



BRANT HALDIMAND NORFOLK Catholic District School Board

Agenda

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

Committee of the Whole
Tuesday, November 20, 2018 ♦ 7:00 p.m.
Boardroom

Members: **Trustees:**
Rick Petrella (Chair), Dan Dignard (Vice-Chair), Cliff Casey, Bill Chopp, Carol Luciani,
Bonnie McKinnon, Kaiya Daly (Student Trustee)

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

1. Opening Business

1.1 Opening Prayer

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

1.2 Attendance

1.3 Approval of the Agenda

Pages 1 - 2

1.4 Declaration of Interest

1.5 Approval of Committee of the Whole Meeting Minutes - October 16, 2018

Pages 3 - 6

1.6 Business Arising from the Minutes

2. Presentations – Nil

3. Delegations – Nil

4. Consent Agenda

4.1 Unapproved Special Education Advisory Committee Meeting Minutes - October 16, 2018

Pages 7 - 18

4.2 Unapproved Regional Catholic Parent Involvement Committee Meeting Minutes - October 29, 2018

Pages 19 - 27

4.3 Unapproved Student Transportation Services Brant Haldimand Norfolk Board of Directors' Committee Meeting Minutes - October 30, 2018

Pages 28 - 52

5. Committee and Staff Reports

5.1 Trustee Expenses Online Presenter: Thomas R. Grice, Superintendent of Business & Treasurer

Pages 53 - 54

5.2 Insurance Renewal Presenter: Thomas R. Grice, Superintendent of Business & Treasurer

Pages 55 - 56

5.3 Safe and Accepting Schools Update Presenter: Michelle Shypula, Superintendent of Education

Pages 57 - 60



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Brantford, ON N3T 5M8

- 5.4 Board Enrolment as of October 31, 2018 Pages 61 - 62
Presenter: Michael McDonald, Superintendent of Education
- 5.5 Cash / Equipment Donations Pages 63 - 65
Presenter: Thomas R. Grice, Superintendent of Business & Treasurer
6. **Information and Correspondence**
7. **Trustee Inquiries**
8. **Business In-Camera**
207. (2) Closing of certain committee meetings. A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,
- a. The security of the property of the board;
 - b. The disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
 - c. The acquisition or disposal of a school site;
 - d. Decisions in respect of negotiations with employees of the board; or
 - e. Litigation affecting the board.
9. **Report on the In-Camera Session**
10. **Future Meetings and Events** Pages 66 - 67
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
11. **Adjournment**



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

Minutes

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

**Committee of the Whole
Tuesday, October 16, 2018 ♦ 7:00 p.m.
Boardroom**

Members: **Trustees:**
Rick Petrella (Chair), Dan Dignard (Vice-Chair), Cliff Casey, Bill Chopp, Carol Luciani,
Kaiya Daly (Student Trustee)

Absent: Bonnie McKinnon

Senior Administration:

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

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by Chair Petrella.

1.2 Attendance

As noted above.

1.3 Approval of the Agenda

Moved by: Carol Luciani

Seconded by: Cliff Casey

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

Carried

1.4 Declaration of Interest – Nil

1.5 Approval of Committee of the Whole Meeting Minutes – September 18, 2018

Moved by: Dan Dignard

Seconded by: Carol Luciani

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board
approves the minutes of the September 18, 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 September 18, 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 Friends of the Educational Archives Committee Meeting of September 18, 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 Mental Health Steering Committee Meeting of September 27, 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

There was discussion around the minutes from the Friends of the Educational Archives Committee. There was a call for volunteers for the archives, Director Roehrig indicated that he will seek volunteers.

5. Committee and Staff Reports

5.1 Primary and Junior/Intermediate Class Size

Superintendent Grice outlined the compliance requirements, as outlined by the Ministry, on elementary class sizes. The Board's compliance requirements were and submitted to the Ministry on September 6, 2018.

Moved by: Dan Dignard

Seconded by: Carol Luciani

THAT the Committee of the Whole refers the Primary and Junior/Intermediate Class Size report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

There was discussion about adding a portable to a location and the time frame in which it could be obtained. There was further discussion about the use of purpose-built rooms.

5.2 Board Improvement Plan for Student Achievement

Superintendent Telfer welcomed Michael Skrzypek, Principal at St. Peter, to present the EQAO website. He reviewed the tools available, as well as the information that can be extracted from the website. Mr. Skrzypek also presented questions from both the Grade 3 and Grade 6 tests, with corresponding data to illustrate how the questions were answered.

Mrs. Telfer presented the Essential Practices poster, which was created using the information from Growing Success, issued in 2010. There have been rubrics and tools created to ensure the essential practices are being followed. These resources will aid in professional development planning, to ensure each location is receiving training that is needed at that specific location.

Moved by: Dan Dignard

Seconded by: Cliff Casey

THAT the Committee of the Whole refers the Board Improvement Plan for Student Achievement report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried



There was discussion about the role of the Principals and Education Assistants in the process. Questions were raised about the ability to track the use of the tools for the essential practices. Since the information is being collected centrally, there will be the ability to monitor the use of the tools.

5.3 Excursion – New York City, NY USA

Superintendent McDonald presented a proposal to the Board to allow students from Assumption College School and Holy Trinity Catholic High School to travel to New York City, NY. He mentioned some of the locations the students would visit, including a Mass scheduled on the Sunday.

Moved by: Cliff Casey

Seconded by: Dan Dignard

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the request from Assumption College School and Holy Trinity Catholic High School for an excursion to New York City, NY from Thursday, December 13, 2018 to Sunday, December 16, 2018.

Carried

6. Information and Correspondence

Director Roehrig asked the Board to check-in with Amanda to RSVP to upcoming events.

7. Trustee Inquiries

The parking lot at St. John's College was brought forward. There is concern about the flow of traffic going into St. John's, particularly in the morning. The Principal at St. John's has made an application to have the speed limits changed during school hours, in hopes to mitigate the concerns. The situation will continue to be monitored.

8. Business In-Camera

Moved by: Dan Dignard

Seconded by: Carol Luciani

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

Carried

9. Report on the In-Camera Session

Moved by: Dan Dignard

Seconded by: Cliff Casey

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

Carried

10. Future Meetings and Events

Chair Petrella drew Trustee attention to upcoming meetings and events.

11. Closing Prayer

Chair Petrella led the closing prayer.

11. Adjournment



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

Minutes

Catholic Education Centre
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Moved by: Dan Dignard

Seconded by: Cliff Casey

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board adjourns the meeting of October 16, 2018.

Carried



**SPECIAL EDUCATION ADVISORY COMMITTEE
Tuesday, October 16, 2018 – 9:30 a.m. - Boardroom**

- Present:** Susan Battin, Jennifer Chapman, Christine Dragojlovich, Jill Esposto, Carmen McDermid, Michelle Shypula, Paul Sanderson, Nil Woodcroft
- Guest:** Kerri Chartrand, System Student Achievement Lead
- Regrets:** Bonnie McKinnon (Trustee), Tracey Taylor, Teresa Westergaard-Hager
-

1. Opening Prayer

Carmen McDermid led the group in the opening prayer.

2. Welcome and Opening Comments

Superintendent Shypula welcomed the group and a round of introductions ensued for the benefit to newest member, Debbie Fullerton- Principal of St. Michael's Walsh, ON and Principal Lead for Special Education staffing.

3. Approval of Agenda

Superintendent Shypula amended the Agenda to include Letters of Recruitment under Section **6. Correspondence – 6.2 SEAC Agency Recruitment Letters for 2018-19**

Moved by: Jill Esposto

Seconded by: Jennifer Chapman

THAT the SEAC Committee approves the agenda of the October 16, 2018 meeting, as amended.

Carried

4. Approval of Minutes – September 18, 2018

Jill Esposto, Brant Family & Children Services, made minor edits to the Community Agency Update as follows:

Child welfare agencies are experiencing high costs of support in certain foster care situations for youth (16 & 17) with high developmental disabilities. The Brantford community through Contact Brant has pulled together a working group to support planning for these youth as they exit the child welfare system and move into adult services at age 18.

Moved by: Paul Sanderson

Seconded by: Nil Woodcroft

THAT the SEAC Committee approves the minutes of the September 18, 2018 meeting, as amended.

Carried

5. Presentation

5.1 District Priorities for Student Achievement – Kerri Chartrand, System Student Achievement Lead

Superintendent Shypula welcomed Kerri Chartrand, System Student Achievement Lead to the group. Working closely with Leslie Telfer, Superintendent of Education for Student Achievement, Kerri also works alongside all Board Student Achievement Consultants. Kerri



shared the *Essential Practices K-12* poster containing the Board focus for Student Achievement across the district (see appendix A). In consultation with IBM consultants, principals, various teachers and many more stakeholder groups, a consensus was achieved and a clear focus established to the following tertiary focal groups: 1. Assessment for Learning, 2. Literacy, 3. Numeracy to support the learning and achievement of all students. Kerri updated that the information would be shared with principals at the Family of Schools meeting on October 17 and that communication has been sent out to all administrators, which will be instructed to staff as part of their learning sessions on the PA Day on Friday, October 19, 2018. Kerri updated on how leveraging digital enhances and facilitates the essential practices K-12 through a balanced instructional approach. The approach consisting of whole group instruction, small group instruction and independent practice in authentic settings is necessary to differentiate instruction to meet the diverse learning needs of students. The Assessment for Learning essential practices are Know the Learner, Learning Goals & Success Criteria and Descriptive Feedback. A summary was provided on how daily reading experiences, daily writing experiences and cross-curricular integration are the Essential Practices for Literacy. Daily number routines, problem solving opportunities and use of visual representations will be used for Essential Practices in Numeracy.

6. Correspondence

6.1 Letter from the Peterborough Victoria Northumberland and Clarington CDSB

Superintendent Shypula updated on the information and correspondence received from Peterborough Victoria Northumberland and Clarington Catholic District School Board on October 4, 2018, which was addressed to the Honorable Lisa Thompson, Minister of Education (see appendix B). Firstly, the letter addressed recent findings in the Auditor General of Ontario Report 2017 and secondly, it addressed the impact of recent changes in the Special Education funding model on the district, which was made by the Conservative government as outlined by Deputy Minister of Education, Bruce Rodrigues. The Auditor General found that benchmarks in the funding formula and dollar amount assigned are out-of-date and recommends the following to remedy the inequities:

1. Conduct a comprehensive external review of the funding formula, including all grant components and benchmarks, as recommended by the Education Equity Funding Task Force, 2002;
2. Regularly review of the formula and update all benchmarks to reflect the province's ever-changing demographics and socio-economic conditions; and
3. Use the more current census data available when determining allocations for grants.

Additionally, updates included that the General Auditor also found that the Ministry of Education does not allocate funding based on actual needs but that half of the special education funding is allocated based on a school board's average daily enrolment of all its students instead of the number of students who are receiving special education programs and services. The Auditor General has recommended the following to remedy the inequities this process creates:

1. Determine to what extent school boards are spending funds for specific education priorities (such as ESL students and Indigenous students), understand any discrepancies and align funding with actual needs; and
2. Design and conduct validation procedures to verify the use of restricted funds.



Superintendent Shypula updated that further challenges to Special Education funding is occurring as a result of decreased funding (\$11,000) from \$38,000 per Special Incident Portion (SIP) claim to \$27,000 (a decision made without full consultation as to the impact it would have to equity and inclusion of students). Additionally, budgeting for the 2018-19 school year had already taken place prior to this announcement.

6.2 SEAC Agency Recruitment Letters for 2018-19

Superintendent Shypula queried to the committee input on sending out a letter to additional agencies and person(s) to increase membership to SEAC. Committee members were in agreement and a list of contacts and agencies were provided to the secretary who will be coordinating letters to be mailed out.

7. Community Agency Updates

Jill Esposto - Director of Services, Brant Family & Children Services

Jill updated that October is Child Abuse Prevention Month and that on Wednesday, October 24 it is Dress Purple Day to show your support in breaking the silence that surrounds child abuse. Brant Family and Children Services will be hosting a Foster Parent appreciation night on October 24. There is currently a great need for foster parents in our area and Jill reviewed information on foster care with the group. Members were invited to reach out to their families and friends or to anyone they think would be a good fit for foster care. Jill updated that there are several candidates for the new Education Liaison position and they hope to be able to announce the person in early November. This position would be shared with HN CAS and Brant FACS to support the Joint Protocol for Student Achievement.

Nil Woodcroft – Manager of Early Childhood Intervention, Haldimand-Norfolk REACH

Nil updated that today, October 16, is the 18th annual Child Care Worker and Early Childhood Educator Appreciation Day in Ontario. The day was proclaimed by over 30 municipalities and was announced in the Ontario Legislature¹.

Christine Dragojlovich - Clinical Manager, Woodview Mental Health & Autism Services

Woodview Mental Health & Autism Services held their annual Family Day Picnic at Brantwood Farms on Monday evening, October 15, 2018. Although they experienced cooler temperatures, she said the event did result in a very good turnout. Christine updated that the youth drop-in program is now operating and additionally, youth can text the number provided to set up appointments (see appendix C).

Susan Battin – Senior Therapist, Lansdowne Children’s Centre

Susan updated that Lansdowne Children’s Centre is currently experiencing some restructuring within the agency and that there are various positions listed on their website such as a posting for a Managerial Director position due to a retirement. The agency is currently developing a grandparent appreciation day.

¹ http://www.childcareontario.org/ccwad_2018



Jennifer Chapman – Child Welfare Supervisor, Haldimand and Norfolk Children’s Aid Society

Jennifer updated that the Haldimand and Norfolk Children’s Aid Society held their Youth Thanksgiving dinner last week and that it was very well received. The agency is also experiencing restructuring within as their kin department is growing and evolving to separate the needs into their own team, separate from adoption. There is a demand for additional foster care for older youth/teenagers whereas there are available resources for younger age groups.

8. Reports

8.1 Student Achievement Leader: Special Education

Carmen updated on the speakers and events that took place at the Community of Practice Meeting on September 28. SERTs received information on the Essential Practices in Assessment for Learning K – 12 encouraging that the information and language is consistent across the district. Carmen updated that our Special Education Resource Teachers (SERTs) have begun to receive training with the new Lexia Core5 program. The program, utilized by the Amethyst Provincial Demonstration School, is currently being piloted with 60 students within our Board, for students primarily in grades three to six. Various school Boards across the province are also piloting the program. This intensive literacy computer program will support educators in providing differentiated literacy instruction, targeting skill gaps as they emerge and providing teachers with data and student specific strategies/resources to support student needs.

Carmen shared a copy of our Board Special Education Academic Planner for the 2018-19 school year. The planner captures key dates/details for the entire school year that assist SERTs in responding to Ministry and Board expectations. The planner was shared with members and copies were offered to any members who would be interested in receiving one as it contains relevant information that pertains to agencies as well such as entry to school transition meetings. Carmen invited agency members to connect with her if they would be interested in presenting at any of the Community of Practice meetings that are hosted approximately once a month. Carmen updated that a parent information session was held on October 4 on the Supplementary Gifted Program. System SERT, Sandra DeDominicis, is leading the program that is offered to students identified as: Gifted.

Carmen shared a Key Message to members (see appendix D) on Individual Education Plans (IEPs) outlining reasons a student would receive an IEP and the purpose/process of implementing the plan.

On Friday October 19, all Educational Assistants (EAs) within the Board will be attending our PD Day and participating in a variety of workshops. Workshops include PD around Math...A Growth Mindset, Boardmaker training, Proactive Behaviour Management strategies, Self-Regulation strategies and resources, Technology, etc. The Spec. Ed. Department set a goal to have all permanent Educational Assistants trained with the New Enhanced Nonviolent Crisis Intervention by December 2018. A final group of EAs within our Board will be completing this training at the October and November PD Days. Carmen added that EAs receive updated First Aid training every three years, which will also be provided at this PD Day training session. In addition to these workshops, EAs will be provided with a copy of the Essential Practices in Assessment for Learning K-12, accompanied by a brief discussion about it.



8.2 Superintendent of Education

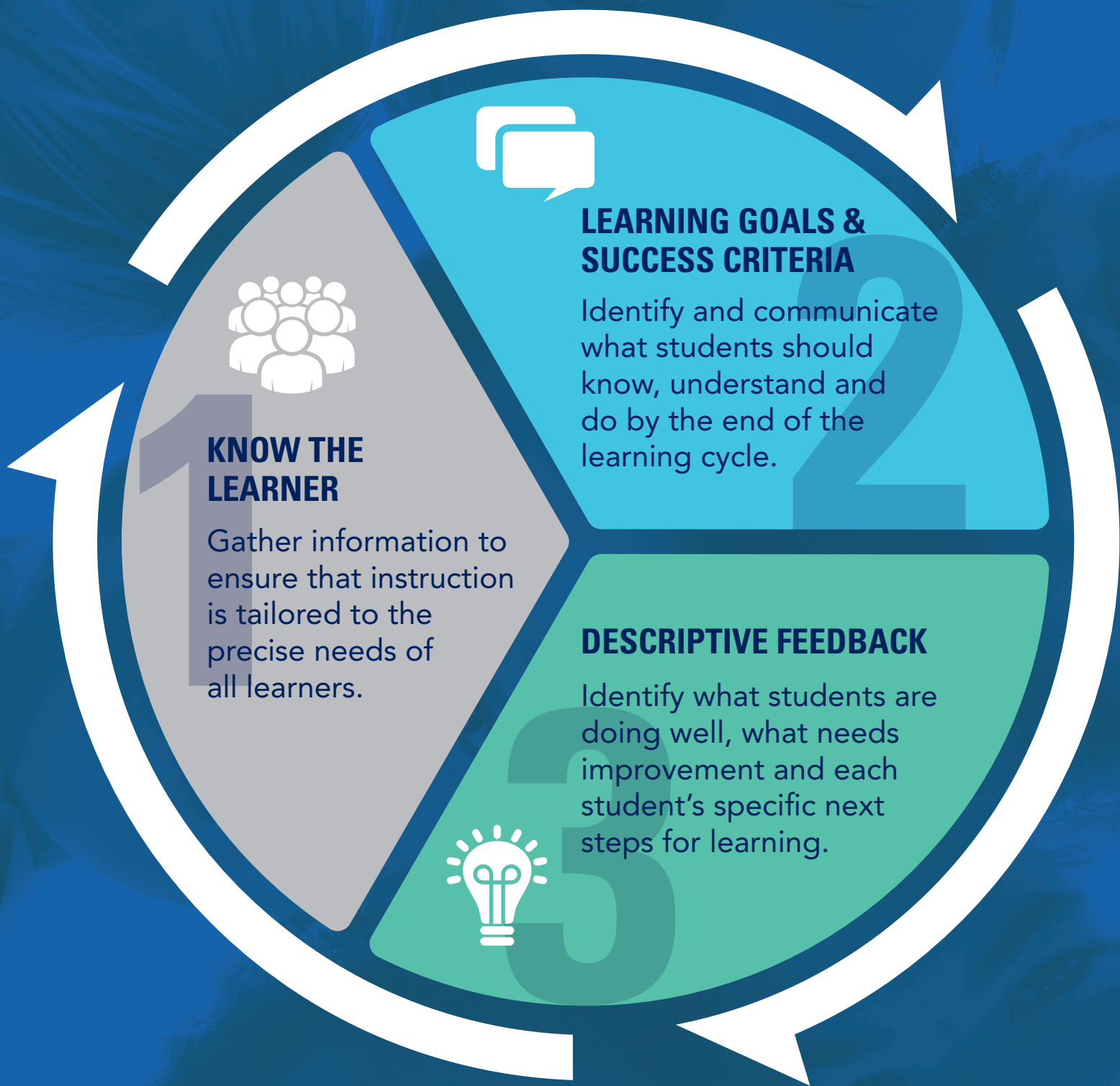
Superintendent Shypula updated that this October 24 is Dress Purple Day in support of breaking the silence surrounding child abuse. The Children's Aid Society of Haldimand and Norfolk and Brant Family and Children's Services are working together with our schools, health care providers, police and the community to keep children safe. Our Catholic schools play an important role in keeping children safe and helping them grow and resources were provided to families to encourage participation in support of the event. Additionally, as the Board strives to communicate a knowledge that is filled with the Gospel, emphasis will be made in classrooms on the strong connection between our Board theme of "Hearts on Fire – Journey" and the importance of caring for children and youth.

9. Closing Remarks/ Adjournment

The meeting adjourned at 11:05 am and Superintendent Shypula thanked Kerri Chartrand for her presentation to SEAC.

Essential Practices K-12

ASSESSMENT FOR LEARNING The BHCNDSB is committed to providing all students with learning experiences that are rooted in effective research-based practices. The primary purpose of assessment is to improve student learning. The identified Essential Practices Kindergarten to Grade 12 are fundamental to supporting the learning and achievement of all students.



Leveraging digital enhances and facilitates the Essential Practices K-12 for learners & educators.

Essential Practices in Literacy

Essential Practices in Numeracy

A balanced instructional approach incorporating whole group instruction, small group instruction, and independent practice in authentic settings is necessary to differentiate instruction to meet the diverse learning needs of students.

DAILY READING EXPERIENCES

Reading a variety of text forms focusing on the strategies of making connections, inferring, summarizing, making predictions, synthesizing, and evaluating to enable a deeper understanding of texts.

DAILY WRITING EXPERIENCES

Writing a variety of text forms for a variety of purposes and audiences using the traits of ideas, voice, word choice, sentence fluency, and conventions.

CROSS-CURRICULAR INTEGRATION

Meaningful integration of literacy into all subject areas incorporating student voice and choice to deepen students' ability to think, express, reflect and act.

DAILY NUMBER ROUTINES

Quick daily tasks focusing on the development of automaticity, fluency, and efficiency with numbers.

PROBLEM SOLVING OPPORTUNITIES

Problems that are open-ended with multiple entry points focusing on the process of thinking and strategy use rather than the final product.

USE OF VISUAL REPRESENTATIONS

Selecting appropriate models, tools, and/or manipulatives to support student thinking and learning.





PETER L. ROACH
CATHOLIC
EDUCATION
CENTRE

October 4, 2018

Honorable Lisa Thompson
Minister of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto, On M7A 1L2

RECEIVED
BRANT HALDIMAND NORFOLK CATHOLIC DSB

OCT 11 2018

Michelle Shypula
Superintendent of Education

Dear Minister Thompson:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board Special Education Advisory Committee (SEAC) is writing in support of the findings contained in the Auditor General of Ontario's Annual Report, 2017. Specifically, we would like to address the information contained in Chapter 3 - Reports on Value-for-Money Audits, Section 3.08, entitled Ministry of Education: Ministry Funding and Oversight of School Boards. Further, we would like to address the impact of the recent changes in the Special Education funding model on our school district, which were made by the Conservative government, as outlined in the August 24th, 2018 memo received from Bruce Rodrigues, Deputy Minister of Education.

The Auditor General found that benchmarks in the funding formula and the dollar amount assigned to that factor are out-of-date. In 2002, an independent task force reviewed the formula used by the Ministry to determine funding to school boards, and recommended that the Ministry annually review and update the benchmarks, as well as conduct a more comprehensive review of the formula every 5 years. While the Ministry updates the labour costs annually, the other benchmarks have not been updated, and still reflect census data which is more than 10 years old. (p.429). When demographics such as income levels and immigration patterns are not reflected in the benchmarks, this creates a funding inequity between the various regions of the province.

The Auditor General's recommendation to remedy this inequity is as follows:

"To ensure that funds are allocated in a manner that supports school boards in providing a high standard of education to all students, we recommend the Ministry of Education:

- conduct a comprehensive external review of the funding formula, including all grant components and benchmarks, as recommended by the Education Equity Funding Task Force in 2002;
- regularly review the formula and update all benchmarks to reflect the province's changing demographics and socio-economic conditions; and
- use the more current census data available when determining allocations for grants." (p.441)

The Auditor General also found that the Ministry of Education does not allocate funding based on actual needs. The Special Education Grant is intended for students who need special education programs and services. However, half of the special-education funding is allocated based on a school board's average daily enrolment of all its students, instead of the number of students who are receiving special-education programs and

services. But the portion of special-education students in each board is not the same, ranging from 8% - 28% depending on the Board. (p.429)

At the October 31st, 2017 Peterborough Victoria Northumberland and Clarington Catholic District School Board (PVNC CDSB) enrolment report to the Ministry, the data indicates that our school board supports 15.7% of our elementary students, and 28.9% of our secondary students, with special education services, for a combined percentage of 19.8%.

The Auditor General's recommendations to remedy this inequity are as follows: "In order to provide funding in a more equitable manner and ensure the funding meets the actual needs it is intended to address, we recommend the Ministry of Education assess whether the funding of grants intended to serve the needs of a specific group of students or for a specific purpose is achieving that purpose." (p.444)

Further, "in order for the Ministry of Education to provide funding in proportion to a school board's need, we recommend it:

- determine to what extent school boards are spending funds for specific education priorities (such as supports for ESL students and Indigenous students) on those specific purposes, and where it finds significant discrepancies, follow up with school boards to understand the reason for the discrepancies and better align funding with actual needs; and
- design and conduct validation procedures to verify the use of restricted funds." (p.448)

We are aware that our Board staff spend considerable time to complete and submit Special Incident Portion (SIP) claims annually in order to supplement the Special Education Grant to the Board. Without these SIP claims, we would be unable to address the significant student needs throughout our jurisdiction, and we would be spending significantly beyond the Special Education Grant envelope. We are advocating that either these grants continue indefinitely at appropriate levels, or the Special Education Grant itself reflects the actual student needs in the system.

The recent funding changes announced by the government do not reflect the findings or the recommendations which the Auditor General made in 2017. Increasing the Special Education per Pupil Amount (SEPPA) to school districts, which uses outdated benchmarks, as described above, and which does not reflect the actual needs because it is based on average daily enrolment, creates an inequity between those boards with larger enrolments and those with smaller enrolments. Further, by decreasing the maximum amount for Special Incident Portion (SIP) by \$11,000 per claim, the government has put those districts, such as ours, which rely on SIP claims to support our highest needs students, in an untenable position. This decision was made without full consultation as to the impact this would have on equity and inclusion of our students with special needs, and it does not support school districts in implementing the Ontario Human Rights Commission Policy on Accessible Education for Students with Disabilities (2018).

Because of our relatively small enrolment of approximately 15,000 students, an increase in the SEPPA does not have the same impact as the SIP claim amounts for which we can apply, so we are actually now facing a reduction in Special Education Support Staff already hired for the 2018-2019 school year to balance the budget. We had already budgeted in the spring with the knowledge that we could expect \$38,000 per pupil rather than \$27,000 (see chart, below). If this was a decision which the government felt

necessary to make, then this should have occurred next spring, when school districts had time to budget appropriately for the following school year.

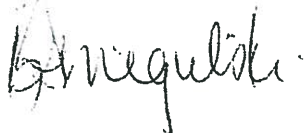
		Potential reduction in SIP revenue	PVNC SEPPA increase	Potential lost revenue
Ministry estimates 2018-2019	Equiv. of 55 full SIP claims*	(661,419.00)	211,453.00	(449,966.00)
PVNC estimates 2018-2019	Equiv. of 128 full SIP claims	(1,293,670.00)	211,453.00	(1,082,217.00)

*This number could be based on the Ministry's estimate that we would submit a minimum of 55 SIP claims for the full amount, but we are unsure as to how the number was derived.

In this era of a renewed focus on workplace violence, specifically student to staff violence, funding is required to ensure that there is sufficient, trained staff in the schools to address the student needs which can manifest in unsafe behaviour. Staff stress levels are at an all-time high, which directly impacts the sick leave costs to all boards. Training for all school staff is an essential step, and this needs funding to occur.

As a SEAC, we support the Auditor General's recommendations, as outlined above. We look forward to a response which will help us to understand the Ministry of Education's rationale for the changes to funding. We also look forward to learning of Ministry follow-up action ensure an ongoing, equitable distribution of funds across boards to serve and support the students who need it the most.

Sincerely,



Mrs. Kelly Smigielski, Chair
Peterborough Victoria Northumberland and Clarington Catholic District School Board
Special Education Advisory Committee

Cc. M. Nasello - Director of Education PVNC CDSB
D. Smith - MPP, Peterborough
L. Park - MPP, Durham
D. Piccini - MPP, Northumberland-Quinte West
L. Scott - MPP, Haliburton –Kawartha Lakes-Brock
M. Griepsma - Chair, PVNC CDSB
- PVNC CDSB Trustees
- PVNC CDSB SEAC Members
- Provincial DSB SEAC Chairs

LET'S TALK

YOUTH

**Drop in to meet
with a counsellor.**

**Brantford Library
Study Room (lower level)
Fridays from 11am to 3 pm**

**Text or call for an appointment
905 537-0619**

NO FEE, NO REFERRAL





Key Message

A collaborative IEP process provides an opportunity for all who are involved with the student to work together to implement a program that will foster achievement and success. This key message has been developed to assist school teams in the development of Individual Education Plans.

Reason for Developing an IEP

Under the direction of the principal, the following circumstances are identified as situations where the development and implementation of an Individual Education Plan (IEP) is **essential**:

- for every student who has been identified as an “exceptional pupil” by an Identification, Placement and Review Committee (IPRC), in accordance with Regulation 181/98.
- for a student who is receiving special education programming and services for whom a Ministry funded personalized equipment claim (SEA) is submitted by the school board.

Under the direction of the principal, an Individual Education Plan (IEP) **may be developed** under the following circumstances:

- for a student who meets Board criteria as “exceptional”, but who is not formally identified by an IPRC (e.g., parents who do not want to identify their child, but who support the development of an IEP).
- for a student who has been allocated EA support through the EA Allocation process. Note: For a new non-identified kindergarten student with EA support, it is recommended that the development of an IEP be delayed until Term 2.
- for any student not identified exceptional who requires accommodations, modifications, or alternative goals to support their learning. Accommodations must be evident through classroom instruction, environmental supports, and assessment practices. Modifications can only be put in place after all appropriate interventions have been trialed and diagnostics administered.

Additional criteria include:

- current achievement assessment data indicating scores that fall below average in at least one broad area.
- report card marks that are consistent with the assessment data reflecting ‘Ds’ and ‘Rs’.
- consultation between school team and system SERT is required prior to IEP development.

NOTE: To be eligible for accommodations during EQAO assessment, an IEP must be developed and implemented no later than December of that school year.

Development of the IEP

The principal is responsible for coordinating the development of an IEP for each student ensuring the IEP is developed in collaboration with school, parents/guardians, support staff members and community agencies who are familiar with the student. Collaboration is important so that the members of the team have a common understanding of the student's strengths, interests, and needs.

In **elementary schools**, the principal or vice-principal is expected to coordinate and oversee the development of the IEP.

In **secondary schools**, the principal or vice-principal is expected to coordinate and oversee the development of the IEP. It is also expected that secondary students will be given the opportunity to provide input about their strengths, needs, and interests as well as the recommendations and Special Education services they feel are necessary to help them learn and succeed in school.

Consultation with Staff

Each member of the team involved in the development of the IEP must be identified in the IEP. The principal must ensure the development of the IEP involves staff who collectively:

- know the student and, where possible, have experience teaching the student.
- know the Ontario Curriculum.
- have special education qualifications.
- know the Special Education supports and services available in the school board.

The principal is ultimately responsible for the development and implementation of each student's plan, and must sign each student's IEP.

Parent/Student Consultation

Parents (and students who are 16 years and older) must be consulted when developing and updating the IEP. A copy of the IEP must be provided upon its completion. The principal must ensure that a log of parent/student communication regarding the IEP is maintained. The consultation log is part of the IEP and must be included with each IEP that is sent home. An IEP Cover Letter must be signed by the parent/student indicating whether:

- they were consulted in the development of the IEP.
- they declined the opportunity to be consulted.
- they have received a copy of the IEP.

Transition Plans

Transition Plans are developed to support students in all types of transitions, such as from activity to activity, from year to year, or from elementary to secondary. This plan must be included with each IEP that is sent home.

Reporting on Student Progress – Elementary and Secondary

Each program page in the student's IEP must be evaluated for each reporting period. The evaluation date must match the report card date.

For all students on an IEP, the reporting of progress must include comments on the following in relation to the program goal(s) and expectation(s) set out in the IEP:

- Student Strengths
- Areas for Improvement
- Next Steps

For additional detailed information on reporting, refer to the IEP folder in the Special Education section of the portal.



REGIONAL CATHOLIC PARENT INVOLVEMENT COMMITTEE MEETING

Monday, October 29, 2018 – 7:00 pm - Boardroom

Present: Bonnie McKinnon (Trustee), Nicole Bender, Lindsay Blasdell, Michelle Dreyer, Megan Flexman, Charmaine Hanley (Principal Lead), Rebecca Johnson, Andrea Nijland, Lori Martisius, Ashley Malo, Melanie Montague, Terri-Lynn Ovens, Marcel Perras, Colin Phee (Chair), Diana Ribeiro, Stéphane Rouleau (Co-Chair), Anita Santos, Michelle Shypula (Superintendent of Education), Marie Teskey, Greg Wilson

Guest(s): Keri Calvesbert – Student Achievement Consultant: Religion and Family Life, Kerri Chartrand – Student Achievement Lead: School Effectiveness

1. Opening Prayer

Keri Calvesbert – Student Achievement Consultant: Religion and Family Life led the group in the opening prayer.

2. Welcome and Opening Comments

RCPIC Chair, Colin Phee welcomed the group and led a round of introductions for the benefit of all members and guests in attendance.

3. Approval of Agenda

Moved by: Terri-Lynn Ovens

Seconded by: Michelle Dreyer

THAT the RCPIC Committee approves the agenda of the October 29, 2018 meeting.

Carried

4. Declaration of Interest- Nil

5. Approval of Minutes – May 14, 2018

Moved by: Rebecca Johnson

Seconded by: Marie Teskey

THAT the RCPIC Committee approves the minutes of the May 14, 2018 meeting.

Carried

6. Business Arising from the Minutes- Nil

7. Correspondence

Superintendent Shypula shared to the group that Parent Reaching Out Grants are currently on pause until further notice by the government and communication with Principals would be forthcoming. Parent member, Greg Wilson, enquired to the group if a letter to the government on behalf of the committee should be considered on this matter. Superintendent Shypula will provide additional input at a later date.



8. Hearts on Fire- Overview of Our Board Three Year Spiritual Theme- Keri Calvesbert

Keri Calvesbert, Student Achievement Consultant: Religion and Family Life provided members with an overview of the new Board Spiritual Theme, “Hearts on Fire: Journey, Encounter, Transform” rooted in the story of the **Road to Emmaus** (Luke 24:32). In year one, we will focus on what it means to accompany one another, to walk alongside each other as we journey together in faith. Keri referred members to “Renewing the Promise: A Pastoral Letter for Catholic Education” highlighting the alignment of the Board theme with the letter and sharing words of encouragement to parents and school councils from our Ontario Catholic Bishops (page 16).

Information was shared to identify concrete plans the Board will take in the 2018-19 year to continue to emphasize the importance of building an interior prayer life, providing a preferential option for the poor and supporting the faith formation of our staff and student leaders. In September 2018, the new Religious Education program, “Growing in Faith, Growing in Christ” was revealed to all Grade 5 Teachers across the district. All Grade 5 Teachers participated in an in-service day and received their print and access to digital classroom resources. In early October, Administrators and Mental Health Champions from each school participated in a day of learning with Dr. Noel Keating and his research findings, which link the benefits and spiritual fruits of Christian Meditation with well-being in children and youth. Pre-departure sessions for all Secondary students and staff departing for the “Guatemala Global South Encounter” (January 25, 2019 – February 3, 2019) have been taking place in order to help prepare for this encounter. On October 24, elementary schools across the district participated in the Ontario Dress Purple Day. On this day, our schools made connections between our Board theme of “Hearts on Fire: Journey” and the importance of caring for children and youth. Keri gave an overview of the 2018-19 Catholic Community Events for staff being offered. This year, events include: “On the Move” assisting St. Vincent de Paul Brantford, an Advent Twilight Retreat, Renewing the Promise: Unpacking the Pastoral Letter, Social Justice Outreach Experience Days, Paint Night on Tap and Trail Blazing. As the year unfolds, the Board will continue to practice Christian Meditation in all of its schools. Elementary and Secondary Social Justice Teams will continue to reach out locally and globally to support various initiatives. We will introduce new forms of prayer including Lectio and Visio Divina and praying the Examen, along with liturgy training, in order to raise the profile of Sacred Scripture and prayer in the lives of our students and staff. Prayer Retreat Days and Catholic Leadership Retreat Days for elementary and secondary students will be offered this year.

9. EQAO Update: Closing the Gap

Kerri Chartrand, Student Achievement Lead: School Effectiveness, reviewed the Board’s scores for the EQAO Primary and Junior Assessments, noting that the district scores were at or above in all but one category (i.e. Junior Math). Samples of questions were provided to the group from each of the assessments that students found difficult at the board level, noting both the overall expectation and the category for achievement for each question (see appendix A). Kerri remarked that while many of the questions were technically labelled as belonging to a strand other than Number Sense and Numeration, foundational concepts of number sense were usually needed for students to effectively understand and complete the questions. Finally, Kerri provided an overview of the Board’s plan for closing the gap for numeracy, which included details about the Measurement initiative for current teachers of grades two and five. As well, she shared the Essential Practices K-12 poster that will serve as a district focus for next few years. The Essential Practices highlight research-based, effective practices for Assessment for Learning, Literacy, and Numeracy.



10. BREAK

11. Prevalent Medical Conditions Policy and Administrative Procedure – Michelle Shypula

Superintendent Shypula informed the RCPIC of recent legislative changes that resulted in the creation of the new Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes and/or Epilepsy) policy and administrative procedure 200.05. The policy and Administrative Procedure came into effect on September 1, 2018 and resulting in the rescinding of the Board's previous anaphylaxis and asthma policies. She provided an overview of the goals and essential components of the policy and highlighted the roles and responsibilities of parents, students, principals and staff in the effective and safe implementation of the policy. Parents were informed the complete policy could be located on the board website:

http://www.bhncdsb.ca/sites/content/files/resources/students_with_prevalent_medical_conditions_200.05_complete_0.pdf.

12. School Council Survey results- Charmaine Hanley

Charmaine Hanley, Principal of Christ the King School and Principal Lead for RCPIC, provided the group with the results of the questionnaires sent out to all Catholic School Advisory Councils (see appendix B). Sixty-five percent (22 schools) had provided feedback to the questionnaire and discussions ensued between the committee regarding the results. Charmaine separated results into 13 notable themes (see appendix C) and the group participated in an exercise where they prioritized what they felt the top three themes were for their school. Charmaine and Superintendent Shypula will be further analyzing the results and feedback will be shared with the RCPIC and Catholic School Advisory Councils in upcoming meetings.

12. Closing Remarks/ Adjournments

Co-chair, Stephane Rouleau updated the group on an upcoming summit being held by the Ontario Association of Parents in Catholic Education (OAPCE) by following this link: <http://www.oapce.org/convention/>. Superintendent Shypula thanked attendees for their participation and the meeting adjourned at 9:05 pm.

14 Ahmed reads for 180 minutes and Ben reads for 1 hour.

How long do they both read in total?

- 2 hours
- 3 hours
- 60 minutes
- 240 minutes

Measurement Overall Expectation #2- compare, describe, and order objects, using attributes measured in standard units

Category of Achievement Chart-Thinking

Board Result 64%

2 Samir has these coins.



He spends \$1.75.

How much money does he have left?

- \$2.25
- \$2.50
- \$3.50
- \$4.25

Number Sense and Numeration Overall Expectation #3- solve problems involving the addition and subtraction of single- and multi-digit whole numbers, using a variety of strategies, and demonstrate an understanding of multiplication and division

Category of Achievement Chart- Application

Board Result 39%

3 What number goes in the box to complete this number sentence?

$$2 + 7 = \square + 3$$

- 5
- 6
- 10
- 12

Patterning Overall Expectation #2- demonstrate an understanding of equality between pairs of expressions, using addition and subtraction of one- and two-digit numbers

Category from Achievement Chart- Thinking

Board result 44%

- 9 The first three numbers of Danielle's and Jeff's patterns are shown. Danielle's pattern continues to increase by the same amount each time. Jeff's pattern continues to increase by the same amount each time.

Danielle's Pattern	Jeff's Pattern
76	55
80	64
84	73

Whose pattern will reach 100 first?

Circle one: Danielle's Jeff's

Show your work.

Patterning Overall Expectation #1- describe, extend, and create a variety of numeric patterns and geometric patterns

Category of Achievement Chart- Application

Board Result 48%

1 Which decimal number is equivalent to $\frac{2}{5}$?

- 0.25
- 0.40
- 2.5
- 5.2

Number Sense and Numeration Overall Expectation #3- demonstrate an understanding of relationships involving percent, ratio, and unit rate

Category of Achievement Chart- Knowledge and Understanding

Board Result 55%

8 The values of four points are given.

Point A	$\frac{6}{5}$
Point B	$\frac{7}{10}$
Point C	$2\frac{1}{2}$
Point D	$\frac{12}{4}$

Plot and label these points on the number line.



Draw and label Point E on the number line so that it is between Point C and Point D.

What is the value of Point E?

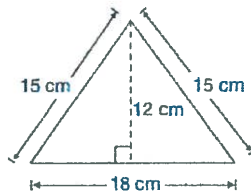
Number Sense and Numeration Overall

Expectation #1- read, represent, compare, and order whole numbers to 1 000 000, decimal numbers to thousandths, proper and improper fractions, and mixed numbers

Category of Achievement Chart- Application

Board Result 50%

2 What is the area of this triangle?



- 48 cm²
- 90 cm²
- 108 cm²
- 216 cm²

Measurement Overall Expectation #2- determine the relationships among units and measurable attributes, including the area of a parallelogram, the area of a triangle, and the volume of a triangular prism

Category of Achievement Chart- Application

Board Result 56%

16 Tyson empties 6 jugs of milk into a container.

Each jug contains 4 L of milk.

He uses the container of milk to fill cartons.

Each carton requires 250 mL of milk.

How many cartons will he be able to fill?

- 16 cartons
- 24 cartons
- 63 cartons
- 96 cartons

Measurement Overall Expectation #2- determine the relationships among units and measurable attributes, including the area of a parallelogram, the area of a triangle, and the volume of a triangular prism

Category of Achievement Chart- Thinking

Board Result 32%

10 A bag contains 1 red, 3 blue, 4 yellow, 5 orange and 7 purple marbles. Without looking, Sara chooses one marble from the bag.

Which colour has a 0.25 chance of being chosen?

Justify your answer. Show your work for each colour of marble.

The colour that has 0.25 chance of being chosen is _____.

Determine the probability that the marble selected is either red or purple.

Show your work.

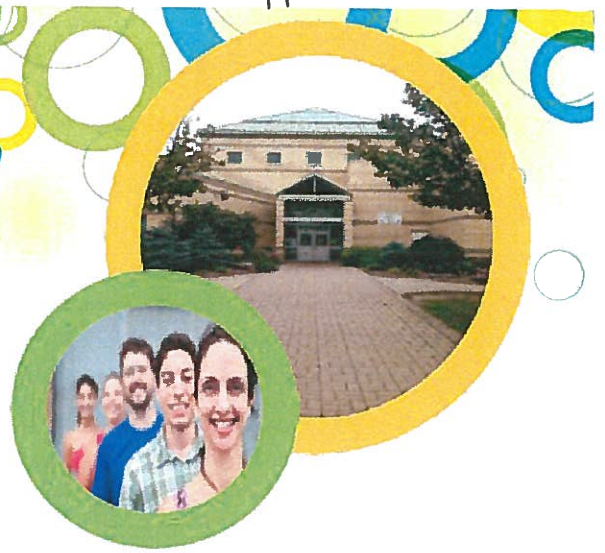
Data Management & Probability Overall Expectation #3- determine the theoretical probability of an outcome in a probability experiment, and use it to predict the frequency of the outcome

Category of Achievement Chart- Application

Board Result 31%

Catholic School Advisory Council

Questionnaire



What goal would you like to be a focus for your Catholic School Advisory Council this year in relation to student achievement and well-being?

How can the Regional Catholic Parent Involvement Committee support you in achieving this goal?

Catholic School Advisory Chair: _____
(Signature)

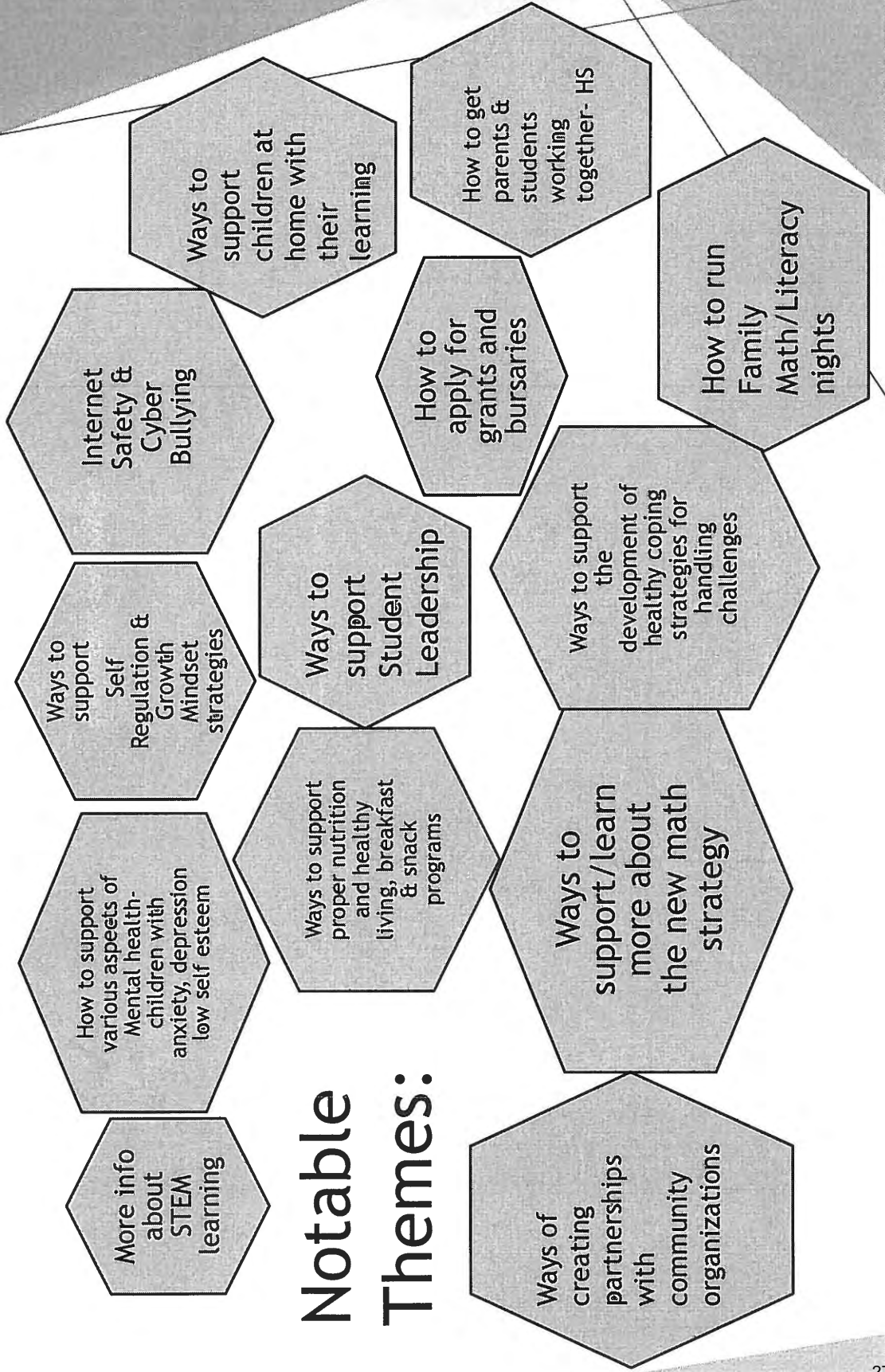
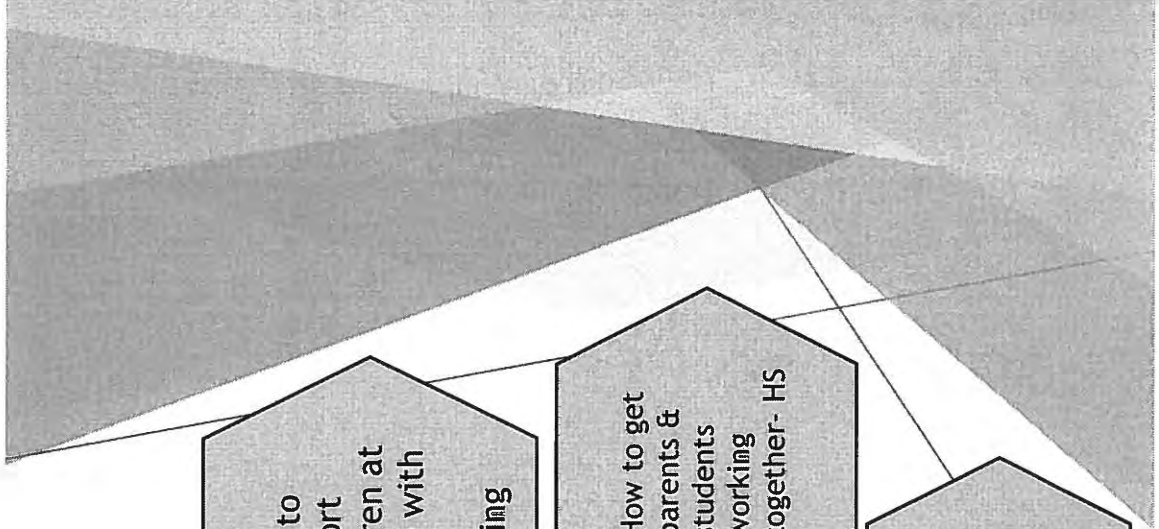
School Principal: _____
(Signature)



**BRANT HALDIMAND NORFOLK
CATHOLIC DISTRICT SCHOOL BOARD**
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Excellence in Learning ~ Living in Christ

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MINUTES

Present:

STSBHN Board of Directors:

GEDSB: Rafal Wyszynski, Superintendent of Business & Treasurer - President
Philip Kuckyt, Manager of STSBHN – Secretary & Treasurer

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

CSC MonAvenir: Mario Nantel, Director of Transportation – Director

STSBHN Recording Secretary

Kathryn Underwood, Executive Assistant to the Superintendent of Business
GEDSB

Regrets:

James Richardson, Trustee- Director
Dereck Chin, Chief of Business - Director

1.0 Call to Order, Welcome and Introductions
The President called the meeting to order 9:05 a.m.

2.0 Approval of Agenda for October 30, 2018

Moved by: T Grice

Seconded by: M Nantel

“That the STSBHN agenda for October 30, 2018 be approved as distributed.”

CARRIED.

3.0 In Camera

3.1 Minutes of May 22, 2018

Student Transportation Services Board of Directors' Meeting

Tuesday, October 30, 2018, 9:00 a.m.
Grand Erie District School Board – Brant Room
349 Erie Avenue, Brantford

Moved by: T Grice

Seconded by: M Nantel

“That the committee move to go in camera to discuss a contract matter.”

CARRIED.

Moved by: B Chopp

Seconded by: T Grice

“That the In-Camera Minutes of May 22, 2018 be approved as presented.”

CARRIED.

The Public Session meeting was called to order by President, R. Wyszynski at 9:10 a.m.

4.0 Approval & Signing of Minutes

4.1 The committee reviewed the minutes of May 22, 2018.

Moved by: B Chopp

Seconded by: M Nantel

“That the minutes of May 22, 2018 be approved as distributed.”

CARRIED.

5.0 Business Arising from Previous Meeting

5.1 Policy and Procedures Approval 002, 013-017

P Kuckyt highlighted the proposed changes and directed the committee to the summary page which contained responses back from other trustees and responses by P Kuckyt.

P Kuckyt highlighted that procedure 017 had further changes made to the presented procedure. The attached document aligns the present expectations of the member boards to the timelines outlined in the procedure. The proposed change will expedite the processing of application and assignment of students to busses.

Moved by: B Chopp

Seconded by: T Grice

“That procedures 002, 013-017 be approved as circulated.”

CARRIED.

Student Transportation Services Board of Directors' Meeting

Tuesday, October 30, 2018, 9:00 a.m.

Grand Erie District School Board – Brant Room
349 Erie Avenue, Brantford

6.0 Standing Business

6.1 KPI's

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

Financial-P Kuckyt further indicated that he will continue to closely monitor number of taxi routes in the current school year as a significant number of dedicated services have been requested to begin the current school year. The number of rider aides has remained the same as June 2018. In response to a question P Kuckyt, clarified that the funding for operator provided riders aides comes from the member board special education budgets.

Service Performance-For ride times, staff are currently investigating potential changes which result in ride times being decreased for students who currently ride for more than seventy-five minutes one way.

Safety-P Kuckyt highlighted the two preventable accidents that occurred in September 2018. He further reported that safety patroller interest is increasing in Haldimand and Norfolk areas.

General Ridership- Courtesy ridership was minimally higher from last year for GEDSB. The number of courtesy riders for the BHNCDSD has decreased, thought to be directly related to the walk distance decreasing in the current school year.

Communication- Reported an increase in the number of website users. The number of parent subscribers have increased due to an auto-subscription tool used by STSBHN in mid-August. The results of the auto-subscribing has been an increase to the communications being sent out to families when buses are delayed and a better customer experience as interested parents no longer have to go through a 3-stage verification process to become subscribed.

Student Transportation Services Board of Directors' Meeting

Tuesday, October 30, 2018, 9:00 a.m.

Grand Erie District School Board – Brant Room
349 Erie Avenue, Brantford

6.2 Goals and Objectives

P Kuckyt highlighted the progress to date to meet the short, medium and long-term goals and objectives.

Short term-Stemming from the Ombudsmen report, STSBHN developed a communication protocol which outlines how and when notifications will be provided to internal and external stakeholders. The protocol will be posted on the FAQ of the STSBHN website.

Medium term-P Kuckyt indicated that the competitive procurement for transportation services is one year away from a likely release. STSBHN will be collaborating again with Niagara Student Transportation Services in an effort to find efficiencies along their shared border. Information will be presented at the May STSBHN Board of Directors meeting which will detail the competitive process and associated contract being proposed.

Long Term Goals-P Kuckyt highlighted a recent initiative that impacted the long-term goal to increase communication through technology. He highlighted that through an auto subscription process more parents are receiving communication when the bussing is delayed or cancelled. Other technologies to increase and/ or improve communication will continue to be sought out, reviewed and possibly implemented by STSBHN.

6.3 2017-18 Financial Year End Analysis

P Kuckyt reviewed the 2017-18 Financial Year End Analysis, ending August 31, 2018. P Kuckyt reported that the analysis is not a separately audited financial statement but indicated that the financial statements are audit as part of process for GEDSB and BHNCD SB annual audit process.

7.0 Standing Business

7.1 Policy and Procedures Review

Student Transportation Services Board of Directors' Meeting

Tuesday, October 30, 2018, 9:00 a.m.

Grand Erie District School Board – Brant Room
349 Erie Avenue, Brantford

The committee received the Policy and Procedure 018-023 as information only.

The committee agreed to provide feed back on the draft policies 018-023 and procedures to P. Kuckyt on or before February 8, 2019.

7.2 Letter to C. Hayward

P Kuckyt reviewed the letter received from C. Hayward, Director of School Board Business Support Branch, Ministry of Education. P Kuckyt highlighted the original letter and reported that the letter will be resubmitted as a result of the Provincial government change of leadership.

7.3 2017-18 School Survey Results

P Kuckyt reviewed the 2017-18 school survey results and compared them to the previous year. He highlighted that the survey is anonymous and sent to all school principals. There was a slight increase to the degree of how satisfied they are with STSBHN and the services they provide to their school. It was recommended that the neutral responses would be investigated and that the survey be restructured with a possible “not applicable” section.

7.4 Pilot Initiative Review

P Kuckyt reported on the pilot initiative focussing on communication and student safety which STSBHN looks to participate in. This pilot is scheduled to run from November to March of this school year. P Kuckyt highlighted the pilot company, EZ-en-route, and the services they provide. P Kuckyt will work with the privacy officers from the member boards to ensure that privacy/consent is addressed before implementing and will be investigating the total cost of this service.

8.0 Adjournment

Moved by: B Chopp

Seconded by: T Grice

“That the October 30, 2018 STSBHN Board of Directors meeting be adjourned at 9:59 a.m.”

CARRIED.



Student Transportation Services Board of Directors' Meeting

Tuesday, October 30, 2018, 9:00 a.m.
Grand Erie District School Board – Brant Room
349 Erie Avenue, Brantford

Next Meeting dates

All located at the GEDSB-Brant Room, 9 a.m.:

- Tuesday February 26, 2019
- Tuesday May 28, 2019

DRAFT



Title: Records Retention and Management	Procedure #: 018	Effective: Feb 2013
Section: Operating Guidelines	Page: 1 of 3	Review: Oct 2018 <u>2021</u>

Statement	<p>Student Transportation Services Brant Haldimand Norfolk recognizes and accepts its responsibility under all applicable privacy legislation. The consortium takes privacy very seriously and values and respects the privacy of all individuals. The consortium further commits that personal information will not be used or disclosed for purposes other than those for which it was collected except with the consent of the individual or as required by law.</p> <p>The regular review and purging of confidential documents is an important aspect of annual operations. Documents that fall outside of the required retention period will be disposed of in the appropriate manner.</p> <p>The responsibility for ensuring compliance with the records retention schedule rests with the Manager of Transportation Services.</p>
Procedure	<p>STSBHN shall manage and retain their records, both physical and electronic, according to the following schedule:</p> <p>Corporate Records</p> <ul style="list-style-type: none"> • Articles of Incorporation – Permanent • Legal Entity Status – Permanent • Business Number – Permanent • Tax Information – Permanent • Letters of Patent – Permanent • Membership Agreement – Permanent • By-laws – Permanent • Board Meeting Minutes and Resolutions – Permanent <p>Financial Records</p> <ul style="list-style-type: none"> • Audits – Lead Board records retention schedule • Financial Statements – Lead Board records retention schedule • General Ledger – Lead Board records retention schedule • Check Registers/ Books – Lead Board records retention schedule • Business Expense Documents – Lead Board records retention schedule • Bank Deposits – Lead Board records retention schedule • Cancelled Checks – Lead Board records retention schedule



Title: Records Retention and Management	Procedure #: 018	Effective: Feb 2013
Section: Operating Guidelines	Page: 2 of 3	Review: Oct 2018 <u>2021</u>

Procedure Con't...	<ul style="list-style-type: none"> • Invoices – Lead Board records retention schedule • Property / Asset Inventory – Lead Board records retention schedule • Petty Cash Receipts – Lead Board records retention schedule • Credit Card Receipts – Lead Board records retention schedule • Budget, Initial and Revised Estimates – current + previous 6 school years <p>Tax Records</p> <ul style="list-style-type: none"> • Annual Tax Filing – Lead Board records retention schedule • Payroll Registers – Lead Board records retention schedule • Payroll Tax Withholdings – Lead Board records retention schedule • Earnings Records – Lead Board records retention schedule • Payroll Tax Returns – Lead Board records retention schedule <p>Insurance Records</p> <ul style="list-style-type: none"> • Property Insurance Policy – Lead Board records retention schedule • General Liability Insurance Policy – Permanent • Insurance Claims Materials – Permanent • Insurance Dispersements/ Denials – Permanent • WSIB Materials – Lead Board records retention schedule <p>Contracts</p> <ul style="list-style-type: none"> • Insurance Contracts – Permanent • Employee Contracts – Lead Board records retention schedule • Legal Correspondence – Permanent • Loans, Mortgages, Leases or Deeds – Lead Board records retention schedule • Vendor Contracts – 7 years past contract expiration • Warranties – 7 years past contract expiration • Operator Contracts - Permanent <p>Management Plans and Procedures</p> <ul style="list-style-type: none"> • Annual goals and Objectives – 7 years past expiration • Business / Operating Plans - 7 years past expiration • Consortium Policies and Procedures – Permanent
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Title: Records Retention and Management	Procedure #: 018	Effective: Feb 2013
Section: Operating Guidelines	Page: 3 of 3	Review: Oct 2018 2021

Procedure Con't...	<p>Employee Files</p> <ul style="list-style-type: none"> • General Content (resume, offer of employment, performance appraisals, etc) - Lead Board records retention schedule • Job Descriptions - Lead Board records retention schedule • Recruitment Packages: resumes and interview packages of unsuccessful candidate(s) - Lead Board records retention schedule • Unsolicited Resumes – Destroy upon receipt • Training Records - Lead Board records retention schedule <p>Student Data</p> <ul style="list-style-type: none"> • Electronic Student Data – Current + 1 year • Application Forms (TF001) – Current + 1 year • Special Education Descriptions – Current + 1 year • Special Equipment Requests – Current + 1 year • JK/ SK Contracts – Current + 1 year • Taxi Service Forms – Current + 1 year <p>Other</p> <ul style="list-style-type: none"> • Staff Meeting Minutes – Permanent • Route/ Facility Audit – Current + 4 years <p>Document Protection</p> <p>All documents, hardcopy and electronic, will be stored in a protected environment for the duration of the document retention schedule as set out above.</p> <p>Document Destruction</p> <p>Hardcopy documents will be destroyed by shredding upon reaching the end of the retention period. Electronic documents will be destroyed by proven means upon the end of the retention period.</p> <p>Provision for Documentation for Investigations or Litigation Documents requested and subpoenaed by legally authorized persons will be provided in a reasonable and timely fashion. The Manager of Transportation Services will authorize the provision of the required documents. No documents will be concealed, altered or destroyed with the intent to obstruct the investigation or litigation.</p>
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Title: Child Booster/ Car Seats	Procedure #: 019	Effective: Nov 5, 2010
Section: Specialized Transportation	Page: 1 of 2	Review: Oct 20<u>21</u>18

Statement	In accordance with the provisions of the Highway Traffic Act Bill 73 and the requirements of Regulation 613 Seat Belt Assemblies, STSBHN shall provide child booster seats for students.
Procedure	<p>STSBHN provides child booster seats for all passengers as prescribed by the regulation who ride in a vehicle that is equipped with a lap and shoulder combination belt.</p> <p>Booster seats will be provided for students who meet ALL of the following criteria:</p> <ul style="list-style-type: none"> • are under 8 years of age, • weigh more then 18 kg but less than 36 kg, and • are less than 145 cm tall <ol style="list-style-type: none"> 1. It is also required to provide forward-facing child car seats for all passengers who: <ul style="list-style-type: none"> - weigh between 9-18 kg (20-40 lbs), and - attend a school associated with a member board. 2. Operators shall provide their employees, who transport young students, with training on how to install child booster and car seats, so that they know how to secure them correctly in place in the vehicle that they are operating. 3. STSBHN staff shall, upon being notified by a parent, <u>board staff</u> or school staff member of the need, provide training on how to properly secure a car seat to the vehicle that the student has been assigned <u>make arrangements to have the appropriate car/ booster seat available to the school bus operator.</u> 4. It is the responsibility of parents/guardians and school staff to ensure that students are sitting properly in their seats and that their seat belts are buckled before the vehicle departs; bus drivers are not expected to secure a student. 5. The parent/guardian, in cooperation with the school principal, shall complete the Booster and Car Seat Request form (TF019) to indicate the student's age, height, and weight. 6. The child booster and car seats shall remain the property of STSBHN, which shall keep an up-to-date inventory



Title: Child Booster/ Car Seats	Procedure #: 019	Effective: Nov 5, 2010
Section: Specialized Transportation	Page: 2 of 2	Review: Oct 2011¹⁸

	record of its booster seats and ensure that all such assets are valid, <u>clean</u> and in good working condition.
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Title: Special Education and Medical Transportation	Procedure #: 020	Effective: Nov 5, 2010
Section: Specialized Transportation	Page: 1 of 3	Review: Oct 20 11 ¹⁸

Statement	<p>Specialized transportation services may be approved if a student meets any of the following criteria:</p> <ol style="list-style-type: none"> 1. Has a physical disability that prevents him/her from boarding a full-size bus and/or walking to his/her seat. 2. Attends a congregated, specialized program outside his/her school catchment area, which has been approved to receive transportation services <u>which is beyond the board's defined eligibility distance.</u> 3. Has been identified by the school boards' Special Education Department as requiring specialized transportation. 4. Has a chronic, medically documented, condition which requires special consideration. <p>Special transportation requests are approved on an annual basis and must be reviewed each year.</p>
Procedures	<p style="text-align: center;"><u>Specialized Education Transportation</u></p> <p>The Special Education Department shall:</p> <ol style="list-style-type: none"> 1. Before the end of the school year, provide STSBHN <u>with a</u> list of all the students who are registered in a specialized program for the next school year. 2. Provide STSBHN with all of the student's information (school of attendance, address, phone, parent/guardian contact, special transportation requirements, etc.) <u>including all details on services requirements to meet the student's unique needs.</u> 3. Update STSBHN staff of new students entering specialized programs and changes to previously identified students, via board specific form. <p>The Transportation Coordinator for Provincial Schools and Principal of provincial school(s) shall:</p> <ol style="list-style-type: none"> 1. Before the end of the school year, provide STSBHN a list of all the students who are registered as a resident student as

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Title: Special Education and Medical Transportation	Procedure #: 020	Effective: Nov 5, 2010
Section: Specialized Transportation	Page: 2 of 3	Review: Oct 20 11 ¹⁸

<p>Procedures...continued</p>	<p>well as daily transported students at a provincial school for the next school year.</p> <ol style="list-style-type: none"> 2. Provide STSBHN with all of the student's information (school of attendance, address, phone parent/guardian contact, special transportation requirements, etc) including all details on services requirements to meet the student's unique needs. 3. Maintain an up-to-date list of all students attending a provincial school. <p style="text-align: center;">Medical Transportation</p> <p>The Principal with consultation with the Special Education Department shall:</p> <ol style="list-style-type: none"> 1. Review and approve, when warranted, temporary/ short-term transportation requests for medical reasons. These requests, if approved, will be made for a period of up to twenty (20) days when accompanied by a doctor's note. For a twenty (20) day extension of the temporary transportation, another doctor's note and approval from the principal is needed. 2. If the request was made for medical reasons that are not short-term in temporary/ short-term in nature, have a medical practitioner complete a Request for Special Transportation Medical (TF011) form, available from www.stsbhn.ca, which stipulates, in specific terms, why a student's health necessitates the provision of transportation and for the term which services are required. 3. Forward the request to STSBHN. <p style="text-align: center;">Specialized Education and Medical Transportation</p> <p>STSBHN shall:</p> <ol style="list-style-type: none"> 1. Consult with the Special Education Department and/or Principal on all specialized transportation requests that do not have the completed documentation.
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Title: Special Education and Medical Transportation	Procedure #: 020	Effective: Nov 5, 2010
Section: Specialized Transportation	Page: 3 of 3	Review: Oct 20 11 ¹⁸

	<ol style="list-style-type: none"> 2. For medical requests that are not temporary/ short-term in nature, staff shall consolidate and analyze the medical documents and then provide a recommendation to the Superintendent of Education, for the school site that the request originated, who in consultation with the appropriate board staff, will render a decision <u>if transportation services will be provided.</u> 3. Organize the most cost-effective transportation for approved requests <u>that meet the requirements detailed in the request.</u> 4. Maintain an up-to-date list of students receiving special transportation services; indicate the type of transportation provided and the date when the approved transportation will end. 5. Provide parents, schools and Board administrators with updated student transportation information via the online portal.
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Title: Anaphylaxis and Asthma Emergency Procedures	Procedure #: 021	Effective: Nov 5, 2010
Section: Emergency Procedures	Page: 1 of 4	Review: Oct 2014²¹

Statement	<p>STSBHN recognizes that, during the bus trip from home to school and back, it may be necessary to immediately administer the medication, using the EPINEPHRINE auto-injector or an inhaler, to students who have a life-threatening allergic reaction or breathing conditions.</p> <p>STSBHN supports transportation service providers in implementing this measure.</p>
Procedures	<p>The bus driver may administer the medication according to the following protocol:</p> <ol style="list-style-type: none"> 1. The student's parent or guardian must have completed and signed the Life-Threatening Management and Prevention Plan form (TF002), or other Board specific form, which must be signed by a doctor and given to the school. 2. The student must carry the medication on his/her person. <p>When a bus driver uses the EPINEPHRINE auto-injector or inhaler, he/she does so in accordance with the policy of STSBHN and applying the "in loco parentis" principle, not as a health professional.</p> <p>All students identified as having life-threatening allergic reactions and/ or who suffer from breathing conditions, and who carry medication on their person, must hand in the Life-Threatening Management and Prevention Plan form (TF002), or other Board specific form, fully completed and signed to their school's principal. This request will remain valid until the pupil's pathological condition requires a new statement from the doctor. It is the responsibility of the child's parent or guardian to notify the school, who then notify STSBHN, about any changes or about the expiry date of the doctor's prescription.</p> <p>Once the (TF002) Life-Threatening Management and Prevention Plan form, or other Board specific form, has been completed and submitted to the school, a copy will be forwarded to STSBHN.</p>



Title: Anaphylaxis and Asthma Emergency Procedures	Procedure #: 021	Effective: Nov 5, 2010
Section: Emergency Procedures	Page: 2 of 4	Review: Oct 202118

Procedures...continued	<p>Each year, STSBHN shall provide the all relevant information to the school bus operators, who in turn must provide this information to their bus drivers and their school bus dispatcher(s),</p> <p>School bus operators will coordinate training sessions for their bus drivers at the beginning of each school year, or as required. It is the responsibility of the parent/guardian to inform bus drivers about the location of the epinephrine auto-injector or inhaler on the student's person. It is <u>not</u> the responsibility of the bus driver to carry or store either device.</p>
Responsibilities	<p>Each day, a seat in the first row, located across the aisle from the bus driver's seat, must be reserved for each student for whom STSBHN has received a request and a consent form to administer a medication in life-threatening emergency situations. This measure is compulsory for all identified students in Grades <u>JK through 3</u> or lower, and is strongly recommended for these students in Grade 4 or higher <u>through 12</u>.</p> <p>Whenever an identified student appears to have problems during his/her travel on a school bus, ±</p> <p>The bus driver must:</p> <ol style="list-style-type: none"> 1. Stop the vehicle and ensure that it is completely immobilized. 2. Assess the situation and determine whether to administer medication to this student, using the auto-injector or inhaler. 3. If it proves necessary to administer medication with a device, do so and contact the dispatcher immediately to indicate the location of the incident and to request that emergency services be dispatched. 4. Watch over the pupil until the arrival of the emergency services team. 5. Ensure that the device that was used is given to the emergency services team.
Responsibilities... continued	



Title: Anaphylaxis and Asthma Emergency Procedures	Procedure #: 021	Effective: Nov 5, 2010
Section: Emergency Procedures	Page: 3 of 4	Review: Oct 2014²¹

Responsibilities... continued	<p>The dispatcher must:</p> <ol style="list-style-type: none"> 1. Confirm with the bus driver the time and location of the incident. 2. Inform the 911 emergency services and STSBHN of the student(s) involved in the medical emergency. 3. Remain in contact with the 911 emergency services staff and with the bus driver. 4. Ensure the bus operator submits a report to STSBHN within 48 hours following the incident describing the use of the medication. 5. Dispatch another school bus to assist with completing the bus route if necessary. <p>The School Principal must:</p> <ol style="list-style-type: none"> 1. Notify the parent/guardian of the student involved of the incident and where their child has been taken. 2. If epinephrine was administered on the bus, remind the parent/guardian that they need to provide a new auto-injector when their child returns to school. 3. Prepare a letter for parents/guardians to inform them about the incident that took place on the bus for the students to take home with them after school. <p>STSBHN must:</p> <ol style="list-style-type: none"> 1. Inform the school principal, or their designate, of the medical emergency and keep them updated on the status of the event. 2. Oversee the incident and provide guidance and support to the school and bus operator. 3. Provide the appropriate documentation to the school board of the student involved in the incident.
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Title: Anaphylaxis and Asthma Emergency Procedures	Procedure #: 021	Effective: Nov 5, 2010
Section: Emergency Procedures	Page: 4 of 4	Review: Oct 2010²¹18

	<p>4. In situations where the school cannot be contacted, notify the parent/ guardian of the student involved in the incident and indicate where the child has been taken to receive medical care.</p>
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Title: First Aid - CPR	Procedure #: 022	Effective: Nov 5, 2010
Section: Emergency Procedures	Page: 1 of 2	Review: Oct 20<u>21</u>18

Statement	STSBHN recognizes that, while transporting students, it may be necessary to perform cardiopulmonary resuscitation (CPR) or First Aid on a student in medical distress.
Procedures	In accordance with the following procedure, a bus driver may perform CPR or First Aid emergency procedures as required and applying the "in loco parentis" not as a health care provider.
Responsibilities	<p>Whenever a student appears to experience discomfort, breathing difficulties <u>and/or indicates that they are injured,</u> or other difficulties.</p> <p>The Driver must:</p> <ol style="list-style-type: none"> 1. Stop the vehicle and ensure that it is completely immobilized. 2. Ensure that all passengers are safe. 3. Assess the situation and determine whether to perform emergency first aid and/ or CPR on the student. 4. Contact the dispatcher immediately to indicate the location of the incident and to request that emergency services be dispatched immediately. 5. Watch over the student until the arrival of the emergency services team. <p>The Dispatcher must:</p> <ol style="list-style-type: none"> 1. Confirm with the bus driver the time and location of the incident. 2. Inform 911 emergency services, the school, and STSBHN of the student(s) involved in the incident. 3. Remain in contact with the emergency services and with the bus driver. 4. Within 48 hours following the incident, submit a report to



Title: First Aid - CPR	Procedure #: 022	Effective: Nov 5, 2010
Section: Emergency Procedures	Page: 2 of 2	Review: Oct 2014¹⁸

Responsibilities... continued	<p>STSBHN, describing the incident involving the use of CPR or First Aid.</p> <p>The School Principal must:</p> <ol style="list-style-type: none"> 1. Notify the parents or guardians of the student(s) involved in the incident and where their child has been taken to receive further medical treatment. 2. Prepare a letter for parents/guardians to inform them about the incident that took place on the bus, for the students to take home with them. <p>STSBHN must:</p> <ol style="list-style-type: none"> 1. Oversee the incident and provide guidance and support to the school and bus operator. 2. Provide appropriate documentation to the school board of the student involved in the incident. 3. In situations where the school can not be contacted, notify the parent/ guardian of the student involved in the incident and indicate where the child has been taken to receive medical care.
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Title: Accident/ Incident Procedures	Procedure #: 023	Effective: Nov 5, 2010
Section: Emergency Procedures	Page: 1 of 5	Review: Oct 20<u>21</u>18

Statement	In the event that a school bus is involved in an accident or incident, a series of communications and actions must take place, depending on the seriousness of the accident or incident. Our first priority is the students' safety and well-being.
Definition(s)	<p>For the purpose of the procedure, the following definitions will apply:</p> <p>Accident: any occurrence where a school purpose vehicle, with children on board, comes in contact with another vehicle or damage occurs to private property.</p> <p>Incident: any occurrence where a child requires medical attention (allergy or seizure), becomes injured either while riding on the bus or while entering/ exiting the vehicle or when a school purpose vehicle unintentionally leaves the roadway.</p>
Responsibilities during an Accident	<p>Responsibilities of the Bus Driver:</p> <ol style="list-style-type: none"> 1. Verify the passengers' condition and ensure that all passengers are safe. 2. Assist any student(s) if <u>that are</u> injured. 3. If <u>the evacuation of the bus is</u> required, ask a responsible student on the bus to <u>assist in keeping</u> the group of students together until the arrival of the emergency team(s). 4. Contact the dispatcher to report the accident (time, location, etc.). If required, request that emergency team(s) be dispatched to the scene of the accident. 5. Assist the injured student(s) until the arrival of the emergency team(s), without moving him/her, unless it is absolutely necessary. 6. Keep the students who are not injured away from any source of danger. 7. Prepare a student list along with injuries sustained.



Title: Accident/ Incident Procedures	Procedure #: 023	Effective: Nov 5, 2010
Section: Emergency Procedures	Page: 2 of 5	Review: Oct 20 11 <u>18</u>

<p>Responsibilities during an Accident continued...</p>	<p>Responsibilities of the School Bus Operator:</p> <ol style="list-style-type: none"> 1. Call emergency services, i.e. police, fire and ambulance. 2. Immediately inform <u>the Manager of Transportation Services of STSBHN</u> as well as the school principal(s) about the details of the accident or incident, including the students' and bus driver's condition. 3. Dispatch a replacement vehicle and driver to cover the route, <u>if required</u>. 4. Dispatch a person in charge of accidents to the scene in order to take photographs and record details pertaining to the accident as well as provide additional assistance <u>managing the at the scene of the accident</u>. 5. Students are only to be transferred to another vehicle once they have been released by police or other emergency services personnel, <u>unless permission has been granted by the Manager of Transportation Services</u>. 6. Submit an Accident/ Incident Report (TF010) or operator equivalent to STSBHN within 48 hours following the accident. <p>Responsibilities of the School Principal:</p> <ol style="list-style-type: none"> 1. Alert <u>the Manager of Transportation Services of STSBHN</u> if contact has not been made. 2. Forward the instructions of STSBHN to the school staff. 3. Inform, <u>by phone call</u>, the parents/guardians of <u>affected the students who were on the bus at the time of the accident</u> children. 4. Designate staff member<u>(s)</u> to respond to questions from the parents/guardians or to meet with them. 5. If required, delegate staff members to go to the hospital. 6. Prepare a letter for parents/guardians with the assistance of the Manager of Communications of the school board that has the bus involved in the accident.
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Title: Accident/ Incident Procedures	Procedure #: 023	Effective: Nov 5, 2010
Section: Emergency Procedures	Page: 3 of 5	Review: Oct 20 <u>21</u> 18

<p>Responsibilities during an Accident continued...</p>	<p>Responsibilities of Staff of STSBHN:</p> <ol style="list-style-type: none"> 1. Record all the pertinent information in writing at the time of the first contact. 2. Make contact with the school principal <u>or their designate</u>. 3. Inform the members of the STSBHN Operations Committee, <u>whose students were involved in the accident, who will so that they can</u> notify the appropriate contacts in their respective boards. 4. Direct the parents/guardians phone calls to the school to speak with the principal. 5. If the school and/ or principal cannot be reached, inform the parents/guardians of the students who were on the bus. 6. Keep a telephone line free for communication. 7. Send one or more staff representatives to the scene of the accident and/or hospital if required. 8. Direct phone calls from the media to the Manager of Communication of the affected school board that has the bus involved in the accident. 9. <u>8. Submit an Accident/ Incident Report (TF010) and staff notes relating to the accident to the Board office within 48 hours. In the event of any injuries, submit the appropriate documentation to the insurance company of STSBHN.</u> <p>Responsibilities of the School Administrative Support Staff:</p> <ol style="list-style-type: none"> 1. Record in writing all information about the phone calls concerning the accident. 2. Report the facts clearly and accurately. 3. Inform STSBHN of any new developments. 4. Forward the instructions of STSBHN to the appropriate staff.
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Title: Accident/ Incident Procedures	Procedure #: 023	Effective: Nov 5, 2010
Section: Emergency Procedures	Page: 4 of 5	Review: Oct 2010<u>11</u>

	<ol style="list-style-type: none"> 5. Follow the school principal's instructions. 6. Direct phone calls from the media to the Manager of Communications of the school board that has the bus involved in the accident.
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<p>Responsibilities during an Incident</p>	<p>Responsibilities of the Bus Driver:</p> <ol style="list-style-type: none"> 1. Verify the passengers' condition. 2. Ensure that all passengers are safe. 3. Contact his/her company dispatcher: <ul style="list-style-type: none"> • To inform him/her of the time and location of the accident or incident. • To ask that emergency services and the police be dispatched, if necessary. • To request a new vehicle, if required. 4. To comfort the students until the arrival of the replacement bus<u>vehicle</u>. 5. Collect the names of the students on board and any other pertinent information. <p>Responsibilities of the School Bus Operator:</p> <ol style="list-style-type: none"> 1. Dispatch the appropriate emergency services, if required, to the scene of the incident immediately. 2. Contact the school Principal 3. Dispatch a replacement bus<u>vehicle</u> to the scene, if required. 4. Inform school and STSBHN about the incident. 5. Send Accident/ Incident Report (TF010) to STSBHN within 48 hours after the accident or incident along with the student list as collected by the driver. <p>Responsibilities of Staff of STSBHN:</p>
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Title: Accident/ Incident Procedures	Procedure #: 023	Effective: Nov 5, 2010
Section: Emergency Procedures	Page: 5 of 5	Review: Oct 20<u>21</u>18

Responsibilities during an Incident continued...	<ol style="list-style-type: none"> 1. Record all the pertinent information in writing. 2. Contact the school principal if contact was not made by the Operator. 3. Inform the required members of the Operations Committee of STSBHN. 4. Submit (TF010) Accident/ Incident Report and staff notes relating to the incident to the Board office. <p>Responsibilities of the School Principal:</p> <p><u>7. Inform, by phone call, the parents/guardians of the students who were on the bus at the time of the incident.</u></p> <p>1. Inform the parents/guardians of the situation.</p> <p>2.<u>1.</u> Forward instructions of STSBHN to the appropriate staff.</p> <p>3.<u>2.</u> Prepare and distribute a letter to affected parents/guardians.</p> <p>Responsibilities of the School Administrative Support Staff:</p> <ol style="list-style-type: none"> 1. Record all the pertinent information in writing and forward it to the school principal. 2. Report the facts clearly and accurately. 3. Follow the school principal's instructions.
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**REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC
DISTRICT SCHOOL BOARD COMMITTEE OF THE WHOLE**

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

TRUSTEE EXPENSES ONLINE
Public Session

BACKGROUND INFORMATION:

Board Policy 100.10 details provisions with respect to *Trustee Expenses*. Section 7.7 states that *trustee expenses will be reported to the Board in a public session annually*. At the Committee of the Whole meeting of November 18, 2014, trustees approved the posting of a summary of trustee monthly expense reports on the Board's website on an annual basis.

DEVELOPMENTS:

The table, as presented in Appendix A, summarizes trustee expenses for the period September 1, 2017 to August 31, 2018. This table will be posted on the Board's website in compliance with the above policy.

The annual Trustee Expense Report indicates that trustees have underspent their budget allocation for the year ended August 31, 2018.

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Trustee Expenses Online Report.



Annual Trustee Expense Report
for the Year
September 1, 2017 to August 31, 2018

Trustee	Travel	Communications	Professional Development / Conferences	Service Equipment (computer, modem, printer / scanner, copier)	Other	Total Expenses by Trustee
Rick Petrella, Chair	518.00	960.52	7,405.96	28.88	1,540.46	\$10,453.82
Dan Dignard, Vice-Chair	1,164.54	1,570.90	2,280.72	28.88	1,646.70	\$6,691.74
Cliff Casey	2,406.04	1295.47	6,045.27	28.88	2,551.78	\$12,327.44
Bill Chopp	219.77	1,511.69	710.94	28.88	1,540.47	\$4,011.75
Carol Luciani	1,690.60	1,023.80	1,015.05	28.88	1,607.90	\$5,366.23
Bonnie McKinnon	2,067.45	1,489.86	3,012.24	28.88	1,689.00	\$8,287.43
TOTAL	\$8,066.40	\$7,852.24	\$20,470.18	\$173.25	\$10,576.31	\$47,138.41
2017-18 TRUSTEE BUDGET						\$55,800.00

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

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

INSURANCE RENEWAL

Public Session

BACKGROUND INFORMATION:

The Board's property and liability insurance is currently covered by the Ontario School Boards' Insurance Exchange (OSBIE), which is a reciprocal cooperative established in 1987. Premiums are established annually based on OSBIE's overall experience. OSBIE insures most school boards and several joint ventures in Ontario.

DEVELOPMENTS:

For 2019, based on actuarial estimates, OSBIE has approved the following general rate adjustments:

	General Rate Adjustment %	BHNCDSB Rate Adjustment %
Liability	-1.8	2.27
Property	-5.0	-1.00
Boiler and Machinery	0.0	-2.78
Crime	0.0	2.27
Automobile	0.0	0.00
Privacy Data Liability	0.0	1.96

Overall improvements in the quality of risk have resulted in general rate decreases in Liability and Property insurance rates.

In addition to their regular insurance program, OSBIE provides an incentive program to help reduce fees even further.

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the 2019 insurance renewal premium, payable to the Ontario School Boards' Insurance Exchange, in the amount of \$138,054, excluding PST.

Brant Haldimand Norfolk Catholic District School Board

OSBIE INSURANCE

Insurance Premium Excluding Taxes					
Description	2016	2017	2018	2019	% Increase / Decrease
Property	79,086.00	63,303.00	57,530.00	54,155.00	-5.9
Crime	4,910.00	4,936.00	5,071.00	5,186.00	+2.2
Boiler and Machinery	4,718.00	4,592.00	4,592.00	4,465.00	-2.8
Liability	68,322.00	70,211.00	63,636.00	63,137.00	-0.8
Non-Owned Auto	690.00	709.00	643.00	638.00	-0.8
Subtotal	157,726.00	143,751.00	131,472.00	127,581.00	
Fleet Automobile	9,832.00	7,414.00	6,969.00	6,969.00	0.0
Privacy Data Liability	3,040.00	3,056.00	3,150.00	3,504.00	+1.9
Total Insurance Premium	\$170,598.00	\$154,221.00	141,591.00	138,054.00	
Coverages:					
• Total Property	Unlimited				
• Crime	\$500,000				
• Deductible	\$10,000 / claim				
• Boiler and Machinery	Unlimited				
• Auto Limit	\$20 million				
• Liability	\$27 million				
• Privacy Data	\$2 million				

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: November 20, 2018
Submitted by: Chris N. Roehrig, Director of Education & Secretary

SAFE AND ACCEPTING SCHOOLS UPDATE

Public Session

BACKGROUND INFORMATION:

As defined in the Board policy and administrative procedure Student Behaviour, Discipline and Safety 200.09, a District Safe and Accepting Schools Committee (DSASC) shall be formed to develop, implement and monitor a District Safe and Accepting Schools Plan (DSASP). The purpose of the DSASP is to provide direction for the Board and individual schools when addressing student behaviour, discipline and safety in a manner that is consistent with the beliefs stated in the policy.

DEVELOPMENTS:

In accordance with the Student Behaviour, Discipline and Safety policy and administrative procedure, the 2016-2018 DSASP is scheduled for review. The DSASC held its first meeting on October 18, 2018 for the purpose of updating the plan. The committee includes the following members: Superintendent, Michelle Shypula, Elementary Principals, Heidi Pasztor, Dan Pace and Dale Petruka-Schoffro, Secondary Vice-Principal, Patrick Brophy, Religion and Family Life Consultant, Keri Calvesbert, Student Achievement Coordinator: Special Education, Carmen McDermid, Child and Youth Worker, Sherry Pilon, Mental Health Lead, Dianne Wdowczyk and Disability Management and Safety Coordinator, Deborah King-Bonifacio. As set out in Appendix A, the revised 2019-2021 DSASP was informed using a review of resources, programs and supports related to safe school initiatives and feedback from the 'Every Voice Counts Thought Exchange Community' engagement.

The revised DSASP will be communicated to principals in December. This plan will form the foundation for individual School Safe and Accepting School Plans (SSASP) which will be developed by School-based Safe and Accepting School Teams (SSAST) and ready for implementation in the new year. School administrators are expected to communicate the SSASP to pupils, school staff and the Catholic School Advisory Councils. Additionally, the 2019-2021 DSASP will be communicated to pupils through the Student Senate, school staff, the Special Education Advisory Committee, the Regional Catholic Parent Involvement Committee, the Catholic School Advisory Councils, and school bus operators and drivers. The DSASP will be available on the Board website and each SSASP will be posted on their websites.

RECOMMENDATION:

THAT the Committee of the Whole refers to the Safe and Accepting Schools Update report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Priority Area	Goals	Key Activities	Indicators of progress
	<p>3. To promote and provide resources/materials necessary to be sure ALL students feel accepted and part of the school community.</p>	<p>Provide a list of suggested resources/activities to schools that help to promote safe and caring classrooms and that align with the Board’s Religion Curriculum, Renewing the Promise: Pastoral Letter, and our current Board Theme.</p> <p>Continue to provide and utilize resources for reference in classrooms to promote safe, inclusive and caring learning environments (i.e., Indigenous Education resources, Supporting Minds document, relevant educational book club (e.g., Lost at School), Spec-Ed resources for schools such as sensory bins, reading materials, along with support as required from the Board Itinerant Self-Reg SERT).</p>	<p>A list of suggested resources/activities will be created, provided and utilized in all schools over the duration of the 2019-21 school years.</p> <p>Appropriate resources and communication materials are utilized in schools and will be accessible on the Board website when possible.</p>
<p>Promoting Mental Health and Wellness</p>	<p>1. Continue the practice of Christian Meditation while also introducing new prayer experiences.</p> <p>2. Ensure access to mental health prevention and promotion programs are available in schools and to students.</p>	<p>Continue the practice of Christian Meditation with all students while also introducing new prayer experiences (e.g. Lectio and Visio Divina).</p> <p>‘Mind UP’ Curriculum, JACK Project and Jack Chapters (High Schools). ‘Mindfulness Without Borders’ pilot project in Secondary English Classrooms.</p> <p>Continue the partnership with John Howard Society to support the use of RESTORATIVE PRACTICES within our schools, while also building educator capacity in the use of daily/weekly restorative practices.</p>	<p>There is visible evidence that school communities (and classrooms) are participating on a regular basis in Christian Meditation and other prayer experiences.</p> <p>Measurement tools where applicable (e.g., teacher, parent observations & tools provided with selected programs) should indicate students feel better equipped to identify and support their own mental health needs and access help if needed.</p> <p><i>Decision Support Tool</i> to be utilized when considering resources from outside the board.</p> <p>Use of Restorative Practices will be utilized in a more consistent manner within classrooms by teachers on a daily and/or weekly basis.</p>
<p>Capacity Building</p>	<p>1. Ensure that potentially high-risk behaviour of students is properly assessed and supported.</p>	<p>Provide ongoing training for all principals and other relevant staff in the area of Violent Threat Risk Assessment Protocol and other pertinent training (e.g., Trauma Response Education training, NVCI, SAFE TALK and ASIST Training) on an as needed basis or by request.</p>	<p>Students who are having suicidal ideation and self-harm will be connected to help. Administrators and other trained staff will state an increased comfort and ability to support students/schools in times of crisis.</p>

Priority Area	Goals	Key Activities	Indicators of progress
	<p>2. Become better informed to the legalization of recreational cannabis across the district.</p> <p>3. Implement online training (SAFESCHOOLS Training) to address safe schools issues (bullying, abuse, harassment and discrimination).</p> <p>4. Implement the practices that are within the revised Emergency Response Binder as required within schools and across the District.</p>	<p>Introduce and educate school administrators and staff to promote safe and healthy school communities in relation to recent legalization of recreational cannabis.</p> <p>Participate in the CAMH 2019 Ontario Student Drug Use and Health Survey.</p> <p>SAFESCHOOLS online training, including bullying recognition and response will be accessible for completion by all BHNCDSD employees during the 2018-2019 school year.</p> <p>Revised Emergency Response Binder will be shared and reviewed with principals for planned implementation during the 2018-2019 school year.</p>	<p>Students will understand the impact of early cannabis use.</p> <p>Youth are prevented from starting to use cannabis and there will be no evidence of use of cannabis on school property and at school sanctioned events.</p> <p>Continued support is provided in cases where use is problematic.</p> <p>Staff at all levels within the district will acknowledge more understanding and comfort in regards to issues surrounding safe schools. More consistent approaches and practices will be practiced across the district.</p> <p>In the event of emergencies, the Emergency Binder material will be followed.</p> <p>Revised Emergency Response Binder informs school practices and procedures.</p>

Helpful Resources:

- [https://bhncdsbca.sharepoint.com/Intranet/BHNOOffice/School%20Office%20Management/Student%20Behaviour,%20Discipline,%20Safety%20\(i.e.,%20Code%20of%20Conduct,%20Suspensions,%20Expulsions,%20Violent%20Incidents\)/0%20-%20StudentBehaviour,Discipline&Safety_200.09_Policy&AP.pdf](https://bhncdsbca.sharepoint.com/Intranet/BHNOOffice/School%20Office%20Management/Student%20Behaviour,%20Discipline,%20Safety%20(i.e.,%20Code%20of%20Conduct,%20Suspensions,%20Expulsions,%20Violent%20Incidents)/0%20-%20StudentBehaviour,Discipline&Safety_200.09_Policy&AP.pdf)
- [https://bhncdsbca.sharepoint.com/Intranet/TeamSites/principals/Shared%20Documents/Compassionate%20Care%20Resources%20\(Tragedy%20Response\)/Compassionate_Care_Response_Guidelines_20150127.pdf](https://bhncdsbca.sharepoint.com/Intranet/TeamSites/principals/Shared%20Documents/Compassionate%20Care%20Resources%20(Tragedy%20Response)/Compassionate_Care_Response_Guidelines_20150127.pdf)
- <http://www.edu.gov.on.ca/eng/multi/english/BullyingEN.pdf>
- <https://edu.gov.on.ca/eng/safeschools/respect.html>
- <http://www.edu.gov.on.ca/eng/healthyschools/educators-resources.html>
- <http://www.prevnet.ca/sites/prevnet.ca/files/fact-sheet/PREVNet-SAMHSA-Factsheet-Bullying-Definitions.pdf>
- <http://www.prevnet.ca/resources/tip-sheets>

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

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

BOARD ENROLMENT AS OF OCTOBER 31, 2018
Public Session

BACKGROUND INFORMATION:

The October 31st enrolment report, which is submitted to the Ministry of Education, is important as it impacts grants that the Board receives to maintain its programs.

DEVELOPMENTS:

Attached is the enrolment report, which indicates students attending our schools as of October 31, 2018. Actual enrolment for June and October 2018 are provided, as well as Ministry projections for October 2018. A column is provided to show enrolment variance at October between actual and projected enrolments, as well as a column to show enrolment variance between actual June and actual October student enrolment.

In the elementary panel, the actual Full-Time Equivalent (FTE) enrolment on October 31, 2018 is higher than projected in Estimates by 60 students. In the secondary panel, the actual FTE enrolment is higher than projected in Estimates by 128 students. With respect to net increase/decrease of students from June 2018, the actual FTE enrolment on October 31, 2018 is higher by 84 students in the elementary panel and 302 students higher in the secondary panel.

RECOMMENDATION:

THAT the Committee of the Whole refers the Board Enrolment as of October 31, 2018 report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

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

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

CASH / EQUIPMENT DONATIONS

Public Session

BACKGROUND INFORMATION:

In June 2003, the Board of Trustees approved the Cash / Equipment Donations 700.02 policy and administrative procedure. To meet the requirement of the policy, a report is to be presented to the Board for information to acknowledge donations of cash or equipment having a value greater than \$500.

DEVELOPMENTS:

The Cash / Equipment Donations report for the period September 1, 2017 to August 31, 2018 is attached as Appendix A.

In accordance with the *Municipal Freedom of Information and Protection of Privacy Act, (R.S.O. 1990 c.M.56)*, the names of donors have been redacted.

RECOMMENDATION:

THAT the Committee of the Whole refers the Cash / Equipment Donations report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

DONATIONS
Cash Receipts Summary
2017-18

Date Received		Purpose	Amount
8-Sep-17	Donor 1	Assumption College School / St. John's College Graduation	1,000.00
8-Sep-17	Donor 2	St. John's College Graduation	500.00
21-Sep-17	Donor 3	Assumption College School Graduation Dixon Scholarship	1,000.00
21-Sep-17	Donor 4	Assumption College School Graduation Dixon Scholarship	1,000.00
21-Sep-17	Donor 5	Assumption College School Graduation Dixon Scholarship	1,000.00
21-Sep-17	Donor 6	Assumption College School Graduation Dixon Scholarship	1,000.00
21-Sep-17	Donor 7	Assumption College School Eco Team	500.00
6-Oct-17	Donor 8	St. Basil Numeracy & Literacy Support Kindergarten	1,000.00
19-Oct-17	Donor 9	Assumption College School Graduation Lancaster Scholarship	7,000.00
19-Oct-17	Donor 10	St. John's College Graduation	500.00
3-Nov-17	Donor 11	St. John's College Graduation	500.00
30-Nov-17	Donor 12	St. John's College Construction Program	1,000.00
22-Dec-17	Donor 13	Assumption College School Pennies for Heaven	500.00
22-Dec-17	Donor 14	St. John's College Music Department	2,500.00
22-Dec-17	Donor 15	St. John's College Angel Campaign	500.00
19-Jan-18	Donor 16	St. John's College Mission Trip	500.00
19-Jan-18	Donor 17	St. John's College Mission Trip	500.00
19-Jan-18	Donor 18	St. John's College Mission Trip	1,000.00
19-Jan-18	Donor 19	St. John's College Mission Trip	500.00
19-Jan-18	Donor 20	St. John's College Mission Trip	500.00
9-Feb-18	Donor 21	Assumption College School STEM	500.00
9-Mar-18	Donor 22	St. Michael's, Dunnville Healthy Snack Program	500.00
29-Mar-18	Donor 23	Assumption College School Graduation	500.00
20-Apr-18	Donor 24	Holy Trinity Graduation	500.00
27-Apr-18	Donor 25	Holy Family Pasta Dinner & Auction	500.00
4-May-18	Donor 26	Holy Trinity Graduation	500.00
4-May-18	Donor 27	St. Gabriel Greening Project	500.00
4-May-18	Donor 28	St. Gabriel Greening Project	500.00
11-May-18	Donor 29	Assumption College School Graduation	600.00
25-May-18	Donor 30	Assumption College School Spring Fling	500.00
25-May-18	Donor 31	Assumption College School Spring Fling	500.00
25-May-18	Donor 32	Holy Trinity Graduation	550.00
31-May-18	Donor 33	Assumption College School Spring Fling	1,000.00
31-May-18	Donor 34	Holy Trinity Graduation	500.00
31-May-18	Donor 35	Holy Trinity Graduation	500.00
31-May-18	Donor 36	Holy Trinity Graduation	500.00
8-Jun-18	Donor 37	Assumption College School Graduation	3,000.00
8-Jun-18	Donor 38	Assumption College School Graduation	500.00
8-Jun-18	Donor 39	Assumption College School Graduation	1,200.00
8-Jun-18	Donor 40	Holy Trinity Graduation	1,000.00
15-Jun-18	Donor 41	Holy Trinity Graduation	500.00
15-Jun-18	Donor 42	Holy Trinity Graduation	500.00
15-Jun-18	Donor 43	Holy Trinity Graduation	500.00
15-Jun-18	Donor 44	Assumption College School / St. John's College Graduation	12,000.00

Date Received		Purpose	Amount
22-Jun-18	Donor 45	Assumption College School Graduation	500.00
22-Jun-18	Donor 46	Assumption College School Graduation	1,000.00
22-Jun-18	Donor 47	Assumption College School Graduation	500.00
22-Jun-18	Donor 48	Assumption College School Graduation	500.00
22-Jun-18	Donor 49	Assumption College School Graduation	500.00
29-Jun-18	Donor 50	St. John's College Mission Trip	500.00
29-Jun-18	Donor 51	St. John's College Graduation	1,000.00
29-Jun-18	Donor 52	St. John's College Graduation	2,000.00
29-Jun-18	Donor 53	St. John's College Graduation	500.00
29-Jun-18	Donor 54	St. John's College Graduation	2,000.00
29-Jun-18	Donor 55	St. John's College Graduation	1,588.00
29-Jun-18	Donor 56	St. John's College Graduation	2,000.00
29-Jun-18	Donor 57	St. John's College Graduation	500.00
29-Jun-18	Donor 58	St. John's College Graduation	1,000.00
29-Jun-18	Donor 59	St. John's College Graduation	1,045.00
29-Jun-18	Donor 60	St. John's College Graduation	500.00
29-Jun-18	Donor 61	Assumption College School / St. John's College Graduation	1,000.00
29-Jun-18	Donor 62	St. John's College Graduation	500.00
29-Jun-18	Donor 63	Holy Trinity Graduation	500.00
19-Jul-18	Donor 64	St. Joseph's STEM Donation	2,500.00
19-Jul-18	Donor 65	St. John's College Graduation	500.00

2018-19
Trustee Meetings and Events

Date	Time	Meeting/Event	New / Revised
November 14, 2018	10:30 am 3:00 pm	SAL In-take – Holy Trinity Executive Council Mtg.	
November 19, 2018	4:30 pm	Audit Committee Mtg.	
November 20, 2018	9:30 am 7:00 pm	SEAC Meeting Committee of the Whole	
November 22, 2018	3:30 pm	Arts on Fire Showcase at Assumption	New
November 27, 2018	4:00 pm 7:00 pm	Open House for Bonnie McKinnon Board Meeting	New
November 28, 2018	7:00 pm	System-Wide Parent Councils Adobe Connect Session	
December 4, 2018	6:30 pm 7:00 pm	Annual Meeting Mass (Bishop Dabrowski) Inaugural Board Meeting	
December 5, 2018	3:00 pm	Executive Council Mtg.	
December 6, 2018	9:00 am 1:00 pm	SAL In-take – St. John's SAL In-take – Assumption	
December 11, 2018	9:30 am 7:00 pm	SEAC Meeting Board Meeting	
December 12, 2018	10:30 am	SAL In-take – Holy Trinity	
<i>December 24, 2018 - January 4, 2019</i>		CHRISTMAS BREAK	
January 9, 2019	3:00 pm	Executive Council Mtg.	
January 15, 2019	9:30 am 7:00 pm	SEAC Meeting Committee of the Whole	
January 16, 2019	10:30 am	SAL In-take – Holy Trinity	
January 17, 2019	9:00 am 1:00 pm	SAL In-take – St. John's SAL In-take – Assumption	
January 18 & 19, 2019		OCSTA Catholic Trustees Seminar	
January 22, 2019	4:00 pm 7:00 pm	Legal Expenses Committee Mtg. Board Meeting	
February 1 & 2, 2019		Save the Date: Retreat with Bishop Fabbro	
February 13, 2019	10:30 am 3:00 pm	SAL In-Take – Holy Trinity Executive Council Mtg.	
February 14, 2019	9:00 am 1:00 pm	SAL In-take – St. John's SAL In-take – Assumption	
February 19, 2019	7:00 pm	Committee of the Whole	
February 25, 2019	7:00 pm	Regional Catholic Parent Involvement Committee Mtg.	
February 26, 2019	9:00 am 9:30 am 7:00 pm	STSBHN Meeting SEAC Meeting Board Meeting	
February 28, 2019		Save the Date: Event with Bishop Crosby	
March 6, 2019	10:30 am 3:00 pm	SAL In-take – Holy Trinity Executive Council Mtg.	
March 7, 2019	9:00 am 1:00 pm	SAL In-take – St. John's SAL In-take – Assumption	
<i>March 11-15, 2019</i>		MARCH BREAK	
March 19, 2019	9:30 am 7:00 pm	SEAC Meeting Committee of the Whole	
March 26, 2019	4:00 pm 7:00 pm	Legal Expenses Committee Mtg. Board Meeting	

Date	Time	Meeting/Event	New / Revised
March 27, 2019	1:00 pm	Catholic Education Advisory Committee Mtg.	
April 5, 2019	9:00 am	Council of Catholic Service Organizations Committee Mtg.	
April 10, 2019	10:30 am 3:00 pm 7:00 pm	SAL In-take – Holy Trinity Executive Council Mtg. System-Wide Parent Council Adobe Connect Session	
April 11, 2019	9:00 am 1:00 pm	SAL In-take – St. John's SAL In-take – Assumption	
April 16, 2019	9:30 am 7:00 pm	SEAC Meeting Committee of the Whole	
April 23, 2019	7:00 pm	Board Meeting	
April 25-27, 2019		OCSTA AGM (Toronto)	
<i>May 5-May 10, 2019</i>		<i>Catholic Education Week</i>	
May 8, 2019	10:30 am	SAL In-take – Holy Trinity	
May 9, 2019	9:00 am 1:00 pm	SAL In-take – St. John's SAL In-take – Assumption	
May 15, 2019	3:00 pm	Executive Council Mtg.	
May 21, 2019	9:30 am 7:00 pm	SEAC Meeting Committee of the Whole	
May 28, 2019	9:00 am 7:00 pm	STSBHN Meeting Board Meeting	
May 30-June 1, 2019		CCSTA AGM	
June 5, 2019	10:30 am	SAL In-take – Holy Trinity	
June 12, 2019	3:00 pm	Executive Council Mtg.	
June 13, 2019	9:00 am 1:00 pm	SAL In-take – St. John's SAL In-take – Assumption	
June 18, 2019	9:30 am 7:00 pm	SEAC Meeting Committee of the Whole	
June 25, 2019	7:00 pm	Board Meeting	
June 27, 2019	4:45 pm 6:30 pm 7:00 pm	Assumption College Graduation Holy Trinity Graduation St. John's College 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