category are the expenditures associated with transporting eligible students between home and school. This cost is reflective of the Board's share of the jointly operated transportation consortium, Student Transportation Services of Brant Haldimand Norfolk (STSBHN).

The Board is experiencing a decrease in fees and contractual services mainly because of projects that have been completed in the current year offset with the general contract increases and additional bus services to accommodate increasing enrolment in Paris, Caledonia, and Southwest Brantford and students registered at the extended French program at Assumption College.

Capital Budget

The government provides funding to school boards to build new, add-on to existing schools, or Child Cares based on the needs of the school community and the Board. All capital projects are approved by the Ministry of Education. The allocation for new schools is calculated assuming a space requirement of 104 square feet for each elementary student and 130 square feet for each secondary student. The Ministry then applies standard construction costs to calculate an allocation. This allocation is provided to school boards when construction of a new school or addition begins.

In 2021-22, the Board opened two new Child Care facilities at Our Lady of Providence (Brantford) and Holy Trinity (Simcoe) in partnership with the YMCA of Brant-Brantford-Hamilton and Today's Family, respectively.

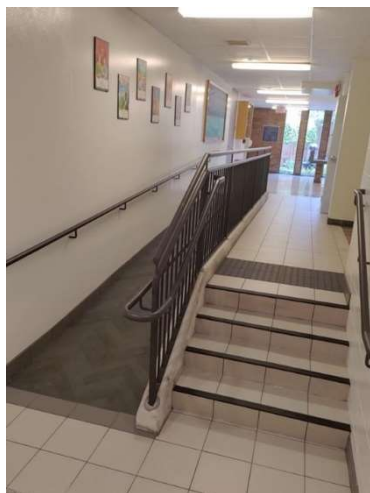
Additionally, the Ministry of Education approved funding for a new Catholic Elementary School (Caledonia) and Catholic Secondary School (Brantford/Brant). The anticipated opening of each school is anticipated to be September 2025 and September 2026, respectively.

The GSN provides facility renewal grants to fund upgrading and renovation of school facilities. A facility renewal project would normally be a project that would cost more than \$10,000 and would convey a benefit of more than one year.



Our Lady of Providence Childcare

The Ministry has established an accountability framework to monitor facility renewal expenditures of all school boards. This framework includes the use of surveys, questionnaires, inventories, and asset management systems, which must be kept updated on an annual basis.



Sacred Heart Langton
Accessibility Upgrades

School boards are required to submit, by December 31 of each year, information summarizing school renewal projects that have been undertaken in the past year and information identifying school renewal projects to be undertaken in the coming year.

During the 2022-23 school year, the Board will undertake several facility renewal projects, which are designed to create a safe and more comfortable learning environment for our students and staff.

Administration and the Board of Trustees will be reviewing the needs of the system and identifying specific projects for the coming year.

From time-to-time, schools may require portables or portapacks to alleviate enrolment pressures. Portables and portapacks are typically funded using the Board’s temporary accommodations allocation and from time-to-time accumulated surplus, where necessary.

Capital Budget				
Cdn\$	2021/22 Revised Estimates	2022/23 Estimates	\$ Chg	% Chg
School Renewal				
School Renewal	1,415,038	982,983	(432,055)	-30.5%
School Condition Improvement	2,894,833	2,489,977	(404,856)	-14.0%
COVID-10 Resilience Infrastructure	516,978	-	(516,978)	-100.0%
Total School Renewal	4,826,849	3,472,960	(1,353,889)	-28.0%
New Pupil Places				
New Portable Purchases	818,784	278,213	(540,571)	-66.0%
Holy Trinity Childcare	89,468	-	(89,468)	-100.0%
Our Lady of Providence Childcare	1,035,250	-	(1,035,250)	-100.0%
Caledonia Catholic Elementary School	-	2,000,000	2,000,000	100.0%
Total New Pupil Places	1,943,502	2,278,213	334,711	17.2%
Minor Tangible Capital Assets	791,300	800,000	8,700	1.1%
Total Capital Budget	7,561,651	6,551,173	(1,010,478)	-13.4%

Appendix A – Budget Dashboard

Summary of Estimates

	2021/22 Revised Estimates	2022/23 Estimates	In-Year Change	
			\$	%
Revenue				
Grants for Student Needs (GSN)	116,305,867	122,542,857	6,236,991	5.4%
Local Taxation	16,828,014	16,491,432	(336,582)	-2.0%
Priorities and Partnership Funds (PPF)	4,255,944	1,357,100	(2,898,844)	-68.1%
Other Revenue	8,865,867	8,926,874	61,007	0.7%
School Generated Funds	3,500,000	3,500,000	-	0.0%
Total Revenue	149,755,692	152,818,263	3,062,571	2.0%
Expenses				
Classroom Instruction and Learning	116,550,374	119,255,982	2,705,608	2.3%
School Operations/Maintenance	21,082,955	21,273,439	190,484	0.9%
Student Transportation	6,743,016	6,980,735	237,719	3.5%
Board Administration	5,379,347	5,308,107	(71,240)	-1.3%
Total Expenses	149,755,692	152,818,263	3,062,571	2.0%
Surplus/(Deficit) before Accum Surplus	-	-	-	-
Draw on Accumulated Surplus	-	-	-	-
Surplus/(Deficit), end of year	-	-	-	-

Changes in Revenue: 2021/22 Revised Estimates vs. 2022/23 Estimates

Grants for Student Needs: Increase due to enrolment, revised benchmarks, time limited funding, and transfers from PPF.

Local Taxation: Decrease resulting from reduced tax revenue received from municipalities.

Priorities and Partnership Funds: Decrease due to timing of PPF announcements and prior supports ending.

Changes in Expenses: 2021/22 Revised Estimates vs. 2022/23 Estimates

Classroom Instruction: Increase due to addition staff for increased enrolment and COVID-19 Learning Recovery Fund and changes in benchmarks, offset by a decrease in virtual school staff.

School Operations: Decrease due to prior funded supports being discontinued and changes for identified system needs, offset by an increase in amortization expense.

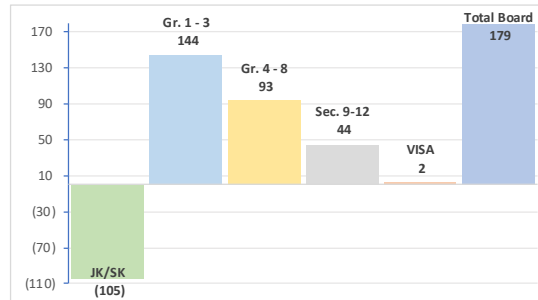
Student Transportation: Increase due to contractual commitments and increase in eligible riders.

Summary of Enrolment

ADE	2021/22 Revised Estimates	2022/23 Estimates	In-Year Change	
			#	%
Elementary				
JK/SK	1,422	1,317	(105)	-7.4%
Gr. 1 - 3	2,169	2,313	144	6.6%
Gr. 4 - 8	3,637	3,730	93	2.6%
VISA Students	-	-	-	0.0%
Total Elementary	7,228	7,360	133	1.8%
Secondary				
Pupils of the Board	3,680	3,725	44	1.2%
VISA Students	8	10	2	25.0%
Total Secondary	3,688	3,735	46	1.3%
Total	10,916	11,095	179	1.6%

Note: ADE is comprised of projected enrolment at October 31, 2022 and March 31, 2023.

Note: VISA students pay tuition and their enrolment do not affect our GSNs

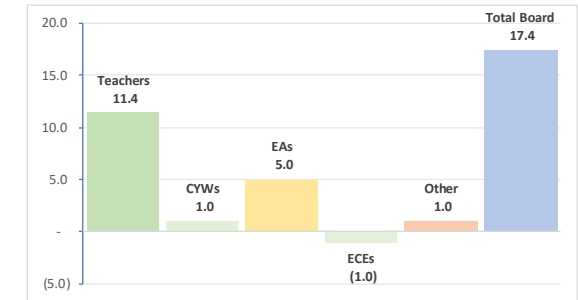


Changes in Enrolment: 2021/22 Revised Estimates vs. 2022/23 Estimates

Elementary and Secondary ADE: A combination of an expected decline in kindergarten registrations and conservative estimates from the continued impact of COVID-19 and a significant increase in families moving into the Board's jurisdiction resulted in an overall increase in ADE.

Summary of Staffing

FTE	2021/22 Revised Estimates	2022/23 Estimates	In-Year Change	
			#	%
Classroom				
Teachers	704.2	715.5	11.4	1.6%
CYWAs	9.0	10.0	1.0	11.1%
EAs	159.5	164.5	5.0	3.1%
ECEs	50.0	49.0	(1.0)	-2.0%
Total Classroom	922.7	939.0	16.4	1.8%
Other Support Staff				
School Administration	102.1	98.1	(4.0)	-3.9%
Central Support Staff	51.0	51.0	-	0.0%
Facility Services	95.0	96.0	1.0	1.1%
Consultants/Coordinators	14.0	17.0	3.0	21.4%
Other Support Staff	32.0	33.0	1.0	3.1%
Total Other Support Staff	294.1	295.1	1.0	0.3%
Total Staffing	1,216.7	1,234.1	17.4	1.4%



Changes in Staffing: 2021/22 Revised Estimates vs. 2022/23 Estimates

Teachers: Increase due to overall enrolment growth, offset by a reduction in virtual school participation.

EA and ECE: Increase due to COVID-19 Learning Recovery Fund, offset by a reduction in virtual school participation.

School Administration: Decrease due to virtual school administrators and clerical needs.

Consultants/Coordinators: Increase based on review of system operational and staffing needs.

Other Support Staff: Increase due to COVID-19 Learning Recovery Fund.

Appendix B - Comparative Revenue Summary

	Comparative Revenue Summary						
	2019-20	2020-21	2021-22	2022-23	In-Year Change		Variance Note
	Actual	Actual	Revised Estimates	Estimates	\$	%	
Provincial Grants (GSN)							
Pupil Foundation	54,527,893	58,794,563	61,968,786	63,604,737	1,635,951	2.6%	
School Foundation	8,621,375	8,813,157	9,018,659	9,321,529	302,870	3.4%	
Special Education	17,196,966	17,580,642	18,368,717	19,076,607	707,890	3.9%	
Language Allocation	1,882,770	1,895,632	1,923,073	2,142,269	219,196	11.4%	
Indigenous Education	300,442	320,642	236,277	237,114	837	0.4%	
Rural and Northern Education Fund	1,525,025	1,548,949	1,523,649	1,526,244	2,595	0.2%	
Learning Opportunities	1,408,822	1,430,292	1,668,539	1,665,337	(3,202)	-0.2%	
Mental Health and Well Being	222,977	462,815	593,666	948,748	355,082	59.8%	
Adult & Continuing Education	662,367	391,416	611,096	474,245	(136,851)	-22.4%	
Teacher DECE Q&E	13,907,231	9,021,034	10,580,128	10,865,613	285,485	2.7%	
New Teacher Induction Program	37,576	34,380	182,104	175,805	(6,299)	-3.5%	
Student Transportation	5,470,217	5,421,139	5,890,541	5,977,294	86,753	1.5%	
Administration & Governance	4,730,026	4,076,940	4,034,613	4,213,958	179,345	4.4%	
School Operations & Renewal	10,654,591	10,877,517	11,476,390	11,868,482	392,092	3.4%	
Community Use of Schools Grant	146,889	150,638	149,418	153,652	4,234	2.8%	
Support For Students	146,395	1,130,786	1,130,786	1,157,204	26,418	100.0%	
Program Leadership	-	904,413	999,389	1,000,496	1,107	100.0%	
Permenant Financing - NPF	-	146,395	146,395	146,395	-	0.0%	
COVID-19 Support	-	188,111	-	2,001,809	2,001,809	100.0%	
Total Grants for Student Needs	121,441,562	123,189,461	130,502,226	136,557,537	6,055,312	4.4%	a
Grants for Capital Purposes							
School Renewal	396,349	546,721	846,093	846,093	-	0.0%	
Short-term Interest	9,968	16,408	17,800	17,864	64	0.4%	
Debt Funding for Capital	2,064,110	1,919,996	1,767,762	1,612,795	(154,967)	-8.8%	b
Total Capital Grants	2,470,427	2,483,125	2,631,655	2,476,752	(154,903)	-5.9%	
Other Grants							
Other Non-GSN Grants	464,814	270,465	320,808	322,620	1,812	0.6%	
Priorities & Partnership Funding	1,040,744	4,083,512	4,255,944	1,357,100	(2,898,844)	-68.1%	c
Total Non-GSN Grants	1,505,558	4,353,977	4,576,752	1,679,720	(2,897,032)	-63.3%	
Other Revenue							
Tuition Fees	1,205,324	1,083,856	1,020,213	911,206	(109,007)	-10.7%	d
Rentals	109,250	145,962	218,843	273,869	55,026	25.1%	e
Interest	276,575	139,573	165,000	225,000	60,000	36.4%	f
School Generated Funds	2,444,972	1,227,446	3,500,000	3,500,000	-	0.0%	
Strike Savings/Sabilization Funding	(1,597,816)	4,043,892	-	-	-	0.0%	
Other Revenue	807,348	1,710,723	1,142,948	975,835	(167,112)	-14.6%	g
Total Non-Grant Revenue	3,245,653	8,351,452	6,047,003	5,885,911	(161,093)	-2.7%	
Deferred Revenues							
Amortization of DCC	4,195,595	4,608,092	5,318,103	6,015,609	697,506	13.1%	
Deferred Revenues	(769,886)	(37,617)	679,952	202,734	(477,218)	-70.2%	
Net Deferred Revenue	3,425,709	4,570,475	5,998,055	6,218,343	220,288	3.7%	h
Total Revenue and Grants	132,088,909	142,948,490	149,755,692	152,818,263	3,062,571	2.0%	

Note: 2021-2022 Revised Estimates was presented to the Board of Trustees in December 2021

Explanations of Revised Estimate Variances

- a Increase due to enrolment, revised benchmarks, time limited funding, and transfers from PPF.
- b Decrease due to lower interest received relating to long term debt and no new debt issuance.
- c Decrease due to timing of PPF announcements and prior supports ending.
- d Decrease due to reduction in anticipated demand for international education due to COVID-19.
- e Increase due to re-opening of schools for Community Use and a full year of operations for two new daycares.
- f Increase due to anticipated higher interest rates.
- g Decrease due to reduction in seconded staff.
- h Increase due to timing of completion of construction projects, offset by inteded use of restricted funding.

Appendix C - Comparative Expenditure Summary

	Comparative Expense Summary							
	2018-19	2019-20	2020-21	2021-22	2022-23	In-Year Change		Variance
	Actual	Actual	Actual	Revised Estimates	Estimates	\$	%	Note
Classroom Instruction								
Teachers	64,836,155	64,510,442	73,233,410	73,331,564	75,868,868	2,537,304	3.5%	
Supply Teachers	2,733,904	1,991,296	1,743,204	2,819,026	2,761,254	(57,772)	-2.0%	
Educational Assistants	8,089,183	8,435,763	9,140,422	9,386,030	9,622,760	236,730	2.5%	
Early Childcare Educators	2,512,744	2,641,008	2,931,361	2,713,700	2,700,320	(13,380)	-0.5%	
Classroom Computers	1,693,974	961,464	1,409,745	1,535,221	1,369,115	(166,106)	-10.8%	
Textbooks & Supplies	2,922,711	2,303,848	2,115,865	3,903,177	3,563,018	(340,159)	-8.7%	
Professionals and Paraprofessionals	3,326,110	3,514,820	4,047,652	4,215,020	4,456,010	240,990	5.7%	
Library and Guidance	2,068,959	2,036,209	1,967,419	1,952,999	2,131,274	178,275	9.1%	
Staff Development	879,899	375,468	264,916	1,101,981	908,442	(193,539)	-17.6%	
Department Heads	237,583	249,184	255,599	263,700	263,700	-	0.0%	
School Generated Funds	3,605,356	2,333,935	1,428,279	3,500,000	3,500,000	-	0.0%	
Total Classroom Instruction & Learning	92,906,578	89,353,437	98,537,872	104,722,418	107,144,761	2,422,343	2.3%	a
School Management								
Principals & Vice Principals	5,188,987	5,627,853	6,188,080	6,150,598	6,271,173	120,575	2.0%	b
School Office	3,565,596	3,074,230	3,345,959	3,505,416	3,258,958	(246,458)	-7.0%	c
Co-ordinators and Consultants	1,726,335	1,539,188	1,612,885	1,682,187	2,083,415	401,228	23.9%	d
Continuing Education	461,001	476,361	443,450	489,755	497,675	7,920	1.6%	
Total School Management	10,941,919	10,717,632	11,590,374	11,827,956	12,111,221	283,265	2.4%	
Student Transportation	5,296,761	5,188,447	5,916,235	6,743,016	6,980,735	237,719	3.5%	e
Administration								
Trustees	116,978	105,497	86,268	111,100	106,550	(4,550)	-4.1%	
Director and Supervisory Officers	921,404	1,019,305	941,415	1,022,755	1,008,740	(14,015)	-1.4%	
Board Administration	3,308,257	3,245,200	4,416,557	4,245,492	4,192,817	(52,675)	-1.2%	
Total Administration	4,346,639	4,370,002	5,444,240	5,379,347	5,308,107	(71,240)	-1.3%	
School Operations/Maintenance								
School Operations and Maintenance	11,308,416	10,858,921	12,139,669	12,343,137	11,931,450	(411,687)	-3.3%	f
School Renewal	917,099	577,153	546,721	846,093	846,093	-	0.0%	
Interest on Capital Debt	2,388,318	2,160,512	1,912,036	1,746,589	1,586,109	(160,480)	-9.2%	g
Amortization	4,837,153	5,338,269	5,878,916	6,147,136	6,909,787	762,651	12.4%	h
Total Pupil Accommodation	19,450,986	18,934,855	20,477,342	21,082,955	21,273,439	190,484	0.9%	
Total Expenditures	132,942,883	128,564,373	141,966,063	149,755,692	152,818,263	3,062,571	2.0%	

Explanations of Grant Variances

- a Increase due to addition staff for increased enrolment, COVID-19 Learning Recovery Fund, and changes in benchmarks.
- b Increase due to additional staff for identified system needs, changes in provincially negotiated benchmarks, offset by reduction in virtual school demand.
- c Decrease due to reduction in virtual school demand.
- d Increase due to identified system needs.
- e Increase due to contractual commitments and increase in eligible riders.
- f Decrease due to prior funded supports being discontinued and changes for identified system needs.
- g Decrease due to lower interest payments relating to long term debt and no new debt issuances.
- h Increase due to timing of construction projects and other capital purchases.

Appendix D – Compliance Report

Compliance Report

Administration and Governance

Compliance - Gross Expenses Excluding Internal Audit	5,285,449
Compliance - Other Revenues	397,110
Compliance - Net Expenses Excluding Internal Audit	4,888,339
Compliance - Funding Allocation Excluding Internal Audit	4,888,339
Compliance - Overspending on Administration and Governance	0
Compliant /Non-compliant	COMPLIANT / CONFORME

Is the board in a Multi-Year recovery Plan?

(If board is in multi-year recovery plan then compliance report below does not apply.)

Balanced Budget Determination

1.1	In-year revenues (Schedule 9, item 10.0 - item 4.4)	149,318,263
1.1.1	In-year revenues for land	0
	<i>(Schedule 5.6, items 1.2 + 1.3 + 1.3.1 - 1.4 - 1.4.1 + Sch 5.5 Land Projects col. 5.1 + col. 6.1 - Sch 5.1 item 2.30, col. 6)</i>	
1.2	In-year expenses for compliance purposes (Schedule 10ADJ, item 90, col. 20)	149,318,263
1.3	In-year surplus/(deficit) for compliance purposes	0
	<i>.....Item 1.1 - item 1.1.1 - Item 1.2</i>	
1.4	If item 1.3 is greater or equal to zero, the board is in compliance. Otherwise, see calculation below.	COMPLIANT / CONFORME

Compliance Calculation Prior to Ministry Approval Amount (Education Act, 231. (1))

1.5	Operating allocation to be used in compliance calculation (Section 1A, item 1.92)	136,557,537
1.6	1% of item 1.5	1,365,575
1.7	Prior year accumulated surplus available for compliance (Schedule 5, item 3, col. 1)	23,919,973
1.8	Lesser of item 1.6 and item 1.7	1,365,575
1.9	If the amount of deficit at item 1.3 is less than item 1.8, then the board is in compliance. If the board is not in compliance, see the calculation below. (Note 1)	COMPLIANT / CONFORME

Compliance Calculation After Ministry Approval Amount (Education Act 231 (1) (b))

1.10	Total amount of minister approved in-year deficit	-
1.12	If the amount of deficit at item 1.3 is less than item 1.10, then the board is in compliance.	COMPLIANT / CONFORME



BRANT HALDIMAND NORFOLK
Catholic District School Board

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

Prepared by: Scott Keys, Superintendent of Business & Treasurer
Presented to: Committee of the Whole
Submitted on: June 21, 2022
Submitted by: Mike McDonald, Director of Education & Secretary

BANK OPERATING CREDIT
Public Session

BACKGROUND INFORMATION:

The *Education Act* requires that a school board approves an annual borrowing resolution empowering the Board to borrow, as required, by way of demand notes, to meet current obligations. The Board approved an operating credit of \$7.0 million for the 2010 year and has approved this operating credit amount each subsequent year since.

DEVELOPMENTS:

The operating requirements of the Board have not changed significantly. Operating credit enables the Board to meet its financial obligations when a timing issue occurs between payment by the Board and receipt of grants by the Ministry.

The total credit is as follows:

Operating Line:	\$7,000,000
Purchase Card	<u>300,000</u>
TOTAL:	\$7,300,000

The credit has a renewal date of September 1, 2022. The Board's Purchase Card credit is underwritten by US Bank.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board approves:

A RESOLUTION AUTHORIZING THE BORROWING OF MONEY TO MEET CURRENT EXPENDITURES OF THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD (THE "Board")

- A. In accordance with Subsection 243(1) of the Education Act (R.S.O. 1990) (the "Act"), the Board considers it necessary to borrow the amount of up to Seven Million, Three Hundred Thousand Dollars (\$7,300,000) to meet, until current revenue is received, the current expenditures of the Board for the period commencing on September 1, 2022 and ending on August 31, 2023 (the "Period").
- B. Pursuant to Subsection 243(3) of the Act, the total amount borrowed pursuant to this Resolution together with the total of any similar borrowings and any accrued interest on those borrowings is not to exceed the unreceived balance of the estimated revenues of the Board for the Period.
- C. The total amount previously borrowed by the Board pursuant to Section 243 that has not been repaid is \$0.

- D. The amount borrowed for current expenditures is within the Board's Debt and Financial Obligation Limit as established by the Ministry of Education and Training from time to time.

RESOLVED THAT:

1. The Chair or Vice Chair and the Treasurer are authorized on behalf of the Board to borrow from time to time by way of promissory note, or overdraft, or bankers' acceptance from Canadian Imperial Bank of Commerce ("CIBC") authorized for borrowing purposes in accordance with Section 243 of the Act] a sum or sums not exceeding in the aggregate Seven Million, Three Hundred Thousand Dollars (\$7,300,000) to meet, until current revenue is collected, the current expenditures of the Board for the Period (including the amounts required for the purposes mentioned in Subsection 243(1) and 243(2) of the Act), and to give to CIBC promissory notes or bankers' acceptances, as the case may be, sealed with the corporate seal of the Board and signed by any two of the Chair or Vice Chair and the Treasurer for the sums borrowed plus interest at a rate to be agreed upon from time to time with CIBC;
2. The interest charged on all sums borrowed pursuant to this Resolution plus any related charges, is not to exceed the interest that would be payable at the prime lending rate of the chartered banks listed in Schedule 1 of the Bank Act (Canada) on the date of borrowing;
3. The Treasurer is authorized and directed to apply in payment of all sums borrowed plus interest, all the moneys collected or received in respect of the current revenues of the Board;
4. The Treasurer is authorized and directed to deliver to CIBC from time to time upon request a statement showing (a) the total amount of unpaid previous borrowings of the Board for current expenditures together with debt charges, if any, and (b) the uncollected balance of the estimated revenues for the current year or, where the estimates have not been adopted, the estimated revenues of the previous year less any current revenue already collected.

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

Prepared by: Scott Keys, Superintendent of Business & Treasurer
Presented to: Board of Trustees
Submitted on: June 27, 2022
Submitted by: Mike McDonald, Director of Education & Secretary

**Q3 FINANCIAL REPORT
(MAY 31, 2022)
Public Session**

BACKGROUND INFORMATION:

Interim financial reports are presented to the Board to assist Trustees in monitoring the financial well-being of the school board. These reports are presented to the Board of Trustees three times per school year (as of November 30, February 28 and May 31) and a final year-end report (as of August 31) is provided with an external audit report in the fall.

DEVELOPMENTS:

Changes have been made to the year-end forecast for the Board with updated information from the Q2 forecast (as of February 28, 2022). The current forecasted results are compared to revised budget as presented to the Board of Trustees in December 2021.

Refer to **Appendix A** for the Summary of Financial Results dashboard.

Significant changes to the forecast were:

- Increase in average daily enrolment, resulting in additional Grants for Student Needs (GSN) funding.
- Additional salary and wages for coverage of staff long-term and short-term leaves.
- Various professional development and other activities postponed/cancelled throughout the year, due to provincial health restrictions and available coverage.

As of May 31, 2022, average daily enrolment (ADE) has increased by 65 as a result of the March 31st count date. ADE is comprised of actual enrolment reported on October 31, 2021 and March 31, 2022.

In addition, about 75% of expenses have been spent as of May 31, 2022. Timing of expenses varies throughout the year with certain expenses paid towards the beginning of the school year (license renewal fees, membership fees, insurance, etc.), while salary and benefits are incurred relatively smoothly throughout the year. School and building renewal are typically incurred while schools are closed, namely March and Summer breaks.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board receive the Q3 Financial Report (May 31, 2022).

Brant Haldimand Norfolk Catholic District School Board
2021/2022 Third Quarter Financial Report
For the Period Ended May 31, 2022

Summary of Financial Results

	Revised Budget	Forecast	In-Year Change	
			\$	%
Revenue				
Grants for Student Needs (GSN)	116,305,868	116,908,874	603,006	0.5%
Local Taxation	16,828,014	16,828,014	-	0.0%
Priorities and Partnership Funds (PPF)	4,255,945	4,255,945	-	0.0%
Other Revenue	8,865,867	8,993,801	127,934	1.4%
School Generated Funds	3,500,000	3,500,000	-	0.0%
Total Revenue	149,755,694	150,486,633	730,940	0.5%
Expenses				
Classroom Instruction and Learning	116,550,374	116,569,232	18,858	0.0%
School Operations/Maintenance	21,082,957	20,986,320	(96,637)	-0.5%
Student Transportation	6,743,016	6,743,016	-	0.0%
Board Administration	5,379,347	5,347,184	(32,163)	-0.6%
Total Expenses	149,755,694	149,645,752	(109,942)	-0.1%
Surplus/(Deficit) before Accum Surplus	-	840,881	840,881	
Draw on Accumulated Surplus	-	(840,881)	(840,881)	
Surplus/(Deficit), end of year	-	-	-	

Changes in Revenue:

Grants for Student Needs (GSN): Increase due to higher average daily enrolment.

Other Revenue: Increase in VISA student tuition, EDC revenue to offset expenses incurred, and staff on secondment.

Changes in Expenses:

Classroom Instruction: Increase in supply costs related to coverage for staff leaves offset by PD events, and other budget efficiencies identified

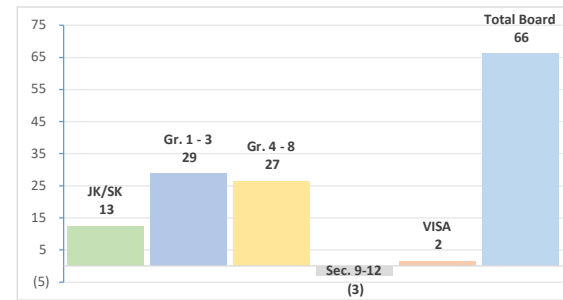
School Operations: Reduction driven by savings in utilities, maintenance supplies, and services from remote learning period.

Summary of Enrolment

ADE	Revised Budget	Forecast	In-Year Change	
			#	%
Elementary				
JK/SK	1,422	1,434	13	0.9%
Gr. 1 - 3	2,169	2,198	29	1.3%
Gr. 4 - 8	3,637	3,664	27	0.7%
VISA Students	-	-	-	0.0%
Total Elementary	7,228	7,295	68	0.9%
Secondary				
Pupils of the Board	3,680	3,677	(3)	-0.1%
VISA Students	8	10	2	18.8%
Total Secondary	3,688	3,687	(2)	0.0%
Total	10,916	10,982	66	0.6%

Note: ADE is comprised of actual enrolment reported at October 31, 2021 and at March 31, 2022.

Note: VISA students pay tuition and their enrolment do not affect our GSNs



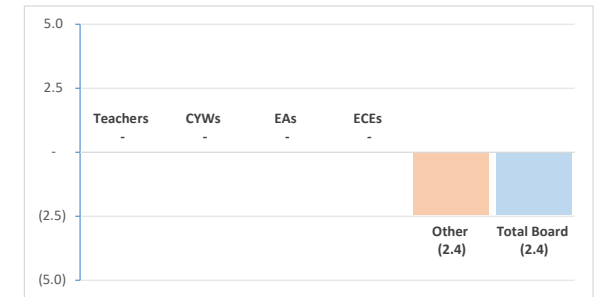
Changes in Enrolment: Revised Budget vs Actual

The average daily enrolment increased due to an increase in number of students in the elementary panel offset by a slight decrease in the secondary panel at the March 31st count date.

Summary of Staffing

FTE	Revised Budget	Forecast	In-Year Change	
			#	%
Classroom				
Teachers	704.2	704.2	-	0.0%
CYW's	9.0	9.0	-	0.0%
EAs	159.5	159.5	-	0.0%
ECEs	50.0	50.0	-	0.0%
Total Classroom	922.7	922.7	-	0.0%
Other Support Staff				
School Administration	99.6	99.8	0.2	0.2%
Board Administration	35.4	35.3	(0.2)	-0.5%
Facility Services	95.0	95.0	-	0.0%
Consultants/Coordinators	14.0	13.0	(1.0)	-7.1%
Paraprofessionals	37.0	36.0	(1.0)	-2.7%
Library Technicians	13.0	12.5	(0.5)	-3.8%
Total Other Support Staff	294.0	291.6	(2.4)	-0.8%
Total Staffing	1,216.7	1,214.2	(2.4)	-0.2%

Note: FTE is comprised of actual staffing at October 31, 2021 and at March 31, 2022.



Changes in Staffing: Revised Budget vs Actual

Other Support Staff: Reduction due to staff vacancies.

Brant Haldimand Norfolk Catholic District School Board
2021/2022 Third Quarter Financial Report
Comparative Revenue Summary
For the Period Ended May 31, 2022

	Comparative Revenue Summary				
	2021-2022		In-Year Change		Variance Note
	Revised Budget	Forecast	\$	%	
Grants for Student Needs (GSN)					
Pupil Foundation	61,968,787	62,334,250	365,463	0.6%	
School Foundation	9,018,659	9,047,191	28,532	0.3%	
Special Education	18,368,717	18,434,417	65,700	0.4%	
Language Allocation	1,923,073	1,923,073	-	0.0%	
Indigenous Education	236,277	238,192	1,915	0.8%	
Rural and Northern Education Fund	1,523,649	1,515,190	(8,459)	-0.6%	
Learning Opportunities	1,668,539	1,670,726	2,187	0.1%	
Mental Health & Well Being	593,666	594,922	1,256	0.2%	
Adult and Continuing Education	611,096	611,096	-	0.0%	
Teacher and DECE Q and E	10,580,128	10,623,187	43,059	0.4%	
New Teacher Induction Program	182,104	182,104	-	0.0%	
Student Transportation	5,890,541	5,924,299	33,758	0.6%	
Administration & Governance	4,034,613	4,046,267	11,654	0.3%	
School Operations	11,476,390	11,534,331	57,941	0.5%	
Community Use of Schools Grant	149,418	149,418	-	0.0%	
Supports for Students	1,130,786	1,130,786	-	0.0%	
Program Leadership	999,389	999,389	-	0.0%	
Permanent Financing - NPF	146,395	146,395	-	0.0%	
Total Operating Grants	130,502,227	131,105,233	603,006	0.5%	a
Grants for Capital Purposes					
School Renewal	846,093	846,093	-	0.0%	
Short-term Interest	17,800	17,800	-	0.0%	
Debt Funding for Capital	1,767,762	1,767,762	-	0.0%	
Total Capital Grants	2,631,655	2,631,655	-	0.0%	
Total Grants for Student Needs (GSN)	133,133,882	133,736,888	603,006	0.5%	
Note: Total GSN includes taxation revenue received from municipalities					
Priorities and Partnership Funding (PPF)	4,255,945	4,255,945	-	0.0%	
Other Revenue					
Other Non-GSN Grants	376,192	400,706	24,514	6.5%	
Tuition Fees	1,020,213	1,040,133	19,920	2.0%	
Rentals	218,843	218,843	-	0.0%	
Interest	165,000	165,000	-	0.0%	
Other Revenue	1,087,564	1,171,064	83,500	7.7%	
Deferred Revenue	679,952	679,952	-	100.0%	
Amortization of DCC	5,318,103	5,318,103	-	0.0%	
Total Other Revenue	8,865,867	8,993,801	127,934	1.4%	b
School Generated Funds	3,500,000	3,500,000	-	0.0%	
Total Grants and Revenues	149,755,694	150,486,633	730,940	0.5%	

Explanations of Revised Budget Variances

- a Increase in elementary ADE due to higher student count at March 31.
- b Increase in VISA student tuition, EDC revenue to offset expenses incurred, and staff on secondment.

Brant Haldimand Norfolk Catholic District School Board
2021/2022 Third Quarter Financial Report
Comparative Expense Summary
For the Period Ended May 31, 2022

	Comparative Expenditure Summary				
	2021-2022 Revised Budget	2021-2022 Forecast	In-Year Change		Variance Note
			\$	%	
<u>Classroom Instruction</u>					
Teachers	73,331,564	73,108,250	(223,314)	-0.3%	a
Supply Staff	2,819,026	4,136,862	1,317,836	46.7%	b
Educational Assistants	9,386,030	9,341,716	(44,314)	-0.5%	
Early Childcare Educators	2,713,700	2,753,334	39,634	1.5%	
Classroom Computers	1,535,221	1,606,948	71,727	4.7%	c
Textbooks & Supplies	3,903,177	3,141,642	(761,535)	-19.5%	d
Professionals and Paraprofessionals	4,215,020	4,278,250	63,230	1.5%	
Library and Guidance	1,952,999	1,901,394	(51,605)	-2.6%	
Staff Development	1,101,981	307,000	(794,981)	-72.1%	e
Department Heads	263,700	263,700	-	0.0%	
School Generated Funds	3,500,000	3,500,000	-	0.0%	
Total Classroom Instruction & Learning	104,722,418	104,339,095	(383,323)	-0.4%	
<u>School Management</u>					
Principals & Vice Principals	6,150,598	6,521,862	371,264	6.0%	f
School Office	3,505,416	3,614,754	109,338	3.1%	g
Co-ordinators and Consultants	1,682,187	1,606,411	(75,776)	-4.5%	h
Continuing Education	489,755	487,111	(2,644)	-0.5%	
Total School Management	11,827,956	12,230,138	402,182	3.4%	
Total Classroom Instruction and Learning	116,550,374	116,569,232	18,858	0.0%	
<u>School Operations and Maintenance</u>					
School Operations and Maintenance	11,855,762	11,759,125	(96,637)	-0.8%	i
School Renewal	846,093	846,093	-	0.0%	
Interest of Capital Debt	1,746,589	1,746,589	-	0.0%	
Amortization	6,634,513	6,634,513	-	0.0%	
Total School Operations and Maintenance	21,082,957	20,986,320	(96,637)	-0.5%	
Student Transportation	6,743,016	6,743,016	-	0.0%	
<u>Board Administration</u>					
Trustees	111,100	96,518	(14,583)	-13.1%	
Director and Supervisory Officers	1,022,755	1,027,973	5,218	0.5%	
Board Administration	4,245,492	4,222,693	(22,799)	-0.5%	
Total Board Administration	5,379,347	5,347,184	(32,163)	-0.6%	
Total Expenses	149,755,694	149,645,752	(109,942)	-0.1%	

Explanations of Budget Variances

- a Decrease due to a decline in home instruction and mileage reimbursements.
- b Increase resulting from addition staff leaves requiring supply staff and/or emergency instructors.
- c Additional technology requirements to accommodate remote learning and replace broken or lost devices from remote learning period.
- d Reduction driven by budget efficiencies identified (program and department supplies/materials/services, field trips, travel).
- e Professional development opportunities have been postponed/cancelled during the year, due to provincial health restrictions.
- f Increase as a result of staff leaves and short term coverages (COVID-19).
- g Change in accounting for school office expenses, was offset by the reduction in text and learning materials.
- h Planned programming lead remains vacant.
- i Reduction driven by savings in utilities, maintenance supplies, and services from remote learning period.

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Kevin Greco, Superintendent of Education
Presented to: Board of Trustees
Submitted on: June 27, 2022
Submitted by: Mike McDonald, Director of Education & Secretary

SPECIAL EDUCATION ANNUAL REPORT 2021-22

Public Session

BACKGROUND INFORMATION:

Under the direction of the Ministry of Education, school boards are required to prepare, approve, and submit an Annual Report on the provision of special education programs and services offered by the Board and schools. The Annual Report was compiled from information provided by members of the Special Education Services Team.

DEVELOPMENTS:

The Brant Haldimand Norfolk Catholic District School Board (BHNCD SB) Special Education Department is committed to providing inclusive education where every student in our school district thrives. The report provides updates and information regarding the many programs and supports in place for learners to access the curriculum and fully engage in learning and development opportunities. For example, in 2021-2022 the use of Battelle Early Academic Survey (BEAS) allowed our classrooms to implement interventions and strategies to fill gaps that are observed within our primary classes. The Board continues to implement other educational platforms such as Boardmaker 7, LEXIA, and Specialized Equipment through the Special Education Amount (SEA) funding to identify, assist, and implement educational supports on an individual level for our students.

Through dialogue with community partners, school staff, parents, and students in secondary self-contained programs, we identified the need for more awareness and information regarding available supports for these students upon graduating secondary school. As a result, three pathways were created: Specialized College Program, Transitional Age Youth Services, and Employment Programs. In partnership with the Trustees, senior staff, system level and school level staff, families, the Special Education Advisory Committee (SEAC) and other valuable community partners, the BHNCD SB continues to be responsive and innovative.

The report highlights the strategic implementation of professional learning and training to ensure staff are confidently equipped to provide the appropriate programming for all learners. Furthermore, aligned with the Board's MYSP and BPISA and the essential practices within, our Catholic faith calls us to walk alongside our students and provide inclusive barrier-free experiences, so we continue to see improved student achievement and wellbeing.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board receives the Special Education Annual Report 2021-22.

Special Education



CATHOLIC EDUCATION:
REBUILD
RESTORE
 **RENEW**
TOGETHER



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INTRODUCTION

Special Education

The Brant Haldimand Norfolk Catholic District School Board is committed to meeting the diverse needs of all students within our school district. We strive to inspire and support learning by assisting in creating safe, inclusive, and faith-filled learning environments. Our goal is to establish effective communication processes to foster a learning environment that best meets each student's unique needs and talents. The provision of special education programs and services, and the allocation of resources, are based on each unique student's strengths and needs, and on the principles of equity, inclusion, and collaboration.

The delivery of specialized programs by the classroom teacher is supported by an interdisciplinary team of professionals at the school and system level. Partnerships with agencies, other Ministries, and community resources continue to enhance the ability of the school system to fulfill its mandate of educating all learners in our Board. Parents/guardians are considered full partners in the education of their children, and we work with them closely to enhance students' academic, social, emotional, and spiritual growth. Ultimately all student will become independent and positive contributors to society.

Supported by faith-based learning, the Board's Special Education Services team work together with families to achieve "Excellence in Learning ~ Living in Christ".

The Annual Report was compiled from information provided by members of the Special Education Services Team. It will be reviewed and presented for approval to the BHNCDSD Board of Trustees in June 2022. The Annual Plan will be submitted to the Ministry of Education by July 31, 2022, and posted to the Board website.

Special Education Advisory Committee (SEAC)

The membership of SEAC for 2021-22 was as follows:

NAME	ORGANIZATION
Bill Chopp	Trustee Representative
Kevin Greco	Superintendent of Education
Marissa Lechowicz	Resource to the SEAC, Executive Assistant to Kevin Greco
Carmen McDermid	Student Achievement Lead – Special Education
Annemarie Krauss (Sept – Mar)	Lansdowne Children Centre
Mischa Dinsmore (Apr - June)	Lansdowne Children's Centre
Tara Buchanan	Community Living Brant
Jennifer Chapman (Vice-Chair)	Haldimand-Norfolk Children's Aid Society
Lauren Freeborn (Chair)	Contact Brant
Shannon Mason	Principal, Sacred Heart Langton & Special Education Staffing
Kerri Lomax (Jan – June)	Vice-Principal, St. John's College representing secondary schools
Alison Hilborn	Contact Brant
Patti Mitchell	Community Resource and Parent, County of Brant
Nil Woodcroft	Haldimand-Norfolk REACH
Jill Esposito (Sept – Jan)	Brant Family & Children's Services
Shannon Korber (Feb – June)	Child & Family Services of Grand Erie

Sarah Robertson (Sept - Jan)	Child & Family Services of Grand Erie
Brandi Bertling (Feb – June)	Child & Family Services of Grand Erie
Kim Fraser (Dec – June)	Child & Family Services of Grand Erie
Christina Ferrell	Woodview Mental Health & Autism Services

Throughout this past school year, representatives from various community agencies presented an overview of the mandate of their agencies. This will continue in 2022-23 as new members will have the opportunity to present information from their respective agencies.

The 2021-22 SEAC heard presentations on the following:

Contact Brant

The Urgent Response Service (URS) provides a time limited service/intervention to children registered in the Ontario Autism Program. The URS is accessed through self-referral, from a clinician, a care coordinator, or other relevant professionals for children who have high risk factors.

Assumption College Arts Department

A video was submitted to the CBC Music Challenge from the students at Assumption College School from four different classes. The students chose to submit an Indigenous video called “Strawberry Moon (Ode’min Giizis)”. The video was shortlisted in the top ten, and further to be shortlisted to top three.

Learning Disabilities Association of Ontario

A guest presentation was held by Martin Smit of Learning Disabilities Association of Ontario (LDAO), a registered charity dedicated to improving the lives of children, youth, and adults with learning disabilities. The LDAO offers a vast library of free resources for educators such as podcasts, webinars and self-directed learning. They also offer at-home resources for families and assisting their children at home.

Phonemic Awareness & Bridge the Gap Awareness

The Board’s Speech-Language Pathologists, Stephanie Bergman and Meagan Courneyea shared a presentation highlighting the importance of Phonemic Awareness, the resource called ‘Bridge the Gap’ and the work they have been doing in support of literacy development and professional learning with the Board.

Transportation & Stability Support Funds

An overview of the Transportation and Stability Support Funds was given by Shannon Korber. This program was created by the Ministry of Education to assist families in service to help with transitions such as school transfers. The program is used in collaboration with Children’s Aid Society, schools, and transportation services.

Post-Secondary Pathways

A presentation was shared on Post-Secondary Pathways for students with intellectual disabilities. The presentation offered information for parents and students regarding the different resources available such as supported employment, community integration through co-operative education, and more.

Review of Special Education Annual Budget

Jagoda Kirilo & Scott Keys shared an overview of the Special Education budget and answered questions the committee brought forward.

St. John's College Work Experiences (Special Class Co-Op) & Employability Kits

Staff and students of St. John's College, along with Debbie Dignan introduced the launch of in-school work experiences and community co-op placements being offered to students in our Job Skills Program along with the employability kits compiled together in support of these opportunities.

The 2021-22 meeting schedule was as follows:

2021-22 SEAC Meeting Schedules (Virtual except June 21)	
Tues., September 21, 2021	Tues., February 15, 2022
Tues., October 19, 2021	Tues., March 22, 2022
Tues., November 16, 2021	Tues., April 19, 2022
Tues., December 14, 2021	Tues., May 17, 2022
Tues., January 18, 2022	Tues., June 21, 2022

PROGRAMS AND SERVICES

System Special Education

System Special Education Resource Teachers (SSERTs) are assigned to elementary and secondary schools to support staff and enhance student achievement and wellbeing. Their role is to collaborate with school teams and community agencies, and to build capacity among teachers, SERTs, Educational Assistants and parents by providing in-services within schools and in the community. In addition, SSERTs ensure that Ministry of Education mandates and protocols are followed by providing training and producing resources to support staff in meeting Ministry standards. Through resource creation and information sharing, SSERTs build capacity, maintain consistency, and enhance communication with parents.

Focus on Primary

The continued, primary focus for the SSERTs is to better understand learners by exploring student profiles, assessment data and evaluation. The SSERTs assist in the development of student profiles through assessment (Hawaii Early Learning Profile, Canadian Cognitive Abilities Test (CCAT) for Grade 2 and 3 students, and Woodcock-Johnson IV Tests of Achievement assessment), observations and program recommendations.

Cognitive Assessments

SSERTs are responsible for determining the eligibility of a student to receive a cognitive assessment with the Nelson team of psychologists through a committee process. The cognitive assessment referral process involves the review of documents in the Ontario Student Record (OSR) including Provincial Report Cards, Woodcock-Johnson IV Tests of Achievement assessment results, CCAT scores and outside agency reports.

The Battelle Early Academic Survey (BEAS)

The system special education team recognized the need for a standardized assessment for our early struggling learners, specifically those in grades one and two. Several assessment products were reviewed to find one that would identify where specific learning gaps exist, and to provide direction and next steps for instruction.

The **Battelle Early Academic Survey (BEAS)** was chosen as the standardized assessment tool to be used to examine the foundational skills in literacy and mathematics for students in grades one and two. The BEAS provides scores in overall Literacy and Mathematics, with breakdowns as follows:

Literacy

- Print Concepts
- Phonological Awareness (broken down into 6 areas)
- Phonics and Word Recognition (broken down into 7 areas)
- Listening Comprehension
- Fluency

Mathematics

- Numbers, Counting, and Sets
- Geometry
- Measurement and Data
- Operations and Algebraic Thinking

With its comprehensive breakdown in the areas of *Phonological Awareness* and *Phonics and Word Recognition*, the BEAS provides valuable information about where gaps exist, enabling classroom teachers and school SERTs to provide programming to address the specific areas of need. This skill analysis blends very well with primary teachers’ use of the Heggerty *Phonemic Awareness* program and SERTs’ use of the *Bridge the Gap Phonemic Awareness Intervention Lessons*, to help identify areas of need and work toward closing gaps in students’ learning.

Collection Data

In addition to collecting data, SSERTs dialogue with school teams to determine appropriate next steps and potential interventions. This valuable information could result in the development of an Individual Education Plan (IEP) and possibly the formal identification of a student through the IPRC process. The SSERT supports the school team in preparing IPRC paperwork in order to ensure appropriate identification and placement of the student.

Transitions

The System team places great importance on successful student transitions. Assistance is provided when planning and implementing entry into school for students with high needs, as well as transitioning into special class placements, secondary school and post-secondary opportunities. This liaison with community agencies, school teams and parents help to ensure student needs are met by creating seamless transitions.

The following chart illustrates some of the processes that SSERTs have supported during the 2021-2022 school year:

Cognitive Referrals Submitted	IPRCs (school or system level)	Case Conferences	Achievement Tests Completed (WJ and BEAS)
219	230	126	185

Deaf and Hard of Hearing

There are currently 57 Hard of Hearing students and 82 students with Central Auditory Processing/Auditory Processing Disorder (CAP/APD) in the Board.

Services provided this past school 2021-2022 year included:

- Hearing awareness presentations in classrooms
- Acquisition of Specialized Equipment Amount (SEA) and materials to support students who are Hard of Hearing and have CAP difficulties
- Monitoring and troubleshooting such equipment
- Performing regular checks on ear molds, hearing aids and cochlear implants and FM systems
- Providing in-services for specialized equipment
- Repairing SEA equipment, as required
- Consulting on students' IEPs
- Providing and installing noise reducing strategies for the classroom environment
- Attending case conferences, team meetings, IPRCs and parent interviews
- Acting as a liaison, support and referral source for families and other agencies
- Interpreting audiological reports
- Providing accommodations/modifications and programming strategies
- Supporting students with pre/post teaching
- Assisting students and families in connecting and networking

Information Technology

Overview of Special Equipment Amount (SEA) Support

The Ministry of Education provides Special Equipment Amount (SEA) funding to school boards each year. This funding is used to assist school boards with the cost of equipment essential to support students with special education needs. The equipment must be deemed essential for the student to be able to attend school or to access the Ontario Curriculum. There are two separate funds available for students to access to obtain specialized equipment.

The SEA Per Pupil Amount (PPA)

This fund is allocated for the purchase of computer and all technology-related equipment. Each school district receives an allocated PPA amount each SEA year.

The SEA Claims-Based

This fund is allocated for the purchase of non-computer-based equipment. Claims-based funding covers the cost of an individual student's equipment needs in excess of \$800 in the year of purchase. Boards are responsible for the first \$800 in cost for any student per year.

Recommendations for special equipment are forwarded by the school and reviewed by the team. Claims must meet Ministry guidelines and requirements.

Purchasing SEA Equipment

It is the Board's duty to seek efficiencies for all equipment purchases made with SEA funds. SEA purchases are made using the most cost-effective choices. The allocation of SEA funds to support student needs is done in an equitable and timely fashion. When purchasing SEA equipment, considerations are made for quality, cost, durability, longevity and compatibility with the Board's infrastructure. The SEA team can also repurpose SEA equipment within the system.

SEA Repairs and Maintenance

It is the Board's responsibility to ensure that all equipment is in working order and that the equipment meets the student's needs. The SEA team works very closely with our Information Technology (IT) department to ensure the most efficient and effective processes are in place for the maintenance and repair of SEA

equipment. Upgrades and refurbishment are initially considered as an option before replacing it with new equipment. The Board has assigned one computer technician who is dedicated to SEA equipment work orders.

SEA Transfers

When a student moves to a new school within the district, or to another publicly funded board within Ontario, the SEA purchased equipment must move with them. The receiving/new board has the option to decline the equipment. When a decision about transferring equipment is being made, consideration is given to factors such as a student's best interests, equipment compatibility and the efficiency/practicality of completing a transfer.

In the 2021-22 SEA year, 58 students with SEA equipment transferred into our board and 18 transferred out.

SEA Equipment Management and Disposal

Inspections are completed annually on all electric and hydraulic claims-based equipment. All inspections are performed in compliance with O.H.S.A. - R.R.O., Reg.851, Section #51. Upon review of the inspection reports, any necessary repairs and maintenance on the equipment is arranged and completed.

Any equipment that has outlived its effectiveness and/or safe usage needs to be disposed of in a safe and environmentally friendly way.

Collaboration

The Brant Haldimand Norfolk Catholic District School Board SEA team collaborates with other boards through the SEA Coordinators Council, a regional body consisting of 17 Boards.

Training Model

Students who receive SEA computer equipment receive training on software that has been identified as essential to their learning. The Brant Haldimand Norfolk Catholic District School board implements an "in-house" training model where training is completed internally. To facilitate understanding, training is comprised of three phases, an initial/introduction phase, one-to-one training, and a continuity support plan development phase.

The initial phase is delivered asynchronously and consists of a series of modules posted in the *Computer Training* course within Brightspace. All students who require training are enrolled in the course and are given access to the necessary modules. Each of the modules include a demonstration of a skill, followed by a hands-on activity. Students are expected to independently complete all modules before the phase two training date. The purpose of the initial/introduction phase is to familiarize the student with their new equipment and train them on the basic functions and operations of their device. Other modules in this phase provide students with a strong foundation of the basic tools and operations of the essential software. The *Computer Training* course is not only intended for initial training purposes but also as a learning resource that students can access at any time to review skills and increase their competency in the use of the equipment and software.

The one-to-one training is delivered synchronously approximately one week after the completion of the initial modules. The one-to-one training is individualized to reflect the student's academic needs outlined in their Individual Education Plan. The individual training involves reviewing the basics that were taught during the initial phase of training and then focuses on achieving student learning expectations within the context of the Individual Education Plan.

The continuity support plan development phase consists of a follow up assessment/training session between the trainer and the student at least one week after the phase two training. During this session, the trainer assesses the student's ability to complete a variety of tasks using the tools and software for which the student

had previously received training. The purpose of phase three is to establish next steps and create a support plan designed to maintain and/or improve the student’s proficiency with the use of the assistive technology.

To ensure the successful use of the software and equipment, several supports have been created and implemented. These include the *Computer Training* course for both staff and students and “How to” booklets that students and educators can access for review and support. An email is sent from the instructor to the classroom teacher and school Special Education Resource Teacher (SERT), which includes all the resources necessary to support the students with SEA equipment in their class. Additionally, Professional Activity Days and Community of Practice meetings have been used to educate Special Education Resource Teachers and Educational Assistants on some of the accessibility tools and software that students with SEA equipment are trained on.

The training model was developed with the goal of providing effective student training and training resources. The model supports capacity building within our district for staff and students, while ensuring the continued successful use of the technology. This training model has been overwhelmingly successful pedagogically and financially. This method is highly efficient and effective for both staff and students.

[Special Equipment Amount Claims for 2021-22](#)

There have been 376 SEA claims processed and implemented during the 2021-22 SEA year. Of the 376 claims, 71 of them were equipment based (non-tech) claims. Students who receive this equipment include those identified as deaf and hard-of-hearing, and students who require specialized equipment (such as standing frames, bikes, chairs, sensory and fine motor items etc.). The remaining 305 claims were computer-based claims for students with assistive technology requirements.

[Training Services](#)

All students who have their own SEA computer equipment receive both hardware and software training with their device. A variety of software applications and tools are used to meet the different needs and uses of assistive technology.

Application	Software Application Tool
Word processing	Microsoft Word, Kurzweil
Meetings and video conferencing	Microsoft Teams
Learning management system	Desire2Learn Brightspace
File storage	Microsoft OneDrive
Text-to-speech	Kurzweil, Microsoft Word, WordQ, Microsoft Edge
Text-to-speech on the Web	Kurzweil, WordQ, Microsoft Edge
Speech-to-text	Microsoft Word
Word prediction	Word Q3, Kurzweil
Concept mapping/graphic organizer	SMART Ideas

Visual symbols and schedules	Boardmaker 7
Converting documents to an accessible format	Kurzweil (built in OCR tool), OCR scanning on photocopier
Reading and writing on a PDF file	Kurzweil, Microsoft Word, Microsoft Edge, Adobe Reader
Visual supports	Kurzweil, Microsoft Word, Zoom-Text, Immersive Reader

This year 232 students and 10 Educational Assistants were trained on various software application tools.

SEA Training completed in 2021-22:

School	Students	Educational Assistants
Blessed Sacrament	15	0
Christ the King	10	0
Holy Cross	8	1
Holy Family	4	0
Madonna Della Libera	5	0
Notre Dame Brantford	8	0
Notre Dame Caledonia	4	2
Our Lady of Fatima	2	0
Our Lady of Providence	5	0
Resurrection	3	0
Sacred Heart Langton	1	0
Sacred Heart Paris	14	0
St. Basil	4	0
St. Bernard of Clairvaux	2	1
St. Cecilia's	1	0
St. Frances Cabrini	10	0
St. Gabriel	15	0
St. Joseph's	16	0
St. Leo	6	1
St. Mary's Hagersville	6	0
St. Michael's Dunnville	6	0

St. Michael's Walsh	7	0
St. Patrick Brantford	3	0
St. Patrick's Caledonia	3	1
St. Peter	8	1
St. Pius X	11	0
St. Stephen's	8	3
St. Theresa	7	0
Assumption College School	15	0
Holy Trinity Catholic High School	8	0
St. John's College	7	0
BHNCDSB Remote Catholic Elementary School	0	0
TOTAL	232	10

Professional Development and Staff Training

Professional Development technology training in Microsoft Accessibility (Dictate, Read Aloud and Immersive Reader) and Boardmaker 7 was also provided to various staff

Applied Behaviour Analysis

During the 2021-22 school year, there were three full-time Applied Behaviour Analysis (ABA) Program Leads providing support to principals, teachers, support staff and families for students with Autism Spectrum Disorder (ASD).

Within the 2021-22 school year, the ABA Program Leads carried a combined caseload of 164 students with ASD, as well as two non-identified students. There were two students involved in the Legacy Connections for Students Model and two students in the new Connections for Students Model.

The ABA team continued collaborate with school staff and community partners to provide support student skill building services during the 2021-22 school year including:

- Collaboration with school staff including Principals, Vice Principals, SERTs, Teachers, EAs and ECEs on a variety of student skills including:
 - Behaviour reduction
 - Self-regulation
 - Communication
 - Social interaction
 - Functional skills
 - Strategies to promote independence and participation in school activities
 - Structured learning systems
 - Data collection systems
 - Organizational skills
 - Creation and use of visual supports

ABA Leads provided a variety of other services. Some of which include:

Observations to inform individualized recommendations on the skills listed above, for both in-person and virtual students

- Staff training and support in the use of ABA-based strategies (including explanation and modelling of recommended strategies, providing feedback and coaching to staff on an on-going basis)
- Supporting students transition
- Supporting students during the Summer Transition Program (August 2021) with return to school during the COVID 19 pandemic
- Ongoing collaboration with community partners to support families in accessing services/ funding options (e.g., Autism Community Collaboration Group, organizing community partners to attend Community of Practice meetings)
- Assisting with goal setting and tracking for Individual Education Plans and assisting with the development of safety plans for students with ASD
- Data collection and tracking for SERTs and EAs
- Development and planning for implementation of the ASSDP
- Supported 36 staff in registering and completion of Sonderly training courses

Blind and Low Vision

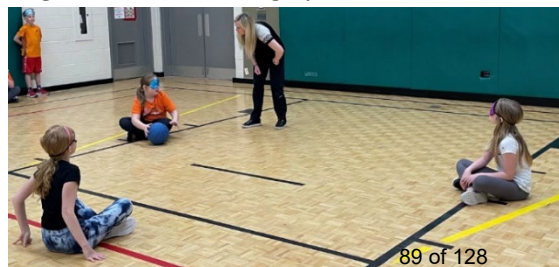
During the 2021-22 school year, individualized orientation and mobility programming was implemented for 35 students in 16 different schools. The primary role of the orientation and mobility instructor includes teaching students who are blind or partially sighted the necessary skills to travel safely, efficiently, gracefully, and independently, with or without the use of a mobility device, in any environment. To achieve this goal, instruction is provided in the following areas:

- Concept development
- Motor development
- Sensory development
- Visual skills
- Social skills
- Techniques of orientation and mobility
- Use of devices

Further involvement of the orientation and mobility instructor during the 2021-22 school year includes:

- Observations, consultation with school staff, and goal setting for Individualized Education Plans.
- Direct one-on-one orientation and mobility training to students, educational assistants, early childhood educators, teachers, and administrators.
- Collaboration with school mental health professionals (Social Workers, Child Youth Workers).
- Providing additional resources for teachers, support staff, and parents including documents from CNIB, daily physical activity adaptations, individualized orientation and mobility family booklets, and an environmental accessibility checklist.
- Collaboration with school administrators and the Facilities Department to identify and remove barriers in schools. Implement physical changes in schools, such as marking stairs and addressing potential travel hazards, guided by the principles of universal accessible design.
- Liaison between school and community agencies such as Vision Loss Rehabilitation Ontario (VLRO).
- Supporting students transitioning into kindergarten and high school (attending System IPRC meetings and providing transition visits to students).

Presentation introducing students to the sport of goalball.



The role of the orientation and mobility instructor also facilitates collaboration between service providers and schools. As a result, nine new referrals to the W. Ross Macdonald School were submitted to complete a functional vision assessment. The objective of the assessment is to build teacher capacity when instructing students who are blind or partially sighted.

Elementary and Secondary System Special Education Programs

The BHNCD SB offers System Special Education Programs at both elementary and secondary levels. At the Elementary level, system Transition Classes exist at Notre Dame School, Brantford and St. Joseph’s School, Simcoe. To be eligible for this Special Education Program, students must be in grades 6-8 and be identified through the Identification, Placement and Review Committee (IPRC) in the category of Intellectual. At the Secondary level, system classes exist at Assumption College School (four programs), Holy Trinity Catholic High School (three programs), and St. John’s College (two programs). Many of these learners have complex needs and are identified through the Identification, Placement and Review Committee (IPRC) in one or more of the following categories: Intellectual, Physical, and Communication: Autism. Many of these students, because of their special education needs, do not access the Ontario Curriculum. Instead, achievement is derived from alternative programs and courses, or a combination of alternative programming and modified expectations from the Ontario Curriculum.

The following chart summarizes the number of **new** students and total enrolment in each of the Elementary and Secondary Special Education Programs for the 2021-2022 school year.

Elementary Transition Class	New Students	Total Enrolment
Notre Dame	5	12
St. Joseph’s	5	9

Secondary School	Personal Active Learning *New Students	Program Total	Community Living *New Students	Program Total	Job Skills 1 & 2 *New Students	Program Total
Assumption College	4	6	2	9	9	25
Holy Trinity	2	8	1	11	3	10
St. John’s College					8	22

Itinerant SERT – System Special Education Programs

The Itinerant SERT support students, staff, and families in Elementary and Secondary System Special Education Programs. Aligning with the values and goals in the 2020-2023 BHNCD SB Strategic Plan, the focus for the 2021-2022 school year has been:

Teaching and Learning for All

Improving student achievement by recognizing the possibility of all learners and creating authentic learning experiences.

Students come to our Special Education Programs with diverse strengths, needs, and learning styles. The Itinerant SERT assists teachers in the development and implementation of high-quality alternative and/or modified programs to ensure that all students reach their full potential and have the skills and knowledge for their individual secondary and post-secondary pathways.

Alternative Curriculum

At the three Secondary Schools, Alternative Courses (non-credit) are offered in all our Special Education Programs. The *Secondary K Course Alternative Frameworks* continue to be used by our special class teachers to ensure that learning is meaningful, developmentally appropriate, and prepares students for their post-secondary pathways. Each course framework consists of pedagogical ideas, student learning competencies, assessment checklists, and supplementary resources and differentiates learning competencies according to the Alternative Program: Personal Active Learning (PAL), Community Living, and Job Skills.



Experiential Learning Projects

This year, our secondary special class teachers were successful in receiving funding from the Board for over 15 Experiential Learning projects. These opportunities allowed our students from all Special Education Programs to explore the community and apply/generalize skills learned in the classroom to the community. Some project ideas included First Aid Training, Babysitting Course certification, transit training, budgeting, and shopping community experiences, and the creation of employability kits.

Building staff capacity by supporting a collaborative culture

The Itinerant SERT builds capacity by offering professional development and individual training to Special Education Classroom Teachers, Educational Assistants, Elective Teachers, and Special Education Department Heads. During the 2021-2022 school year, in-person and virtual training and support was offered to individual teachers on the following topics: alternative and modified curriculum, IEP writing, navigating PowerSchool Spec. Ed. (PSSE), alternative assessment tools, and evaluating learning expectations for report writing on the Alternative Report Card or Provincial Report Card.



The recent creation of an on-line resource sharing site for secondary special class teachers has enabled teachers to share resources and ideas for alternative special education courses. This site not only ensures consistency with pedagogy in alternative K courses, but also allows the opportunity for same program teachers to share their exemplary resources.

Foster learning environments and opportunities that are inclusive and engaging to individual learning strengths, needs, and future pathways

This year, the Special Education Department at St. John's College offered their first community work experiences for selected students from the Job Skills Program. Partnerships and placements were established with Home Hardware, Christ the King School, and St. Pius School. The skills our students learned from these experiences are invaluable for determining future post-secondary pathways in the areas of employment and/or continuing education.



Belonging For All and Wellness For All

Preparing students for transitions to create a sense of belonging and support social emotional growth for Elementary and/or Secondary Special Education Programs

During the 2021-2022 school year, the following opportunities were provided to students and their families:

- **Virtual and In-Person Visits:** All students entering an Elementary or Secondary Special Education Program for the next school year were invited to virtual information events and in-person visits at their new schools. Grade 8 students had an opportunity to spend part of the school day in their secondary special education classrooms where they met new friends, participated in courses, and explored their high schools.
- **Summer Transition Support Program:** New and existing students in both Elementary and Secondary Special Education Program were offered in-person visits at their schools. Students had the opportunity to tour the school, meet their teacher and other staff, and spend time in their classrooms doing activities. In many cases, because students visited the school on an individual basis, the staff were able to develop a rapport and gain an understanding of their strengths, needs, and interests before the first day of school.

Cultivating a Connecting Community

Building parent confidence through active partnerships and clear communication

Providing information and connecting families with community partners about post-secondary pathways for those with developmental disabilities

During the 2021-2022 school year, parent confidence was enhanced by:

- Assisting families with making informed decisions before making an application to special classes by arranging in-person tours.

- Creating and distributing information documents to help parents differentiate between the Special Education Programs offered at secondary school (PAL, Community Living, and Job Skills) and their graduation outcomes.
- Hosting a *Special Education Options at Secondary Schools* virtual event for grade 8 students with an intellectual disability and their families. This event focused on helping parents differentiate between the Job Skills Program (Alternative Special Education Program) and credit bearing courses offered at Secondary Schools. A pathways options chart was created and used to discuss placement options for their child.
- Offering a virtual three-part parent series entitled, *“Life After School ~ Post Secondary Pathways”*. This series highlighted programs, services, and supports available in the Brant, Haldimand, and Norfolk areas for those with intellectual disabilities upon graduation. The following community partners presented information ~ Conestoga College (Community Integration through Cooperative Education Program), Contact Brant and HN REACH (TAY Services), Community Living Brant (Employability Program), Crossing All Bridges, and Norfolk Association for Community Living.

Speech and Language

Speech & Language Services has provided a variety of support services to students and staff in the Board during the 2021-22 school year.

As a follow-up to the Grade 1 Phonological Awareness Screens completed by Speech & Language Services in 2020-21, the Speech-Language Pathologists (S-LP) supported the roll-out of a Phonological Awareness Curriculum in the Special Education Department and consulted with the Student Achievement Team. This collaborative partnership focused on capacity building and critical thinking to support phonological awareness instruction for educators across the system. Professional development was also provided on the Science of Reading. In addition to the support provided to the Curriculum Team, the S-LPs provided extensive professional development to SERTs on phonological awareness and its connection to how the brain learns to read. This learning series occurred throughout the school year and included support with administration, interpretation, intervention, and collaboration. Coaching was available between the formal learning opportunities. To help transfer the gains in phonological awareness made across the system, additional resources were investigated to support literacy (i.e., decodable texts, intervention programs, etc.). Multiple presentations and discussions were facilitated by the S-LPs after a thorough review of the resources to support purchases.

In addition to literacy support, the S-LPs completed individualized assessments and programming. This included assessments with follow-up consultative support (260 students total: 45 speech and language or language only, 85 speech only) and consultations (130 students) for students presenting with a variety of communication challenges, including non-verbal students and students with reduced understanding and/or expression of language (i.e., vocabulary, concepts, grammar, social communication, etc.), early literacy, connection between oral language and written language, speech sound production difficulties, voice and resonance concerns and stuttering difficulties).

*Referral process for assessment and consultation was adjusted for the 2021-22 school year to accommodate the wait-list due to COVID closures as well as the S-LPs role in literacy.

Individualized services provided by Speech & Language Services included:

- Individualized home and/or class programming suggestions, including direct demonstration
- Support for students with complex communication needs (inclusive of Kindergarten – Year 1)
- Individual Education Plan consultations

- Collaboration with school staff including Principals, Vice Principals, SERTs, Teachers, and EAs
- Initiation of referrals to outside agencies, as appropriate (SBRS, TAC, Audiologist, Otolaryngologist, Cleft Lip and Palate Team)
- Management of students involved with outside agencies for speech and language services including:
 - Preschool Speech and Language Programs
 - School Based Rehab Services (SBRS)
 - Technology Access Clinic (TAC)
 - Cleft Lip and Palate Team
 - Haldimand Norfolk Resource, Education and Counseling Help (REACH)

Gifted Education

Gifted Programming

A presentation on Gifted Programming was delivered through Special Education Services to provide Special Education Resource Teachers with a foundation, overview, and framework for delivering gifted programming to students identified in the area of Intellectual: Giftedness. Special Education Resource Teachers received information on how to provide enrichment opportunities, challenges, and extensions to daily learning for gifted pupils. The presentation was created to enhance classroom curriculum and support gifted learners with opportunities to extend their learning in both the school and virtual setting by expanding their depth and breadth of knowledge in a subject or area of interest.

The presentation highlighted that Gifted Programming should promote the following skills: higher-level critical thinking, problem solving, collaboration, communication, leadership, and creativity. Topics addressed also included: identification criteria, gifted traits and characteristics, the unique needs of gifted learners, appropriate programming ideas and strategies, sample accommodations to support the development of IEPs, and additional resources for families and educators to explore.

During the 2021-22 academic year, Gifted Supplementary Modules were offered virtually in term 2 through Special Education Services to provide enrichment opportunities and challenges to extend learning and leadership skills to students identified in the area of Intellectual: Giftedness. Students from grades 5 to 8 were brought together virtually to experience extended learning on a variety of topics. Thirty-seven students participated in 2021-22 Virtual Supplementary Gifted Modules. The grades 5/6 group had two modules and the grades 7 and 8 groups each had three modules.

The grades 5/6 students had a virtual presentation from The Ontario Science Centre called, 'What's Your Inquiry'. The focus was about Flight. They also watched a live recording of a Stratford Festival play, 'I Am William'.

The grade 7 gifted students had a virtual presentation from The Ontario Science Centre called, 'What's Your Inquiry'. The focus was about heat in the environment. Their second module was a live recording of a Stratford Festival play, 'I Am William'. For the third module, they attended a virtual presentation from The Ontario Science Centre about 'The Science of Anxiety'.

The grade 8 gifted students had a virtual presentation from The Ontario Science Centre called, 'Cells and Systems'. Their second module was a live recording of a Stratford Festival play, 'I Am William'. For the third module, they attended a virtual presentation from The Ontario Science Centre about 'The Science of Anxiety'.

Grade	Participants	Total Sessions	Supplementary Gifted Modules 2021-22
5	1 student	2	Ontario Science Centre Virtual: What's Your Inquiry. Flight Stratford Festival virtual play: I Am William play

6	5 students	2	Ontario Science Centre Virtual: What's Your Inquiry. Flight Stratford Festival virtual play: I Am William play
7	21 students	3	Ontario Science Centre Virtual: What's Your Inquiry. Heat in the Environment Stratford Festival virtual play: I Am William play Ontario Science Centre Virtual: Mental Health, The Science of Anxiety
8	10 students	3	Ontario Science Centre Virtual: Cells and Systems Stratford Festival virtual play: I Am William play Ontario Science Centre Virtual: Mental Health, The Science of Anxiety



PROFESSIONAL DEVELOPMENT

Community of Practice Meetings

The 2021-22 academic school year offered Special Education Resource Teachers (SERTs) and Secondary Special Education Department Heads professional development through eight virtual and one in-person Community of Practice (CoP) meetings to enhance teacher practice and further support student achievement.



The meetings provided professional development and support to SERTs in key areas such as:

- PowerSchool and PowerSchool SpecEd – updates, onSIS reporting, review of Ministry and Board standards, accessing current and new documents in PowerSchool SpecEd
- Individual Education Plan (IEP) – development, writing and reporting
- Identification Placement Review Committee (IPRC) – process and required paperwork
- Lexia Pilot Project – continued support and program updates for Core5 Reading and PowerUp Literacy; sharing of student success stories
- Applied Behaviour Analysis (ABA) Services – shared relevant/new information regarding the After School Skills Development Program (ASSDP), Ontario Autism Program (OAP) and Applied Behavioural Analysis (ABA)
- Special Equipment Amount (SEA) – updates, student training process (virtual and in-person), SEA on the IEP
- Speech and Language Services – implementation of new “Bridge the Gap” program by school SERTs

- Orientation and Mobility – updates, O&M instructor role and referral process, W. Ross MacDonald referral process
- Gifted Program – resources to support and program for gifted learners, information and updates about virtual gifted modules
- Deaf and Hard of Hearing Services – equipment distribution, SEA claim updates
- Secondary Special Programs and Elementary Transition Classrooms – process, student candidate criteria, classroom tours and program inquiries
- Sacramental Retreats – resources and activities provided to students receiving Sacraments of Reconciliation, First Eucharist, or Confirmation
- Student Support and Mental Health Services – referral process, CYW and Social Worker location assignments, Pathways to Care, Student Support Plan
- French Exemptions – policy and forms for initial requests and renewals
- Nelson Psychological Assessment Reports – scheduling assessments, report shares and next steps
- Woodcock-Johnson IV Tests of Achievement – administration tips and reminders
- Canadian Cognitive Abilities Test (CCAT) – for grade 2 and 3 in-school students only, administration of test and next steps
- School Based Rehabilitation Services – referral process for occupational therapy, physiotherapy, and speech-language services
- Student Achievement Team – resources to support literacy programming and intervention with the Leveled Literacy Intervention (LLI) program, new elementary math curriculum and supporting resources
- Boardmaker 7 – distribution of purchased licenses to all elementary and secondary schools (one license per school)
- Specialized Transportation Database – reminders to update current student data as needed in new web-based database; create and/or update data for upcoming school year
- After School Skills Development Program – continued focus on Ministry initiative for students with Autism within the context of a summer program plan
- Entry-to-School Case Conferences – process and scheduling of system- and school-level case conferences
- EA Allocation Process – System SERTs reviewed previous application packages submitted by school teams, followed by a discussion and updating of information, if necessary, in consultation with school teams
- Best Practices in Supporting Students (in-person learning and virtually) – sharing opportunities; “What is working in your practice to support students?”

District priorities were shared with SERTs and included:

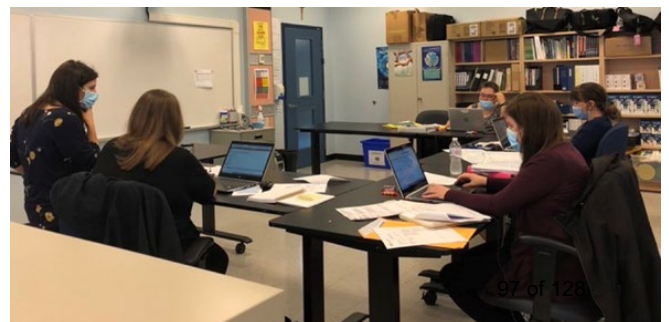
- Board Spiritual Theme – Rebuild, Restore, Renew Together – supporting the faith formation of students and staff by emphasizing the importance of prayer, using Scripture to deepen our understanding of rebuilding, restoring, renewing as found in the Gospel narratives, and reaching out to those in need by strengthening our home, school and parish relationships.
- Bridge the Gap: Phonemic Awareness Intervention Program – as a follow-up to the Grade 1 Phonological Awareness Screens completed by Speech & Language Services in 2020-21, the Speech-Language Pathologists provided professional development to SERTs on phonological awareness and its connection to how the brain learns to read; this learning series occurred throughout the school year and included support with administration, interpretation, intervention, and collaboration.

- Lexia – continued focus on interventions for students with a learning disability profile. Lexia licenses were strategically assigned to struggling readers
- Self-Regulation – continued and more intensive focus on building capacity in schools to help all students develop self-regulation skills, following the philosophy and principles of Shanker Self-Reg, developed by Dr. Stuart Shanker of The Mehrit Centre
- Boardmaker 7 – licenses were purchased and distributed to every school (one site license per school), and direction was given as to how to move and save previously created activities to the newly assigned school account/license
- Microsoft Accessibility Features – training was provided on the accessibility features that are available in Microsoft Word to better support all students and all learning styles
- Learning Disabilities Association of Ontario (LDAO) Presentation – Martin Smith, Educational Coordinator for LDAO, shared information about LD At School and the role this group plays in LDA and the resources that would help educators support students
- C-Pen Reader Training – representatives from Bridges Canada provided training on the specific features and technical specifications of the C-Pen Reader, a portable scanning pen that can be used to support learners with a learning disability in reading/decoding

New SERT Training Program

This professional development opportunity focuses on providing new Special Education Resource Teachers with in-depth training and knowledge around the role and responsibilities of a school-level Special Education Resource Teacher. Professional development was provided to six SERTs who were new to the role in the 2021-22 school year. Training included three full-day in-person sessions (one of which included training in the administration of the Woodcock-Johnson IV Tests of Achievement) and two half-day virtual sessions. Teacher practice was enhanced through formal training, opportunities for small and whole-group presentations, and 1:1 mentorship that focused on writing an Individual Education Plan. The following topics were covered through in-person or virtual discussion and training, and/or were addressed through resources, guidelines and materials that were included in a SERT reference binder:

- Individual Education Plan and Transition Plan development process
- IPRC process (Initial and Review; system and school level)
- Special Equipment Amount (SEA) claims
- Developing SERT and EA schedules
- PowerSchool and PowerSchool SpecEd
- ASD and Applied Behaviour Analysis
- Transition Classrooms and Secondary Special Education Programs
- Woodcock-Johnson IV Tests of Achievement training (included secondary Special Education Classroom Teachers who required training)
- Scoring the “Writing Samples” subtest of the WJ-IV Tests of Achievement
- Specialized Transportation Database
- HELP (Hawaii Early Learning Profile) alternative curriculum and assessment tool
- Updating student information forms (Safety/Seizure/Medical Plans, Essential Highlights forms)
- Entry-to-School Case Conferences
- EA Allocation Process



Educational Assistants Professional Development

Based on the direction provided by the Ministry of Education and based on needs across the system, some newly designed workshops were created to further support the work of Educational Assistants. Additionally, Educational Assistants also participated in board-wide professional development day training which focused on the following key topics.

Nonviolent Crisis Intervention

The Nonviolent Crisis Intervention training program is considered the worldwide standard for crisis prevention and intervention training. The program provides educators with the proactive strategies and skills to safely and effectively respond and handle difficult situations. The core of the program is learning how to provide for the *care, welfare, safety, and security* of all those who are involved in a crisis situation. Preventive strategies, de-escalation skills and communication skills are taught along with learning the physical interventions, including disengagement, and holding skills, to be implemented as a last resort, when a person is engaging in unsafe behaviour.

First Aid Training

Training in the basic CPR, First Aid and Defibrillator certification for the workplace. This training provides knowledge and confidence to effectively manage an emergency should it be necessary.

Health & Safety

Occupational Health & Safety presentation reviewing a variety of Health & Safety Awareness topics mandated through the Occupational Health & Safety Act.

Self-Regulation

The BHNCD SB focus on self-regulation continued with a system-wide presentation by Dr. Susan Hopkins, to further support the work of all staff and to align with the Board's focus on 'Essential Practices', specifically in 'Knowing Your Learner'. The team is building awareness of self-regulation through exploring and discussing the science behind it and through participation in activities that encouraged deeper thinking and reflection on how best to support students.

Data Collection

Tracking the development of a skill was shared which provided a variety of data tracking methods and their benefits, SMART goals, prompting and prompt dependence as well as practice in collecting data and examination of SMART goals.

BOARDMAKER7

An overview of Boardmaker 7 was shared including how to create activities from a blank canvas as well as from pre-made templates. Educational Assistants were introduced to the Boardmaker community and shown how to search for existing premade activities. A variety of learning resources and 'How to' guides to help assist with using Boardmaker 7 were also shared.

Equity & Well-Being for All

Board-wide presentations included a high-level overview of our recent employee demographics survey, as well as an introduction to the work of the Board's Equity and Inclusive Education Advisory Committee. Additional presentations provide education on supporting marginalized student communities.

Trauma-Informed Schools

With a continued focus on trauma informed practices and in recognizing the impact it has on many of our students, links and websites were shared with Educational Assistants to review as part of their self-directed learning. Information could be accessed from sites such as Child & Parent Resource Institute, National Child Traumatic Stress Network, and the Beacon House.

Educational Assistants' Lending Library

The Educational Assistants' Lending Library provides the opportunity for Educational Assistants (EAs) to borrow materials which may not be available at their school. There are currently more than 400 items available, with

items ranging from professional reading to children’s books, toys and games, to sensory and cause-and-effect materials. New resources are purchased based on needs arising from areas of system focus, and on suggestions from EAs.

SPECIAL PROJECTS/EVENTS

Inclusionary Practices

Transition to School

Transition into School (Kindergarten)

We recognize how critical the transition into kindergarten is for many of our young students who have specific needs. The partnership between parents and agencies can assist with getting to ‘know our learners’ and further promote a seamless transition. This process was enhanced by the following initiatives:

Information Sharing by Community Agencies for Entry into School

‘Entry into School’ meetings were held virtually with Haldimand Norfolk REACH personnel in February 2022, where 13 students with various needs were presented. The Student Achievement Lead for Special Education and System Special Education Resource Teachers attended and dialogued about each student to gain a better understanding of their profiles and to initiate transition planning. Lansdowne Children’s Centre, Brantford, presented 19 students with various needs through written communication and phone conversations with System Special Education Resource Teachers. With parental consent, both agencies provided valuable information regarding incoming Year One and Two Kindergarten students currently receiving agency support. The agency resource consultants provided student background, strengths and needs, agency involvement (i.e., speech, occupational therapy, physiotherapy), any diagnoses (if applicable), and a report containing a summary of helpful information and agency contacts.

‘Parents as Partners’ – Community Connections

The Parents as Partners committee is designed to support families with the transition into the Early Learning Kindergarten Program. The committee includes both Haldimand-Norfolk REACH and Lansdowne Children’s Centre families and is made up of representatives from the Brant Haldimand Norfolk Catholic District School Board, Grand Erie District School Board, Lansdowne Children’s Centre, and Haldimand-Norfolk REACH.

The committee is in the process of finalizing a publication that will be made available to families with special needs children in the Brant, Haldimand and Norfolk areas in order to provide them with pertinent information as they transition their child to elementary school.

The publication will include the following topics: Preparing for Kindergarten, Communicating for Success, How Kindergarten Programs Support Students with Special Needs, and the Role of a Parent in supporting their child’s education.

Parent Resources

To build capacity and develop parental trust, a ‘Special Education Guide for Parents’ was created and mailed to families prior to the system level case conference. The guide outlined what to expect when preparing for a case conference, tips for parents as their child transitions into school, roles and responsibilities, community contacts and ways to further promote speech-language and fine motor skills.

In addition to the parent guide, an ‘All About Me’ booklet was also mailed to parents prior to the case conference. This booklet gives parents the opportunity to share personal information (e.g., names of people in their family, pets), likes, dislikes, preferred method of communication, etc. Parents were asked to fill out this booklet and return it to the classroom teacher in September as part of the transition process.

System Level 'Entry into School' Case Conferences – The Multi-Disciplinary Team

Case Conferences, held virtually in April and May of 2022, were attended by parents, Student Achievement Leader: Special Education, members of the System Special Education Team, home school team, agencies and daycare providers. At this meeting, the student was introduced, and information was gathered and shared with the school. It was also an opportunity for parents to share information and to meet with the school team. This year we hosted all of the system level case conferences virtually. There were 42 meetings held for the Brant area schools, 11 for Haldimand, and four for Norfolk.

Visits and Visuals – 'Getting to Know You'

Daycare and classroom visits were unable to be arranged due to school closures. To prepare the student for the upcoming academic year, social stories with visuals were provided.

Supporting Our Faith Journey

Supplementary Activities/ Resources

Through the 'Supporting Our Faith Journey' program, Special Education Services offers retreats to students with an intellectual disability and/or autism who are receiving the sacraments of Reconciliation, First Communion, or Confirmation. As an alternative to the retreats, schools were provided the opportunity to receive faith-centered 'hands-on' activities for students who would be receiving a sacrament this year.

Two schools requested Confirmation packages and two schools requested First Communion packages for students. The packages consisted of resources to support student learning and to document their faith journey.



Elementary 'Have a Go'

'Have a Go' is a modified track and field meet for students with a physical, intellectual or communication disability. The focus of this meet is on participation, interaction, and friendship.

'Have a Go' Philosophy

The Brant Haldimand Norfolk Catholic District School Board believes that all students have far more commonalities than differences. It is the responsibility of every individual to fully contribute to a Christian environment which promotes understanding and appreciation for one's strengths and capabilities. It is through authentic interaction with one another those safe opportunities to measure personal achievement develop and connect all community members.

'Have a Go' Principles

To promote an understanding of one's capabilities through the spirit of equality and team unity, the Brant Haldimand Norfolk Catholic District School Board organizes "Have a Go" – Promoting Participation, Interaction and Friendship to foster:

- A welcoming setting with physical experiences accessible for everyone.
- Continuing opportunities to develop physical fitness and enjoy personal athletic achievement.
- Development of new friendships.
- Participation, dedication, effort and spirit.
- Self-confidence, positive self-image and personal worth.

The Athletes

This event is for students in grades 4 to 8, who have an intellectual disability, physical disability, or are on the autism spectrum disorder. Each school is invited to send a team recommended by the principal and the special education resource teacher. Each athlete may have a buddy from his/her school attend Have a Go with them to support and encourage the athlete's involvement in the events.

The Events

Athletes participate in 11 adapted track and field events. The events are adapted from the regular track and field Board meet. A rest station was also included where freezies were provided.

2022 'Have a Go'

The Elementary Have a Go was held on Thursday, June 8, 2022, at the Burford Arena. Twenty-five schools sent a team. Ninety athletes, along with a buddy of their choice attended. The day began with the procession of athletes onto the field followed by the opening ceremonies which included the singing of the national anthem, a prayer, and a warm-up activity. Athletes then rotated through 11 fun filled events where they had the opportunity to enjoy personal athletic achievement. During the closing ceremonies, each athlete received a medal and T-shirt to celebrate and recognize their participation and achievements throughout the day.



Secondary Tri-High Games ~ Formally known as Secondary 'Have a Go'

Secondary students in the Personal Active Learning (PAL), Community Living, and Job Skills programs at St. John's College, Holy Trinity Catholic High School, and Assumption College School came together for a fun-filled day of team sporting events and friendship! The Leadership and Fitness/ Recreation students and teachers at St. John's College did an amazing job with creating the activities and hosting the 2022 Tri-High Games event. There were eight different events; and while the teams created a sense of fun competition, high-fives and cheering could be seen and heard!



Interventions

LEXIA – Pilot Project

Lexia Core5® Reading and *PowerUp® Literacy* are personalized web-based reading curriculums for students from Kindergarten through Grade 12. Students learn, practice, and consolidate fundamental literacy skills by interacting with the online, adaptive program, receiving teacher-led Lexia Lessons, and by completing independent, paper-based activities using Lexia Skill Builders. Student data is captured through reports that help teachers make informed instructional decisions that help students achieve grade-level benchmarks.

Lexia Core5 is intended to be used by students from kindergarten to Grade 5. The online activities support and build on the classroom curriculum while developing reading skills in phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension. Online activities should be used for a daily maximum of 20 minutes.

Lexia PowerUp is intended to be used by students in Grade 6 and higher. The online activities support and build on the classroom curriculum, developing literacy skills in word study, grammar, and comprehension. Online activities should be used for a daily maximum of 30 minutes.

The system special education team recognized the need for an intensive literacy intervention program that would address learning difficulties associated with reading and decoding text. Previously established criteria were used to determine which students would receive a license.

Criteria

The following criteria was developed by System Special Education Resource Teachers and the Student Achievement Lead, Special Education, to determine which students would be assigned a Lexia license:

1. Students in a secondary special class (Job Skills and Community Living)
2. Students in grades 2-6, reading at least two grade levels below their current grade, and who meet at least one of the following additional criteria:
 - identified with a Learning Disability (reading)
 - on a non-identified IEP with "Needs" in the area of reading
 - not identified (no IEP), but with a current diagnostic reading assessment that confirms the student is reading at least 2 levels below his/her current grade

NOTE: School teams were asked to consider a student's attendance record in their selection process. A student is required to work on Lexia approximately 20 minutes every day to fully benefit from all that the program has to offer--regular attendance is fundamental for this to happen.

Selection Process - 2021-2022

Step 1

Elementary school SERTs and secondary Special Education Department Heads shared student profiles with their System SERT to confirm that a student met criteria and was a suitable candidate. Elementary student profiles included a current diagnostic reading assessment, i.e., DRA, PM Benchmark.

Step 2

System SERTs, in consultation with Student Achievement Lead, Special Education, reviewed student candidates' data and made a final determination about which students would receive a Lexia license.

Step 3

Lexia licenses assigned by the Lexia District Administrator. Elementary school SERTs were required to provide diagnostic reading assessment data for each of their students for the purpose of tracking student progress.

As of June 1, 2022...

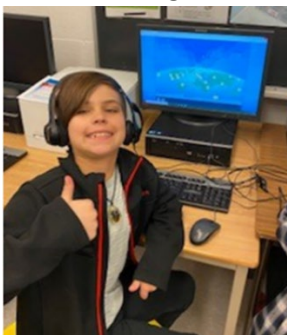
- 228 elementary students were accessing a Lexia license
- 19 secondary special class students were accessing a Lexia license
- one secondary mainstream student was accessing a Lexia license
- 28 elementary schools and 2 secondary schools had students on Lexia
- individual 1:1 training sessions were provided by Susan Fitzgerald (BHN Lexia District Administrator) to four Special Education Resource Teachers who were new to the role

Tracking Student Progress

Elementary school SERTs, secondary Special Education Department Heads, secondary Special Education Classroom Teachers, and the Lexia District Administrator monitored student progress throughout the time students worked on Lexia. Student progress was measured by analyzing the data provided in Lexia reports, specifically looking at the number of Lexia levels completed, as well as the average number of Lexia units completed by students during a school year. A student must demonstrate proficiency in each unit in order to progress to the next unit or skill. When an error is made, the program provides scaffolded support and instruction on that specific skill. Students who demonstrate mastery progress through units and onto more advanced skills and continue in this way until a Lexia Level is completed. A Lexia Level takes approximately 4-6 weeks to successfully complete.

Student Success Stories

Lexia reports provide information about a student's progress in mastering literacy skills. Gains in reading and literacy skills have been documented by SERTs, teachers and parents in anecdotal success stories that are shared with the system team. Lexia has been life-changing for our struggling readers, the evidence for which is documented in improved DRA scores, increased feelings of confidence, a newly found interest in books and a love of reading.



Learning Upgrade Project 2020-21

Learning Upgrade consists of a series of online courses in Math, Reading, English and Comprehension that feature songs, videos, animations, and games to engage today's media-savvy students. These intervention programs can be used as diagnostic and intervention tools for students who are showing early signs of mathematics and literacy challenges.

The Plan

Each elementary school can apply for a maximum of **four** Learning Upgrade licenses for any student in grade 2 and above. The school team decides, based on their school needs, which students are the best candidates for the program and which Learning Upgrade course best meets the student's needs. The school SERT is responsible for implementing the program with their designated students. Each school SERT is expected to have 60 minutes (not consecutive) of their five-day schedule dedicated to Learning Upgrade/Learning for All. The school team decides which course best meets the student's needs and chooses **ONE** of the courses for each of their students. School SERTs are asked to track student progress through detailed web-based assessment reports.

- 96 students participated in the program
- 89 elementary participants and 7 high school participants
- 19 elementary schools participated, 9 schools chose not to participate
- Both elementary transition classes have a teacher whiteboard license with all the courses on their license.
- All three high schools have teacher whiteboard licenses with all the courses on their license.
- Seven student licenses were assigned to students in the Community Living class at Assumption College School.

Grade

Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
20	35	12	12	6	2	2	7

Gender

Male	Female
57	39

Courses

Students in Language Based Courses		Students in Math Based Courses	
81		15	
Females in Language	Males in Language	Females in Math	Males in Math
35	46	4	11

Reading	English K	English 1	English 2	English 3	English 4	Math K	Math 1	Math 2	Math 3	Math 4
58	4	9	5	4	1	1	3	2	5	4

High Schools

Learning Upgrade teacher whiteboard licenses were given to Special Education Classroom Teachers. Students in the Community Living at Assumption College School were given their own personal student license. The licenses were used in many ways. Teachers used them to do demonstrations, whole class lessons, small group lessons and as a center in their learning carousel.

CONTINUITY OF SUPPORT FOR SUMMER LEARNING AND TRANSITION

The following supports will be offered again throughout July and August 2022 to support students with special needs and/or mental health needs.

Professional Learning, Training, and Capacity Building

- Self-Regulation Foundations training and certification through the Mehrit Centre
- Ongoing training and certification in Trauma Informed Practices
- Training from the LDAO

Closing Gaps and Mitigating Learning Loss

- Scheduled Psychoeducational/Cognitive assessments for students currently on a waitlist
- Review of assessment results for program planning and transition
- Collaborate with school teams to help identify students who would benefit from attending Camp Blast (a virtual, faith-based literacy program for students in grades 1 & 2)

Summer Transition Support Programs

- Identifying students with complex special education needs and mental health/disengagement concerns at each school and designing and implementing individualized and precise transition sessions for identified students with complex special education needs and/or mental health concerns
- Creation of visuals, videos and other resources for class/school and specific individuals to assist students, families and staff in understanding what classrooms will look like; changes, modification, routines and expectations for the learning environment
- ABA Leads and other specialists provide staff training on appropriate strategies for transition, social skill building, transitioning from home to school and to a new learning environment, safety and self-regulation

After School Skill Development Program

- Programming will be provided in a “camp” format for students in all three counties, again this summer 2022. In total, five one-week camps will run (3 in Brant/Brantford, 1 in Haldimand, 1 in Norfolk), with students attending 2.5 hours each day Monday-Thursday.



- Each student will have 2-3 individualized goals at the camp. Each goal is selected to build the student’s confidence and ability to communicate/interact with peers and staff.
- 15 students participated in the camps in 2021 and enrolment is expected to be the same in 2022 camps.
- Each camp was staffed with an ABA Program Lead, a Summer Coordinator, and 1-2 staff per student to support individualized learning.
- Other specialized programming is provided by community partners (fitness instructor, Crock-a-Doodle and a STEM Teacher).

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

Prepared by: Mike McDonald, Director of Education & Secretary
Presented to: Board of Trustees
Submitted on: June 27, 2022
Submitted by: Mike McDonald, Director of Education & Secretary

STRATEGIC PLAN PROGRESS

Public Session

BACKGROUND INFORMATION:

In 169(1) of the Education Act, it states that “every board shall develop a multi-year plan”. In practice, a multi-year plan has been recognized as a strategic plan and Boards are legally obliged to develop a plan for a three (or greater) school year term(s).

The Board was committed to securing stakeholder feedback, and after extensive consultation, the plan was developed in the fall of 2019. At the January 2020 Meeting of the Board, the BHNCD SB approved the Strategic Plan for 2020 - 2023. That report spoke to measurement metrics outlining how senior team would be able to determine the success of the plan. On February 25, 2020 a report was brought to the Board which outlined the process whereby senior team could measure their progress in meeting the goals of the plan.

DEVELOPMENTS:

Since March of 2020 the pandemic forced intermittent closures of all schools in BHNCD SB, changed the delivery models of much Board business, and severely impacted the ability for staff and students to interact. As a result of the pandemic, the Ministry of Education and Ministry of Health introduced a variety of new, time sensitive and complex initiatives which have undergone many changes and cause further disruption.

These directives demanded immediate attention and unfortunately took away the focus that senior team had hoped would be directed toward the Strategic Plan. Notwithstanding, the pandemic there has still been excellent progress toward the completion of many of the goals and Appendix A provides information as well as an icon to represent the percentage of progress which has been made toward the completion of the plan in 2023.

RECOMMENDATION:



THAT the Brant Haldimand Norfolk Catholic District School Board receives the Strategic Plan Progress Report.



2020-2023 Strategic Plan Goals


Belonging

Students

- Provide faith formation and leadership opportunities.
- Capture and respond to student voice.




Action Item (What are you going to do?)	How are you going to measure it? (What are the indicators of success. this is the TARGET)	Who is responsible for this? (Team/person/SO)	Measurement Indicator	Comments
Establish core school-based Student Leadership Prayer Teams.	<p>Teams will grow annually between 2020-2023.</p> <p>Increase participation in Annual Formation days to take place during Lent and Advent.</p> <p>Analyze student exit survey data to assess engagement and determine next steps.</p>	Faith Formation		<p>Liturgies have been held virtually (and recently in-person for grade levels and full school) by classes at elementary and Student Pastoral groups at Secondary.</p> <p>Survey taken for the Advent and Lent speakers and the response was very positive.</p> <p>Many student initiatives put on hold due to Covid and will be started up again in 2022-2023.</p>
Implement “Give the Best of Yourself” program in Secondary schools.	<p>Gather data on participation rates in all three Secondary schools.</p> <p>Monitor engagement through activities such as staff and parental feedback, photo video analysis, and documentation of student learning.</p>	Faith Formation		<p>Speaker series began in March for staff. We will monitor attendance and have sought feedback on the speaker series.</p> <p>Athlete kits were rolled out in September for all Grade 8 students as well as Trustees.</p>


<p>Provide opportunities for student participation in local social justice outreach and global service-learning experiences.</p>	<p>Collect data on system and school social justice activities.</p> <p>Monitor personal growth through student reflections on impact that faith formation has had on calls to service.</p>	<p>Faith Formation</p>		<p>There were Advent social justice activities and Lenten social justice outreach. Warm clothing and food were a focus at Christmas as well as money collection for baskets to support families happened in almost all our communities.</p> <p>Many of our initiatives have been put on hold due to Covid.</p> <p>We collected videos of graduating students to share during Catholic Education Week around the impact of faith formation and calls to service.</p>
<p>Ensure all learners see themselves, their values, culture and interests reflected in their learning environments.</p>	<p>Monitor engagement through Equity Walks, student surveys, conferencing, parental feedback, exit cards, photo video analysis, documentation of student learning, and a variety of student assessments.</p>	<p>Equity and Inclusivity</p>		<p>Initiated a system level Equity and Inclusive Education Committee</p> <p>Creating Equity Action Plan for 2021/2022 through system and community consultation</p> <p>Launched system-driven Black History Month celebrations</p> <p>Revised Equity and Inclusive Education Policy</p> <p>Created Terms of reference for the committee</p> <p>Created Selection of Materials AP with clear operationalized checklists and reflection tools for discernment of learning materials reflecting that all students see themselves in the learning.</p>

<p>Seek student voice in decision making that reflects the diversity, needs and interests of the student population regarding their educational experience, and policies, interests and programs through a variety of channels.</p>	<p>Collate and analyze data obtained through focus groups with students identified in 'priority' populations as evidenced in school Mental Health & Addictions Strategy and School Improvement Plans.</p>	<p>Equity and Inclusivity</p>		<p>Anti-Black Racism training delivered to all teaching and support staff at fall PD Day. More training is being planned.</p> <p>Diversity, microaggression, and anti-human sex trafficking awareness training delivered during system-wide PD in spring with additional training offered next year.</p> <p>Safe School Climate survey conducted with over 4700 student responses. Data will be analyzed and used to inform board and school improvement planning, safe schools and mental health strategies and help guide work being led by Equity and Inclusive Education Advisory Committee</p> <p>Initiated creation of a Workforce Demographic Data Collection Project to assess workforce needs, deficits, professional learning and support going forward.</p> <p>Initiated creation of a Student Demographic Data Collection Project to assess workforce needs, deficits, professional learning and support going forward.</p> <p>The Board provides an opportunity for student input into the budget development process, through a stakeholder survey. The Budget Consultation Survey closes annually in March and feedback was considered throughout the budget cycle.</p>
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Staff

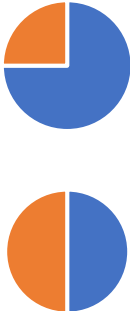
- Enhance positive relationships and support a vibrant Catholic community.
- Continue to provide opportunities to support social justice and outreach.







Action Item (What are you going to do?)	How are you going to measure it? (What are the indicators of success... this is the TARGET)	Who is responsible for this? (Team/person/SO)	Measurement Indicator	Comments
Provide professional development aligned with our faith to support the understanding of priority populations in our community.	<p>Compliance with universal and fully accessible washrooms.</p> <p><i>ARTIC (Attitudes Related to Trauma Informed Care)</i> will indicate an increase in understanding of those identified in target groups.</p> <p>Post training evaluation.</p>	Mental health and Wellness		<p>Facility Services continues to retrofit schools through the school renewal process and completed an audit of accessibility needs at each building. These will be incorporated into the Board’s Capital plan.</p> <p>ARTIC indicators are being applied to Self-Regulation and Trauma Training. Post Training Evaluation is scheduled for 2022.</p>
Offer engaging and purposeful opportunities to support faith formation for all staff (e.g., Liturgical Retreats, Faith Day).	<p>Increase number of offerings and participation rates in faith formation sessions.</p> <p>Analyze feedback/exit survey data to assess engagement and direct next steps.</p> <p>Review on an ongoing basis, the intentional integration of faith development programming and supports for new teachers/employees.</p> <p>All schools and sites will visibly and prominently display artefacts reflective of relevant Board Spiritual theme.</p>	Faith Formation		<p>We held a faith formation guest speaking engagement in Advent and Lent. We continue to promote and share any PD opportunities for faith formation via the bi-weekly SAT team communications as well as Twitter. We had good participation for our Advent and Lenten evening presentations.</p> <p>Other events were put on hold due to Covid such as Theology on Tap, as well as Cooking and faith event, we had hoped to do in the fall which we will run in 2022-2023.</p> <p>We began our Pastoral Team with a variety of representatives from different employee groups at the school level and system level, to plan further support in faith formation for staff and students.</p>
Offer opportunities for staff to participate in social justice initiatives.	Gather data on school-based and system social justice initiatives (number of projects and participants).	Faith Formation		We had a variety of social justice initiatives still happen this year given Covid and will have a better idea of this next year. We have asked Administrators to share with the Pastoral Team, all the social justice initiatives that occurred this year, as there were many.

<p>Central Office Staff and Senior Team will strengthen relationships with schools and sites by connecting on a regular basis.</p>	<p>Schedule for regular school visits by Central Office Staff and Senior Team.</p> <p>Agenda/minutes from Manager Meeting promoting opportunities</p>	<p>Senior Team</p>		<p>Despite the severe limits placed on senior team as a result of COVID, staff were able to frequently get to schools when permissible and did many virtual visits when that was not possible.</p> <p>Business Services staff had planned to visit and connect with administrators and other school staff periodically through the school year. Best efforts were made to connect virtually, unfortunately, due to the COVID-19 pandemic the planned school visits will be delayed until next school year.</p> <p>After each monthly Business Services team meeting, the Superintendent of Business provided Senior Administration and Principal representatives with an update of the exciting projects and initiatives being undertaken or those in the planning stage. Additional exposure for the team is achieved through the AAC meetings.</p>
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Community

- Enhance communication and communication systems.
- Work collaboratively with our Catholic Education partners.


<p>Action Item (What are you going to do?)</p>	<p>How are you going to measure it? (What are the indicators of success... this is the TARGET)</p>	<p>Who is responsible for this? (Team/person/SO)</p>	<p>Measurement Indicator</p>	<p>Comments</p>
<p>Launch forward thinking communication methods.</p>	<p>District and school websites are complete and utilized (online/electronic metrics)</p> <p>Review the usage/membership/activity of the additional social media platforms in respect to content and target audience.</p> <p>Offer an online virtual Grade 8 open house for Grade 8 and non-BHNCDSB families that is well attended and fosters continued engagement (via email, calls,</p>	<p>Information Technology</p>		<p>A review and plan for the board and school websites is currently being undertaken with an expected launch in Spetmeber 2022.</p> <p>Piloting additional social media platforms with two schools to better target their audience. Measurement will take place at the end of the 2021-22 school year.</p>


	registrations) and enables online registration for all new students. The open house must provide course information and images or video for each course offered at ACS, SJC, HT. Live TEAMS sessions are also an option.			Offered virtual secondary open house sessions online involving video, course descriptions, images, instructor testimonials, live TEAM meetings, etc. Moving forward with phase 2 of the secondary open house opportunities that will continue to offer a look inside classrooms for those who are not able to attend the inperson session.
Partner with agencies to host 'Entry to School Case Conferences' and the 'After School Skills Development Program (ASSDP)'	Collect and analyze participation data to inform decision-making to enhance inclusionary practices and support transitions	Special Education		Special Education to analyse trend data over last three years to make informed decisions for support staffing and programming.
Prioritize the spiritual dimension and faith life of our schools and workplaces, including a focus on social justice outreach.	All School Pastoral Plans will be developed and assessed using the <i>Ontario Catholic School Graduate Expectations in Action Audit Framework</i> to ensure actions involve collaboration with Catholic Community partners. Collect and analyze participation data.	Faith Formation		As part of the SIPSA process, school Pastoral plans were discussed for what the goals were, evidence of attaining these goals, monitoring the goals and next steps. Catholic Ed Centre collected money for Toonies for Tuition and outreach for St. Vincent de Paul and participated in the community sign wars promoting kindness awareness.
Explore or enhance partnerships with our Catholic community and other partners	Increased number of partnerships. Agendas/minutes of meetings with community partners promoting opportunities.	Faith Formation	  	We continue to build relationships with our community partners for speakers for faith formation and agencies we can support in our community like St. Vincent de Paul and Knights of Columbus. Expanding partnerships with the review of the Faith Advisory Committee. The Board has continued its partnership with Norfolk County, City of Brantford, and our daycare providers with the opening of centres at Holy Trinity and Our Lady of Providence. The Board began its partnership with Lynwood Arts Centre in Simcoe allowing students to display and promote their work and engage in a thorough Arts experiences. Hosting a recent gallery opening of local Indigenous Artists featuring some student and staff support on some installations and pieces



Teaching and Learning



Students

- Provide opportunities to demonstrate learning in a variety of ways.
- Promote the meaningful and responsible use of technology.
- Support the development of perseverance and advocacy skills.

Action Item (What are you going to do?)	How are you going to measure it? (What are the indicators of success... this is the TARGET)	Who is responsible for this? (Team/person/SO)	Measurement Indicator	Comments
<p>Offer a variety of experiential learning opportunities for students in both the elementary and secondary panel.</p>	<p>Student participation rates in: SHSM, OYAP, Experiential Learning, Coop and Technological Education, Skills competitions, Red Seal, Dual Credit.</p> <p>Elementary and secondary student participation rates in environmental and Indigenous land-based approaches to learning.</p> <p>Measuring overall student engagement.</p>	<p>Experiential Learning</p> <p>Indigenous Education</p>		<p>SHSM student graduation up 10% over last year</p> <p>New virtual learning opportunities provided to students due to COVID.</p> <p>Specifically, over 400 secondary students participated in Destination College (Virtual College Open House at Mohawk College)</p> <p>25% increase in student participation in Epic Jobs, a virtual career exploration experience and resource</p> <p>OYAP student enrolment remained constant over last year.</p> <p>Approximately 3,000 elementary students were provided virtual presentations specific to skilled trade awareness and career opportunities in the trades.</p> <p>Over 30 K-12 Experiential learning, school-based projects funded and executed with participation of over 600 students. Several projects designed to support Life Skills students in secondary schools.</p> <p>In partnership with the Lynnwood Art Center in Simcoe, BHNCSB is hosting and facilitating an interactive gallery exhibit featuring the talents of local five Indigenous artists from a variety of art disciplines.</p>


				<p>Over 200 students participated in Art workshops, led by local Indigenous artists allowing K-12 students to learn about Indigenous art, and culture.</p> <p>Greenhouse at Assumption school used to grow a variety of vegetables and flowers to be used as part of the Indigenous Pond Project and construction technology education classes built self-watering planting tables</p> <p>A variety of Experiential learning opportunities and field trips provided to Indigenous students to help support career planning</p> <p>A virtual video tour of the Woodland Cultural Institute was provided to all school and system administrators as part of their Leadership PD training. Each secondary school provided up to 15 virtual tours for students in grades 10 – 12 history, religion, social science / justice classes to participate</p> <p>Working collaboratively with the student achievement team, virtual professional learning opportunities provided to teachers specific to culturally responsive pedagogy related to curriculum areas.</p> <p>Professional development for teachers of grades 4-6 focused on implementing Indigenous texts in the classroom with a Culturally Responsive lens offered.</p> <p>Development of Teacher Candidate, Indigenous Education optional online self-directed PD with focus on residential schools and truth and reconciliation</p> <p>Indigenous mental health and academic support and monitoring provided by full time Indigenous Board Lead</p>
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<p>Continuing Education/Alternative Education programming will expand the complement of credit and non-credit bearing courses to students across varied platforms.</p>	<p>An increase in credit-bearing courses offered to students enrolled in Continuing Education.</p> <p>Increase in student participation and completion rates in non- credit programs.</p> <p>Analyze feedback/exit survey data to assess engagement and direct next steps.</p> <p>Increase graduation rates.</p>	<p>Experiential Learning</p>		<p>150 students currently register at St. Mary Alternative Ed. This represents an increase in student enrolment of approximately 35%</p> <p>20 new courses added to Alt. Ed. to provide added flexibility and choice to students 3 courses under development 10 additional courses are being targeted for online development.</p> <p>Almost 60 online courses across grade 9 –12 at all levels Programs include:</p> <ul style="list-style-type: none"> • SAL • Re-Engagement • Part time SAL • Dual Credit • SWAC Dual Credits • Virtual International Language
<p>Expand implementation of <i>Lexia Core5</i> to further assist students with a Learning Disability profile to master functional literacy skills.</p>	<p>Monitoring student progress to provide necessary interventions.</p>	<p>Special Education</p>		<p>Have increased support in providing 70 student licences to 140 student licences. We have also expanded to offer to secondary self-contained classes. Currently analyzing success criteria.</p> <p>System assessment of Phonemic Awareness of Grade 1 students complete. Further assessment and intervention investigation and planning in response to the Right to Read Report is underway.</p>



Provide students with opportunities to enhance their classroom learning using digital technology.	Students will have access to board-owned and personal devices from K-12. Teachers will encourage the use of digital tools where appropriate to enhance learning.	Information Technology Numeracy and Literacy		Teachers continued to use digital tools for communication and learning with students and parents. SAT continued to offer PD and resources to support the use of digital tools throughout the year to enhance learning for staff. SAT piloted and selected a digital tool for our next resource to support elementary Math to launch in the 2022-2023 school year.
Assess existing infrastructure (technology and facilities) including availability and adjust as required through budgeting cycle.	Implement and monitor usage statistics "red/yellow/green apps". Agenda/minutes of Information Technology Governance Committee and investments reflected in the IT strategic plan and budget. Monitor new builds/remodels playgrounds, new schools, renovated facilities).	Information Technology		ITS compiled a list of apps that have undergone a Privacy Impact Assessment and Risk Management Review utilizing Province-wide consortium services. Software and apps were assessed and will be placed in the appropriate category and communicated to staff. ITS developed and communicated an operational plan based on the Board's Strategic Plan and the Business Services Operational Plan. The initiatives and projects in the ITS Operational Plan will drive investments and resources over the next number of years.



Staff

- Further develop effective instructional and assessment strategies.
- Support inclusive and responsive learning environments.
- Promote the efficient use of technology to enhance collaboration and learning.

Action Item (What are you going to do?)	How are you going to measure it? (What are the indicators of success... this is the TARGET)	Who is responsible for this? (Team/person/SO)	Measurement Indicator	Comments
Educators from K-12 will engage in ongoing professional learning rooted in the identified BHNCD SB Essential Practices in Assessment for Learning, Literacy and Numeracy.	Increased educator capacity in using Assessment for Learning to drive instruction. Increased educator capacity in effective instructional and assessment practices in literacy and numeracy The impact and effectiveness of professional learning sessions will be measured through a common feedback tool at the end of each session.	Numeracy and Literacy		We have continued to encourage invitational PD through virtual means this school year. We have recorded all PD sessions and shared it out repeatedly for staff to access. This PD has also been offered live during PD Days or when needed. The PD has focused on gap closing; using pre and post assessment; diagnostic assessments; as well as the use of our online platform(Brightspace) and Teams on how to teach/learn, and assess, while in remote learning using these tools.




	<p>The impact of educator learning on student achievement will be monitored through assessment of observations, conversations, and products of student learning.</p>			<p>We have focused a great deal of our PD efforts on the new math curriculum for numeracy and online tools for reading, as well as the MathUp pilot. We are sharing the literacy plan with all staff on September 1 and continue our work on the new de-streaming curriculum for Grade 9 to be implemented for the fall 2022.</p> <p>We often ask for anecdotal feedback and follow up after our sessions and seek feedback from Administrators on what further PD is needed for them and for their staff.</p> <p>We have noticed a good use of online tools for conducting DRA and reading assessments as well as math supports such as Knowledgehook to support building teacher capacity to support student achievement. In our SIPSA follow ups, we have asked about the learning in areas of numeracy and literacy and what next steps are needed to support the learning of staff to best support student achievement.</p> <p>Our focus this spring has been on SAT learning for implementation of the Right to Read recommendations and Science of Reading research on structured literacy.</p>
<p>Principal Learning Teams will engage in professional learning regarding their identified needs in leading, implementing and monitoring strategies to improved student learning.</p>	<p>Increased principal capacity in identifying and monitoring school needs for improving student achievement through Superintendent visits.</p>	<p>Leadership</p>		<p>An Administrative Leadership program was created and sessions were offered virtually on important topics as identified by senior team.</p>

<p>Increase the diversity of learning materials in classrooms to promote an inclusive and culturally responsive learning environment.</p>	<p>Increased use of diverse, culturally responsive learning materials from K-12.</p> <p>Increased educator understanding and comfort in the use of culturally responsive practices in our schools.</p> <p>Centrally located materials that are accessible to classrooms and libraries in K-12 schools.</p>	<p>Equity and Inclusivity</p>		<p>Created and implemented the Selection of Materials AP and CONSIDER tool to help educators and administrators in discerning and selecting learning materials that are culturally responsive and diverse.</p> <p>SAT team continued to create a list of materials and resources that are culturally responsive, diverse, equitable, and allow our students to see themselves in the learning material that is being used in the classroom.</p> <p>Resource pages set up in bright space housing culturally responsive resources.</p> <p>Collection of artifacts across the board during Black History Month were shared.</p>
<p>Ongoing precise Professional Learning and support for Special Education Resource Teachers (SERTs).</p>	<p>Increase capacity of comfort and confidence of SERTs and classroom teachers. Data obtained through attitude surveys and exit cards from training.</p>	<p>Special Education</p>		<p>Ongoing Self-Regulation training of SERTs EAs and support staff. 90%</p> <p>Boardmaker training for SERTs.</p> <p>Other various training opportunities through COP meetings. Ongoing.</p>
<p>Increase capacity of use of <i>PowerSchool Spec. Ed. (PSSE) IEP</i> software, making data accessible to all principals, SERTs and teaching staff.</p>	<p>Demonstrate proficiency in the use of <i>PSSE</i>.</p>	<p>Special Education</p>		<p>SERTs have been able to perform all IEP and IPRC processes electronically through PSSE.</p>
<p>MH Learning modules to be made available to new and returning teachers K-8</p>	<p>Number of Certifications obtained by educators in MH LIT: Mental Health in Action Course.</p>	<p>Mental Health and Well Being</p>		<p>MH Lit- Mental Health in Action- School Mental Health Ontario: 90 BHNCD SB staff enrolled.</p>

<p>Implement the most current educational resources in Religious and Family Life Education.</p>	<p>All Grade 7 and at the end of year, Grade 8 will receive teacher professional development and implement the “Growing in Faith, Growing in Christ” program.</p> <p>Representatives from all Elementary schools will receive teacher professional development on the digital versions of “Fully Alive” for Family Life Education.</p>	<p>Faith Formation</p>		<p>Due to Covid and lack of supply teachers, tools and PD opportunities were shared out virtually and through SAT communication.</p> <p>Next year, further PD will happen for the resource shared later in the year for Grade 8, and next year for Kindergarten.</p> <p>All PD was invitational. All resources have been shared and are being used in schools for religion programming purposes. We continue to communicate the use of these tools via email and twitter.</p> <p>We have continued to share out supports for Theme 3 for Family Life in a remote learning environment in collaboration with other school districts.</p>
<p>Offer professional development and training opportunities for central staff each school year.</p>	<p>Increased capacity with learning investments (IT, Facilities, PD).</p>	<p>Business Services Leadership</p>		<p>Although some PD efforts have been hampered as a result of COVID-19, sessions were provided to central staff on health and safety, emergency response plan, and Microsoft Teams.</p>
<p>Integrate learning opportunities specific to Business Services into the Principal/Vice Principal leadership program</p>	<p>Launch of new Business Services modules. Surveys after completion of program.</p>	<p>Business Services Leadership</p>		<p>The Business Services department pages were launched through BHNHub. It’s a great resource for all staff looking for information on policies, process, forms, and memos. Additional functionality will be released in the coming year.</p> <p>Business Services topics have been included in Principal Learning Sessions such as school generated funds, budgets, and Microsoft Teams, and BHN Hub.</p>
<p>Develop a leadership program specific to Managers, Supervisors, or those identified through succession planning.</p>	<p>Launch of new Business Services modules. Surveys after completion of program.</p>	<p>Business Services Leadership</p>		<p>New employee orientation, training and professional development will be a focus of activities in 2022-23.</p>

Community



- Collaborate with partners to inspire life-long learning.

Action Item (What are you going to do?)	How are you going to measure it? (What are the indicators of success... this is the TARGET)	Who is responsible for this? (Team/person/SO)	Measurement Indicator	Comments
Create an engaging and comprehensive communication platform to be utilized by our Catholic community.	Successful implementation of the parent portal. Development and roll out of an improved LMS. Educators demonstrate proficiency in using the digital LMS to support parent engagement.	Information Technology		A parent portal is being explored through Power School in addition to the resources being placed on the Board's website. Educators are proficient in D2L, our LMS to support communication and learning with both students and parents.
Offer shared learning opportunities with before and after care partners.	Before and after care partners consistently attend learning opportunities.	Early Years		We had our community partners (childcare workers and managers of childcare centres) as well as school staff, participate in six PD opportunities, after hours for self-regulation. The focus was our Early Years Teams, ECEs and Kindergarten educators.
Seek input that reflects the diversity, needs and interests of the community.	Increase and diversify student opportunities.	Equity and Inclusivity		Superintendents met with school-based student Equity teams to solicit feedback. Research Associate surveyed a number of student groups from various schools. Limited implementation of student activities due to covid.

Wellness





Students

- Provide developmentally appropriate mental health learning.
- Foster an environment where responsible digital citizenship is a priority.
- Equip students with the resources and skills to access support for themselves and others.

Action Item (What are you going to do?)	How are you going to measure it? (What are the indicators of success... this is the TARGET)	Who is responsible for this? (Team/person/SO)	Measurement Indicator	Comments
<p>Enhance and increase the availability of faith-based programs, resources and equipment to promote, social-emotional learning, self-regulation, mental health and well-being.</p>	<p>Special Education will continue to provide resources to support the creation of calming spaces in all schools.</p> <p>Uptake and delivery of evidence-based resources as identified in the Board Mental Health and Addiction Strategy.</p> <p>School climate surveys will indicate an increased sense of wellness and agency.</p> <p>Students articulate the links between wellbeing and faith development (mind, body, spirit).</p>	<p>Mental health and Well Being</p>		<p>All SERTs, EAs, SWs, CYWs, ECEs, School Admin, Senior Team, Secretaries and other support staff have been engaged in Self-Regulation certification at various levels of engagement.</p> <p>EAs, SERTs and other support staff have been engaged in Certification in Trauma Informed practices.</p> <p>Continued practices of Christian Meditation and other board practices.</p> <p>Continue to build capacity in Restorative Practices.</p>
<p>All students will engage in annual learning around responsible use of technology and digital citizenship</p>	<p>Create online modules for each grade level modelling responsible digital citizenship.</p> <p>Students demonstrate an understanding of how to navigate the online world with the values of Catholic Education.</p>	<p>Literacy and Numeracy</p>		<p>Digital citizenship modules created last year were utilized in schools across the system. These modules have been shared on all D2L pages for parents and students to access as well.</p> <p>Next step is to seek feedback on how students are using this learning in the online world on a regular basis.</p>

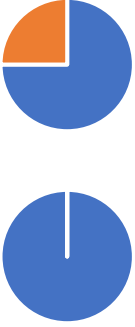
Staff

- Strengthen our safe and mentally healthy work environments.
- Promote positive health and well-being for all staff.

Action Item (What are you going to do?)	How are you going to measure it? (What are the indicators of success... this is the TARGET)	Who is responsible for this? (Team/person/SO)	Measurement Indicator	Comments
Provide targeted Personal/Professional Development and support to enhance employee mental health and wellness.	Increase agency and comfort evidenced through data collected from exit slips.	Mental Health and Wellness Leadership		Initiated creation of a Workforce Demographic Data Collection Project to assess workforce needs, deficits, professional learning and support going forward. Currently analyzing data from the survey
Professional Development in Suicide Intervention, VTRA, and adult mental health to be provided	Increase capacity and comfort evidenced through data collected from exit slips.	Mental health and Wellness		Professional Development in Applied Suicide Intervention Skills Training (ASIST) and Violent Threat Risk Assessment (VTRA) VTRA level 1- Jan 20&21, 2022 - 6 VTRA level 2- Nov 4&5, 2021 – 15 ASIST – Nov 25&26, 2021 – 8
Facilitate personal and communal adult faith formation and community building.	A variety of staff value and participate in faith formation and prayer experiences to support wellbeing.	Faith Formation		We have shared out opportunities for faith formation as shared for Advent and Lent. Many webinars have also been shared out district wide for wellbeing supports and mental health. We plan to offer more faith formation opportunities in September 2022-2023 with Covid restrictions lifted beginning with a FOS in-person Spiritual Development Day in October featuring David Wells and again on November 8 and 9, 2022. As well as further faith formation evening events in fall and spring.
Create a staff wellness program including initiatives and resources	Increase in staff wellness as evidenced by improved attendance. Monitor participation in the staff wellness program and measure through staff survey results.	Human Resource Services		HRS is currently investigating options to either enhance the current Employee Assistance Program and/or pursue new models to support staff wellbeing. 5-year trend data is being analysed. Last year and a half are very atypical due to pandemic.

Community

- Enhance relationships with our partners and families to provide coordinated support for those in need.

Action Item (What are you going to do?)	How are you going to measure it? (What are the indicators of success... this is the TARGET)	Who is responsible for this? (Team/person/SO)	Measurement Indicator	Comments
Collaborate with community partners to provide training and support to parents and/or student groups regarding mental health and well being	<p>Seamless transitions between School and community mental health services as indicated by results of client satisfaction surveys.</p> <p>Exit surveys indicate a greater understanding of pathways to, through and out of services.</p> <p>Increase in case collaboration/service planning as reflected in various community protocols.</p>	Mental Health and Well Being		<p>Improved communication with all stakeholders including SEAC, JPSA, MPSA and OAP. Ongoing.</p> <p>Reviewed and updated current partnership agreements.</p> <p>Pathways to care pivoted to offering these pathways during various adapted education models during the pandemic.</p>

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mike McDonald, Director of Education & Secretary
Presented to: Board of Trustees
Submitted on: June 27, 2022
Submitted by: Mike McDonald, Director of Education & Secretary

BOARD BY-LAW REVISIONS

Public Session

BACKGROUND INFORMATION:

Board by-laws are related to the conduct and procedural affairs of the Board. Pursuant to the provisions of the Education Act and subsequent regulations, the by-laws of the Brant Haldimand Catholic School Board regulate the powers and responsibilities of the Board, and the Board's officers and committees. The by-laws also outline the procedures which the Board observes at meetings of the Board and during committees.

From time to time the by-laws can be reviewed and changes need to be approved by the Board.

DEVELOPMENTS:

The Chair has brought forward proposed changes to sections regarding delegations, establishment of a new committee and board meeting dates surrounding school holidays.

Delegations

That Section 6.10.2 of the Board by-laws be amended by including the following provisions:

6.10 Delegations

- 6.10.1 Any Catholic School elector or group may request to address the Board as a delegation.
- 6.10.2 The delegation must provide the request in writing to the Director of Education of the Chair of the Board, ~~at least five (5) days prior to the next regular meeting of the Board or Committee at which the Delegation wishes to be heard.~~ **15 days prior to the meeting which the Delegation wishes to be heard.**
 - 6.10.2.1 The request shall contain the topic to be discussed and the identity of the Spokesperson(s).
 - 6.10.2.2 The person(s) wishing to address the Board or Committee shall be notified of the date, time and location of the meeting at which the presentation will be made.
 - 6.10.2.3 Delegations will, upon notification, have these regulations shared with them prior to their presentation.
 - 6.10.2.3 Delegations will, upon notification, have these regulations shared with them prior to their presentation.

- 6.10.2.4 Copies of the presentation shall be shared with the Board of Committee at the same time that the agenda is distributed or at such time as the presentation is made. **15 days in advance of the proposed date of presentation, failure to do so will result in the cancellation of the scheduled presentation. The board may also cancel said meeting request should the proposed content of the presentation should it be deemed inappropriate or contrary to the Catholic values of the Board.**
- 6.10.2.5 In any case, the subject matter of the Delegation will not be discussed, **or debated**, nor will a decision be made at the meeting at which the presentation is made unless the matter is on the agenda as pre-determined.
- 6.10.2.6 Delegations will be advised that the Chair will not allow content or language which is not consistent with the values of the Board, **and any violations or inappropriate conduct will result in the immediate cessation of the presentation at the discretion of the chair.**
- 6.10.2.7 Following the presentation by the Delegation, questions of clarification only will be allowed through the Chair.
- 6.10.3 A delegation's presentation will be limited to **10** minutes. Amendments as to the length of time are at the discretion of the Chair.
- 6.10.4 In-Camera rules shall apply to Delegations of an In-Camera nature.
- 6.10.5 Notwithstanding the above, the Board retains the discretion to decide all matters concerning delegations.

Establishment of New Committee

That Section 8.2 of the Board by-laws be amended by adding the following:

8.2 Advisory Committees of the Board

8.2.6 Capital Project Review Committee

Composed of one (1) Trustee from City of Brantford or County of Brant, one (1) Trustee from Norfolk County, one (1) Trustee from Haldimand County, Superintendent of Business & Treasurer and Manager of Facilities. Function is to review capital projects.

Meetings of the Board

6.2 Regular Meetings of the Board

6.2.1.2 School Holidays

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

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board approves the amendments to the Board By-Laws including revisions to Section 6.10 Delegations, the addition of 8.2.6 Capital Project Review Committee and revisions to Section 6.2.1.2 to reflect changes to the board meeting schedule following the new term of office.

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

Prepared by: Aidan O'Brien, Student Trustee
Presented to: Board of Trustees
Submitted on: June 27, 2022
Submitted by: Mike McDonald, Director of Education & Secretary

STUDENT TRUSTEE REPORT
Public Session

BACKGROUND INFORMATION:

No Student Senate meeting was held this month as students are wrapping up the school year and are busy studying for exams and finishing culminating projects.

DEVELOPMENTS:

Graduations ceremonies at all three high schools will be taking place the last week of June.

SCHOOL NEWS:

Assumption College School hosted its final Coffee House for the year. It was very well attended, and everyone really enjoyed it. The school hosted an athletic banquet to recognize all of school athletes that participated in sports throughout the school year. The junior and senior athletes of the year were honoured at the event as well. The first prom in 2 years was held at Marquis Gardens for the Grade 12 students. The school also hosted its first in person liturgy in over 2 years in the gym for Grade 11 and 12 students. Finally, there was a Grade 12 graduation retreat held at Marydale Park that was organized by the Chaplain. Although it was a very warm day everyone still had a lot of fun.

Holy Trinity hosted a lemonade house that was very successful. The school also sold Student Price Cards and have started getting ready for next year's Fall Fair. The school also held an in-person school mass. Finally, the school hosted a great prom night.

St. John's College School had a very successful prom night. The school hosted video game days in the cafeteria during lunch. Students also made an end of the year video to play for the whole school. The school also facilitated a successful Coffee House.

RECOMMENDATION:

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

2021-22
Trustee Meetings and Events

Date	Time	Meeting/Event
June 28, 2022	7:00 pm	St. John's College Graduation
June 29, 2022	4:45 pm	Assumption College Graduation
	6:30 pm	Holy Trinity Graduation

Meetings scheduled at the Call of the Committee Chair: Accommodations Committee, Audit Committee, Budget Committee, Faith Advisory Committee, Policy Committee