



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

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

**Committee of the Whole
Tuesday, April 16, 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:

Mike McDonald (Director of Education & Secretary), 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 – March 19, 2019

Pages 3 – 7

1.6 Business Arising from the Minutes

2. Presentations

2.1 New PowerSchool Special Education IEP Engine

Presenter: Carmen McDermid, Student Achievement Leader – Special Education,
David Szuty, Consultant – eLearning

2.2 Communications & Community Relations Update

Presenter: Tracey Austin, Manager of Communications & Community Relations

3. Delegations

4. Consent Agenda

**4.1 Unapproved Special Education Advisory Committee Meeting Minutes
– March 19, 2019**

Pages 8 – 12

**4.2 Unapproved Regional Catholic Parent Involvement Committee Meeting
Minutes – March 25, 2019**

Pages 13 – 21

4.3 Unapproved Accessibility Committee Meeting Minutes – March 26, 2019

Pages 22 – 26



5. Committee and Staff Reports

- 5.1** Unapproved Minutes and Recommendations from the Policy Committee Meeting – March 21, 2019 Pages 27 – 30
Presenter: Cliff Casey, Chair of the Policy Committee
- Catholic School Advisory Council 200.31 (*revised*) (pages 31 – 39)
 - Service Animals in School Facilities 200.40 (*new*) (pages 40 – 57)
 - Board By-Laws (*revised*) (pages 58 – 96)
- 5.2** Board Enrolment Update as of March 31, 2019 Pages 97 – 98
Presenter: Mike McDonald, Director of Education & Secretary
- 5.3** Health & Safety Update Pages 99 – 100
Presenter: Mike McDonald, Director of Education & Secretary

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 101

11. Closing Prayer

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

11. Adjournment



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

Minutes

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

**Committee of the Whole
Tuesday, March 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), Michelle Shypula and Leslie Telfer (Superintendents 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: Carol Luciani

Seconded by: Cliff Casey

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

Carried

1.4 Declaration of Interest – Nil

1.5 Approval of Committee of the Whole Meeting Minutes – February 19, 2019

Moved by: Cliff Casey

Seconded by: Dan Dignard

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

Carried

1.6 Business Arising from the Minutes – Nil

2. Presentations – Nil

3. Delegations – Nil

4. Consent Agenda

4.1 THAT the Committee of the Whole refers the unapproved minutes of the Special Education Advisory Committee Meeting of February 26, 2019 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

4.2 THAT the Committee of the Whole refers the unapproved minutes of the Student Transportation Services Brant Haldimand Norfolk Board of Directors' Committee Meeting of March 5, 2019 to the Brant Haldimand Norfolk Catholic District School Board for receipt.



Moved by: Carol Luciani

Seconded by: Dan Dignard

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

Carried

5. Committee and Staff Reports

5.1 Global South Encounter – Guatemala

Director Designate McDonald thanked participants and staff for the hours spent in preparation for the encounter and congratulated them for a successful encounter. He introduced Tara Williams, Vice-Principal of Assumption College School and an instrumental staff leader in planning the encounter.

Mrs. Williams reviewed the goals of the encounter which were service learning, encounter activities, historical and cultural learning, and faith formation. She highlighted the pre-departure work that took place such as cultural sensitivity, ethical sensitivity, ethical storytelling, travel safety, team building, daily reflection, and Catholic social teachings. Mrs. Williams reviewed the cost breakdown for the encounter and the fundraising goal, which was \$1,000 per student. The group agreed that any fundraising above and beyond the goal would go directly to the Guatemalan community. While in Guatemala, the community projects included working on a kitchen (which had been started on the last BHNCDNB Guatemalan encounter), fence construction, school painting, work in the classroom, and getting water flowing from the water tower to the kitchen. The most difficult part of the work projects was the access to tools was very limited. The group participated in activities to build relationships with the community and participated in historical and cultural experiences such as a walking tour of Antigua, a history of Guatemala lecture, the Iximche Mayan Ruins, Chichicastenango Mayan Market, etc. Mrs. Williams show a photo of all of the socks that were collected from our elementary schools and presented to Guatemala community. She also indicated with the extra money that was collected through fundraising, the community was able to buy school supplies, transportation, and water for the whole 2019 school year. Mrs. Williams brought three students, Carly Burow, Madisyn Webb, and Tristan Wall to share what the Guatemalan encounter meant to them.

Chair Petrella thanked the staff and students of the encounter for their hard work and for making the Board proud of the work they were able to accomplish while on encounter. The trustees each expressed their thanks to staff and students.

Moved by: Cliff Casey

Seconded by: Dan Dignard

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

Carried

5.2 Excursion – Ireland

Director Designated McDonald presented the request from Holy Trinity Catholic High School for an excursion to Ireland. This excursion will provide students with the opportunity to study the rich history, culture and geography of Ireland. The excursion will include a visit to St. Patrick's Cathedral in Dublin. The request is in accordance with Board policy and procedures.



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 Holy Trinity Catholic High School for an excursion to Ireland from Friday, March 13 to Saturday, March 21, 2020.

Carried

5.3 Excursion – Saline, Michigan USA

Director Designate McDonald presented the request from Assumption College School for an excursion to Saline, Michigan USA to participate in an exhibition football game. This excursion will provide students with an opportunity for personal growth and team building. They will be developing their physical efforts and contributing to team success. The request is in accordance with Board policy and procedures.

Moved by: Dan Dignard

Seconded by: Mark Watson

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.

Carried

5.4 Pathways Update

Director Designate McDonald presented the report, which outlines the events being held within the district to promote the skilled trades. The Ministry has not changed their support for the skilled trades but will look to extend the exposure from the secondary panel into elementary panel as well. Director Designate McDonald drew attention to some of the upcoming events.

Moved by: Bill Chopp

Seconded by: Dan Dignard

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

Carried

5.5 Student Achievement Update

Superintendent Telfer introduced Chandra Portelli who has returned to the role of Student Achievement Lead. She reviewed the Essential Practices and indicated that the work within the district has been around them. Superintendent Telfer reviewed the measurement initiative that is being done with Grade 2 and Grade 5 students. She reviewed the tools and assessments that all teachers have that aid in the assessment of students, delivery of the information, and follow up instruction, if needed. Superintendent Telfer reviewed the EQAO pilot project that is currently running in five of our elementary schools. A test was administered at the beginning of the school year, so the teacher could determine areas of strength and areas of focus. The test will be administered again prior to the EQAO test to ensure there has been learning in the areas of focus. It will also allow the teacher to identify an area that may need more focus prior to the EQAO testing. Superintendent Telfer reviewed the secondary initiative that is being done in Grade 9 and Grade 10 applied classes. There has been professional learning for the teachers focusing on multiplication and comparing fractions, which will continue into second semester.



Superintendent Telfer indicated that the principals and vice-principals continue to receive math support at their monthly meetings. This will ensure they are equipped with the knowledge to support the professional development in their teachers. A success criteria document was created in each area of math so the principals and vice-principals can monitor the work that is being done.

Moved by: Carol Luciani

Seconded by: Cliff Casey

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

Carried

5.6 Financial Report as of February 2019

Corporate Services Advisor LoPresti indicated that we are on track for budget. There was discussion about specific line items.

Moved by: Bill Chopp

Seconded by: Dan Dignard

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.

Carried

5.7 Joint Use Agreement with the Corporation of the County of Brant

Corporate Services Advisor LoPresti indicated the only major change to the agreement is the removal of the affiliates. This will reflect a more balanced agreement.

Moved by: Dan Dignard

Seconded by: Carol Luciani

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.

Carried

6. Information and Correspondence

Director Designate McDonald indicated that we are still looking for nominations for the Distinguished Catholic Graduate Award and the Outstanding Contribution to Catholic Education Award. He encouraged all nominations be brought forward to Tracey Austin via the application form as soon as possible.

Corporate Services Advisor LoPresti presented updates on issues throughout the system such as a sewage backup, broken glass wired door, flooding, and classroom additions.

7. Trustee Inquiries

There was a trustee inquiry about the staff parking lot flooding at St. Bernard of Clairvaux – Waterford.

There was a trustee inquiry about the provincial autism announcements and the impact it will have on organizations that we work with. Superintendent Shypula indicated that Lansdown and Haldimand Norfolk Reach will be able to retain the students with autism in their program until June. However, there has been limited information from the Ministry at this point. Staff and community partners will continue to monitor the topic closely.



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Minutes

Catholic Education Centre
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8. Business In-Camera

Moved by: Carol Luciani

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: Mark Watson

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 meetings and events.

11. Closing Prayer

Chair Petrella led the closing prayer.

11. Adjournment

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board adjourns the March 19, 2019 meeting.

Carried



**SPECIAL EDUCATION ADVISORY COMMITTEE
Tuesday, March 19, 2019 – 9:30 a.m. – Boardroom**

- Present:** Bill Chopp (*Trustee*), Susan Battin, Lauren Freeborn, Tracey Taylor, Teresa Westergaard-Hager (*Co-Chair*)
- Resources:** Debbie Fullerton (*Principal and Principal Lead: Special Education Staffing*), Carmen McDermid (*Student Achievement Lead: Special Education*), Patti Mitchell (*Parent, County of Brant*), Michelle Shypula (*Superintendent of Education*)
- Regrets:** Laura Bergeron (*ad hoc*), Jennifer Chapman, Christine Dragojlovich (*Co-Chair*), Jill Esposto, Nil Woodcroft
- Guest:** Jennifer Bergsma (System SERT),
David Szuty (Student Achievement Consultant: eLearning K-12)
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1. Opening Prayer

Carmen McDermid led the group in the opening prayer.

2. Welcome and Opening Comments

Superintendent Shypula welcomed Trustee Bill Chopp to SEAC and 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: Tracey Taylor

Seconded by: Lauren Freeborn

THAT the SEAC approves the agenda of the March 19, 2019 meeting.

Carried

4. Approval of Minutes – February 26, 2019

Moved by: Susan Battin

Seconded by: Lauren Freeborn

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

Carried

5. Presentation – PowerSchool SpecEd

Carmen McDermid introduced Jennifer Bergsma, one of four System Special Education Resource Teachers (SERT) and David Szuty, Student Achievement Consultant for eLearning K-12. Jennifer, David and John Silvestri (Information Technology SERT) were the leads on the development, teaching and roll out of the new PowerSchool SpecEd program. David provided a historical overview of the program previously used and the reason for looking at a new system that would be compatible in meeting the needs of the Board. PowerSchool SpecEd is an Internet based program designed to develop and manage special education documents including Individual Education Plans (IEPs). Multiple training sessions have been provided to School SERTs and principals will receive training at the monthly Academic Administrators Council (AAC) meeting on Thursday, March 21, 2019. Jennifer



displayed the structure of the IEP within the new program and reviewed the various sections of the IEP. Starting fresh with a new program allowed the team the opportunity to quality check existing student information and ensure all sections of documents are in line with updated Ministry requirements. Jennifer reviewed the benefits of the new program providing a more clear and concise print out of the IEP form. Discussions ensued and members were able to ask questions on what the program has to offer. Superintendent Shypula thanked the presenters for all their hard work and dedication and providing their presentation to SEAC. Trustee Chopp congratulated the team on their selection of a new IEP engine and suggested the presentation be made at a future Board meeting.

6. Community Agency Updates

Susan Battin – Senior Therapist and Parent Representative, Lansdowne Children’s Centre

Susan updated on the funding cuts made by the Ministry of Children, Community and Social Services to Autism and how it is directly affecting Lansdowne Children’s Centre. Funding will be honoured up until March 31 and due to the uncertainties, the agency is working to navigate through staff resignations and dealing with confused parents. The agency supports approximately 350 children on their autism registration list and they are working to create a survey that will be sent out to all the families for input on the services parents are looking for and what they project they will need in six to nine months.

Tracey Taylor – Developmental Services Worker, Haldimand-Norfolk REACH

Further to Susan’s update, Tracey also shared how the funding change by the Ministry of Children, Community and Social Services is also having an impact on their agency. Autism and Behaviour Services Manager, Joan Costigan has been avidly attending all the meetings and advocating on behalf of families supported by HN REACH. She has been diligent in keeping staff and parents up to date on changes and the agency continues to provide a quality service and ensuring that client’s needs are being met.

Tracey shared that HN REACH currently has spaces available in their children’s Bramble Retreat program. Bramble Retreat is a respite home designed for children under the age of 18 who are diagnosed with a physical or developmental handicap, medically fragile and/or technology dependent requiring nursing supports.

Patti Mitchell – Parent and Community Resource, County of Brant

Patti updated on the continued successes of the Canadian Special Olympics team.

Lauren Freeborn – Service Planning Coordinator, Contact Brant

Lauren updated on the Service Coordination program at Contact Brant and how her caseload is increasing with referrals coming in from school staff. The agency is anticipating change due to the new direction of the Ontario Autism Program (OAP) and anticipate service coordination increases. Lauren provided an update on the increase of working with children and families who have English as a second language.



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

Teresa updated that the Norfolk Association for Community Living is growing due to increases with the number of adults they are working with and with the expansion with the Passport program. With an increase in funding for the program, the agency has increased their support in front line staff as well as for planner positions. Discussions ensued about the waitlists for Developmental Services Ontario.

7. Reports

7.1 Student Achievement Leader: Special Education

Carmen updated that schools will be administering the Canadian Cognitive Abilities Tests (CCAT) from April 1 to April 11 to all grade two students in the Board. Due to the assessment for grade three students administered by the Education Quality and Accountability Office (EQAO), it was decided to have CCAT testing completed in grade two. It was also the hope that by administering CCAT in grade two that student needs could be identified sooner so earlier intervention could be implemented.

Carmen updated that the Special Education Board audit that was completed this year went very well. The Board received two low priority recommendations as a result of the audit. Carmen shared that the new PowerSchool SpecEd program has provided the opportunity to review the plans. Further, Carmen shared that the special education department will be completing a grade eight audit and copies of the template being used for the audit were passed out to members (See Appendix A). The audit will be completed through the months of April to June 2019 to approximately 150 grade eight students in the Board. The special education system team are planning to complete a grade nine audit in the fall of 2019. An elementary IEP audit will also be implemented in the 2019-20 school year. The specific area of focus is yet to be determined.

7.2 Superintendent of Education

Superintendent Shypula updated that beginning April 1, 2019; the Ministry of Children, Community and Social Services (MCCSS) will implement significant changes to autism services in Ontario. According to the MCCSS, childhood budgets will provide more families with access to a broader range of eligible services. These budgets will be available until the child is 18 years of age. The amount of the budget will be contingent on the length of time the child will be in the program and the household income up to \$140000 (for therapy commencing at two years of age). For children receiving services beginning at seven years of age, families will receive \$55 000 until age 18. Under the current system, many students receive intensive therapy from an outside agency several days a week and attend school the remaining day. The province has provided little communication as to how districts will successfully integrate and support these students beginning April 1, 2019. It remains unclear what additional resources will be available to ensure a safe, meaningful and well-supervised learning environment will look like in schools across the province and boards continue to wait for further direction.

Superintendent Shypula informed members on upcoming Educational Assistant (EA) Allocation/ support meetings that are scheduled with key team members such as, Principals, SERTs, Teachers, Social Workers, Child and Youth Workers (CYWs) etc. These face to face meeting happen in all three counties at a variety of locations where system staff travel to meet with school teams to review and discuss student/school needs. The second IEP audit



recommendation was to create a template to provide monthly updates to the senior management team following monthly EA allocation meetings to increase communication and understanding of school needs.

8. Closing Remarks/ Adjournment

The meeting adjourned at 11:30 am and Superintendent Shypula thanked members for their contributions to the meeting.

Grade 8 Individual Education Plan Audit

Student: _____

School: _____ Exceptionality _____

<i>Key Elements Focused on are in Compliance with Ministry IEP Standards</i>	1	2	3	<i>Comments</i>
<p>Assessment Summary</p> <ul style="list-style-type: none"> • Current and relevant assessment data provided. • Data is appropriately recorded using new format. • Ranges used not percentiles. • No DRA, EQAO or CCAT (unless for Gifted Identification) No CYW, ROKS, MHANS referral notes No OT/PT/SLP contact notes 				
<p>Strengths and Needs</p> <ul style="list-style-type: none"> • Areas of strength are based on current assessment(s) & provide a clear profile of the student as a learner. • Areas of need are based on assessment(s) & provide a clear profile of the student as a learner. 				
<p>Accommodations</p> <ul style="list-style-type: none"> • Instructional accommodations are appropriate for the student and based on strengths, needs and assessment recommendations. • Environmental accommodations are appropriate for the student and based on strengths, needs and assessment recommendations. • Assessment accommodations are appropriate for the student and based on strengths, needs and assessment recommendations. 				

Level 1 – limited or no information/data Level 2 – some accurate/appropriate information/data Level 3 – accurate & appropriate information/data



**REGIONAL CATHOLIC PARENT INVOLVEMENT COMMITTEE MEETING
Monday, March 25, 2019 – 7:00 pm – Boardroom**

Present: Carol Luciani (Trustee), Lindsay Blasdell, Paula Bryan, Orazio Caltagirone (Principal), Holy Colaiacovo, Lerryn Fennell, Megan Flexman, Lindsay Greene, Charmaine Hanley (Principal Lead), Erin Hope, Rebecca Johnson, Tamara King, Lori Martisius, Ashley Malo, Melanie Montague, Terri-Lynn Ovens, Marion Perras, Colin Phee (Chair), Diana Ribeiro, Stéphane Rouleau (Co-Chair), Anita Santos, Michelle Shypula (Superintendent of Education), Marie Teskey, Lindsey Valletta, Greg Wilson

Guest(s): Jennifer Charnish (Student Achievement Consultant: STEM), Sarah Conway (System Itinerant Teacher: STEM), Carmen McDermid (Student Achievement Lead: Special Education), Nancy Mulroy (School SERT), Miriam Petrella (System Itinerant Teacher: STEM), Nancy Smykaluk (Itinerant SERT), Tara Spangenberg (School SERT)

Regrets: Colin Phee (Chair)

1. Opening Prayer

Charmaine Hanley, RCPIC Principal Lead and Principal for Christ the King school opened the meeting in prayer using Christian Meditation.

2. Welcome and Opening Comments

Superintendent Shypula welcomed Trustee Luciani to the group and introduced Chair, Colin Phee (who could not attend tonight) and Co-Chair, Stéphane Rouleau who will be acting Chair for the meeting. Superintendent Shypula welcomed the group and led a round of introductions for the benefit of all members and guests in attendance.

3. Approval of Agenda

Moved by: Rebecca Johnson

Seconded by: Tamara King

THAT the RCPIC approves the agenda of the March 25, 2019 meeting.

Carried

4. Declaration of Interest- Nil

5. Approval of Minutes – October 29, 2018

Moved by: Megan Flexman

Seconded by: Paula Bryan

THAT the RCPIC approves the minutes of the October 29, 2018 meeting.

Carried

6. Business Arising from the Minutes- Nil



7. Presentation – Self-Regulation: Building Your Toolkit

Carmen McDermid, Student Achievement Lead: Special Education, 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), provided an overview of the definition of self-regulation. 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 Spangenberger defined 'reframing behaviour' to the group based on the "Anger Iceberg" 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 affect behaviours. Guests were invited to explore and build self-regulation items/tools that are used within our schools.

8. BREAK

9. Science, Technology, Engineering and Mathematics (STEM) Update

Jen Charnish, Student Achievement Consultant: Science, Technology, Engineering and Mathematics (STEM) provided parents with an overview of the STEM program within the Board. STEM is now being offered to all 28 elementary schools across our district and each class is receiving 100-minute blocks of instruction. Jen introduced Miriam Petrella and Sarah Conway both System Itinerant Teachers for STEM and invited members an opportunity for a hands on exploration of STEM tasks. Some of the tasks provided were, hoop gliders, designing tin-foil boat that would hold weight, coding, playing rock/paper/scissors on a Microbit, Lego WeDo and the Makey Makey. Each centre focused on tasks that are currently offered within the Early Years (K-grade1), Junior (grades 4-6) and Intermediate (grades 7-8) streams (See Appendices A, B and C).



10. Catholic School Advisory Council (CSAC) Survey Feedback: Discussion and Next Step Considerations

Charmaine Hanley, Principal Lead for the Regional Catholic Parent Involvement Committee (RCPIC) and Principal for Christ the King School, updated on survey results that were sent out to all Catholic School Advisory Committees (CSAC) across the district in January 2019. The seven-question survey was to seek input and feedback from our CSACs. Questions were as follows;

1. What elements of the November System-Wide Catholic School Advisory Council Skype meeting did you find helpful in supporting your child(ren's) well-being?
2. What can we do to improve the effectiveness of our System-Wide Catholic School Advisory Council Skype meeting?
3. What is the best day of the week for the district to host the System-Wide Catholic School Advisory Council Skype meeting?
4. What is the best hour of the day to host the System-Wide Catholic School Advisory Council Skype meeting?
5. How might we increase the number of parents who participate in the System-Wide Catholic School Advisory Council Skype meeting?
6. What can we do to improve the effectiveness of our Regional Catholic Parent Involvement Committee (RCPIC) meeting?
7. How might we increase the number of parents who participate in the Regional Catholic Parent Involvement Committee (RCPIC) meetings?

This survey data will be used to assist in developing RCPIC goals for 2019-20. Discussions ensued about the day of the week, time and location for upcoming meetings and a suggestion for an additional survey to be sent out for the upcoming May meeting.

11. Closing Remarks/ Adjournments

Superintendent Shypula thanked members and guests for their continued support and for taking the time to bring their valuable input to the meeting. The meeting adjourned at 9:10 pm.



STEM Resources for the Early Years

Kindergarten-Grade 1

The new Ontario Kindergarten program places an emphasis on Problem Solving and Innovation. These years are critical in fostering a spirit of creativity and curiosity as students begin to make sense of their world. Children are hungry for information, and learn through constructive play where STEM concepts are discovered through inquiry and experimentation. The resources below may help you to support your child's development of STEM skills at home.

AWESOME APPS AND SITES:

Lightbot Jr.
Scratch Jr.
Blocks!

Fun Toys

Robot Turtles
Tegu toys
Lego or Lego Duplo
Osmo
Tinker Toys



Books

Rosie Revere Engineer- Andrea Beaty
The Most Magnificent Thing- Ashley Spires
Swimming with Sharks- Heather Lang
Ada's Ideas Fiona Robinson
Hello Ruby: Adventures in Coding Linda Liukas
I wonder- Annaka Harris
11 Experiments that failed- Jenny Offill
Interstellar Cinderella-Deborah Underwood
Zero – Kathryn Otoshi

Try It! Dancing Worms!

What you will need:

- Gummy Worms
- Baking soda
- Vinegar
- Cutting board and knife
- Clear Cup

What to do:

1. Cut your gummy worms into 3rds (so they are light enough to float)
2. Measure out 2 tbsp of baking soda and dissolve it in ½ c of warm water.
3. Soak the worms in the baking soda for at least 15 min.
4. In the meantime, fill a second clear cup with vinegar.
5. Once the worms have taken in the baking soda, fish them out with a fork, and add them to the vinegar.
6. Watch your worms dance!





STEM is changing education at BHNCD SB! Every child from Kindergarten to Grade 8 has five full days of STEM projects.

What is STEM?

STEM is a new and innovative approach to learning. We give students the opportunity to spend more time working on projects using the skills and knowledge of Science, Technology, Engineering and Mathematics (STEM) in order to solve problems. These advanced problem solving skills provide our students a 'step up' in the real world.

Every child can:

- Ask questions
- Learn how to find answers
- Plan
- Design
- Create
- Revise
- Communicate

Why is STEM Important?

When students learn to write we don't expect all of them to become authors. When students learn in a STEM environment, we don't expect all of them to become engineers or mathematicians.

Our STEM approach means that our students will be prepared for the changing world ahead. Creativity, problem solving, and entrepreneurialism are only a few of the skills our students will have to thrive in jobs that may not even exist today!



Proficient STEM Students are...

- Problem solvers
- Critical thinkers
- Empathetic
- Responsible digital citizens
- Creative
- Skillful communicators
- Collaborative
- Reflective
- Persistent



BRANT HALDIMAND NORFOLK
Catholic District School Board

Growing Innovators

STEM Resources for the Junior Grades

Grades 4-6



The Junior years are vital in developing a positive attitude toward STEM subjects and careers. Students are innately curious about the outside world and learning experiences can allow them to explore and investigate their questions. The following resources will continue to expose your child to STEM skills and careers outside the classroom.

AWESOME APPS AND WEBSITES:

Lightbot
 Mathopia
 Hopscotch
 NASA App
 Scratch (<http://scratch.mit.edu>)



FUN TOYS

GoldieBox
 Little Bits
 MaKey MaKey
 Osmo
 SNAP Circuits
 Lego Boost Robotics

BOOKS

The Fourteenth Goldfish- Jennifer L. Holm
 Finding Wonders- Jeannine Atkins
 Who was Albert Einstein- Jess Brallier
 Red Madness- Gail Jarrow
 Ada Lace on the Case- Emily Calandrelli
 Marty McGuire Digs Works- Kate Messner
 Franny K Stein, Mad Scientist – Jim Benton
 The Case of the Missing Moonstone- Jordan Stratford Ellis

Try it!

Create a Lego Zip Line

What you'll need:

- Twine or rope
- Lego minifigure
- Basic Lego bricks

What to do:

Fine two sturdy (and safe!) points in the house, and tie your cord to create a zip line.

Build a contraption that will keep the minifigure safe

What angles, shapes make for a fun and safe experience?



LEGO ZIP LINE





STEM is changing education at BHNCD SB! Every child from Kindergarten to Grade 8 has five full days of STEM projects.

What is STEM?

STEM is a new and innovative approach to learning. We give students the opportunity to spend more time working on projects using the skills and knowledge of Science, Technology, Engineering and Mathematics (STEM) in order to solve problems. These advanced problem solving skills provide our students a 'step up' in the real world.



Every child can:

- Ask questions
- Learn how to find answers
- Plan
- Design
- Create
- Revise
- Communicate

Proficient STEM Students are...

- Problem solvers
- Critical thinkers
- Empathetic
- Responsible digital citizens
- Creative
- Skillful communicators
- Collaborative
- Reflective
- Persistent

Why is STEM Important?

When students learn to write we don't expect all of them to become authors. When students learn in a STEM environment, we don't expect all of them to become engineers or mathematicians.

Our STEM approach means that our students will be prepared for the changing world ahead. Creativity, problem solving, and entrepreneurialism are only a few of the skills our students will have to thrive in jobs that may not even exist today!





STEM Resources for the Intermediate Grades

Grades 7 and 8

STEM SCIENCE
TECHNOLOGY
ENGINEERING
MATH

In the intermediate grades, students are more curious about career paths and interests. During these years students will develop critical STEM skills and engage in more advanced scientific investigation. They are becoming more proficient with the engineering design process. We can provide students a chance to investigate global issues, answer complex questions, and develop solutions to real world challenges. The resources below can help you to present these experiences outside school.

AWESOME APPS AND WEBSITES:

MIT App Inventor
Anatomy 4D
Scratch (www.scratch.mit.edu)
Tinkercad (<https://www.tinkercad.com/>)
Code.org CS Fundamentals

FUN TOYS:

SNAP Circuits
Little Bits
Makey Makey
Sphero
K'Nex Solar Energy



BOOKS

3:59 Gretchen McNeil
Hidden Figures (YR Ed)-Margot Lee Shetterly
Chasing Secrets-Gennifer Choldenko
The Evolution of Calpurnia Tate- Jacqueline Kelly
The Number Devil: A Mathematical Adventure-Hans Magnus Enzensberger
The Sweetness at the Bottom of the Pie-Alan Bradley
The Man who counted- Malba Tahan

Try It! Home Made Bath Bombs

What you'll need (for 4 bombs):

- 1 1/2 baking soda
- 1/2 cup citric acid powder (pool supply or drug stores)
- Essential oil such as peppermint, lavender, geranium
- Almond or coconut oil
- Food colouring
- Rubber gloves
- Silicone mold or muffin tin

What to Do:

1. Mix the baking soda and citric acid powder into a large dry mixing bowl.
2. In a small bowl, mix 6 drops of essential oil of your choice, 1/2 tsp of almond oil and 8-12 drops of food colouring.
3. Add 1/2 c of the base mix and, wearing gloves, combine the ingredients with your fingertips until it clumps together when smooched.
4. Wipe a little sweet almond oil inside the mold and fill the mold with the mixture, packing it in firmly.
5. Make the other bath bombs with the remaining mixture, working with 1/2 cup at a time.
6. Leave the bath bombs in their molds to set for at least 24 hours (36 hours is even better).

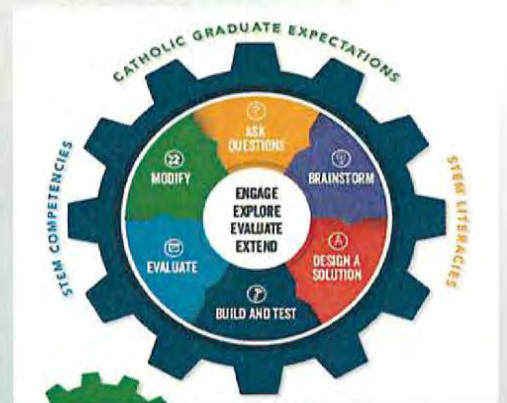




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**ACCESSIBILITY STEERING COMMITTEE
Tuesday, March 26, 2019 – 1:00 p.m. - Boardroom**

Present: Michelle Shypula (Chair), Bill Chopp (Trustee), Lindsay Blasdell (Secretary), Dave Buist, Lindsay Duwyn, Anah Figueiredo, Caroline Freibauer, Deborah King-Bonifacio, Jim Lo Presti, Carmen McDermid, John McDermid, Rachel Moreau-Zelem, Terre Slaght, Dianne Wdowczyk

Absent: Tracey Austin, Lou Citino, Fatima DeJesus, Christine Dragojlovich, Carlo Fortino, Philip Kuckyt, Tom Laracy, Don Maunder, Colleen Oldman, Teresa Westergaard-Hager, Guo Wu

1. Opening Business

1.1 Opening Prayer

Chair Shypula led the meeting with the opening prayer and a round of introductions were made for the benefit of all members.

1.2 Attendance – As noted above.

1.3 Approval of the Agenda

The agenda was approved, as distributed.

1.4 Approval of the Minutes – Wednesday, November 28, 2018

The minutes of the Wednesday, November 28, 2018 Accessibility Steering Committee meeting were approved by consensus.

2. Committee and Staff Reports

2.1 Risk Assessment Protocol

Deborah King-Bonifacio, Disability Management and Safety Coordinator for the Board, updated members on the new Risk Assessment Protocol. The Annual Risk Assessment was sent out on March 1, 2019, along with additional tools to assist Principals and Site Managers in understanding the risk assessment process.

Risk Assessment is a term used to describe the overall process or method where an employer would:

- Identify hazards and risk factors that have the potential to cause harm (hazard identification)
- Analyze and evaluate the risk associated with that hazard (risk analysis and risk evaluation)
- Determine appropriate ways to eliminate the hazard, or control the risk when the hazard cannot be eliminated (risk control)

The Occupational Health & Safety Act states that employers must assess and control risks of workplace violence arising from the nature of the workplace, type of work and conditions of work. Deborah explained to members three considerations for risk assessment as follows;

1. Nature of the Workplace – referring to the physical aspects of the workplace
2. Type of Work – referring to the activities workers perform, the sector of work and people with whom workers interact



3. Conditions of Work – referring to other aspects of the job itself

Risk assessment(s) must be conducted on an annual basis and risk re-assessments will be completed based on the “Risk Re-Assessment Matrix”. Completed risk assessments will be shared with the Joint Health and Safety Committee (JHSC), as required under the Occupational Health & Safety Act.

2.2 School Building Facilities Update

On behalf of Lou Citino, Manager, Facilities & Construction Projects, Chair Shypula updated on the architectural projects the Board is working to complete in 2019 (See Appendix A). Some of the projects are as follows;

- Accessible elevator for Our Lady of Fatima School, Courtland
- Universal/accessible washrooms at St Joseph’s School, Simcoe and St Frances Cabrini, Delhi
- AODA ramps at St Joseph’s School, Simcoe and St Bernard of Clairvaux, Waterford
- AODA sidewalks at Notre Dame School, Caledonia

The Board will continue to incorporate recommendations into the capital plan and work toward full compliance with AODA standards at all sites by 2025.

2.3 Student Resiliency Plan Update

Dianne Wdowczyk, Mental Health Lead for the Board updated on how the Board Mental Health Steering Committee and the District Safe and Accepting Schools Team (DSAST) are exploring the creation of a Student’s Resiliency Plan. The plans would be designed for students returning to school after a hospital stay related to a mental health crisis or for students who struggle with their mental health while at school. Dianne sought input from our secondary schools within the Board and reviewed the information and responses received. A copy of the Board’s *‘Essential Information Highlights’* was shared and discussions ensued on what information that should be included on the form, where the form should be located for staff to access and where the completed forms should be stored (See Appendix B). The information will be shared and reviewed at the upcoming DSAST meeting on April 30, 2019.

3. Future Meetings

The committee secretary will send out suggested dates for members for June 2019.

4. Closing Remarks/Adjournment

Chair Shypula thanked members for their participation and the meeting was adjourned at 2:10 pm.

Multi-Year Integrated Accessibility Plan 2018-2023

Review of Barriers to be addressed

Type of Barrier	Location	Action	Recent Activity	Effective Date
Architectural	Board-Wide	Evaluate accessibility at schools, work sites and incorporate recommendations into the capital plan: working toward full compliance with AODA standards at all sites by 2025.	<p>Rebuilt paved lots:</p> <p>St. John's College St. Joseph's St. John's College</p> <p>Accessible Elevator:</p> <p>St. John's College Our Lady of Fatima</p> <p>Sliding Doors in Main Office:</p> <p>Assumption College</p> <p>Universal/Accessible Washroom:</p> <p>St. Frances Cabrini 2 Additional St. Francis Cabrini</p> <p>Resurrection St. Leo St. Patrick (B) St. Joseph</p> <p>AODA Ramp:</p> <p>St. Frances Cabrini Our Lady of Fatima St. Stephen's St. Joseph St. Bernard of Clairvaux</p>	<p>2018 2018 2019</p> <p>2018 2019</p> <p>2018</p> <p>2018 2019</p> <p>2018 2018 2018 2019</p> <p>2018 2018 2018 2019 2019</p>



			<p>Front Door Handicap Operator:</p> <p>Christ the King 2018 Our Lady of Fatima 2018 Resurrection 2018 Sacred Heart Langton 2018 St. Bernard of Clairvaux 2018 St. Leo 2018 St. Michael's Walsh 2018 St. Patrick (B) 2018 St. Patrick's (C) 2018 St. Stephen's 2018 St. Theresa 2018</p> <p>AODA Sidewalks:</p> <p>Our Lady of Fatima 2018 St. Stephen's 2018 Notre Dame 2019</p>
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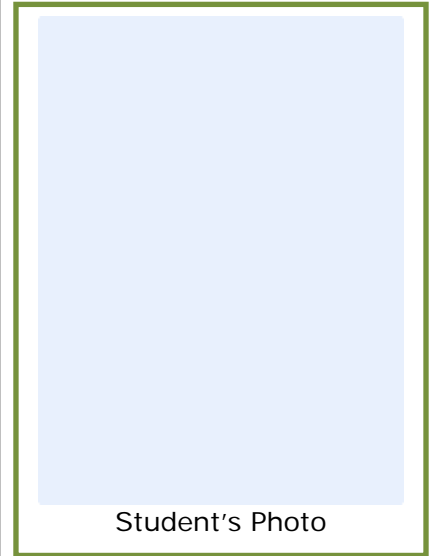
Type of Barrier	Location	Action	Future Activity	Effective Date
Architectural	Board-Wide	Evaluate accessibility at schools, work sites and incorporate recommendations into the capital plan: working toward full compliance with AODA standards at all sites by 2025.	<p>Accessible Service Counter:</p> <p>St. John's College 2019 Assumption College 2019</p> <p>Additional Handicap Door Operators:</p> <p>St John's College 2019 Assumption College 2019</p> <p>AODA Compliant, refrigerated, Filtered water stations 2017 2018 Holy Trinity 2019 Assumption College 2019</p>	





Essential Information Highlights

Student		Date	
School		Grade	
Identification		Teacher	
Diagnosis			
Medication	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Specify:</i>		
Current supports			
Compiled by	<input type="checkbox"/> EA <input type="checkbox"/> Teacher <input type="checkbox"/> SERT <input type="checkbox"/> Principal <input type="checkbox"/> Other <i>Specify:</i>		
Currently in place	<input type="checkbox"/> IEP <input type="checkbox"/> Behaviour Plan <input type="checkbox"/> Safety Plan <input type="checkbox"/> Medical		
Specialized Equipment	<input type="checkbox"/> Physical <input type="checkbox"/> IT <input type="checkbox"/> Sensory <input type="checkbox"/> Hearing <input type="checkbox"/> Visual		
Annual review date			



AREAS OF NEED/CONCERN

<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
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STRENGTHS AND INTERESTS

<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
--	--

KNOWN TRIGGERS

<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
--	--

STRATEGIES THAT WORK

<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
--	--

THINGS TO AVOID

<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
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Notice of Collection: In accordance with Section 29(2) of the Municipal Freedom and Protection of Privacy Act, 1989. This information is collected under the legal authority of Section 265(1)(d) of the Education Act, R.S.O. 1990 c. E.2 as amended, and may be used as necessary for some or all of the following principal administrative purposes related to: the Board's operation, school programs and educational services, student records, and Ministries of the Government of Ontario. If you have any questions, please contact the school principal and/or the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234)

RECOMMENDATIONS FOR THE COMMITTEE OF THE WHOLE FROM THE POLICY COMMITTEE

April 16, 2019

AGENDA ITEM	MOTION
2.1	THAT the Committee of the Whole refers the revised Catholic School Advisory Councils Policy 200.31 to the Brant Haldimand Norfolk Catholic District School Board for approval.
2.2	THAT the Committee of the Whole refers the Service Animals in School Facilities Policy 200.40 to the Brant Haldimand Norfolk Catholic District School Board for approval.
3.7	THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the rescinding of the Director of Education Performance Appraisal Policy 100.02. THAT the Committee of the Whole refers the revised Board By-Laws to the Brant Haldimand Norfolk Catholic District School Board for approval.

RECOMMENDATIONS:

THAT the Committee of the Whole refers the unapproved minutes of the Policy Committee Meeting of March 21, 2019 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

THAT the Committee of the Whole refers the recommendations of the Policy Committee Meeting of March 21, 2019 to the Brant Haldimand Norfolk Catholic District School Board for approval.



**Policy Committee Meeting
Thursday, March 21, 2019 ♦ 4:00 p.m.
Boardroom**

Trustees:

Present: Cliff Casey (Chair), Bill Chopp, Dan Dignard, Carol Luciani, Rick Petrella, Mark Watson

Senior Administration:

Michael McDonald (Director of Education Designate), Michelle Shypula (Superintendent of Education), Jim LoPresti (Corporate Services Advisor)

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by Chair Casey.

1.2 Attendance

As noted above.

1.3 Approval of the Agenda

Items 3.5 and 3.6 will be removed from the agenda. Inclement Weather & Temporary School/Facility Closures 400.01 was added as item 3.9.

Moved by: Carol Luciani

Seconded by: Rick Petrella

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board approves the agenda of March 21, 2019 meeting, as amended.

Carried

1.4 Approval of Minutes from the Policy Committee Meeting – April 5, 2018

Moved by: Rick Petrella

Seconded by: Carol Luciani

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the April 5, 2018 meeting.

Carried

1.5 Business Arising from the Minutes – Nil

2. Committee and Staff Reports

2.1 Catholic School Advisory Council 200.31 (revised)

Superintendent Shypula presented the revised policy indicating that there were minimal changes to the policy or procedure. The policy statement and reference list have been updated. There was discussion about the requirement of council members to be Catholic.

Moved by: Bill Chopp

Seconded by: Carol Luciani

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Catholic School Advisory Councils Policy 200.31 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried



2.2 Service Animals in School Facilities 200.40 (new)

Superintendent Shypula indicated that there are a diverse range of learning that require unique accommodations to access the Ontario curriculum. In 2011, there was an administrative procedure created for the use of service dogs in school facilities. There were revisions made to the administrative procedure in 2017 as part of the established revision schedule, there was a need to strengthen the language around certified service dogs. Superintendent Shypula indicated that we want to provide clear guidelines for accessing certified service dogs. She indicated that the policy was created in consultation with other school boards and legal counsel. The proposed policy went through an extensive vetting process. There was discussion about measures that may be put in place at any location with a service animal.

Moved by: Dan Dignard

Seconded by: Rick Petrella

THAT the Policy Committee recommends that the Committee of the Whole refers the Service Animals in School Facilities Policy 200.40 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

3. Discussion Items

3.1 Purchasing 700.01 (RFP and Architect Selection)

There was discussion about the lack of clarity as to when trustees should be involved in the purchasing process. It was proposed that a threshold value should be set. If the specified value was reached, the trustees would then be involved in the approval process. It was suggested that a report or register be maintained with all items meeting the threshold with information about the RFP. This would allow the trustees to be more aware and involved in the process. It was requested that senior staff revise the policy.

3.2 Director of Education Performance Appraisal 100.02

There was discussion about moving the Director of Education Performance Appraisal into the Board By-Laws. The timeline will be maintained as outlined in the current policy.

3.3 Hiring – Academic Staff 300.10

There was a concern expressed that vice-principals are automatically be moved to the principal pool without being brought to Board for approval. It was indicated that the placement in the pool should be a consultative process prior to anyone being appointed to the principal pool. The placement of candidates into a school is at the discretion of senior staff. There was discussion about the hiring for positions of responsibility such as consultants and department heads.

3.4 Trustee Expenses 100.10

There were concerns that the trustee expenses, as presented on the Board's website, are including information that should not be included. There was discussion about what expenses should be included. There will be a review of expenses typically included in trustee expenses.

3.7 Board By-Laws

There was a request to increase the dollar value of computers/devices. There was discussion to amend the By-Laws to allow a notice of motion to be brought to the Board of Trustees if there is unanimous consent. It was also reiterated that the director of education performance appraisal be brought into the By-Laws. The conflict of interest guidelines and records of declared conflicts were discussed.



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

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

3.8 Chair of the Board Budget Lined

There was discussion about the Chair of the Board having their own budget line. Discussion ensued about the public view of this. It was decided that this is not necessary at this time.

3.9 Inclement Weather & Temporary School/Facility Closures 400.01

There was a concern brought forward that the policy is not the same for teachers as it is for other Board employees. It needs to be clarified that the policy is the same for all employees on inclement weather days. There was discussion about the usage of social media on inclement weather days and the inclusion of this topic in the policy. It was discussed to review the policy and set up a tool online for public input into the policy.

4. Trustee Inquiries – Nil

5. Adjournment

Moved by: Rick Petrella

Seconded by: Cliff Casey

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board adjourns the March 21, 2019 meeting.

Carried

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

Prepared by: Michelle Shypula, Superintendent of Education
Presented to: Policy Committee
Submitted on: January 22, 2019
Submitted by: Chris N. Roehrig, Director of Education & Secretary

CATHOLIC SCHOOL ADVISORY COUNCILS POLICY 200.31
Public Session

BACKGROUND INFORMATION:

As part of the regular review of all Board policies and administrative procedures, the Catholic School Advisory Councils policy was subject to review.

DEVELOPMENTS:

There were no significant revisions to this policy or administrative procedure. Some changes to the policy and administrative procedures include but are not limited to:

- revision of the policy statement;
- updated references listed in the policy and administrative procedure; and
- minor wording revisions.

All recommended changes have been noted and included on the documents attached to this report.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Catholic School Advisory Councils Policy 200.31 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Policy: Catholic School Advisory Councils

		Policy Number:	200.31
Adopted:	June 11, 2001	Former Policy Number:	n/a
Revised:	October 25, 2011	Policy Category:	Students
Subsequent Review Dates:	TBD	Pages:	1

Belief Statement:

As a Catholic learning community, the Brant Haldimand Norfolk Catholic District School Board believes in the importance of the partnership of school, home, parish and community as a means of enhancing student success in a Catholic school environment. To support this partnership, each elementary and secondary school **in the Board's jurisdiction will shall** establish a Catholic School Council which will act in an advisory capacity. The Council shall be supportive and in concurrence with the distinctive character, philosophy, and goals of Catholic education, as well as respectful of the faith and traditions of the Catholic Church.

Policy Statement:

It is the policy of the Board that Catholic School Advisory Councils be established in every school and that these councils provide parents, students, staff, parish and other community members with the opportunity to be actively involved in an advisory capacity in the operation of their local school and in the provision of Catholic education services. It is expected that the Catholic School Advisory Councils will be managed within the parameters of the Education Act, applicable regulations and Board and school policies.

The Brant Haldimand Norfolk Catholic District School Board will ensure that:

- ~~§ Catholic School Advisory Councils provide for parents, students, staff, parish and other community members the opportunity to be actively involved in an advisory capacity in the operation of their local school and in the provision of Catholic educational services.~~
- ~~§ The Catholic School Advisory Councils operate within the parameters of the Education Act and Regulations, Board and school policies.~~

Glossary of Key Policy Terms – N/A

References

- Education Act, R.S.O. 1990**
- Fundraising and School Generated Funds Policy 700.05
- Ontario Regulation 612/00 School Councils and Parent Involvement Committees
- Ontario Regulation 613/00 Operations of Schools - General
- Implementation of the Ontario Parent Involvement Policy
- Ministry Support to Enhance Parent Involvement
- School Councils: A Guide for Members, Revised 2002
- Helping Ontario Parents Get Involved in Their Children's Education
- Parents in Partnership: A Parent Engagement Policy for Ontario Schools 2010
- Parent Engagement Ontario: <http://edu.on.ca/eng/parents/involvement/>
- Planning Parent Engagement: A Guidebook for Parents and Schools CODE



Catholic School Advisory Councils AP 200.31

Procedure for:	Principals, School Councils	Adopted:	June 11, 2001
Submitted by:	Superintendent of Education	Revised:	October 25, 2011
Category:	Students		

Purpose

The administration procedure will outline the duties of all stakeholders in the Catholic School Advisory Council.

Responsibilities

All Board personnel shall follow this administrative procedure. Specific directions for members of the Catholic School Advisory Council are provided throughout this administrative procedure.

Information

The purpose of Catholic School Advisory Councils is, through the active participation of parents, to improve pupil achievement, well-being and to enhance the accountability of the education system to parents.

- § A Catholic School Advisory Council's primary means of achieving its purpose is by making recommendations to the principal of the school.
- § Catholic School ACouncils may make recommendations to the principal or Board on any matter.

The Director of Education or designate must consult Catholic School Advisory Councils on a number of specified matters, including the development and implementation of policies relative to:

- § The school district's Code of Conduct,
- § New education initiatives relating to student achievement and well-being,
- § Respecting appropriate dress for pupils in schools within the board's jurisdiction,
- § Action plans for student improvement based on test results from EQAO,
- § The process and criteria for selection and placement of principals and vice-principals,
- § Fundraising by School Councils,
- § Internal conflict resolution procedures that affect the work of School Councils, and
- § Reimbursement of expenses incurred by council members.

Procedures

The following outlines the responsibilities and procedures of the members of a Catholic School Advisory Council.

1.0 Catholic School Advisory Council

The purpose of the Catholic School Advisory Council is as follows:

- § To promote Catholic faith and gospel values.
- § To enhance the accountability of the education system to parents and improve pupil achievement through the active participation of parents.
- § A school advisory council's primary means of achieving its purpose is to make recommendations in accordance with Ontario Regulation 612 to the principal of the school and the Board.
- § To advise the principal on any of the following matters if they have been identified by the Council as priorities on a yearly basis:



- The determination of the focus of the School Improvement Plan establishing curriculum goals and priorities.
 - The school Code of Conduct in accordance with the Board Policy.
 - The school's response to Board and province-wide test results.
 - The prioritization of items to be included on the capital request form.
 - School-community communication strategies.
 - Review and implementation of Board policies at the local level.
 - Other items identified by the principal or **Catholic** School Advisory Council: A **Catholic** School Advisory Council may make recommendations to the principal of the school or to the Board on any matter.
- § Advise the Board on:
- Methods for the collection, on a system-wide basis, of parents' views and preferences concerning the school year calendar.
 - The selection of principals/vice-principals in accordance with Board policy, practice and collective agreements.
 - Procedures for the community use of school facilities.
- § In addition to their advisory responsibilities:
- Establish their goals, priorities and procedures.
 - Organize information and training sessions to enable members of the Council to develop their skills as Council members.
 - Hold a minimum of four meetings per year. All meetings shall be open **and accessible** to all members of the school community **and public**.
 - Promote the best interests of the school community.
 - Facilitate communication among home, school, parish and community.
 - Foster positive relations among parents, students, staff and the local community.
- § **Catholic** School Advisory Councils will comply with Freedom of Information and Protection of Personal Privacy Legislation in matters relating to individual staff and students.

2.0 Makeup of a Catholic School Advisory Council

- § The majority of the **Catholic** School **Advisory** Council must be composed of parents/guardians of students enrolled in the school (and a majority of the **Catholic** School **Advisory** Council must also be Roman Catholic). This may include a Chair, Vice-Chair, Secretary, Treasurer and an appropriate number of Members at Large to create a majority of parent members. These positions are set out in the **Catholic** School **Advisory** Council's by-laws and the term of office is one year.
- § All parent councils are required to develop by-laws setting out the operating rules for the council.
- § **Catholic** School **Advisory** Councils are required to meet at least four (4) times during the school year. The first meeting must be within the first 35 days after elections **on a date fixed by the principal of the school**. A **Catholic** School **Advisory** Council is entitled to hold its meetings at the school and all meetings must be open to the public. A **Catholic** School **Advisory** Council meeting cannot be held unless a majority of the current members of the Council are present at the meeting and a majority are parent members.
- § Employees of the Brant Haldimand Norfolk Catholic District School Board cannot serve as Chair or Co-Chair of the **Catholic** School **Advisory** Council. Anyone who is employed at the school may not be a parent member of the **Catholic** School **Advisory** Council. Anyone who is an employee elsewhere in the Brant Haldimand Norfolk Catholic District School Board may only be a parent member if they inform people of that employment.
- § The principal shall, on behalf of the **school** council, give written notice of dates, times and locations to each parent.
- § Every school is required by law to hold **Catholic** School **Advisory** Council elections within the first 30 days of the school year and notice of elections must be given to all parents at least 14 days before the date of the election. **Catholic** School **Advisory** Council members must include:
- The principal (or vice-principal), who is a non-voting member,
 - One teacher,



- One non-teaching employee,
- One student in secondary schools (optional for elementary schools),
- One or more community representatives appointed by the elected council,
- The Pastor or Parish designate, and
- A representative from the recognized parent associations in the School Council Handbook of which OAPCE is one, as applicable.

3.0 Formation and Roles of a Catholic School Advisory Council

The officers of the council shall be:

- § Chair
- § Vice-Chair
- § Secretary
- § Treasurer

However, council may choose to have two Co-Chairs. The Executive Officers shall be elected annually by the elected members of the council.

The members of the Catholic School Advisory Council shall:

- § Participate in council meetings.
- § Participate in information and training programs.
- § Act as a link between the council and the community in support of school programs to improve pupil achievement.
- § Make recommendations to the principal and, where necessary, to the Board to improve student achievement and enhance the accountability of the education system.

The members of the Catholic School Advisory Council shall:

- § Make every effort to be as representative of the school community as possible.
- § Conduct their meetings in an invitational, harmonious manner in the context of Gospel Values.
- § Be entitled to one vote, in votes taken by the Council, should the Council make recommendations to the principal and/or Board through a voting process.
- § Receive reimbursement for expenses incurred in the normal course of their duties as Council members in accordance with Board policy but shall not receive any remuneration for serving as a Council member.

4.0 Catholic School Advisory Council Chair

It is the responsibility of the Chair, in co-operation with the school principal to provide Catholic leadership and direction to the council and Executive Officers to ensure that goals, priorities and procedures of the Council promote Catholic faith and gospel values consistent with the mission and vision of the Board.

The Chair of the Council shall:

- § Call council meetings in consultation with the principal.
- § Prepare the agenda for council meetings in consultation with the principal.
- § Chair council meetings.
- § Ensure that the minutes of council meetings are recorded and maintained appropriately.
- § Ensure that records of all meetings and financial transactions are kept for minimum of four years and made available at the school for examination without charge to any person from the Catholic school community.
- § Participate in information and training sessions.
- § Communicate regularly with the school principal in an effort to work co-operatively to improve pupil achievement **and well-being**.
- § Ensure that there is regular communication with the Catholic school community.
- § Work collaboratively with the members of the Council to prepare and submit an annual written report on the activities of the council, including fundraising, to the principal and the Board. Consult with senior board staff as required.
- § Upon request, provide trustees with copies of the minutes of the meetings.



- § In addition, the Chair shall act as spokesperson for the council and carry out such other duties as shall be required from time to time.
- § Be a parent member of the committee but CANNOT be an employee of the Brant Haldimand Norfolk Catholic District School Board.

5.0 Catholic School Advisory Council Vice-Chair

The Vice-Chair shall:

- § Assist the Chair in the discharge of his/her duties and perform such other duties as may be required by the Council or the Executive officers.
- § Assume the duties of the Chair in the absence of the Chair or in the event of the Chair's inability to serve.

6.0 Catholic School Advisory Council Secretary

The Secretary shall:

- § Keep a record of all meetings of the Council and the Executive Officers, and shall deal with all correspondence or communications directed to or required of the Council and the Executive.
- § Co-operate with the Chair to ensure that all minutes and records of the council are available at the school for examination by any person from the Catholic school community.
- § Perform such other duties as may be required by the Council and the Executive Officers.
- § Not usually assume the role of Chair in a meeting in the absence of the Chair or Vice-Chair or in the event of their inability to serve, but may assume such other duties as may be required by the Council or the Executive Officers.

7.0 Treasurer

The Treasurer shall:

- § Keep full and accurate accounts for all receipts and disbursements of the Council in accordance with generally accepted accounting principles and shall be guided by Board Policy for Fundraising in Schools in regard to banking and fund disbursements in accordance with such requirements as may be imposed by the Board or other relevant authority.
- § Provide at regular meetings of the Council an account of all transactions of the Council, including the financial position.
- § Prepare a full, annual Financial Statement for submission to the Council.
- § Perform such other duties as may be required by the Council or the Executive Officers of the Council.
- § Assume the duties of the Chair in the absence of the Chair, Vice-Chair and Secretary
- § Co-sign all cheques with the principal on behalf of the Catholic School Advisory Council.

8.0 Committee Chair

- § Report to the Catholic School Advisory Council on a regular basis.
- § Act on behalf of the goals of the Catholic School Advisory Council.
- § Communicate with parents through the Catholic School Advisory Council newsletter.

9.0 Principal

- § Attends all Catholic School Advisory Council meetings.
- § Supports and promotes Catholic School Advisory Council activities.
- § Seeks input from the Council in areas outlined as an advisory responsibility and provide responses to the recommendations.
- § Acts as a resource on laws, regulations and Board policies.
- § Provides information required by the Council to enable it to make informed decisions.
- § Maintains regular communication with the Chair of the Council.
- § Assists the Council in communication with the school community.
- § Encourages the participation of parents and others within the school community.



- § Ensures that copies of the minutes of the Council's meetings are kept at the school.
- § Approves all printed materials distributed through the school.
- § Financial statements and minutes from the previous meeting should be provided to all persons who attend each School Council meeting. These records must be kept at the school for seven (7) years and must be available for examination by any person without charge.

10.0 Elections

Parent Members:

- § An election of parent members shall be held during the first 30 days of each school year.
- § The principal shall, at least 14 days before the date of the election, give written notice of the DATE, TIME and LOCATION of the election to every parent.
- § Elections shall be by secret ballot.
- § All parents and guardians of pupils enrolled at the school are eligible to vote and must vote in person.

11.0 Other Elections

Other elections of teacher, non-teacher, and student shall be held during the first 30 days of each school year.

12.0 Terms of Office

A person elected or appointed holds office from the later of:

- § The date s/he is elected or appointed, or
- § The date of the first meeting of the school council after elections.

13.0 Vacancies

A vacancy shall be filled by election or appointment in accordance with by-laws of Council.

14.0 Officers

- § A Catholic School Advisory Council shall have a Chair, or if the by-laws of council so provide, two Co-Chairs and the Chair (Co-Chair) must be a parent.
- § A person employed by the Board cannot be the Chair.

15.0 Meetings

- § A Catholic School Advisory Council shall meet at least four (4) times during the school year.
- § A Catholic School Advisory Council shall meet within the first 35 days of the school year after the election.
- § All meetings shall be open to the public and held at a location that is accessible to the public. The Catholic School Advisory Council is entitled to hold its meetings at school.
- § A meeting cannot be held unless a majority of members of Council are present, and the majority are parent members.
- § The principal shall, on behalf of Council, give written notice of the dates, times, and locations of these meetings to every parent.

16.0 Meeting Procedures

- § At the first council meeting, the council shall elect a Chair from the parent members and may elect a Vice-Chair, Secretary and Treasurer.
- § The council shall establish a meeting schedule (at least 4 meetings per year) and publicize these dates.
- § The council will prepare, publish and communicate its goals, priorities and operational (by-laws) procedures which guide its activities.
- § The Catholic School Advisory Council shall keep minutes of all its meetings and all of its financial transactions. The minutes and records shall be available for examination by any person.



- § The **Catholic School Advisory** Council may form committees to carry out specific functions; however, every committee must include at least one parent member of council and is subject to the same requirements as regular council meetings.
- § By-laws governing election procedures, filling vacancies, conflict of interest and conflict resolution processes must be established.
- § Every **Catholic School Advisory** Council shall submit, annually in June, a written report on its activities including fundraising account, to the principal and the Board. The principal, on behalf of the council, must give a copy of the report to every parent.
- § Members of **Catholic School Advisory** Council cannot receive remuneration.

Note: The **Catholic School Advisory Council will operate in a manner that is non-judgmental, is based on open discussion and uses consensus, collaboration and compromise as the usual method for developing recommendations and plans.**

17.0 Roles and Responsibilities

The Board will strive to:

- § Support the on-going leadership training of **Catholic School Advisory** Council members.
- § Review and revise its policies in accordance with Regulation 612/00.
- § Continue to include parents and other members of the community in an advisory role at the Board level through committees, policy development, etc.
- § Provide a mechanism to facilitate communication among **Catholic School Advisory** Councils with the school district.
- § Support and encourage the various activities of Regional School Councils and local School Councils.

Catholic School Advisory Council members should strive to:

- § Attend every meeting, be punctual, respect agenda time limits and remain for the entire meeting.
- § Make every effort to be a representative of the school community.
- § Be entitled to one vote, in votes taken by the council should the council make recommendations to the principal and/or to the Board through a voting process.
- § Respect each other's opinions and views.
- § Consider an idea on its merit and not the personality or perceived desires of the presenter.
- § Generate trust among all members.
- § Participate fully, raise questions and not divert discussion into other areas.
- § Evaluate the process of the meeting to improve its effectiveness.
- § Maintain a sense of humour.
- § Remember that silence means consent.

The principal and Catholic School Advisory Council shall ensure that:

- § All fundraising activities are to be related to charitable, humanitarian, educational or services activities.
- § The principal, after consultation with the Catholic School Advisory Council, will approve all fundraising activities.
- § The purpose of each fundraising activity as determined by the principal and Catholic School Advisory Council is clearly identified to the school community before the fundraising commences.
- § Schools accurately account and manage all monies raised through fundraising activities in the manner established in the Board's School Funds Policy.

Definitions – N/A



References

Education Act, R.S.O. 1990

Fundraising and School Generated Funds Policy 700.05

Ontario Regulation 612/00 School Councils and Parent Involvement Committees

Ontario Regulation 613/00 Operations of Schools - General

Implementation of the Ontario Parent Involvement Policy

Ministry Support to Enhance Parent Involvement

School Councils: A Guide for Members, Revised 2002

Helping Ontario Parents Get Involved in Their Children's Education

Parents in Partnership: A Parent Engagement Policy for Ontario Schools 2010

Parent Engagement Ontario: <http://edu.on.ca/eng/parents/involvement/>

Planning Parent Engagement: A Guidebook for Parents and Schools CODE

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

Prepared by: Michelle Shypula, Superintendent of Education
Presented to: Policy Committee
Submitted on: January 22, 2019
Submitted by: Chris N. Roehrig, Director of Education & Secretary

SERVICE ANIMALS IN SCHOOL FACILITIES POLICY 200.40

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board is committed to the principle that every person within the Board is entitled to a safe, caring, inclusive and Christ-centred environment. This commitment recognizes that the diverse learning needs of some students may require unique accommodations and/or modifications. The use of a Certified Service Dog is an intervention strategy that may be used to accommodate the special needs of a student with disabilities. In June 2011, an administrative procedure was developed to provide direction to school administrators regarding the admittance and implementation of service dogs into the school environment. This administrative procedure was revised January 2017.

DEVELOPMENTS:

The attached new draft policy, Service Animals in School Facilities 200.40 will replace the previous administrative procedure Use of Service Dogs for Students 200.40 and has been developed in consultation with a number of stakeholders including senior administration, school administration and the Accessibility Committee.

The policy includes:

- provision of responsibilities for those involved in the implementation of the policy and administrative procedure;
- provision of training and registration requirements; and
- procedures for initiating the admittance and integration of a Certified Service Dog.

The policy and administrative procedure were vetted by all administrators, student achievement leads, the Regional Catholic Parent Involvement Committee, union presidents and the student trustee.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the Service Animals in School Facilities Policy 200.40 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Policy: Service Animals in School Facilities

	Policy Number:	200.40
Adopted:	June 7, 2011	Former Policy Number: n/a
Revised:	September 25, 2018	Policy Category: Students
Subsequent Review Dates:	TBD	Pages: 2

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board believes that all persons are created in God’s image. Every individual has an inherent and immeasurable worth and dignity. Each human life is considered sacred. We are committed to providing students with full access to schools in a safe, caring, accepting, and healthy learning environment that enables each student to reach his or her fullest potential. The use of a Certified Service Dog is an intervention strategy that is recognized as an aid to students with special needs.

Policy Statement:

It is the policy of the Brant Haldimand Norfolk Catholic District School Board that a student with a disability shall be accommodated in such a way as to enable success while preserving and enhancing the student’s personal dignity, self-respect and self-worth. These accommodations may include use of a Certified Service Dog.

Glossary of Key Policy Terms

Adult Student: A student who is 18 years or older, or 16 or 17 years of age who has removed themselves from the care and control of their parent/guardian.

Certified Service Dogs¹: This refers to three recognized categories of trained dogs used to accommodate the special needs of some students. These include:

- a) **Guide Dogs:** for persons who are visually impaired (blind/low vision)
- b) **Hearing Dogs:** for persons who are hearing impaired (deaf/hard-of-hearing)
- c) **Service Dogs:** for persons with disabilities (students using wheelchairs, students with Autism, students with Multiple Sclerosis, seizure disorder or Post-Traumatic Stress Disorder (PTSD))

A Certified Service Dog is a working dog and does not interact with employees or other students. The dog will generally have a black leather Special Skills Dog (SSD) harness and leash and saddlebag/or vest.

Handler: The dog handler for the purpose of the Board’s policy, regulation and administrative procedure is the student with the disability-related needs for whom the Certified Service Dog is performing services and who is managing and responsible for the Certified Service Dog’s performance of those services. It is the expectation of the Board that students utilizing a Certified Service Dog will be the dog’s Handler.

References

- Education Act
- Accessibilities for Ontarians with Disabilities Act (2001)
- Human Rights Code (Ontario)
- Blind Person’s Rights Act

¹ For the purposes of the Board’s policy and administrative procedure, includes service dogs whose training schools are members and accredited with either the International Guide Dog Federation or Assistance Dogs International and who are handled by a student with a disability who receives the dog’s services to assist with daily living activities and/or access to the Ontario curriculum



**Brant Haldimand Norfolk
Catholic District School Board**

Special Education in Ontario Schools Kindergarten to Grade 12: A Policy and Resource Guide 2017
Individual Education Plan: A Resource Guide 2004
Multi-Year Integrated Accessibility Plan 2018-2023 Policy 200.32
Integrated Accessibility Standards – Customer Service Administrative Procedure 200.34
Admission of Students Policy and Administrative Procedure 200.14
Educational Field Trip and Excursions Policy and Administrative Procedure 500.01
Nutrition – Creating a Healthy Environment Policy and Administrative Procedure 200.01
Transportation of Students Policy and Administrative Procedure 400.19
Volunteers Policy and Administrative Procedure 300.12



Service Animals in School Facilities AP 200.40

Procedure for:	Principals/Vice-Principals	Adopted:	June 7, 2011
Submitted by:	Michelle Shypula, Superintendent of Education	Revised:	September 25, 2018
Category:	Students		

Purpose

The Brant Haldimand Norfolk Catholic District School Board believes that as a Catholic learning community, we need to provide safe, nurturing and inclusive environments for learning, working and growing. The purpose of the Administrative Procedure is to provide direction to school administrators regarding the accommodation process for students desiring to use their Certified Service Dogs while attending school.¹

Responsibilities

Superintendent of Education: The Superintendent of Education will implement the policy and administrative procedure board wide.

Principal/Vice-Principal and/or Designate: Principals are to ensure that the procedures are followed and appropriate forms are completed and on file and that all staff, students and others are properly trained on how to interact with the student who is accompanied by the Certified Service Dog.

School Staff: School staff will implement the Service Animals in School Facilities administrative procedure in their schools.

Parents/Guardians: Parents/Guardians will follow the Service Animals in School Facilities administrative procedure.

Student: Students will follow the Service Animals in School Facilities administrative procedure.

Information

The Human Rights Code, the Blind Persons' Rights Act and the Accessibility for Ontarians with Disabilities Act (2001) provide authority for Certified Service Dogs to accompany their handlers in all public places and spaces accessible to third parties. **School buildings are NOT public spaces pursuant to the Education Act.** Nevertheless Certified Service Dogs can be recognized as an accommodation strategy² that aids the Handler (student with special needs) to access the Ontario Curriculum or perform daily living activities. Certified Service Dogs and their Handlers receive specialized training to work together and consequently they are trained to present minimal risk and impact on other people and their environment. As a result, access by the Certified Service Dog to the school attended by the Handler may be facilitated pursuant to this procedure.

The access of Certified Service Dogs, for the benefit of a student, will be considered by the Brant Haldimand Norfolk Catholic District School Board in accordance with the duty to accommodate the disability-related needs of that student to the point of undue hardship in accordance with the Human Rights Code. When a Certified Service Dog is being considered by a family as an accommodation for their child, the parent/guardian may wish to consider meeting with the school principal, Student Achievement Lead: Special Education and the Superintendent of Education, Special Education prior to making a commitment to receive a dog.

¹ If an individual with a Certified Service Dog wishes to visit a school, he/she must provide ample notice of this visit so the principal can ensure the Certified Service Dog's presence will cause no undue hardship to others. Visitors on board property who require the use of a Certified Service Dog must ensure the dog wears the distinctive harness/saddlebag or vest. The Certified Service Dog must also be on a leash at all times and accompanied by the handler. For further information, please refer to the Board's customer service policy and procedure pursuant to the Accessibility for Ontarians with Disabilities Act (2001).

² Accommodations refer to special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and demonstrate learning (Special Education in Ontario Schools Kindergarten to Grade 12: A Policy and Resource Guide, 2017 p.G1)



Companion Dogs and Service Animals, for the purpose of the Board's policy, regulation and administrative procedure, include animals that provide comfort and friendship to students who may have emotional, self-esteem or social problems. However, their assistance is generally not required to enable a student to access the Ontario curriculum. While these animals may have training, the student they serve may not be the Handler and the student and the animal do not have the same training that a Certified Service Dog and its handler receive. As a result, requests for the use of Companion Dogs and Service Animals will only be considered as a last resort to accommodate the student's demonstrated disability related needs.

Therapy Dogs do not provide services to students while they are attending school.

Training and Registration

Both the Certified Service Dog and the Handler must receive training to ensure that the dog provides the Handler with accommodation services in an appropriate manner irrespective of the environment.

A Certified Service Dog and the dog's Handler must be trained and the dog must be registered in Canada. Training schools for Certified Service Dogs in Ontario must be members and accredited by either:

- a) The International Guide Dog Federation, whose purpose is to serve the visually impaired and blind people from around the world by training and providing Guide Dogs or;
- b) Assistance Dogs International Inc. which is a coalition of not-for-profit organizations that train and place Assistance Dogs.

Certified Service Dogs are given to students with disabilities including: Physical, Blind or Low Vision, Deaf/Hearing Impaired, Autism Spectrum Disorder, Post-traumatic Stress Disorder or a seizure disorder.

Initiating Admittance and Integration of a Certified Service Dog

The parent(s)/guardian(s) must initiate the process by providing a letter to the school requesting permission to have a Certified Service Dog assist their child in school.

The entry of the Certified Service Dog is decided after extensive consultation and is not automatically approved. Decisions regarding the admittance and integration of Certified Service Dogs into the school environment for the benefit of a student are made on a case-by-case basis.

When parent(s)/guardian(s) request that their child use a dog in school, it must be determined if the request is for a Certified Service Dog and the principal must review the request with the Superintendent of Education: Special Education. All circumstances of a particular case, including the individual needs of the student being assisted by the dog and the needs of other students will be considered. Where necessary in the decision-making process, rights and needs of one person may need to be balanced against the rights and needs of another.

As part of the approval process, the principal will schedule a school conference meeting and a school council meeting. The parent(s)/guardian(s) are expected to attend and provide input to ensure a safe and smooth transition for all.

When the use of a Certified Service Dog in school has been approved, the animal may be excluded from access to the school or part of the school when:

- There is risk to the health of students/staff or the physical or mental well-being of students as a result of the presence of the Certified Service Dog;
- Exclusion is required by another statute. Examples include *the Health and Protection and Promotion Act* and *Food Safety and Quality Act*. The former Act prohibits service animals in places where food is prepared, processed or handled (e.g. kitchen of school cafeteria or culinary arts classroom) although Certified Service Dogs are permitted where food is served and sold (e.g. school cafeteria or lunchroom);
- The Certified Service Dog is a breed that is not prohibited by law. An example would be *the Ontario Dog Owner's Liability Act*, which places restrictions on pit bull terriers;
- There has been a material change in the circumstances that led to the original approval of the use of the Certified Service Dog in the school;
- Law otherwise requires exclusion; and
- Consideration should be given to options available prior to exclusion of the Certified Service Dog.



Certified Service Dogs for Students Who are not the Handler

When the student is not able to “handle” the dog, the dog will not be considered a Certified Service Dog for the purposes of this procedure but the student may still receive a benefit from utilizing a service dog as an accommodation. Where the student is not the handler, an adult must be trained and must provide supervision and handling of the service dog. As a result, requests to permit the service dog to attend and be integrated into the school environment will be considered individually in accordance with the duty to accommodate to the point of undue hardship pursuant to the Human Rights Code. Factors to be considered include but are not limited to:

- The student’s demonstrated disability related needs;
- The accommodation(s) that may be provided by the service dog to meet the student’s disability related needs;
- Alternative accommodations available that meet the student’s demonstrated disability related needs; and
- The impact on the classroom and school.

Procedures

1.0 Parent/Guardian

The parent/guardian shall:

- 1.1 Provide a letter to the school requesting permission for a Certified Service Dog to the school and outlining the purpose and benefits of having a Certified Service Dog attend the school with their child, including details of the way the Certified Service Dog will accommodate the student’s demonstrated disability related to needs, for example providing guidance in hallways;
- 1.2 Provide a letter from a member of the College of Physicians and Surgeons, a member of the College of Psychologists or nurse qualified in a discipline relevant to the person’s disability confirming the recognized disability and related special needs, including a recommendation for the use of a Certified Service Dog;
- 1.3 Provide a Certificate of Training for the Certified Service Dog and the Handler from the accredited National Service Dog Training Centre or from another certified training centre;
- 1.4 Pay for any financial implications regarding the use and care of the Certified Service Dog, which may include additional training from time to time for the Certified Service Dog and the Handler;
- 1.5 Provide and annually update the school with proof of up-to-date vaccinations, a municipal Certified Service Dog license and confirmation that the Certified Service Dog is in good health;
- 1.6 Arrange for the personal care and physical needs of the Certified Service Dog including once a day bio-break procedure as necessary;
- 1.7 Provide proof of a general liability insurance coverage in the amount of \$2 000 000.00 in the event of injury and/or damages resulting from the dog attending school with the Handler; and
- 1.8 The owner of the Certified Service Dog may also consider insurance coverage in the unfortunate situation if the dog were to be stolen or injured at no fault of the board.

2.0 Certified Service Dog Handler

The certified service dog handler shall:

- 2.1 Ensure quiet, steady behaviour from the Certified Service Dog while maintaining focus on the Handler (e.g. no aggression, inappropriate barking/crying, jumping on or sniffing of strangers, begging for human food);
- 2.2 Ensure that when the Handler is at rest, the Certified Service Dog lay quietly under a table or beside the Handler without getting up or moving around excessively;
- 2.3 Ensure that the Certified Service Dog responds quickly and readily to the Handler’s commands, cues and/or directions; and
- 2.4 Ensure that the Certified Service Dog demonstrates appropriate behaviour around other dogs and animals.



3.0 Principal/Vice-Principal/Designate

The principal/vice-principal/designate shall:

- 3.1 Ensure that the dog is a Certified Service Dog and use by the student who is the Handler is consistent with the needs or recommendations of the IPRC and/or IEP process. If the dog is not a Certified Service Dog or the student is not the Handler and the decision is made that alternative accommodations to meet the student's demonstrated disability related to needs are available, the Superintendent will identify in writing the rationale for the decision.
- 3.2 Consult with the appropriate Superintendent prior to setting a meeting to discuss the use of a Certified Service Dog.
- 3.3 Inquire regarding any potential severe allergies and/or anxieties with respect to the Certified Service Dog and consider possible accommodation plans to meet competing rights.
- 3.4 Arrange a meeting with parent(s)/guardian(s)/adult student, classroom teacher(s), Superintendent of Special Education, a representative of the Certified Service Dog Training Provider, the student, as appropriate, and other staff/resource personal deemed necessary to discuss and develop a plan to determine:
 - 3.4.1 The purpose and function of the Certified Service Dog;
 - 3.4.2 Training provided for the Handler (student) of the Certified Service Dog;
 - 3.4.3 Personal care and physical needs of the Certified Service Dog such as:
 - 3.4.3.1 The safest and most environmentally sound place for the Certified Service Dog to relieve itself;
 - 3.4.3.2 Removal and disposal of animal waste;
 - 3.4.3.3 Provision of a suitable container for waste that the Handler can access; and
 - 3.4.3.4 Considerations for seasonal changes and inclement weather.
 - 3.4.4 Classroom considerations such as seating arrangements;
 - 3.4.5 Any necessary changes in routines, procedures and/or program;
 - 3.4.6 Arrangements for the Certified Service Dog to visit the school without students present in order to familiarize it with the school site;
 - 3.4.7 A transition plan for the Certified Service Dog and the student;
 - 3.4.8 A timetable for the introduction of the Certified Service Dog to the school and class;
 - 3.4.9 A timetable for the training of the student's school team (i.e. principal, teacher(s), educational assistant(s) etc.);
 - 3.4.10 Rules of conduct around the Certified Service Dog for students, staff and the public; and
 - 3.4.11 Methods for disseminating and regulating such rules.
- 3.5 Inform all staff and the school council regarding the presence of a Certified Service Dog;
- 3.6 Liaise with the appropriate Superintendent, Student Achievement Lead: Special Education to resolve any specific concerns or issues raised regarding the presence of a Certified Service Dog;
- 3.7 Arrange for demonstrations by the Certified Service Dog provider for the student body, staff, and/or the community as deemed necessary to provide education and awareness of the Certified Service Dog in the school;
- 3.8 If applicable, ensure that the Brant Haldimand Norfolk Student Transportation Services is contacted regarding any transportation requirements;



- 3.9 Revise emergency procedures as required to include the Certified Service Dog (e.g. notification to the Fire Department regarding the existence of the Certified Service Dog);
- 3.10 Post signs on each entry door of the school advising visitors of the presence of a working Certified Service Dog; and
- 3.11 Inform the school's Superintendent that a Certified Service Dog is in place at the school and when/if the Certified Service Dog is no longer going to be at the school.

4.0 Communication

Letters will be distributed as follows to inform:

- 4.1 The school community of the arrival of the Certified Service Dog, its purpose and rules regarding conduct around the Certified Service Dog (Appendix E);
- 4.2 The families of the students in any of the classes where the Certified Service Dog will be present to elicit information concerning allergies or anxiety from student's families (Appendix F);
- 4.3 The families of any students who will be sharing transportation where the Certified Service Dog will be present, where applicable (Appendix G); and
- 4.4 All information regarding the Certified Service Dog will be retained in the student's OSR.

Appendices

- Appendix A- Information for Parents/Guardians Requesting a Certified Service Dog in the School
- Appendix B- Request for Certified Service Dog Involvement with a Student
- Appendix C- Administrative Checklist for Implementation of a Certified Service Dog into a School Environment
- Appendix D- Management Plan for the Care of the Certified Service Dog
- Appendix E- Sample Letter to the School Community
- Appendix F- Sample Letter to the Families of Children in the Class (es)
- Appendix G- Sample Letter to those Sharing Transportation

Definitions

Adult Student: A student who is 18 years or older, or 16 or 17 years of age who has removed themselves from the care and control of their parent/guardian.

Certified Service Dogs: This refers to three recognized categories of trained dogs used to accommodate the special needs of some students. These include:

- a) **Guide Dogs:** for persons who are visually impaired (blind/low vision)
- b) **Hearing Dogs:** for persons who are hearing impaired (deaf/hard-of-hearing)
- c) **Service Dogs:** for persons with disabilities (students using wheelchairs, students with Autism, students with Multiple Sclerosis, seizure disorder or students with Post-Traumatic Stress Disorder (PTSD))

A Certified Service Dog is a working dog and does not interact with employees or other students. The dog will generally have a black leather Special Skills Dog (SSD) harness and leash and /saddlebag or vest.

Handler: The dog handler for the purpose of the Board's policy, regulation and administrative procedure is the student with the disability-related needs for whom the Certified Service Dog is performing services and who is managing and responsible for the Certified Service Dog's performance of those services. It is the expectation of the Board that students utilizing a Certified Service Dog will be the dog's Handler.

References

- Education Act
- Accessibilities for Ontarians with Disabilities Act (2001)
- Human Rights Code (Ontario)
- Blind Person's Rights Act
- Special Education in Ontario Schools Kindergarten to Grade 12: A Policy and Resource Guide 2017
- Individual Education Plan: A Resource Guide 2004



Multi-Year Integrated Accessibility Plan 2018-2023 Policy 200.32
Integrated Accessibilities Standards – Customer Service Administrative Procedure 200.34
Admission of Students Policy and Administrative Procedure 200.14
Educational Field Trips and Excursions Policy and Administrative Procedure 500.01
Nutrition – Creating a Healthy Environment Policy and Administrative Procedure 200.01
Transportation of Students Policy and Administrative Procedure 400.19
Volunteers Policy and Administrative Procedure 300.12



Information for Parents/Guardians Requesting a Certified Service Dog in the School

1. The success of the implementation of a service dog into a school setting depends on clear communication, a well-informed school community and careful planning. The information you provide will assist the principal to make the best possible decisions for your child and other students, as well as for the staff, volunteers and visitors in the school. The information will be filed in your child's Student Record (OSR).
2. The use of a service dog is considered to be an accommodation to help your child learn and to develop the necessary skills to achieve success at school. The use of a companion dog is generally not considered to be an accommodation under the Ontario Curriculum. If your child already has an Individual Education Plan, it will be reviewed at a case conference or one will be developed in consultation with you. The principal will invite you, your child's teacher(s), a representative from the assistance dog training school, the Special Education Resource Teacher (SERT) in the school, the Special Education Coordinator and a member of Student Support Services team to the case conference to discuss your child's needs, the accommodations that are already in place for your child as well as the additional assistance provided by the dog.
3. The information you provide will help the principal to implement your request. It is important that you provide the information that addresses the safety of the students and staff. For example, the principal needs to know that the dog has no history of nipping, biting or growling at children or adults nor exhibits aggressive protective behaviours.
4. Provide proof of general liability insurance coverage in the amount of \$2,000,000.00 in the event of injury and/or damages resulting when the dog is attending with the student handler at school.
 - a. Service dogs are generally very expensive. We also recommend confirmation that the owner has coverage in the unfortunate situation if the dog were to be stolen or injured at no fault of the Board.
5. It is important that you reinforce information about the standards in place through the accredited assistance dog school that address the safety of the students and staff.
6. The principal will investigate if any student or member of staff has severe medical or psychological reactions to dogs that may impact the involvement of the service dog at school.
7. The well-being of the dog is very important. Its care, handling and training needs will be addressed and your input as a trained handler is valuable. The principal also needs to know what other resources are available to facilitate the transition to school and the implementation of the plan. Strategies for becoming familiar with the building and school grounds, introduction to assemblies/concerts, recess and informing the staff about interacting with the dog will need to be included in the planning.
8. The principal, with your assistance, will develop a communication plan to inform students, staff and community members as appropriate.
9. A school assembly presented by a designate of service or guide dog school is recommended to ensure practical understanding of an assistance dog in the school community. Important information shared in this way facilitates understanding and acceptance of new practices at the school. You will be asked to participate in the information session/assembly.
10. After all the discussion is in place, the goal will be to implement the plan as soon as possible.

Your responsibilities include:

 - a. Transporting or walking the dog to and from school or facilitating the use of bus transportation,
 - b. Providing the required equipment and dog care items
 - c. Working cooperatively with the school staff to make this accommodation a success,
 - d. assisting the principal to communicate relevant information to the school community,
 - e. providing the principal with required documentation in a timely fashion, and
 - f. Informing the principal of all relevant information that may affect the students and staff.



11. Once the necessary information has been discussed, the principal will consult with the Superintendent of Education and the Special Education Lead prior to the admittance and the implementation of the service or guide dog into the school.



School:	
Name of Student:	D.O.B.
Address:	
Name(s) of parent(s)/guardian(s):	
Telephone(s) Home:	Cell

- a) Type of Service Dog: _____
- b) The service dog will provide the following assistance with: _____

- c) Name and contact information of the accredited service dog school that provided the dog, training and will provide follow up support for the school community? _____

I/we understand that it is our responsibility to:

- Provide the principal required documentation regarding training, certification, registration, municipal licensing, vaccinations and health of the dog in a timely fashion;
- Provide required documentation and information regarding disability related needs and accommodations to be provided by the dog in a timely fashion;
- Facilitate transportation of the dog to and from the school;
- Provide general liability insurance coverage in the event of injury and/or damages resulting from use of the dog in school;
- Assume financial responsibility of the dog's training, veterinary care, city/county license and all other related costs;
- Work cooperatively with the school staff and provide and communicate information relevant to the school and school community;
- Provide the required equipment and dog care items;
- Attend to the daily care needs of the dog; and
- Work cooperatively with the school staff to make this accommodation a success.

I/we give permission for this information to be shared with the school community.

Signature of student (if over 18) or parent(s)/guardian(s)

Date

Signature of student (if over 18) or parent(s)/guardian(s)

Date



Checklist for Implementation of a Certified Service Dog into a School	Date of Completion and Notes
Advise parent/guardian/adult student (18 years and older) making the request that the Board has a procedure to follow before a decision is made.	
Provide parent(s)/guardian(s)/adult student with the form Request for a Certified Service Dog Involvement with a Student and Information for Parents/Guardians Requesting a Service Dog in the School.	
Inform Superintendent Responsible for Special Education and Special Education Lead as well as the Superintendent responsible for the school request.	
<p>Ensure that the parent/guardian/adult student submits copies of the following documentation:</p> <ul style="list-style-type: none"> • A professional diagnosis of a disability which can be accommodated through the use of a service dog • A current letter from a member of the College of Physicians and Surgeons or the College of Psychologists confirming the diagnosis and recommended accommodations to be facilitated by the service dog support • Copy of certificate or letter from accredited training program for dog's and handler's training • Copy of current, official vaccinations certificate for the dog and letter of good health • Proof the dog is registered in Canada through an accredited dog training school • Proof of municipal dog license • Liability Insurance 	
<p>Inquiries made regarding any potential severe allergies, anxieties with respect to dogs and possible accommodation plans to meet competing rights of students in the school.</p> <p>AND on busses (considering students from other schools) regarding:</p> <ul style="list-style-type: none"> • Allergies • Phobia of Dogs • Cultural sensitivities and other issues • Plan for required accommodations 	
<p>Convene a case conference with the following in attendance:</p> <ul style="list-style-type: none"> • Parents/Guardians and/or student over the age of 18 • Classroom teacher(s), if available • Special Education Resource Teacher (SERT) • Student Achievement Lead for Special Education • System Special Education Teacher • Representative from the dog training centre • Educational Assistant(s) who work with the student • Superintendent of Education responsible for Special Education • Representative from Student Support Services, if required 	
<p>The case conference discusses and develops a plan for:</p> <ul style="list-style-type: none"> • The purpose and function of the Certified Service Dog • Training provided for the Handler (student) and the Certified Service Dog • Personal Care and physical needs of the Certified Service Dog • Classroom considerations such as seating arrangements 	



<ul style="list-style-type: none"> · Any necessary changes in routine and procedures and program changes · A transition plan for both the Certified Service Dog and the student · A timetable for introduction of the Certified Service Dog to the school and class(es) · A timetable for training of the student's school team · Rules of conduct around the Certified Service Dog for students, staff · Arrange a time for the Certified Service Dog to visit the school without students present in order to familiarize it with the school site 	
<p>Review the request with respect to its consistency with the IEP and/or recommendations from the IPRC.</p>	
<p>Inform school staff that a request has been made and receive their input.</p>	
<p>Inform appropriate bus contact that a request has been made and receive input. If transportation is being used through the consortium and the transportation is shared with another Board(s) then those Boards must be contacted so that they can also complete their assessments and communicate with school community members.</p>	
<p>Inform School Council and community at a School Council meeting and receive their input.</p>	
<p>Contact the Fire Marshall and with assistance, create a plan for fire and emergency exit. Plan must be included with school fire plan.</p>	
<p>Meet with the parent(s)/guardian(s)/adult student, to inform them of the information, you have received and if the service dog is approved, develop the implementation plan, including fire and emergency exit plans and Management Plan for the Care of the Dog.</p>	
<p>Advise the Superintendent and the Special Education Lead of your actions.</p>	
<p>IEP should be updated as needed along with any behaviour plans.</p>	
<p>Develop a communication strategy to inform students, staff, community and relevant employee representatives. Include information in registration packages.</p>	
<p>Post signs on the entrance doors and at any other appropriate places to advise visitors of the dog's presence.</p>	
<p>Monitor and review the implementation on a regular basis. Including updated medical information for the service dog and records of re-training and updating.</p>	
<p>File relevant documentation and correspondence in the documentation file of student's OSR.</p>	
<p>Update plan and documentation yearly as required (IEP, certification, vaccinations, Fire and Emergency plan, good health records, etc.)</p>	
<p>Inform the Superintendent that a Certified Dog is in place at the school and when/if the Certified Dog is no longer going to be at the school.</p>	



Management Plan for the Care of the Certified Service Dog

Student Name: _____ DOB: _____

Student Number: _____ School Year: _____

Name of Dog: _____

School: _____

Note: Where possible and feasible, these responsibilities should be handled by the student in the same manner as at home.

Dietary Needs: _____

Water Needs: (e.g. provision of water bowl, procedures for use, cleaning, etc.)

Bladder/Bowel Needs of Dog (e.g. frequency, location, disposal, etc.)

Other considerations:

1. Hot weather: _____

2. Winter weather: _____

3. Additional considerations: _____

Signature Student: _____

Date: _____

Signature Parent/Guardian: _____

Date: _____

Signature Principal: _____

Date: _____



[School Letterhead]

[Insert Date]

Re: Service Animals in School Facilities

Dear Parent/Guardian:

This letter is to inform you that there will be a Certified Service Dog in our school assisting one of our students.

This Certified Service Dog is a highly trained Certified Service Dog for our student and is able to assist in many of the routine activities, which may pose some challenges for this student. This child's right to have a Certified Service Dog is protected under Human Rights legislation.

There will be an information session at the school to integrate the Certified Service Dog into our daily routines and all our students will be instructed as to the proper procedure regarding the Certified Service Dog. They will be informed that the Certified Service Dog is a working Certified Service Dog and not a pet while at school.

We anticipate the Certified Service Dog being a benefit to the student's learning and we look forward to this new addition to our school community.

Thank you for your understanding and support.

Sincerely,

Full Name
Title

c: Name – Title, Location (if applicable) *(names are listed alphabetically by last name)*
Superintendent of Education: Family of Schools, Special Education
OSR

Attachment or Enclosure (if applicable)
XX:xx (AUTHOR INITIALS:your initials)



[School Letterhead]

[Insert Date]

Re: Service Animals in School Facilities

Dear Parent/Guardian:

This letter is to inform you that there will be a Certified Service Dog in our school assisting one of our students and this student and the Certified Service Dog will be a part of your child's class.

This Certified Service Dog is a highly trained Certified Service Dog for our student and is able to assist in many of the routine activities, which may pose some challenges for this student. This child's right to have a Certified Service Dog is protected under Human Rights legislation.

There will be an information session at the school to integrate the Certified Service Dog into our daily routines and all our students will be instructed as to the proper procedure regarding the Certified Service Dog. They will be informed that the Certified Service Dog is a working Certified Service Dog and not a pet while at school.

If you have any specific concerns regarding the presence of the Certified Service Dog in your child's class, please contact me at the school.

Thank you for your understanding and support.

Sincerely,

Full Name

Title

c: Name – Title, Location (if applicable) *(names are listed alphabetically by last name)*
Superintendent of Education: Family of Schools, Special Education
Classroom Teacher (s)
OSR

Attachment or Enclosure (if applicable)

XX:xx (AUTHOR INITIALS:your initials)



[School Letterhead]

[Insert Date]

Re: Service Animals in School Facilities

Dear Parent/Guardian:

This letter is to inform you that there will be a Certified Service Dog in our school assisting one of our students and this student and the Certified Service Dog will be a part of your child's transportation.

This Certified Service Dog is a highly trained Certified Service Dog for our student and is able to assist in many of the routine activities, which may pose some challenges for this student. This child's right to have a Certified Service Dog is protected under Human Rights legislation.

There will be an information session at the school to integrate the Certified Service Dog into our daily routines and all our students will be instructed as to the proper procedure regarding the Certified Service Dog. They will be informed that the Certified Service Dog is a working Certified Service Dog and not a pet while at school.

If you have any specific concerns regarding the presence of the Certified Service Dog on your child's mode of transportation, please contact me at the school.

Thank you for your understanding and support.

Sincerely,

Full Name

Title

c: Name – Title, Location (if applicable) *(names are listed alphabetically by last name)*
Superintendent of Education: Family of Schools, Special Education
Classroom Teacher (s)
OSR
Transportation

Attachment or Enclosure (if applicable)

XX:xx (AUTHOR INITIALS:your initials)

Brant Haldimand Norfolk Catholic District School Board

BOARD BY-LAWS

Relating generally to the conduct of the
operational and procedural affairs
of the Board

Enacted:	June 8, 1998
Amended:	June 10, 2003
	January 25, 2005
	October 23, 2007
	February 26, 2008
	April 29, 2009
	May 25, 2010
	October 22, 2013
	June 24, 2014
	January 27, 2015
	April 28, 2015
	January 26, 2016
	June 28, 2016
	April 25, 2017
	March 6, 2019

Chair of the Board: Rick Petrella

Secretary of the Board: Mike McDonald

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1.0 PREAMBLE

- 1.1 Pursuant to the provisions of the Education Act and regulations thereunder, the By-laws of the Brant Haldimand Norfolk Catholic District School Board shall regulate the powers and responsibilities of the Board, its officers and committees, and shall be observed for the procedure and dispatch of business at the meetings of the Board and its committees.
- 1.2 Procedural By-Laws of the Brant Haldimand Norfolk Catholic District School Board shall be approved by the Board and reviewed from time to time as directed by the Board or recommended by the Director of Education and Secretary.

2.0 INTERPRETATION

2.1 Definitions and Meaning of Terms

For this By-Law and all other By-Laws of the Board, unless the context otherwise requires:

- 2.1.1 the singular includes the plural;
- 2.1.2 "ACT" means the *Education Act* as amended from time to time;
- 2.1.3 "ANNUAL MEETING" means the first meeting held in December of each year, which is not a municipal election year;
- 2.1.4 "BOARD" means the Brant Haldimand Norfolk Catholic District School Board which, in accordance with the Education Act, is a Roman Catholic School Board in union with the See of Rome;
- 2.1.5 "CHAIR" means the Chair of the Board, any Committee or Sub-committee established by the Board;
- 2.1.6 "COMMITTEE" means Committee of the Whole, any special or ad hoc Committee established by the Board;
- 2.1.7 "DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD" means the Chief Executive Officer of the school Board;
- 2.1.8 "EX-OFFICIO" means by "virtue of office". The Chair of the Board, when acting as "Ex-Officio" to a committee, is counted in the quorum of any committees and has the right to make motions, discuss motions and vote on all questions;
- 2.1.9 "INAUGURAL MEETING" means the first meeting of a newly elected board to be held following a municipal election and the commencement of the term of office;
- 2.1.10 "IN-CAMERA MEETING" means a private meeting of the whole board or a committee from which the public is excluded, as per the Education Act, Section 207 (2);
- 2.1.11 "MEETING" includes a meeting of the Board and of Committees;
- 2.1.12 "OFFICERS" means the Chair of the Board, the Vice Chair of the Board, the Secretary of the Board, and the Treasurer of the Board.
- 2.1.13 "STATUTORY COMMITTEE" means any committee that, by statute, the Board is required to appoint;
- 2.1.14 "STUDENT TRUSTEE" means the person designated as a non-voting trustee of the Board, representing the interests of pupils within the Board on any matters before the Board of Trustees, including but not limited to government legislation and policies or operational practices.

- 2.1.15 “TREASURER” means the person appointed within the Act to fulfill the responsibility of the Treasurer to the Board;
- 2.1.16 “TRUSTEE” means a person elected, acclaimed or appointed to the office of Trustee of the Board pursuant to the provisions of the Municipal Elections Act;
- 2.1.17 “VICE CHAIR” means the Vice Chair of the Board; any Committee or Sub-committee established by the Board;
- 2.1.18 “YEAR” means, unless qualified by word “calendar” or “school year”, the period commencing on the first day of December, and ending on the last day of November next following.

2.1 Calculation of Majorities

Whenever in the By-laws of the Board there is provision for a majority of Trustees present or a majority of all Trustees, such majorities shall be calculated as the simple majority, unless otherwise specified.

3.0 NAME AND JURISDICTION OF THE BOARD

The name of the Board shall be the “Brant Haldimand Norfolk Catholic District School Board” and it shall have jurisdiction as is provided by the *Education Act* and Regulations.

4.0 STRUCTURE OF THE BOARD

The structure of the Board and its committees will be structured according to the descriptions that follow:

4.1 Board of Trustees

- 4.1.1 Composed of six (6) voting Trustees and one non-voting Student Trustee. Performs duties according to the Education Act and Regulations.

4.2 Executive Council

- 4.2.1 Composed of the Chair of the Board, the Vice Chair of the Board, the Director of Education and Secretary of the Board, and the Superintendent of Business and Treasurer. Functions include reviewing and assisting with the preparation of agendas for Board and Committee of the Whole meetings and system planning, coordination and communication.

4.3 Committee of the Whole

- 4.3.1 Composed of all Trustees of the Board, the Director of Education and Superintendents, as required. The Chair of this Committee will be the Chair of the Board. Functions include reviewing educational, operational, policy and financial issues and making recommendations, as necessary, to the Board for approval, unless there are strict timelines that will inherently cost the Board money by delaying passage, or said motion needs to meet Provincial timelines.

5.0 OFFICERS OF THE BOARD

5.1 The Officers of the Board shall consist of:

- the Chair;
- the Vice Chair;
- the Director of Education and Secretary of the Board; and
- the Superintendent of Business and Treasurer.

5.2 Election of Chair

5.2.1 Appointment of Scrutineers

The presiding officer shall name two (2) scrutineers for the election of officers.

5.2.2 Nomination and Election of Chair

The Presiding Officer shall conduct the election for the office of the Chair of the Board, which shall be as follows:

5.2.3 Nomination shall be by secret ballot.

5.2.4 The Presiding Officer shall announce the result of the nominations by declaring the names of those nominated. The nominees will declare their intention. The count shall not be declared.

5.2.5 Voting shall be conducted by secret ballot.

5.2.6 The Trustee receiving a clear majority of the votes cast by all Trustees present shall be declared elected.

5.2.7 Should no candidate receive a clear majority of the votes cast, the name of the candidate receiving the smallest number of votes shall be dropped and the Board shall proceed to vote anew and so continue until the Chair is elected.

5.2.8 In case of equality of votes (with only two candidates remaining), one more vote shall be taken. If after this vote there is still a tie, the candidates shall draw lots to fill the position as per Section 208(8) of the Education Act.

5.2.9 The Presiding Officer shall announce the result of the ballot by declaring the name of the Trustee who has received a clear majority of the votes cast and shall not declare the count.

5.3 Election of Vice Chair

5.3.1 The Chair shall then take the Chair and shall conduct the election for the office of Vice Chair using the same procedures as set out for the election of the office of the Chair.

5.3.2 At the first meeting after a vacancy occurs in the office of Vice Chair, the vacancy shall be filled by the same method used for the election at the inaugural meeting.

5.4 Officers' Duties and Rights

5.4.1 Duties of the Chair (as per Education Act 218.4, 2009, c. 25, s. 25)

- (a) preside over meetings of the board;
- (b) conduct the meetings in accordance with the board's procedures and practices for the conduct of board meetings;
- (c) establish agendas for board meetings, in consultation with the board's director of education or the supervisory officer acting as the board's director of education;
- (d) ensure that members of the board have the information needed for informed discussion of the agenda items;
- (e) act as spokesperson to the public on behalf of the board, unless otherwise determined by the board;
- (f) convey the decisions of the board to the board's director of education or the supervisory officer acting as the board's director of education;
- (g) provide leadership to the board in maintaining the board's focus on

- the multi-year plan;
- (h) provide leadership to the board in maintaining the board's focus on the board's mission and vision; and
- (i) assume such other responsibilities as may be specified by the board.

In addition to the duties assigned under provincial legislation, and these By-Laws, the Chair shall:

- (j) be a signing officer of the Board as prescribed in the By-Laws; and
- (k) call special meetings of the Board.
- (l) co-ordinate the biennial performance appraisal of the Director of Education.

a) If eligible by law to vote on a matter, the Chair of the Board, when present, shall:

- be an ex-officio member of all Committees;
- be counted in determining the quorum; and
- have the right to vote at all Committee Meetings; however, the intention to vote must be declared when the item is first on the floor.

b) The Chair in all matters related to the Brant Haldimand Norfolk Catholic District School Board shall have the right to retain independent legal counsel when required to conduct his/her duties as Chair.

5.4.3 Duties of the Vice Chair

The Vice Chair, in addition to those duties assigned under provincial legislation and the By-laws, shall:

- in the absence of the Chair, or in the event of the inability of the Chair to act, assume any or all of the duties of the Chair, except those that are precluded by law, By-law, or regulation;
- be a signing officer of the Board as prescribed by the By-laws; and
- perform duties as outlined from time to time by the Chairperson.

5.4.4 Rights of the Vice Chair

The Vice Chair, when delegated by or in the absence of the Chair, shall have all powers of the Chair, including the right to vote, if eligible by law to vote on a matter, provided that whenever the Vice Chair exercises any of the powers of the Chair, the absence of, or the delegation by, the Chair shall be presumed.

5.4.5 Duties of the Secretary of the Board

The Secretary of the Board, in person or by designate, in addition to those duties assigned under the provincial legislation and the By-laws, shall:

- attend all meetings of the Board and meetings of Committees;
- prepare minutes of all meetings;
- keep records as required by law and subject to the directions of the Board;
- conduct the official correspondence of the Board;
- receive and pass on to the Board, Committee of the Whole, or the relevant Committee, all correspondence, petition and reports of other officials;
- prepare, in consultation with Executive Council, the draft agenda of all Board, Committee of the Whole, and Committee meetings;

- maintain an up-to-date policy register;
- maintain charge of all correspondence, reports, and other documents;
- promulgate all orders, policies and other directions of the Board and other matters in accordance with requirements of the law;
- bring to the attention of the Board any matter in respect of which, in the opinion of the Secretary, it may be necessary or useful for the Board to be aware; and
- issue verbal or written statements on administrative matters coming under his/her duties and responsibilities; press releases may be issued.

5.4.6 Duties of the Treasurer of the Board

The Treasurer of the Board, in addition to those duties assigned under provincial legislation and the By-laws, shall:

- submit to the Board annually a statement of estimated revenue and expenditures;
- have prepared for submission to the Board the annual financial statements and the auditor's report;
- report annually to the Board particulars of existing insurance bonds expiring during such year with recommendations for renewal; and
- report to the Board from time to time and as required by the Board on all financial matters.

6.0 MEETINGS OF THE BOARD

6.1 Inaugural and Annual Meetings

6.1.1 Presiding Officer

The Presiding Officer at the Inaugural Meeting and Annual Meeting shall be the Director of Education and Secretary of the Board or designate until the Chair is elected.

6.1.2 Meeting Proceedings

6.1.2.1 Inaugural Meeting

- The Inaugural Meeting to be held in the calendar year in which all Trustees are elected or acclaimed at the regular Municipal Election under the Municipal Elections Act shall be held in accordance with the Act.
- The Inaugural Meeting shall include an Inaugural Liturgy
- At the Inaugural Meeting of the Board, the Chief Executive Officer shall read the returns of the election as certified by the Municipal Clerks.
- At the Inaugural Meeting of the Board, every Trustee elected to the Board shall make and sign the Declaration of Office and Oath of Allegiance before the Secretary of the Board or before such person authorized to administer an oath.

6.1.2.2 Annual Meeting

- The Annual Meeting of the Board, to be convened in the years between Municipal Elections, shall be held in accordance with the Act.
- The Annual Meeting shall include a Liturgy.

6.1.3 Additional Business

The Inaugural and Annual meetings shall include further business as follows:

6.1.3.1 the appointment of the Auditors for the Board;

6.1.3.2 any urgent business of the Board.

6.2 **Regular Meetings of the Board**

6.2.1 Board Meeting

6.2.1.1 Schedule and Location of Meetings

Unless otherwise ordered by special motion, the Brant Haldimand Norfolk Catholic District School Board will conduct regular meetings of the Board at 7:00 p.m. on the fourth Tuesday of each month at 322 Fairview Drive, in the City of Brantford.

6.2.1.2 School Holidays

During the months of March and December, school holidays impact on the regularly scheduled meeting dates. In December, there will be two meetings: the Inaugural or Annual Meeting as legislated, and a Board Meeting on the second Tuesday of the month. In March, both the Committee of the Whole Meeting and the Board Meeting will be scheduled after the planned March Break.

6.2.1.3 Summer Meetings

The Board will recess from its regular meeting schedule from July 1st to August 31st of each year. The Chair of the Board is authorized to schedule any meetings during July and August as required.

6.2.2 Committee of the Whole Meeting

6.2.2.1 The Committee of the Whole shall be composed of all six trustees and will meet at 7:00 p.m. on the third Tuesday of each month at 322 Fairview Drive, in the City of Brantford, other than the exceptions noted in section 6.2.1.2.

6.2.2.2 The Committee of the Whole will report directly to the Board on a monthly basis during the school year, except for the month of December.

6.2.3 Board meetings between a municipal election resulting in the acclamation/election of new Trustees constituting one-third or more of the total number of Trustees, and the Inaugural Meeting of the Board.

6.2.3.1 In the instance that one-third or more of the total number of trustees is new to the Board as a result of the acclamation/election from a municipal election, the Board shall cancel all regular meetings of the Board of Trustees between the election and the Inaugural Meeting of the Board. This does not preclude the Board from calling a Special Meeting of the Board as per Section 6.3.

6.3 **Special Meetings of the Board**

6.3.1 Special meetings of the Board shall be held by order of the Board, on the written request of three (3) Trustees to the Chair or the Director; on the call of the Chair; or at the request of the Director of Education.

- 6.3.2 The Trustees shall be given a 24-hour notice for special meetings, except in emergency situations.
- 6.3.3 Such meetings shall be called for specific reasons. Such subjects shall be stated in the notice calling the meeting. Notwithstanding any other provisions to the Board's By-laws, no other business shall be considered.

6.4 Electronic Meetings

(as per Education Act s.208.1, O. Reg. 463/97, O. Reg. 268/06, O. Reg. 234/04)

- 6.4.1 The Board may hold a meeting of the board or committee meetings (including Committee of the Whole) using electronic means.
- 6.4.2 The public will be notified about electronic meetings at Board designated sites through postings on the Board's website.
- 6.4.3 The electronic means by which the meeting will be held may be one of teleconference, videoconference or webconference. The electronic means must provide for a manner to verify that a trustee has left the meeting in the case that the trustee declares a conflict of interest.
- 6.4.4 At the request of any board member or student trustee, the board shall provide the member or student trustee with electronic means for participating in meetings of the board or of a committee of the board. The electronic means shall permit the member or student trustee to hear and be heard by all other participants in the meeting.
- 6.4.5 Subject to any conditions or limitations provided for under the Education Act or under Regulations, a member of a board who participates in a meeting through electronic means shall be deemed to be present at the meeting.
- 6.4.6 Roll call for all electronic meetings will be taken verbally and duly recorded to ensure Board members and the student trustee are recognized as in attendance.
- 6.4.7 Board members or the student trustee participating in an electronic meeting will notify the Chair of their departure (either temporary or permanent) from the meeting before absenting themselves in order to ensure a quorum is maintained.
- 6.4.8 Whatever the electronic means, where a trustee declares a conflict of interest, the trustee shall excuse himself from the meeting and follow the procedures noted in the Trustees' Code of Conduct policy 100.04 by leaving the electronic conference.
- 6.4.9 At every meeting of the board or of a committee of the whole board (including electronic meetings), the following persons be physically present in the meeting room of the board:
 - a) The chair of the board or his or her designate.
 - b) At least one additional member of the board.
 - c) The director of education of the board or his or her designate.
- 6.4.10 At every meeting of a committee of the board, except a committee of the whole board, the following persons are to be physically present in the meeting room of the committee:
 - a) The chair of the committee or his or her designate.
 - b) The director of education of the board or his or her designate.

- 6.4.11 The meeting room of the board or of a committee of the board, as the case may be, shall be open to permit physical attendance by members of the public at every meeting of the board or of the committee of the board.
- 6.4.12 The chair of the board, in consultation with the director of education, shall determine whether electronic means should be provided at one or more locations within the area of jurisdiction of the board, to permit participation by members of the public in meetings.
- 6.4.13 Where the board determines that electronic means should be provided under this section, the board shall:
 - a) provide for the extent and manner of participation by members of the public through electronic means; and
 - b) ensure that members of the public who are participating through electronic means do not participate in any proceedings that are closed to the public in accordance with the Act.
- 6.4.14 Should the board refuse to provide a member with electronic means of participation in a meeting of the board, a meeting of a committee of the whole board or a meeting of any other committee of the board, where to do so is necessary to ensure compliance with this section, the member will be notified in writing by the chair of the board at least 24 hours prior to the start of the meeting along with a rationale for not being able to provide the member with the electronic means to participate.
- 6.4.15 Should there be technical difficulties and the electronic portion of the meeting is interrupted, the meeting shall be recessed for a period not exceeding thirty (30) minutes as determined by the chair of the meeting.
- 6.4.16 Should there be technical difficulties and the electronic portion of the meeting cannot be reconvened before the end of the recess provided in subsection 6.4.15:
 - 6.4.16.1 Subsection 6.5.3 shall apply if there is no quorum;
 - 6.4.16.2 The minutes of the meeting shall indicate the time of any electronic disruption and the recess determined by the chair of the meeting, and the name of any trustee who thereby ceases to be present.

6.5 Quorum for Meetings

- 6.5.1 Subject to the Municipal Conflict of Interest Act, a majority of the Trustees of the Board shall constitute a quorum for meetings of the Board and of the Committee of the Whole Board.
- 6.5.2 A majority of Trustees eligible to vote who are members of the Committee shall constitute a quorum for Meetings of the Committee when a committee is composed of only Trustees.
- 6.5.3 If a quorum is not present within fifteen (15) minutes after the time appointed for any Meeting (or such longer time as may be agreed upon by the Trustees eligible to vote then present), the person assigned as Recording Secretary shall record the names of the persons present and the meeting shall stand adjourned, to be reconvened within seven (7) days at the call of the Chair.

6.6 Notice of Meetings

- 6.6.1 Written notices of all meetings of the Board shall be transmitted, along with the Agenda of the Meeting, at least forty-eight hours before the time

of meeting. The agenda may be amended at the opening of a meeting with the consent of the majority of Trustees present at the meeting.

6.6.2 Agendas for the regular meetings shall be made available on the board website and also provided to the following:

- Supervisory Officers of the Board;
- Principals;
- President or Chairs of the local employee groups who have requested the public agenda;
- members of the local news media; and
- public in attendance (if requested).

6.6.3 Portions of the agenda dealing with in-camera shall be distributed only to Trustees and, if applicable, to senior staff and to the student trustee.

6.6.4 A Trustee who cannot attend a Board meeting shall inform the Director of Education before the meeting.

6.6.5 The *Education Act* states – “If a member of a Board absents himself/herself without being authorized by resolution entered in the minutes from three consecutive regular meetings of the Board, he/she thereby vacates his/her seat and the provisions of the Act with respect to the filling of vacancies apply.”

6.7 Maximum Length of Meetings

No meeting shall continue in session for more than three and one-half (3½) hours. A meeting may be extended beyond the limits established with consent of two-thirds of Trustees present.

6.8 Seating Arrangements

As far as practical, at all Board and Committee of the Whole Meetings, the following seating arrangement will be assigned. Trustees will sit in a semi-circle configuration with the Chair at the center and the Vice Chair to the immediate right of the Chair. The Student Trustee will sit at the last seat to the left of the Chair. Trustees will draw annually for their seat positions and their placement in the remaining four seats. The Director of Education will sit directly across from the Chair with the Superintendent of Business to the immediate left followed by the Recording Secretary and Manager of Communications. The podium will be to the immediate right of the Director of Education. The Superintendents of Education will sit to the right of the podium.

6.9 Access to Meetings

6.9.1 In accordance with the Education Act, Section 207(2), a meeting of the Board may be closed to the public (in camera) when the subject matter under consideration involves:

- the security of the property of the Board;
- the disclosure of intimate, personal or financial information in respect of:
 - a member of the Board,
 - an employee or prospective employee of the Board,
 - a pupil or his or her parent or guardian;
- the acquisition or disposal of a school site;
- decisions in respect of negotiations with employees of the Board; or
- litigation affecting the Board.

- 6.9.2 The Presiding Officer may expel or exclude from any meeting any person who, at the determination of the Presiding Officer, has exhibited improper conduct at the meeting; for example, use of profanity, threatening language and/or action(s), etc.

6.10 Delegations

- 6.10.1 Any Catholic School elector or group may request to address the Board as a delegation.
- 6.10.2 The delegation must provide the request in writing to the Director of Education of the Chair of the Board, at least five (5) days prior to the next regular meeting of the Board or Committee at which the Delegation wishes to be heard.
- 6.10.2.1 The request shall contain the topic to be discussed and the identity of the Spokesperson(s).
- 6.10.2.2 The person(s) wishing to address the Board or Committee shall be notified of the date, time and location of the meeting at which the presentation will be made.
- 6.10.2.3 Delegations will, upon notification, have these regulations shared with them prior to their presentation.
- 6.10.2.4 Copies of the presentation shall be shared with the Board of Committee at the same time that the agenda is distributed or at such time as the presentation is made.
- 6.10.2.5 In any case, the subject matter of the Delegation will not be discussed nor will a decision be made at the meeting at which the presentation is made unless the matter is on the agenda as pre-determined.
- 6.10.2.6 Delegations will be advised that the Chair will not allow content or language which is not consistent with the values of the Board.
- 6.10.2.7 Following the presentation by the Delegation, questions of clarification only will be allowed through the Chair.
- 6.10.3 A delegation's presentation will be limited to 15 minutes. Amendments as to the length of time are at the discretion of the Chair.
- 6.10.4 in-Camera rules shall apply to Delegations of an In-Camera nature.
- 6.10.5 Notwithstanding the above, the Board retains discretion to decide all matters concerning delegations.

7.0 CONDUCT OF BUSINESS FOR REGULAR BOARD AND COMMITTEE OF THE WHOLE MEETINGS

7.1 Order of Business

The order of business for meetings of the Board that are open to the public shall appear as follows:

1. Opening Business
 - 1.1 Opening Prayer
 - 1.2 Attendance *
 - 1.3 Approval of the Agenda
 - 1.4 Declaration of Conflict of Interest
 - 1.5 Approval of Minutes from Previous Meetings(s)
 - 1.6 Business Arising

2. Presentations
3. Delegations
4. Consent Agenda
 - 4.1 Any Reports/Minutes that are information only.
5. Committee and Staff Reports
6. Information and Correspondence
7. Notices of Motion for Consideration at Next Board Meeting (Board meetings only)
8. Notices of Motion Being Considered for Adoption (Board meetings only)
9. Trustee Inquiries
10. Business In-Camera
11. Report on the In-Camera Session
12. Future Meetings and Events
13. Closing Prayer
14. Adjournment
 - * Late arrivals or early departure times of Trustees will be noted by the recording secretary

7.2 Rules of Order

- 7.2.1 The rules of order to be observed at meetings shall be in accordance with the provision of these By-laws.
- 7.2.2 In all cases for which no specific provision is made in these By-laws, the rules and practice of Robert's Rules of Order, Newly Revised 11th Edition, (Henry M. Robert III, William J. Evans, Daniel H. Honeymann, Thomas J. Blach, Perseus Publishing 2000) shall govern so far as applicable.
- 7.2.3 The Chair or other Presiding Officer shall preserve order and decorum and decide upon all question of order.
- 7.2.4 In the absence of the Chair and Vice Chair for any case, the Board may, from the members present thereof, appoint a Presiding Office who, during such absence, shall have the powers of the Chair of the Board.
- 7.2.5 The Chair or person presiding may vote on all questions and shall declare this intention after the motion is put to the floor.
- 7.2.6 A tie vote is a lost motion.
- 7.2.7 Should the Chair elect to vacate the chair to take part in any debate or discussion or for any other reason, he/she shall call upon the Vice Chair or in his/her absence, one of the members to fill his/her place until he/she resumes it.
- 7.2.8 Where a question is before the Board, the mover may speak first and the seconder may speak next, and the Chair will make every attempt to allow each person wishing to speak, the opportunity to speak once before any member may speak for a second time. The mover also has the prerogative to be the last speaker before the question is decided and the seconder shall be the second to last speaker.
- 7.2.9 No member shall speak for more than five minutes or more than three times on the same question without the permission of the Chair.
- 7.2.10 Whenever an adjournment takes place in consequence of there not being a quorum present, the time of adjournment and the names of the members present shall be entered in the records of the Board.

7.3 Motions and Debate

- 7.3.1 All motions shall be recorded in the minutes of the meeting and shall be seconded before being stated by the Chair, whereupon the Chair shall ask if there is any further discussion on the motion before the vote.
- 7.3.2 When a motion has been stated by the Chair, it shall be open to debate and shall be disposed of only by a vote, unless the mover, by permission of the seconder, withdraws it, in which case such motion shall not appear in the minutes of the meeting.
- 7.3.3 Any Trustee of the Board may require the question under discussion to be read at any part of the debate, but not so as to interrupt a speaker.
- 7.3.4 A Trustee, prior to speaking to any question or motion, shall address the Chair. The Trustee shall confine remarks to the question at hand.
- 7.3.5 When two or more Trustees wish to speak at the same time, the Chair shall name the Trustee who is to speak.
- 7.3.6 No Trustee shall be interrupted while speaking, except in a case where the Trustee is called to order by another Trustee for a transgression of rules of the Board, in which case the Trustee shall remain silent until the point of order has been decided by the Chair.
- 7.3.7 Where a Trustee wishes to make a point of order or to seek clarification, he or she should so indicate in addressing the Chair and the Chair will rule on such matters before the next speaker is allowed to speak.
- 7.3.8 When the question under consideration contains two or more distinct propositions, any particular proposition, upon the request of any member, shall be considered and voted upon separately.
- 7.3.9 No question, once decided by the Board at a regular meeting, shall be reconsidered during that meeting unless someone on the affirmative side requests by motion that Trustees reconsider the pass motion, which is seconded and will take a two-thirds majority to reconsider.
- 7.3.10 If it is desired to defer action on a question until a particular time, the proper motion to make is "to postpone it to that time". This motion allows limited debate, which must be confined to the propriety of the postponement to that time; it can be amended by altering the time, and this amendment allows the same debate.
- 7.3.11 Whenever a motion has been made and seconded, it is the duty of the Chair, if the motion is in order, to state the question, so that the members may know what question is before them.
- 7.3.12 In stating the question on an amendment, the Chair should read the passage to be amended; the words to be struck out, if any, the words to be inserted, if any; and the whole passage as it will stand if the amendment is adopted.
- 7.3.13 The motion to adjourn is not debatable, it cannot be amended, or have any other subsidiary motion applied to it, nor can a vote on it be reconsidered.
- 7.3.14 If a Trustee does not put new motions or amendments in writing for the Chair, the motion as stated by the Chair and recorded by the secretary shall be the motion.
- 7.3.15 When a motion is under debate, the only motion in order shall be:
 - to adjourn,

- to lay on the table,
- to put the previous question,
- to postpone,
- to refer,
- to amend, and
- to vote on the present motion.

Such motion shall have precedence in the order above named; and the first, second and third shall be decided without debate.

A question having been postponed indefinitely shall not be taken up again at the same meeting without a two-thirds (2/3) vote in favour.

7.4 Amendment(s) to Motion:

7.4.1 An amendment may be in any of the follow forms:

- a) to “add” or “insert” certain words or paragraphs;
- b) to “strike out” certain words or paragraphs, and if this fails it does not preclude any other amendment than the identical one that has been rejected;
- c) to “strike out certain words and insert others”, which motion is indivisible, and if lost does not preclude another motion to strike out the same words and insert different ones;
- d) to “substitute” another resolution or paragraph on the same subject for the one pending; or
- e) to “divide the question” into two or more questions as the mover specifies, so as to get a separate vote on any particular point or points;

If an amendment is defeated, vote on the motion. If an amendment is carried, vote on the amended motion.

7.4.2 No more than three (3) amendments can be made to a motion.

7.5 Notices of Motion

7.5.1 Notices of motion on new matters are required from trustees to give trustees the benefit of advance consideration by themselves and administration before any decision is to be made. No new decisions will be entertained unless a written notice of motion has been provided on new matters at a previous meeting or by way of inclusion in the agenda, at least seven days in advance of the Board meeting. Notices of Motion will be given to the Secretary and Chairperson of the Board to include as an item in the agenda of the next regular Board meeting.

7.5.2 A Notice of Motion may be brought directly to the next regularly scheduled Board meeting, verbally or in writing, and may be passed by unanimous decision. If the decision is not unanimous, the motion may be brought forward to the next regularly scheduled Board meeting for further discussion.

7.5.3 A member of the Board must give notice of motion if he/she wishes to:

- a) repeal or make permanent amendment to any of the Board’s By-laws;
- b) recommend an action, which has not been considered and recommended to the Board by a Committee of the Board;
- c) consider a matter by the Board without reference to a Committee.

7.5.4 Regulations regarding Notice of Motion

7.5.4.1 A Notice of Motion shall not be seconded at the meeting at which it is initially presented.

7.5.4.2 A Notice of Motion is not debatable.

7.5.4.3 Before any discussion shall take place at the meeting at which a Notice of Motion is presented as a Proposed Resolution, a Trustee must second it. The number of Notices of Motion, which are presented as Proposed Resolutions at any single meeting, shall be limited in number at the discretion of the Chair.

7.5.4.4 Notices of Motion, which are not presented for discussion as Proposed Resolutions at the meeting, shall be presented at the next regular meeting.

7.5.4.5 Notices of Motion, which require reports or information, shall be presented to the Board without any written reports by any of the senior officials. However, such persons may be permitted to make oral statements relating to these Notices of Motion at the time of presentation.

7.5.4.6 The officials may make written reports and/or recommendations supporting or opposing Notices of Motion, when they are presented as Motions, and which if carried will require direct action by the Board or its officials.

7.6 Protocol for Debate

7.6.1 When, at a meeting, any member wishes to speak in debate, the member shall raise a hand and await recognition by the Chair.

7.6.2 Trustees may speak when recognized by the Chair and may not speak to the issue again:

- unless the Chair of the meeting allows further debate; and
- only after all other Trustees who wish to speak have been recognized by the Chair.

7.6.3 After recognition by the Chair, a member shall at all times during debate:

- maintain a courteous tone;
- avoid personalities;
- avoid allusion to motives of other members;
- address all debate, remarks, questions and the like to the Chair;
- confine all remarks, questions and the like to the motion, which is the subject of debate.

7.6.4 No Trustee who does not have the floor shall interrupt a Trustee who does have the floor except:

- on a point of order;
- on a question of privilege;
- to request permission to withdraw a motion;
- to appeal a ruling of the Chair;
- on a motion to extend the time limit; and
- in the event that a Trustee interrupts a speaker pursuant to the authority given in this section, the Trustee shall confine all remarks to the particular point.

7.6.5 A Trustee may rise on a point of information, that is, a request for information relevant to the matter on the floor but not related to

preliminary procedure, only if the member then speaking consents to the interruption, in which case the time consumed in responding to the point of information will be included as part of the speaker's allotted time.

- 7.6.6 Any member of the Board may require the question/motion under discussion to be read at any time in the debate, but not so as to interrupt any member while speaking.

7.7 Voting Procedures

- 7.7.1 Every matter considered by the Board shall be disposed of by a vote of all those present and eligible to vote on the matter in one of the following ways, with preference being given in the following sequence:

- a) By general or unanimous consent, in which the Chair, exercising discretion, states that the motion will be adopted in the absence of objection.
- b) By show of hands, in which each Trustee present and eligible to vote raises a hand in response to the request of the Chair for the votes, in the affirmative and in the negative, as the case may be, until the votes are counted.
- c) By rising, in which each Trustee present and eligible to vote stands in response to the requests of the Chair for the votes, in the affirmative and in the negative, as the case may be, until the votes are counted.
- d) By individual recorded vote, in which each Trustee present and eligible to vote raises a hand or stands in place in response to the request of the Chair for the votes in the affirmative and in the negative, as the case may be, until the Chair has called the name of each Trustee as voting, respectively.
- e) By ballot, in which each Trustee eligible to vote shall mark on a ballot provided by the Secretary of the Board, the Trustee's choice from among the available alternatives, the ballots being collected and counted immediately thereafter.

- 7.7.2 Although the method requested by any Trustee eligible to vote should be used to the extent practicable, the particular method of voting to be used to dispose of any matter shall be governed by the following rules:

- a) Determination by general or unanimous consent will be used only when no trustee eligible to vote objects or requests another method.
- b) Notwithstanding that a show of hands vote has been called for and has been taken, on the request of any Trustee eligible to vote, including the Chair, a rising vote will be taken whenever there is any doubt as the accuracy of the count on the show of hands; and
- c) Voting by ballot shall be used only when ordered by majority vote or general consent.

7.7.3 Votes Lost on Equality

Any motion on which there is an equality of votes, is lost.

7.7.4 Declaration of Votes

The Chair shall declare the result of all votes.

7.7.5 Recording of Votes

The vote on any question shall be recorded in the minutes as "carried" or "defeated".

8.0 GOVERNANCE, AD-HOC AND ADVISORY COMMITTEES OF THE BOARD

- a) All Governance, Ad-Hoc and Advisory Committees shall be established by the Board or by statute or regulation. Trustee representation for each Governance, Ad-Hoc and Advisory Committee shall be determined by the Chair of the Board. The Chair of the Board, after the annual or inaugural meeting of the Board, will request and receive within a reasonable amount of time requests from each Trustee on which committees they wish to be members of and/or Chair. The Chair of the Board will assign the trustees membership and/or the position of Chair of the committee, as decided by the Chair each year after the annual or inaugural meeting of the Board. Each Governance, Ad-Hoc and Advisory Committee of the Board shall have a staff resource assigned by the Director of Education.
- b) Governance, Ad-Hoc and Advisory Committees of the Board shall be composed of not less than one (1) nor more than three (3) Trustees, unless otherwise provided by resolution of the Board. Committees that are composed of more than (3) Trustees are the Policy Committee, Accommodations Committee, and Communications & Information Technology Committee. In the instance where there is an option for more than three (3) Trustees on a committee, it will be the sole discretion of the Chair to determine the number of trustees to serve on that committee.
- c) Sub-Committees may be established by any Committee to consider any matter within the Terms of Reference of the Committee.
- d) Only members of a Governance, Ad-Hoc and Advisory committee are required to attend that committee's meeting. However, all members of the Board shall receive notice of all Governance, Ad-Hoc and Advisory committee meetings, if requested. All Board members shall be permitted to attend Governance, Ad-Hoc and Advisory committee meetings except for:
 - Teacher-Trustee Committee
 - Audit Committee
 - Student Discipline Committee
 - Supervised Alternative Learning Committee
 - Legal Expenses Review Committee

For all other Governance, Ad-Hoc, and Advisory Committees of the Board, all trustees may attend and may take part in discussion, but only members of the Committee and the Chair of the Board or ex-officio designate, if present, shall have voting power.

- e) Governance, Ad-Hoc and Advisory Committee reports shall be considered public documents, except reports presented to the In-Camera session.
- f) In dealing with Governance, Ad-Hoc and Advisory Committee reports at the Board meeting, it shall be the prerogative of the Chair to rule on a request by a Trustee to have the recommendations dealt with item by item or as a whole.
- g) Governance, Ad-Hoc and Advisory Committee minutes shall be considered public documents except when the subject matter under consideration involves:
 - the security of the property of the Board;
 - the disclosure of intimate, personal or financial information in respect of a member of the Board, an employee or prospective employee of the Board, a pupil or his/her parent or guardian;
 - the acquisition or disposal of a school site;
 - decisions in respect of negotiations with employees of the Board; and
 - litigation affecting the Board.
- h) With the exception of meetings of the Student Discipline Committee and Supervised

Alternative Learning Committee, which are called by the Director of Education or designate, meetings of a Governance, Ad-Hoc and Advisory Committee shall be called by the Chair of the Committee. If the Chair of a Committee neglects to call meetings, it is the duty of the Committee to meet on the call of any two of its members. All meetings shall be called or cancelled through the Office of the Secretary of the Board. In the absence of the Chair, providing there is a quorum, the members present will elect an interim Chair for that meeting.

- i) The Chair of the Board shall be an ex-officio member of all Governance, Ad-Hoc and Advisory Committees of the Board. The Chair may delegate some of the ex-officio duties to the Vice Chair of the Board.

8.1 Governance Committees of the Board

All Governance Committees of the Board report to the Committee of the Whole with a report of their minutes and motions for approval for the Board of Trustees except:

- Student Discipline Committee, and
- Supervised Alternative Learning Committee

8.1.1 Accommodations Committee

Composed of three (3) or more Trustees, the Superintendent of Business and the Director of Education or designate. Functions include providing recommendations to the Board regarding the use of pupil places for schools in the Board.

8.1.2 Audit Committee

Composed of two (2) trustees, the Superintendent of Business & Treasurer, and two external members (3-year term). Established as per Section 253.1(1) of the Education Act and Regulation 361/10. Meets three times annually, at a minimum. Functions include assisting the Board of Trustees in fulfilling its duties related to governance and oversight. Duties fall under the following key areas: financial reporting process, internal control framework, risk management practices, performance and function of the Board's internal and external auditors, and the Board's compliance with its obligations under legislation.

8.1.3 Budget Committee

Composed of three (3) Trustees, the Superintendent of Business, and the Manager of Finance. Functions include to review the budget and refer the budget to the Board for approval.

8.1.4 Policy Committee

Composed of three (3) or more Trustees and the Director of Education or designate. Functions include reviewing and referring Board policies to the Board for approval.

8.1.5 School Year Calendar Committee

One (1) Trustee, the Director of Education or designate, union representation, the Chair of the RCPIC, and other staff representation as determined by the Director of Education. Function includes making recommendations to the Board for approval of the school year calendar as per the Education Act.

8.1.6 Student Discipline Committee

Composed of three (3) trustees and the Director of Education or designate that acts as a resource for the committee. Established annually

and meets as necessary. Functions include hearing suspension appeals and expulsion requests as per the Board Policy.

8.1.7 Student Transportation Services Brant Haldimand Norfolk Board of Directors

Terms of reference and membership are determined by the Student Transportation Services Brant Haldimand Norfolk (Consortium) By-Laws and Board policy. One (1) Trustee and the Superintendent of Business represent the interests of the Board at the Transportation Consortium. The Consortium makes recommendations to the Board regarding Policy and Procedures related to student transportation.

8.1.8 Supervised Alternative Learning (S.A.L.) Committee

Composed of at least one (1) Trustee of the Board, one (1) Supervisory Officer or designate, and one (1) Community Representative (non-employee) appointed by the Supervisory Officer. In accordance with Ontario Regulation 374/10, the function of the S.A.L. Committee is to make decisions at meetings regarding Supervised Alternative Learning by pupils of the Board.

8.2 Advisory Committees of the Board

All Advisory Committees of the Board report to the Committee of the Whole with a report of their minutes for the Board of Trustees except the Teacher-Trustee Committee, which reports to Executive Council.

8.2.1 Catholic Education Advisory Committee

Composed of at least one (1) or more Trustees, the Director of Education or designate and community members as determined by the Director of Education or designate as per the terms of reference for the committee. Functions include advising the Board on matters of Catholic faith formation and catechesis.

8.2.2 Communications and Information Technology Advisory Committee

Composed of three (3) or more Trustees, the Superintendent of Business, the Manager of Information Technology, the Manager of Communications and Community Relations, and the Director of Education or designate. Functions include advising the Board on the implementation of information, communication and computer technology initiatives.

8.2.3 Legal Expenses Review Committee

Composed of three (3) Trustees, the Superintendent of Business and the Director of Education or designate. Function is to review legal expenses of the Board and to provide advice to the Director of Education on the designation of finances to cover legal costs.

8.2.4 Special Education Advisory Committee

Composed of one Trustee of the Board, Superintendent of Education (responsible for Special Education), and community representatives. (The composition of Special Education Advisory Committee is outlined in Reg. 464/97, Section 2). Functions include examining, reviewing and making recommendations, as appropriate, relative to the provision of special education programs and services.

8.2.5 Teacher-Trustee Committee

Composed of the Chair and one (1) Trustee. Functions include listening to the concerns of the Ontario English Catholic Teachers' Association (OECTA). This committee has no staff assigned to it. The committee

reports to Executive Council.

8.3 Ad-Hoc Committees of the Board

The Board may establish ad-hoc committees as deemed appropriate. The establishing motion shall indicate the mandate of the committee, the membership of the committee, and the due date of the final report.

8.3.1 All Trustees shall be entitled to notice of, to attend and to speak at all meetings of all Committees composed only of Trustees, except those Ad-Hoc committees that deal specifically with salary negotiations and collective bargaining.

9.0 DISTRICT AND INTERJURISDICTIONAL COMMITTEES WITH TRUSTEE REPRESENTATION

- a) District and Interjurisdictional Committees with Trustee Representation are staff or community committees that require trustee representation at the request of the Chair of the committee according to statute, regulation, policy or committee bylaws. These committees are advisory in nature and report to the Committee of the Whole, Board, or to Executive Council (as indicated), for information.
- b) Trustee representation for each District and Interjurisdictional Committee shall be determined by the Chair of the Board. The Chair of the Board, after the annual or inaugural meeting of the Board, will request and receive within a reasonable amount of time requests from each Trustee on which committees they wish to be representatives of and/or Chair. The Chair of the Board will assign the trustees as decided by the Chair each year after the annual or inaugural meeting of the Board.
- c) Only Trustee representatives of a District and Interjurisdictional Committees are required to attend that committee's meeting.

9.1 Accessibility Steering Committee

One (1) Trustee representative and staff as determined by the Director of Education or designate. This committee is chaired by the Director of Education or designate. Its functions include overseeing compliance with the Accessibility for Ontarians with Disabilities Act in accordance with the AODA and Board Policy. This committee reports to the Committee of the Whole with minutes and reports for information.

9.2 Educational Archives Committee

One (1) Trustee representative and the Director of Education or designate who represent the interests of the Board in the Friends of the Educational Archive Committee (FEAC). The terms of reference for the FEAC are articulated in the agreement between the partners. This committee reports to the Committee of the Whole with minutes of each meeting, for information.

9.3 Joint Use Committee

The Superintendent of Business, the Director of Education or designate, and the two City of Brantford Trustees are asked, from time to time, to meet with City officials and the Grand Erie District School Board related to the joint use protocols for which the Boards and the City are parties. This committee reports to Executive Council, for information.

9.4 Mental Health Steering Committee

One (1) Trustee representative and the Director of Education or designate, staff and community members as determined by the Director of Education or designate. Functions as an advisory group related to initiatives of the Board's mental health strategy. This committee reports to the Committee of the Whole

with minutes and reports for information.

9.5 Regional Catholic Parent Involvement Committee

One (1) or more Trustees and the Director of Education or designate, parent council representatives and other members as determined by the Director of Education or designate. Functions include disseminating information, program information for parents, and seeking advice for education initiatives (see Board Policy). This committee reports to the Committee of the Whole with minutes and reports for information.

10.0 ACCESS TO RECORDS

- 10.1 Any person may, at all reasonable hours, at the Catholic Education Centre, inspect the minute book, the audited annual financial report and the current accounts of the Board and, upon written request by any individual or group, a copy of a requested section of minute books, audited financial reports, and the current accounts of the Board will be furnished at a cost as determined under the Freedom of Information and Protection of Privacy Act, 1990.
- 10.2 All other materials made available to the public under the Freedom of Information and Protection of Privacy Act will be made available at a similar fee.

11.0 EXECUTION OF DOCUMENTS

11.1 Signing Authorities

11.1.1 All deeds, conveyances, mortgages, bonds, debentures, agreements, documents, and contracts approved by the Board shall be sealed with the seal of the Board and signed by:

- the Director of Education/Secretary of the Board

together with one of:

- the Chair of the Board; or
- the Vice Chair of the Board; or
- the Superintendent of Business and Treasurer of the Board.

11.1.2 In the event of a prolonged absence by the Director of Education / Secretary of the Board, a delegate can be appointed by the Director in charge.

11.2 Bank Signing Officers

11.2.1 The signatures of the Superintendent of Business and Treasurer, together with one of:

- the Chair of the Board;
- the Vice Chair of the Board; or
- the Director of Education and Secretary

are required when:

- making, drawing, accepting, endorsing, negotiating, lodging, depositing or transferring all or any cheques, promissory notes, drafts, acceptances, bills of exchange, order for payment of money, contracts for letters of credit and foreign exchange;
- issuing cheques, drafts or orders for payment drawn on the bank accounts of the Board.

11.2.2 The Treasurer of the Board, by signature or by rubber stamp endorsement, may negotiate or deposit with or transfer to the bankers for the Board, but for the credit only of the account of the Board, all or any cheques, promissory notes, drafts, acceptances, bills of exchange and orders for the payment of money.

11.2.3 Signatures of persons authorized to sign may be printed, lithographed or otherwise mechanically reproduced as provided by the regulations.

11.3 Board Seal

11.3.1 The Seal of the Board shall be in custody of the Secretary who shall be responsible for affixing it to such documents as may be required.

11.3.2 The Secretary shall keep a record in a special book of the date and the particulars of each use of the seal.

11.4 Board Minutes

The Chair or other presiding member and the Secretary shall sign the minutes of all Board meetings.

12.0 OTHER PROFESSIONAL SERVICES

The Board will periodically issue calls for proposals for various professional services. The call for proposals will specify the term and specifications of the proposal, which will be presented for approval to the Board.

13.0 CONFLICT OF INTEREST GUIDELINES

According to current Provincial Legislation regarding the Municipal Conflict of Interest Act.

14.0 BY-LAW AMENDMENTS

14.1 By-laws of the Board may be amended from time to time at a meeting of the Board (such meeting, hereinafter referred to as the "later meeting") upon the affirmative vote of a two-thirds (2/3) majority of all members of the Board, provided:

- a) written notice of motion proposing the amendment shall have been given at a meeting held prior to the later meeting; and
- b) the text and a brief statement of intended purpose of the amendment shall have been included in the notice of motion.

14.2 At any time the By-laws may be amended without notice upon the unanimous vote of all the members of the Board entitled to vote thereon.

14.3 In the absence of a By-Laws Committee, the Policy Committee may serve as a mechanism for by-law amendments to be proposed prior to being recommended to the Committee of the Whole and subsequently to the Board for consideration.

15.0 DIRECTOR OF EDUCATION PERFORMANCE APPRAISAL

The Board believes that a biennial performance review of the Director of Education is consistent with the mutual understanding of the performance outcomes expected of the Director, are grounded in the job descriptions of the Director, and in his/her role in implementing the Board's multi-year strategic plan. An at-a-glance Director of Education Performance Appraisal Process summary is provided in Appendix A.

The purpose of the performance appraisal process is to provide constructive feedback for the professional growth of its sole employee. It is intended to promote respectful and constructive dialogue between the Board of Trustees and the Director.

15.1 Goals Setting (DOEPA-GS)

The Director will set goals on an annual basis that will relate to the final evaluation of the Director's performance by the Board of Trustees. The Director will consider input from the Board of Trustees, prior performance reviews, and the Board's multi-year strategic plan for setting goals. The Director will also consider input from a survey of principals and managers regarding performance and district climate on a biennial basis. The structure and content of the survey shall be agreed upon by the Board and the Director. Dialogue regarding goal setting (DOEPA-GS; Appendix B) will begin in July.

15.2 Optional Revision of the Director of Education Performance Appraisal System (DOEPA-AS)

The Board of Trustees, in consultation with the Director, may adjust the domains, competencies and look-fors based on changes to the multi-year strategic plan and the results of the district climate survey. This step is optional to either the Board or the Director. Changes to the content and focus of the DOEPA-AS (Appendix C) shall be confirmed by the Board of Trustees annually before the end of August.

15.3 Director of Education Performance Plan to Meet Goals and Optional Mid-Year Progress Report

Each October, the Director will present a report to Board at an in-camera session using the DOEPA-GS (Appendix B) form that outlines the goals that will be addressed in relation to the DOEPA-AS (Appendix C). The plan will include timeline and will be a focus for a progress report to the Board of Trustees (optional to the Board) in January of each year.

15.4 Director of Education Performance Appraisal Score Card (DOEPA-SC)

The Board of Trustees shall conduct a performance review of the Director in May of an appraisal year. The Director will make a portfolio presentation, the Board of Trustees will use the DOEPA-AS (Appendix C) evaluation tool to evaluate the performance of the Director. The Chair shall collect the evaluations and complete the DOEPA Score Card – DOEPA-SC (Appendix D) that will inform the final performance review report. The Chair shall present the summary Score Card to the Board of Trustees when he/she makes the final report to the Board of Trustees.

15.5 Chair's Report to the Director and to the Board of Trustees

The Chair will present a formal written report to the Board of Trustees at an in-camera session that summarizes the findings from the DOEPA-SC in June of an appraisal year. The report will serve as the biennial performance appraisal for the Director of Education. The Director will be given an opportunity to respond to the report to the Board by way of formal written in-camera report to the Board at a subsequent Board meeting. Both the Chair's Report and the Director's response will be filed in the Director's Human Resources file.

15.6 Suspension or Dismissal

In circumstances where the Board of Trustees suspends or dismisses the Director, the Board of Trustees will forthwith notify in writing the Director and the Minister of Education of the suspension or dismissal and the reason thereof.

The Board of Trustees will not suspend or dismiss the Director without first giving him/her reasonable information about the reasons for the suspension or dismissal and an opportunity to make submissions to the Board of Trustees. In the event that the Director wishes to make submissions to the Board of Trustees, he/she may make them orally or in writing.

DIRECTOR OF EDUCATION PERFORMANCE APPRAISAL PROCESS SUMMARY

GOAL SETTING (JULY)

Inputs include climate survey (completed on a biennial basis), trustees, Director of Education, prior performance reviews and the strategic plan.

(Appendix B – DOEPA-GS)

OPTIONAL REVISION OF APPRAISAL SYSTEMS (AUGUST)

The Director of Education Performance Appraisal – Appraisal System may be edited every August based on inputs which include the strategic plan, trustees, and the Director of Education, and the climate survey/DOEPA 360 (which is completed every other year).

(Appendix C – DOEPA-AS)

DIRECTOR OF EDUCATION PERFORMANCE PLAN TO MEET GOALS PRESENTED TO BOARD (OCTOBER)

Inputs include principal validation of climate survey (August – every other year), senior staff (August) and the strategic plan. Senior staff sets annual group goals based on climate survey and other inputs (August).

OPTIONAL MID-YEAR CHECK IN WITH THE BOARD OF TRUSTEES (JANUARY)

Question-and-answer session with the Board of Trustees in relation to the Director's plan to meet goals.

PERFORMANCE APPRAISAL EVALUATION TOOLS (MAY OF AN APPRAISAL YEAR)

Trustees will use the DOEPA-AS tool to evaluate the Director of Education after the portfolio presentation is made to the Board in May of an appraisal year. The Chair collects and collates the information from the trustees and prepares a report to the Board and to the Director that summarizes the conclusion.

(Appendix C – DOEPA-AS; Appendix D – DOEPA-SC)

CHAIR'S REPORT TO THE DIRECTOR AND THE BOARD (JUNE)

The Chair will present a formal written report to the Board of Trustees at an in-camera session that summarizes the findings from the DOEPA–SC. The report will serve as the biennial appraisal for the Director of Education. The Director will be given an opportunity to respond to the report to the Board by way of formal written in-camera report to the Board at a subsequent Board meeting. Both the Chair's Report and the Director's response will be filed in the Director's Human Resources file.

SAMPLE FORM

APPENDIX B
DOEPA-GS

DIRECTOR OF EDUCATION PERFORMANCE APPRAISAL - GOAL SETTING

DOMAIN	
CATHOLIC FAITH FORMATION	
COMPETENCIES	
<p>Strengthens relationships across the entire Catholic community.</p> <p>Improves educator understanding of newly released Religion and Family Life curriculum documents.</p>	
GOALS (SELECT ONE FROM BELOW)	
<ul style="list-style-type: none"> · Collaborates with partners in Catholic education, on alignment and coherence of direction. · Routinely consults with diocesan bishops and diocesan staff on decisions affecting the Catholic school community. 	<ul style="list-style-type: none"> · Assists schools to develop and sustain effective working relationships with parish priests and parish communities. · Requires faith development opportunities for principals and staff. · Encourages schools to champion positive home-school-parish relationships.
DIRECTOR'S PLAN TO ADDRESS THE SELECTED GOAL	
INITIATIVE	TIMELINE
NOTES FOR MID-YEAR UPDATE	

SAMPLE FORM

DOMAIN	
STUDENT ACHIEVEMENT	
COMPETENCIES	
<p>Improves achievement for all students in literacy and mathematics.</p> <p>Improves the capacity of teachers and principals to lead improvements in assessment and instructional practices.</p>	
GOALS (SELECT ONE FROM BELOW)	
<ul style="list-style-type: none"> · Insists on the use of the best available research and other systematically collected evidence to inform decisions wherever possible. · Creates structures and norms within the district to encourage regular, reciprocal and extended deliberations about improvement progress within and across schools, as well as across the system as a whole. · Requires extensive PD opportunities for both teachers and school-level leaders, most of it through some form of learning community or on-the-job context. · Uses internal system networks as the central mechanism for the professional development of school-level leaders. 	<ul style="list-style-type: none"> · Aligns the allocation of resources with district and school improvement goals. · Develops and implements board and school improvement plans interactively and collaboratively with school leaders. · Requires individual staff growth plans to be aligned with district and school improvement priorities. · Holds staff accountable for applying new capacities by monitoring the implementation of school improvement plans. · Encourages staff to be innovative within the boundaries created by the district's instructional guidance system.
DIRECTOR'S PLAN TO ADDRESS THE SELECTED GOAL	
INITIATIVE	TIMELINE
NOTES FOR MID-YEAR UPDATE	

SAMPLE FORM

DOMAIN	
COMMUNICATION AND COMMUNITY ENGAGEMENT	
COMPETENCIES	
<p>Communicates in an ongoing, clear and understandable manner with the Board of Trustees.</p> <p>Improves the profile of our Board in the community.</p>	
GOALS (SELECT ONE FROM BELOW)	
<ul style="list-style-type: none"> • Encourages communication systems and processes throughout the district to keep all members informed. • Develops open, accessible and collaborative relationships with principals. • Networks with Catholic school and system leaders working together on achieving the system's directions. • Consults with community groups on decisions affecting the community. • Demonstrates the importance the district attaches to its community connections. 	<ul style="list-style-type: none"> • Spends sufficient time to ensure that the mission, vision and goals (directions) of the system are widely known, understood and shared by all members of the organization. • Promotes public relations and media activity that support the goals of the Board. • Encourages improvements to communication structures and practices across the district.
DIRECTOR'S PLAN TO ADDRESS THE SELECTED GOAL	
INITIATIVE	TIMELINE
NOTES FOR MID-YEAR UPDATE	

SAMPLE FORM

DOMAIN	
ACCOUNTABILITY	
COMPETENCIES	
Is accountable to the Board in developing, implementing and monitoring a multi-year strategic plan that is consistent with the needs of the district and the direction of the Ministry.	
GOALS (SELECT ONE FROM BELOW)	
<ul style="list-style-type: none"> · Regularly reports to the board regarding progress in achieving the goals of the Strategic Plan. · Sets a manageable number of precise targets for district improvement. · Develops/maintain high levels of engagement with the provincial ministry of education. · Engages frequently with the ministry proactively rather than only responsively. 	<ul style="list-style-type: none"> · Requires principal and supervisory officer growth plans to be aligned with district and school improvement priorities. · Holds staff accountable for applying new capacities by monitoring the implementation of school improvement plans. · Monitors and implements the Supervisory Officer Performance Appraisal framework. · Grounds interactions with, and advice to, trustees in sound evidence.
DIRECTOR'S PLAN TO ADDRESS THE SELECTED GOAL	
INITIATIVE	TIMELINE
NOTES FOR MID-YEAR UPDATE	

SAMPLE FORM

DOMAIN	
LEADERSHIP	
COMPETENCIES	
Leadership development and selection/recruitment of leaders, in relation to the goals of the organization as set out in the strategic plan, is a priority.	
GOALS (SELECT ONE FROM BELOW)	
<ul style="list-style-type: none"> · School leader development is used as a high leverage strategy due to its potential to influence large numbers of teachers. · Encourages well-developed and implemented performance appraisal procedures for school leaders and regular feedback to principals about their leadership practices and improvement efforts. · Creates sufficient pools of well-qualified potential school and system leaders and on-the-job support for them once in leadership roles. 	<ul style="list-style-type: none"> · Uses the best available evidence about successful leadership (e.g., Ontario Leadership Framework) as a key source of criteria used for recruiting, selecting, developing and appraising school and district leaders. · Matches the capacities of leaders with the needs of schools. · Provides prospective and existing leaders with extended opportunities to further develop their personal faith and Catholic leadership capacities.
DIRECTOR'S PLAN TO ADDRESS THE SELECTED GOAL	
INITIATIVE	TIMELINE
NOTES FOR MID-YEAR UPDATE	

SAMPLE FORM

DOMAIN	
DISTRICT CLIMATE	
COMPETENCIES	
Performance feedback and coaching for principals.	
GOALS (SELECT ONE FROM BELOW)	
<ul style="list-style-type: none"> · Visibility of senior staff in schools and sites. · Regular visits to schools to provide principals with feedback and coaching. · Evaluation and recommendations of ways to improve the ability of principals to provide feedback to teachers and to coach their team. 	<ul style="list-style-type: none"> · School visits to ensure daily work contribute to the goals of the strategic plan.
DIRECTOR'S PLAN TO ADDRESS THE SELECTED GOAL	
INITIATIVE	TIMELINE
NOTES FOR MID-YEAR UPDATE	

SAMPLE FORM

DIRECTOR OF EDUCATION PERFORMANCE - APPRAISAL SYSTEM

DOMAIN: CATHOLIC FAITH FORMATION Source: Strategic Plan	
COMPETENCIES Strengthens relationships across the entire Catholic community. Improves educator understanding of newly released Religion and Family Life curriculum documents.	
LOOK FORS/CONSIDERATIONS	
<ul style="list-style-type: none"> · Collaborates with partners in Catholic education, on alignment and coherence of direction. · Routinely consults with diocesan bishops and diocesan staff on decisions affecting the Catholic school community. 	<ul style="list-style-type: none"> · Assists schools to develop and sustain effective working relationships with parish priests and parish communities. · Requires faith development opportunities for principals and staff. · Encourages schools to champion positive home-school-parish relationships.
COMMENTS THAT RELATE TO THE COMPETENCIES AND LOOK FORS	
EVALUATION	
LEVEL 4	Exceeds expectations – demonstrates a high degree of effectiveness in relation to the competencies and look-fors.
LEVEL 3	Meets expectations – demonstrates considerable effectiveness in relation to the competencies and look-fors.
LEVEL 2	Approaching expectations – demonstrates some effectiveness in relation to competencies and look-fors.
LEVEL 1	Does not meet expectations – demonstrates limited effectiveness in relation to the competencies and look-fors.

SAMPLE FORM

DOMAIN: STUDENT ACHIEVEMENT Source: Strategic Plan	
COMPETENCIES Improves achievement for all students in literacy and mathematics. Improves the capacity of teachers and principals to lead improvements in assessment and instructional practices.	
LOOK FORS/CONSIDERATIONS	
<ul style="list-style-type: none"> · Insists on the use of the best available research and other systematically collected evidence to inform decisions wherever possible. · Creates structures and norms within the district to encourage regular, reciprocal and extended deliberations about improvement progress within and across schools, as well as across the system as a whole. · Requires extensive PD opportunities for both teachers and school-level leaders, most of it through some form of learning community or on-the-job context. · Uses internal system networks as the central mechanism for the professional development of school-level leaders. 	<ul style="list-style-type: none"> · Aligns the allocation of resources with district and school improvement goals. · Develops and implements board and school improvement plans interactively and collaboratively with school leaders. · Requires individual staff growth plans to be aligned with district and school improvement priorities. · Holds staff accountable for applying new capacities by monitoring the implementation of school improvement plans. · Encourages staff to be innovative within the boundaries created by the district's instructional guidance system.
COMMENTS THAT RELATE TO THE COMPETENCIES AND LOOK FORS	
LEVEL 4	Exceeds expectations – demonstrates a high degree of effectiveness in relation to the competencies and look-fors.
LEVEL 3	Meets expectations – demonstrates considerable effectiveness in relation to the competencies and look-fors.
LEVEL 2	Approaching expectations – demonstrates some effectiveness in relation to competencies and look-fors.
LEVEL 1	Does not meet expectations – demonstrates limited effectiveness in relation to the competencies and look-fors.

SAMPLE FORM

DOMAIN: COMMUNICATION AND COMMUNITY ENGAGEMENT Source: Strategic Plan	
COMPETENCIES Communicates in an ongoing, clear and understandable manner with the Board of Trustees. Improves the profile of our Board in the community.	
LOOK FORS/CONSIDERATIONS	
<ul style="list-style-type: none"> · Encourages communication systems and processes throughout the district to keep all members informed. · Develops open, accessible and collaborative relationships with principals. · Networks with Catholic school and system leaders working together on achieving the system's directions. · Consults with community groups on decisions affecting the community. · Demonstrates the importance the district attaches to its community connections. 	<ul style="list-style-type: none"> · Spends sufficient time to ensure that the mission, vision and goals (directions) of the system are widely known, understood and shared by all members of the organization. · Promotes public relations and media activity that support the goals of the Board. · Encourages improvements to communication structures and practices across the district.
COMMENTS THAT RELATE TO THE COMPETENCIES AND LOOK FORS	
LEVEL 4	Exceeds expectations – demonstrates a high degree of effectiveness in relation to the competencies and look-fors.
LEVEL 3	Meets expectations – demonstrates considerable effectiveness in relation to the competencies and look-fors.
LEVEL 2	Approaching expectations – demonstrates some effectiveness in relation to competencies and look-fors.
LEVEL 1	Does not meet expectations – demonstrates limited effectiveness in relation to the competencies and look-fors.

SAMPLE FORM

DOMAIN: ACCOUNTABILITY Source: Trustee Input	
COMPETENCIES Is accountable to the Board in developing, implementing and monitoring a multi-year strategic plan that is consistent with the needs of the district and the direction of the Ministry.	
LOOK FORS/CONSIDERATIONS	
<ul style="list-style-type: none"> · Regularly reports to the board regarding progress in achieving the goals of the Strategic Plan. · Sets a manageable number of precise targets for district improvement. · Develops/maintain high levels of engagement with the provincial ministry of education. · Engages frequently with the Ministry proactively rather than only responsively. 	<ul style="list-style-type: none"> · Requires principal and supervisory officer growth plans to be aligned with district and school improvement priorities. · Holds staff accountable for applying new capacities by monitoring the implementation of school improvement plans. · Monitors and implements the Supervisory Officer Performance Appraisal framework. · Grounds interactions with, and advice to, trustees in sound evidence.
COMMENTS THAT RELATE TO THE COMPETENCIES AND LOOK FORS	
LEVEL 4	Exceeds expectations – demonstrates a high degree of effectiveness in relation to the competencies and look-fors.
LEVEL 3	Meets expectations – demonstrates considerable effectiveness in relation to the competencies and look-fors.
LEVEL 2	Approaching expectations – demonstrates some effectiveness in relation to competencies and look-fors.
LEVEL 1	Does not meet expectations – demonstrates limited effectiveness in relation to the competencies and look-fors.

SAMPLE FORM

DOMAIN: LEADERSHIP Source: Trustee Input	
COMPETENCIES Leadership development and selection/recruitment of leaders, in relation to the goals of the organization as set out in the strategic plan, is a priority.	
LOOK FORS/CONSIDERATIONS	
<ul style="list-style-type: none"> · School leader development is used as a high leverage strategy due to its potential to influence large numbers of teachers. · Encourages well developed and implemented performance appraisal procedures for school leaders and regular feedback to principals about their leadership practices and improvement efforts. · Creates sufficient pools of well-qualified potential school and system leaders and on-the-job support for them once in leadership roles. 	<ul style="list-style-type: none"> · Uses the best available evidence about successful leadership (e.g., Ontario Leadership Framework) as a key source of criteria used for recruiting, selecting, developing and appraising school and district leaders. · Matches the capacities of leaders with the needs of schools. · Provides prospective and existing leaders with extended opportunities to further develop their personal faith and Catholic leadership capacities.
COMMENTS THAT RELATE TO THE COMPETENCIES AND LOOK FORS	
LEVEL 4	Exceeds expectations – demonstrates a high degree of effectiveness in relation to the competencies and look-fors.
LEVEL 3	Meets expectations – demonstrates considerable effectiveness in relation to the competencies and look-fors.
LEVEL 2	Approaching expectations – demonstrates some effectiveness in relation to competencies and look-fors.
LEVEL 1	Does not meet expectations – demonstrates limited effectiveness in relation to the competencies and look-fors.

SAMPLE FORM

<p>DOMAIN: DISTRICT CLIMATE Source: Climate Survey and Director PA 360</p>	
<p>COMPETENCIES Performance feedback and coaching for principals.</p>	
LOOK-FORS/CONSIDERATIONS	
<ul style="list-style-type: none"> · Visibility of senior staff in schools and sites. · Regular visits to schools to provide principals with feedback and coaching. 	<ul style="list-style-type: none"> · Evaluation and recommendations of ways to improve the ability of principals to provide feedback to teachers and to coach their team. · School visits to ensure daily work contribute to the goals of the strategic plan.
<p>COMMENTS THAT RELATE TO THE COMPETENCIES AND LOOK FORS</p>	
LEVEL 4	Exceeds expectations – demonstrates a high degree of effectiveness in relation to the competencies and look-fors.
LEVEL 3	Meets expectations – demonstrates considerable effectiveness in relation to the competencies and look-fors.
LEVEL 2	Approaching expectations – demonstrates some effectiveness in relation to competencies and look-fors.
LEVEL 1	Does not meet expectations – demonstrates limited effectiveness in relation to the competencies and look-fors.

Total Score for DOEPA - AS out of 24 = _____

SAMPLE FORM

DIRECTOR OF EDUCATION PERFORMANCE APPRAISAL - SCORE CARD

SCORES FROM DOEPA – AS

Trustee Name	Catholic Faith Formation	Student Achievement	Communication and Community Engagement	Leadership	Accountability	District Climate	Trustee Total
Category Total							
Category Average <i>(Category Total/No. of trustees)</i>							**

** Trustee total/No. of trustees

LEVEL 4 - Exceeds expectations – demonstrates a high degree of effectiveness in relation to the competencies and look-fors.

LEVEL 3 - Meets expectations – demonstrates considerable effectiveness in relation to the competencies and look-fors.

LEVEL 2 - Approaching expectations – demonstrates some effectiveness in relation to competencies and look-fors.

LEVEL 1 - Does not meet expectations – demonstrates limited effectiveness in relation to the competencies and look-fors.

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

Prepared by: Mike McDonald, Director of Education & Secretary
Presented to: Committee of the Whole
Submitted on: April 16, 2019
Submitted by: Mike McDonald, Director of Education & Secretary

BOARD ENROLMENT UPDATE AS OF MARCH 31, 2019

Public Session

BACKGROUND INFORMATION:

The March 31 enrolment report to the Ministry of Education is important as it impacts grants that the Board receives to maintain its programs. The Average Daily Enrolment (ADE) is used by the Ministry for grant purposes. ADE has been calculated using the most current eSIS data.

DEVELOPMENTS:

Attached is the enrolment report, which indicates students attending our schools as of March 31, 2019. The actual ADE for 2018 -19 is higher by 35.5 elementary students and 14.76 secondary students from the Revised Ministry Projected Estimates.

RECOMMENDATION:

THAT the Committee of the Whole refers the Board Enrolment Update as of March 31, 2019 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

**BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD
ENROLMENT AT MAR 31, 2019**

	J	K	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	SPEC ED	Mar 31 2019 Actual includes Spec Ed	Oct 31 2018 Actual includes Spec Ed	ADE 2018- 2019	Actual ADE ONSIS 2017- 2018	Ministry Projected Estimates FTE	Variance from Ministry Revised Projected Estimates	Jun 30 2018 Count	2018-2019 ADE Variance from Jun 30 2018
Blessed Sacrament	23	28	25	17	18	17	27	18	23	22	0	218	210	214	208.50	210.0	4.00	210.0	4.0
Christ the King	18	22	20	18	25	18	8	14	21	10	0	174	176	175	173.00	176.0	-1.00	176.0	-1.0
Holy Cross	23	16	19	23	24	16	24	23	29	17	0	214	219	217	227.00	219.0	-2.50	225.0	-8.5
Holy Family	14	13	16	15	14	17	12	18	15	16	0	150	145	148	138.50	145.0	2.50	138.0	9.5
Jean Vanier	16	12	12	18	22	22	14	15	18	15	0	164	164	164	148.08	164.0	0.00	148.0	16.0
Jean Vanier (French Imm)	25	34	25	12	15	26	21	11	18	10	0	197	193.00	195.00	191.50	193.0	2.00	189.0	6.0
Notre Dame (Brantford)	36	17	25	40	26	32	29	31	34	20	0	290	290	290	315.50	290.0	0.00	304.0	-14.0
Notre Dame (Brantford) (SPED)								8	3	12	23	23	22	23	19.50	22.0	0.50	29.0	-6.5
Notre Dame (Caledonia)	15	29	20	27	29	24	22	27	30	33	0	256	257	257	277.50	257.0	-0.50	279.0	-22.5
Notre Dame (Caledonia) (French Im	11	12									0	23	21	22	0.00	21.0	1.00		22.0
Our Lady of Fatima (Courtland)	5	11	3	8	9	10	14	9	15	12	0	96	96	96	99.00	96.0	0.00	99.0	-3.0
Our Lady of Providence	22	20	29	33	30	35	41	36	34	42	0	322	325	324	341.00	325.0	-1.50	336.0	-12.5
Resurrection	12	16	14	11	20	14	9	13	13	10	0	132	129	131	144.00	129.0	1.50	145.0	-14.5
Sacred Heart (Langton)	15	12	17	10	18	16	20	18	20	17	0	163	166	165	194.50	166.0	-1.50	194.0	-29.5
Sacred Heart (Paris)	18	14	21	17	34	28	30	35	28	32	0	257	249	253	244.50	249.0	4.00	244.0	9.0
Sacred Heart (Paris) (French Imm)	15	17	15	16							0	63	59	61	39.50	59.0	2.00	40.0	21.0
St. Basil	37	50	58	55	50	47	54	54	54	35	0	494	488	491	449.50	488.0	3.00	472.0	19.0
St. Bernard of Clairvaux	28	23	16	33	22	19	26	17	20	18	0	222	218	220	193.50	218.0	2.00	195.0	25.0
St Cecilia's	9	10	9	9	9	13	17	15	13	16	0	120	119	120	132.50	119.0	0.50	133.0	-13.5
St. Frances Cabrini	35	28	31	31	34	27	33	27	28	29	0	303	302	303	281.50	302.0	0.50	279.0	23.5
St. Gabriel	29	24	42	38	30	48	47	56	42	56	0	412	411	412	423.50	411.0	0.50	423.0	-11.5
St. Joseph	27	30	36	33	40	41	49	48	62	65	0	431	428	430	419.00	428.0	1.50	433.0	-3.5
St. Joseph (SPED)								2	4	3	9	9	8	9	8.50	8.0	0.50	8.0	0.5
St. Joseph (French Imm)	28	25	23	15							0	91	95	93	59.00	95.0	-2.00	60.0	33.0
St. Leo	11	8	15	11	21	20	38	28	21	18	0	191	190	191	201.50	190.0	0.50	201.0	-10.5
St. Leo (French Imm)	24	41	34	21	17						0	137	133	135	111.00	133.0	2.00	111.0	24.0
St Mary (Hagersville)	16	11	12	13	16	10	17	12	12	19	0	138	138	138	138.50	138.0	0.00	138.0	0.0
St Michael's (Dunville)	28	23	32	26	27	28	20	16	19	23	0	242	240	241	243.00	240.0	1.00	234.0	7.0
St Michael's (Walsh)	5	13	12	11	10	10	11	11	16	7	0	106	106	106	110.00	106.0	0.00	112.0	-6.0
St Patrick (Brantford)	16	15	14	15	7	13	15	11	14	10	0	130	130	130	127.50	130.0	0.00	129.0	1.0
St Patrick (Caledonia)	24	17	21	17	13	19	26	18	20	17	0	192	181	187	153.00	181.0	5.50	157.0	29.5
St. Peter	14	16	18	16	14	17	20	24	9	21	0	169	168	169	162.00	168.0	0.50	159.0	9.5
St Pius	20	31	26	32	36	32	33	29	37	33	0	309	303	306	287.50	303.0	3.00	289.0	17.0
St. Stephen	10	9	18	11	17	9	14	12	12	17	0	129	125	127	131.00	125.0	2.00	129.0	-2.0
St Theresa	14	17	23	17	27	16	18	16	14	14	0	176	168	172	172.50	168.0	4.00	170.0	2.0
TOTAL	643	664	701	669	674	644	709	672	698	669	32	6743	6672	6708	6566.08	6672.00	35.50	6,588.0	119.5

	Full-time					Part-time					High-Credit FTE	Mar 31 2019 Actual includes Spec Ed	Oct 31 2018 Actual includes Spec Ed	ADE 2018- 2019	Actual ADE ONSIS 2017- 2018	Ministry Projected Estimates FTE	Variance from Ministry Revised Projected Estimates	Jun 30 2018 Count	2018-2019 ADE Variance from Jun 30 2018
	Gr 9	Gr 10	Gr 11	Gr 12	Total	Number of Regular Students FTE	High- Credit FTE	Number of Regular Students FTE	High- Credit FTE										
At Mar 31, 2019 Actual																			
Assumption	411	371	328	389	1,499	1,473	1,459.05	13.95	26	10.67	0.00	1,484	1,529	1,506.34	1395.38	1,498.74	7.60	1,373.00	133.3
Holy Trinity	247	217	240	267	971	942	939.09	2.91	29	11.64	0.48	954	978	965.81	910.38	959.11	6.70	921.00	44.8
St. John's	256	246	250	294	1,046	966	964.55	1.45	80	27.98	0.97	995	1,027	1,010.90	1093.88	1,010.44	0.47	1,021.00	-10.1
TOTAL Secondary	914	834	818	950	3,516	3,381	3,362.69	18.31	135	50.29	1.45	3,433	3,533.35	3,483.05	3399.63	3,468.29	14.76	3,315.00	168.05
TOTAL Board												10,176	10,205.35	10,190.55	9,965.71	10,140.29	50.26	9,903.00	287.55

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

Prepared by: Mike McDonald, Director of Education & Secretary
 Presented to: Committee of the Whole
 Submitted on: April 16, 2019
 Submitted by: Mike McDonald, Director of Education & Secretary

HEALTH AND SAFETY UPDATE

Public Session

MULTI - JOINT HEALTH AND SAFETY COMMITTEE INFORMATION:

The Multi-Joint Health and Safety Committee of the Brant Haldimand Norfolk Catholic District School Board is committed to fostering employee health and safety in the workplace through co-operation and joint efforts in the design and implementation of education programs for employees; in the investigation and resolution of safety problems; the training and support of committee members; and in the development and promotion of an increased awareness of occupational health and safety matters.

The 2018 – 2019 Joint Health and Safety Committee is comprised of the following members:

NAME	BOARD POSITION	JHSC POSITION
Leslie Brown	Educational Assistant (OSSTF – ESS)	Employee Representative
Lou Citino	Manager of Facilities	Management Representative
Christine Denn	Elementary Teacher (OECTA)	Employee Representative
Lisa Gleason	Human Resources Assistant	Recording Secretary
Deborah King-Bonifacio	Disability Management & Safety Coordinator	Management Representative
Amber Martin	Elementary Teacher (OECTA)	JHSC Co-Chair
John Nicholson	Vice-Principal	Management Representative
Daniel Pace	Principal	JHSC Co-Chair
Richard Sarafinchin	Caretaker (OSSTF – PSS)	Employee Representative

DEVELOPMENTS:

Please refer to Appendix A which provides accident/incident statistics for the period of September 1, 2018 to February 28, 2019. The information provided includes all casual and temporary employees of the Board including Casual Caretakers, Casual Educational Assistants, and Temporary Educational Assistants.

RECOMMENDATION:

THAT the Committee of the Whole refers the Health and Safety Update to the Brant Haldimand Norfolk Catholic District School Board for receipt.

	Caretaker	EA	ECE	Elementary Library Technician	Elementary Secretary	Elementary Teacher	Lunch Monitor	Non-Union	Occasional Teacher	Principal/VP	Secondary Secretary	Secondary Teacher	Grand Total
INCIDENT TYPE	#	#	#	#	#	#	#	#	#	#	#	#	#
Struck or Contact By	1	22				3				1		1	28
Struck Against/Contact With		1				1							2
Fall	1	4				6	1			1		4	17
Slip/No Fall	1					1							2
Caught In, Under, On or Between													0
Exposure												2	2
Over Exertion	1	3		1									5
Repetitive Body Movement													0
Traumatic Event												2	2
Aggression		101				15			1			8	125
Other						1							1
Bee Sting													0
Sprain/Strain	1											2	3
Laceration/Cut													0
Grand Total(s)	5	131	0	1	0	27	1	0	1	2	0	19	187

2018-19
Trustee Meetings and Events

Date	Time	Meeting/Event	New / Revised
April 9, 2019	1:00 pm	Executive Council Mtg.	
April 10, 2019	10:30 am 7:00 pm	SAL In-take – Holy Trinity 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