



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

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

**Committee of the Whole
Tuesday, April 17, 2018 ♦ 7:00 pm
Boardroom**

Members: **Trustees:**
Rick Petrella (Chair), Dan Dignard (Vice Chair), Cliff Casey, Bill Chopp, 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)

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- 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 – March 20, 2018 Pages 3-7
 - 1.6 Business Arising from the Minutes
 - 2. Presentations**
 - 3. Delegations**
 - 4. Consent Agenda**
 - 4.1 Unapproved Special Education Advisory Committee Meeting Minutes Page 8
- March 20, 2018
 - 4.2 Unapproved Council of Catholic Service Organizations Meeting Minutes Pages 9-10
- April 11, 2018
 - 5. Committee and Staff Reports**
 - 5.1 Unapproved Minutes and Recommendations from the Policy Committee Pages 11-18
Meeting – April 5, 2018
Presenter: Cliff Casey, Chair of the Policy Committee
 - Accessibility Standards Policies & Administrative Procedures (pgs. 19-60)
 - French Immersion Program Policy & Administrative Procedure 200.30 (pgs. 61-65)
 - Student Attendance Policy & Administrative Procedure 200.03 (pgs. 66-77)
 - Trustee Expenses Policy 100.10 and Employee Expenses Policy 700.04 (pgs. 78-85)
 - Transportation of Students Policy 400.19 (pgs. 86-89)



- 5.2** Restorative Practices Pages 90-91
Presenter: Michelle Shypula, Superintendent of Education
- 5.3** Research Initiated by External Agencies Update Pages 92-95
Presenter: Chris N. Roehrig, Director of Education & Secretary
- 5.4** Board Enrolment Update as of March 31, 2018 (to be distributed)
Presenter: Patrick Daly, Superintendent of Education
- 5.5** Excursion – Mission Trip to New Orleans, LA Page 96
Presenter: Patrick Daly, Superintendent of Education
- 5.6** Excursion – Italy Page 97
Presenter: Patrick Daly, Superintendent of Education
- 6. Information and Correspondence**
- 6.1** School Organizations Update
- 6.2** Insights Report from Renewing the Promise
- 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 98
- 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**
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Committee of the Whole
Tuesday, March 20, 2018 ♦ 7:00 pm
Boardroom

Trustees:

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

Absent: Bonnie McKinnon, 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 Luciani.

1.2 Attendance – As noted above.

1.3 Approval of the Agenda

Moved by: Dan Dignard

Seconded by: Carol Luciani

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

Carried

1.4 Declaration of Interest – Nil

1.5 Approval of Committee of the Whole Meeting Minutes – February 20, 2018

Moved by: Cliff Casey

Seconded by: Carol Luciani

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the February 20, 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 unapproved minutes of the Special Education Advisory Committee Meeting of February 20, 2018 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 Student Transportation Services of Brant Haldimand Norfolk Board of Directors' Meeting of February 20, 2018 to the Brant Haldimand Norfolk Catholic District School Board for receipt.
- 4.3** THAT the Committee of the Whole refers the unapproved minutes of the Friends of the Educational Archives Meeting of February 20, 2018 to the Brant Haldimand Norfolk Catholic District School Board for receipt.
- 4.4** THAT the Committee of the Whole refers the unapproved minutes of the Regional Catholic Parent Involvement Committee Meeting of February 26, 2018 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Moved by: Carol Luciani

Seconded by: Dan Dignard

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

4.5 Unapproved Minutes and Recommendation from the Catholic Education Advisory Committee Meeting – March 19, 2018

Trustee Luciani provided a summary of the business of the March 19, 2018 Catholic Education Advisory Committee meeting and presented the following recommendation:

THAT the Catholic Education Advisory Committee recommends that the Committee of the Whole refers the district multi-year spiritual theme of **Hearts on Fire** Luke 24:13 – Journey, Encounter, Transform (rooted in the Emmaus story) to the Brant Haldimand Norfolk Catholic District School Board for approval.

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Committee of the Whole refers the unapproved minutes of the Catholic Education Advisory Committee Meeting of March 19, 2018 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

THAT the Committee of the Whole refers the recommendation of the Catholic Education Advisory Committee Meeting of March 19, 2018 to the Brant Haldimand Norfolk Catholic District School Board.

Carried



5. Committee and Staff Reports

5.1 Renewed Math Strategy (RMS): Student Achievement Update

Superintendent Telfer reviewed the directives of the Renewed Math Strategy and reiterated the commitment to continued improvement of student learning and achievement in mathematics. Other areas of focus included increasing and enhancing principal and teacher learning in mathematical knowledge and instruction. A summary of initiatives rooted in the Board Improvement Plan for Student Achievement was provided. Superintendent Telfer also shared an outline of teacher growth, a tracking sheet of the measurement modules, Grades 3 and 6 check-in results and a Math Makes Sense - Curriculum Alignment Project resource booklet.

Moved by: Carol Luciani

Seconded by: Cliff Casey

THAT the Committee of the Whole refers the Renewed Math Strategy (RMS): Student Achievement Update report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

5.2 2015-2018 Strategic Plan – Communication and Community Engagement Update

Director Roehrig provided a summary of ongoing work related to the key goals including increasing our profile in the community, improving awareness of the good things happening in our school and improving customer service perceptions in our community. New images for the 2015-18 school years were used to create a standardized print and online image series. The series were used for teacher recruitment displays, general community advertising and more. Other work includes tracking and utilizing online testimonials, the Kindergarten Registration project and using the ThoughtExchange school climate survey.

Moved by: Carol Luciani

Seconded by: Dan Dignard

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.

Carried

5.3 Trustee Determination & Distribution – 2018 Elections

Superintendent Grice advised that in preparation for the municipal election in October 2018, school boards are required to report to the Ministry the number and distribution of trustees based on the electoral population, and to determine if a designate should be appointed to low populated areas. It was determined based on the electoral population that the number of trustees for the Board is six. There was no need to designate a trustee to a low population area.

Moved by: Cliff Casey

Seconded by: Dan Dignard

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

Carried

5.4 Financial Report as of February 2018

Superintendent Grice outlined the few variances and noted the total spending was at 47% of the annual budget. It was also noted that the Board's expenditure is slightly less than that of last year at the same time and that there are no areas of concern.

Moved by: Carol Luciani

Seconded by: Dan Dignard

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

Carried

6. Information and Correspondence

Chair Petrella shared thank you cards and the kindergarten registration ad in the Brantford Brant Chamber of Commerce directory.

Moved by: Cliff Casey

Seconded by: Carol Luciani

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

Trustee Casey shared concerns regarding parking at St. Joseph's School. Director Roehrig advised the principal has been very active, creating a committee to involve the community and parents. A new plan from the committee will be put in place next week.

8. Business In-Camera

Moved by: Bill Chopp

Seconded by: Dan Dignard

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

Carried



9. Report on the In-Camera Session

Moved by: Carol Luciani

Seconded by: Dan Dignard

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

Carried

10. Future Meetings

Chair Petrella drew trustee attention to upcoming meetings and events.

11. Closing Prayer

Chair Petrella led the closing prayer.

12. Adjournment

Moved by: Cliff Casey

Seconded by: Dan Dignard

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

Carried



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

Present: Jill Esposito, Mischa Jansink, Carmen McDermid

Regrets: Bonnie McKinnon (Trustee), Jennifer Chapman, Christine Dragojlovich (Pearce), Krista Emmerson, Paul Sanderson, Michelle Shypula, Tracey Taylor, Teresa Westergaard-Hager, Nil Woodcroft

1. Opening Prayer

2. Welcome and Opening Comments

The meeting was called to order at 10:00 a.m. and attendance was noted as above.

3. Approval of Agenda

4. Approval of Minutes – February 20, 2018

5. Community Agency Updates

6. Reports

6.1 Student Achievement Leader: Special Education

6.2 Superintendent of Education

7. Closing Remarks/ Adjournment

At 10:30 a.m. a quorum was not reached and the meeting adjourned.

Next Meeting: Tuesday, April 17, 2018, 10:00 am, Boardroom

BRANT HALDIMAND NORFOLK COUNCIL OF CATHOLIC SERVICE ORGANIZATIONS

The purpose of this informal council is to provide an opportunity for the leadership of the various Catholic service organizations in the city of Brantford and the counties of Brant, Haldimand and Norfolk and the Catholic school board to meet on a semi-annual basis to share successes and challenges in an effort to find ways to support each other's goals.

MEETING MINUTES

Wednesday, April 11, 2018 ♦ 9:00 – 11:00 am
Boardroom, Catholic Education Centre – 322 Fairview Drive, Brantford

1. GATHERING & PRAYER

Director Roehrig led the opening prayer.

2. INTRODUCTIONS (WHOLE GROUP) & APPOINTMENT OF RECORDING SECRETARY

Present: Chris Roehrig, John Webb, Paul Tratnyek, Bonnie McKinnon, Keri Calvesbert, Carol Luciani, Bev Johnson, Stephen Norman, Deb Sheldrake, Peter Giordano, Pat Lenz, Cliff Casey, Lise Mori
Regrets: Anna Brady, Bill Acres, Fr. Alan Dufraimont

3. REVIEW OF PREVIOUS MEETING MINUTES – October 17, 2017

The minutes of the October 17, 2017 meeting were reviewed and approved.

4. UPDATES FROM SERVICE ORGANIZATIONS

Lise Mori from SSVF Caledonia shared that they are helping a young woman who is in need of health coverage here in Ontario. SSVF Caledonia is experiencing a need for recruitment of new volunteers.

Bev Johnson is now the past president of CWL and Regional Chair (Haldimand). The CWL has a representative who is involved with school visits and assists with Sacramental Preparation in the parish. The CWL is hoping to become involved in the North of 60 project with SSVF Brant. A major focus presently is in visibly supporting Catholic Education.

Cliff Casey shared that the Knights of Columbus in Port Dover and Walsh is currently looking for new sources of fundraising as the Simcoe Knights of Columbus is selling their food truck.

Bonnie McKinnon advised that the CWL at St. Mary's and St. Ann's is hosting a regional conference on May 7th. Three students from Holy Trinity Catholic High School in Simcoe will be sharing their experience of Tanzania at the conference.

5. SOCIETY OF ST. VINCENT DE PAUL UPDATE

Pat Lenz advised that SSVF will be taking possession of their new location on September 17th. SSVF has a plan for renovations. The goal for transition has been uninterrupted service during this time. A need arose for SSVF Brant to better message out to those whom they serve, to donors and to the broader community. As a result, new posters and brochures were printed. A new set will be printed again in the fall of 2018 to reflect the 2017 scope of operations. SSVF Brant now has a social media presence on Twitter and Facebook.

Peter Giordano spoke about the SSVF partnership with the BHNCDSD. In Secondary schools, collection bins are an ongoing source of donations. Elementary schools donate sporadically. Several Elementary schools participated in the North of 60 Project of sending a SEA container to Whale Cove, Nunavut. Peter is happy to report that SSVF Brant will be able to meet their commitment of items collected for the community. ACS participated in a 24-hour famine to raise funds for SSVF (approximately \$4200). This money will go towards the bed program that has now reached a milestone of 350 beds being donated throughout the community. Approximately \$1000 will be sent from SSVF Brant to Conference in Trinidad and Guatemala twin conferences. In response to the local flooding situation that occurred here in Brantford in February, SSVF has been supportive through home assessments.

Tracey Austin will be coordinating dates at the beginning of June for the Catholic Education Centre to help move SSVF on September 17th.

It was noted that SSVP hopes to set up a more formalized process (e.g., catching students in Grade 9) regarding community hours for students. SSVP will meet with the Director of Education to discuss further.

Pat Lenz noted that an article is in the works highlighting the partnership between BHCNDSB and SSVP Brant for a variety of publications.

Director Roehrig advised that if educational space is required in the new building, possible funding for equipment and resources for teaching space could be accessed through Board partnership.

6. ROUNDTABLE SUCCESS STORIES AND CHALLENGES FROM MEMBER ORGANIZATIONS

Cliff Casey suggested that students who participated in the Guatemala Encounter could make presentations to Catholic Service Organizations and perhaps look to organizations for funding and support.

Another suggestion was made for students to make a video to share their experiences with organizations.

7. GUATEMALA GLOBAL SOUTH ENCOUNTER

Director Roehrig shared a slide show presentation of the February 2018 Guatemala Global South Encounter. This academic and formative experience is in partnership with SJU and One by One.

The Board has approved the 2018-2019 Encounter experience.

8. PREVIEW OF INSIGHTS REPORT FROM RENEWING THE PROMISE SYMPOSIUM

Director Roehrig shared outcomes and highlights of the Renewing the Promise results and insights report. The committee requested that Chris to forward the slideshow, especially the slide outlining outcomes for schools and parishes.

10. SUMMARY OF NEXT STEPS – FUTURE AGENDA ITEMS

The following matters were noted for future agenda items:

- Request for minutes to go out directly after meetings and just prior to the meeting.
- Kristine Paul to represent SSVP Brant on this committee.
- Request for list of names of those invited to be visible on email (avoid duplication of representatives)
- If CSO's could notify Board of changes/additions to executive members (send to Directors Office).
- Set new meeting dates for next year (send out sooner).

11. CLOSING PRAYER

Director Roehrig led the closing prayer.

PRIORITIES

- Catholic service organization activity at the school level to promote community service hours and to promote future membership.
- Communication between and promotion of our respective organizations collectively (sharing success stories/ events).
- Working together to protect our school system and the future Church.
- Improving access points for youth faith formation (respecting student voice and interests).

INFORMATION ITEMS

Carol Luciani shared that on June 17th, the Norfolk Family of Parishes is holding Mass at Holy Trinity Catholic High School 11 a.m. with Bishop Fabbro presiding. All are welcome.

MINUTES AND RECOMMENDATIONS

POLICY COMMITTEE

April 5, 2018

AGENDA ITEM	MOTION
2.1	<p>THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the revised Accessibility Standards Policy 200.33.</p> <p>THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the revised Multi-Year Integrated Accessibility Plan 2018-2023 Policy 200.32.</p> <p>THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the revised Multi-Year Integrated Accessibility Plan 2018-2023.</p>
2.2	<p>THAT the Policy Committee recommends that the Committee of the Whole refers the revised French Immersion Program Policy to the Brant Haldimand Norfolk Catholic District School Board for approval.</p>
2.3	<p>THAT the Policy Committee recommends that the Committee of the Whole refers the revised Student Attendance Policy to the Brant Haldimand Norfolk Catholic District School Board for approval effective September 1st, 2018.</p>
3.3	<p>THAT the Policy Committee recommends that the Committee of the Whole refers the following revision to the Trustee Expenses Policy and Administrative Procedure 100.10 to the Brant Haldimand Norfolk Catholic District School Board for approval:</p> <p>5.0 Hospitality</p> <p>5.3 Other costs related to Board business, which are incurred while attending conferences and workshops, will be reimbursed if approved by the Chair of the Board. Board events involving employees are not considered hospitality functions and cannot be reimbursed as the Broader Public Expenses Directive states that hospitality may never be offered solely for the benefit of any individual covered by this policy. Expenses that are not considered hospitality and will not be reimbursed are office social events, personal retirement parties and holiday celebrations. Hospitality may be extended in an economical and consistent manner when:</p> <ul style="list-style-type: none"> • it can facilitate the business of the Board; • it is considered desirable as a matter of courtesy or protocol; • engaging in discussions or hosting receptions regarding Board matters with representatives

	<p>from other governments; the broader public sector; business and industry; public interest groups or labour groups;</p> <ul style="list-style-type: none"> • providing individuals from national, international, or charitable organizations with an understanding or appreciation of Ontario and the workings of its government; • honouring distinguished individuals for exceptional public service in Ontario; • conducting prestigious ceremonies for heads of state, government or distinguished guests from the private sector; • the business of the Board includes hospitality functions. <p>THAT the Policy Committee recommends that the Committee of the Whole refers the following revision to the Employee Expenses Policy and Administrative Procedure 700.04 to the Brant Haldimand Norfolk Catholic District School Board for approval:</p> <p>5.0 Hospitality</p> <p>5.3 Other costs related to Board business, which are incurred while attending conferences and workshops, will be reimbursed if approved by the employee's immediate supervisor. Hospitality may never be offered solely for the benefit of any individual covered by this policy. Expenses that are not considered hospitality and will not be reimbursed are office social events and holiday celebrations. Hospitality may be extended in an economical and consistent manner when:</p> <ul style="list-style-type: none"> • it can facilitate the business of the Board; • it is considered desirable as a matter of courtesy or protocol; • engaging in discussions or hosting receptions regarding Board matters with representatives from other governments; the broader public sector; business and industry; public interest groups or labour groups; • providing individuals from national, international, or charitable organizations with an understanding or appreciation of Ontario and the workings of its government; • honouring distinguished individuals for exceptional public service in Ontario; • conducting prestigious ceremonies for heads of state, government or distinguished guests from the private sector; • the business of the Board includes hospitality functions.
3.4	<p>THAT the Policy Committee recommends that the Committee of the Whole refers the following revision to the Transportation of Students Policy and Administrative Procedure 400.19, effective September 1, 2018, to the Brant Haldimand Norfolk Catholic District</p>

	<p>School Board for approval:</p> <ul style="list-style-type: none">1.0 Eligibility of Transportation<ul style="list-style-type: none">1.2 Reside in the attendance area for the assigned school.<ul style="list-style-type: none">1.2.1 The maximum walking distance for elementary school students living in urban areas shall be 4.6 1.4 kilometers and the maximum walking distance for secondary school students living in urban areas shall be 3.2 kilometers. The maximum walking distance for students living in rural areas shall be 0.8
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THAT the Committee of the Whole refers the unapproved minutes of the Policy Committee Meeting of April 5, 2018 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

THAT the Committee of the Whole refers the recommendations of the Policy Committee Meeting of April 5, 2018 to the Brant Haldimand Norfolk Catholic District School Board for approval.



**Policy Committee
Thursday, April 5, 2018 ♦ 1:00 p.m.
Boardroom**

Trustees:

Present: Cliff Casey (Chair), Bill Chopp, Carol Luciani, Bonnie McKinnon, Rick Petrella

Absent: Dan Dignard

Senior Administration:

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

1. Opening Business

1.1 Opening Prayer

The meeting opened with prayer led by Chair Casey.

1.2 Attendance

As noted above.

1.3 Approval of the Agenda

Moved by: Carol Luciani

Seconded by: Bill Chopp

THAT the Policy Committee approved the agenda of the April 5, 2018 meeting.

Carried

1.4 Approval of the Policy Committee Meeting Minutes – December 12, 2017

Moved by: Rick Petrella

Seconded by: Bonnie McKinnon

THAT the Policy Committee approves the minutes of the December 12, 2017 meeting.

Carried

1.5 Business Arising from the Minutes

Trustee Chopp referred to Item 3.2, Community Use of Schools, and inquired if an understanding had been reached with the user groups.

Chair Petrella requested that a formal letter outlining the policy and procedures be issued.

2. Committee and Staff Reports

2.1 Accessibility Standards Policies & Administrative Procedures (revised)

Superintendent Shypula reiterated the intentions of the *Ontarians with Disabilities Act, 2001 (ODA)* which are improving access and opportunities for people with disabilities. The Act creates an opportunity for those with disabilities to be involved in identifying, removing and



preventing obstacles. A summary of the revisions made to the policies and administrative procedures was provided along with a chart outlining ongoing work with regard to identification and removal of barriers across the board.

Moved by: Carol Luciani

Seconded by: Bonnie McKinnon

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the revised Accessibility Standards Policy 200.33.

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the revised Multi-Year Integrated Accessibility Plan 2018-2023 Policy 200.32.

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the revised Multi-Year Integrated Accessibility Plan 2018-2023.

Carried

2.2 French Immersion Program Policy & Administrative Procedure 200.30 (revised)

Superintendent Telfer provided an update on the growing French Immersion programs. The policy has been updated to embrace the changes in language with regard to the administration of the Primary Mathematics EQAO Assessment. Grade 3 students in French Immersion will now write the assessment in English. Inclusive practices in French as a Second Language programs was also reviewed.

Moved by: Rick Petrella

Seconded by: Bonnie McKinnon

THAT the Policy Committee recommends that the Committee of the Whole refers the revised French Immersion Program Policy to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.3 Student Attendance Policy & Administrative Procedure 200.03 (revised)

Director Roehrig reviewed the developments in the revised policy and administrative procedure including consistency between panels, clear delineation between problematic and consecutive absences and emphasis on promoting good attendance. An overview of the process for monitoring and determining courses of actions relating to absenteeism was provided along with a summary of responsibilities for various roles.

Moved by: Carol Luciani

Seconded by: Bill Chopp

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Student Attendance Policy to the Brant Haldimand Norfolk Catholic District School Board for approval effective September 1st, 2018.

Carried



Moved by: Rick Petrella
Seconded by: Bonnie McKinnon
That the Safe Arrival Policy 200.03 be rescinded.
Carried

3. Discussion Items

3.1 Video Security Surveillance Policy & Administrative Procedure 400.11

Chair Petrella requested that the Board of Trustees be apprised of any surveillance being conducted. Director Roehrig advised that the policy is currently under review and noted that applicable legislation is continually changing.

3.2 Inclement Weather & Temporary School/Facility Closures Policy 400.01

Director Roehrig reviewed the need for clarification of when schools are closed to students and open to staff. Various options were explored including having schools remain open for any students that can get to school safely when transportation is cancelled.

3.3 Trustee Expenses Policy 100.01 and Employee Expenses Policy 700.04

Discussion was held regarding changes to the policy. Director Roehrig advised that the Broader Public Sector Expenses Directive fully guides board policy.

Moved by: Rick Petrella
Seconded by: Bonnie McKinnon

THAT the Policy Committee recommends that the Committee of the Whole refers the following revision to the Trustee Expenses Policy and Administrative Procedure 100.10 to the Brant Haldimand Norfolk Catholic District School Board for approval:

5.0 Hospitality

5.3 Other costs related to Board business, which are incurred while attending conferences and workshops, will be reimbursed if approved by the Chair of the Board. Board events involving employees are not considered hospitality functions and cannot be reimbursed as the Broader Public Expenses Directive states that hospitality may never be offered solely for the benefit of any individual covered by this policy. ~~Expenses that are not considered hospitality and will not be reimbursed are office social events, personal retirement parties and holiday celebrations.~~ Hospitality may be extended in an economical and consistent manner when:

- it can facilitate the business of the Board;
- it is considered desirable as a matter of courtesy or protocol;
- engaging in discussions or hosting receptions regarding Board matters with representatives from other governments; the broader public sector; business and industry; public interest groups or labour groups;
- providing individuals from national, international, or charitable organizations with an understanding or appreciation of Ontario and the workings of its government;
- honouring distinguished individuals for exceptional public service in Ontario;
- conducting prestigious ceremonies for heads of state, government or distinguished guests from the private sector;
- the business of the Board includes hospitality functions.



Moved by: Rick Petrella

Seconded by: Bonnie McKinnon

THAT the Policy Committee recommends that the Committee of the Whole refers the following revision to the Employee Expenses Policy and Administrative Procedure 700.04 to the Brant Haldimand Norfolk Catholic District School Board for approval:

5.0 Hospitality

5.3 Other costs related to Board business, which are incurred while attending conferences and workshops, will be reimbursed if approved by the employee's immediate supervisor. Hospitality may never be offered solely for the benefit of any individual covered by this policy. ~~Expenses that are not considered hospitality and will not be reimbursed are office social events and holiday celebrations.~~ Hospitality may be extended in an economical and consistent manner when:

- it can facilitate the business of the Board;
- it is considered desirable as a matter of courtesy or protocol;
- engaging in discussions or hosting receptions regarding Board matters with representatives from other governments; the broader public sector; business and industry; public interest groups or labour groups;
- providing individuals from national, international, or charitable organizations with an understanding or appreciation of Ontario and the workings of its government;
- honouring distinguished individuals for exceptional public service in Ontario;
- conducting prestigious ceremonies for heads of state, government or distinguished guests from the private sector;
- the business of the Board includes hospitality functions.

Carried

3.4 Transportation of Students Policy 400.19

Trustees discussed changing the walking distance from 1.6 km to 1.4 km. Superintendent Grice reviewed the four areas of concern outlined in the Financial Pressures on the 2018-19 Transportation Budget report. He explained the cost implications along with implementation issues that will arise if the walking distance is changed and advised against the revision.

Moved by: Rick Petrella

Seconded by: Bill Chopp

THAT the Policy Committee recommends that the Committee of the Whole refers the following revision to the Transportation of Students Policy and Administrative Procedure 400.19, effective September 1, 2018, to the Brant Haldimand Norfolk Catholic District School Board for approval:

1.0 Eligibility of Transportation

1.2 Reside in the attendance area for the assigned school.

- 1.2.1 The maximum walking distance for elementary school students living in urban areas shall be ~~1.6~~ **1.4** kilometers and the maximum walking distance for secondary school students living in urban areas shall be 3.2 kilometers. The maximum walking distance for students living in rural areas shall be 0.8

Carried



**Brant Haldimand Norfolk
Catholic District School Board**

Minutes

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

4. Trustee Inquiries - Nil

5. Adjournment

Moved by: Bill Chopp

Seconded by: Bonnie McKinnon

THAT the Policy Committee adjourns the meeting of April 5, 2018.

Carried

Next Meeting: At the Call of the Chair

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

Prepared by: Michelle Shypula, Superintendent of Education
Presented to: Policy Committee
Submitted on: April 5, 2018
Submitted by: Chris N. Roehrig, Director of Education & Secretary

ACCESSIBILITY STANDARDS & INTEGRATED PLAN

Public Session

BACKGROUND INFORMATION:

On December 14, 2001, the *Ontarians with Disabilities Act, 2001 (ODA)* was passed to improve access and opportunities for people with disabilities. The *Act* provides for the involvement of those with disabilities in the identification, removal and prevention of barriers so they can fully take part in the life of the province. *ODA 2001* was followed with the passing of the *Accessibility for Ontarians with Disabilities Act (AODA)* in 2005 and the standards within the *Act* pertaining to school boards are being disseminated.

The Integrated Accessibility Standards Regulation (Ont. Reg. 191/11), which includes, Customer Service, Information and Communications, Employment and Transportation standards became law in June 2011. Public sector organizations were required to comply with these standards by January, 2014. On January 1, 2013 the Integrated Accessibility Standards

Regulation was amended to include accessibility requirements for the Design of Public Spaces with compliance expected by January 1, 2016.

The AODA applies to all public sector institutions including cities, municipalities, hospitals, school boards, colleges and universities, public transportation providers and government ministries and agencies. Measures under the Accessibility for Ontarians with Disabilities Act require public sector institutions to develop, implement and enforce accessibility standards with the aim of achieving accessibility for persons with disabilities with respect to goods, services, information, accommodation, facilities, employment, buildings structure and premises in the whole province by 2025.

DEVELOPMENTS:

The board has completed the final year of the multi-year Integrated Accessibility Plan 2013-2017. Under the Ontario's Accessibility for Ontarians with Disabilities Act, all public sector organizations as well as private and non-profit organizations with 50 or more employees must create written multi-year accessibility plans and update them at least once every five years.

Below summarizes recent developments in processes to maintain compliance in accessibility standards:

- Revised Accessibility Standards Policy 200.33
- Revised Multi-Year Integrated Accessibility Plan 2018-2023 Policy 200.32
- Revised Integrated Accessibility Standards Regulation: Customer Service AP 200.34
- Revised Integrated Accessibility Standards Regulation: Employment AP 200.35
- Revised Integrated Accessibility Standards Regulation: Information and Communication AP 200.36
- Revised Integrated Accessibility Standards Regulation: Transportation AP 200.37

- Integrated Accessibility Standards Regulation: Design of Public Spaces AP 200.38
- Revised Multi-Year Integrated Accessibility Plan 2018-2023

Since September 2017, the Brant Haldimand Norfolk Catholic District School Board Accessibility Committee has met on a number of occasions to revise and develop the above accessibility policies and administrative procedures that reflect AODA and O. Reg. 191/11 compliance. The committee includes:

- Board of Trustees
- OSSTF
- OECTA
- Senior Administration
- Principals
- Facilities
- Information Technology
- Orientation and Mobility support staff
- Communications
- Special Education Services
- Human Resources

These policies and administrative procedures were vetted by principals, OECTA, OSSTF, SEAC and school councils. Once approved by the Board of Trustees, the integrated Plan will be posted on the Board's website.

RECOMMENDATION:

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the revised Accessibility Standards Policy 200.33.

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the revised Multi-Year Integrated Accessibility Plan 2018-2023 Policy 200.32.

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the revised Multi-Year Integrated Accessibility Plan 2018-2023.



**Brant Haldimand Norfolk
Catholic District School Board**

Policy: Accessibility Standards

		Policy Number:	200.33
Adopted:	January 29, 2013	Former Policy Number:	n/a
Revised:	N/A	Policy Category:	Students
Subsequent Review Dates:	N/A	Pages:	1

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board, as followers of Jesus, is a Catholic learning community committed to providing services to our students, parents/guardians, the public and our staff that are free of barriers and biases. The Brant Haldimand Norfolk Catholic District School Board strives to ensure that key principles of independence, dignity, integration and equality of opportunity are reflected and valued in our Catholic learning and working environments. Our conduct will demonstrate our Catholic belief in the strength that diversity brings to our communities.

Policy Statement:

It is the policy of the Brant Haldimand Norfolk Catholic District School Board to provide an environment in all of its facilities that fosters independence, dignity and respect for our students, parents/guardians, the public and our staff. We are committed to ensuring that people with disabilities have the same opportunity of access to our services in the same location and in a similar way as these services are available to all others we serve. We are committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to customer service, **design of public spaces**, information and communications, employment and transportation.

Glossary of Key Policy Terms: N/A

References

- Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
- Accessibility Standard for Customer Service, Ontario Regulation 429/07
- Integrated Accessibility Standard, Ontario Regulation 191/11
- Ontario Human Rights Code
- Equity and Inclusive Education Policy, 200.23**
- Integrated Accessibility Standards Regulation – Customer Service Administrative Procedure 200.34
- Integrated Accessibility Standards Regulation – Employment Administrative Procedure 200.35
- Integrated Accessibility Standards Regulation – Information & Communications Administrative Procedure 200.36
- Integrated Accessibility Standards Regulation – Transportation Administrative Procedure 200.37
- Integrated Accessibility Standards Regulation – Design of Public Spaces 200.28**
- Integrated Accessibility Plan ~~2013-17~~ **2018-2023** Policy 200.32
- Multi-Year** Integrated Accessibility Plan ~~2013-207~~ **2018-2023**



Policy: ~~Multi-Year~~ Integrated Accessibility Plan ~~2013-2017~~ **2018-2023**

		Policy Number:	200.32
Adopted:	January 29, 2013	Former Policy Number:	n/a
Revised:	N/A	Policy Category:	Students
Subsequent Review Dates:	N/A	Pages:	1

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board is committed to improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the Catholic community.

Policy Statement:

The Brant Haldimand Norfolk Catholic District School Board ~~will establish~~ **established** an integrated **multi-year** Accessibility Plan, commencing January 1, 2013. This plan will:

- Document for a five-year period the Board’s strategy to prevent and remove barriers related to customer service, employment, information and communications, ~~and transportation~~ **and design of public spaces** and address any other barriers the Board has identified;
- Be posted on the Board’s website;
- Be made available in an accessible format upon request; **and**
- **Be reviewed and updated every five years.**

~~In establishing,~~ reviewing and updating its **Multi-Year** Integrated Accessibility Plan, the Board will:

- Consult with persons with disabilities;
- Consult with the Board’s Accessibility Advisory Committee.

The Board will prepare an annual status report on the progress of measures taken to implement strategies documented in the **Multi-Year** Integrated Accessibility Plan. This status report will:

- Be posted on the Board’s website;
- Be made available in an accessible format, upon request.

Glossary of Key Policy Terms: N/A

References

- Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
- Education Act
- Integrated Accessibility Standard, Ontario Regulation 191/11
- Ontarians with Disabilities Act, 2001 (ODA)
- Ontario Human Rights Code
- Equity and Inclusive Education Policy 200.23**
- Accessibility Standards Policy 200.33
- Multi-Year** Integrated Accessibility Plan ~~2013-2017~~ **2018-2023**
- Integrated Accessibility Standards Regulation – Customer Service Administrative Procedure 200.34
- Integrated Accessibility Standards Regulation – Employment Administrative Procedure 200.35
- Integrated Accessibility Standards Regulation – Information & Communications Administrative Procedure 200.36
- Integrated Accessibility Standards Regulation – Transportation Administrative Procedure 200.37
- Integrated Accessibility Standards Regulation – Design of Public Spaces Administrative Procedure 200.38**



Integrated Accessibility Standards Regulation – Customer Service AP 200.34

Procedure for:	All Board Employees	Adopted:	December 8, 2009
Submitted by:	Superintendent of Education, Special Education	Revised:	June 28, 2016
Category:	Students		

Purpose

The Brant Haldimand Norfolk Catholic District School Board is committed to providing services to our students, parents/guardians, the public and our staff that are free of barriers and biases. The Brant Haldimand Norfolk Catholic District School Board strives to ensure that key principles of equal opportunity is reflected and valued in our Catholic learning and work environments. Our actions will demonstrate our belief in the strength diversity brings to our communities.

The Brant Haldimand Norfolk Catholic District School Board is also committed to ensuring that people with disabilities have the same opportunity of access to our services in a similar way as these services are available to all others we serve. We are committed to meeting, in a timely manner, the accessibility needs of students with disabilities in the provision of services related to customer service.

Responsibilities

Supervisory Officers, Principals and Managers will ensure that all staff, volunteers and others providing customer service on behalf of the Board are trained in and adhere to the requirements of this Administrative Procedure.

Procedures

1.0 Monitoring and Feedback on Accessible Customer Service

1.1 The Director of Education and/or designate will implement a process for feedback on Accessible Customer Service that has the following components:

1.1.1 Information on the Board and school websites inviting users of Board services to provide feedback on their experience with or concerns about access to services for people with disabilities.

1.1.2 Printed information available through school offices and public offices of the Board to invite people with disabilities to provide feedback on their experience with or concerns about accessibility of services. Consideration should be given to providing information in alternate formats.

1.1.3 Information on how the Board will respond to feedback.

The Director of Education and/or designate will create a process for reviewing the implementation of the policy on Accessibility Standards for Customer Service that includes consultation with various constituency groups including Special Education Advisory Committee (SEAC), Federations, unions and citizens' groups.



1.2 Methods of feedback:

1.2.1 A range of methods for soliciting feedback will be employed to ensure optimum access to the feedback process by people with disabilities. Feedback methods could include e-mail, verbal input, suggestion box or feedback card.

1.2.2 The feedback process should include the title(s) of the person(s) responsible for receiving feedback and indicate how the Board's response to the feedback will be made known. (Appendix A)

1.3 Proactive measures for accessible customer service:

1.3.1 To ensure ongoing efficient and effective adherence to the Board's policy on Accessibility Standards for Customer Service, its school-based administrators and its managers including those representing the Board in multi-board consortia, will take into account the impact on people with disabilities when purchasing new equipment, designing new systems or planning a new initiative.

2.0 Use of a Service Animal by the General Public

2.1 Recognizing service animals:

2.1.1 A service animal is an animal that is being used because of a person's disability and this is either readily apparent or is supported by a letter from a designated health professional. Examples of service animals include dogs used by people who have vision loss, hearing alert animals for people who are deaf, deafened or hard of hearing, and animals trained to alert an individual to an oncoming seizure and lead them to safety. The customer service standard's provisions also apply to animals providing other services to people with disabilities. It is "readily apparent" that an animal is a service animal when it is obvious by its appearance or by what it is doing. For example, it may be readily apparent that an animal is a service animal if it is wearing a harness, saddle bags, a sign that identifies it as a service animal or has a certificate or identification card from a service animal training school or and identification card from the Attorney General of Ontario. It may also be readily apparent if a person is using the animal to assist him or her in doing things, such as opening doors or retrieving items.

2.2. Responsibilities:

2.2.1 Supervisory Officers, Principals and Departmental Managers will ensure that all staff, volunteers and others dealing with the public are properly trained in how to interact with people with disabilities who are accompanied by a service animal.

2.2.2 Any person with a disability who is accompanied by a service animal will be welcomed on Board and/or school premises with his or her service animal and will be accompanied by the service animal while on the premises unless otherwise restricted (2.3). Access will be in accordance with normal security procedures.

2.2.3 This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or Board offices where the public does not have access.

2.2.4 This procedure deals solely with the individual's right to be accompanied by a service animal. Access to classrooms for service animals used by students and staff is covered under separate procedures.



1.3 Exclusion of service animal:

- 2.3.1 A service animal can only be excluded from access to the premises where this is required by another law. Examples include the *Health Protection and Promotion Act* and the *Food Safety and Quality Act*. The former Act prohibits services animals in places where food is prepared, processed, or handled (e.g., kitchen of school cafeteria or culinary arts classroom) although service dogs are permitted where food is served and sold (e.g. school cafeteria or lunchroom).
- 2.3.2 Where there is a risk to the health and safety of another person as a result of the presence of a service animal, consideration must be given to options available prior to exclusion of a service animal. An example would be a situation where an individual has a severe allergy to the service animal. It is the Board's expectation that the situation be fully analyzed and all measures to eliminate the risk be considered, e.g. creating distance between the two individuals concerned, making reasonable alterations to schedules, etc.
- 2.3.3 A service animal can be excluded if it is of a breed that is prohibited by law. An example would be the Ontario *Dog Owners' Liability Act* which places restrictions on pit bull terriers.
- 2.3.4 In the rare instance where a service animal must be excluded, the Board must make every effort to put alternative arrangements in place to provide the services required by the person with a disability. This could involve leaving the animal in a secure area where it is permitted by law and discussing with the person how best to serve them, e.g., a person with a vision disability might need someone (a member of staff or volunteer) to guide them.

2.4 Confirming the status of a service animal:

- 2.4.1 At times it may be necessary to confirm that an animal is a service animal. Where an animal is not a trained guide dog and it is not readily apparent that the animal is a service animal, the school or Board staff member may ask the person using the animal for a letter from a designated health professional confirming that the animal is needed because of the disability. The letter does not need to identify the disability, why the animal is needed or how it is used.
- 2.4.2 Where the person using the service animal regularly attends at the school or Board facility, the principal or departmental manager may request to keep a copy of the letter on file but only as long as required by the circumstances. Alternatively, the person using the service animal may be asked to bring a letter with them on occasions when they visit the premises. The principal or departmental manager shall preserve the confidentiality of the letter and information contained in the letter, and shall not use or disclose the letter or information except as provided for in the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, cM56, or as otherwise required by law.

3.0 Use of Support Persons by the General Public

- 3.1 A support person is a person who assists or interprets for a person with a disability who accesses the services of the Board. A support person is distinct from an employee who provides support services to a student or staff person in the system – separate and specific procedures apply. A support person is an individual chosen by a person with a disability to provide services or assistance with communication, mobility, personal care, medical needs or with access to goods or services. Personal care needs may include, but are not limited to, physically transferring an individual from one location to another or assisting an individual with eating or using the washroom. Medical needs may include, but are not limited to, monitoring an individual's health or providing medical support by being available in the event of a seizure. The support person could be a paid professional, a volunteer, a friend or a family member. He or she does not necessarily need to have special training or qualifications.



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- 3.2 Supervisory Officers, Principals and Departmental Managers will ensure that staff members receive training in interacting with people with disabilities who are accessing Board services accompanied by a support person.
- 3.3 Access to Board premises and school events:
- 3.3.1 Any person with a disability who is accompanied by a support person will be welcomed on Board and/or school premises with his or her support person. Access will be in accordance with normal security procedures.
 - 3.3.2 This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or Board offices where the public does not have access.
 - 3.3.3 Where an individual with a disability who is accompanied by a support person wishes to attend a school, family of schools or Board-organized event for which a fee is charged, the admission or participation fee will be waived for the identified support person.
 - 3.3.4 The Board may require a person with a disability to be accompanied by a support person when on the premises, but only if a support person is necessary to protect the health or safety of the person with a disability or the health or safety of others on the premises.

NOTE: This would be a highly rare situation and would only occur where, after consultation with the person with the disability, requiring a support person is the only means available to allow the person to be on the premises and, at the same time, fulfill the board's obligations to protect the health or safety of the person with a disability or of others on the premises. It is further noted that people with disabilities are free to accept a reasonable risk of injury to themselves just as other people do. Different individuals will have a different tolerance for risk. Risk should be weighed against any benefit for the person with a disability, It is not enough that the support person might help to protect health and safety; a support person must be necessary or essential to protect health and safety before you can require one – the risk cannot be eliminated or reduced by other means. Any considerations on protecting health or safety should be based on specific factors and not on assumptions. Just because someone has a disability doesn't mean they're not capable of meeting health or safety requirements.

- 3.4 Confidentiality
- 3.4.1 Where a support person is accompanying a person with a disability, who is not the parent/guardian of a student, for the purpose of assisting in a discussion that may involve confidential information concerning the student, the superintendent, principal or other staff member must first secure the consent of the parent/guardian regarding such disclosure.
 - 3.4.2 Consent to the disclosure of confidential information in the presence of the support person must be given in writing. (See Appendix B)
 - 3.4.3 The support person must also provide assurance in writing to safeguard the confidentiality of information disclosed in the discussion.
 - 3.4.4 A copy of the signed consent document will be retained in the school/Board office.
 - 3.4.5 If the parent/guardian uses a different support person for subsequent meetings, a new signed consent will be required.



4.0 Use of Assistive Devices by the General Public

- 4.1 Supervisory Officers, Principals and Departmental Managers will ensure that staff are trained to support parents and the general public who may use assistive devices while accessing Board services.
- 4.2 Staff training is focused on how to interact with people using assistive devices rather than on the technical use of the assistive devices. (See Appendix C.)
- 4.3 Special Note: Special needs students and staff have separate and specific procedures related to their personal use of assistive devices.
- 4.4 Communication re: use of assistive devices:
 - 4.4.1 The Board website and each school website will indicate that all Board facilities provide services that respect the independence and dignity of people with disabilities and offer services that include the use of assistive devices.
 - 4.4.2 Each Board facility that is open to the public will post information in the front office/reception area that welcomes the use of assistive devices and encourages users to seek support from staff and volunteers as they require it.
 - 4.4.3 The Board website and school websites, as applicable, will indicate the availability of assistive devices provided by the Board* or school to assist in provision of services to people with disabilities.
 - 4.4.4 Each Board facility that is open to the public will, as applicable, post information in the front office/reception area that indicates the availability of assistive devices and encourage potential users to seek support from staff and volunteers as they require it.

*Note – these could include but are not exclusive to:

Assistive devices: TTY service, telephones with large numbers, amplifiers, lifts.

Services: Sign language interpretation, oral interpretation, real-time captioning.

Alternate service methods: Assistance of a staff person to complete a transaction, e.g., school registration.

5.0 Notice of Disruption of Service:

- 5.1 As members of the general public, people with disabilities may rely on certain facilities, services or systems in order to access the services of the school or Board offices. Escalators and elevators, for example, are important to people with mobility disabilities because that may be the only way they can access the premises. Other systems and services designed to meet the needs of people with disabilities can include accessible washrooms, amplification systems, and note-taking or TTY services. When those facilities or services are temporarily unavailable or if they are expected to be temporarily unavailable in the near future, a notice of disruption of service is required. Generally, disruptions to any of the Board's services, such as a major storm or power outage, do not require this special notice. However, if the disruption has a significant impact on people with disabilities, a notice of the disruption should be provided.
- 5.2 Supervisory Officers, Principals, Departmental Managers, Co-ordinator of Communications and Community Relations will ensure that the users of Board and school services are notified when there is a disruption in services that may have an impact on access to services by people with disabilities.
- 5.3 Notice may be given by posting the information at a conspicuous place at or in the school or at or in Board facilities. Other options that may be used include: posting on the Board and/or school website; through direct communication with users of the services in accordance with school practices. (See Appendix D).



- 5.4 Consideration should be given to providing notice in multiple formats.
- 5.5 If the disruption is planned, notice should be provided in advance of the disruption. If the notice is unplanned, notice should be provided as soon as possible after the disruption has been identified.
- 5.6 The notice of disruption of service must include information about the reason for the disruption, its anticipated duration and a description of alternative facilities or services, if any, that are available.

Definitions – N/A

References

Accessibility for Ontarians with Disabilities Act, 2005 (AODA)

Education Act

Integrated Accessibility Standard, Ontario Regulation 191/11

Ontarians with Disabilities Act, 2001 (ODA)

Ontario Human Rights Code

Equity and Inclusive Education Policy 200.23

Accessibility Standards Policy 200.33

Integrated Accessibility Plan 2018-2023 Policy 200.32

~~Integrated Accessibility Standards Regulation – Customer Service Administrative Procedure 200.34~~

Integrated Accessibility Standards Regulation – Employment Administrative Procedure 200.35

Integrated Accessibility Standards Regulation – Information & Communications Administrative Procedure 200.36

Integrated Accessibility Standards Regulation – Transportation Administrative Procedure 200.37

Integrated Accessibility Standards Regulation – Design of Public Spaces 200.38

Multi-Year Integrated Accessibility Plan 2013-2017 Policy 200.32 – 2018-2023

~~Integrated Accessibility Plan 2013-2017~~



APPENDIX A

Sample Notice for Feedback

The Brant Haldimand Norfolk Catholic District School Board is committed to ensuring that its services meet optimum standards of accessibility for people with disabilities using the facilities and services of the Board. Comments on our services regarding how well those expectations are being met are welcome and appreciated.

Feedback regarding the way the Brant Haldimand Norfolk Catholic District School Board provides services to people with disabilities can be made by emailing **TBD** or by calling your local school or the Brant Haldimand Norfolk Catholic District School Board head office (519-756-) or by writing to the Brant Haldimand Norfolk Catholic District School Board (Box 217, 322 Fairview Drive, Brantford, Ontario, N3T 5M8) or by completing the survey posted online at _____.

All feedback will be directed to **TBD**

Responses to signed feedback will be provided in writing if a return postal or email address is given. Unsigned correspondence will not be answered.



APPENDIX B

Sample Consent Form for Support Persons

I, (parent/guardian) consent to the sharing of confidential information by (name of principal/teacher/other staff member) related to my child/ward (name) in the presence of my support person (name).

My support person (name) consents to safeguarding the confidentiality of the information shared.

Affirmation of consent:

Parent/Guardian

Signature _____ Date _____

Printed Name of Parent/Guardian _____

I undertake to safeguard the confidentiality of information shared between (school staff) and (parent/guardian) for whom I am a support person:

Support Person

Signature _____ Date _____

Printed Name of Support Person _____

Signature of Witness (Principal/Staff Member)

Signature _____ Date _____

Printed Name of Staff Person _____

Notice of Collection: In accordance with Section 29(2) of the Municipal Freedom and Protection of Privacy Act, 1989. This information is collected under the legal authority of Section 265(1)(d) of the Education Act, R.S.O. 1990 c. E.2 as amended, and may be used as necessary for some or all of the following principle administrative purposes related to: the Board's operation, school programs and educational services, student records, and Ministries of the Government of Ontario. If you have any questions, please contact the school principal and/or the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (519-756-6505, Ext. 234).



APPENDIX C

Information on Interacting with People Using Assistive Devices

Many users of Board services and facilities who have disabilities will have their own personal assistive device. Examples of personal assistive devices include:

- Wheelchairs
- Scooter
- Walker
- Amplification device that boost sound for listeners who are hard-of-hearing without reducing background noise
- Hearing aid
- Oxygen tank
- Electronic notebooks or laptop computer
- Personal data manager
- Communication board used to communicate using symbols, words or pictures
- Speech-generating device that “speak” when a symbol, word or picture pressed
- Assistive technology devices – software for use with a computer

Key Point to Remember: One should not touch or handle an assistive device without permission.

Moving personal assistive devices

If you have permission to move a person in a wheelchair remember to:

- Wait for and follow the person’s instructions
- Confirm that the person is ready to move
- Describe what you are going to do before you do it
- Avoid uneven ground and objects that create bumpy and unsafe ride
- Practice consideration and safety – do not leave the person in an awkward, dangerous or undignified position such as facing a wall or in the path of opening doors
- Do not move items or equipment, such as canes and walkers, out of the user’s reach
- Respect for personal space. Do not lean over a person with a disability or lean on their assistive device
- Let the person know about accessible features in the immediate environment (automatic doors, accessible washrooms, etc.)

(Copyright for the above resource is Queen’s Printer. The resource is excerpted from the e-learning course developed by the Accessibility Directorate of Ontario and modified for this use.)

How to use TTY and Canada Relay Services

How to make a call with TTY:

- Push the ON switch
- Push the DISPLAY switch if you wish to use the screen alone or the PRINT switch if you want what is typed both on screen and in print
- Place the telephone receiver on the TTY’s rubber receptacles. Make sure that the receiver is firmly in place and that the telephone’s receiver cord is on the LEFT side of the TTY
- Check the telephone indicator light; if it is lit, you have the line
- Dial the number and watch the telephone light; if it is flashing slowly, this indicates that the device on the other end is ringing
- When the person you are calling answers, you will see a phrase appear on the screen such as: “Hello, Richard Smith here, GA.” The “GA” stands for “Go Ahead”. Don’t forget to use it whenever you have finished speaking, so the other person will know it’s his or her turn to speak. The person who receives the call is always the one who starts typing first



- When the call is over and you want to advise the other person that you are ready to get off the phone, type "SK". It means Stop Keying. The other person will respond by typing "SK" if he or she agrees that the call is completed. To be courteous, each person waits until the other one has indicated "SK" before hanging up the phone. Always switch the TTY "OFF" as soon as you have finished the call.

How to make a call using the Relay System

- Phone the number (1-800-855-0511) and tell the operator your name, the name of the person you are calling and the number you wish to reach.
- The operator will make the call for you and you speak to the operator as if you were talking directly to the person you are calling. For example, say "Hi, how are you doing?" Do not say: "Tell him I said hello." Remember to say "Go Ahead" when you finish speaking, so the person on the other end will know it is his or her turn to speak.
- If you normally speak very quickly, the operator may ask you to speak slower so your message can be typed. There will be brief silences as the operator types to the TTY user and the user replies.
- Operators will not betray confidences.



APPENDIX D

Sample Notices of Disruption of Service

Sample 1 – Access to School Building

To: Parents, Guardians and Community Users of our School

Maintenance work will make the main door of the school and the access ramp inaccessible from May 1 to May 8. A temporary ramp has been set up that gives access to the door at the east of the school building. We regret this inconvenience. If you have questions or concerns, please contact _____ at (phone number).

Thank you.
Principal

Sample 2 – Accessible Washroom

To: Visitors to the Education Centre

Our accessible washroom is out of service due to a broken pipe. Repairs are underway and the washroom is expected to be usable again by tomorrow. In the interim, we have made arrangements for our visitors to use the accessible washroom at 123 Main Street, which is located next door to our premises. We apologize for this inconvenience.

Thank you.
Manager of Facility Services



**Integrated Accessibility Standards Regulation – Employment
AP 200.35**

Procedure for:	Senior Administrators, Principals/Vice-Principals, Managers	Adopted:	January 29, 2013
Submitted by:	Superintendent of Education, Special Education	Revised:	December 21, 2016
Category:	Students		

Purpose

The Brant Haldimand Norfolk Catholic District School Board (the “Board”) is committed to ensuring that people with disabilities have the same opportunity of access to employment opportunities and services as do all employees and prospective employees. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to employment.

Responsibilities

1. Supervisory Officers, Principals, Departmental Managers and all other staff who have responsibility for hiring and employee selection and/or supervise the work of employees of the Board will ensure that the provisions in this procedure are implemented.
2. The Board’s Human Resources department will ensure that the provisions of this procedure are incorporated in their practices.

Procedures

1.0 Recruitment

The Board will ensure that in its recruitment outreach practices the public is made aware that the Board will provide accommodation for applicants with disabilities in its recruitment processes.

Employees of the Board will be made aware that the Board provides accommodation for applicants with disabilities in its recruitment processes.

When the Board selects job applicants for a job selection process, the Board will make applicants aware that, upon request, they have access to accommodations in relation to materials and processes that will be used for applicant selection and that they will be consulted about suitable accommodations that take into account their accessibility needs due to disability.

When the Board makes an offer of employment, the Board will notify the successful applicant of its policy of accommodating employees with disabilities.

2.0 Supports for Employees

2.1 The Board will inform employees of the Board’s policies used to support employees with disabilities including procedures that provide for job modifications (temporary) or accommodations (permanent) that take into account an employee’s accessibility needs due to disability. See Board Policy and Administrative Procedure – Modified Work & Return to Work (300.05) and Disability Management (TBD).

2.2 The Board will make this information available as soon as practicable to new employees and will provide updated information as policies and procedures on the provision of job modification or accommodation are revised.



3.0 Accessible Formats and Communication Supports

- 3.1 Where an employee with a disability so requests, the Board will consult with the employee to provide or arrange for accessible formats and communication supports in relation to information that is generally available to employees in the workplace and that the employee needs to perform the employee's job.
- 3.2 The Board, in determining the suitability of an accessible format or communication as required in 3.1, will consult with the employee.

4.0 Workplace Emergency Response Information

- 4.1 The Board will ensure that individualized workplace emergency response information is provided to employees who have a disability, provided the disability is such that individualized information is necessary and the Board has been made aware of the need for accommodation due to the disability. The Board will provide the necessary information as soon as practicable after becoming aware of the need for accommodation.
- 4.2 If an employee who receives individualized workplace emergency response information requires assistance, the Board will, with the consent of the employee, provide such information to the person(s) designated to provide assistance to the employee.
- 4.3 The Board will review individualized workplace emergency response information:
 - a. when the employee moves to a different location in the Board;
 - b. when the employee's overall accommodation needs or plans are reviewed; and
 - c. when the Board reviews its general emergency response procedures.

5.0 Supports for Employees

- 5.1 The Board will have in place a written process for the development of documented individual accommodation plans for employees with disabilities.
- 5.2 The Board's written process will address:
 - a. how the employee requesting accommodation can participate in the development of the individual accommodation plan.
 - b. The means by which the employee is assessed on an individual basis.
 - c. How the Board can request an evaluation by an outside medical or other expert, at the Board's expense, to assist the employer in determining if modification or accommodation can be achieved and, if so, how it can be achieved.
 - d. How the employee can request to have a representative of his/her bargaining agent, or another workplace representative if the employee is not a member of a bargaining agent, participate in the development of the individual accommodation plan.
 - e. The steps taken to protect the privacy of the employee's personal information.
 - f. The frequency with which the individual accommodation plan will be reviewed and updated and how this will be done.
 - g. How the reasons for denying an individual accommodation plan will be provided to an employee, if accommodation is denied.
 - h. How the Board will ensure that the individual accommodation plan is provided in a format that takes into account the employee's accessibility needs due to disability.



- 5.3 The Board will provide individual accommodation plans that:
- a. Include, if requested, any information regarding accessible formats and accommodation supports provided;
 - b. Include, if required, individualized workplace emergency response information; and
 - c. Identify any other accommodation to be provided.

6.0 Return to Work Process

This return-to-work process does not replace or override any other return-to-work process created as a result of any other statutes, e.g., under the Workplace Safety and Insurance Act.

- 6.1 The Board will develop, put in place and document a return-to-work process for its employees who have been absent from work due to disability and require disability-related modifications or accommodations in order to return to work. See Modified Work & Return to Work Policy and Administrative Procedure 300.05.
- 6.2 The return-to-work process will:
- a. Outline the steps the Board will take to facilitate the return to work of employees who were absent because their disability required them to be away from work;
 - b. Use documented individual accommodation plans (as in 6.0) as part of the process; and
 - c. Ensure that all staff involved in program or course design, delivery and instruction will be provided with accessibility awareness training related to these responsibilities.

7.0 Performance Management

In administering performance appraisal processes in respect of employees with disabilities, the Board will take into account the accessibility needs of employees with disabilities as well as individual accommodation plans.

8.0 Career Development

Where the Board provides career development and advancement to its employees, the Board will take into account the accessibility needs of employees with disabilities as well as individual accommodation plans.

9.0 Redeployment

Where the Board has in place a redeployment process, the Board will take into account the accessibility needs of employees with disabilities as well as any individual accommodation plans during the redeployment process.

Definitions

Performance Management

Performance management means activities related to assessing and improving employee performance, productivity and effectiveness with the goal of facilitating employee success.

Career Development and Advancement

Career development and advancement includes providing additional responsibilities within an employee's current position and the movement of an employee from one job to another that may be higher in pay, provide greater responsibility or be at a higher level, or a combination of these. For both additional responsibilities and employee movement, this is usually based on merit or seniority or a combination of these.

Redeployment

Redeployment means the reassignment of employees to other departments or jobs as an alternative to lay-off, when a particular job or department has been eliminated.



Information

Information includes data, facts and knowledge that exist in any format, including text, audio, digital or images, and that conveys meaning.

Communication

Communication means the interaction between two or more persons or entities, or any combination of them, where information is provided, sent or received.

Accessible Formats

Accessible formats include, but are not limited to, options such as large print, screen readers, braille, audio format, or captioning.

Conversion-Ready

Conversion-ready is an electronic or digital format that facilitates conversion into an accessible format.

WCAG

WCAG refers to the World Wide Web Consortium Web Content Accessibility Guidelines.

Legal Framework

Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
Integrated Accessibility Standard, Ontario Regulation 191/11
Ontario Human Rights Code

Related Policies/Procedures

Accessibility Standards Policy 200.33
[Accessibility for Ontarians with Disabilities Act, 2005 \(AODA\)](#)
[Integrated Accessibility Standard, Ontario Regulation 191/11](#)
[Ontarians with Disabilities Act, 2001 \(ODA\)](#)
[Ontario Human Rights Code](#)
[Accessibility Standards Policy 200.33](#)
[Multi-Year Integrated Accessibility Plan 2018-2023 Policy 200.32](#)
Integrated Accessibility Standards Regulation – Customer Service Administrative Procedure 200.34
Integrated Accessibility Standards Regulation – Information & Communications Administrative Procedure 200.36
Integrated Accessibility Standards Regulation – Transportation Administrative Procedure 200.37
[Integrated Accessibility Standards Regulation – Design of Public Spaces 200.38](#)
Modified Work & Return to Work Administrative Procedure 300.05
Disability Management Policy (TBD)



**Integrated Accessibility Standards Regulation –
Information & Communications
AP 200.36**

Procedure for:	Senior Administrators, Principals/Vice-Principals, Managers	Adopted:	January 29, 2013
Submitted by:	Superintendent of Education, Special Education	Revised:	N/A
Category:	Students		

Purpose

The Brant Haldimand Norfolk Catholic District School Board is committed to ensuring that people with disabilities have the same opportunity of access to our services as all others we serve. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to information and communications.

Responsibilities

1. Supervisory Officers, Principals, and Department Managers will ensure that all staff, volunteers and others providing services and programs on behalf of the Board have received training in the requirements of the Integrated Accessibility Standards, including the Standards related to Information and Communications.
- ~~2. The initial training will be completed by January 1, 2014.~~

Procedures

1.0 Procurement

- 1.1 The Board and all its managers and school-based administrators will, wherever practicable, incorporate accessibility criteria and features when procuring or acquiring goods and services, designing new systems or planning new initiatives that are related to provision of information and communication services.
- 1.2 ~~The above (1.1) will be in place by January 1, 2013.~~

2.0 Provision of Information and Communications in Accessible Formats

- 2.1 Upon request, the Board will provide, or arrange for the provision of, accessible formats and communications supports for persons with disabilities to facilitate their access to the services of the Board.
- 2.2 Accessible formats and communications supports will be provided in a timely manner that takes into account the person's accessibility needs at a cost no greater than the regular cost charged to other persons.
- 2.3 The Board will determine the suitability of an accessible format or communications support and, in so doing, will consult with the person making the request.
- 2.4 The Board will notify the public, through websites, general publications and other relevant means, about the availability of accessible formats and communications supports.
- 2.5 ~~The Board will ensure that the~~ Provision of 2.0 ~~are~~ **have been** in place ~~by~~ **as of** January 1, 2014.



3.0 Accessible Websites

- 3.1 ~~The Board will ensure that, as~~ **Beginning** January 1, 2014, all new websites and web content ~~on these sites will~~ conform with the Web Content Accessibility Guidelines (WCAG) 2.0 at Level A.
- 3.2 The Board will ensure that, as of January 1, 2021, all its internet websites and web content will conform with WCAG 2.0 at Level AA.
- 3.3 These requirements do not include live captions or pre-recorded audio descriptions.
- 3.4 These requirements apply to:
 - a. websites and web content, including web-based applications, that the Board controls directly or controls through a contractual relationship that allows for modifications of the product; and
 - b. web content published on a website after January 1, 2012.
- 3.5 Where the Board determines that meeting these requirements is not practicable, such determination will include consideration of:
 - a. the availability of commercial software or tools or both; and
 - b. significant impact on an implementation timeline that was planned or initiated before January 1, 2012.

4.0 Educational and Training Resources and Materials

- 4.1 The Board will, upon notification of need, provide educational or training resources or materials in an accessible format that takes into account the accessibility needs due to a disability of the person to whom the material is to be provided.
- 4.2 To do so, the Board will procure through purchase, or obtain by other means, an accessible or conversion-ready electronic format, where available.
- 4.3 If the resources cannot be procured or converted into an accessible format, the Board will arrange for the provision of comparable resources.
- 4.4 The Board will, upon notification of need, provide information on the requirements, availability and descriptions of programs in an accessible format to persons with disabilities.
- 4.5 The Board will, upon notification of need, provide student records in an accessible format to persons with disabilities.
- 4.6 ~~The Board will ensure~~ These services ~~are~~ **have been** in place as of January 1, 2013.

5.0 Training for Program/Classroom Staff

- 5.1 The Board will ensure that all staff involved in program or course design, delivery and instruction will be provided with accessibility awareness training related to these responsibilities.
- 5.2 The Board will keep a record of the training provided, including the dates on which training was provided and the number of individuals to whom training was provided.
- 5.3 ~~The effective date for provision of this training is~~ January 1, 2013.

6.0 School Libraries

- 6.1 The Board will ensure that school libraries are able to provide, procure or acquire an accessible or conversion-ready format of print resources upon request by a person with a disability.
- 6.2 ~~The effective date of the~~ Provision of 6.1 is **commenced** January 1, 2015.



- 6.3 The Board will ensure that school libraries are able to provide, procure or acquire an accessible or conversion-ready format of digital or multi-media resource materials upon request by a person with a disability.
- 6.4 The effective date of the provision in 6.3 is January 1, 2020.

7.0 Feedback

- 7.1 The Board will ensure that its processes for receiving and responding to feedback are accessible to persons with disabilities.
- 7.2 Upon request, the Board will provide or arrange for the provision of accessible formats and/or communications supports to facilitate feedback.
- 7.3 The Board will notify the public about the availability of accessible formats and communications supports with regard to its feedback processes.
- 7.4 ~~The above Provisions will be~~ **for feedback have been** in place by January 1, 2014.

Definitions

Information

Information includes data, facts and knowledge that exist in any format, including text, audio, digital or images, and that conveys meaning.

Communication

Communication means the interaction between two or more persons or entities, or any combination of them, where information is provided, sent or received.

Accessible Formats

Accessible formats include, but are not limited to, options such as large print, screen readers, braille, audio format, or captioning.

Conversion-Ready

Conversion-ready is an electronic or digital format that facilitates conversion into an accessible format.

WCAG

WCAG refers to the World Wide Web Consortium Web Content Accessibility Guidelines.

References

Accessibility for Ontarians with Disabilities Act, 2005 (AODA)

Education Act

Integrated Accessibility Standard, Ontario Regulation 191/11

Ontarians with Disabilities Act, 2001 (ODA)

Ontario Human Rights Code

Equity and Inclusive Education Policy 200.23

Accessibility Standards Policy 200.33

Multi-Year Integrated Accessibility Plan 2018-2023 Policy 200.32

Multi-Year Integrated Accessibility Plan 2013-2017 2018-2023

Integrated Accessibility Standards Regulation – Customer Service Administrative Procedure 200.34

Integrated Accessibility Standards Regulation – Employment Administrative Procedure 200.35

~~Integrated Accessibility Standards Regulation – Information & Communications Administrative Procedure 200.36~~

Integrated Accessibility Standards Regulation – Transportation Administrative Procedure 200.37

Integrated Accessibility Standards Regulation – Design of Public Spaces Administrative Procedure 200.38



**Integrated Accessibility Standards Regulation – Transportation
AP 200.37**

Procedure for:	Senior Administrators, Principals/Vice-Principals, Managers	Adopted:	January 29, 2013
Submitted by:	Superintendent of Education, Special Education	Revised:	December 21, 2016
Category:	Students		

Purpose

The Brant Haldimand Norfolk Catholic District School Board is committed to ensuring that people with disabilities have the same opportunity of access to our services in a similar way as these services are available to all others we serve. We are committed to meeting, in a timely manner, the accessibility needs of students with disabilities in the provision of services related to transportation.

The provision of accessible student transportation services will include the development of an individual school transportation plan for each student who has a disability that affects his/her transportation to and from school. The plan will be developed in consultation with the student's parents or guardians.

Responsibilities

Superintendent of Education / Manager of Transportation Services

The Superintendent of Education responsible for Special Education and the Manager of Transportation Services will ensure that the provisions of this Administrative Procedure are implemented.

Procedures

1.0 Individual School Transportation Plans

- 1.1 The Student Achievement Lead for Special Education will, in consultation with school staff, parents or guardians, annually identify students with disabilities who require specific transportation services; such identification will, wherever possible, be made prior to the commencement of the school year.
- 1.2 Following consultation with school principal or designate, the Student Achievement Lead for Special Education will provide to the Manager of Transportation Services, or his/her designate, an individual student transportation plan for each student with a disability who requires specific transportation services.

2.0 Content of Individual School Transportation Plans

- 2.1 An individual transportation plan shall, in respect of each student with a disability requiring specific transportation services, include the following:
 - a. details of the student's assistance needs with respect to transportation to and from school
 - b. provisions for the boarding, securement and debording of the student, as applicable.

3.0 Communication of Responsibilities re Individual School Transportation Plans

- 3.1 The Student Achievement Lead for Special Education and, where appropriate, the Manager of Transportation Services, will identify and communicate roles and responsibilities with regard to the implementation of the individual school transportation plan to the following:
 - a. the transportation provider
 - b. the parents or guardians of the student with the disability
 - c. the operator (driver) of the student transportation vehicle
 - d. the appropriate members of the school staff (e.g., principal, teacher, educational assistant)
 - e. the student with the disability, when applicable.



Definitions

Individual School Transportation Plan

Individual school transportation plan is a plan that provides details of the arrangements that meet the transportation needs of an individual student who has a disability.

Operator

Operator means the driver of the school transportation vehicle.

Transportation Provider

Transportation provider is an entity or person who has entered into an agreement with the Board for the transportation of students in accordance with the *Education Act*.

Transportation Services

Transportation services means transportation that a Board provides for students in accordance with the *Education Act*.

References

Accessibility for Ontarians with Disabilities Act, 2005 (AODA)

Integrated Accessibility Standard, Ontario Regulation 191/11

Ontarians with Disabilities Act, 2001 (ODA)

Ontario Human Rights Code

Education Act

Equity and Inclusive Education Policy, 200.23

Accessibility Standards Policy 200.33

Integrated Accessibility Standards Regulation – Customer Service Administrative Procedure 200.34

Integrated Accessibility Standards Regulation – Employment Administrative Procedure 200.35

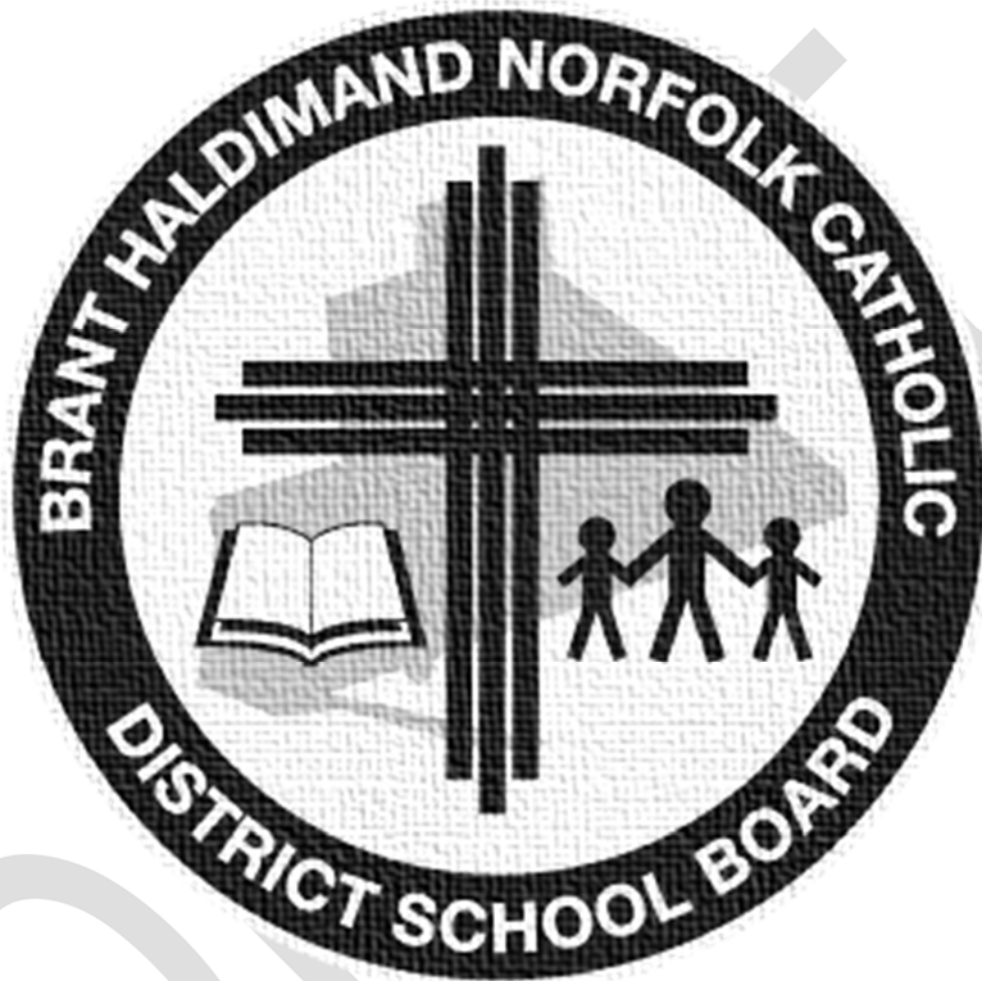
Integrated Accessibility Standards Regulation – Information & Communications Administrative Procedure 200.36

Integrated Accessibility Standards Regulation – Design of Public Spaces Administrative Procedure 200.38

Multi-Year Integrated Accessibility Plan ~~2013-2017~~ 2018-2023 Policy 200.32

Multi-Year Integrated Accessibility Plan ~~2013-2017~~ 2018-2013

**BRANT HALDIMAND NORFOLK CATHOLIC
DISTRICT SCHOOL BOARD**



**MULTI-YEAR
INTEGRATED ACCESSIBILITY PLAN**

2018-2023

MULTI-YEAR INTEGRATED ACCESSIBILITY PLAN 2018-2023

BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Prepared by

Accessibility Planning Committee

In accordance with:

Ontarians with Disabilities Act (ODA)

Accessibility for Ontarians with Disabilities Act (AODA)

Integrated Accessibility Standards Regulation (IASR)

Plan Availability:

The Brant Haldimand Norfolk Catholic District School Board's Multi-Year Integrated Accessibility Plan 2018-2023 is posted on the Board website at www.bhncdsb.ca and hard copies will be made available upon request. The plan can also be made in accessible formats by contacting:

Tracey Austin, Manager of Communications & Public Relations
Brant Haldimand Norfolk Catholic District School Board
322 Fairview Drive, Brantford ON
Phone Number: (519) 756-6369 ext. 234
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taustin@bhncdsb.ca

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AT-A-GLANCE REQUIREMENTS OF THE INTEGRATED ACCESSIBILITY REGULATION – All School Boards

July 1, 2011	January 1, 2012	January 1, 2013	January 1, 2014	January 1, 2015	January 1, 2016	January 1, 2020-2025
<p>Transportation</p> <p>1. School boards to provide accessible transportation services for students with disabilities.</p>	<p>Information & Communications</p> <p>1. Emergency procedure, plans and public safety information to be available in accessible formats.</p> <p>Employment</p> <p>1. Individualized workplace emergency response information for employees with disabilities.</p> <p>Customer Service</p> <p>1. Provide accessible customer service as a result of staff training, welcoming service animals, to offer feedback for those with disabilities.</p>	<p>General</p> <p>1. Develop policies and organizational commitment on achieving accessibility. 2. Review/update Accessibility Plans in consultation with persons with disabilities. 3. Accessibility criteria for acquiring goods, services, facilities.</p> <p>Information & Communications</p> <p>1. School boards to provide: educational resources/ materials, student records, and program information upon request in accessible formats. 2. School boards to provide all educators with accessibility awareness training re accessible program, course delivery, instruction and shall keep a record of the training provided.</p>	<p>General</p> <p>1. Training of employees and volunteers on accessibility standards and 2. Human Rights Code 3. Self-Service Kiosks to be accessible.</p> <p>Information & Communications</p> <p>1. Feedback processes to be accessible. 2. New internet websites and web content to conform to WCAG 2.0, Level A.</p> <p>Employment</p> <p>1. Accommodation in recruitment. 2. Job information in accessible formats and communication supports. 3. Workplace emergency response information 4. Individual employee accommodation plans Return to work process. 5. Accessibility in performance management, career development /advancement and redeployment.</p> <p>Transportation</p> <p>1. School boards develop individual student transportation plans.</p>	<p>Information & Communications</p> <p>1. Provide accessible formats and communication supports. 2. Producers of textbooks to provide accessible or conversion ready versions. 3. School libraries to provide accessible or conversion-ready versions of print materials upon request. 4. Accessible means for people with disabilities to provide feedback upon request.</p>	<p>Design of Public Spaces (Built Environment)</p> <p>1. Make new or redeveloped public spaces accessible and AODA compliant including: outdoor play spaces; public outdoor paths of travel; parking lots; service counters; and waiting areas with fixed seating</p>	<p>Information & Communications</p> <p>1. School libraries to provide digital and multimedia resources in accessible format upon request (by January 1, 2020). 2. Producers of print-based education supplementary learning resources to provide accessible or conversion-ready versions upon request (January 1, 2020). 3. All internet websites and web content to conform to WCAG 2.0, Level AA (By January 1, 2021).</p>

* WCAG: Web Content Accessibility Guidelines

1.0 Definitions and Terminology:

Disability:

Disability covers a broad range and degree of conditions, some visible and some not visible. A disability may be present from birth, caused by an accident, or developed over time.

Barrier:

A “barrier” means anything that prevents a person with a disability from fully participating in all aspects of society because of their disability, including a physical barrier, an architectural barrier, an information or communication barrier, an attitudinal barrier, a technological barrier, policy or practice.

Accessibility:

Accessibility is defined as that which enables people to achieve their full potential.

Accommodations:

An accommodation is a means, through reasonable efforts, of preventing and removing in a timely manner, barriers that impede individuals with disability from participating fully in the services of the Board.

2.0 Aim:

The Integrated Accessibility Plan (the Plan) has been developed in accordance with Ontario Regulation 191/11 Integration Accessibility Standards under the Accessibility for Ontarians with Disabilities Act 2005 (AODA). This plan describes the measures the Brant Haldimand Norfolk Catholic School Board has taken in the past and the measures that will be taken moving forward in order to identify, remove and prevent barriers for people with disabilities who work, learn, use or attend board facilities and services including students, staff, parents, guardians, volunteers and visitors. The Plan will be guided by the Board’s Accessibility Policies and Administrative Procedures including but not limited to:

- Policy 200.33 Accessibility Standards
- Administrative Procedure 200.34 Integrated Accessibility Standards Regulation – Customer Service
- Administrative Procedure 200.35 Integrated Accessibility Standards Regulation – Employment
- Administrative Procedure 200.36 Integrated Accessibility Standards Regulation – Information and Communications
- Administrative Procedure 200.37 Integrated Accessibility Standards Regulation – Transportation
- Administrative Procedure 200.38 Integrated Accessibility Standards Regulation – Design of Public Spaces

3.0 Objectives:

This Plan:

- Reviews the efforts of the Brant Haldimand Norfolk Catholic District School Board to remove and prevent barriers for people with disabilities;
- Describes the process by which the Board will identify, remove and prevent barriers;
- Describes the measures the Board will take in the period 2018-2023 to identify, remove and prevent barriers;
- Makes a commitment to provide an annual status report on the Board's implementation of the Multi-Year Integrated Accessibility Plan;
- Makes a commitment to review and update the Plan at least once every 5 years; and
- Describes how the Board will make this Accessibility Plan available to the public.

4.0 Commitment to Accessibility Planning:

This Plan will be reviewed and updated in consultation with persons with disabilities, the Board's Special Education Advisory Committee (SEAC), the Accessibility Committee and other relevant stakeholders. It is the Board's role to consider and approve the plan. The final plan will be posted on the Board's website as a public document.

The Brant Haldimand Norfolk Catholic District School Board is committed to:

- Maintaining an Accessibility Planning Committee;
- Continuing consultation with various stakeholders, in particular those with disabilities and with the Special Education Advisory Committee in the development and review of accessibility plans;
- Ensuring Board policies and procedures are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Planning Committee will provide input re: accessibility issues, where appropriate, to new policies and procedures and to those under review;
- Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Ongoing identification of barriers must be brought to the Accessibility Planning Committee for due consideration and incorporation into the Multi-Year Integrated Accessibility Plan; and

The Director of Education has authorized the Accessibility Planning Committee to review and update the Multi-Year Integrated Accessibility Plan that will enable the Board to meet these commitments.

5.0 Description of the Brant Haldimand Norfolk Catholic District School Board:

In January 1998, the Brant Haldimand Norfolk Catholic District School Board was founded through the amalgamation of two former school boards: The Brant County Catholic Board of Education and the Haldimand Norfolk Catholic District School Board.

The Brant Haldimand Norfolk Catholic District School Board currently serves approximately 10,000 students and their parents/guardians in three counties (Brant, Haldimand and Norfolk), providing elementary education in 28 schools, secondary education in 3 schools and offering alternative educational programming at St. Mary's Catholic Learning Centre. The Brant Haldimand Norfolk Catholic District School Board provides all students with appropriate learning experiences in an inclusive, faith community setting. Such experiences provide the opportunities for personal growth and prepare all students for active participation in the community. Additionally, numerous volunteers and community partners assist in providing the opportunity for all students regardless of talents and needs to experience success while attending schools within the district. There are six Trustees in the Board and one student Trustee.

I. Board Mission

As a Catholic Learning Community, we provide faith formation and academic excellence, which enables our graduates to live a life of love and service in Christ.

II. Board Core Values

- We respect the dignity of the human person, created in the image and likeness of God;
- We exercise a preferential option for the poor (financial, intellectual, social and spiritual); and
- We continually strive to deepen our relationship with God and one another.

III. Board Strategic Commitments

Catholic Faith Formation:

When we support the family and the parish in forming the faith of our students and we commit ourselves to the principles of our gospel values, as expressed through the example of Catholic Social Teaching, we help build the Kingdom of God.

Student Achievement

When we know, understand and respond to the unique learning needs using assessment-rich learning, we can respond to the individual needs of our students and improve their outcomes.

Safe and Accepting Schools

When we foster positive relationships that emphasize mutual respect understanding and trust we are able to improve the cohesion of our community.

Communication and Community Engagement

When we communicate effectively to our internal and external stakeholders, we enhance the engagement of our community, which improves our ability to generate support for our system.

6.0 Accessibility Planning Committee Members

Member	Position	Contact
Chopp, Bill	Trustee	bchopp@bhncdsb.ca
Austin, Tracey	Manager, Communications & Public Relations	taustin@bhncdsb.ca
Cicci, Norm	Manager, Information Technology	ncicci@bhncdsb.ca
DeJesus, Fatima	Elementary School Secretary/President OSSTF Support	fdejesus@bhncdsb.ca
Esposito, Jill	Chairperson of SEAC/Director of Services Brant FACS	Jill.esposito@brantfacs.ca
Figueiredo, Anah	Human Resources Coordinator (Non-Academic)	afigueiredo@bhncdsb.ca
Fortino, Carlo	Teacher/OECTA President	cfortino@bhncdsb.ca
Freibauer, Caroline	Librarian, Secondary- Assumption College School	cfreibauer@bhncdsb.ca
Grice, Tom	Superintendent of Business	tgrice@bhncdsb.ca
King-Bonifacio, Debbie	Disability Management & Safety Coordinator	dkingbonifacio@bhncdsb.ca
Kuckyt, Phil	Manager of Transportation Services	pkuckyt@stsbhn.ca
Laracy Jr., Tom	Teacher/OECTA Elementary Bargaining Unit President	tclaracy@bhncdsb.ca
Marchand, Peter	Principal, St. Theresa Elementary School & Principal Lead- Library Services	pmarchand@bhncdsb.ca
Maunder, Donald	Custodian/President, OSSTF Plan	dmaunder@bhncdsb.ca
McDermid, Carmen	Student Achievement Lead, Special Education	cmcdermid@bhncdsb.ca
McDermid, John	Elementary School Principal	jmcdermid@bhncdsb.ca
Oldman, Colleen	Manager of Human Resources	coldman@bhncdsb.ca
Phee, Colin	RCPIC Chairperson	Bpat_chair@bhncdsb.ca
Shypula, Michelle	Superintendent of Education	mshypula@bhncdsb.ca
Slaght, Terre	Principal of Continuing Education	tslaght@bhncsb.ca
Wdowczyk, Dianne	Mental Health Lead	dwdowczyk@bhncdsb.ca
Wu, Guo	Teacher of Hearing Impaired	gwu@bhncdsb.ca
Zelem (Moreau), Rachel	Orientation & Mobility Instructor	rzelem@bhncdsb.ca
Zelem, Don	Manager of Facilities	dzelem@bhncdsb.ca

The Accessibility Planning Committee will meet 3 times during the school year to review and update the Multi-Year Integrated Accessibility Plan for 2018-2023.

7.0 Strategy for Prevention and Removal of Barriers

The principles of inclusionary practice, freedom from barriers and accessible environments inform all Brant Haldimand Norfolk Catholic District School Board policies, procedures and services. Through the annual Accessibility Plan Status Report implemented under the Ontarians with Disabilities Act (ODA), 2001, the Brant Haldimand Norfolk Catholic District School Board's programming, policies and practices have been assessed to ensure continuous improvement in accessibility. This process will continue through the establishment of the renewed Multi-Year Integrated Accessibility Plan, which places particular emphasis on the regulations made under the AODA with regard to Customer Service, Information and Communications, Employment, School Transportation, and the Design of Public Spaces, in accordance with legislation.

8.0 Barrier Identification

The Accessibility Planning Committee uses the following barrier-identification methods:

Group	Methods
Students	Barriers to accessibility are identified by students and parents. Staff in Elementary and Secondary Programs, Student Success, Special Education, Safe and Inclusive Schools, Facilities and Transportation Departments work with stakeholders to remove/prevent barriers and develop accommodation plans.
Staff	In consultation with staff, Human Resources and Health and Safety, identify barriers, restrictions and limitations and develop accommodation plans.
Public	Barriers to accessibility are identified by individuals accessing programs and services offered by the school board. Members of the public may bring concerns to the attention of the school, the Catholic Education Centre or may use the Board website: http://www.bhncdsb.ca/page/accommodations-employees-and-applicants-disabilities . Barriers identified by members of the public are referred to the Board's Accessibility Planning Committee. Development of the Multi-Year Integrated Accessibility Plan and the ongoing feedback opportunities are additional important methods to identify barriers to accessibility.
Board Wide	Ongoing liaison with bargaining partners, provincial associations, school boards, and public sector agencies provides updates on emerging barriers to accessibility. SEAC, OCSOA, ODA, AODA, IASR, and the Customer Service Regulation are examples of some of the resources used for barrier identification. Review of our facilities provides up-to-date identification of barriers and plans to remove/prevent such barriers and permits planning to remove/prevent such barriers. Barriers to accessibility are referred to the Board's Accessibility Planning Committee for review.

9.0 Barrier Removal Achievements:

Equipment:

The Brant Haldimand Norfolk Catholic District School Board is committed to ensuring that students with special needs have the accommodations essential to access the Ontario Curriculum and/or attend school. The Special Equipment Amount (SEA) funding provided by the Ministry of Education assists school boards to support these accommodations for students with special needs. Any student with a recommendation from a qualified professional is eligible to receive equipment through the SEA process. These recommendations are based on the results of professional assessments. The recommendation determines the type of equipment the student requires to access school programs. The following include, but are not limited to, recognized qualified professionals able to recommend appropriate equipment based on their expertise: Psychologist; Physician; Audiologist; Speech-Language Pathologist; Occupational Therapist; Physiotherapist and Optometrist/Ophthalmologist. To support the implementation of appropriate computer hardware, software, training etc. Ministry of Education funding amounts are made available to meet these needs.

Access to Program:

Our Education Technology, Elementary Program, Student Success and Special Education staff work collaboratively to ensure that classroom programs are accessible to all students by using universal design and differentiated instructional strategies. Improvements to digital library resources with accessible conversion ready formats of print, digital or multi-media resources for full compliance with the Integrated Accessibility Standards, January 2020 are on-going and will be available upon request.

Accessible Website:

As per IASR, Brant Haldimand Norfolk Catholic District School Board website and web content will conform to WCAG (Web Content Accessibility Guidelines) 2.0, Level A and will meet WCAG 2.0 AA compliance by January 1, 2021.

Early and Safe Return to Work:

The Board is committed to early intervention and return to work for all employees, as well as, the successful recovery of injured and ill employees by assisting in early intervention and return to safe work. Employees with an occupational or non-occupational illness or injury who require accommodation to return to work are supported through the Board's *Modified Work Policy*. The objective of the Policy is to return employees to their pre-illness/injury status as soon as possible, consistent with their medical condition. *The Ontario Human Rights Commission Policy and Guidelines of Disability and Duty to Accommodate* have guided the development.

Transportation Services:

The needs of each student, registered in the Brant Haldimand Norfolk Catholic District School Board, is reviewed annually to determine what services and supports need to be implemented to meet their needs as they relate to transportation services. Although full integration is our ultimate goal, vehicles of a variety of sizes and other assistive/safety devices are made available to meet the integrated, accessible needs of each student of the Board.

Systemic:

As policies and procedures are developed and/or revised, they are examined to reflect the Brant Haldimand Norfolk Catholic District Schools Board direction with regards to accessibility.

Accessibility of School Buildings:

The Brant Haldimand Norfolk Catholic District School Board's Facilities Services Department takes a portion of their annual budget and dedicates funds to address building accessibility opportunities. Proposals for upgrades are submitted through the School Renewal/Annual Improvements process. The capital plan proposes alterations to ensure that all our facilities will be compliant with AODA by 2025. Special Education Staff and Principals identify immediate and anticipated needs for barrier free participation in learning at specific school sites based upon existing and anticipated student needs at each school. Renovations are completed and new buildings are constructed to meet accessibility standards as defined in the Ontario Building Code. A list of accessibility features in all Brant Haldimand Norfolk Catholic District School Board facilities has been created and informs planning.

10.0 Barriers to be Addressed under the Multi-Year Integrated Accessibility Plan 2018- 2023

The Integrated Accessibility Standards Regulation 191/11 filed in June 2011 pursuant to the *Accessibility for Ontarians with Disabilities Act, 2005* identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation

These requirements build on the Accessibility Standards for Customer Service, which came into force in 2007. In January 2013, the IASR was amended to include accessibility requirements for the Design of Public Spaces.

Through this 2018-2023 Multi-Year Integrated Accessibility Plan, the Brant Haldimand Norfolk Catholic District School Board intends to take action to address barriers to accessibility related to the Standards areas of current Regulations. This is in addition to ongoing work with regard to identification and removal of barriers in the Board's physical environment.

TYPE OF BARRIER	LOCATION	ACTION	RECENT ACTIVITY	EFFECTIVE DATE
Systemic	Board-Wide	Newly developed and revised policies/procedures will be reviewed by the Integrated Accessibility Committee or through Equity and Inclusive Schools to provide input from an accessibility lens.		Ongoing
Attitudinal	Board-Wide	Provide training for all staff and volunteers on accessibility standards requirements and on Human Rights Code provisions re: disabilities and ensure third-party providers have similar training.	Mandatory AODA volunteer training and certification is now required and available on the Board Website. Policy 400.05 Community Use of Schools being revised in the Spring/Summer 2018 and will reflect that permit holders are aware of AODA and have the responsibility of understanding and complying with the Act. Comments, questions, concerns and feedback pertaining to accessibility can be emailed to info@bhncdsb.ca .	Ongoing
Attitudinal	Board-Wide	With the support of Student Achievement, Special Education, Student Success, Mental Health, FNMI, Equity and Inclusion Teams, etc., school staff design program content, assessment and instruction in an inclusive design framework.	Board supports and interventions have been and will continue to be developed using a tiered approach. Differentiated learning in Literacy and Numeracy is a focus and eliminating barriers to accessing this curriculum will enable all students to reach their full potential.	Ongoing

TYPE OF BARRIER	LOCATION	ACTION	RECENT ACTIVITY	EFFECTIVE DATE
Information and Communications	School Libraries	Elementary and Secondary Library teams are able to provide accessible formats or conversion-ready versions of print materials upon request and are developing the capacity to provide digital and multimedia resources.		Ongoing in preparation of 2020 deadline
Information and Communication	Board-Wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG 2.0 Level AA standards.	Board public websites have the ability to allow the viewer to select the language in which the pages are displayed in.	Ongoing
Technology	Board-Wide	Educational Technology and Special Education staff provide training and support to teachers, support staff and students. This includes such supports as access to assistive technology, assistance for students who are hard of hearing, blind or low vision, training in the use of <i>Brightspace</i> (D2L) and development of Individual Education Plans (IEP).	The Brightspace platform is being used across the district and has adaptive features built into the program. Staff have received training to provide effective support for students requiring SEA equipment.	Ongoing
Architectural	Board-Wide	Evaluate accessibility at schools, work sites, and incorporate recommendations into the capital plan: working toward full compliance with AODA standards at all sites by 2025.	<p>Blessed Sacrament: Asphalt Ramp 2017</p> <p>Holy Trinity: Handicap Door Operator 2017</p> <p>St. Frances Cabrini: Handicap Door Operator 2017</p> <p>St. John's College: AODA Ramp to Portable Pack 2017 AODA Sidewalk to North Entrance 2017 New Front Doors with Handicap Door Operator 2017</p>	

TYPE OF BARRIER	LOCATION	ACTION	RECENT ACTIVITY	EFFECTIVE DATE
			Assumption College School: Rebuilt paved lot 2017 St. Theresa's: Rebuilt paved lot 2017 <u>Future Activity:</u> Rebuilt paved lots: St. John's College St. Joseph's Accessible Elevator St. John's College Accessible Service Counter: St. John's College Assumption College School Universal/ Accessible Washroom: St. Frances Cabrini Resurrection St. Leo St. Patrick (B) AODA Ramp: St. Frances Cabrini Our Lady of Fatima St. Stephen's Front Door Handicap Operator: Christ the King Our Lady of Fatima Resurrection Sacred Heart Langton St. Bernard of Clairvaux St. Leo St. Michael's Walsh St. Patrick (B) St. Patrick's (C) St. Stephen's St. Theresa Additional Handicap Door Operators: St. John's College Assumption College School AODA Sidewalks: Our Lady of Fatima St. Stephen's	 2018 2018 2018 2018 2018 2018 2018 2018 2018 2018 2018

TYPE OF BARRIER	LOCATION	ACTION	RECENT ACTIVITY	EFFECTIVE DATE
Physical	Board-Wide	Continued evaluation of accessibility at schools and work sites and incorporate recommendations into the capital plan for school renewal using the Integrated Accessibility Plan checklist tool	Refer to Integrated Accessibility Plan Annual Report 2016-2017	Ongoing

11.0 Review and Monitoring Process

The Accessibility Committee meets regularly during the year to consider feedback received, review progress, evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board.

The Accessibility Committee will ensure that in respect of the Multi-Year Integrated Accessibility Plan the following steps take place:

- (a) An annual status report on the progress of the measures taken to implement the Plan is brought to the Board for approval at the Committee of the Whole meeting in November;
- (b) At least once every 5 years the Plan is reviewed and updated in consultation with persons with disabilities, with the Board’s Special Education Advisory Committee and other relevant stakeholders. The Plan will be brought to the Board for consideration and approval.

12.0 Communication of the Plan

In addition to the public availability of the Plan as referenced earlier on Page 2, the Brant Haldimand Norfolk Catholic District School Board will post an annual status report on the progress of the Multi-Year Integrated Accessibility Plan on the Board’s website. The Board will accommodate requests for accessible formats of the Plan.

Questions, comments or feedback regarding the Multi-Year Integrated Accessibility Plan may be directed to:

Chair
 Accessibility Committee
 Brant Haldimand Norfolk Catholic District School Board
 322 Fairview Drive
 Brantford, ON N3T 5M8
webmaster@bhncdsb.ca



Integrated Accessibility Standards Regulation – Design of Public Spaces **AP 200.38**

Procedure for:	All Board Employees	Adopted:	Month, dd, yyyy
Submitted by:	Superintendent of Education, Special Education	Revised:	Month, dd, yyyy or N/A
Category:	Students		

Purpose

The Brant Haldimand Norfolk Catholic District School Board is committed to providing services to our students, parents/guardians, the public and our staff that are free of barriers and biases. The Brant Haldimand Norfolk Catholic District School Board strives to ensure that key principles of equal opportunity are reflected and valued in our Catholic learning and work environments. Our actions will demonstrate our belief in the strength diversity brings to our communities.

Responsibilities

Supervisory Officers, Principals and Managers will ensure that the provisions of this Administrative Procedure are implemented.

Information

The Brant Haldimand Norfolk Catholic District School Board will meet the requirements of the *Integrated Accessibility Standards Ontario Regulation 191/11 ("IASR")* for the Design of Public Spaces Standard set forth under the Accessibility for Ontarians with Disabilities Act, 2005 ("AODA"). This administrative procedure applies to removing barriers in buildings and public spaces. When referring to O Reg 191/11 (IASR), it is important to read the pertinent sections including exceptions in their entirety prior to considering a design or redesign of a public space.

Procedures

1.0 Procurement or Acquiring Goods and Services, or Facilities

The Board will incorporate accessibility criteria and features when procuring or acquiring goods, services or facilities. The only exception is in cases where it is impractical to do so.

2.0 Outdoor Play Spaces

When constructing new or developing existing play spaces, the Board intends to maintain and ensure that these outdoor play spaces comply with sections 80.18, 80.19 and 80.20 of the *IASR*.

3.0 Exterior Paths of Travel

- 3.1** Under sections 80.21 to 80.31 of the *IASR*, exterior paths of travel applies to newly constructed and redeveloped exterior paths of travel that are outdoor sidewalks or walkways designed and constructed for pedestrian travel and are intended to serve a functional purpose and not to provide a recreational experience.
- 3.2** The Board shall ensure that all new or redeveloped exterior paths of travel meet all appropriate AODA requirements.

4.0 Off-Street Accessible Parking

- 4.1** The Board will ensure that all new or redeveloped off-street parking facilities and access aisles meet all appropriate AODA requirements.



- 4.2** Off-street parking facilities must provide two types of parking spaces for the use of persons with disabilities as per the *IASR*, section 80.34.
- 4.3** Access aisles is the space between parking spaces that allows persons with disabilities to get in and out of their vehicles and must comply with section 80.35 of the *IASR*.
- 4.4** Off-street parking facilities must have a minimum number of parking spaces for the use of persons with disabilities in accordance with *IASR*, section 80.36.
- 4.5** Signage for off street accessible parking will be in compliance with section 80.37 to 80.38 and section 11 of Regulation 581 of the Revised Regulation of Ontario, 1990 (Accessible Parking for Persons with Disabilities) made under the Highway Traffic Act. O. Reg. 413/12 s. 6.

5.0 Service Counters

When constructing new service counters, which includes replacing existing service counters, the Board will ensure there is at a minimum one service counter that accommodates a mobility aid for each type of service provided and the accessible counter must be clearly identified with signage, where there are multiple queuing and service counters. The service counter that accommodates mobility aids must meet the requirements in section 80.41 of the *IASR*.

6.0 Waiting Area

In accordance with section 80.43 of the *IASR*, when constructing a new waiting area or redeveloping an existing waiting area, where the seating is fixed to the floor, a minimum of three per cent of the new seating must be accessible, but in no case shall there be fewer than one accessible seat.

7.0 Maintenance

The Board will ensure that mechanisms are in place to provide for preventative and emergency maintenance of the accessible elements of public spaces, including provisions to address temporary disruptions when accessible elements are not in working order.

Definitions

Accessible Seating

Accessible seating is considered a space in a seating area where and individual using a mobility aid can wait.

Exterior Paths of Travel

Refers to sidewalks and walkways designed and constructed for pedestrian travel and intended to provide a functional route from Point A to Point B, rather than a recreational experience.

Maintenance

This refers to activities that are intended to keep existing public spaces and elements in existing public spaces in good working order or to restore the spaces or elements to their original condition. Examples include painting and minor repairs.

Off-Street Parking Facilities

This includes open area parking lots and structures intended for the temporary parking of vehicles by the public, whether or not the payment of a fee is charged. This includes visitor parking spaces in parking facilities.

Outdoor Play Spaces

This space consists of an area that includes play equipment, such as swings, or features such as logs, rocks, sand or water, where the equipment or features are designed and placed to provide play opportunities and experiences for children and caregivers.

Redeveloped

This means planned significant alterations to public spaces, but does not include maintenance activities.



References

- Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
- Education Act
- Integrated Accessibility Standard, Ontario Regulation 191/11
- Ontarians with Disabilities Act, 2001 (ODA)
- Ontario Human Rights Code
- Equity and Inclusive Education Policy 200.23
- Accessibility Standards Policy 200.33
- Integrated Accessibility Standards Regulation – Customer Service Administrative Procedure 200.34
- Integrated Accessibility Standards Regulation – Employment Administrative Procedure 200.35
- Integrated Accessibility Standards Regulation – Information & Communications Administrative Procedure 200.36
- Integrated Accessibility Standards Regulation – Transportation Administrative Procedure 200.37
- Multi-Year Integrated Accessibility Plan 2018-2023

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

Prepared by: Leslie Telfer, Superintendent of Education
Presented to: Policy Committee
Submitted on: April 5, 2018
Submitted by: Chris Roehrig, Director of Education & Secretary

FRENCH IMMERSION PROGRAM POLICY

Public Session

BACKGROUND INFORMATION:

The French Immersion Program Policy was adopted in January 2009 and revised in June 2014. The policy was most recently revised in January 2018 to reflect the *Framework for French as a Second Language in Ontario Schools 2013* and the growth of French Immersion programs in the Brant Haldimand Norfolk Catholic District School Board.

DEVELOPMENTS:

The policy has been amended in 2018 to include the enduring and overarching statements that are intended to foster a common understanding of the importance of French as a Second Language found within the *Framework for French as a Second Language in Ontario Schools 2013*.

Additionally, the policy has been updated to include a change of language specific to the administration of the Primary Mathematics EQAO Assessment. Students in Grade 3 will now write the EQAO math assessment in English.

There are also two new resources included in the references section that speak to inclusive practices in French as a Second Language Programs. The Ministry has developed *Including Students with Special Needs in FSL Programs (2015)* and *Including English Language Learners in FSL Programs (2016)*.

The revised policy and procedure was shared with all principals, managers, supervisors, union presidents and senior administration for vetting purposes.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the French Immersion Program Policy to the Brant Haldimand Norfolk Catholic District School Board for approval.



Policy: French Immersion Program

		Policy Number:	200.30
Adopted:	January 27, 2009	Former Policy Number:	n/a
Revised:	June 24, 2014	Policy Category:	Students
Subsequent Review Dates:	TBD	Pages:	1

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board believes that programs in our schools are guided by the Ontario Catholic School Graduate Expectations and are aligned by the tenets of the Catholic faith. Specifically, the French Immersion program assists our students to light for the world (Matthew 5:13) through effective communication in both official languages, being responsible citizens and collaborative contributors.

Information:

“The Government of Canada considers linguistic duality not only as a basis of Canadian identity, but also an essential tool for ensuring Canadians’ openness to the world. Through second-language education, the Government offers young Canadians a boost toward wider professional horizons and a key to the international stage.”

(Framework for French as a Second Language, Page 8)

Policy Statement:

It is the policy of the Board to offer French Immersion programs where feasible throughout its jurisdiction. It is the policy of the Board that a French Immersion program, in which students receive instruction in the French language, is consistent with the philosophy and expectations outlined in the Ontario Curriculum. Specifically, the program is intended to:

- increase student confidence, proficiency and achievement in FSL;
- increase the percentage of students studying FSL until graduation;
- increase student, educator, parent and community engagement;
- develop and refine students' ability to communicate (understand, speak, read and write) with confidence in the French language; and
- help students understand and appreciate Canada's francophone heritage and the French culture and language throughout the world.

It is the policy of the Board that administrative procedures be developed to address admission requirements, structure, program elements, procedures to withdraw from the program and promotional strategies.



**French Immersion Program
AP 200.30**

Procedure for: Principals/Vice-Principals, Consultants, Teachers, Librarians
Submitted by: Leslie Telfer (Superintendent of Education)
Category: Students

Adopted: January 27, 2009
Revised: June 24, 2014

Purpose

The purpose of the Administrative Procedure is to provide information with respect to the French Immersion program, its program elements and structure, admission requirements, procedures to withdraw from the program and promotional strategies.

Information

The French Immersion program is an optional, alternative second language program for English-speaking children that offers students the opportunity to learn French through other subject areas and to enhance their knowledge of the French language and culture in an immersive program.

The following principles are enduring and overarching statements that are intended to foster a common understanding of the importance of French as a Second Language.

- FSL programs are for all students.
- Teaching and learning French, as one of Canada's two official languages, is recognized and valued as an integral component of Ontario's education system.
- FSL education serves as a bridge between languages and cultures.
- Learning FSL strengthens literacy skills as well as cognitive and metacognitive development.
- Research informs decision making by all stakeholders.
- Learning FSL is a lifelong journey.

Procedures

1.0 Program Elements and Structure

- 1.1 The French Immersion program is an optional program offered to students in Kindergarten to Grade 8. Subject to admission requirements and availability, any parent who desires his/her child to study in French may enroll his/her child in the French Immersion program.
- 1.2 The Primary French Immersion program:
- 1.2.1 Kindergarten and Grade 1, 90% of instruction in French;
 - 1.2.2 Grade 2, English Language Arts (reading, writing and oral communication) the percentage of French instruction is decreased to 80%.
 - 1.2.3 In Grade 3, 70% of the instruction is in French.
 - 1.2.4 The Mathematics program is taught in French from Kindergarten to Grade 3. Students in Grade 3 write the Mathematics portion of the Primary EQAO Assessment in English.



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- 1.3 The Junior and Intermediate French Immersion program:
 - 1.3.1 Grades 4-8, 50% of instruction in French.
 - 1.3.2 The Mathematics program is taught in English from Grades 4-8. Students in Grade 6 write the Mathematics portion of the Junior EQAO assessment in English.

2.0 Admission Requirements

- 2.1 A student may be granted admission into the French Immersion program at any time during their Kindergarten year. Pre-registration for the program is in January, prior to the start of the next school year.
- 2.2 Students may be admitted into the Grade One French Immersion program without having attended the Kindergarten French Immersion program, at the discretion of the principal. The principal is encouraged to hold a parent(s)/guardian(s) conference to ensure that the student has demonstrated good oral and literacy skills in the regular Kindergarten program.
- 2.2 Admission into the French Immersion program beyond Grade 1 shall be considered after:
 - 2.2.1 An interview with parent(s)/guardian(s) by the principal and the French Consultant;
 - 2.2.2 Review of the two most recent report cards;
 - 2.2.3 Successful completion of informal testing of and interview with the student by an identified French Immersion program teacher in both English and French; and
 - 2.2.4 Evidence that the student is an independent worker demonstrating good listening and literacy skills (oral, reading, writing).
- 2.3 All students admitted into the French Immersion program, after the Senior Kindergarten (SK) year shall be subject to a review by the classroom teacher, principal, parent(s) or guardian(s), and students after his/her first term in French Immersion to monitor and assess their progress and determine next steps to support their learning.
- 2.4 Students who request admission, whose first language is French, may be directed to consider one of the French Language schools. French first-language students may be admitted to the French Immersion program if the considerations noted in 2.2 have been met, as appropriate.

3.0 Withdrawal Procedures

Where the needs of a student may be best served by withdrawal from the program, such withdrawal may take place after following the implementation of reasonable intervention strategies by school staff such as program modifications, tutoring, and assistance from the Special Education Resource Teacher and, after review of ongoing assessments. Conferences with parent(s)/guardian(s) to discuss progress, options and future implications shall be conducted prior to final placement decisions. Notwithstanding the above, any parent(s)/guardian(s) has/have the right to withdraw his/her child from the program at any time and to have him/her return to their home school.

4.0 Promotion of the Program

Each year in January, a package of material about the French Immersion program is sent to all Catholic Elementary Schools in the Brant Haldimand Norfolk Catholic District School Board. This is given to each child in Junior Kindergarten for their parent(s) or guardian(s). An advertisement is placed in various media in January/February to announce registration. The location of French Immersion sites are identified on the Board website.

5.0 Transportation

Transportation will be provided for students meeting the Board's eligibility requirements as per the Transportation of Students Policy 400.19. Transportation to the French Immersion site will not be provided for siblings not enrolled in the French Immersion Program.



References

The Ontario Curriculum: French as a Second Language 2013 (Core French Grades 4-8; Extended French Grades 4-8, French Immersion Grades 1-8)
A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12 (2013)
Learning for All-A guide for Effective Assessment and Instruction for all students, Kindergarten to Grade 12
Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools
Including Students with Special Needs in FSL Programs (2015)
Including English Language Learners in FSL Programs (2016)

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

Prepared by: Chris Roehrig, Director of Education & Secretary
Presented to: Policy Committee
Submitted on: April 5, 2018
Submitted by: Chris N. Roehrig, Director of Education & Secretary

STUDENT ATTENDANCE POLICY

Public Session

BACKGROUND INFORMATION:

As part of the ongoing policy and procedure review process, the Student Attendance Policy and the Safe Arrival Policy have been revised and are presented to the Policy Committee.

DEVELOPMENTS:

The Safe Arrival Policy is being recommended to be rescinded as it will be rolled into the new revised Student Attendance Policy. The revised Student Attendance Policy has been changed to reflect practices that have been adopted and refined since the last version was presented over 8 years ago. The policy has been streamlined to reflect processes desired by school principals and School Attendance Counsellors. Other key changes include:

- Consistency between panels;
- Clear delineation between pathways of interventions for problematic attendance versus consecutive absences;
- Flexibility to allow principals to use professional judgement when dealing with absenteeism;
- Clarity on roles of the School Attendance Counsellor and all other staff;
- Summaries for administration and social workers;
- Roles of the students and parents/guardians;
- Emphasis on cooperation and promotion of good attendance and
- Consistency for required paperwork.

This policy has been vetted according to the policy and practices of this Board. We will monitor implementation to discern whether revisions need to be made. Staff are recommending that this revised policy take effect September 1st, 2018.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Student Attendance Policy to the Brant Haldimand Norfolk Catholic District School Board for approval effective September 1st, 2018.



Policy: Student Attendance

		Policy Number:	200.03
Adopted:	January 27, 2009	Former Policy Number:	200.29
Revised:	December 8, 2017	Policy Category:	Students
Subsequent Review Dates:	N/A	Pages:	1

Belief Statement:

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

Policy Statement:

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

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

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

Glossary of Key Policy Terms:

School Attendance

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

References:

Education Act R.S.O. 1990 E.2 and Part II (School Attendance)
O. Reg 298



Student Attendance AP 200.03

Procedure for: Principals, Teachers, Secretaries,
Student Support Services Staff

Adopted: January 27, 2009

Revised: TBD

Submitted by: Director of Education

Category: Students

Purpose

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

Responsibilities - as noted in Administrative Procedure

Information

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

Procedures

1.0 Student Attendance General Principles

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

2.0 Responsibilities for Students and Parents/Guardians

- 2.1 It is the duty of a parent or guardian of a person who is required to attend school to cause the student to attend school regularly and punctually as required under the Education Act.
 - 2.1.1 A person is excused from attendance at school if:
 - (a) the person is receiving satisfactory instruction at home or elsewhere.
 - (b) the person is unable to attend school by reason of sickness or other unavoidable cause.
 - (c) transportation is not provided by a board for the person and there is no school that he or she has a right to attend situated:
 - (i) within 1.6 kilometres from the person's residence measured by the nearest road if he or she has not attained the age of seven years on or before the first school day in September in the year in question, or



- (ii) within 3.2 kilometres from the person's residence measured by the nearest road if he or she has attained the age of seven years but not the age of 10 years on or before the first school day in September in the year in question, or
- (iii) within 4.8 kilometres from the person's residence measured by the nearest road if he or she has attained the age of 10 years on or before the first school day in September in the year in question.
- (d) the person has obtained a secondary school graduation diploma or has completed a course that gives equivalent standing;
- (e) the person is absent from school for the purpose of receiving instruction in music and the period of absence does not exceed one-half day in any week;
- (f) the person is suspended, expelled or excluded from attendance at school under any Act or under the regulations;
- (g) the person is absent on a day regarded as a holy day by the church or religious denomination to which he or she belongs; or
- (h) the person is absent or excused as authorized under this Act and the regulations. 2006, c. 28, s. 5 (1).

2.2 All students shall attend classes punctually and regularly.

2.3 It is the duty of a parent or a student where the student is an adult, to give a reason for any student absence or late arrival to the principal or designate before the absence or upon return to school after an absence.

3.0 Record Keeping, Verification and Reporting

3.1 Students shall be admitted to class if they are returning from an absence or are late once it has been verified by the principal or designate.

3.2 Parents shall be promptly contacted by the school when a student is recorded absent and their absence has not been verified.

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

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

4.0 Secretaries

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

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

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

4.1.3 Running attendance summary reports at the request of the principal or designate (usually monthly).

5.0 Teachers

5.1 It is the duty of the classroom teacher to maintain an accurate record of attendance for each class, to



report absenteeism and late arrivals promptly to the principal or designate, to follow the process established by the principal for admission of students who are late or are returning from an absence.

- 5.2 Teachers shall not readmit a student who is returning to class from an unverified absence or who is late unless approved by the principal or designate.
- 5.3 Teachers shall notify the parent/guardian or the adult student and report to the principal or designate in the instance when there are recurring absences that are resulting in a negative impact on student achievement (see Appendix A).

6.0 Principals

- 6.1 It is the duty of the principal to establish a process for recording daily attendance, promptly reporting unverified absenteeism to parents/guardians, admitting students and verifying reasons for absenteeism or lateness, maintaining accurate records of student attendance and to follow Section 8 of these procedures for supporting students and families with problematic attendance.
- 6.2 When a teacher has reported to the principal or designate regarding recurring absences that are resulting in a negative impact on student achievement, the principal shall follow Section 8 of this procedure.
- 6.3 Principals and vice-principals shall review school-wide attendance reports on a monthly basis (at a minimum), to identify students with habitual absenteeism or lateness that is having a negative impact on student achievement and subsequently follow Section 8 of this procedure.
- 6.4 Principals shall communicate the process for attendance recording, verification and reporting to staff, students and parents on an annual basis (e.g., through staff handbooks, student handbooks and newsletters, etc.).
- 6.5 Principals shall report to the School Attendance Counsellor the names of any compulsory school age student who has 15 unexcused consecutive absences and continue to notify the School Attendance Counsellor every 15 days thereafter (Appendix B).
- 6.6 Principals shall report to the School Attendance Counsellor and school supervisory officer the names, ages and residences of all compulsory school-aged students who are not attending school as required by law.

7.0 School Attendance Counsellors

- 7.1 Upon request by the school principal, the School Attendance Counsellor shall assist with developing strategies and supports for students with irregular attendance as identified in this procedure.
- 7.2 Upon notification by a principal that a student is failing to attend school, the School Attendance Counsellor shall contact the parent/guardian to address school concerns.

7.3 Consecutive Unexcused Absences 15 – 30 – 45 – 60 Days

- 7.3.1 The School Attendance Counsellor, upon receipt of written referral for a student with 15 unexplained consecutive absences from school shall make contact with the parent or guardian regarding the reasons for the absenteeism and provide support for the family to re-engage the student in an approved educational program under the Education Act.
- 7.3.2 The School Attendance Counsellor shall update the principal in writing at 15 day intervals with respect to the progress of the student regarding attendance and/or the involvement of community partners assisting in addressing factors which may be contributing to poor attendance.



- 7.3.3 If after several attempts to re-engage students are unsuccessful, the School Attendance Counsellor in consultation with the Superintendent may bring the student to the Attendance Review Committee. The School Attendance Counsellor may also consult with the Provincial Attendance Counsellor.
- 7.3.4 The Attendance Review Committee meeting may recommend proceeding with charges under the Education Act (for students ages 12-15 and parents of children under the age of 16). If proceeding with charges, the School Attendance Counsellor shall give written notice to the parent or guardian for the student to attend and shall advise the parent or guardian, in writing, of the provisions of subsection 24 (2). R.S.O. 1990, c.E.2, s. 26 (4).

8.0 Guidelines of Supports for Students and Families

8.1 Problematic Attendance Impacting Student Achievement - Supports and Interventions

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

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

9.0 Truancy and Habitual Neglect of Duty

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

Definitions

Attendance Review Committee

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

Compulsory School Age Attendance



Subsection 21(1) of Education Act states that children aged 6-17 must attend school, unless excused. Pupils must continue to attend school until they reach the age of 18 or they graduate, or until June 30 of the year they turn 18 years of age.

School Staff

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

Student Attendance

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

School Attendance Counsellor

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

Provincial School Attendance Counsellor

The Lieutenant Governor in Council may appoint an officer, to be the Provincial School Attendance Counsellor, who shall, under the direction of the Minister, superintend and direct the enforcement of compulsory school attendance. R.S.O. 1990, c. E.2, s. 24 (1).

References

Education Act R.S.O. 1990 E.2 and Part II (School Attendance)
Ontario Regulation 298
Home Schooling Policy 200.16
Home Instruction Policy 200.17
Supervised Alternative Learning Policy 200.06
Student Behaviour Discipline and Safety Policy 200.09



Appendix A

Student Attendance Supports and Interventions Form

Step One – Teacher Contact with Parent/Guardian

Student Name:		Date:	
OEN:	DOB:	IEP:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Teacher Name:		Grade/Course:	
Number of Days Absent:		Number of Lates:	
Date(s) of Parent/ Guardian Contact			
Notes from Parent Contact * :			
Referral to Principal: <input type="checkbox"/> Problematic attendance pattern <input type="checkbox"/> 15 days or more consecutive unexcused absences			

Step Two – Principal Intervention

Number of Days Absent:		Number of Lates:	
Date(s) of Parent/ Guardian Contact *:			
Notes from Parent Contact:			
Date of Follow Up Meeting(s):			
Referral to Attendance Counsellor:	<input type="checkbox"/> Yes	Date:	<input type="checkbox"/> No

Step Three – Principal and Attendance Counsellor Intervention

Number of Days Absent:		Number of Lates:	
Date(s) of Parent/ Guardian Contact *:			
Notes from Parent Contact:			
Date Warning Letter (Appendix B) Issued:			

Step Four – Removal from Roll

*** Parent Discussion Guide**

Agenda Checklist			
<input type="checkbox"/> Attendance summary provided.	<input type="checkbox"/> Reasons for irregular attendance or punctuality discussed.		
<input type="checkbox"/> Strategies to improve attendance discussed and agreed upon.	<input type="checkbox"/> Date set for follow-up meeting to assess success of the strategies.		
<input type="checkbox"/> Medical documentation			
Possible Strategies			
<input type="checkbox"/> Referral to medical professional.	<input type="checkbox"/> Changes to student schedule to improve organization.		
<input type="checkbox"/> Referral to school supports to improve achievement.	<input type="checkbox"/> Referral to community services for support.		
	<input type="checkbox"/> Refer to Alternative Learning (Secondary)		



Appendix B

Consecutive Absence Report (15-30-45-60)			
Student Name:		Date:	
OEN:	DOB:	IEP: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Teacher Name:		Principal Name:	
Number of Days Absent:		Number of Lates:	Grade/Course:
Date(s) of Parent/ Guardian Contact			
Notes from Parent Contact*:			
Enrolment Status		Medical Documentation	Program Recommendations
<input type="checkbox"/> On Roll <input type="checkbox"/> Off Roll		<input type="checkbox"/> Medical Documentation Attached <input type="checkbox"/> Medical Documentation Pending	<input type="checkbox"/> Modified Program <input type="checkbox"/> Alternative Education <input type="checkbox"/> Other (specify)
<input type="checkbox"/> Removal from Roll -		Reasons for Removal from Roll:	
<input type="checkbox"/> Referred to School Attendance Counsellor <input type="checkbox"/> Warning Letter Sent to Parent/Guardian <input type="checkbox"/> Referred to Attendance Review Committee		<input type="checkbox"/> Other Action (specify):	
Plan to Improve Attendance at School			
Signature of Principal:		Signature of School Attendance Counsellor:	
Copies to: Ontario Student Record Parent/Guardian School Attendance Counsellor ONSIS			



Appendix B

*** Parent Discussion Guide**

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



Appendix C

Student Attendance Supports and Interventions Process

<p>Problematic Attendance Impacting Student Achievement</p>	<p>Consecutive Absence Process 10-15-30-45-60</p>
<p>Step One – Teacher Contact with Parent/Guardian</p> <p>Teacher to contact parent/guardian, or adult student (where appropriate) to identify the reasons for the irregular attendance or punctuality, to collaborate on strategies to improve attendance, to implement the strategies, and to follow up on the success of the strategies in a timely fashion. If attendance does not improve sufficiently, teacher will notify the principal. *</p>	<p>Step One (10 Consecutive Days Unexcused Absent) – Teacher Contact with Parent/Guardian</p> <p>Teacher to contact parent/guardian, or adult student (where appropriate) to identify the reasons for the irregular attendance or punctuality, to collaborate on strategies to improve attendance, to implement the strategies, and to follow up on the success of the strategies in a timely fashion. If attendance does not improve sufficiently, teacher will notify the principal. *</p>
<p>Step Two – Principal Intervention</p> <p>If attendance has not improved sufficiently as deemed by the principal, the Principal or designate will consult with the School Attendance Counsellor, meet with the parent/guardian or student (where appropriate) and other school staff to identify the reasons for the irregular attendance or punctuality, to collaborate on strategies to improve attendance, to implement the strategies and to follow up on the success of the strategies in a timely fashion.*</p>	<p>Step Two (15 Consecutive Days Unexcused Absent)</p> <p>If attendance has not improved sufficiently as deemed by the principal, the Principal or designate will consult with the School Attendance Counsellor, meet with the parent/guardian or student (where appropriate) and other school staff to identify the reasons for the irregular attendance or punctuality, to collaborate on strategies to improve attendance, to implement the strategies and to follow up on the success of the strategies in a timely fashion. In secondary schools, principals will notify attendance counsellors of any student who has reached 15 unexcused consecutive absences and the student may be removed from enrollment. * The student may be referred to the Attendance Review Committee. *</p>
<p>Step Three – Principal and School Attendance Counsellor Intervention</p> <p>If attendance has not improved sufficiently as deemed by the principal, a letter shall be sent home and a second meeting is to be set up with the parents and/or student where appropriate, and would include the School Attendance Counsellor. *</p>	<p>Step Three – Principal and School Attendance Counsellor Intervention (30 Consecutive Days Unexcused Absent)</p> <p>If attendance has not improved sufficiently as deemed by the principal, a letter shall be sent home and a second meeting is to be set up with the parents and/or student where appropriate, and would include the School Attendance Counsellor. The student may be referred to the Attendance Review Committee. *</p>
<p>Step Four – Principal and School Attendance Counsellor Intervention</p> <p>If attendance has not improved sufficiently as deemed by the principal, he/she will continue to refer the student to the School Attendance Counsellor. *</p>	<p>Step Four – Attendance Counsellor Intervention (45, 60 Consecutive Days Unexcused Absent)</p> <p>If attendance has not improved sufficiently as deemed by the principal, a letter shall be sent home and a third meeting is to be set up with the parents and/or student where appropriate, and would include the School Attendance Counsellor. The student shall be referred to the Attendance Review Committee. *</p>



Appendix C

*** Parent Discussion Guide**

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



Policy: Trustee Expenses

	Policy Number:	100.10
Adopted: March 29, 2005	Former Policy Number:	700.4 and 100.6
Revised: June 26, 2007; January 26, 2010; June 28, 2011	Policy Category:	Governance
Subsequent Review Dates: TBD	Pages:	1

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board believes that trustees, in their role of stewards and guardians of Catholic Education, should be provided with resources, supports and reimbursements to fulfill their obligations, as allowed through the Education Act and the parameters and guidelines of this policy.

Policy Statement:

The Board will reimburse trustees for expenses incurred while conducting business on behalf of the Board, including hospitality expenses, which are in compliance with the Broader Public Services Expenses Directive. The Board also recognizes that, during their term of elected office, trustees require support services to effectively service their constituents.

Glossary of Key Policy Terms: Nil.

References

Education Act
Broader Public Sector Expenses Directive



Trustee Expenses AP 100.10

Procedure for: Trustees
Submitted by: Superintendent of Business & Treasurer
Category: Governance

Adopted: March 29, 2005
Revised: June 26, 2007; January 28, 2010
June 28, 2011; January 27, 2015
October 27, 2015; November 22, 2016

Purpose

The purpose of this procedure is to provide direction regarding expenses incurred by Trustees while on Board business.

Responsibilities

The Chair of the Board shall approve all expenses for Trustees subject to Board policies, procedures or as otherwise approved by the Board. The Treasurer of the Board shall approve the expenses incurred by the Chair of the Board as provided in this procedure.

Information

This procedure was developed using the guidelines outlined in the Broader Public Sector Expenses Directive issued by the Ministry of Finance, effective April 1, 2011.

Procedures

1.0 Travel Costs – Personal Automobile

- 1.1 Mileage will be paid based on the number of kilometers from a trustee's home to the meeting location or Board event and back to their home.
- 1.2 Trustees must submit an approved Expense Report, in prescribed form, to the Finance Department when requesting reimbursement of travel expenses. Trustees should retain a copy of the form for their records as copies will not be provided.

2.0 Travel Costs - Other

- 2.1 Trustees may use the most cost-effective method of travel. If a method is used other than a personal automobile, reimbursement will be based on actual costs as supported by an invoice or receipt. These costs must not be greater than the amount incurred if a personal automobile was used as determined in (1.2) above.
- 2.2 Parking costs will be reimbursed based on actual receipts.

3.0 Hotels and Meals

- 3.1 Meal expenses will be reimbursed based on reasonable meal costs. Except in unusual circumstances, breakfast and an evening meal will be reimbursed only if trustees are required to be away from home overnight. Lunch will be reimbursed if trustees are required to attend meetings over the lunch period. Actual receipts or invoices must be submitted. Credit card or debit card receipts are not acceptable.
- 3.2 Reasonable costs for hotel rooms will be reimbursed if approved, in advance, by the Board. Costs such as movies, mini bar, personal telephone calls, etc., will not be reimbursed.



4.0 Professional Development

- 4.1 Registration fees for conferences and workshops related to Board business will be paid directly by the Board or reimbursed, if approved by the Chair of the Board.
- 4.2 Trustees will be reimbursed for travel to conferences, workshops and other events as approved by the Board. Attendance at the Annual General Meeting and Regional Meetings and other events sponsored by the Ontario Catholic School Trustees' Association (OCSTA), the Annual General Meeting of the Canadian Catholic School Trustees' Association (CCSTA) and When Faith Meets Pedagogy Conference are deemed approved for all trustees when these events are held in Canada. Attendance at the Annual Chair and Vice-Chair Conference is deemed approved for the Chair and Vice-Chair of the Board when held in Canada.
- 4.3 Other costs related to Board business, which are incurred while attending conferences and workshops, will be reimbursed if approved by the Chair of the Board.
- 4.4 If the conference or workshop fee includes meals, trustees will not be reimbursed for meal costs they choose to incur.
- 4.5 If a trustee registers for a conference or workshop, does not attend the conference or workshop and forfeits the conference/workshop fee, the reimbursement may not be approved unless there is an extenuating circumstance, as adjudicated by the Chair of the Board.

5.0 Hospitality

- 5.1 Hospitality expenses, approved in advance by the Chair of the Board, will be recognized when:
 - token gifts, value not to exceed \$30, are given to individuals not employed or contracted by the Board in appreciation or recognition of service;
 - engaging in an appropriate event on behalf of the Board; or
 - sponsoring events related to the business of the Board.

Hospitality may never be offered solely for the benefit of trustees, employees or contractors of the Board or other designated agency of the Broader Public Sector (BPS).

- 5.2 When hospitality is extended to vendors, or possible vendors, it is imperative that such hospitality is not perceived to give the vendor preferential treatment.
- 5.3 Other costs related to Board business, which are incurred while attending conferences and workshops, will be reimbursed if approved by the Chair of the Board. Board events involving employees are not considered hospitality functions and cannot be reimbursed as the Broader Public Expenses Directive states that hospitality may never be offered solely for the benefit of any individual covered by this policy. ~~Expenses that are not considered hospitality and will not be reimbursed are office social events, personal retirement parties and holiday celebrations.~~ Hospitality may be extended in an economical and consistent manner when:
 - it can facilitate the business of the Board;
 - it is considered desirable as a matter of courtesy or protocol;
 - engaging in discussions or hosting receptions regarding Board matters with representatives from other governments; the broader public sector; business and industry; public interest groups or labour groups;
 - providing individuals from national, international, or charitable organizations with an understanding or appreciation of Ontario and the workings of its government;
 - honouring distinguished individuals for exceptional public service in Ontario;
 - conducting prestigious ceremonies for heads of state, government or distinguished guests from the private sector;
 - the business of the Board includes hospitality functions.



- 5.4 Moderate and reasonable consumption of alcohol during an event described in 5.1 and 5.3 shall be pre-approved by the Board of Trustees for hospitality events that are consistent with the OPS/BPS guidelines; otherwise, expenses for alcohol are not permitted.
- 5.5 Original invoices or receipts, which clearly show costs and applicable sales taxes, must be submitted using the prescribed Expense Report form. Reimbursement for hospitality expenses are subject to approvals as are other expenses referred to in this policy.

6.0 Service Equipment

- 6.1 The following equipment will be provided to the trustee as required:
- Cellular telephone, including hands-free device, connection fees, air time and long-distance charges. Any outside-Canada charges, such as U.S. or international long distance, texting or roaming charges, will not be reimbursed by the Board.
 - A mobile device plus a modem and printer/scanner/copier to a value up to \$2,000 maximum per trustee, once every four years.
 - Connection and monthly charges for internet provision.
 - Calendaring devices.
- 6.2 At the end of the trustee's term of office, user fees for telephone and internet access will be terminated

7.0 Other

- 7.1 Standard Expense Forms, developed by the Finance Department, must be used when submitting expenses. Expense reports are to be submitted monthly if expenses incurred are over \$250 or quarterly if expenses incurred are less than \$250.
- 7.2 The Chair of the Board will approve Expense Reports for trustees and the Director of Education. The Superintendent of Business & Treasurer will approve expense reports for the Chair of the Board. The approver cannot authorize expense claims if the claim includes expenses which benefit the approver.
- 7.3 Original invoices or receipts, which clearly show costs and applicable sales taxes, are required for expenses other than automobile mileage costs.
- 7.4 Cash advances will not normally be provided, however, a trustee who is unable to use a personal credit card may make a written request to the Superintendent of Business & Treasurer at least ten business days prior to when the funds are required.
- 7.5 Donations or gifts to community groups, political parties, schools and charities will not be reimbursed.
- 7.6 Should there be a dispute regarding the eligibility of an expense, the trustee may contest the decision during a public session of the Board.
- 7.7 Trustee expenses will be posted on the Board's website annually following the close of the previous school year's financial records.

Definitions

Hospitality

The provision of food, beverages, accommodation, transportation and other amenities to individuals who are not elected trustees, appointees, employees, consultants or contractors engaged to work for the Board or other designated agencies of the Broader Public Sector (BPS).

References

Government of Ontario - Broader Public Sector Expenses Directive
Government of Ontario - Travel, Meal and Hospitality Expenses Directive



**Brant Haldimand Norfolk
Catholic District School Board**

Policy: Employee Expenses

		Policy Number:	700.04
Adopted:	March 29, 2005	Former Policy Number:	N/A
Revised:	June 26, 2007; February 23, 2010; June 28, 2011	Policy Category:	Finance
Subsequent Review Dates:	TBD	Pages:	1

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board believes that expenses incurred for employees to fulfill their duties should be paid by the Board, provided such expenses are approved by a supervisor and in accordance with this policy.

Policy Statement:

The Board will pay expenses incurred by employees while conducting business on behalf of the Board, including hospitality expenses, which are in compliance with Board policies and procedures.

Glossary of Key Policy Terms: Nil.

References:

Education Act



Employee Expenses AP 700.04

Procedure for:	All Employees	Adopted:	March 29, 2005
Submitted by:	Associate Director & Treasurer	Revised:	June 26, 2007; February 23, 2010;
Category:	Finance		June 28, 2011; March 5, 2015

Purpose

The purpose of this procedure is to provide direction regarding expenses incurred by employees while on Board business.

Responsibilities

The supervisor shall approve all expenses for employees; subject to Board policies, procedures or as otherwise approved by the Board.

Information

This procedure was developed using the guidelines outlined in the Broader Public Sector Expenses Directive issued by the Ministry of Finance, effective April 1, 2011.

Procedures

1.0 Travel Costs – Personal Automobile

- 1.1 Employees will be paid mileage based on the number of kilometers from their primary business location (in most cases, the location of the employee's office) to other assigned locations and back to the primary business location. Itinerant employees will be assigned a primary business location each September by their supervisor.
- 1.2 Employees must submit an approved Expense Report, in prescribed form, to the Finance Department when requesting reimbursement of travel expenses. Employees should retain a copy of the form for their records as copies will not be provided.

2.0 Travel Costs - Other

- 2.1 Employees may use the most cost-effective method of travel. If a method is used other than a personal automobile, reimbursement will be based on actual costs as supported by an invoice or receipt. These costs must not be greater than the amount incurred if a personal automobile was used as determined in (1.2) above.
- 2.2 Parking costs will be reimbursed based on actual receipts.

3.0 Hotels and Meals

- 3.1 Meal expenses will be reimbursed based on reasonable meal costs. Except in unusual circumstances, breakfast and an evening meal will be reimbursed only if employees are required to be away from home overnight. Lunch will be reimbursed if employees are required to attend meetings over the lunch period. Actual receipts or invoices must be submitted. Credit card or debit card receipts are not acceptable.
- 3.2 Reasonable costs for hotel rooms will be reimbursed if approved, in advance, by the employee's supervisor. Costs such as movies, mini bar, personal telephone calls, etc., will not be reimbursed.



4.0 Professional Development

- 4.1 Registration fees for conferences and workshops related to Board business will be paid directly by the Board or reimbursed if approved by an appropriate supervisory officer with responsibility for professional development.
- 4.2 Employees will be reimbursed for travel to conferences, workshops and other events as approved by an appropriate supervisory officer with responsibility for professional development. Attendance at conferences outside of Canada must be approved by the Director of Education.
- 4.3 Other approved costs related to Board business which are incurred while attending conferences and workshops will be reimbursed if approved by the employee's immediate supervisor.
- 4.4 If the conference or workshop fee includes meals, employees will not be reimbursed for meal costs they choose to incur.

5.0 Hospitality

- 5.1 Hospitality expenses, approved in advance by a supervisory officer of the Board, will be recognized when:
 - token gifts, value not to exceed \$30, are given to individuals not employed or contracted by the Board in appreciation or recognition of service;
 - engaging in an appropriate event on behalf of the Board; or
 - sponsoring events related to the business of the Board.Hospitality may never be offered solely for the benefit of trustees, employees or contractors of the Board or other designated agency of the Broader Public Sector (BPS).
- 5.2 When hospitality is extended to vendors, or possible vendors, it is imperative that such hospitality is not perceived to give the vendor preferential treatment.
- 5.3 Other costs related to Board business, which are incurred while attending conferences and workshops, will be reimbursed if approved by the employee's immediate supervisor. Hospitality may never be offered solely for the benefit of any individual covered by this policy. ~~Expenses that are not considered hospitality and will not be reimbursed are office social events and holiday celebrations.~~ Hospitality may be extended in an economical and consistent manner when:
 - it can facilitate the business of the Board;
 - it is considered desirable as a matter of courtesy or protocol;
 - engaging in discussions or hosting receptions regarding Board matters with representatives from other governments; the broader public sector; business and industry; public interest groups or labour groups;
 - providing individuals from national, international, or charitable organizations with an understanding or appreciation of Ontario and the workings of its government;
 - honouring distinguished individuals for exceptional public service in Ontario;
 - conducting prestigious ceremonies for heads of state, government or distinguished guests from the private sector;
 - the business of the Board includes hospitality functions.
- 5.4 Moderate and reasonable consumption of alcohol during an event described in 5.1 and 5.3 shall be subject to pre-approval by the Director of Education for hospitality events that are consistent with the OPS/BPS guidelines; otherwise, expenses for alcohol are not permitted.
- 5.5 Original invoices or receipts, which clearly show costs and applicable sales taxes, must be submitted using the prescribed Expense Report form. Reimbursement for hospitality expenses are subject to approvals as are other expenses referred to in this policy.



6.0 Other

- 6.1 Standard Expense Forms developed by the Finance Department must be used when submitting expenses. Expense reports must be submitted monthly if expenses incurred are over \$250 and may be submitted quarterly if expenses incurred are less than \$250.
- 6.2 Supervisors are responsible for the review and approval of Expense Reports.
- 6.3 Original invoices or receipts which clearly show costs and applicable sales taxes are acceptable for expenses other than automobile mileage costs.
- 6.4 Cash advances will not normally be provided; however, an employee who is unable to use a personal credit card may make a written request to the Manager of Finance at least ten (10) business days prior to when the funds are required.

Definitions

Hospitality

The provision of food, beverages, accommodation, transportation and other amenities to individuals who are not elected trustees, appointees, employees, consultants or contractors engaged to work for the Board or other designated agencies of the Broader Public Sector (BPS).

References

Broader Public Sector Expenses Directive



Policy: Transportation of Students

		Policy Number:	400.19
Adopted:	May 25, 2010	Former Policy Number:	N/A
Revised:	November 22, 2016	Policy Category:	Operations
Subsequent Review Dates:	TBD	Pages:	1

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board (Board) has a responsibility to provide pupil transportation services that are safe, efficient and economical through the Student Transportation Services of Brant Haldimand Norfolk (STSBHN), a consortia of the Brant Haldimand Norfolk Catholic District School Board, the Grand Erie District School Board and the Conseil Scolaire de District Catholique Centre-Sud.

Policy Statement:

It is the policy of the Board to supply transportation services, to and from school, to the students enrolled in its schools in accordance with the guidelines outlined in this policy and the procedures endorsed by the Governance Committee Board of Directors of the STSBHN. The Board reserves the right to withdraw transportation services at any time.

The Board will take all reasonable precautions to ensure that all aspects of the transportation system comply with appropriate Acts, Regulations and Safety Standards. The Board will cooperate with provincial and local police departments in all matters related to school bus safety.

Glossary of Key Policy Terms:

Hazardous

A situation with the potential to cause possible harm, loss or injury to life, health, property or environment.

Courtesy Rider

A student who does not qualify to receive transportation services, but who has been able to secure an empty seat on a bus during a current school year.

Central Pick-Up Point

Central locations for the loading/unloading of students from a school bus.

Transfer Point

locations where students transfer from one school bus to another.

References

Education Act
Highway Traffic Act



Transportation of Students AP 400.19

Procedure for:	Student Transportation Services	Adopted:	May 25, 2010
Submitted by:	Superintendent of Business & Treasurer	Revised:	November 22, 2016
Category:	Operations		

Purpose

To provide clarity on which students of the Board shall receive transportation services through the Student Transportation Services Brant Haldimand Norfolk (STSBHN).

Responsibilities

STSBHN Staff

- Plan and monitor the daily operators of the services provided to ensure that they meet the rules as set out in this procedure.

Principals and School Administration

- Follow the rules and expectations as set out in this procedure in order to assist STSBHN in ensuring safe and reliable provision of services.

Information

Student Transportation Services Brant Haldimand Norfolk (STSBHN) is a separate legal entity owned and operated by three local school boards. STSBHN was created to create, implement and manage efficient home-to-school and school-to-school transportation services for students enrolled at BHCNDSB, GEDSB and CSDCCS.

Procedures

1.0 Eligibility of Transportation

To be eligible for transportation service, a student must:

- 1.1 Be registered in and attending a school operated by the Board or be a student for whom the Board is responsible for under agreement with another board or agency.
- 1.2 Reside in the attendance area for the assigned school.
 - 1.2.1 The maximum walking distance for elementary school students living in urban areas shall be ~~4.6~~ **1.4** kilometers and the maximum walking distance for secondary school students living in urban areas shall be 3.2 kilometres. The maximum walking distance for students living in rural areas shall be 0.8 kilometres. All distances are to be calculated by the software utilized by STSBHN.
 - 1.2.2 Additionally, a student may be eligible for transportation if the Superintendent of Education assigns a student to attend a school for the purpose of receiving a program of studies not available at the school in the student's home attendance area. If the student is withdrawn from the program, transportation will be withdrawn.
- 1.3.1 The walking route is determined by STSBHN to be hazardous based on their review and assessment procedure.



1.3.2 The Superintendent of Education, in consultation with the STSBHN, will render decisions with regards to medical requests that are not short-term in nature as per the process established in STSBHN's procedures.

1.3 The Superintendent of Education responsible for Special Education, or designate, will approve transportation for students with special needs.

1.4 The student has been designated a *courtesy* rider under the procedures of the STSBHN.

2.0 Transportation Appeals

2.1 Requests for exceptions to the Policy should be directed to the Manager of STSBHN.

2.2 Requests to the Manager of STSBHN must be made in writing by the parent and are to detail all information the parent wishes considered.

3.0 Loading and Unloading

3.1 Where reasonable and efficient, buses will arrive at schools not earlier than 30 minutes before the regular start of the school day.

3.2 Where reasonable and efficient, buses will depart from schools not later than 30 minutes after the regular dismissal time.

3.3 Where reasonable and safe, students will not be required to walk more than 0.8 kilometers from the intersection of his/her driveway and the road to his/her pick-up point.

3.4 Where houses are grouped together, and a safe stop location exists, students will be required to meet at a central pick-up point.

3.5 Exceptional circumstances aside, no student will be discharged from a bus at a transfer point until all of the transfer buses have arrived.

4.0 In Transit

4.1 Elementary students will spend no more than 60 minutes on the bus each way on regular routes serving their home school, except in unusual circumstances.

4.2 Secondary students will spend no more than 75 minutes on the bus each way on regular routes serving their home school, except in unusual circumstances.

4.3 Students will not ride on more than two buses while travelling to or from school.

4.4 Elementary and secondary students may be transported on the same bus at the same time.

4.5 The number of students on a school bus will not exceed the manufacturer's capacity for that vehicle. Students in Grades 9-12 shall be counted as 1.5 students when determining the bus capacity. The loading of a bus may be altered from the manufacturer's recommended capacity based on average anticipated ridership.

4.6 Students are not permitted to travel on a bus while standing.

4.7 Video cameras may be used on school buses for the purpose of promoting proper behaviour and safety of students on the bus.



5.0 Requests to Travel on an Alternate Bus on a Regular Basis

The following conditions will be reviewed by STSBHN when a request for a student to travel on an alternate bus on a regular basis has been received:

- 5.1 Completion of the STSBHN prescribed form.
- 5.2 The student must be eligible for bus transportation from their home address.
- 5.3 Alternate bus transportation will not be provided for out-of-area students, except as indicated in Section 1.0, Eligibility for Transportation.
- 5.4 The alternate bus does not exceed capacity.
- 5.5 The alternate bus requested is part of a regularly-scheduled route.
- 5.6 Approval to travel on an alternate bus on a regular basis will be granted for the current school year only and requests must be made, in writing, annually to STSBHN.
- 5.7 Requests to travel on an alternative bus on a regular basis may not be granted during the month of September. This will allow STSBHN to assess bus capacity and to make changes to bus routes during the first few weeks of the school year.

6.0 Transporting Equipment

- 6.1 Items considered dangerous to public safety and peace must not be transported on school busses (i.e., firearms, weapons, etc.).
- 6.2 Subject to the following conditions, equipment recommended to support school programs may be carried on a bus provided:
 - 6.2.1 The bus driver determines there is enough space on the bus and that the item is not a hazard will not hinder the emergency evacuation process or could become a projectile during the course of the trip. It is recommended that approval is obtained from the school principal, the bus operator and STSBHN prior to transporting equipment.

Definitions

Hazardous

A situation with a reasonable potential to cause harm, loss or injury to life, health, property or environment damages.

Courtesy Rider

A student who does not qualify to receive transportation services, but who has been able to secure an empty seat on a bus during a current school year.

Central Pick-Up Point

Central locations for the loading/unloading of students from a school bus.

Transfer Point

locations where students transfer from one school bus to another.

References

Education Act
Highway Traffic Act

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

Prepared by: Michelle Shypula, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: April 17, 2018
Submitted by: Chris N. Roehrig, Director of Education & Secretary

RESTORATIVE PRACTICES

Public Session

BACKGROUND INFORMATION:

Restorative practices is a social science strategy that seeks to repair relationships that have been compromised. The use of restorative practices helps to:

- reduce crime, violence and bullying
- improve human behavior
- strengthen civil society
- provide effective leadership
- restore relationships
- repair harm (International Institute for Restorative Practices)

As a Catholic educational community with deep roots in Catholic social teachings, the Brant Haldimand Norfolk Catholic District School Board has formally subscribed to the use of restorative practices for over a decade. In 2007-08, the team formerly known as Behaviour Services received training in *Real Justice*, a program offered through the International Institute for Restorative Practices (IIRP). Following this training, approximately 30 administrators received training in Restorative Practices through the Centre for Transformative Practices as a means to address suspension and expulsions.

In the spring of 2010, four members of the Behaviour Services Team, including two Master of Social Workers and two Child and Youth Counsellors through Safe Schools, received certification in the train-the-trainer program for *Restorative Practices in Education* through the Centre for Transformative Practices. These individuals trained the remaining members of the Behaviour Services team as well as a number of whole school communities. During the past decade, using the train-the-trainer model, numerous opportunities for professional development in the area of *Restorative Practices in Education* have been provided to administrations, educators, educational assistants, and special education resource teachers. Additionally, Board Social Worker's and Child and Youth Counselors have facilitated formal and informal circles to address suspension-expulsion proceedings, integration in to Alternative Learning programs and as a means of classroom support.

In June 2015, the Province announced the enhancement of Ontario's Youth Action Plan (OYAP). The enhanced OYAP built on the success of the 2012 OYAP and established a sustained government commitment to prevent youth violence. The enhanced OYAP provided additional funds to communities who demonstrated a greater prevalence of 'high-risk' children and youth. Brantford was identified as one such community and the John Howard Society of Hamilton-Wentworth and District received funding to expand their *Restorative Justice and Conflict Mediation Program* to the area.

The Restorative Justice and Conflict Mediation Program aligns with the Ministry of Education's *Renewed Vision for Education in Ontario: Achieving Excellence* and the ongoing implementation of Safe and Accepting Schools.

DEVELOPMENTS:

In April 2017, the Brant Haldimand Norfolk Catholic District School Board entered into a partnership agreement with the John Howard Society of Hamilton-Wentworth and District. This agreement allows for the provision of an independent restorative practices facilitator to train staff and students, facilitate formal circles and coordinate and establish after-school circles in identified schools for the purposes of engaging 'in risk' youth aged 12-21 engaged in conflict which is impacting the school community. The service components include training peer mediators and school staff in restorative practices, utilization of peer mentors to enhance school environments and to assist in the identification and support of meeting the primary needs of 'in-risk' youth (i.e. peer mediation, referral to community services, etc.).

In the fall of 2017, administrators had an opportunity to learn about the partnership agreement between the BHNCDSB and this organization and the services it could offer our district. To date, the John Howard Society has dedicated approximately 20 hours/week of service to our board in the following ways:

Training: 35 staff, St. Leo's
35 staff, St. Pius
25 staff, Sacred Heart, Langton
75 staff to be trained from across the district at the Mental Health and Well-being PA day, April 13, 2017 (including 6 from St. Basil and all staff from St. Michael's, Dunnville)

Weekly Circles: Grades 4-8, St. Leo's
Grade 7, St. Pius
Grades 4-8, Sacred Heart, Langton
Grade 8, St. Michael's, Dunnville (only done once to date. To be continued by Student Support Services
Grade 9 Religion classes, St. John's College (facilitated by Student Support Services staff)

Monthly Check-in Circles: Grades 6-7, Blessed Sacrament

Parent Information Night: 40 parents, St. Leo's

It is important to note that Student Support Services (formerly known as Behaviour Services) plays an integral part of the delivery and support to all staff and students offered through John Howard Society.

Planning is underway for the upcoming school year to continue to build capacity in the area of restorative practices using a whole school approach in select school communities and to further enhance the level of expertise among Student Support Services staff.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board receives the Restorative Practices Report.

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

Prepared by: Dale Petruka, Research Co-Ordinator
Presented to: Committee of the Whole
Submitted on: April 17, 2018
Submitted by: Chris N. Roehrig, Director of Education & Secretary

RESEARCH INITIATED BY EXTERNAL AGENCIES Public Session

BACKGROUND INFORMATION:

Since February 2014, the Director of Education designated Dale Petruka, Ph.D. to be research co-ordinator for the board in lieu of .2 teaching duties at Resurrection School. The following is a report of research from March 2017 to March 2018.

DEVELOPMENTS:

Since the role of Research Coordinator's inception, a total of 41 research proposals have been submitted to the board. Of those, 25 were approved and 16 declined. (Proposals may be declined because they were too similar to research that has already been approved, did not match Board Improvement Plan goals, or simply would not work logistically within our board). Twenty-one research projects have been completed since February 2014. Three projects are currently underway in our schools. One project is incomplete at this time.

Between the period of March 2017 to March 2018, six research proposals were submitted of which 2 have been approved.

INCOMPLETE RESEARCH

Dr. Marcie Penner-Wilger, King's University, Improving Numeracy Outcomes in Elementary School Children – The purpose of this study is to develop measures to identify which children will struggle to learn math, and design targeted programs to improve children's math skills that draw on their cognitive skills (language, memory and or spatial skills). This is a longitudinal study which was intended to follow students until the end of Grade 3. This is supposed to be the third year of a four-year study. Two years ago Kindergarten students in 14 of our elementary schools participated. Last year the study was intended to follow those same students into Grade 1. Dr. Penner-Wilger is currently on sabbatical and therefore is not proceeding with her research at this time.

RESEARCH CURRENTLY UNDERWAY:

- 1. Ministry of Education's Beginning Teachers' Learning Journeys Longitudinal Research Project** - This is a 5 year study that will follow 3 groups of newly hired LTO and permanent contract teachers who are participating in our board's NTIP program as well as newly hired Occasional teachers hired within the past 5 years but are not currently eligible for the NTIP program. It will follow a group for 3 consecutive years. This is the second year of this study. It involves a 10 minute annual survey and possible follow-up focus group teleconference or interview. Release time for focus group participants is provided by the Ministry of Education. *"The focus of this study is to evaluate the impact of mentorship supports, provided through NTIP and otherwise, that contribute to the learning and growth of beginning teachers and to identify any support gaps that exist for beginning teachers. Additionally, the study will gather data regarding*

preparedness and support beginning teachers experience as they enter the profession and navigate the continuum to full employment.”

- 2. The Health Behaviour in School-aged Children Study** – A sample of Grade 6, 7, & 8 students at two of our elementary schools, as well as a sample of Grade 9 and 10 students from two of our high schools will answer a survey about youth’s health attitudes and behaviours. This is national research study conducted by Queen’s University. Findings will be submitted to the World Health Organization and will be compared to results from surveys completed in 40 countries around the world. This is the 10th international study of its kind and the 8th time Canada is participating.
- 3. Early Development Instrument (EDI)** – During the months of February and March, all Kindergarten teachers are completing the EDI on SK students in their classroom. The EDI has been used in Ontario for over a decade to measure children’s ability to meet age-appropriate developmental expectations. It is used across Canada and internationally to plan for services and assess how well the developmental well-being of young children are monitored and supported. The Offord Centre for Child Studies, at McMaster University, collects and processes most of the EDI data in Ontario.

COMPLETED STUDIES:

- 1. Dr. Lynda Hutchinson & Dr. Wendy Ellis, King’s University - Self-Regulated Learning (SRL).** The researchers concluded that teachers who participated in the Teacher Learning Teams (TLT) tended to show a qualitative increase in their implementation of Self-Regulation (SR) promoting tasks and practices during the school year. Teachers who participated in the TLT perceived that it helped them to achieve a deeper understanding of their students, classrooms, and the tasks and practices associated with SR. Teachers in the TLT perceived that the tasks and practices associated with SR led to an increase in their students’ SR.
- 2. Dr. Lynda Hutchinson, King’s University & Dr. Sheila Moodie, Western University – Motivation and Self-Regulation in Children with Hearing Loss** – Researchers found that children with hearing loss received statistically significantly lower ratings of SR compared to their normal hearing classmates and that this was true across grades from SK to grade 6. Also, higher levels of classroom noise (which was measured with a sound meter) were statistically significantly associated with fewer opportunities for children to control challenges in support of self-regulation, engage in self-evaluations of their learning, and participate in a community of learners. Higher levels of classroom background noise were also associated with less knowledge of, and understanding of hearing loss (an aspect of inclusive classrooms).
- 3. A 4th year student from King’s University** doing a research project to answer the question **“In what ways are schools a space, or provide spaces for children to be meaning makers, allowing them to foster their agency and voice?”** with one Grade 3 and one Gr 7/8 class in our system. A research report was not submitted therefore findings are unknown at this time.
- 4. Western University, Suspension and Expulsion Program Evaluation** – 10 members of our district (3 elementary principals, 1 social worker, a home instruction teacher, SAL teacher, Principal of Continuing Ed., and three secondary VPs) completed a 45 minute on-line survey. The purpose of this study was to gain a better understanding of suspension and expulsion implementation, outcomes, and prevention activities in districts across Ontario. Findings have not been presented yet.

5. **Ph.D. candidate, University of Ottawa, School Health Partners Research** – involved one lengthy interview with a member of our district who coordinates work with our Health Unit to learn about the nature and logistics of the relationship. Findings unknown at this time.
6. **Ph.D. student, University of Ottawa, Female Directors of Education** – As part of her research about female directors of education in Ontario, a Ph.D. candidate was seeking to determine how many female Directors of Education school boards in Ontario had after 1999. Overall findings have not been provided.
7. **PEARS Mental Health Program Pilot** – Two master level students at King's University developed this program to teach Grade 11/12 students about mental health issues. One of our Gr 11/12 Health classes in one of our high schools piloted this program to test its effectiveness. The students used the feedback to improve their program.
8. **The Early Developmental Instrument (EDI)** was conducted in the spring of 2015 in all of our Kindergarten classes. This is done every 3 years. A report has been presented to the district and will be shared with Kindergarten teachers at the April 28th PA Day.
9. **Brock University focus group** – In the spring of 2015, former associate teachers were asked to give input into the development of their two year B.Ed. program which began September 2015. Findings are unknown.
10. **Centre for Addiction and Mental Health** survey conducted in 3 Grade 7 and/or 8 classes in 3 elementary schools and 2 classes in each grade at 2 high schools. A report was presented to the district (attached).
11. A **Christian Meditation Survey**, created for our own district, was sent to all principals and teachers to gain an understanding of meditation practices within our own schools. It was found that in Christian Meditation was at the early stages of implementation board-wide at the time and was having positive affects in some classrooms across our system. A full report of research findings was given to Paul Tratnyek.
12. **2015 Ontario Student Drug Use and Health Study** – This study involved a survey given to 3 elementary school Grade 7 & 8 classes and 2 of each, Grade 9, 10, 11 and 12 classes at 2 high schools. A very lengthy (308 page) report was given to the district.
13. **Seneca College Mathematics Field Test Study** – The Field Test study involved giving a sample of a Mathematics entrance exam to at least one class in all three highs schools. Feedback was provided by our students and teachers to improve the entrance exam.
14. **McMaster University Coordination and Activity Tracking in Children Study** – This involved the distribution of an invitation to participate in research to all JK students in our system. Research is on-going therefore no report has been provided to the district.
15. **University of Ottawa** – A researcher examining school registration forms and language preference identifiers asked that our district provide copies of our registration forms.
16. **CODE project – Science and Innovation** – A survey was sent to all secondary school principals and vice-principals, secondary Science teachers, secondary students who were taking science at the time the survey was distributed, elementary school principals and vice-principals, Gr 8 or 7/8 elementary teachers, specialized science consultants, and Grade 7/8 & 8 students. On behalf of the Ministry of Education, the purpose of this

study is to identify strategies, contexts, and learning environments that foster innovation in science and improved student engagement. Survey data has been collected and is being analyzed. We may be asked to participate in a focus group in the next phase of this research.

- 17. 2017 Ontario Student Drug and Health Survey** – Four randomly selected classes (two grade 7 and two grade 8) from 5 elementary schools and eight classes (two classes representing each grade between 9 and 12) in 2 high schools will be surveyed between the months of March and May 2017. This study is done in collaboration with the Haldimand-Norfolk Health unit in order to obtain reliable community-level results for that area.
- 18. McMaster University Developmental Temperature Taking Tool** – This research is being conducted through our Parenting Resource Centres located at two of our elementary schools. As part of the Special Needs Strategy, the goal of this research is to create and validate a screening tool to identify delays in pre-school children so that appropriate services can be accessed at an early age.
- 19. University of Waterloo Robotics Research Project for CODE**– Pat Daly and Peter Svec are taking the lead to coordinate this study in three of our elementary schools. Researchers are observing primary/junior level classes that use robotics or are incorporating 21st century learning skills. The researcher would also like to do a focus group from our district.
- 20. Dr. Debra Langan, Wilfred Laurier Department of Criminology, Understanding the Experiences of Brantford Youth When They Want Services** – This research is part of on-going research by the City of Brantford to improve access to social services for youth in Brantford. Dr. Langan is using her Masters of Criminology students to help her conduct the research while at the same time giving her students first-hand experience doing research. Students at St. Mary’s Learning Centre are being asked to participate in individual or small group interviews about how they access various social services.
- 21. Raising Self-Esteem Levels in Adolescent Females Using Art Therapy, The Toronto Art Therapy Institute** – A Masters student is conducting research in one of our elementary schools to fulfill the requirements for her thesis. She is conducting 3 after-school art therapy lessons to increase girls’ self-esteem which she hopes will improve performance in school.

In her role as research coordinator, Dale attended the following meetings/events during the past year:

- Ontario Education Research Symposium (OERS) in Toronto, Feb. 28 – March 2, 2018
- MISA PNC meetings
- The Penner Prize, 4th year Psychology Project Presentations and Award Ceremony at King’s University as a panelist/judge in the Spring 2017

RECOMMENDATION:

THAT the Committee of the Whole refers the “Report of Research” 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: Patrick Daly, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: April 17, 2018
Submitted by: Chris N. Roehrig, Director of Education & Secretary

EXCURSION– NEW ORLEANS, LA
Public Session

BACKGROUND INFORMATION:

A request has been received on behalf of Assumption College School, Holy Trinity Catholic High School and St. John’s College to participate in a mission trip to New Orleans, Louisiana from Friday September 21, 2018 to September 29, 2018. This will mark the 25th Mission trip that our students have been involved in since the original trip in 1997. Since then, our students have travelled to Alabama, Virginia, North Carolina, West Virginia, Grassy Narrows (Ontario), Tennessee, Mississippi and Louisiana and most recently, South Carolina.

DEVELOPMENTS:

Up to 20 students will travel via bus to New Orleans. Students and supervisors will camp at Bayou Segnette State Park for accommodations.

Over the last several years our students have worked in conjunction with the St. Bernard Project (SBJ) a non profit disaster relief organization which arose out of the response to the devastation of Hurricane Katrina in 2006. SBJ rebuilds homes damaged or destroyed by disaster and has been involved in disaster relief projects throughout the Unites States.

Our student volunteers are selected to participate in the mission trip through an application process and while on site are involved in small construction and clean up projects. Students will be working to help those still suffering from the effects of Hurricane Katrina as well as those recovering from damage from tornados that affected the area last year.

RECOMMENDATION:

THAT the Committee of the Whole refers the Mission Trip Update 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: Patrick Daly, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: April 17, 2018
Submitted by: Chris N. Roehrig, Director of Education & Secretary

EXCURSION – ITALY
Public Session

BACKGROUND INFORMATION:

Holy Trinity Catholic High School is requesting approval for an excursion to Italy from Friday, March 8 to Sunday, March 17, 2019 (no school days missed as trip runs through March Break).

DEVELOPMENTS:

Approximately twenty (20) Grades 9-12 students will be participating in this field trip. Supervising teachers will include Patricia Crimless and Sean Roche. The anticipated cost of the trip for each student is approximately \$3,300.

This tour provides an opportunity for students to study the rich history, art and culture of Italy. They will have the opportunity to visit numerous sites in Venice, Florence, Assisi and Rome. They will also strengthen their faith as they visit the Vatican Museum, Sistine Chapel and St. Peter's Basilica.

All information has been provided in accordance with Board policy and procedures.

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the request from Holy Trinity Catholic High School for an excursion to Italy from Friday, March 8 to Sunday, March 17, 2019.

2017-18
Trustee Meetings and Events

Date	Time	Meeting/Event	New / Revised
April 17, 2018	7:00 pm	Committee of the Whole	
April 24, 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 8, 2018	6:30 pm	Celebration of the Arts (Sanderson Centre)	
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.