



BRANT HALDIMAND NORFOLK Catholic District School Board

Agenda

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

Committee of the Whole
Tuesday, January 19, 2021 ♦ 7:00 p.m.
Microsoft Teams

Trustees:

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

Senior Administration:

Mike McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer), Rob De Rubeis, Kevin Greco, Lorrie Temple (Superintendents of Education)

1. Opening Business

1.1 Opening Prayer

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

1.2 Attendance

1.3 Approval of the Agenda

Pages 1-2

1.4 Declaration of Interest

1.5 Approval of Committee of the Whole Meeting Minutes – November 17, 2020

Pages 3-6

1.6 Business Arising from the Minutes

2. Presentations

3. Delegations

4. Consent Agenda

4.1 Unapproved Accessibility Steering Committee Meeting Minutes
- September 23, 2020

Pages 7-8

4.2 Unapproved Regional Catholic Parent Involvement Committee Meeting Minutes
- November 19, 2020

Pages 9-12

4.3 Catholic Education Advisory Committee Meeting Minutes
- December 8, 2020

Pages 13-14

4.4 Unapproved Mental Health Steering Committee Meeting Minutes
- December 10, 2020

Pages 15-18

4.5 Unapproved Special Education Advisory Committee Meeting Minutes
- December 15, 2020

Pages 19-22

5. Committee and Staff Reports

5.1 Unapproved Minutes and Recommendations from the Policy Committee
- December 3, 2020

Pages 23-27

- Copyright – Protected Works Policy 400.03 (pgs. 28-33)
- Practicum Responsibilities Policy 300.38 (pgs. 34-37)



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- Homeschool Policy 200.16 (pgs. 38-47)
- Home Instruction Policy 200.17 (pgs. 48-56)
- Head Lice (Pediculosis) Policy 200.20 (pgs. 57-69)
- Community Use of Schools Policy 400.05 (pgs. 70-82)
- Policy Renewal By-Law (pgs. 83-85)
- Student Behaviour Policy 200.08 (pgs. 86-89)

5.2 Unapproved Minutes and Recommendations from the Budget Committee - December 14, 2020 Pages 90-94

- 2021-2022 Budget Plan and Consultation Survey

5.3 Trustee Expenses Pages 95-96
Presenter: Scott Keys, Superintendent of Business & Treasurer

5.4 Integrated Accessibility Plan Annual Report Pages 97-98
Presenter: Kevin Greco, Superintendent of Education

5.5 Board Improvement Plan for Student Achievement Pages 99-112
Presenter: Lorrie Temple, Superintendent of Education

6. Information and Correspondence

6.1 COVID Update

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 Pages 113

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

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**Committee of the Whole
Tuesday, November 17, 2020 ♦ 7:00 pm
Boardroom**

Members: **Trustees:**
Rick Petrella (Chair), Carol Luciani (Vice Chair), Cliff Casey, Bill Chopp, Dan Dignard,
Mark Watson, Alex Medeiros (Student Trustee)

Senior Administration:
Mike McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer), Rob De Rubeis, Kevin Greco, Lorrie Temple (Superintendents of Education)

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by Vice Chair Luciani.

1.2 Attendance

Attendance was as noted above. Trustee Watson attended via teleconference.

1.3 Approval of the Agenda

Moved by: Cliff Casey

Seconded by: Carol Luciani

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the November 17, 2020 meeting.

Carried

1.4 Declaration of Interest – Nil

1.5 Approval of Committee of the Whole Meeting Minutes – October 20, 2020

Moved by: Dan Dignard

Seconded by: Bill Chopp

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the October 20, 2020 meeting.

Carried

1.6 Business Arising from the Minutes – Nil

2. Presentations - Nil

3. Delegations – Nil



4. Consent Agenda

**4.1 Unapproved Minutes from the Special Education Advisory Committee Meeting
– October 20, 2020**

Moved by: Dan Dignard

Seconded by: Bill Chopp

THAT the Brant Haldimand Norfolk Catholic District School Board received the unapproved minutes of the Special Education Advisory Committee Meeting of October 20, 2020.

Carried

5. Committee and Staff Reports

5.1 Catholic Student Leadership Awards Update

Superintendent Temple provided an outline of the Catholic Student Leadership Award (CSLA) ceremony. Due to COVID-19 changes were made to the criteria and timeline requirements. A summary of the changes to the 2021 CSLA criteria was provided. The summary noted criteria for both in-person classroom and virtual classroom students. Award recipients will be invited to attend a Virtual Student Recognition Meeting in May 2021 and will receive a certificate. Schools will also acknowledge their winners at the school level.

Moved by: Dan Dignard

Seconded by: Carol Luciani

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board receives the Catholic Leadership Award Update Report.

Carried

5.2 Insurance Renewal

Superintendent Keys reviewed the 2021 insurance renewal with the Ontario School Board's Insurance Exchange (OSBIE). He noted that the Board is both insured and an owner and also highlighted that the overall improvements in the quality of risk have resulted in a general rate decrease.

Moved by: Dan Dignard

Seconded by: Carol Luciani

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the 2021 insurance renewal premium, payable to the Ontario School Boards' Insurance Exchange, in the amount of \$141,583, excluding PST.

Carried

5.3 Leadership for All Program 2020-2021

Director McDonald introduced the Leadership For All Program. The importance of leadership capacity in all work groups was noted. A summary of the three different programs being offered was provided including the Principal Mentorship and Training, Aspiring Leader Program and Mentoring for All Program. The first session will be offered virtually on November 19th and has received a high registration rate. The other programs will follow in January and May 2021.



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Moved by: Dan Dignard

Seconded by: Mark Watson

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board receives the "Leadership For All" Staff Development Program 2020-2021 Report as information.

Carried

5.4 Cash/Equipment Donations

Superintendent Keys reviewed a summary of 2019-20 donations of cash and equipment of a greater value than \$500 in accordance with the Cash/Equipment Donations Policy 700.02.

Moved by: Carol Luciani

Seconded by: Cliff Casey

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

Carried

6. Information and Correspondence

6.1 COVID Update

Director McDonald provided an update on COVID-19. He advised that there have been nine cases in the board. All the positive cases have been traced back to transmission from the community and not through schools. Staff continue to work closely with Public Health to ensure health & safety measures are in place. Discussion was held regarding a pivot plan should the board need to pivot to a fully virtual school platform.

6.2 Self-Regulation Program Update

Superintendent Greco advised that staff are engaging in training to better understand our learners. The program is a project that expands over mental health and safe schools. The Board has had approximately 50 individuals from different areas come together. Areas of focus included learning about the brain and body science that explains why and how students respond to different stressors and therefore better understand why and how they are reacting. Next steps include creating a committee consisting of different working groups to review the information.

Moved by: Cliff Casey

Seconded by: Mark Watson

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

Carried

7. Trustee Inquiries

Trustee Casey recommended that the Board request auditors to tender for the annual appointment of Board Auditor.



8. Business In-Camera

Moved by: Carol Luciani

Seconded by: Bill Chopp

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

Trustees Casey, Chopp and Dignard declared a conflict of interest in item # 4.1 of the in-camera session and left the room. They did not take part in the consideration or discussion of, or vote on any question with relation to this item.

Moved by: Mark Watson

Seconded by: Carol Luciani

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

The closing prayer was led by Chair Petrella.

12. Adjournment

Moved by: Mark Watson

Seconded by: Carol Luciani

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board adjourns the November 17, 2020 meeting.

Carried

Next meeting: Tuesday, January 19, 2021, 7:00 p.m. – Boardroom



**ACCESSIBILITY STEERING COMMITTEE
September 23, 2020 – 10:00 a.m. – Teams Meeting**

Members: Kevin Greco (Chair), Bill Chopp (Trustee), Terri-Lynn Zakrzewski (Secretary), Leslie Brown, Dave Buist, Kerri Chartrand, Norm Cicci, Lou Citino, Anah Figueiredo, Scott Keys, Debbie King-Bonifacio, Philip Kuckyt, Carmen McDermid, John McDermid, Rachel Moreau, Rita Raposo, Terre Slaght, Dianne Wdowczyk, Guo Wu

Absent: Christine Dragojlovich, Carlo Fortino, Tom Laracy

1. Opening Business

1.1 Opening Prayer

Superintendent Greco led the group in a prayer.

1.2 Approval of the Agenda – September 23, 2020

Moved: Carmen McDermid

Seconded: Dianne Wdowczyk

THAT the Accessibility Steering Committee approves the agenda of the September 23, 2020 meeting.

Carried

1.3 Approval of the Minutes – June 12, 2020

Moved: Phil Kuckyt

Seconded: John McDermid

THAT the Accessibility Steering Committee approves the minutes of the June 12, 2020 meeting.

Carried

1.4 Opening Comments

Superintendent Greco welcomed the group and gave a brief summary of the role of the committee.

2. Committee and Staff Updates

2.1 Information/Communication/Technology

Norm Cicci

Most issues that have arisen are now AODA compliant. The website is having a complete going over to ensure it is compliant. Tracey Austin is completing this task. It will be made completely AODA compliant when that is done.

2.2 School Libraries

Kerri Chartrand

There are no real updates, we are in the same spot as we were in June. Insignia cannot provide virtual texts for us. Caroline is not on our committee this year.



2.3 Design of Public Spaces/Facilities Audit

Lou Citino/Scott Keys

We are currently working on securing a third-party auditor to assess AODA compliance in all board facilities. The audit will highlight and consolidate measures to be taken. Many updates to building facilities continue even in the absence of the audit. Larger projects will be undertaken during summer months.

2.4 Employment/Customer Services

Deb King-Bonifacio/Anah Figueiredo

Human Resources requirements were mostly already in place, so there is not much to add to be compliant. Human Resources is in excellent shape.

3. Compliance Reporting

Superintendent Greco shared that December 31, 2020 is the next compliance report. We need to have the group in key areas back to a meeting before the report to see how things are progressing.

4. School Re-opening Update

Superintendent Greco asked if anyone had any concerns/suggestions for school set up environments. Rita Raposo expressed concerns that students and families she works with have a difficult time navigating the tools out there that are designed to help them i.e. translating assistance. Parents often do not know who to reach out to. Superintendent Greco suggested we can brainstorm ideas to improve this. He asked if the group could bring forth some ideas to the next meeting. Perhaps the student achievement team can come up with a plan to assist these families to have an easier time navigating the tools/website etc.

Norm Cicci told everyone that when devices were handed out in March, special needs students were given priority to get their SEA device. Sometimes it was not communicated to IT that the student needed a SEA and were given a regular device. Maybe Spec Ed can give IT suggestions on how to improve this.

5. Future Meetings

For the next few meetings, we will have smaller meetings with just certain just certain people as needed. We will then meet as a bigger group, date, and time to be determined.

6. Closing Remarks/Adjournment

Superintendent Greco thanked everyone for coming. Meeting adjourned at 11:00 a.m.

Next meeting date, time, location: TBD



**Regional Catholic Parent Involvement Committee
Thursday, November 19, 2020 ♦ 7:00 pm
Virtual Microsoft Teams Meeting**

- Present:** BHNCDSB Parent Council Chairs, Danielle Becks (Principal – St. Patrick’s, Caledonia), Nicole Bender (Our Lady of Fatima), Glenna Bennett (Secretary – St Patrick), Lindsay Blasdell (Secretary), Marcia DeDominicis (VP – St Basil and Principal Lead RCPIC), Laura Dickson (Resurrection), Darren Duff (VP – Assumption), Anna Fortunato (Principal – St. Michael’s, Dunnville), Robert De Rubeis (Superintendent of Education), Heather Graham (Principal – St Joseph’s), Rebecca Johnson (Resurrection), Heather Knill-Griesser (Principal – St Bernard of Clairvaux), Charmaine Hanley (Principal – Christ the King), Carol Luciani (Trustee), Peter Marchand (Principal – Our Lady of Providence), Shannon Mason (Principal – Sacred Heart, Langton), Melanie Montague (St. Mary’s, Hagersville), Heidi Pasztor (Principal – Our Lady of Fatima), Dale Petruka-Schoffro (Principal – St Patrick), Greg Picone (Principal – St. John’s), Sandra Pineda, Tammy Pogorzelski (St. Pius X), Stéphane Rouleau (Co-Chair), Jennifer Rudyk (Principal, St. Pius X), Anita Santos (Holy Trinity), Lorrie Temple (Superintendent of Education), Marie Teskey (Holy Family), Greg Wilson (Assumption), Samara Young (Notre Dame, Brantford)
- Guest(s):** Adam Gesjorskyj (*System Teacher – Math I-S*), Allison Lawrence (*System Teacher – Math K-8*), Kim Spencer (*St. Mary’s, Hagersville Principal and Principal Lead- Indigenous Education*)
-

1. Welcome and Opening Comments

Superintendent De Rubeis welcomed all guests and participants to the meeting.

2. Opening Prayer

Marcia DeDominicis, Principal RCPIC Lead from St Basil School, led the group in the opening prayer.

3. Approval of Agenda – November 19, 2020

Superintendent De Rubeis amended the Agenda to include Land Acknowledgement and the Indigenous Education Update by Kim Spencer as Agenda Item 4.

Superintendent De Rubeis amended the Agenda to include the New Math Curriculum updates prior to the Virtual School updates.

The revised Agenda for the November 19, 2020 meeting was approved.

4. Land Acknowledgement and Indigenous Education Update

Superintendent De Rubeis introduced and welcomed Kim Spencer, Principal of St. Mary’s, Hagersville School and Indigenous Education Lead for elementary schools to the meeting.

Kim Spencer provided the land acknowledgement by recognizing the BHNCDSB ties to Six Nations of the Grand River and Mississaugas of the Credit First Nations and the traditional territory of the Haudenosaunee and Anishinaabe Nations on which we gather.



Kim described how a territorial or land acknowledgement is an act of reconciliation recommended by the Truth and Reconciliation Commission. It is often done at the beginning of a meeting and it involves making a statement recognizing the traditional territory of the Indigenous Peoples who called the land home before the settlers.

Kim updated that the BHNCD SB creates an annual Indigenous Education Action Plan to guide the work in this area across our district using these three pillars:

- Using data to support student achievement
- Supporting Students
- Supporting Educators

The BHNCD SB has an Indigenous Education Advisor, Lori Skye-Laforme, who works directly with students and staff to monitor Indigenous student achievement and helps to identify resources and supports to improve engagement and well-being of Indigenous students.

5. Declaration of Interest – Nil

6. Approval of Minutes - November 27, 2019

The Minutes for the November 27, 2019 meeting were approved.

7. Approval of Minutes – June 17, 2020

The Minutes for the June 17, 2020 meeting were approved.

8. Hearts on Fire – Transform: Overview of the Board Spiritual Theme

Superintendent De Rubeis introduced and welcomed, Marcia DeDominicis, new Principal Lead for the RCPIC and Vice-Principal for St Basil Catholic Elementary School, Brantford. Marcia updated on the final year of the three-year Board spiritual theme “Hearts on Fire” with a focus on Transform. To support the final year of the spiritual theme, Transform, the illumination of “The Call of the Disciples” (John 1:35-42) from the Saint John’s Bible was selected to ground understanding of what it means to be transformed. Marcia further explained that the scripture passage and illumination invites us to notice how our faith is being deepened, along with our relationships with Christ and others and how it asks us to consider our own baptismal calling and how we live out our faith as joyful disciples of Christ.

Using the Visio Divina portrait that was shared to the group (pictured below), Marcia asked the group to gaze and reflect at the photo and then walked members through the process for Visio Divina and provided a description of the sacred images.



(Adapted from The Saint John's Bible Seeing the Word, The Call of the Disciples)

9. New Math Curriculum Update

Superintendent De Rubeis introduced and welcomed Allison Lawrence, System Teacher – Math K to 8 and Adam Gesjorskyj, System Teacher – Math I-S, to the meeting. Allison introduced Ontario's new Mathematics Curriculum for grades 1 to 8 by focusing on the changes implemented by the Ministry. The changes included:

- Digital Curriculum Platform
- 3 "New" Strands
- Consistent Overall Expectations throughout the grades
- Fewer expectations
- One overall report card mark
- Focus on authentic contexts

Allison updated on the new Ministry Digital Curriculum Platform website, <https://www.dcp.edu.gov.on.ca/en/>, navigating through useful and helpful sections for parents, educators, and students. She listed the strands as follows; Number, Algebra, Data (coding), and new strands, Social-Emotional Learning, Spatial Sense (Measurement and Geometry) and Financial Literacy. With a focus on the high-impact instructional practices in Mathematics, Allison demonstrated how our Board Essential Practices aligned with Ministry directives for learning goals, success criteria, descriptive feedback and knowing the learner.

Adam updated on the current Ministry-provided long-range plans by reviewing the Math curriculum by topic and question. Adam explained how the "question" provides an authentic context for the learning, rather than just a list of expectations effectively connecting the learning and where it can be used in real life situations. Using a visual tool, Adam demonstrated how traditional math was taught to students and



how the new 'spiral curriculum' provides multiple opportunities to revisit concepts, improve retention, and rich problem-solving opportunities.

10. Virtual School Update

Superintendent De Rubeis provided an overview on remote learning from March using Brightspace and D2L and recognizing Chandra Portelli, Student Achievement Lead for the development of professional learning and resources to move to the current emergency remote learning. He detailed how virtual schools were necessary to the reopening plans in September in both elementary and secondary sectors. Superintendent De Rubeis described how the 'Quadmester' supported 46 days of student learning offering one course a day with 2 subjects every other week.

With over 1000 students engaging in remote learning at the start of September, Superintendent De Rubeis updated that students are now migrating back to face to face learning with approximately 850 students remaining. Further explanation on virtual learning was provided and members were encouraged to review PPM 164 for further instruction and details. Superintendent De Rubeis updated that the Board is now currently preparing for the third quadmester and how they are continuing to learn and improve.

11. Bullying Week Information

Marcia DeDominicis provided updates on Bullying Awareness and Prevention Week, from November 15 to 21, 2020, by sharing the Board Resource that was supplied to all educators and staff. The Board resource included the following:

- Focus for each day linking the Board Spiritual Theme of Transformation
- Morning Announcements
- Prayers/Reflections
- Activities for classes
- One big activity that can be done in all schools

The Board Resource package was prepared by Keri Calvesbert, Student Achievement Consultant: Religion and Family Life. Marcia noted that the Board continues to do work in all schools across the district surrounding bullying. Additional information will be provided in the next RCPIC meeting on Paul Davis, a social networking and cyberbullying speaker booked for April 2021.

12. Closing Remarks/ Adjournments

Superintendent De Rubeis thanked the group for their participation and for taking the time to attend the meeting.

The meeting adjourned at 8:35 pm.



**Catholic Education Advisory Committee (CEAC)
Tuesday, December 8, 2020 ♦ 1:00 p.m.
Microsoft TEAMS**

Present: Carol Luciani (Chair), Carole Allen (F.A.C.E. – Resource to Committee), Lorrie Temple, Keri Calvesbert, Peter Giordano (SSVP), Father Luke Kopaniak (Brantford), John Kuilboer, Pat Lenz (SSVP), Tara Williams, Heather Graham

Regrets: Dan Dignard, Alex Medeiros, Colin Phee, Tracey Austin, Cliff Casey, Father Ronald Angervil (Haldimand), Father Alan Dufraimont (Norfolk), Tom Laracy

1. Opening Prayer

Keri Calvesbert led the opening prayer.

2. Welcome.

Carol Luciani welcomed members of the committee and sought introductions from the group.

3. Approval of the Minutes

The minutes of the March 19, 2018 meeting were approved.

4. Information and Discussion Items

4.1 Strategic Plan

Lorrie Temple summarized the communal process used to discern the new Multi-Year Strategic Plan (2020-2023) and provided an overview of the Strategic Priorities namely, Belonging, Teaching and Learning and Wellness for all. Catholicity has been embedded into all three areas as our faith is foundational to everything we do as a district. The new MYSP will drive the direction of the district for the next few years.

4.2 New Board Spiritual Theme (Year 3)

Keri Calvesbert gave an overview of the final year of the Board Spiritual Theme, “Hearts on Fire” (Luke 24:32) with a focus on Transform. To support the final year of this spiritual theme, the “Call of the Disciples” illumination from the Saint John’s Bible was selected to ground our understanding of what it means to be transformed. The illumination asks us to consider our Baptismal calling and how we live out our faith as Joyful Disciples of Christ. Moving forward, it is the desire of the district to align our Board Spiritual Theme on an annual basis with the OCSTA Catholic Education Week theme.

4.3 St. Vincent de Paul Update

Pat Lenz reported that SSVP Brant moved in September 2018 to their new location, opening their doors to the public in October 2018. Bishop Crosby blessed the new store in May 2019. In March 2020, SSVP experienced a period of store closure and stopping of home visits due to COVID-19. During the initial closure, Conference members reached out to neighbours in need by phone. In mid-March, members began providing emergency food assistance in the form of grocery gift cards, dropped in mailboxes upon request made by phone. In mid-July, the store reopened 3 days per week. To date, Conference members continue to respond to phone calls



requesting assistance, dropping off vouchers for food, clothing, household items, furniture addition to grocery gift cards. Store operation has re-opened on a limited basis to accepting donations and to retail shopping. Peter Giordano expressed gratitude for the continued support of our Elementary and Secondary schools. Drives such as Halloween for Hunger, Advent, and Lenten Campaigns continue to reinforce the partnership between our district and SSVP while helping to provide for our neighbours in need. SSVP Brant is seeking support from the United Way to provide one-time funding for their Bed Campaign.

4.4 Board Advent Outreach

Keri Calvesbert briefly outlined the Advent Campaigns taking place during this school year to support our local Brant SSVP and SSVP Norfolk. The district launched an Advent Campaign in support of One by One, Guatemala to raise funds for “COVID-19 Survival Kits” for the Community of October 20, Guatemala. This campaign will continue into Lent 2021.

4.5 Diocesan – Deanery Updates

Fr. Luke shared about changes to Clergy in Brant Deanery since 2018. In 2019, the Brant Deanery in partnership with the district hosted NET retreats for Grade 6-8 and Secondary students in the Diocese of Hamilton schools. During this time of pandemic, a separation exists between schools and parishes. Priests are connecting with classes remotely, as needed. Sacraments of Initiation missed by last year’s cohort are being caught up.

4.6 Religion Program Implementation Update

Keri Calvesbert explained that currently in the Elementary panel, the new Religious Education program, “Growing in Faith, Growing in Christ” has been purchased and implemented in Grades 1-7 across the district. Pearson plans to release Grade 8 resources in Spring 2021. The Board plans to purchase Grade 8 in June 2021 for an early September rollout. Plans are underway to launch the “Give the Best of Yourself” Initiative in Secondary schools in February 2021. The initiative is an opportunity to develop our district’s athletics through the intersection of sport and faith with a focus on character building and faith formation for students and staff. In December 2020, the “#Digital Citizenship” resource was launched across the district in Elementary and Secondary schools. Rooted in the Parable of the Good Samaritan, the resource teaches students about digital citizenship and how to engage positively with others in online environments. The resource is available in Brightspace for all educators and is accessible to parents through this platform.

4.7 F.A.C.E Update

Carol Allen provide the committee with an update regarding F.A.C.E.

5. Questions/Discussions

There were no items for questions or discussions.

6. Adjournment

The meeting was adjourned by Chair Luciani.



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Catholic District School Board**

Minutes

Catholic Education Centre
322 Fairview Drive
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**Mental Health Steering Committee
Thursday, December 10, 2020 ♦ 9:00 am
Virtual Meeting**

Members: Dianne Wdowczyk-Meade (Chair), Danielle Becks, Keri Calvesbert, Melissa Connolly, Huyen Dam, Darren Duff, Kevin Greco (Superintendent of Education), Carmen McDermid, Heidi Pasztor, Andrea Perras, Chandra Portelli, Lori Skye-LaForme, Arden Smelser (Social Worker Representative), Andrea Winger (Social Worker Representative), Deb Young (REACH)

Absent: Flora Ennis (Woodview), Carol Luciani (Trustee), Amy Marlett (Contact REACH), Cynthia Miller (Child and Youth Worker representative), Colin Phee (Parent), Rita Raposo, Terre Slaght, Kim Spencer

Minutes Only: Tracey Austin

Minute Taker: Natasha Caldwell

1. Opening Prayer

Keri Calvesbert led the group in prayer.

2. Introductions and Welcome

Dianne welcomed everyone to the meeting. Deb Young was welcomed as the representative from REACH as Susan Wells has left the agency. All members introduced themselves.

3. Approval of the Agenda

Agenda approved as circulated.

4. Approval of Minutes- October 8, 2020

The Minutes of the October 8, 2020 Mental Health Steering Committee meeting were approved by consensus.

5. Information Items

5.1 Digital Citizenship Resource- Keri Calvesbert

Keri Calvesbert shared information about the Digital Citizenship resource which was created for educators to use with their students in Grades K-12. Lessons available for use are interactive and discussion based and aid in the student's understanding of what they are signing when asked to sign the board's *Use of Technology Agreements*.

Rooted in the Parable of The Good Samaritan, the series of Three Lessons in this resource include:

1. What does it mean to be a Responsible Citizen?
2. What does it mean to be a Responsible Digital Citizen?
3. Being part of an online community and travelling safely along the digital road

5.2 Give the Best of Yourself Sport and Faith- Keri Calvesbert

Keri shared information about the *Give the Best of Yourself* project for Secondary schools which is in its early stages of development. She indicated the program would provide student athletes, staff, and community members an opportunity to explore who they are becoming as leaders through lessons learned from the intersection of sport and faith.



It was shared that at present, due to COVID-19 Health and Safety restrictions, sporting opportunities are on pause for our student athletes. It was suggested that this program may provide an opportunity for our athletes, coaches, and mentors to still connect and explore leadership through sport, despite not being able to gather physically.

Action Item:

1. Keri to provide an update at our March Mental Health Steering Committee meeting
2. Consider including project in the Mental Health Action Plan 20-21 and Mental Health and Well-being Strategy 2021-24

5.3 Action Plan Survey Results- Huyen Dam

Huyen shared the results of the survey completed by members of the Mental Health Steering Committee administered during and shortly after our October meeting. Members were thanked for their participation, and overall, there was agreement in continuing to prioritize the areas currently highlighted in the proposed action plan; to be further reviewed in item 6.1.

It was discussed that as we move forward in our action planning, that we be culturally responsive in ensuring we address issues of equity, particularly with regards to student access/accessibility in mental health education and support services as gleaned in last year's focus groups.

6. Discussion Items

6.1 Additions and Revisions Mental Health and Well Being Action Plan- Dianne Wdowczyk, Kevin Greco, Huyen Dam

Dianne reminded the group this year is a planning year for our renewed Mental Health and Addictions Strategy 2021-24, where we take the time to review the past three years while planning for the next three years. For this year however, we are still required to complete and implement our annual action plan. Highlights of the plan include and should reflect:

I. Pillar 1: Mental Health and Addiction Capacity Building: *Self-Regulation, MH Lit Course*

- Professional Development in Restorative Practices to continue while we begin sharing the concept and skills with secondary students.
- Dr. Tara Bruno has committed to facilitating substance use education for parents/staff via a virtual platform.
- Recognition of the need for increased capacity in self-regulation amongst our staff working with students across the district, including high schools and the need to measure attitudinal shift (ARTIC- Attitudes Related to Trauma Informed Care).
- Mental Health Lit course is now broadly available to educators through the Ministry of Education. Committee recommends this training be mandatory when onboarding new educators. The New Teacher Induction Program (NTIP) will become more structured with expectations and will include this course.

II. Pillar 2: Evidence Based Mental Health and Addictions Programming to Enhance Quality: *Scale up of Faith and Wellness Resource, Kids Help Phone Classroom Engagement, Student Support Plan*



- *Faith and Wellness* Resource provides every day mental health practices for the classroom <https://smho-smso.ca/fw/>. Ideas to scale up awareness of the resource include:
 - a. Use of school TEAMS group as a direct line to all staff.
 - b. Posting activities on Brightspace to enable students to access from home.
 - c. Targeted mailing for those who signed up for mental health workshops for the September Professional Development days.
 - d. Explore possible implementation of planned wellness breaks at secondary schools to mitigate stressors associated with the current quadmester schedule.
- Kids Help Phone Classroom Engagement Sessions- Grades 6-8 are being facilitated by our CYW team to reduce stigma related to mental health, to increase awareness in available mental health resources and to increase comfort in help seeking behaviour. Follow up information for students and parents is posted in D2L.
- Student Support Plans are being piloted this year through Student Support Services. Plans are intended to carry the same weight as IEPs and are intended for use with students who struggle with mental health where it impacts school functioning.

III. Pillar 3: Equity for Specific Populations to Enhance Equity in School Mental Health: *Professional Learning in a Human Rights Approach to Education, Transgender Tip Sheet, broaden focus group audiences.*

- Professional Learning in a Human Rights Approach to Education with a goal to train staff in cultural responsiveness.
- Professional Learning and resources (Transgender Tip Sheet) to be provided to build capacity in supporting students who identify as LGBTQ+.
- Student focus groups to continue and to be followed up with to ensure students feel supported and to continue to capture student voice.

IV. Pillar 4: System Coordination and Pathways to Enhanced Collaboration: *Suicide Gatekeeper Training, Training for Board MH Professionals*

- Student Support Services team continues to work on enhancing its clinical tracking and record keeping practices, along with a continued commitment to building capacity in evidence-based practices.
- Violent Threat Risk Assessment (VTRA) training continues to be a focus with shared trainings offered between both school boards.
- Suicide Intervention Training opportunities to be explored while respecting COVID-19 health and safety measures.

V. Pillar 5: Enhance Momentum in *Youth and Family Engagement, Youth: Stakeholder feedback, #ShareTheGood media campaign.*

- Explore opportunities to build parent and student capacity in mental health via virtual platforms and social media.



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Brantford, ON N3T 5M8

- #SharetheGood campaign is a social media campaign to share good things that are happening right now. Principals, school well-being teams, and system teams to be encouraged to use the hashtag while sharing the good things happening in the district.

Action Item: Dianne and Huyen to update and share revised plan with the committee and School Mental Health Ontario

6.2 Virtual Schools- Dianne Wdowczyk, Kevin Greco, Chandra Portelli

Chandra and Kevin provided virtual school enrollment figures which currently have decreased by approximately 150 students in the elementary panel and increased by approximately 50 students in the secondary panel. Dianne indicated very few referrals have come through to Student Support Services, and those that have, have typically come through System SERTS or from those enquiring from the home school. Dianne wondered if more information needed to be shared with those teaching virtual school and/or the students to ensure students who require mental health support are able to access it. Chandra shared many of the virtual school educators are new staff, working in isolation, and indicated there needs to be intent with support offered. Dianne indicated the team will explore ways to directly support those involved with virtual schools.

Carmen indicated there have been challenges in supporting students with special education needs, who are enrolled in virtual learning and are new to our system. Darren indicated at the secondary panel, Student Success teachers are concerned over students who transferred to virtual schools and are exploring ways to connect with those families.

Andrea Winger shared there are engagement issues with some virtual students and the Board has implemented strategies to address this.

7. Items for Future Review/ Strategic Planning

7.1 Ontario Student Drug Use Health and Safety Study- Dianne Wdowczyk

Dianne indicated students from our board participated in the study. Findings are available for review and should be considered as we move forward in our planning for the 2021-24 Mental Health and Addictions Strategy.

<https://www.camh.ca/-/media/files/pdf---osduhs/osduhs-mh-report2019-pdf.pdf?la=en&hash=B09A32093B5D6ABD401F796CE0A59A430D261C32>

Action Item: Huyen and Dianne to review and provide highlights at March meeting.

8. Upcoming Events:

- Suicide Intervention/ Gatekeeper Training: TBD
- Level 1 VTRA training through GEDSB- for new support staff and admin. Time: 9:00 AM- 1:00 PM; Thursday January 14, Friday January 22, Thursday January 28, Friday February 5.
- Bell Let's Talk Day: Jan. 28, 2021

9. Adjournment.

Meeting was adjourned and members were thanked for their involvement and wished a very merry Christmas and a well-deserved break.

Next meetings: March 11, 9:00 AM- 11:00 AM, TEAMS (unless otherwise advised)
June 10, 9:00 AM- 11:00 AM, TEAMS (unless otherwise advised)



**SPECIAL EDUCATION ADVISORY COMMITTEE
Tuesday, December 15, 2020 – 1:30 p.m.
Teams Meeting**

Members: Kevin Greco (*Superintendent of Education*), Bill Chopp (*Trustee*), Lauren Freeborn (*Co-Chair*), Laura Bergeron (*ad hoc*), Tara Buchanan, Mischa Dinsmore, Jill Esposito, Brook Gardner, Sophie Podfigurna, Nil Woodcroft, Terri-Lynn Zakrzewski

Regrets: Teresa Westergaard-Hager, Jennifer Chapman (*Co-Chair*)

Resources: Shannon Mason (*Principal Lead: Special Education Staffing*), Carmen McDermid (*Student Achievement Lead: Special Education*), Patti-Mitchell (*Parent, County of Brant*)

1. Opening Prayer

Carmen McDermid led the opening prayer.

2. Welcome and Opening Comments

Superintendent Greco welcomed the group.

3. Approval of Agenda

Moved: Brook Gardner

Seconded: Mischa Dinsmore

THAT the Special Education Advisory Committee approves the agenda of the December 15, 2020 meeting.

Carried

4. Approval of the Minutes

Moved: Patti Mitchell

Seconded: Nil Woodcroft

THAT the Special Education Advisory Committee approves the minutes of November 17, 2020.

Carried

5. Correspondence

No correspondence to share.

6. Community Agency Updates

Jennifer Chapman - Child Welfare Supervision, The Children's Aid Society of Haldimand-Norfolk

No report.

Mischa Dinsmore – Lansdowne

Welcome to Sophie who will take Micha's place during maternity leave.



Sophie Podfigurna – Lansdowne

Thank you for welcoming me to the SEAC team while Mischa is off on Maternity Leave. Lansdowne continues to adapt as we receive information relating to COVID-19. We are providing services virtually as well as in person based on priority and needs of the family/client in all departments. Currently we plan for our recreation and respite programs to continue through the winter both virtually and in person (with limited numbers). Autism Services is providing free foundational services to children and youth registered with the Ontario Autism Program (OAP) in addition to a fee of service model for ABA Therapy. Our staff continue to work toward meeting the goals of families and their children/ youth, we look forward to our continued partnership in the new year.

Shannon Mason – Principal Lead

No report.

Bill Chopp – Trustee

On behalf of the Board of Trustees, Trustee Chopp thanked this committee for all their support. We are expecting the government to put out GSN's by March for funding. Please look for the upcoming survey that will be on our website.

Brook Gardner - Woodview

Brook reported that they are continuing to offer in person and virtual services. They have been very busy and have lots of new files. As a replacement for the family Christmas party, staff have gone out to deliver gift cards and cookie decorating kits for families. Woodview will be bringing autism services for the community, the flyer will be attached to the minutes.

Patti Mitchell – Parent, County of Brant

Patti shared that the special Olympics are doing a Zoom Christmas dinner to try and keep the participants feeling connected.

Lauren Freeborn – Service Planning Coordinator, Contact Brant

We are continuing to serve of our clients both virtually or over the phone, depending on their preference. Any in person visits are currently done as porch or outside visits while respecting the COVID protocols that are in place.

Nil Woodcroft – Haldimand-Norfolk REACH

HN REACH is currently in Restrict category which includes virtual, outside in person services, inside in person services at HN REACH workplace locations and 50% capacity limits within worksites. We have started the transition to school process for students transitioning in September 2021. We have connected with the Board and will most likely hold individual virtual meetings at the end of February.

Jill Esposto – Brant Family & Children's Services

We are seeing some very difficult and desperate folks who are reaching out for help. For our Supervised Access Program and for Home visits, it continues to be an expectation that we will not to go back to virtual visits unless there is a specific reason to do so based on the child and families' needs. In response to the



increase of cases they are updating office and visit protocols to provide safety at visits. PPE will be provided, as necessary. Foster families may feel vulnerable and staff are working to address concerns and ensure that they feel safe. We are seeing very difficult situations with drug issues and the impact it has on families including the death of several parents. As a mandated service we continue to see children and families with significant needs seeking assistance, but fewer other service available for ongoing support. Some youth, who are unable to live at home also have some challenges that make it difficult to find placements or to find homes for, and Covid is making it very difficult.

Staff are trying to remain hopeful and offer service. Knowing that the vaccine is coming has offered a glimmer of hope moving forward. We continue to explore amalgamation with HNCAS and we have hired consultants to support the process. Consultants may reach out to community stakeholders for input and invitation to participate in planning.

Tara Buchanan – Community Living Brant

We are using PPE and trying to meet with people in person safely. We are trying to do this as much as possible to keep everyone safe. The employment program has been trotting along, lots of people looking and lots of people getting jobs. Community Living Ontario is doing a contest for students to win a pizza party if they send in submissions about how classrooms can be inclusive. The contest is open to students in Grade 8 and under.

Lauren Freeborn – Contact Brant

We are continuing virtual and phone visits. Porch visits are done if necessary. No changes to the agency at this moment, just continuing to serve their clients.

7. Reports

7.1 Superintendent of Education

Kevin Greco

Superintendent Greco thanked everyone for all their participation and collaboration during these difficult times. We hope the vaccine brings some hope for our future to return to normal soon. Our Board will be offering our school administrators an additional qualification course in special education. School Administrators can get insight into leading schools that meet the needs of students in special education. This will likely be virtual. The accessibility audit is still under way and he will share that outcome at the next meeting, this will ensure everyone has access to what they need in our Board. Mental health resources have been put on our website. The info on our virtual classrooms will also soon be on our websites. This will help parents access mental health resources. We have made a pivot plan in case we need to close the schools. We do not anticipate this will happen, but we have it in place just in case. We have made plans how Spec Ed teachers will respond and provide supports in a pivot scenario.

Superintendent Greco wished everyone a merry Christmas and a safe and happy New Year.



7.2 Student Achievement Leader: Special Education

Carmen McDermid

On December 9th, the Special Education Department hosted another virtual Community of Practice Meeting with system and school Special Education Resource Teachers. The meeting was divided into two separate sessions. The first session was led by Jim Little, Consulting Board Psychologist who spoke about 'Neurodevelopmental Perspectives on Learning – Fine Motor Issues'. This professional development workshop was offered as a follow up to requests received from staff regarding concerns with students' fine motor skills and in seeking strategies to be tried with students. We are very pleased to have had a few SEAC members join this online PD session.

The second portion of the Community of Practice Meeting focused on discussing specific topics and preparing SERTs for a variety of upcoming responsibilities including IPRCs, achievement testing/report sharing, PowerSchool and Virtual School supports. These online meetings are recorded to enable staff the option of being able to reference information shared with them in the future. Debbie Dignan organized and hosted secondary, virtual Job Skills Program information sessions for all potential grade 8 student candidates and their parents/guardians. St. John's College had their virtual meeting on Dec. 7th and Assumption College held their virtual meeting on December 9th. Holy Trinity is hoping to host a virtual session in the new year. The Special Education Department Heads and Job Skills classroom teachers joined Debbie online to assist in providing virtual tours of the school, sharing information specific to their school and in answering a variety of parent's questions. A student representative from each school also joined and shared their experiences as a student in the Job Skills Program. Families were also provided a Pathway Plan Guide to help them better understand options and pathways for their child.

The Board is pleased to have been able to hire a temporary .8 Speech Language Pathologist (SLP) to work in partnership with our permanent SLPs (Stephanie Bergman & Meagan Courneyea) in helping to reduce the list of students waiting for a speech and language assessment or phonological awareness screening. The permanent SLPs will maintain their current school assignments and will continue to be the primary contact for any speech/language questions or concerns from schools.

8. Closing Remarks/Adjournment

Superintendent Greco thanked everyone for coming. The meeting adjourned at 1:51 p.m.

Next meeting: Tuesday, January 19, 2021, 1:00 p.m. – Microsoft Teams

RECOMMENDATION FOR THE COMMITTEE OF THE WHOLE FROM THE POLICY COMMITTEE

December 3, 2020

AGENDA ITEM	MOTION
2.1	THAT the Committee of the Whole refers the revised Copyright-Protected Works Policy and AP 400.03 to the Brant Haldimand Norfolk Catholic District School Board for approval.
2.2	THAT the Committee of the Whole refers the Practicum Responsibilities Policy and AP 300.28 to the Brant Haldimand Norfolk Catholic District School Board for approval.
2.3	THAT the Committee of the Whole refers the revised Home Schooling Policy and Administrative Procedure 200.16 to the Brant Haldimand Norfolk Catholic District School Board for approval.
2.4	THAT the Committee of the Whole refers the revised Home Instruction Policy and Administrative Procedure 200.17 to the Brant Haldimand Norfolk Catholic District School Board for approval.
2.5	THAT the Committee of the Whole refers the revised Policy and Administrative Procedure Head Lice (Pediculosis) Policy 200.20 to the Brant Haldimand Norfolk Catholic District School Board for approval.
2.6	THAT the Committee of the Whole refers the Community Use of Schools Policy 400.05, including the updated schedule for Community Use of Schools Rates and Fees, effective January 1, 2021 to the Brant Haldimand Norfolk Catholic District School Board for approval.
2.7	THAT the Committee of the Whole refers the revisions to the Policy Renewal Process to the Brant Haldimand Norfolk Catholic District School Board for approval.
2.8	THAT the Committee of the Whole refers the amended Student Behaviour, Discipline and Safety Policy and Administrative Procedure 200.09 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 December 3, 2020 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

THAT the Committee of the Whole refers the recommendation of the Policy Committee Meeting of December 3, 2020 to the Brant Haldimand Norfolk Catholic District School Board for approval.



**Policy Committee Meeting
Thursday, December 3, 2020 ♦ 5:00 p.m.
Boardroom**

Members: **Trustees:** Dan Dignard (Chair), Cliff Casey, Bill Chopp, Carol Luciani, Rick Petrella, Mark Watson
Senior Administration: Mike McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer), Rob De Rubeis, Kevin Greco, Lorrie Temple (Superintendents of Education)

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by Chair Dignard.

1.2 Attendance

Attendance was noted as above.

1.3 Approval of the Agenda

Watson/Cliff

Moved by: Rick Petrella

Seconded by: Bill Chopp

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board approves the agenda of December 3, 2020 meeting.

Carried

1.4 Approval of Minutes from the Policy Committee Meeting – June 4, 2020

Moved by: Carol Luciani

Seconded by: Bill Chopp

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the June 4, meeting.

Carried

1.5 Business Arising from the Minutes – Nil

2. Committee and Staff Reports

2.1 Copyright – Protected Works 400.03

Superintendent Temple presented the revised policy. The policy ensures that all employees responsible for providing educational resources to students follow the applicable provisions of the *Copyright Act*. The Policy and AP support the implementation and monitoring procedures that are consistent with the Fair Dealing provisions of the *Copyright Act*.

Moved by: Rick Petrella

Seconded by: Carol Luciani

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Copyright-Protected Works Policy and AP 400.03 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried



2.2 Practicum Responsibilities 300.28

Superintendent Temple presented the new policy. The purpose of the policy is to ensure there are guidelines and procedures to support candidates, from various post-secondary institutions and their mentors. Discussion was held regarding eligibility and goals. The new policy also includes the request for affiliation agreements/contracts before candidates begin their placements with the Board.

Moved by: Carol Luciani

Seconded: Rick Petrella

THAT the Policy Committee recommends that the Committee of the Whole refers the Practicum Responsibilities Policy and AP 300.28 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.3 Home Schooling 200.16

Superintendent Greco provided an outline of the revised policy including developments such as the description of expected working relationship and connection between staff and parents/guardians of home schooled students. Students will continue to be invited to connect with their school Principal and school events. It was also noted that transition plans will be contemplated for students who will enter Secondary School following a home schooling year and for students who will enter Post-Secondary Education following a home schooling year.

Moved by: Bill Chopp

Seconded by: Carol Luciani

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Home Schooling Policy and Administrative Procedure 200.16 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.4 Home Instruction 200.17

Superintendent Greco provided an overview of the revised policy. Home instruction is a temporary programming option for students who cannot attend regular day school classes for a prolonged period. Changes included updated language and alignment with evolution of St. Mary Catholic Learning Centre. The policy also provides procedures for both onsite and offsite instruction.

Moved by: Rick Petrella

Seconded by: Bill Chopp

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Home Instruction Policy and Administrative Procedure 200.17 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried



2.5 Head Lice (Pediculosis) 200.20

Superintendent Greco outlined changes to the policy including updated language and insight into controlling head lice infestation. Students who are found to have head lice or nits will be excused from class and will not interrupt or affect the child's academic program. A new section regarding environmental decontamination and the Re-Admission Procedure were added.

Trustee Chopp requested that guidance be included regarding affected students travelling home on the bus at the end of the school day.

Moved by: Rick Petrella

Seconded by: Carol Luciani

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Policy and Administrative Procedure Head Lice (Pediculosis) Policy 200.20 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.6 Community Use of Schools 400.05

Superintendent Keys presented the revised policy. The policy was reviewed in consultation with Facility Services, Communication Services, OSBIE, Senior Administration, other internal stakeholders, and other school board policies and procedures. Revisions included classification of user groups, enhancement of insurance requirements, rates and fees schedule and subsidies.

Moved by: Bill Chopp

Seconded by: Rick Petrella

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Community Use of Schools Policy 400.05, including the updated schedule for Community Use of Schools Rates and Fees, effective January 1, 2021.

Carried

2.7 Policy Renewal Process

Director McDonald reviewed the current Policy Renewal Process which states that all policies and procedures will be reviewed on a four-year revision cycle. It was noted for operational reasons that the sequence of the process be amended. Director McDonald recommended that the policy first go to Executive Council for information prior to going out for stakeholder input. After the 60 days of feedback from stakeholders and any changes that have been made by the superintendent responsible, it will then go to Policy Committee.

Moved by: Bill Chopp

Seconded by: Carol Luciani

THAT the Policy Committee recommends that the Committee of the Whole refers the revisions to the Policy Renewal Process to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried



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2.8 Student Behaviour, Discipline and Safety Policy 200.09

Superintendent Greco advised of changes to the policy in order to bring it up to date with the regulatory changes from the *COVID-19 Economic Recovery Act* in terms of suspensions in Kindergarten to Grade 3.

Moved by: Carol Luciani

Seconded by: Rick Petrella

THAT the Policy Committee recommends that the Committee of the Whole refers the amended Student Behaviour, Discipline and Safety Policy and Administrative Procedure 200.09 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

3. Discussion Items - Nil

4. Trustee Inquiries

Trustee Casey requested an update on the Federal Government's copyright matter. Superintendent Keys advised that we have submitted material as requested.

5. Adjournment

Moved by: Bill Chopp

Seconded by: Carol Luciani

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board adjourns the December 3, 2020 meeting.

Carried

Next meeting: Thursday, January 7, 2021, 3:00 p.m. – Boardroom

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

Prepared by: Lorrie Temple, Superintendent of Education
Presented to: Policy Committee
Submitted on: December 3, 2020
Submitted by: Mike McDonald, Director of Education & Secretary

COPYRIGHT-PROTECTED WORKS POLICY 400.03

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board has reviewed the Copyright- Protected Works Policy and AP as per our Policy Review Plan.

DEVELOPMENTS:

The Ministry direction on Copyright-Protected Works has not changed; nor has the Copyright Act or governance procedures for copyright changed since the Policy was last reviewed in January 2013 and few changes were needed in this 2020 review.

INFORMATION:

The Copyright- Protected Works Policy and AP ensure that all employees responsible for providing educational resources to our students follow the applicable provisions of the Copyright Act. The Policy and AP support the implementation and monitoring procedures that are consistent with the Fair Dealing provisions of the Copyright Act.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Copyright-Protected Works Policy and AP 400.03 to the Brant Haldimand Norfolk Catholic District School Board for approval.



**Brant Haldimand Norfolk
Catholic District School Board**

Policy: Copyright-Protected Works

		Policy Number:	400.03
Adopted:	November 27, 2012	Former Policy Number:	n/a
Revised:	January 29, 2013 July 20, 2020	Policy Category:	Operations
Subsequent Review Dates:	TBD	Pages:	1

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board is committed to excellence in learning and living in Christ. Our schools ~~endeavour~~-(aim) to provide the best quality and most relevant learning materials to our students as part of their learning experience. The Board endeavours to ensure that copyright protected works that are used in our schools follow the Canadian *Copyright Act*.

Policy Statement:

It is the policy of the Brant Haldimand Norfolk Catholic District School Board to:

1. ensure that all employees responsible for providing educational resources to our students follow the applicable provisions of the *Copyright Act*; and
2. implement and monitor procedures that are consistent with the "Fair Dealing" provisions of the *Copyright Act*.

Glossary of Key Policy Terms: N/A

References

The Copyright Act: <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>



**COPYRIGHT- PROTECTED WORKS
AP 400.03**

Procedure for:	All Academic Staff	Adopted:	November 27, 2012
Submitted by:	Michael McDonald (Director of Education &	Revised:	January 29, 2013, July
Category:	Secretary) Operations		20, 2020

Purpose

The purpose of this Administrative Procedure is to provide direction to Board staff and schools regarding the copying, communicating, distribution and citation of copyright-protected works.

Responsibilities

Specific direction is provided for any employees that provide educational resources to colleagues and students for the purposes of research, private study, criticism, review, news reporting, education, satire and parody.

Information

The Canadian *Copyright Act* permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties insofar as the use falls within the 'Fair Dealing' provisions of the Act. To qualify for fair dealing, two tests must be passed. First, the "dealing" must be for a purpose stated in the *Copyright Act*: research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test. The second test is that the dealing must be "fair." In landmark decisions in 2004 and in 2012, the Supreme Court of Canada provided guidance as to what this test means in schools and post-secondary educational institutions. This procedure clarifies what qualifies as 'Fair Dealing'.

Procedures

1. Principals shall include these procedures into school-based staff handbooks and review the procedures with staff on an annual basis.
2. Principals shall post ~~Appendix A~~ [Fair Dealing Copying Guidelines](#) or other approved posters at all photocopiers in the school. The Director of Education (or designate) shall post ~~Appendix A~~ [Fair Dealing Copying Guidelines](#) at all photocopiers that are on Board property that staff use for providing resources for staff and/or students.
3. Staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire and parody.
4. Copying or communicating short excerpts from a copyright-protected work under these procedures for the purpose of news reporting, criticism or review should mention the source and, if given in the source, the name of the author or creator of the work.
5. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course:
 - a) as a class handout
 - b) as a posting to a learning or course management system that is password protected or otherwise restricted to students of **at** a school or post-secondary educational institution
 - c) as part of a course pack



6. A short excerpt means:
- a) up to 10% of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work)
 - b) one chapter from a book
 - c) a single article from a periodical
 - d) an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works
 - e) an entire newspaper article or page
 - f) an entire single poem or musical score from a copyright-protected work containing other poems or musical scores
 - g) an entire entry from an encyclopedia, annotated bibliography, dictionary, or similar reference work
7. Copying or communicating multiple short excerpts from the same copyright-protected work, with the intention of copying or communicating substantially the entire work, is prohibited.
8. Copying or communicating that exceeds the limits in this procedure may be referred to the school principal for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.
9. Any fee charged by the educational institution for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.

Definitions – N/A

References

The Copyright Act: <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>



~~Before You Copy~~

~~Check these Fair Dealing Copying Guidelines~~

The Copyright Act allows you to copy sections of copyrighted books, articles and other material without the consent of the copyright owner as long as you copying fairly for **research, private study, criticism, review or news reporting**. This is called *Fair Dealing*.

~~You may copy up to:~~

~~10% of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work)~~

~~or the following, whichever is greater:~~

- ~~a) One chapter from a book~~
 - ~~b) A single article from a periodical (including newspapers, magazines and academic journals)~~
 - ~~c) An entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works~~
 - ~~d) An entire single poem or musical score from a copyright-protected work containing other poems or musical scores~~
 - ~~e) An entire entry from an encyclopedia, annotated bibliography, dictionary or similar reference work~~
-

~~You may not copy the following:~~

- ~~a) Any of the following where the publication containing the work does not contain other works: articles, short stories, plays, poems, artistic works (including reproductions), and musical scores. For example, no copy may be made of a play from a publication containing the play but no other work.~~
- ~~b) Unpublished works.~~
- ~~c) Proprietary workbooks, work cards, assignment sheets, tests, examination papers and instruction manuals.~~
- ~~d) Newsletters with restricted circulation intended to be restricted to a fee paying clientele; or business cases which are made available for purchase.~~

Copying which does not fall within fair dealing and occurs without a license or permission from the copyright owner is against the law and may result in a copyright infringement claim. The School Board is not responsible for copyright infringement by individuals reproducing copyrighted works.

Fair Dealing Guidelines

The fair dealing provision in the *Copyright Act* permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties. To qualify for fair dealing, two tests must be passed.

First, the “dealing” must be for a purpose stated in the *Copyright Act*: research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test.

The second test is that the dealing must be “fair.” In landmark decisions in 2004 and 2012, the Supreme Court of Canada provided guidance as to what this test means in schools and postsecondary educational institutions.

These guidelines apply to fair dealing in non-profit K–12 schools and postsecondary educational institutions and provide reasonable safeguards for the owners of copyright-protected works in accordance with the *Copyright Act* and the Supreme Court decisions.

GUIDELINES

1. Teachers, instructors, professors, and staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire, and parody.
2. Copying or communicating short excerpts from a copyright-protected work under these *Fair Dealing Guidelines* for the purpose of news reporting, criticism, or review should mention the source and, if given in the source, the name of the author or creator of the work.
3. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course
 - a. as a class handout;
 - b. as a posting to a learning or course-management system that is password protected or otherwise restricted to students of a school or postsecondary educational institution;
 - c. as part of a course pack.
4. A short excerpt means:
 - a. up to 10 per cent of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work);
 - b. one chapter from a book;
 - c. a single article from a periodical;
 - d. an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works;
 - e. an entire newspaper article or page;
 - f. an entire single poem or musical score from a copyright-protected work containing other poems or musical scores;
 - g. an entire entry from an encyclopedia, annotated bibliography, dictionary, or similar reference work.
5. Copying or communicating multiple short excerpts from the same copyright-protected work with the intention of copying or communicating substantially the entire work is prohibited.
6. Copying or communicating that exceeds the limits in these *Fair Dealing Guidelines* may be referred to a supervisor or other person designated by the educational institution for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.
7. Any fee charged by the educational institution for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.

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

Prepared by: Lorrie Temple, Superintendent of Education
Presented to: Policy Committee
Submitted on: December 3, 2020
Submitted by: Mike McDonald, Director of Education & Secretary

PRACTICUM RESPONSIBILITIES POLICY 300.38

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board is committed to providing direction to Administrators and any supporting staff regarding practicum placements for candidates from a variety of post-secondary institutions.

DEVELOPMENTS:

The Board did not previously have a policy for Practicum Responsibilities. We discovered there was a need to create a policy to provide guidance on supporting candidates and the mentors who guide our candidates in a variety of roles across the Board.

INFORMATION:

The Practicum Responsibilities Policy 300.38 and accompanying Administrative Procedure was created to ensure all those engaging in supporting and mentoring candidates, from a variety of post-secondary institutions, follow the guidelines and procedures outlined. There are procedures for Administrators, Candidates, Associate Teachers and Advisors/Mentors from the various programs. The policy also includes the request for affiliation agreements/contracts before candidates begin their placements with the Board.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Practicum Responsibilities Policy and AP 300.28 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Practicum Responsibilities

300.38

Adopted:	2020
Last Reviewed/Revised:	N/A
Responsibility:	Superintendent of Education (Academic Staffing)
Next Scheduled Review:	2023-2024

POLICY STATEMENT:

The Brant Haldimand Norfolk Catholic District School Board is committed to providing direction to Administrators and ~~teachers~~ **any supporting staff** regarding the practicum placements of candidates from various faculties and institutions of post-secondary learning.

APPLICATION AND SCOPE:

This policy establishes the appropriate guidelines for engaging in practicum placements for candidates from various faculties of learning for a variety of roles such as Teachers, Social Workers, Education Assistants, **Child and Youth Workers**, and Early Childhood Educators.

REFERENCES:

- [Education Act and Regulations](#)
- [WSIB Website Information](#)
- [Board District Code of Conduct](#)
- [300.15 Criminal Background Checks](#)

FORMS:

- **FORM A – Workplace Insurance for Practicum Placements**
- **FORM B - Practicum Placement Checklist (Tentative)**
- [Board District Code of Conduct](#)

DEFINITIONS:

Associate Teachers: are qualified teachers with a minimum of three years contract experience who host, guide, and evaluate the Teacher candidate(s) assigned to the practicum placement.

Practicums: are the teacher/early childhood educator/social worker/educational assistants, etc. candidate placements or any candidate seeking a placement in **the Board**.

Practicum Supervisors: are qualified personnel who host, guide, mentor, and evaluate the candidate placed **within the Board**.

Teacher Candidates: are students pursuing the Bachelor of Education degree.

ADMINISTRATIVE PROCEDURES:

- 1.0** Administrators and teachers shall refer all inquiries from Faculties of Education regarding practicum placements to the Superintendent of Education (Academic Staffing). The Superintendent (Academic Staffing) shall be responsible for approving or denying requests from Faculties of Education for practicum placements. If a Faculty of Education is approved for prospective practicum placements, the Superintendent of Education (Academic



Staffing) shall establish a protocol for practicum placements that is consistent with this Administrative Procedure. Principals and teachers may not arrange for practicum placements. This same procedure applies to any candidate from any post-secondary institution of learning seeking a placement at **the Board**.

- 2.0 Administrators are encouraged to submit a list of prospective Associate Teachers to the Superintendent of Education (Academic Staffing) by ~~June 15~~ **the second week of September 15** of each school year. All Teacher Candidate placements are assigned by Family of School Superintendents in consultation with the Practicum Offices at the Faculty of Education.
- 3.0 ~~All Teacher Candidates, as well as any other candidate seeking placement at the Board, shall complete an annual satisfactory vulnerable sector check to the commencement of a practicum placement. School Board Associations have established the Ontario Education Services Corporation (OESC) to conduct the required criminal background checks of all Teacher Candidates on behalf of the school boards.~~ **Where applicable, ensure the completion of vulnerable sector screening and/or medical health forms for students (and personnel as applicable) which meet the indicated requirements of any provincial regulations, and such other statutes, regulations and rules which may be enacted from time to time relating to preventive health programs and measures. These forms will be completed or updated prior to the practical and/or clinical experience and can be requested by the Board (reference #300.15 Criminal Background Checks).**
- 4.0 Associate Teachers and Faculty Advisors are partners with Teacher Candidates in the practicum experience.
- 5.0 Mentors, and advisors for any post-secondary institutions seeking placement or practicum experiences for their Candidates are partners in the practicum experience.
- 6.0 When a practicum assignment is requested, agreements and affiliation contracts need to be reviewed by the Disability Manager, Human Resources, Superintendent of Business and Superintendent of Education (Academic Staffing) for signature.
- 7.0 All affiliation agreements and contracts will be returned to the post- secondary institution via the Secretary responsible for Superintendent of Education (Academic Staffing).
- 8.0 Communication to Administrator, Managers, Supervisors and/or Curriculum leads of the practicum placement will be completed by the Secretary responsible for Superintendent of Education (Academic Staffing).

It is the responsibility of the Candidate to:

- Complete all necessary forms and training for placement within the Board as outlined in the Practicum Placement Checklist.
- Remain professional and respectful, following the [Board District Code of Conduct](#) for all personnel.
- Attend regularly and punctually (at least 30 minutes prior to the start of the school day and 30 minutes after the completion of the school day).
- Attend all the assigned practicum days.
- Report any absences to the appropriate Faculty Advisor as well as to the Associate Teacher/ Practicum Supervisor at the Board.
- Reschedule absent days in consultation with the Associate Teacher/ Practicum Supervisor.
- Observe the Associate Teacher's or Practicum Supervisor's management/organizational routines and record observations.
- Plan detailed lessons in template format as per the faculty outline if working as a teacher candidate.
- Co-plan and co-teach with Associate Teacher or Practicum Supervisor.
- **Recognizes Recognize** that certain placement practicums will require travel and they are responsible for own transportation and mileage.
- Will participate in an interview for clinical placements as required by the post-secondary institution and the Board.



It is the responsibility of the Associate Teachers/ Practicum Supervisor to:

- Provide Candidates with a model of excellence in teaching and professionalism.
- Record Teacher Candidate attendance on the practicum term reports or reports required for the candidate placed at **the Board**.
- Report any attendance concerns to the Faculty Advisor/Practicum Office.
- Ensure that the Candidate is properly organized for the placement.
- Assist in planning of lessons and in providing appropriate resources if necessary.
- Ensure that detailed lesson plans have been written as required on all lessons taught if necessary.
- Review lessons/plans at the beginning of each day, observe, and provide feedback on lessons taught.
- Provide management ideas/assistance for Teacher Candidates and offer suggestions as required.
- Guide the Teacher Candidate in co-planning and co-teaching.
- Provide ongoing assessment of Candidate's practices.
- Complete the Final Evaluation and submit to the Practicum Office of the appropriate faculty.
- Ensure that the Associate Teacher/ Candidate is not left on their own in classrooms/placement environment **for a significant amount of time** in the absence of the Associate Teacher or Practicum Supervisor.
- Communicate with the Faculty Advisor where applicable.

It is the responsibility of the Brant Haldimand Norfolk Catholic District School Board to:

- Make available all forms and training (online/in person) to all candidates in a placement at **the Board**.
- Ensure the safety of all candidates using the attached checklist as a guideline.
- Communicate with the candidate as necessary (Human Resources, Superintendent - Academic Staffing) regarding placement, training, evaluation, completion of contracts/ reports.
- Communicate with the post- secondary institution as required or where applicable.

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

Prepared by: Kevin Greco, Superintendent of Education
Presented to: Policy Committee
Submitted on: December 3, 2020
Submitted by: Mike McDonald, Director of Education & Secretary

HOME SCHOOLING POLICY 200.16

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board (the Board) has reviewed the Home Schooling Policy and Administrative Procedure as per our Policy Review. The Board recognizes the need to provide a distinctive Catholic Education for all students in its jurisdiction. The Board respects the rights of parent(s)/guardian(s) who decide to home school their children. Parent(s)/guardian(s) who home school are expected to provide satisfactory schooling.

DEVELOPMENTS:

The Board respects the right of parent(s)/guardian(s) to educate their children in the home. The Board also sees the need to describe the expected working relationship and connection between staff of the Board and the parent(s)/guardian(s) of home schooled children. Furthermore, the Board contends that parent(s)/guardian(s) and students need to be provided with the appropriate data, information, and educational considerations necessary to make an informed decision regarding home schooling a child.

The revised Policy and Administrative Procedure has been updated to articulate that Subsection 21(1) of the Education Act requires every child to attend school from the age of six until the age of eighteen (previously sixteen).

INFORMATION:

The revised Policy and Administrative Procedure explicitly states that parent(s)/guardian(s) and students will continue to be invited to connect with their school Principal. Parent(s)/guardian(s) can also opt to be kept informed of school events through the regular electronic notification system. Parent(s)/guardian(s) and students will also be encouraged to maintain a connection with the school parish to continue in their faith formation especially regarding preparation for the sacraments of Reconciliation, First Eucharist, and Confirmation.

It also confirms that transition plans (where applicable) will be contemplated for students who will enter Secondary School following a home schooling year and for students who will enter Post-Secondary Education following a home schooling year.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Home Schooling Policy and Administrative Procedure 200.16 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Home Schooling

200.16

Adopted:	April 21, 2001
Last Reviewed/Revised:	May 31, 2020
Responsibility:	Superintendent of Education
Next Scheduled Review:	May 2024

POLICY STATEMENT:

The Brant Haldimand Norfolk Catholic District School Board (**BHNCDSB**) recognizes the need to provide a distinctive Catholic Education for all of the students in its jurisdiction. The Board respects the rights of parent(s)/guardian(s) who decide to home school their children. Parent(s)/guardian(s) who home school are expected to provide satisfactory schooling. The Board respects the right of parent(s)/guardian(s) to educate their children in the home. The Board also sees the need to describe the expected working relationship and connection between staff of the Board and parent(s)/guardian(s) of home-schooled children. **Furthermore, the BHNCDSB provides parent(s)/guardian(s) and students appropriate data, information, and educational considerations necessary to make an informed decision regarding homeschooling a child.**

It is the responsibility of the Board to excuse children from attendance at school in accordance with Section 21(2) clause of the Education Act.

Parent(s)/guardian(s) and students continue to be invited to connect with their school Principal. Parent(s)/guardian(s) can also opt to be kept informed of school events through the regular electronic notification system. Parent(s)/guardian(s) and students will also be encouraged to maintain a connection with the school parish to continue in their faith formation especially in regard to preparation for the sacraments of Reconciliation, First Eucharist, and Confirmation.

APPLICATION AND SCOPE:

To provide guidelines for schools and parent(s)/guardian(s) with respect to home schooling of children. **At the parent(s)/guardian(s) request, a child can legally be excused from attendance at school for an academic year and a renewal request can be submitted each year in September.**

See Appendix A for an Introduction to Home Schooling for parent(s)/guardian(s) and Appendix B for Frequently Asked Questions about Home Schooling.

Responsibilities

School Board

- Monitors the home schooling of students excused from daily attendance in accordance with the Education Act, Provincial Regulation and Administrative Procedures of this policy.
- **Provides timely and relevant educational information on request of the parent.**

“When parent(s)/guardian(s) give a board written notification of their intent to provide home schooling for their child, the board should consider the child to be excused from attendance at school, in accordance with subsection 21(2), clause (a), of the Education Act. The board should accept the written notification of the parent(s)/guardian(s) each year as evidence that the parent(s)/guardian(s) are providing satisfactory instruction at home” PPM 131.”



Principal

- Facilitates the application process ensuring adherence to subsection 21 (2), clause (a), of the Education Act.
- May invite the family to a discernment meeting and if following the meeting, the family is moving forward with homeschooling, forwards the request to the Superintendent for approval.
- Invites the family to a meeting in June to review the family's intentions for the following school year.

Parent(s)/Guardian(s)

- Completes the application process, plans, and implements the home-schooling program, and assesses and evaluates student achievement.
- Initiates ongoing conversation with school board staff to ensure understanding or yearly educational opportunities.

Information

The Home-Schooling program should focus on the following:

- A **satisfactory** plan for educating the child;
- Plan to ensure literacy and numeracy at developmentally appropriate levels;
- Plan for assessing the child's achievement;
- **Transition plan (where applicable) for students who will enter Secondary school following home schooling during Elementary school years;**
- **Transition plan (where applicable) for students who will enter Post-secondary education following home schooling during Secondary school years; and**
- The home-schooling parent has access to the student's OSR through the principal. Parent(s)/guardian(s) are encouraged to retain an open working relationship with the school, in the best interest of the student(s).

Ministry of Education Curriculum Material

- Parent(s)/guardian(s) who are providing home schooling may obtain curriculum policy documents and curriculum support materials through the Ministry of Education (www.edu.gov.on.ca). Requests for Religion and Family Life resources are processed at the Catholic Education Centre.

Courses Offered through the Independent Learning Centre and other Sources Support by the Ministry of Education (www.ilc-coi.com)

If a parent/guardian has notified the school of the intent to provide home schooling, the parent/guardian may enroll their child in secondary courses offered through the Independent Learning Centre (ILC) **and other providers.**

To enroll a child being home schooled **with external providers** ~~ILC~~, the parent/guardian must submit:

- the enrolment form to **the provider** ~~ILC~~;
- the written excusal from attendance provided by the school to the parent(s)/guardian(s) that acknowledges the parent(s)/guardian(s)' intent to home school the child;
- Parent(s)/guardian(s) may obtain information pertaining to course fees directly **from each specific provider** ~~the ILC~~; and
- Students taking courses through **providers external to school Boards** ~~the ILC~~ are **normally** required to pay an administration fee for each course taken.



Parent(s)/guardian(s) who have given a school written notification of their intent to provide home schooling may request access to the following:

EQAO Assessments

- Grades 3, 6, and 9 and/or the Ontario Secondary School Literacy Test (normally given to students in Grade 10), all of which are administered by the Education Quality and Accountability Office (EQAO).
- Parent(s)/guardian(s) must contact their home school by September 30 of the school year in which the assessments/tests are being conducted for information about the dates, times, and locations.
- It is the responsibility of the parent(s)/guardian(s) to provide transportation to and from the assessment site. The school will provide space for these students at the time and on the dates that assessments/tests are being administered to the Board's regular day school students.
- The school will request sufficient assessment/test materials from the EQAO so that the students who are receiving home schooling can participate.
- Schools will send assessment/test results to their homes.
- Note: The results of students who are receiving home schooling will not be included in school and Board reports generated by the EQAO.

Wellness Supports

- Families in which children are receiving home schooling have access to Ministry of Health and Long-Term Care school health support and personal support services (and equipment) through the local Community Care Access Centres (CCACs) of the Ministry of Health and Long-Term Care.
- Families can be directed to the Board's Mental Health Lead for information.

Faith Formation

- Requests for Religion and Family Life resources are processed through the Catholic Education Centre. There are also a number of resources available through the Institute for Catholic Education.
- Parent(s)/guardian(s) and students are also encouraged to maintain a connection with the school parish to continue in their faith formation especially in regard to preparation for the sacraments of Reconciliation, First Eucharist, and Confirmation.

REFERENCES:

- Education Act, Sections 21, 24, 25, 26, 30
- P/PM 131 (June 2002)
- Ministry of Education www.edu.gov.on.ca

FORMS:

- Appendix A
- Appendix B
- Home School Application Form A
- Home School Response Form B
- Home School Investigation Form C

DEFINITIONS:

Part-Time Enrolment: It is preferred for students to be enrolled full time. If a parent/guardian requests part-time enrolment, arrangements must be made with the Principal of the student's community school. Part-time student expectations in regard to attendance, course work, and assessment and evaluation, are the same for all students. The student will be enrolled on the part-time register.

Full-time Enrolment/Return to School: Should a Home-Schooled student wish to return to school on a full-time basis, parent(s)/guardian(s) need to meet with the Principal of the school. The Principal will determine whether an assessment will be required for educational placement.



Prior Learning Assessment and Recognition (PLAR): Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario Secondary schools and inspected private schools may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as PLAR. PLAR procedures are carried out under the direction of the school principal, who is responsible for granting credits.

ADMINISTRATIVE PROCEDURES:

1.0 Parent(s)/Guardian(s)

- a) Provides written notification to the school principal (Form A attached – *Letter to Superintendent Indicating Notification of Intent to Provide Home Schooling*), where the student is currently attending, or is eligible to attend, of their decision to home school. The principal will provide parent(s)/guardian(s) with the Board policy and appropriate forms.
- b) Completes the appropriate forms.
- c) **Communicates to the school Administrator that a satisfactory plan is in place for home schooling.**
- d) Keeps the school principal informed of any change in address or telephone number.
- e) Provides written notification each year prior to September 1st to the appropriate Superintendent of Education in whose jurisdiction the child is eligible to attend, as evidence of provision of satisfactory instruction at home.
- f) Plans and implements the home-schooling program and assesses and evaluates student achievement.

2.0 Superintendent of Education

- a) The Superintendent of Education will excuse the student from attendance at school, in accordance with subsection 21(2), clause (a), of the Education Act, upon receipt of written notification.
- b) The Superintendent of Education will accept annual written notification as evidence that satisfactory instruction is being provided. The annual notification letter will be filed in the OSR at the student's home school.
- c) The Superintendent of Education provides a written excusal from school attendance as per the Education Act in the form of a letter of acknowledgment to the Parents/guardians/guardians (Form B).
- d) If the Superintendent of Education and school principal have reasonable grounds to believe that the instruction being provide is not satisfactory, an investigation should be initiated.

3.0 Principal

- a) The principal will ensure that an Ontario School Record (OSR) is on file for the home-schooled student. The OSR will be established in accordance with the OSR Guidelines. All correspondence is to be filed in the OSR. The OSR is to be transferred at age appropriate times (e.g., Grade 8 to Grade 9).
- b) The principal will establish a part-time register for students who are participating in school programs on a part- time basis (i.e., music, French).
- c) The principal may invite home schooled students to participate in school-related activities as appropriate.
- d) **Principals will maintain a list of all home-schooled students each year for management of OSR expectations.**

Investigation of Satisfactory Schooling

1.0 Reasons for an Investigation (Form C)

- a) Refusal of a parent to notify the Board in writing of the intent to provide home schooling.
- b) A credible report of concern by a third party with respect to the instruction being provided in the home.
- c) Evidence that the child was removed from attendance at school because of ongoing conflicts with the school, not for the purpose of home schooling.
- d) A history of absenteeism by the child prior to the parent notifying the Board of their intent to provide home schooling.



2.0 Guidelines for Conducting an Investigation

- a) The Superintendent, in consultation with the school principal, will determine when an investigation should be initiated.
- b) If an investigation is to be conducted, the Superintendent will contact the parent(s)/guardian(s) and follow up with written documentation (see Form C).
- c) The Superintendent and home school principal, through the principal, will meet with the family. The parent will be requested to submit in writing, information about the home schooling that focuses on the following:
 - i. A plan for educating the child.
 - ii. Plans to ensure literacy and numeracy at developmentally appropriate levels.
 - iii. Plans for assessing the child's achievement.
 - iv. **Any appropriate plans for transition.**
- d) The Superintendent will inform the Director of Education of the action taken.
- e) If a decision cannot be made based on the investigation to determine if the child is receiving satisfactory instruction at home, further action may be taken in accordance with subsection 24(2) of the Education Act (Inquiry by Provincial Attendance Counsellor).

3.0 Placement Upon Return to an Ontario School

- a) **Should a home-schooled student wish to return to school on a full-time basis, parent(s)/guardian(s) need to meet with the Principal of the school.**
- b) **The Principal will determine whether an assessment will be required for educational placement.**
 - i. **In most cases, the student will be placed in an age-appropriate grade in Elementary.**
 - ii. **For a student returning to Secondary, an assessment of prior learning including the knowledge and skills that the student has acquired both formally and informally outside of an Ontario Secondary school. The Secondary school principal and in-school team will determine placement in courses.**



INTRODUCTION TO HOME SCHOOLING

FOR PARENT(S)/GUARDIAN(S)

Parent(s)/guardian(s) in Ontario have a right to choose to educate their child(ren) at home. A child under the age of ~~sixteen~~ **eighteen** is excused from attendance if "...the child is receiving satisfactory instruction at home or elsewhere". The Ministry of Education does not define or describe "satisfactory instruction". It should not be assumed that home schooling must resemble regular day schooling in substance or format.

The following sections of the Education Act are relevant to this policy:

- Subsection 21(1) requires every child to attend school from the age of six until the age of **eighteen** ~~sixteen~~.
- Subsection 21(2) lists the legal reasons that a child may be excused from attending school. One of the reasons is that "the child is receiving satisfactory instruction at home or elsewhere", stated in clause (a).
- Subsection 21(5) requires parent(s)/guardian(s) to send children to school.
- Subsection 21(1) deals with the appointment of the Provincial School Attendance Counsellor, and subsection 24(2) sets out the authority and mandate of the Provincial School Attendance Counsellor to conduct an inquiry into the reasons for, and other circumstances related to, a child's non-attendance at school.
- Section 25 deals with the appointment by school boards of school attendance counselors and authorizes a school attendance counselor to enforce compulsory school attendance.
- Section 26 sets out the duties and powers of school attendance counselors.
- Section 30 deals with prosecution of parent(s)/guardian(s) for a child's non-attendance at school.
- Subsection 30(7) authorizes a court to order an inquiry under subsection 24(2).

Our best mechanism to ensure that a child's developmental and educational needs are being met is to maintain a positive, open relationship with families who elect to home school their children to the best extent possible.



FREQUENTLY ASKED QUESTIONS ABOUT HOME SCHOOLING

- Q. What is the difference between “home schooling” and “home instruction”?**
- A. Home schooling is the provision of satisfactory instruction by a parent outside of the regular school system. Home instruction is the provision of a limited amount of instruction to a pupil who is temporarily unable to attend school **or a portion of school** due to illness or injury.
- Q. Are Principals required to meet with parent(s)/guardians(s) to review their education plan for their child?**
- A. As the parent(s)/guardian(s) have made the decision to home school, responsibility for providing satisfactory instruction rests with them. The absence of articulated Ministry of Education standards for “satisfactory instruction” makes the assessment of the program arbitrary. **Principals are encouraged to meet with families to offer support, answer questions and establish ongoing communication.**
- Q. Does the school pay a role in evaluating the child’s progress?**
- A. No. Assessment and evaluation are an important part of the instructional process; therefore, the responsibility rests with the person(s) providing the home schooling program.
- Q. Can parent(s)/guardian(s) ask that resources be provided to them?**
- A. The Brant Haldimand Norfolk Catholic District School Board does not provide resources for home schooling. Parent(s)/guardian(s) can access the Ministry of Education website (<http://www.edu.gov.on.ca>) to get program information, can contact publishers to purchase materials, or may purchase materials at a retail teachers’ store.
- Q. Where is a student placed on his/her return to our system after being home schooled?**
- A. It is the Brant Haldimand Norfolk Catholic District School Board’s position that a child will be placed in the age- appropriate grade. Students of secondary school age will be placed in accordance with Ministry program and student placement policy.
- Q. What is the role of the School Attendance Counsellor with regard to children who are being home schooled?**
- A. **When the school Board cannot confidently determine whether a child is receiving satisfactory instruction, a request to the Provincial School Attendance Counsellor may be made by the Family of Schools Superintendent of Education. Before requesting an inquiry by the Provincial School Attendance Counsellor, the Board will have exhausted all normal means and processes in communicating with the family to determine whether the child is receiving satisfactory instruction.**



NOTIFICATION OF INTENT TO PROVIDE HOME SCHOOLING

To the Superintendent of Education, Brant Haldimand Norfolk Catholic District School Board:
I/We herewith provide the names, gender, and date of birth for each *child* of compulsory school age for whom I/we intend to provide home schooling.

First and Last Names	Gender	Date of Birth	Designated Home School

Name of Parent/Guardian:	
Home Address including Postal Code:	
Email:	
Home Telephone:	()

Ongoing Communication with School: Email Phone

I/We wish to notify the Brant Haldimand Norfolk Catholic District School Board that I/we will provide home schooling for our child(ren) starting in dd/mm/yyyy . I/we understand my/our responsibility under the Education Act to provide satisfactory instruction for my/our school-age child(ren) and do hereby declare my/our intent to do so.

Signature of Parent/Guardian

Date

Copy: Principal of home school
S01 OSR (each student listed above)

The Superintendent and principal to retain copies on file.

Information Collection Authorization

Notice of Collection: The personal information you have provided on this form and any other correspondence relating to your involvement in our programs is collected by the Brant Haldimand Norfolk Catholic District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom of Information and Protection of Privacy Act, (R.S.O. 1990 c.M.56) The information will be used to register and place the student in a school, or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and is required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer, and disposal of pupil records. 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)



LETTER IN RESPONSE TO A PARENT'S INTENT TO HOME SCHOOL

[insert date?]

Dear

Thank you for notifying the Brant Haldimand Norfolk Catholic District School Board of your intent to provide home schooling for your children:

Your child(ren) is/are excused from attendance at school for the year _____ under subsection 21(2) clause (a) of the Education Act, because your child(ren) is/are receiving satisfactory schooling at home.

If you would like your child(ren) to participate in the assessments for students in Grades 3, 6, and 9, and/or in the Ontario Secondary School Literacy Test (normally given to student in Grade 10), that are administered by the Education Quality and Accountability Office (EQAO), ~~you should~~ contact the school board by September 30 *(or another date specified by the school board)* for information about the dates, times and locations.

Enclosed please find a copy of Policy/Program Memorandum No. 131, "Home Schooling", issued by the Ministry of Education.

Sincerely,

Signature of School Board Official

Name of School Board Official (Print)

Title of School Board Official

Date (move to top of letter?)

Attachment(s)

Copy: Principal of Home School
S01 OSR (each student listed
above)

The Superintendent and principal to retain copies on file.

Information Collection Authorization

Notice of Collection: The personal information you have provided on this form and any other correspondence relating to your involvement in our programs is collected by the Brant Haldimand Norfolk Catholic District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom of Information and Protection of Privacy Act, (R.S.O. 1990 c.M.56) The information will be used to register and place the student in a school, or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and is required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer, and disposal of pupil records. 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)

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

Prepared by: Kevin Greco, Superintendent of Education
Presented to: Policy Committee
Submitted on: December 3, 2020
Submitted by: Mike McDonald, Director of Education & Secretary

HOME INSTRUCTION 200.17

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board (the Board) has reviewed the Home Instruction Policy and Administrative Procedure as per our Policy Review. The Board recognizes the need to provide a distinctive Catholic Education for all students in its jurisdiction. The Board is committed to ensuring continuity of programming for any student who needs to be absent from school for a prolonged period.

Home instruction is a temporary programming option for student(s) who cannot attend regular day school classes for a prolonged period of time typically due to illness or injury. Depending on the unique needs of each learner and the circumstance, Home Instruction can be offered onsite through St. Mary Catholic Learning Centre and its Satellite campuses or offsite at a student's home or alternative site.

DEVELOPMENTS:

Much of the process and intent of the policy and procedure remain the same. Some of the human resource processes have been updated to reflect current practice. Other processes have changed slightly to align with the evolution of St. Mary Catholic Learning Centre. An important change in language is the reference to the student's inability to attend school. To limit the additional cost to the Board, Home Instruction is normally only used if a student does not have the capacity to attend school for programming.

INFORMATION:

The current Policy is divided into two distinct administrative procedures. One procedure for onsite instruction and one for offsite instruction. Most of the information in the two procedures was redundant. Therefore, the revised Policy and Administrative Procedure now has one procedure with the addition of a section which outlines specific information pertinent to on-site Home Instruction. In some cases, in order to support a successful return to full-time attendance at a student's home school, a short-term transfer program is required at St. Mary Catholic Learning Centre or Satellite Campus. The student is provided with onsite Home Instruction coordinated by St. Mary's Catholic Learning Centre Administration.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Home Instruction Policy and Administrative Procedure 200.17 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Home Instruction

200.17

Adopted:	April 24, 2001
Last Reviewed/Revised:	May 31, 2020
Responsibility:	Superintendent of Education
Next Scheduled Review:	2023-2024

POLICY STATEMENT:

The Brant Haldimand Norfolk Catholic District School Board recognizes the need for all students to succeed. The Board, in cases where a student registered in the district will be absent from school for a prolonged period of time or who cannot attend regular day classes, will provide home instruction to ensure continuity of programming. The appropriate Superintendent of Education will arrange for home instruction. **Depending on the unique needs of each learner, Home Instruction can be offered onsite through St. Mary CLC and its Satellite campuses or at a student's home or alternative site. Where possible, having a student complete Home Instruction onsite is preferred. Home instruction is to be provided for a student when:**

- Medical evidence that the ~~pupil~~ **student** cannot attend school is provided to the Principal. **Medical documentation will be current (within 30 days of application) and indicate the time frame of absence;**
- A Principal of a school becomes aware that a student will be absent for an extended period of time (more than three (3) weeks). It should be noted that a pupil with an infectious disease is not eligible for home instruction during the contagious stages of the disease, but school work and/or assignments can be provided for the student by the classroom teacher upon request from the parent(s)/guardian(s). Such work/assignments will only be provided if it is deemed by school personnel that the student is willing and able to complete the work/assignments given; and
- ~~Home instruction will normally begin no sooner than three (3) weeks from the last date of attendance at school. This "waiting period" can be waived if the Principal is made aware of the need for home instruction well in advance of the first day of the anticipated absence of the student. It is understood that the home instruction arrangement is a temporary measure to assist the student in making the transition back to regular school attendance; and~~
- **The principal has received other appropriate official documentation supporting the student's inability to attend school for an extended period of time.**

APPLICATION AND SCOPE:

To provide direction for school principals/vice-principals regarding students requiring home instruction. **Home instruction will normally begin no sooner than three (3) weeks from the last date of attendance at school. The Superintendent can waive this "waiting period" if the Principal is made aware of the need for home instruction well in advance of the first day of the anticipated absence of the student and has received supporting documentation.**

Responsibilities

Superintendent of Education:

The Superintendent of Education will coordinate the implementation of the home instruction **application and approval** procedures.

Principal:

The School Principal will discern **whether the student is a candidate for onsite Home Instruction** and then accordingly complete the application for home instruction **as well as coordinate** and monitor the home instruction.



Parent(s)/Student(s)(over 18):

Parent(s)/student(s) will provide necessary documentations to apply for home instruction and commit to the expectations outlined by the Principal.

Home Instruction Teacher:

The Home Instruction Teacher will provide instruction as per school direction and keep an accurate log of instructional time.

Classroom Teacher

The regular Classroom Teacher will provide support to administration and the Home Instruction Teacher to ensure continuity of learning during the extended period of absence and assist in successful transition back into the class as appropriate.

REFERENCES:

- Regulation 298 Subsection 11 (11) – School Attendance
- Education Act – Section 21 (2)(b)

FORMS:

- Application for Home Instruction
- Home Instruction Time Report

DEFINITIONS:

Home Instructors: Home Instructors are Board employees, thereby subject to the requirements of Criminal Background Checks/Vulnerable Sector screening that is required of all teaching employees. Home Instructors shall be qualified teachers and hired through the Home Instructor application process as designed by the Human Resources department. They may be the student's teacher or another teacher from the school Board staff of the student's school. If the student's teacher or another teacher from the staff of the student's school is willing to provide home instruction, this instruction will occur outside the regular hours of the school day.

ADMINISTRATIVE PROCEDURES:

1.0 Superintendent of Education

The Superintendent of Education will:

- ~~compile a list of qualified candidates willing to be employed as Home Instruction Teachers within various subject/grade levels and within specific geographic areas of the Board. It is understood that for students in Grades 11 and 12, every attempt will be made to employ a subject specialist for the student.~~
- assist the school in providing a qualified teacher for Home Instruction;
- approve mileage expenses at time of application in accordance with BHNCD SB policies and procedures for a home instruction teacher when the only available teacher must travel more than to provide instruction;
- approve the application for Home Instruction;
- advise the principal and family that the Home Instruction arrangement is a temporary measure to assist the student during the absence and support the transition back to regular school attendance;
- cancel Home Instruction if:
 - the student cannot or does not make himself/herself available or cancels three times without 24 hours notice;
 - the student is opposed to Home Instruction; or
 - the Home Instructor's safety is in question.



2.0 Principal

The Home School Principal will:

- at the beginning of each year, solicit staff interest in possible Home Instruction teaching assignments;
- provide a list of interested teachers to Human Resources to be combined with the list of teachers collated by Human Resources;
- recommend a teacher to Human Resources for each Home Instruction assignment;
- on becoming aware that a student will be absent for an extended period of time (**more than 3 weeks**), inquire of the parent(s)/guardian(s) whether the student is able to ~~take~~ **receive** instruction and ~~receive~~ **obtain** an estimate of length of time instruction will be needed;
- request appropriate official documentation supporting the student's **inability to attend school**;
- consider whether the student will benefit from on-site or off-site home instruction.
- determine whether the student can attend a portion of the school day and received home instruction to augment time they are unable to attend;
- ~~have the family obtain and present to the school a~~ **communicate with the family to complete the** Home Instruction Application (Form A), indicating the nature of the medical condition, the fact that the student is **unable to attend school** but is able to receive instruction and complete school work/assignments, and the expected date of return to school;
- ascertain from the student's timetable those subject areas in which instruction can be readily and effectively given at a location other than the school. Some subjects require emphasis on practical experience and do not lend themselves to effective instruction outside the school setting;
- **take into consideration any safety concerns associated with offering a specific course outside of the school setting without the proper resources and direct supervision of a qualified teacher;**
- take into consideration the pupil's progress prior to the absence and the time within the school year at which the absence occurs;
- determine the optimum number of instruction hours per week (normally three hours per week) to be **recommended for approval by the Superintendent**;
- complete Form A and send it to the appropriate Superintendent for approval.

3.0 Classroom Teacher

The Classroom Teacher will:

- prepare appropriate materials to be given to the Home Instruction Teacher; including syllabus, course outlines, marking scheme, text, novel, course documents, etc;
- provide assessments and evaluations for the Home Instruction Teacher, (i.e. tests, quizzes, final exams, written assignments);
- **consult with the principal to determine if the when/if the student will return to the regular classroom;**
- **consult with the principal to determine responsibilities for evaluation of the student's work;**
- work cooperatively with the Home Instruction Teacher;
- **for elementary students, design learning with a focus on literacy and numeracy and other essential learning recommended by the classroom teacher;**
- **the classroom teacher is responsible for the reporting of the student's attendance in PowerSchool, unless otherwise arranged through the Principal. The student shall be marked present for the course(s)/subjects for which they are receiving Home Instruction with an "H" in PowerSchool.**

4.0 Home Instruction Teacher

The Home Instruction Teacher will:

- contact/visit the school to obtain relevant information regarding the pupil's educational needs;
- contact the home to arrange a schedule of up to three hours per week of instruction; the instruction may take place in the home, hospital or another mutually agreed upon location;
- **in consultation with the classroom teacher provide ongoing instruction aligned with the classroom teacher's unit and course/subject outline;**
- prior to designated reporting periods, provide the classroom teacher with all relevant assessment **and** evaluation ~~and reporting information collected on behalf of the~~ from student;



- in some situations, provide evaluative input including comments for the report card where appropriate;
- complete the appropriate time and report sheet (Form B) ~~monthly~~ **bi-weekly** and ~~attach a report (Form B)~~ of the instruction given and progress made by the student - Form B must be sent to the home school Principal who will sign and forward to the appropriate Superintendent.
- be paid at the Continuing Education pay rate as per the elementary and secondary teachers' collective agreements; and
- contact the Principal if:
 - there is concern of personal safety;
 - the student cannot or will not make himself/herself available or **cancels three times without 24 hours prior notice** or;
 - the student is opposed to Home Instruction.

Note: in rare circumstances the Home Instruction Teacher will have sole responsibility for the instruction and evaluation for credit. In this case the student and Home Instruction Teacher are not working in conjunction with a classroom teacher. In these instances, the Home Instruction Teacher is responsible for all of the planning, preparation and marking for the entire credit and provides the classroom teacher with the reporting information as required.

5.0 Parent(s)/Guardian(s)

The Parent(s)/Guardian(s) will:

- provide appropriate official documentation supporting the student's inability to attend school;
- support the student in meeting the expectations of the home instruction;
- create a schedule in consultation with the Home Instruction Teacher for the times and dates that Home Instruction will occur;
- notify the Home Instruction Teacher 24 hours in advance if a session needs to be cancelled;
- ensure a quiet working area conducive for learning where the Home Instruction can take place; and
- be present in the home or alternative location while the instruction is taking place.

6.0 Student

The Student will:

- complete as much work as possible independently and use the Home Instruction time to ask questions/seek clarification;
- complete assignments by the deadline(s) provided; and
- be prepared to work with the Home Instruction Teacher during the arranged time.

7.0 Onsite Home Instruction

Where possible, in order to support a successful return to full-time attendance at a student's home school, a short-term transfer program is required at St. Mary Catholic Learning Centre or Satellite Campus. The student will be provided with On-site Home Instruction coordinated by St. Mary's CLC Administration, the Home-school Principal and the Superintendent of Education.

The Home School Principal will adhere to Procedures 1.0 through 6.0 as outlined above and specifically note the following:

- 7.1 The Home School Principal completes the application process for onsite home instruction.
- 7.2 The Superintendent responsible for Home Instruction will approve and forward the application directly to the Home Instruction Site Administrator at St. Mary Catholic Learning Centre and/or Satellite Campus staff and copy the Home School Principal.
- 7.3 The Home School Principal will complete the Home Instruction Intake Form.
- 7.4 The Parent or adult student will provide transportation to the program location.
- 7.5 The St. Mary's CLC Site Administrator will coordinate staffing and oversee the home instruction.
- 7.6 The Onsite Social Worker or supporting Social Worker at a Satellite Campus will provide



- support during the program and/or assist the transition back to his/her home school.
- 7.7 The student remains registered at his/her home school. The St. Mary's support team will collaborate with the home school team to assist a successful transition back to the regular class.
- 7.8 In some cases, the student will be registered as a student of St. Mary Catholic Learning Centre. The responsibility of the student will then reside with the Site Administrator and the St. Mary CLC staff. The school team will consider various transition options.



APPLICATION FOR HOME INSTRUCTION

Student Name: _____ OEN: _____ School: _____

Address: _____ City: _____ Postal Code: _____

Telephone: _____ Birth Date: _____ Grade: _____ Male Female
yy/mm/dd

Name of Parent/Guardian: _____ Telephone: _____

Nature of Student's Inability to Attend School: _____

Medical Certificate Attached: To Follow:

Date Last Attended School: _____ Date Home Instruction to Commence: _____

Anticipated Date of Return: _____

Signature of Principal or Vice-Principal: _____ Date: _____

Subject/Grade Level	Choose One Option	
	ONSITE INSTRUCTION	HOME INSTRUCTION
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Approval: _____ hours per week

Name of Home Instruction Teacher
Date: _____
yy mm dd

Superintendent of Education

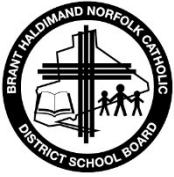
Home Instruction is now complete: Last day of instruction _____ Principal _____

- Copy to:
- Superintendent of Education
 - Attendance Secretary
 - OSR
 - Student Info System
 - Student Services
 - Social Worker
 - St. Mary CLC Admin IF ONSITE

The Superintendent and principal to retain copies on file.

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HOME INSTRUCTION TIME REPORT

Student Name: _____

School: _____

Date of Instruction: _____

Summary/Comment

DATE: _____

Summary/Comment

DATE: _____

Summary/Comment

DATE: _____

Summary/Comment

DATE: _____

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

Prepared by: Kevin Greco, Superintendent of Education
Presented to: Policy Committee
Submitted on: December 3, 2020
Submitted by: Mike McDonald, Director of Education & Secretary

HEAD LICE (PEDICULOSIS) 200.20

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board (the Board) has reviewed the Head Lice (Pediculosis) Policy and Administrative Procedure as per our Policy Review Plan. The Board has a role in educating staff and families on the recognition, early treatment, prevention, and control of head lice infestation. In partnership with the counties' Health Units, the BHNCDSB encourages families to share responsibility for pediculosis control. The Board also has a role in preventing the spread of pediculosis by following precautions at school, which help to minimize the spread in the schools.

DEVELOPMENTS:

Much of the policy remains the same with minor updates to language and recent insight into controlling head lice infestation. The revised Policy and Administrative Procedure more clearly articulates that elementary and secondary school students who are found to have head lice or nits will be excused from mandatory class attendance to allow for a full course of treatment (and repeated treatments as necessary) and to avoid close head-to-head activities. Any absence from school will not interrupt or affect the child's academic program.

INFORMATION:

The revised Head Lice (Pediculosis) Policy and Administrative Procedure now includes a section that provides information on environmental decontamination. In some situations, significant infestation of a particular classroom may occur. This section outlines some cleaning and disinfecting suggestions, although the Canadian Pediatric Society has confirmed that environmental cleaning or disinfection following the detection of a head lice case is not warranted. Depending on the severity of the infestation, the type of classroom and other specific circumstances, the principal in consultation with the Superintendent may close the infested classroom for a maximum of 3 consecutive days, while the class continues in another classroom.

The revised Head Lice (Pediculosis) Policy and Administrative Procedure now includes a section on the Re-Admission Procedure outlining the steps for re-admitting a student who has been treated for pediculosis.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Policy and Administrative Procedure Head Lice (Pediculosis) Policy 200.20 to the Brant Haldimand Norfolk Catholic District School Board for approval.



HEAD LICE (PEDICULOSIS)

200.20

Adopted:	April 21, 2001
Last Reviewed/Revised:	June 28, 2020
Responsibility:	Superintendent of Education
Next Scheduled Review:	2023-2024

POLICY STATEMENT:

The Brant Haldimand Norfolk Catholic District School Board (BHNCD SB) recognizes that most outbreaks of pediculosis (head lice) occur in school children, particularly those of elementary school age. Pediculosis **does not spread infection nor is it not a health or education issue.** However, **they are a societal problem with substantial costs.** ~~but is a community concern.~~ While control of pediculosis is ultimately a family responsibility, the Brant Haldimand Norfolk Catholic District School Board has a role **in educating staff and families on the recognition, early treatment, prevention, and control of head lice infestation.** **In partnership with the counties' Health Units, the BHNCD SB encourages families to share responsibility for pediculosis control.** ~~in educating families in prevention and control.~~ The Board also has a role in preventing the spread of pediculosis by following precautions at school, which help to minimize the spread in the schools.

~~The Brant Haldimand Norfolk Catholic District School Board recognizes that head lice is not a disease or a health issue, but is defined as a social nuisance which needs to be managed in the best interest of students through the partnership of parent(s)/guardian(s), students and the school community.~~ The treatment and eradication of head lice is ultimately the parent(s)/guardian(s)' responsibility.

~~Students with head lice or nits will be excluded from school for the purpose of receiving a head lice treatment.~~ **Early recognition and treatment in the home is paramount to prevention and control of head lice infestation.** **Students with Head Lice or nits will be excused from mandatory class attendance to allow for a full course of treatment and avoid close head-to-head activities.** **A child's academic programming will not be interrupted or negatively affected due to being absent from class as a result of treatment.**

APPLICATION AND SCOPE:

This administrative procedure will provide a consistent school response which is necessary to provide education, prevention, and control of Pediculosis. ~~this social nuisance.~~

Responsibilities

Principals/Vice-Principals:

Principals/Vice-Principals will ensure that the outbreak of pediculosis is monitored at the school level and **dealt with equitably and sensitively to avoid stigmatizing affected families and students.**

Parent(s)/Guardian(s):

Parent(s)/guardian(s) will ensure **regular inspections for head lice and nits** and that once pediculosis is discovered, the proper treatment program is followed **and repeated as necessary.**

REFERENCES:

- Brant County Health Unit – www.bchu.org
- Canadian Pediatric Society – www.cps.ca
- Haldimand Norfolk Health Unit – hnh.org



FORMS:

- Parent Notification Letter Form A
- Confirmation of Treatment Form B
- Appendix A How to Check for Head Lice
- Appendix B Head Lice Prevention and Treatment

DEFINITIONS:

Pediculosis (Head Lice): Head lice are tiny ~~bugs~~ **insects** that live only on the scalp of human beings **where they lay eggs**. They are the size of a pinhead. They do not have wings so they cannot fly or jump, and they are not found on cats, dogs, or any other household pet. The bites from head lice cause itching and scratching. Scratching may cause sores which can get infected.

Nits: **The eggs that lice lay are called nits.** ~~Lice lay eggs on the hair. These eggs are also called nits. These look like tiny yellow, tan, or brown dots before they hatch. Lice lay nits on hair shafts close to the scalp, where the temperature is perfect for keeping warm until they hatch. Live eggs are dark. They can also be the colour of the hair they are on.~~ Nits are half the size of a pinhead. They stick to the hair and do not fall off if you touch them. After the eggs have hatched, the shells are white. These empty shells stay on the hair, as the hair grows.

ADMINISTRATIVE PROCEDURES:

1.0 Action Plan

By September of every school year, elementary school principals must have an action plan **that educates families in the prevention and recognition of both head lice and nits** and a plan to respond to cases of ~~head lice/pediculosis~~.

Note: Communication should occur throughout the school year through regular school **communications newsletters, etc.**, to remind parents to check their child's hair before the child returns to school **from regular school breaks in September.** Information **Brochures (PDFs) are available from both health units.**

Each plan must include the following:

- An annual regular procedure for informing parents about pediculosis ~~using information from the local Health Unit (newsletters, student agenda, etc.)~~
- A process for pediculosis screening ~~and informing parents about the exclusion process.~~
- A clear re-admission procedure requiring that the student has been inspected **for head lice and nits "nit-free"**.

~~Secondary school students will be excluded from school if head lice or nits are present.~~

2.0 Reports of Head Lice/Pediculosis

Following the discovery or report of pediculosis, the Principal shall take the following steps:

1. A general letter (Appendix "A" and Appendix "C") shall be sent home with each person affected and to any other groups deemed necessary by the Principal. As well, all staff who have worked with the person having pediculosis, or that has been in the immediate vicinity of the person with pediculosis, shall be notified.
2. A "Confirmation of Treatment" form (Appendix "B") shall **also be sent home** to the parent(s)/guardian(s) of each student having pediculosis advising them of the policy on control of head lice and nits and the requirements to complete the form. This form is to be returned to the Principal prior to the student returning to class.
3. **Elementary students who are found to have head lice or nits will be excused from mandatory class attendance to allow for a full course of treatment (and repeated treatments as necessary) and to avoid close head-to-head activities.**
4. **Secondary students with head lice or nits will be excused from mandatory class attendance to allow for a full course of treatment and avoid close head-to-head activities. Any absence from school will not interrupt**



or affect the child's academic program.

5. Any absence from class as a result of treatment will not interrupt or negatively affect the child's academic program.
6. The parent(s)/guardian(s) will bring the child to school and remain while the student is examined by a trained person prior to re-admission.
7. If the student is still found to have head lice or nits, he/she will continue to be excused so that treatment can be re-administered (in some cases, if nits/shells are found, that doesn't mean that the child is still infested).
8. Staff with Head Lice or nits will be excused from regular teaching duties to allow for a full course of treatment and avoid close head-to-head activities. ~~with from school by the Principal until treatment has been completed and they are deemed to be free of all head lice and/or nits.~~
4. Staff who have contracted head lice **Pediculosis** from the workplace have the right to apply for benefits under the Workplace Safety and Insurance Act by reporting the incident to their Principal/Supervisor, who will complete the accident and injury report.
5. It is the responsibility of the Principal to ensure that a check is completed of the hair of children in a class where head lice and/or nits have been discovered and the hair of the siblings of the child identified with head lice that attend the same school. **Principals may train lunch monitors to assist in these checks. use volunteers from the school or community??**. These volunteers shall receive instruction in the identification of head lice to assist with this process. **Personnel should be established at the start of the school year.** Appendix "C" may be used as a reference for instructing on the proper method for checking for the existence of head lice.
6. The Brant and Haldimand/Norfolk Health Units provide training to individuals at the school-level for detecting lice.
7. The principal has the final decision regarding the presence of head lice or nits.

3.0 Confidentiality

The dignity and wellbeing of students shall be given the highest priority. Every attempt will be made to respect the student's privacy and self-esteem. ~~All volunteers from the school or community who assist in this process must maintain confidentiality.~~ **All who assist in this process must maintain confidentiality.**

4.0 Parent(s)/Guardian(s)

Parent(s)/guardian(s) are encouraged to learn how to identify head lice and nits and make the checking of hair a part of regular hygiene. If pediculosis is identified, the parent is responsible for ensuring treatment is administered and a Confirmation of Treatment **Form (Form B)** is completed and returned to the Principal.

5.0 Environmental Decontamination

- In some situations, significant Infestation of a particular classroom may occur. The Canadian Pediatric Society has confirmed that environmental cleaning or disinfection following the detection of a head lice case is not warranted.
- Lice and nits live close to the scalp and do not survive for long, away from the scalp. Nits are unlikely to hatch at room temperature away from the scalp.
- Washing items in close or prolonged contact with the head (e.g., hats, pillowcases, stuffed toys, towels, brushes, combs) may be warranted. Wash such items in hot water ($\geq 66^{\circ}\text{C}$) and dry them in a hot dryer for 15 minutes. Schools may decide to store any items that cannot be easily cleaned in a sealed plastic bag for 2 weeks which will kill both live lice and nits.
- Any head gear, headphones etc. are not permitted for communal use. Students are required to purchase their own headphones/headsets, place them in a Ziploc bag (labelled) and not to be shared. If items are required to be shared, they must be cleaned and disinfected with Lysol or rubbing alcohol before being issued to other students.
- Never use insecticides. Use a Virex disinfectant to clean surfaces (including tables, chairs, work centres, etc). Use Lysol spray for carpets, upholstered furniture, pillows, etc.
- Vacuum all floors, rugs, pillows, carpet squares, and upholstered furniture.
- Hard surfaced Classroom floors are not a risk in the transmission of head lice and no special anti-lice



measures are required

- Nymphs and adult head lice can survive for only 1 to 2 days away from the human host. While nits can survive away from the host for up to 3 days, they require the higher temperatures found near the scalp to hatch.
- Depending on the severity of the infestation, the type of classroom and other specific circumstances, the principal in consultation with the Superintendent may close the infested classroom for a maximum of 3 consecutive days.
- It is not necessary to hire an exterminator.

6.0 Re-Admission Procedure

If the student has been treated for pediculosis and is free of live head lice and nits, he/she may return to class the following conditions have been met:

- i) Student checks in and remains at the office with their parent(s)/guardian(s) while the re-admission protocol is put into place;
- ii) Confirmation of Treatment Form is confirmed completed and signed by the parent(s)/guardian(s), indicating that all conditions have been met;
- iii) Trained person examines the student and detects no live head lice and/or a number of nits – student may resume class;
- iv) If the student is still found to have live head lice and/or a number of nits, he/she will be excused so that treatment can be re-administered;
- v) Staff will create a log to keep track of cases.

Student Name	Grade	Date Detected	Form Sent (✓)	Form Returned (✓)	Re-Entry Date
Jane Smith	2	May 26 th , 2020	✓	✓	September 8 th , 2020



HEAD LICE (PEDICULOSIS)

How to Check for Head Lice

- ✓ Examine the head under natural bright light. Head lice may be hard to detect because they move quickly and are very small.
- ✓ It is helpful to examine the head from different angles or light. This is easily achieved by moving around the adult/child while examining. Newly laid eggs are almost transparent.
- ✓ Part the hair and closely examine the scalp, especially the nape of the neck and behind the ears.
- ✓ To find the eggs, look for small white or yellowish-brown specks that are about the size of a **pinhead** poppy seed. You may see lice quickly moving away from the sunlight.
- ✓ To tell the difference between eggs and dandruff, try to dislodge them from the hair shaft. If they are not easily removed, they are probably eggs.



HEAD LICE (PEDICULOSIS)

Prevention and Treatment



Head Lice Prevention & Treatment

What you should know about head lice

Lice, like ants at a picnic, are a part of nature. We dislike them and don't want them in our hair or in our home.

Lice have three stages – the egg (nit), the nymph and the adult.

- Nits are whitish-grey or tan and approximately the size of a grain of sand. Head lice lay their eggs on the hair shaft very close to the scalp with a waterproof "glue." This **makes it difficult to wash them off or brush them out like dandruff.**
- Nymphs are baby lice. They look like adult lice but smaller.
- Adult lice are approximately the size of a sesame seed. They have six legs and are usually tan, grayish white or brown in colour. Lice **move quickly and can be difficult to see.**



Lice do not jump, fly, swim, or live on pets such as cats and dogs.

Lice are a nuisance but are not a health concern. They do not cause illness or disease.

The good news is that lice can be managed...and removed. There are ways and treatment options and steps you can take to stop lice from spreading.

How do I know if my child has lice?

- tickling or itchy feeling on the head
- feeling something moving in the hair
- frequent scratching of the head

In very bright light, look for lice and nits (lice eggs):

- close to the scalp
- around the ears
- near the forehead
- near the base of the neck

Live lice can be seen moving in the hair close to the scalp. Nits (lice eggs) can be seen close to the scalp attaching to the hair stand.

NOTE: Unlike dandruff, nits don't easily move and need to be removed using a comb or your fingernail.

How to prevent lice from spreading

To prevent getting head lice, avoid direct hair-to-hair contact with others and wear long hair tied up.

Do **NOT** share personal items such as:

- brushes and combs
- hair bands, ties, and elastics
- head phones
- hats or helmets
- scarves or towels

If someone in your home is found to have head lice, check all other family members for lice as well.

Treating Head Lice

Lice shampoo products have been shown to be **the most effective method for getting rid of head lice**. Before using any head lice shampoo product, read the product inserts and carefully follow the instructions on the package. In some cases, multiple applications may be required to completely remove the lice.

For information about various shampoo options, or if you have questions about how to use the product, ask your pharmacist.

Other Treatments

Some people suggest home remedies for head lice, such as mayonnaise, petroleum jelly, olive oil, vinegar, mineral oil or tea tree oil. There is no evidence that products such as these work to **effectively treat head lice**.

NEVER USE WD-40, gasoline, kerosene or any other **flammable liquid to treat head lice**. These products do not work to remove or prevent lice, but they can pose a serious risk to health.



Head lice shampoo or crème rinse treatment products are available at most pharmacies.

People who receive government funding through Ontario Works (OW) or Ontario Disability Support Program (ODSP) can get lice treatment products for low or no cost from pharmacies with a prescription.

People who have health care benefits through their employer can ask for a prescription from their doctor to get a lice treatment product for a low cost.



Alternative option: Wetcombing

- Note:**
- There is limited evidence that wet combing works all on its own to completely get rid of head lice. It is not recommended as a primary treatment, but can be **effective when combined with lice shampoo treatment.**
 - Some people may not be able to use medicated shampoo treatments (e.g. due to a medical condition, or if you are pregnant or breastfeeding). If this is the case, wet-combing of the hair is a non-chemical way to attempt to treat head lice.
 - **Wet combing is done by using a fine-toothed metal comb designed specifically to remove nits and lice from** hair strands while the hair is wet with water and/or regular hair conditioner. It needs to be done **EVERY FOUR DAYS FOR 14 DAYS to be effective.**
 - Wet combing requires time and commitment for the routine to be successful. You may need to dedicate 30 minutes to one hour of time depending on the child's hair.
 - Nit combs can be purchased at a pharmacy for approximately \$5 - \$10.



Wet combing method

1. Collect all equipment; lice comb, hair conditioner, hair clips and small brush.
2. Drape a plastic apron around the neck of the person being treated. A large **garbage bag with a hole cut in the bottom to fit** over the head will also work.
3. Find a brightly lit area near a window, or have the **child sit near a lamp or use a flashlight to see the scalp well.**
4. Have the child sit on a non-upholstered surface, like a plastic or wood chair.
5. Wet hair fully with water, pat dry and add regular hair conditioner (this makes combing easier). Do not rinse conditioner out of hair.
6. Separate hair into small sections, starting at one side of the head, and slowly work toward the other side.
7. Using the lice comb, place the comb against the scalp at the top of the head. Pull the comb slowly **and firmly on an angle from scalp to the end of** the hair strand.
8. Remove and any lice, nits, nymphs, egg shells found in the comb using a small brush.



9. Rinse the lice comb in hot water after each stroke of hair.
10. Repeat combing until no lice, nits or eggs are found in the comb. Clip the combed cleaned hair away from non-combed hair.
11. Repeat this process until every section of hair has been combed.
12. Once combing is complete you may shampoo with regular shampoo OR use a head lice shampoo and follow the package instructions.
13. Repeat this process every four days for 14 days until no live lice, nits, or shells are found in the hair.



Cleaning Your Home

Lice can't live longer than approximately 24 hours on non-human surfaces like carpets, **hardwood floors, clothing, and furniture.** **However, if you have identified lice in your home, isolate and wash those items and areas within at least 72 hours.**

Pay special attention to items that directly touch the head such as hats, pillowcases, car seat covers, combs and brushes. Wash these items in hot water and dry them in a hot dryer for at least 15 minutes, or store the items in an airtight plastic bag for two weeks.

Call your health care provider if....

- || Your child is under 2 years old
- || Has a seizure disorder
- || Has lice or nits on the eyebrows and eyelashes

- || Has open sores or wounds on the scalp
- || Has allergies

[Type here]

If you are pregnant or breastfeeding, call Motherisk at 416-813-6780 for more information.



www.hnhu.org



**BRANT COUNTY
HEALTH UNIT**

www.bchu.org



HEAD LICE (PEDICULOSIS)

Notification Letter to Parents

(School Letterhead)

(Date)

Dear Parents:

It has been reported that children in this school have **Pediculosis (head lice and/or nits)**. Please do not be alarmed by this notice. It is by no means a statement regarding the cleanliness of any child, their family or their household.

Please examine the head of your child(ren) for nits every night for the next three to four weeks. If nits are found, all other family members should be checked. Follow the directions below to get rid of the head lice.

What to Look For:

***In very bright light look behind the ears, near the neck, and close to the scalp for small insects moving in the hair (lice), and small eggs (called nits) that are attached to the hair near the scalp.** Nits are very tiny eggs, half the size of a pinhead and oval in shape. They may look like dandruff but they are firmly glued to the hair and cannot be flicked off. New eggs, which are close to the scalp, are tan coloured and are difficult to see. Nits that are farther away from the scalp appear white. ~~Nits are most often found above and behind the ears, at the nape of the neck and at the crown of the head.~~

How to Get Rid of Head Lice:

Head lice products kill many of the nits, but not all of them. Treating **Pediculosis head lice** requires two treatments one week apart. **Lice shampoo products have been shown to be the most effective method for getting rid of head lice. (Get a head lice shampoo, cream rinse or lotion from your drugstore.) Before using any head lice shampoo product, read the product inserts and carefully follow the instructions on the package. Read the directions carefully and follow them exactly.** Remove all of the nits. Apply a second treatment in one week. Continue to check the head and remove any remaining nits.

To Remove Nits:

Work in a brightly lit area – bright sunlight is best. After treatment, comb and part the hair in small sections. Use your thumbnail against your first finger to strip the nits from the hair starting from the roots right down to the tips. Place the nits in a bag and throw them out. You can also comb out the nits holding a fine-tooth comb on a downward angle. Special combs are available at the drugstore.

Please notify the school if head lice or nits are found.

I hope that by working together, we can ~~avoid or~~ eliminate this nuisance from our school.

(Signature of Principal)



HEAD LICE (PEDICULOSIS)

Confirmation of Treatment Form

(School Letterhead)

(Date)

Your child, _____, has been found to have head lice and/or nits in his/her hair. **If individual cases at school are not controlled, a significant outbreak could potentially occur.** Consequently he/she will be ~~excluded~~ **be excused from mandatory class attendance at school** until treatment is completed and all head lice and/or nits have been removed.

Once treatment has been completed and you have removed ~~all~~ the nits and ~~egg~~-cases, your child may return to ~~class school~~. Please complete this form and return it with your child and continue to carry out your daily checks.

Thank you for your diligence in this matter. I hope that by working together, we can eliminate head lice and nits from our school.

- | | | | |
|---|---|-----|----|
| 1 | I have read the information provided. | YES | NO |
| 2 | A prescribed pediculosis treatment has been used.
Name of product: _____ | YES | NO |
| 3 | Nit (egg) removal has been done. | YES | NO |
| 4 | A daily nit check will be done for 10 days. | YES | NO |
| 5 | A repeat of the treatment after 7 days has been done or is planned. | YES | NO |
| 6 | Environmental treatment has been done or is planned.
(You should (Follow recommended protocols from Public Health for cleaning items that have been in contact with the infested hair.) wash bed linens, recently worn clothing, combs and brushes of the infested person) | YES | N |

If you need assistance with the treatment instructions, please call the Brant County Health Unit or Haldimand Norfolk Health Unit and ask the Intake Nurse for information.

By signing this form, you confirm that your child has been successfully treated and is ready to re-enter school.

Signature of Parent/Guardian

Date

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

Prepared by: Scott Keys, Superintendent of Business & Treasurer
Presented to: Policy Committee
Submitted on: December 3, 2020
Submitted by: Mike McDonald, Director of Education & Secretary

Community Use of Schools 400.05 Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board (the “Board”) believes in building positive relationships and partnerships with our parishes, parents, and communities. The Board acknowledges that educational facilities are an integral part of the community and as such add to the spiritual, educational, recreational, and social development of those who share it. The Board strives to ensure usage is fair, reasonable, and equitable.

It is the intent of the Board to have its facilities used in the best interests of the community, when they are not required for school or Board purposes. The use of Board facilities must be complementary to the goals and beliefs of the Board.

DEVELOPMENTS:

In order to ensure that the Community Use of Schools Policy and Administrative Procedure was up to date, the policy and administrative procedures were reviewed in consultation with Facility Services, Communication Services, OSBIE, Senior Administration, other internal stakeholders, and other school board policies and procedures.

The policy and administrative procedure were circulated for stakeholder feedback from September 14th to November 15th, 2020, as per the Board’s policy renewal process. Changes were made to the policy and administrative procedures based on the internal review and comments received from stakeholders:

- A change to classification of user groups to streamline the permit application process
- Enhancing and clarifying the insurance requirements for user groups
- Rates and Fees schedule outlining fees to be paid, will be established by the Board, and may be adjusted annually, or on an as needed basis. Fees will be adjusted annually based on Board expenses and the cost recovery model. The Community Use of Schools Rates and Fees schedule will be communicated and posted on the Board website annually.
- Subsidies will be reviewed annually as part of the Boards budgeting cycle and primarily based on the grant provided by the Ministry of Education
- Fees (Refer to **Appendix A** for a schedule of Community Use of Schools Rates and Fees)
 - A Board custodian must be on site for all community use activities. Custodial fees will apply when a custodian is not already scheduled to work at the school. A minimum two-hour charge will apply, which includes time for set-up, clean-up and opening/closing the facility.
 - If a user group is not in attendance for their scheduled booking date, all fees and costs, including a non-refundable ‘no-show’ fee will be charged to the permit holder.

- If a false alarm is caused by the permit holder or a member of their audience, permit holders will be charged for the costs of security, police or fire department false alarms.
- The Board may charge fees for other direct costs associated with use of Board facilities, including, cost of additional staffing, security, or snow removal.

RECOMMENDATION:

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Community Use of Schools Policy 400.05, including the updated schedule for Community Use of Schools Rates and Fees, effective January 1, 2021.

Appendix A

Community Use of Schools Rates and Fees

All Rates and Fees Effective - January 1, 2021

Subsidized rates are available to Non-Profit groups and are in effect due to grant from the Ministry of Education for the current school year.
Catholic Church and Catholic Church affiliated groups are asked to contact the Plant Assessment and Community Use Secretary to confirm rates.
All rates and fees are subject to HST.

Hourly Rental Rates

Space Type	Type 1	Type 1A	Type 1B	Type 2	Type 3	Type 4	Type 5	Type 6
	JUFA	Non-Profit Youth	Non-Profit Adult	Non-Profit Other	Commercial or Private User	BHNCDSB and Associated Users *	Non-Profit Priority School **	Reciprocal Users
Subsidy (Hourly Rental)	100%	100%	75%	50%	0%	100%	100%	100%
Classroom (Secondary Only)	\$ -	\$ -	\$ 4.00	\$ 8.00	\$ 16.00	\$ -	\$ -	\$ -
Cafeteria (No Kitchen)	\$ -	\$ -	\$ 12.50	\$ 25.00	\$ 50.00	\$ -	\$ -	\$ -
Library (Elementary)	\$ -	\$ -	\$ 7.50	\$ 15.00	\$ 30.00	\$ -	\$ -	\$ -
Library (Secondary)	\$ -	\$ -	\$ 10.00	\$ 20.00	\$ 40.00	\$ -	\$ -	\$ -
Single Gym	\$ -	\$ -	\$ 10.00	\$ 20.00	\$ 40.00	\$ -	\$ -	\$ -
Double Gym	\$ -	\$ -	\$ 15.00	\$ 30.00	\$ 60.00	\$ -	\$ -	\$ -
Triple Gym	\$ -	\$ -	\$ 25.00	\$ 50.00	\$ 100.00	\$ -	\$ -	\$ -
Sports Field	\$ -	\$ -	\$ 4.00	\$ 8.00	\$ 16.00	\$ -	\$ -	\$ -
Outdoor Space/Parking Lot	\$ -	\$ -	\$ 2.50	\$ 5.00	\$ 10.00	\$ -	\$ -	\$ -

Hourly Custodial Fees

A Board Caretaker must be on site for all activities. Custodial fees will apply when a custodian is not already scheduled to work at a school.

A minimum 2 hour charge will apply.

Subsidy (Custodial Fees)	0%	75%	50%	25%	0%	100%	100%	100%
Monday - Friday	\$ 28.00	\$ 7.00	\$ 14.00	\$ 21.00	\$ 28.00	\$ -	\$ -	\$ -
Saturday	\$ 39.00	\$ 9.75	\$ 19.50	\$ 29.25	\$ 39.00	\$ -	\$ -	\$ -
Sunday	\$ 52.00	\$ 13.00	\$ 26.00	\$ 39.00	\$ 52.00	\$ -	\$ -	\$ -

Other Community Use of Schools Fees

Applies to all permits

Permit Application	\$ 25.00	To a maximum of \$100.00 per school year
Permit Change	\$ 10.00	Applies to each change after permit is approved and "locked"
Permit Cancellation	\$ 25.00	If cancelled less than 7 calendar days prior to permit
False 9-11/Fire Alarm	\$ 75.00	Fee for making false calls to 911 or fire alarms
"No Show" Fee	\$ 50.00	Plus custodial and other fees, if applicable
Direct Recoverable Costs	TBD	Other direct costs associated with the use of Board facilities
Insurance Coverage	TBD	Applies to permit holders without adequate insurance coverage

* Polling stations are responsible to cover direct costs (i.e., custodial fees, security, etc.)

** Fees subject to the limits of Ministry of Education Priority School Funding



Community Use of Schools

400.05

Adopted:	September 9, 2003
Last Reviewed/Revised:	December 3, 2020
Responsibility:	Superintendent of Business & Treasurer
Next Scheduled Review:	2024-25

POLICY STATEMENT:

The Brant Haldimand Norfolk Catholic District School Board (the "Board" or "BHNCDSB") believes in building positive relationships and partnerships with our parishes, parents, and communities. The Board acknowledges that educational facilities are an integral part of the community and as such add to the spiritual, educational, recreational, and social development of those who share it. The Board strives to ensure usage is fair, reasonable, and equitable.

It is the intent of the Board to have its facilities used in the best interests of the community, when they are not required for school or Board purposes. The use of Board facilities must be complementary to the goals and beliefs of the Board.

APPLICATION AND SCOPE:

This Policy and Administrative Procedure establishes guidelines for school administrators, staff and community stakeholders for the use of Board facilities and applies to all elementary and secondary schools and administrative buildings.

REFERENCES:

- The Education Act
- Ministry of Education Community Use of Schools, Program Principles.
- Smoke-Free Ontario Act
- R.R.O. 1990, Regulation 834, S.1. Re: Critical Injury

FORMS:

- Not-For-Profit Status Application

DEFINITIONS:

Critical Injury: For the purposes of the Act and the Regulation, critically injured means an injury of a serious nature that places life in jeopardy, produces unconsciousness, results in a substantial loss of blood, involves the fracture of a leg or arm, but not a finger or a toe, involves the amputation of a leg, arm, hand or foot, but not a finger or a toe, consists of burns to a major part of the body, or causes the loss of sight in an eye.

Permit Supervisor: Permit supervisor shall be the person designated by the Permit Holder to be the representative present at the permit location. The designated person shall be over the age of 18 years.

Catholic Churches / Parishes: Any Roman Catholic Church, within the Dioceses of Hamilton, London and St. Catherine's, and defined as one in Union with the See of Rome.

BHNCDSB Employee Recreation Groups: A minimum of 70% of the user group must be employed by the Board to qualify for the subsidized hourly rental rates. The Board reserves the right to request a list of users from permit holders to ensure that the group is meeting the minimum standard.

Permit Holder: The person or organization named on the on the Community Use of School permit.



School Year: For the purposes of this Policy and Administrative Procedure, the school year begins on the first Monday following Labour Day in September until June 30th.

Historical Booking: Booking from any classification of user group that have been booking with the Board for three (3) or more consecutive years at the same facility and time. In situations such as priority school bookings and providing equitable access to facilities for all groups may result in the denial of a historical booking application status.

ADMINISTRATIVE PROCEDURES:

1. Classification of Users Groups

Type 1: Joint Use of Facility Agreement

Joint Use of Facility Agreement (JUFA) partners for the purpose of offering recreational and/or cultural programs on behalf of the municipality available to all residents of the local community. This does not include tournaments.

Type 1 – A: Non-Profit Youth

Non-profit entities or other public agencies that use school facilities; whose primary purpose is to provide programs and/or services that are designed and operated to advance the academic success and healthy lifestyles of youth (under the age of 18 or 28, for those participants under a disability) in the community, i.e., Cubs, Scouts, Brownies or groups donating to the BHNCD SB in the amount greater than the fee charged for the use of the facility. School alumni activities sanctioned by the school administrator.

The Board reserves the right to review activities and approved financial statements of all non-profit groups to support their not-for-profit status.

Type 1 – B: Non-Profit Adult

Non-profit entities or other public agencies that use school facilities; whose primary purpose is to provide programs and/or services that serve the local neighborhood or community, but are not explicitly designed and operated to advance the academic success and healthy lifestyles of the children in the school and where zero or nominal admission or participation fees are charged. Not for Profit organizations that are not specifically for youth, i.e., YMCA, St. John's Ambulance, approved Health Unit activities, short-term use by municipal emergency services.

Type 2: Non-Profit Other

Fundraising events, non-Catholic Church services, service club meetings, amateur drama clubs, non-affiliated community groups, local cultural groups, other educational groups, i.e., colleges and universities, tournaments, Union/Federation events, school alumni activities not sanctioned by the school administrator, non-affiliated adult recreation.

Type 3: Commercial or Private User

Commercial enterprises, professional theater, Non-Catholic church services, private individuals, private fitness and dance instructional groups.

Type 4: BHNCD SB and Associated User

Student and/or staff events sanctioned by the school administrator, school clubs, school council, administrative or other staff meeting, sporting teams and clubs, and Catholic Church and Catholic Church affiliated group events. This also includes municipal, provincial, or federal polling stations, which covers direct expenses incurred by the Board (i.e., custodial, security, etc.) and public health use (i.e., immunizations, screening).



Type 5: Non-Profit Priority Schools

Non-profit youth related community groups, non-profit children's recreation providers (not including tournaments), other not-for-profit or charitable groups as defined by the Ministry of Education. The permit type is dependent on funding received by the Ministry of Education. If funding is paused or retracted, permits will be processed according to the appropriate classification of user groups.

Type 6: Reciprocal User

Non-profit childcare, EarlyON Child and Family Programs and Before and After School Children's Recreation Providers as outlined by an agreement. These do not include tournaments or special events, or spaces not outlined in their agreement with the Board.

2. Applications and Permits

Ontario's schools are community hubs where all people can gather to learn and participate in a range of activities offered by community organizations. In an effort to create affordable access to community facilities, the Ministry of Education has developed the Community Use of Schools grant, which allows the Board to provide subsidized rental rates for not-for-profit groups to use school facilities outside of regular school hours.

The Board will endeavour to make available to the public; facilities and premises for all educational or lawful purposes, which are consistent with the teachings of the Roman Catholic Church and must be complementary to the goals and beliefs of the Board.

Schools are typically available for public use during the following hours:

- School days: 6:00 p.m. to 10:00 p.m.
- Non-school days: 8:00 a.m. to 10:00 p.m.

The Board has a tiered approval system through the online Community Use of Schools Program. Community groups must complete an Online Application to use school facilities. Applications should be submitted at least two (2) weeks in advance of the requested activity:

1. A new user to the online booking system must create an account with all required information and login.
2. An email will then be forwarded to the email address provided to activate your account. If requesting a new permit as part of a larger community group with several permit holders, the email message may be forwarded to the "leader" of the community group to verify the new user's role within that community group.
3. Once the account has been activated, new permits may be created.
4. For new permits, all information required regarding the new permit must be completed (i.e., category, date(s), time(s), reoccurrences, school, spaces to be used, event supervisors, special instructions, comments to the custodian, etc.) and save and close the permit.
5. Review the permit once again for accuracy, i.e., correct dates / times, etc., to avoid Change Permit Fees after the permit has received final approval and has been locked.
6. Once the permit has been saved, it is placed in a *pending* category.
7. The Plant Assessment & Community Use Secretary will review the booking to ensure that all details are complete (i.e., there are no conflicts regarding the category, date(s), time(s) or space(s) required, review permit costs and include any additional costs regarding, extra custodial time, insurance, water flushing, etc.) and include comments regarding special instructions or comments for the custodian or permit holder and approve or deny the booking.
8. If the permit is denied, the Plant Assessment & Community Use Secretary will provide a reason for the denial in the comments section for the permit holder.
9. If the permit is approved by the Plant Assessment & Community Use Secretary, details regarding the booking will then be forwarded to the administrator of the school where the booking will occur.
10. The school administrator will review the booking, make any comments, if required, and approve or deny the booking.



11. If the booking is denied, the school administrator will provide a reason for the denial in the comments section for the permit holder.
12. If the permit is approved by the school administrator, it will be returned to the Plant Assessment & Community Use Secretary for final review and approval.
13. The Plant Assessment & Community Use Secretary will grant final approval only when all information is completed, a valid Certificate of Insurance has been obtained and proof of licensing (where applicable) has been received from the permit holder. Payment is due upon approval of the permit.
14. Once the permit has received final approval, an email is forwarded to the permit holder informing them that their permit has been *approved and locked*.
15. When a permit has been approved and locked, the permit holder is no longer able to make changes to the permit. Permit changes can only be made by the Plant Assessment & Community Use Secretary and applicable Change Permit fees will apply.

All inquiries, concerns and/or complaints should be directed to the Plant Assessment & Community Use Secretary at cus@bhncdsb.ca. A permit holder can check the status of their permit by using the Board's Online Booking system at any time.

Beginning July 2nd and ending September 15th, permit holders may submit, for approval, no more than two (2) bookings per week per rental facility to ensure all community members and groups equal opportunity to access Board-owned facilities. Beginning September 30th, permit holders may submit, for approval, additional bookings per week per rental facility.

The Board reserves the right to revoke a booking/permit at any time. The Board, schools, and Roman Catholic Churches have first right to all Board-owned facilities and their right to use a booking space can supersede an existing request for permit; if necessary. In addition, the Board must comply with the terms and conditions under the Election Act for use of Board-owned facilities by federal, provincial, and municipal governments. Election permits will take precedent over all other permits. All fees will be refunded for the period of school, Board, parish, or election use.

The Board will endeavor to honour historical permits, providing first right of refusal for the same facility and time. In the event of any conflict, permits will be approved using the following priority sequence:

1. BHNCD SB and Associated Users
2. JUFA
3. Non-Profit Youth
4. Non-Profit Adult
5. Non-Profit Other
6. Non-Profit Priority Schools
7. Reciprocal Users
8. Commercial / Private User

3. General Condition of Use

1. Permits are not transferable.
2. Permits are valid for the current school year only and new applications must be made on an annual basis, beginning July 2nd.
3. Applications for the following school year (the first Monday following Labour Day in September until June 30th) can be submitted online as of July 1st. New applications submitted prior to July 1st will be denied.
4. Outdoor fields are generally available for booking during the months of May to September. Outdoor field use is subject to the conditions of the field and may be impacted by the weather and soil conditions. Start dates for field use may be delayed, or field use may be disrupted or prohibited, until field conditions are restored.
5. Permits will be cancelled when schools are closed due to inclement weather or for reasons beyond the control of the Board. Notice of cancellation will be provided as quickly as possible in each situation.



6. During times of inclement weather, cancellations will be announced on local radio stations and posted on the Board's website (www.bhncdsb.ca). An email message will also be forwarded to all permit holders on the cancellation day, via the online booking system, to advise permit holders of the cancellation. All fees will be refunded for the period of inclement weather.
7. Smoking is prohibited on all Board-owned property; 24-hours per day, as outlined in the Smoke-Free Ontario Act. Permit holders are not permitted to smoke outside the building and must vacate Board property for smoking purposes.
8. No utterance, portrayal, display or performance of an obscene or disloyal nature will be permitted.
9. If a Permit Holder's policies or activities are contrary to the philosophy, mission and values of the Board, the Permit Holder shall be denied use of any property of the Board.
10. A person or persons shall not use Board-owned facilities unless an online Permit Application has been received and approved in accordance with this policy and administrative procedure.
11. The Permit holder may be required to print a copy of their permit(s) to gain access to the rental space or to verify permission to use specialized gymnasium equipment, audio visual or sound equipment.
12. Nuts and nut products, shellfish and latex (balloons) are not permitted in Board-owned facilities as these products pose a significant health risk to some of our students and community members.
13. Clean, rubber-soled, non-skid and non-marking athletic shoes must be worn by all players during athletic functions held in school gymnasiums and / or general-purpose rooms
14. Signs and decorations may not be attached to walls or elsewhere without prior arrangement and permission from the school administrator.
15. All additions or alterations to any part of a Board-owned structure are to be noted in the Online Application and must be approved by the Manager of Facility Services (or designate).
16. The use of any outdoor area, i.e., outdoor field and parking lot, must be reserved through the Board's online booking system.
17. Vehicle parking is permitted in designated parking areas only. Parking is not permitted on grass or asphalt play areas.
18. Seating capacities in gymnasiums and cafeterias must not exceed the Fire Department's limit indicated on the capacity listings posted in these areas.
19. The permit holder is responsible for enforcing all fire regulations and must ensure that obstructions are not placed in corridors or in front of fire exits. Some events / bookings, which use tables and chairs, may require the permit holder to submit a floor plan to the Plant Assessment & Community Use Secretary; for approval and to ensure Fire Safety compliance.
20. In compliance with Fire Regulation and immediately upon the sounding of the fire alarm, house lights will be activated, and the permit holder and their audience will be requested to leave the rental space by the nearest exit(s). Only when the Fire Department has brought the fire under control or has determined that a false alarm has occurred, will the permit holder and their audience be permitted to re-enter the rental space.

4. Restriction and Limitations

1. Except for use as Polling Stations during elections, schools shall not be used for partisan political events.
2. Permits will not normally be issued during the months of July and August, due to annual maintenance of schools and vacation schedules of staff members. Permits will not be issued during the last two weeks of August. The Board will consider granting permits on a case-by-case basis during the excluded dates above.
3. Typically, permits will not be issued during statutory holidays, Easter Monday, professional development days or during Christmas holidays and March Break (this includes the weekends before and after Christmas holidays and March Break).
4. From time-to-time, permits will not be issued at Board-owned facilities when construction or renovations are underway, when major repairs or maintenance have been scheduled, or unforeseen incidents have occurred, i.e., flooding, fire, gas leak, absence of heat, hydro or water, which could compromise the safety of permit holders.



5. A limited number of Board-owned facilities may be available for rental during the excluded dates above.
6. Floor hockey, ball hockey, and other high-risk activities are not permitted inside any Board-owned facility.
7. Indoor soccer is permitted, but only with the use of indoor soccer balls.
8. Use of pyrotechnics, smoke machines and dry ice is strictly forbidden.
9. Elementary school classrooms are not available for rental. If a community member or group requires a classroom-type space, please contact the Plant Assessment & Community Use Secretary to discuss alternative areas. Alternatively, secondary school classrooms are available as rental spaces to community members or groups.

5. Use of Equipment

1. Tables, chairs, dishes, and other equipment, brought into the facility by the permit holder, shall be removed promptly after the permit activity.
2. Permit holders are not permitted to store furniture, equipment, or material in any Board-owned facilities, unless the permit holder has written consent from the school administrator of the facility. This consent should be noted in the online booking.
3. Typically, gymnasium equipment, other than basketball nets and volleyball standards, are not available for use by permit holders. However, the school administrator may grant permission for the use of other gymnasium equipment. Only specific items, requested in the online booking, will be left in the gymnasium by the principal or designate. The permit holder is responsible for reimbursement of costs to repair / replace any damage caused to specific equipment by the permit holder
4. Typically, the use of audio visual and sound equipment are not available for use by permit holders. However, the school administrator may grant permission for the use of this equipment. Only specific items, requested in the online booking, will be left in the rental space by the principal or designate. The permit holder is responsible for reimbursement of costs to repair / replace any damage caused to audio visual and sound equipment by the permit holder
5. Use of the kitchen / staff room, its equipment, and small wares, is not permitted in any school.
6. All scenery, special effects, props, etc. must be approved by the school administrator at least 24 hours prior to presentation or dress rehearsal. All scenery, special effects, props, etc. must be removed from the premises immediately after the booking or within a period of time agreed to by the school administrator and the permit holder.

6. Activities Not Approved

1. Permits will not normally be issued for events such as weddings, baby / wedding showers, "buck & doe's", birthday parties, large community events / festivals, etc., unless written consent has been granted by the Director of Education or designate.
2. School board facilities may be used for any function, except those not deemed to be acceptable by the Director of Education, Superintendent of Business & Treasurer, the school administrator or designate.

7. Insurance Requirements

The Board's insurance coverage **does not** protect users or user groups. All user groups must provide proof of general liability insurance (Certificate of Insurance) in the name of the user group for the entire duration of the permit. Permits will not be approved without proof of insurance. User groups agree to the following:

1. To assume full responsibility for the acts and conduct of all persons admitted to the premises.
2. To supply and provide proof of insurance. User groups shall request a Certificate of Insurance from their insurance provider for general liability insurance in the minimum amount of \$2 million, naming the "Brant Haldimand Norfolk Catholic District School Board" as an additional insured on the policy.



3. During the use and occupations of the premises, the user groups shall indemnify and save harmless the Brant Haldimand Norfolk Catholic District School Board from and against any and all liability whatsoever resulting from injury or damage to person, persons or property as a result of the use and occupation of the premises, unless such injury or damage results from the sole negligence of the Board.

Groups not covered by liability insurance may purchase the required insurance through the BHNCDSD based on the User Group Policy and Rating Schedule. The cost of the insurance will be reflected in the permit. Failure to provide a certificate of insurance, or to purchase the required insurance coverage prior to the activity, shall result in cancellation of the request.

Permit holders must supply and provide proof of valid insurance five (5) calendar days prior to the first booking. If the certificate is not provided within the designated timeframe, the first booking of the permit will be cancelled and not reinstated.

8. Community Use Fees

All fees shall be paid, in advance, directly to the Board. The online Community Use of Schools system allows permit holders to pay by credit card and the Board encourages permit holders to use this method of payment. The permit holder may wish to pay the entire cost of the permit or have it pro-rated over the length of the permit, with monthly installments made to their credit card.

For permit holders who do not have a credit card, cheques must be received at least 14 days prior to the first booking date. Cheques are to be made payable to the BHNCDSD and should quote the permit number, i.e., 2020-13-14-0008.

Cheques should be mailed to the following address:

Brant Haldimand Norfolk Catholic District School Board
Attention: Plant Assessment & Community Use Secretary
322 Fairview Drive
P.O. Box 217
Brantford, ON N3T 5M8

Failure to pay applicable fees will result in the immediate cancellation of all future permits.

It is the intent of the Board to provide subsidized rental rates to non-profit organizations under the Community Use of Schools grant made available by the Ministry of Education. The rate of subsidy will be determined annually; based on the grant provided to the Board.

The Community Use of Schools Rates and Fees schedule outlining all fees to be paid, shall be established by the Board, and may be adjusted annually, or on an as needed basis, if contractual obligations are required. Fees will be adjusted annually based on Board expenses and the cost recovery model. The Community Use of Schools Rates and Fees schedule will be communicated and posted on the Board website annually.

The permit holder is responsible for reimbursement of costs to repair / replace any damage caused to the building, grounds and equipment and lost or stolen items. The Board will seek full restitution for any theft / loss and / or damage done to its buildings, equipment or grounds by the permit holder.

Notwithstanding anything in this policy, the Board may charge fees for other direct costs associated with use of Board facilities, including, cost of additional staffing, security, or snow removal.

Hourly Rental Rates

Community use rental rates are based on the activity of the permit holder and the type of space booked. Refunds are subject to cancellation timelines as established under cancellation fees.



Custodial Fees

A Board custodian must be on site for all community use activities. Custodial fees will be applied when a custodian is not already scheduled to work at a school. An on-site custodian varies from each school and a minimum two-hour charge will be applied, which includes time for set-up, clean-up and opening/closing the facility.

Custodial fee refunds are subject to cancellation timelines as established under Cancellation Fees.

Permit Application Fee

An application fee is a non-refundable administrative fee applied to each permit. User groups with multiple permits will only be charged a maximum of \$100.00 per school year.

Permit Change Fee

Once a permit has received final approval it will be "locked" and changes cannot be made to the permit. If a permit holder requires changes to be made to their booking, a non-refundable permit change fee will be charged for each change requested.

Permit Cancellation Fee

A minimum of seven (7) calendar days is required to cancel any permit. A non-refundable cancellation fee will be charged to any permit if the permit holder cancels a booking less than seven (7) calendar days before the date of the booking.

'No Show' Fee

If a user group is not in attendance for their scheduled booking date, all fees and costs, including a non-refundable 'no-show' fee will be charged to the permit holder.

A user group may be suspended from future bookings for 'no showing' at the discretion of the Superintendent of Business & Treasurer.

False 9-11 / Fire Alarm Fee

If a false alarm is caused by the permit holder or a member of their audience, permit holders will be charged for the costs of security, police, or fire department false alarms.

9. Roles and Responsibilities

School Administrator

It is the responsibility of the school principal to:

- Input all school-sanctioned events, before June 1st of each school year, into the Board's online booking system so that community groups are aware of the availability of school facilities.
- Approve or deny permits, within three working days of notification of the application, for the use of facilities in their school by community groups.
- Verify permits in the Board's online booking system, as required.
- Report, using the online booking system, where possible if:
 - Adequate supervision is not maintained.
 - Participants or spectators/guests enter the rental space before an adult supervisor arrives.
 - There are still participants and/or spectators/guest present after the permit has ended.
 - If exterior doors are propped open.
- Approve or deny requests for the use of gymnasium equipment, other than basketball nets and volleyball standards and for the use of audio visual and / or sound equipment. If such requests are approved by the principal, these specific items will be left in the gymnasium or rental space by the principal or designate.



Brant Haldimand Norfolk Catholic District School Board

Board Policy and Administrative Procedure

- Ensure that permit holders adhere to the regulations and conditions for use as established in the Board's Community Use of Schools policy and administrative procedures. Contact the Plant Assessment & Community Use Secretary to report infractions.

Plant Assessment & Community Use Secretary

It is the responsibility of the Plant Assessment & Community Use Secretary to:

- Ensure that online bookings by community groups are complete and meet the regulations and conditions for use as established in the Board's Community Use of Schools policy and administrative procedures, i.e., validation of insurance, Party Alcohol Liability (PAL) insurance, licensing, payment for use of facilities, etc.
- Ensure, before June 1st of each school year, that all areas of the online booking system are configured, updated and consistent with the Board's Community Use of Schools policy and procedures, i.e., calendar year, excluded dates, permit types, space types, costs / subsidies, equipment, notifications, comments, frequently asked questions, etc.
- Respond to inquiries and questions regarding the use / rental of Board-owned facilities.
- Respond to inquiries and questions regarding the use of the Board's online booking system.
- Approve or deny the initial request to book a school facility.
- Ensure that permit holders have correctly stated their Permit Type and make changes / corrections where necessary. In the case of a permit type discrepancy, the Plant Assessment & Community Use Secretary's decision is final.
- Allocate custodians for each booking.
- Allocate fees / discounts, as required, to permit holders, i.e., application fees, rental fees, multiple usage discounts, cancellation fees, security card fees, permit change fees, etc.
- Approve custodian time sheets or online submissions, as required, for time required to open / close a school, to water flush a school, to set-up and clean the space used by the permit holder, etc.
- Ensure adherence to the regulations and conditions for use as established in the Board's Community Use of Schools policy and administrative procedures and take necessary action, as required, i.e., discuss infractions, issue warnings, administer fees, cancel bookings, cancel permits, deny bookings.
- Prepare Ministry and Board reports and other reporting requirements for review.

Custodian

It is the responsibility of the custodian to:

- Verify permits in the school online calendar, as required, noting space required, dates / times, special instructions, permissions for the use of other gymnasium equipment or audio visual and sound equipment, etc.
- Ensure the care and protection of school property while bookings are in progress.
- Set-up rental spaces as required by the permit holder and ensure that rental spaces are left in a clean orderly fashion by the permit holder.
- Be onsite for the duration of the booking.
- Ensure that youth participants do not enter the rental space before an adult supervisor arrives.
- Ensure, where possible, that adult supervisors remain at the rental space until all participants have left the space.
- Ensure that exterior doors are not propped open.
- Monitor, when possible, community members and groups to ensure adequate supervision is maintained at all times.
- Ensure that permit holders adhere to the regulations and conditions for use as established in the Board's Community Use of Schools policy and administrative procedures. Contact the Plant Assessment & Community Use Secretary to report infractions.



**Brant Haldimand Norfolk
Catholic District School Board**

**Board Policy and
Administrative Procedure**

- Report all violations on the day of the event:
 - To the school administrator via email.
 - To the Plant Assessment & Community Use Secretary using the online booking system.

Manager of Facility Services

It is the responsibility of the Manager of Facility Services (or designate):

- Advise, the Plant Assessment & Community Use Secretary, before April 1st or as soon as it is known, of any Board facility, which cannot be rented due to construction or renovations, major repairs or maintenance, or unforeseen incidents, i.e., flooding, fire, gas leak, absence of heat, hydro or water, which could compromise the safety of permit holders.
- Approve or deny all additions or alterations to any part of a Board-owned structure, which are noted in the Online Application.
- Train and familiarize caretakers with eBase and the Community of Use system
- Ensure appropriate custodial coverage is in place for all permits
- Respond to facility emergency situations

Permit Holder

It is the responsibility of the permit holder to:

- Adhere to the regulations and conditions for use as established in the Board's Community Use of Schools policy and administrative procedures. Failure to do so could result in the cancellation of permit(s).
- Complete an Online Application for the rental of Board-owned facilities.
- Make new permit requests at least 14 days prior to the first date of the activity. If the request is not made within this period of time, the Board cannot ensure that final approval of the booking will be granted before the first date required.
- Upload, a valid Certificate of Insurance and proof of licensing (where applicable) to the online permit or purchase insurance through the Online Permit Application process. A minimum of 14 calendar days prior to the date of the start of the permit is required to purchase insurance.
- Provide payment when the permit has received final Approval.
- Ensure that bookings are accurate so that Change Permit Fees are not charged.
- Cancel bookings, at least seven (7) days before the booking date, so that Cancellation Fees are not charged.
- Assume full responsibility for the acts and conduct of all persons admitted to the premises while their booking is scheduled.
- Ensure that participants and spectators, siblings, etc., remain within the designated rental space.
- Ensure that all participants and spectators leave the rental space before the ending time of the booking.
- Ensure that adequate adult supervision is maintained in all rental spaces, i.e., when many areas are used, an adult supervisor must be present in each of the areas.
- Ensure that youth participants do not enter the rental space before an adult supervisor arrives.
- Ensure that adult supervisors remain at the rental space until all participants have left the space.
- Ensure that exterior doors are not propped open.
- Report all critical injuries to the Board's Disability Management & Safety Coordinator immediately after the incident at 519-756-6505. A critical injury is an injury of a serious nature that places life in jeopardy, produces unconsciousness, results in a substantial loss of blood, involves the fracture of a leg or arm, involves the amputation of a leg, arm, hand or foot, consists of burns to a major part of the body or causes the loss of sight in an eye.
- Be responsible for all damages incurred while their booking is scheduled. This shall also include reimbursement of costs to repair damage caused to the Board's fields and play spaces.
- Ensure that the rented space used is left in the same, or better, condition than when the booking began.
- Produce an electronic or printed copy of the permit, upon request while onsite

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

Prepared by: Mike McDonald, Director of Education & Secretary
Presented to: Policy Committee
Submitted on: December 3, 2020
Submitted by: Mike McDonald, Director of Education & Secretary

POLICY RENEWAL PROCESS REVISION

Policy Committee

BACKGROUND INFORMATION:

Under 169(1)(d) of the Education Act, all school board's have the responsibility to develop and maintain policies which serve to aid student achievement and well being, create a positive learning environment, ensure effective stewardship and to deliver effective and appropriate educational programs to its pupils. Policy should be clear and accessible and help to clarify practice and to reduce the risk of liability. They should be reinforced by procedures which further identify the standards at the board and school level.

Bylaws

Pursuant to the provisions of the Education Act and regulations, Bylaws regulate the powers and responsibilities of the board and its officers and committees.

Policies

Policies refers to the sets of rules and directives that direct the board of trustees and the staff of the board. The policy statement is a clear, concise statement of position or direction of the board. The procedure (if included) provides clear direction to staff in addressing the intent of the policy statement.

Procedures

Procedures are a set of rules and directives that the staff of the board follow with respect to operational and administrative functions.

DEVELOPMENTS:

In September of 2019 the Board rescinded the Policy Development Policy 100.03 and adopted a new policy revision process which was included into the bylaws. This was done in an effort to ensure that policies and procedures were current with changing legislation and Ministry expectations and initiatives. To ensure our policies were relevant in the changing context of education, all policies and procedures were placed on a four-year revision cycle. Depending upon the nature of the policy or procedure, this review could prompt a comprehensive change to the policy or no changes at all.

This process was then incorporated into 16.0 of the BHNCD SB Board By-Laws. For operational reasons there is a recommended revision in the sequence of the process. The recommended change is that the policy will go to Executive Council for information prior to going out for stakeholder input. After the feedback from stakeholders has been collated and any changes have been made by the superintendent responsible, it will then go to Policy Committee.

Appendix A outlines the updated process.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the revisions to the Policy Renewal Process to the Brant Haldimand Norfolk Catholic District School Board for approval.

16.0 POLICY RENEWAL PROCESS

- 16.1 Policies and Procedures are to be reviewed on a four-year schedule.
- 16.2 When a bylaw, policy or procedure is scheduled to be reviewed it will be presented to Executive Council as information.
- 16.3 After Executive Council, a policy or procedure shall be circulated to all stakeholders for a minimum of 60 days, for input with respect to revision.
- 16.4 Revised Bylaws are not circulated to stakeholders but brought directly to policy committee for review, then the appropriate committee of the whole and board meeting for review and approval.
- 16.5 For policies and procedures, at the end of the circulation period the superintendent responsible for the policy or procedure will make any revisions as deemed necessary, then bring a report noting any changes to the first available Policy Committee meeting.
- 16.6 After the Policy Committee meeting the superintendent responsible for the policy or procedure will make any revisions as requested then bring a report to the first available committee of the whole for discussion, then approval at the Board meeting.
- 16.7 All revised Bylaws, Policies and Procedures will be posted on the Board's website.

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

Prepared by: Kevin Greco, Superintendent of Education
Presented to: Policy Committee
Submitted on: December 3, 2020
Submitted by: Mike McDonald, Director of Education & Secretary

AMENDMENT TO POLICY: STUDENT BEHAVIOUR, DISCIPLINE, AND SAFETY 200.09

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board (the Board) is committed to ensuring the health, safety and wellbeing of all students and staff. The Student Behaviour, Discipline, and Safety Policy and Administrative Procedure have been reviewed for alignment in light of new legislation.

DEVELOPMENTS:

In July 2020, the Ministry of Education announced *Ontario's Action Plan to Address Systemic Racism in Schools*. Subsequently on July 21, 2020, the *COVID-19 Economic Recovery Act, 2020* received Royal Assent. As a result, the Ministry has made regulatory and other changes that will impact schools in a number of ways.

The changes to the legislation include the elimination of discretionary suspensions for students from Junior Kindergarten to Grade 3, beginning September **2020**. Serious offences will still be subject to mandatory suspensions. The introduction of *O. Reg 440/20 SUSPENSION OF ELEMENTARY SCHOOL PUPILS* removes the principal's discretion to suspend pupils in the primary division for activities listed in subsection 306(1) of the Education Act. More serious acts that constitute mandatory suspension and consideration for expulsion listed in subsection 310(1) will continue to require mandatory suspension.

With respect to suspensions under subsection 310(1) of the Education Act, principals are now required to conduct an investigation respecting the allegations, before imposing a mandatory suspension on a primary student. Boards will continue to include in their process of identifying the need to investigate, whether the allegations against the student were motivated by bias, prejudice or discrimination.

Additionally, prior to the introduction of O. Reg 440/20, the requirement to allow principals to suspend a student for bullying under subsection 310(1) was that "the pupil has previously been suspended for engaging in bullying". The regulation removes this requirement for students in the primary division. The remaining requirement, that "the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person" remains in effect for a suspension for bullying under subsection 310(1).

The District Safe and Accepting Schools Team has already begun building on the current whole-school, Human Rights approach to education that emphasizes the importance of a positive school climate. The team will continue to enhance prevention and interventions models to mitigate suspendable behaviours. Self-Regulation, behaviour management strategies and social-emotional learning will continue to be intentionally incorporated into student learning experiences.

The following are the proposed amendments to the policy:

Policy

3.0 Suspension of Pupils (applies to pupils in Grade 4-12)

It is the policy of the Board that Principals consider suspension for the following infractions:

- 3.0.1 uttering a threat to inflict serious bodily harm on another person;
- 3.0.2 possessing alcohol, cannabis, narcotics or any other drug that is used for the purpose of intoxication;
- 3.0.3 being under the influence of alcohol, cannabis, narcotics or any other drug that is used for the purpose of intoxication;
- 3.0.4 swearing at a teacher or at another person in a position of authority;
- 3.0.5 committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school;
- 3.0.6 bullying;
- 3.0.7 conduct injurious to the moral tone of the school;
- 3.0.8 conduct injurious to the physical or mental well-being of members of the school community;
- 3.0.9 use of improper or profane language;
- 3.0.10 persistent truancy;
- 3.0.11 opposition to authority;
- 3.0.12 habitual neglect of duty;
- 3.0.13 discrimination and harassment;
- 3.0.14 extortion;
- 3.0.15 theft; and/or
- 3.0.16 inciting other students to act with physical violence upon another person.

4.0 Suspension Pending the Expulsion of Pupils (applies to all pupils of the Board)

4.1 It is the policy of the Board that Principals shall suspend pupils pending an investigation into expulsion for the following infractions:

- 4.1.1 possessing a weapon including possessing a firearm;
- 4.1.2 using a weapon to cause or to threaten bodily harm to another person;
- 4.1.3 committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- 4.1.4 committing sexual assault;
- 4.1.5 trafficking in weapons or in illegal drugs;
- 4.1.6 committing robbery;
- 4.1.7 giving alcohol, cannabis, narcotics or any other drug that is used for the purpose of intoxication to a minor;
- 4.1.8 bullying (if the student has been previously suspended for engaging in bullying and the student's continuing presence in the school creates an unacceptable risk to the safety of another person)
- 4.1.9 any act leading to a suspension (see Section 3.1) that is motivated by bias, prejudice, or hate; based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity,

gender expression, or any other similar factor.

- 4.1.10 an act considered by the Principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
- 4.1.11 a pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;
- 4.1.12 activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
- 4.1.13 activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property; and/or
- 4.1.14 the pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper.

Administrative Procedures

3.0 Suspension of Pupils (applies to students in Grade 4-12)

Consistent with Part XIII, subsection 306 of the Education Act, it is the policy of the Board that Principals consider suspension for the following infractions:

- 3.0.1 uttering a threat to inflict serious bodily harm on another person;
- 3.0.2 possessing alcohol, cannabis, narcotics or any other drug that is used for the purpose of intoxication;
- 3.0.3 being under the influence of alcohol, cannabis, narcotics or any other drug that is used for the purpose of intoxication;
- 3.0.4 swearing at a teacher or at another person in a position of authority;
- 3.0.5 committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school;
- 3.0.6 bullying;
- 3.0.7 conduct injurious to the moral tone of the school;
- 3.0.8 conduct injurious to the physical or mental well-being of members of the school community;
- 3.0.9 use of improper or profane language;
- 3.0.10 persistent truancy;
- 3.0.11 opposition to authority;
- 3.0.12 habitual neglect of duty;
- 3.0.13 discrimination and harassment;
- 3.0.14 extortion;
- 3.0.15 theft; and/or
- 3.0.16 inciting other students to act with physical violence upon another person.

4.0 Suspension Pending the Expulsion of Pupils (applies to all students of the Board)

- 4.0.1 Consistent with Part XIII, subsection 310 of the Education Act, it is the policy of the Board that Principals shall suspend pupils pending an investigation into expulsion (following a mandatory preliminary investigation for a primary student) for the following infractions:
- 4.0.2 Possessing a weapon including possessing a firearm;
- 4.0.3 Using a weapon to cause or to threaten bodily harm to another person;
- 4.0.4 Committing physical assault on another person that causes bodily harm requiring

- treatment by a medical practitioner;
- 4.0.5 Committing sexual assault;
- 4.0.6 Trafficking in weapons or in illegal drugs;
- 4.0.7 Committing robbery;
- 4.0.8 Giving alcohol, cannabis, narcotics or any other drug that is used for the purpose of intoxication to a minor;
- 4.0.9 Bullying (if the student has been previously suspended for engaging in bullying and the student's continuing presence in the school creates an unacceptable risk to the safety of another person)
- 4.0.10 Any act leading to a suspension (see Section 3.1) that is motivated by bias, prejudice, or hate; based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.
- 4.0.11 An act considered by the Principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
- 4.0.12 A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;
- 4.0.13 Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
- 4.0.14 Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property; and/or
- 4.0.15 The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper.

Added to References Section

O. Regulation 440/20: Suspension of Elementary School Pupils

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the amended Student Behaviour, Discipline and Safety Policy and Administrative Procedure 200.09 to the Brant Haldimand Norfolk Catholic District School Board for approval.

**RECOMMENDATIONS FOR THE COMMITTEE OF THE WHOLE
FROM THE BUDGET COMMITTEE**

December 14, 2020

AGENDA ITEM	MOTION
6.3	THAT the Committee of the Whole refers the 2021-2022 Budget Plan and Consultation Survey to the Brant Haldimand Norfolk Catholic District School Board for approval.

RECOMMENDATIONS:

THAT the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Budget Committee Meeting of December 14, 2020.

THAT the Brant Haldimand Norfolk Catholic District School Board approves the recommendation of the Budget Committee Meeting of December 14, 2020.



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

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

Budget Committee Thursday, December 14, 2020 – 5:00 p.m. Boardroom – Catholic Education Centre

Present: Rick Petrella (Chair), Cliff Casey, Bill Chopp, Dan Dignard, Scott Keys, Jagoda Kirilo, Carol Luciani, Mike McDonald, Mark Watson

Regrets:

1. Opening Prayer

Dan Dignard opened the meeting with prayer.

2. Approval of the Agenda

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Budget Committee approves the agenda of December 14, 2020.

Carried

3. Approval of the Minutes

Moved by: Mark Watson

Seconded by: Dan Dignard

THAT the Budget Committee approves the Minutes of July 30, 2020.

Carried

4. Declaration of Conflict of Interest

a. Dan Dignard and Cliff Casey

5. Business Arising from the Minutes

6. Staff Reports and Information Items

6.1 2020-2021 Revised Estimates

In this year's revised estimates (see page 7) COVID had a significant impact to the changes to the expenses and revenues, taking a look at high-level summaries of the financial results. Revenue is projected to increase by \$4.2 million. One-time stabilization funding was about \$3.5 million which accounts for the difference between our decrease in enrolment from our estimates. The MOE wants it to be shown as other revenue.

Partnership and priorities funding increased by about \$3.1 million than we had budgeted and that is all COVID which will need to be reported on. Page 11 details what those PPFs are as a comparison to our budget estimates which were \$550,000 based on what we knew at the time and caveat that we would get more. We received \$3 million more from the province and federal government in Phase 1. We have been told not to assume we would get similar funding in phase



2 from the federal government. Additional funding was for enhanced cleaning, custodial provisions, additional teachers, HVAC and remote school operations.

On the GSN side there is quite a large reduction related to teacher and DECE Q&E funding, as 60 new teachers were hired to staff the virtual school and accommodations. As the new hires typically have lower experience, funding was reduced to reflect that. Enrollment is expected to be less and is driven by 2 factors: 62 JK/SK did not decide to come for health and safety reasons but we will likely get them back in September. We also had about a 100 more home schooling students. On the secondary side there was an increase on ADE driven by the increase in attrition assumption for 2nd term (Quad 3), as a result, a lot more students are staying to get credits.

On the expense side, COVID had the largest impact. At this time, we are projecting a \$2.4 million shortfall, but will continue to minimize the shortfall through identifying further budget efficiencies, possible deferrals, and monitoring our virtual schools.

The Director noted that although we are showing a shortfall, in terms of comparison with other boards, and as a result of the surplus we had from last year, all shortfalls are already covered as a result of COVID. Not too many other boards are close to that situation given the added expenses and have had to cause hardship in their communities by reducing school locations and merging schools and the like. We are paying an additional 90 salaries that we did not know we would have to cover.

Appendix B is a request for a list of the fleet and it is there for information purposes. Prior to COVID the vehicles in the fleet were not assigned but were available on a first come first serve basis. Now they are assigned due to preventative measures that we need to follow and they have GPS so we know where they are at all times. Going forward they will always be assigned and if it is more efficient the vehicle goes home at night.

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Budget Committee recommends that the Brant Haldimand Norfolk Catholic District School Board receives the report on the 2020-2021 Revised Estimates.

Carried

6.2 Annual Report on Accumulated Surplus

This report was created on request which is an update on accumulated surplus and is similar to last year. It outlines what it is, what it is used for and the values are in appendix A. MOE looks at the financial health of boards using accumulated surplus and expects Boards to have between 1% – 2% of our operating allocation. The Board is well above this.

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Budget Committee recommends that the Brant Haldimand Norfolk Catholic District School Board receives the report on Accumulated Surplus.

Carried



6.3 2021-222 Budget Process Overview

In the package there is a presentation which begins on page 19 which gives an outline of the process starting today. There will be 4 budget committee meetings over the next 7 months to present information. The 2nd step in April will go over the GSN announcements and projected enrollment. The 3rd will provide an overview of the draft salary and benefits for the proposed budget and in early June, the whole budget including salary, enrollment and operational expenses will be provided. There will be a week in which the Trustees can ask questions before COW and overall board approval will be obtained by the end of June to submit on June 25th. We have received preliminary communication that the MOE is targeting the end of March for the GSN budget announcement.

Key budget areas are student enrollment, fee paying students, which are not included as part of the GSB calculation, Watson & Associates assists with our long-term projections along with the enrollment committee which is monitored from February until the budget is submitted.

Salary is the largest expense and comprises about 80% of the entire budget. Class size, capital planning, condition improvement and renewal projects will also be included in our budget as well as capital priorities.

New for 2021 is to continue with educating budget holders on the zero-based budgeting process. Reiterate what it is and is not and how to do it from a budget perspective.

The Board will again seek feedback from stakeholders as part of the budget process which allows them to have input into the development of the budget as well as the Trustee input.

The strategic plan drives our decisions: belonging, teaching and learning and wellness for all pillars. Page 24 highlights a few of the other operational plans that drive department specific objectives and decision making all in one place. We have outlined the risks and challenges separated into pestle model policies i.e. labour agreements or government priorities and initiatives, environment, legal risks and non-union staff. We are updating terms and conditions of those employment arrangements once collective agreements are done and we often follow the same pattern. The MOE is not looking at executive compensation. Principals have their own agreement but very little has happened. On the social side, increasing sick leaves and pandemic must be kept on our mind as well as consideration for our buildings, equipment, legislative changes and HR issues.

In January and/or early February we will meet with budget holders and provide examples of a zero-based budgeting, explain how to construct it with a template with some information for the last couple of years. They will develop their budgets based on what they need and not using a factor from last year. Those budgets are then submitted to SOs and the Financial Services for review. Finance will be working closely with them to work through it to try to get away from the standard approach.

The survey is on page 29, with proposed directive questions rather than generic questions regarding facilities, technology, environmental sustainability and what that means to stakeholders



which will drive the decisions of the Board. The survey will go out on or about February 1st and will be used as part of the input process for the budget. The survey results will have to be reviewed very carefully based on the number of responses and where efficiencies can be found.

Moved by: Carol

Seconded by: Mark

THAT the Budget Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approve the 2021-2022 Budget Plan and Consultation Survey.

Carried

7. Trustee Inquiries

Fundamentally not worried about reserves as this was a unique year but we have to make sure that the Board is doing everything possible to minimize the financial impact at the end of the year.

8. Business of the In-Camera Committee

Moved by: Carol

Seconded by: Mark

THAT the Budget Committee moves to an in-camera session.

Carried

9. Report on the In-Camera Session

Trustee Casey, Chopp and Dignard declared a conflict of interest in item 5.1 of the in-camera session and left the meeting. They did not take part in the consideration or discussion of, or vote on any question with relation to this item.

Moved by: Mark Watson

Seconded by: Carol Luciani

THAT the Budget Committee approves the business of the In-Camera Session.

Carried

10. Adjournment

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Budget Committee adjourns the meeting of July 30, 2020.

Carried

Next Meeting: TBD

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

Prepared by: Scott Keys, Superintendent of Business & Treasurer
Presented to: Committee of the Whole
Submitted on: January 19, 2021
Submitted by: Mike McDonald, Director of Education & Secretary

TRUSTEE EXPENSES

Public Session

BACKGROUND INFORMATION:

Elected trustees, in their role of stewards and guardians of Catholic Education, are provided with resources, supports and reimbursements to fulfill their obligations, as permitted through the Education Act and the Broader Public Services Expenses Directive.

During their term in office, trustees are entitled to reimbursement for expenses incurred while carrying out their responsibilities and are outlined in Board Policy 100.10 – Trustee Expenses. Expenses may include, mileage or transportation costs, professional development and/or conferences, office supplies, and communication supports.

In accordance with Board Policy 100.10 – Trustee Expenses (Section 7.7), trustee expenses will be reported to the Board in a public session annually and will be posted on the Board’s website following the close of the previous school year’s financial records.

DEVELOPMENTS:

Appendix A summarizes trustee expenses for the period September 1, 2019 to August 31, 2020. This Statement of Trustee Expenses will be posted on the Board’s website in compliance with the above policy.

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approve the Statement of Trustee Expenses for the period September 1, 2019 to August 31, 2020.

Appendix A

**Brant Haldimand Norfolk Catholic District School Board
Statement of Trustee Expenses
School Year 2019-2020**

Trustee	Mileage	Conferences	Meals	Communication	Supplies	Other	Total	
Rick Petrella	589	847	335	1,295	64	-	3,130	Chair of the Board
Dan Dignard	617	669	118	1,326	64	-	2,794	Vice Chair of the Board to December
Carol Luciani	1,212	713	134	906	159	-	3,124	Vice Chair of the Board from December
Cliff Casey	1,587	847	235	304	497	-	3,470	Trustee
Bill Chopp	-	643	140	1,255	138	-	2,176	Trustee
Mark Watson	415	1,163	78	2,579	64	-	4,299	Trustee
	\$ 4,420	\$ 4,882	\$ 1,040	\$ 7,665	\$ 986	\$ -	\$ 18,993	

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

Prepared by: Kevin Greco, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: January 19, 2021
Submitted by: Michael McDonald, Director of Education & Secretary

INTEGRATED ACCESSIBILITY PLAN ANNUAL REPORT

Public Session

BACKGROUND INFORMATION:

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

The Integrated Accessibility Standards Regulation (Ont. Reg. 191/11), which includes Information and Communications, Employment and Transportation standards became law in June 2011. Public sector organizations were required to comply with these standards by January, 2014. On January 1, 2013 the Integrated Accessibility Standards regulation was amended to include accessibility requirements for the Design of Public Spaces with compliance expected by January 1, 2016.

Measures under the Accessibility for Ontarians with Disabilities Act require public sector institutions to develop, implement and enforce accessibility standards with the aim of achieving accessibility for persons with disabilities with respect to goods, services, information, accommodation, facilities, employment, buildings structure and premises in the whole province by 2025.

DEVELOPMENTS:

The Brant Haldimand Norfolk Catholic District School Board Accessibility Committee continues to investigate and address barriers for people with disabilities in all facilities and review regulations, policies and programs, practices and services offered by the District.

This committee is committed to:

- continual improvement of access to school premises, facilities and services for all persons regardless of ability;
- enhancing participation of people regardless of their ability, and acts as their advocates in the development and review of its annual accessibility plans; and
- providing access to all services to all students, employees, parents of students and members of the community with disabilities.

As of January 1, 2021, the BHNCDSB is in compliance with the standards, and timelines for achieving those standards, set out by the Government of Ontario. Furthermore, the Board has met all compliance reporting requirements.

The next Compliance Report is Due December 31, 2021. The committee will provide a summary report to the board prior to Compliance Reporting in December or 2021.

Summary of most recent actions:

December 2019 – last Accessibility Compliance Report filed for the Board

January 1, 2020 – Achieved compliance in:

- providing accessible school library resources (i.e. large print, electronic)
- providing printed learning material with accessible or conversion-ready materials (i.e. formats like accessible Microsoft Word files)

January 1, 2021 – Compliance in:

- providing an accessible website and web content. All public websites and web content must meet WCAG 2.0 Level AA. WCAG 2.0 is an internationally accepted standard for web accessibility developed by the World Wide Web Consortium (W3C), an international team of experts.

December 31, 2021 - Next Accessibility Compliance Report due

Aside from mandated compliance timeline adherence, staff regularly seek to identify any potential barrier for students, staff or community member and respond as appropriate. Additionally, Facilities Services is currently conducting a “Design of Public Spaces/Facilities” audit with the assistance of Pretium Engineering and Consulting. They have completed a few exploratory site investigations and audits to date and will continue over the next few weeks. Results will be used for our next compliance report and will be summarized for the Board.

RECOMMENDATION:

THAT the Committee of the Whole refers the Integrated Accessibility Plan Annual Report 2020/2021 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

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

Prepared by: Lorrie Temple, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: January 19, 2021
Submitted by: Mike McDonald, Director of Education & Secretary

BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board is committed to providing all students with learning experiences that are rooted in effective research-based practices. We recognize that the primary purpose of assessment is to improve student learning. To support these commitments, Essential Practices Kindergarten to Grade 12 have been identified and are fundamental to supporting the learning and achievement of all students (see Appendix A). The identified Essential Practices will continue to form the foundation of our support plan for 2020-21.

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

This year we shared our new Multi-Year Strategic Plan Priorities that we used as a foundation for our Board Improvement Plan as well as the School Improvement Plan for Student Achievement (SIPSA), in addition to the Essential Practices. Administrators, in the development of their SIPSAs, were tasked to use the Belonging, Teaching and Learning and Wellness Priorities to root their SIPSAs. Administrators were asked to work with their staff, using a variety of data, to identify the urgent student needs in each of the priorities.

Our goals continue to be improving student learning and achievement in mathematics and increasing and enhancing principal and teacher learning in mathematical content knowledge and instruction. The collective work of the district is a focus on the system identified Essential Practices for Student Achievement. In addition, we have set goals for supporting students and staff with online learning through the release of the new Digital Citizenship lessons.

DEVELOPMENTS:

All Administrators received a template to record their goals for School Improvement in the three key priorities (Appendix B). In the area of Student Achievement in Mathematics, we continue to implement several initiatives for Student Achievement in 2020-21, mainly introducing the new elementary mathematics curriculum and an abundance of Professional Development.

Overall, under the priority of Belonging and Wellness, schools identified Christian Meditation, the new Pastoral theme of Transformation, the importance of daily prayer, virtual liturgies, sacramental preparation, mental health supports for student well-being, social justice outreach, being responsible citizens in the online environment, monthly celebration assemblies, virtues and the Ontario Catholic School Graduate Expectations, as well as maintaining a good relationship with the clergy and parish supports linked to their school communities.

In the area of Teaching and Learning, literacy and numeracy remain a strong focus. Administrators, in the development of their SIPSAs, focused on reading and writing for literacy and the new math curriculum for numeracy. Key strategies for literacy continue to be a balanced

approach utilizing Essential Practices including learning goals, success criteria and descriptive feedback. Educators noted the importance of guided reading, focus on conventions, use of digital tools, published writing, use of anchor charts, student led discussions, conferences and interventions identified as levelled literacy, Lexia, Strong Start and use of system teachers.

Key strategies for numeracy included daily number talks and number routines, explicit teaching and use of math vocabulary, use of visual representations, diagnostic tools, problem solving and following the learning cycle for immediate and timely feedback in all areas of math. Most important to note was the capacity building opportunities and resources/support for the new math curriculum offered by the Student Achievement Team.

Below, is a table that outlines the key initiatives and their status. Appendix C and D also outlines all Professional Development offered by the district to support educator and Administrator capacity to impact student achievement. The PD has been voluntary and virtual due to COVID and staffing restrictions preventing release time for job embedded PD.

Initiative	Building Teacher Capacity Quantity of Effort	Impact on Student Achievement Quantity of Effect
<p>Introducing the New Math Curriculum</p> <p>A variety of mini, invitational PD sessions were offered and recorded from the beginning of September, until most recently, December 15.</p>	<p>Educator learning is being measured by feedback after sessions.</p>	<p>Building educator confidence with the new elementary math curriculum to support the teaching/learning to positively impact student achievement.</p>
<p>Intermediate Professional Learning Grade 9</p> <p>Teachers of Grade 9 mathematics courses (applied and academic) have been given resources to use related to common areas of concern on the Grade 9 EQAO assessment.</p> <p>Teachers have also received access to EQAO preparation materials for student use for the new online test from Quad 2-4.</p>	<ul style="list-style-type: none"> • 3 schools • 12 teachers • Department Head from each school 	<ul style="list-style-type: none"> • All students in face-to-face learning from all 3 secondary schools registered in math from Quad 2-4 will participate. <p>EQAO data will be used to measure the impact on student learning from 2018-19 school year and the 2020-21 school year.</p>
<p>New to Division (Kindergarten, Primary, or Junior/Intermediate)</p> <p>New teachers, as well as those with a significant divisional change in portfolio, will continue to be and have been invited to attend voluntary PD related to best practices in teaching literacy and numeracy at the Kindergarten, Primary, or Junior/Intermediate levels. System teachers will continue support for teachers at the school level throughout the year.</p>	<ul style="list-style-type: none"> • 130 new/new-to-grade teachers <p>Educator learning will be measured by a feedback survey.</p>	<p>Classroom teachers will monitor and track student progress throughout the 2020-20 school year.</p>

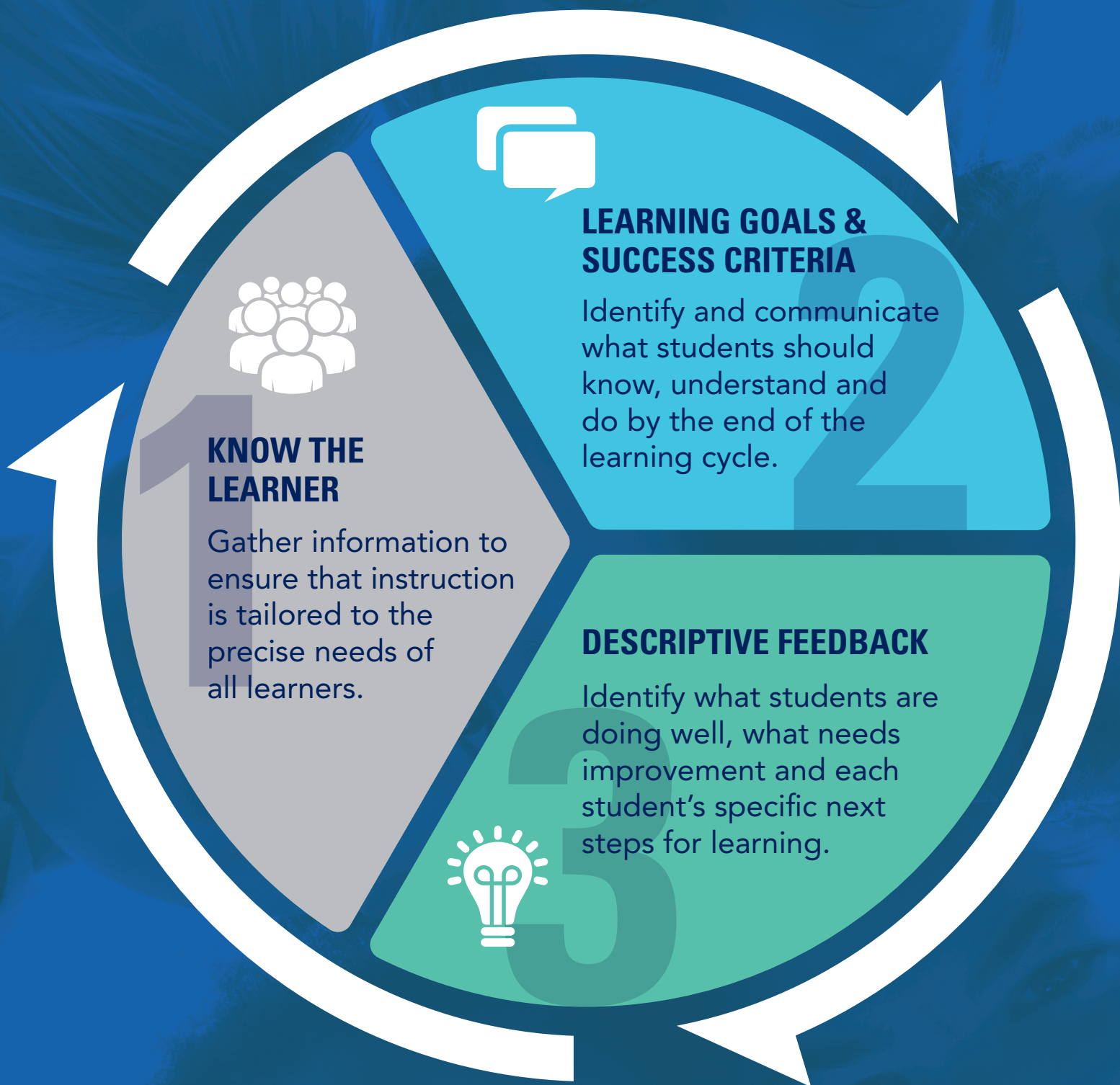
Initiative	Building Teacher Capacity Quantity of Effort	Impact on Student Achievement Quantity of Effect
<p>Principal Learning</p> <p>At Administrator meetings updates on the new math curriculum, new report card, long range plans and assessment practices are shared.</p>	<p>Principals are invited to participate as co-learners in all math learning and PD.</p> <p>Support staff capacity building and principal monitoring of math concepts and skills.</p>	<p>Principals monitor and track student progress based on diagnostic information</p>

RECOMMENDATION:

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

Essential Practices K-12

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



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

Essential Practices in Literacy

Essential Practices in Numeracy

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

DAILY READING EXPERIENCES

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

DAILY WRITING EXPERIENCES

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

CROSS-CURRICULAR INTEGRATION

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

DAILY NUMBER ROUTINES

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

PROBLEM SOLVING OPPORTUNITIES

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

USE OF VISUAL REPRESENTATIONS

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





School Improvement Plan 2020-21

School: _____

Transform: “Hearts on Fire” (Luke 24:32)

Consider: Needs assessment(s), Assessment cycle and the Essential Practices

Catholic Faith Community and Culture	Goal			
	Belonging & Wellness	Theory of Action		
<i>Ifthen.....</i>				
				<i>Should align with the Evidence and the goal</i>
Evidence	Strategies	Success Criteria	Monitoring Plan	Evidence / Reflection
<i>Consider: Student Achievement Data, Demographic Data, Program Data, Perceptual Data – what are the current needs of both staff and students?</i>	<i>Targeted, evidence based. Clear link to the evidence and the theory of action.</i>	<i>What will it look like if our work is successful? Consider both “halves” of the if/then statement – i.e., both teacher practice and student learning.</i>	<i>How will ongoing monitoring take place? Consider actions at the, school level, classroom level, student level.</i>	<i>What evidence will demonstrate the success criteria? What happened? Now what? Feeds the next iteration of the cycle.</i>

Literacy Teaching and Learning Essential Practices	Goal			
	Theory of Action <i>Ifthen.....</i> <i>Should align with the Evidence and the goal</i>			
Evidence <i>Consider: Student Achievement Data, Demographic Data, Program Data, Perceptual Data – what are the current needs of both staff and students?</i>	Strategies <i>Targeted, evidence based. Clear link to the evidence and the theory of action.</i>	Success Criteria <i>What will it look like if our work is successful? Consider both “halves” of the if/then statement – i.e., both teacher practice and student learning.</i>	Monitoring Plan <i>How will ongoing monitoring take place? Consider actions at the, school level, classroom level, student level.</i>	Evidence / Reflection <i>What evidence will demonstrate the success criteria? What happened? Now what? Feeds the next iteration of the cycle.</i>

Numeracy Teaching and Learning Essential Practices	Goal			
	Theory of Action <i>Ifthen.....</i> <i>Should align with the Evidence and the goal</i>			
Evidence <i>Consider: Student Achievement Data, Demographic Data, Program Data, Perceptual Data – what are the current needs of both staff and students?</i>	Strategies <i>Targeted, evidence based. Clear link to the evidence and the theory of action.</i>	Success Criteria <i>What will it look like if our work is successful? Consider both “halves” of the if/then statement – i.e., both teacher practice and student learning.</i>	Monitoring Plan <i>How will ongoing monitoring take place? Consider actions at the, school level, classroom level, student level.</i>	Evidence / Reflection <i>What evidence will demonstrate the success criteria? What happened? Now what? Feeds the next iteration of the cycle.</i>

Invitational PD Overview: August – December 2020

AUGUST 2020

DESCRIPTION	INTENDED AUDIENCE	NUMBER OF PARTICIPANTS
<p>Getting Started in Brightspace (Elementary)</p> <p>Set yourself up for success! In this session, you will review how to set up and personalize your Brightspace course to meet your needs.</p>	K-8	26
<p>Brightspace Basics (Primary)</p> <p>Through a primary lens, educators will explore the basic features within Brightspace. Educators will be offered examples of how to utilize Brightspace features with best practices in mind. Incorporating a few new features can increase independence in your students as well as engagement.</p>	K-3	26
<p>Brightspace Basics (Junior / Intermediate)</p> <p>Educators will be guided through the creation of Junior/Intermediate focused learning opportunities using a few basic Brightspace features.</p>	4-8	15
<p>Taking it Further with Brightspace (Elementary)</p> <p>Now that you have a good handle on the basic features, it's time to turn our attention to meeting the needs of all our learners and using the features in Brightspace to make it happen.</p>	K-8	29
<p>Brightspace Basics and Beyond (Secondary)</p> <p>Join me for a two-hour session during which I hope to answer the two main questions I often hear from my colleagues when it comes to Brightspace:</p> <p><i>"So what do I do with this empty shell again?"</i></p> <p><i>"OK, so I've got my content in my Brightspace course, but how can I differentiate for my diverse group of learners and assess their learning?"</i></p>	9-12	16
<p>Delving into Diagnostics (Primary/Junior)</p> <p>In this workshop, we will explore how to design and use diagnostic assessments to identify student learning needs and determine next instructional steps. The focus will be on Primary/Junior Literacy and Elementary Numeracy, however the process can also be applied to other subject areas.</p>	K-6	31
<p>Diagnostic Assessment in I/S Literacy</p> <p>In the first part of this workshop, we will examine various methods of literacy diagnostic assessments for I/S students. The second half of the workshop will examine how to engage and address identified gaps in classrooms utilizing approaches like culturally responsiveness.</p>	7-12	13

OCTOBER 2020

DESCRIPTION	NUMBER
<p>Unpacking the 2020 Elementary Mathematics Long Range Plans (3 Sessions)</p> <ul style="list-style-type: none"> • Compare and contrast 2020 Long Range Plans (LRPs) with versions previously provided by the Board • Develop an awareness of the two versions of Ministry-provided LRPs and our reasoning to adopt one over the other • Build an understanding of a spiraled curriculum along with its benefits and challenges • Identify the changes made to the Ministry-provided LRPs for the benefit of our educators • Locate and navigate through the Board-adapted LRPs and the associated resources • Connect the questions from the LRPs to student learning 	<p>Primary – 48 Junior – 32 Intermediate - 30</p>
<p>Nelson Pre-Assessments & The 2020 Elementary Math Curriculum</p> <ul style="list-style-type: none"> • Better understand what a Pre-Assessment is • Identify the various components that make up a Pre-Assessment • Access the pre-assessments digitally • Use the LRP Questions and Pre-Assessment correlation documents to select appropriate/relevant diagnostic(s) 	<p>20</p>
<p>Elementary Progress Reports 101</p> <p>In this session, we will provide a basic overview of the purpose of the Progress Report, and recommendations pertaining to selecting an indicator and writing comments. Educators will then have an opportunity to join breakout rooms to ask questions and receive more detailed information regarding completing the report in each division, and guidelines for completing reports for students with IEPs and English Language Learners.</p>	<p>77</p>

DECEMBER 2020

DESCRIPTION	NUMBER
<p>Reporting on the 2020 Math Curriculum</p> <p>During this session, you will be provided with information on evaluation and the requirements for reporting on the 2020 Elementary Math Curriculum. A focus will be on how to use Ministry and Board-Created resources, as well as the Digital Curriculum platform, to determine a grade/percentage mark and craft report card comments. Although this session will be “live,” it will also be recorded and archived so that those unable to attend can view at a more convenient time. A short question and answer period will be incorporated into the final 10 minutes of the session.</p>	<p>96</p>

Self-Selected PD Choices: September 2 and 3, 2020

Early Childhood Educators and Elementary and Secondary teachers registered for two self-selected sessions. Based on feedback received in June 2020, self-selected workshops focused on three target areas: Mental Health and Well-Being, Digital tools, and Curriculum and Pedagogy.

MENTAL HEALTH AND WELL BEING			
Description	Intended Audience	Format	Number of Participants
<p>The Brain and its Role in Mental Health (repeated)</p> <p>By understanding how our brain works we can better learn ways to manage when faced with intense emotion. In this pre-recorded session, you will learn how our brain reacts when faced with difficult situations as well strategies that can be used to help get through them.</p>	K-12	Recorded	108
<p>Easing Back into Education</p> <p>It is understandable that students and educators might feel a little anxious as they return to an ever-evolving learning environment. This session offers strategies for teachers to help make the transition back to school a little easier for students and will provide tips for their own self-care.</p>	K-12	Live	40
<p>The First 10 Days (and Beyond) (repeated)</p> <p>The <i>First 10 Days</i> resource was created by practicing school mental health professionals and educators, alongside School Mental Health Ontario. It is not meant to be prescriptive. Instead, it offers a range of ideas to help you to get the school year off to a good start, in spite of the challenges.</p>	K-12	Self-Directed	175
<p>Leading our Kids Back to School: For parents, and those who care about kids</p> <p>How can we lead our kids back to school amid all of the changes covid-19 has brought? What do we do with their worries (and ours), as we face uncharted waters? This pre-recorded webinar addresses these concerns and more with Clinical Counsellor Dr. Deborah MacNamara, author of the best-selling book: REST PLAY GROW - Making Sense of Preschoolers (or anyone who acts like one)</p>	K-12	Recorded	32
<p>Managing Anxiety as the World Re-opens (repeated)</p> <p>In this recorded webinar, health experts explore the key differences between stress and anxiety, how to tell if what you're feeling is stress or anxiety, how to cope with anxiety, when to get professional help for yourself, when to recommend professional help to someone you're close to, and what to do if you're feeling anxious about transitioning to a new routine.</p>	K-12	Recorded	103
<p>Mental Health in Action (repeated)</p> <p>The MH LIT – Mental Health in Action course is designed to provide elementary educators with basic knowledge and information related to mental health, strategies to enhance student mental health, and everyday practices for use in the classroom.</p>	K-12	Self-Directed	42

MENTAL HEALTH AND WELL BEING			
Description	Intended Audience	Format	Number of Participants
<p>School Mental Health Ontario (repeated)</p> <p>School Mental Health Ontario is a provincial implementation support team that helps school districts enhance student mental health. This website is filled with resources designed to support the roles of all those who engage with students.</p>	K-12	Self-Directed	16

DIGITAL TOOLS			
Description	Intended Audience	Format	Number of Participants
<p>Brightspace Basics and Beyond (Secondary) (repeated)</p> <p>Find answers to the most common questions about Brightspace:</p> <p><i>"So what do I do with this empty shell again?" and "OK, so I've got my content in my Brightspace course, but how can I differentiate for my diverse group of learners and assess their learning?"</i></p>	9-12	Recorded	100
<p>Brightspace Drop-In Support</p> <p>Have a question about Brightspace? Need help setting up your course? Join our virtual drop in to ask questions and find support.</p>	K-12	Live	11
<p>Brightspace Self-Directed Modules (repeated)</p> <p>Explore the many features Brightspace offers as you build your course page. Choose from a variety of videos and recorded webinars to answer your questions</p>	K-12	Self-Directed	175
<p>Getting Started with Brightspace (Elementary)</p> <p>Set yourself up for success! In this session, you will review how to set up and personalize your Brightspace course to meet your needs.</p>	K-8	Recorded	34
<p>J/I Brightspace Basics</p> <p>Setting up and utilizing Brightspace features to suit a J/I class</p>	4-8	Recorded	23
<p>Primary Brightspace Basics</p> <p>Learn how to create a user-friendly Brightspace page.</p>	K-3	Recorded	45
<p>Taking it Further with Brightspace (Elementary)</p> <p>Now that you have a good handle on the basic features, it's time to turn our attention to meeting the needs of all our learners and using the features in Brightspace to make it happen.</p>	K-8	Recorded	75
<p>Teams, Office 365 and BHN Hub Q&A</p> <p>Interactive Q&A to answer participant questions related to the 3 platforms. Click here to enter a question before the even and to see what others are asking.</p>	K-12	Live	22

DIGITAL TOOLS			
Description	Intended Audience	Format	Number of Participants
Using Teams and O365 to Support Synchronous Distance Learning Getting the most out of Teams meetings, teaching via a live PowerPoint presentation, and other collaboration features available in our Office 365 tools.	Distance Learning Educators	Live	17

CURRICULUM AND PEDAGOGY			
Description	Intended Audience	Format	Number of Participants
Culturally Responsive Pedagogy In a culture of Belonging, our students need to see their experiences reflected in curriculum and curriculum resources. We will explore ways to incorporate CRP in our courses/classes, central resources available to support it, and its impact on student engagement.	K-12	Live	21
Delving into Diagnostics (Primary/Junior) (repeated) In this workshop, we will explore how to design and use diagnostic assessments to identify student learning needs and determine next instructional steps. The focus will be on Primary/Junior Literacy and Elementary Numeracy, however the process can also be applied to other subject areas.	K-6	Recorded	56
Exploring Edge Factor (repeated) Edge Factor equips educators with e-learning videos and interactive activities to engage students at home and in classrooms. This platform has stories that inspire career exploration, showcase industries, career pathways and SHSM, OYAP, Skills Ontario, and Co-Op programs, teach soft skills, show STEAM on-the-job, provide Virtual Workplace Experiences, promote skilled trades, and much more.	7-10, STEM, Co-Op, OYAP, Tech, Careers	Live	26
Growing in Faith, Growing in Christ Grades 1-6 Explore the components and features within our Religious Education resource through these recorded webinars specific to each grade level (Grades 1-3 and Grades 4-6).	Grades 1-6	Recorded	10
Growth Mindset: Help your Students Believe and Achieve This session based on the work of Stanford University psychologist, Carol Dweck, and the idea that mindset is related to our understanding of where ability comes from. We will dive a little deeper into Five Steps (Believe It, Teach It, Model It, Nourish It and Assess It) that you can use to help you build a classroom culture that fosters a growth mindset and helps students become more motivated to learn, exert more effort, cope with transitions, and develop better self-regulation.	K-12	Recorded	43
Ici on se parle en français! Strategies for encouraging students to speak and interact in French, while maintaining physical distancing and safety guidelines.	FSL / FI	Live	28

CURRICULUM AND PEDAGOGY			
Description	Intended Audience	Format	Number of Participants
<p>Introducing Growing in Faith, Growing in Christ Grade 7</p> <p>This interactive online in-service will introduce the components and features of your new Religious Education Resources.</p> <p>Time will be given to explore and ask questions.</p> <p>Content is split into 2 parts, please be sure to attend on both days.</p>	Grade 7	Live	3
<p>K-8 BHN Math Modules (repeated)</p> <p>Explore previous BHN Math PD including Early Concepts of Number, Multiplication, Fractions, Computational Fluency and Grade 1-6 Measurement</p>	K-8	Self-Directed	41
<p>Kindergarten Idea Exchange</p> <p>Join your fellow Kindergarten Educators to learn from each other! We will share our tips and ideas for kindergarten programming in a COVID-safer environment.</p>	K	Live	65
<p>Social Emotional Literacy Learning</p> <p>With a return to a new culture of learning, social emotional learning will play a fundamental role in classrooms. We will examine ways to incorporate SEL via literacy learning. Participants will also learn of the central resources available to support SEL in the classroom.</p>	7-12	Live	16
<p>Supporting Hybrid Learning with My Blueprint</p> <p>Educators often ask us "How can I keep up to date with my students learning while in a hybrid remote environment?" and more importantly 'How can I provide feedback and connect with my student when I don't get to see them every day?' Join this session to learn how educators can support the development of a growth mindset and the authentic documentation of student learning through digital portfolios. Learn how to incorporate reflective practice into your classroom routines, implement feedback loops with students, and stay connected no matter the learning environment. Educators will leave this session with implementation ideas and strategies, and resources to support them in the classroom space today.</p>	9-12	Live	10

Role-specific PD: Thursday September 3

Educators were assigned to one of four PD sessions, based on teaching assignment.

Description	Intended Audience	Format
<p>Kindergarten Q&A</p> <p>Interactive Q&A to ask questions and share ideas as we prepare our Kindergarten classrooms for a new reality. Click here to post your questions in advance.</p>	Kindergarten	Live
Knowing your Learners and Making the Most of your 300 minutes	9-12	Self-Directed

Description	Intended Audience	Format
<p>Secondary Departments will work together through a self-directed workshop to identifying the big ideas, strategies for gap closing, and tips for effective instruction in a quadmestered structure. <i>NB – some departments will participate in live, facilitated sessions specific to their unique department needs. These department heads will receive further information in advance of the sessions.</i></p>		
<p>Revised Math Curriculum Grade 1-8 school teams will engage in small group conversations as the new digital platform for the 2020 Math Curriculum is introduced. Components include overview of changes, opportunities to explore features of the digital curriculum, connections to Essential Practices and previous district-wide PD and sharing of resources.</p>	<p>1-8, STEM, Elementary SERTs</p>	<p>Live</p>
<p>Tips, Tricks and Tools for the Travelling FSL Teacher Considerations for necessary supplies and resources as you travel from class to class. Communication games that take into consideration social distancing and use of space.</p>	<p>Elementary FSL</p>	<p>Live</p>

2020-21
Trustee Meetings and Events

Date	Time	Meeting/Event
January 20, 2021	7:00 pm	Regional Catholic Parent Involvement Committee
January 26, 2021	7:00 pm	Board Meeting
February 4, 2021	3:00 pm	Policy Committee
February 10, 2021	3:00 pm	Executive Council
February 16, 2021	1:00 pm 7:00 pm	Special Education Advisory Committee Committee of the Whole
February 23, 2021	2:00 pm 7:00 pm	Student Transportation Services Brant Haldimand Norfolk Board of Directors Board Meeting
March 4, 2021	3:00 pm	Policy Committee
March 10, 2021	5:00 pm	Executive Council
March 11, 2021	9:00 am	Mental Health Steering Committee
<i>March 15-19, 2021</i>		<i>MARCH BREAK</i>
March 23, 2021	1:00 pm 7:00 pm	Special Education Advisory Committee Committee of the Whole
March 30, 2021	7:00 pm	Board Meeting
April 8, 2021	3:00 pm	Policy Committee
April 14, 2021	5:00 pm	Executive Council
April 20, 2021	1:00 pm 7:00 pm	Special Education Advisory Committee Committee of the Whole
April 21, 2021	7:00 pm	Regional Catholic Parent Involvement Committee
April 27, 2021	7:00 pm	Board Meeting
April 29 - 30, 2021	TBD	Ontario Catholic School Trustees' Association AGM
<i>May 2 - May 7, 2021</i>		<i>Catholic Education Week</i>
May 6, 2021	3:00 pm	Policy Committee
May 12, 2021	3:00 pm	Executive Council
May 18, 2021	1:00 pm 7:00 pm	Special Education Advisory Committee Committee of the Whole
May 25, 2021	9:00 am 7:00 pm	Student Transportation Services Brant Haldimand Norfolk Board of Directors Board Meeting
June 3 - 5, 2021	TBD	Canadian Catholic School Trustees' Association AGM
June 3, 2021	3:00 pm	Policy Committee
June 9, 2021	5:00 pm 7:00 pm	Executive Council Regional Catholic Parent Involvement Committee
June 10, 2021	9:00 am	Mental Health Steering Committee
June 15, 2021	1:00 pm 7:00 pm	Special Education Advisory Committee Committee of the Whole
June 21, 2021	5:00 pm	Audit Committee
June 22, 2021	7:00 pm	Board Meeting
TBD	TBD	Assumption College Graduation
TBD	TBD	Holy Trinity Graduation
TBD	TBD	St. John's College Graduation

Meetings scheduled at the Call of the Committee Chair: Accommodations Committee, Audit Committee, Budget Committee, Catholic Education Advisory Committee, Communications and Information Technology Advisory Committee, Legal Expenses Review Committee, Policy Committee