



BRANT HALDIMAND NORFOLK Catholic District School Board

Agenda

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

Board Meeting September 26, 2023 ♦ 7:00 pm Boardroom

Trustees:

Members: Rick Petrella (Chair), Carol Luciani (Vice-Chair), Dennis Blake, Bill Chopp, Dan Dignard, Mark Watson, Caroline Goveas (Student Trustee), Mia Martorelli (Student Trustee)

Senior Administration:

Mike McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer), Kevin Greco, Lorrie Temple, Phil Wilson (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 the Board Minutes – June 27, 2023

Pages 3-8

Approval of Special Meeting of the Board Minutes – August 8, 2023

Pages 9-10

Approval of Special Meeting of the Board Minutes – August 21, 2023

Pages 11-12

1.6 Business Arising from the Minutes

2. Presentations

3. Delegations

4. Consent Agenda

4.1 Mental Health Steering Committee Minutes – June 6, 2023

Pages 13-16

4.2 Contract Summary (Q3/Q4 2023)

Page 17

5. Committee and Staff Reports

5.1 Summary of 2022-23 Reports to Board

Pages 18-19

Presenter: Mike McDonald, Director of Education & Secretary

5.2 Student Achievement Plan 2023-24

Pages 20-21

Presenter: Lorrie Temple, Superintendent of Education

5.3 Curriculum Changes 2023-24

Pages 22-25

Presenter: Lorrie Temple, Superintendent of Education

5.4 Student Support Services and Mental Health and Wellbeing Strategy 2023-2026

Page 26-28

Presenter: Kevin Greco, Superintendent of Education

5.5 Borrowing Resolution - Capital Priorities

Pages 29-31

Scott Keys, Superintendent of Business and Treasurer



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- | | | |
|-------------|--|-------------|
| 5.6 | Math Action Plan for 2023-2024 Presenter: Lorrie Temple, Superintendent of Education | Pages 32-63 |
| 5.7 | Summer Programs Update Presenter: Kevin Greco, Lorrie Temple and Phil Wilson, Superintendents of Education | Pages 34-39 |
| 5.8 | Remote Work Policy #300.26 Presenter: Kevin Greco, Superintendent of Education | Pages 40-61 |
| 5.9 | Summary of School Suspension Data 2022-2023 Presenter: Kevin Greco, Superintendent of Education | Pages 62-63 |
| 5.10 | Strategic Plan Monitoring Report 2023-2027 Presenter: Mike McDonald, Director of Education & Secretary | Pages 64-65 |
| 5.11 | Naming of New Brantford Secondary School – To Be Distributed Presenter: Mike McDonald, Director of Education & Secretary | |
| 5.12 | Naming of New Caledonia Elementary School – To Be Distributed Presenter: Mike McDonald, Director of Education & Secretary | |
| 6. | Information and Correspondence | |
| 6.1 | Start-up Enrolment and School Organizations Update | |
| 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 his 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 | Pages 66-67 |
| 13. | Closing Prayer <i>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</i> | |
| 14. | Adjournment | |

Next meeting: Tuesday, October 17, 2023, 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, June 27, 2023 ♦ 7:00 p.m. Boardroom

Trustees:
Members: Rick Petrella (Chair), Carol Luciani (Vice-Chair), Dennis Blake, Bill Chopp, Dan Dignard, Halaena Buenviaje (Student Trustee)
Regrets: Mark Watson
Senior Administration:
Mike McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer), Kevin Greco, Lorrie Temple, Phil Wilson (Superintendents of Education)

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by Trustee Petrella.

1.2 Attendance

Attendance was as noted above.

1.3 Approval of the Agenda

Moved by: Dan Dignard

Seconded by: Carol Luciani

THAT the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the June 27, 2023, Board meeting.

Carried

1.4 Declaration of Interest – Trustees, Chopp and Dignard declared an interest in Item 5.2. They did not take part in the discussion, consideration or vote on any question with relation to this item.

1.5 Approval of Board Meeting Minutes – May 23, 2023

Moved by: Dennis Blake

Seconded by: Bill Chopp

THAT the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the May 23, 2023 Meeting of the Board.

Carried

1.6 Approval of the Special Board Meeting Minutes – May 29, 2023

Moved by: Dennis Blake

Seconded by: Bill Chopp

THAT the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the May 29, 2023 Special Meeting of the Board.

Carried



1.7 Business Arising from the Minutes – Nil

2. Presentations –

2.2 The Board will recognize the retirement of Terre Slaght, Principal, St. Mary's Catholic Learning Centre.

The Board will recognize the retirement of Joe Ernst, Principal, Blessed Sacrament Catholic Elementary School

The Board will recognize the retirement of Linda Luciani, Executive Assistant to the Superintendent of Business & Treasurer

2.3 The Board will recognize Halaena Buenviaje, 2022/2023 Student Trustee

The Board will welcome Mia Martorelli, 2023/24 Student Trustee

The Board will welcome Caroline Goveas, 2023/24 Student Trustee

3. Delegations - Nil

4. Consent Agenda

**4.1 Unapproved Minutes from the Special Education Advisory Committee
- June 20, 2023**

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Special Education Advisory Committee Meeting of June 20, 2023.

Carried

5. Committee and Staff Reports

**5.1 Unapproved Minutes and Recommendations of the Committee of the Whole Meeting of
June 20, 2023.**

Vice-Chair Trustee Luciani brought forward the recommendations and the unapproved minutes from the June 20, 2023 Committee of the Whole meeting.

THAT the Brant Haldimand Norfolk Catholic District School Board approves the 2023-24 Capital Priorities as identified in the report for submission in the 2023-24 Capital Priorities Program.

THAT the Brant Haldimand Norfolk Catholic District School Board approves the Trustees' Code of conduct Policy #100.04

THAT the Brant Haldimand Norfolk Catholic District School Board approves the Assessment Evaluation Grading and Reporting Policy #200.42 as amended.

THAT the Brant Haldimand Norfolk Catholic District School Board approves the Cessation of Employment Policy #300.03



THAT the Brant Haldimand Norfolk Catholic District School Board approves the Hiring Non-Academic Staffing Policy #300.11

THAT the Brant Haldimand Norfolk Catholic District School Board approves the Educational Field Trips and Excursions Policy #500.01

THAT the Brant Haldimand Norfolk Catholic District School Board approves the Investment of Board Funds Policy #700.03

THAT the Brant Haldimand Norfolk Catholic District School Board approves the rescinding of the Electronic Websites Policy #600.03 and Board Owned Mobile Devices Policy #600.33.

Moved by: Carol Luciani

Seconded by: Bill Chopp

THAT the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Committee of the Whole Meeting of June 20, 2023.

Carried

Moved by: Carol Luciani

Seconded by: Bill Chopp

THAT the Brant Haldimand Norfolk Catholic District School Board approves the recommendations of the Committee of the Whole Meeting of June 20, 2023.

Carried

5.2 Unapproved Minutes and Recommendations of the Budget Committee Meeting of June 20, 2023.

Chair Petrella brought forward the recommendations and reviewed the minutes from the June 21, 2023 Budget Committee Meeting. Some of the highlights included a balanced budget, continued growth in student enrollment, several facility renewal projects along with continuing to prioritize student learning, student and staff mental health, well-being and safety, and engagement.

THAT the Budget Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the 2023-24 Other Operations Budget, in the amount of \$36,456,452.

THAT the Budget Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the 2023-24 Capital Budget, in the amount of \$17,672,194.

THAT the Budget Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the 2023-24 Salaries and Benefits Budget, in the amount of \$129,444,659.



Moved by: Carol Luciani

Seconded by: Dennis Blake

THAT the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Budget Committee Meeting of June 21, 2023.

Carried

Moved by: Carol Luciani

Seconded by: Dennis Blake

THAT the Brant Haldimand Norfolk Catholic District School Board approves the recommendations of the Budget Committee Meeting of June 21, 2023.

Carried

5.3 Q3 Financial Report

Superintendent Keys presented the Q3 Financial Report as of May 31, 2023. Interim financial reports are presented to the Board to assist Trustees in their monitoring of the financial well-being of the school board. Changes have been made to the year-end forecast for the Board as a result of updated information compared to revised budgets as presented to the Board of Trustees in December 2022.

Moved by: Carol Luciani

Seconded by: Dennis Blake

THAT the Brant Haldimand Norfolk Catholic District School Board receives the Q3 Financial Report (May 31, 2023).

Carried

5.4 Norfolk County Boundary Review

Superintendent Keys presented the Norfolk County Boundary Review. At the May 24, 2023, Accommodations Committee meeting, a request came forward to plan for and communicate the approximate timing of a Norfolk County school boundary review. Senior Administration is recommending including Norfolk County in the scheduled school boundary reviews to commence late in the 2024/2025 school year.

Moved by: Dennis Blake

Seconded by: Carol Luciani

THAT the Brant Haldimand Norfolk Catholic District School Board approves the addition of the Norfolk County school boundary review to the long-term accommodation plan.

5.5 Strategic Plan 2023-2027

Director McDonald presented the 2023-2027 Strategic Plan. In the Fall of 2022, the Brant Haldimand Norfolk Catholic District School Board announced that a process to develop a new strategic plan would commence early in the new year of 2023. Director McDonald highlighted the process to the Board of Trustees which included the information gathering session, reviewing, analyzing, and developing the plan, as well as the next steps to implement.

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board approves the 2023-2027 Strategic Plan.



5.6 International Excursion – Iceland

Superintendent Wilson presented the International Excursion request from Assumption College to Iceland in March 2024. The educational highlights of the trip were presented including visits to Thingvellir National Park, Geothermal Power station, a glacier and attending Mass at Reykjavik's famous Hallgrímskirkja.

Moved by: Bill Chopp

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board approves the Excursion Request from Assumption College for an excursion to Iceland from Saturday March 9, 2024 to Saturday March 16, 2024.

5.7 International Excursion – France and Italy

Superintendent Wilson presented the International Excursion request from Assumption College to France and Italy in March 2024. Some of the educational highlights of the trip are admission to the Louvre, Versailles, the Eiffel Tower, the Accademia Museum, the Vatican Museum, and guided city tours of Paris, Florence, and Rome. Students will also attend Mass and participate in the Eucharist both at the Chapel of the Miraculous Medal and at Santa Maria Maggiore Basilica.

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board approves the Excursion Request from Assumption College for an educational field trip to France and Italy from Friday March 8, 2024 to Sunday March 17, 2024.

5.8 Student Trustee Update

Outgoing student Trustee Halaena Buenviaje and incoming student Trustee Caroline Goveas presented the student trustee report for the months of May and June reporting on activities at the three Brant Haldimand Norfolk Catholic District School Board secondary schools.

Moved by: Carol Luciani

Seconded by: Dennis Blake

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

6. Information and Correspondence - Nil

7. Notices of Motion - Nil

8. Notices of Motion Being Considered for Adoption - Nil

9. Trustee Inquiries

Summer hours at the Catholic Education Centre were discussed.

10. Business In-Camera

Moved by: Carol Luciani

Seconded by: Bill Chopp



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

Minutes

Catholic Education Centre
322 Fairview Drive
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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: Dan Dignard

Seconded by: Bill Chopp

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

Carried

12. Future Meetings and Events

Chair Petrella drew attention to the upcoming meetings and events.

13. Closing Prayer

The closing prayer was led by Chair Petrella.

14. Adjournment

Moved by: Dan Dignard

Seconded by: Dennis Blake

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the June 27, 2023, Board meeting.

Carried

Next Meeting: Tuesday, September 26, 7:00 p.m. – Boardroom



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

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

Special Meeting of the Board Thursday, August 8, 2023 ♦ 4:00 pm Boardroom

Trustees:

Present: Rick Petrella (Chair), Carol Luciani (Vice Chair), Dennis Blake, Bill Chopp, Dan Dignard, Mark Watson

Senior Administration:

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

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by Chair Petrella

1.2 Attendance

1.3 Approval of the Agenda

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the August 8, 2023, Special Meeting of the Board.

Carried

2. Committee and Staff Reports - Nil

3. Business In-Camera

Moved by: Dennis Blake

Seconded by: Mark Watson

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

Carried

4. 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

5. Closing Prayer

The meeting was closed with prayer led by Chair Petrella

6. Adjournment

Moved by: Dan Dignard

Seconded by: Carol Luciani

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the August 8, 2023, Special Meeting of the Board.

Carried



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

Minutes

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

Next meeting: Tuesday, September 26, 2023 7:00 p.m. – Boardroom



**Special Meeting of the Board
Monday August 21, 2023 ♦ 3:30 pm
Boardroom**

Trustees:

Present: Rick Petrella (Chair), Carol Luciani (Vice Chair), Dennis Blake, Bill Chopp, Dan Dignard, Mark Watson

Senior Administration:

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

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by Chair Petrella

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 August 21, 2023, Special Meeting of the Board.

Carried

2. Committee and Staff Reports

2.1 Unapproved Recommendations of the Policy Committee

Chair of the Board Rick Petrella presented the recommendations from the Policy Committee.

Moved by: Dennis Blake

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board approves the recommendations of the Policy Committee Meeting of August 21, 2023.

Carried

3. Business In-Camera

Moved by: Carol Luciani

Seconded by: Bill Chopp

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

Carried

4. Report on the In-Camera Session

Moved by: Mark Watson

Seconded by: Carol Luciani

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

Carried

5. Closing Prayer



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

Catholic Education Centre
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Brantford, ON N3T 5M8

The meeting was closed with prayer led by Trustee Petrella

6. **Adjournment**

Moved by: Dennis Blake

Seconded by: Mark Watson

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the August 21, 2023 Special Meeting of the Board.

Carried

Next meeting: Tuesday, September 26, 2023, 7:00 p.m. – Boardroom



**Mental Health Steering Committee
Tuesday, June 6, 2023
9:00 a.m. – 12:00 p.m.
Catholic Education Centre**

Members: Darren Duff, Kevin Greco (Superintendent of Education), Andrea Perras, Irene Perro (HN Reach), Chandra Portelli, Lori Skye-Laforme, Kim Spencer, Thanh-Thanh Tieu, Dianne Wdowczyk-Meade (Chair),

Regrets: Keri Calvesbert, Bill Chopp (Trustee), Sandra De Dominicis, Christine Dragojlovich, Rita Raposo, Jennifer Rudyk, Terre Slaght, Cynthia Miller

1. Land Acknowledgment

Kevin Greco shared the Land Acknowledgment.

2. Opening Prayer

Kevin Greco led the group in prayer.

3. Introductions and Welcome

Dianne Wdowczyk welcomed the group.

4. Approval of the Agenda

Agenda approved by consensus.

5. Approval of Minutes

Minutes of December 8, 2022, approved by consensus.

6. Information Items

6.1 Ministry/Board Updates - Kevin Greco shared the following items.

Risk Assessment Model

Kevin articulated the importance of reviewing our processes annually and reported that a group of administrators and support staff was brought together to review the effectiveness of VTRA. The process will continue and include GEDSB as part of the collaboration. We anticipate Kevin Cameron will be coming next year to do a refresher with administrators and key people who support and VTRA process.

Self-Regulation System Plan

Many staff have been trained in various Self-Regulation offerings and the next steps are to move in a specific direction with structured support to consolidate everything. Schools will assess where they are regarding the four levels, and intentional and targeted support will be provided for the school teams.



Summer Funding

The Board received notification from the Ministry that funding will be available to support student mental health over the summer. To date, no details have been provided. We would be open to working with community partners if it is indicated in the funding agreement.

School Mental Health Ontario

Mandatory mental health literacy modules will begin in the upcoming school year and will include 4 modules which will be delivered by educators in Grade 7 and 8 Health and Phys. Ed classes. The modules will be available in the fall.

For the following school year (24-25), we understand Grade 10 Career studies will also include intentional mental health modules.

Attendance

Absences are still not back to pre-Covid levels. The lack of improvement in attendance is being felt at both secondary and elementary levels. Kevin emphasized the importance of documenting the absences, as it shows the need for more specialized positions like attendance counsellors in the Board. The committee discussed the correlation between mental health and attendance and plans for addressing this.

6.2 MH and Well-being Strategy Update – Kevin Greco

The Senior Team approved the Strategy with a few changes. It is currently posted on the Board Website. [Board Mental Health Strategy | BHNCDSB](#)

Action Item: The Committee discussed creating a condensed, one page summary of the Strategy to provide to school staff, parents and students.

6.3 MH Action Plan Review – Dianne Wdowczyk and portfolio leads.

The Mental Health Action Plan was reviewed.

Priority 1- Mental Health Literacy and Capacity

The April PD day had a focus on equity, which is foundational to well-being and was well received. There has been good uptake with Self-regulation learning across the board and Educational Assistant's received professional development on Emotion Coaching. We will continue to look for opportunities to build capacity amongst staff next year. The MH literacy sessions for secondary schools did not get as much interest as in the previous year, however, it is encouraging that there will be mental health content mandated in specific curriculum.

Priority 2- Continue to Implement and Embed Evidence Based Mental Health and Addictions quality Programming Across the Tiers.

There was a focus on Classroom Engagement Sessions (SEL) this year by the Child and Youth Worker team, and Research Associate Thanh Tieu reported sessions appeared to be highly successful with students reporting increased knowledge about mental health and had developed increased coping skills. The programs typically ran over several days and the most prevalent topics included:

- Managing stress
- Community building



- Friendships and peer relationships

Over 400 classroom programs were delivered by the team and feedback from administrators, students and caregivers has been extremely positive.

Many SMHO resources were shared throughout the year with educators, however it's unclear if educators implemented them in the classroom.

K-Connections and MindUP will continue to be a focus again this year, along with CYWs providing SEL in the classroom.

Priority 3- Equity and Support for Specific Populations

Thanh shared data for those students who were served this year and the top reasons for referrals (self-regulation, anxiety and attendance). The Committee discussed the impact Covid had on eating, sleeping and social skills, and how to support students to get back on track.

Priority 4 – Continue to Enhance System Coordination & Pathways to Enhance Collaboration

The Suicide AP was revised this year and April Taylor discussed the McMaster protocol we have for imminent situations.

Action Items: The Committee discussed creating a fact sheet with quick tips on how to handle situations where students are presenting with suicidal ideation and offering Safe Talk sessions for caregivers and students over 15.

Dianne and April will review the *Prepare, Prevent and Respond* suite of resources from SMHO over the summer to determine how it can fit our educators.

Priority 5 – Elevate Student (and Caregiver) Participation and Leadership in Mental Health Promotion and Stigma Reduction

The JACK chapter at ACS is highly engaged, and there is interest in re-igniting chapters at both St. John's College and Holy Trinity. Junior ACE (equity) teams are being established in a few elementary schools, with ACE students from Assumption College functioning in mentorship roles. There are plans to re-introduce ACE at St. John's College.

Assumption College JACK chapter students requested that a Wellness Fair occur during Mental Health/Catholic Education Week. It was a great success with 14 community agencies present, and much of the student body engaged.

7. Discussion Items

7.1 Exploring School Mental Health Ontario Resources to Support Mental Health Promotion – Dianne Wdowczyk

Dianne shared a document that included a number of SMHO resources. Dianne indicated SMHO plans to create a 'wayfinder' in the fall of 2023 to make the resources more user friendly. The committee discussed ways this new tool might be promoted in the upcoming school year, including posting it in the updated BHN Hub.



7.2 Mental Health & Well-Being Action Planning 2023-24 – Dianne Wdowczyk

The committee identified items to be included in the upcoming Action Plan in section 6.3 of this agenda.

Additional items the committee identified included supporting families who are new to our schools, and new to Canada through identify affirming orientation supports (i.e., having someone of the same ethnicity to greet and orient families at registration. It was noted that parent engagement is part of the equity inclusion planning, and more discussion will take place around diversity at each school and community.

It was also shared that educators have asked for resources to make it easier to support marginalized populations, so the committee discussed creating a tip sheet to share, including resources for supporting the 2SLGBTQ community, racialized students, and those struggling with mental health.

8. Adjournment:

Meeting adjourned at 12:00 p.m.

Q3/Q4 Contract Summary
March 1, 2023 – August 31, 2023

| Execution Date | Vendor | Purpose | Document | Procurement Process |
|----------------|---------------------------------|--|----------|-------------------------|
| 23-Mar-20 | Fisher Scientific | Laboratory/Science Supplies | N/A | Collaborative Agreement |
| 23-Mar-20 | New Horizons Scientific Inc. | Laboratory/Science Supplies | N/A | Collaborative Agreement |
| 21-Mar-23 | NRB Inc. | 6-pack Portable – Sacred Heart (Paris) | N/A | Collaborative Agreement |
| 28-Mar-23 | Schoolhouse Products Inc. | Educational Furniture and Related Services | N/A | Collaborative Agreement |
| 28-Mar-23 | Alumni Classroom Furniture Inc. | Educational Furniture and Related Services | N/A | Collaborative Agreement |
| 1-Apr-23 | Bartimaeus Inc. | Contract Agency Support Services | N/A | Collaborative Agreement |
| 26-Apr-23 | Svedas Architects | Architectural Services - Secondary School | P-823 | Request for Proposal |
| 1-Jun-23 | US Bank Canada | P-Card Application | N/A | Collaborative Agreement |
| 1-Jun-23 | Johnson Controls Inc. | Planned Chiller Service – Holy Trinity | N/A | Contract Extension |
| 1-Jul-23 | ApplyToEducation | Modernized Recruitment/Dispatch/PD | N/A | Request for Tender |
| 1-Jul-23 | Compass Group Canada | Cafeteria Services – Secondary Schools | N/A | Contract Extension |
| 3-Jul-23 | South Brant Excavating | Asphalt Reconstruction – St. Bernard | T-1323 | Request for Tender |
| 3-Jul-23 | R.L. Lancaster Construction | Asphalt Construction - Christ the King | T-1223 | Request for Tender |
| 31-Aug-23 | DMS Technologies | Facilities Management Software (eBase) | N/A | Contract Extension |
| 31-Aug-23 | myBlueprint | SHSM/Career Planning Software | N/A | Collaborative Agreement |
| 31-Aug-23 | Norfolk Disposal Services | Solid Waste & Recycling Disposal | N/A | Collaborative Agreement |

Notes

- To meet the requirement of the Policy, a semi-annual summary of executed contracts, in accordance with Policy 700.01.P - *Procurement*.
- The Board actively participates in cooperative procurement ventures with other school boards and other branches of government or their agencies of public authorities (i.e., Ministry of Government and Consumer Services or the Ontario Education Collaborative Marketplace) to obtain maximum value for money through economies of scale and/or shared services. This may also include the Board utilizing a piggy-back clause to existing ministry or government services, district school boards and/or other cooperative group contracts, to the extent permitted by applicable law.

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

Prepared by: Mike McDonald, Director of Education & Secretary
 Presented to: Committee of the Whole
 Submitted on: September 19, 2023
 Submitted by: Mike McDonald, Director of Education & Secretary

2022-23 REPORTS TO BOARD SUMMARY

Public Session

BACKGROUND INFORMATION:

Through committee work each year, the trustees and senior administration complete and submit numerous reports to the Board. In an effort to highlight the accomplishments of the Board, staff have prepared a summary of all of the public session reports that came before the Board during the 2022-23 school year.

DEVELOPMENTS:

The following is a summary of the reports that came before the Board during the 2022-23 school year:

| Date of Report | Report Name |
|--------------------|---|
| September 20, 2022 | <ul style="list-style-type: none"> • Summary of 2020-21 Reports to Board • Summer Programs Update • Board Improvement Plan 2022-2023 • Religion and Family Life Programming • Student Climate Survey • Student Support Services and Mental Health and Addictions Strategy Annual Report 2021-22 • Contract Summary (Q3/Q4) |
| September 27, 2022 | <ul style="list-style-type: none"> • Municipal Election Compliance Audit Committee • Student Trustee Update |
| October 18, 2022 | <ul style="list-style-type: none"> • Family Life Programming • French Staffing • Health and Safety Update • Trustee Honoraria • Quarterly Capital Update |
| October 25, 2022 | <ul style="list-style-type: none"> • Student Trustee Update |
| November 22, 2022 | <ul style="list-style-type: none"> • Appointment of Board Auditors • Q4 Financial Report |
| December 13, 2022 | <ul style="list-style-type: none"> • Insurance Renewal • Trustee Expenses • EQAO • Addition of Personal Active Learning (PAL) Program at St. John's College • Supporting High Needs Students • Police Checks By-Law Amendment |
| December 20, 2022 | <ul style="list-style-type: none"> • English as a Second Language (ESL) Staffing • Student Trustee Update |
| January 17, 2023 | <ul style="list-style-type: none"> • Strategic Plan Process |
| January 24, 2023 | <ul style="list-style-type: none"> • School Year Calendar • Student Trustee |

| | |
|-----------------------|---|
| February 2, 2023 | <ul style="list-style-type: none"> Ontario Catholic School Trustees' Association – Annual Membership Fees |
| February 21, 2023 | <ul style="list-style-type: none"> International Tuition Fee Update |
| February 28, 2023 | <ul style="list-style-type: none"> Southwest Brantford School Attendance Boundary Review |
| March 21, 2023 | <ul style="list-style-type: none"> Contract Summary (Q2 2023) Quarterly Capital Update Core French Primary Grades Update EQAO Follow Up International Excursion – Costa Rica and Panama International Excursion – Rome to Athens International Excursion – Southern Italy Supervised Alternative Learning Student Trustee Policy |
| Date of Report | Report Name |
| | <ul style="list-style-type: none"> Right to Read Inquiry Summer School 2022 |
| March 28, 2023 | <ul style="list-style-type: none"> Student Trustee Update |
| April 18, 2023 | <ul style="list-style-type: none"> Q2 2023 Financial Update Health and Safety Update Dual Credit Programs – Semester 1 |
| April 25, 2023 | <ul style="list-style-type: none"> Student Trustee Update County of Brant School Attendance Boundary Review |
| May 16, 2023 | <ul style="list-style-type: none"> International Excursion – New York City International Excursion – France & Italy Bank Operating Credit 2023-24 Budget and Funding Update OCSTA AGM 2024 Report |
| May 23, 2023 | <ul style="list-style-type: none"> Southwest Brantford Elementary School Attendance Boundary Review |
| June 20, 2023 | <ul style="list-style-type: none"> Special Education Annual Report Q3 Capital Update Literacy and Numeracy Plan Student Support Services and Mental Health and Addictions Strategy Annual Report 2022/23 |
| June 27, 2023 | <ul style="list-style-type: none"> Norfolk County Boundary Review Q3 Financial Report Strategic Plan 2023-27 International Excursion – Iceland International Excursion – France & Italy Student Trustee Update |

RECOMMENDATION:

THAT the Committee of the Whole refers the 2022-23 Reports to Board Summary to the Brant Haldimand Norfolk Catholic District School Board for receipt.

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Lorrie Temple, Superintendent
Presented to: Board of Trustees
Submitted on: September 19, 2023
Submitted by: Mike McDonald, Director of Education & Secretary

Student Achievement Plan for 2023-2024

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board facilitated and created an improvement plan for student achievement that is developed within the context of our Vision, Motto, and Values. All commitments and goals for students, staff, and the community are based on our focus to ensure a commitment to Christ-centred, life-long learning rooted in the Essential Practices.

The Essential Practices include knowing the learning, learning goals and success criteria, as well as descriptive feedback.

This Student Achievement (SAP) stems from, aligns with, and is an extension of the Board's Multi-Year Strategic Plan launched this September 2023, as well as current Ministry of Education priorities.

The Ministry priorities are:

- 1. Achievement of Learning Outcomes in Core Academic Skills**
- 2. Preparation of Students for Future Success**
- 3. Student Engagement & Well-Being**

Included in this year's SAP is a focus on EQAO data for literacy (reading and writing Grade 1-10), as well as a new Ministry driven Action Plan for mathematics being implemented this upcoming year with a focus on Grade 3 and 6 in target schools. In addition, there is a focus on attendance, suspension data, 16 by 16 credit attainment in secondary, as well as a continued focus on mental health and well-being including equity and belonging to support student engagement.

INFORMATION GATHERING and RECOMMENDATION:

A small team of consultants met under the direction of the Curriculum Lead alongside the Superintendent of Education for Curriculum, to create supporting materials, which were also developed and shared out to schools and their communities at the beginning of the school year.

Information on the Student Achievement Plan will also be shared with all staff during the Professional Development Day on October 3. Follow up and monitoring to continue at the school level in November, January, March, and June. A report on the progress, success, and next steps of the Student Achievement Plan goals is due to the Ministry of Education on June 30 and will be shared at the Committee of the Whole as well.

RECOMMENDATION:

That the Committee of the Whole refers the Student Achievement Plan for 2023-24 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

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

Prepared by: Lorrie Temple, Superintendent
Presented to: Board of Trustees
Submitted on: September 19, 2023
Submitted by: Mike McDonald, Director of Education & Secretary

Curriculum Changes for 2023-2024

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board follows the Ministry of Education mandated curriculum. For the upcoming year, 2023-2024, there have been many curriculum changes made in a variety of areas from Kindergarten to Grade 12.

The Student Achievement Team has been sharing key information on these changes with the administrators and the educators to support the implementation of these curriculum changes this month.

As there are so many new curriculum pieces to implement and support communicated by the Ministry of Education in late June and over the summer, with more to come, we wanted to ensure the Trustees were aware of all the changes should there be questions from their constituents.

The October 3 Professional Development Day will be dedicated to sharing the curriculum changes, with a focus on the Language Curriculum, as well as the new Ministry priorities and the BHNCD SB Student Achievement Plan. The following PD days and other learning opportunities throughout the year will allow for further roll out of curriculum changes. Most notably, the mental health modules shared by School Mental Health Ontario.

Please see the attached chart for all the curriculum updates for the 2023-2024 school year.

RECOMMENDATION:

That the Committee of the Whole refers the Curriculum Changes for 2023-24 to the Brant Haldimand Norfolk Catholic District School Board for receipt.



Elementary Curriculum Changes 2023-2024

(Mandated by the Ministry of Education)

This information is current as of August 24, 2023. As we receive further information from the Ministry of Education and have an opportunity to analyze the Revised Language Curriculum more fully, we will provide continual updates to educators.

| Grade | Description | Support/Information |
|----------|---|---|
| K | No Curriculum Changes | <ul style="list-style-type: none"> • <i>The Phonics Companion</i> provided to all Kindergarten educators in Fall 2023 • One set of <i>Scholastic decodable texts</i> provided to all Kindergarten classrooms in Fall 2023 • <i>Heggerty</i> pre-Kindergarten program provided to all Kindergarten classrooms in 2021/2022 • Early reading screening tool will be provided when available (anticipated Fall 2023) and training will be provided. |
| 1 | Revised Elementary Language Curriculum | <ul style="list-style-type: none"> • <i>FlyLeaf Emergent Reader</i> series provided to all Grade 1 classrooms in 2022. • <i>The Phonics Companion</i> provided to all Grade 1 educators in Fall 2023 • <i>Heggerty</i> Kindergarten program provided to all Grade 1 classrooms in 2021/2022 • Early reading screening tool will be provided when available (anticipated Fall 2023) and training will be provided. |
| | Revised Social Studies Curriculum expectations to include mandatory Indigenous-focused learning | <ul style="list-style-type: none"> • Key Changes and other resources will be posted to Curriculum website • Educators will also have access to professional learning opportunities, including ministry hosted webinars for which registration information will be made available on the Curriculum and Resources website. |

| Grade | Description | Support/Information |
|-------|---|--|
| | | <ul style="list-style-type: none"> To register for an introductory webinar that will take place on September 12 or September 19, please visit this link. Additional resources and information will be provided throughout 2023-2024 |
| 2 | Revised Elementary Language Curriculum | <ul style="list-style-type: none"> <i>FlyLeaf Reading Series One and Two</i> provided to all Grade 2 classrooms in 2023. <i>The Phonics Companion</i> provided to all Grade 2 educators in Fall 2023 <i>Heggerty Primary</i> program provided to all Grade 2 classrooms in 2021/2022 Early reading screening tool will be provided when available (anticipated Fall 2023) and training will be provided. |
| | Revised Social Studies Curriculum expectations to include mandatory Indigenous-focused learning | <ul style="list-style-type: none"> Key Changes and other resources will be posted to Curriculum website Educators will also have access to professional learning opportunities, including ministry hosted webinars for which registration information will be made available on the Curriculum and Resources website. To register for an introductory webinar that will take place on September 12 or September 19, please visit this link. Additional resources and information will be provided throughout 2023-2024 |
| 3 | Revised Elementary Language Curriculum | <ul style="list-style-type: none"> <i>FlyLeaf Reading Series Three</i> will be provided to all Grade 3 classrooms in Fall 2023 <i>Heggerty Extension</i> program will be provided to all Grade 3 classrooms in Fall 2023 Suggested cursive writing resources will be provided in 2023-2024 |
| | Revised Social Studies Curriculum expectations to include mandatory Indigenous-focused learning | <ul style="list-style-type: none"> Key Changes and other resources will be posted to Curriculum website Educators will also have access to professional learning opportunities, including ministry hosted webinars for which registration information will be made available on the Curriculum and Resources website. To register for an introductory webinar that will take place on September 12 or September 19, please visit this link. Additional resources and information will be provided throughout 2023-2024 |
| 4 | Revised Elementary Language Curriculum | <ul style="list-style-type: none"> Resources and professional learning will be provided throughout 2023-2024 Suggested word processing resources will be provided in 2023-2024 |
| 5 | Revised Elementary Language Curriculum | <ul style="list-style-type: none"> Resources and professional learning will be provided throughout 2023-2024 Suggested word processing resources will be provided in 2023-2024 |

| Grade | Description | Support/Information |
|-------|---|---|
| 6 | Revised Elementary Language Curriculum | <ul style="list-style-type: none"> Resources and professional learning will be provided throughout 2023-2024 Suggested word processing resources will be provided in 2023-2024 |
| | Revised Social Studies Curriculum expectations to include mandatory Holocaust learning | <ul style="list-style-type: none"> Key Changes and other resources will be posted to Curriculum website. The ministry will be partnering with additional third-party education and community stakeholders and organizations who will be developing further resources to support the implementation of the revised Grade 6 curriculum. Additional resources and information will be provided throughout 2023-2024 |
| 7 | Revised Elementary Language Curriculum | <ul style="list-style-type: none"> Resources and professional learning will be provided throughout 2023-2024 Suggested word processing resources will be provided in 2023-2024 |
| | New learning materials and mandatory resources for teachers and students on mental health literacy in Grade 7 that are aligned with the HPE curriculum. | <ul style="list-style-type: none"> Mandatory learning materials and resources created by School Mental Health Ontario will be provided when available (anticipated late Fall 2023). |
| 8 | Revised Elementary Language Curriculum | <ul style="list-style-type: none"> Resources and professional learning will be provided throughout 2023-2024 Suggested word processing resources will be provided in 2023-2024 |
| | New learning materials and mandatory resources for teachers and students on mental health literacy in Grade 8 that are aligned with the HPE curriculum. | <ul style="list-style-type: none"> Mandatory learning materials and resources created by School Mental Health Ontario will be provided when available (anticipated late Fall 2023). |

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

Prepared by: Kevin Greco, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: September 19, 2023
Submitted by: Mike McDonald, Director of Education & Secretary

Student Support Services and Mental Health and Well-being Strategy 2023-2026

Public Session

BACKGROUND

The mental health and well-being of students continues to be a critical priority for the provincial government, the Ministry of Education, and the Brant Haldimand Norfolk Catholic District School Board. The Mental Health Steering Committee and the Board is aligned with the Ministry's emphasis on:

- Promoting wellness during challenging times
- Supporting student mental health learning
- Encouraging early help-seeking when mental health problems arise

The Mental Health Steering Committee exists to assist the Board in developing, implementing, monitoring, evaluating, and reporting on the achievement of the Board Mental Health Strategy and its annual Action Plans.

Summary of outcomes from the 2022-23 school year

Indigenous Specialization: Through the Indigenous Education Grant, a Social Worker was added to the team to assist in providing support to students of the board. This Social Worker supported Indigenous and non-Indigenous students and their families, and worked alongside fellow social workers, cyw's, administrators and educators.

Individual Mental Health Support was provided to approximately 1500 students across the District through the Student Support Services team (Social Workers and Child and Youth Workers) with the top three reasons for referral being:

Self Regulation – making up 25.2% of contacts.

Anxiety/Worry – making up 21% of all contacts.

Attendance/Engagement- making up 18% of all contacts.

Violent Threat Risk Assessment (VTRA) is a trauma-informed threat assessment framework that aims to identify and intervene within potential pathways to violence. Assessment is done collaboratively between administrators and social workers and often involves consultation with members of the school team, including CYWs, and community partners. This year, 10 VTRA's were conducted board wide, as deemed necessary by Administrators.

Compassionate Care/Traumatic Events When tragedy occurs, the CCRT is deployed to school communities that are most impacted; at times resulting in multiple sites. In managing the crisis for both the students and staff (the team consists of Social Work and Child and Youth staff and is managed by the Mental Health Lead). This year, there were three losses where the District Compassionate Care Team was deployed.

Elevating Student (& Caregiver) Participation and Leadership in Mental Health Promotion and Stigma Reduction

Student Highlights

- Student Mental Health & Wellness Resource Fair: Mental Health Week & Catholic Education Week, 2023. Co - hosted by Assumption College School- JACK Chapter and Student Support Services. The student body had the opportunity to engage with and receive mental health and well-being resources/information from 14 different community agencies over the lunch hour.
- Junior ACE initiation at Madonna Della Libera: peer mentorship provided by ACS- ACE students.

Parent Engagement Highlights

- RCPIC: Wednesday June 7, 2023, Supporting Mental Health at BHCNDSB.
- Social Media and Online Safety: June 12, 2023. Hosted by St. Basil Parent Council: 11 community mental health agency booths in attendance.
- Newcomer Family Game Night's were hosted by Student Support Services, in partnership with Brantford Immigration Partnership, Immigration Settlement Services and with our English as a Second Language teaching staff. This event gave our community members the opportunity to meet one another while enjoying games, activities, and snacks.

Focus of Professional Learning

School boards employ a variety of disciplines, and the amount of mental health knowledge required by each employee varies. Some roles require an awareness of certain topics, while others require more expert level knowledge. Utilizing a tiered approach to Mental Health literacy, much of the focus of Professional learning pertained to matters of equity and well-being; highlighting our Board theme of 'We are Many, We are One'.

Learning opportunities included Self Regulation, Restorative Practices, Emotion Coaching, Trauma Informed Care: Anti Human Sex Trafficking (expert level knowledge-clinical team), Equitable and Inclusive Classrooms, and Supporting Students who Identify as 2SLGBTQ+

Policy Development

Suicide Administrative Procedure

Suicide, in all levels of intervention (from responding to a suicide attempt, to suicidal ideation or behaviour, or in dealing with suicide postvention) places Catholic educators and other staff, in very emotionally difficult situations. It is important for all staff to recognize warning signs, and all thoughts of suicide must be taken seriously. The Suicide Administrative Procedure was reviewed and revised this year to reflect current best practices.

Anti-Human Sex-Trafficking Policy and Administrative Procedure

Human sex trafficking is one of the fastest growing and most lucrative crimes worldwide. It is predatory and devastatingly damaging to victims, survivors, their families, and communities.

Aligned with Policy/Program Memorandum 166: ***Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocol***, BHCNDSB has developed the Policy to guide staff should they come across any form of human sex trafficking within the schools they are working within. Additionally, the Board collaborated with community partners (PATH) in order to create a community document to support school staff in the navigation of supportive services within the Brant, Haldimand and Norfolk communities to combat sex trafficking.

DEVELOPMENTS

[Mental Health and Well-Being Strategy Plan 2023-26.pdf \(bhncdsb.ca\)](#)

The Mental Health and Well-being Strategy 2023-26 was drafted this past year and is designed to improve the mental health and well-being of the students of the Brant Haldimand Norfolk Catholic District School Board. This strategy is part of a larger Board vision to create safe, healthy, engaging, and inclusive schools, and aims to support the overall Board Improvement Plan for Student Achievement. Guidance and implementation support for the strategy is provided through School Mental Health Ontario (SMHO). The main pillars are:

1. Build Mental Health Literacy and Capacity (in students, staff and caregivers).
2. Implement & Embed Evidence Based Mental Health & Addictions Quality Programming Across the Tiers (for students, staff and caregivers).
3. System Coordination and Pathways to Enhance Collaboration, Including Policies and Procedures.
4. Equity and Support for Specific Populations.

All pillars emphasize the importance of Elevating Student (& Caregiver) Participation and Leadership in Mental Health Promotion and Stigma Reduction.

RECOMMENDATION:

THAT the Committee of the Whole refers the Student Support Services and Mental Health and Well-Being Strategy 2023-26 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

**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: September 19, 2023
Submitted by: Mike McDonald, Director of Education & Secretary

BORROWING RESOLUTION – CAPITAL PRIORITIES
Public Session

BACKGROUND INFORMATION:

Schools and child care centres are integral institutions in our communities. The Ministry of Education is committed to working closely with school boards to ensure infrastructure investments meet the needs of the community and deliver good value for the taxpayers.

The Capital Priority Program, provides school boards with an opportunity to identify and address their most urgent pupil accommodation needs, including:

- accommodation pressures;
- replacing schools in poor condition;
- supporting past consolidation decisions;
- providing facilities for French-language rights holders in under-served areas; and
- creating new licensed child care spaces in schools.

The Brant Haldimand Norfolk Catholic District School Board (the “Board”) has been approved for two capital projects:

- 305-pupil place Catholic Elementary School and Child Care Centre in Caledonia; and
- 1,119-pupil place Catholic Secondary School and Child Care Centre in Brantford

DEVELOPMENTS:

The Ministry of Education funds the costs to build the capital priorities (and land) and transfers funds based on realized costs only twice annually. As a result, of the funding lag, there is a need to provide an interim or bridge loan for the period of construction. The interim financing for these projects is a demand loan from the bank.

The estimated temporary borrowing needs for these projects are:

| | |
|---|---------------------|
| • New Caledonia Catholic Elementary School and Childcare Centre * | \$33,194,700 |
| • New Brantford Catholic Secondary School and Childcare Centre | <u>\$61,175,880</u> |
| Total | \$94,370,580 |

* Joint-Use elementary school with Grand Erie District School Board, where the Board is the banker Board and responsibly for many of the transactions.

RECOMMENDATION:

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

A RESOLUTION AUTHORIZING THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD (THE "BOARD") TO BORROW MONEY PURSUANT TO THE PROVISIONS OF SECTION 247 OF THE EDUCATION ACT (THE "ACT") FOR THE RAISING OF FUNDS TO FINANCE CERTAIN CAPITAL PROJECTS AS MORE PARTICULARLY DESCRIBED IN THIS RESOLUTION, UNTIL CURRENT REVENUE IS RECEIVED.

Whereas:

- A. The Board has receiving funding under the Ministry of Education's 20XX-20XX Capital Priorities Program;
- B. The Board wishes to apply to the Canadian Imperial Bank of Commerce ("CIBC") for a capital loan/line of credit for the purpose of financing the growth-related new school and childcare centre builds and land costs;
- C. The total cost of the related capital projects is within the Board's Debt and Financial Obligation Limit as established by the Ministry of Education and Training;
- D. The interest expense incurred will be repaid to the Board by the Ministry of Education under the 'Allocation for Short-Term Interest Grant'.

THEREFORE, BE IT RESOLVED THAT:

- 1. The Secretary and the Treasurer of the Board are authorized for and on behalf of the Board to borrow \$94,370,580 for growth-related new school and child care centre builds and land costs in accordance with the Act, plus interest.
- 2. The Secretary and the Treasurer of the Board are authorized for and on behalf of the Board to execute and deliver all such documents and to do such other acts and things as may be necessary to give full effect to this resolution.



BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Borrowing Resolution

A RESOLUTION AUTHORIZING THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD (THE "BOARD") TO BORROW MONEY PURSUANT TO THE PROVISIONS OF SECTION 247 OF THE EDUCATION ACT (THE "ACT") FOR THE RAISING OF FUNDS TO FINANCE CERTAIN CAPITAL PROJECTS AS MORE PARTICULARLY DESCRIBED IN THIS RESOLUTION, UNTIL CURRENT REVENUE IS RECEIVED.

Whereas:

- A. The Board is receiving funding under the Ministry of Education's 2021-22 and 2022-23 Capital Priorities Program;
- B. The Board wishes to apply to the Canadian Imperial Bank of Commerce ("CIBC") for a capital loan/line of credit for the purpose of financing the growth-related new school, child care centre builds and land costs;
- C. The total cost of the related capital projects is within the Board's Debt and Financial Obligation Limit as established by the Ministry of Education and Training;
- D. The interest expense incurred will be repaid to the Board by the Ministry of Education under the 'Allocation for Short-Term Interest Grant'.

THEREFORE, BE IT RESOLVED THAT:

1. The Secretary and the Treasurer of the Board are authorized for and on behalf of the Board to borrow \$94,370,580 for growth-related new school, child care centre builds and land costs in accordance with the Act, plus interest.
2. The Secretary and the Treasurer of the Board are authorized for and on behalf of the Board to execute and deliver all such documents, and to do such other acts and things, as may be necessary, to give full effect to this resolution.

We hereby certify that the foregoing is a true and complete copy of a Resolution of the Board in the Province of Ontario, duly passed at a meeting of the Board and that this Resolution is in force and full effect.

Dated this 26th day of September 2023.

Rick Petrella, Chairperson of the Board

Director of Education and Secretary

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Lorrie Temple, Superintendent
Presented to: Board of Trustees
Submitted on: September 19, 2023
Submitted by: Mike McDonald, Director of Education & Secretary

Math Action Plan for 2023-2024

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board is a part of the Ministry of Education's "Taking action in mathematics" plan focused on the improvement of mathematics instruction and assessment, teaching and learning, across K-12. The focus of the Math Action Plan includes the use of multiple, proven, evidence-informed strategies and approaches to address local learning needs in schools. Our board math team, headed by the Superintendent of Education/Math Lead, is to determine board and school priorities in mathematics. In addition, develop, implement, and monitor a Math Achievement Action Plan that includes measurable key performance indicators (KPIs) aligned with each of the priority actions outlined by the Ministry of Education.

The Ministry priorities actions for math are:

1. **Curriculum Fidelity:** ensuring fidelity of the curriculum implementation and use of instructional and assessment practices with a proven track record for enhancing student achievement.
2. **Math Content Knowledge for Teaching:** engaging in ongoing learning to strengthen mathematics content knowledge for educators
3. **Knowing Your Student:** Knowing the mathematics learner (as identified in our Essential Practices)
4. **Measurable Results:** Improvements in Math Achievement: ensuring mathematical tasks, interventions, and supports are relevant and responsive.

DEVELOPMENTS AND RECOMMENDATION:

The BHNCD SB math team consists of the Superintendent of Education/Math Lead; Student Achievement Lead, two math consultants; and two math facilitators. The Ministry identified 12 schools for the board to focus on in their interventions and support, chosen based on EQAO scores from 2021. There are three schools where Grade 3 is the focus and nine schools where Grade 6 is identified as a focus. The math team added our three largest schools as well: St. Basils, St. Joseph and Sacred Heart, Paris.

The Priority Schools as identified by the Ministry of Education are:

| Grade 3 | Grade 6 |
|-----------------------|-----------------------|
| St. Michael, Walsh | St. Cecilia |
| Notre Dame, Brantford | Holy Cross |
| St. Pius | St. Mary's |
| | St Patrick, Brantford |
| | Blessed Sacrament |
| | St Michael, Dunnville |

| | |
|--|--------------------------|
| | Resurrection |
| | St Frances Cabrini |
| | St. Bernard of Clairvaux |

The math facilitators just finished visiting each of the identified schools and their Grades 3 or 6 classrooms to complete a further screener and diagnostic to determine where these current cohorts of students are at. The Student Achievement Lead collected all report card data for the current students in Grades 3 and 6 as well to better inform our intervention and supports for the cycles of learning to occur next. There is a component of the plan involving attendance support as well as professional development across all our schools involving other stakeholders and leaders in the system. In addition, at our monthly AAC meetings there will be a standing numeracy item and dedicated time for math Professional Learning Community work. Ongoing data collection will occur, small group learning cycles and meetings will happen monthly, as well as the sharing of the plan with parents at RCPIC and stakeholders at SEAC are scheduled for later this fall. The plan, including implementation strategies, will be posted shortly on the board website.

To date, we have had two touch point meetings with the Ministry of Education for initial assessment meeting, participated in our first content knowledge webinar, and just finished all the screener/diagnostics for all the identified schools, including the three largest schools in the system. Next steps are to create the interventions and supports to happen across the system including the topics for the cycles of learning, the resources, and what the guidance will look like from our math facilitators.

The Ministry of Education mandates participation in monthly check-ins with the Math Lead and two Ministry representatives as well as monthly full team webinars for learning. Three reports are to be completed in November, March and July that will be brought to the Committee of the Whole as information items.

RECOMMENDATION:

That the Committee of the Whole refers the Math Action Plan for 2023-24 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

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

Prepared by: Lorrie Temple, Phil Wilson, Kevin Greco, Superintendents of Education
Presented to: Committee of the Whole
Submitted on: September, 19, 2023
Submitted by: Mike McDonald, Director of Education & Secretary

SUMMER PROGRAMS UPDATE

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board (BHNCD SB) is committed to supporting students all year round. We offered assorted opportunities, programs, and courses to support student achievement, special education needs, transition, and mental health throughout the summer of 2023.

DEVELOPMENTS:

Camp Blast:

We once again facilitated our in-person Camp Blast program to support students in Grades 1 to 2 with a focus on their literacy skills. The camp ran five days a week from July 10- to July 28, from 9:00 am until 1:00 pm. There was a total of four hours of instruction each day, with a focus on building literacy skills as well as providing opportunities for Daily Physical Activity (DPA), visual arts, and cooperative games. Focus on Youth took part in the program this year establishing mentorships with our educators and to support student learning and engagement. Mental Health information and packages were also shared during camp for both staff and students. Staff also used Minds Up resources to support in the daily sessions with their small student groups. Weekly guests (fire and police department members for example) promoted community involvement and engagement.

In addition, weekly family sessions were held to discuss the instruction and supports available to families in the area of mental health.

We had four sites with over 180 students. CODE (Council of Ontario Directors of Education) (Council of Ontario Directors of Education) funded 2 of the classes and the other 2 classes were funded with literacy funds. The ratio of staff to students was excellent for focused student engagement and instruction time.

For instructional purposes, students were divided into small groups. Pre and post assessments from Phonics Companion were used to create the groupings.

Whole group Phonological awareness was done daily using the Heggerty Program to build on those skills practiced throughout the year in their homeroom classrooms. Reading comprehension was focused on during daily read aloud opportunities as well. Small group time included a focus on structured literacy which included read alouds, writing, and word work as well as explicit instruction on targeted areas.

Literacy instruction for emergent readers focused on phonemic awareness, phonics, and letter/sound identification. The Flyleaf Emergent Reader Series and Phonics Companion was

used as a component of the learning sessions. Communication of Learning reports were completed during the three weeks of camp and were shared with parents/guardians as well as student’s home school in September. These reports also shared observational notes by the educators as well as strengths of the students and opportunities for next steps in learning.

Teacher Professional Development:

Due to the large number of camp teachers who had not experienced in-person Camp BLAST, there was a need to build teacher capacity through PD. Camp teachers participated in a full day of professional development at the CEC. Topics included: Heggerty, Six Shifts Phonics Lessons, Phonics Companion, and Flyleaf Guided Reading program.

Feedback from CODE on our Camp Blast Program:

- It was invaluable that staff developed a baseline assessment on the first day and last day of camp. The results were shared in a “Community of Learning” report that was a summation of SLP growth, shared with parents and in September with the child’s home school teacher. This transfer of information included the pre- and post- scores assessing phonemes, graphemes, blends, and the top 25 words.”
- Your SLP added further support to the plan through speakers, Focus on Youth, established mentorships. The context for this was how you framed student engagement through a number of ways...
- Teachers were trained with new resources that aligned with the new curriculum and the school board Improvement Plan as well. Focus groups provided a different learning setting for students as they may have a schedule of Heggerty, prayer, DPA, read aloud, writing and word work.
- The most important measure of a program is often seen in parent’s words. “Wow! A job well done for you and your team...”
- ...what a pleasure it has been for us to work with your SLP teams over many summers. Indeed, it has been a highlight of our careers in education... summer learning in Brant Haldimand Norfolk Catholic DSB will continue to grow and flourish ... the programs have demonstrated beyond a shadow of a doubt that vulnerable students can make gains in the summer that provide a boost in both academic skills and confidence building. That is how we measure success!

Summer School 2023 Update:

The BHNCDSD offered a robust secondary summer school eLearning and Cooperative Education program in 2023. 1747 students between grades 7 to 12, were enrolled in 20 grade 9 to 12 secondary eLearning credit courses. Out of the 1747 students, 101.5 students were registered in credit recovery and 316 students were registered in Gr. 7 and 8 Reach Ahead. 39 students were enrolled in a two-credit face to face Co-op and 20 students were enrolled in Focus on Youth 1 credit Cooperative Education.

1300.5 eLearning credits were attempted with a 98.4% student achievement rate (1280 credits earned). For Cooperative Education and Focus on Youth Cooperative Education, 99 Credits were attempted with a 94% student achievement rate (93 credits earned)

| Grade / Program | # credits taken | # credits passed |
|----------------------------|------------------------|-------------------------|
| Grade 9 courses eLearning | 251 | 247 |
| Grade 10 courses eLearning | 492 | 486.5 |

| | | |
|---|-------------------------|------------------------|
| Grade 11 courses eLearning | 321 | 316 |
| Grade 12 courses eLearning | 135 | 134 |
| First Time eLearning Credits | 1199 | 1183.5 = 98.5 % |
| 2 Credit Cooperative Education and Focus on Youth 1 Credit Coop | 59 students | 93 |
| 2 Credit Coop and 1 Credit FOY Coop Credits | 99 total credits | 93 = 94% |
| Credit Recovery Grade 9 credits | 43 | 39 |
| Credit Recovery Grade 10 credits | 42.5 | 42.5 |
| Credit Recovery Grade 11 credits | 13 | 12 |
| Credit Recovery Grade 12 credits | 3 | 3 |
| Credit Recovery Credits | 101.5 | 96.5 = 95% |
| TOTAL Credits attempted (eLearning, Credit Recovery, Coop) | 1399.5 | 1373 = 98% |

Focus on Youth (FOY)

The priority of the FOY Program is to provide targeted supports to students who are in-risk. In-risk students who participated in the FOY Program were provided with focused career exploration, employability training, work experience, credit attainment and leadership opportunities that met their unique strengths and needs and supported them in building the skills necessary to transition to adulthood.

This year BHNCDSD offered a variety of workplace/coop opportunities to 20 in-risk students. Students were nominated by four secondary school social workers. 20 students committed to the summer program. 19 students earned one credit and received bursary funding that meet program requirements/goals. In addition, 3 of the 20 participating students returned August 28, 29 and 30 to demonstrate new skills during Grade 9 orientation.

Satellite Campus Summer Focus

29 youth in custody participated in summer school at Satellite campus. Students were extended voice and choice as they selected from 13 credit bearing courses. All 29 students were successful in earning one credit. One student achieved his 30th credit and will Graduate this fall.

Ready, Set, Go

BHNCDSD organized a three-day Grade 9 orientation program for in-risk students transitioning to secondary school. Six teachers developed a collaborative plan to introduce students to secondary school. School specific details were included at each school site. 65 students, across all 3 secondary schools, participated in the three-day program to gain confidence and independence in their new secondary school environment.

All 3 secondary schools offered a Gr.9 Welcome Day on the last day of the RSG program. This day invited all incoming Gr.9's and provided students with an opportunity to familiarize themselves with their lockers, location of classes and transition supports.

Special Education Services

ABA Leads and the Independence Facilitator worked throughout July to provide two programming opportunities for students.

After School Skills Development Program (ASSDP) – Camp Connect

- The Special Education team offered two unique summer camp opportunities for youth to meet same-age peers and participate in activities that encourage social interaction to foster social skills development.
- These Camp Connect opportunities took place in Brantford at Resurrection School.
- Students enrolled in week 1 of the camp were engaged in a variety of activities that fostered social skills development around sportsmanship.
- Broken down goals included: suggesting an activity or idea to a peer, inviting a peer into their group, complimenting others, receiving compliments appropriately, and leaving an interaction appropriately. These activities were designed to provide opportunities for peer interaction, reciprocal conversations, waiting and turn-taking, and developing sportsmanship.
- There were 6 students in this group (Grades 5-7) and included children from Madonna Della Libera, Sacred Heart Paris, Notre Dame Brant, St. Leo, St. Pius, and St. Theresa.
- Students enrolled in week 2 of the camp were engaged in a variety of activities that fostered social skills development through visual arts.
- Broken down goals included: asking a peer for an item, offering an item to a peer, complimenting others, suggesting an activity to a peer, and following pre-established rules in a social context. These activities were designed to provide opportunities for peer interaction, reciprocal conversations, waiting and turn-taking, and developing play skills.
- There were 4 students in this group (Grades 2-4) and included children from Notre Dame Caledonia, Resurrection, St. Pius, and St. Theresa.

Summer Transition Support Program

- Summer Transition support was provided to 3 high needs students transitioning from elementary school to secondary school.
- Transition visits (3 per student) were offered at each location: Holy Trinity, Assumption College, and St. John's College.
- Up to 4 staff were invited to participate in the transition visits, each lasting about one hour.
- Eligible staff included up to two educational assistants, the special education department head, and the itinerant special education resource teacher.
- The ABA Lead and in some cases, Bartimaeus support worker were also present for all visits.
- Visits were designed to allow students to practice traveling to and from school, experience navigating their new school environments, and familiarize themselves with their new supportive staff members.

Bartimaeus Summer Support

Bartimaeus support continued throughout the summer for one student from Sacred Heart Langton and one student from Holy Family in Paris. This home and community-based support was designed to provide continuity of services and supports for the student and family and to continue to build upon the already established gains and goals. They continued to use and model proactive strategies to support challenging behaviours, and worked alongside caregivers

and transitional support staff (during transition visits) on mitigating stress behaviour and escalations by knowing the learner.

In late August, Bartimaeus support was also initiated for a student from St. Bernard of Clairvaux to establish relationships and rapport and to ease the transition between summer vacation and the new academic year for which they will be a part.

Student Support Services and Mental Health Support

Members of the Student Support Service along with several other board staff took advantage of a number of professional learning opportunities to be better prepared to support student wellbeing.

Self-Reg Symposium: The Mehrit Centre

2 Teachers
1 ECE
1 EA
1 Mental Health Lead
1 Child Care and Early Years Coordinator

Self-Reg: Leadership in Schools

1 Vice Principal
1 Mental Health Lead

Self-Reg Certification: Foundations 1

3 EAs (Educational Assistants)
1 Library Technician
6 Teachers

Self-Reg Certification: Foundations 2

2 Teachers

Self-Reg Certification: Foundations 3

1 CYW
1 Teacher

Self-Reg Certification: Building Resilience in Children

1 Senior Social Worker
1 Superintendent

ACT (Acceptance Commitment Therapy) Certification

8 Social Workers
1 Senior Social Worker
1 Superintendent

Certified Trauma and Resilience Specialist in Education

1 Mental Health Lead

The Student Support Services team also investigated several resources to purchase for school teams. The following will be provided to schools to support student wellbeing and achievement:

- *The Third Path* Kits: A Relationship-Based Approach to Well-Being and Achievement for CYWs (Child and Youth Worker) to use in classrooms.

- *School Mental Health Ontario* Resources (English and French)
 - o Social Emotional Learning Posters for Schools
 - o Social Emotional Learning Posters for Students with Special Education Needs
 - o *How to Call Attention to a Harmful Situation* Resource Guide
 - o *One-Call* Desk Reference

To further enhance our current partnership, Student Support Services staff also began collaborating with Woodview on a joint referral path document for students to enhance and streamline pathways to appropriate and timely care.

RECOMMENDATION:

THAT the Committee of the Whole refers the Summer Programs Update Report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

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

Prepared by: Kevin Greco, Superintendent of Education
Presented to: Board of Trustees
Submitted: September 26, 2023
Submitted by: Mike McDonald, Director of Education & Secretary

REMOTE WORK POLICY REPORT
Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board (“the Board”) remains committed to maintaining high performance standards, accountability, service to the community and engendering exceptional employee engagement. As per our Multi-Year Strategic Plan we are also committed to supporting and encouraging a healthy and productive workplace environment for all employees.

At the February 2023 Policy Committee meeting, the Remote Work Policy #300.26 was presented to the Board of trustees but was amended to:

“THAT Brant Haldimand Norfolk Catholic District School Board employees who meet the eligibility criteria, may be able to work remotely one day per week with the latitude of the senior team to adjust if required under extenuating circumstances and allow for exceptions.”

The amended policy was identified as a policy to review at the September 2023 Board Meeting.

DEVELOPMENTS:

The education sector continues to be part of a very competitive job market. The sector has seen unprecedented shortages in many job classifications and Boards are constantly competing for qualified and competent employees who will remain loyal to the organization. The recent surge of flexible work arrangements across all sectors has added another layer to employee recruitment and retention. The research consistently shows that flexible work arrangements rank as one of the most important factors when employees are choosing a company to work for and remain loyal to.

Staff also surveyed the sixteen school boards in the southwest region and all of the boards except for one, have flexible work arrangements for eligible staff of up to two days or more. This includes all of the school boards which directly border the Brant Haldimand Norfolk Catholic District School Board.

In an effort to provide data with regards to the suitability and viability of flexible work arrangements, the Board surveyed staff and supervisors who were eligible to work remotely. The summary results of the survey are as follows: Overall, the feedback on the remote work policy at the Board has been overwhelmingly positive, both from staff and

supervisors. Staff felt they were efficient and productive when working remotely. Generally, the change in work location did not affect staff members' ability to focus or their work output; in fact, some participants reported that working remotely improved their productivity. Staff reported that they have specific goals for what they planned to accomplish on days they work remotely and were usually successful in achieving these goals. Supervisors attest to staff meeting targets each remote day. Staff members did not feel that working remotely impeded or negatively impacted their work.

From the supervisors' perspective, the shift to a hybrid work experience did not adversely impact their ability to manage their team, or the work performance of their team. Supervisors had methods, resources, and tools in place that enabled them to stay connected to staff members when they worked remotely, and to monitor their productivity and output. Many supervisors noted that their expectations for staff members' work performance were consistent regardless of where staff members worked. Supervisors' observations were consistent with staff members' responses, which indicated that work did not suffer from a hybrid work approach. Most supervisors felt members of their team were most productive when they adopted a hybrid work approach, splitting their time working remotely and in the office.

The benefits of having a flexible work arrangement were impactful and experienced by both staff and supervisors. Staff felt that a hybrid work approach kept them motivated, benefited their mental health, and made their work experience more enjoyable. Similarly, supervisors observed improved morale and mental health in their team members. One supervisor discussed macro-level benefits which have a wide impact for the district such as cost savings in mileage and a reduction in the use of sick time.

The results of this consultation on flexible work arrangements indicate that the implementation of the remote work policy was associated with many benefits to staff and supervisors and did not negatively impact individuals' ability to fulfil their work responsibilities. In some cases, having the ability to work remotely for a portion of the week resulted in benefits to Staff mental health and improvement in morale, as well as improvements to productivity. The findings of this consultation are consistent with research on remote and hybrid work that has been conducted during and following the COVID-19 pandemic (McPhail et al., 2023).

There are also financial costs for employee turnover. There are 'hard' and 'soft' costs for any position that is vacated and must be filled.

Hard Costs are fairly consistent for most companies and can include:

- Administrative processing of an employee's departure
- Vacation and other payouts
- Advertising and recruitment to find a replacement
- Interviewing and testing of candidates
- Orientation and training of new hires.

Soft Costs that have an impact are sometimes harder to see include things such as:

- Lower productivity of the employee while waiting to depart
- Lower productivity of the supervisor and employees who must cover the job responsibilities until the departing employee is replaced
- Time spent in training the new hire

- Lowered department moral because of employee turnover
- Lowered productivity because of a high employee turnover
- Lower department productivity because of lack on continuity

A typical entry-level employee turnover cost is between 30% and 50% of their annual salary to replace. A mid-level employee turnover cost can be up to 150% of their annual salary to replace. For example, an entry-level employee earns \$35,000 annually. Hiring a replacement would cost approximately \$10,500 – \$17,500. These costs are exponential meaning that the more employees who vacate their position, the higher the cost and a greater impact on the department's productivity.

While working remotely, all staff are subject to this Policy and Administrative Procedure and all other applicable Board Polices and Administrative Procedures and Legislation. Employees engaged in flexible arrangements will be responsible for safeguarding confidentiality, integrity, and availability of board information in their possession.

Therefore, based on the data provided through the survey and the desire to remain competitive to our educational counterpart's, Senior Administration recommend that the Board of Trustees amend the Remote Work Policy #300.26 to Remote work arrangements shall not be undertaken on an ad hoc basis. Except in extenuating circumstances, employees authorized to work remotely shall be limited to a maximum of two (2) scheduled days per week for remote work arrangements and shall commit to that work schedule.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board amends the Remote Work Policy #300.26 to; Remote work arrangements shall not be undertaken on an ad hoc basis. Except in extenuating circumstances, employees authorized to work remotely shall be limited to a maximum of two (2) scheduled days per week for remote work arrangements and shall commit to that work schedule.



Remote Work Experiences

Consultation with Staff and Supervisors

DR. THANH-THANH TIEU, RESEARCH ASSOCIATE

September 14, 2023

In February 2023, the Board approved the Remote Work Policy #300.26, which provided staff with an opportunity to work remotely one day a week, as outlined in the policy. To determine the impact of the Remote Work Policy, a consultation was conducted with staff and supervisors in August 2023. Two surveys were created:

- A **staff survey** which asked participants about their personal experiences of working remotely.
- A **supervisor survey** which asked supervisors about their experiences managing a team of individuals who work remotely for a portion of week.

This report shares the results of these two consultation surveys.

CONSULTATION PROCESS

To gain a fulsome understanding of the implications of the Remote Work Policy, two surveys were created, one for staff which asked participants questions about their experiences with working remotely, and one survey for supervisors to understand their experiences with managing a team of individuals who worked remotely one day a week. Individuals who work in a supervisory role may have completed both surveys to provide their perspective as a worker and as a supervisor.

Survey questions were developed through recent extant research on remote work, review of the Remote Work Policy, and consultation with the Director of Education. Staff who are eligible to work remotely were emailed a link to the online survey. Participation was voluntary and all responses were anonymous and confidential, with only aggregated group level data presented below.

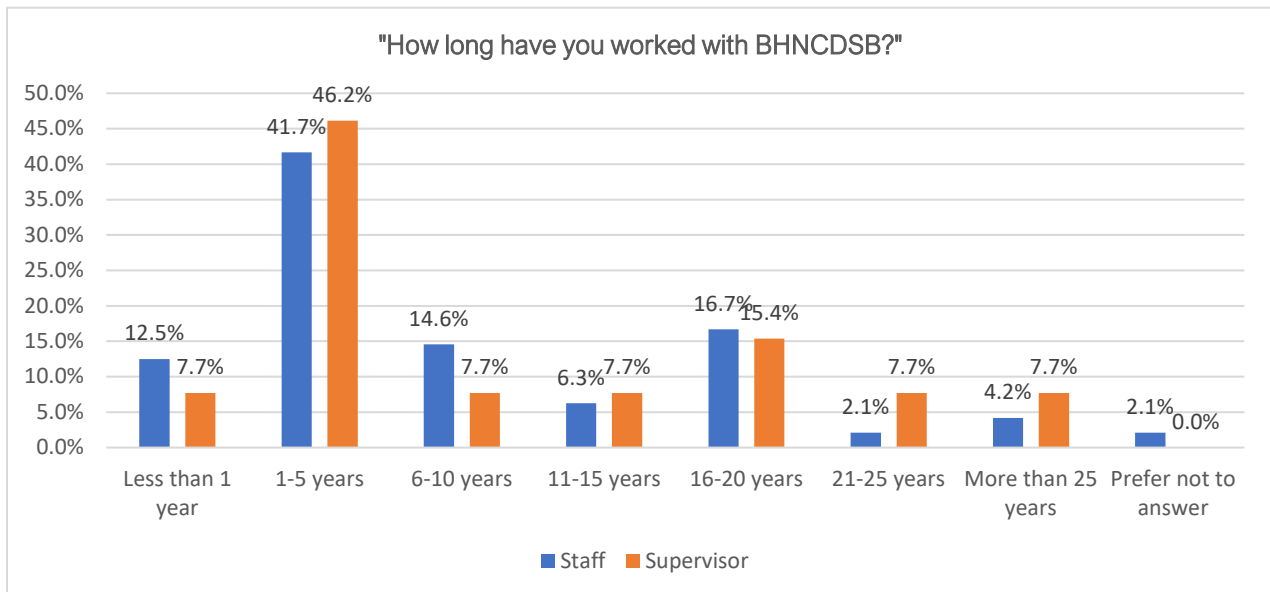
PARTICIPATION

Of the 67 participants who were invited to participate in the remote work staff consultation, 48 participants completed the Remote Work Consultation and Evaluation **Staff Survey** (71.6%).

There were 13 participants who completed the Remote Work and Consultation **Supervisor Survey**.

LENGTH OF EMPLOYMENT

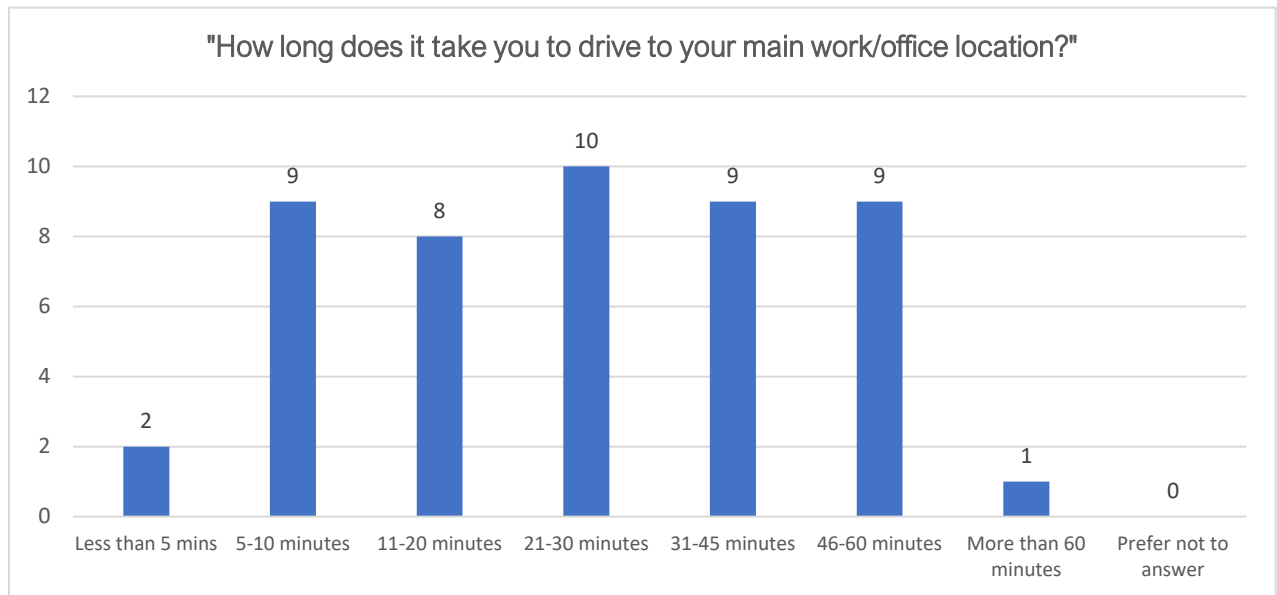
Participants were asked how long they have worked at the Board. The graph below shows the distribution of staff and supervisors by number of years worked.



STAFF SURVEY

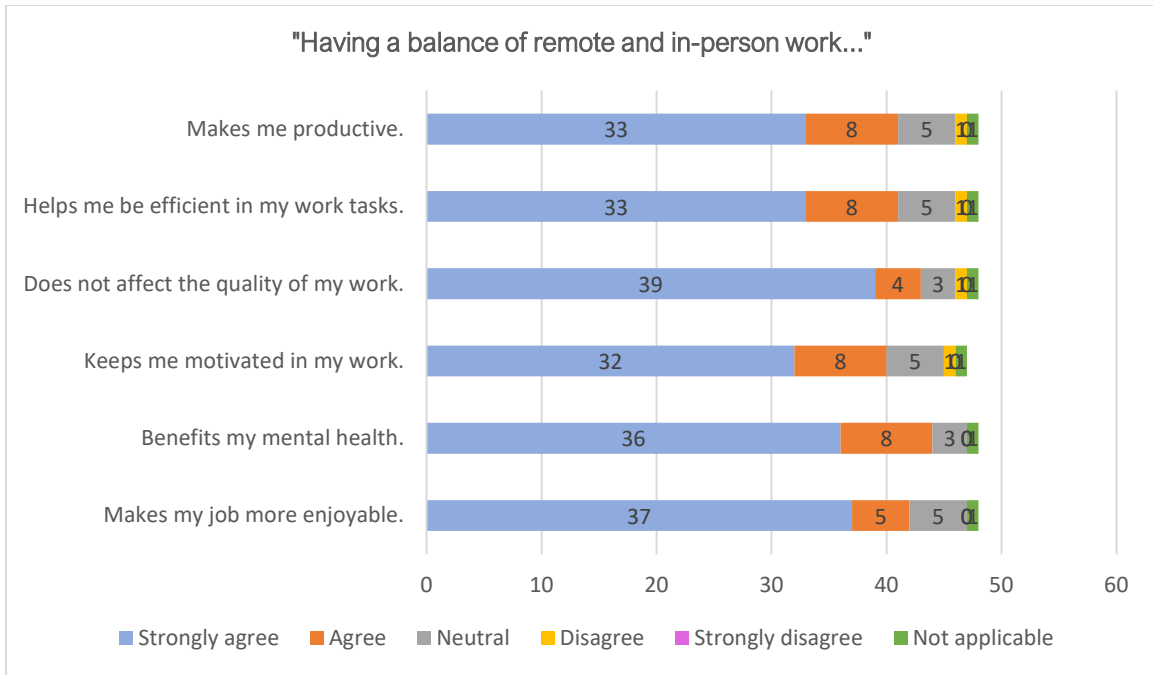
Commute Time

Staff were asked how long it takes them to drive to their main work location. Participants were provided with a range of drive times as response options. The results show roughly equal proportions of staff driving 5-10 minutes, 11-20 minutes, 21-30 minutes, 31-45 minutes, and 46-60 minutes. Only one participant reported driving more than one hour to their main work location.



Balance of Remote and In-Person Work Environments

Staff were provided with a list of perspectives about hybrid working, where they split their time working remotely and in the office. They were asked to provide their agreement to a list of statements, along a 5-point scale ranging from strongly agree to strongly disagree. Participants could also respond “not applicable”.



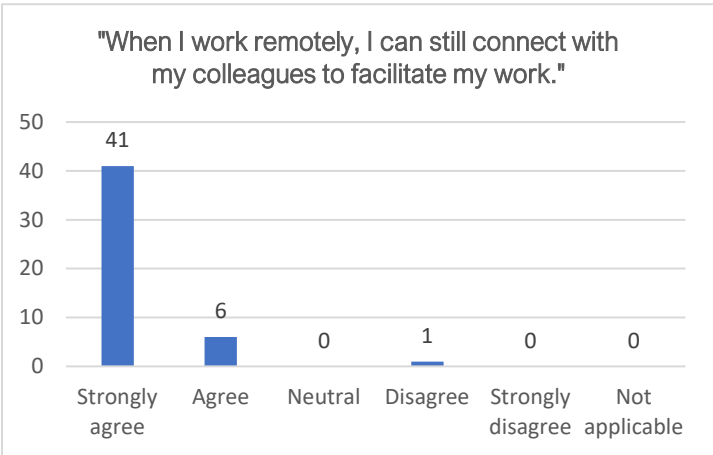
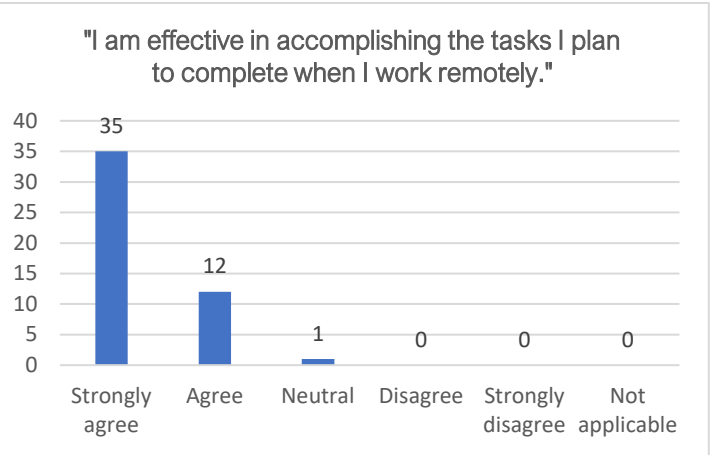
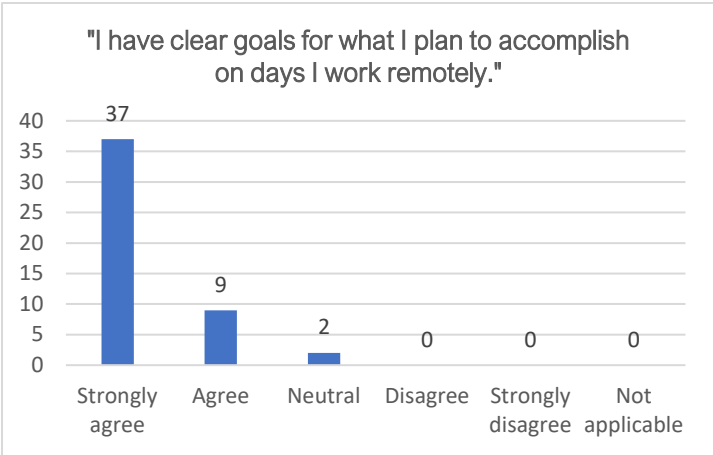
Participants' responses to these statements were overwhelmingly positive. Staff reported that they felt more productive and efficient being able to work remotely for a portion of the week. A total of 89.6% of participants felt that the quality of their work was not impacted by a hybrid work environment. Most participants reported that the hybrid approach was beneficial to their mental health (91.7%) and made their job more enjoyable (87.5%); it is important to note that none of the participants disagreed with these two statements.

Challenges of Remote Work

Several challenges related to remote work were identified, and questions were developed to gain insight into whether these challenges were experienced by staff at BHNCD SB faced when they were working remotely.

Work Planning

Staff were asked questions about their experiences with work planning when they worked remotely. Questions were asked about goal setting, accomplishing tasks, and collaborating with colleagues.

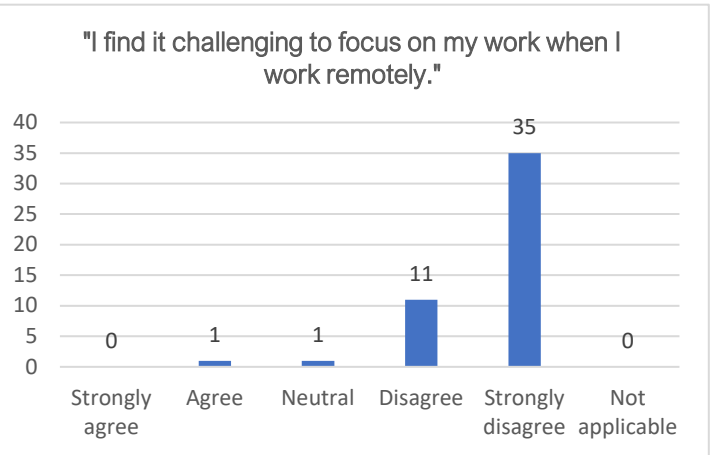
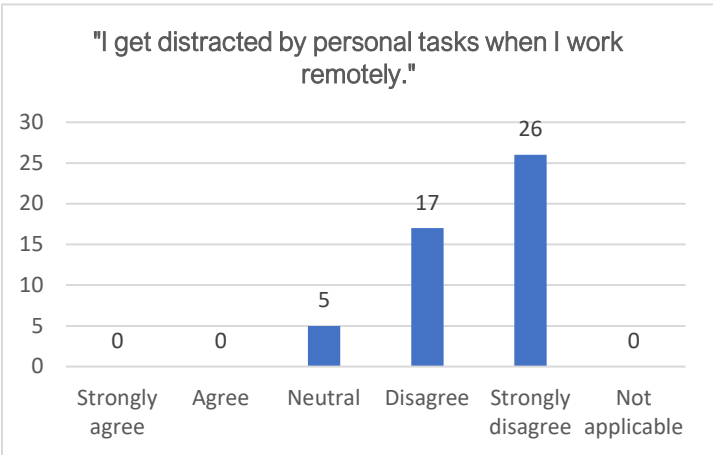


Overall, most participants responded with strong agreement to statements about work planning when working remotely. Staff had clear goals for what they planned to accomplish, were effective in completing work, and were able to connect with their colleagues as needed for their work.

Together these results suggest that staff tend to approach their remote work in a mindful fashion. They reported having a plan for what they will accomplish when working remotely, and generally feel they are effective in completing the work they have planned. Staff also reported that they can collaborate with others when working remotely.

Staying on Task

Another challenge with remote work that is often raised as a concern is an individual's ability to stay focused to complete their work. Two questions examined this theme; both questions were worded in the reverse direction.

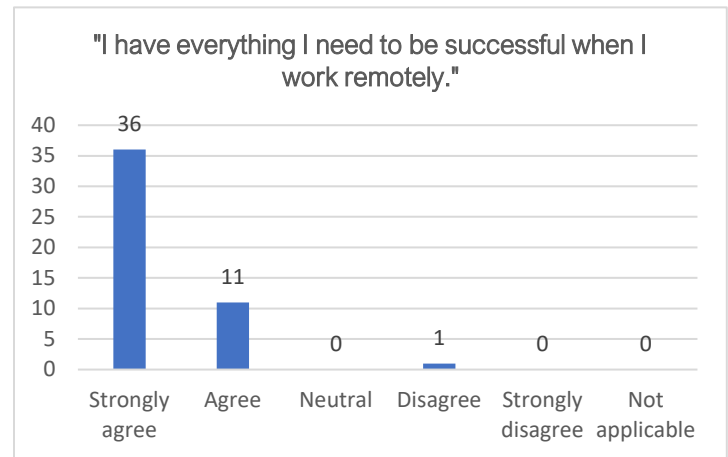


Participants' responses to these questions indicate that staff felt they were able to stay on task when working remotely. Most participants felt they did not get distracted by personal tasks (89.6%) and did not have trouble staying focused on their work (95.8%).

Preparedness

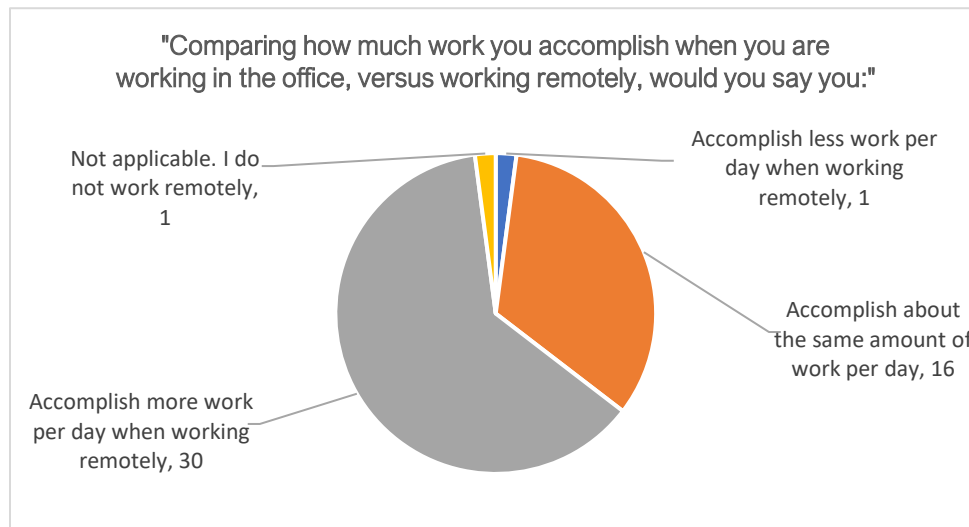
One question was included in the survey to examine the extent to which staff felt prepared when they worked remotely. Participants were asked whether they felt they had everything they needed to be successful.

Almost all participants reported that they felt they had everything they needed to be successful (97.9%). Only one participant disagreed with the question, indicating that this individual did not feel they had what they needed to be productive when working remotely.

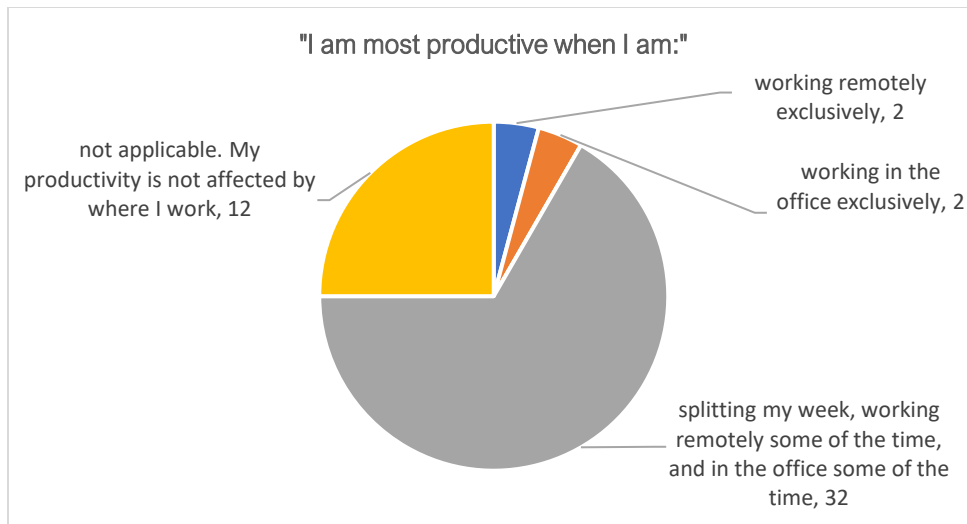


Working a Hybrid Schedule

To better understand how staff balanced working in the office and working remotely, two questions asked participants to compare their experiences with these two modes of work.



When participants were asked to compare how much work they completed when working remotely versus when working in the office, there was only one individual for whom working remotely was related to less work being completed. By comparison, 62.5% of participants reported that they accomplished more work per day when they worked remotely. One third of the participants (33.3%) felt they completed the same amount of work per day when comparing working in the office versus working remotely. One participant reported that they did not work remotely.

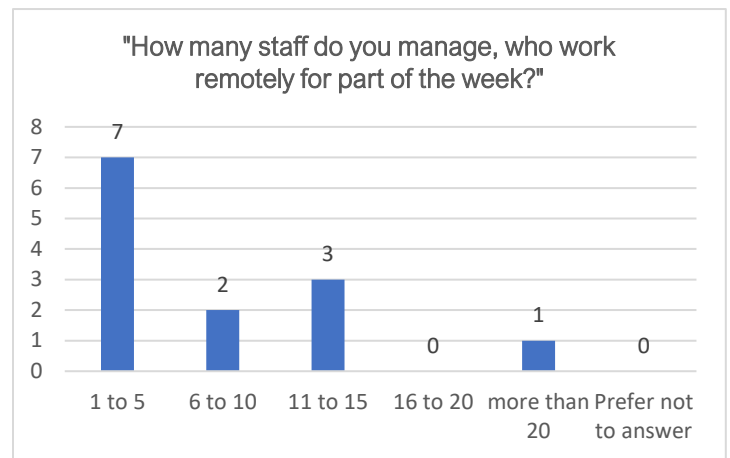
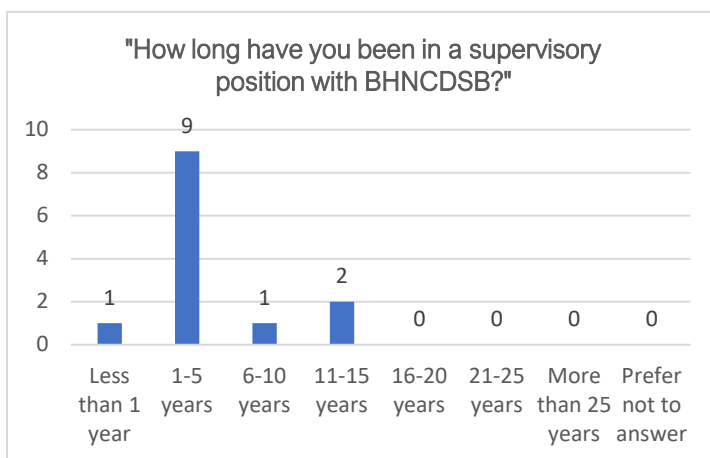


Participants were asked to consider the work environment that allowed them to be most productive. The majority of participants (66.7%) felt they were most productive when they could split their work week, working remotely and in the office. One quarter of the participants (25.0%) felt their productivity was not affected by where they worked. Lastly, there were two participants (4.2%) who felt most productive when they worked exclusively at the office, and two participants (4.2%) who felt most productive when working remotely.

SUPERVISOR SURVEY

The goal of the Supervisor Survey was to understand the experiences of supervisors who managed employees working remotely one day a week. Managing a team with staff who had adopted a hybrid approach to work could bring unique challenges. Questions were developed to gain insight into whether aspects of the remote work policy were impacting supervisors' ability to manage their team.

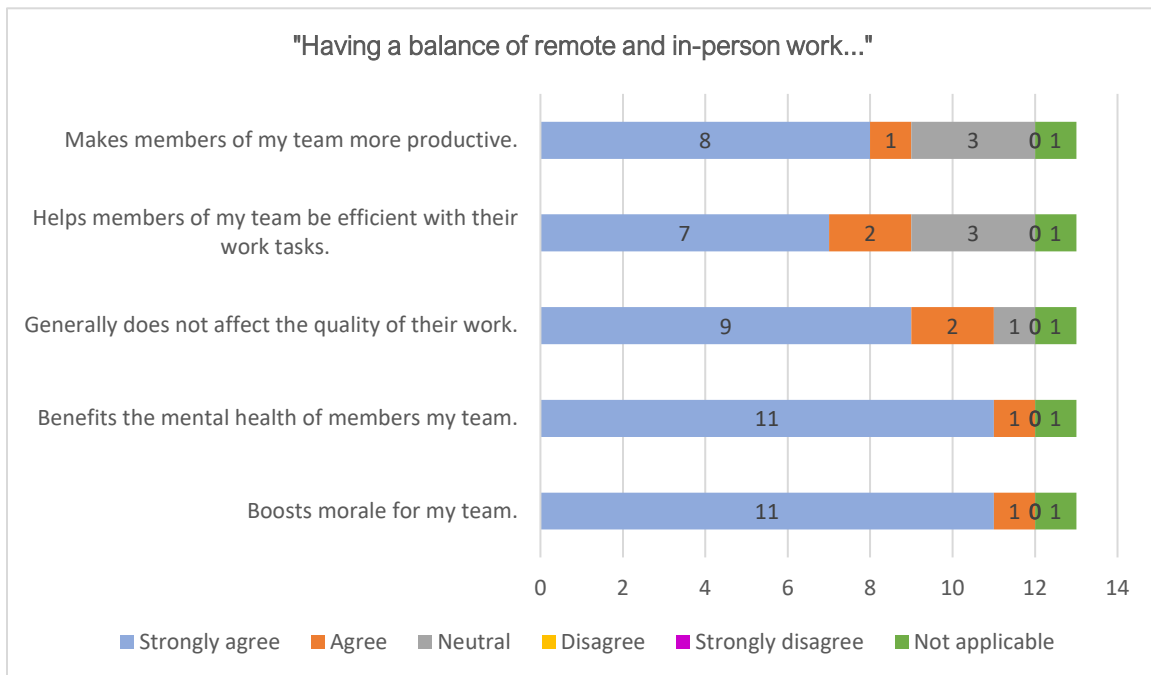
Supervisors were asked how long they had been in a supervisory position with BHNCD SB. Most supervisors (69.2%) have been with the Board for 1-5 years.



Most supervisors, 53.8% managed between 1 to 5 staff members who worked remotely for part of the week. One supervisor reported that they managed more than 20 staff members who adopted a hybrid approach to their work setting.

Balance of Remote and In-Person Work Environments

Supervisors were provided with a list of factors that could be influenced by hybrid working, where staff split their time working remotely and in-person. Participants were asked to indicate their agreement to each statement along a 5-point scale ranging from strongly agree to strongly disagree.



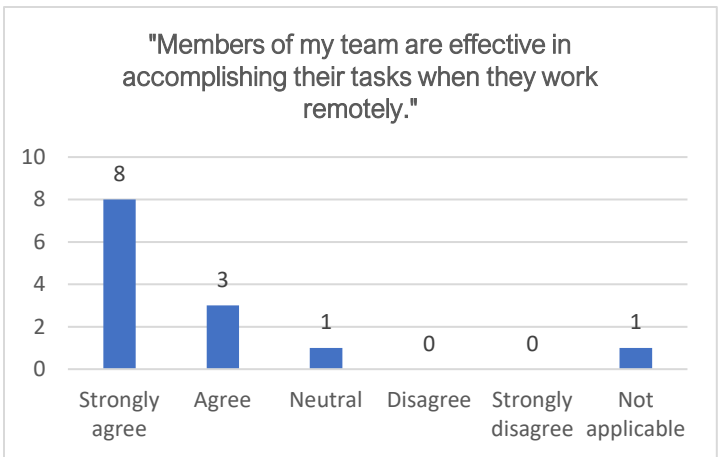
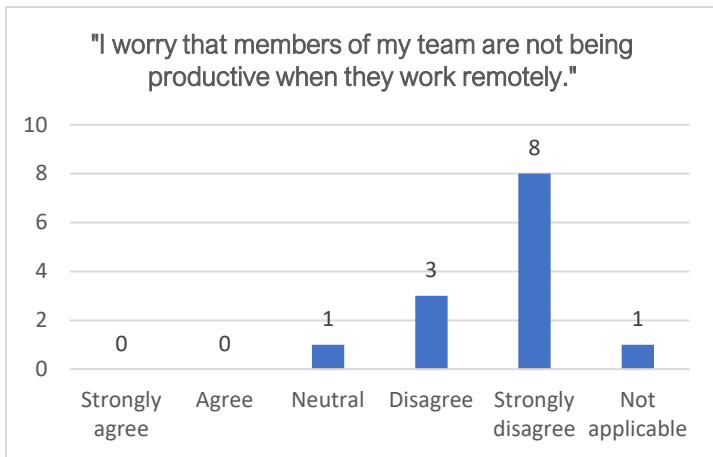
The supervisors’ responses to these statements were positive. Most supervisors “strongly agreed” or “agreed” to all the statements. All supervisors felt that the balance of remote and in-person work was a benefit to the staff’s mental health and helped to boost morale. Regarding work performance, most supervisors (84.6%) reported that a hybrid approach did not affect the quality of the work completed by the staff, made staff more productive, and helped staff be efficient with their work.

Challenges of Supervising a Team within a Hybrid Work Context

Questions that examined challenges which could arise with supervising staff who work remotely for a portion of the week included: productivity, efficiency, and impact on collaboration and supervision. Two open-ended questions asked supervisors to discuss how they monitored the productivity, efficiency, and accountability of their staff members.

Productivity & Efficiency

Supervisors were asked to rate the extent to which they worried about the productivity of their staff when they were working remotely. Responses indicated that supervisors were not concerned about productivity when staff members worked remotely, with 84.6% (11/13) responding “disagree” or “strongly disagree” to this question.

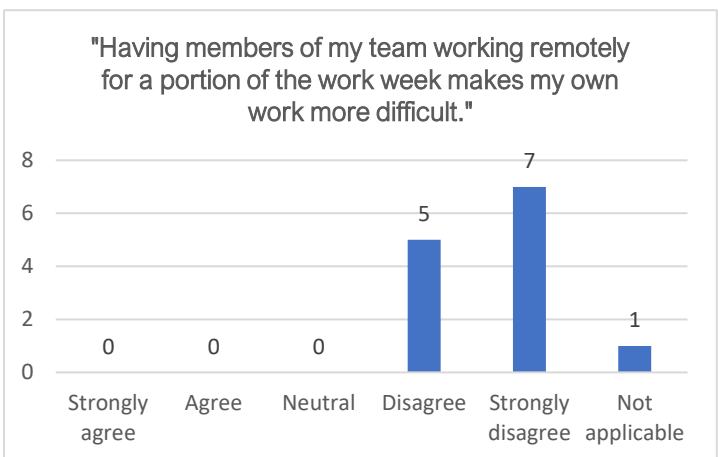
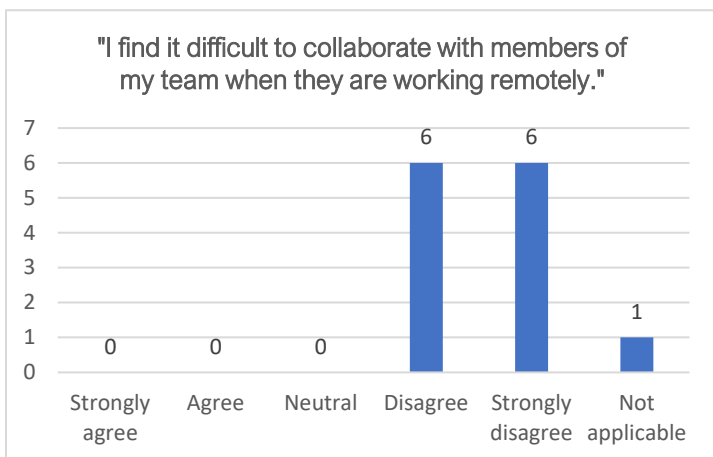


Supervisors also reported that members of their team were able to effectively accomplish their tasks when they worked remotely, with 84.6% (11/13) responding “strongly agree” and “agree” to the question.

Impact on Supervisors

Two questions sought to examine the impact that remote work had on supervisors’ ability to complete certain functions of their role. Their responses indicate no concerns related to working in collaboration with staff who were working remotely, or any added burden to their workload.

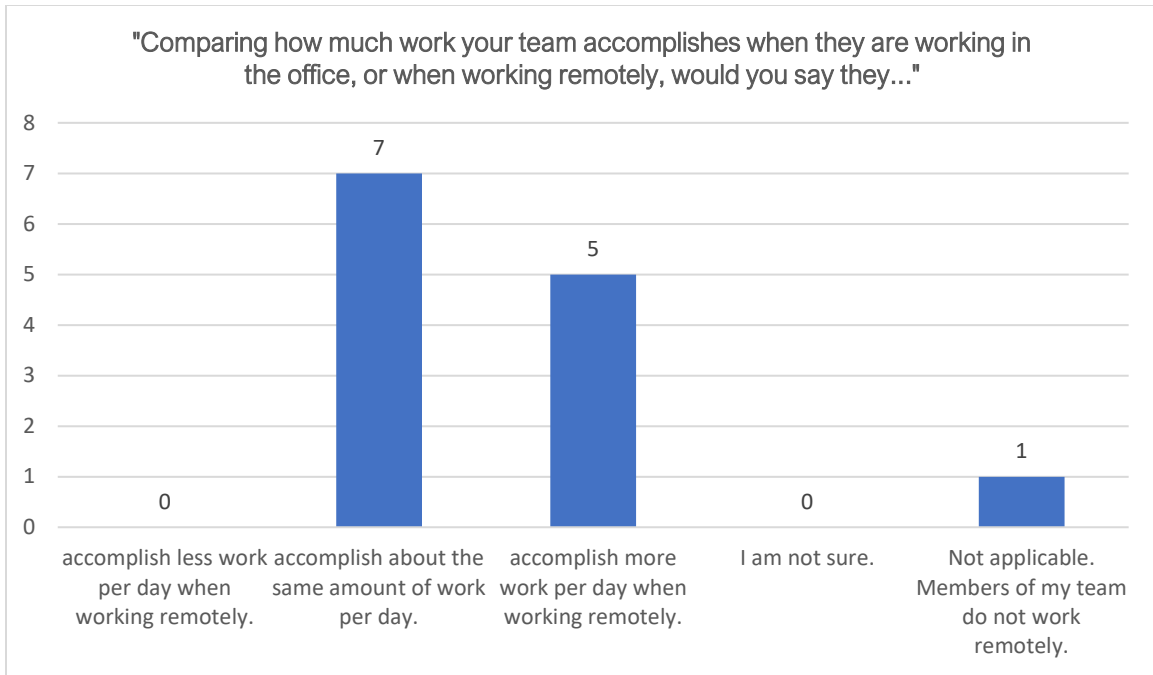
Supervisors reported little difficulty with collaborating with members of their team while they were working remotely; 92.3% of the participants “strongly disagreed” or “disagreed” with the statement: “I find it difficult to collaborate with members of my team when they are working remotely”. The remaining participant responded that the question was “not applicable” to them.



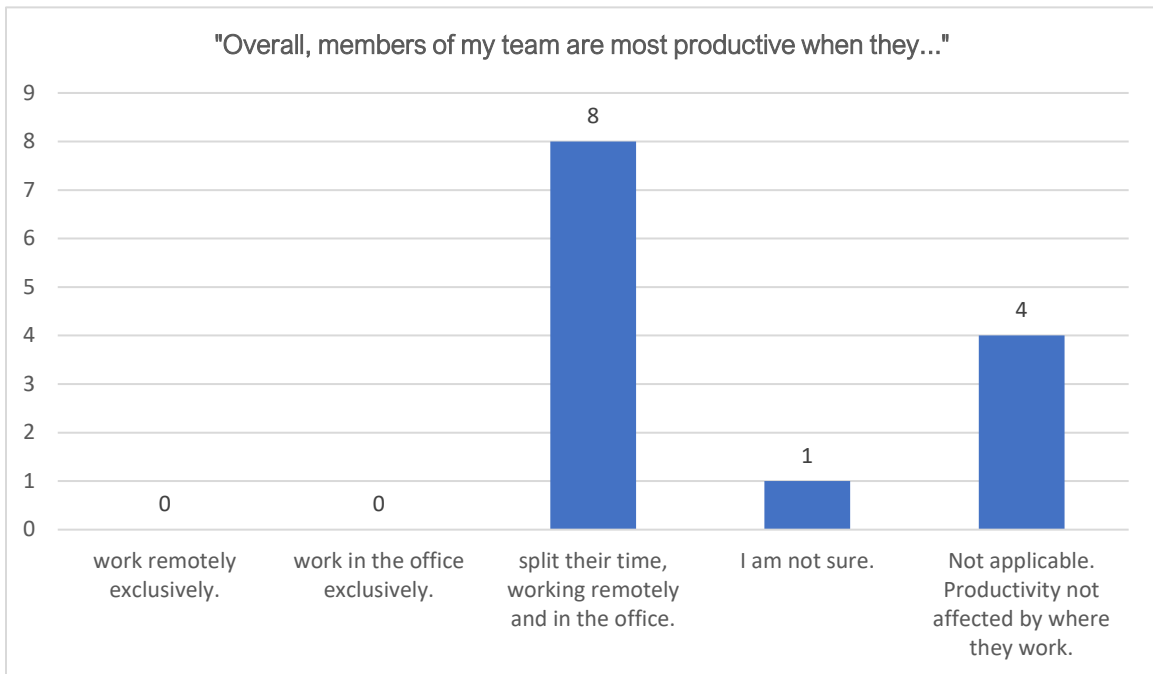
Similarly, all but one supervisor (92.3%) responded “strongly disagree” or “disagree” that their own work was more difficult because members of their team were working remotely for a portion of the week, suggesting that their work had not been adversely impacted.

Supervisors’ Assessment

Supervisors’ assessment of how their team was functioning in a hybrid work environment was explored through two questions. One question asked about the amount of work staff completed when they were working remotely, compared to when they were in the office.



Supervisors' responses to this question are supportive of hybrid work. The supervisors reported that staff members either accomplished the same amount of work per day (53.8%) or accomplished more per day (38.5%) when working remotely compared to working in the office.



This support of a hybrid approach to work was reinforced by supervisors' assessment of their staff members' efficiency. Most supervisors (61.5%) reported that members of their team were most productive when they "split their time, working remotely some of the time, and in the office some of the time". Meanwhile, four supervisors (30.8%) felt the productivity of their staff was not influenced by where they worked.

Two open-ended questions asked supervisors to provide insight into the methods and tools they used to ensure staff members were working efficiently, productively, and with accountability when working remotely. Supervisors were asked to:

“Please list ways you measure productivity when a staff member is working remotely.”

and

“Please list the measures you have in place to ensure efficiency, accountability, and productivity when staff are working remotely.”

There was replication and crossover in how supervisors answered these two questions. As a result, their answers to both questions are presented together below organized into the dominant themes found.

There were three main themes raised by the supervisors which outline their approach to measuring productivity for their staff who engage in hybrid work: assessment of work, communication, and supervision. Supervisors also identified what tools and resources they used to aid in their supervision of staff members who were working remotely. Comments were also offered by supervisors which touched on themes of trust and the work ethic of their team members, as well as the benefits of a hybrid work approach for staff and the Board.

Assessing Work

Supervisors would assess the work staff members completed to ensure quality in general, and in particular, some supervisors compared the quality of the work produced while staff worked remotely with the quality of the work produced in the office. Supervisors would also measure how long it would take for staff members to complete the same type of work when working remotely versus in the office. Some supervisors would set goals for staff and monitor progress toward achievement. For some Supervisors, the work their staff members complete is driven by deadlines, making it easy to assess success. One Supervisor noted that regardless of where staff worked, *“the work gets done”*.

Communication

Communication was an important aspect of assessing staff members’ productivity. Specifically, supervisors would observe how quickly their team members responded to email, Microsoft Teams chat messages, and phone calls. Supervisors also made note of whether staff members attended meetings virtually when they were working remotely. Knowing that staff members were responsive and available for contact while they worked remotely was an important factor for supervisors.

Supervision

To ensure smooth provision of service and support, supervisors noted that they would schedule remote working days with their team members to ensure full coverage in the office; for example, they would confirm that there would always be at least one person available on site. Some supervisors would review work plans with their team members and discuss which tasks made sense to be completed remotely versus in the office.

Several Supervisors noted that their approach to supervising their staff did not change based on their work location; they had the same expectations for work and engagement whether individuals were working remotely or in the office. Regular team and individual meetings as well as check-ins were used to help support supervision.

Tools and Resources

Several computer programs were identified as helpful tools in staying connected to and supervising staff members while working remotely. Microsoft Teams was mentioned by multiple participants. Supervisors said seeing staff members' status was helpful, with the expectation they would be set to "available", indicating staff were working on their computers. The chat function and the virtual meeting function on Teams provided methods of communication, along with phone calls. Sharing calendars through Microsoft Outlook and schedules helped supervisors understand how staff members were using their time, with one supervisor noting their team used Microsoft Planner to assign and monitor completion of tasks that made up larger projects. Some departments have their own software that helps with monitoring work completed, such as the IT ticketing system.

Trust and Work Ethic

One supervisor noted that their staff have a "significant level of autonomy" in their work and reach out for direction or support when needed. This observation implies a level of trust between the supervisor and their team that facilitates a positive work climate.

It was noted by one supervisor that the privilege of working remotely was one that staff members greatly valued, and as such, they observed that staff members were diligent and worked harder to demonstrate their accountability while working from home because they did not want to lose this important opportunity.

Benefits of a Hybrid Work Approach

One supervisor provided observations about benefits they believe come with a hybrid work approach, which bear recognition. This participant noted that staff are better able to focus on their work when they work remotely as there are fewer disruptions which are typically associated with working in the office. Another point was the savings that come with remote work, both in terms of resources, cost, and time. One example provided was the reduction in costs associated with mileage for approved work-related travel. Also, staff who were sick would choose to work from home rather than take a sick day, or sick leave. This supervisor noticed that staff were happy and engaged when they were briefly permitted to work remotely two days a week. When they were required to shift back to one day per week, this participant noticed a drop in morale with staff members less inclined to go above and beyond.

This participant noted that during the pandemic lockdown the Board was successful in providing all services without disruption. They observed that this supports the notion that work does not always have to be completed at a central work location; staff members can be successful when working remotely.

SUMMARY OF FINDINGS

Overall, the feedback on the remote work policy at BHNCD SB has been overwhelmingly positive, both from staff and supervisors. Staff felt they were efficient and productive when working remotely. Generally, the change in work location did not affect staff members' ability to focus or their work output; in fact, some participants reported that working remotely improved their productivity. Staff reported that they had goals for what they planned to accomplish on days they work remotely and were usually successful in achieving these goals. Staff members did not feel that working remotely impeded or negatively impacted their work.

From the supervisors' perspective, the shift to a hybrid work experience did not adversely impact their ability to manage their team, or the work performance of their team. Supervisors had methods, resources, and tools in place that enabled them to stay connected to staff members when they worked remotely, and to monitor their productivity and output. Many supervisors noted that their expectations for staff members' work performance were consistent regardless of where staff members worked. Supervisors' observations were consistent with staff

members' responses, which indicated that work did not suffer from a hybrid work approach. Most supervisors felt members of their team were most productive when they adopted a hybrid work approach, splitting their time working remotely and in the office.

The benefits of having the option to work remotely for a portion of the week were impactful and experienced by both staff and supervisors. Staff felt that a hybrid work approach kept them motivated, benefited their mental health, and made their work experience more enjoyable. Similarly, supervisors observed improved morale and mental health in their team members. One supervisor discussed macro-level benefits which have a wide impact for the District such as cost savings in mileage and a reduction in the use of sick time.

The results of this consultation on remote work indicate that the implementation of the remote work policy was associated with many benefits to Staff and Supervisors and did not negatively impact individuals' ability to fulfil their work responsibilities. In some cases, having the ability to work remotely for a portion of the week resulted in benefits to Staff mental health and improvement in morale, as well as improvements to productivity. The findings of this consultation are consistent with research on remote and hybrid work that has been conducted during and following the COVID-19 pandemic (McPhail et al., 2023).

REFERENCE

McPhail, R., Chan, X. W. C., May, R., & Wilkinson, A. (2023, June). Post-COVID remote working and its impact on people, productivity, and the planet: An exploratory scope review. *The International Journal of Human Resource Management*. <https://doi.org/10.1080/09585192.2023.2221385>



Remote Work #300.26

| | |
|-------------------------------|-------------------------|
| Adopted: | February 28, 2023 |
| Last Reviewed/Revised: | N/A |
| Responsibility: | Human Resource Services |
| Next Scheduled Review: | June 2027 |

Policy Statement

The Brant Haldimand Norfolk Catholic District School Board (the “Board”) recognizes the potential benefits that a work arrangement combining remote and on-site work can bring to both the employee and the Board. With the philosophy of maintaining high performance standards, accountability, service to the community and engendering exceptional employee engagement, this Policy and Administrative Procedure is intended to address the remote working aspect of flexible working arrangement by providing guidance on remote working.

Application and Scope

This Administrative Procedure applies in a broad sense to all employees as is recognized that not all jobs can be performed remotely or are suitable in all situations for remote working, and it is therefore expected that before remote working can be applied, it must satisfy the requirements outlined within the Administrative Procedure.

Employees may request or be required by the Board to perform their duties remotely, as applicable to their role, on a temporary or continuous basis. In general, staff working within schools and/or working directly with students would not be eligible for remote work arrangements. (e.g., front line, student, or client-facing)

To engage in remote work, employees shall enter into a Remote Work Agreement with the employer that details an employment arrangement in which an employee conducts their work at an alternate work location, including the employee’s residence, rather than at their regular board location.

When working remotely, all staff shall be subject to this Policy and Administrative Procedure and all other applicable Board Policies and Administrative Procedures and Legislation.

Employees engaged in remote work will be responsible for safeguarding the confidentiality, integrity, and availability of board information in their possession.

References

- [Policy 300.01.P Workplace Harassment](#)
- [Policy 300.16.P Health & Safety](#)
- [Policy 300.17.P - Professional Standards and Conflict of Interest](#)
- [Policy 300.19 Progressive Discipline \(Employees\)](#)
- [Policy 300.20.P - Workplace Violence Prevention](#)
- [Policy 400.13.P - Records and Information Management](#)
- [Policy 600.01.P - Electronic Communications and Social Media Use](#)
- [Policy 600.02.P - Information and Communications Technology Use](#)
- [Accessibility for Ontario with Disabilities Act, 2005](#)
- [Employment Standards Act](#)
- [Human Rights Code of Ontario](#)
- [Occupational Health and Safety Act](#)
- [Workplace Safety and Insurance Act](#)
- [Administrative Procedure OPS 400.18.AP - Electronic Monitoring.pdf](#)
- [Bill 27, Working for Workers Act, 2021](#)



- [OECTA Secondary Collective Agreement](#)
- [OECTA Elementary Collective Agreement](#)
- [OECTA Occasional Teacher Collective Agreement](#)
- [OSSTF – PSS Collective Agreement](#)
- [OSSTF – ESS Collective Agreement](#)
- [OSSTF – ECE Collective Agreement](#)
- [Elementary and Secondary Principals/Vice-Principals Terms and Conditions of Employment](#)
- [Administrative/Non-Union Terms and Conditions of Employment](#)

Forms

- [HRS 300.26.F01 - Remote Workspace Self-Assessment Checklist.pdf](#)
- [HRS 300.26.F02 - Remote Working Agreement.pdf](#)

Appendices

- N/A

Definitions

Remote working: refers to a voluntary work arrangement, approved by the Board, whereby the employee conducts some of their work at an off-site location.

Normal Working Hours: refers to the regular work arrangement typically followed by employees in order to fulfill their work responsibilities and/or as set out in collective agreements or terms and conditions of employment as applicable.

Administration Procedures

These Administrative Procedures and related supporting documents outline the broad expectations for the Board and employees around remote work including:

- Terms of participation and eligibility requirements
- Accountability and evaluation
- Guidelines and requirements – which include legal rights and obligations, security and confidentiality, work performance and other related conditions

1. Preamble

- 1.1. Not all jobs are appropriate for remote working arrangements. The nature of the employee's role shall determine whether remote work is a feasible option. Some roles (e.g., reception, student, or client-facing) cannot be performed from a remote work location and will not be considered suitable for this remote work arrangement option outside of certain exceptional circumstances (e.g., inclement weather, public health orders, other emergencies).
- 1.2. Staff who work remotely will be available to attend or access any Board site or function if the necessity arises. An employee's supervisor has the right to recall an employee working remotely to an on-site meeting or event as required. In the event of an emergency, employees working remotely may be called upon to attend or access a Board site within a reasonable amount of time upon notification.
- 1.3. When working remotely, all staff shall be subject to this Policy and Administrative Procedure.
- 1.4. A successful remote work program relies on mutual trust between employees and administration.



- 1.5. *Remote Work Agreements* are outside of extenuating circumstances such as Public Health orders or other legislated emergencies. Critical situations are an unexpected, undefined and an evolving situation that forces all employees or a large percentage of employees to work from home or some other location. Remote working in critical situations may be mandatory as opposed to optional. Such situations are temporary by nature and temporary remote working arrangements are understood not to alter the nature or typical working arrangements of any job. Critical situations may require remote work to be performed even for jobs that might not otherwise be suited for remote work. In these situations, this Administrative Procedure will apply to all employees.

2. Principles Governing Remote Work

- 2.1. Remote working arrangements are voluntary, and employees may request to perform some of their duties remotely, as applicable to the specific role. Unless required to do so in critical situations, employees are not required to participate in remote working arrangements.
- 2.2. The applicable supervisory officer or manager will determine role eligibility for remote work based on (1) job description of the role, (2) performance expectations, and (3) the ability to carry out job responsibilities remotely.
- 2.3. For a role to be eligible for remote work, the resources required by the employee to perform their job must be easily transferable or available in electronic format.
- 2.4. Remote work arrangements shall not be undertaken on an ad hoc basis. Except in extenuating circumstances, employees authorized to work remotely shall be limited to a maximum of one (1) scheduled day per week for remote work arrangements and shall commit to that work schedule.
- 2.5. No employee may request to work remotely on both a Monday and a Friday.
- 2.6. There will be no additional remote working days offered in lieu of an employee's remote working day(s) that may fall on a statutory holiday, mandatory closure day or if the employee is recalled to the worksite for any reason.
- 2.7. When scheduling remote working days, no department shall have more than 50% of employees working remotely on any given day.
- 2.8. The appropriate supervisory officer or manager shall schedule remote working days for employees for eligible roles to ensure continued high levels of service to the Board community. Such schedules are dependent on operational needs and may not be able to accommodate individual employee's requested remote working days. All parties must be flexible in scheduling remote working days.
- 2.9. When enacted, the work agreement shall be documented through a *Remote Working Agreement* (HRS.300.26.F02) between the employee and the Board.
- 2.10. The supervisory officer or manager may modify or revoke remote work arrangements at anytime with reasonable notice to the employee, where possible.
- 2.11. Employees shall not have any expectation that a role previously approved for remote work will be extended or continue in the same manner.
- 2.12. As referenced in the Board's Electronic Monitoring Administrative Procedure 400.18AP, there is no expectation of privacy in using Board technology while working remotely. The Board may monitor and access electronic communications, internet history/traffic, files, documents, and overall system use. The monitoring mechanisms ensure the system's integrity and compliance with Board policies and procedures.
- 2.13. Professionalism, privacy, and confidentiality must be maintained while working remotely. Employees conducting work remotely must continue compliance with all Board policies and Administrative Procedures.



3. Performance Expectations

- 3.1. The Board expects employees authorized or assigned to remote work to maintain the same level of service, communication and responsiveness to the Board community while working remotely.
 - 3.1.1. Employees conducting work remotely must continue to meet performance expectations set out by their supervisor and remain accountable to their direct supervisor and/or management through regular check-ins and updates. Employees will need to engage with their supervisor and participate in their performance appraisal on site and in person unless otherwise directed by their supervisor.
 - 3.1.2. The direct supervisor will clearly outline all employee duties, responsibilities and expectations associated with the remote work arrangement.
 - 3.1.3. The direct supervisor will schedule regular check-ins with employees engaged in remote work.
- 3.2. Employees working remotely will be subject to the same performance evaluation process as employees working in-person at Board sites.
- 3.3. Employees working remotely will be expected to complete their work during standard Board working hours as agreed upon with their supervisor.
- 3.4. Employees engaged in remote work must make themselves accessible via email, virtual meetings, or phone (as applicable) during standard work hours.
- 3.5. Employees working remotely must maintain a minimal standard related to an acceptable dress code and personal appearance and are expected to present themselves on video as they would in an in-person meeting.
- 3.6. Employees working remotely are expected to ensure the background visible during meetings is professional and that background noises are appropriate.
- 3.7. Supervisors may remove remote work arrangements where employees working remotely fail to meet performance and/or accessibility expectations.

4. Employee Health and Well-Being

- 4.1. Availability of a flexible work option such as remote work, where practical, can support positive employee well-being.
- 4.2. The Board recognizes the importance of work-life balance and the challenges that remote work may present to employees regarding this balance.
 - 4.2.1. Supervisors must encourage employees engaged in remote work to take breaks and enjoy personal activities when not scheduled to work.
 - 4.2.2. Employees engaging in remote work are advised to maintain regular contact with colleagues, family, and friends to reduce any feelings of loneliness or isolation.
- 4.3. Employees experiencing difficulties while working remotely are reminded to contact their supervisor or access well-being resources including the Employee Assistance Program (EAP).

5. Attendance Reporting

- 5.1. Employees engaged in remote work must report to work and/or report time worked in accordance with their collective agreement or terms and conditions of employment.
- 5.2. Employees working remotely who are sick or unable to work must notify their manager/supervisor as soon as possible and in the same manner as they would when working in-person.
- 5.3. Employees working remotely who are sick or unable to work may access sick leave, short-term disability leave or an unpaid leave of absence where available and eligible and as applicable.



6. Workplace Safety, Work-Related Injuries and Reporting

- 6.1. The employee should designate a private, clean, and safe space in their residence or other remote work site, as applicable, for remote working.
- 6.2. Employees working remotely will ensure their workplace is always free from hazards and will maintain sufficient lighting, ventilation, and safety equipment (e.g., smoke and carbon monoxide detectors).
- 6.3. Prior to commencing remote work, employees will complete a Workspace Safety Compliance Checklist (HRS 300.28.F01) and submit it to their manager/supervisor. This checklist is to be reviewed and re-submitted at least annually or when a significant change in the employee remote working location changes (i.e., employee moves houses or remote working locations).
- 6.4. Employees working remotely must complete annual safety training applicable to their role either in-person or online.
- 6.5. Employees working remotely must not host work-related, in-person meetings at any non-Board remote site. All such meetings should be conducted through video conferencing, phone, or in-person at a Board site.
- 6.6. The Board is not responsible for any injuries not related to work that occur at a remote work location.
- 6.7. The Board is not responsible nor liable for any injury or accident to family members, visitors, or others in the employee's remote work location.
- 6.8. An employee who sustains a workplace accident or injury while engaged in remote work must comply with the Board's reporting requirements for any work-related accident.

7. Board Resources and Compliance

- 7.1. Employees conducting remote work shall receive Board resources to perform their duties remotely, such as a laptop, software applications, and access to the virtual private network (VPN). The supervisor shall determine the resources necessary.
- 7.2. For further clarity, the employee, at their own expense, will be responsible for their off-site work location. Employees will receive similar resources and equipment as if they are working at a Board-site. The Board will not provide additional equipment or furniture for an employee's off-site location (e.g., monitors, chairs, printers, desks, etc.).
- 7.3. Employees engaged in remote work shall ensure, at their own expense, continuous access to reliable and secure internet during regular working hours. The Board shall not be responsible for the installation, maintenance, or costs of residential internet services to facilitate remote work.
- 7.4. Employees engaged in remote work are responsible for checking voicemail on a regular basis.
- 7.5. The manager shall maintain and share updated phone contact lists for all staff who are working remotely.
- 7.6. Access to the Board's VPN is via Board-owned devices only.
- 7.7. Employees conducting remote work must only use Board-supplied VPN access mechanisms to access Board resources and services protected by the Board's firewall. Use of any other VPN services to access Board services is prohibited.

8. Records Management and Protection of Privacy

- 8.1. Employees working remotely remain bound to the Board's confidentiality agreement enacted upon hiring and shall comply with [OPS 400.13.P - Records and Information Management](#) as well as all Policies and APs related to Freedom of Information and Protection of Privacy.
- 8.2. Content created or modified will be done only on a Board-owned or approved encrypted device. Employees working remotely will use secure Wi-Fi connections when browsing the internet or creating content.



- 8.3. Employees engaged in remote work will minimize the amount of paper files and hardcopy materials removed from Board work sites.
- 8.4. Confidential or sensitive files should not be printed in hardcopy at non-Board remote sites, including at a private residence.
 - 8.4.1. Where necessary, for remote performance of duties, materials containing sensitive or personal information must be kept confidential and not exposed to unauthorized individuals, including family members or other individuals in the same remote work location.
 - 8.4.2. Confidential or sensitive files must be accessed electronically through the Board's approval systems or software. Secure or sensitive data must never be downloaded or transported through any means such as a USB flash drive between sites.
- 8.5. Employees working remotely will be responsible for making sure unauthorized individuals do not use or damage Board-owned devices.
- 8.6. Employees engaged in remote work will be responsible for safeguarding the confidentiality, integrity, and availability of Board information in their possession.

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Kevin Greco, Superintendent of Education
Presented to: Brant Haldimand Norfolk Catholic District School Board
Submitted on: September 26, 2023
Submitted by: Mike McDonald, Director of Education & Secretary

SUMMARY OF SCHOOL SUSPENSION DATA 2022-2023

Public Session

BACKGROUND

The Brant Haldimand Norfolk District School Board BHNCDSD (the Board) is committed to cultivating safe and accepting school climates. Along with the Board and school Codes of Conduct, Policy 200.09 *Student Behaviour, Discipline and Safety* sets the expectations for student behaviour and the Board's response to inappropriate and/or unsafe behaviours. The District Safe and Accepting Schools Team (DSAST) annually reviews the Districts Safe and Accepting School Plan and provides direction for Principals to annually update their School Safe and Accepting Plan.

In July 2020, the Ministry of Education announced *Ontario's Action Plan to Address Systemic Racism in Schools*. Subsequently on July 21, 2020, the *COVID-19 Economic Recovery Act, 2020* received Royal Assent. As a result, the Ministry made regulatory changes that impact schools. As part of these changes Ontario Reg 440/20 removes the Principal's *discretion* to suspend pupils in Junior Kindergarten to Grade three for activities listed in subsection 306(1) of the Education Act. More serious acts that constitute *mandatory* suspension and consideration for expulsion listed in subsection 310(1) will continue to require mandatory suspension.

DEVELOPMENTS

The attached report identifies for each school, the number of students who have had a suspension incident and the total number of suspensions for the 2022/2023 school year. The Principal is required to conduct an investigation and consider all mitigating and other factors regarding the allegations, before imposing any suspension on a student. As part of this process, Principals must identify and investigate, whether the allegations against the student were motivated by bias, prejudice, or discrimination.

The DSAST provides guidance to the system on the allocation of resources for schools to continue to:

- Abide by our Catholic Social Teachings and Gospel values as the framework for safe and inclusive school communities;
- Design a whole-school, Human Rights approach to education that emphasizes the importance of a positive school climate;
- Foster connection and a sense of belonging at all schools;
- Provide prevention and interventions models;
- Incorporate the voice of school administrators and parents/guardians/caregivers in supporting positive student behaviour and alternatives to suspensions;
- Advance the use of Trauma-informed practices;
- Train staff in Self-regulation and behaviour management strategies;
- Incorporate Social-emotional instruction and learning.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk District School Board receives the Summary of School Suspension Data 2022-2023

| School | Enrolment | # of Students w/ Incident | # of Incidents |
|---------------------------|--------------|------------------------------|----------------|
| Assumption College | 1839 | 171 | 249 |
| Blessed Sacrament | 260 | 2 | 4 |
| Christ the King | 233 | 1 | 2 |
| Holy Cross | 286 | 3 | 4 |
| Holy Family | 223 | 5 | 7 |
| Holy Trinity | 1135 | 96 | 154 |
| Madonna Della Libera | 359 | 1 | 1 |
| Notre Dame B | 352 | 6 | 11 |
| Notre Dame H | 356 | 2 | 2 |
| Our Lady of Fatima | 78 | 1 | 1 |
| Our Lady of Providence | 289 | 6 | 11 |
| Resurrection | 133 | 2 | 2 |
| Sacred Heart B | 591 | 9 | 15 |
| Sacred Heart N | 162 | 0 | 0 |
| St Basil | 718 | 6 | 15 |
| St Bernard | 292 | 13 | 17 |
| St Cecilia | 129 | 4 | 5 |
| St Frances Cabrini | 324 | 12 | 21 |
| St Gabriel | 416 | 5 | 7 |
| St John's | 1300 | 64 | 119 |
| St Joseph | 599 | 8 | 9 |
| St Leo | 369 | 2 | 3 |
| St Mary CLC | 364 | 5 | 5 |
| St Mary H | 190 | 8 | 11 |
| St Michael H | 253 | 8 | 9 |
| St Michael N | 94 | 2 | 2 |
| St Patrick B | 185 | 1 | 1 |
| St Patrick H | 357 | 10 | 17 |
| St Peter | 187 | 8 | 9 |
| St Pius | 303 | 2 | 2 |
| St Stephen | 167 | 13 | 14 |
| St Theresa | 201 | 4 | 5 |
| Totals | 12861 | 480 | 734 |

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

Prepared by: Mike McDonald, Director of Education & Secretary
Presented to: Brant Haldimand Norfolk Catholic District School Board
Submitted on: September 26, 2023
Submitted by: Mike McDonald, Director of Education & Secretary

STRATEGIC PLAN MONITORING REPORT 2023 - 2027
Public Session

BACKGROUND INFORMATION:

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

In the Fall of 2022, the BHNCDSD announced that a process to develop a new strategic plan would commence early in the new year of 2023. At the January Committee of the Whole meeting the process was brought to Board as information. The process encompassed three distinct phases: information gathering, review of the previous plan and development of a new plan and implementation, and finally monitoring of the plan.

DEVELOPMENTS

| | |
|---------------------------|--|
| January 24 – February 14. | Data collection process and committee invitation |
| February 15 – March 29 | Data analysis and categorization |
| March 30 – May 30 | Committee meeting(s) to revise and complete plan |
| June 27 -2023 | Board approval of the plan |
| September, 2023 | Strategic Plan roll out |

Now that the plan has been developed and approved by the Board, the implementation and monitoring process can begin. The role of the senior team now will be to ensure that this plan will form the foundation of the Board Student Achievement Plan, School Student Achievement Plans, and any other plans of the Board.

The BHNCDSD Strategic Plan will remain as the foundation by which change, and growth will occur in our Board. It will continue to be the vehicle by which the mission and vision of the Board are operationalized by all staff and understood by our community. The plan will reflect the diverse geography, communities and stakeholders who make up the BHNCDSD learning community.

The monitoring document (distributed at the meeting) will be the avenue through which senior team can assess the overall success of the plan through the monitoring of the goals as indicators of success. This assessment will be critical to inform next steps and further action. Action items and responsibilities, along with indicators for success and criteria for measurement, will be included in this plan.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board receives the 2023-2027 Strategic Plan Monitoring plan as information.

2023-24
Trustee Meetings and Events

| Date | Time | Meeting/Event |
|--|----------------|--|
| September 18, 2023 | 9:00 am | OCSTA Fall Regional Meeting |
| September 19, 2023 | 1:00 pm | Special Education Advisory Committee |
| September 19, 2023 | 7:00 pm | Committee of the Whole |
| September 25, 2023 | 5:00 pm | Audit Committee |
| September 26, 2023 | 7:00 pm | Board Meeting |
| September 28, 2023 | 1:00 pm | Faith Advisory Committee |
| October 11, 2023 | 3:00 pm | Executive Council Meeting |
| October 17, 2023 | 9:00am | Mental Health Steering Committee |
| October 17, 2023 | 1:00 pm | Special Education Advisory Committee |
| October 17, 2023 | 7:00 pm | Committee of the Whole |
| October 24, 2023 | 7:00 pm | Board Meeting |
| November 8, 2023 | 7:00 pm | Regional Catholic Parent Involvement Committee |
| November 13, 2023 | 5:00pm | Audit Committee |
| November 15, 2023 | 3:00 pm | Executive Council |
| November 17, 2023 | 1:00pm | Faith Advisory Committee |
| November 21, 2023 | 7:00 pm | Annual Board Meeting |
| November 28, 2023 | 1:00 pm | Special Education Advisory Committee |
| December 4, 2023 | 4:00 pm | Accommodations Committee |
| December 6, 2023 | 3:00 pm | Executive Council |
| December 7, 2023 | 9:00 am | Mental Health Steering Committee |
| December 12, 2023 | 7:00pm | Committee of the Whole |
| December 13, 2023 | 3:00 pm | Budget Committee |
| December 19, 2023 | 1:00 pm | Special Education Advisory Committee |
| December 19, 2023 | 7:00 pm | Board Meeting |
| <i>December 25 2023- January 7, 2024</i> | | CHRISTMAS BREAK |
| January 10, 2024 | 3:00 pm | Executive Council Meeting |
| January 19-20, 2024 | | OCSTA Trustees Seminar |
| January 16, 2024 | 1:00 pm | Special Education Advisory Committee |
| January 16, 2024 | 7:00 pm | Committee of the Whole |
| January 23, 2024 | 7:00 pm | Board Meeting |
| January 31, 2024 | 7:00pm | Regional Catholic Parent Involvement Committee |
| February 8, 2024 | 9:00 am | Mental Health Steering Committee |
| February 14, 2024 | 3:00 pm | Executive Council Meeting |
| February 20, 2024 | 1:00 pm | Special Education Advisory Committee |
| February 20, 2024 | 7:00 pm | Committee of the Whole |
| February 27, 2024 | 1:15 pm | Accessibility Steering Committee |
| February 27, 2024 | 7:00 pm | Board Meeting |
| March 6, 2024 | 3:00 pm | Executive Council Meeting |
| <i>March 11-15, 2024</i> | | MARCH BREAK |
| March 19, 2024 | 9:00 am | Mental Health Steering Committee |
| March 19, 2024 | 1:00 pm | Special Education Advisory Committee |
| March 19, 2024 | 3:00 pm | Accommodations Committee |
| March 19, 2024 | 7:00 pm | Committee of the Whole |
| March 26, 2024 | 7:00 pm | Board Meeting |
| April 10, 2024 | 3:00 pm | Executive Council Meeting |
| April 16, 2024 | 1:00 pm | Special Education Advisory Committee |

| Date | Time | Meeting/Event |
|-----------------------|----------------|--|
| April 16, 2024 | 7:00 pm | Committee of the Whole |
| April 23, 2024 | 3:00 pm | Budget Committee |
| April 23, 2024 | 7:00 pm | Board Meeting |
| April 24, 2024 | 7:00 pm | Regional Catholic Parent Involvement Committee |
| <i>May 5-10, 2024</i> | | <i>Catholic Education Week</i> |
| May 2-4, 2024 | | OCSTA AGM & Conference |
| May 6, 2024 | 5:00pm | Catholic Student Leadership Awards |
| May 13, 2024 | 3:00pm | Budget Committee |
| May 15, 2024 | 3:00 pm | Executive Council Meeting |
| May 21, 2024 | 1:00 pm | Special Education Advisory Committee |
| May 21, 2024 | 7:00 pm | Committee of the Whole |
| May 28, 2024 | 7:00 pm | Board Meeting |
| May 30, 2024 | 1:15 pm | Mental Health Steering Committee |
| TBD | | CCSTA AGM |
| June 12, 2024 | 3:00 pm | Executive Council Meeting |
| June 17, 2024 | 5:00 pm | Audit Committee |
| June 18, 2024 | 7:00 pm | Committee of the Whole |
| June 25, 2024 | 7:00 pm | Board Meeting |
| TBD | TBD | Assumption College Graduation |
| | TBD | Holy Trinity Graduation |
| TBD | TBD | St. John's College Graduation |

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