



BRANT HALDIMAND NORFOLK Catholic District School Board

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

Committee of the Whole
Tuesday, March 20, 2018 ♦ 7:00 pm
Boardroom

Members: **Trustees:**
Rick Petrella (Chair), Cliff Casey (Vice Chair), Bill Chopp, Dan Dignard, Carol Luciani,
Bonnie McKinnon, Olivia O'Neill (Student Trustee)

Senior Administration:
Chris N. Roehrig (Director of Education & Secretary), Thomas R. Grice (Superintendent of
Business & Treasurer), Patrick Daly, Michelle Shypula and Leslie Telfer (Superintendents of
Education)

- 1. Opening Business**
 - 1.1 Opening Prayer
 - 1.2 Attendance
 - 1.3 Approval of the Agenda Pages 1-2
 - 1.4 Declaration of Interest
 - 1.5 Approval of Committee of the Whole Meeting Minutes – February 20, 2018 Pages 3-6
 - 1.6 Business Arising from the Minutes
- 2. Presentations**
- 3. Delegations**
- 4. Consent Agenda**
 - 4.1 Unapproved Special Education Advisory Committee Meeting Minutes – February 20, 2018 Pages 7-20
 - 4.2 Unapproved Student Transportation Services Brant Haldimand Norfolk Board of Directors' Meeting Minutes – February 20, 2018 Pages 21-42
 - 4.3 Unapproved Friends of the Educational Archives Meeting Minutes - February 20, 2018 Pages 43-44
 - 4.4 Unapproved Regional Catholic Parent Involvement Committee Meeting Minutes – February 26, 2018 Pages 45-47
 - 4.5 Unapproved Catholic Education Advisory Committee Meeting Minutes – March 19, 2018



5. Committee and Staff Reports

- 5.1 Renewed Math Strategy (RMS): Student Achievement Update *(to be distributed)*
Presenter: Leslie Telfer: Superintendent of Education
- 5.2 2015-2018 Strategic Plan – Communication and Community Engagement Update Pages 48-49
Presenter: Chris Roehrig, Director of Education & Secretary
- 5.3 Trustee Determination & Distribution – 2018 Elections Pages 50-52
Presenter: Tom Grice, Superintendent of Business & Treasurer
- 5.4 Financial Report as of February 2018 Pages 53-60
Presenter: Tom Grice, Superintendent of Business & Treasurer

6. Information and Correspondence

7. Trustee Inquiries

8. 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.

9. Report on the In-Camera Session

10. Future Meetings and Events Page 61

11. Closing Prayer

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

12. Adjournment



Committee of the Whole
Tuesday, February 20, 2018 ♦ 7:00 pm
Boardroom

Trustees:

Present: Rick Petrella (Chair), Dan Dignard (Vice Chair), Cliff Casey, Bill Chopp, Carol Luciani, Bonnie McKinnon, Olivia O'Neill (Student Trustee)

Absent: Michelle Shypula (Superintendent of Education)

Senior Administration:

Chris N. Roehrig (Director of Education & Secretary), Thomas R. Grice (Superintendent of Business & Treasurer), Patrick Daly and Leslie Telfer (Superintendents of Education)

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by Trustee McKinnon.

1.2 Attendance – As noted above.

1.3 Approval of the Agenda

Moved by: Carol Luciani

Seconded by: Bonnie McKinnon

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the February 20, 2018 meeting.

Carried

1.4 Declaration of Interest – Nil

1.5 Approval of Committee of the Whole Meeting Minutes – January 16, 2018

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the January 16, 2018 Committee of the Whole meeting.

Carried

1.6 Business Arising from the Minutes – Nil

2. Presentations - Nil

3. Delegations – Nil



4. Consent Agenda

- 4.1** THAT the Committee of the Whole refers the Educational Field Trips Summary report to the Brant Haldimand Norfolk Catholic District School Board for receipt.
- 4.2** THAT the Committee of the Whole refers the unapproved minutes of the Special Education Advisory Committee Meeting of January 23, 2018 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Moved by: Cliff Casey

Seconded by: Bonnie McKinnon

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board receives all reports and approves all motions under the Consent Agenda.

Carried

5. Committee and Staff Reports

5.1 School Year Calendar 2018-19

Director Roehrig presented the proposed elementary and secondary school year calendars for 2018-19 which are in compliance with Regulation 304. The consultation process used to establish the calendars was also reviewed.

Moved by: Bill Chopp

Seconded by: Bonnie McKinnon

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the proposed 2018-19 School Year Calendars for Elementary and Secondary schools.

Carried

5.2 Student Success Update

Superintendent Daly provided a background on the ministry initiated student success program and changes that have been made throughout the years. The trend of credit accumulation and follow-up research was discussed. Superintendent Daly reviewed the investments that have been made in a leadership capacity for secondary school reforms at the board, school and classroom levels and provisions of new and varied learning opportunities for students.

Moved by: Carol Luciani

Seconded by: Bonnie McKinnon

THAT the Committee of the Whole refers the Student Success Update report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried



6. Information and Correspondence

6.1 Grade 1 and 4 Teacher Absenteeism Update

Superintendent Telfer provided a summary of release times for teachers in Grades 1 and 4. The summary included information from one school from each county with an average release time of six days.

6.2 Secondary Athletics

Superintendent Daly reported that the public board has expressed interest in amalgamating athletics in an effort to increase equality under one district.

Chair Petrella noted that the matter is a conversation only at this time.

Moved by: Dan Dignard

Seconded by: Bonnie McKinnon

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

Carried

7. Trustee Inquiries

Vice Chair Dignard inquired if the board will be sending a letter to the Prime Minister of Canada regarding the Government of Canada Summer Jobs Program. Chair Petrella advised a letter will be sent on behalf of the board.

Trustee Chopp requested that the board send a letter to the Minister of Transportation regarding costs and distances. Superintendent Grice advised the letter would need to come from the consortium.

Trustee Casey discussed the wage and shortage of school bus drivers.

8. Business In-Camera

Moved by: Dan Dignard

Seconded by: Cliff Casey

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

Carried

9. Report on the In-Camera Session

Moved by: Bill Chopp

Seconded by: Bonnie McKinnon

THAT the Brant Haldimand Norfolk Catholic District School Board approves the business of the In-camera Session.

Carried

10. Future Meetings

Chair Petrella drew trustee attention to upcoming meetings and events.



Brant Haldimand Norfolk
Catholic District School Board

Minutes

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

11. Closing Prayer

Chair Petrella led the closing prayer.

12. Adjournment

Moved by: Cliff Casey

Seconded by: Carol Luciani

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the meeting of February 20, 2018.

Carried

Next Meeting: Tuesday, March 20, 2018, 7:00 pm - Boardroom



**SPECIAL EDUCATION ADVISORY COMMITTEE
Tuesday, February 20, 2018 – 10:00 a.m. - Boardroom**

- Present:** Bonnie McKinnon (Trustee), Jennifer Chapman, Christine Dragojlovich (Pearce), Mischa Jansink, Paul Sanderson, Michelle Shypula, Teresa Westergaard-Hager, Nil Woodcroft
- Guests:** Jackie Whiting, *Student Achievement Consultant: French as a Second Language K-12*
- Regrets:** Krista Emmerson, Jill Esposto, Carmen McDermid, Tracey Taylor
-

1. Opening Prayer

Superintendent Shypula led the group in the opening prayer.

2. Welcome and Opening Comments

Superintendent Shypula welcomed the group and led a round of introductions for the benefit of Jackie Whiting and SEAC members in attendance.

3. Approval of Agenda

Moved by: Jennifer Chapman

Seconded by: Bonnie McKinnon

THAT the SEAC Committee approves the agenda of the February 20, 2018 meeting.

Carried

4. Approval of Minutes – January 23, 2018

Moved by: Bonnie McKinnon

Seconded by: Jennifer Chapman

THAT the SEAC Committee approves the minutes of the January 23, 2018 meeting.

Carried

5. Information and Correspondence

5.1 Letter from *Conseil Scolaire Catholique Franco-Nord* for SEAC

Superintendent Shypula updated the Committee on the letter received from the Conseil Scolaire Catholique Franco-Nord and highlighted how their SEAC is asking the government and ministry authorities to review the strategy, specifically the service coordination component and the integration of rehabilitation services component. They are asking the government to redefine the components so that they are feasible, effective and beneficial for our young people in need. They have asked that once the strategic map is developed by the various ministries that funds be given to key players to implement the strategy (see Appendix A).

5.2 Invitation for 2018 Summit

Superintendent Shypula shared and copies provided to members for the 2018 Summit: *Beyond Collaboration: Towards Integrated Systems for Supporting Child and Youth Mental Health*. The summit will take place April 12 to 13, 2018 at the Beanfield Centre, CNE Grounds in Toronto, ON (see Appendix B).



5.3 Indigenous Cultural Competency & Safety Training Series

Superintendent Shypula shared information on a 5 part workshop series being offered by Six Nations Polytechnic, which is aimed at deconstructing assumptions, understanding our differences and working towards positive and authentic understanding and actions of reconciliation. The workshops are open to all community agencies, workers in the health, education, public service and child welfare sectors, as well as the general public (see Appendix C).

6. Presentation

6.1 Including Students with Special Education Needs in French as a Second Language Programs

Jackie Whiting, *Student Achievement Consultant: French as a Second Language K-12* shared an overview of her position with the Board... Jackie updated on how we are supporting students with special education needs in French as a second language programs by...

A handout for supporting English language learners and students with special education needs in FSL was provided to members (see Appendix D).

7. Community Agency Updates

Jennifer Chapman- Child Welfare Supervisor- Haldimand-Norfolk Children's Aid Society

Jennifer shared that the Haldimand-Norfolk Children's Aid Society continues to work through learning curves with new legislation. They have continued to have youth voluntarily agree to support from the Society. They are able to receive services post 18 years of age, if they remain under a voluntary agreement at their 18th birthday.

Recently a new directive was issued related to collection of Identity Based Data Collection. Staff will be collecting self-identified/reported data from service users. This is related to several categories of information including Race, Ethnicity, Religion, Sexual Identity, Disability, etc... Questions are based on those gathered in Census information and the sexual education curriculum. The hope is to gather data and inform where there are gaps in services and information where improvements are needed.

Mischa Jansink- Family Service Coordinator- Lansdowne Children's Centre

The 18th Annual Great Northern Ride took place on February 4 to the 10, 2018. The snow mobile riders this year rode in New Brunswick and raised money for the Every Kid Counts program. On May 14, 2018, Lansdowne will host the Annual Motorcycle Ride to also raise money for the Every Kid Counts program.

Lansdowne has posted for a Family Support Worker position as part of the Autism Program to help families navigate the Ontario Autism Program. During the month of February, the agency is part of the transition planning that takes place for their clients heading to school in September 2018.



Christine Dragojlovich (Pearce) - Program Manager- Woodview Mental Health & Autism Services

Christine updated the group on her name change, which will be updated on the Board website, membership list and communications moving forward. Woodview is re-initiating the Early Years program through the priorities on 'Moving on Mental Health' and are collaborating with EarlyON, BrantFACS, the Health Unit, Lansdowne and other community partners to share resources and meet the needs of families in Brantford and Brant County. The agency is gearing up for Mental Health Week May 7, 2018. Meetings are the first Thursday of each month at 10 am at Woodview Mental Health & Autism Services on 643 Park Road North, Brantford. Brief Services are being offered at Major Ballachy School on Wednesdays from 2 pm to 8 pm and 109 George St., Brantford on Thursdays from 4 pm to 8 pm and anyone is welcome to attend on a drop in basis.

Teresa Westergaard-Hager- Supervisor, Community Outreach- Norfolk Association for Community Living

There is a lot of change happening in all of the services currently at Norfolk Association for Community Living. Group living is intaking some higher needs people and looking at moving some of their existing residents around. Teresa shared that a particular gentleman in their care who had been in group living recently moved into his own apartment. He stated, "It is harder, but worth it" and is very happy with his new living arrangements. Supported Independent Living is booming with many new people coming into service. The agency is currently adding additional employees to the program in order to meet the needs of those individuals. Business Ventures is still continuing on their path to closing the three profit-shared businesses and has a small bit of Ministry funding in order to assist with the contractors to find alternative work, volunteering, social activities, etc. Passport funding has had some people receive extra money that has been backdated this term. New funding will be doled out April 1 and individuals should be notified what that looks like by the end of March.

Nil Woodcroft- Manager of Early Childhood Intervention Programs- Haldimand-Norfolk REACH

Nil updated that Haldimand-Norfolk REACH is happy to be collaborating with the Board to begin the transition to school process for students entering JK in September. The initial meeting was held at HNREACH on February 21, 2018. As the lead agency for Coordinated Service Planning with the Special Needs Strategy, the Advisory Committee and Community of Practice team continues to meet.

8. Reports

8.1 Student Achievement Leader: Special Education

On behalf of Carmen McDermid, Superintendent Shypula updated on the System Identification Placement Review Committee (IPRC) grades eight to nine intakes, which were held the week of February 12 to 16, 2018. The IPRC intakes are for students moving from grades 8 to 9 next year and wishing for a placement in a special class at secondary school. The three different classes at the secondary level are the Personal Active Learning (PAL), Community Living and Job Skills. IPRCs were held at St. John's College on Monday, February 12, Assumption College School on Thursday, February 15 and Holy Trinity Catholic High School on Friday, February 16, 2018. Elementary Special Education Resource Teachers (SERTs) and Principals presented students to the IPRC for consideration for the classes. Student profiles were shared to the IPRC that included recent testing, strengths, areas of need and student interests. Students attended along with their parents and both had the opportunity to share information and ask questions to



the secondary staff members. Elementary schools were commended for their organizing of student profile packages and in presenting their students to secondary staff and IPRC members.

Superintendent Shypula updated that System SERTs and Carmen McDermid, Student Achievement Lead for Special Education, are meeting with Lansdowne Children's Centre case managers on Tuesday, February 20, 2018 and with Haldimand-Norfolk REACH case managers on Wednesday, February 21, 2018 to have initial meetings to discuss new kindergarten registrants with special needs who will be entering our Board in September 2018. These initial meetings help agencies and schools cross-reference names in the hopes that no students are missed. Agencies will present names of students with special needs and a follow up with schools will be made to ensure these students have registered for school. Familiarizing with these children assist in the initial planning and discussions for their school entry next year. The formal entry to school Case Conferences will be held mid to end of April and will include full agency support personnel, occupational therapists, Physio-Therapists, Speech-Language Pathologists, Teachers, Principals, Autism Behaviour Analyst (ABA) Lead, Special Education Lead, etc...and any other personnel who can support a child's entry into school. These meetings are invaluable in planning and successfully transitioning students into school.

8.2 Superintendent of Education

Superintendent Shypula provided an update on the progress of the Joint Protocol for Student Achievement (JPSA). The Ministry of Children and Youth Services and the Ministry of Education introduced the JPSA in February of 2015. The purpose of this protocol is to assist school boards and child welfare authorities in creating consistent processes that will improve the educational outcomes of students in the care of the child welfare system. The Board drafted JPSA has been a collaborative effort involving the Grand Erie District School Board, Conseil Scolaire Catholique MonAvenir, Conseil Scolaire Viamonde, the Hamilton-Wentworth Catholic District School Board, Six Nations of the Grand River and Mississauga's of the New Credit First Nations. This protocol, once vetted by the various stakeholders, will be ready for implementation in September 2018.

9. Closing Remarks/ Adjournment

The meeting was adjourned.



RECEIVED
BRANT HALDIMAND NORFOLK CATHOLIC DSB

FEB 12 2018

Chris W. Koehrig
Director of Education & Secretary

Monday, February 5th, 2018

To whom it may concern:

For two years now, trained teams from various agencies and community partners have been working together to understand and drive forward the strategy for students with special needs.

Right from its first announcement, this strategy seemed promising. However, since its implementation, it poses significant challenges and brings many questions that remain without clear answers from the Ministry. The concerns are legitimate and deserve special attention, so that the strategy can be updated to eliminate redundant processes, facilitate access to specialized services, and simplify application processes for parents of children requiring services in occupational therapy, speech therapy or physiotherapy.

We firmly believe that community and collaborative planning should include our leading mental health agencies as well as any other agency providing services. There is a need for a review of service areas, a process for requests linked to the hubs, and consistent procedures for the province. In order to make this strategy update possible, we believe that provincial planning is necessary.

We raise the following specific issues:

- How to ensure that the parent can tell his story only once if the intake service does not cross all services and ministries?
- How to ensure that the parent can be served in their language?
- What technological tool will the province put at the disposal of boards and agencies? We require a common tool, adapted to the language of the IEP and that can be compatible with daycares, agencies and school boards, in short, with any service provider. In its letter dated March 9, 2017, the Ministry of Children and Youth Services indicated that in the coming months, ministries would consult with local steering committees on the need for a single integrated technology platform to support the implementation of new service delivery models. We are still waiting for such consultation.
- How can the reports generated by a tool for the intake interview be used to ensure fairness with regard to services?
- How can electronic hubs provide information and resources to parents and guardians to answer questions and support their process?




- What human resources are included in the implementation budgets?
- What will be the recruitment plan for competent specialized practitioners who will be able to serve Francophone and Aboriginal families well, and how to ensure that these services are available throughout the province? What will be the contingency plan if it is difficult to recruit such people in certain areas?
- What steps will be taken to train school teachers, board support staff, and child care staff to collaborate in this strategy, while recognizing that there may be constraints to be considered with regard to collective agreements and working conditions? For example, coordination and delivery of services throughout the school year, etc.

The development of provincial tools and guidelines for all partners would contribute to more cohesiveness across the province and would also allow for a better understanding of the needs of our families and the various shortfalls and challenges with the goal of rectifying them.

In short, we respectfully ask the government and ministry authorities to review the strategy, specifically the service coordination component and the integration of rehabilitation services component, with a view to redefining them so that they are feasible and effective and beneficial for our young people in need. We also ask that once the strategic map has been developed by the various ministries, start-up funds are given to key players to implement the agreed strategy.

The Special Education Advisory Committee (SEAC) for the *Conseil scolaire catholique Franco-Nord* thanks you for your attention to these matters.

Sincerely,


 Monique Ménard
 Director of Education
 Conseil scolaire catholique Franco-Nord


 Diane Sarrazin-Dubeau
 President, SEAC
 Conseil scolaire catholique Franco-Nord

C.C. Directors of Education of the 71 School Boards
 Special Education Advisory Committees of the 71 School Boards
 Ministry of Education
 Ministry of Children and youth services
 Ministry of Community and Social Services
 Denys Giguère, French-Language, Aboriginal Learning and Research Division
 Denis Filiatrault, One Kids Place

SAVE THE DATE

2018 SUMMIT

CHILDREN AND YOUTH MENTAL HEALTH

April 12 - 13, 2018 Beanfield Centre, CNE Grounds, Toronto

Beyond Collaboration: Towards Integrated Systems for Supporting Child and Youth Mental Health

Presentations will focus on working across tiered systems of support for promotion, prevention and intervention.

Who should attend?

Students / Parents / Educators
Mental Health Professionals /
Professional Student Services Agencies /
Children's Services Advocates

Who is hosting this event?

Hosted by the Ontario Coalition for Children and Youth Mental Health - a multi-sectoral group committed to urgent and positive change for children and youth mental health services in Ontario

Early Bird Registration:

Link available on OPSBA's website: www.opsba.org or

LINK TO ONLINE REGISTRATION

Please check the website for updated information and program.

For Exhibit Space

Please contact Judith Nyman
jnyman@opsba.org

ACCOMMODATION Hyatt Regency Hotel, 370 King Street, Toronto.
Block to open September 2017. **Shuttle service** to Beanfield Centre
included in room rate.



Ontario Coalition for
Children and Youth
Mental Health
Let's put our heads together.

Coalition ontarienne
pour la santé mentale des
enfants et des adolescents
Réfléchissons ensemble.

Pre-Summit

Thursday, April 12, 2018

1:30 - Registration

2:00 - 5:00 p.m. - Your choice of 1 of 3 half
day in-depth sessions

Main Summit

Thursday Evening, April 12

5:00 - 8:30 p.m. - Dinner Reception and
Keynote Speaker (TBC)

and **Friday, April 13: 8:00 a.m. - 4:00 p.m.**

■ **Keynote Speaker Friday a.m.:**

Mark Greenberg, PhD

Edna Peterson Bennett Endowed Chair
in Prevention Research, Professor of Human
Development and Psychology

■ **Plenary Panel Friday a.m.:**

Sharon Hoover, PhD

Co-Director, Center for School Mental Health
and Associate Professor, University of
Maryland School of Medicine, Child and
Adolescent Psychiatry

Alexia Jaouich, PhD

Director of Implementation and Knowledge
Exchange in the Provincial System Support
Program (PSSP) CAMH

Ian Manion, PhD

Director, Youth Mental Health Research Unit,
University of Ottawa Institute of Mental Health
Research

■ **Breakout Sessions Friday p.m.**

Your choice of 2 of 8 breakout sessions. ^{13 of 61}

INDIGENOUS CULTURAL COMPETENCY & SAFETY TRAINING SERIES

WEDNESDAY, FEB 28TH - RECONCILIATION: UNDERSTANDING OUR RELATIONSHIPS, THEN AND NOW

This will be a 5 part workshop series that will start with an all-day session which will work towards deconstructing our assumptions, understanding our differences and working towards positive and authentic understandings and actions of reconciliation. To launch the series, our first session will explore the history of Indigenous people in Canada with a specific focus on Hodinohso:ni territory. Participants will engage in critical conversations around relationship building between community agencies and Six Nations Polytechnic (SNP).

Location: SNP - Brantford Campus, 411 Elgin Street

Time: 9:00 AM - 3:30 PM (lunch is included)

9:30 - 10:00 AM: Networking | 10:00 - 3:00 PM: Conference

Who can attend: These workshops are open to all community agencies, workers in the health, education, public service and child welfare sectors, as well as the general public.

Space is limited so register early.

Registration fee: \$100 per person. (Plus Applicable Tax)

Optional Followup Sessions (Brantford Campus from 1:00 - 4:00 PM):

March 7th - Health

March 21st - Education

March 28th - Public Service

April 11th - Child Welfare

Registration fee: \$50 per person per session (Plus Applicable Tax)



Facilitated by Darren Thomas



SIX NATIONS
POLYTECHNIC

Register at snpolytechnic.com
Brantford Campus: 226-493-1245

Oral Self Assessment

Name: _____

Listening
I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.

Je me présente et je m'exprime

- I can briefly describe me and my family. *Je m'appelle, j'ai ... frères...*
- I can describe where I live. *maison, appartement, ferme, adresse*
- I can understand basic questions about myself and my family. *Combien de soeurs as-tu? Comment s'appelle ton père?*
- I can say what I like and what I don't like. *J'aime ... Je n'aime pas*
- I can ask for something I need. *Est-ce que je peux avoir? Je veux...*
- I can talk about my health. *Ça ne va pas. Je suis fatigué, malade, content*
- I can express my basic needs. *Ça va bien.*

Je parle aux autres et je comprends

- I can use basic greetings expressions about holidays. *Bonjour! Au revoir! comment ça va?*
- I can ask questions about others' needs. *Où est-ce que tu habites?*
- I can ask simple questions about others' needs. *Est-ce que je peux t'aider?*
- I can introduce others. *Je vous présente...*
- I can ask for directions. *Où est...? Je cherche... Comment est-ce que je vais à...*
- I can give directions. *Tourne à gauche, tourne à droite, allez tout droit*
- I can get by with numbers, quantities and money. *Ça coûte combien? C'est quelle taille?*
- I can ask others about their health. *Je vous devez-vous de pommes?*
- I can ask others how they are feeling. *Est-ce que tu aimes...? Préfères?*
- I can offer someone something. *Comment vas-tu? Ça va?*
- I can offer someone something. *Veux-tu un chocolat? Est-ce que tu veux une banane?*
- I can say when I don't understand. *Je ne comprends pas. Répétez, s'il vous plaît.*
- I can answer questions on simple topics. *contours, date, chiffres, temps, animaux, nourriture, sports*
- I can ask questions on simple topics. *Oh, Quel, Qu'est-ce que, Est-ce que, Quand, Pourquoi, Comment?*
- I can play simple word games. *Simon dit*
- I can understand others' simple instructions. *Assis-toi, Ouvre la porte*
- I can recognize important words in a story or song. *Assis-toi, Ouvre la porte*
- I can act out the meaning of sentences. *Simon dit*
- I can sing a song. *(O Canada)*
- I can say the alphabet.
- I can count. *(1 à 10, 10 à 20, 20 à 100).*
- I can say the time and expressions of time. *Il est 3 heures, vendredi prochain, aujourd'hui, demain.*
- I can say the month, days of the week. *février, jeudi*

Spoken Production
I can use simple phrases and sentences to describe where I live and people I know.

- _____
- _____
- _____
- _____
- _____
- _____

Spoken Interaction
I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.

Orale: Auto-Evaluation

Nom: _____

Ecouter
Je peux comprendre des mots familiers et des expressions très courantes au sujet de moi-même, de ma famille et de l'environnement concret et immédiat, si les gens parlent lentement et distinctement.

Je me présente et je m'exprime

- Je peux reconnaître des mots importants dans une histoire ou d'une chanson. (O Carle)
- Je peux écrire l'alphabet.
- Je peux compter.
- Je peux dire l'heure et les expressions du moment. (Il est 3 heures, vendredi prochain, aujourd'hui, demain, hier, cette semaine.)
- Je peux dire les mois et les jours de la semaine. (Février, Jeudi)
- Je peux brièvement décrire moi-même et ma famille. (Je m'appelle, j'ai... frères...)
- Je peux décrire où j'habite. (maison, appartement, ferme, adresse)
- Je peux comprendre des questions simples sur moi-même et ma famille. (Combien de soeurs as-tu? Comment s'appelle ton père?)
- Je peux dire ce que j'aime et ce que je n'aime pas. (J'aime... je n'aime pas)
- Je peux demander quelque chose dont j'ai besoin. (Est-ce que je peux avoir? Je veux...)
- Je peux parler de ma santé. (Ça va bien, Ça ne va pas, Je suis fatigué, malade, content)
- Je peux exprimer mes besoins essentiels. (Est-ce que je peux aller aux toilettes? Chercher? Emprunter...?)

Je parle aux autres et je comprends

- Je peux utiliser des expressions et mentaires de salutation. (Bonjour, au revoir, comment ça va?)
- Je peux poser des questions au sujet des autres et de leur famille. (Est-ce que j'ai un frère? Où est-ce que tu habites?)
- Je peux poser des questions simples au sujet des besoins des autres. (Est-ce que tu as faim?)
- Je peux présenter les membres de ma famille. (C'est qui? Où est-ce que tu habites?)
- Je peux demander des directions. (Où est...? Je cherche... Comment est-ce que je vais...?)
- Je peux donner des directions. (Tournez à gauche, Tournez à droite, Allez tout droit.)
- Je peux faire des achats simples. (C'est quelle taille?)
- Je peux me retourner avec les chiffres, les quantités. (Ça coûte combien?)
- Je peux demander aux autres ce qu'ils aiment et ce qu'ils n'aiment pas. (Est-ce que tu aimes... Préfères?)
- Je peux poser des questions sur la santé. (Comment vas-tu? Ça va?)
- Je peux offrir quelque chose à quelqu'un. (Voilà, un chocolat? Est-ce que tu veux une banane?)
- Je peux dire quand je ne comprends pas. (Je ne comprends pas. Répétez, s'il vous plaît.)
- Je peux répondre aux questions sur des sujets simples. (Combien, date, chiffres, temps, animaux, nourriture, sports)
- Je peux poser des questions sur des sujets simples. (Où, Quel, Qu'est-ce que, Est-ce que, Quand, Pourquoi, Comment?)
- Je peux jouer des jeux de mots simples et je peux relater des mots aux images. (S'il te plaît, Ouvre la porte.)
- Je peux reconnaître des instructions simples des autres. (Assis-toi, Ouvre la porte.)

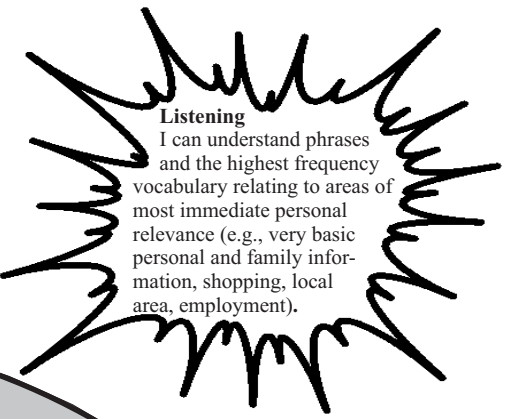
Production
Je peux utiliser des expressions et des phrases simples pour décrire mon lieu d'habitation et les gens que je connais.

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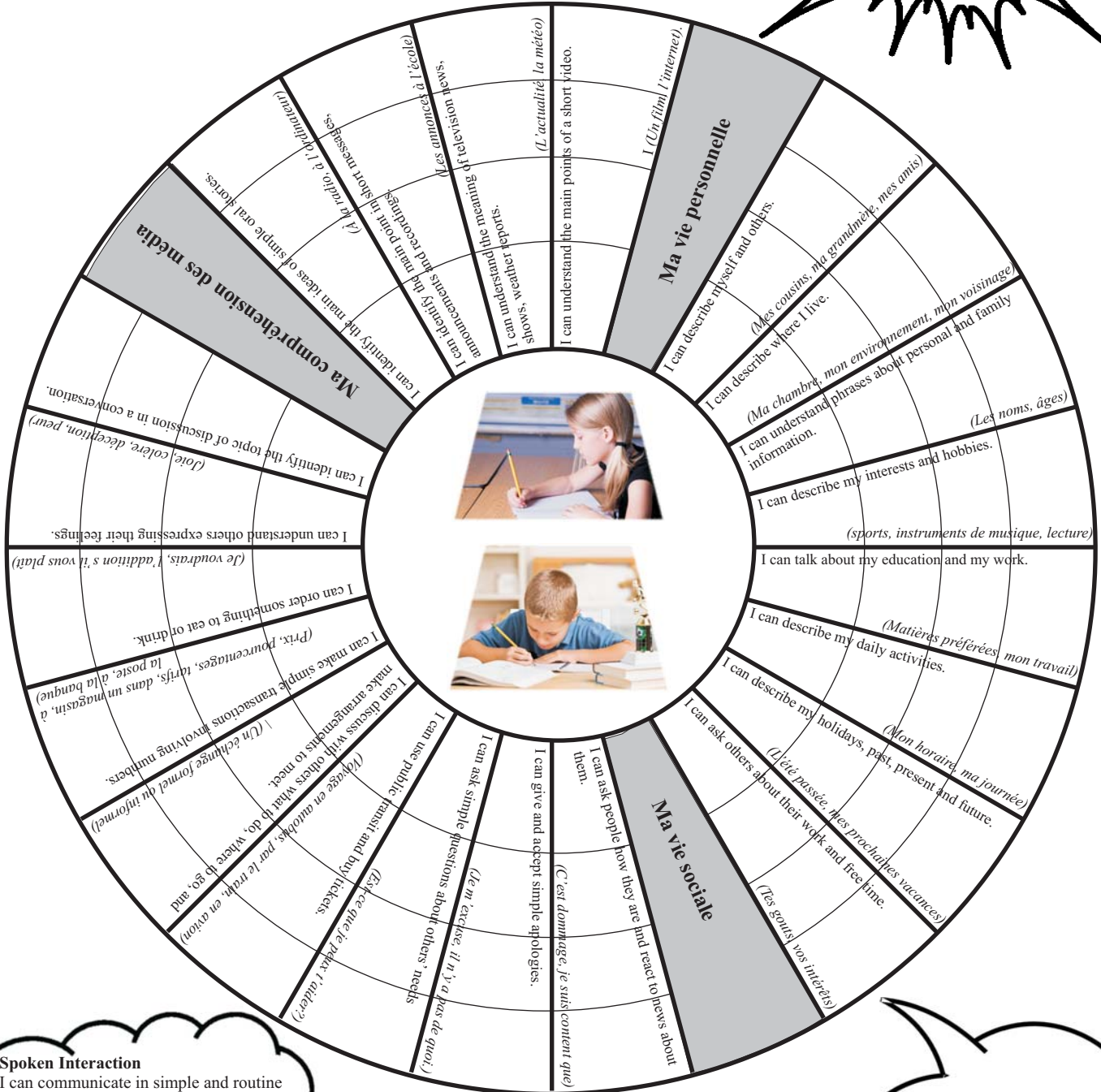
Interaction
Je peux communiquer de façon simple, à condition que l'interlocuteur soit disposé à répéter ou à reformuler ses phrases plus lentement et à m'aider à formuler ce que j'essaie de dire. Je peux poser des questions simples sur des sujets familiers ou sur ce dont j'ai immédiatement besoin, ainsi que répondre à de telles questions.

Oral: Self Assessment

Name: _____



Listening
I can understand phrases and the highest frequency vocabulary relating to areas of most immediate personal relevance (e.g., very basic personal and family information, shopping, local area, employment).



Spoken Interaction
I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.

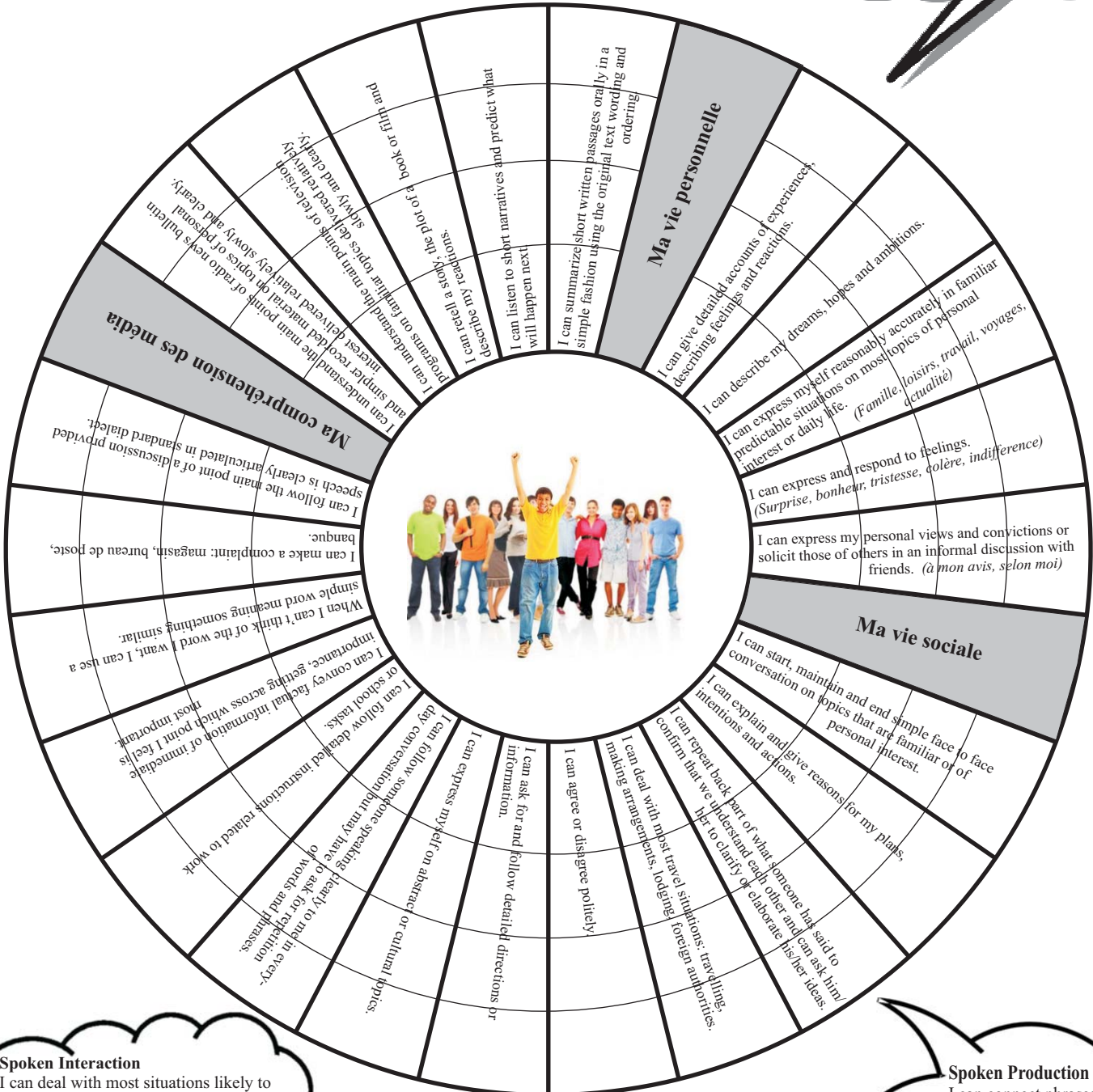
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Spoken Production
I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my education background and my present or most recent job.

Oral: Self Assessment

Name: _____

Listening
I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.



Spoken Interaction
I can deal with most situations likely to arise whilst traveling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. Family, hobbies, work, travel and current events).

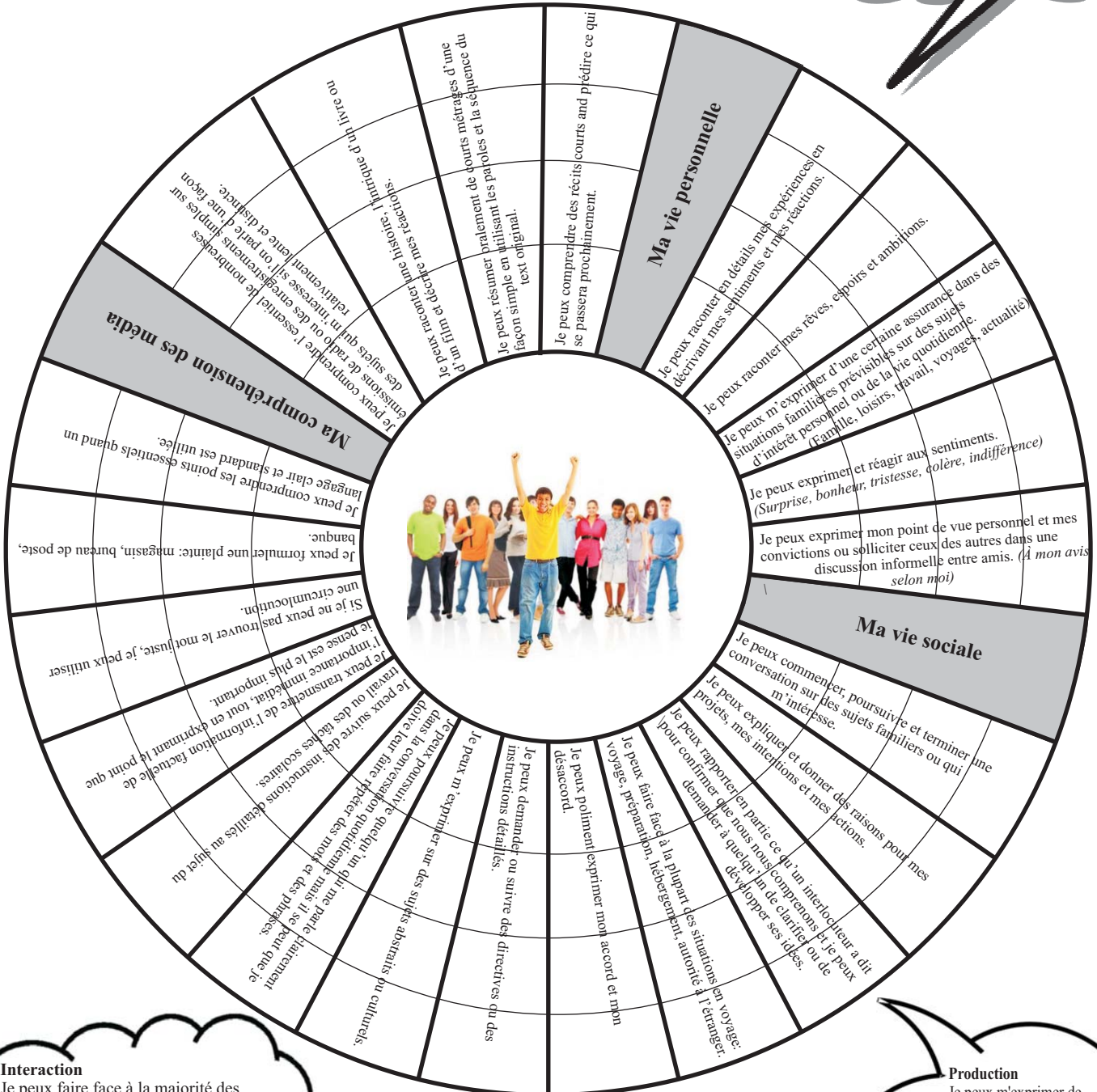
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Spoken Production
I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.

Orale: Auto-Evaluation

Nom: _____

Ecouter
 Je peux comprendre les points essentiels quand un langage clair et standard est utilisé et s'il s'agit de sujets familiers concernant le travail, l'école, les loisirs, etc.
 Je peux comprendre l'essentiel de nombreuses émissions de radio ou de télévision sur l'actualité ou sur des sujets qui m'intéressent à titre personnel ou professionnel si l'on parle d'une façon relativement lente et distincte.



Interaction
 Je peux faire face à la majorité des situations que l'on peut rencontrer au cours d'un voyage dans une région où la langue est parlée. Je peux prendre part sans préparation à une conversation sur des sujets familiers ou d'intérêt personnel ou qui concernent la vie quotidienne (par exemple famille, loisirs, travail, voyage et actualité).

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Production
 Je peux m'exprimer de manière simple afin de raconter des expériences et des événements, mes rêves, mes espoirs ou mes buts. Je peux brièvement donner des raisons et explications de mes opinions ou projets. Je peux raconter une histoire ou l'intrigue d'un livre ou d'un film et exprimer mes réactions.

MINUTES

Present:

STSBHN Board of Directors:

GEDSB: Rafal Wyszynski, Superintendent of Business & Treasurer - Director
Philip Kuckyt, Manager of STSBHN – Secretary & Treasurer
James Richardson, Trustee- Director (9:10 a.m.)
John Ecklund, Manager of Information Services
Brenda Blancher, Director of Education & Secretary GEDSB

BHNCDSB: Tom Grice, Superintendent of Business & Treasurer – Director
Bill Chopp, Trustee – Director

CSCMonAvenir Mario Nantel, Director of Transportation – President

STSBHN Recording Secretary

Kathryn Underwood, Executive Assistant to the Superintendent of Business
GEDSB

1.0 Call to Order, Welcome and Introductions – M Nantel
The President called the meeting to order 9:00 a.m.

2.0 Approval of Agenda for February 20, 2018

Moved by: B Chopp

Seconded by: T Grice

“That the STSBHN agenda for February 20, 2018 be approved as distributed.”

CARRIED.

3.0 Approval & Signing of Minutes

3.1 The committee reviewed the minutes of Tuesday October 31, 2017.

Moved by: T Grice

Seconded by: R Wyszynski

“That the minutes of October 31, 2017 be approved as distributed.”

CARRIED.

-
- 4.0 Business Arising from Previous Meeting
- 4.1 Approval of the 2016-17 Financial Statements
P Kuckyt provided an overview of the 2016-17 financial statement. P Kuckyt provided an overview of how the financial statements are produced.
Moved by: B Chopp
Seconded by: T Grice
"That the STSBHN 2016-17 Financial Statement be approved as circulated."
CARRIED.
- 4.2 Appointment of the STSBHN Officers
P Kuckyt advised that as per the corporation's by-laws, the elections of the STSBHN Officers are needed for the position of President, Secretary and Treasurer and called for nominations.
Moved by: T Grice
Seconded by: B Chopp
"That the Board of Directors for 2018 be as follows:

Rafal Wyszynski Superintendent of Business and Treasurer GEDSB-President
Mario Nantel, Director of Transportation and Payroll, CSDCCS- Director
Tom Grice, Superintendent of Business, BHCNDSB- Director
James Richardson, Trustee GEDSB -Director
Bill Chopp, Trustee BHCNDSB-Director
Bobby Somaroo-Superintendent of Business, CSDCCS-Alternate Director
Philip Kuckyt, Manager of Transportation, STSBHN-Secretary/Treasurer
Kathryn Underwood, Executive Assistant to the Superintendent of Business, GEDSB-Recording Secretary"
CARRIED
- 4.3 Appointment of the 2017-18 Auditors
P Kuckyt provided a historical overview of the assignment of auditor and the rationale for the selection.
Moved by: T Grice
Seconded by: B Chopp
"That Millard, Rouse and Rosebrugh be selected to audit the 2017-18 Financial Statements."
CARRIED.

-
- 5.0 Business Arising from Previous Meeting
- 5.1 Policy and Procedures Approval: 001, 003-006 (attached) – P Kuckyt
P Kuckyt reviewed the comments and suggested changes on the procedures 001, 003-006.
Moved by: M. Nantel
Seconded by: T. Grice
“That the STSBHN approve procedures 001, 003-006 as presented. CARRIED.
- 5.2 Walk Distance Review Report
P Kuckyt reviewed the report regarding the request to decrease Elementary and Secretary walk distances as well as the operational and financial impacts.
- P Kuckyt reviewed the analysis results; costs of implementing the various scenarios; including the impact on current courtesy riders, schools which currently do not receive transportation services, lack of loading zones, school bell times and walk distances from neighbouring boards.
- B Blancher sought clarification on the process for approval and raised concerns with the cost impact of decreasing the walk distances to 1.4km.
- P Kuckyt discussed the value and importance of a harmonized walk distance review of STSBHN.
- T Grice asked for clarification on the shared costs and individual costs for the Boards and the timing of any proposed changes with respect to the timing of Budget approval.
- J Richardson asked if there was a possibility of reviewing areas of concern on an exception basis. P Kuckyt reviewed the operational concerns with not having a policy to follow and the inherent issue of creating exceptions to the eligibility policy which fall outside of the current guidelines outlined in existing procedures.
- P Kuckyt discussed that feedback or comments should be received by the Trustees and communicated to their representative(s) on STSBHN Board of Directors. Timing of the comments received indicates that a change to the eligibility policy would not be able to be implemented for the 2018/19 school year due to the timing of the budget, which is required to be submitted well in advance of the 60-day vetting timeline. The impact of potential site plan changes would also need to be considered when looking at the timelines for implementing a change to the eligibility policy as these changes may require municipal review and permissions before being implemented.

P Kuckyt indicated that he will bring forward the financial impacts for Scenario 3 for the next meeting.

Moved by: T Grice

Seconded by: R. Wyszynski

“That the Walk Distance Review Report be received as information.”

CARRIED.

6.0 Standing Business

6.1 KPI's– P Kuckyt

P Kuckyt highlighted the significant changes in the areas of Financial, Service Performance, Safety, General Ridership and Communication.

Financial- P Kuckyt indicated that as of December 2017 the average cost for the vehicles and average total cost/km was no longer tracked. P Kuckyt indicated that there are no significant changes in the metrics of this pillar.

Service Performance- P Kuckyt reviewed the year over year ride times over seventy-five minutes and reiterated the goal of STSBHN is to reduce the number of students riding in that category.

Safety- Indicates that there was an increase in total accidents and that the increase has a direct correlation to weather.

General Ridership-no significant changes.

Communication-indicated that peaks in the number of visits to the website are due to inclement weather days.

6.2 Goals and Objectives-Update and Review– P Kuckyt

P Kuckyt highlighted the Goals and Objectives and updated the group on the progress made to the currently stated listed items. There were no additional goals and objectives added at this time.

6.3 Budget Analysis Report – P Kuckyt

P Kuckyt highlighted the budget analysis report up to January 31, 2018 and identified that there are no significant variations.

7.0 New Business

7.1 Policy and Procedures Review: 002, 007-012-P Kuckyt

The committee received the policies and procedures with the proposed changes as information only. Responses on the procedures are requested by May 11, 2018. STSBHN requested to defer Policy 002 to the October 2018 STSBHN Board meeting to allow further input.

7.2 Minimum Wage Impact Report

P Kuckyt reviewed the summary on the minimum wage impact report including provincial trends, local experience, impact by the increase to the minimum wage and risks to STSBHN. P Kuckyt reviewed how other consortiums are looking to compensate operators in their districts. It was requested that P Kuckyt seek clarification from the Ministry of Education on how the retention and recruitment bonus is being distributed to the drivers. It was agreed that the proposed increase be included in the initial estimates of STSBHN so that they are included in the budget deliberation process.

7.3 Website Update

J Ecklund provided an overview of the website changes. He provided an overview of the final changes to the website and improvements from its inception. J Ecklund reported that there is now a load balancing system in place to help manage traffic to the Grand Erie DSB and STSBHN websites.

R Wyszynski reported that improvements have been made since the website crash in December and January of this year, including decreasing the size of images on the website to allow for more speed and measurable tools to assess how the website is responding.

8.0 Adjournment

Moved by: R. Wyszynski

Seconded by: J Richardson

"That the February 20, 2018 STSBHN Board of Directors meeting be adjourned at 10:50 a.m.

Next Meeting:

**Tuesday May 22, 2018
GEDSB-Norfolk Room. 9:00 a.m.**



Title : Responsibility of Bus Operator/ Driver	Procedure # : 007	Effective : Nov 5, 2010
Section : Roles and Responsibilities	Page : 1 of 6	Next Review: Feb 2021

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Statement	Failure to abide by this procedure may result in STSBHN terminating the contract and seeking services from other carriers.
Responsibilities of the Owners	<p>School Bus Operators must:</p> <ol style="list-style-type: none"> 1. Abide by the policies and procedures of STSBHN. 2. Abide by the terms, conditions, and expectations of their transportation agreement. 3. Ensure that any driver operating a school route has the most current bus route schedule and passenger list, including any supplementary information, as provided by STSBHN. 4. Notify <u>stakeholders</u> in the event that a run is delayed more than 10 minutes <u>via the delays portal</u>. 5. Have available for STSBHN the following documents: <ul style="list-style-type: none"> • Proof that every driver holds a valid driver's license, in accordance with the size of vehicle that they operate. • Proof of insurance; • Workplace Safety and Insurance Board number. • Commercial Operator Registration number; • Vehicle Information form (TF003); and • Any other documentation requested by STSBHN. 6. Ensure that the necessary steps are taken in the event of an accident, as stipulated in (023) Procedures for Accidents or Incidents. 7. If requested by STSBHN, provide proof that all drivers receive training preparing them to fulfill their responsibilities as a school vehicle driver. 8. Maintain its vehicles and ensure that <u>their employees</u>

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Title : Responsibility of Bus Operator/ Driver	Procedure # : 007	Effective : Nov 5, 2010
Section : Roles and Responsibilities	Page : 2 of 6	Next Review: Feb 2021

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Responsibilities of the Owners... continued	<p>operate the vehicle according to the requirements of the Highway Traffic Act and the regulations thereunder, and any other public vehicle laws and any transportation rules established by STSBHN.</p> <p>9. Ensure that the Student Code of Conduct (TF016), as supplied by STSBHN, is posted in all school <u>purpose vehicles</u>.</p> <p>10. Keep the vehicles clean and free of any hazards.</p> <p>11. Not refuse transportation to a student, unless a safety concern exists or prior approval has been given by the principal or STSBHN staff. Drivers are to pick-up all students and advise the administration at the school of their concerns after dropping off at the school. A student's misconduct must be reported using the Report of Student Conduct <u>Report</u> (TF017) to the school principal, who will be responsible for taking the necessary disciplinary measures, after conducting a thorough investigation, according to Responsibilities of the School Principal (006) and Progressive Discipline (026).</p> <p>12. Remove a driver or aide from a route for any improper action(s)/ practice(s) when requested by the Manager of Transportation Services or their designate.</p> <p>13. In the event that a child has been left unattended on a school purpose vehicle as a result of the driver's failure to complete a routine inspection, remove the driver from the route immediately and not permit them to drive any STSBHN routes going forward.</p>
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Title : Responsibility of Bus Operator/ Driver	Procedure # : 007	Effective : Nov 5, 2010
Section : Roles and Responsibilities	Page : 3 of 6	Next Review: Feb 2021

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Responsibilities of the Bus Drivers	<p>Bus Drivers must:</p> <ol style="list-style-type: none"> 1. Obey all rules and regulations of the Highway Traffic Act at all times. 2. Adhere to the bus schedules that have been established by STSBHN. 3. Pick up and drop off students only at the bus stops designated by STSBHN. 4. Follow the routes that have been planned and approved by STSBHN. Bus drivers are not authorized to make changes in the routes, except in unavoidable situations. Route deviations must be reported to the dispatcher immediately. 5. Make suggestions to STSBHN concerning bus route changes through the operator's office staff. No changes can occur until approved by STSBHN. 6. Notify STSBHN, through the operator's office staff, about unsafe bus stops. Drivers are permitted to make a temporary change to a stop location if unsafe conditions exist. No permanent changes can occur until approved by STSBHN. 7. Ensure that students are never left alone on a school bus at any time. 8. Advise STSBHN immediately, through their office staff, if the number of passengers on their bus exceeds the number of seats available. Immediate arrangements will be made by STSBHN staff, with the assistance of the bus operator, to ensure that the safety of the students is not compromised and that alternative transportation is arranged until a permanent solution is determined. 9. Refuse to allow any unauthorized persons to board the
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Title : Responsibility of Bus Operator/ Driver	Procedure # : 007	Effective : Nov 5, 2010
Section : Roles and Responsibilities	Page : 4 of 6	Next Review: Feb 2021

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<p>Responsibilities of the Bus Drivers... continued</p>	<p>vehicle and report any incidents of unauthorized persons attempting to board the vehicle to their office staff immediately. A driver may, however, carry a vet to be <u>approved</u> student to an existing bus stop if vehicle capacity permits for the first two weeks of the school year, or as directed by STSBHN.</p> <p>10. Check at the end of each trip to ensure that no students or personal objects have been left on the bus. Notify the operator's office staff immediately of any students remaining on the bus and make arrangements to return them to their school. All personal property left on the bus is to be reported to their office staff.</p> <p>11. Keep the vehicles clean and free of any hazards. Use an appropriate tone of voice and vocabulary when speaking to students. Refrain from shouting, swearing or using offensive and aggressive language.</p> <p>12. Allow the students aboard the vehicle to speak to each other in the language of their choice.</p> <p>13. Ensure that all the students are informed about the bus safety rules and of the Code of Conduct (TF008) expectations.</p> <p>14. Notify the school principal in writing about any inappropriate or unsafe behaviour by students using <u>the</u> Student Conduct Report(TF017) <u>form</u>.</p> <p>15. Support any disciplinary action on the bus as assigned by the principal.</p> <p>16. Avoid stopping and/ or starting abruptly.</p> <p>17. Deal with an immediate discipline issue on the bus by assigning a designated seat. Follow up by advising the principal.</p> <p>18. Cooperate with the principal when establishing a seating</p>
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Title : Responsibility of Bus Operator/ Driver	Procedure # : 007	Effective : Nov 5, 2010
Section : Roles and Responsibilities	Page : 5 of 6	Next Review: Feb 2021

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Responsibilities of the Bus Drivers... Continued	<p>plan for the bus.</p> <p>19. Give students a signal to indicate when it is safe to cross the street and wait for the student(s) to finish crossing before deactivating the crossing gate, overhead flashing lights and stop arm.</p> <p>20. Check <u>the convex rear view mirrors</u> and ensure that all areas are clear before moving the vehicle.</p> <p>21. Ensure that students remain seated until the bus comes to a full and complete stop <u>before rising to exit if at their destination.</u></p> <p>22. Notify the dispatcher in the event of a breakdown or an emergency.</p> <p>23. Refrain from smoking, drinking alcohol, or using illegal substances on or near school buses.</p> <p>24. In the event of an accident involving the school bus, follow the procedures outlined in (023) Accidents/ Incidents.</p> <p>25. Not allow the photography of students unless approved by the principal or STSBHN, while abiding by 036 Video Cameras on School Buses.</p> <p>26. Always deliver students to their scheduled destination, even if they display unruly behaviour.</p> <p>27. Not use a cell phone or other personal portable electronic device <u>that requires the use of their hand(s)</u> while operating a school bus or any other vehicle transporting students; the only exception is if an emergency exists and the driver requires immediate assistance to ensure the safety of his/her passengers or to report a dangerous or life-threatening situation.</p> <p>28. Not refuel the school purpose vehicle while students are</p>
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Title : Responsibility of Bus Operator/ Driver	Procedure # : 007	Effective : Nov 5, 2010
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<p>Responsibilities of the Bus Drivers... continued</p>	<p>on board.</p> <p>29. Secure assistive devices in the bus in accordance with the manufacture's specifications/ guidelines.</p> <p>Criminal Record Check:</p> <p>Prior to transporting or supervising any students entrusted to them by STSBHN, the Operator will ensure that their employee has undergone a Criminal Record Check.</p> <p>After the initial record checks, an annual declaration is required to be signed off by the employee stating that there has not been a change in their record since the initial checks were completed.</p> <p>Any identified offences must be forwarded to the consortium by the Operator where, in their absolute discretion, a determination will be made as to if the employee can perform services for STSBHN.</p>
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 -any sexual offence under the Criminal Code;¶
 -any violation under the Controlled Drug and Substances Act;¶
 -any criminal offence involving minors;¶
 -crimes of violence which include, but are not limited to threats, assaults, and use, possession or concealment of a weapon or imitation of a weapon;¶
 -propagation of hate literature or incitement of hatred;¶
 -possession, distribution or sale of any pornographic or violent material;



Title : Responsibility of STSBHN	Procedure # : 008	Effective : Nov 5, 2010
Section : Roles and Responsibilities	Page : 1 of 3	Next Review: Feb 2021

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Statement	<p>Pursuant to the <i>Education Act</i>, R.S.O. 1990, School Boards may provide transportation services for their students.</p> <p>With the goal of constantly improving their efficiency, the GEDSB, BHNCDSD, and <u>CSC MonAvenir</u> have partnered in a consortium which has adopted <u>shared</u> procedures pertaining to student transportation.</p> <p>Transportation is organized and managed by STSBHN.</p>
Procedures of the STSBHN	<p>STSBHN is committed to:</p> <ol style="list-style-type: none"> 1. Providing safe and efficient transportation services for students travelling to and from school. 2. Providing specialized transportation services for students who cannot access regular transportation due to a physical, emotional or physiological disability, for other medical reasons, as well as for students identified as "exceptional" students. 3. Handling complaints, and requests for information or changes, in accordance with the policies and procedures of STSBHN and its member boards. 4. Delivering effective and efficient transportation solutions to programs assigned to it from its member boards.
Responsibilities	<p>STSBHN is responsible for:</p> <ol style="list-style-type: none"> 1. Planning safe transportation routes in accordance with the policies and procedures of STSBHN. 2. Informing schools and school bus operators, via the online portal, about the routes and pick-up and drop-off times for each route. 3. Informing parents, via the portal or by other means when

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Title : Responsibility of STSBHN	Procedure # : 008	Effective : Nov 5, 2010
Section : Roles and Responsibilities	Page : 2 of 3	Next Review: Feb 2021

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Responsibilities... Continued	<p>necessary, about the pick-up and drop-off times for their child(ren).</p> <ol style="list-style-type: none"> 4. Optimizing bus routes without endangering students' safety and well-being. 5. Planning efficient bus routes taking into account the following factors: safety, travel time, the number of passengers on the bus, the bus size and the number of buses per school. 6. Planning efficient routes using the most economical and logical trip to and from school on public access roads or highways. 7. Receiving and assessing transportation requests from schools or directly from parents when schools are not operating. 8. Planning new routes and informing parents, bus operators, and the schools accordingly. 9. Receiving and assessing suggestions from bus drivers through the operator's office staff regarding possible changes to the planned routes. Notification to parents, bus operator, and schools will be made as necessary and when the changes are approved; the method of notification delivered by, or on behalf of, STSBHN staff will vary depending on the impact and scope of the change. <p>STSBHN must:</p> <ol style="list-style-type: none"> 1. Manage and update bus transportation services on a daily basis. 2. Remain in regular contact with bus operators and school principals to ensure the safe and efficient management of school transportation services. 3. Be available to answer questions and concerns from all stakeholders in order to inform them about policies, procedures, safety measures, etc.
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Title : Responsibility of STSBHN	Procedure # : 008	Effective : Nov 5, 2010
Section : Roles and Responsibilities	Page : 3 of 3	Next Review: Feb 2021

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Responsibilities... continued	<p>4. Support school principals and bus drivers in maintaining <u>a safe environment</u> on the bus.</p> <hr/> <p>5. Conduct inspections and assessment activities pertaining to bus transportation services, in order to ensure that bus operators are complying with the STSBHN's policies and procedures as well as other contractual obligations.</p>
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Title : Walking Distance to Bus Stop	Procedure # : 009	Effective : Nov 5, 2010
Section : Operating Guidelines	Page : 1 of 1	Next Review: Feb 2021

	Info already contained in procedure 031- service parameters
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Students may be required to walk to and from the bus stop(s) assigned by STSBHN.¶

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Procedures¶

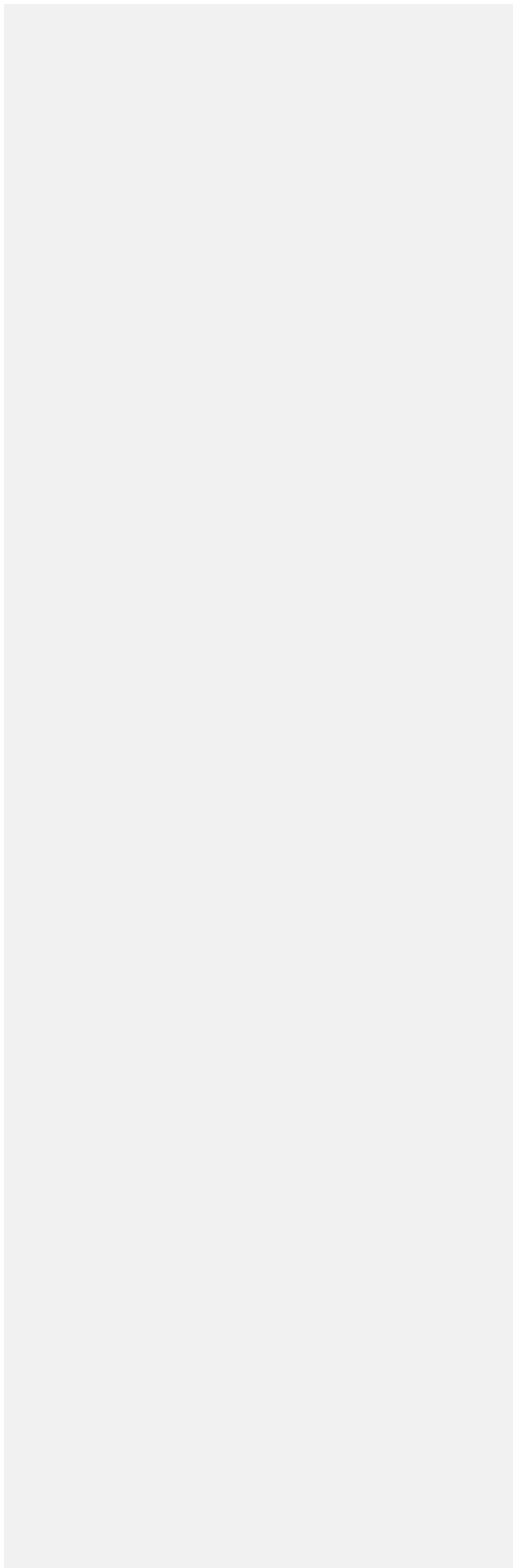
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JK – Grade 12 students who are eligible to receive transportation may be required to walk up to 0.8 KM to reach their assigned bus stop location.¶
¶
The distance is calculated based on the shortest distance on a safe walking route, as outlined by (030) Hazard Transportation Eligibility, between the student's primary address and the bus stop.¶
¶
The distance mentioned above is a maximum distance. Every effort will be made to minimize the distance from a student's home address to the stop location assigned to them by STSBHN. ¶
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Distances are calculated by STSBHN's route planning software.¶
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<p>Statement</p>	<p>Public transit may be used in Brantford to serve eligible students where it makes economic sense to do so.</p> <p>It is <u>at</u> the sole decision of the consortium's member boards to determine if the local transit system will be used as an acceptable substitute or compliment to the current transportation solution.</p>
<p>Procedures</p>	<p>Transit Tickets:</p> <ol style="list-style-type: none"> 1. Students receive public transit tickets to cover their travel to and from school on scheduled school days. Students that receive transit tickets are only handed return fares, commonly called "B Cards", at the end of an instructional day. The ticket entitles the student to a transit ride home as well as a ride to school in the morning. Tickets are to be used for their intended purpose only. 2. Administration at the school is responsible for safe storage of the tickets and will determine, on a daily basis, who is eligible to receive the transit ticket. 3. Once a student has received their ticket, they are responsible for it. No damaged, lost or stolen tickets will be replaced by STSBHN, the school or the Special Education Department. In the event that a student uses their tickets for purposes other than school transportation, they must make arrangements for travelling to and from school, and must cover the expense themselves. <p>Transit Passes:</p> <ol style="list-style-type: none"> 1. Where consistent and predictable ridership allows, monthly and <u>/or</u> semester passes will be used to achieve greater economies of scale to decrease the cost of the services to STSBHN and their member school boards. 2. The provision of passes will be at the discretion of the Manager of Transportation Services.

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Title : Specialized Routing	Procedure # : 011	Effective : May 17, 2011
Section : Specialized Transportation	Page : 1 of 3	Next Review: Feb 2021

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Statement	STSBHN is committed to planning and delivering safe, effective and efficient transportation services to all students of the member boards. Route planning will take place in such a way that all approved service parameters and approved Board specific expectations are adhered to.
Procedures	<p>STSBHN will plan and continually manage routes using criteria identified in (031) Service Parameters via computerized planning software along with input from the member board's Special Education Departments as well as local school bus operators to effectively develop routes and runs.</p> <p>STSBHN will also take the following factors into consideration when developing transportation solutions for students identified under (020) Special Education and Medical Transportation:</p> <ol style="list-style-type: none"> Mode of Transportation – the type of vehicle assigned to a route will be determined by STSBHN staff to meet the needs of the students assigned while minimizing the cost to STSBHN. Special Needs Transportation – student identified by (020) Special and Medical Transportation will be provided transportation services which meet their specific need(s) as determined and communicated by the member board's Special Education Department. Additional special services, for identified students, may include: <ul style="list-style-type: none"> Adult monitors – intended for students who have extraordinary medical needs or where a safety concern exists; Mid-day pickups – intended for student who are unable to attend a full day of curriculum or who would be better served with a schedule that meets their specific needs. Scheduled pickups and drop offs, that deviate from the traditional length of the school day, will only be at the request of the school principal in



Title : Specialized Routing	Procedure # : 011	Effective : May 17, 2011
Section : Specialized Transportation	Page : 2 of 3	Next Review: Feb 2021

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Procedure Cont...	<p>conjunction with the Special Education Department;</p> <ul style="list-style-type: none"> • Ride alone service – intended for student who are unable to be safely transported with other <u>students</u>; • Safety Vests – intended for students who are unable to maintain an upright position while seated on the school bus or who have difficulties controlling impulses to maintain safely seated; • Specific individualized parameters – intended for students where route duration, number of additional passengers, and student specific tendencies need to be considered <p>In addition to the expectation set out in (004) Responsibility of Students and (005) Responsibility of Parents and Guardians, the following guidelines are applicable to identified students:</p> <ol style="list-style-type: none"> 1. students are to be accompanied and met at their scheduled stop location according to the student's need(s); if the student's record indicates "must be met" and there is not a parent/ guardian or responsible designate at the location to accept the student, the student will be returned to their school. The operator will contact the school in advance to ensure that a staff member is present to receive the student. Repeated failure of the parent/ guardian or designate to meet a child may result in transportation services being suspended or removed from the student. 2. it is the parent's responsibility to provide assistance opening/ closing a door or buckling/ unbuckling a seat belt, safety vest or other assistive device at the home stop location; school staff will assist with these functions at the school stop location. If the seat belt, safety vest or other assistive device is to become unfastened during transportation, the driver/ rider's aide will re-secure the device after the vehicle has been stopped in a safe and secure location. 3. if transportation services are not required due to illness,
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Title : Specialized Routing	Procedure # : 011	Effective : May 17, 2011
Section : Specialized Transportation	Page : 3 of 3	Next Review: Feb 2021

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Procedure Cont...	<p>vacation, etc, the parent/ guardian must contact the <u>service provider</u> directly to inform them of the student's absence and expected duration. Repeated failure to convey this information may result in transportation services being suspended or removed from the student.</p>
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Title : Out of Area Students	Procedure # : 012	Effective : Nov 5, 2010
Section : Eligibility	Page : 1 of 2	Next Review: Feb 2021

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Statement	<p>Only those students residing in the school's attendance boundary and residing beyond the walking distance requirements, stipulated in (002) Transportation Eligibility, will be eligible to receive transportation services.</p> <p>Transportation for the students attending an out-of-area school is the responsibility of the parent/ guardian/ student.</p> <p>Unless courtesy transportation is permitted, out-of-boundary students may not use transportation services; the only exception to this rule is if permission is obtained by the Senior Business Official responsible for transportation exempting the student(s).</p>
Procedures	<p>Out-of-Boundary Students:</p> <ol style="list-style-type: none"> 1. When a student's primary address is located outside the school's attendance boundary, the parent/guardian may request, via a Transportation Request Form (TF001), a courtesy seat for the student, in accordance with (017) Courtesy Transportation. 2. When an elementary student's primary address is located outside the school's attendance boundary, but his/her caregiver's address falls within the school's attendance boundary, the parent/guardian may request a courtesy seat for the student to travel between the school and the caregiver location, in accordance with (017) Courtesy Transportation. 3. When a student's primary address is located outside the school's <u>attendance boundary</u>, but the parent works within the school zone, the parent or guardian may request a courtesy seat for the student to travel between the school and the parent's work, in accordance with (017) Courtesy Transportation. <p>Out-of-District Students:</p> <p>When a student's address is located outside of the member</p>

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Title : Out of Area Students	Procedure # : 012	Effective : Nov 5, 2010
Section : Eligibility	Page : 2 of 2	Next Review: Feb 2021

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Procedure Continued...	board's district boundary and they wish to attend a school within the board's jurisdiction, transportation will only be granted if special permission is obtained by the Senior Business Official. These cases will be handled on a one-off basis.
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Friends of the Educational Archives

General Meeting Minutes

Pine Tree Room, Joseph Brant Learning Centre

February 20, 2018 at 4:00 pm

Regrets: Danial Walker, Jean Montgomery, Sylvia Weaver, Betsy McBurney, Brenda Blancher

Present: Janice Schweder, Bob Stevenson, Diane Crowdis, Lorna Thomson, Ruth Lefler, Jim Pond, Carol Ann Sloat, Carol Luciani, Peter Marchand, Paula Sue Rasokas

1. Janice welcomed everyone and additions to the agenda were moved by Carol Ann Sloat and seconded by Paula Sue Rasokas.
2. a) approval of minutes – moved by Paula Sue Rasokas and seconded by Carol Luciani
b) meeting times – since concern has been raised by Dan that 4:00 pm is too late for our general meetings everyone agreed with holding the general meetings at 3:00 pm preceded by an executive meeting at 2:30 pm
3. Revised Constitutional By-Laws – Janice explained changes to by-laws for approval at the AGM in May : i) every paid member shall be entitled to one vote on an issue at the AGM or special annual meeting except the chairperson who is entitled to a tie vote, ii) in order to save on insurance premiums the executive has been reduced to the following five members: President, Vice President, Past President, Secretary, Treasurer iii) addition of 6.8 Role of the Archivist – to act as a consultant to the executive with no voting privileges and to assume overall management of the collection
4. Feedback from Boards regarding budget – in September of 2014 a Co-operative Agreement was signed by GEDSB and BHNCD SB going forward that each would contribute \$2500 a year to fund the Friends of the Educational Archives.

5. Charitable Organization Income Tax Forms – Jean has completed her end of the work and the rest is now being completed for filing by the Grand Erie Board.
6. AGM in May – Carol Ann Sloat reported that there is a board budget meeting scheduled for May 15 and Carol Luciani also had a board conflict for that date. The group decided to move the AGM to Wednesday, May 16, 2018 to enable them to attend. Carol Ann Sloat will reserve the Board Room at the Grand Erie Board Office for the meeting which will be at 7:30 pm on Wednesday, May 16, 2018.
7. Research fees – Bob said that the fee for 1 person seeking 1 piece of information is \$10.00 and if the research is more extensive the fee is \$20.00. Ruth added that it should be more if it is not for personal use. She will find out what they do at the museum and report back next week. Ruth also suggested that copies of pictures should be \$15.00. Carol Ann Sloat said that the Board has a new website and the Archives could be part of that. Here we could list the fees for services and other things that are available at the Archives.
8. Treasurer’s Report – currently we have \$775.83 in our community bank account and we have received an Ontario Heritage Grant of \$1030.00 which will be deposited in that account. Expenditures so far this year from the Grand Erie account are in the amount of \$2725.28.
9. Janice thanked everyone who were coming out for our work bees. She reported that we are working our way through the materials that we received from The Archives of Ontario. Bob mentioned that we haven’t received any yearbooks recently and Carol Ann said that principals had been told to hold off sending things until guidelines for what to send have been completed. Hamilton has a set of guidelines so we could probably adopt them for our own use. Ruth said it is important that schools feel free to keep sending items so that they are not lost or thrown out. Paula Sue Rasokas asked what to do about the old filled up plaques that she has at her school. It was suggested that Jim might come and take pictures of them at her school so they wouldn’t get damaged in transit. He has already taken pictures of the plaques which are currently at the Archives.
10. Motion to Adjourn – moved by Carol Ann Sloat and seconded by Carol Luciani



REGIONAL CATHOLIC PARENT INVOLVEMENT COMMITTEE MEETING

Monday, February 26, 2018 – 7:00 pm - Boardroom

Present: Bonnie McKinnon (Trustee), Lidia Bellington, Lindsay Blasdell, Edith Heleniak, Rebecca Johnson, Courtney Montgomery, Colin Phee, Stéphane Rouleau, Michelle Shypula, Marie Teskey, Greg Wilson

Guest(s): Dianne Wdowczyk – Mental Health Lead

1. Opening Prayer

Superintendent Shypula led the group in the opening prayer.

2. Welcome and Opening Comments

Superintendent Shypula welcomed the group and led a round of introductions for the benefit of all members and guests in attendance.

3. Approval of Agenda

Moved by: Stéphane Rouleau

Seconded by: Colin Phee

THAT the RCPIC Committee approves the agenda of the February 26, 2018 meeting.

Carried

4. Declaration of Interest- Nil

5. Approval of Minutes – October 23, 2017

Moved by: Bonnie McKinnon

Seconded by: Rebecca Johnson

THAT the RCPIC Committee approves the minutes of the October 23, 2017 meeting.

Carried

6. Business Arising from the Minutes- Nil

7. Correspondence- Nil

8. Mental Health Strategy Update- Dianne Wdowczyk – Mental Health Lead

Superintendent Shypula introduced Dianne Wdowczyk, Mental Health Lead and Dianne updated the group with a hand out on the Board Mental Health and Well-Being Strategy 2017-20. Dianne indicated the strategy continues to be rooted in the three pillars of Mental Health Literacy, Mental Health Promotion, and Vulnerable Student Support. Dianne shared a video produced by The Centre for Addictions and Mental Health (CAMH) that can be found in the Mental Health and Well-Being section of our board website under the tab Programs & Services. The video provided an overview of the difference between mental health and mental illness and provides an opportunity for consistent language and talking points for staff, students and their families. <http://www.bhncdsb.ca/page/mental-health-and-well-being>



Dianne indicated the importance of student and parent voice in order to inform the Mental Health and Well-Being Strategy and yearly action plans. She indicated at the school level, each school should either have or be in the process of forming School Well-Being teams, which should include staff, student and parent representation. Dianne encouraged the members to ask their administrators about these teams and if interested, offer to join.

Dianne discussed the many things happening in the Board to improve the well-being of our students and staff such as:

- Professional development days focused on mental health and well-being,
- Christian meditation,
- Social-emotional programming like *Mind Up* being available in elementary schools,
- Evidence based health promotion opportunities for secondary students through *Jack Talks* (www.jack.org); and
- Whole school approaches to restorative practices through partnership with the John Howard Society in an effort to build community.

From a provincial standpoint, curriculum links provide opportunity to promote mental health and well-being i.e. Health and Physical Education, English, etc.

Dianne noted the Ministry of Education has released a recent document called ‘*Yes, I Can!*’ which discusses the importance of mindset concerning mathematics. This resource was forwarded to all School Council Chairs to share with their communities.

<http://find.gov.on.ca/?owner=edu&lang=en&q=yes+i+can+math>

9. BREAK

10. Renewing the Promise Symposium Update - Colin Phee- RCPIC Chair

RCPIC Chair, Colin Phee shared his experience attending the “Renewing the Promise” symposium in November 2017. *Renewing the Promise* is a follow up to the document “The Moment of Promise” published by the Assembly of Catholic Bishops of Ontario in 1988 that established a clear and compelling mission and vision for Catholic schools. A later pastoral letter “Fulfilling the Promise” was released in 1993 and focused on nurturing and sustaining our Catholic schools. In order to support our students in being witnesses to their faith in an ever-complex secular society, in the spring of 2017, Catholic school stakeholders were again invited to share their understandings and challenges related to Catholic education in Ontario using the *Thoughtexchange* process. Information that was gleaned from the *Thoughtexchange* survey was then shared at a province-wide symposium in November 2017. This symposium was hosted by the Institute for Catholic Education (ICE) and the Office Provincial de l’Éducation de la foi Catholique de l’Ontario (OPECO) and attendees included clergy, school board personnel, students and parents from our district. Input from both the surveys and symposium will be used to inform a pastoral letter by the Bishops of Ontario and will reflect on the challenges and opportunities that present in this time of Catholic education.

11. Ontario Association for Parents of Catholic Education (OAPCE) Update - Stéphane Rouleau – RCPIC Vice- Chair

Stéphane shared that the Ontario Association of Parents in Catholic Education (OAPCE) is the voice for parents and guardians of students enrolled in a publicly funded English Catholic System of Education in the Province of Ontario. Stéphane updated parents on the new Executive Board elected in January 2018 and current Regional Directors for the association. OAPCE is currently planning for their Fall Symposium and 80th Anniversary Conference, which will be taking place in 2019. There are



currently over 4,000 people registered to the Ontario Catholic School Trustees Association (OCSTA) - Together in Faith campaign, 2018 Annual General Meeting and 'Stewards of the Promise' Conference that will be held April 26 to 28, 2018. The Ontario English Catholic Teacher's Association (OECTA) is currently accepting nominations for 2018 Teaching Awards until March 31, 2018 and individuals can visit <https://teachingawards.ca/home/> for additional information. OAPCE will be holding their next Board of Directors meeting in April 2018.

12. Safe and Accepting Schools Update - Michelle Shypula- Superintendent of Education

Superintendent Shypula provided the RCPIC with a Safe and Accepting Schools update. The District Safe and Accepting Schools Team (DSAST) has met three times this year. The focus of these meetings has been to create school conditions whereby all staff, students, parents and community members feel welcomed, accepted and safe when they are in our facilities. Recent initiatives that the team has been addressing and will be sharing with school community stakeholders are:

- Preparation for the creation of School Climate surveys and School Climate Action Plans using *Thoughtexchange*;
- Creation of a school code of conduct template that all school communities can utilize that provides for consistent messaging but can be individualized to reflect each school community's unique qualities;
- Investigation and determination of a system-wide staff online training program to address bullying and bullying prevention in our schools; and
- Development of a district administrative procedure to support students who demonstrate risk of injury to themselves and/or others.

A progress update of the above initiatives will be shared at the May RCPIC meeting.

13. Closing Remarks/ Adjournments

Superintendent Shypula presented Edith Heleniak with a 'Homeless Jesus' bronze sculpture, also known as Jesus the Homeless, by Canadian sculptor Timothy Schmalz that depicts Jesus as a homeless person, sleeping on a park bench. The gift was a token of the Boards appreciation for her 10 years (plus) service to RCPIC and her dedication to Catholic Education. Attendees were thanked for their participation and the meeting adjourned at 9:20 pm.

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

Prepared by: Chris N. Roehrig, Director of Education & Secretary
Presented to: Committee of the Whole
Submitted on: March 20, 2018
Submitted by: Chris N. Roehrig, Director of Education & Secretary

2015-2018 STRATEGIC PLAN – COMMUNICATION AND COMMUNITY ENGAGEMENT UPDATE

Public Session

BACKGROUND INFORMATION:

In November 2015, the Board approved the 2015-2018 multi-year strategic plan, which includes a focus on communication and community engagement. Communicating effectively with our internal and external stakeholders, utilizing social media and web-enabled communications effectively, and being responsive to and engaging with the community will improve our ability to generate support for our system.

DEVELOPMENTS:

There are three key goals that form the operational aspects of the strategic plan in relation to Communication and Community Engagement. The following is a summary of work that is ongoing relative to each goal.

Increase our profile in the community.

A standardized print and online image series was created using new images for the 2015-18 school years. We rotated through the series with solid results around recognition. Our registration campaigns incorporated images from the series in their print material and online supports. We also used these series in our new teacher recruitment displays, general community advertising and shared them with OCSTA and the Canadian Association of Communicators in Education. Moving forward, the success of the Elementary Guide for Parents has prompted the scheduling of transitioning other popular documents into a single resources. The Special Education Services resources is the first that is underway.

Improve awareness of the good things happening in our school.

We are tracking our online (web and Twitter) testimonials and are reusing them in reports and in other projects. Our use of video at the school level has been excellent with teachers, support staff and principals engaging in the practice in a safe and secure way. This is third year of the use of our standardized visuals (coincides with the life of the strategic plan) that are connected with our Catholic school district. We will be creating new Catholic school visuals for the next three years.

Improve customer service perceptions in our community.

We have incorporated improved customer service practices into our Kindergarten Registration project as well as other school level and parent level activities. A completely online registration process, electronic meetings and online conversations are a few examples of how we are better serving our community.

Our improved customer service extends to our community partners including support for St. Vincent De Paul, projects between schools and partners, and our continued support for providing advertising and shared events on our websites and twitter feeds.

Using improved online tools has assisted with the customer service improvement level achieved. The forward thinking ThoughtExchange school climate survey and Board-level exchange enabled us to incorporate results into School Improvement Plans and the District Safe and Accepting Schools Plan.

One-on-one training to improve school website use is underway and more casual staff are website ready. This enables staff to post information and keep our communities informed.

RECOMMENDATION:

THAT the Committee of the Whole refers the 2015-2018 Strategic Plan – Communications and Community Engagement Update report 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: Thomas R. Grice, Superintendent of Business & Treasurer
Presented to: Committee of the Whole
Submitted on: March 20, 2018
Submitted by: Chris N. Roehrig, Director of Education & Secretary

TRUSTEE DETERMINATION & DISTRIBUTION - 2018 ELECTIONS Public Session

BACKGROUND INFORMATION:

The municipal elections to be held in June 2018 will include the election of school board trustees. In preparation for the election, school boards are required to determine the number of trustees to be elected and the distribution of those trustees as allowed under Regulation 412/00 of the *Education Act*. In addition, school boards must determine whether to designate a trustee to low population areas. The rationale for designation of a trustee to low population areas is to ensure representation to areas in which there may be insufficient population to justify a trustee based solely on the calculation.

The *Education Act* allows district school boards to reduce their number of elected members below the number provided for in the Act and Regulation 412/00, but not below the minimum number of five members. This can only be accomplished by a resolution of the school board. If a school board chooses to exercise this option, the resolution must be passed before March 31st.

DEVELOPMENTS:

The Brant Haldimand Norfolk Catholic District School Board has four municipalities: The City of Brantford and the Counties of Brant, Haldimand and Norfolk.

The Board must approve the following:

1. The Number of Trustees According to the Population of the Electoral Group:

- As the Brant Haldimand Norfolk Catholic District School Board has an electoral population less than 45,000, the number of trustees for the Board is six. (*Regulation. 412/00*).

2. Low Population Representation:

- Based on the distribution, there is no need to designate a trustee to a low population area.

3. The Distribution of Trustees:

- Attached, as Appendix A, is a spreadsheet, which indicates the proposed allocation and comparisons back to 2006.

RECOMMENDATION:

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

1. THAT, for purposes of the 2018 election, the number of trustees is determined to be six.
2. THAT, for purposes of the 2018 election, the Brant Haldimand Norfolk Catholic District School Board has not designated any low population areas within its jurisdiction.
3. THAT, for the purposes of the 2018 election, the Brant Haldimand Norfolk Catholic District School Board has determined the distribution of trustees to be two trustees for the City of Brantford, two trustees for the County of Norfolk, one trustee for the County of Brant and one trustee for the County of Haldimand.

APPENDIX A

BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

TRUSTEE DISTRIBUTION CALCULATION - 2018

	Electoral Population				Trustee Distribution	
	2006	2010	2014	2018	Electoral Quotient	Number of Trustees
City of Brantford	16,886	16,233	15,096	15,512	2.798	2
County of Brant	4,736	4,777	4,367	4,240	0.765	1
County of Haldimand	5,182	5,182	4,402	4,254	0.767	1
County of Norfolk	10,664	10,249	9,420	9,254	1.699	2
Total Board	33,468	36,441	33,285	33,260	6.000	6

TRUSTEE DETERMINATION - 2018

Trustee Determination by Electoral Population

- the number of trustees for Boards with an electoral population of less than 45,000 is 6 trustees

Trustee Determination by Population Density

- the number of trustees may be increased if the density factor is less than 4.0

$$\begin{aligned}
 \text{- the population density} &= \frac{\text{electoral population}}{\text{area in square kilometers}} \\
 &= \frac{33,260}{4,067} \\
 &= 8.18 \text{ (density factor } \neq \text{ number of trustees)}
 \end{aligned}$$

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

Prepared by: Thomas R. Grice, Superintendent of Business & Treasurer
Presented to: Committee of the Whole
Submitted on: March 20, 2018
Submitted by: Chris N. Roehrig, Director of Education & Secretary

FINANCIAL REPORT AS OF FEBRUARY 2018

Public Session

BACKGROUND INFORMATION:

Attached is the Board Expenditure Report for the period ending February 28, 2018.

DEVELOPMENTS:

Currently, there are few variances to report. Our total spending, at 47.0% of the annual Budget, puts us on track, as six months into the year, we would expect to have spent approximately 50% of the total budget. The Board's expenditure is slightly less than last year at this time, having spent 49.1% of budget at February 2017. This variation is largely due to the change in the number of pay cycles from September to February this year.

Salaries are monitored closely each month and the current projection to year-end is slightly below budget. This expenditure, currently at 47.0% of budget, is slightly less than last year at this time; where salaries were 49.7% spent. Each year, the timing of pay cycles changes with the change in the calendar. At February 2018, 12-month staff have received 12 pays rather than the normal 13 pays half way into the year. Although salary expenditure is slightly skewed at our mid-point this year, we project that this expenditure is on track and will be in line with budget by the fourth quarter.

The expected spending level for salaries varies by employee group. At February 2018 and mainly due to the change in pay cycles, teaching staff have received 12 pays or approximately 46.0% of annual pay. Support staff have received between 46.0% and 57.0% of annual pay for 12-month and 10-month staff by this time of year, explaining the slight variation of percentage spent between the various salary lines. The Lunch Monitor budget line is 56.3% spent, higher than the 45.0% spent at this time last year. However, it is still in line with this year's budget.

Benefits Expenditure are as expected at second quarter-end with 48.7% spent compared to 45.0% spent last year. However, the phased-in transfer to the Provincial Trust Plan for our four employee groups continues to create some uncertainty for forecasting purposes.

Salaries and Benefits account for some 80.0% of the total Operating Budget. Any savings realized by end-of-year on these two budget lines is significant to the bottom line.

Most property and liability insurance premiums, membership and software contracts require payment of annual fees early in the year, leaving these budget lines with a higher percentage spent in the first half of the year. A pay-out of OSBIE Insurance surplus of approximately \$73,700 was realized the early part of this school year, offsetting a significant portion of these costs.

School Renewal spending, to date, amounts to some \$218,000, which is approximately 24.0% of budget. A significant portion of School Renewal is completed during March Break and the summer months due to the nature of these projects. Expenditure identified as New Pupil Places is the interest portion of debenture debt payments with one of two annual payments made in the first half of the year. Principal payments are no longer included in the Operations Expenditure budget.

The Governance / Trustees budget is 47.5% spent, which is on track for this Budget year and just slightly less than February 2017 with 48.3% spent. Also reflected in the second quarter report is payment of the annual OCSTA fees captured in the Administration & Other Support Department.

The Continuing Education Program expenses totalled \$99,895 or 31.9% of budget for the first half of the year. This Program, re-established in the 2013-14 school year, includes the Heritage Language and Summer School programs offered.

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board receives the Financial Report – February 2018 report.

Report Name: B01

Monthly Board Report

Ending Period: February 2018

	Budget	Expenditure	% Spent
10 - INSTRUCTION			
SALARIES & WAGES	55,124,926.50	25,522,673.06	46.3
EMPLOYEE BENEFITS	7,147,186.00	3,192,822.90	44.7
STAFF DEVELOPMENT	270,065.00	100,285.29	37.1
SUPPLIES & SERVICES	2,298,963.68	916,841.98	39.9
REPLACEMENT F & E	903,728.69	239,548.73	26.5
FEES & CONTRACTUAL SERVICES	444,638.00	281,026.01	63.2
OTHER	3,300.00	1,532.40	46.4
AMORTIZATION	142,064.00	71,032.08	50.0
Total - INSTRUCTION	66,334,871.87	30,325,762.45	45.7
12 - SPECIAL EDUCATION			
SALARIES & WAGES	12,688,908.00	6,417,514.55	50.6
EMPLOYEE BENEFITS	2,754,613.00	1,316,282.77	47.8
STAFF DEVELOPMENT	38,700.00	9,264.10	23.9
SUPPLIES & SERVICES	205,550.21	73,218.06	35.6
REPLACEMENT F & E	500,007.00	46,047.85	9.2
FEES & CONTRACTUAL SERVICES	66,240.00	12,441.93	18.8
Total - SPECIAL EDUCATION	16,254,018.21	7,874,769.26	48.4
15 - SCHOOL MANAGEMENT/SCHOOL SERVICES			
SALARIES & WAGES	7,071,687.00	3,436,165.12	48.6
EMPLOYEE BENEFITS	1,083,896.00	507,463.76	46.8
STAFF DEVELOPMENT	53,885.00	4,913.85	9.1
SUPPLIES & SERVICES	409,654.91	166,929.61	40.7
REPLACEMENT F & E	12,350.00	5,926.37	48.0
FEES & CONTRACTUAL SERVICES	203,300.00	164,040.34	80.7
Total - SCHOOL MANAGEMENT/SCHOOL SERVICES	8,834,772.91	4,285,439.05	48.5
21 - STUDENT SUPPORT SERVICES-GENERAL			
SALARIES & WAGES	758,456.00	404,019.64	53.3
EMPLOYEE BENEFITS	155,417.00	74,702.29	48.1
STAFF DEVELOPMENT	1,900.00	1,793.63	94.4
SUPPLIES & SERVICES	17,862.00	12,474.01	69.8
Total - STUDENT SUPPORT SERVICES-GENERAL	933,635.00	492,989.57	52.8
22 - COMP & OTH TECH STUDENT SUPP SERV			
SALARIES & WAGES	1,005,571.00	456,941.13	45.4
EMPLOYEE BENEFITS	262,459.00	122,395.34	46.6
STAFF DEVELOPMENT	29,000.00	6,164.51	21.3

Report Name: B01

Monthly Board Report

Ending Period: February 2018

	Budget	Expenditure	% Spent
SUPPLIES & SERVICES	82,510.00	32,317.88	39.2
REPLACEMENT F & E	5,000.00	377.03	7.5
FEES & CONTRACTUAL SERVICES	51,120.00	10,113.84	19.8
Total - COMP & OTH TECH STUDENT SUPP SERV	1,435,660.00	628,309.73	43.8
23 - LIBRARY SERVICES			
SALARIES & WAGES	758,937.00	396,757.87	52.3
EMPLOYEE BENEFITS	177,186.00	94,370.90	53.3
STAFF DEVELOPMENT	2,000.00	0.00	0.0
SUPPLIES & SERVICES	84,444.20	29,234.54	34.6
REPLACEMENT F & E	0.00	732.57	0.0
FEES & CONTRACTUAL SERVICES	33,004.00	24,041.66	72.8
Total - LIBRARY SERVICES	1,055,571.20	545,137.54	51.6
24 - GUIDANCE SERVICES			
SALARIES & WAGES	834,308.00	388,578.36	46.6
EMPLOYEE BENEFITS	100,110.00	41,467.18	41.4
SUPPLIES & SERVICES	5,611.41	2,487.70	44.3
Total - GUIDANCE SERVICES	940,029.41	432,533.24	46.0
25 - TEACHER SUPPORT SERVICES			
SALARIES & WAGES	1,405,185.00	623,334.86	44.4
EMPLOYEE BENEFITS	146,332.00	63,714.37	43.5
STAFF DEVELOPMENT	23,700.00	9,815.95	41.4
SUPPLIES & SERVICES	53,193.00	16,718.58	31.4
FEES & CONTRACTUAL SERVICES	11,577.00	10,394.10	89.8
Total - TEACHER SUPPORT SERVICES	1,639,987.00	723,977.86	44.1
31 - GOVERNANCE/TRUSTEES			
SALARIES & WAGES	64,700.00	31,245.90	48.3
EMPLOYEE BENEFITS	2,588.00	595.25	23.0
STAFF DEVELOPMENT	23,000.00	11,073.22	48.1
SUPPLIES & SERVICES	30,800.00	15,534.08	50.4
REPLACEMENT F & E	2,000.00	0.00	0.0
Total - GOVERNANCE/TRUSTEES	123,088.00	58,448.45	47.5
32 - SENIOR ADMINISTRATION			
SALARIES & WAGES	787,858.00	373,586.31	47.4
EMPLOYEE BENEFITS	81,031.00	37,302.40	46.0
STAFF DEVELOPMENT	27,300.00	9,884.80	36.2
SUPPLIES & SERVICES	31,394.00	7,072.74	22.5

Report Name: B01

Monthly Board Report

Ending Period: February 2018

	Budget	Expenditure	% Spent
FEES & CONTRACTUAL SERVICES	10,900.00	8,637.06	79.2
OTHER	1,500.00	1,711.17	114.1
Total - SENIOR ADMINISTRATION	939,983.00	438,194.48	46.6
33 - ADMINISTRATION & OTHER SUPPORT			
SALARIES & WAGES	167,152.00	60,776.83	36.4
EMPLOYEE BENEFITS	32,501.00	13,230.63	40.7
STAFF DEVELOPMENT	6,100.00	1,362.30	22.3
SUPPLIES & SERVICES	43,300.00	18,709.53	43.2
REPLACEMENT F & E	0.00	445.34	0.0
FEES & CONTRACTUAL SERVICES	205,750.00	90,916.67	44.2
OTHER	35,500.00	14,892.70	42.0
AMORTIZATION	52,859.00	26,429.34	50.0
Total - ADMINISTRATION & OTHER SUPPORT	543,162.00	226,763.34	41.7
34 - HUMAN RESOURCES ADMINISTRATION			
SALARIES & WAGES	519,074.00	213,165.68	41.1
EMPLOYEE BENEFITS	123,010.00	49,858.14	40.5
STAFF DEVELOPMENT	7,992.00	4,472.52	56.0
SUPPLIES & SERVICES	27,400.00	2,819.12	10.3
REPLACEMENT F & E	0.00	1,456.80	0.0
FEES & CONTRACTUAL SERVICES	241,380.00	88,802.34	36.8
Total - HUMAN RESOURCES ADMINISTRATION	918,856.00	360,574.60	39.2
35 - INFORMATION TECHNOLOGY ADMINIS.			
SALARIES & WAGES	60,165.00	27,930.83	46.4
EMPLOYEE BENEFITS	16,132.00	4,834.71	30.0
REPLACEMENT F & E	3,350.00	0.00	0.0
FEES & CONTRACTUAL SERVICES	55,400.00	17,481.72	31.6
Total - INFORMATION TECHNOLOGY ADMINIS.	135,047.00	50,247.26	37.2
36 - DIRECTOR'S OFFICE			
SALARIES & WAGES	268,512.00	104,900.67	39.1
EMPLOYEE BENEFITS	64,422.00	26,366.29	40.9
STAFF DEVELOPMENT	1,800.00	256.93	14.3
SUPPLIES & SERVICES	13,855.00	1,927.95	13.9
REPLACEMENT F & E	3,150.00	916.85	29.1
FEES & CONTRACTUAL SERVICES	0.00	229.86	0.0
Total - DIRECTOR'S OFFICE	351,739.00	134,598.55	38.3

Report Name: B01

Monthly Board Report

Ending Period: February 2018

	Budget	Expenditure	% Spent
37 - PAYROLL ADMINISTRATION			
SALARIES & WAGES	183,072.00	77,246.46	42.2
EMPLOYEE BENEFITS	45,003.00	20,340.17	45.2
STAFF DEVELOPMENT	3,543.00	1,103.33	31.1
SUPPLIES & SERVICES	2,000.00	1,031.84	51.6
REPLACEMENT F & E	0.00	745.77	0.0
FEES & CONTRACTUAL SERVICES	100,900.00	48,135.41	47.7
Total - PAYROLL ADMINISTRATION	334,518.00	148,602.98	44.4
38 - FINANCE			
SALARIES & WAGES	397,411.00	171,555.69	43.2
EMPLOYEE BENEFITS	92,756.00	38,887.25	41.9
STAFF DEVELOPMENT	9,943.00	2,346.64	23.6
SUPPLIES & SERVICES	7,900.00	1,353.11	17.1
REPLACEMENT F & E	5,000.00	461.06	9.2
FEES & CONTRACTUAL SERVICES	127,355.00	77,979.18	61.2
Total - FINANCE	640,365.00	292,582.93	45.7
39 - PURCHASING & PROCUREMENT			
SALARIES & WAGES	80,416.00	37,327.14	46.4
EMPLOYEE BENEFITS	18,989.00	7,832.18	41.2
STAFF DEVELOPMENT	1,500.00	397.38	26.5
SUPPLIES & SERVICES	1,200.00	469.73	39.1
FEES & CONTRACTUAL SERVICES	500.00	764.83	153.0
Total - PURCHASING & PROCUREMENT	102,605.00	46,791.26	45.6
40 - SCHOOL OPERATIONS			
SALARIES & WAGES	4,183,521.00	1,879,169.93	44.9
EMPLOYEE BENEFITS	1,240,596.00	543,166.97	43.8
STAFF DEVELOPMENT	3,000.00	448.48	14.9
SUPPLIES & SERVICES	2,764,156.00	1,166,371.60	42.2
REPLACEMENT F & E	36,800.00	5,118.18	13.9
FEES & CONTRACTUAL SERVICES	757,000.00	594,389.12	78.5
AMORTIZATION	4,433,762.00	2,216,880.96	50.0
Total - SCHOOL OPERATIONS	13,418,835.00	6,405,545.24	47.7
41 - SCHOOL MAINTENANCE			
SALARIES & WAGES	742,246.00	332,602.38	44.8
EMPLOYEE BENEFITS	179,503.00	81,244.22	45.3
STAFF DEVELOPMENT	2,500.00	68.56	2.7

Report Name: B01

Monthly Board Report

Ending Period: February 2018

	Budget	Expenditure	% Spent
SUPPLIES & SERVICES	847,298.40	512,842.45	60.5
REPLACEMENT F & E	4,500.00	3,176.57	70.6
INTEREST ON LONG TERM DEBT	66,800.00	33,928.51	50.8
FEES & CONTRACTUAL SERVICES	280,793.00	120,781.53	43.0
Total - SCHOOL MAINTENANCE	2,123,640.40	1,084,644.22	51.1
42 - SCHOOL RENEWAL			
SUPPLIES & SERVICES	918,701.00	218,202.27	23.8
Total - SCHOOL RENEWAL	918,701.00	218,202.27	23.8
43 - NEW PUPIL PLACES			
INTEREST ON LONG TERM DEBT	2,079,570.00	1,052,458.66	50.6
Total - NEW PUPIL PLACES	2,079,570.00	1,052,458.66	50.6
44 - OP & MAINT/CAPITAL-NON INSTRUC			
SALARIES & WAGES	42,771.00	19,851.13	46.4
EMPLOYEE BENEFITS	12,671.00	6,197.23	48.9
SUPPLIES & SERVICES	151,056.00	42,749.66	28.3
REPLACEMENT F & E	2,000.00	425.09	21.3
INTEREST ON LONG TERM DEBT	35,996.00	18,282.99	50.8
RENTAL EXPENDITURE	18,484.00	9,436.48	51.1
FEES & CONTRACTUAL SERVICES	36,284.00	6,080.22	16.8
Total - OP & MAINT/CAPITAL-NON INSTRUC	299,262.00	103,022.80	34.4
45 - DIRECT CAPITAL & DEBT			
INTEREST ON LONG TERM DEBT	305,191.00	154,241.29	50.5
OTHER	146,395.00	2,229.64	1.5
Total - DIRECT CAPITAL & DEBT	451,586.00	156,470.93	34.6
50 - TRANSPORTATION - GENERAL			
FEES & CONTRACTUAL SERVICES	230,000.00	137,754.60	59.9
Total - TRANSPORTATION - GENERAL	230,000.00	137,754.60	59.9
51 - TRANSPORTATION - HOME TO SCHOOL			
FEES & CONTRACTUAL SERVICES	4,846,320.00	2,873,850.34	59.3
Total - TRANSPORTATION - HOME TO SCHOOL	4,846,320.00	2,873,850.34	59.3
55 - CON ED			
SALARIES & WAGES	269,218.00	90,832.52	33.7
EMPLOYEE BENEFITS	26,732.00	7,556.83	28.3
STAFF DEVELOPMENT	500.00	0.00	0.0
SUPPLIES & SERVICES	15,600.00	1,505.49	9.7

Report Name: B01

Monthly Board Report

Ending Period: February 2018

	Budget	Expenditure	% Spent
FEES & CONTRACTUAL SERVICES	1,000.00	0.00	0.0
Total - CON ED	313,050.00	99,894.84	31.9
59 - OTHER NON-OPERATING			
SUPPLIES & SERVICES	3,500,000.00	1,750,000.00	50.0
Total - OTHER NON-OPERATING	3,500,000.00	1,750,000.00	50.0
Grand Total	129,698,873.00	60,947,566.45	47.0

2017-18
Trustee Meetings and Events

Date	Time	Meeting/Event	New / Revised
March 20, 2018	7:00 pm	Committee of the Whole	
March 27, 2018	9:00 am	Mental Health Steering Committee	
March 27, 2018	7:00 pm	Board Meeting	
April 4, 2018	9:00 am	SAL Committee Mtg. (HT)	
April 5, 2018	9:00 am	SAL Committee Mtg. (SJC)	
April 5, 2018	1:00 pm	SAL Committee Mtg. (ACS)	
April 11, 2018	9:00 am	Council of Catholic Service Organizations	
April 11, 2018	3:00 pm	Executive Council Meeting	
April 17, 2018	10:00 am	SEAC Meeting	
April 17, 2018	7:00 pm	Committee of the Whole	
April 17, 2018	7:00 pm	Board Meeting	
April 18, 2018	4:00 pm	Budget Committee	
April 26-28, 2018		OCSTA AGM & Conference	
May 2, 2018	9:00 am	SAL Committee Mtg. (HT)	
May 3, 2018	9:00 am	SAL Committee Mtg. (SJC)	
May 3, 2018	1:00 pm	SAL Committee Mtg. (ACS)	
<i>May 6-11, 2018</i>		<i>CATHOLIC EDUCATION WEEK</i>	
May 7, 2018	5:00 pm	Catholic Student Leadership Awards (SJC)	
May 8, 2018	2:00 pm	Budget Committee	
May 9, 2018	3:00 pm	Executive Council Meeting	
May 14, 2018	1:00 pm	Catholic Education Advisory Committee	
May 14, 2018	7:00 pm	Regional Parent Involvement Committee	
May 15, 2018	7:00 pm	Committee of the Whole	
May 22, 2018	9:00 am	STSBHN Governance Meeting	
May 22, 2018	10:00 am	SEAC Meeting	
May 22, 2018	7:00 pm	Board Meeting	
June 5, 2018	4:00 pm	Budget Committee	
June 7-9, 2018		CCSTA AGM & Convention	
June 7, 2018	9:00 am	SAL Committee Mtg. (SJC)	
June 7, 2018	1:00 pm	SAL Committee Mtg. (ACS)	
June 13, 2018	9:00 am	Mental Health Steering Committee	
June 13, 2018	9:00 am	SAL Committee Mtg. (HT)	
June 13, 2018	3:00 pm	Executive Council Meeting	
June 13, 2018	4:30 pm	Audit Committee	
June 19, 2018	10:00 am	SEAC Meeting	
June 19, 2018	7:00 pm	Committee of the Whole	
June 26, 2018	7:00 pm	Board Meeting	
June 29, 2018	4:45 pm 6:30 pm 7:00 pm	Assumption College Graduation Holy Trinity Graduation St. John's Graduation	

Meetings scheduled at the Call of the Chair: Accommodations Committee, Audit Committee, Budget Committee, Communications and Information Technology Advisory Committee, Legal Expenses Review Committee, Mental Health Leadership Steering Committee, Policy Committee.