



**Committee of the Whole
Tuesday, March 19, 2019 ♦ 7:00 p.m.
Boardroom**

Trustees:

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

Senior Administration:

Michael McDonald (Director of Education Designate), Michelle Shypula and Leslie Telfer (Superintendents of Education), Jim LoPresti (Corporate Services Advisor)

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 – February 19, 2019

Pages 3 – 7

1.6 Business Arising from the Minutes

2. Presentations

3. Delegations

4. Consent Agenda

4.1 Unapproved Special Education Advisory Committee Meeting Minutes – February 26, 2019

Pages 8 – 45

4.2 Unapproved Student Transportation Services Brant Haldimand Norfolk Board of Directors' Committee Meeting Minutes – March 5, 2019

Pages 46 – 63

5. Committee and Staff Reports

5.1 Global South Encounter – Guatemala
Presenter: Michael McDonald, Director of Education Designate

Pages 64 – 95

5.2 Excursion – Ireland
Presenter: Michael McDonald, Director of Education Designate

Page 96

5.3 Excursion – Saline, Michigan USA
Presenter: Michael McDonald, Director of Education Designate

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5.4 Pathways Update
Presenter: Michael McDonald, Director of Education Designate

Pages 98 – 101

5.5 Student Achievement Update
Presenter: Leslie Telfer, Superintendent of Education

Pages 102 – 104



BRANT HALDIMAND NORFOLK Catholic District School Board

Agenda

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

- 5.6 Financial Report as of February 2019 Pages 105 – 112
Presenter: Jim LoPresti, Corporate Services Advisor
- 5.7 Joint Use Agreement with the Corporation of the County of Brant Pages 113 – 135
Presenter: Jim LoPresti, Corporate Services Advisor

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 negotiation with employees of the board; or*
 - e. *Litigation affecting the board.*

9. Report on the In-Camera Session

10. Future Meetings and Events

Page 136

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



**Committee of the Whole
Tuesday, February 19, 2019 ♦ 7:00 p.m.
Boardroom**

Trustees:

Present: Rick Petrella (Chair), Dan Dignard (Vice-Chair), Cliff Casey, Bill Chopp, Carol Luciani, Mark Watson, Kaiya Daly (Student Trustee)

Senior Administration:

Michael McDonald (Director of Education Designate), Leslie Telfer (Superintendent of Education), Jim LoPresti (Corporate Services Advisor)

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: Cliff Casey

Seconded by: Carol Luciani

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the February 19, 2019 meeting.

Carried

1.4 Declaration of Interest – Nil

1.5 Approval of Committee of the Whole Meeting Minutes – January 15, 2019

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 for the January 15, 2019 Committee of the Whole Meeting.

Carried

1.6 Business Arising from the Minutes – Nil

2. Presentations – Nil

3. Delegations – Nil

4. Consent Agenda

There was a trustee inquiry about the accessibility plan as presented as appendix A in the Accessibility Steering Committee minutes. There was clarification being sought regarding outstanding projects, timelines and budgets, as well as estimated dates of completion. Director Designate McDonald clarified that the plan outlined initiatives that were undertaken in 2018 and there are still items that will need to be completed.



There was another trustee inquiry about the Friends of the Educational Archives meeting and Brant Haldimand Norfolk Catholic District School Board representation. Chair Petrella indicated that Trustee Watson is the representative on this committee. The trustees were seeking clarification regarding the debt that was recently paid off, what items are being stored in the archives and if we were to leave, what are the ramifications of that.

In response to a trustee inquiry about language assistants and speech pathologists, as mentioned in the Special Education Advisory Committee Meeting minutes, Director Designate McDonald indicated that staff are having difficulty filling the speech pathologist position but will seek clarification about the language assistant position.

- 4.1 THAT the Committee of the Whole refers the Educational Field Trips Summary report to the Brant Haldimand Norfolk Catholic District School Board for receipt.
- 4.2 THAT the Committee of the Whole refers the unapproved minutes of the Accessibility Steering Committee Meeting of November 28, 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 Special Education Advisory Committee Meeting of January 15, 2019 to the Brant Haldimand Norfolk Catholic District School Board for receipt.
- 4.4 THAT the Committee of the Whole refers the unapproved minutes of the Friends of the Educational Archives Special Meeting of January 22, 2019 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Moved by: Carol Luciani

Seconded by: Cliff Casey

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

Carried

5. Committee and Staff Reports

5.1 School Year Calendar

Director Designate McDonald indicated that the proposed 2019-20 calendars fulfill the requirements as outlined in Regulation 304 and Policy/Program No. 151. The calendars, as presented, are similar to the format of the current school year. Director Designate McDonald indicated that five of the seven secondary professional activity days align with that of the Grand Erie District School Board, and six of the seven align in the elementary panel. He provided an explanation for the variances between the Boards.

There was a trustee inquiry about the number of inclement weather days this year and the ramifications this may have on the current school year. Director Designate McDonald indicated that the decision to alter the current calendar (i.e. the cancellation of professional development days) to accommodate the inclement weather days is at the discretion of the Board. He indicated that it could be managed at the school level by focusing on curriculum expectations and deferring activities that are not linked to the curriculum.

There was another trustee inquiry regarding interviews and report cards. Superintendent Telfer indicated that there is a designated interview day for the elementary panel in November but there are no interviews after the report cards are distributed. She further clarified that there is not the same obligation in the secondary panel and these interviews typically occur after school.



Moved by: Dan Dignard

Seconded by: Bill Chopp

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the proposed 2019-20 School Year Calendars for Elementary and Secondary schools.

Carried

5.2 Excursion – Hawaii Girls’ Rugby Tour 2020

Director Designated McDonald presented the request from St. John’s College to participate in an excursion to Honolulu, Hawaii from Sunday, March 15 to Sunday, March 22, 2020. He indicated that this would provide a unique opportunity to develop team building and rugby skills. The excursion would include attending mass at a local Catholic Church.

Moved by: Bill Chopp

Seconded by: Mark Watson

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the excursion request from St. John’s College for the Girls’ Rugby Team to travel to Hawaii from Sunday, March 15 to Sunday, March 22, 2020 to participate in the Girls’ Rugby Tour 2020.

Carried

5.3 Excursion – Italy

Director Designate McDonald presented the request from Assumption College School for an excursion to Italy from Friday, March 13 to Sunday, March 22, 2020. He indicated that this would expose students to rich history, art and culture of Italy. The excursion would also include faith formation as they visit the Vatican Museum, Sistine Chapel and St. Peter’s Basilica. Director Designate McDonald clarified that once the students arrive in Italy via air, they will travel by land until their return flight home.

Moved by: Carol Luciani

Seconded by: Cliff Casey

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the request from Assumption College School for an excursion to Italy from Friday, March 13, 2020 to Sunday, March 22, 2020.

Carried

5.4 Camp Blast Summer Learning Program

Superintendent Telfer indicated that Camp Blast was held in July 2018 with 110 campers who attended at designated locations throughout the district. Teachers, special education resource teachers and principals identified students that did not make the literacy gains as anticipated throughout the school year to participate in the camp. Students were invited to participate in the camp at no cost to the parent/guardian, with the expectation of transportation to and from camp. Once the child had been selected, a consultant went out and did an assessment, which would become the focus of the camp. All Camp Blast instructors received two days of training that was related to effective instructional practices in literacy. There was a low student to teacher ratio that allowed for personalized instruction. By the end of the camp, teachers reported growth in almost all of the students. If the student did not move up a reading level, they were able to identify strategies that they had learned that can be carried forward with them. Superintendent Telfer indicated that our team was selected to attend a symposium and present the works of the Board.



Moved by: Carol Luciani

Seconded by: Bill Chopp

THAT the Committee of the Whole refers the Camp Blast Summer Learning Program report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

6. Information and Correspondence

Corporate Services Advisor LoPresti presented the trustees with photos from the classroom at St. Frances Cabrini School – Delhi that is nearing completion. He indicated that the contractors have started the brick work on the outside. They are expecting occupancy approval for March 11, 2019. The addition includes AODA enhancements. Mr. LoPresti indicated that the project is projected to come in on budget.

Mr. LoPresti also provided an update on the septic system at St. Theresa School – Brantford. He indicated that on February 2, 2019 it was found that the system was backing up. When the weather permitted, the system was excavated, the line was replaced and the system is fully operational again.

Mr. LoPresti indicated that Assumption College School – Brantford had a drain back up last week that is located directly above the mechanical room. The water overflowed and leaked into the fire panel, causing the CPU to fire. The fire control systems were put on standby and the emergency protocol was set into place. We were able to repair and reboot the system. There has been a cap placed on the drain.

Mr. LoPresti provided an update on the break in that occurred at St. Michael's School – Dunnville on February 6, 2019. He indicated that police and security were involved. Len Plant, Supervisor of Custodial Services, was dispatched with other staff to aid in repairs and clean up. The loss will not meet the threshold for the deductible; however, there was damage to property and some items were stolen.

Mr. LoPresti welcomed Jeff Ward, Supervisor of Custodial Services, to the Board. He provided a brief work summary of Mr. Ward.

In consultation with Philip Kuckyt, Manager of Transportation Services, Mr. LoPresti informed the trustees that we have had six inclement weather days in the past three weeks, compared to a total of nine inclement weather days in the past six years. He indicated that we have rendered decisions that have taken into consideration the best interests of the students and drivers.

Moved by: Dan Dignard

Seconded by: Cliff Casey

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

Carried

7. Trustee Inquiries

There was a trustee inquiry about the Reach Ahead summer program and transportation to and from the program. Director Designate McDonald indicated that Assumption College School – Brantford will be undergoing construction to the roof this summer. There was discussion about holding the program at St. John's College – Brantford. However, staff are exploring other options such as using the field house or St. Gabriel Catholic Elementary School – Brantford.

A trustee received a call from a parent at St. Patrick School – Brantford about a person that is scheduled to come into the Grade 7/8 classroom to talk about racism. Senior administration will look into the situation.



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

Minutes

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

8. Business In-Camera

Moved by: Dan Dignard

Seconded by: Cliff Casey

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

Carried

9. Report on the In-Camera Session

Moved by: Carol Luciani

Seconded by: Dan Dignard

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

Carried

10. Future Meetings and Events

Chair Petrella drew attention to the upcoming events.

11. Closing Prayer

Chair Petrella led the closing prayer.

11. Adjournment

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 February 19, 2019 meeting.

Carried



**SPECIAL EDUCATION ADVISORY COMMITTEE
Tuesday, February 26, 2019 – 9:30 a.m. – Boardroom**

- Present:** Jennifer Chapman, Christine Dragojlovich, Jill Esposto, Debbie Fullerton, Carmen McDermid, Leslie Telfer (Superintendent of Education), Teresa Westergaard-Hager
- Regrets:** Carol Luciani (Trustee), Keith Anderson, Susan Battin, Lauren Freeborn, Patti Mitchell, Michelle Shypula, Tracey Taylor, Nil Woodcroft
- Guests:** Nancy Mulroy (School SERT), Nancy Smykaluk (Itinerant SERT), Tara Spangenberg (School SERT)
-

1. Opening Prayer

Carmen McDermid welcomed Leslie Telfer, Superintendent of Education to the meeting and led the group in the opening prayer.

2. Welcome and Opening Comments

Chair Teresa Westergaard-Hager welcomed the group and led a round of introductions for the benefit of the guests.

3. Approval of Agenda

Moved by: Jill Esposto

Seconded by: Jennifer Chapman

THAT the SEAC approves the agenda of the February 26, 2019 meeting.

Carried

4. Approval of Minutes – January 15, 2019

Moved by: Jennifer Chapman

Seconded by: Jill Esposto

THAT the SEAC approves the minutes of the January 15, 2019 meeting.

Carried

5. Presentation – Self Regulation

Carmen McDermid introduced the presentation by providing the historical background on the inception of self-regulation being a targeted focus of the Special Education Department since 2016. An overview of the work completed to date was shared, including the purchase of the book, 'Zones of Regulation' for each school, as well as providing resources to every elementary and secondary school to support the creation of a calming room or calming spaces within classrooms.

Nancy Smykaluk, Itinerant Special Education Resource Teacher (SERT), shared her self-regulation power point presentation (See Appendix A). A series of video clips were shown that explained the emotions of the four coloured zones of self-regulation which are; Blue, Green, Yellow and Red. Activities ensued that allowed members to reflect on personal emotions within the four zones of regulation. Nancy Mulroy, School SERT, shared techniques that she implements within classrooms such as the 'exit slip'. The 'exit slip' is based on visual cues and expressions that can demonstrate how a student is feeling when transitioning between classrooms. Nancy Mulroy offered a strategy on how to address certain situations with students by having them identify the size of the problem and who is



being affected by their behaviour/actions. Nancy Smykaluk and Tara Spangenberg defined 'reframing behaviour' to the group based on the "Anger Iceberg" (page 12 of the PowerPoint) and how underlying emotions can be the root cause of the behaviours. Tara shared ideas on how communication using specific wording through 'Speech Bubbles' can help parents and teachers when speaking to their children and students. The presenters discussed calming areas created within schools and described many of the helpful tools/resources used to assist students. They shared the effects of screen time with children and students and how this can impact behaviours. Members received an article: Self-Regulation: A parent's Guide by Dr. Stuart Shanker (See Appendix B) and a list of additional articles (See Appendix C) on self-regulation.

6. Correspondence

6.1 Letter received from the Peel District School Board

Christine shared with members the letter received from Peel District School Board from January 16, 2019 addressed to the Honourable Lisa Thompson, Minister of Education on the significant changes in funding for special education and more specifically to the Peel Board, the decrease in the Special Incidence Portion (SIP) and how it is affecting their Board (See Appendix D).

6.2 Letter received from the Windsor-Essex Catholic District School Board

Christine updated on the letter received from the Windsor-Essex Catholic District School Board dated October 24, 2018 and addressed to the Honourable Lisa Thompson, Minister of Education. The letter was a response to the letter sent from the Peterborough Victoria Northumberland and Clarington Catholic District School Board on the changes in support with special education (See Appendix E).

6.3 Letter from the Ministry of Education

Christine shared the response letter from the Honourable Lisa Thompson, Minister of Education from our committee dated November 21, 2018. Members were invited to share any concerns or questions they might have with the response from the Ministry (See Appendix F).

7. Community Agency Updates

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

Teresa updated that the Norfolk Association for Community Living will be hosting their winter carnival on March 24. The agency is preparing for their annual Can-You-Dig-It fundraiser in May. The agency's employment services are rebranding to increase awareness for working with people with developmental disabilities. They will have a table set up at the 'Spring-A-Rama' event at the community recreational centre this week to help recruit employees and provide information for hiring people with disabilities. Teresa shared that the job sector opportunities are lacking and that they are working with other agencies, colleges and universities to promote awareness on employment opportunities and working with individuals with developmental disabilities. Teresa shared that the agency's community outreach services are continuing to offer craft nights and other events in the Simcoe downtown location. Their residential services continue to evaluate living arrangements in order to best serve their clients. There has been increased growth in supported independent living programs within the past two years and they continue to hire staff to meet the needs of such growth.



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

Jennifer updated that the Haldimand-Norfolk Children’s Aid Society are in the process of their annual agency audit, looking at children in the extended care society. The agency has been live on the Child Protection Information Network (CPIN) nearing two years and Jennifer is a lead in the audit which is being completed offsite. The agency will be offering a Financial Literacy class during March Break and they have received positive feedback from youth on the program. They are piloting and on third round of consultations with Dr. Klein to have discussions with kids in care on trauma and the impact of trauma.

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

Further to Jennifer’s update, Jill updated that Brant Family and Children Services are also in the process of their annual audit and that the agency has now been live with CPIN approximately eight months. Jill shared that it is a very busy time in the agency and that they continue to manage and work to ensure that children’s needs are met and they continue to work through the transition process with Ogwadeni:Deo.

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

Christine updated that Woodview Mental Health and Autism Services have partnered with the doctor’s office Dr. Shcheratykh, at 124 Charing Cross, to provide brief outreach services to youth. The services are provided on Monday’s from 10:00 am to 6:00 pm for youth from 0 to 18 years of age and they can walk in or call ahead at 519-304-8550. A flyer is under development to advertise this support service. The agency have hired two more staff members and have secured office space in Harmony Square and take possession as of March 1, 2019. Once renovations are completed, the agency will announce an opening date and they are excited to be offering the SNAP® program from this location. SNAP® (Stop Now and Plan) is a proven program that teaches children with behavioural problems, and their parents, how to make better choices ‘in the moment’. The program benefits children and youth who are acting out by focusing on regulating emotions and teaching them to stop, think, and plan positive alternatives before they act impulsively. Woodview is partnering with the Grand River Community Health Centre to offer an eight week parenting group to parents experiencing anxiety, challenges with parenting and coping with children’s mental health (See Appendix G). The sessions begin on Wednesday, March 27, 2019 and you must call Contact Brant to register. Lastly, the agency will be holding respite camps over the March Break and have secured a place at Five Oaks for this.

8. Reports

8.1 Student Achievement Leader: Special Education

Carmen shared that on Monday, January 21, 2019, training was provided to Elementary Educational Assistants (EAs) for their Professional Development Day at the German Hall in Brantford. The focus was on well-being and the day was led by speaker, Kim Ruzycki, founder of the Picky Diet (for the love of plant based foods and a healthy lifestyle) and personal health and nutrition coach. On Friday, February 1, 2019, the same professional development was provided to Secondary Educational Assistants. Elementary and Secondary EAs were then asked to complete an online feedback survey about the training/information they received and the results overwhelmingly demonstrated that the day was meaningful to their learning and well-being.



The Special Education Department holds monthly Community of Practice (COP) meetings with all SERTs and Secondary Department Heads within the Board. The February COP meeting was hosted as an online Skype meeting which provided an opportunity to share required information, respond to questions from SERTs and record minutes for future reference. Offering a Skype meeting provided SERTs time in their schools to complete any follow up items discussed during the online meeting and to use the time to work on Term Two IEPs. Responses from SERTs were very positive regarding periodically hosting meetings in this manner, especially in the winter months.

All Grade 8 to 9 Special Classroom Identification, Placement and Review Committee (IPRC) intake meetings have been completed for Holy Trinity Catholic High School and St. John's College. The meetings for Assumption College School have been cancelled twice due to inclement weather, however, they will be rescheduled.

Carmen shared feedback received from the Ministry on the Board Special Education Plan that included some highlights for consideration with our 2019-20 submission. As a result, consultation with members was initiated at this meeting. They were invited to share their suggestions and feedback on a specific staffing section of the Special Education Plan (See Appendix H). Feedback was offered by the committee including suggested wording changes and the request for consultation to be sent to them through email so that a formal record of the consultation would be maintained.

8.2 Superintendent of Education

Further to Carmen's update, Superintendent Telfer offered suggestions on the consultative processes with SEAC to assist in the evaluation of data and corresponding budget from the Ministry. Superintendent Telfer announced the new Trustee representing our Board, Carol Luciani, and sought feedback, as per Carol's request, to revisit the start times on the current scheduled meetings for the remainder of the 2018-19 year.

ACTION: Secretary to the Superintendents of Education to send out a survey to members.

9. Closing Remarks/ Adjournment

The meeting adjourned at 11:35 am and Superintendent Telfer thanked members for their contributions to the meeting.

Regional Catholic Parent Involvement Committee

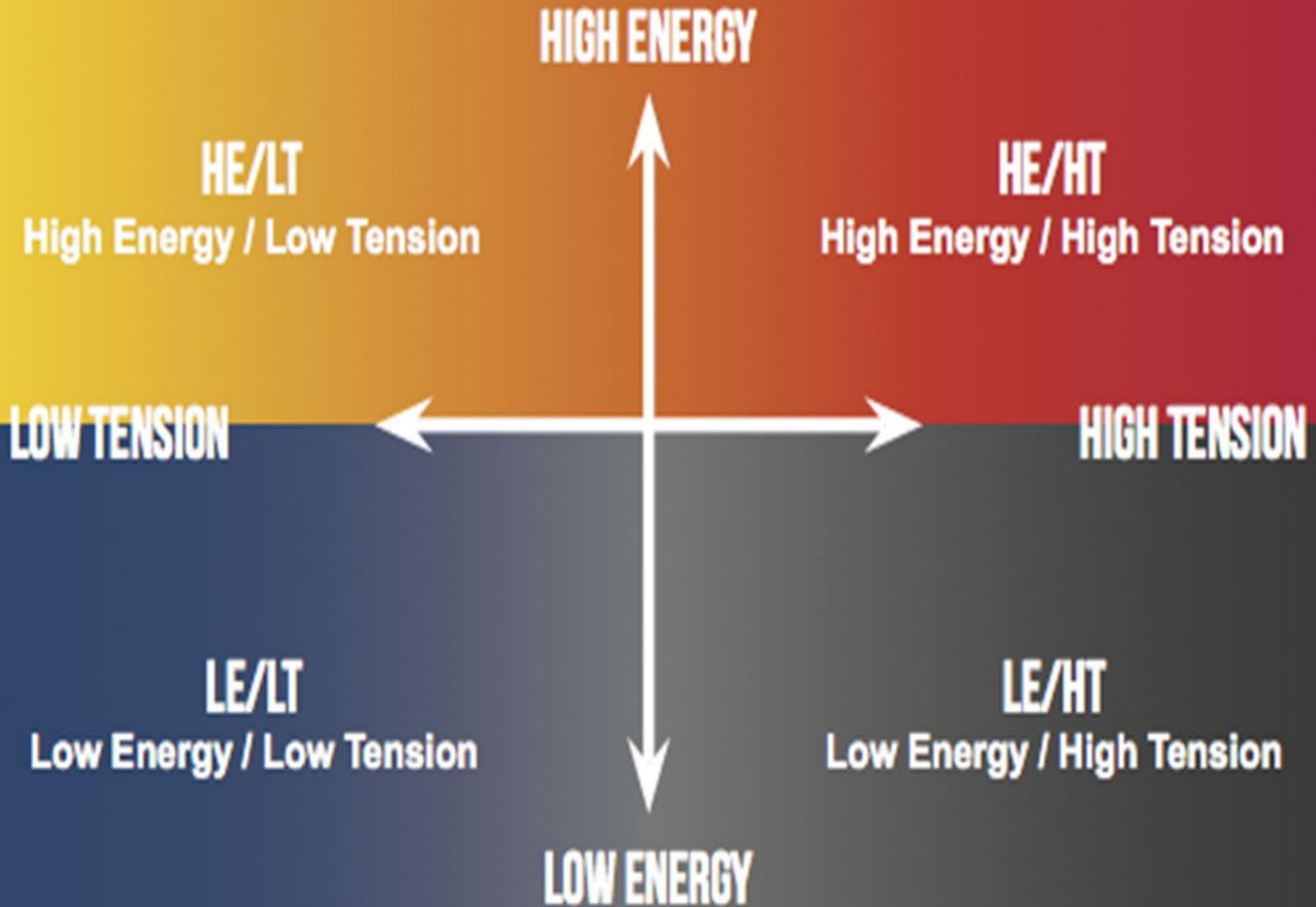
Self-Regulation and its Impact on Student Success



Self-regulation refers to how well we manage stress, how much energy we expend, and how well we recover.

-Dr. Stuart Shanker





Adapted by The MEHRIT Centre from: Robert E. Thayer (1996), *The Origin of Everyday Moods: Managing Energy, Tension, and Stress*

HIGH ENERGY

High Energy/Low Tension



High Energy/High Tension



Low Energy/Low Tension



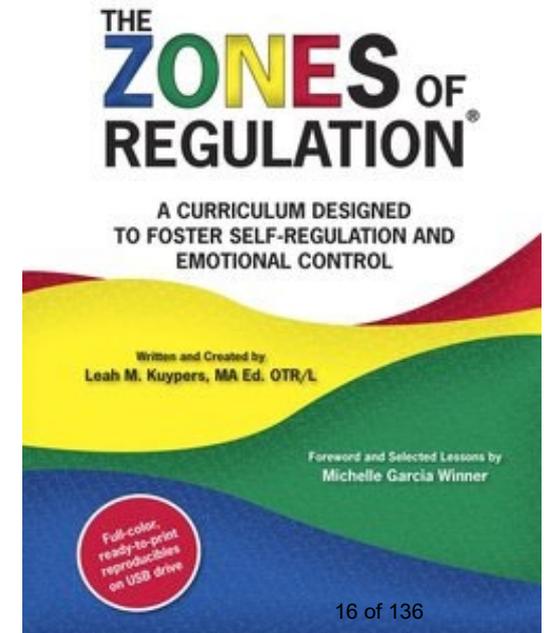
Low Energy/High Tension



LOW ENERGY

Adapted by The MEHRIT Centre from: Robert E. Thayer (1996), *The Origin of Everyday Moods: Managing Energy, Tension, and Stress*

The ZONES OF REGULATION



The ZONES of Regulation®

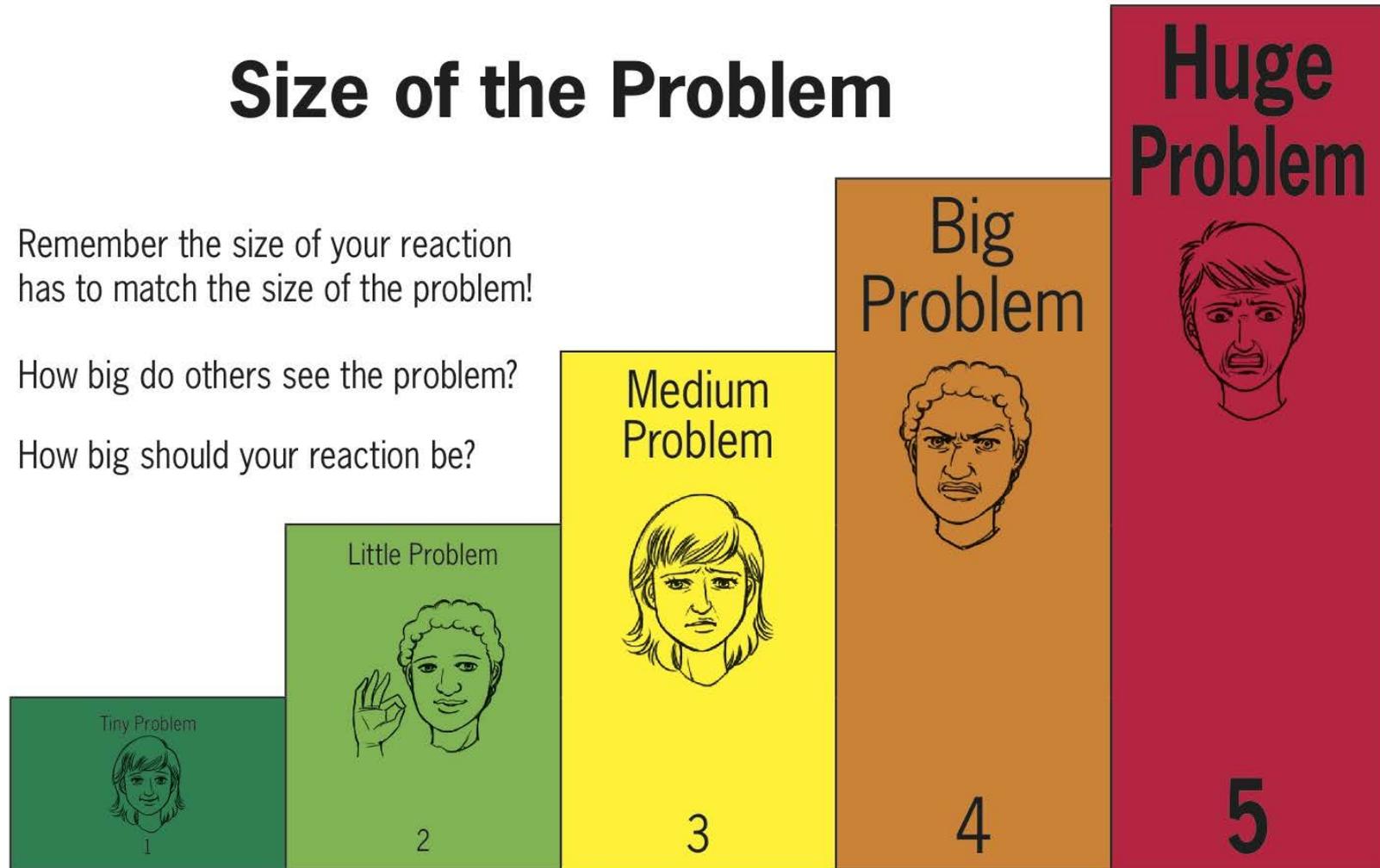
			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

Size of the Problem

Remember the size of your reaction has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?



Visual adapted by Leah Kuypers, Donna Brittain and Jill Kuzma for The Zones of Regulation® from the original work of Winner's *Think Social!* (2005), pages 44-45, www.socialthinking.com, and Buron and Curtis' *The Incredible 5-Point Scale* (2003), www.5pointscale.com

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REFRAMING BEHAVIOUR

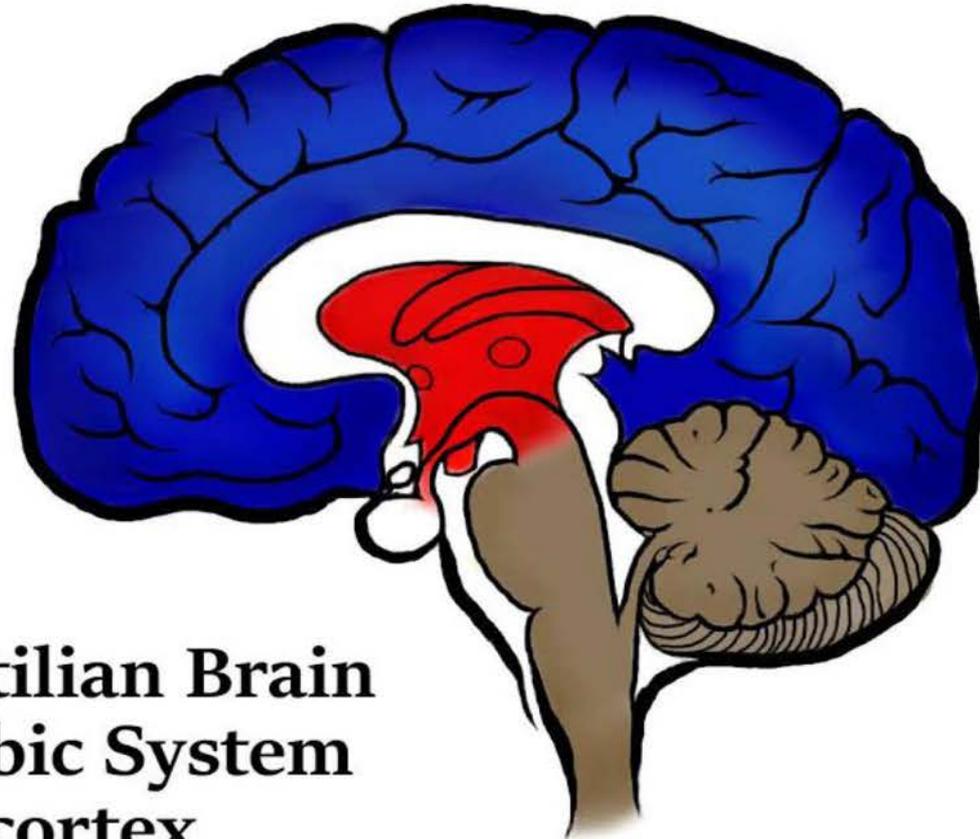


*“In Self-Reg we pause to ask
‘Why am I seeing this
behaviour?’ and ‘Why now?’
before we react.”*

-Dr. Stuart Shanker



The Evolution-Designed Brain



- Reptilian Brain
- Limbic System
- Neocortex

Misbehaviour vs. Stress Behaviour

Misbehaviour

Prefrontal cortex (**blue brain**) is “running the show”:

- *could* have acted differently
- was aware that s/he shouldn't have done “it”
- was completely capable of acting differently.

Stress Behaviour

Limbic system (**red brain**) is “running the show”:

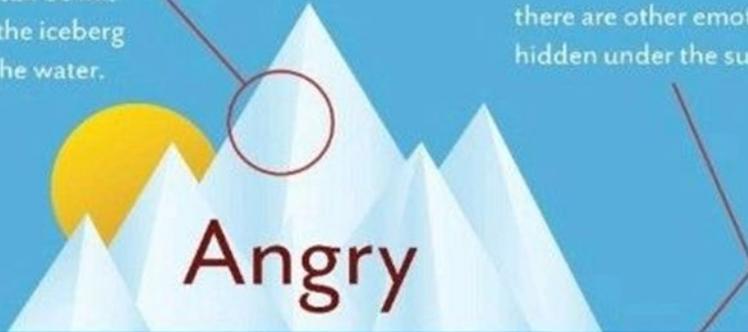
- *not fully* aware of what s/he is doing
- or not fully aware of why s/he is doing it
- has *limited* capacity to act differently

**Stress behaviour is caused by too high of a stress-load.
Figure out “why this child” and “why now”**

Anger Iceberg

Icebergs are large pieces of ice found floating in the open ocean. What you can see from the surface can be misleading. Most of the iceberg is hidden below the water.

This is how anger works. Often when we are angry, there are other emotions hidden under the surface.



The Anger Iceberg



Reframing your child's behaviour can have the most extraordinary effect on parent-child interactions. The instant you recognize that your child isn't willfully misbehaving but rather, that his heightened impulsivity or argumentativeness are signs that he's under too much stress, your own stress suddenly drops.

-Dr. Stuart Shanker



COMMUNICATION



Speech Bubbles

Do you think others are having comfortable or uncomfortable thoughts about you?



Did you think before you acted?
Did you consider the consequences?

What zone(s) are you in right now? Should you be?



Is this behaviour expected or unexpected?

How is your zone affecting me? Others?



RELATIONSHIPS

There is no substitute for your the positive relationship with your child



Small deposits of time add up for our children

This is a long term investment







Wiggle Cushions



Headphones



Weighted Dolphin



Bean Bag Chair



Tent

The ZONES of Regulation® Reproducible Z * Here are a few ideas for a person's (child's) toolbox.
 These strategies can be used to move from a blue, yellow, or red zone to a green zone.

_____ 's Toolbox

Blue Zone Tools

Talk to someone
Play with a friend
Go outside/Run
Smile/Think happy
deep breaths
Take a nap
Stretch/stand up
Jump/Ask for help

Green Zone Tools

eye contact
Good body language
Sit up/sit still
Good attitude
Good listener
focused
feeling okay
Paying Attention

Yellow Zone Tools

deep breaths
Positive Self-talk
Ask for help
do your best
Jump Around
Take a nap
Think positive
Calm down

Red Zone Tools

deep breaths
apologize
Quietly stomp feet
hug or talk to
Someone
Count to 10 slowly
color/run
Do something else



APPS' MILL Nature Centre
Grand River
Conservation Authority



PINEHURST LAKE
Grand River
Conservation Area



5 4 3 2 1 MINDFULNESS TECHNIQUE

5 - Things you can see

4 - Things you can feel against your skin

3 - Things you can hear

2 - Things you can smell

1 - Say 1 positive statement



“A major source of non-restorative sleep stems from the use of technology. Aim for no “screen time” for the two hours before you go to sleep.”
- Stuart Shanker

... way he moved. The courtesy he showed
towards Miss Montag made a striking contrast
with the way she had been treated by K.
Nevertheless, Miss Montag did not seem to be
cross with K. as it even seemed to him that she
wanted to introduce the captain. K. however, did
not want to be introduced, he would not have been
able to show any sort of friendliness either to Miss
Montag or to the captain, the kiss on the hand had,
for K., bound them into a group which would keep
him at a distance from Miss Bürstner whilst at the
same time seeming to be totally harmless and
unselfish. K. thought, however, that he saw more
than that, he thought he also saw that Miss
Montag had chosen a means of doing it that was
good, but two-edged. She exaggerated the
importance of the relationship between K. and
Miss Bürstner, and above all she exaggerated the
importance of asking to speak with her and she
tried at the same time to make out that K. was
tired of everything. She would be

211





Take A Breath

(The Self-Reg song)

When I'm not doing fine, I keep this in mind
I can take a breath or two

When I want to feel well, I can be still
I can take a breath or two

Breathing in...Breathing out
Breathing in...Breathing out

When I am still, I can be fine
Breathing in and out (in breath, out breath)

When I'm not doing fine, Keep this in mind
I can sing a song or two

When I want to be well, I can be still
Hum and sing a song or two

La da da, la da da
Mmm mmm hmmm La da da da

When I'm not doing fine, I keep this in mind
I can move my arms around

When I want to be well, I can be still
And I can move my arms around

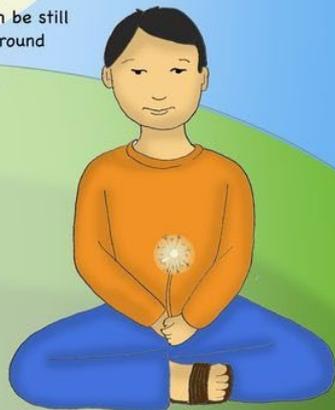
To change how I feel
I keep this in mind

I can take a breath
I can hum a song

I can move my arms
And feel all right

Raffi

words & music by Raffi
©2016 Homeland Publishing
Artwork by Dayna Litowski
www.childhonouring.org



Take A Breath

Raffi (The Self-Reg Song)



*See a child differently,
you see a different child.*

- Dr. Stuart Shanker



What You Need to Know.

by Dr. Stuart Shanker

Self-Regulation: A Parent's Guide

Self-regulation and your child's health

Calm, alert and learning: who wouldn't want their child in that optimal state of mind. Naturally, your child's overall health—both physical and mental—is a priority for you as a parent. And who would guess that a major influence on our health as adults and kids lies deep inside the brain, in a system that regulates how well we respond to stress. The beating of your child's heart, your child's breathing, digestion, how well your child pays attention and learns, even your child's facial expressions and ability to hear your voice are all controlled by this system in the brain. This internal regulation system acts like the thermostat on your furnace. Let's say you set the thermostat to 18°. The furnace works around this set point by turning on when the temperature falls below about 15° and turns off when the temperature hits 21°. But the thermostat can break if it gets overused, and the same thing can happen to your child's "brain thermostat" when there is too much stress. The thermostat, or ability to self-regulate, simply gets overwhelmed.

Signs of stress

It's usually pretty obvious when your home thermostat breaks down: the house is too cold or too hot. It's also pretty straightforward for your child. Here are some simple signs that a child's stress system is overworking:

- Trouble falling asleep or staying asleep

- Crabby mood in the morning
- Easily upset, even over little things, trouble calming down when this happens
- Volatile mood
- Trouble paying attention, or even hearing your voice
- Frequent anger, or signs of sadness, fear or anxiety

Finding the causes

If these signs are evident in your child, you can help by "playing detective" and exploring what the reasons might be that have led to the stresses that resulted in the observed behaviours. Even very young children can actively engage in figuring out why they are in a state that isn't pleasant or comfortable for them or for you. Stress might be coming from all sorts of things. Any combination of the following can lead to stress that can upset the thermostat. Your child might be:

- Sensitive to lights, noises, crowds or strong smells
- Underslept
- Responding to the effects of too much junk food or sugar
- Under-exercised or inactive
- Watching too much television or spending too much time playing video games or on other devices

Self-Regulation: A Parent's Guide

by Dr. Stuart Shanker

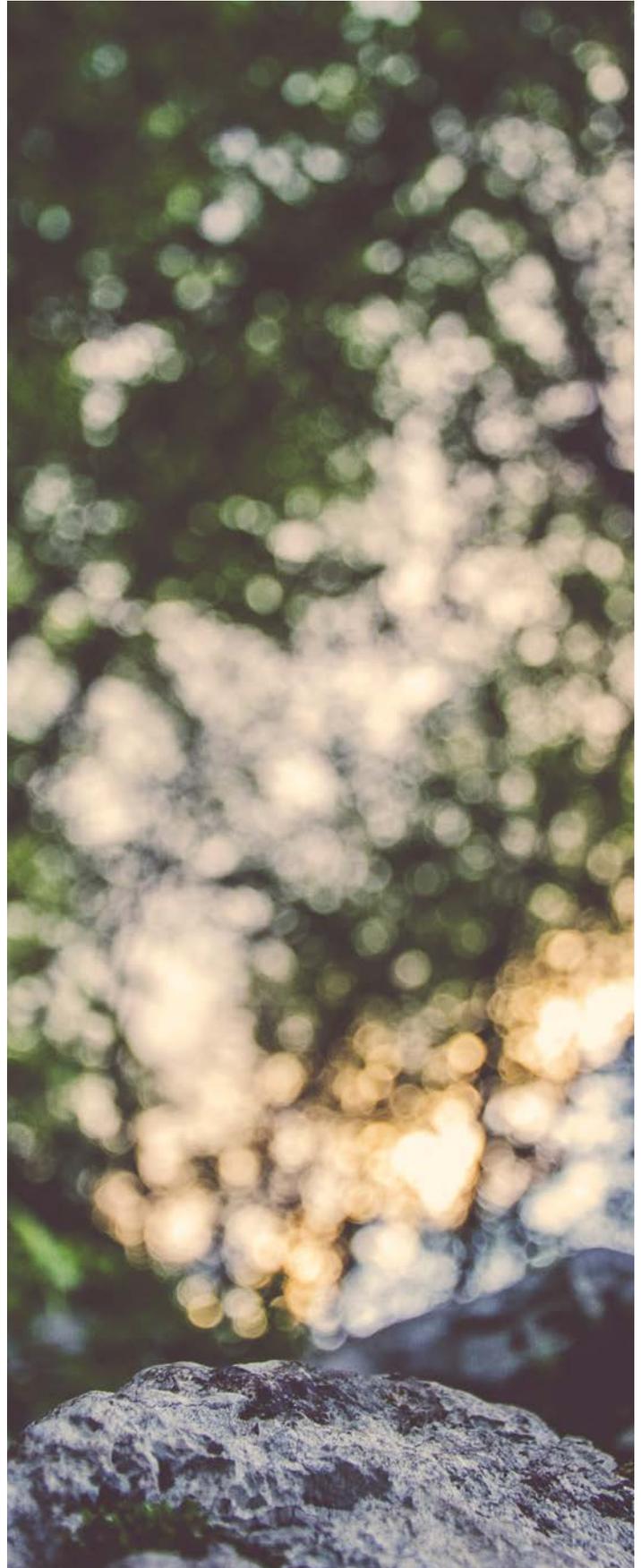
The five steps of Shanker Self-Reg®

Your child's wishes are the same as yours: to be happy, to have friends, to pursue interests and be successful at school. The Shanker Method® offers five steps you can take with your child to get there:

1. Read the signs and reframe the behaviour.
2. Recognize the stressors.
3. Reduce the stress for your child.
4. Reflect—help your child learn to reflect on their own self-regulation.
5. Respond—help your child learn to respond to stressors and return to calm.

Next steps

Sound difficult? You might be pleasantly surprised. These have proven very successful in helping thousands of parents nurture happier and healthier children. With the right kind of support, the results can happen fast. Contact The MEHRIT Centre at info@self-reg.ca or visit www.self-reg.ca for further information.



For further information here are links to articles

Too much screen time for young kids can hurt development, study suggests

By David Bell; CBC News; January 28, 2019

https://www.cbc.ca/news/canada/calgary/screen-time-kids-study-university-calgary-1.4996102?fbclid=IwAR2C2DxsWRCwkG5_dJ00hD2wyl2Vks8Y7h3ID9J7uqMWsXrscDLB7_qI_Ww

Study links excessive screen time to developmental delays in children

By Wendy Leung; The Globe and Mail; January 28, 2019

<https://www.theglobeandmail.com/canada/article-excessive-screen-time-could-play-role-in-development-delays-in/>

Screen time and young children: Promoting health and development in a digital world

Written by CPS Digital Health Task Force; the Canadian Paediatric Society; November 27, 2017

<https://www.cps.ca/en/documents/position/screen-time-and-young-children>

The Anger Iceberg

by Kyle Benson; The Gottman Institute A Research-Based Approach to Relationships November 8, 2016;

<https://www.gottman.com/blog/the-anger-iceberg/>

10+ Powerful Strategies That Will Calm Your Angry Child

By Alana Pace; Parenting from the Heart; March 9, 2018

<https://parentingfromtheheartblog.com/time-in-strategies/>

30+ Calming Kids Activities That Will Promote Peace in Your Household

By Alana Pace; Parenting from The Heart; September 17, 2017

<https://parentingfromtheheartblog.com/calm-your-child/>

What Screen Time Can Really Do to Kids' Brains

By Liraz Margalit Ph.D.; Psychology Today April 17, 2016

<https://www.psychologytoday.com/ca/blog/behind-online-behavior/201604/what-screen-time-can-really-do-kids-brains>

Calm Down Tools for Older Kids

Referenced from Dyan Robson's Blog

<https://www.andnextcomesl.com/2016/04/what-to-put-in-a-calm-down-kit-for-kids.html>

DIY Sensory Bottles; Especially Education July 20 2016

Referenced from Michaela Davis's Blog

<https://especialyeducation.com/diy-sensory-bottles/>

DIY Stress Balls

Referenced from Gina Palmers' Blog

<http://selacava.blogspot.com/2012/03/discovery-balls.html>



5650 Hurontario Street
Mississauga, ON, Canada L5R 1C6
t 905.890.1010 1.800.668.1146
f 905.890.6747
www.peelschools.org

January 16, 2019

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

Dear Minister Thompson:

We are writing to express our concern at how Peel District School Board students are being negatively impacted by recent changes in funding to special education.

On August 24, 2018, Deputy Minister Rodrigues informed school boards of significant changes in funding for special education. Of particular concern was the decrease in the Special Incidence Portion (SIP) maximum claim amount from \$38,016 to \$27,405. Although the memo states that, "Savings incurred from this adjustment will be reinvested into the Special Education Per-Pupil Amount Allocation funding," this has not been true for the Peel Board. In fact, this change in funding resulted in a loss of \$850,000 for students with special education needs in our board.

We are concerned that the Ministry of Education has chosen to reduce funding so dramatically, especially as the number of Peel Board students eligible for the SIP continues to increase. Since 2016-2017, our number of SIP claims has increased from 298 to over 376.

As this funding provides support for some of our most vulnerable students, it is our hope that you will re-visit funding for special education programs in your planning for the 2019-2020 budget year. We urge you to increase the SIP maximum claim amount so that Peel students will be funded appropriately.

Sincerely,

Shelley Foster
Chair, Special Education Advisory Committee
Peel District School Board

c.c. Stan Cameron, Chair, Peel District School Board
Sue Lawton, Vice-Chair, Peel District School Board
Peter Joshua, Director of Education, Peel District School Board
Trustees, Peel District School Board

RECEIVED
BRANT HALL, MANITOBA NORFOLK CATHOLIC DSB

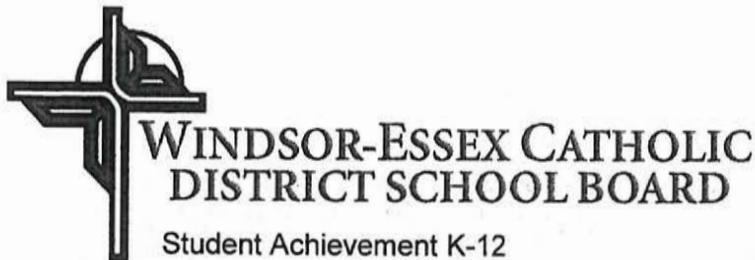
JAN 30 2019

Michelle Shypula
Superintendent of Education

Trustees
Stan Cameron, Chair
Sue Lawton, Vice-Chair
Carrie Andrews
Susan Benjamin
Robert Crocker
Nokha Dakroub

Will Davies
David Green
Brad MacDonald
John Marchant
Kathy McDonald
Balbir Sohi

Director of Education and Secretary
Peter Joshua
Associate Director, Instructional & Equity Support Services
Poleen Grewal
Associate Director, Operational Support Services
Jaspal Gill
Associate Director, School Support Services
Wendy Dowling



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Barbara Holland
DIRECTOR OF EDUCATION: Terry Lyons
Telephone: (519) 253-2481 FAX: (519)253-0620

October 24, 2018

RECEIVED
BRANT HALDIMAND NORFOLK CATHOLIC DSB

NOV 26 2018

Michelle Shypula
Superintendent of Education

Honorable Lisa M. Thompson
Minister of Education
22nd Floor, Mowat Block
900 Bay Street Toronto, ON M7A1L2

Dear Minister Thompson:

On behalf of the Windsor-Essex Catholic District School Board Special Education Advisory Committee (SEAC) we are writing in support of the letter previously sent to former Minister of Education, Indira Naidoo-Harris, by the Peterborough Victoria Northumberland and Clarington Catholic District School Board regarding the findings contained in the Auditor General of Ontario's Annual Report, 2017. Specifically, as referenced by PVNCCDSB:

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 the 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 percentage of students with special education needs receiving programs and services at the WECD SB has continued to rise and is now over 20%. WECD SB's inclusive model of Special Education service delivery expresses its commitment to educate each child to the maximum extent in the classroom they attend. It involves bringing the support services to the child rather than moving the child to the services. This vision is aligned with the Ministry's Renewed Vision for Education in Ontario (Achieving Excellence), which outlines a strong commitment to achieving equity in access to learning for students with special education needs. Both the Ministry's vision and WECD SB's model put into place the programs, supports and services that are essential to enable students with special education needs to achieve personal excellence.

This model however causes budget pressures as the proportion of students with special needs continues to increase each year. *The need for Special Education services continues to increase, however, the introduction of the Differentiated Special Education Needs (DSENA) allocation has actually decreased the amount of funding received by the WECD SB.* As a result, the Board annually overspends its allocation in this area, which continued in 2017-18, where slightly higher grant revenues offset by increased pupils with special needs has resulted in a \$4.7M gap between the expenses and funding.

We are very appreciative of the additional funding, announced recently to increase the Special Education Per Pupil Amount Allocation, however, grants have not kept pace with the increase in need and cost. We respectfully request that the Ministry of Education follow the recommendations of the Auditor General to review the formulas used to determine Special Education Grants and update them to provide equitable funding to support our students with special education needs.

Thank you in advance for your consideration.

Sincerely,



Barbara Holland

Chairperson

Windsor-Essex Catholic District School Board



Jillian Fenech

Special Education Advisory Committee Chair

Windsor-Essex Catholic District School Board

cc: Terry Lyons, Director of Education WECD SB
MPP Windsor and Essex County
WECD SB Board Trustees
WECD SB SEAC Members
Provincial DSB SEAC Chairs

Ministry of Education

Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Ministre

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2



February 8, 2019

Ms. Teresa Westergaard-Hager
Co-Chair, Special Education Advisory Committee
Brant Haldimand Norfolk Catholic District School Board
322 Fairview Drive, PO Box 217
Brantford ON N3T 5M8

Dear Ms. Westergaard-Hager,

Thank you for your letter of November 21, 2018, on behalf of the Special Education Advisory Committee to the Brant Haldimand Norfolk Catholic District School Board. I am pleased to respond.

The bill that you are referring to in your letter, *Bill 44, Education Amendment Act, Fetal Alcohol Syndrome Disorder (FASD), 2018*, received its first reading on April 11, 2018. As the 41st session of Parliament ended on May 8, 2018, all pending legislation was dissolved at that time.

The 42nd session of Parliament began on July 11, 2018, and the current unrelated *Bill 44, Ending Automobile Insurance Discrimination in the Greater Toronto Area Act, 2018* was introduced.

It should be noted however that every school board is still able to promote awareness and understanding of Fetal Alcohol Syndrome Disorder (FASD) and support pupils who have FASD.

As you are no doubt aware, the broad categories of exceptionalities set out in subsection 1(1) of the *Education Act* (Behaviour, Communication, Intellectual, Physical and Multiple) are designed to address the wide range of conditions that may affect a student's ability to learn, and do not exclude any medical condition, whether diagnosed or not, that can lead to particular types of learning difficulties.

.../2

- 2 -

Inclusion of some medical conditions (e.g., autism) is not intended to exclude any other medical condition that may result in learning difficulties. Although FASD is not one of the Ministry exceptionalities, this does not mean that children with a medical diagnosis of FASD cannot receive special education programs and/or services.

For example, a student with FASD may present learning needs in many ways in the school setting and the student may be identified as exceptional within one or more of the categories of exceptionalities (including Behaviour, Communication, Intellectual, Physical and/or Multiple).

All students with demonstrable learning based needs, including those with a medical diagnosis of FASD, are entitled to special education programs and/or services. A student may be formally identified through an Identification, Placement Review Committee (IPRC) and have an Individual Education Plan (IEP) that outlines their special education program and/or services. In addition, a student who has not been formally identified through an IPRC but requires special education programs and/or services may also have an IEP.

The determining factor for the provision of special education programs or services is not any specific diagnosed or undiagnosed medical condition, but rather the needs of individual students based on the individual assessment of strengths and needs.

The Ministry of Education provides Ontario's 72 publicly-funded district school boards with additional funding for students with special education needs. While the ministry is responsible for allocating funds to school boards, it is the board's responsibility to decide how to spend it, according to their policies and priorities. Boards have flexibility in how they allocate funds to best meet their local needs. School boards may, for instance, decide to invest into capacity building of educators who work or may work with students with FASD.

Once again, thank you for your letter. Your commitment to students with special education needs is appreciated and your concerns have been noted. I trust this information is helpful to you.

Sincerely,

A handwritten signature in black ink that reads "Lisa Thompson". The signature is written in a cursive, flowing style.

The Honourable Lisa Thompson
Minister of Education

IS YOUR ANXIETY GETTING IN WAY OF PARENTING YOUR CHILD?

**WE ARE OFFERING AN 8-WEEK,
CBT-BASED* GROUP FOR PARENT WHO
ARE EXPERIENCING ANXIETY, THE
CHALLENGES OF PARENTING, AND COPING
WITH CHILDREN'S MENTAL HEALTH.**

STARTS WEDNESDAY MARCH 27, 2019

12:30 PM TO 2:30 PM

643 PARK RD NORTH, BRANTFORD

TO REGISTER, CALL CONTACT BRANT AT 519-758-8228



- Communicate with professionals and agencies external to the board to exchange information needed to develop appropriate school programming and community services for students
- As a member of the System Special Education Team, work in collaboration with the Student Achievement Leader: Special Education and with system personnel to plan strategies for supporting the needs of students with special education needs

xv. Information Technology SERT

- Provide Assistive Technology training to all SEA students, classroom teachers and educational assistants
- Process SEA claims, maintain and update SEA database including transfers
- Pick up transfers – for students moving within our Board and outside of our Board
- Drop off transfers – all three high schools, special classes, internal transfers and new arrivals
- Call out-of-board contacts to receive incoming and outgoing SEA transfers. Organize transportation pick-ups for incoming transfers
- Update SEA surplus online catalogue – including pictures and description
- Update SEA claim forms
- Review SEA Ministry of Education funding guidelines each year and update board policy or procedures as well as the Board SEA brochure to reflect any Ministry changes. Ensure brochures are readily available in schools
- Complete the inventory of all SEA computer and computer peripherals and order any required items that may be low
- Attend and help organize the SEA coordinators council meetings twice a year
- Coordinate Learning Upgrade program

xvi. Itinerant SERT ~ Self-Regulation

- Build capacity among staff and students in the area of self-regulation
- Model lessons from the Zones of Regulation resource
- Discuss common language to be used when addressing students' stress and tension
- Assist staff and students in recognizing and reducing the stressors that impair self-regulation
- Provide strategies to teach students to be more aware of their needs and improving their ability to solve conflicts
- Assist with the implementation of new self-regulation materials
- Support staff in the creation of sensory/calming rooms and/or spaces within the classroom
- Provide professional development on self-regulation at professional development days, NTIP in-services, Community of Practice meetings and new SERT training

xvii. Itinerant SERT ~ Alternative Curriculum – Elementary & Secondary Special Classes/Programs

- Support learning in elementary and secondary system special education classes/programs
- Assist with individualizing developmentally appropriate programs based on assessment data
- Assess students using appropriate assessment tools
- Assist with writing specific and measurable IEP expectations
- Build staff capacity through professional development opportunities
- Provide training and implement of alternative curriculum and assessments
- Build parent confidence
- Create community partnerships
- Attend all special class case conferences
- Connect students and families to services & programs offered in the community

Student Transportation Services Board of Directors' Meeting

Tuesday, March 5, 2019, 9:00 a.m.
Grand Erie District School Board – Brant Room
349 Erie Avenue, Brantford

MINUTES

Present:

STSBHN Board of Directors:

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

BHNCDSB: Mike McDonald – Designate Director of Education
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, GEDSB Trustee- Director
Brenda Blancher, GEDSB Director of Education
Dereck Chin, Chief of Business – Director

-
- 1.0 Call to Order, Welcome and Introductions
The President called the meeting to order 9:10 a.m.
- 2.0 Approval of Agenda for October 30, 2018
M McDonald requested a discussion on website be added as an additional item under item 721 of the agenda.

Moved by: B Chopp

Seconded by: M Nantel

“That the STSBHN agenda for March 5, 2019 be approved as distributed.”

CARRIED.

Student Transportation Services Board of Directors' Meeting

Tuesday, March 5, 2019, 9:00 a.m.

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

3.0 Approval and Signing of Minutes

3.1 Minutes of October 30, 2018

Moved by: M Nantel

Seconded by: B Chopp

“That the minutes of October 30, 2018 be approved as distributed.”

CARRIED.

4.0 AGM and Election of Officers

4.1 Appointment of the STSBHN Officers

P Kuckyt advised that as per the corporation's by-laws, the elections of the STSBHN Officers are needed for the position of President, Secretary and Treasurer and called for nominations for 2019.

Moved by: B Chopp

Seconded by: M Nantel

“That the Board of Directors for 2019 be as follows:

Rafal Wyszynski Superintendent of Business and Treasurer GEDSB- President

Mario Nantel, Director of Transportation and Payroll, CSDCCS- Director

Mike McDonald, Superintendent of Business, BHCNDSB- Director

James Richardson, Trustee GEDSB -Director

Bill Chopp, Trustee BHCNDSB-Director

Bobby Somaroo-Superintendent of Business, CSDCCS-Alternate Director

Philip Kuckyt, Manager of Transportation, STSBHN-Secretary/Treasurer

Kathryn Underwood, Executive Assistant to the Superintendent of Business, GEDSB-Recording Secretary”

CARRIED.

4.2 Appointment of the 2018-19 Auditors

P Kuckyt provided a historical overview of the assignment of auditor, the rationale for the selection and the cost implications.

Moved by: B Chopp

Seconded by: M McDonald

“That Millard, Rouse and Rosebrugh be selected to audit the 2018-19 Financial Statements.”

CARRIED.

5.0 Business Arising from Previous Meeting

5.1 Policy and Procedures Approval 018-023

Student Transportation Services Board of Directors' Meeting

Tuesday, March 5, 2019, 9:00 a.m.

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

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

In response to a question, surrounding driver enhancements for bus drivers and if this was included in the approved operating budget, P Kuckyt indicated that an initial enhancement of \$1.50 per hour is included in the current STSBHN budget. At the time of negotiation, STSBHN verbally committed to reviewing another driver enhancement for the 2019-2020 school year.

Further discussion included whether the First Ride Program has been included for the upcoming budget. P Kuckyt reported that the program is in place and STSBHN will be working with the Principals to promote the program. Funding for this program will be included as part of the upcoming operational budget.

Moved by: M McDonald

Seconded by: B Chopp

“That procedures 018-023 be approved as circulated.”

CARRIED.

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-Identified slight changes to the vehicle class type, specifically the quantity of taxis being utilized. Reported that there has been an increase in the use of a riders aides, however this does not financially impact the member boards as the request came from W. Ross MacDonald, a Provincially funded school.

Service Performance- Clarified that on time performance does not include inclement weather days.

Safety-Reported on the increases in preventable accidents but identified that the accidents were minor in nature. In response to question, the number of students reported due to an anaphylaxis reaction on a school bus is included in the safety KPI.

General Ridership-Reported that STSBHN continues to manage courtesy ridership and further reported that the costs for this service does not impact the operational budget but it does change the member board proportional costs on routes that courtesy students ride.

Student Transportation Services Board of Directors' Meeting

Tuesday, March 5, 2019, 9:00 a.m.

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

The committee discussed that courtesy riders are reviewed and approved annually through an application process.

Communication- Reported a significant increase in the volume of traffic on the website and a consistent increase in the number of twitter followers, likely due to number of inclement weather days experienced this year.

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- Routing and Technology Pilot, the third party was not able to start this initiative at the previously scheduled time but will be working on a single bus pilot in the spring.

Medium term- Contracts and agreements has been moved to short-term goals. Working with the Niagara consortium to share resources and to draft the request for proposal and supporting agreement.

Long Term Goals-no changes to report.

P Kuckyt indicated that the grey items in the table are completed and will not be included in the reporting moving forward.

6.3 Budget Analysis Report

P Kuckyt reviewed the Budget Analysis Report, ending January 31, 2019 and reported that the STSBHN is tracking on budget.

7.0 Standing Business

7.1 Policy and Procedures Review

The committee received the Policy and Procedure 024-028 as information only.

The committee agreed to provide feed back on the draft policies and procedures 024-028 to P. Kuckyt on or before May 3, 2019.

P Kuckyt indicated that Policy and Procedure 024 now include some additional language to assist with service and safety related issues. The committee discussed the alternative approaches which would provide flexibility with cancelling transportation but having

Student Transportation Services Board of Directors' Meeting

Tuesday, March 5, 2019, 9:00 a.m.

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

schools remain open for specific weather events, such as fog and extreme cold temperatures.

It was highlighted that the header format for Policy and Procedures now identify the last review date. The committee concurred that the last review date is valuable and P Kuckyt will updated the headers to include the last review date as they are reviewed.

7.2 Website Review

M MacDonald indicated that with some recent issues, he asked if the STSBHN is considering moving the website service to be hosted on the cloud. In response, R. Wyszynski indicated that a cyber attack was the cause for the website to crash on February 27, 2019. He further clarified that the cloud would be required for the Bus Planner but the hosting of STSBHN server will remain with GEDSB unless it is determined that another solution is more suitable. The Information Technology Department is working developing a report that will outline the issues with the website. This will be shared with STSBHN Board of Directors.

P Kuckyt reviewed some of the challenges with the information sharing between the two websites of STSBHN. The module on the home page is not retrieving the data from the BusPlanner site, causing inaccuracy of information presented to the stakeholders on the website.

8.0 Adjournment

Moved by: M Nantel
Seconded by: M McDonald

“That the March 5, 2019 STSBHN Board of Directors meeting be adjourned at 10:34 a.m.”

CARRIED.

Next Meeting dates

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

- Tuesday May 28, 2019



Title: Bus Cancellations, Delays and Early Dismissals due to Inclement Weather	Procedure #: 024 Page: 1 of 4	Section: Operating Guidelines
Effective: Nov 5, 2010	Last Reviewed: Feb 2019	Next Review: Feb 2019 2022

Statement	<p>The decision to cancel school transportation is the responsibility of the member Board assigned Senior Business Official in coordination with the Manager of Transportation Services.</p> <p>When transportation services are cancelled, the schools and offices in the effected zones will be considered closed.</p> <p>Ultimately, it is the responsibility of parents and/or guardians to decide if they want their child(ren) to travel to school on inclement weather days when transportation is not cancelled running.</p>
Procedures:	<p>Cancellations of Service</p> <ol style="list-style-type: none"> The decision to cancel transportation due to inclement weather shall be made after discussions have taken place with school bus operators and information has been obtained, where necessary <u>and available</u>, from: Environment Canada, Accuweather, and local road supervisors from the City of Brantford and Counties of Brant, Haldimand and Norfolk. The geographic areas of Brant, Haldimand, and Norfolk Counties served by STSBHN are divided into 4 geographic zones for the purposes of inclement weather. <u>The decision to cancel transportation services will be made when:</u> <ul style="list-style-type: none"> <u>The forecasted road conditions during the travel time when students are on board are believed to not allow for the safe provision of services.</u> <u>Visibility is anticipated to be significantly impacted during the travel time when students are on board.</u> <u>The ambient air temperature is at or below -30 degrees centigrade, as of 5:00 AM, on the Environment Canada website in: Simcoe, ON for Zone 1</u>

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Title: Bus Cancellations, Delays and Early Dismissals due to Inclement Weather	Procedure #: 024 Page: 2 of 4	Section: Operating Guidelines
Effective: Nov 5, 2010	Last Reviewed: Feb 2019	Next Review: Feb 2019 2022

Procedures... continued:	<p>Haldimand County, ON for Zone 2 Brantford, ON for Zones 3 and 4 <ul style="list-style-type: none"> • The Environment Canada Wind Chill Chart, as of 5:45AM on the Environment Canada website, indicates a high risk of frostbite to occur in 10 minutes or less in: Simcoe, ON for Zone 1 Haldimand County, ON for Zone 2 Brantford, ON for Zones 3 and 4. </p> <p>3-4. The Manager of Transportation Services will assign staff of the transportation department staff to communicate inclement weather bus cancellations to the key stakeholders of each region.</p> <p>4-5. If a bus travels through a zone closed due to inclement weather during the normal course of its route to take students to/ from school, the bus route will not operate on that day.</p> <p>Delays of Service</p> <p>In the event that inclement weather does not permit transportation services to commence at their regular scheduled time, but there is the possibility of conditions improving which would allow for services to be provided, a two hour delay in services may be issued. Following a two hour delay, one of two courses of action will occur:</p> <ol style="list-style-type: none"> 1. Service will commence, with scheduled pick up and arrival times adjusted by two hours and factoring weather conditions, which may impact the ability of the vehicle to adhere to a regular schedule or 2. Services will be cancelled for the day <p>Early Dismissals</p> <p>Early dismissal will only occur in extreme circumstances. The decision to have students transported home early will be made by 12:00 noon and with the information being broadcast through the traditional means of regular inclement weather cancellations/ delays.</p>
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Title: Bus Cancellations, Delays and Early Dismissals due to Inclement Weather	Procedure #: 024 Page: 3 of 4	Section: Operating Guidelines
Effective: Nov 5, 2010	Last Reviewed: Feb 2019	Next Review: Feb 2019 2022

	<p>When it has been deemed necessary to dismiss early, parent(s)/ guardian(s) (or alternate emergency contacts) of the students, from junior kindergarten to grade 8, will be contacted by the school, unless the school has previously made alternate arrangements with parent(s)/ guardian(s). If no contact can be made before buses leave, students will remain at the school until parent(s)/ guardian(s) have been contacted and have made arrangements to pick-up their child(ren).</p> <p>The Inclement Weather Zones are as follows:</p> <p>Zone 1 – Norfolk County Zone 2 - Haldimand County Zone 3 – Brant County Zone 4 – City of Brantford</p>
<p>Responsibilities Based on Weather and Road Conditions</p> <p>Responsibilities Based on Weather and Road Conditions...continued</p>	<p>Early Morning</p> <p>The Manager of Transportation Services will:</p> <ol style="list-style-type: none"> 1. Investigate weather and road conditions for Brantford, Brant, Haldimand, and Norfolk prior to 5:30 a.m. 2. Communicate with the Bus Operators in their respective zones prior to 5:45 a.m. if weather or road conditions require further investigation. 3. Receive recommendations <u>feedback on road conditions and fleet performance</u> by 6:00 a.m. from the Bus Operators and other contacts relating to possible bus cancellations. 4. Make a recommendation to the Senior Business Officials for each of the zones on services should be the cancellation canceled of the buses or operate as scheduled. The Senior Business Officials will make the final determination for the inclement weather cancellation delay.



Title: Bus Cancellations, Delays and Early Dismissals due to Inclement Weather	Procedure #: 024 Page: 4 of 4	Section: Operating Guidelines
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	<p>5. If the buses are cancelled or delayed, <u>being</u> the inclement weather phone tree goes into effect.</p> <p>6. Contact the Manager(s) of Communication who will post the inclement weather announcement to the Board's website by 6:30 a.m. to inform the public of the decision to cancel/delay buses and close schools/offices.</p> <p>The Bus Operator(s) responsible for inclement weather within their zone will:</p> <ol style="list-style-type: none"> 1. Drive, or have a responsible designate(s) drive a variety of roadways to determine actual <u>road</u> conditions 2. Make a recommendation <u>Convey road conditions</u> to the Manager of Transportation if the buses should operate by 5:45 a.m. If the Operators believe that the conditions are such that a cancellation is not warranted, no further action is taken. 3. If the decision by the Senior Business Officials is that buses cannot operate, the inclement weather phone tree for the cancellation/delay of school buses and the closure of schools goes into effect. <p>For a complete list of television stations, radio stations and other media outlets, visit the transportation website (www.stsbhn.ca).</p>
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Title: Progressive Discipline for Infractions on a School Bus Purpose Vehicles	Procedure #: 025 Page: 1 of 4	Section: Roles and Responsibilities
Effective: Nov 5, 2010	Last Reviewed: Feb 2019	Next Review: Feb 2019/2022

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Statement	Students who travel to and/or from school on a school bus <u>school purpose vehicle</u> may continue to do so as long as they abide by (004) Responsibility of Students whereby they demonstrate and maintain appropriate and safe behaviour aboard the vehicle . Students who do not behave in an appropriate and safe manner may be suspended and may lose their school bus transportation privileges altogether. As the school bus is an extension of the classroom, the school principal, or designate, can revoke a student's transportation privileges for their conduct on a school bus <u>school purpose vehicle</u> . A suspension from school will also result in the student not being permitted to use transportation services while the suspension is being served.
Level 1	<p>Offences:</p> <ol style="list-style-type: none"> 1. Spitting <u>not at or on someone</u>. 2. Making excessive noise. 3. Engaging in horseplay. 4. <u>Eating or drinking on the bus.</u> 4-5. <u>Use of electronic device(s) not inline with the expectations as detailed in Acceptable Use of Personal Electronic Devices (015)</u> 5-6. <u>Leaving his/her/their seat and standing up when the bus vehicle is moving.</u> 6-7. <u>Using water guns and laser pointers.</u> 7-8. <u>Swearing or using foul language; making obscene gestures or being in possession of inappropriate material.</u> 8-9. <u>Blocking the main aisle on the bus.</u> 9-10. <u>Boarding another bus without permission or boarding his/her/their own bus at a different stop.</u>

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Title: Progressive Discipline for Infractions on a School Bus Purpose Vehicles	Procedure #: 025 Page: 2 of 4	Section: Roles and Responsibilities
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Level 1... continued	<p>10-11 Being disrespectful towards others.</p> <p>11-12 Disobeying the bus driver, aide, or monitor.</p> <p>12-13 Committing other offences that could endanger safety on the school bus and for which the bus driver or school principal has already issued a warning.</p> <p>13-14 Sticking his/her hand out of the bus window.</p> <p>14-15 Inappropriately engaging the safety features of the bus, such as the emergency door handle at the back of the bus, etc, when an emergency does not exist.</p>
Level 2	<p>Offences:</p> <ol style="list-style-type: none"> 1. Sticking his/her head outside the bus. 2. Throwing object(s) inside or from the bus. 3. Being rude to, or defying the direction of, a person in a position of authority (bus driver, monitor, bus patroller, etc). 4. Threatening to inflict bodily harm on someone. 5. Hanging onto or trying to hang onto an external part of the bus. 6. Using matches or lighters, or lighting fireworks or a flammable object/ substance while on board the bus. 7. Boarding or getting off the bus through the emergency door, window or roof hatch, without permission. 8. Committing other offences that could endanger safety on the school bus and for which the bus driver or school principal has already issued a warning.
Level 3	Offences:



Title: Progressive Discipline for Infractions on a School Bus Purpose Vehicles	Procedure #: 025 Page: 3 of 4	Section: Roles and Responsibilities
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Level 3... continued	<ol style="list-style-type: none"> 1. Being in possession of alcohol or illicit drugs. 2. Committing <u>an assault(s)</u> (using physical force against someone). 3 <u>3</u>. Being under the influence of alcohol. 3-4 <u>3-4</u>. <u>Smoking or vaping while inside the school bus.</u> 4-5 <u>4-5</u>. Committing an act of vandalism which causes damage to the safety features of the school bus. Compensation to the bus company, for damage caused, will be made by the student(s) or parent(s). The Principal may withhold school bus transportation privileges until such a time that compensation is provided. 5-6 <u>5-6</u>. Committing another act punishable by compulsory suspension in accordance with a School Board policy.
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Level 4	<p>Offences:</p> <ol style="list-style-type: none"> 1. Being in possession of a weapon. 2. Using a weapon to inflict bodily harm on someone or threatening to do so. 3. Committing a physical assault causing bodily harm requiring care by a health professional. 4. Committing a sexual assault. 5. Trafficking weapons or illicit drugs. 6. Committing robbery. 7. Committing another act punishable by compulsory expulsion in accordance with a School Board policy. <p>Consequences may include the following:</p> <p>First offence - Warning or exclusion for 1-3 days.</p>
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Title: Progressive Discipline for Infractions on a School Bus Purpose Vehicles	Procedure #: 025 Page: 4 of 4	Section: Roles and Responsibilities
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Level 4... continued	<p>Second offence - Exclusion for 3-5 days.</p> <p>Third offence - Exclusion for 5-10 days. - Possibility of losing his/her school bus transportation privileges, and - Meeting of parents with school principal.</p> <p>Fourth offence - Loss of school bus transportation privileges for the balance of the school year.</p> <p>The escalation of each level carries with it a greater safety and/or security risk for students on board the bus. The discipline steps as outlined above are only a guideline with consequences varying depending on the nature of the offence and previous infractions.</p> <p>As stated in the Ontario Schools Code of Conduct, the time spent travelling by school bus is an extension of the school day. Therefore, the principal is responsible for any disciplinary action required to correct the negative action(s) of a student(s).</p>
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Title: School Bell Time Changes	Procedure #: 026 Page : 1 of 2	Section: Operating Guidelines
Effective: Nov 5, 2010	Last Reviewed: Feb 2019	Next Review: Feb 2022

Statement	<p>STSBHN will strive to improve the efficiency of bus routes of the system in an effort to provide financial benefit to its member school boards.</p> <p>In order to minimize the number of school bus routes, boards may be requested to change their school's bell times (start and/or end) in order for STSBHN to find efficiencies or more effective run pairings.</p> <p>Due to the impact a change in bell time may have, board staff will notify school principals of any changes to their school's bell times in a timely fashion so that it can be shared with the school's families <u>community</u>.</p>
Procedures	<ol style="list-style-type: none"> 1. The Manager of Transportation Services, when requesting changes in school bell times, must support the request by providing an impact study. When it is viewed as advantageous to do so, STSBHN will recommend changes to the school bell times. 2. The impact study will be presented to the effected <u>Senior Business Official(s)</u> Superintendent(s), who will decide whether this recommendation is appropriate and reasonable. 3. By March of every school year, the Manager of Transportation Services will indicate their intentions concerning possible changes in school bell times, based on the planning of bus routes to take effect when the new school year begins in September. 4. Once a decision is made regarding the requested new bell time(s), any new school hours should will be announced <u>provided</u> to the school's principal, by the end of the month of April preceding the next school year, whenever possible. 5. If a school principal wishes to change the school bell times for his/her <u>their</u> school, he/she <u>they</u> must complete a Bell Time Change Request form (TF021) and forward it to STSBHN no later than February; STSBHN will conduct an impact study based on the request <u>and communicate the results to the Senior Business Official(s) for the board(s) who made the request(s)</u>. <p>The window that bell times can be adjusted within is between</p>



Title: School Bell Time Changes	Procedure #: 026 Page : 2 of 2	Section: Operating Guidelines
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	8:30 AM to 9:15 AM. Only in unique circumstances will bell times be approved outside of this window.
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Commented [KP1]: Is there an appetite to explore bell times outside of these hours?

Title: Process for Appealing Decisions	Procedure #: 027 Page: 1 of 2	Section: Operating Guidelines
Effective: Nov 5, 2010	Last Reviewed: Feb 2019	Next Review: Feb 2019 <u>2022</u>

Statement	It is possible to appeal a decision made by STSBHN, in cases where a student, parent or guardian (<u>the Objector</u>) disagrees with the way in which policies and/ or procedures have been applied by STSBHN and its staff.
Procedures	<ol style="list-style-type: none"> 1. Before an appeal can be filed, the applicant must attempt to resolve their concern/ issue with the STSBHN staff member which oversees their school. 2. If satisfaction cannot be found by dealing with the staff member of STSBHN, an appeal can be made to the Manager of Transportation, in writing, by the applicant. The appeal must include a detailed description of the situation and the event<u>(s)</u> that took place. 3. Staff members of STSBHN will prepare explanations or arguments to support their decision, based on the policies and/<u>or</u> procedures of STSBHN. 4. The Manager of Transportation Services will assess the complaint <u>appeal</u> within 15 working days of receiving it. A written reply will be given to the student/parent/guardian <u>Objector</u> and a copy will be provided to the school'<u>s</u> principal. 5. If the <u>Objector</u> is still not satisfied, he or she <u>they</u> may appeal the decision in writing to the Operations Committee of STSBHN, via the Manager of Transportation Services. 6. The appeal and supporting documentation by STSBHN staff will then be discussed by the Operations Committee, who will decide whether this appeal is supported. 7. The Operations Committee will then render its decision in writing within 30 working days. The applicant <u>Objector</u> will be notified in writing of the decision, which is final and cannot be appealed. 8. If a parent/guardian <u>the Objector</u> disagrees with any of the STSBHN transportation policies and procedures, they may petition their School Boards. <p>No appeals will be reviewed between September 1st thru 30th.</p>



Title: Process for Appealing Decisions	Procedure #: 027 Page: 2 of 2	Section: Operating Guidelines
Effective: Nov 5, 2010	Last Reviewed: Feb 2019	Next Review: Feb 2019 <u>2022</u>

Title: Temporary Transportation Requests	Procedure #: 028 Page: 1 of 1	Section: Operating Guidelines
Effective: Nov 5, 2010	Last Reviewed: Feb 2019	Next Review: Feb 20192022

Statement	Students are expected to only ride the school purpose vehicle(s) that they have been assigned to by STSBHN. All emergency/ temporary transportation requests shall be reviewed by the principal or designate to substantiate the validity of the claim.
Procedure	<ol style="list-style-type: none"> 1. All requests for students to board a vehicle that they normally would not ride on are to be denied. Examples of requests which shall <u>not</u> be considered include, but are not limited to: birthday parties, vacation arrangements, sleep overs, etc. The only exception to this rule is when, at the principal's discretion, the child's wellbeing and/ or safety would be jeopardized by sending them via their traditional means of transportation. These <u>emergencies</u> are the only situation where these alternative arrangements are to be approved. 2. The principal will contact STSBHN and advise them that an emergency/ temporary request has been granted and convey all relevant details so as to allow the changes to be noted in STSBHN's student database. 3. Drivers are to be made aware of the changes with a bus pass created through the route planning software or a letter, preferably on school letter head and signed by the principal, indicating that they, the principal, have agreed to the emergency/ temporary change. 4. Drivers <u>STSBHN staff</u> are to advise dispatch of the emergency/ temporary change and the location of where student(s) will now be dropped off/ pickup. <p>In cases of emergencies involving lost children or accidents/ incidents, procedures 029 and 023 will be followed and properly executed.</p>

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

Prepared by: Michael McDonald, Director of Education Designate
Presented to: Committee of the Whole
Submitted on: March 19, 2019
Submitted by: Michael McDonald, Director of Education Designate

GLOBAL SOUTH ENCOUNTER - GUATEMALA

Public Session

BACKGROUND INFORMATION:

In April of 2018, the Board approved an educational excursion for secondary students to Guatemala. Since that time the students and program facilitators completed the fine-tuning of the program and completed the pre-departure training that included activities related to cultural sensitivity, vaccinations, travel safety, team-building, faith formation and catechesis (especially as it relates to Catholic Social Teaching). Fundraising wrapped up and chaperone selection was completed prior to the trip.

DEVELOPMENTS:

The trip itself was extremely successful (Itinerary – Appendix A) – the students returned safely to Canada humbled by the generosity and kindness they encountered with the people of Guatemala and determined to change the world. The final version of the program that includes academic requirements and catechesis are attached as Appendix B.

In short, the trip was a blend of service learning (work projects in a Guatemalan Community), encounter activities (relationship building with people in the Community), historical and cultural learning (through lectures, tours, reading and discussion) and faith formation (prayer and catechesis).

The program will go through a continuous process of evaluation for improvement, which is already underway.

Given the success of the trip, staff are seeking approval from the Board for another excursion to take place in late January/early February of 2020. The next iteration of the trip would require zero days of missed school. Subject to Board approval – the planning group would remain in tact and we would be working alongside One-by-One in the hopes of continuing a long-term relationship with the community we worked with in Guatemala.

Early approval of the next trip will make fundraising easier and allow for the continuation of a robust pre-departure experience.

RECOMMENDATION:

THAT the Committee of the Whole recommends that Brant Haldimand Norfolk Catholic District School Board approves the One by One Global South Excursion to Guatemala scheduled for January/February 2020.

Day 1 Friday, January 25, 2019			Day 2 Saturday, January 26, 2019			Day 3 Sunday, January 27, 2019			Day 4 Monday, January 28, 2019			Day 5 Tuesday, January 29, 2019		
M	A	E	M	A	E	M	A	E	M	A	E	M	A	E
		<p>Group Arrival TBD</p> <p>Arrive @ Villas TBD</p> <p>Welcome/Snack/ Settle-In/Lights- Out TBD</p> <p>(Awareness Examen)</p>	<p>7:00 am Meditation/Lectio Divina/Check- In/Breakfast (1 Corinthians 12:12-13)</p> <p>Community Visit (October 20th) Welcome, Introductions, Orientation, Community Tour; Leaders share their experiences of leadership in community (Gerardo, Nathan, Community Leaders and School Teachers)</p>	<p>Lunch @ Villas</p> <p>Walking Tour of Antigua (Manuel)</p> <p>Session on Mayan Culture: Customs, Spirituality Clothing, History, Language (Manuel)</p> <p>Check-In Circle: Peter to give a 15 minute overview of significance of market that will be visited next day</p>	<p>5:00 pm Dinner</p> <p>Mass</p> <p>Session on Mayan Culture: Customs, Spirituality Clothing, History, Language (Manuel)</p> <p>Check-In Circle: Peter to give a 15 minute overview of significance of market that will be visited next day</p>	<p>7:00 am Meditation/Lectio Divina/Check- In/Breakfast (Micah 6:8)</p> <p>Tour – Ruins of Iximche and Mayan/Tourist Market in Chichicastenango (Manuel – short session) During lunch: Manuel to give an overview of the market and what will be seen in the Church Bagged Lunch Provided</p>		<p>6:00 pm Dinner</p> <p>***Reflection: Why is it important to understand the history of a place, impacts of Colonization, Similarities/Differences in History of Indigenous Peoples of Canada</p> <p>Free Time</p>	<p>7:00 am Meditation/Lectio Divina/Check- In/Breakfast (1 Timothy 4:12)</p> <p>Community October 20th Work Projects Bagged Lunch Provided</p> <p>5:00 pm Arrive @ Villas</p>		<p>6:00 pm Dinner</p> <p>***Reflection: History, Identity and the impact that the past has on the present</p> <p>Free Time</p>	<p>7:00 am Meditation/Lectio Divina/Check- In/Breakfast (1 Peter 2:9)</p> <p>Community October 20th Work Projects Bagged Lunch Provided</p> <p>5:00 pm Arrive @ Villas</p>		<p>6:00 pm Dinner</p> <p>***Reflection: Gender Equality in leadership and education</p> <p>Free Time</p>

NOTE: *Reflections subject to change. Reflections to be based on Scripture and experience in Guatemala*****

2019 Guatemala Global South Encounter (BHNCD SB & One by One)

Day 6 Wednesday, January 30, 2019			Day 7 Thursday, January 31, 2019			Day 8 Friday, February 1, 2019			Day 9 Saturday, February 2, 2019			Day 10 Sunday, February 3, 2019																	
M	A	E	M	A	E	M	A	E	M	A	E	M	A	E															
<p>7:00 am Meditation/Lectio Divina/Check-In/Breakfast (Psalm 24:1-2)</p> <p>Community October 20th Work Projects</p> <p>Traditional Guatemalan 'Churrasco' Lunch @ Gerardo's An informal conversation with Bianka about environmental issues in Guatemala and answer pre-planned questions about what her company is doing to help</p> <p>5:00 pm Arrive @ Villas</p>			<p>6:00 pm Dinner</p> <p>***Reflection: Environmental issues; the role Canada plays in environmental impact in Guatemala</p> <p>Free Time</p>			<p>7:00 am Meditation/Lectio Divina/Check-In/Breakfast (1 Corinthians 12:24-27)</p> <p>Community October 20th Work Projects Bagged Lunch Provided</p> <p>5:00 pm Arrive @ Villas</p>			<p>Salsa Dance Lesson with Gloria</p> <p>Dinner</p> <p>***Reflection: Your faith and this Encounter</p>			<p>7:00 am Meditation/Lectio Divina/Check-In/Breakfast (1 Corinthians 1:4-9)</p> <p>Panajachel Visit to Women's Cooperative Current Indigenous Issues (i.e., visit weaving cooperatives, tour a traditional medicine garden, participate in a traditional Mayan ceremony, hear talks on the challenges Indigenous people face and how they are organizing to work through these challenge</p> <p>Bagged Lunch Provided</p> <p>2:00 pm Leave Panajachel > Villas</p>			<p>6:00 pm Dinner</p> <p>***Reflection: Indigenous Issues – connections between Guatemala and Canada</p>			<p>7:00 am Meditation/Lectio Divina/Check-In/Breakfast</p> <p>Community October 20th Work Projects</p> <p>Farewell</p> <p>1:00 pm Arrive @ Villas</p>			<p>Free Time in Antigua</p> <p>Packing Time</p> <p>Lunch on your own in Antigua</p>			<p>Mass</p> <p>Last Group Dinner @ Tre Fratelli (Included)</p> <p>***Reflection: Final reflections: Impact of the experience; Understanding of yourself; Taking with you; Impact on Faith</p>			<p>Transport Pick-up from Villas > Airport TBD</p> <p>Departure TBD</p>		

**Guatemala Global South Encounter 2019
Prayer Schedule**

Day	Morning (Grace)	Evening (Grace)
1	Tara – Prayer on the Bus to airport!	
2	Tristan	Lucas
3	Madisyn	Caitlin
4	Emily	Nicolle
5	Lochlan	Bailey
6	Autumn	Mady
7	Meghan	Luca
8	Nicole	Noella
9	Carly	Tara
10	Marty – Prayer before departure!	

Guatemala Encounter: An Experience of Action and Contemplation

Hopes and Expectations

- Provide students and accompanying staff a meaningful encounter with local and indigenous people and the culture of Guatemala in the global south
- Contribute to a community service learning project in a way not experienced as charity
- Contemplate the experience and make connections to our own culture
- Ground students' response in our Christian faith tradition especially through the social teachings of the Church and scripture
- Pay attention to environmental degradation and its root causes
- Become effective communicators in sharing their experience with family, peers, school, parish and local community
- Become reflective and holistic thinkers who respond critically in light of the gospel
- A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good
- A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life

Teaching and Learning Components

- Catholic social teachings (D&P Resources)
- Community and Growth (Jean Vanier insights)
- Prayer – liturgical, ritual, contemplative
- Spanish language
- Cultural sensitivity and adaptation
- Travelling abroad
- Environment (Ladaute Si)
- Contemplation and Action
- Awareness Examen
- Power and Privilege

Pre-Departure Components

- Team Building
- Group Norms
- History & Introduction to Culture
- Privilege and Oppression (D&P learning games)
- Prayer – visio, lectio and naturae divina (integrate use of photos)
- Medical information
- Risk Management – health & safety, food & water, security, volcanoes, medications, zika virus
- Ethical storytelling, social media, photography, cell phone use

Rhythmic Components Related to the Daily Encounters in Guatemala

- Morning – Christian meditation, lectio divina
- Paying Attention to the Day Ahead
- Prayer – before meals
- Awareness Examen – end of day
- Group Sharing – highlights, challenges
- Written Reflection/Journaling
- Making connections

Re-Entry Components

- Adjusting back home
- Telling your stories
- Experiencing change (within and those around you)
- Applying what was learned and experienced here and now in our culture
- Planning presentations to communicate the encounter and its impact on change

**Pre-Departure Session 1
May 31, 2018**

9:30 Welcome – name tags

9:30 Christian Meditation and Lectio Divina

- Paul to teach Christian meditation
- Keri to teach Lectio

10:00 Getting to Know Each Other (Tara)

- elbow partner to introduce partner

10:30 Slide Show – Reason Guatemala Encounter (Tara)

- photos of slide of why they want to participate in the Guatemala Encounter
- Include adult participants

11:00 Break

11:15 Team Building Activity (Tara)

- Each school team to introduce ice-breaker activity

12:00 Lunch (Tara to introduce social networking)

12:45 History & Introduction to Culture (Peter)

1:15 Group Norms (Tara, Keri, Peter & Paul)

2:00 Check-out

- Challenges and highlights of the day

Guatemala Pre-Departure Session #2 Plan

Friday, October 19, 2018

9:00 Check-in – Name Tags

9:15 Prayer – CM and Lectio Divina (Keri)

9:45 Ice-Breakers (School 1 – ACS)

10:15 Break

10:45 Group Norm Activities – Community Agreement (Tara)

- Post and keep revisiting during weekend
- Final seal of approval at end of retreat

11:30 Self-Awareness Activities (Keri) Tweak Student Guide/Activity sheets (from Tara)

12:30 Lunch (MODEL: Saying a Prayer before meals)

1:30 Team Building (led by school 2 – HT)

2:00 Check-in

2:15 Resiliency and Growth Mindset (when moving in to a new culture) Mellissa Connelly (75 minutes)

3:30 Nathan to share his story/experience in Guatemala and build relationship with students

4:15 Free Time

5:00 Gather – Introduction to Writing a Prayer before Meals (Keri) Mini-lesson on components and structure and provide template

5:30 Dinner (Prayer led by a group)

6:30 The Culture of Guatemala (foods, dress for men and women and appropriate dress for us, bartering in market place, sports, festivals, language(s), importance of religion(s). (Peter)

7:00 Spanish Lesson and Scenarios (e.g., airport, school, market, Antigua on the street, etc.) (Tara and Luca, student)

7:30 Awareness Examen and Check-Out (Keri)

8:00 Free Time (Board Games, cards, etc.,)

Saturday, October 20, 2018

8:00 Breakfast – Prayer led by group

9:00 Significance of Date Oct. 20 (Peter, Ted and Nathan)

9:30 Power and Privilege with activities (Paul)

11:30 Check-in

12:00 Lunch (Group 3 for Prayer) - have things packed after lunch

1:00 Ethical Storytelling (Photography and Social Media) – build in break (Tara)

2:00 Re-Visit Community Agreement (Tara and Keri)

3:00 Identify Concerns – Final Check-in (Think-Pair-Share as an individual, with your elbow partner and share to whole group). Record on Chart paper – highlights, challenges, anxieties/concerns – STOP, START, CONTINUE) (Keri)

3:30 Departure

Friday, October 19 th , 2018		
Time	Activity	Responsibility
9:00	Check in	Whole Group
9:15	Prayer	Keri
9:45	Christian Meditation and Lectio Divina Ice Breaker/Team Building Activities Students to lead	HT Student Team
+10:15	BREAK	
10:45	Group Norms – Community Agreement • Post and revisit during the weekend	Tara
11:30	Self Awareness Activities	Keri
12:30	Grace and Lunch	
1:30	Ice Breaker/Team Building Activities Students to lead	ACS Student Team
2:00	Check In	Whole Group
2:15	Resiliency and Growth Mindset when moving into a new culture	Mellissa
3:30	Personal narrative and experience in Guatemala	Nathan
4:15	FREE TIME • Move clothes and bedding into the Chalet	Tara will have room assignments
5:00	Introduction to Prayer Writing	Keri
5:30	Dinner (Prayer – group 1)	
6:30	The Culture of Guatemala	Peter/Nathan
7:00	Spanish – handout/duolingo Scenarios to practice	Tara
7:30	Awareness Examen and Check Out	Keri
8:00	FREE TIME	Chalet
Saturday, October 20 th , 2018		
8:00	Breakfast (Prayer – Group 2) Remove all things from the Chalet by 9:00	
9:00	Significance of Date October 20	Peter/Ted/Nathan
9:30	Power and Privilege Activities	Paul
11:30	Check in	
12:00	Lunch (Prayer – Group 3)	

GUATEMALA ENCOUNTER RETREAT OCTOBER 19-20, 2018

1:00	Team Building Activity	SJC Student Team
1:30	Ethical Storytelling	Tara
2:00	Re-Visit Community Agreement	Tara and Keri
2:30	Final Check in <ul style="list-style-type: none"> • Think Pair Share (Highlights, Challenges, Anxieties and Concerns) • Record on Chart Paper 	Tara and Keri
3:00	Departure	

GUATEMALA ENCOUNTER REINTEGRATION SESSION

February 13, 2019

9:30-2:15

9:30 – 9:45 Scripture reading and Christian Meditation

9:45 – 10:30 4 PHASES

Facilitator Notes:

- Begin with a question to the group, “During your first few days at home how did you feel? What are some emotions you experienced?”
- Go around the circle and have everyone give one word or phrase that answers this question.
- Record all answers on the flip chart.
- Once this is done, distribute the 4 PHASES handout. Read the handout together.
- Have students discuss with their elbow partner for 2-3 mins.
- Go around the circle again and have students share one thing that stood out for them and where in the phases they think they are now.

10:30-11:15 BREAK

11:15 – 11:45 REVERSE CULTURE SHOCK AND 7 QUESTIONS HANDOUT

Facilitator Notes:

- Work through and follow the lead of students on this part; last year this generated a lot of discussion.
- Who to get help from if needed

11:45-12:00 THANK YOU LETTERS TO TRUSTEES

- Depending on length of above discussion this may have to move to afternoon.
- Work through what this letter should say; thank you, impact, change

12:00-1:00 LUNCH

1:00 – 1:15 **REVISIT CATHOLIC SOCIAL TEACHINGS**

Facilitator notes:

- During lunch hang the flip chart papers from pre departure session
- Have students circulate and add anything new
- Have their views changed? Do they now have a better understanding of the teaching?

1:15 – 1:45 **WORK ON THANK YOU CARDS AND DISCUSSION ABOUT KNIGHTS OF COLUMBUS**

Facilitator notes:

- Have copies of donor lists available.
- Each student writes a thank you to each person or company they received a donation from for silent auction.

1:45 – 2:00 **MESSAGES TO EACH OTHER**

Facilitator notes:

- Lay out 19 pieces of card stock with the group photo in the center, one for every participant. Each persons circulates to all 19 and signs or writes a personal message to each other participant.

2:00 – 2:15 **FINAL MESSAGES AND CHECK OUT**

Facilitator notes:

- Date of board meeting: March 19th
- Date of knights of Columbus meeting: March 5th, St. Bernard's @ 8:00

2:15 – 2:30 **CLEAN UP AND DEPARTURE**

SCHEDULE
FACILITATOR TRAINING | ST. JEROME'S UNIVERSITY

Wednesday, November 29th, 2017

- 8:00AM: Coffee
- TEAM BUILDING**
 - 8:15AM: Getting to Know You
 - 8:30AM: Check-In
 - 8:45AM: Group Norms
- JUSTICE-BASED APPROACH TO SERVICE LEARNING**
 - 9:15AM: Service Learning Venn-Diagram & Active Citizen Continuum
 - 9:45AM: Catholic Social Teachings
 - 10:45AM: Power and Privilege
- 11:30AM: Break
- 11:45AM: Page Turning
- 11:50PM: Lunch
- TOOLS FOR FACILITATION**
 - 12:45PM: Zones; Resiliency; Cognitive Negotiation; The Experience Map
 - 2:30PM: Critical Reflective Practices (Questions, Techniques)
 - 3:00PM: Conflict Mediation
 - 3:50PM: Break
 - 4:00PM: Putting Into Practice (Case Studies/Role Play)
 - 5:30PM: Facilitator Self-Care (style under stress, how to support each other, tools for self-care)
- 6:00PM: Check-In and Conclusion

FACILITATOR TRAINING

NOVEMBER 29TH, 2017

Throughout the day, we will be exploring many topics in regards to facilitating service learning experiences. The topics covered fall within four categories: team building, justice-based approaches to service learning, understanding the participant, and facilitation tools. The purpose of this training is not to provide “how-to” responses to any situation you may be faced with as a facilitator. Instead, it is about building a toolkit so that you can move forward as an adaptable, ethical, and reflective facilitator. Being a facilitator isn’t about being an expert. Being a facilitator is about providing participants with opportunities to connect with the experts, and supporting/challenging them on their personal journey of growth, development and learning.

As we go along, we will have the opportunity to dialogue about how each topic connects directly with the experience you will be facilitating. Use this workbook to capture notes, ideas, questions, thoughts, and even doodles.

TEAM BUILDING

GETTING TO KNOW YOU

In this activity, pipe cleaners are used to create a symbol that reflects who you are. After you’ve had time to create your symbol, each person will share with the group why they chose this symbol, and what the symbol represents in terms of who you are. Feel free to capture some notes in the space below if that is helpful.

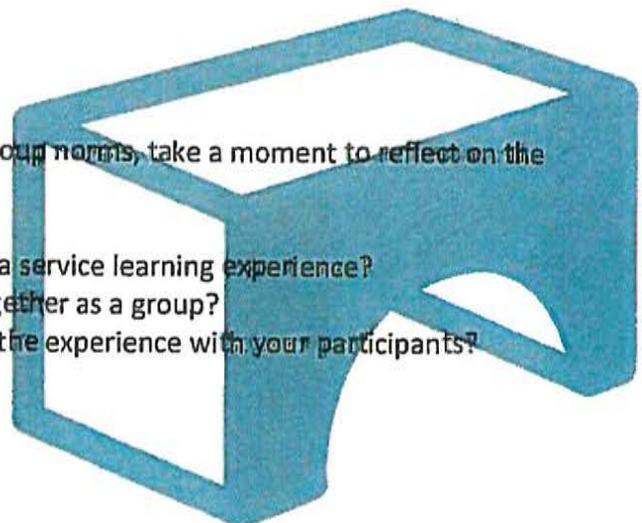
GROUP NORMS

After we’ve spent some time establishing our group norms, take a moment to reflect on the questions below.

Why are establishing group norms important in a service learning experience?

Why is it important to establish these norms together as a group?

How could this translate into how you facilitate the experience with your participants?

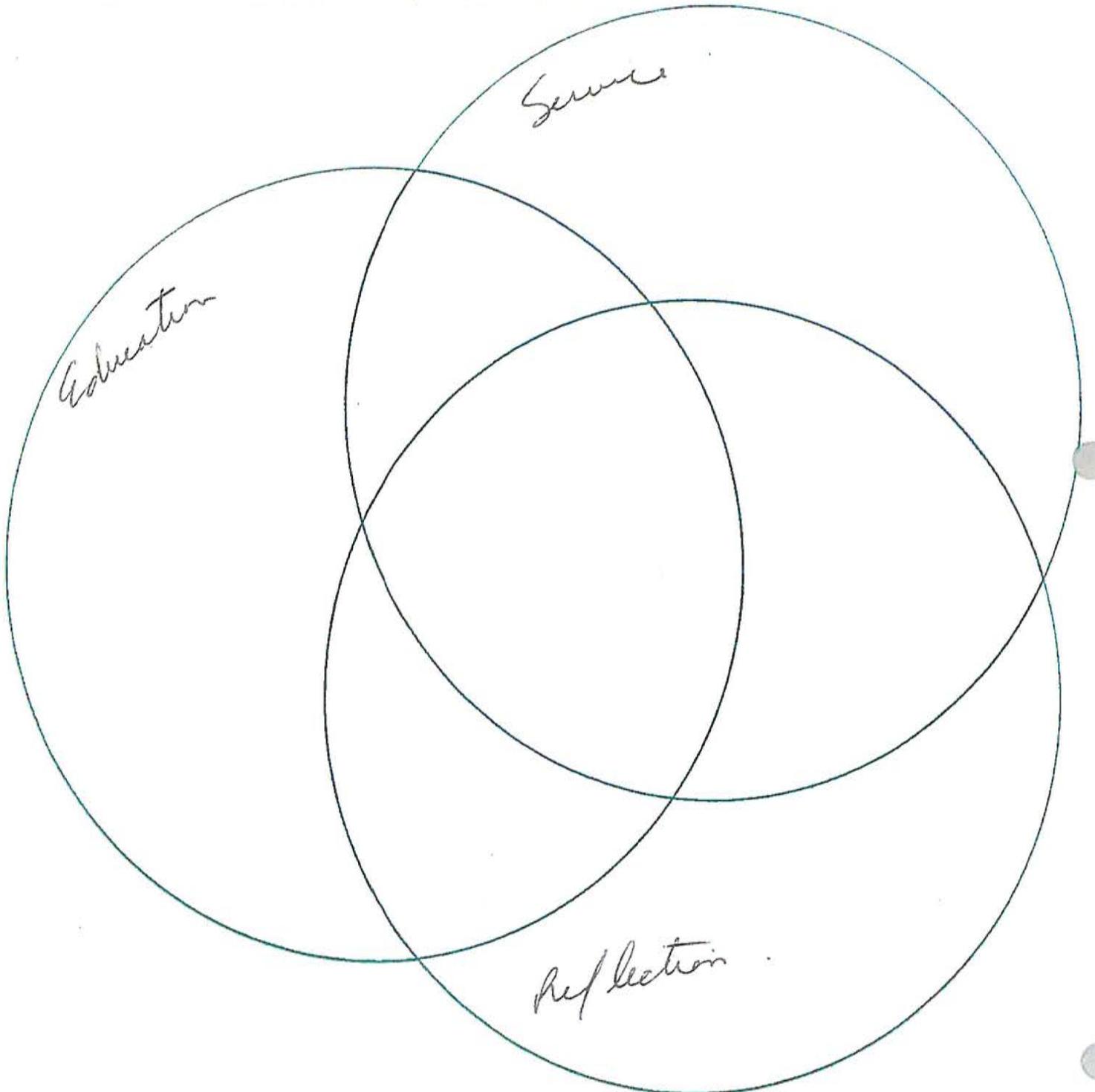


JUSTICE BASED APPROACH TO SERVICE LEARNING



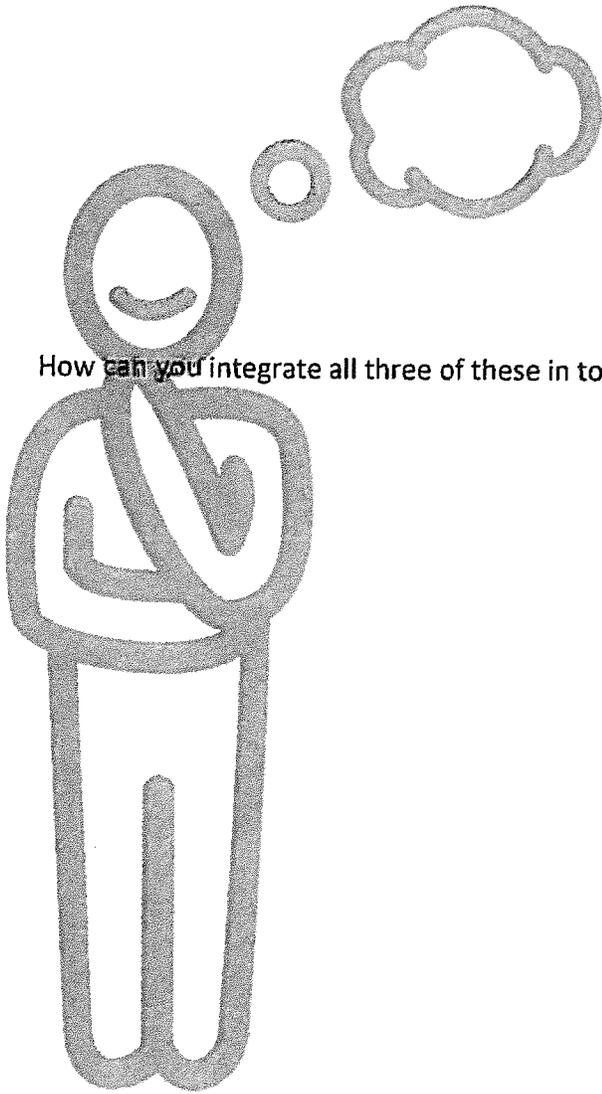
TRIANGLE OF SERVICE LEARNING

Our experiences are built with an emphasis on three core components – service, education and reflection. This model was developed by Break Away.



Why is it important that service learning experiences operate in the middle of education, service, and reflection?

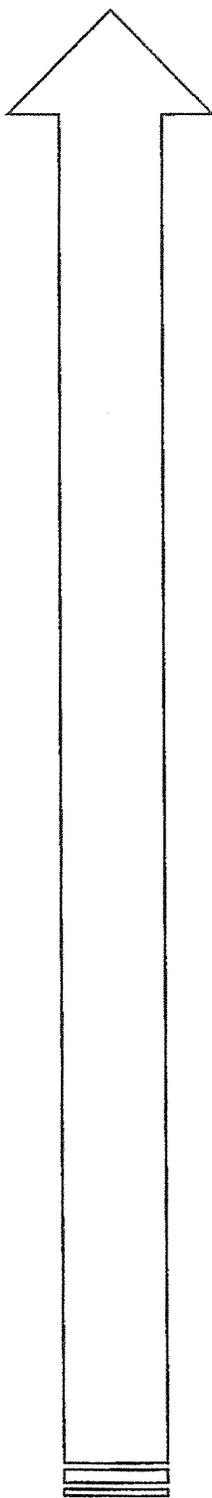
How can you integrate all three of these in to the program you are facilitating?





ACTIVE CITIZENSHIP

The Active Citizenship continuum was also developed by Break-Away. In the template below, record the four areas along the continuum and jot down some ideas as to what each could mean.



Member	Volunteer	Conscientious Citizen	Active Citizen
<p>Not concerned to their role in social problems</p>	<p>Well-intentioned but not well-organized about social issues</p>	<p>Concerned to discussing best causes; asks why?</p>	<p>Community becomes a priority in values & life choices</p>

CST 101

THEMES FROM
CATHOLIC
SOCIAL
TEACHING

The Church's social teaching is a rich treasure of wisdom about building a just society and living lives of holiness amidst the challenges of modern society. Modern Catholic social teaching has been articulated through a tradition of papal, conciliar, and episcopal documents. The depth and richness of this tradition can be understood best through a direct reading of these documents. In these brief reflections, we highlight several of the key themes that are at the heart of our Catholic social tradition.

LIFE AND DIGNITY OF THE HUMAN PERSON



The Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society. This belief is the foundation of all the principles of our social teaching. In our society, human life is under direct attack from abortion and euthanasia. Human life is threatened by cloning, embryonic stem cell research, and the use of the death penalty. The intentional targeting of civilians in war or terrorist attacks is always wrong. Catholic teaching calls on us to work to avoid war. Nations must protect the right to life by finding effective ways to prevent conflicts and resolve them by peaceful means. We believe that every person is precious, that people are more important than things, and that the measure of every institution is whether it threatens or enhances the life and dignity of the human person.

CALL TO FAMILY, COMMUNITY, AND PARTICIPATION



The person is not only sacred but also social. How we organize our society—in economics and politics, in law and policy—directly affects human dignity and the capacity of individuals to grow in community. Marriage and family are the central social institutions that must be supported and strengthened, not undermined. We believe people have a right and a duty to participate in society, seeking together the common good and well-being of all, especially the poor and vulnerable.

RIGHTS AND RESPONSIBILITIES



The Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met. Therefore, every person has a fundamental right to life and a right to those things required for human decency. Corresponding to these rights are duties and responsibilities to one another, to our families, and to the larger society.



OPTION FOR THE POOR AND VULNERABLE

A basic moral test is how our most vulnerable members are faring. In a society marred by deepening divisions between rich and poor, our tradition recalls the story of the Last Judgment (Mt 25:31-46) and instructs us to put the needs of the poor and vulnerable first.



THE DIGNITY OF WORK AND THE RIGHTS OF WORKERS

The economy must serve people, not the other way around. Work is more than a way to make a living; it is a form of continuing participation in God's creation. If the dignity of work is to be protected, then the basic rights of workers must be respected—the right to productive work, to decent and fair wages, to the organization and joining of unions, to private property, and to economic initiative.



SOLIDARITY

We are one human family whatever our national, racial, ethnic, economic, and ideological differences. We are our brothers' and sisters' keepers, wherever they may be. Loving our neighbor has global dimensions in a shrinking world. At the core of the virtue of solidarity is the pursuit of justice and peace. Blessed Pope Paul VI taught that "if you want peace, work for justice." The Gospel calls us to be peacemakers. Our love for all our sisters and brothers demands that we promote peace in a world surrounded by violence and conflict.



CARE FOR GOD'S CREATION

We show our respect for the Creator by our stewardship of creation. Care for the earth is not just an Earth Day slogan; it is a requirement of our faith. We are called to protect people and the planet, living our faith in relationship with all of God's creation. This environmental challenge has fundamental moral and ethical dimensions that cannot be ignored.



Text for this poster is drawn from United States Conference of Catholic Bishops, *Shaping Catholic Social Teaching: Challenges and Directions*. © Copyright 2017, United States Conference of Catholic Bishops and Catholic Relief Services. All rights reserved. Photos courtesy of Brother Mickey McGarr, OFSM.

06-1-18 (as the Celebration of 50 Years of the Second Vatican Council)

10-1011

CATHOLIC SOCIAL TEACHING

*The Church's social teaching shows us how to build a just society
and live lives of holiness in the 21st century.*

Each person is **SACRED**,
made in God's image, equal in dignity.

Each person is **SOCIAL**,
called to participate in family and community.

All people have **RIGHTS** and **RESPONSIBILITIES**.
The right to life and its necessities, the responsibility to respect
the rights of others and work for the common good.

We care for people who are **POOR** and vulnerable,
before all else.

Workers have rights. **WORK** has dignity.
We are partners with God in creation.

SOLIDARITY is our call.
We are our brothers' and sisters' keepers.

We care for **CREATION**.
We live in interdependence with all God has made.

Why is it important to understand Catholic Social Teachings in the context of international service learning?

How do the principles of Catholic Social Teaching relate to the Guatemala Encounter?

Where do you see evidence of Catholic Social Teaching in our approach?



POWER AND PRIVILEGE

Throughout this part of training, we will be participating in a workshop on power and privilege. Use the space below to capture notes based on the activities and discussions.



HAND OF POWER

How did it feel to participate in this activity?

in control, I was on the lead

What does the activity have to do with power?

- oppressed, oppressor



POWER

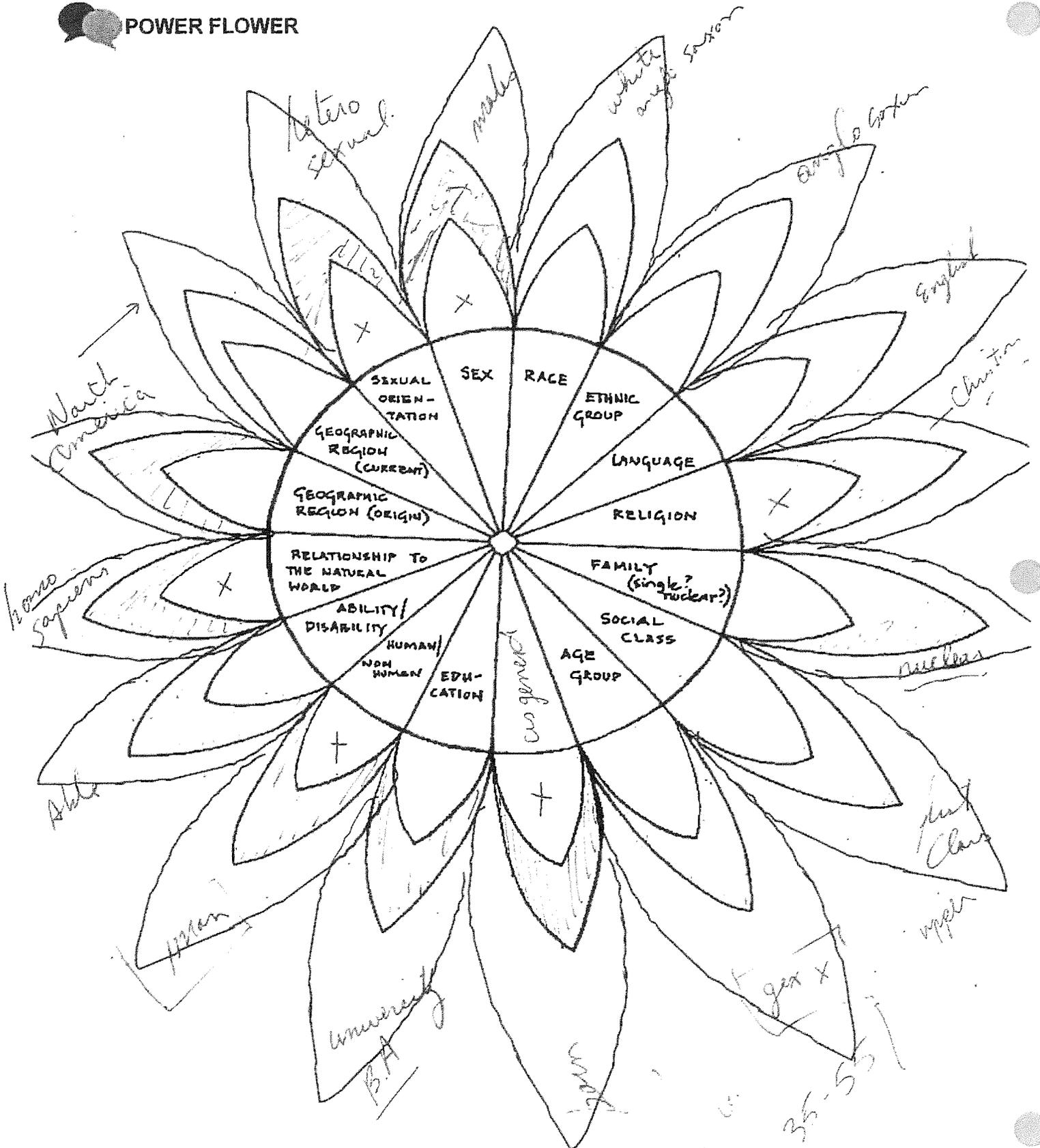
What are different types of power that exist?

- economic*
- political*
- social*

What is power?

-

POWER FLOWER





What light does this throw on the relationship between dominant identities in the world, your identity, and the identity of the community you will be connected to?

What does it mean to have more petals that match with the dominant identity? What does it mean to have fewer petals that match with the dominant identity?



What would it look like for those who have multiple petals that do not match with the dominant group?

How does our identity/social location, impact how we view and interact with the world?



How does this connect to privilege?



PRIVILEGE

What is privilege?

WHAT MY BIKE HAS TAUGHT ME ABOUT WHITE PRIVILEGE

<https://alittlemoresauce.com/2014/08/20/what-my-bike-has-taught-me-about-white-privilege/comment-page-12/#comments>

The phrase “white privilege” is one that rubs a lot of white people the wrong way. It can trigger something in them that shuts down conversation or at least makes them very defensive. (Especially those who grew up relatively less privileged than other folks around them). And I’ve seen more than once where this happens and the next move in the conversation is for the person who brought up white privilege to say, “The reason you’re getting defensive is because you’re feeling the discomfort of having your privilege exposed.”

I’m sure that’s true sometimes. And I’m sure there are a lot of people, white and otherwise, who can attest to a kind of a-ha moment or paradigm shift where they “got” what privilege means and they did realize they had been getting defensive because they were uncomfortable at having their privilege exposed. But I would guess that more often than not, the frustration and the shutting down is about something else. It comes from the fact that nobody wants to be a racist. And the move “you only think that because you’re looking at this from the perspective of privilege” or the more terse and confrontational “check your privilege!” kind of sound like an accusation that someone is a racist (if they don’t already understand privilege). And the phrase “white privilege” kind of sounds like, “You are a racist and there’s nothing you can do about it because you were born that way.”

And if this were what “white privilege” meant—which it is not—defensiveness and frustration would be the appropriate response. But privilege talk is not intended to make a moral assessment or a moral claim about the privileged at all. It is about systemic imbalance. It is about injustices that have arisen because of the history of racism that birthed the way things are now. It’s not saying, “You’re a bad person because you’re white.” It’s saying, “The system is skewed in ways that you maybe haven’t realized or had to think about precisely because it’s skewed in YOUR favor.”

I am white. So I have not experienced racial privilege from the “under” side firsthand. But my children (and a lot of other people I love) are not white. And so I care about privilege and what it means for racial justice in our country. And one experience I have had firsthand, which has helped me to understand privilege and listen to privilege talk without feeling defensive, is riding my bike.

Now, I know, it sounds a little goofy at first. But stick with me. Because I think that this analogy might help some white people understand privilege talk without feeling like they’re having their character attacked.

About five years ago I decide to start riding my bike as my primary mode of transportation. As in, on the street, in traffic. Which is enjoyable for a number of reasons (exercise, wind in yer

face, the cool feeling of going fast, etc.) But the thing is, I don't live in Portland or Minneapolis. I live in the capital city of the epicenter of the auto industry: Lansing, MI. This is not, by any stretch, a bike-friendly town. And often, it is down-right dangerous to be a bike commuter here.

Now sometimes its dangerous for me because people in cars are just blatantly a**holes to me. If I am in the road—where I legally belong—people will yell at me to get on the sidewalk. If I am on the sidewalk—which is sometimes the safest place to be—people will yell at me to get on the road. People in cars think its funny to roll down their window and yell something right when they get beside me. Or to splash me on purpose. People I have never met are angry at me for just being on a bike in “their” road and they let me know with colorful language and other acts of aggression.

I can imagine that for people of color life in a white-majority context feels a bit like being on a bicycle in midst of traffic. They have the right to be on the road, and laws on the books to make it equitable, but that doesn't change the fact that they are on a bike in a world made for cars. Experiencing this when I'm on my bike in traffic has helped me to understand what privilege talk is really about.

Now most people in cars are not intentionally aggressive toward me. But even if all the jerks had their licenses revoked tomorrow, the road would still be a dangerous place for me. Because the whole transportation infrastructure privileges the automobile. It is born out of a history rooted in the auto industry that took for granted that everyone should use a car as their mode of transportation. It was not built to be convenient or economical or safe for me.

And so people in cars—nice, non-aggressive people—put me in danger all the time because they see the road from the privileged perspective of a car. E.g., I ride on the right side of the right lane. Some people fail to change lanes to pass me (as they would for another car) or even give me a wide berth. Some people fly by just inches from me not realizing how scary/dangerous that is for me (like if I were to swerve to miss some roadkill just as they pass). These folks aren't aggressive or hostile toward me, but they don't realize that a pothole or a build up of gravel or a broken bottle, which they haven't given me enough room to avoid—because in a car they don't need to be aware of these things—could send me flying from my bike or cost me a bent rim or a flat tire.

So the semi driver who rushes past throwing gravel in my face in his hot wake isn't necessarily a bad guy. He could be sitting in his cab listening to Christian radio and thinking about nice things he can do for his wife. But the fact that “the system” allows him to do those things instead of being mindful of me is a privilege he has that I don't. (I have to be hyper-aware of him).

This is what privilege is about. Like drivers, nice, non-aggressive white people can move in the world without thinking about the “potholes” or the “gravel” that people of color have to navigate, or how things that they do—not intending to hurt or endanger anyone—might actually be making life more difficult or more dangerous for a person of color.

Nice, non-aggressive drivers that don't do anything at all to endanger me are still privileged to pull out of their driveway each morning and know that there are roads that go all the way to their destination. They don't have to wonder if there are bike lanes and what route they will

take to stay safe. In the winter, they can be certain that the snow will be plowed out of their lane into my lane and not the other way around.

And it's not just the fact that the whole transportation infrastructure is built around the car. It's the law, which is poorly enforced when cyclists are hit by cars, the fact that gas is subsidized by the government and bike tires aren't, and just the general mindset of a culture that is in love with cars after a hundred years of propaganda and still thinks that bikes are toys for kids and triathletes.

So when I say the semi driver is privileged, it isn't a way of calling him a bad person or a manslaughterer or saying he didn't really earn his truck, but just way of acknowledging all that—infrastructure, laws, gov't, culture—and the fact that if he and I get in a collision, I will probably die and he will just have to clean the blood off of his bumper. In the same way, talking about *racial* privilege isn't a way of telling white people they are bad people or racists or that they didn't really earn what they have.

It's a way of trying to make visible the fact that system is not neutral, it is not a level-playing field, it's not the same experience for everyone. There are biases and imbalances and injustices built into the warp and woof of our culture. (The [recent events in Ferguson](#), MO should be evidence enough of this—more thoughts on that [here](#)). Not because you personally are a racist, but because the system has a history and was built around this category “race” and that's not going to go away overnight (or even in 100 years). To go back to my analogy: Bike lanes are relatively new, and still just kind of an appendage on a system that is inherently car-centric.

So—white readers—the next time someone drops the p-word, try to remember they aren't calling you a racist or saying you didn't really earn your college degree, they just want you to try empathize with how scary it is to be on a bike sometimes (metaphorically speaking).

One last thing: Now, I know what it is like to be a white person engaged in racial reconciliation or justice work and to feel like privilege language is being used to silence you or to feel frustrated that you are genuinely trying to be a part of the solution not the problem but every time you open your mouth someone says, “Check you privilege.” (I.e., even though privilege language doesn't mean “You are one of the bad guys,” some people do use it that way). So if you'll permit me to get a few more miles out of this bike analogy (ya see what I did there?), I think it can help encourage white folks who have felt that frustration to stay engaged and stay humble.

I have a lot of “conversations” with drivers. Now, rationally, I know that most drivers are not jerks. But I have a long and consistent history of bad experiences with drivers and so, when I've already been honked at or yelled at that day, or when I've read a blog post about a fellow cyclist who's been mowed down by a careless driver, it's hard for me to stay civil.

But when I'm not so civil with a “privileged” driver, it's not because I hate him/her, or think s/he is evil. It's because it's the third time that day I got some gravel in the face. So try to remember that even if you don't feel like a “semi driver,” a person of color might be experiencing you the way a person on a bike experiences being passed by a semi. Even if you're listening to Christian radio.

What have you learned from this article?

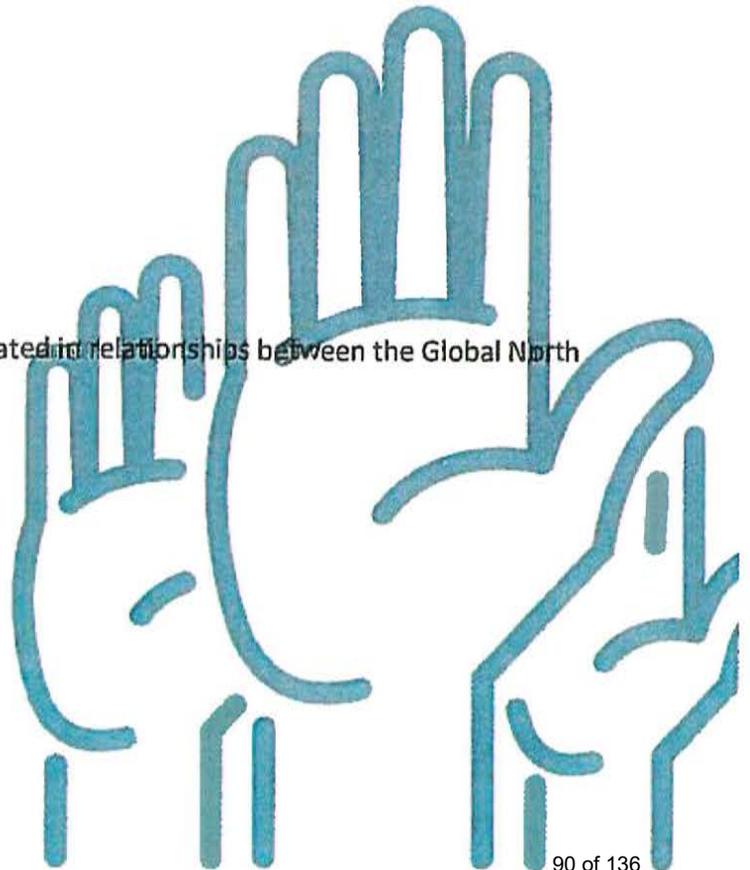
- another point of view
- more than people "race" as "gender"

What is oppression?

- being put down, held back, denied

What kinds of systems power could be exacerbated in relationships between the Global North and Global South?

- status quo
-



Why is it important to consider power and privilege in the context of service learning? What kinds of power/privilege are often apparent in service learning experiences?

Why is it important to recognize invisible privilege?

"The very essence of many ISL programs is to send people of significant privilege - when considering factors such as monetary wealth and access to human rights, education, and security - to destinations with colonial roots, where individuals and communities are significantly less privileged. From an anti-oppressive standpoint, although communities abroad do benefit in some capacity from hosting ISL students, the benefits to students, such as relevant job experience and school credit, are usually more tangible and consistent. The result is a power imbalance between students and host communities that can create problems apart from the potentially exacerbating effects that certain attitudes and perspectives held by student participants can produce. Add to that imbalance a sense of cultural superiority inferred by the notion of culture shock, and you have the conditions for recreating neo-colonial and xenophobic contexts for oppression." – Cathleen Difruscio and Joanne Benham Rennick [The World is My Classroom](#)



THEORY: ANTI-OPPRESSION

The following is from Lisa Fithian and Dave Oswald Mitchell's Theory: Anti-Oppression.

We have been socialized in cultures founded upon multiple, overlapping forms of oppression, often leading us to inadvertently perpetuate dehumanizing behaviors, situations and structures. Our oppressive actions diminish us, divide us and inhibit our ability to organize broad-based, emancipatory movements.

In order to build a world free from domination, we offer up for discussion the following tenets and practices in the hopes they can provide a solid foundation for advancing our work and deepening our interpersonal relationships.

Tenets:

- Power and privilege can play out in our group dynamics in destructive ways. For the good of all, we must challenge words and actions that marginalize, exclude or dehumanize others.
- We can only identify the ways that power and privilege play out when we are conscious and committed to understanding how white supremacy, patriarchy, classism, heterosexism and other systems of oppression affect us all.
- Until we are clearly committed to anti-oppression practice, all forms of oppression will continue to divide and weaken our movements.
- Developing anti-oppression practices is life-long work. No single workshop is sufficient for unlearning our socialization within a culture built on multiple forms of oppression.
- Dialogue, discussion and reflection are some of the tools through which we overcome oppressive attitudes, behaviors and situations in our groups. Anti-oppression work requires active listening, non-defensiveness and respectful communication.

Personal practices:

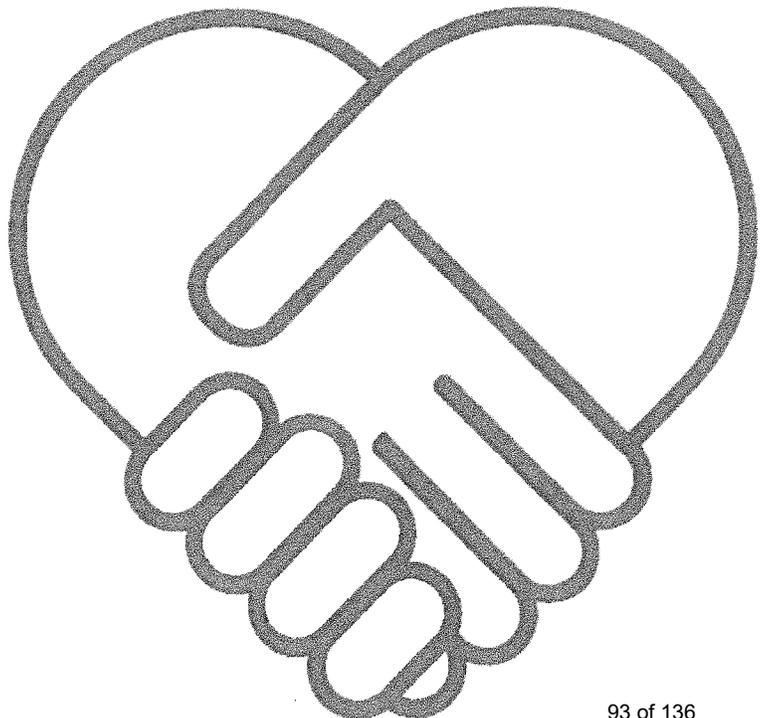
- Challenge yourself to be courageously honest and open, willing to take risks and make yourself vulnerable in order to address racism, sexism, homophobia, transphobia and other oppressive dynamics head-on.
- When you witness, experience, or commit an abuse of power or oppression, address it as proactively as the situation permits, either one-on-one or with a few allies, keeping in mind that the goal is to encourage positive change.
- Challenge the behavior, not the person. Be sensitive and promote open dialogue.
- When someone offers criticism in an oppressive framework, treat it as a gift rather than an attack. Give people the benefit of the doubt.
- Be willing to lose a friend, but try not to "throw away" people who mess up. Help them take responsibility for making reparations for their behavior, and be willing to extend forgiveness in return.

- Understand that you will feel discomfort as you face your part in oppression, and realize that this is a necessary part of the process. We must support each other and be gentle with each other in this process.
- Don't feel guilty, feel responsible. Being part of the problem doesn't mean you can't be an active part of the solution.
- Contribute time and energy to building healthy relationships, both personal and political.

Organizational practices:

- Commit time to facilitated discussions on discrimination and oppression.
- Set anti-oppression goals and continually evaluate whether or not you are meeting them.
- Create opportunities for people to develop anti-oppression skills and practices.
- Promote egalitarian group development by prioritizing skill shares and an equitable division of roles, responsibilities and recognition.
- Respect different styles of leadership and communication.
- Don't push historically marginalized people to do things because of their oppressed group (tokenism); base it on their work, experience and skills.
- Make a collective commitment to hold everyone accountable for their behavior so that the program can be a safe and nurturing place for all.

How can you help participants navigate dynamics of power, privilege, and oppression in the experience you are facilitating?



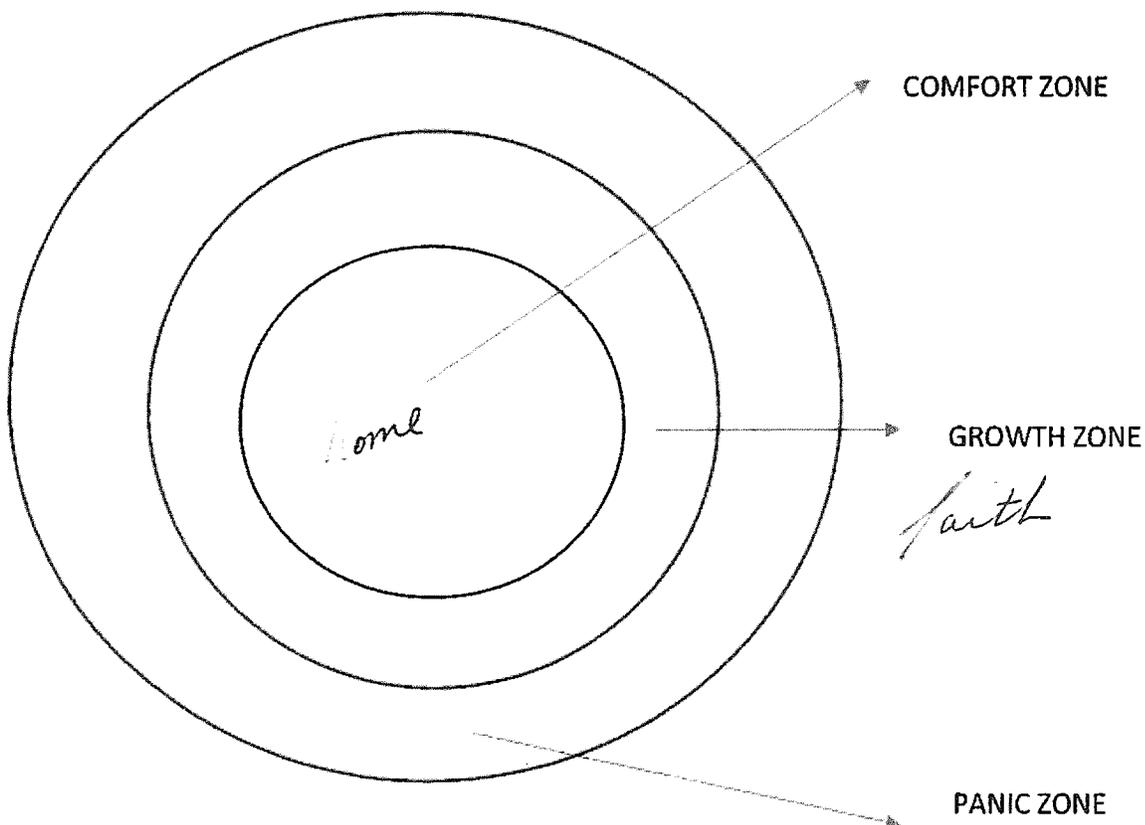
UNDERSTANDING THE PARTICIPANT IN THE "ZONE"

The comfort zone is the place where people feel most confident – they may be learning here, but this learning may look like polishing and refining pre-existing skills, perspectives, and beliefs. In this zone, people feel safe, comfortable and like they belong.

The growth zone is the place where the person has ventured into some uncharted territory – they are trying new things, asking new questions and exploring the unknown. Sometimes they make mistakes, or have unfamiliar expectations placed on them, but they are able to take the discomfort this causes and harness it into learning. This is the zone where the "magic" happens, some would say.

The panic zone is the place where the person has ventured too far out of their comfort zone, and, with nothing to tether them to what they are used to, they become overwhelmed with the unfamiliarity and enter a state of discomfort or anxiety that overwhelms most of their energy that they would have used to turn this into a learning opportunity.

Taking into consideration your past experiences, current adventures and your future participation in this program, take some time to brainstorm what your definition of comfort zone, growth zone and panic zone look like.



Why is it important to cultivate self-awareness in participants of service learning programs?

they are centred, prepared, calm

Why is this diagram, in particular, important?

we will all be in growth zone

How does this connect to resilience?

- do not panic, scaffolding

What does it mean to facilitate a growth mindset? How can you see this happening in the experience you are facilitating?

*- open, accepting, positive
- model*

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

Prepared by: Michael McDonald, Director of Education Designate
Presented to: Committee of the Whole
Submitted on: March 19, 2019
Submitted by: Michael McDonald, Director of Education Designate

EXCURSION – IRELAND

Public Session

BACKGROUND INFORMATION:

Holy Trinity Catholic High School is requesting approval for an excursion to Ireland from Friday, March 13 to Saturday, March 21, 2020 (no school days missed as trip runs through March Break).

DEVELOPMENTS:

Approximately twenty (20) Grades 9-12 students will be participating in this field trip. The lead supervising teacher organizing this event is Sean Roche. The anticipated cost of the trip for each student is approximately \$3,100.

This tour provides an opportunity for students to study the rich history, culture and geography of Ireland. They will have the opportunity to visit numerous sites in Dublin, Galway, Killarney and Cork. They will also strengthen their faith as they visit the St. Patrick's Cathedral in Dublin. Founded in 1191, it is the tallest and largest in Ireland, with its 43-metre spire.

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

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the request from Holy Trinity Catholic High School for an excursion to Ireland from Friday, March 13 to Saturday, March 21, 2020.

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

Prepared by: Michael McDonald, Director of Education Designate
Presented to: Committee of the Whole
Submitted on: March 19, 2019
Submitted by: Michael McDonald, Director of Education Designate

EXCURSION – Saline, Michigan USA
Public Session

BACKGROUND INFORMATION:

Assumption College School is requesting approval for an excursion to Saline, Michigan from Friday, September 6 to Saturday, September 7, 2019 (one school day missed). Staff supervisors will be Steve Petrella, Jason Nagy, as well as two parent volunteers/coaches. The cost of the trip is approximately \$150/player, with the balance of the costs being covered by the host school.

DEVELOPMENTS:

Approximately 40 Senior Football Lions from Assumption College School will travel by coach bus to Saline, Michigan, to play an exhibition game against the Saline High School Hornets. This will provide team members with an opportunity for personal growth and team building, as well as developing their physical efforts and contribute to a team's success both on and off the field.

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

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the request from Assumption College School for an excursion to Saline, Michigan from Friday, September 6 to Saturday, September 7, 2019.

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

Prepared by: Michael McDonald, Director of Education Designate
Presented to: Committee of the Whole
Submitted: March 19, 2019
Submitted by: Michael McDonald, Director of Education Designate

PATHWAYS UPDATE

Public Session

BACKGROUND INFORMATION:

The Board Improvement Plan for Student Achievement (BIPSA) is developed within the context of the Strategic Plan and is aligned to the four pillars that support student learning and achievement from Kindergarten to Grade 12. The pillars include Literacy, Numeracy, Catholicity and Pathways.

DEVELOPMENTS:

As per the BIPSA, Pathways continues to be a focus moving forward, supported by the Pathways Consultant, Student Achievement Team, guidance staff, and a host of committed staff in schools bringing meaning to learning experiences. In 2014, the Ministry of Education produced an enhanced pathways curriculum entitled *Creating Pathways to Success*. This is a framework for exploring student interests, strengths, and career options. Much of our current work has been supportive of this curriculum and we continue to build on Individual Pathways Plans (IPP) and transition planning.

More recently, The Premier's Expert Panel on the Highly Skilled Workforce (2016) also recognized that Ontario's continued economic prosperity depends on a highly skilled workforce that is diverse, adaptable and innovative. Our overall goal as a Board is to provide access to a wide variety of learning experiences and opportunities so that all students leave secondary school with a clear sense of self and a plan for their initial postsecondary destination.

Listed below is an update of several learning opportunities aimed at increasing awareness and exposure to a variety of pathways and our commitment to future career opportunities.

Exploration Activities and Experiential Learning

Exploration activities give students an opportunity to connect what they learn in school with the world beyond school. Experiential learning provides students with opportunities to see how their classroom learning applies in a workplace setting.

- **Jill of All Trades (May/June)** – Grades 11-12 females to participate in hands-on activities at Conestoga College (Cambridge Campus)
- **Provincial Manufacturing Day** – Students from all three of our high schools visited manufacturers to get a better understanding of what they do and how it might be a future career option
- **Epic Skilled Trades Event (May)** – 600 students between elementary and secondary careers classes; guest speakers, hands-on activities
- **Pathways to Work Career Day (Fall & Winter)** – Students have a guest speaker focusing on Pathways followed by a carousel of speakers from a variety of occupations
- **Pathways to Work, Elementary Focus** – Each grade has a different activity focusing on Pathway choices, Grades 6-8 visit a carousel of occupations presented by secondary coop students

- **Brant Haldimand Norfolk Catholic District School Board Skills Competition & Skills Ontario (May)** – Grades 4-12 participate in a variety of competitions held at a Board and Provincial level
- **Techxploration** – All Grade 7 and 8 students visit their secondary feeder school for hands-on activities in the technology department
- **Tech Career Day (May/June)** – Grades 4-8 students to participate in career presentations (co-op students); hands-on activities (secondary school students in partnership with Conestoga)
- **Destinations College: Mohawk** – Grade 7 and 8 students participate in a series of interactive workshops related to programs offered at the community college level
- **What Makes Our Community Work** – this forum is an opportunity for Grade 7 and 8 students to learn about city services and the variety of jobs that are available
- **Mathstronauts** – Grade 6-8 students participated in this activity, which empowers and enriches youth through Science, Technology, Engineering and Mathematics (STEM) education at McMaster University
- **VEX Robotics** – Ongoing implementation at both elementary and secondary levels
- **Pathways Day** – ACS student body rotate through course and destination presentations delivered by staff and community partners
- **Women in Trades** – Grade 6-8 students participate in a sector specific guest speaker
- **Future Build** – Grade 6-8 students are introduced to career transitions to the building and construction industry; students participate in an interactive, hands-on experience using a variety of tools and techniques across many of the skilled construction trades
- **Sector Symposiums** – Grade 11 and 12 students participate in a Sector Specific Symposium with guest(s) speaker and hands on activities in partnership with LIUNA and Conestoga
- **BRC Summer Business (July)** – Grade 11 and 12 students participate in starting their own business idea, mentored by local community members to operate their business through out the summer
- **Take Our Kids To Work (November)** – An annual event where Grade 9 students step into their future for a day and get a glimpse into the working world
- **Indigenous Engagement Apprenticeships (May)** – Grade 11 and 12 Indigenous students participate in a sector specific guest speaker and hands on activities in partnership with LIUNA and Conestoga
- **Local Manufacturing Career Day (March)** – Students from high school visit manufacturers within their community to get a better understanding of what they do and how it might be a future career option
- **LEAP & STEM Exploration (November)** – The students hear from various guest speakers on a diverse range of topics, conduct hands-on activities, attend workshops and get the opportunity to witness STEM/LEAP first hand
- **OYAP Opportunity Day** – Grade 11 and 12 students participate in a sector specific site visit, which will be led by the Lead Tradesperson and additional guest speakers followed by a tour of the facility and Q & A
- **Special Education Pathways Events** – Variety of Experiential Activities to introduce pathway options to students (e.g. Twin Valley Zoo, Famous People Players, Sunflower Stables, etc.)

Co-Operative Education Programs

Co-operative education programs provide students with the opportunity to earn secondary school credits while completing a work placement in the community that is related to the learning expectations of a secondary school course. The table below outlines program enrolment numbers.

2014-15	359
2015-16	380
2016-17	392
2017-18	410
2018-19	415*

*semester 1 plus proposed semester 2 enrolment

Programs with a Pathways Focus

Programs that focus on students' preparation for post-secondary endeavours and addresses particular strengths, interests or aspirations of students. Such programs assist students in making successful transitions to their initial post-secondary destination.

Dual Credits

Dual Credit programs are Ministry-approved programs that allow students, while they are still in secondary school, to take college or apprenticeship courses that count towards both the Ontario Secondary School Diploma (OSSD) and a post-secondary certificate, diploma, degree or a Certificate of Apprenticeship.

Our Board offers team-taught dual credit programs at each of our secondary schools in conjunction with Mohawk, Fanshawe and Conestoga Colleges.

Ontario Youth Apprenticeship Program (OYAP)

By participating in OYAP, students gain on-the-job training and experience in an apprenticeship in a skilled trade while earning credits towards the OSSD and accumulate workplace hours that count towards both secondary school co-op credits and the requirements of an apprenticeship program. The table below outlines program enrolment numbers.

2014-15	96
2015-16	96
2016-17	88
2017-18	77
2018-19	90*

*semester 1 plus proposed semester 2 enrolment

Specialist High Skills Major (SHSM)

A SHSM is a Ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements to graduate from secondary school. It also assists in their transition after graduation to apprenticeship training, college, university or the workplace.

Seventeen SHSM programs in ten sectors with 22 different programs are offered across the Board to over 400 Grade 11-12 students:

- Agriculture (HT)
- Arts and Culture (ACS, SJC) – Focuses on Visual Arts and Music

- Business (ACS)
- Construction (HT, SJC)
- Environment (ACS)
- Health and Wellness (ACS, HT, SJC) – Focuses on Health Care, Fitness, and Child & Family
- Hospitality and Tourism (ACS, HT)
- Information & Computer Technology (ACS, SJC) – Focuses on Communication Technology and Computer Engineering
- Sport (HT, SJC)
- Transportation (ACS, HT)

Our Pathways programming is designed to help ensure that students develop the knowledge and skills they need to make informed education and career/life choices.

RECOMMENDATION:

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

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

Prepared by: Leslie Telfer, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: March 19, 2019
Submitted by: Michael McDonald, Director of Education Designate

STUDENT ACHIEVEMENT UPDATE

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board (BHNCDSB) is committed to providing all students with learning experiences that are rooted in effective research-based practices. We recognize that the primary purpose of assessment is to improve student learning. To support these commitments, Essential Practices Kindergarten to Grade 12 have been identified and are fundamental to supporting the learning and achievement of all students (see Appendix A). The identified Essential Practices form the foundation of our Differentiated System Support Plan for the 2018-19 school year (see Appendix B).

The Essential Practices in Assessment for Learning include Know the Learner, Learning Goals and Success Criteria and Descriptive Feedback. Essential Practices in Literacy and Numeracy have also been identified. The Essential Practices in Literacy include, Daily Reading and Writing Experiences and Cross Curricular Integration. The Essential Practices in Numeracy include Daily Number Routines, Problem Solving Opportunities and Use of Visual Representations.

Aligned with the identified Essential Practices in Numeracy and supplemental to the RMS directives which were introduced in 2016, additional communication from the current Ministry of Education has introduced Focusing on the Fundamentals of Math. The guide is intended to support teachers' ongoing efforts in building students' knowledge and skills in mathematics. It focuses attention on the content of expectations in The Ontario Curriculum, Grades 1–8: Mathematics, 2005 that deal with fundamental mathematics concepts and skills.

The fundamental skills identified include, Working with numbers; Recognizing and applying understanding of number properties; Mastering math facts; Developing mental math skills and developing proficiency with operations.

Our goals continue to be improving student learning and achievement in mathematics and increasing and enhancing principal and teacher learning in mathematical content knowledge and instruction. The collective work of the district is a focus on the system identified Essential Practices for Student Achievement identified in the Board Improvement plan for Student Achievement (BIPSA).

DEVELOPMENTS:

In the area of Student Achievement in Mathematics, we continue to implement several initiatives that are embedded in the BIPSA 2018-2019. Below is a table that outlines the key initiatives and their current status as of March 5, 2019:

Initiative	Building Teacher Capacity Quantity of Effort	Impact on Student Achievement Quantity of Effect
<p>Grade 2 and Grade 5 Measurement Networks</p> <p>Teachers will participate in three modules of learning related to building content and math knowledge for teaching in the area of Measurement. The sessions are planned for November, February and April, 2018-19.</p> <p>Teachers have participated in two of three planned modules related to building content and math knowledge for teaching in the area of Measurement.</p> <p>The final module will take place in late March and early April, 2019.</p>	<ul style="list-style-type: none"> • 28 elementary schools • 52 Grade 2 or Grade 1/2 or 2/3 teachers • 43 Grade 4/5, 5 or 5/6 teachers <p>Educator learning is being measured by a pre and post survey as well as an exit survey after each module's learning.</p>	<ul style="list-style-type: none"> • 667 Grade 2 students participating • 707 Grade 5 students participating <p>Diagnostic assessments were completed on all students in grade 2 and grade 5 in September 2019.</p> <p>Measurement profiles for all students provided to teachers following the completion of the diagnostic assessments.</p> <p>The same assessment will be re-administered to all students in May 2019 in order to measure student progress.</p> <p>The primary target for overall improvement is Primary and Junior EQAO, Spring 2020.</p>
<p>EQAO Pilot</p> <p>Grade 3 and 6 teachers involved in the pilot participated in a full day of professional learning on February 27, 2019. Learning on this day was focused on deepening understanding of the curriculum achievement categories Knowledge & Understanding, Thinking and Application. Additionally, new information from EQAO regarding the administration of the assessment was shared with educators.</p>	<ul style="list-style-type: none"> • 5 elementary schools • (Holy Cross, Notre Dame B, St Pius, Christ The King, St. Leo, Jean Vanier) • 12 Grade 3 teachers • 12 Grade 6 teachers 	<ul style="list-style-type: none"> • 186 Grade 3 students from the participating schools • 157 Grade 6 students from the participating schools <p>Teachers were provided a mid-year assessment resembling EQAO experience for students.</p> <p>This mid-year assessment included multiple choice and open response questions that targeted concepts which the district has not performed well on in the last few years, including number sense and measurement.</p> <p>Teachers used student responses from the midyear assessment as the basis for moderated marking during the learning of the day.</p>
<p>School-based Numeracy Professional Learning Communities (PLCs):K-8</p> <p>Teachers participate in PLCs at the school-level to deepen their understanding of content related to fundamental math concepts including foundational concepts of number sense, computational fluency, foundational concepts of multiplication, and/or fractions.</p>	<ul style="list-style-type: none"> • 28 schools • K-8 Teachers • Early Childhood Educators • Special Education Resource Teachers <p>*numbers vary at school-level based on identified needs</p> <p>School PLCs are supported by System Student Achievement teachers who work</p>	<p>Data is tracked at the school level for students in the grades included in the PLC.</p> <p>Principals use educator self-assessment data and 1:1 meetings with staff to monitor educator growth regarding implementation of the essential practices in assessment and mathematics.</p>

Initiative	Building Teacher Capacity Quantity of Effort	Impact on Student Achievement Quantity of Effect
<p>Learning related to the Essential Practices for Numeracy is integrated into PLCs.</p> <p>PLCs began in October and will continue until June 2019.</p>	<p>with principals and classroom teachers to build capacity and embed foundational mathematics concepts in classroom practice.</p>	
<p>Secondary Intermediate Professional Learning Communities (PLCs): 9-10</p> <p>Teachers of Applied and Locally Developed Mathematics courses participated in three PLCs to develop awareness and deepen their understanding of the Essential Practices for Assessment for Learning and Numeracy.</p> <p>PLCs meet three times during each semester.</p>	<p>Number of teachers participating:</p> <ul style="list-style-type: none"> • 26 secondary educators • Semester 1 – 17 educators <ul style="list-style-type: none"> ○ 14 Math teachers ○ 3 Math Dept Heads • Semester 2 – 9 educators <ul style="list-style-type: none"> ○ 6 Math teachers ○ 2 'TLC' teachers ○ 1 Alt Ed teacher <p>Three full days of release (per semester):</p> <ul style="list-style-type: none"> • Module 1 – Multiplication • Module 2 - Representing & Comparing Fractions • Module 3 - Operations with Fractions <p>Teacher learning measured and monitored through Pre and Post-Learning Surveys administered prior to the first module and at the end of the third module, respectively</p>	<p>A total of approximately 440 Grade 9 and 10 Applied and Locally Developed Students from all 3 secondary schools:</p> <ul style="list-style-type: none"> • Semester 1 – 250 students • Semester 2 – 190 students <p>Student learning is measured and monitored through diagnostic assessments administered prior to each module and again at the end of Semester</p>
<p>Principal Learning</p> <p>At monthly Family of Schools meetings, principals are provided with learning that deepens their own understanding of the math concepts and the instructional practices that are delivered at the school-based PLCs.</p>	<p>Principals participate as co-learners in PLCs.</p> <p>Principals continue to support staff capacity building and monitor the implementation of foundational math concepts and the essential practices.</p>	<p>Principals continue to monitor and track student progress based on diagnostic information.</p> <p>Family of Schools Superintendents track the progress of grades 3 and 6 students in their respective schools.</p>

RECOMMENDATION:

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

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

Prepared by: Jim LoPresti, Corporate Services Advisor
Presented to: Committee of the Whole
Submitted on: March 19, 2019
Submitted by: Michael McDonald, Director of Education Designate

FINANCIAL REPORT AS OF FEBRUARY 2019

Public Session

BACKGROUND INFORMATION:

Attached is the Board Expenditure Report for the period ending February 28, 2019.

DEVELOPMENTS:

There are few variances to report at this time. Our total spending at 49.4% of the annual Budget puts us right on track, as six months into the year, we would expect to have spent approximately 50% of the total budget. The Board's expenditure is slightly more than last year at this time, having spent 47.0% of budget at February 2018. This variation is largely due to the change in the number of pay cycles September to February this year.

Salaries are monitored closely each month and the current projection to year-end is slightly below budget. This expenditure, currently at 50.1% of budget, is slightly more than last year at this time where salaries were 47.0% spent. Each year, the timing of pay cycles changes with the new school year calendar. At February 2019, 12-month staff have received 13 pays, where last year, there were only 12 pays in the period September to February. Salary expenditure is on track at our mid-point this year. Mid-year contract changes for the teaching group will be in place after the second quarter end and estimated costs are included in the projection.

The expected spending level for salaries varies by employee group. At February, teaching staff have received approximately 50.0% of annual pay. Support staff have received between 50.0% and 62.0% of annual pay for 12-month and 10-month staff by this time of year, explaining the slight variation of percentage spent between the various salary lines. The Lunch Monitor budget line is 53.0% spent, less than the 56.3% spent at this time last year, however, it is still in line with this year's budget.

Benefits Expenditure are slightly lower than expected at second quarter-end with 46.4% spent compared to 48.7% spent last year. The transfer to the Provincial Trust Plans for our four employee groups is now complete, allowing for improved forecasting in the future.

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

Most property and liability insurance premiums, membership and software contracts require payment of annual fees early in the year, leaving these budget lines with a higher percentage spent in the first half of the year. A pay-out of OSBIE Insurance surplus of approximately \$50,400 was realized the early part of this school year, offsetting a significant portion of these costs.

School Renewal spending, to date, amounts to some \$484,868, which is approximately 49.0% of budget. Due to the nature of School Renewal projects, a significant number of projects are completed during March Break and the summer months. Expenditure identified as New Pupil Places is the interest portion of debenture debt payments with one of two annual payments made in the first half of the year. Principal payments are no longer included in the Operations Expenditure budget.

The Governance / Trustees budget is 47.0% spent, which is on track for this Budget year and comparable to last year with 47.5% spent. Also reflected in the second quarter report is payment

of the annual Ontario Catholic School Trustees Association (OCSTA) fees captured in the Administration & Other Support Department.

Increased legal costs has moved the Administration & Other Support Department to an overspent position at 64.5% of budget compared to 41.7% spent at this time last year.

The Continuing Education Program expenses totalled \$106,207 or 33.3% of budget for the first half of the year. This program, re-established in the 2013-14 school year, includes the Heritage Language and Summer School programs offered.

RECOMMENDATION:

THAT the Committee of the Whole refers the Financial Report as of February 2019 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Report Name: B01

Monthly Board Report

Ending Period: February 2019

	Budget	Expenditure	% Spent
10 - INSTRUCTION			
SALARIES & WAGES	56,372,418.70	27,920,393.43	49.5
EMPLOYEE BENEFITS	8,073,566.00	3,539,718.27	43.8
STAFF DEVELOPMENT	251,231.80	77,958.59	31.0
SUPPLIES & SERVICES	2,433,427.58	872,970.01	35.9
REPLACEMENT F & E	1,049,548.78	697,177.09	66.4
FEES & CONTRACTUAL SERVICES	512,038.00	395,503.47	77.2
OTHER	3,300.00	0.00	0.0
AMORTIZATION	142,064.00	71,032.00	50.0
Total - INSTRUCTION	68,837,594.86	33,574,752.86	48.8
12 - SPECIAL EDUCATION			
SALARIES & WAGES	14,223,354.00	7,475,588.16	52.6
EMPLOYEE BENEFITS	2,962,598.00	1,522,984.84	51.4
STAFF DEVELOPMENT	43,800.00	11,550.22	26.4
SUPPLIES & SERVICES	258,342.03	71,654.62	27.7
REPLACEMENT F & E	520,657.00	82,407.67	15.8
FEES & CONTRACTUAL SERVICES	205,105.00	4,816.19	2.3
Total - SPECIAL EDUCATION	18,213,856.03	9,169,001.70	50.3
15 - SCHOOL MANAGEMENT/SCHOOL SERVICES			
SALARIES & WAGES	7,212,211.00	3,740,838.24	51.9
EMPLOYEE BENEFITS	1,145,068.00	584,980.34	51.1
STAFF DEVELOPMENT	40,260.00	8,244.94	20.5
SUPPLIES & SERVICES	590,420.36	159,401.14	27.0
REPLACEMENT F & E	12,400.00	3,863.54	31.2
FEES & CONTRACTUAL SERVICES	204,900.00	163,363.28	79.7
Total - SCHOOL MANAGEMENT/SCHOOL SERVICES	9,205,259.36	4,660,691.48	50.6
21 - STUDENT SUPPORT SERVICES-GENERAL			
SALARIES & WAGES	913,994.00	426,748.87	46.7
EMPLOYEE BENEFITS	219,368.00	83,934.05	38.3
STAFF DEVELOPMENT	2,100.00	173.18	8.2
SUPPLIES & SERVICES	13,000.00	12,383.18	95.3
Total - STUDENT SUPPORT SERVICES-GENERAL	1,148,462.00	523,239.28	45.6
22 - COMP & OTH TECH STUDENT SUPP SERV			
SALARIES & WAGES	1,015,766.00	488,207.46	48.1
EMPLOYEE BENEFITS	273,688.00	131,996.72	48.2
STAFF DEVELOPMENT	29,000.00	6,782.35	23.4

Report Name: B01

Monthly Board Report

Ending Period: February 2019

	Budget	Expenditure	% Spent
SUPPLIES & SERVICES	87,510.00	29,855.31	34.1
REPLACEMENT F & E	5,500.00	2,267.64	41.2
FEES & CONTRACTUAL SERVICES	39,120.00	11,975.71	30.6
Total - COMP & OTH TECH STUDENT SUPP SERV	1,450,584.00	671,085.19	46.3
23 - LIBRARY SERVICES			
SALARIES & WAGES	783,327.00	422,272.52	53.9
EMPLOYEE BENEFITS	193,019.00	98,873.46	51.2
STAFF DEVELOPMENT	2,000.00	0.00	0.0
SUPPLIES & SERVICES	85,708.92	23,883.13	27.9
FEES & CONTRACTUAL SERVICES	33,004.00	24,643.06	74.7
Total - LIBRARY SERVICES	1,097,058.92	569,672.17	51.9
24 - GUIDANCE SERVICES			
SALARIES & WAGES	850,903.00	427,259.49	50.2
EMPLOYEE BENEFITS	110,058.00	44,956.84	40.8
SUPPLIES & SERVICES	5,596.33	1,652.40	29.5
Total - GUIDANCE SERVICES	966,557.33	473,868.73	49.0
25 - TEACHER SUPPORT SERVICES			
SALARIES & WAGES	1,347,799.00	657,963.67	48.8
EMPLOYEE BENEFITS	153,123.00	70,737.86	46.2
STAFF DEVELOPMENT	23,327.00	7,284.23	31.2
SUPPLIES & SERVICES	63,393.00	16,208.20	25.6
FEES & CONTRACTUAL SERVICES	11,577.00	10,359.00	89.5
Total - TEACHER SUPPORT SERVICES	1,599,219.00	762,552.96	47.7
31 - GOVERNANCE/TRUSTEES			
SALARIES & WAGES	67,100.00	31,283.70	46.6
EMPLOYEE BENEFITS	3,233.00	993.80	30.7
STAFF DEVELOPMENT	23,000.00	7,974.38	34.7
SUPPLIES & SERVICES	30,800.00	16,797.33	54.5
REPLACEMENT F & E	2,000.00	2,247.05	112.4
Total - GOVERNANCE/TRUSTEES	126,133.00	59,296.26	47.0
32 - SENIOR ADMINISTRATION			
SALARIES & WAGES	808,487.00	396,808.58	49.1
EMPLOYEE BENEFITS	81,297.00	49,102.13	60.4
STAFF DEVELOPMENT	27,300.00	9,825.19	36.0
SUPPLIES & SERVICES	31,394.00	6,805.17	21.7
FEES & CONTRACTUAL SERVICES	10,900.00	35,222.36	323.1

Report Name: B01

Monthly Board Report

Ending Period: February 2019

	Budget	Expenditure	% Spent
OTHER	1,500.00	15.34	1.0
Total - SENIOR ADMINISTRATION	960,878.00	497,778.77	51.8
33 - ADMINISTRATION & OTHER SUPPORT			
SALARIES & WAGES	172,945.00	68,313.61	39.5
EMPLOYEE BENEFITS	42,099.00	15,373.37	36.5
STAFF DEVELOPMENT	11,600.00	955.52	8.2
SUPPLIES & SERVICES	45,800.00	15,697.26	34.3
REPLACEMENT F & E	0.00	6,924.50	0.0
FEES & CONTRACTUAL SERVICES	115,250.00	140,985.50	122.3
OTHER	33,500.00	30,925.98	92.3
AMORTIZATION	52,859.30	26,429.66	50.0
Total - ADMINISTRATION & OTHER SUPPORT	474,053.30	305,605.40	64.5
34 - HUMAN RESOURCES ADMINISTRATION			
SALARIES & WAGES	493,320.00	242,339.79	49.1
EMPLOYEE BENEFITS	119,402.00	57,001.21	47.7
STAFF DEVELOPMENT	5,950.00	459.72	7.7
SUPPLIES & SERVICES	27,400.00	2,303.17	8.4
REPLACEMENT F & E	0.00	295.44	0.0
FEES & CONTRACTUAL SERVICES	240,480.00	129,606.05	53.9
Total - HUMAN RESOURCES ADMINISTRATION	886,552.00	432,005.38	48.7
35 - INFORMATION TECHNOLOGY ADMINIS.			
SALARIES & WAGES	60,776.00	30,487.19	50.2
EMPLOYEE BENEFITS	16,805.00	5,406.84	32.2
REPLACEMENT F & E	3,400.00	988.40	29.1
FEES & CONTRACTUAL SERVICES	22,400.00	24,048.34	107.4
Total - INFORMATION TECHNOLOGY ADMINIS.	103,381.00	60,930.77	58.9
36 - DIRECTOR'S OFFICE			
SALARIES & WAGES	270,143.00	128,037.94	47.4
EMPLOYEE BENEFITS	66,152.00	34,083.19	51.5
STAFF DEVELOPMENT	1,800.00	0.00	0.0
SUPPLIES & SERVICES	14,155.00	6,066.12	42.9
REPLACEMENT F & E	3,150.00	458.86	14.6

Report Name: B01

Monthly Board Report

Ending Period: February 2019

	Budget	Expenditure	% Spent
FEES & CONTRACTUAL SERVICES	0.00	229.86	0.0
Total - DIRECTOR'S OFFICE	355,400.00	168,875.97	47.5
37 - PAYROLL ADMINISTRATION			
SALARIES & WAGES	184,988.00	96,819.40	52.3
EMPLOYEE BENEFITS	46,835.00	25,071.17	53.5
STAFF DEVELOPMENT	2,000.00	50.00	2.5
SUPPLIES & SERVICES	2,000.00	1,217.39	60.9
FEES & CONTRACTUAL SERVICES	92,000.00	63,845.97	69.4
Total - PAYROLL ADMINISTRATION	327,823.00	187,003.93	57.0
38 - FINANCE			
SALARIES & WAGES	402,097.00	189,584.80	47.1
EMPLOYEE BENEFITS	95,026.00	45,095.00	47.5
STAFF DEVELOPMENT	7,900.00	3,303.76	41.8
SUPPLIES & SERVICES	7,900.00	1,674.13	21.2
REPLACEMENT F & E	5,000.00	402.94	8.1
FEES & CONTRACTUAL SERVICES	228,855.00	102,108.37	44.6
Total - FINANCE	746,778.00	342,169.00	45.8
39 - PURCHASING & PROCUREMENT			
SALARIES & WAGES	96,286.00	41,932.26	43.5
EMPLOYEE BENEFITS	25,325.00	9,340.42	36.9
STAFF DEVELOPMENT	1,500.00	432.75	28.8
SUPPLIES & SERVICES	1,200.00	539.31	44.9
FEES & CONTRACTUAL SERVICES	800.00	764.83	95.6
Total - PURCHASING & PROCUREMENT	125,111.00	53,009.57	42.4
40 - SCHOOL OPERATIONS			
SALARIES & WAGES	4,198,240.00	2,073,028.05	49.4
EMPLOYEE BENEFITS	1,274,591.00	589,154.31	46.2
STAFF DEVELOPMENT	4,000.00	0.00	0.0
SUPPLIES & SERVICES	2,897,610.00	1,072,114.44	37.0
REPLACEMENT F & E	36,800.00	42,477.16	115.4
FEES & CONTRACTUAL SERVICES	757,000.00	509,820.65	67.3
AMORTIZATION	4,406,701.93	2,203,350.96	50.0
Total - SCHOOL OPERATIONS	13,574,942.93	6,489,945.57	47.8

Report Name: B01

Monthly Board Report

Ending Period: February 2019

	Budget	Expenditure	% Spent
41 - SCHOOL MAINTENANCE			
SALARIES & WAGES	752,814.00	395,271.04	52.5
EMPLOYEE BENEFITS	191,933.00	100,264.42	52.2
STAFF DEVELOPMENT	2,500.00	0.00	0.0
SUPPLIES & SERVICES	913,215.50	404,572.18	44.3
REPLACEMENT F & E	4,500.00	6,735.18	149.7
INTEREST ON LONG TERM DEBT	62,466.00	31,787.84	50.9
FEES & CONTRACTUAL SERVICES	280,793.00	122,943.14	43.8
Total - SCHOOL MAINTENANCE	2,208,221.50	1,061,573.80	48.1
42 - SCHOOL RENEWAL			
SUPPLIES & SERVICES	993,197.00	484,867.80	48.8
Total - SCHOOL RENEWAL	993,197.00	484,867.80	48.8
43 - NEW PUPIL PLACES			
INTEREST ON LONG TERM DEBT	1,959,310.00	997,278.55	50.9
Total - NEW PUPIL PLACES	1,959,310.00	997,278.55	50.9
44 - OP & MAINT/CAPITAL-NON INSTRUC			
SALARIES & WAGES	43,209.00	21,329.40	49.4
EMPLOYEE BENEFITS	13,401.00	6,791.62	50.7
SUPPLIES & SERVICES	152,970.00	35,620.78	23.3
REPLACEMENT F & E	2,000.00	5,364.44	268.2
INTEREST ON LONG TERM DEBT	33,661.00	17,129.44	50.9
RENTAL EXPENDITURE	19,080.00	9,583.94	50.2
FEES & CONTRACTUAL SERVICES	36,284.00	6,304.14	17.4
Total - OP & MAINT/CAPITAL-NON INSTRUC	300,605.00	102,123.76	34.0
45 - DIRECT CAPITAL & DEBT			
INTEREST ON LONG TERM DEBT	291,711.00	147,580.77	50.6
OTHER	236,395.00	37,796.94	16.0
Total - DIRECT CAPITAL & DEBT	528,106.00	185,377.71	35.1
50 - TRANSPORTATION - GENERAL			
FEES & CONTRACTUAL SERVICES	231,975.00	143,364.84	61.8
Total - TRANSPORTATION - GENERAL	231,975.00	143,364.84	61.8
51 - TRANSPORTATION - HOME TO SCHOOL			
FEES & CONTRACTUAL SERVICES	5,174,184.00	3,054,375.72	59.0
Total - TRANSPORTATION - HOME TO SCHOOL	5,174,184.00	3,054,375.72	59.0

Report Name: B01

Monthly Board Report

Ending Period: February 2019

	Budget	Expenditure	% Spent
55 - CON ED			
SALARIES & WAGES	270,653.00	94,576.36	34.9
EMPLOYEE BENEFITS	31,341.00	8,872.13	28.3
STAFF DEVELOPMENT	500.00	214.11	42.8
SUPPLIES & SERVICES	15,600.00	2,544.47	16.3
FEES & CONTRACTUAL SERVICES	1,000.00	0.00	0.0
Total - CON ED	319,094.00	106,207.07	33.3
59 - OTHER NON-OPERATING			
SUPPLIES & SERVICES	3,500,000.00	1,750,000.00	50.0
Total - OTHER NON-OPERATING	3,500,000.00	1,750,000.00	50.0
Grand Total	135,414,336.23	66,886,654.24	49.4

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

Prepared by: Jim LoPresti, Corporate Services Advisor
Presented to: Committee of the Whole
Submitted on: March 19, 2019
Submitted by: Mike McDonald, Director of Education Designate

**JOINT USE AGREEMENT WITH THE
CORPORATION OF THE COUNTY OF BRANT**

Public Session

BACKGROUND INFORMATION:

The Board has had an *Agreement for the Joint Use of Facilities*, since January 1986, which provides for the sharing of facilities between our Board and the County of Brant. The Agreement has provided opportunities for the Board to use County facilities at a reduced cost and the County to use board facilities at little or no cost. There is a committee of representatives from each organization, which oversee issues and amendments to the Agreement.

DEVELOPMENTS:

The attached Agreement has been amended by representatives from the Board and the County.

One of the major changes, which has impacted all Joint Use Agreements, is the introduction of the *Community Use of Schools* initiative by the province. The province provides funding to school boards to offset costs of allowing community groups to use school boards' facilities at reduced cost. Another notable change is the elimination of County of Brant Affiliate Groups from the Agreement.

The Agreement will be taken to County of Brant Committee and Council during the Month of March.

Attached is the proposed amended Agreement. Although it does not contain a specific term, it may be terminated by any party with three months notice.

RECOMMENDATION:

THAT the Committee of the Whole refers the Joint Use Agreement with the Corporation of the County of Brant report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

AGREEMENT FOR THE JOINT USE OF FACILITIES MADE THIS _____ DAY OF _____, 2019.

BETWEEN:

THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD
(herein after called the "**Board**")
OF THE FIRST PART

- and -

THE CORPORATION OF THE COUNTY OF BRANT
(hereinafter called the "**County**")
OF THE SECOND PART

WHEREAS the County of Brant to constructs, develops, operates and maintains recreational facilities and administers public recreational programs for the citizens of the County of Brant; and

WHEREAS the Brant Haldimand Norfolk Catholic District School Board has adopted a policy to allow the use of Board schools and grounds by the community, provided there is no conflict with the operation of school activities; and

WHEREAS both parties deem it desirable to enter into an Agreement for reciprocal use of facilities for providing recreational programs;

NOW THEREFORE, in consideration of the mutual covenants herein contained, it is agreed by and between the parties as follows:

1. JOINT USE FACILITIES

- 1.1 This Agreement shall apply to the facilities outlined in Schedule A (the Facilities), located within the limits of the County and owned or operated by the parties to this agreement.
- 1.2 The County shall make available to the Board, the use of pools, arenas, parks and other community-owned facilities, as outlined in Schedule A to this Agreement, for education purposes within the limitations of suitability, previous agreements or other commitments and other reasonable considerations.
- 1.3 In accordance with its policies and procedures, the Board shall make available to the County. The use of elementary school libraries, gymnasiums, changerooms and fields, as outlined in Schedule A to this agreement, for recreational purposes within the limitations of suitability, previous agreements or other commitments and other reasonable considerations.

2. SCHEDULING AND REVENUE

- 2.1 County Facility space between the hours of 8:00 am - 4:00 pm, Monday - Friday, that has not been booked by the County for its own community programs or historical bookings, shall be made available for Board use, in accordance with the terms of this Agreement during open available hours.
- 2.2 County Facility space on Saturdays and Sundays and after 4:00 pm, Monday - Friday, that has not been booked by the County for its own community programs or historical bookings shall be made available for Board use, except as otherwise set-out in the County of Brant *Sport Facility Allocation Policy CMS-2016-01*: wherein the use of County sports facilities such as (ice, ball fields, soccer pitches and turf), shall be reviewed by Community Services Staff and preference for facility space for the main season, shall be given as follows:
 - a. County of Brant Recreation Programs – provided this does not disrupt long-time user groups or regular yearly tournaments and special events;
 - b. Regular yearly tournaments and special events;
 - c. County of Brant minor groups;
 - d. Junior groups;
 - e. Regional minor groups; including County of Brant residents (participants must be registered through a minor or provincial or national organization);
 - f. Adult groups;
 - g. Private groups;
 - h. School/Board use;
 - i. New organizations/emerging sports.

- 2.3 Board Facility space from 6:00 pm – 10:00 pm, Monday – Friday and from 8:00 am – 6:00 pm, Saturday and Sunday, shall be made available for County use, during open available hours, except as otherwise set-out in the Board’s *Community Use of Schools Policy and Administrative Procedures 400.05*. Within Board-owned facilities, preference for facility space approval shall be given as follows:
 - a. School/Board and Board-affiliated groups;
 - b. Joint Use of Schools/Shared Use Facilities partners;
 - c. Other.
- 2.4 After the Board books its own school program bookings and has booked Board historical bookings, the County shall have priority use, of all Board facilities, including priority over all bookings made through the *Community Use of School Policy and Administrative Procedures 400.05*, in accordance with the terms of this Agreement, and provided that the County books the use of Board-owned facilities for County schedule programs, after **March 1 each year for bookings scheduled from July 1 – August 31 every year and after June 1 each year for bookings from September 1 to June 30.**
- 2.5 All County bookings of Board facilities made after the dates mentioned above, for the upcoming seasons mentioned above, shall be subject to the availability of the facility and on a first-come, first-served basis.
- 2.6 The County and the Board are responsible for the scheduling of their respective facilities.
- 2.7 The Board shall follow the County of Brant’s cancellation policy as outlined in the *Facility Booking Policy CM-2015-02* for all cancellations of scheduled indoor and outdoor facility use.
- 2.8 Where a booking is cancelled less than seven days prior to the scheduled event, a cancellation fee may be applied at the discretion of the Party responsible for booking the Facility at the applicable time, except where said event is cancelled as a result of inclement weather or a school cancellation.
- 2.9 All Users of any Indoor Facility will not be permitted in the Facility more than 15 minutes prior to the booking start time, unless otherwise arranged. Users are expected to remain in the area booked and to depart at the end of their event unless otherwise arranged by the Facility supervisor or their designate.
- 2.10 The County shall follow the Board’s cancellation policy as outlined in the *Community Use of School Policy and Administrative Procedures 400.05* for all cancellations of scheduled indoor and outdoor facility use.

3. OUTDOOR FACILITIES

- 3.1 Except where the proposed use generates an additional expense invoking the charges as indicated in Schedule B, outdoor facilities under the jurisdiction of the County made available to the Board, pursuant to this Agreement, are made available without charge, subject to the rules and regulations set out in Schedule D and providing such programming does not interfere with regular scheduling, maintenance or previous Agreements or other commitments.

- 3.2 Except where the proposed use generates an additional expense invoking the charges as indicated in Schedule B, outdoor facilities under the jurisdiction of the Board, made available to the County pursuant to this Agreement are made available without charge, subject to the rules and regulations specified in Schedule C and providing such programming does not interfere with regular scheduling, maintenance or previous Agreements or other commitments.

4. INDOOR FACILITIES

- 4.1 Except where the proposed use generates an additional expense invoking the charges as indicated in Schedule B, the indoor facilities of the County made available to the Board pursuant to this Agreement are made available, without charge, subject to the rules and regulations set out in Schedule D and providing such programming does not interfere with regular scheduling, maintenance or previous Agreements or other commitments.
- 4.2 Except where the proposed use generates an additional expense invoking the charges as indicated in Schedule B, the indoor facilities of the Board are made available to the County, pursuant to this Agreement are made available, without charge, subject to the rules and regulations specified in Schedule C and providing such programming does not interfere with regular scheduling, maintenance or previous Agreements or other commitments. Where the County's use invokes additional expenses, the Board will charge a custodial fee, as indicated in Schedule B, such charge to be set in August of each year.
- 4.3 The indoor facilities of both parties shall be subject to the terms of any current or future *Community Use of School Policy and Administrative Procedure 400.05* (Board) or *Facility Booking CM-2015-02 and Sport Facility Allocation Policy CMS-2016-01* (County).

5. MAINTENANCE

- 5.1 All costs of maintenance, capital repairs and improvements to the facilities shall be the responsibility of the Owner of the Facility, unless otherwise provided for in this Agreement.
- 5.2 Without limiting the generality of the foregoing, the Owner of an Outdoor Facility shall be required to maintain all playgrounds and other equipment located on its property in a safe condition.
- 5.3 Special requests for field lining, maintenance or other services must be made to the County at least one week in advance of the booking date. Any additional charges for said services will be assessed at the appropriate rates and shall be paid by the Board to the County prior to the use of the applicable Outdoor Facility.

6. GRANT OF LICENCE

- 6.1 Schedule C and Schedule D, attached hereto, and forming part of this Agreement are the standard rules and regulations for the use of facilities by the parties hereto. The parties hereto agree that the said rules and regulations will be adhered to during the use by any party insofar as they are not superseded by specific provisions of this Agreement. Any amendments to Schedule C and Schedule D must be agreed upon by both parties.
- 6.2 Each party appoints the other party hereto, its Board Members and its assigned employees or in the case of Community Group, the permit holder, as agents with full authority to enforce the provisions of the *Trespass Property Act, R.S.O. 1990, c.T.21* while using or occupying the property of the appointing party pursuant to the terms and provisions of this Agreement.
- 6.3 Each party shall indemnify the appointing party against any and all demands, claims, damages, actions, causes or actions and costs thereof arising out of the enforcement or attempted enforcement of the *Trespass to Property Act, R.S.O. 1990, c.T.21* by the party, its Board member or employee while using or occupying the property of the said party.

7. SUPERVISION

- 7.1 Each party using facilities for programs shall be responsible to supply adequate supervision based on the number of participants involved and the type of program provided for activities and events. The County requires one supervisor per 30 children on the ice or any County of Brant facility. Minimum supervision age shall be 18 years of age or older. The safety of the participants involved in the activity or event is paramount.
- 7.2 Each party using facilities for programs shall be responsible to supply adequate supervision, before, after and during the event, based on the number of participants involved and the type of program provided for activities and events. The Board requires that all programming supervision adheres to the requirements of the current legislation/A32420cts. Minimum supervision age shall be 18 years of age or older. The safety of the participants involved in the activity or event is paramount.

8. DAMAGE TO FACILITIES AND/OR EQUIPMENT

- 8.1 If damage to facilities and/or equipment caused by negligence of the user should occur during the use of the same, the cost of repairs shall be the responsibility of the user.
- 8.2 Each party shall ensure the facility is left to the owner's expected acceptable standard of cleanliness, as interpreted by the owner. In the event of default, any extra cost of such clean-up shall be at the expense of the user.

9. USE OF EQUIPMENT

- 9.1 The County and the Board shall allow the use of related equipment in the use of indoor facilities only. With respect to Board-owned equipment, permission from the Principal is required prior to use by using the online booking system. With respect to County-owned equipment, permission from the Director or designate is required prior to use. Purchases of equipment for joint use at a facility must have defined guidelines for use outlined in a Memorandum of Understanding to be added to the Agreement and approved by the Superintendent of Business & Treasurer or designate and the Director of Community Relations/and or Parks & Facilities.

10. DISTRIBUTION OF PROMOTIONAL MATERIALS THROUGHOUT THE SCHOOL SYSTEM

- 10.1 Subject to the Board's *Distribution of Materials Policy and Administrative Procedures 400.08*, the Board shall allow the County to distribute promotional materials and brochures for the County's cultural and recreational programs throughout Board facilities. Any material intended for Board staff and/or students may be forwarded directly to the schools in either hardcopy or electronically. The Board will allow the County to use the Boards' courier system to a maximum of once per month for distribution of said materials. The County, in return, shall post promotional materials and brochures for school/Board special events and functions in accordance with the County's applicable Policy and Procedures.

11. ADMINISTRATION

- 11.1 Each party to this Agreement shall keep an accurate accounting of costs mutually approved on the implementation of this Agreement.
- 11.2 Each party shall track the use of their respective facilities by the other Party and shall make this information available to the other Party annually or more frequently upon request; via a report which should include the following information:
- Name of facility.
 - Location.
 - Date of use.
 - Hours of rental.
 - Cost(s) of rental.
 - Costs(s) of rental for the public (for comparison purposes).
- 11.3 For reporting purposes, each party will provide an accurate accounting as requested.
- 11.4 The parties listed below shall meet at least once annually to discuss matters pertaining to short- and long-term planning of the facilities, issues and disputes, which may have arisen relating to the facilities and any other concerns the parties may have with respect to this Agreement:

For the Board:

- Superintendent of Business & Treasurer
- Manager of Communications & Community Relations
- Executive Assistant, Corporate Services

For the County:

- Director, Recreation & Community Development
- Director, Facilities & Parks
- Parks and Facilities Manager
- Supervisor, Recreation Services

12. INDEMNITY

12.1 The County agrees to defend, indemnify and save harmless the Board and its directors, officers, employees, agents, successors and assigns against any and all demands, claims, damages, costs (including reasonable legal fees), expenses, liabilities and causes of action, suffered by the Board with respect to Third Party Liability, which may arise out of the County's use of the Board lands or premises pursuant to this Agreement, save and except those liabilities arising as a result of the Board's negligence. The County agrees to respond to and defend the Board with respect to any claims filed against the Board as a result of the County's use of Board facilities. The County shall obtain and maintain during the term of this Agreement, Third Party Liability Insurance issued by an insurer licensed to do business in Ontario, in the minimum amount of \$10 million per occurrence, which includes a severability of interest and cross liability clause and which names the Board as an additional insured.

12.2 The Board agrees to defend, indemnify and save harmless the County and its directors, officers, employees, agents, successors and assigns against any and all demands, claims, damages, costs (including reasonable legal fees), expenses, liabilities and causes of action, suffered by the County with respect to Third Party Liability, which may arise out of the Board's use of County lands or premises pursuant to this Agreement, save and except those liabilities arising as a result of the County's negligence. The Board agrees to respond to and defend the County with respect to any claims filed against the County as a result of the Board's use of County facilities. The Board shall obtain and maintain during the term of this Agreement, Third Party Liability Insurance issued by an insurer licensed to do business in Ontario, in the minimum amount of \$10 million per occurrence, which includes a severability of interest and cross liability clause and which names the County as an additional insured.

12.3 Each party shall file with the other, a Certificate of Liability Insurance naming the other party as an additional insured and endorsed to provide 30 days' notice of cancellation, expiration or revocation.

13. DISPUTE RESOLUTION

13.1 In the event of a dispute with respect to any matter arising out of this Agreement, such dispute shall be brought to the Superintendent of Business & Treasurer and Director, Community Relations, as the case may be. If the dispute is still not able to be resolved, such dispute shall be referred to Arbitration in accordance with the Arbitration Act, 1991.

14. TERM AND TERMINATION

- 14.1 This Agreement comes into effect upon execution by both parties hereto and continues in force until June 30, 2019. It shall continue in force from year-to-year thereafter from the 1st day of July each year.
- 14.2 Despite the foregoing, the terms of this Agreement may be reviewed on an annual basis and amended by mutual consent by the County of Brant Recreation Supervisor and/or Parks and Facilities Manager and the Board's Superintendent of Business & Treasurer and Manager of Communications.
- 14.3 Despite the foregoing, this Agreement may be terminated by either party where cause exists, a period of 30 days has lapsed following such notice, without such remedial action having occurred and this Agreement shall terminate accordingly.
- 14.4 Either Party may terminate this Agreement at any time by giving no less than six month's written notice of such termination to the other party.

15. NOTICE

Any notice or other document required or permitted to be given to any of the parties shall be validly given if delivered personally; or received by electronic mail; or sent by regular mail postage prepaid as follows:

- a) To the County:

Lesley Head
Director - Recreation & Community Development
15 Curtis Avenue North Paris, ON N3L 3W1

519-442-1818, Ext. 3203
Facsimile: 519-442-2162
Email: lesley.head@brant.ca

- b) To the Board:

Tom Grice
Superintendent of Business & Treasurer
Brant Haldimand Norfolk Catholic District School Board
322 Fairview Drive, P.O. Box 217
Brantford, ON N3T 5M8

519-756-6505, Ext.272
Facsimile: 519-756-1012
Email: tgrice@bhncdsb.ca

**SCHEDULE A
FACILITIES INCLUDED UNDER THIS AGREEMENT
BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD**

School Name	Location	Description
Blessed Sacrament School	185 King Street West Box 370 Burford, ON N0E 1A0	Elementary Library Gymnasium – Single/Change Room Soccer Field
Holy Family Catholic Elementary School	20 Sunset Drive Paris, ON N3L 3W4	Elementary Library Gymnasium – Single/Change Room
Sacred Heart Catholic Elementary School	180 Grandville Circle Paris, ON N3L 0A9	Elementary Library Gymnasium – Double/Change Room Sports Field
St. Theresa School	12 Dalewood Avenue Brantford, ON N3T 0M5	Elementary Library Gymnasium – Single/Change Room Field

**SCHEDULE A
FACILITIES INCLUDED UNDER THIS AGREEMENT
COUNTY OF BRANT**

Facility	Ice	Banquet Hall	Meeting Room	Conference Room	Ball Diamond	Soccer Field	Picnic Shelter	Picnic Area	Other
Brant West									
Airport Community Centre 3 Airport Road, Brantford		x							
Burford Community Centre 14 Potter Drive, Burford	x	x 170 Capacity	x 35 Capacity		x 3	x 4			x Kitchen
Burford Splash Pad 14 Potter Drive, Burford									x
Lions Centennial Park 78 Maple Avenue North, Burford							x		
Scotland Community Centre 85 Simcoe Street, Scotland			x 2 30 Capacity						x Gymnasium, Single x Kitchen
Paris									
Brant Sports Complex 944 Powerline Road, Paris	x 2	x	x 2	x					
Charlton Park 252 Grand River Street North, Paris						x			
Green Lane Sports Complex 8 Green Lane, Paris					x 4	x 2	x		x Volleyball
Lions Park 36 Laurel Street, Paris					x		x	x 2	x Amphitheatre
Paris Community Pool/Splash Pad 80 Laurel Street, Paris									x
Paris Optimist Park 3 Catherine Street, Paris					x	x			
Syl Apps Community Centre 51 William Street, Paris		x 265 Capacity			x				x Turf x Lobby x Kitchen x Parking Lot

Facility	Ice	Banquet Hall	Meeting Room	Conference Room	Ball Diamond	Soccer Field	Picnic Shelter	Picnic Area	Other
South Brant									
Mount Pleasant Park 555 Burtch Road, Mount Pleasant					x	x	x		
Brant Onondaga Park 23 Brant School Road, Brantford						x			
South Dumfries									
King William Park 52 King William Street, St. George					x		x		
St. George Splash Pad 87 Sunnyside Drive, St. George									x
South Dumfries Community Centre 7 Gaukel Drive, St. George	x	x 300 Capacity	x 50 Capacity		x 2				x Kitchen
Sunny Hill Park 87 Sunnyside Drive, St. George						x	x		

All Facility Rentals are required to follow the applicable facility rules and regulations and abide by the County of Brant Recreation *Facility Booking Policy CSD-2015-02* and the *Respect and Responsibility Policy CSD-2015-01* both of which can be found on the County of Brant website: www.brant.ca.

SCHEDULE B

FEES and CHARGES of EACH PARTY

BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

(all fees are subject to change with 30 days' notice)

1. Custodial fees to open/close a school, to flush water at a school, to set-up and clean the space used by the permit holder, etc.:
 - a. Custodial Rate at Time and One-Half = \$45/hour (chargeable if the custodian is required to perform the duties as listed above outside of regular working hours).
2. Refer to the Brant Haldimand Norfolk Catholic District School Board *Community Use of Schools Policy and Administrative Procedures 400.05 Appendix A – Rental Fees*.
3. Appendix A – Rental Fees, refer to *Type 1 – JUFA Partners* for applicable rates.

Appendix A

Rental Fees

Permit Type	Type 1 JUFA Partners	Type 1-A Non-Profit Youth and Other	Type 1-B Non-Profit Adult	Type 2 Non-Profit (Other)	Type 3 Commercial, Private User	Type 4 BHNCD SB School / Board Use	Type 5 Non-Profit Priority Schools	Type 6 BHNCD SB Affiliated Groups	Type 6-A BHNCD SB Affiliated - Leases	Type 7 Polling Stations
	Joint Use of School Agreement Partners	Cubs, Scouts, Brownies, etc. Red Cross Groups donating to charities or to the BHNCD SB an amount of money greater than the fee charged for the use of the facility.	St. John's Ambulance Approved Health Unit Activities (Example: exercise class) Short-term use by municipal emergency services.	Fundraising Events Tournaments Amateur Drama Clubs Non-affiliated Community / Cultural Groups Other Educational Groups (Colleges and Universities) Union / Federation events School Alumni Activities NOT sanctioned by the school principal Non-affiliated Adult Recreation	Commercial Enterprises Non-Catholic Church Services Professional Theatre Groups Private Individuals Private Fitness and Dance Instructional Groups	Student and staff events sanctioned by the School administrator School Clubs School Council Meetings Administrative or other staff meetings School sports teams	n/a	Before & After School Children's Recreation Providers (Programs) (not including tournaments) Catholic Church and Catholic Church affiliated group events. BHNCD SB employee recreation (see definition). School Alumni events sanctioned by the school principal.	Non-Profit Childcare (who have lease agreements with the Board)	*Must cost recover custodial *Must provide security for duration of each booking
Indoor Space Types – Hourly Rental Rate										
Classroom										
Subsidy	100%	100%	75%	50%	0%	n/a	100%	100%	100%	100%
Fee	0.00	\$0.00	\$3.75	\$7.50	\$15.00	n/a	\$0.00	\$0.00	\$0.00	\$0.00

Permit Type	Type 1 JUFA Partners	Type 1-A Non-Profit Youth and Other	Type 1-B Non-Profit Adult	Type 2 Non-Profit (Other)	Type 3 Commercial, Private User	Type 4 BHNCD School / Board Use	Type 5 Non-Profit Priority Schools	Type 6 BHNCD Affiliated Groups	Type 6-A BHNCD Affiliated - Leases	Type 7 Polling Stations
Cafeteria (no kitchen use)										
Subsidy	100%	100%	75%	50%	0%	n/a	100%	100%	100%	100%
Fee	0.00	\$0.00	\$12.50	\$25.00	\$50.00	n/a	\$0.00	\$0.00	\$0.00	\$0.00
Library (Elementary)										
Subsidy	100%	100%	75%	50%	0%	n/a	100%	100%	100%	100%
Fee	0.00	\$0.00	\$7.50	\$15.00	\$30.00	n/a	\$0.00	\$0.00	\$0.00	\$0.00
Library (Secondary)										
Subsidy	100%	100%	75%	50%	0%	n/a	100%	100%	100%	100%
Fee	0.00	\$0.00	\$10.00	\$20.00	\$40.00	n/a	\$0.00	\$0.00	\$0.00	\$0.00
Single Gym										
Subsidy	100%	100%	75%	50%	0%	n/a	100%	100%	100%	100%
Fee	0.00	\$0.00	\$10.00	\$20.00	\$40.00	n/a	\$0.00	\$0.00	\$0.00	\$0.00
Double Gym										
Subsidy	100%	100%	75%	50%	0%	n/a	100%	100%	100%	100%
Fee	0.00	\$0.00	\$15.00	\$30.00	\$60.00	n/a	\$0.00	\$0.00	\$0.00	\$0.00
Triple Gym										
Subsidy	100%	100%	75%	50%	0%	n/a	100%	100%	100%	100%
Fee	0.00	\$0.00	\$25.00	\$50.00	\$100.00	n/a	\$0.00	\$0.00	\$0.00	\$0.00
Outdoor Space Types – Hourly Rental Rate										
Parking Lot										
Subsidy	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Fee	0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Sports Field										
Subsidy	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Fee	0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Charges										
Flushing Fee (flat rate – to be charged only on non-instructional days or other days where a custodian is not normally at the school)	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	n/a	\$60.00	\$60.00	\$0.00	\$60.00

Permit Type	Type 1 JUFA Partners	Type 1-A Non-Profit Youth and Other	Type 1-B Non-Profit Adult	Type 2 Non-Profit (Other)	Type 3 Commercial, Private User	Type 4 BHNCD School / Board Use	Type 5 Non-Profit Priority Schools	Type 6 BHNCD Affiliated Groups	Type 6-A BHNCD Affiliated - Leases	Type 7 Polling Stations
Custodial Fees	100 % of actual costs	25 % of actual costs	25 % of actual costs	50 % of actual costs	100 % of actual costs	n/a	0 %	100 % of actual costs	0%	100 % of actual costs
Permit Application Fees	\$0.00	\$25.00 to a maximum of \$100.00 per year	\$25.00 to a maximum of \$100.00 per year	\$25.00 to a maximum of \$100.00 per year	\$25.00 to a maximum of \$100.00 per year	n/a	\$0.00	\$25.00 to a maximum of \$100.00 per year	\$0.00	\$25.00 to a maximum of \$100.00 per year
Maintenance Fee	*n/a	\$5.00 per booking	\$5.00 per booking	\$5.00 per booking	\$5.00 per booking	n/a	\$5.00 per booking	n/a	n/a	\$5.00 per booking
Insurance	*must purchase or provide	*must purchase or provide	*must purchase or provide	*must purchase or provide	*must purchase or provide	n/a	*must purchase or provide	*must purchase or provide	*must purchase or provide	*must purchase or provide
Security Access Card Fee	\$10.00 per card	\$10.00 per card	\$10.00 per card	\$10.00 per card	\$10.00 per card	n/a	\$10.00 per card	\$10.00 per card	n/a	\$10.00 per card
Cancellation Fees (Cancellation fees to be charged based on the date of the booking)	\$25.00 if cancellation is < 5 business days \$50.00 + Warning if booking is not cancelled and non-attendance	\$25.00 if cancellation is < 5 business days \$50.00 + Warning if booking is not cancelled and non-attendance	\$25.00 if cancellation is < 5 business days \$50.00 + Warning if booking is not cancelled and non-attendance	\$25.00 if cancellation is < 5 business days \$50.00 + Warning if booking is not cancelled and non-attendance	\$25.00 if cancellation is < 5 business days \$50.00 + Warning if booking is not cancelled and non-attendance	n/a	*	\$25.00 if cancellation is < 5 business days \$50.00 + Warning if booking is not cancelled and non-attendance	n/a	n/a
	<p>*Fees subject to the limits of Ministry of Education Priority School Funding.</p> <p>** Catholic Church and Catholic Church affiliated groups are asked to contact the Plant Assessment & Community Use Secretary to confirm fees.</p> <p>All costs are subject to HST in addition to fees or hourly rates.</p> <p>Subsidies are based on the defined percentage of our commercial rates.</p>									

THE CORPORATION OF THE COUNTY OF BRANT

Current fees and charges can be found at: www.brant.ca.

Fees and charges are in effect from January 1 - December 31, annually.

All requested use by Schools (field, ice, hall, turf) must be processed through the Facility Booking Office.

Facility Booking Fee (Sports Facilities)

1. BHNCD SB Ice Rental per class (maximum 30 students) applies to Ice Bookings.
2. Special Events (i.e., graduation ceremonies) will be charged a minimum four-hour Facility Booking Fee.
3. Set-up fee may be required at the discretion of the Facility Supervisor; based on the event requirements.

Field/Baseball Diamond Rates

If/when preparation of these facilities are required (i.e., lining the diamonds) applicable fees will apply in accordance with the County's Fees and Charges By-law.

Paris Community Pool

The County will charge a Facility Booking Fee (Paris Community Pool) where applicable, at the rates set-out in the County's Fees and Charges By-law.

Number of Bathers on the Deck and in the Pool	Minimum # of Lifeguards Required
0-30	2
31-75	3
76-150	4
151-175	5

Picnic Areas/Picnic Shelters

Picnic areas/shelters are available for use by schools. If a school would like to use a picnic area/shelter and not reserve it; there is no fee. If a school would like exclusive use of a picnic area/shelter ensuring the space is reserved, the Picnic Shelter Facility Booking fee as set out in the County's Fees and Charges By-law shall apply.

Tournaments

Internal Tournament - Tournaments arranged by a school with participation from schools within the jurisdiction of the BHNCD SB.

External Tournament - Tournaments arranged by a school with participation from schools outside the jurisdiction of the BHNCD SB.

For tournaments that require sports field preparation, the applicable fee will be applied. For scheduled tournament games (ice), a minimum three (3) hour Facility Booking Fee will be applied.

**Brant Haldimand Norfolk Catholic District School Board
Joint Use of Facilities Agreement Fee Listing**

Facility	JUFA Fees 8:00 am - 4:00 pm Non-Prime	JUFA Fees Evening/Weekends Prime	Public (Youth) Rental Fees
Brant Sports Complex · Community Room	No charge	\$7.38 per hour	\$29.50 per hour
Brant Sports Complex · Ice up to 30 students	\$20.00 per hour	\$35.31 per hour	\$141.25 per hour
Burford Community Centre · Community Room	No charge	\$7.56 per hour	\$30.25 per hour
Burford Community Centre · Ice up to 30 students	\$20.00 per hour	\$35.31 per hour	\$141.25 per hour
Green Lane Sports Complex · Beach Volleyball Courts	No Charge	\$3.75 per court every 2 hours	\$15.00 per court per hour
Paris Community Pool & Splashpad · Up to 30 patrons per lifeguard	\$20.00 per hour per lifeguard based on the # of patrons	\$21.25 per hour per lifeguard based on the # of patrons	\$85.00 per hour
Scotland Community Centre · Gymnasium	No charge	\$8.60 per hour	\$34.38 per hour
Scotland Community Centre · Meeting Room	No charge	\$7.31 per hour	\$29.25 per hour
South Dumfries Community Centre · Community Room	No charge	\$7.56 per hour	\$30.35 per hour
South Dumfries Community Centre · Ice up to 30 students	\$20.00 per hour	\$35.31 per hour	\$141.25 per hour
Syl Apps Community Centre - Commemorative Hall · Special Event - minimum 4-hour booking	\$80.00 per visit	\$116.25 per visit	\$465.00 per 4-hour booking
Syl Apps Community Centre - Turf Rental · Up to 30 students	\$20.00 per hour	\$30.31 per hour	\$120.50 per hour

Activity / Venue	JUFA Fees 8:00 am - 4:00 pm Non-Prime	JUFA Fees Evening/Weekends Prime	Public (Youth) Rental Fees
Amphitheatre	No Charge	\$2.88 per hour	\$11.50 per hour
Athletic Fields · Ball fields and soccer pitches - No grooming/lining required	No charge	\$4.56 per every 2 hours	\$18.25 per 2-hour booking
Activity / Venue	JUFA Fees 8:00 am - 4:00 pm Non-Prime	JUFA Fees Evening/Weekends Prime	Public (Youth) Rental Fees
Athletic Fields · Ball fields and soccer pitches - With grooming and lining/ Tournaments	\$18.50 per field/per every 2 hours	\$8.50 per field 2 hours	\$25.50 per game
Facility Booking Fee – Special Events · Minimum 4-hour booking fee - Brant Sports Complex – Lafarge Hall - Burford Community Centre – Upper Hall - South Dumfries Community Centre – Upper Hall	\$80.00 per visit	\$91.25 per visit	\$365.00 per 4-hour booking
Ice - Scheduled Games Minimum · 4-hour booking fee	\$60.00 per ice pad	\$141.25 per ice pad	\$565.00 per 4-hour booking
Ice – Tournament	\$67.25 per hour	\$144.25 per hour	\$144.25 per hour
Open Picnic Area	No Charge	\$15.82 per use	\$63.25 per use
Outdoor Special Events · Parking lot use, sports field or park use beyond designation use or at the discretion of the Facilities & Park Manager	No Charge	\$34.50 per use	\$138.00 per use
Picnic Area - Open	No Charge	\$15.82 per use	\$63.25 per use
Picnic Shelter	No Charge	\$26.25 per use	\$105.00 per use
Roller Skating · Skate rental per child	\$2.66 per pair	\$2.66 per pair	\$2.66 per pair

SCHEDULE C

RULES AND REGULATIONS

BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD ADDITIONAL RULES GOVERNING THE USE OF SCHOOL PROPERTIES

For more details, please view the Board's Policy 400.05. A copy of the current conditions can be found at www.bhncdsb.ca

ACCESS

Permits are normally not considered for statutory holidays, Professional Activity Days, school examination periods, or during the Christmas, March or summer breaks. All permits will be cancelled when schools are closed due to inclement weather.

Permit holders will receive an electronic communication of an approved permit, which must be printed and kept on hand. The Permit may be required to be presented to gain access to the property.

Adequate Adult Supervision (Adult is 18 Years of age or older) must accompany all rental groups. This supervisor must be with the group always during the rental period. It is the responsibility of the group supervisor to ensure that their participants remain within the designated rental area, that damage to the building and grounds is not permitted and that all group participants leave the school facilities on or before the ending time of the rental permit. When groups are renting multiple facility spaces, there must be a supervisor in charge of each area; i.e. when many classrooms are used, there must be a supervisor for each room. Youth group members must not enter the facility before the supervisor arrives. The group is responsible for monitoring the door. Doors must not be propped open. Supervisors must not leave until all members of their group have left the facility.

GENERAL RESTRICTIONS AND LIMITATIONS

School board facilities shall be made available for any educational or lawful purpose, consistent with the teachings of the Roman Catholic Church.

The applicant is responsible for the enforcement of all **fire regulations** and must ensure that no obstructions are placed in corridors or in front of fire exits. Some events involving tables and chairs may require submission of a floor plan for Fire Safety compliance and approval.

Signs or decorations may not be attached to walls or elsewhere without prior arrangement and permission from the Board representative. Any proposed additions or alterations to any part of the structure or services are to accompany the permit application and must be approved by the Manager of Facilities.

Clean rubber-soled, non-skid and non-marking shoes must be worn during all athletic functions held in school gymnasiums and/or general-purpose rooms.

Vehicle parking is permitted only in designated parking areas. Parking is not permitted on grass or asphalt play areas.

Use of the kitchen, its equipment and small wares, **is not permitted** in any school.

Nuts and nut products, shellfish and latex (balloons) and fragrances (perfumes) are common allergens and pose a significant health risk to some of our students and community members. These products are not allowed in our schools.

Permit holders are **not permitted** to store furniture, equipment or material in any facilities.

Floor hockey, ball hockey, baseball, gymnastics, bubble soccer and drone use are not permitted at any Board-owned facility.

Permit holders are not permitted to move retractable dividers, adjustable basketball nets, bleachers or any other mechanized equipment. Adjustments are to be made by the school custodian or qualified facility staff only with three days' notice prior to the event.

EQUIPMENT

Use of any Board-owned equipment will be allowed only with approval of the Principal in advance of the start date of the permit. Only the specific items requested on the online Application Form will be left by the Principal or designate.

All scenery, special effects, props, etc., must be approved by the Principal a minimum of 24 hours prior to the booking and removed immediately afterwards or at a mutually-agreeable time.

Use of pyrotechnics, smoke machines and dry ice is strictly forbidden.

CANCELLATIONS

Permits will be cancelled when schools have been closed during the day due to inclement weather or for any other reason beyond the control of the Board. Notice of cancellation will be provided as quickly as possible in each situation.

CRITICAL INJURIES

All injuries of a serious nature must be communicated to the Board's Disability Management and Safety Coordinator immediately at 519-756-6505, Ext. 222. A critical injury is an injury of a serious nature that places life in jeopardy; produces unconsciousness; results in a substantial loss of blood; involves the fracture of a leg or arm; involves the amputation of a leg, arm, hand, or foot; consists of burns to a major portion of the body; or causes the loss of sight in an eye. A critical injury also includes the fracture of a foot or an ankle, the fracture of more than one toe, the fracture of a hand or wrist and the fracture of more than one finger.

SCHEDULE D

RULES & REGULATIONS

THE CORPORATION OF THE COUNTY OF BRANT

Rules & Regulations pertaining to the safe use of County of Brant recreational facilities is outlined in the *Facility Booking Policy CMS-2015-02* at www.brant.ca.

Rules & Regulations pertaining to equitable ice allocation, ice facility operations, and conditions for ice rentals are outlined in the *Sport Facility Allocation Policy CMS-2014-01* at www.brant.ca.

All patrons are expected to behave in an acceptable manner as identified in the *Respect & Responsibility Policy CMS-2015-01* at www.brant.ca.

Site Specific Rules are posted at all facilities.

Serving or selling of food and beverage or services must be approved by County staff.

Information on organizing of special events can be found in the County of Brant *Special Events Application Resource Manual* at www.brant.ca.

2018-19
Trustee Meetings and Events

Date	Time	Meeting/Event	New / Revised
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	
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 & Conference	
<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