



BRANT HALDIMAND NORFOLK Catholic District School Board

Agenda

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

Committee of the Whole Tuesday, June 20, 2023 ♦ 7:00 p.m. Boardroom

Trustees:

Members: Rick Petrella (Chair), Carol Luciani (Vice-Chair), Dennis Blake, Bill Chopp, Dan Dignard, Mark Watson, Halaena Buenviaje (Student Trustee)

Senior Administration:

Mike McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer), Kevin Greco, Lorrie Temple, Phil Wilson (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

2. Presentations

3. Delegations

4. Consent Agenda

4.1 Unapproved Minutes of the Special Education Advisory Committee Meeting - April 18, 2023

Pages 3-5

4.2 Unapproved Minutes of the Special Education Advisory Committee Meeting - May 16, 2023

Pages 6-8

4.3 Unapproved Minutes of the Faith Advisory Committee Meeting - May 25, 2023

Pages 9-12

5. Committee and Staff Reports

5.1 Unapproved Minutes and Recommendations of the Policy Committee Meeting - June 13, 2023

Pages 13-93

Presenter: Dan Dignard, Chair of Policy Committee

- Trustees' Code of Conduct, #100.04 (pages 17-18)
- Assessment, Evaluation, Grading and Reporting, #200.42 (pages 19-58)
- Cessation of Employment #300.03 (pages 59-64)
- Hiring Non-Academic Staffing #300.11 (pages 65-70)
- Educational Field Trips and Excursions #500.01 (pages 71-81)
- Investment of Board Funds #700.03 (pages 82-85)
- Rescinded Policies (pages 86-93)



- 5.2** Unapproved Minutes and recommendations of the Accommodations Committee Meeting
- June 6, 2023 Pages 94-99
Presenter: Dan Dignard, Chair of Accommodations Committee
- 5.3** Special Education Annual Report 2022/2023 Pages 100-135
Presenter: Phil Wilson, Superintendent of Education
- 5.4** Literacy & Numeracy Plan Pages 136-146
Presenter: Lorrie Temple, Superintendent of Education
- 5.5** Student Support Services and Mental Health and Addictions Strategy
Annual Report 2022/2023 Pages 147-156
Presenter: Kevin Greco, Superintendent of Education
- 5.6** Q3 Capital Update Pages 157-158
Presenter: Scott Keys, Superintendent of Business & Treasurer
- 6. Information and Correspondence**
- 7. Trustee Inquiries**
- 8. Business In-Camera**
- 207 (2) *Closing of certain committee meetings. A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves:*
- a. *The security of the property of the board;*
 - b. *The disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;*
 - c. *The acquisition or disposal of a school site;*
 - d. *Decisions in respect of negotiation with employees of the board; or*
 - e. *Litigation affecting the board.*
- 9. Report on the In-Camera Session**
- 10. Future Meetings and Events** Page 159
- 11. Closing Prayer**
- Heavenly Father, we thank you for your gifts to us: for making us, for saving us in Christ, for calling us to be your people. As we come to the end of this meeting, we give you thanks for all the good things you have done in us. We thank you for all who have shared in the work of this Board and ask you to bless us all in your love. We offer this prayer, Father, through Christ our Lord. **Amen***
- 12. Adjournment**



SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Tuesday, April 18, 2023 – 1:00pm

Microsoft Teams and Catholic Education Centre

- Members:** Brandi Bertling (Child and Family Services of Grand Erie), Dennis Blake (*Trustee*), Mischa Dinsmore (Lansdowne Children’s Centre), Christina Ferrell (Woodview Children’s Centre), Kerri Lomax (*Principal, Elementary*), Shannon Mason (*Principal Lead, Special Education Staffing*), Linda McFayden (*Contact Brant*), Marilyn Noi (*Autism Ontario*), Phil Wilson (*Superintendent of Education*), Nil Woodcroft (*Haldimand Norfolk REACH*)
- Regrets:** Laura Bergeron (*ad hoc*), Tara Buchanan (*Community Living Brant*), Michelle Drake (*Crossing All Bridges*), Shannon Korber (*Child and Family Services of Grand Erie*), Patti Mitchell (*Parent, County of Brant*), Janelle Sandy (*Indigenous Child and Youth Team at Child and Family Services of Grand Erie*)
- Resources:** Sandra DeDominicis (*Student Achievement Lead: Special Education*)
- Guests:** Sarah Conway (*System Teacher Mathematics & Special Education Technology*), M.M. (*Student*), John Silvestri (*Information Technology Resource Teacher*), Terre Slaght (*Principal of Continuing Education*), S.S. (*Student*)
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1. Welcome and Opening Remarks

Mischa Dinsmore welcomed the committee.

2. Land Acknowledgement

Superintendent Wilson read the board’s land acknowledgement.

3. Opening Prayer

Sandra DeDominicis shared an opening prayer.

4. Introductions and Welcome

Superintendent Wilson welcomed all committee members.

5. Approval of Agenda

Moved by: Dennis Blake

Seconded by: Nil Woodcroft

THAT the Special Education Advisory Committee approves the agenda of the April 18, 2023, meeting.

Carried

6. Approval of the Minutes

Moved by: Christina Ferrell

Seconded by: Linda McFayden

THAT the Special Education Advisory Committee approves the minutes of the March 21, 2023, meeting.

Carried

7. Correspondence

A letter was received from the Bruce-Grey Catholic District School Board regarding Special Incidence Portion (SIP) claims. The letter stated that the funds being provided by the government for these claims is lower than the actual cost of the student, as well as the large amount of time being needed to fill out documentation for SIP claims.

8. Community Agency Updates

Kerri Lomax

In the Brant Haldimand Norfolk Catholic District School Board (BHNCD SB), the IPRC transition meetings are taking place for students moving from Grade 8 to Grade 9. If the student will not be attending a high school within BHNCD SB, a transition meeting still takes place.

Christina Ferrell

Woodview Children's Centre is getting ready for Mental Health week.

Nil Woodcroft

Haldimand Norfolk REACH has an employment posting for an Autism and Behavioural Services Manager. The entry to school autism program is up and running.

Marilyn Noi

Autism Ontario is offering student scholarships for students entering college or university. The deadline for application is April 30, 2023.

Dennis Blake

The BHNCD SB are in the middle of the budgeting process for the 2023-2024 year.

Shannon Mason

BHNCD SB schools are in the process of advocating for our Special Education students for next year.

9. Updates

9.1 Student Achievement Lead

April is Autism Awareness Month and April 2, 2023, was World Autism Day. Time and effort are given to spread awareness and engage in conversation about Autism Spectrum Disorder (ASD). Approximately, 1 in 66 children are diagnosed with ASD and this number continues to grow.

BHNCD SB has been engaged in "Entry to School Case Conferences" and is nearing the end of the kindergarten intake meetings. It is wonderful to meet some of the new families and their children. These meetings are a great opportunity to assess the incoming needs across the system and ensure that programming supports are in place for the fall so that these students have everything they need to transition to school successfully.

BHNCD SB held an in-person Community of Practice meeting on April 4, 2023.

9.2 Superintendent of Education

The Educational Assistant (EA) allocation process has started. BHNCD SB is looking at the ministry funding and how many EA's we will have in our system. Sandra De Dominicis and Superintendent Wilson are meeting with the principals to reevaluate who needs the support.

9.2 Focus on Youth

Terre Slaght provided a presentation on Focus on Youth. The Ministry of Education provides BHNCD SB with funding for Focus on Youth. BHNCD SB is approaching different departments and organizations, (i.e., BHNCD SB facilities department, daycares including Today's Family, Haldimand Norfolk REACH, YMCA, YWCA, and Lansdowne Children's Centre), to explain the program. If BHNCD SB has a program that aligns with the organization, students will work at that organization and the BHNCD SB will cover the costs to pay the student. The student can take a co-op credit at the same time. The students BHNCD SB focus on are the "in risk" students. BHNCD SB is open to collaborate. Please provide BHNCD SB with a job description and

hours per week. The program runs from July 4 - August 4, 2023.

9.3 Special Equipment Amount (SEA)

John Silvestri and Sarah Conway provided an explanation on SEA. SEA funding is used to assist school boards with the cost of the equipment essential to support students with special needs. For a student to receive equipment it must be recommended by a qualified professional. The equipment must be considered essential for the student to be able to attend school or to access the Ontario curriculum. There are two funds available for students to access to obtain specialized equipment: 1) Per Pupil Amount (PPA) fund - for the purchase of computer and all tech related equipment; 2) Claims-Based fund - for the purchase of non-tech-based equipment. Training consists of three phases: Phase 1: Introduction to the hardware and software; Phase 2: One-to-one individualized training; Phase 3: Follow-up training session to create a continuity support plan. Two students demonstrated the ease of use and the benefits of the SEA equipment to the group.

10. Closing Remarks/Adjournment

Christina Ferrell thanked everyone.

The meeting adjourned at 2:23pm. The next meeting will be held on Tuesday, May 16, 2023, at 1:00pm.



SPECIAL EDUCATION ADVISORY COMMITTEE
Tuesday, May 16, 2023 – 1:00pm
Catholic Education Centre or Microsoft Teams

- Members:** Dennis Blake (*Trustee*), Mischa Dinsmore (*Lansdowne Children's Centre*), Christina Ferrell (*Woodview Children's Centre*), Marilyn Noi (*Autism Ontario*), Phil Wilson (*Superintendent of Education*), Nil Woodcroft (*Haldimand Norfolk REACH*)
- Regrets:** Laura Bergeron (*ad hoc*), Brandi Bertling (*Child and Family Services of Grand Erie*), Tara Buchanan (*Community Living Brant*), Michelle Drake (*Crossing All Bridges*), Linda McFayden (*Contact Brant*), Janelle Sandy (*Indigenous Child and Youth Team at Child and Family Services of Grand Erie*), Shannon Korber (*Child and Family Services of Grand Erie*)
- Resources:** Sandra DeDominicis (*Student Achievement Lead: Special Education*), Kerri Lomax (*Principal, Elementary*), Shannon Mason (*Principal Lead: Special Education Staffing*), Patti Mitchell (*Parent, County of Brant*)
- Guests:** Stephanie Bergman (*Speech and Language Pathologist*), Meagan Courneyea (*Speech and Language Pathologist*), Mary Hanhan (*Speech and Language Pathologist*), Susan Lentz (*Lansdowne Children's Centre*), Glenn Thistle (*System Special Education Resource Teacher*)
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1. Welcome and Opening Remarks

Mischa Dinsmore welcomed the committee.

2. Land Acknowledgement

Superintendent Wilson read the board's land acknowledgement.

3. Opening Prayer

Sandra De Dominicis shared an opening prayer.

4. Introductions and Welcome

Superintendent Wilson welcomed all committee members.

5. Approval of Agenda

Moved by: Christina Farrell

Seconded by: Dennis Blake

THAT the Special Education Advisory Committee approves the agenda of the May 16, 2023, meeting.

Carried

6. Approval of the Minutes

Moved by: Christina Farrell

Seconded by: Dennis Blake

THAT the Special Education Advisory Committee approves the minutes of the April 18, 2023, meeting.

Carried

7. Correspondence - Nil

8. Community Agency Updates

Christina Ferrell

Woodview Children's Centre will be holding a drop-in program at Harmony Square on Tuesday, Thursday, and Friday afternoons over the summer months.

Workshops will be available to all families in the community through Woodview Children's Centre. A calendar of events is being developed.

Mischa Dinsmore

Lansdowne Charity Motorcycle ride is taking place on July 8, 2023. Lansdowne Children's Centre will be raffling off a Harley Davidson motorcycle. The tickets are \$25 each. The motorcycle is touring the city to encourage the purchase of tickets, as well to educate on the services Lansdowne Children's Centre provides.

Nil Woodcroft

The Early Identification Child development team of Haldimand Norfolk REACH recently met, and are following up, to review the Kick Start to Kindergarten events that were held. The overall feedback was positive, and now discussions are taking place, given the limited capacity of screeners, on how to do things differently in order to expand these events to more schools.

HN REACH is planning a summer school program, facilitated in Delhi at St. Frances Cabrini School and in Dunnville at Mapleview School.

Additionally, HN REACH is working on a school readiness program for students entering JK and SK.

HN REACH continues to be busy with the transition to school planning with caregivers and there has been an increase in late referrals this year for the All About Me program.

Updates

8.1 Student Achievement Lead

The focus of the Brant Haldimand Norfolk Catholic District School Board (BHNCDSD) has been centered around student support visit meetings that were held with Superintendent Wilson, Special Education Resource Teachers and Principals to discuss Educational Assistant support. Approximately 250-300 students are needing support. This data will be used to support staffing for the next school year.

BHNCDSD held a virtual Community of Practice meeting to discuss the Empowered Reading Program implemented through Sick Kids Hospital.

An open house was held at Notre Dame School, Brantford, for the transition class, to welcome students, meet the staff and have a tour of the school.

Have a Go, an adapted track and field event for the Special Education students, will be held in Burford on June 6, 2023, with a rain date of June 7, 2023. Members of SEAC are welcome to come out and support the event.

8.2 Superintendent of Education

BHNCDSB has been working through the budget process for Special Education, aligning with our needs and priorities.

A plan is currently being devised for the Empower Reading program to maximize the number of students who can participate. Eight schools will receive Empower Reading support for the 2023-24 school year.

Bartimaeus has been providing support for a few of our students and BHNCDSB has received positive feedback. Next steps are being devised for the next school year, prioritizing who would benefit from this type of support.

Books titled, *Can't Read, Can't Write, Here's My Book*, by Michael Jacques, books were given to Superintendent Wilson from principal, Sue Defreyne. The author, Michael Jacques is a young adult with Autism and an intellectual disability. It was written using an Ipad's speech to text function and talks about the importance of belonging and inclusion.

The Special Education year end summary will be due to the Ministry at the end of June. BHNCDSB is looking at who we have served, and the plan is being redeveloped the plan for next year.

8.3 SLP Pilot Program Update

Three, Speech Language Pathologist's (SLPs) for BHNCDSB, Stephanie Bergman, Meagan Courneyea, and Mary Hanhan provided a presentation discussing the pilot project Story Champs, language curriculum for kindergartens. It is an evidence-based program and has been used in schools and settings proven to make positive gains. The program is multi-tiered and multi-sensory (touch sight gestures, learning) and provides supports to the whole class. The program can also be used in smaller groups, for students at risk, giving them a language boost.

Listening and de-coding are needed in order to have reading comprehension. This isn't possible without oral language skills; it is foundation to the child's success.

This program supports literacy development, supports students with language delays. Allows SLPs to work side along educators to develop skills in classroom and better prepare students for literacy development. the goal is by the end of the 12 weeks that the at-risk students are at the same level as the other students. The first 6 weeks focuses on parts of the story and how it is organized, the next 6 weeks are lessons, complexity, and language structure. The goal is by the end of the 12 weeks, that the at-risk students are at the same level as the other students.

Goal is to build capacity in our educators. Looking at student and educator impact with two focus groups,

8.4 Supplementary Gifted Module Overview

Presentation from Glenn Thistle, System Special Education Resource Teacher, for Supplementary Gifted Modules, showing visits to Lynwood, Circle Square Ranch, Shaw Festival and the Toyota Plant, as well as the modules held at SMCLC.

9. Closing Remarks/Adjournment

Mischa Dinsmore thanked everyone.

The meeting adjourned at 2:20 pm. The next meeting will be held on Tuesday, June 20, 2023.



**Faith Advisory Committee (FAC)
Thursday, May 25, 2023 ♦ 2:00 p.m.
Virtual Microsoft TEAMS Meeting**

Present: Tara Williams, Heather Graham, Andrew Hall, Dan Dignard (Trustee), Lorrie Temple (Superintendent of Education), Keri Calvesbert, Carole Allen

Regrets: Halaena Buenviaje, Tom Laracy, Father Augustine Ogundele, Father Ronald Angervil, Father Stephen Murrin

1. Opening Prayer

Lorrie Temple opened the meeting in prayer.

2. Welcome

Lorrie Temple welcomed members of the committee.

3. Approval of the Minutes

The Minutes of the February 2, 2023, meeting were approved.

4. Information and Discussion Items

4.1 Faith Day Update

Keri Calvesbert provided updates to planning for the September Faith Day scheduled for Friday, September 15, 2023. This day offers an opportunity for staff to live our mission together, along with our community partners. As part of the day, staff will be working alongside local service organizations to support programming, to learn about each organization's impact locally, and to further connect to and serve our communities in various capacities. The day will be educational and impactful, and it is intended that collaborations and connections continue throughout the school year and beyond. At the March, April, and May AAC meetings, Lorrie Temple provided monthly updates and information about Faith Day to Administrators, Managers and Facilitators including components of the day (i.e., Mass or Liturgy, Video Teaching, Service-learning activities), options, Service Ideas and Agencies, and timelines. Schools and sites were asked to make decisions and connect with community partners if needed, prior to the end of this school year in preparation for September. While we are still waiting for the new Board Spiritual Theme to be released by OCSTA (early June), the Pastoral Resource Package is being updated to reflect components and teachings of Faith Day and additions will continue to be made to support the new Spiritual Theme. Fr. Toby Collins will be providing the video components for Faith Day prior to September 2023. System memos about Faith Day will be sent out in June and August.

4.2 ICE Symposium Update and Next Steps

Members of the committee who attended the ICE Symposium on Adult Faith Formation shared their positive experiences of the conference; grateful to gather as stakeholders representing diverse roles in Catholic Education, opportunities to network, combination of English and French, speaker stories, breakout sessions, student artwork, availability of liturgy including Sacrament of Confession, Mass with Archbishop Leo, Taize prayer. Lorrie Temple explained a



meeting will be held with Board team to debrief the Symposium and determine action steps on how to share out with the district. Results of the meeting will be shared back with committee.

4.3 Culture of Life Day

Andrew Hall reported that this year in lieu of attending the March for Life in Ottawa, Secondary Chaplaincy Leaders along with the Religion and Family Life Consultant planned a day retreat experience for students, "YOUR LIFE MATTERS Student Symposium – Let's Talk About It! Youth Voices on Current Culture of Life Issues." The symposium took place on Friday, May 12th at St. Bernard of Clairvaux Parish Hall, Waterford. This experience encouraged students to explore various current issues and how we can live out Gospel justice in today's world around us. Topics included: the wonder and awe of human life, Canadian refugees inspire peace by chocolate, the vibrancy of diversity and the spirit of allyship. The day began with fun community building activities and ended with praying the Stations of the Cross through a Culture of Life lens. Student feedback from the day from all three Secondary schools was very positive. A debriefing meeting with the planning team to look ahead for next year's symposium day is scheduled for early June. Trustee Dignard extended an invitation for this to be shared at June Board Meeting. Lorrie Temple will take this back to SAM and advise.

4.4 Catholic Education Awards Sharing

Keri Calvesbert shared about the 2023 Catholic Student Leadership Awards held at Holy Trinity Catholic High School, Simcoe, on May 1, 2023. Elementary and Secondary student award recipients participated in the afternoon Catholic leadership symposium led by the Religion and Family Life Consultant and Chaplaincy Leaders. Students engaged in liturgy, prayer and reflection, team-building activities and connected with their feeder school Chaplaincy Leaders and peers. Students were joined by Trustees and Sr. Admin Team for a celebration dinner. Deacon Gerard Van Schyndel, Norfolk Catholic Family of Parishes presided at the evening awards celebration. Each student award recipient received a certificate and an Ontario Catholic School Graduate Expectation Medal, during the Trustee presentation to students. Also, this year, as part of the evening event, the family of Danielo Pace received the 2023 Outstanding Contribution to Catholic Education Award, on behalf of Dan. Debriefing and planning for the 2024 CSLA event is already underway and will continue throughout the school year until the event to be held on Monday, May 6, 2024.

4.5 Future CSLA discussion (clergy input)

Lorrie Temple asked for committee input on practice of having Administrators and/or nominating teachers connecting with either Parish Priest or Priest attached to the school as part of nomination process for student awards. Consensus that this practice already takes place and to continue. As part of process moving forward, will remind Administrators and nominating teachers of this practice.

4.6 September 2024 Diocesan Mass

Lorrie Temple noted BHNCDSD is scheduled to host the Diocese of Hamilton Diocesan Mass in 2024. We are waiting on direction from the Diocese of Hamilton and will begin planning once we hear back from the Diocese.

4.7 Secondary Faith Activity Sharing

Tara Williams reported on the following activities in our Secondary schools: Holy Trinity staff will have one more prayer breakfast before the end of the school year. In-person Grade level retreat days have returned, including NET retreats and the Grade 12 Graduation retreat. HT held their first Cultural Heritage Day and hope to continue this. In the month June, student initiated and student-led Bible study and socials will be held on Mondays. ACS held their Grad retreat at



Camp Marydale. Chaplaincy Leader and students from ACS attended the Diocese of Hamilton Vocational Recognition dinner. Andrew Hall reported that SJC was invited to participate in a filming of students visiting at Riverview Terrace. The video will be released by the CCCB in July on World Grandparents Day. SJC held their grad retreat at Camp Marydale. All three schools reported the Culture of Life Day was a success.

4.8 Elementary Faith Activity Sharing

Heather Graham shared an update from St. Joseph's Catholic Elementary School in Simcoe. During Catholic Education Week, Catholic Leadership Awards were held in-person at Holy Trinity Catholic High School. Grade 8 students from St. Joseph's and St. Cecilia's, Port Dover participated in the NET (National Evangelization Team) Retreat. Junior Kindergarten orientation was held and Catholic Children's Bibles were given out to our newest learners this year. The Sacrament of First Communion for students was held in April. Currently, staff and students are preparing for Grade 8 Graduation liturgies and staff is in the beginning stages for planning Faith Day in the Fall; connecting with community partners, deciding on layout for the day.

4.9 Parental Understanding (Sacraments in Schools) (What is being taught around First Communion)

Dan Dignard asked about Sacramental Preparation in schools. Keri explained that Immediate Sacramental preparation is the responsibility of the Parish. Educators support this preparation through the teaching of the Religious Education curriculum expectations within the "Growing in Faith, Growing in Christ" program from grades 1 through 8. Full access to the student and parish portals enables facilitation of the home-school-parish relationship. Fr. Ronald Angervil further explained that Immediate Sacramental preparation happens at the parish level as celebrations of the sacraments take place in the parish and to encourage families to attend Sunday Mass. Teachers supplement this preparation through the teaching of the curriculum expectations in the schools. Keri shared the BHNCD SB website clearly points families looking for information on Sacramental preparation to contact their local parish (found under tabs: Faith/ Our Dioceses and Parishes).

5.0 Diocesan – Deanery Updates

Fr. Ronald explained within the Diocese of St. Catharines, some changes to the format of Deanery meetings are happening and will share more in the future about this. Fr. Ronald gave an overview of upcoming events happening around the celebration of the 150th Anniversary of St. Stephen's Parish in Cayuga on the weekend of Sunday, July 9, 2023. Events include a fish fry dinner, historical sharing, Sunday Mass celebrated by Bishop Bergie and a barbeque. Fr. Ronald will share posters and Keri will distribute across the district to advertise this important celebration.

5.1 F.A.C.E.- Updates

Carole Allen provided the committee with an update on F.A.C.E.

6. Questions/Discussions

Discussion took place around the flying of the Pride flag. This year, in our district, a decision was made by the Trustees to fly the Progress flag in June at our secondary schools only. Clarification was made about the messaging shared by Fr. James Martin to staff on the April PD Day. Fr. James Martin presented a pastoral approach to accompanying and supporting individuals who identify as LGBTQ+ in our Catholic Schools. In our district, we continue to adhere to our Catholic teachings, while at the same time have a responsibility to accompany those who are marginalized with dignity, compassion, and respect. Fr. James Martin did not engage in any conversations or dialogue about the flying of the flag in our Catholic schools.



7. Adjournment

The meeting was adjourned by Lorrie Temple, noting future meeting dates will be attached to the minutes of this meeting. The new theme from OCSTA was recently shared and will be the BHNCSB theme for 2023/2024 which is We are Called to Love. *"If we love one another, God lives in us."* 1 John 4:12

Next Meeting: LIST FUTURE MEETING DATES :

September 26, 2023 (teams)
November 23, 2024 (in person)
January 23, 2024 (teams)
April 18, 2024 (in person)
Calendar invites coming soon 📅

RECOMMENDATIONS FOR THE COMMITTEE OF THE WHOLE FROM THE POLICY COMMITTEE

June 12, 2023

AGENDA ITEM	MOTION
2.1	THAT the Committee of the Whole refers the Trustees' Code of Conduct Policy #100.04 to the Brant Haldimand Norfolk Catholic District School Board for approval.
2.2	THAT the Committee of the Whole refers the Assessment Evaluation Grading and Reporting Policy #200.42 to the Brant Haldimand Norfolk Catholic District School Board for approval.
2.3	THAT Committee of the Whole refers the Cessation of Employment Policy #300.03 to the Brant Haldimand Norfolk Catholic District School Board for approval.
2.4	THAT the Committee of the Whole refers the Hiring Non-Academic Staffing #300.11 Policy to the Brant Haldimand Norfolk Catholic District School Board for approval.
2.5	THAT the Committee of the Whole refers the Educational Field Trips and Excursions Policy #500.01 to the Brant Haldimand Norfolk Catholic District School Board for approval.
2.6	THAT the Committee of the Whole refers the Investment of Board Funds #700.03 to the Brant Haldimand Norfolk Catholic District School Board for approval.
2.7	THAT the Committee of the Whole refers the Electronic Websites Policy #600.03 and Board Owned Mobile Devices Policy #600.33 to the Brant Haldimand Norfolk Catholic District School Board for rescinding.

RECOMMENDATIONS:

THAT the Committee of the Whole refers the unapproved minutes of the Policy Committee Meeting of June 12, 2023 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

THAT the Committee of the Whole refers the recommendations of the Policy Committee Meeting of June 12, 2023 to the Brant Haldimand Norfolk Catholic District School Board for approval.



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

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

Policy Committee Meeting Monday June 12, 2023 ♦ 3:00 p.m. Boardroom

Members: **Trustees:** Dan Dignard (Chair), Dennis Blake, Bill Chopp, Carol Luciani, Rick Petrella

Regrets: Mark Watson

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

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by Trustee Rick Petrella.

1.2 Attendance

Attendance was noted as above.

1.3 Approval of the Agenda

Moved by: Carol Luciani

Seconded by: Bill Chopp

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board approves the agenda of June 12, 2023 meeting.

Carried

2. Committee and Staff Reports

2.1 Trustees' Code of Conduct #100.04

Director McDonald presented the Trustees' Code of Conduct Policy. It was noted that the code of conduct is to be reviewed every four years per Ontario regulation 246/18: Members of School Boards – Code of Conduct. At this time, only minor formatting changes were made, and no additional changes were recommended.

Moved by: Carol Luciani

Seconded: Dennis Blake

THAT the Policy Committee recommends that the Committee of the Whole refers the Trustees' Code of Conduct Policy #100.04 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.2 Assessment, Evaluation, Grading and Reporting #200.42

Superintendent Temple presented the Assessment, Evaluation, Grading and Reporting Policy. This was an administrative procedure and is now a policy. This policy supports educators, administrators, students, and families outlining how assessment and evaluation is done, reporting of the many and varied demonstrations of learning, as well as communication to students and families. Discussion was had around the growing success document and digital reporting. Ministry assessments at the secondary level were also discussed.



Moved by: Carol Luciani

Seconded: Bill Chopp

THAT the Policy Committee recommends that the Committee of the Whole refers the Assessment, Evaluation, Grading and Reporting Policy #200.42 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.3 Cessation of Employment #300.03

Superintendent Greco presented the Cessation of Employment Policy. This policy and administrative procedure combine Administrative Procedure #300.03 Cessation of Employment, and Policy #300.07 Employee Retirement Policy to reduce duplication. Minor formatting changes were made to the policy including updating department names. Information on the retirement processes was expanded to be in line with the 2006 Human Rights legislation that removed the mandatory retirement age of 65. Non-voluntary termination language was requested to be added to the policy.

Moved by: Carol Luciani

Seconded by: Bill Chopp

THAT the Policy Committee recommends that the Committee of the Whole refers the Cessation of Employment Policy #300.03 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.4 Hiring Non-Academic Staff #300.11

Superintendent Kevin Greco brought forward the Hiring Non-Academic Staff Policy. This policy was formally known as the Hiring Support Staff policy and applies to non-academic (non-teaching) positions. Discussion was had around the definition/role of a supervisor.

Moved by: Dan Dignard

Seconded by: Dennis Blake

THAT the Policy Committee recommends that the Committee of the Whole refers the Hiring Non-Academic Staff #300.11 Policy to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.5 Educational Field Trips and Excursions #500.01

Superintendent Wilson presented the Educational Field Trips and Excursions policy. The policy includes revisions to language that ensure inclusion of all students regardless of academic ability or socio-economic status, language that is aligned with the Government of Canada's Global Affairs travel information, OPHEA Physical Education Ontario Safety Guidelines, revised supervision ratios and a more comprehensive reference to requirements on extended international excursions. A request was made that a report and/or presentation be made to the board, if requested, upon completion of an international or missions' trip. The board requested that a check box be added to Appendix A – excursion approved or denied by the board if applicable.



Moved by: Dan Dignard

Seconded by: Carol Luciani

THAT the Policy Committee recommends that the Committee of the Whole refers the Educational Field Trips and Excursions Policy #500.01 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.6 Investment of Board Funds #700.03

Superintendent Keys presented the Investment of Board Funds Policy. This Policy and Administrative Procedure provides an effective framework for the investment and management of Board surplus funds that ensures the security of principal and optimizes investment returns while conforming to the Education Act and applicable regulations and applies to the investment of centrally managed operating, reserve, and trust funds.

Moved by: Carol Luciani

Seconded by: Dennis Blake

THAT the Policy Committee recommends that the Committee of the Whole refers the Investment of Board Funds Policy #700.03 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.7 Rescinded Policies

Superintendent Keys brought forth two policies to be rescinded as they are either outdated or captured in other policies or administrative procedures.

Moved by: Bill Chopp

Seconded by: Carol Luciani

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board rescinds the Electronic Websites Policy #600.03 and the Board Owned Mobile Devices Provided to Staff Policy #600.33.

Carried

3. Adjournment

Moved by: Dan Dignard

Seconded by: Dennis Blake

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board adjourns the June 12, 2023, meeting.

Carried

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

Prepared by: Mike McDonald, Director of Education & Secretary
Presented to: Policy Committee
Submitted on: June 12, 2023
Submitted by: Mike McDonald, Director of Education & Secretary

TRUSTEES' CODE OF CONDUCT 100.04

Public Session

BACKGROUND INFORMATION:

The Ontario regulation 246/18: Members of School Boards – Code of Conduct, came into effect in 2019 and stipulates that every school board in Ontario shall adopt a code of conduct which applies to the members of the board. This regulation also states that this code of conduct is to be reviewed every four years.

DEVELOPMENTS:

In April of 2023, the Ontario government introduced Bill 98 “The Better Schools and Student Outcomes Act”, that is legislation to amend various acts which pertain to education. The amendments fall into five broad categories, one of which is “Governance and Leadership”. The intended outcome of this category is to: “Ensure effective governance through reforms that establish standardized processes and expectations for school board trustees, directors of education and supervisory officers”. In addition to the outcome of a standardized process, the information received also noted that there will also be standardized training requirements for trustees and the creation of an integrity commissioner-led process to resolve code of conduct complaints. With these significant developments to be enacted in the near future, other than minor formatting changes, no additional changes are being recommended.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the Trustees' Code of Conduct Policy 100.04 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Trustees’ Code of Conduct #100.04

Adopted:	July 4, 2022
Last Reviewed/Revised:	June 27, 2023
Responsibility:	Human Resources Services
Next Scheduled Review:	June 2027

Policy Statement

It is the expectation of the Brant Haldimand Norfolk Catholic District School Board that Trustees will promote and model the Catholic values and beliefs of the Board and the Catholic Church.

Trustees are elected to their positions by the Catholic ratepayers and as such should conduct themselves in a manner which is in keeping with generally accepted Catholic societal behaviour and in keeping with their responsibilities to an elected office.

Application and Scope

To ensure Trustees carry out their elected duties and responsibilities while following a code of behavior which is in agreement with the traditions of the Catholic teachings, beliefs, and values of the Board and of the Church.

Guidelines: The Trustees’ Code of Conduct – A Statement of Board Values and the Responsibilities of Office the Trustees of the Brant Haldimand Norfolk Catholic District School Board will, at all times:

- i. act in accordance with and in furtherance of the Board’s mission statement;
- ii. encourage school communities to foster and exemplify the values of inclusion, integrity, respect, reconciliation, love and justice;
- iii. abide by the statutory declaration made when first becoming a trustee to the effect that:
“I will truly, faithfully, impartially and to the best of my ability execute the office of board member...” [Education Act, section 209(1)];
- iv. carry out the functions of a trustee in a public manner in meetings of the Board save for in-camera sessions authorized by the Education Act [section 207 (1) and (2)] and by the by-laws of the Board;
- v. keep in strict confidence information prepared for, discussed and communicated in any manner which was, is, or will be dealt with in-camera as authorized by the Education Act and by the Board’s By-Laws;
- vi. comply with all statutes and regulations applicable to the Trustees, the Board, and its operations including the Education Act, the Human Rights Code, the Municipal Conflict of Interest Act, the Municipal Freedom of Information and Protection of Privacy Act, and the Occupational Health and Safety Act;
- vii. conduct themselves in compliance with the Board’s by-laws and with any standards of behaviour the Board adopts respecting the conduct required of its employees; and
- viii. accept, as a matter of law, that the Board can only act collectively as a unit and that orders or pronouncements of individual Board members are of no force and effect.

References

- Education Act
- BHNCD SB Board By-Laws
- Human Rights Code
- Municipal Conflict of Interest Act
- Municipal Freedom of Information and Protection of Privacy Act
- Occupational Health and Safety Act

Glossary of Key Terms

- N/A

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: June 12, 2023
Submitted by: Mike McDonald, Director of Education & Secretary

ASSESSMENT EVALUATION GRADING REPORTING

#200.42

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board is committed to excellence in learning and living in Christ. Our Assessment Evaluation and Reporting Policy outlines how best to assess, evaluate, and report on student learning and achievement. The primary purpose of Assessment and Evaluation is to improve student learning. Brant Haldimand Norfolk Catholic District School Board's (the Board's) assessment and evaluation practices are grounded in the belief that all students can learn and can demonstrate their learning in an environment that reflects the Catholic values of fairness, equity, inclusion, and respect for all committed to excellence in learning and living in Christ. Our schools endeavour to develop relationships with the community we serve. Open communication and sharing information will help to build strong, lasting relationships.

DEVELOPMENTS:

The Assessment Evaluation Grading and Reporting Policy, accompanying appendices, and forms were redone to move from an AP to a Policy with an equity lens to include Kindergarten to Grade 12 rooted in the "Growing Success" document from the Ministry of Education. In addition, formal appendices were created for key topics within assessment such as late and missed assignments as well as academic honesty.

Highlights of this robust policy include:

- Robust list of references with online links for people to utilize and access easily
- Full list of definitions
- Focus on preventative and responsive measures
- Included K-12, Communication of Learning, ESL/ELL, and Special Education
- Important information on:
 - ❖ reporting periods
 - ❖ learning skills
 - ❖ all subject areas and what is expected on progress reports and report cards
 - ❖ French as a Second Language
 - ❖ use of the I, R and AL codes
 - ❖ achievement chart and four levels spelled out
 - ❖ assessment for, as and of learning defined
 - ❖ when is a report card completed (6 weeks)
 - ❖ what can and cannot be included on a report card

- ❖ achievement levels and percentage marks in chart form

INFORMATION:

The Assessment Evaluation Grading and Reporting Policy supports educators, administrators, students, and families outlining how assessment and evaluation is done, reporting of the many and varied demonstrations of learning, as well as communication to students and families.

Next Steps, once approved, involve sharing with administrators, the creation of a Professional Development Plan for roll out and implementation, as well as development of a divisional guide for elementary and guide for secondary, 9-12.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the new Assessment Evaluation Grading and Reporting Policy and AP #200.42 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Assessment, Evaluation, Grading and Reporting

#200.42

Adopted:	May 9, 2012
Last Reviewed/Revised:	May 2023
Responsibility:	Superintendent of Education
Next Scheduled Review:	March 2027

POLICY STATEMENT:

The primary purpose of Assessment and Evaluation is to improve student learning. Brant Haldimand Norfolk Catholic District School Board's (the Board's) assessment and evaluation practices are grounded in the belief that all students can learn and can demonstrate their learning in an environment that reflects the Catholic values of fairness, equity, inclusion, and respect for all.

The use of evidence-informed assessment and instructional strategies that adhere to differentiated instruction, combined with ongoing mentoring and responsiveness to a student's progress, are essential to support all students (Learning for All, 2013, p.12-24).

This Policy and Administrative Procedure was created to provide clear direction for administrators and educators regarding expected practices of assessment, evaluation, grading, and reporting for all students from Kindergarten to Grade 12, within the Board. These practices aim to improve student learning and achievement and are consistent with system philosophy, system priorities (such as equitable and inclusive education), the Ontario Catholic School Graduate Expectations, and Ministry of Education policies.

Communication of learning in a variety of forms, with parents/guardians/caregivers and students regarding student achievement, should be continuous throughout the school year/course/semester. Methods of communication may include conferences, portfolios of student work, student-led conferences, interviews, telephone calls, checklists, and informal reports. Communication of student achievement in any form, should be clear and shared in a way that is easy for families and students to understand. In addition, any communication regarding student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help educators to establish plans for teaching/instruction, and assist parents/guardians/caregivers in supporting learning at home (Growing Success, 2010, p. 53-54).

The professional judgement of the educator, acting within the policies and guidelines established by the Ministry and the Board, is critical in determining the strategy that will most benefit student learning and to determine a final grade.

Formal reports should serve as confirmation of student achievement that has been communicated to all stakeholders throughout the school year.

APPLICATION AND SCOPE:

- Administrators are responsible for overseeing assessment, evaluation, grading, and reporting within a school and ensuring consistency and compliance amongst all educators.
- Educators are responsible for ensuring their practices of assessment, evaluation, grading, and reporting are consistent with the guidelines within this document.



REFERENCES:

- [Creating Pathways to Success](#)
- [Eastern Ontario Catholic Curriculum Corporation](#)
- [English Language Learners / ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12.](#)
- [Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12 \(2010\).](#)
- [Growing Success: The Kindergarten Addendum: Assessment, Evaluation, and Reporting in Ontario Schools \(2016\).](#)
- [Growing Success: The Mathematics Addendum, Grades 1 to 8 \(2020\).](#)
- [Institute for Catholic Education \(ICE\): Ontario Catholic School Graduate Expectations \(2019\)](#)
- [Learning for All: A Guide to Effective Assessment and Instruction for All Students, K to 12 \(2013\).](#)
- [Ministry of Education: Curriculum and Resources – Assessment and Evaluation.](#)
- [MISA Comment Framework](#)
- [OSR Guidelines](#)
- [Reporting Student Learning: Guidelines for Effective Teacher-Parent-Student Communication.](#)
- [The Arts \(gov.on.ca\)](#)
- [The Individual Education Plan \(IEP\) – A Resource Guide \(2004\).](#)
- [The Kindergarten Program \(2016\).](#)
- [The Ontario Curriculum: Elementary](#)
- [The Ontario Curriculum: Secondary.](#)
- [Ontario Schools – Kindergarten to Grade 12, Policy and Program Requirements](#)
- Waterloo Catholic District School Board (with permission)

FORMS:

- Late and Missed Assignment Tracking
- Academic Integrity Report

APPENDICES:

- Late and Missed Assignments 2023
- Academic Honesty

DEFINITIONS:

Assessment: the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

- **Assessment as Learning:** the process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from educators, self, and peers to determine next steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning.
- **Assessment for Learning:** the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by educators to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning.



- **Assessment of Learning:** the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements regarding the quality of student learning based on established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents/guardians/caregivers, other educators, students themselves, and others. It occurs at or near the end of a cycle of learning.
- **Catholic Context: Assessment and Evaluation in a Catholic Context will:**
 - Respect the dignity and worth of all learners.
 - Celebrate the strengths and gifts of all learners.
 - Encourage students to become reflective, creative, holistic thinkers, and confident learners.
 - Provide multiple opportunities for students to demonstrate their learning; recognizing each student's unique capacity to learn and grow.
 - Create a learning environment where assessment is holistic in nature and integrates learning and faith development.
 - Be fair, transparent, and equitable for all students.

The Ontario Catholic School Graduate Expectations, while not explicitly evaluated, are the foundation of daily classroom instruction. *The expectations of Catholic graduates are described not only in terms of knowledge and skills, but in terms of values, attitudes, and actions* (Ontario Catholic School Graduate Expectations).

Criterion-Referenced Assessment: assessment that focuses on whether a student's performance meets a predetermined standard, level or set of criteria rather than on the student's performance measured in relation to the performance of other students.

Equity in Education: to identify, remove, and prevent systemic barriers and discriminatory practices to help students reach their full potential and improve student achievement.

Evaluation: the process of judging the quality of student learning based on established criteria and assigning a value to represent that quality. Evaluation is based on assessment of learning that provides data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning.

Learning Goals: brief statements that describe for a student, what they should know and be able to do by the end of a period of instruction. The goals represent subsets or clusters of knowledge and skills that the student must master to successfully achieve the overall curriculum expectations.

Professional Judgement: judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction, assessment, the criteria, and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.

Rich Performance Task: an authentic activity, exercise, problem, or challenge that requires students to show what they know and what they can do. Performance tasks lead students to demonstrate their understanding by applying knowledge and skills to real-life situations or scenarios. Performance tasks usually address all four categories of the achievement chart and multiple overall curriculum expectations and provide flexibility in how students can demonstrate their learning.

Success Criteria: standards or specific descriptions of successful attainment of learning goals developed by educators based on criteria in the achievement chart, and discussed and agreed upon in collaboration with students, which are used to determine to what degree a learning goal has been achieved. Criteria describes what success *looks like* and allows the educator and student to gather information about the quality of student learning.

ADMINISTRATIVE PROCEDURES:

Superintendent of Education:

The Superintendent of Education will share a reporting memorandum in November and January for elementary schools, outlining reporting guidelines and timelines. Included in the memorandum will be guidelines for reporting for specific instances including Special Education, English-as-a-Second Language (ESL)/English Literacy Development (ELD) and OnSIS reporting requirements. Information regarding Secondary reporting and interviews will be shared in October, January, and June.



Administrators:

School administrators will ensure that the Board's Assessment and Evaluation Procedure and Reporting Student Achievement Procedure are communicated to, and followed by, all educators.

School administrators will collaborate with educators to address and resolve any reporting concerns that may arise.

School administrators will assume final responsibility for making decisions regarding any reporting concerns that may arise.

School administrators will read and sign progress reports, kindergarten communication of learning reports, and report cards to ensure *Growing Success* and the Reporting Student Achievement Procedure are followed.

Completed Elementary Progress Report Cards (all pages) and elementary and secondary provincial report cards (all pages), and/or exact copies of them, will be placed in each student's Ontario Student Record (OSR) folder following each reporting period. (*Growing Success*, 2010, p. 49).

Expectations for Educators:

Educators will use the Ontario Curriculum documents to guide program planning, assessment, evaluation, and reporting.

Educators will use the Achievement Chart Categories and Levels of Achievement in the Ontario Curriculum documents to guide the assessment, evaluation, and reporting of student achievement of the curriculum expectations.

Educators will maintain ongoing communication with students, parents/guardians/caregivers, colleagues (i.e., Early Childhood Educator (ECE), ESL Teacher, Special Education Resource Teacher (SERT), Student Success Teacher, Guidance Counsellor), and school administrators, to provide a comprehensive overview of student achievement.

Educators will communicate directly with parents/guardians/caregivers at any point in the year when students, under 18 years of age, are struggling with concepts/expectations to collaboratively determine next steps.

Educators will communicate with parents/guardians/caregivers of students, under 18 years of age, in advance of progress report and/or report card distribution when a student's achievement is reported as *Progressing with Difficulty* or *R* on the Elementary Provincial Report Card, or below 50% on the Provincial Report Card, Grade 9 to Grade 12.

Achievement of Curriculum Expectations

Early in the school year, it must be made clear to students that they are responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the educator, and in a form approved by the educator. (*Growing Success*, 2010, p.43).

In determining a final mark for reporting, educators will consider a student's most recent and most consistent level of achievement. (*Growing Success*, 2010, p. 88) Conversations, observations and student products will be considered over time in determining a mark. (*Growing Success*, 2010, p. 39)

In all subjects and courses, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across the four categories of knowledge and skills defined as Knowledge and Understanding, Thinking, Communication and Application. (*Growing Success*, 2010, p. 17) Opportunities to demonstrate improved achievement should be based upon descriptive feedback provided by the educator.

Educators will use their professional judgement to determine the achievement level/grades of students. Professional judgement is defined as being informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction. (*Growing Success*, 2010, p. 152)



Late and Missed Assignments:

Several strategies may be used by staff to prevent and/or address late and missed assignments to determine a student's level of achievement. In all instances, it is critical that educators employ a variety of assessment measures. This offers students the opportunity to clearly demonstrate their understanding, knowledge, and skills across the four categories of achievement. A student's final grade/mark must represent the student's actual level of achievement.

Preventative Measures:

- Establish deadlines for submission of assignments for evaluation, in collaboration with students when appropriate, and clearly communicate those deadlines to students, and, where appropriate, to families.
- Ensure assignment expectations take into consideration current levels of English proficiency for ELL students.
- Implement and integrate tiered intervention strategies.
- Assist students in developing time-management skills.
- Consider evidence of student achievement for evaluation over time from three different sources: conversations, observations, and student products (i.e., triangulation of data).
- Ensure that the needs of students are met, consistent with the strategies outlined in their Individual Education Plans (IEPs).
- Consider the cultures, histories, and contexts of all students, their lived experiences, and those of their families.
- Plan for major assignments to be completed in steps, so that students achieve success at incremental stages.
- Confer with students to monitor progress of assignment completion; and maintain ongoing collaborative communication with students and families regarding student achievement and assignment due dates.

Responsive Measures:

- Seek clarification from the student regarding the reason for not completing an assignment.
- Collaboratively establish an alternate date for submission of a late assignment (i.e., closure date).
- Provide an alternate assignment to assess the student's achievement of the overall expectations.
- Apply alternate assessment methodologies to address barriers.
- Seek the assistance of the school team (i.e., SERT, ESL Teacher, Student Success Teacher, Guidance Counsellor, Indigenous Social Worker, school administration, etc.) for strategies to support the student.
- Schedule conferences with students and families to discuss any barriers to success.
- Provide students with additional opportunities to demonstrate achievement of curricular expectations before the end of the course/subject when a student is in jeopardy of failing a course/subject.
- Late assignments may impact the Learning Skills section of the report card and educators will implement the responsive measures listed above, as needed.
- Missed assignments may impact the Learning Skills section of the report card and may result in educators using the responsive measures listed above and/or utilizing other evidence of a student's achievement of overall expectations to determine a subject/course mark.

Academic Integrity

It must be made clear to students that they are responsible for providing evidence of their learning within established timelines, and that there are consequences for cheating and/or plagiarizing. Students must understand that the assignments/tests/exams they complete for evaluation must be their own work and that cheating, and plagiarism will not be tolerated. (Growing Success, 2012, p. 42) Plagiarism is defined as *the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work.* (Growing Success, 2021, p.152). Cheating is defined as *acting dishonestly or unfairly to gain an advantage.* (Oxford Language Dictionary).



Preventative Measures:

- Communicate the definition of plagiarism and cheating to students and families and ensure an understanding of the fact that any actions of the sort will not be tolerated.
- Teach explicit strategies for citing sources properly and for avoiding plagiarism.
- Have students complete assessments under the supervision of the educator, whenever possible.
- Provide meaningful class time for the completion of assignments.
- Notify students and families if anti-plagiarism software is being used.
- Monitor progress on an ongoing basis.

Responsive Measures:

- Seek clarification from the student regarding the reason for the cheating/plagiarism.
- Consider mitigating factors, including the grade level of the student; the maturity of the student; the number and frequency of incidents; and the individual circumstances of the student.
- Consult with the school administrator to determine next steps, which may include redoing part/all of the assignment; completing an alternate assignment; earning a mark of zero for the assignment/work submitted; responding in alignment with progressive discipline.
- Inform families that school administrators will maintain a record of any reported cheating/plagiarism and the resulting actions.

The Kindergarten Communication of Learning Report

Assessment is the process of gathering and interpreting information that accurately reflects the child's demonstration of learning in relation to the knowledge and skills outlined in the overall expectations of The Kindergarten Program (2016). The primary purpose of assessment is to improve learning and to help children become self-regulating, autonomous learners.

Educators engage in assessment for learning as they observe, collect, and document evidence of children's learning through the process of *pedagogical documentation and provide descriptive feedback to the children that is designed to help them move forward in their development*. Educators engage in assessment as learning when they support children in setting individual goals, monitoring their own progress, determining next steps, and reflecting on their thinking and learning, to help them become confident, autonomous learners. The child and the child's family are encouraged to join the educators in supporting the learning of the child through assessment *for* and *as* learning (Growing Success: The Kindergarten Addendum, 2016, p. 6).

The Kindergarten Communication of Learning reports are intended to provide parents/guardians/caregivers with descriptions, including anecdotal comments, about their child's strengths and growth in relation to the overall expectations within each of the four frames of [The Kindergarten Program](#) written in language that parents/guardians/caregivers can relate to and understand. Next steps in the child's learning are also indicated, to inform parents/guardians/caregivers of the educators' plans for supporting the child's new learning at school and to assist them in supporting their child's learning at home.

The information educators provide in The Communication of Learning report is an important element in the ongoing communication with parents. Educators are informed by evidence gathered through pedagogical documentation, their knowledge of child development, and the expectations outlined in The Kindergarten Program. The synthesis of this information helps the educator decide which aspects of the child's key learning and growth in learning, and which next steps, are the most important to comment on for the reporting period.

For the Initial Observation Report, during the Fall of the school year, educators will provide an overview of the student's key learning and growth in learning, along with information about next steps in learning. This overview will serve as the basis for discussion with parents/guardians/caregivers and as a support for parents'/guardians' ongoing participation in their child's learning.



Comments in the Kindergarten Communication of Learning Reports will focus on each student's learning and growth related to overall expectations in each of the four frames. These comments will support each student's achievement, growth, and next steps in learning. Comments about a child's learning should provide parents/guardians/caregivers with personalized descriptions, written in a narrative in plain language (*Growing Success: Kindergarten Addendum, 2016, p. 13-15*).

The Communication of Learning report, sent home in February, reflects the child's growth in learning in relation to the overall expectations introduced and developed from September to January of the school year. The Communication of Learning report sent home in June reflects the child's growth in learning in relation to the overall expectations introduced or further developed from February to June of the school year.

Assessment and evaluation of children's learning in kindergarten are focused on the individual child and are not based on standard levels of achievement. As stated in The Kindergarten Program, children enter kindergarten at various stages of development and with diverse backgrounds and experiences and they will leave it at various stages and at different points in their growth in relation to the program expectations.

Evaluation in kindergarten is the summarizing of evidence of a child's learning in relation to the overall expectations outlined in The Kindergarten Program at the end of a reporting period to specify the child's key learning, growth in learning, and next steps in learning. Educators interpret and judge the evidence of learning, to determine a child's growth in relation to the overall expectations. Educators also consider their knowledge of the child as a learner.

Comments on the Communication of Learning reports are a distillation of the evidence of learning accumulated over time, with special consideration given to more recent evidence of the child's learning ([Growing Success – The Kindergarten Addendum, p.13](#)).

When informing parents/guardians/caregivers about what their child has learned, their growth as learners, and next steps for learning, written comments should:

- Include key learning(s); growth in learning; and possible next steps for learning at home and school.
- Include specific evidence of learning gathered from conversations, observations, and demonstrations of learning (may include quotes from the child).
- Honour the unique pattern of learning and growth of each individual child.
- Use clear, precise, and meaningful language easily understood by parents/guardians/caregivers.
- Reflect using an asset lens and focus on what the child brings to the learning (strengths, skills).
- Be personalized and reference a child's preferences and interests.

ECEs will contribute to the Communication of Learning Reports by collaborating with the educators involved in instruction.

Planning Time Educators and the Kindergarten Educator Team

- Collaborate in advance, and have a shared understanding, of what frames' comments will be provided for the Initial Observation and Communication of Learning reports.
- Kindergarten Planning Time Educators will provide Kindergarten homeroom educators with their anecdotal comments electronically.
- For more details, please refer to the Prep 2021 Curriculum Kindergarten Educator Team Information for Assessment.

When a child's learning and growth in learning are based on expectations modified from the expectations in The Kindergarten Program (2016) to support ELL needs, educators will check the ESL box for the frame. Modifications for ELLs in Kindergarten are rare. Please consult with the Administrator and System ELL/ESL support staff for additional information and guidance.

Educators will not check the ESL box to indicate only:

- that the child is an ELL; or
- that accommodations have been provided to support learning.



Elementary Reporting Periods

There are three formal reporting periods for elementary schools. (Growing Success, 2010) as outlined in the chart below:

Reporting Period 1	September – end of October	Kindergarten Communication of Learning: Initial Observation or Progress Report: Grade 1 to Grade 8	Term 1
Reporting Period 2	September – end of January	Kindergarten Communication of Learning or Term 1 Report Card: Grade 1 to Grade 8	Term 1
*The first Kindergarten Communication of Learning and Term 1 Report Card: Grade 1 to Grade 8 shall reflect the student’s learning and growth from September to the end of the second reporting period.			
Reporting Period 3	February – June	Kindergarten Communication of Learning or Term 2 Report Card: Grade 1 to Grade 8	Term 2
*The second Kindergarten Communication of Learning and Term 2 Report Card: Grade 1 to Grade 8 shall reflect the student’s learning and growth from February to the end of the third reporting period.			

Elementary schools are required to provide a progress report/report card for a student who has been registered at the school for a minimum of 42 consecutive calendar days (six weeks) (including weekends, holidays, and Professional Activity Days) during the reporting period.

Secondary Reporting Periods:

Secondary schools will use the Provincial Report Card, Grade 9 to Grade 12, for formal written reports to parents/guardians/caregivers two times per semester. The first report must be issued during the fall, at the midterm period and the second report at the conclusion of the semester. The same time frame for issuance will be used for Semester 2. Full-year courses taught in semestered schools will be reported on at a minimum of three times throughout the year, with four reports being preferred.

Assessment and Evaluation of Learning Skills (Elementary and Secondary)

The development of Learning Skills is an integral part of a student’s learning. The evaluation of Learning Skills, apart from any that may be included as part of a curriculum expectation in a subject or course, should not be considered in the determination of a student’s grades. (Growing Success, 2010, p.10). Sample descriptors are provided in Growing Success (2010, p. 11) to assist, but not restrict, educators when reporting on student progress in Learning Skills. The educator will complete the Learning Skills and Work Habits section of reports noting strengths and areas of next steps for improvement.

For Grade 1 to Grade 12, educators will model, teach, and help develop Learning Skills by providing opportunities for students to demonstrate their skills and work habits in the following six categories:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Educators will support students in drawing connections between the Learning Skills and the Ontario Catholic School Graduate Expectations.



Learning Skills will be assessed, evaluated, and reported according to the following four-point scale:

- E – Excellent
- G – Good
- S – Satisfactory
- N – Needs Improvement

This four-point scale will be clearly communicated to students.

Educators will ensure that they assess and evaluate students’ development of learning skills by gathering evidence of achievement with reasonable frequency and by providing ongoing descriptive feedback (i.e., using student self-assessment to help students understand and assess their own learning). Educators will keep accurate records (in the form of checklists and logs) of their assessment and evaluation of Learning Skills.

The evaluation of Learning Skills and Work Habits will not be incorporated into the determination of the student’s reported grade in a given subject area. In some rare cases, particular course expectations may identify skills that are also identified as generic learning skills. In such cases, student achievement of these expectations may be considered in the determination of a student’s grades. In Grade 9 to Grade 12, this will be indicated on the Course Information Sheet.

Learning Skills will be reported separately from student achievement of the curriculum expectations.

Determining a report card grade will involve educators’ professional judgement and evaluation of evidence that has been collected through observation, conversations, a products/demonstration of learning, and should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence (*Growing Success*, 2010, p. 39).

Educators will refer to Page 11 of *Growing Success* for examples of behaviours associated with each Learning Skill. These sample behaviours are intended to guide educators in the instruction, assessment, and evaluation of Learning Skills. This list is intended to support, but not restrict educators in their efforts to help students become effective learners. Educators will use their professional judgement to ensure that the expectations and success criteria for Learning Skills are appropriate for the age, maturity, and level of their students.

For more information regarding Learning Skills, see Page 9 to Page 14 of *Growing Success*

Assessment and Evaluation of Subject Areas in Grade 1 to Grade 8:

Progress Reports	Report Cards
Religion and Family Life	
Report on both overall Religious Education and Family Life Education and provide comments.	<p>Grade 1 to Grade 6: Provide a letter grade at the end of comments that is reflective of achievement in both Religious Education and Family Life.</p> <p>Grade 7 and Grade 8: Provide a percentage at the end of comments that is reflective of achievement in both Religious Education and Family Life.</p>
Language	
Report on overall Language Achievement and provide comments.	Provide a letter grade/percentage for each strand and comments that are reflective of achievement across all strands.



French-as-a-Second Language	
<p>Core Grade 1 to Grade 8: Comment is based on Listening and Speaking only. Comment reflects progress on listening and speaking and a next step for learning.</p> <p>French Immersion – French Literacy Grade 1: Comment is based on listening and speaking only. Grade 2 to Grade 8: Comment is based on all four strands.</p> <p>French Immersion – English Literacy Grade 1: Comments are based on Oral Language skills only on Progress Report. Grade 2: Comments are based on Oral Language skills and Reading only on Progress Report. Grade 3 to Grade 8: Comments are based on Oral Language skills, Reading, and Writing.</p> <p>French Core/Immersion Check the appropriate box to indicate the type of program the student is enrolled in.</p> <p>French Box Check this box if the student is enrolled in an immersion program and receives instruction in French for the subject/strand.</p>	<p>Core There is a gradual progression of reporting on French achievement to all strands to allow for a greater focus on oral communication skills to develop followed by reading, then writing.</p> <p>Core French Grade 1 to Grade 4: Provide a letter grade and comments for listening and speaking strands only for Term 1. Grade 5 to Grade 8: Provide a letter grade and comments for all four strands for Term 1 and Term 2. Grade 1: Provide a letter grade and comment for listening and speaking strands only for Term 2.</p> <p>French Immersion – French Literacy Grade 1: Provide a letter grade and comment for listening, speaking, and reading in Term 1 and all strands in Term 2. Grade 2 to Grade 8: Provide a letter grade and comment for all strands in Term 1 and Term 2.</p> <p>French Immersion - English Literacy <i>N.B. – Media Literacy will be taught and reported on by the homeroom teacher.</i> Grade 1: Provide a letter grade and comment for listening, speaking, and reading for Term 1 and all strands for Term 2. Grade 2 to Grade 8: Provide a letter grade and comment for all strands in Term 1 and Term 2.</p> <p>Core/Immersion Check the appropriate box to indicate the type of program the student is enrolled in.</p> <p>French Box Check this box if the student is enrolled in an immersion program and receives instruction in French for the subject/strand. Omit already stated on other column to the left</p>
Math	
Report on overall math achievement and provide comments.	Provide a single letter grade/percentage grade and comment that is reflective of integrated learning across the strands.
Science	
Report on overall Science Achievement.	Provide a letter grade/percentage mark and comments for science and technology. In the space provided for comments, indicate which strands were reported on the appropriate period.



Social Studies	
Report on overall Social Studies Achievement.	Grade 1 to Grade 6: Provide a letter grade and comments for Social Studies. In the space provided for comments, indicate which strands were reported for the appropriate period.
History / Geography	
Report on overall Geography achievement in Term 1 and History in Term 2. Use an N/A if one of the subjects was not reported on in a term.	Grade 7 and Grade 8: Term 1: Provide a percentage mark and comments for Geography. Term 2: Provide a percentage mark and comments for History. When students are instructed in only one of History or Geography for the reporting period, parents/guardians/caregivers should be informed at the beginning of the reporting period and it should be noted in the comments, and the appropriate N/A box should be checked. Achievement in both history and geography must be reported at least once in the school year.
Physical Education/Health	
Report on both overall Physical Education and Health Achievement.	Provide a letter grade/percentage and comment for Physical Education and Health.
Arts	
Report on overall achievement in Drama, Music, and Visual Arts.	Term One: Provide a letter grade/percentage and comment for Drama, Music, and Visual Arts. Term Two: Provide a letter grade/percentage and comment for Dance, Music, and Visual Arts

Additional Considerations: Elementary and Secondary: English Language Learners (ELLs), Individual Education Plans (IEPs), Accommodations and Modifications

English Language Learners

English language learners (ELLs) are learning the language of instruction at the same time as they are learning the curriculum. In addition to assessing the achievement of curriculum expectations, educators will monitor and assess ELLs developing proficiency in English utilizing the Ministry Steps to English (See link to this reference in the reference section of this policy; English Language Learners / ESL and ELD Programs and Services: Policies and Procedures for Ontario).

Student strengths and needs are identified through STEP Initial Assessment, ongoing STEP assessment, and classroom assessment strategies. Effective assessment and evaluation of ELLs, depends on the frequent monitoring of their progress in meeting next steps in English language acquisition and in meeting curriculum expectations. Educators will provide students with a wide range of opportunities to demonstrate their learning in ways that reflect an ELL’s individual STEP levels, taking into consideration their cultural and linguistic needs.

Program adaptations for ELLs such as accommodations and temporary modifications are determined by the assessment process and are based on an ELL’s individual STEP levels.



Accommodations for ELLs Grade 1 to Grade 12 (IEP not required):

- Program adaptations such as accommodations for ELLs are strategies and provisions planned by the educator to enable students to meet the curriculum expectations. When a student's program is accommodated, the provincial curriculum expectations are not altered.
- For ELLs who require accommodations, evaluation of achievement will be based on the appropriate subject/grade/course curriculum expectations and the achievement levels.
- Educators will not check the ESL/ELD box on the elementary progress report card and the provincial report cards for Grade 1 to Grade 12 for ELLs receiving accommodations only.

Modifications for ELLs, Grade 1 to Grade 12 (IEP not required):

- Program adaptations, such as temporary modifications for ELLs, are changes made to the age-appropriate grade level expectations for a subject or course to meet a student's language learning needs.
- Temporary modifications are appropriate for ELLs in the early stages of learning English (or early STEP levels), or those who have had limited prior schooling.
- When curriculum expectations are modified to meet the language learning needs of ELLs, assessment and evaluation will be based on the documented modified expectations. This will be noted on the elementary progress report card and the provincial report cards for Grade 1 to Grade 12 and communicated to parents.
- Educators, in collaboration with Administrators, will determine the most effective way to document the modification of curriculum expectations for ELLs.
- Modifications may be made to some or all subject or course expectations.
- At the secondary level, when modifications are made to support English language learning needs, the Administrator collaborates with the educator to determine the integrity of the credit.
- Modifications for ELLs in secondary are determined on a case-by-case basis. Please consult with the Administrator and System ELL/ESL staff for additional information and guidance.
- Educators will check the ESL/ELD box on the elementary progress report and the provincial reports cards for Grade 1 to Grade 12 only for ELLs receiving modifications.

Assessment and Evaluation Considering Individual Education Plan (IEP)

Individual Education Plan (IEP)

When a student has an accommodated, modified, and/or alternative program, the IEP box on the Report Card may be checked as noted below.

IEP with Accommodations Only

If the student's IEP requires only accommodations to support learning, educators will not check the *IEP* box. Key learning, growth in learning, and next steps in learning are based on the expectations in the curriculum.

IEP with Modified Expectations

If the expectations in the IEP are based on, but vary from, the scope and/or complexity of the expectations of the regular program, educators must check the *IEP* box for the frame/subject/course and include the following statement:

Kindergarten: Program expectations have been modified to meet the needs of the child. (Growing Success: Kindergarten Addendum, 2016, p.15)

Grade 1 to Grade 12: This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations. (Growing Success, 2010, p. 61)



IEP With Alternative Learning Expectations

Where a student's IEP identifies alternative learning expectations, the educator must check the *IEP* box for the subject/course and include the following statement: *This (letter grade/percentage mark) is based on achievement of alternative learning expectations in the IEP, which are not based on the Ontario curriculum. (Growing Success, 2010, p. 62)* Comments and progress noted on report cards should be in alignment with students' Individual Education Plans.

Use of N/A in the Elementary Panel

If a student has not received instruction in a subject/strand, the teacher educator will check the N/A box and include a comment (i.e., History was not taught during Term 1). The N/A box is not used to indicate that a student was absent from instruction in a particular strand or subject.

Use of Code I (in Grade 1 to Grade 10)

Code *I* may be used on rare occasions on a student's report card, including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark. For the report card, educators will use their professional judgement to determine when the use of a Code *I* is appropriate and in the best interests of the students. Educators will include a comment as to the reason that a Code *I* was selected.

For example:

- The student has enrolled in the school very recently (less than 42 calendar days),
- There were issues or extenuating circumstances beyond the student's control, such as protracted illness, that affected their attendance and/or ability to provide sufficient evidence of achievement of the overall expectations.

Code *I* may only be given after consultation with the school administrator and communication with the family well in advance of the reporting period.

Use of Code R or Marks Less than 50% (Elementary and Secondary)

The Code *R* represents achievement that falls below Level 1 and is used in the evaluation and reporting of student achievement in Grade 1 to Grade 8. Both *R* and marks below 50% signal that additional learning is required before the student begins to achieve success in meeting the subject/grade curriculum expectations. Code *R* and percentage marks below 50 percent, indicate the need for the development of strategies to address the student's specific learning needs in order to support their success in learning (Growing Success, 2010, p. 41). Educators are reminded of the importance of using many forms of assessment to best inform the mark/grade being assigned.

When assigning a Code *R* or a percentage mark below 50%, parents/guardians/caregivers shall be informed well in advance of the report card being issued.

In Grade 1 to Grade 8, students with an IEP who require modified or alternative expectations and beginning ELLs with modified expectations would rarely receive a Code *R* (Growing Success, 2010, p. 41).

Use of Code AL (Elementary Panel)

The Code *AL* is used on the rare occasions for students in Grade 1 to Grade 8, who are having a subject reported using an alternative format.

This is used:

- Where a student has it established in an IEP that they will be receiving an Alternate Report Card for that subject.



The following conditions must also apply:

- The student must be receiving the standard Provincial Report Card in addition to the Alternate Report Card.
- The educator must provide an explanatory comment in the subject comment field to explain how that subject will be reported.
- Students who are receiving a letter grade/percentage mark based on alternative learning expectations as established in an IEP would not have the letter grade/percentage mark substituted with a Code *AL* for that subject. They would receive the letter grade/percentage mark with the explanatory comments.

In Special Education class placements, where the student's program is not based on expectations from the Ontario curriculum, the Alternate Report Card is used to report achievement. When using this alternative format, educators should indicate the student's progress/achievement relative to the expectations identified in the IEP and should comment on the student's strengths and next steps for improvement. Only students in self-contained classes receive this Alternate Report Card. Students with a developmental exceptionality in a regular class use the Provincial Report Card.

Completion of Grade 9 to Grade 12 Provincial Report Cards

The following procedures align with Ministry of Education requirements provided in *Growing Success (2010)*, its fundamental principles and expectations and Board policy, *Assessment and Evaluation in schools for Grade Kindergarten to Grade 12*.

For Grade 9 to Grade 12, a student's achievement of the overall expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks. (*Growing Success, 2010, p. 40*) While all curriculum expectations must be accounted for in instruction and assessment, evaluation focuses on students' achievement of the overall expectations. (*Growing Success, 2010, p. 38*)

The Achievement Chart

For Grades 1 to Grade 12, educators will base assessment and evaluation on both content standards and performance standards.

Content Standards are the curriculum expectations identified for every subject and discipline. Taken together, the overall and specific expectations represent the content standards for every subject and discipline.

Performance Standards are outlined in the achievement chart that is included in every curriculum document. The achievement chart is a standard province-wide guide to be used by all educators as a framework for assessment and evaluation of student achievement of curriculum expectations. Educators can use the achievement chart to make consistent judgements about the quality of student learning based on clear performance standards.

The achievement chart identifies four categories of knowledge and skills that are common to all grades, subject areas, and disciplines. The four categories help educators when assessing to focus not only on the student's acquisition of knowledge, but also on the development of thinking, communication, and application skills. The categories of knowledge and skills are as follows:

- **Knowledge and Understanding**
 - Subject specific content acquired in each grade/course (knowledge) and the comprehension of its meaning and significance (understanding).
- **Thinking**
 - The use of critical and creative thinking skills and/or processes.
- **Communication**
 - The conveying of meaning through various forms.
- **Application**
 - The use of knowledge and skills to make connections within and between various contexts.



The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

Educators will ensure that student learning is assessed and evaluated in a balanced manner with respect to these four categories. The weighting of the four categories is determined by clustering the expectations of the course.

Educators teaching the same course, at the same grade level, should strive for consistency with regard to the weighting of the four categories, within the same school. There is flexibility for category weighting depending on instruction in Grade 9 and Grade 10. Communication and thinking categories may be higher due to instruction used, for example, in a thinking classroom model.

The achievement chart identifies four levels of achievement, defined as follows:

- **Level 1**
 - Achievement that falls much below the provincial standard.
 - Student demonstrates knowledge and skills with limited effectiveness.
- **Level 2**
 - Achievement that approaches the provincial standard.
 - Student demonstrates knowledge and skills with some effectiveness.
- **Level 3**
 - Achievement at the provincial standard.
 - Student demonstrates the specified knowledge and skills with considerable effectiveness.
- **Level 4**
 - Achievement that surpasses the provincial standard.
 - Student demonstrates the specified knowledge and skills with a high degree of effectiveness.

Note: Level 4 achievement reflects student learning **AT** the current grade level. This achievement does not mean that the student has achieved expectations beyond those specified for the grade/course.

For more information regarding the Achievement Chart, see *Growing Success*, 2010, pp. 15-25.

Assessment and Evaluation of Student Achievement

Assessment is based on evidence of student achievement of the provincial curriculum expectations.

All assessment and evaluation of student work is **criterion-referenced**. This means that educators assess and evaluate student work with reference to established criteria for four levels of achievement that are standard across the province. Educators will not assess or evaluate student work by comparison with work done by other students, through the ranking of student performance, or with reference to performance standards developed by individual educators for their own classrooms.

Educators will ensure that all specific expectations are accounted for in instruction and assessment, and that evaluation focuses on students' achievement of the overall expectations.



As essential steps in assessing **for** learning and **as** learning, educators need to:

- Plan assessment concurrently and integrate it seamlessly with instruction.
- Share learning goals and success criteria with students at the outset of learning to ensure that students and educators have a common and shared understanding of these goals and criteria as learning progresses.
- Gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools.
- Use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals.
- Analyze and interpret evidence of learning.
- Give and receive specific and timely descriptive feedback about student learning.
- Help students to develop skills of peer and self-assessment.

Educators must use a variety of assessment strategies to elicit information about student learning. These strategies should be triangulated to include observation, student-educator conversations, and student products. Educators then use the information gathered to adjust instruction and provide feedback.

Evaluation is based on assessment **of** learning that provides evidence of student achievement at strategic times throughout the term or course.

Evaluation focuses on students' achievement of the overall expectations, which is evaluated based on their achievement of related specific expectations. Educators will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment, but not necessarily considered for evaluation purposes.

Evidence of student achievement for evaluation is collected over time from three different sources; observations, conversations, and student products (triangulation of data). To increase the reliability and validity of the evaluation of student learning, educators will use multiple sources of evidence throughout a course or unit of study.

Student products may be in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation may include rich performance tasks, demonstrations, projects and/or essays. To ensure equity for all students, assignments for evaluation and tests or exams are to be completed whenever possible under the supervision of an educator.

Ongoing homework, which students complete to consolidate their knowledge or prepare for the next class, must not be included in assignments for evaluation.

Group projects may be included in assignments for evaluation, if each student's work within the group project is **evaluated independently and assigned an individual mark**, as opposed to a common group mark.



Purpose of the Classroom Assessment	Nature of Assessment	Use of Information
<p>Assessment for Learning <i>Assessment for learning is the process of seeking and interpreting evidence for use by learners and their educators to decide where the learners are in their learning, where they need to go and how best to get there. (Assessment Reform Group, 2002, p. 2)</i></p>	<p>Diagnostic Assessment: Occurs before instruction begins so educators can determine students' readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences.</p>	<p>The information gathered is used by educators and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so educators can plan instruction and assessment that are differentiated and personalized and work with students to set appropriate learning goals.</p>
	<p>Formative Assessment: Occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practicing skills.</p>	<p>The information gathered is used by educators to monitor students' progress towards achieving the overall and specific expectations, so that educators can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.</p>
<p>Assessment as Learning <i>Assessment as learning focuses on the explicit fostering of students' capacity over time to be their own best assessors, but educators need to start by presenting and modelling external, structured opportunities for students to assess themselves. (Western and Northern Canadian Protocol, p. 42)</i></p>	<p>Formative Assessment: Occurs frequently and in an ongoing manner during instruction, with support, modelling, and guidance from the educator.</p>	<p>The information gathered is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.</p>
<p>Assessment of Learning <i>Assessment of learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures." (Western and Northern Canadian Protocol, p.55)</i></p>	<p>Summative Assessment: Occurs at or near the end of a period of learning and may be used to inform further instruction.</p>	<p>The information gathered is used by the educator to summarize learning at a given point in time. This summary is used to make professional judgements about the quality of student learning based on established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, families, educators, and others.</p>



The Elementary Progress Report, Grade 1 to Grade 8

In the fall, educators will use the Elementary Progress Report Card to inform parents/guardians/caregivers of the progress students are making towards achievement of the curriculum expectations for each subject/strand.

The Ministry has set the provincial standard, or target for achievement, at Level 3 (Letter Grade B or 70%-79%). Educators will use professional judgement to determine the progression status based on evidence of student achievement.

Educators will check one of the following to indicate progress:

- **Progressing Very Well**
 - Student achievement is meeting or surpassing the provincial standard.
- **Progressing Well**
 - Student achievement is approaching the provincial standard.
- **Progressing with Difficulty**
 - Student achievement is not currently meeting the provincial standard.

The elementary progress report is designed to show a student's development of the learning skills and work habits during the fall of the school year, as well as a student's general progress in working towards the achievement of the curriculum expectations in all subjects.

If a student did not receive instruction in a subject/strand the educator will check the *NA* box.

Comments on the elementary progress report are intended to provide an overview of a student's initial progress. It is not necessary for educators to comment on all subjects/strands in the one space provided for comments; however, educators are expected to comment on all core subjects such as Religion and Family Life; Language, and Mathematics. Educators should discuss and decide, with their administrator, what subject areas should be commented on when completing the Progress Report.

Completion of Report Card Based on Six-Week Enrollment (42 days) (as referenced in The OSR Guideline, 2000 3.2.1.1 p.8): OnSIS requires data for each student enrolled in the Board.

When a student is newly enrolled at a school and no information is being recorded on a report card, educators must adhere to the following guidelines in Power Teacher Pro:

- Leave the achievement level for each subject or strand blank.
- Leave the Learning Skills and Work Habits blank.
- Religion: no information required.
- Language: click the N/A box
- French: click the N/A box.
- Mathematics: no information required
- Science & Technology: no information required.
- Social Studies: no information required.
- History: no information required.
- Geography: no information required.
- Health: no information required.
- Physical Education: no information required.
- The Arts: Enter an *NA* in the ESL/ELD/IEP column immediately to the right of each strand reported on in the term.

For students who have been enrolled in an educator's class a minimum of six weeks (42 days) prior to the scheduled reporting date, the educator must provide marks and comments for the subjects and learning skills assessed.

For students who have been in an educator's class for less than six weeks, the educator in whose class the student was previously enrolled, must produce the Progress Report.



Where possible, educators who have recently received a new student and are responsible for preparing the student's report card, are encouraged to communicate and collaborate with the student's previous educator to help gather assessment and evaluation information that may assist with preparing an accurate report card with comments. In instances when an educator is assigned to a class, immediately prior to the reporting period, the educator will work with the school team to complete a report card to communicate learning, for that reporting period.

Independent of the date on which reports are submitted to the administrator, the six-week enrollment is based on the scheduled reporting date outlined in the Board Calendar.

The Elementary Report Card, Grade 1 to Grade 6

The report card grade represents a student's achievement of overall curriculum expectations as demonstrated to that point in time. The first provincial report card will reflect the student's achievement of curriculum expectations introduced and developed from September to January/February of the school year, as well as the development of Learning Skills during that same period. The second provincial report card will reflect the student's achievement of curriculum expectations introduced and developed from January/February to June of the school year, as well as the student's development of the learning skills during that period.

Determining a report card grade will involve educators' professional judgement and interpretation of evidence.

In determining the report card grade, educators will consider all evidence collected through observations, conversations, and student products. The educator will consider the evidence the student has completed or submitted, the number of tests/exams or assignments that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject. In addition, the educator will consider that some evidence carries greater weight than other evidence. Educators will weigh all evidence of student achievement based on these considerations and use their professional judgement to determine a report card grade.

Educators will ensure they consider only evidence, which may be included in determining a grade:

Can be Included in the Grade:	Must Not be Included in the Grade:
<ul style="list-style-type: none"> • Performance and products through which a student's knowledge and skills are demonstrated. • Processes through which a student's knowledge and skills are observed. • Most consistent level of achievement with consideration for most recent evidence, when appropriate. • Educator observations of, and conversations with students, that provide evidence of student thinking and learning. • Only summative assessment information is considered. <p>For Example:</p> <ul style="list-style-type: none"> • Personal communication task (say). • Paper/pencil task (write). • Performance task (do). 	<ul style="list-style-type: none"> • Data from practice assessments, pre-assessments, coaching activities, or feedback. • Attitudes and behaviours. • Learning Skills and work habits are represented in the Learning Skills section of the report card, and not included in determining a grade. <p>For Example:</p> <ul style="list-style-type: none"> • Diagnostic assessments. • Learning skills (except when included as a curriculum expectation). • Participation or effort. • Attendance and punctuality.

The report card grade should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence.



In Grade 1 to Grade 6, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using letter grades as shown below:

Achievement Level	Letter Grade
4+	A+
4	A
4-	A-
3+	B+
3	B
3-	B-

Achievement Level	Letter Grade
2+	C+
2	C
2-	C-
1+	D+
1	D
1-	D-

The Code *R* will be used to represent achievement that falls below Level 1. Code *R* indicates the need for the development of strategies to address the student’s specific learning needs to support their success in learning. When appropriate, parents/guardians/caregivers will be consulted in this process.

In Grade 1 to Grade 6, students with an IEP who require modified or alternative expectations and beginning ELL with modified expectations would rarely receive a Code *R*.

In Grade 1 to Grade 6, Code *I* may be used on the report card to indicate that insufficient evidence is available to determine a letter grade. Educators will use their professional judgement to determine when the use of Code *I* is appropriate and in the best interests of the student. Educators should consult with their school administrator when considering the use of “I” on the report card.

Late and missed assignments for evaluation can be noted on the report card as part of the evaluation of the student’s Learning Skills.

Educators should refer to the Growing Success document, Reporting Procedures and Guidelines, Grade 1 to Grade 8, for more information regarding the completion of the elementary report card.

The Elementary Report Card, Grade 7 to Grade 8

The report card grade represents a student’s achievement of overall curriculum expectations as demonstrated to that point in time. The first provincial report card will reflect the student’s achievement of curriculum expectations introduced and developed from September to January/February of the school year, as well as the development of learning skills during that same period. The second provincial report card will reflect the student’s achievement of curriculum expectations introduced and developed from January/February to June of the school year, as well as the student’s development of the learning skills during that period.

Determining a report card grade will involve the educators’ professional judgement and interpretation of evidence.

In determining the report card grade, educators will consider all evidence collected through observations, conversations, and student products. The educator will consider the evidence that the student has completed or submitted, the number of tests/exams or assignments that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject. In addition, the educator will consider that some evidence carries greater weight than other evidence. Educators will weigh all evidence of student achievement based on these considerations and use their professional judgement to determine a report card grade.



Educators will ensure that they are considering only evidence, which may be included in calculating the grade:

Can be Included in the Grade:	Must Not be Included in the Grade:
<ul style="list-style-type: none"> • Performance and products through which a student’s knowledge and skills are demonstrated. • Processes through which a student’s knowledge and skills are observed. • Most consistent level of achievement with consideration for most recent evidence, when appropriate. • Educator observations of, and conversations with students, that provide evidence of student thinking and learning. • Only summative assessment information is considered. <p>For Example:</p> <ul style="list-style-type: none"> • Personal communication task (say). • Paper/pencil task (write). • Performance task (do). 	<ul style="list-style-type: none"> • Data from practice assessments, pre-tests, coaching activities, or feedback. • Attitudes and behaviours. • Learning Skills and work habits are represented in the Learning Skills section of the report card, and not included in determining a grade. <p>For Example:</p> <ul style="list-style-type: none"> • Diagnostic assessments. • Learning skills (except when included as a curriculum expectation). • Participation or effort. • Attendance and punctuality.

The report card grade should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence. **An average of all levels of achievement does not always accurately reflect a student’s achievement and should not be used in isolation to calculate the final grade.**

In Grade 7 and Grade 8, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage grades as shown below:

Achievement Level	Percentage Mark
4+	95-100
4	87-94
4–	80-86
3+	77-79
3	73-76
3–	70-72

Achievement Level	Percentage Mark
2+	67-69
2	63-66
2–	60-62
1+	57-59
1	53-56
1–	50-52

The Code *R* will be used to represent achievement that falls below Level 1. Code *R* indicates the need for the development of strategies to address the student’s specific learning needs to support their success. Parents/guardians/caregivers will be consulted in this process as well as the administrator, prior to reporting period.

In Grade 7 and Grade 8, students with an IEP who require modified or alternative expectations and beginning ELL students with modified expectations would rarely receive a Code *R*.

In Grade 7 and Grade 8, Code *I* may be used on the report card to indicate that insufficient evidence is available to determine a letter grade. Educators will use their professional judgement to determine when the use of Code *I* is appropriate and in the best interests of the student. Educators should consult with their school administrator when considering the use of Code *I* on the report card.

Late and missed assignments for evaluation can be noted on the report card as part of the evaluation of the student’s learning skills.



Educators should refer to the Growing Success document, *Reporting Procedures and Guidelines, Grade 1 to Grade 8*, for more information regarding the completion of the elementary report card.

The Secondary Report Card

Semestered schools will use the Provincial Report Card, Grade 9 to Grade 12, for formal written reports to parents/guardians/caregivers two times per semester.

Determining a report card grade will involve educators’ professional judgement and interpretation of evidence.

In determining the report card grade, educators will consider all evidence collected through observations, conversations, and student products. Educators will consider the evidence that the student has completed or submitted the number of tests/exams or assignments that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject. In addition, the educator will consider that some evidence carries greater weight than other evidence. Educators will weigh all evidence of student achievement based on these considerations and use their professional judgement to determine a report card grade.

Educators will ensure they are considering only that evidence which may be included in calculating the grade:

Can be Included in the Grade:	Must Not be Included in the Grade:
<ul style="list-style-type: none"> • Performance and products through which a student’s knowledge and skills are demonstrated. • Processes through which a student’s knowledge and skills are observed. • Educator observations of, and conversations with students, that provide evidence of student thinking and learning. • Most consistent level of achievement with consideration for most recent evidence, when appropriate. • Only summative assessment information is considered. <p>For Example:</p> <ul style="list-style-type: none"> • Personal communication task (say). • Paper/pencil task (write). • Performance task (do). 	<ul style="list-style-type: none"> • Data from practice assessments, pre-tests, coaching activities, or feedback. • Attitudes and behaviours. • Learning skills not identified as a curriculum expectation. <p>For Example:</p> <ul style="list-style-type: none"> • Diagnostic assessments. • Learning skills (except when included as a curriculum expectation). • Participation or effort. • Attendance and punctuality.

The report card grade should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence. **An average of all levels of achievement does not always accurately reflect a student’s achievement and should not be used in isolation to calculate the final grade.**



In Grade 9 to Grade 12, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage grades as shown below:

Achievement Level	Percentage Mark
4*	100
4++	96-99
4+	93-95
4	90-92
4-	85-89
4--	80-84
3+	77-79

Achievement Level	Percentage Mark
3	73-76
3-	70-72
2+	67-69
2	63-66
2-	60-62
1+	57-59
1	53-56
1-	50-52

For achievement that falls below Level 1, a percentage grade below 50% will be assigned. No percentage grades lower than 30% will be assigned on either the mid-term or final report card. No percentage marks of 46%, 47%, 48% or 49% will be assigned on the final report card.

If the final percentage grade is below 50%, no credit will be granted. The subject educator will inform the parent/guardian, in a timely manner, that the credit has not been earned. The Recommended Course Placement Form and the Credit Recovery Profile will be completed by the subject educator and filed with the office.

In **Grade 9 and Grade 10 only**, Code / may be used on the report card to indicate that insufficient evidence is available to determine a letter grade. Educators will use their professional judgement to determine when the use of Code / is appropriate and in the best interests of the student. Educators should consult with their school administrator when considering the use of Code / on the report card.

Late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's Learning Skills. The final grade for each course in Grade 9 to Grade 12 will be determined as follows:

- Seventy percent of the grade will be based on a variety of authentic evaluation tasks conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty percent of the grade should consist of final evaluation tasks administered at or towards the end of the course. The final evaluation and course culminating activity (activities), allow(s) the student an opportunity to demonstrate comprehensive achievement of the overall expectations of the course.
- In Grade 9 and Grade 10, educators should strive for consistency among different sections of the same course, in the same school, when determining the breakdown of the 30%. There must be consistency in how this is divided in Grade 11 and Grade 12 within a school.
- Assessment and evaluation practices should align with instruction practices throughout the course.

Students with Special Education Needs, Grade 1 to Grade 12

A student's IEP describes their educational program and any accommodations that may be required. The IEP specifies whether the student requires:

- accommodations only; or
- modified learning expectations, with the accommodations; or
- an alternative program, not derived from the curriculum expectations for a subject/grade or a course.

IEP with Accommodations Only:

- If the student's IEP requires only accommodations to support learning in a subject and/or strand, educators will not check the *IEP* box. The letter grade or percentage mark is based on the regular grade expectations.



IEP with Modified Curriculum Expectations:

- If the expectations in the IEP are based on expectations outlined for a grade in a particular subject and/or strand in an Ontario curriculum document, but vary from the expectations of the regular program for the grade, educators must check the *IEP* box for that subject/strand on the Elementary Progress Report Card and the Elementary/Secondary Provincial Report Card.
- On the elementary provincial report card, educators must also include the following statement in the comment section:
 - *This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations (and/or) are an (increase/decrease) in the (number and/or complexity) of curriculum expectations.*
- On the secondary provincial report card, educators must also include the following statement in the comment section:
 - *This percentage mark is based on achievement of the learning expectations specified in the IEP, which differ significantly from the curriculum expectations for the course.*

IEP with Alternative Learning Expectations:

- In most cases where the expectations in a student's IEP are alternative learning expectations, it is neither required nor advisable to assign letter grades or percentage marks to represent the student's achievement of the expectations.
- However, in some cases, when evaluation is based on a clearly articulated assessment tool (i.e., a rubric), a letter grade or percentage mark may be assigned in a subject and/or strand and recorded on the elementary provincial report card. In those cases, educators must check the *IEP* box for the subject and/or strand and must include the following statement in the comment section:
 - *This (letter grade/percentage mark) is based on achievement of alternative learning expectations in the IEP, which are not based on the Ontario curriculum.*
- On the secondary provincial report card, educators must also include the following statement in the comment section:
 - *This percentage mark is based on achievement of the learning expectations specified in the IEP, which are not based on the Ontario curriculum.*
- In very few instances, where the student's program is not based on expectations from the Ontario Curriculum for Grade 1 to Grade 8, an alternative format may be used to report the student's progress/achievement (i.e., the evaluation section of the IEP; the attachment to the Report Card). When using an alternative format, educators should indicate the student's progress/achievement relative to the expectations identified in the IEP and should comment on the student's strength and next steps for improvement. When an alternative format is used, it should accompany the Elementary Progress Report Card and the Elementary/Secondary Provincial Report Card at the regular reporting times.

Additional Reporting Considerations for English Language Learners (Elementary and Secondary)

Educators will check the ESL/ELD box on the elementary progress report card and the provincial report cards to indicate that **modifications have been made to curriculum expectations** to address the language learning needs of ELLs.

There is no requirement for a specific statement to be added to the *comments* section of the progress report card or the provincial report card when the ESL/ELD box is checked.

The ESL/ELD box will not be checked to indicate:

- That the student is participating in ESL or ELD programs or courses.
- That accommodations have been provided to enable the student to demonstrate their learning.

For an ELL, when modifications to curriculum expectations have been made to address both language learning needs and special education needs, the educator will check both the ESL/ELD box and the IEP box. The development of an IEP for an ELL will take into consideration all needs related to the language learning and the student's identified exceptionality.



Educator Comments on the Provincial Report Card and Progress Report, Grade 1 to Grade 12

One aspect of communication amongst educators, parents/guardians/caregivers, and students is the information educators provide on report cards. Communication with parents/guardians/caregivers about student achievement, should focus on what students have learned in relation to learning skills, work habits and curriculum concepts and skills. Comments should describe strengths with specific examples to student work and identify next steps for improvement. Communication of learning should also be ongoing throughout the year by means of conferences, phone calls, interviews, checklists, and/or informal reports.

In writing anecdotal comments for report cards, the educator should focus on what students have learned, describe significant strengths, and identify next steps that students can take, both at home and at school, for improvement. Next steps, within subject areas, must focus on curriculum concepts and skills, not Learning Skills and work habits, unless those skills are directly cited as part of a subject's curriculum. Educators can refer to the MISA document for specific examples.

It is important that the comment and assigned grade for a subject/course work together to convey a clear and consistent message about the student's achievement of the curriculum expectations. (i.e., any qualifiers used must match the grade assigned).

Educators should use language that will be easily understood by parents/guardians/caregivers, and where appropriate, students, and avoid restating curriculum expectations or the language of the achievement chart.

Wherever possible, educator comments should refer to specific examples of student work.

In the case of a student whose achievement is reported as Code *R* or below 50%, educators should describe specific remedial measures that are planned or strategies that have been developed to promote success.

Refer to the document, [Reporting Student Learning: Guidelines for Effective Teacher-Parent-Student Communication](#) for more information regarding report card comments and communication with parents/guardians/caregivers.



Late and Missed Assignments

Students are responsible for providing evidence of their learning within established timelines, and . . . there are consequences for cheating, plagiarizing, not completing work, and submitting work late. (Growing Success, p. 42).

Effective assessment and evaluation are based upon evidence of student learning taken from a variety of forms, including conversations, observations, and student products. When students do not submit products for evaluation on time, it reduces the evidence available for the educator to determine a grade. It is the responsibility of the student, with guidance from the educator, to ensure that they are providing the highest quality evidence of learning possible.

It is the expectation of the Brant Haldimand Norfolk Catholic District School Board (the Board) that all tests, assignments, and other products will be submitted or completed according to the predetermined due date. Students do not have an inherent right to submit work late. When students do not submit or complete work on time, interventions and consequences will take into consideration the student's grade level, maturity, the number and frequency of incidents, and the individual circumstances of the student.

For students in Grade 1 to Grade 6, marks will **not** be deducted from student work to reflect a late or missed assignment. Educators will notify parent/caregiver/guardian of a late/missed assignment and work collaboratively to promote the development of effective learning skills and determine reasonable steps for work completion. When necessary, late and missed assignments will be noted in the report card as part of the evaluation of learning skills.

For students in Grade 7 to Grade 12, educators will work collaboratively with students and parents/guardians/caregivers to promote the development of effective learning skills, including adhering to due dates. Late and missed assignments will be noted in the report card as part of the evaluation of learning skills. Educators may use a variety of strategies to help prevent and/or address late and missed assignments. Students must understand that there are consequences for not adhering to due dates. Using their informed professional judgement, educators may use a variety of strategies to prevent and/or respond to late and missed assignments, including deducting marks, up to and including the full value of the assignment. Supports and consequences for students must be carefully considered in light of the student's age, grade, maturity, individual circumstances, and the frequency of such incidents. Educators should refer to the attached documents for guidelines in preventing and responding to late and missed assignments.

For students in Grade 1 to Grade 10, the Code / may be used in an educator's gradebook or on the report card to indicate that there is insufficient evidence of achievement to determine a grade. For students in Grade 9 and Grade 10 who receive a Code / on the final report card, no credit will be granted.

Preventative Measures:

- When establishing deadlines, consider the cultures, histories and contexts of all students, their lived experiences and those of their families.
- Ensure the needs of all students are met, consistent with their Individual Education Plan (IEP) where applicable.
- Establish deadlines for submission of assignments for evaluation, in collaboration with students where appropriate, and clearly communicate those deadlines to students, and where appropriate, families.
- Conference with students regularly to monitor their progress in meeting deadlines and expectations.
- Explicitly teach time-management and organizational skills and model these behaviours.
- Explain clearly to students that not submitting work on time will affect their grade.
- Collaborate with teachers who teach the same course / subject / grade to co-construct common assessment timelines.
- Assign major evaluation tasks, in steps, with regular check-ins to assist students in achieving success in incremental stages.
- Maintain ongoing communication with students, and where appropriate, families, about due dates and late submissions.
- Utilize Brightspace to share deadlines and due dates.
- Where applicable, collaborate with Student Success or guidance to support individual students.
- Where necessary, provide alternative tasks, times, or locations for students to complete assigned work.
- Encourage students to approach their teacher prior to a due date if they are having difficulties meeting a deadline.



Late and Missed Assignments: Responsive Measures (Grade 7 to Grade 12)

- Pre-arranged extensions to due dates are not subject to a late penalty.
- Educators should take into consideration extenuating circumstances and may choose to extend due dates with no late penalty.
- Early intervention is critical for student success.

The protocols below should be followed when there has been no prior conversation with the student/family, and evaluation tasks are not completed on time:

Situation	Teacher Response
Evaluation task is not completed by required due date	<ol style="list-style-type: none"> 1. In consultation with the student, establish a new due date for the evaluation task owing, or assign an alternative evaluation with a new deadline. 2. Contact parent/guardian/caregiver to inform them of the late or missed evaluation task and of the revised due date; also inform them of the deduction in marks (1/3 of one level). 3. Identify any additional supports that may be required to assist the student in completing and submitting the evaluation task, including collaboration with Student Success and/or Guidance. 4. Complete the <i>Late and Missed Assignments Tracking</i> sheet and keep in your records. 5. When the evaluation task is submitted by the revised due date: <ul style="list-style-type: none"> • Evaluate and assign a level per the original criteria • Lower the level by 1/3 only (i.e., a 3+ will be lowered to a 3) • Record both levels <p>Late evaluation tasks should be tracked in the educator’s mark records; documentation should include the <i>Late and Missed Assignments Tracking</i> sheet.</p>
Evaluation task is still not submitted by the revised due date	<ol style="list-style-type: none"> 1. Contact parent/guardian/caregiver, advising them that the revised deadline has also been missed, and of the late penalty of 1/3 level per day, up to the full value of the assignment. 2. Identify any additional supports required to assist the student in completing and submitting the evaluation task, including collaboration with Student Success, Guidance and/or Administration. 3. Update the <i>Late and Missed Assignments Tracking</i> sheet (Part B) and keep in your records. 4. When the evaluation task is submitted: <ul style="list-style-type: none"> • Evaluate and assign a level per the original criteria • Lower the level by 1/3 of a level per school day (i.e., a level 2+ submitted four days late will be lowered to a level 1) • Record both levels <p>Late evaluation tasks should be tracked in the teacher’s mark records; documentation should include the <i>Late and Missed Assignments Tracking</i> sheet.</p>
Evaluation task is not submitted	<ol style="list-style-type: none"> 1. Consult with the Student Success Teacher / ALERT team / Guidance and/or Administrator, if required. 2. Additional parent/caregiver/guardian/contact is required. 3. Update the <i>Late and Missed Assignments Tracking</i> sheet (Part C) and keep in your records. 4. Record a zero for the task in your marks recording tool.



Academic Honesty

The Brant Haldimand Norfolk Catholic District School Board (the Board) challenges students and staff to foster a supportive community in their faith journey while striving for academic excellence. Within a safe and Christ-centered environment, we empower individuals to become lifelong learners. We strongly believe in evaluating and grading students based on their individual merits, recognizing their unique talents and efforts. Furthermore, we emphasize the importance of academic integrity, ensuring that all work submitted for evaluation clearly represents the authentic words and ideas of each student. As technology continues to evolve, we remain committed to equipping our students with the necessary skills to navigate and harness its potential for growth and success.

Academic honesty means representing oneself and one's work with integrity. This appendix is designed to foster a culture of academic honesty and deter any instances of academic misconduct. Academic misconduct, in any form, is a grave behavioural transgression that we firmly denounce. The subsequent information serves as a guided framework to address instances of academic misconduct.

There are many library references and style guides specific to a discipline or subject. Here are a few easily found websites on plagiarism:

- The New Plagiarism: a quick, student friendly, informative summary of plagiarism with antidotes.
<http://www.fno.org/may98/cov98may.html>
- Plagiarism on the Web: gives tips on preventing plagiarism.
<http://www.wiu.edu/users/mfbhl/wiu/plagiarism.htm>
- Teaching about Plagiarism
<https://www.plagiarism.org/teaching-about-plagiarism>
- Academic Integrity in the Age of AI
<https://www.turnitin.com/resources/academic-integrity-in-the-age-of-AI>

Ontario Library Board Resources:

- University of Toronto – Role of the Instructor (Academic Integrity)
<https://teaching.utoronto.ca/resources/academic-integrity-and-the-role-of-the-instructor/>
- University of Toronto – Classroom Strategies re: Academic Integrity
<https://www.academicintegrity.utoronto.ca/smart-strategies/classroom-strategies-talking-about-academic-integrity/>

DEFINITIONS:

Academic Misconduct: refers to behaviours like plagiarism, which involves copying someone else's work, as well as any intentional action aimed at gaining an unfair advantage academically, either for oneself or others. Academic misconduct may occur when a student cheats on tests, falsifies data, allows others to submit work they completed, or submits work obtained from any source, including electronic means, without proper attribution or acknowledgement of the original sources. Furthermore, it is crucial to emphasize that utilizing ChatGPT or similar tools without proper acknowledgment and/or consent from teachers is a form of academic misconduct. It is essential to seek guidance and adhere to the guidelines provided by educators when utilizing such technologies for academic purposes.

Note: As it is not possible to cover every circumstance of academic misconduct, the above list should be considered only as a guide.

Plagiarism: refers to the act of presenting ideas or work from others as if they were one's own. Instances of plagiarism include when a student submits an essay that has been entirely or partially written by someone else, prepares an essay or assignment on behalf of another student, utilizes direct quotations or extensive paraphrasing without proper acknowledgment, copies someone else's essay or assignment, knowingly allows someone else to copy their own essay or assignment, or engages in the buying and selling of term papers or assignments to pass them off as their own, with the intent of committing plagiarism.



It is important to note that the use of technology tools like Quilbot and ChatGPT does not exempt students from adhering to academic integrity. Utilizing these tools without proper attribution or consent from teachers is a form of academic misconduct and can lead to serious consequences. It is crucial to understand the ethical guidelines surrounding the use of such technology and to seek guidance from educators when incorporating them into academic work.

Note: As it is not possible to cover every circumstance of plagiarism, the above list should be considered only as a guide

Collaboration: refers to the joint efforts of two or more individuals working together on a project or assignment. It is characterized by open communication, mutual respect, and shared responsibilities among collaborators. It encourages active participation and contributions from ALL individuals. Examples of collaboration are group projects or assignments where students work together towards a common goal; study groups or discussions where students share ideas, insights, and resources.

Cheating: is any act intended to gain an unfair advantage or deceive others in an academic setting. It is a violation of academic integrity and undermines individual effort, originality, and ethical conduct in academic work. Examples of cheating are copying from another student's work during exams or assignments, using unauthorized material or aids during assessments; plagiarizing or presenting someone else's work or ideas as one's own and fabricating data or results in research or scientific experiments.

Note: As it is not possible to cover every circumstance of cheating, the above list should be considered only as a guide

Expectations and Guidelines

Originality and Attribution: All academic work submitted by students must be their original work, unless explicitly instructed otherwise. When using external sources, students must provide proper citation and acknowledgments, including in-text citations, footnotes, or a works cited, as per the specified reference style (i.e., MLA, APA, Chicago). Failure to attribute sources correctly may be considered a form of plagiarism.

Collaboration: Collaboration among students is encouraged within the boundaries set by teachers. When collaboration is allowed, it must be clearly stated by the teacher and students must abide by the specific guidelines. In cases where collaboration is not permitted, students are expected to complete their work independently and refrain from sharing or obtaining unauthorized assistance.

Use of Technology: The use of technology, including computers, the internet, and AI-powered tools like ChatGPT, must align with academic honesty standards. Students should use technology responsibly, ensuring that the work produced represents their own efforts and that any external sources are cited appropriately.

Consequences of Academic Dishonesty

Instances of academic dishonesty are taken seriously. The consequences for violating the points outlined in this Academic Honesty appendix may include, but are not limited to:

- Notification of parents/guardians/caregivers;
- The need to redo the assignment or assessment under different conditions;
- A meeting or discussion with teacher, counselor, or administrator to address the issue;
- Notation in academic records, including disciplinary records;
- Receiving a reduced or failing grade for the assignment or assessment in question; and/or
- Potential loss of privileges, such as participation in extracurricular activities or leadership roles.

The severity of the consequence will be determined based on the nature and extent of the academic dishonesty, previous infractions, and other relevant factors.



Education and Prevention

The Board is committed to fostering a learning environment that promotes academic integrity. Students will receive education and support regarding academic honesty, plagiarism awareness, proper citation methods, and responsible use of technology. Educators will provide clear guidelines and expectations for assignments, emphasizing the importance of originality, attributions, and ethical conduct.

Promoting Academic Honesty in the Classroom

The following are a list of guidelines and strategies aimed at fostering a culture of academic honesty within the classroom. By addressing the issues of academic misconduct, including questionable use of AI in assignments, we seek to promote integrity, fairness, and personal responsibility.

○ **AWARENESS AND UNDERSTANDING**

- Educators will actively educate students on the importance of academic honesty and the negative consequences of academic misconduct. They will explain what constitutes plagiarism, cheating, and other forms of dishonesty, including the potential risk associated with the misuse of AI in assignments. Student will be made aware of the impact of their actions on their own learning, reputation, and future opportunities.

○ **CLEAR ASSIGNMENT GUIDELINES**

- **Clear Expectations:** Educators will provide students with clear and detailed instruction for each assignment, including specific guidelines on originality, citation, and attribution. They will explain what constitutes acceptable collaboration and clearly indicate assignments that must be completed independently.
- **Assignment Variety:** To discourage academic dishonesty, educators will design assignments that encourage critical thinking, creativity, and personal engagement. By diversifying the types of assignments, including research papers, projects, presentations and discussions, students will be less likely to resort to dishonest practices and more inclined to demonstrate their own understanding and originality.

○ **COLLABORATION AND PEER REVIEW**

- **Facilitated Collaboration:** Educators will create opportunities for collaborative learning experiences that promote academic growth and discourage dishonest behaviour. Group projects, peer-to-peer discussion, and guided collaboration will foster an environment where students can learn from each other, share ideas, and develop a sense of shared responsibility for their academic integrity.
- **Peer Review and Feedback:** Integrating peer review into the assignment process can enhance academic honesty. Students will be encouraged to provide constructive feedback to their peers, thereby promoting a sense of accountability and shared ownership of the learning process. Teachers will provide guidelines for effective peer review and ensure that students understand the importance of providing honest and respectful feedback.

○ **TECHNOLOGY MONITORING AND SUPPORT**

- **Use of AI:** Educators will educate students about the appropriate and inappropriate usage of various AI-driven tools, such as Grammarly, within the educational setting. Through the assignment process, they will actively interact with students, offering guidance and clarification on the responsible and ethical utilization of AI in the classroom.
- **Technical Support and Resources:** Educators will provide students with technical support and resources related to the ethical use of technology. Students will be educated on proper citation methods when using AI tools and internet resources, including how to attribute information generated by AI to ensure academic integrity.



○ CONSEQUENCES AND ACCOUNTABILITY

- **Consistent Enforcement:** Educators will implement consistent consequences for academic dishonesty, emphasizing that integrity is vital for individual growth. Students found in violation of this *Academic Honesty* appendix will be held accountable through appropriate disciplinary measures.
- **Restorative Approaches:** In addition to disciplinary action, teachers will explore restorative approaches to address academic misconduct. Opportunities for reflection, learning and growth will be provided to students, fostering an understanding of the importance of honesty, integrity, and personal responsibility.

EVALUATION AND IMPROVEMENT

This appendix will be regularly reviewed and evaluated to ensure its effectiveness is promoting academic integrity. Educators, administrators, and students will have the opportunity to provide feedback and suggest improvements.

INCREASING ACADEMIC HONESTY

Preventing plagiarism in classrooms is crucial to fostering academic integrity, promoting ethical research, and writing practices. Below is an outline of strategies and approaches that can be implemented to deter and address plagiarism:

EDUCATION AND AWARENESS:

- **Introduction to Plagiarism:**
 - Define plagiarism and its consequences.
 - Explain different forms of plagiarism, including copying, paraphrasing without citation, and self-plagiarism.
 - Emphasize the importance of originality and ethical writing practices.
 - Proper citation and referencing:
 - Teach students different citation styles (i.e., MLA, APA) and how to format citations.
 - Provide guidance on referencing sources such as books, articles, websites, and interviews.
 - Research Skills Development:
 - Teach effective note-taking techniques to encourage critical thinking and synthesis of information.
 - Promote the use of reputable sources and reliable databases.
 - Demonstrate the process of properly integrating and attributing sources in written work.

CLEAR EXPECTATIONS AND ASSIGNMENTS:

- **Detailed Assignment Guidelines:**
 - Clearly articulate the assignment's purpose, requirements, and expectations.
 - Specify the number and types of sources students should use.
 - Provide examples of correctly cited and referenced work.
- **Originality and Individuality:**
 - Encourage students to select a unique topic or perspective to prevent duplication.
 - Reinforce the importance of expressing their own ideas and analysis.
 - Discourage sharing or copying assignments among students.
- **Ongoing Communication:**
 - Maintain an open dialogue with students to answer questions and clarify expectations.
 - Address concerns about plagiarism directly, discussing its impact on personal and academic growth.



TECHNOLOGY TOOLS AND PLAGIARISM DETECTION:

- **Plagiarism Detection Software:**
 - Utilize board approved plagiarism detection tools, such as Turnitin, to identify potential cases of plagiarism.
 - Demonstrate how these tools work and their role in maintaining academic integrity.
- **Classroom Technology:**
 - Encourage the use of technology tools, such as citation management software, to facilitate proper citation and referencing.
 - Teach students how to use grammar and writing assistance tools, like Grammarly, to improve their writing skills and prevent unintentional plagiarism.

FORMATIVE ASSESSMENT AND SCAFFOLDED ASSIGNMENTS:

- **Incremental Assignments:**
 - Break down larger projects into smaller, manageable parts.
 - Provide regular check-ins and feedback during each stage of the assignment.
- **In-class Writing Exercises:**
 - Engage students in timed in-class writing activities to encourage original thinking and reduce reliance on external sources.
 - Assess students' understanding of concepts by evaluating their ability to articulate ideas without extensive research.

COLLABORATION AND ACADEMIC SUPPORT:

- **Encourage Collaboration:**
 - Foster a classroom environment that promotes discussion and collaboration, while emphasizing individual accountability.
 - Teach students how to properly cite and acknowledge collaborative work.
- **Academic Support:**
 - Offer resources such as writing centers, tutoring, or peer review session to assist students in developing their writing skills.
 - Provide guidance on effective research strategies and sources evaluation techniques.

CONSISTENT ENFORCEMENT AND CONSEQUENCES:

- **Establish Clear Consequences:**
 - Develop plagiarism guidelines that clearly outline the consequences for plagiarism.
 - Communicate the consequences to students and parents, ensuring awareness of the repercussions.
- **Consistent Enforcement:**
 - Investigate suspected cases of plagiarism thoroughly and fairly.

EDUCATOR QUICK GUIDE

The most important steps in preventing plagiarism are those taken to address its causes. The strategies in this section are intended as guidelines to help the educator:

- Become aware of the reasons plagiarism occurs.
- Identify the different forms of plagiarism.
- Integrate plagiarism prevention techniques into your classes.



- **How Can I Prevent Plagiarism in my Classroom?**
 - Educate students about plagiarism.
 - Begin the academic year by clearly defining plagiarism and explaining its consequences.
 - Teach students about different forms of plagiarism, including copying, paraphrasing without citations, and self-plagiarism.
 - Emphasize the importance of originality and ethical writing practices.

- **Teach Proper Citation and Referencing**
 - Provide detailed instruction on different citation styles (i.e., MLA, APA) and how to format citations.
 - Show students how to reference various sources such as books, articles, websites, and interviews.
 - Explain how to integrate and attribute sources properly within their written work.

- **Foster Research Skills Development**
 - Teach students effective research techniques, such as using reputable sources and reliable databases.
 - Emphasize critical thinking and information synthesis.

- **Teach Students How to Take Organized Notes and Avoid Excessive Reliance on Direct Copying**
 - Provide clear assignment guidelines.
 - Clearly articulate the purpose, requirements, and expectations for each assignment.
 - Specify the number and types of sources students should use.
 - Provide examples of correctly cited and referenced work to serve as models.
 - Encourage originality and individuality.
 - Promote the selection of unique topics or perspectives to prevent duplication.
 - Encourage students to express their own ideas and analysis.
 - Discourage the sharing and copying of assignments among students.

- **Ongoing Communication**
 - Maintain an open dialogue with students.
 - Answer their questions and clarify expectations regarding plagiarism.
 - Discuss the importance of academic integrity and the negative consequences of plagiarism.

- **Use Plagiarism Detection Tools**
 - Utilize plagiarism detection software, such as Turnitin, to identify potential cases of plagiarism.
 - Demonstrate how these tools work and their role in maintaining academic integrity.

- **Scaffold Assignments and Provide Formative Assessments**
 - Break down larger projects into smaller, manageable parts.
 - Provide checkpoints and feedback throughout the process.
 - Engage students in in-class writing exercises or timed activities that test understanding and encourage original thinking.
 - Promote collaboration and academic support.
 - Encourage collaboration within defined boundaries.
 - Teach students how to properly acknowledge collaborative work.
 - Offer resources such as writing centers, tutoring or peer review sessions to assist students in developing their writing skills and preventing plagiarism.

- **Consistent Enforcement and Consequences**
 - Reference this appendix that clearly outlines the consequences of plagiarism.
 - Communicate this Academic Honesty appendix to students and parents/guardians/caregivers, to ensuring awareness of the repercussions.
 - Investigate suspected cases of plagiarism thoroughly and fairly, implementing consistent consequences, when necessary.

By implementing these strategies, you can create an environment that promotes academic integrity and discourages plagiarism in your classes.



HOW DO I PREVENT CHEATING IN MY CLASSES?

- **Establish Clear Expectations**
 - Clearly communicate your expectations regarding academic integrity.
 - Discuss the importance of honesty and the negative consequences of cheating on personal growth and academic achievement.
- **Design Fair Assessments**
 - Create assessments that encourage critical thinking, problem-solving and application of knowledge, rather than relying solely on regurgitation of information.
 - Use a variety of assessment methods, such as essays/reports, projects, presentations, and in-class activities, to assess different skills and reduce opportunities of cheating.
- **Randomize Questions and Tasks**
 - If you are using online assessments, use question banks or randomize questions generation features to create unique exams for each student. This makes it difficult for students to share answers or copy from one another.
- **Change Assessment Formats**
 - Consider using alternative assessment formats, such as open-book exams, take-home assignments, or performance-based assessments, which require students to demonstrate deeper understanding and apply concepts rather than simply memorizing information.
- **Create a Supportive Classroom Environment**
 - Foster an environment where students feel comfortable asking questions and seeking help.
 - Encourage collaboration and peer learning while emphasizing individual accountability.
 - Promote a culture of academic integrity and discourage cheating through classroom discussions and activities.
- **Use Technology Tools**
 - Utilize *anti-cheating* tools and technologies, such as plagiarism and AI writing software detection or secure online exam platforms. These tools can help identify instances of cheating, plagiarism, and unauthorized collaboration.
- **Teach and Reinforce Ethical Conduct**
 - Educate students about the importance of ethical behaviour, including the consequences of cheating.
 - Discuss real-life examples of the negative impact of cheating on individuals and society.
 - Incorporate lessons on academic integrity and ethics into your curriculum.
- **Personalize Assignments and Assessments**
 - Assign tasks that are tailored to individual students' interests, experiences, or goals.
 - When students have a personal investment in their work, they are less likely to cheat.
- **Monitor and Vary Seating Arrangements**
 - During exams or assessments, change seating arrangements to prevent students from easily copying from one another.
 - Keep an eye on students' behaviour to detect any signs of cheating.
- **Establish Partnerships with Parents/Guardians/Caregivers**
 - Engage parents/guardians/caregivers in discussions about academic integrity.
 - Share information about your expectations and encourage them to reinforce the importance of honesty and discourage cheating at home.



- **Consistent Enforcement and Consequences**
 - Implement a fair and consistent approach when addressing instances of cheating.
 - Clearly communicate the consequences of cheating to students and consistently enforce them to maintain a sense of fairness and accountability.

By employing these strategies, you can create an environment that discourages cheating and promotes academic integrity in your classes.

HOW DO I DETECT CHEATING OR PLAGIARISM?

Detecting cheating or plagiarism can be challenging, but there are several methods and tools you can use to identify potential instances. Here are some approaches to detecting cheating and plagiarism:

- **Familiarize Yourself with the Work**
 - As the teacher, you should be familiar with your students' capabilities and writing styles. If a student's work drastically deviates from their usual performance or exhibits a different writing style, it may warrant further investigation.
- **Review Assignments Carefully**
 - Read the assignments thoroughly to identify any suspicious patterns or inconsistencies.
 - Look for abrupt shifts in tone, language, or content that may indicate that work was not entirely the student's own.
- **Utilize Plagiarism and AI Detection Software**
 - Plagiarism and AI detection tools, like Turnitin, can compare student work against a vast database of published sources, online content, and other student submissions. These tools can highlight potential instances of plagiarism or similarity.
- **Pay Attention to Language and Writing Quality**
 - Pay attention for language or writing quality that appears too advanced or out of character for a student.
 - If the work contains sophisticated vocabulary or complex sentence structures that are inconsistent with their demonstrated abilities, it may need to be addressed.
 - Look for mixed citations or formatting changes. This may indicate work has been copied from another source.
- **Google Specific Phrases or Sentences**
 - Take suspicious or unique phrases or sentences from a student's work and search them on search engines like Google or Edge.
 - This can help identify if the text has been copied from existing online sources.
- **Compare Students Work to Each Other**
 - Compare the work of different students, especially if they have submitted similar or identical answers.
 - Look for shared phrases, ideas or mistakes that could indicate collaboration or cheating.
- **Request Oral Presentations or Student Conferences**
 - Ask students to present their work orally or defend their ideas in a one-on-one conversation.
 - This can help identify inconsistencies or discrepancies between their written work and their ability to discuss it.
- **Communicate with Colleagues and Students**
 - Discuss your concerns and observation with other teachers.
 - Students may also provide information or tips regarding potential cases of cheating or plagiarism.

Remember that these detection methods are not foolproof and it's essential to approach each situation with fairness and gather enough evidence before accusing a student.



SANCTIONS FOR ACADEMIC MISCONDUCT

(Adapted from York and Rutgers Universities)

It is crucial to consider each case individually and to adjust the consequences accordingly. The progressive approach outlined below serves as a general guideline, but the severity of consequences may vary based on factors such as the student’s previous conduct, age, and other relevant circumstances. Additionally, opportunities for restorative practices and learning should be integrated at each stage to encourage growth, reflection, and a renewed commitment to academic integrity.

Teachers will use their informed professional judgement, in consultation with administration when appropriate, to determine the most appropriate response to a situation of academic dishonesty.

VIOLATIONS	SANCTIONS
Level One Violations	
<p>Level One Violations occur because of inexperience or lack of knowledge of principles of academic honesty on the part of the student. These violations are likely to involve a small fraction of the total course work, are not extensive, and/or occur on a minor assignment.</p> <p>Examples of level one violations are:</p> <ul style="list-style-type: none"> • Working with another student on a lab report or assignment when such work is prohibited. • Failure to footnote or give proper acknowledgement in an extremely limited section of an assignment. 	<p>Possible sanctions for Level One Violations are listed below.</p> <p>It is NOT NECESSARY to bring these violations to the attention of the Administration.</p> <p>Verbal or written disciplinary warning or reprimand noting that the student has not met the school’s standards of conduct, and that repeat offences will result in more serious disciplinary action.</p> <p>Contact the parent or guardian/caregiver to inform them of the incident.</p> <p>Redo the original assignment or complete another equitable assignment.</p> <p>Participation in a tutorial on academic honesty.</p>
Level Two Violations	
<p>Level Two Violations are characterized by dishonesty of a more serious nature, or which affects a more significant aspect or portion of the course work.</p> <p>Examples of Level Two Violations are:</p> <ul style="list-style-type: none"> • Quoting directly or paraphrasing, to a moderate extent without acknowledging the source. • Receiving assistance from others without acknowledging such assistance in an assignment, project, or exam. • Copying the work of another student and submitting it as your own. 	<p>Possible sanctions for Level Two Violations are listed below:</p> <p>Cases involving Level Two Violations MAY be brought to the attention of the Department Head and/or Administration.</p> <p>Verbal or written disciplinary warning or reprimand noting that the student has not met the school’s standards of conduct, and that repeat offences will result in more serious disciplinary action. If the teachers create a written reprimand, a copy MUST be sent to the Department Head and Administration.</p>



VIOLATIONS	SANCTIONS
	<p>Contact parent/guardian/caregiver to inform them of the incident.</p> <p>Record a Code / for the assignment and consider evidence of achievement of those expectations missed by the student.</p> <p>Assign another evaluation task on a relevant topic for student to demonstrate their achievement.</p> <p>Participation in a tutorial on academic honesty.</p>
<p>Level Three Violations</p>	
<p>Level Three Violations include dishonesty that affects a major or essential portion of work done to meet course requirements, involves premeditation, or is preceded by one or more violations at any level.</p> <p>Examples of a Level Three Violation are:</p> <ul style="list-style-type: none"> • Copying on a test or examination. • Plagiarizing major portions of a written assignment. • Acting to facilitate copying during an exam. • Presenting the work of another as one's own. • Using purchased term papers or other materials. • Using prohibited materials, i.e., books, notes, or calculators during an exam. 	<p>Possible sanctions for Level Three Violations are listed below:</p> <p>Incidents MUST be reported to Administration and documented.</p> <p>Administration will:</p> <ul style="list-style-type: none"> • Consult with teacher(s) to determine appropriate consequences. • Contact the parent/guardian/caregiver to inform them of the incident. <p>Teachers will:</p> <ul style="list-style-type: none"> • Complete an Academic Integrity Report. • Copy the report to Administration. • Record a Code / for the assignment and consider evidence of achievement of those expectations missed by the student when calculating the grade. (Note: If the assignment is part of the 30% final evaluation, a zero may be assigned for that portion of the 30%.) <p>Additional consequences for Level Three Violations may be assigned at the discretion of the Administrator. They may include:</p> <ul style="list-style-type: none"> • Academic Probation (i.e., inability to obtain honour roll status, and/or academic awards for said academic year). • Inform student and parent that the credit is in jeopardy. • The student may receive a grade penalty for the assignment or exam in question. This penalty can range from a reduced grade on the assignment to a zero.



VIOLATIONS	SANCTIONS
	<ul style="list-style-type: none"> The student may be restricted from participating in extracurricular activities or leadership positions.
<p>NOTE: As it is not possible to cover every circumstance of a violation, the above lists should be considered only as a guide.</p>	<p>NOTE: Sanctions may be imposed singularly or in combination for any incident of academic misconduct.</p> <p>The sanctions list may be augmented at the discretion of the teacher and/or Administration.</p>

FACTORS TO BE CONSIDERED WHEN IMPOSING CONSEQUENCES
(ADAPTED FROM YORK UNIVERSITY)

Key factors to be considered by individuals and committees when imposing consequences or reviewing penalty recommendations are:

- Extent of the Violation:** The actions which constitute specific offenses of academic honesty (i.e., plagiarism, cheating) vary in terms of severity. Some instances of academic dishonesty constitute only minor infractions while others represent the most extreme form of violation. Consequences should correspond to the nature of the offence.

 - The level of the student’s academic experience is important in determining the degree to which they should be penalized (i.e., grade level and destination should be considered).
 - Extenuating circumstances, which a student faced at the time in question may help explain the action taken on their part, and due weight should be attached to those circumstances.
 - If the student admits guilt, accepts responsibility for their action, and is amenable to educative remedies, a less severe consequence may be applied.
- Prior/Multiple Incidents:** if the offence is a second (or subsequent) one for the student and/or is in combination with another offence, then a severe consequence should be considered.

**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: June 12, 2023
Submitted by: Michael McDonald, Director of Education & Secretary

Cessation of Employment 300.03
Public Session

BACKGROUND INFORMATION:

Regardless of the reason for cessation of employment, the Brant Haldimand Norfolk Catholic District School Board (the Board) will support all employees with their transition. The Board will ensure a clear understanding of the roles and responsibilities and will provide efficient, accurate, and supportive measures in processing the various types of cessation of employment.

DEVELOPMENTS:

This Policy and Administrative Procedure combines Administrative Procedure 300.03 Cessation of Employment and Policy [300.07 Employee Retirement Policy](#) to reduce duplication. The new P/AP also includes language for the collection of all Board property (equipment, keys, identification badges, etc.) by the effective date of cessation of employment.

Information on retirement processes have been expanded. In 2006, Human Rights legislation was amended to remove the mandatory retirement age. While respecting this legislation, the Brant Haldimand Norfolk Catholic District School Board anticipates a normal retirement age of 65 for all employees. The Board continues to request written notification to be submitted a minimum of 90 days prior to retirement to allow for necessary staffing, payroll, pension, and benefits processes to occur efficiently. Parameters with respect to employee benefit coverage and Board retirement benefit plans have been updated.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the Cessation of Employment Board Policy & AP 300.03 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Cessation of Employment Procedure

#300.03

Rescind BHNCD SB HRS 300.07 Employee Retirement Policy

Adopted:	January 13, 2017
Last Reviewed/Revised:	February 2023
Responsibility:	Superintendent of Education
Next Scheduled Review:	

POLICY STATEMENT:

Regardless of the reason for cessation of employment, the Brant Haldimand Norfolk Catholic District School Board (the Board) will support all employees with their transition. The Board will ensure a clear understanding of the roles and responsibilities and will provide efficient, accurate, and supportive measures in processing the various types of cessation of employment.

APPLICATION AND SCOPE:

This Administrative Procedure has been developed to clarify roles and responsibilities when employment ceases for reasons of resignation, retirement, termination, or death; to assist employees in understanding the process and to provide direction to supervisors with respect to their duties, responsibilities and required processes when an employee is ending their employment.

REFERENCES:

- ~~[BHNCD SB HRS 300.07 Employee Retirement Policy we are rescinding](#)~~
- [BHNCD SB HRS 300.19 Progressive Discipline Policy](#)
- [Ontario Employment Standards Act | ontario.ca](#)

FORMS:

N/A

APPENDICES:

N/A

DEFINITIONS:

Board Property

All equipment and resources provided to and used by an employee that are the property of the Board. This includes, but is not limited to, all electronic equipment including computers, laptops, note pads, printers, cell phones, purchase cards, keys, and identification badges.



ADMINISTRATIVE PROCEDURES:

1.0 Responsibilities

1.1 Employee

- 1.1.1 Providing a written letter of resignation or retirement to their supervisor/manager.
- 1.1.2 Returning all Board property (equipment, keys, identification badges, etc.) by the effective date of cessation of employment.
- 1.1.3 **The employee shall review any outstanding/pending work with their supervisor and establish a plan for completion and successful transition.**

1.2 Supervisors/Manager

- 1.2.1 Immediately forwarding the resignation/retirement letter for permanent employees to the Director of Education's Office.
- 1.2.2 Forwarding casual/temporary staff resignation/retirement letters to the Human Resource Services Department.
- 1.2.3 Consulting with their Superintendent and the Human Resource Services Department if termination of employment is being considered.
- 1.2.4 **Completing their assigned sections of the electronic Retirement/Resignation/Termination Checklist that is automatically sent to them through the portal.**
- 1.2.5 **Collect all Board property (equipment, keys, identification badges, etc.) by the effective date of cessation of employment.**

1.3 Director's Office

- 1.3.1 Forwarding an acknowledgment letter to the employee.
- 1.3.2 Forwarding the resignation/retirement letter and a copy of the acknowledgement letter to the Human Resource Services Department for the employee's personnel file.

1.4 Human Resource **Services**

- 1.4.1 Entering the resignation/retirement/termination/death in the Human Resource Services Information System (HRIS).
- 1.4.2 Verifying outstanding vacation balance, as applicable, and confirming with the Payroll Department if balances should be paid out.
- 1.4.3 **Completing their assigned sections of the electronic Retirement/Resignation/Termination Checklist that is automatically sent to them through the portal.**

1.5 Payroll and ~~Benefits Department~~ **Services**

- 1.5.1 Ensuring that pay owing to the employee is reconciled and paid, including any outstanding vacation pay; as applicable.
- 1.5.2 Filing a Record of Employment electronically with Service Canada.
- 1.5.3 Completing any required Pension reporting.
- 1.5.4 **Completing their assigned sections of the electronic Retirement/Resignation/Termination Checklist that is automatically sent to them through the portal.**

1.6 Information Technology ~~Department~~ **Services**

- 1.6.1 Deactivating access to all Board electronic systems on the effective date of cessation of employment, except as permitted. ~~in Section 2 below.~~
- 1.6.2 **Completing their assigned sections of the electronic Retirement/Resignation/Termination Checklist that is automatically sent to them through the portal.**



1.7 Facilities Department Services

- 1.7.1 Deactivating the employee's Identification Badge and building access on the effective date of cessation of employment.
- 1.7.2 Completing their assigned sections of the **electronic Retirement/Resignation/Termination Checklist that is automatically sent to them through the portal.**

1.8 Procurement & Risk Management Services Purchasing Services

- 1.8.1 Deactivating Board-issued cellular phones, purchasing cards, purchase on account access and online ordering authorization.
- 1.8.2 Completing their assigned sections of the **electronic Retirement/Resignation/Termination Checklist that is automatically sent to them through the portal.**

2.0 Employee Notice

- 2.1 The employee is to provide written and signed notice of resignation or retirement to their supervisor/manager, stating the effective date of resignation/retirement.
- 2.2 A minimum of two weeks written notice and, preferably, at least four weeks is requested for resignation of employment and 90 days is requested for retirement notification, to allow for adequate staffing and replacement; as necessary.
- 2.3 The employee must return to their supervisor, all Board provided equipment, property, and resources by the effective date of cessation of employment.
- 2.4 If consideration is being given to termination of an employee, ~~the Human Resource Services Department~~ and the respective Superintendent must be contacted by the supervisor/manager prior to any action being taken. ~~The Human Resources Services Department~~ and the Superintendent will ensure that appropriate legal guidance has been obtained and that collective agreement provisions and appropriate employment law practices have been followed.

3.0 Access to Board Electronic Systems and Building/Offices

- 3.1 Access to Board electronic systems, including email, automatically ends on the effective date of cessation of employment, except if specific written approval has been granted to extend access.
- 3.2 In exceptional cases and where continued access is required for any valid business reason after employment ends, written approval must be granted by the respective Superintendent.
- 3.3 Electronic Access through the employee's Identification Badge to Board buildings and offices ceases on the effective date of cessation of employment.

4.0 Processing of the Retirement, Resignation or Termination

- 4.1 Human Resource Services **Coordinator** enters the resignation, retirement, or termination in the HRIS system. This triggers notification to Payroll and Benefits ~~Department~~, Information Technology, Facilities and Purchasing Services ~~Departments~~ and **Procurement & Risk Management Services** and initiates the electronic Retirement/Resignation/Termination Checklist.
- 4.2 Human Resource Services **Coordinator** verifies outstanding vacation balances, as applicable, and confirms with Payroll that payout should be processed.

5.0 Termination

- 5.1 **Access to all Board electronic systems, including email will be carefully coordinated to automatically end on the effective date and time of termination.**
- 5.2 **The Superintendent or designate will arrange for the immediate return of all board property.**



- 3.3 Keys, electronic access cards, and all other forms of access through the employee's Identification Badge or Employee ID that provide access to board property is carefully coordinated to cease on the effective date and time of termination.
- 3.4 Human Resource Services Coordinator enters the termination in the HRIS system. This triggers notification to Payroll and Benefits, Information Technology, Facilities and Procurement & Risk Management Services and initiates the automated Retirement/Resignation/Termination Checklist for the supervisor.
- 3.5 Human Resource Services Coordinator verifies outstanding vacation balances, as applicable, and confirms with Payroll that payout should be processed or hold back funds where applicable.

6.0 Death of an Employee

- 5.1 The supervisor/manager who is advised of an employee death is responsible for notifying the Director's Office and **the appropriate** Human Resource Services **Coordinator**.
- 5.2 Human Resource Services will obtain appropriate confirmation (death notice) and will process the entry in the HRIS system.
- 5.3 Payment of salary ceases on the date of death. Payroll and Benefits will ensure that the Employee Life and Health Trust has been contacted to initiate any relevant benefits changes or payouts.
- 5.4 The Director's Office will notify **The appropriate Superintendent** will the Information Technology-s to **determine if the employee had Board-assigned equipment, keys, and other property that needs to be returned.**
- 5.5 Within a reasonable and sensitive time period, the ~~Supervisor~~ **Superintendent** or designate will contact the emergency contact to arrange for return of Board property as applicable.

6.0 Final Pay & Benefits

Payroll and Benefits Services will:

- 6.1 Final payment is processed by Payroll and Benefits **Process final payment** on the next available pay date after the effective date of cessation of employment, taking into consideration pay processing deadlines.
- 6.2 ~~Payroll and Benefits also~~ **Prepare** and electronically file the Record of Employment with Service Canada within the legislated timeframes.
- 6.3 ~~Payroll and Benefits~~ **Calculate** and reconcile earnings and advises employee (**or emergency contact**) of any monies owing to the Board and arranges for payment of any outstanding funds; including vacation payout as applicable.
- 6.4 **Ensure** that any benefit premium contribution owing to the Employee Life and Health Trust or Provincial Benefits Trust are deducted and remitted to the Trusts.
- 6.5 Complete required electronic submissions to the Pension Plans as applicable.

7.0 Retirement

- 7.1 In 2006, Human Rights legislation was amended to remove the mandatory retirement age. While respecting this legislation, the Brant Haldimand Norfolk Catholic District School Board anticipate a normal retirement age of 65 for all employees.
- 7.2 Employees are eligible to retire with a full unreduced pension at their normal retirement age as defined by the pension plan for which they are a member.
- 7.3 The Board requests written notification to be submitted a minimum of 90 days prior to retirement to allow for necessary staffing, payroll, pension, and benefits process to occur efficiently.
- 7.4 ~~Employee benefit coverage under the Board's contracts with the insurance carriers ceases at the age of sixty-five (65) for all retirees and active employees.~~



~~7.5 To assist in determining eligibility for enrolment in Board retirement benefits plans, employees who intend to retire will notify the Board in writing that they qualify for and/or meet the combined service and age factor as outlined in the applicable agreement.~~

Rescinding Retirement Policy

**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: June 12, 2023
Submitted by: Michael McDonald, Director of Education & Secretary

Hiring Non-Academic Staff 300.11
Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board (the “School Board”) believes that to fulfill its Catholic mission statement, it must recruit, hire, and promote qualified and competent staff that are committed to supporting an extraordinary Catholic education. The Board will ensure that a fair, consistent, and transparent selection process is conducted to fill vacancies in all positions and is based on qualifications, experience, and merit. This hiring policy supports the School Board’s efforts to promote diversity, equity, and inclusion in its hiring practices.

DEVELOPMENTS:

This policy applies to all candidates for employment in non-academic (non-teaching) positions. The revised policy and administrative procedure highlight the Board’s due regard for the provision of the best possible program and the protection of student safety and well-being when selecting a candidate for any position. It also includes the new requirements around conflict of interest that have been included in the Academic Hiring Policy to ensure that direct or indirect relationships do not conflict with the employee’s responsibility to the Board.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the Hiring Non-Academic Staff 300.11 Board Policy/AP to the Brant Haldimand Norfolk Catholic District School Board for approval.



Hiring – Support Staff ~~Non-Academic Staff~~
300.11

Adopted:	June 22, 2004
Last Reviewed/Revised:	April 2023
Responsibility:	Superintendent of Education – Non-Academic Staffing, Human Resources
Next Scheduled Review:	

POLICY STATEMENT:

The Brant Haldimand Norfolk Catholic District School Board (the “School Board”) believes that to fulfill its Catholic mission statement, it must recruit, hire, and promote qualified and competent staff that are committed to supporting an extraordinary Catholic education. The Board will ensure that a fair, consistent, and transparent selection process is conducted to fill vacancies in all positions and is based on qualifications, experience, and merit. This hiring policy supports the School Board’s efforts to promote diversity, equity, and inclusion in its hiring practices.

APPLICATION AND SCOPE:

This policy applies to all candidates for employment in non-academic (*non-teaching*) positions within the **Brant Haldimand Norfolk Catholic District School Board’s facilities**, schools and learning centers, except candidates for employment in Senior Administrative positions.

The Board shall have due regard for the provision of the best possible program and the safety and well-being of the students when selecting a candidate for a position. The Board will also ensure all candidates for any position understand the principles that guide the hiring and promotion of staff and that it conducts a fair, consistent, and transparent selection process and to fill vacancies in based on qualifications, experience, merit, and system needs within the parameters set out by Ministry regulations and requirements and other employment legislation.

The Hiring Procedures – Support Staff *Non-Academic Staff* Policy will:

- Ensure all candidates for support *Non-Academic* staff positions understand the principles that shall guide the hiring and promotion of support staff *Non-Academic* staff.
- Ensure that the Board conducts a fair selection process to fill vacancies in support *Non-Academic* staff positions based on qualifications, experience, merit and where appropriate, Catholicity.

REFERENCES:

[Education Act, Sections 170\(1\) & 171\(1\)](#)
[The Ontario Human Rights Code, Section 24\(1\)\(1\)](#)
[Employment Standards Act](#)
[Ontarians with Disabilities Act](#)
[Pre-Employment Screening Policy 300.18](#)
[Student Achievement and School Board Governance Act, 2009](#)
[Constitution Act, 1982, Consolidated as of January 1, 2013 Constitution Acts, 1867 to 1982 \(justice.gc.ca\)](#)
[Professional Standards and Conflict of Interest – Employees 300.17.P.pdf](#)
[OSSTF PSS Collective Agreement](#)
[OSSTF ESS Collective Agreement](#)
[Conflict of Interest Policy - Hiring Practices 300.24.P.pdf](#)



FORMS:

- **Staffing Request Form**

DEFINITIONS:

Appropriate Senior Administrator: Senior Administrators are the Director of Education & Secretary, the Superintendent of Business & Treasurer, and the Superintendents of Education. The administrator who is responsible for the position or program in which the vacancy exists is defined as the appropriate Senior Administrator.

Appropriate School Administrator or Manager: The appropriate School Administrator is School Administrator of the school and/or the School Administrator assisting the Superintendent with a particular department or program. The appropriate Manager is the Manager assigned to supervise the program or department where the hiring is necessary.

Conflict of Interest

A potential, apparent, or actual conflict where an employee's financial or other personal interest, whether direct or indirect, conflicts or appears to conflict with the employee's responsibility to the Board, or with the employee's participation in any recommendation or decision pertaining to teacher and School Administrator/Vice School Administrator hiring within the Board.

Employee

A full-time or part-time employee of the Brant Haldimand Norfolk Catholic District School Board involved in hiring.

External Activity

Includes any activity of an employee outside the scope of their employment with the Brant Haldimand Norfolk Catholic District School Board undertaken as part of a commercial or volunteer enterprise.

Support Non-Academic Staff: Support Non-Academic staff include all non-academic staff excluding Senior Administration the Superintendent of Business. The list includes non-academic coordinators, supervisors, secretaries, administrative staff, educational assistants, child and youth workers, early childhood educators, computer technicians, caretakers, cleaners, maintenance personnel, behavior services, social workers, library technicians, leads, and all non-management/non-academic staff.

Relationship

Any relationship of the Employee to persons of their immediate family whether related by blood, adoption, marriage, or common-law relationship, and any relationship of an intimate and/or financial nature during the preceding five years, any student-supervisor relationship, or any other past or present relationship that may give rise to a reasonable apprehension of bias.

Supervisor

For the purposes of this Policy, Supervisor is a term used for the Director, Supervisory Officer, Executive Manager and Manager. It is recognized there may be other positions in the board which hold supervisory duties.



ADMINISTRATIVE PROCEDURES:

This policy and administrative procedure applies to the hiring of all support non-academic staff and Executive Manager/Managers.

1.0 Responsibilities

1.1 Director of Education

- 1.1.1 Approves the hiring and appointment of Managers and the written report to the Board of Trustees which identifies the successful candidate.

1.2 Appropriate Superintendent

- 1.2.1 Approves the placement of internal and external advertisements for the hiring of support non-academic staff.
- 1.2.2 Establishes and participates in an Interview Committee for the hiring of support non-academic staff.
- 1.2.3 Approves the hiring and appointment and placement of support non-academic staff.
- 1.2.4 Provides a recommendation to the Director of Education regarding the hiring and/or appointment of Executive Managers/Managers.

1.3 Appropriate School Administrator or Executive Manager/Manager

- 1.3.1 Establishes an Interview Committee for the hiring of support non-academic staff.
- 1.3.2 Makes a hiring recommendation to the appropriate superintendent for the hiring and appointment of support non-academic staff.
- 1.3.3 Makes a hiring recommendation for support non-academic staff to the appropriate superintendent.

1.4 Human Resource Services Coordinator

- 1.4.1 Establishes interview committees.
- 1.4.2 Facilitates recruitment, posting and interview processes.
- 1.4.3 Establishes annual and ongoing staffing timelines and processes.

2.0 General Process

- 2.1 All staffing changes must be requested by completing a staffing request form and submitted to the appropriate Superintendent for approval. The completed form is required to initiate any change to current staffing.
- 2.2 The placement of internal and external postings shall be approved by the appropriate superintendent and facilitated by a Human Resource Services Coordinator. The appropriate superintendent shall consult with the Executive Manager/Manager of Human Resources Services Coordinator or designate regarding the content of all postings prior to approval.
- 2.3 All external candidates must comply with the conditions outlined in the Pre-Employment Screening Policy.
- 2.4 With respect to interview committees, the leader of each committee shall consult with the Executive Manager/Manager of Human Resources Services Coordinator or designate to ensure that all Hiring Recommendation forms (Form 1), interview tools and hiring processes comply with collective agreements, the Employment Standards Act, applicable statutes and regulations (including but not limited to the Ontario Human Rights Code) and principles of fair and transparent hiring.

3.0 Interview Committees, Hiring Recommendations and Approvals for Hiring

- 3.1 The appropriate School Administrator or manager shall establish interview committees for the hiring of support non-academic staff. The appropriate School Administrator or manager shall consult with the



Executive Manager/Manager of Human Resources **Services Coordinator** or designate regarding the composition of the interview committee, the substance of interview processes and all processes used to support the hiring of support **non-academic** staff.

- 3.2 In the instance where the support **non-academic** staff position reports directly to a Superintendent, the Superintendent shall establish an interview committee that consists of any person the Superintendent deems fit. The appropriate Superintendent shall consult with the Executive Manager/Manager of Human Resources **Services Coordinator** or designate regarding the composition of the interview committee, the substance of interview processes and all processes used to support the hiring of support **non-academic** staff.
- 3.3 The interview committee shall be led by the appropriate manager or School Administrator and may consist of additional managers or School Administrators, appropriate Human Resource Services personnel, and any other person the manager or School Administrator sees fit to assist with the process (especially in the instance where specific expertise is needed).
- 3.4 Selection of interview teams will comply with the Board's Conflict of Interest Policy **300.17**.
- 3.5 No interview committee shall consist of fewer than two staff.
- 3.6 The appropriate manager or School Administrator shall make hiring recommendations to the appropriate superintendent.

4.0 Executive Manager/Hiring Managers, Supervisors

- 4.1 The appropriate superintendent shall establish an interview committee to interview candidates and make a hiring recommendation. The appropriate superintendent shall consult with Executive Manager/Manager of the Human Resources **Services Coordinator** or designate regarding the composition and substance of interview processes and all processes used to support the hiring of executive managers/managers.
- 4.2 The committee shall be led by the appropriate superintendent and shall consist of the appropriate superintendent, up to two trustees and anyone else that the superintendent deems fit.
- 4.3 The superintendent will provide a recommendation to the Director of Education for approval to hire and/or appoint Executive Managers/Managers.
- 4.4 The Director will recommend Executive Manager/Manager appointment/hiring to the Board of Trustees, for approval.

5.0 Conflict of Interest

- 5.1 This Hiring Policy is intended to facilitate employees' ability to maintain the highest business and ethical standards, and to facilitate the protection of the integrity of employees in the course of their hiring responsibilities to the Brant Haldimand Norfolk Catholic District School Board.
- 5.2 This Conflict of Interest section defines and addresses potential, apparent and actual conflicts of interest. It provides guidance to employees so that conflicts of interest are recognized and either avoided or resolved expeditiously through appropriate disclosure and management. Employees must not permit relationships with others or external business activities to conflict, or appear to conflict, with the interests of the Board.
- 5.3 The following circumstances are examples of what might give rise to Conflicts of Interest:
 - 5.3.1 Participating in, or influencing the outcome of the appointment, hiring, promotion, supervision, or evaluation of a person with whom the employee has, or has had, a relationship.
 - 5.3.2 Acceptance by an employee of a gift from any of the following persons or entities if a reasonable person might conclude that the gift could influence the employee when performing hiring duties with the School Board:
 - a person, group, or entity that has dealings with the School Board;



- a person, group, or entity to whom the Employee provides services in the course of his or her duties to the School Board;
- a person, group, or entity that seeks to do business with the School Board.

An Employee who is offered a gift in the circumstances described in above shall, in writing, notify their Supervisor.

6.0 Procedures for Disclosure of Conflicts of Interest

- 6.1 All employees have an obligation to disclose to their supervisor or the Superintendent of Human Resource Services any conflict of interest.
- 6.2 The employee must disclose in writing as soon as they reasonably become aware that a conflict of interest exists. The existence of a conflict of interest does not necessarily preclude involvement in the issue which has given rise to the conflict.
- 6.3 The employee must declare, in writing, the nature and extent of the conflict of interest no later than any meeting or process in which the employee participates and at which the matter is to be considered. The employee must refrain from taking part in any discussion or decision-making in relation to the matter and withdraw from any meeting or process when the matter is being discussed until a decision has been reached regarding the way the conflict of interest will be addressed.
- 6.4 A conflict of interest involving an employee may also be reported to a supervisor by any other person. A report to a supervisor about the existence of a potential, apparent or actual conflict of interest shall be made in writing.

7.0 Procedures for Management of Conflicts of Interest

- 7.1 If the supervisor or Superintendent of Human Resource Services to whom the disclosure is made also has a conflict of interest, the disclosure should be made in writing to the person at the next highest level of authority.
- 7.2 The supervisor or Superintendent of Human Resource Services will investigate to determine if a conflict of interest exists. Where appropriate, the supervisor or Superintendent of Human Resource Services may consult with the employee and/or others.
- 7.3 If the supervisor or Superintendent of Human Resource Services determines there is a conflict of interest, the supervisor or Superintendent of Human Resource Services will resolve the matter.

8.0 Options for Resolving Conflicts of Interest

- 8.1 The supervisor or Superintendent of Human Resource Services will decide a course of action from the following options:
 - The employee with the conflict is removed from the hiring process;
 - If the employee is knowledgeable and has information central to the discussion, the employee with a conflict or appearance of conflict may be permitted to be involved in the matter without participating in the final decision;
 - If an employee fails to disclose a conflict, a range of remedies can be applied, including discipline up to and including the termination of their employment.

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

Prepared by: Phil Wilson, Superintendent of Education
Presented to: Policy Committee
Submitted on: June 12, 2023
Submitted by: Michael McDonald, Director of Education & Secretary

Educational Field Trips and Excursions #500.01 Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board (the “Board”) believes that well organized field trips are of significant value to participants. Educational field trips are to be consistent with the school board’s mission, Catholic graduate, and curriculum expectations as outlined in the Ontario Curriculum.

DEVELOPMENTS:

This policy and administrative procedure have been reviewed as part of the regular review cycle. The Board remains committed to supporting educational field trips and excursions that:

- Provide safe and enriching learning opportunities for students.
- Enhance the spiritual, academic, cultural, social, or athletic components of the curriculum.
- Are accessible to all eligible students regardless of special need or ability to pay.

The Policy and Administrative Procedure has been aligned with:

- Ontario School Boards’ Insurance Exchange.
- Ontario Physical and Health Education Association (OPHEA).
- Travel Industry Council of Ontario.
- Global Affairs Canada.

The policy includes revisions to language that ensures inclusion of all students regardless of academic ability or socio-economic status, updated language that is aligned with the Government of Canada’s Global Affairs travel information, the OPHEA Physical Education Ontario Safety Guidelines, revised supervision ratios and a more comprehensive reference to requirements on extended international excursions.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the Educational Field Trips and Excursions Policy #500.01 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Educational Field Trips and Excursions

AP #500.01

Adopted:	March 30, 2004
Last Reviewed/Revised:	June 27, 2023
Responsibility:	Superintendent of Education
Next Scheduled Review:	June, 2027

POLICY STATEMENT:

All Board staff shall follow this administrative procedure. Specific direction is provided for principals, volunteers, teachers, the Director of Education and superintendents of education.

APPLICATION AND SCOPE:

The purpose of this Administrative Procedure is to provide direction to Board Staff and Schools regarding educational field trips and excursions and to ensure that schools plan experiences which support the development and well-being of the whole child and reinforce the moral teachings of the Catholic Church and the Ontario Catholic School Graduate Expectations.

REFERENCES:

- <http://www.tico.ca/>
- <http://www.osbie.on.ca>
- <http://ophea.net/>
- <http://www.bhncdsb.ca/>
- [Global Affairs Canada](#)
- [TICO Guidelines for School Trips](#)

FORMS: N/A

APPENDICES: N/A

- Appendix A – Application
- Appendix B – Educational Field Trip and Educational Excursion Approval Matrix
- Appendix C – Parent Consent Form for Educational Field Trips/Excursions
- Appendix D – Release and Indemnification Form for Educational Field Trips/Excursions

DEFINITIONS: N/A

ADMINISTRATIVE PROCEDURES:

1.0 General Terms

All educational field trips/excursions shall be organized by a teacher or a principal-designated employee. All educational field trips/excursions shall be a valid extension of the existing school program and linked to the school and BHNCD SB goals. The trip organizer shall submit the *Application for Approval to Take Students on an Educational Field Trip* to the school principal for consideration of approval in advance of the trip (Appendix A). Each application shall be completed in full (including all necessary attachments) and shall be subject to terms listed in the *Educational Field Trip and Educational Excursion Approval Matrix* (Appendix B). Schools or organizers are prohibited from raising funds, promoting trips or informing stakeholders about the trip before necessary approvals are in place. Any revisions subsequent to an approved field trip or excursion requires a re-application subject to the terms below, as well as Appendix B. In providing educational field trips and excursions for students, staff should consider the needs of all students. Being mindful of provincial health and safety legislation and BHNCD SB policy and administrative procedures, some additional considerations may be required to support



students with diverse learning needs, ensuring safe access to educational field trips and excursions. The Superintendent of Education and Special Education Student Achievement Leader is to be informed of situations that may require these additional supports or considerations.

The cost of the educational excursions shall be reasonable and must be approved by the Superintendent of Education prior to staff committing to and advertising the excursion.

2.0 Educational Field Trips

Educational field trips shall be directly connected to the curriculum expectations of the subject or course. The maximum amount of instructional time permitted to be used per field trip is two days. Educational field trips shall include pre-trip and post-trip activities. A copy of these activities (including assessment/evaluation) shall be submitted to the principal with the application. For an educational field trip to be of substantial value all students in the related class or course should have the opportunity to attend the event. The Board encourages travel within Canada for all educational field trips.

For approval of an artistic performance (e.g., band festival, cheerleading competition) or a curriculum activity (e.g., physics class) at an amusement park, after which students will remain on site, participation in the park’s activities/rides can take place as long as such activities/rides are aligned with OPHEA and OSBIE guidelines.

3.0 Educational Excursions (e.g. Athletics, Campus Ministry, and Clubs)

Educational excursions shall be a valid extension of the existing school co-curricular program. The maximum amount of instructional time permitted to be used per excursion is two days. The Board encourages travel within Canada for all educational excursions.

4.0 Extended International Excursions (Secondary Schools)

Tourism-Based Excursions	Catholic Social Teaching Trips
<p>Tourism-Based Excursions shall be a valid extension of existing secondary school programs. No instructional time is permitted to be lost as result of an approved tourism-based excursion. Board staff shall not act as agents or advertise for trips at school or during the school day that are not approved. The Board encourages travel within Canada for all educational excursions.</p>	<p>Mission trips that exemplify the tenets of Catholic Social Teaching must be conducted in Canada. Whenever possible, the organization of the mission work should be coordinated with Canadian Catholic agencies. The maximum number of instructional days to be lost for a mission trip is two. Application may be made to the Director of Education or designate to increase the maximum number of instructional days lost due to exceptional circumstances.</p>
<p>Application may be made for a special exemption to the international travel restrictions notes in these procedures. Application for the exemption shall include a detailed explanation as to why a similar trip could not be conducted in Canada and shall be made to the Director of Education or designate. For out-of-country destinations, the trip organizer shall research whether there are any travel warnings posted on the Government of Canada’s Global Affairs website. Destinations with risk levels of avoid all travel and avoid all non-essential travel shall not be approved. Trip organizers shall ensure that all participants have adequate health/accident/cancellation insurance for international travel. Requests for international travel shall be submitted at least four months prior to the event but not longer than one year in advance. All applications for international trips shall be subject to the approval of the Board of Trustees. The Board of Trustees reserves the right to require trip organizers to make a presentation to the Board that showcases the educational value and highlights from the excursion.</p>	

Travel Industry Act Compliance - The Travel Industry Act provides limits on who may act as a travel agent. Trip organizers shall use Travel Industry Council of Ontario (TICO) certified travel agencies for all trips that are multi-day, require coach transportation and involve overnight accommodations.

Risk Management - Educational field trip/excursions that are considered to be a high risk will not be approved. A comprehensive list of high risk activities are listed on the Ontario School Board Insurance Exchange (OSBIE) website. Excursions to water parks and to programs involving water-based activities for elementary school students are prohibited as they pose an elevated level of risk and often have questionable educational value.



Supervision – The safety of students and staff on an educational field trip/excursion/excursion is of the utmost importance. The OPHEA Physical Education Ontario Safety Guidelines provide basic guidance for supervision and may set ratios for many common school activities. However, caution should be exercised when relying solely on a numeric ratio to guarantee a safe level of supervision. Meeting the standard of providing “adequate supervision” for an activity will be based on a combination of the following factors:

Nature of the Activity - Foreseeable risk(s) of injury associated with participating in an activity.

Ability of the Participants – Degree of difficulty, physical strength, endurance, coordination, mobility, physical/mental limitations.

Experience of the Participants - First time experience versus various degrees of experience/skill in participating in the activity.

Age of the Participants - Factors such as physical size (height/weight), maturity level, risk perception, comprehension of rules/instructions, etc. are dependant on age.

Environmental Factors - Site lay-out (clear sight lines versus obstructions); dispersed groups (e.g. ski hills, amusement parks); tour groups versus self-guided, presence of dangerous features (e.g. cliffs, allurements, unusual weather or environmental phenomenon, etc.)

Number of Students - The ratio of supervisors to participants after considering all the preceding factors.

Supervision guidelines for principals and teachers are available at the Ontario Physical and Health Education Association (OPHEA) website as they relate to athletics and recreational activities.³

The level of supervision must be commensurate with the inherent risk of the activity. The following supervision ratios are the minimum for educational field trip/excursions:

Grade	Local site (walking distance)	Day Educational Field Trip or Extended Day Field Trip	Overnight Educational Excursions	Extended Overnight Educational Field Trips/International Excursions
K	2 adults/class	1:6	Not Applicable	Not Applicable
1/2/3	2 adults/class	1:6	Not Applicable	Not Applicable
4/5/6	1 adult/class	1:10	1:10 Students in specific classes – Grade 6 and higher (Grade 5/6 is also included).	Not Applicable
7/8	1 adult/class	1:15	1:10	Not Applicable
9-12	1 adult/class	1:25	1:10	1:10

Principals shall give careful consideration to any special needs students when trips are planned. Additional supervisors may be warranted depending on the nature of the trip, the composition of the class and the distance/duration of the trip. For all overnight trips in which both genders are involved, adult supervisors of both genders shall be present. At least one of those supervisors shall be a teacher from the school. Trip chaperones are responsible for the supervision of students for the entire duration of the educational field trip/excursion (including overnight).

Two lists of all students and supervisors participating in an educational field trip/excursion shall be compiled prior to the event. One list shall be available in the school office and the other shall be in the possession of the trip organizer (supervisor). The list shall include appropriate student identification such as: the student name, address, phone number, emergency contact person (phone number) and their Health or Card number. FThe trip organizer shall follow the Board’s policies related to the administration of medication to students and the protection of anaphylactic pupils. When more than one bus is used, each person in charge of a bus shall have an attendance list as well as a copy of the appropriate medical/health and emergency information for all students.



Extended International Excursions – All extended international excursion travel requires completion and submission of Appendix A and travel itineraries from the tour company to the Superintendent of Education. All appropriate documentation must be approved by the principal and then submitted to the Superintendent of Education who will review and inform the Director of Education. Extended international excursions shall require the approval of the Board of Trustees.

After final approval of the Board of Trustees, parents/guardians should be informed that all appropriate travel documents are the responsibility of the parent/guardian. The excursion leader and school Principal must check with Global Affairs Canada in advance of the excursion, to determine whether the intended destination has been deemed dangerous for travelers. To access the travel advice and advisories on the Government of Canada Global Affairs site click here: [Global Affairs Canada](#)

The excursion leader and school Principal must continue to monitor, and comply with, the reports issued by the Government of Canada with regard to the status of travel advisories. The excursion leader and school Principal must also communicate to trip participants any local travel warnings which may apply. The excursion leader must ensure that full entry/exit requirements for each student are met. Note that visa requirements may differ according to a student's nationality and passport.

All students shall purchase sufficient medical, trip cancellation, and luggage insurance prior to departure, as well as other applicable insurance policies deemed necessary to ensure sufficient coverage. For extended international excursions, insurance purchases shall be arranged, where possible, through the tour operator. All trip cancellation fees must be included in costs.

All arrangements for travel outside Ontario must be made with a travel agency that has been approved by BHNCD SB Business Services. Under the Travel Industry Act, all BHNCD SB employees are in breach of the law when acting as a sales agent for such travel without being licensed to do so. Refer to the following link to the TICO guidelines for school trips: [TICO Guidelines](#)

With the tour operator, the excursion leader or Principal shall contact the International Association for Medical Assistance to Travelers (IAMAT) for an updated listing of world-wide "English-speaking medical services": [International Association for Medical Assistance to Travelers \(IAMAT\)](#)

During the trip, the Excursion Leader should carry the address and telephone number of appropriate Canadian High Commissions, Embassies, and Consulates, as they are available, within the framework of the tour.

A master list of passport numbers and ticket numbers shall be prepared, including photocopies of all documents, with one set carried by the Excursion Leader and one set left with the school Principal. The Excursion Leader should consider having the original documents, and the photocopies, carried by 2 separate supervisors.

Parents/guardians shall be advised to visit a travel clinic and/or family doctor with their child to ensure appropriate medical needs are attended to prior to departure, as appropriate.

Where there is unstructured time for students to explore and/or reflect, staff shall always ensure provision of active supervision, appropriate to the location and needs of the students, established in consultation with the Superintendent of Education. Unstructured time and supervision arrangements must be included in the itinerary and articulated to parents/guardians at the information meeting.

Informed Parent/Guardian Consent – No student shall participate in an educational field trip/excursion unless their parent/guardian has signed a permission/consent form (Appendix C). If the student is 18 years of age or older, the student shall be required to a release and indemnification form (Appendix D).



Student Behaviour - The wearing of school uniforms and the strict enforcement of school-based codes of conduct (including dress codes) help to ensure that our schools are viewed in a favourable fashion by the broader community. The same expectations for student behaviour apply to educational field trips/excursions as do a regular school day. The trip organizer and the principal shall ensure that a procedure is in place in the case a student needs to be sent home during an educational field trip/excursion.

Transportation – The safest means of transporting students is by school bus. Trip organizers are encouraged to use school buses to transport students. Trip organizers and students shall follow the Board policy on student transportation when using buses. Trip organizers shall consult with the approved vendor list when procuring bus services. The vendor list is maintained by the transportation consortium (<http://www.stsbhn.ca/>). From time to time it may be necessary to use alternative transportation such as private vehicles to transport students. Board employees and trip supervisors shall follow the Board policy on the use of volunteer drivers. Students are not to travel individually to or from an educational field trip/excursion unless it is approved by the school principal and the parent/guardian. Should a trip organizer choose to rent a vehicle to transport students and staff they shall rent the vehicle in the name of the school board and the optional insurance coverage shall be purchased. Depending on the vehicle capacity, special driver licenses and specific aspects of the Highway Traffic Act will apply.

Volunteers and Volunteer/Trip Drivers - All use of volunteers and volunteer drivers shall be consistent with Board policy.

Emergencies – For all locations that are visited by students and staff – the trip supervisor shall review evacuation and emergency procedures. This may be done at a pre-trip meeting. All injuries and/or accidents that occur on an educational field trip/excursion shall be reported to the school principal. In the event of a serious injury (an injury requiring medical treatment) or fatality, the incident shall be reported to the school superintendent by the school principal. If a student is ill and/or injured, he or she should not be sent home unaccompanied. Arrangements shall be made with the parents/guardians to secure support for the student. The trip organizer shall follow the reporting requirements of OSBIE and the Workplace Safety Insurance Board (WSIB) in the case of an accident or injury.

Students that Remain at School - The trip organizer and the school principal shall make adequate provision for appropriate school work and supervision for those students that remain at school while their classmates attend an educational field trip/excursion.

Sunday Eucharist - Where an educational field trip/excursion includes a Sunday, the *Application for Approval to Take Students on an Educational Field* shall include provisions for all participants to attend Mass.

Funding - Every reasonable attempt shall be made to ensure that no student is prevented from participating in any educational field trip/excursion through an inability to pay. Any fund-raising for educational field trip/excursions/excursions shall be consistent with Board policy.

Cancellations – Any educational field trip/excursion/excursion may be cancelled at any time at the discretion of the Principal, Superintendent or the Director of Education. The Board will not provide compensation for any financial losses assumed by students, parents/guardians or staff.



APPLICATION SECTION

School:		Date of Application:	
Teacher Organizer:			
Grade(s) or Course(s):		Total Number of Students in the Course or Class:	
Total Number of Students Attending the Field Trip/Excursion:		Males:	Females:
Field Trip/Excursion Destination(s):			
Date of Field Trip/Excursion:			
Departure Time:		Return Time:	
Means of Transportation:			
Curriculum Expectations: (Attach all related assessment and evaluation activities as well as details of pre-trip and post-trip activities)			
Considerations for Students with Special Needs (program modifications, additional supervision, accessibility issues and transportation issues)			
Rationale for the Field Trip/Excursion:			
Name(s) of Teacher Supervisors:			
Name(s) of Volunteer Supervisors:			
Name(s) of Staff Supervisors:			
Total Cost (indicate transportation, accommodation, food, admission and supervision costs by attaching a detailed summary):			
Total Revenue (indicate the revenue sources and the amounts e.g. school funds, fund raising, parents, students, donations etc by attaching a detailed summary):			
Attachments:		<ul style="list-style-type: none"> ○ Detailed Budget ○ Safety Certificates of Supervisors (where applicable) 	
<ul style="list-style-type: none"> ○ Proposed Itinerary ○ Letters to Parents/Guardians ○ Dates of Parent Information Sessions 			
<input type="checkbox"/> I have read and understand the Educational Field Trip Policy and the corresponding Administrative Procedures.			

Signature of Teacher Organizer: _____

Date: _____



APPROVAL SECTION

<input type="checkbox"/>	Application approved by Principal.	<input type="checkbox"/>	Application denied by Principal
Principal Comments:			
Signature of Principal:			Date:
<input type="checkbox"/>	Application approved by Superintendent of Education.	<input type="checkbox"/>	Application denied by Superintendent of Education.
Signature of Superintendent of Education:			Date:
<input type="checkbox"/>	Application approved by the Director of Education.	<input type="checkbox"/>	Application denied by the Director of Education.
Signature of Director of Education:			Date:
<input type="checkbox"/>	Application approved by the Board of Trustees.	<input type="checkbox"/>	Application denied by the Board of Trustees.
Signature of Chair of the Board:			Date:



Educational Field Trip and Educational Excursion Approval Matrix

Category	Time Restrictions	Participants	Parent/ Guardian Communication Requirements	Approval Process
Day Educational Field Trip	During the instructional day.	Students in a specific class.	Details about the trip and appropriate forms shall be given to parents/ guardians at least <u>two weeks</u> prior to the event.	The application shall be submitted at least <u>three weeks</u> prior to the event. The application is subject to the approval of the Principal.
Extended Day Educational Field Trip	Beyond the instructional day but not overnight.	Students in specific classes in Grade 4 or higher (Grade 3/4 is the exception).	Details about the trip and appropriate forms shall be given to parents/ guardians at least <u>two weeks</u> prior to the event.	The application shall be submitted to the school Principal at least <u>three weeks</u> prior to the event. The application is subject to the approval of the Principal. The approved field trip shall be forwarded to the local school council and to the school Superintendent for information only.
Overnight Educational Field Trip	Up to three nights using up to two instructional days. Limited to one per class per school/year/ semester.	Students in specific classes - Grade 6 or higher (Grade 5/6 is also included).	Details about the trip and appropriate forms shall be given to parents/ guardians at least <u>one month</u> prior to the event.	The application shall be submitted at least <u>six weeks</u> prior to the event. The application is subject to approval from the Principal and the school Superintendent. The cost of the educational excursions shall be reasonable and must be approved by the Superintendent of Education prior to staff committing to and advertising the excursion. The approved field trip shall be forwarded to the local school council and to the Board for information only.
Overnight Educational Excursions	Up to three nights using up to two instructional days.	Secondary school teams and clubs (e.g. Campus Ministry).	Parent meeting to be held at least <u>two weeks</u> prior to the event.	Application shall be submitted at least <u>three months</u> prior to the event. The application is subject to the approval of the Principal, the school Superintendent. The cost of the educational excursions shall be reasonable and must be approved by the Superintendent of Education prior to staff committing to and advertising the excursion. The approved field trip shall be forwarded to the local school council and to the Board for information only.*
Extended Overnight Educational Field Trip	Four or more nights – using up to two instructional days.	Students in specific classes – Grade 9 or higher.	Details about the trip and appropriate forms shall be given to parents/ guardians at least <u>two months</u> prior to the event.	Application to be submitted at least <u>four months</u> prior to the event. The application is subject to the approval of the Principal, the school Superintendent and the Director of Education. The approved field trips shall be forwarded to the local school council and to the Board for information only.*
Educational Excursions		Secondary school teams and clubs (e.g. Campus Ministry).	Parent meeting to be held at least one month prior to the event.	
Extended International Excursions	More than one night – no instructional days.	Secondary schools students on Tourism-Based Excursions or Trips Dedicated to Catholic Social Teaching.	Details about the trip and appropriate forms shall be given to parents/ guardians at least <u>three months</u> prior to the event. Parent meeting to be held at least one month prior to the event.	Application to be submitted at least <u>four months</u> prior to the event but no more than one year prior. The application is subject to the approval of the Principal, the school Superintendent, the Director of Education and the Board of Trustees. The approved field trips shall be forwarded to the local school council for information only.

* Any international field trip or excursion shall require the approval of the Board of Trustees.



**Parent Consent Form for Educational Field Trips/Excursions
(Student Under 18 years)**

_____ of the Brant Haldimand Norfolk Catholic District School Board is arranging
(Name of School Program)

(description of activity, location, dates and mode of transportation)

(description of activity, location, dates and mode of transportation - continued)

ELEMENTS OF RISK

Educational activity programs, such as _____, which is being offered, involve certain elements of risk. Accidents may occur while participating in these activities. These accidents may cause injury. By choosing to participate in the activity, you are assuming the risk of an accident occurring.

The chance of an accident occurring can be reduced by carefully following instructions at all time while engaged in the activity.

If you choose to participate in _____ on _____, you must understand that you will bear responsibility for any accident that might occur.

The Brant Haldimand Norfolk Catholic District School Board does not provide any accidental death, disability, dismemberment, dental or medical expenses insurance on behalf of the students participating in this activity.

The Brant Haldimand Norfolk Catholic District School Board strongly advises that all students participate in the STUDENT ACCIDENT INSURANCE PLAN offered by the Reliable Life Insurance Company which covers participants for all accidents, 24 hours per day, every day during the full policy term.

ACKNOWLEDGMENT

We have read the above. We understand that in participating in the _____ activity, we are assuming the risks associated with doing so.

Signature of Student: _____ Date: _____
(Optional depending upon age)

Signature of Parent/Guardian: _____ Date: _____

PERMISSION

I give _____ permission to participate in the _____ to be held on or
(please print full name of student)

about _____.

Signature of Parent/Guardian: _____ Date: _____

**NOTE TO PARENT(S): PLEASE RETURN THIS FORM IN ITS ENTIRETY
THIS FORM MUST BE READ AND SIGNED BY EVERY STUDENT WHO WISHES TO PARTICIPATE AND BY A PARENT OR
GUARDIAN OF A PARTICIPATING STUDENT.**



**Release and Indemnification Form for Educational Field Trips/Excursions
(Students 18 years and over)**

_____ of the Brant Haldimand Norfolk Catholic District School Board is arranging
(Name of School Program)

_____ *(description of activity, location, dates and mode of transportation)*

_____ *(description of activity, location, dates and mode of transportation - continued)*

ELEMENTS OF RISK

Educational activity programs, such as _____, which is being offered, involve certain elements of risk. Accidents may occur while participating in these activities. These accidents may cause injury. By choosing to participate in the activity, you are assuming the risk of an accident occurring.

The chance of an accident occurring can be reduced by carefully following instructions at all time while engaged in the activity.

If you choose to participate in _____ on _____, you must understand that you will bear responsibility for any accident that might occur.

The Brant Haldimand Norfolk Catholic District School Board does not provide any accidental death, disability, dismemberment, dental or medical expenses insurance on behalf of the students participating in this activity.

The Brant Haldimand Norfolk Catholic District School Board strongly advises that all students participate in the STUDENT ACCIDENT INSURANCE PLAN offered by the Reliable Life Insurance Company which covers participants for all accidents, 24 hours per day, every day during the full policy term.

ACKNOWLEDGMENT

I, _____ understand and accept the above and provide the Brant Haldimand Norfolk Catholic District School Board with the following waiver of liability and indemnification agreement.

RELEASE AND INDEMNIFICATION AGREEMENT

I, _____, hereby release the Brant Haldimand Norfolk Catholic District School
(print full name of student)

Board and its staff and agents from any and all liability for any injury sustained by me, regardless of how caused, resulting from my participation in the _____ arranged through the Brant Haldimand Norfolk Catholic District School Board on or about _____.

I further agree to indemnify and save harmless the Brant Haldimand Norfolk Catholic District School Board and its staff and agents from and against any and all suits, demands, torts, and actions of any kind which may be brought against its staff or agents for which it/they may become liable by reason of any injury, loss, damage, or death resulting from, or occasioned to, or suffered by any person or any property, by reason of any act, neglect or default of mine.

Signature of Student: _____ Date: _____

RETURN THIS FORM IN ITS ENTIRETY

THIS FORM MUST BE READ AND SIGNED BY EVERY STUDENT WHO WISHES TO PARTICIPATE.

**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: June 12, 2023
Submitted by: Mike McDonald, Director of Education & Secretary

FIN #700.03 - Investment of Board Funds
Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board (the “Board”) is committed to operating in an efficient and cost-effective manner by ensuring that appropriate cash management strategies are in place to manage its funds.

This Policy and Administrative Procedure will provide an effective framework for the investment and management of Board surplus funds that ensures the security of principal and optimizes investment returns while conforming to the Education Act and applicable regulations and applies to the investment of centrally managed operating, reserve, and trust funds. For clarity, this Policy and Administrative Procedure does not apply to school generated funds or Catholic parent council funds, as these are not eligible to be invested.

DEVELOPMENTS:

Throughout the creation of this Policy and Administrative Procedure, content was reviewed in consultation with Financial Services, Senior Administration, other internal stakeholders, our banking partner (CIBC), and other school board policies and procedures. This Policy and Administrative Procedure is in line with the Education Act.

RECOMMENDATION:

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the policy FIN #700.03 – Investment of Board Funds.



Investment of Board Funds

#700.03

Adopted:	July 1, 2023
Last Reviewed/Revised:	N/A
Responsibility:	Superintendent of Business
Next Scheduled Review:	2026-27

POLICY STATEMENT:

The Brant Haldimand Norfolk Catholic District School Board (the “Board”) is committed to operating in an efficient and cost-effective manner by ensuring that appropriate cash management strategies are in place to manage its funds.

With a sound investment strategy and objectives, investment of surplus funds to its operating requirements shall occur in only those securities that are expressly permitted under the Education Act and Ontario Regulation Board Borrowing, Investing, and other Financial Matters.

APPLICATION AND SCOPE:

This Policy and Administrative Procedure will provide an effective framework for the investment and management of Board surplus funds that ensures the security of principal and optimizes investment returns while conforming to the Education Act and applicable regulations and applies to the investment of centrally managed operating, reserve, and trust funds. For clarity, this Policy and Administrative Procedure does not apply to school generated funds or Catholic parent council funds, as these are not eligible to be invested.

REFERENCES:

- [The Education Act](#)
- [Ontario Regulation 41/10 Board Borrowing, Investing, and Other Financial Matters](#)

FORMS:

- N/A

APPENDICES:

- N/A

DEFINITIONS:

- N/A

ADMINISTRATIVE PROCEDURES:

Authority to Make Investments

The Board of Trustees delegates the authority to make investments in compliance with the Board’s Investment Policy to the Superintendent of Business and Treasurer.

All investment activity requires written approval by the Superintendent of Business and Treasurer and the Manager of Financial Services, or in their absence, the Director of Education and Secretary.



Investment Objectives

The investment objectives of the Board shall, in order of priority, be as follows:

- a) Adherence to statutory requirements
- b) Preservation of principal
- c) Ensuring availability of cash to meet disbursements and other obligations
- d) Maintenance of liquidity
- e) Diversification of investment portfolio
- f) Competitive rate of return on investments commensurate with constraints in (a) to (e)

Authorized Investments

The Education Act, R.S.O. 1990, section 241 provides legislative authority for the Board to invest funds in accordance with certain prescribed rules. The prescribed rules which limit permitted investments to high-quality, fixed income type investments are contained in Ontario Regulation 41/10, Part IV, *Eligible Investments*.

In order to ensure maximum security and proper diversification in the Board’s portfolio, the maximum exposure for each category of investment allowed under Ontario Regulation 41/10 and each individual investment within the category as a percentage of the total portfolio which is locked in for terms of one year or greater, is as follows:

Category Type	Investment Quality (Minimum)	Category Limit (Maximum)	Individual Organization Limit (Maximum)
Federal and Federal Guaranteed	AA	100%	100%
Provincial and Provincial Guaranteed	A	50%	25%
Municipal and Municipal Guaranteed	AA (low)	25%	10%
Corporate ⁽¹⁾	AA (low)	100%	20% ⁽²⁾

- (1) The corporate investment category refers to Banks listed in Schedule I and II of the Bank Act (Canada), Loan or Trust Corporations registered under the Loan and Trust Corporations Act, Credit Unions to which Credit Unions and Caisses Populaires Act, 1994 applies.
- (2) This individual organizational limit of 20% can be increased to 40% provided the investment is one of the six largest chartered banks with a minimum investment quality rating of AA or greater.

a) Investment Quality Restrictions

The Board shall not invest in any security locked in for terms of one year or greater which does not meet the long-term minimum credit ratings as provided in the above table, as rated by the Dominion Bond Rating Service Limited (DBRS) or comparable ratings from other rating agencies.

Should the credit rating of any security be downgraded below the minimum credit rating required by this Policy, it shall be sold within 90 days after the day the investment rating was downgraded.

b) Investment Term Restrictions

All long-term fixed income investments (i.e., investments with a remaining term to maturity equal to or greater than one year) shall have a remaining term to maturity not greater than five years from the date of purchase. The amount to be invested in long-term investments shall be spread over a period not to exceed five years as part of a fixed income ladder portfolio.

c) Short-Term Investment Quality and Organizational Limit Restrictions

The Board shall not invest in any security locked in for terms less than one year, which does not meet the short-term minimum credit rating of R-1 (middle), as rated by the DBRS or comparable ratings from other rating agencies, or the investment is fully guaranteed by a Provincial government whose short-term DBRS credit rating is R-1 (Middle) or greater.



All short-term investments which are not cashable within the next business day cannot exceed \$2,500,000 with any one individual financial institution.

Investment Brokers

Investments will be made through the services of brokers or investment services offered by the Board's financial institution of record or that have been selected through the Board's Investment Services Request for Supplier Qualifications (RFSQ) process.

Reporting

The Superintendent of Business and Treasurer shall submit to the Board of Trustees a report on the performance of the Board's portfolio of investments as part of the annual year-end financial report to the Board. The report shall include the following:

- a listing of individual investments held at the end of the fiscal year.
- percentage of the total portfolio by institutional category and by individual organization.
- a statement about the performance of the investment portfolio during the fiscal year.

**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: June 12, 2023
Submitted by: Mike McDonald, Director of Education & Secretary

**ITS #600.03 - ELECTRONIC WEBSITES 600.03 AND
ITS #600.33 - BOARD OWNED MOBILE DEVICES
PROVIDED TO STAFF**

Public Session

BACKGROUND INFORMATION:

As part of the Board's policy renewal process, a review of existing policies and administrative procedures are undertaken. From time-to-time policies and procedures may be outdated, irrelevant, or duplicated in other existing policies and procedures. In these instances, a recommendation would come to the Board of Trustees to rescind a current policy and procedure.

DEVELOPMENTS:

The following policies and/or procedures are recommended to be rescinded:

1. ITS #600.03 – Electronic Websites
 - This policy was adopted in 2003 and much of the information is no longer relevant. Pertinent aspects of the policy are captured in other existing and updated policies – [ITS #600.01 Electronic Communications](#) and [ITS #600.02 – Information and Communication Technology Use](#).
2. ITS 600.33 – Board Owned Mobile Devices Provided to Staff
 - This procedure is duplicated and is captured in the existing and procedure – [OPS #400.31 – Board Assigned and Employee Mobile Phones](#)

RECOMMENDATION:

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board rescinds ITS #600.03 – Electronic Websites and ITS #600.33 – Board Owned Mobile Devices Provided to Staff.



Brant Haldimand Norfolk Catholic District School Board

POLICY: ELECTRONIC WEB SITES

Adopted:	04/08/03	Policy No:	600.03
Revised:	dd/mm/yy	Policy Category:	Information/Technology

Policy Statement:

The Brant Haldimand Norfolk Catholic District School Board believes that Internet availability and access within the Board schools provides an opportunity for students and staff to contribute to the Board's presence on the World Wide Web.

Policy Criteria:

- To ensure that all Board and school web sites contain appropriate, approved material.
- To ensure the safety and confidentiality of students and staff are protected.
- To ensure that Board assets are used for the benefit of students.

Glossary of Key Policy Terms:

Internet - A large worldwide network made up of a number of smaller networks.

Intranet - In-house web sites that serve the employees and students of the Board. Although intranet pages may link to the internet, an intranet is not accessed by the general public.

Statutory/Regulatory/Related Board Policy Linkages:

Harassment
Provincial and Federal Laws
Network and Computer Systems Acceptable Use Policy
Electronic Communication Policy



Brant Haldimand Norfolk Catholic District School Board

ADMINISTRATIVE PROCEDURES: ELECTRONIC WEB SITES

Adopted:	04/08/03	Policy No:	600.03
Revised:	dd/mm/yy	Policy Category:	Information/Technology

Internet availability and access within the Brant Haldimand Norfolk Catholic District School Board schools provides an opportunity for students and staff to contribute to the Board's presence on the World Wide Web.

Creators of web pages need to familiarize themselves with and adhere to the following procedure and responsibilities. Failure to follow this procedure may result in the loss of authoring privileges or other more stringent disciplinary measures.

PURPOSE

The content and design of web pages may vary depending on where the information is to be posted. All material contained on Board and affiliated schools web pages should be appropriate for the intended audience. The Board and schools maintain a web presence in two separate web ways: the Intranet and the Internet. The main Board Internet site has been designed to address the unique needs of visitors seeking information about the Board. The Intranet serves the school community and is considered an internal resource.

The information posted and available on the Board and school sites via world wide web is intended for a large external audience. With this in mind, the site should include material that will:

- provide information to the world about school curriculum, instruction and school-authorized activities.
- provide other general information relating to our schools and our Board's mission.
- promote school/Board initiatives.
- celebrate student successes.

The information posted and available via the Intranet within the Board's schools is intended to be available only in the school building or within the Board's internal network, but not provided to the public at large via the Internet. With this in mind, the site should:

- include information relevant to teachers and students in the building (e.g., announcements, upcoming events, homework assignments).

- highlight resources/links that relate to classroom activities (e.g., lessons, educational web sites, web-quests, templates for students).
- showcase student curriculum-related projects.

CONTENT STANDARDS

District Administrators and the school Principal, with input from Information and Communications Technology Consultants and Media Specialists, are responsible for web page approval.

Student Safety

1. Web page documents may not include the last name of the student.
2. Posted material shall not include a student's phone number, address, names of other family members or names of friends.
3. The contact person for projects must be the school or the teacher, not the student.
4. Published e-mail addresses are restricted to staff members or to a general group e-mail address.
5. Decisions on publishing student pictures (video or still) and audio clips are based on the supervising teacher's judgment and in compliance with the Freedom of Information Act. The teacher must first check with the school principal or the Board office to determine if the student's parents/guardians have objected to such publication through the regular data privacy restriction process. If individual pictures are posted of students, do not include their names
6. Posting of a class picture is acceptable as long as the picture does not identify which individuals are standing where in the picture.
7. Class pictures must include at least three or more students, if first names are included.
8. Web page documents shall not include any information which indicates the physical location of a student at a given time, other than attendance at a particular school or participation in activities.

Advertising

All requests by outside organizations for advertising space, corporate sponsorship of web resources, banner ads and hyperlinks from or to a school or board web site must be approved by the Superintendent responsible for the school.

Copyright

Copyright laws (Federal and Provincial) apply to all articles and creative writing, illustrations or drawings, artwork, photographs, animation, video clips and musical scores used on the web. Schools are responsible for obtaining written permission to use copyrighted material. Using copyrighted material on a Board or school web page without permission is strictly prohibited.

Every Board or School Site must include

A copyright statement as follows: “Copyright © Brant Haldimand Norfolk Catholic District School Board”. **A complete copyright notice to others is included in the appendix.**

Board Link

A hyperlink in the form of text, a button or the Board’s logo must be included on all pages to link to the Board’s main web site (www.bhncdsb.edu.on.ca).

External Links

If links are included to other web sites, schools must monitor the content of the other web sites on a regular basis and display a prominent notice or a direct link to the notice. The purpose of the notice is to indicate that, even though links exist for the user’s convenience, the other sites are not managed by the school, and the school takes no responsibility for their contents. This notice or link should appear on a school home page, and on any page containing a link to off-school web pages. A complete disclaimer notice is included in the appendix. Do not link to student pages stored on external sites since the content can be changed without school approval.

Responsibilities

- The Brant Haldimand Norfolk Catholic District School Board resources may not be used to create web pages for personal business or personal gain.
- The school Principal is responsible for maintaining both the accuracy and timeliness of web page content through regular web site review.
- The school Principal is responsible for ensuring that the pages designed by students have a clearly defined purpose that fits with the purpose of the school pages.
- For a site designed by students, include a disclaimer that indicates that the page was designed by a student (see Appendix).
- All web pages will be treated as the electronic equivalent of printed publications.
- Every effort should be made to make the Brant Haldimand Norfolk Catholic District School Board web pages equally accessible to all, including the visually challenged accessing the Web through non-traditional means.

- All information must also carry a date on the web home page indicating when that information is being made available. Time-sensitive information should have an expiration date.
- All documents on Brant Haldimand Norfolk Catholic District School Board server(s) must conform to Board policies and procedures as well as established school guidelines. Copies of Board policies are available in all school offices. Persons developing or maintaining web documents are responsible for complying with these and other policies.

Technical Standards, Consistency and Considerations

- At the bottom of the web home page, there must be an indication of the date of the last site update and the name or initials of the person(s) responsible for the page or update.
- Users must exhibit care when creating web pages with extensive tiled backgrounds or large graphics. Such files require extensive download time, are frustrating for modem users and slow down the file servers. As a general rule, a web page should not take longer than one minute to download over a 14.4K modem connection. Graphics files shall be under 60K in size unless a special situation exists that requires a larger graphic.
- A teacher who is publishing the final web page(s) for herself or himself, or for a student, will edit and test the page(s) for accuracy of links and check for conformance with standards outlined in this Policy.
- Web pages may not contain links to other web pages not yet completed. If additional pages are anticipated, but not yet developed, the text that will provide such a link should be included. However, the actual link to said page(s) may not be made until the final page is actually in place on the server(s).
- All Web pages must be given names which clearly identify them. The names of all documents shall coincide with current Board naming practices and structures.
- Any graphics, sounds, or video used on Web pages must conform to the format currently used or approved by the Board.
- Final decisions regarding access to active web pages for editing content or organization will rest with the school Principal, with input from the Information Technology Consultants.

- Most web sites have an email link to the webmaster on the “home page”. School web pages should include such a link for input, feedback and suggestions. This could be a generic school address, the principal or the key teacher involved in the development and upkeep of the site. Schools should also ensure that someone is responsible for reading and responding to mail sent to this address.
- Web publishing, just like print publishing, should undergo editorial scrutiny. Before uploading, it is important to check for spelling and grammatical errors.

APPENDIX

Copyright

Sample Copyright Notice: *“All materials published or otherwise accessible through these web pages, including, but not limited to, articles, text, photographs, images, illustrations, audio clips, video clips, software and other materials (the “Content”) are protected by Canadian copyright laws, and are owned or controlled by School Name, and/or any others who may own copyright or the party credited as the provider of the Content. All visitors shall abide by all additional copyright notices, information and restrictions contained in any Content accessed through the site. Any reproduction, modification, publication, transmission, transfer, sale, distribution, performance, display or exploitation of any of the Content, whether in whole or in part, without the express written permission of School Name is prohibited.”*

Links to External Sites

Disclaimer: *“We have made every reasonable attempt to insure that our web pages are educationally sound and do not contain any links to questionable material or anything that can be deemed in violation of the Brant Haldimand Norfolk Catholic District School Board Web Content Policy, Procedure and Guidelines and/or associated Acceptable Usage Policies. Links to web sites outside this website are meant for convenience only. No endorsement of any third party products or services is expressed or implied by any information, material or content referred to or included on, or linked from or to this website.”*

Student Web Pages

Disclaimer: *“This is a student Web page. It has been approved by Administration. Options expressed on this page are those of the student and may not necessarily reflect the opinions of the Brant Haldimand Norfolk Catholic District School Board.”*



**Board-Owned Mobile Devices Provided to Staff
AP 600.33**

Procedure for:	All Staff	Adopted:	April 11, 2011
Submitted by:	Lorrie Temple, Superintendent of Education	Revised:	April 20, 2020
Category:	Information Technology		

Purpose

The purpose of this Administrative Procedure is to assist staff in understanding and complying with the expectations regarding intended use as well as measures that promote the security of Board-owned devices, systems, and the information that may be collected and stored on them.

The purpose of this Administrative Procedure is to outline the intended use of Board-owned mobile devices and provide information that will help staff promote the security of Board-owned devices, systems and the information that may be collected and stored on them.

Responsibilities

Information Technology Manager

Ensure the devices and electronic systems are in place to support achievement of strategic goals. Ensure that physical measures and electronic systems are in place to promote the security of Board-owned devices, systems and the information that may be collected and stored on them.

Principals

Ensure devices are returned by staff before going on a leave or ending their position with the board. Notify IT Services of the returned device so appropriate inventory and related processes can be carried out.

Student Achievement Consultant: 21st Century Learning

Ensure professional development resources and training are available to build capacity in the intended use as well as awareness of the physical measures and electronic systems available to promote the security of Board-owned devices, systems and the information that may be collected and stored on them.

Manager of Communications and Community Relations (Privacy Officer)

Support staff in the event of a privacy breach. Support staff knowledge in respect to the Board's records management system.

Supervisor of Procurement Services

Support staff in the event of lost, stolen, or damaged cellular devices. Ensure standardization of devices based on Information Technology requirements and recommendations.

Device End Users

Ensure that they use the device as intended and make use of the professional development resources, physical measures and electronic systems available to promote the security of Board-owned devices, systems and the information that may be collected and stored on them. Return devices and related peripherals before going on a leave or ending their position with the board. Comply with Board privacy rules, records management processes and the privacy breach protocol.

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

Prepared by: Scott Keys, Superintendent of Business & Treasurer
Presented to: Accommodation Committee
Submitted on: May 24, 2023
Submitted by: Mike McDonald, Director of Education & Secretary

2023-24 CAPITAL PRIORITIES

BACKGROUND INFORMATION:

Periodically, the Ministry of Education announces the Capital Priorities Program, including Child Care Capital Funding. The Ministry invites applications to address pupil accommodation needs, including creating new licensed child care spaces in schools by a date communicated to school boards.

The purpose of this report is to provide Trustees with the proposed capital priorities to be submitted to the Ministry, once the Capital Priorities Program is opened to applications. Capital priorities were also discussed with Watson & Associates Economists Ltd.

DEVELOPMENTS:

Capital Priorities – New Catholic Schools

- Southwest Brantford
 - Accommodation pressures at St. Basil and St. Gabriel Catholic Elementary Schools, due to significant future growth
 - Option to purchase available to the Board
 - Child care centre and other community partnerships

- Brant County (Paris)
 - Accommodations pressures at Sacred Heart and Holy Family Catholic Elementary Schools due to significant future growth
 - Finalizing discussions on option to purchase
 - Discussion on potential child care spaces and other community partnerships

- Norfolk County (Waterford)
 - Accommodation pressures at St. Bernard of Clairvaux, St. Joseph's, St. Mary's (Hagersville) Schools
 - Uses existing site at St. Bernard of Clairvaux School
 - Discussion on potential child care spaces and other community partnerships

Capital Priorities – Standalone Child Care Centres

- Norfolk County (Delhi)
 - Child care spaces needed, as identified by the municipality
 - Addition to St. Frances Cabrini School
 - Likely located at the northeast corner of the property

RECOMMENDATIONS:

THAT the Accommodation Committee recommends that the Committee of the Whole refers the 2023-24 Capital Priorities as identified in the report for submission in the 2023-24 Capital Priorities Program to the Brant Haldimand Norfolk Catholic District School Board for approval.



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

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

Accommodations Committee Tuesday, June 8, 2023 – 3:00 p.m. Boardroom / Microsoft Teams

Trustees:

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

Senior Administration and Staff:

Mike McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer), Phil Wilson (Superintendent of Education), Lou Citino (Manager of Facility Services)

Guests:

Jack Ammendolia, Managing Partner, Watson & Associates Economists Ltd.

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by Committee Chair Dignard.

1.2 Attendance

Attendance was noted as above.

1.3 Approval of the Agenda

Moved by: Rick Petrella

Seconded by: Carol Luciani

THAT the Accommodations Committee approves the Agenda of June 6, 2023.

Carried

1.4 Declaration of Interest: Nil.

1.5 Approval of the Minutes:

Moved by: Dennis Blake

Seconded by: Carol Luciani

THAT the Accommodations Committee approves the Minutes of December 1, 2022.

Carried

1.6 Business Arising from the Minutes: Nil.

2. Staff Reports & Information Items:

2.1 2023-24 Capital Priorities

Scott Keys, Superintendent of Business & Treasurer advised that the purpose of the report was to provide trustees with proposed capital priorities, which will be submitted to the Ministry when the Capital Priorities Program is opened to applications.



Trustees questioned if capital priorities for the Cainsville area should be included in the Plan? Mr. Keys noted that the County of Brant is in the preliminary stages of planning the development in that area and have discussed this with Board staff. This area is on our radar to monitor.

Trustees also inquired if the Board has representation on the Best Start / Early Years / CMSM. Mr. Keys noted that he will follow-up with Barb Mitchell, the Board's Childcare and Early Years Coordinator to determine if the Board has representation. Mr. Keys also noted that Ms. Mitchell communicates requests for daycare services within the jurisdiction of the Board as she is in contact with the Board's service providers.

Trustee Luciani inquired about the location of the addition at St. Frances Cabrini School that will house childcare services. Mr. Keys will provide the information to Trustee Luciani.

Moved by: Bill Chopp

Seconded by: Mark Watson

THAT the Accommodation Committee recommends that the Committee of the Whole refers the 2023-24 Capital Priorities as identified in the report for submission in the 2023-24 Capital Priorities Program to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.2 EDC By-Law Review Update

Scott Keys, Superintendent of Business & Treasurer introduced Jack Ammendolia, Managing Partner, Watson & Associates Economists Ltd. who provided an update on the Board's City of Brantford / County of Brant Education Development Charges (EDC) By-Law. Mr. Ammendolia outlined significant dates and legislative changes regarding the EDC:

- The Board's existing EDC was passed in October 2018.
- The Ministry of Education subsequently passed legislation to freeze EDC rates.
- The Board's EDC rate should have been increased to \$1,100, however, it was frozen at \$912 (the existing rate).
- The Ministry of Education then passed legislation to relax frozen EDC rates, however, the rates were capped at \$300 per year until school boards reached their maximum EDC rate.
- The Board's EDC rate was increased to \$1,408 and remains as the existing EDC rate.
- This current EDC by-law expires in October 2023.

Mr. Ammendolia will calculate a new EDC charge by analyzing enrollment projections, land rates, residential development sites, etc. A Background Study will be conducted so that a legislated Public Meeting can be held in September 2023 and a new Brantford / County of Brant EDC By-Law can be approved in October 2023.

Mr. Ammendolia also noted that in the Fall 2023, he will analyze enrollment projections, land rates, residential development, etc. to determine the need for an EDC in Haldimand County.



Trustees questioned if the Board was able to purchase land for school sites in anticipation of growth? Mr. Ammendolia noted that school boards can ask municipalities to allocate a parcel of land as a school site, however, they must exercise the option to purchase within ten years. The Board can purchase a site in the City of Brantford / County of Brant with monies derived from the EDC. However, the Board must apply for new school funding through the Ministry of Education if they wish to purchase a school site in Haldimand and Norfolk Counties. Mr. Keys commented that there are some exceptions to the EDC By-Law. He will provide trustees with a report regarding the exceptions in September.

2.3 Legislative Changes

Jack Ammendolia, Managing Partner, Watson & Associates Economists Ltd. noted that Grants for Student Needs (GSN) changes have an impact on planning and accommodations. Bill 98, *Better Schools and Student Outcomes Act 2023, contemplates increased Ministerial authority over school property, which includes the imposition of new reporting obligations on the board to provide the Minister with information on the condition of school sites and property, and plans for its acquisition, sale, lease or other disposition. It also would grant new powers to the Minister to make regulations and directions over board decisions respecting property.*

Currently, if school boards wish to dispose / sell properties, they must offer the properties to prescribed government organizations / agencies. Bill 98 proposes to change the order of the prescribed government organizations / agencies so that the Ministry of Education is first on the list, giving them first right of refusal. Bill 98 also provides the Ministry with the power to change the regulation. For example, if a school board is selling a property, they must offer the property to the prescribed government organizations / agencies first. If one of these organizations / agencies would like to purchase the property, but the Board can sell the property privately and obtain a higher offer to purchase, the Minister can change the Regulation so the school board can offer the property to the private purchaser. The Regulation would also grant the Minister the power to force joint schools. Mr. Ammendolia noted that the Regulation has currently been deferred, however, he will continue to monitor the Bill's progress and update trustees accordingly.

2.4 Planning Services Website

Scott Keys, Superintendent of Business & Treasurer reviewed the new Planning Services pages on the Board's new website, i.e., student accommodation and dashboards, boundary reviews, pupil accommodation reviews, EDCs and capital projects.

3. Business of the In-Camera Session

Moved by: Dennis Blake

Seconded by: Carol Luciani

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

Carried

4. Report on the In-Camera Session

Moved by: Carol Luciani

Seconded by: Dennis Blake

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

Carried



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

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

5. Future Meetings

Chair Dignard noted that the next Accommodations Committee Meeting will be scheduled at the Call of the Chair.

6. Adjournment

Moved by: Rick Petrella

Seconded by: Mark Watson

THAT the Accommodations Committee adjourns the meeting of June 6, 2023.

Carried

Next Meeting: Call of the Chair.

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

Prepared by: Phil Wilson, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: June 20, 2023
Submitted by: Mike McDonald, Director of Education & Secretary

SPECIAL EDUCATION ANNUAL REPORT 2022-23

Public Session

BACKGROUND INFORMATION:

Under the direction of the Ministry of Education, school boards are required to prepare, approve, and submit an Annual Report on the provision of special education programs and services offered by the Board and schools. The Annual Report was compiled from information provided by members of the Special Education Services Team.

DEVELOPMENTS:

The Brant Haldimand Norfolk Catholic District School Board Special Education Department is committed to meeting the diverse needs of all students within our district and ensuring that each student reaches their academic, social, and spiritual potential. We strive to inspire and support learning by assisting in creating safe, inclusive, and faith-filled learning environments. Our goal is to foster learning environments that best meets each student’s unique needs and talents and to close the academic gaps that exist so that students can reach their full potential. The provision of special education programs and services, and the allocation of resources are based on each unique student’s strengths and needs, and on the principles of equity and inclusion.

The report provides updates and information regarding the many programs and supports in place for learners to access the curriculum and fully engage in learning and development opportunities. For example, in 2022-2023, through dialogue with various stakeholders and addressing key recommendations from the Right to Read Inquiry, we identified the need in BHNCD SB for tiered intervention programming and capacity building among our special education team. For example, we have started the training of staff in the Empower Reading Program and implementation of Story Champs, a multi-tiered language intervention program that builds on oral language development. In partnership with the Trustees, senior staff, system level and school level staff, families, the Special Education Advisory Committee (SEAC) and other valuable community partners, the BHNCD SB continues to be responsive and innovative.

The report highlights the strategic implementation of professional learning and training to ensure staff are confidently equipped to provide the appropriate programming for all learners. Furthermore, aligned with the Multi Year Strategic Plan the essential practices within, our Catholic faith calls us to walk alongside our students and provide inclusive barrier-free experiences, so we continue to see improved student achievement and well-being.

RECOMMENDATION:

THAT the Committee of the Whole refers the Special Education Annual Report 2022-23 report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Special Education Annual Report 2022-23



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INTRODUCTION

Special Education

The Brant Haldimand Norfolk Catholic District School Board (BHNCDNB) is committed to meeting the diverse needs of all students within our district and ensuring that each student reaches their academic, social and spiritual potential. We strive to inspire and support learning by assisting in creating safe, inclusive, and faith-filled learning environments. Our goal is to foster learning environments that best meet each student's unique needs and talents, and to close the academic gaps that exist so that students can reach their full potential. The provision of special education programs and services, and the allocation of resources, are based on each unique student's strengths and needs, and on the principles of equity and inclusion.

The delivery of specialized programs by the classroom teacher is supported by an interdisciplinary team of professionals at the school and system level. The BHNCDNB spiritual theme is "We are Many We Are One" and in support of this theme, we ensure that supporting partnerships with agencies, other Ministries, and community resources continue to enhance the ability of the school system to fulfill its mandate of educating all learners in our Board. Parents/guardians are considered full partners in the education of their children, and we work with them closely to enhance students' academic, social, emotional, and spiritual growth. Ultimately, all students will become independent and positive contributors to society that are achieving their potential.

Supported by faith-based learning, the Board's Special Education Services team works together with families to achieve "Excellence in Learning ~ Living in Christ".

The Annual Report was compiled from information provided by members of the Special Education Services Team. It will be reviewed and presented for approval to the BHNCDNB Board of Trustees in June 2023. The Annual Plan will be submitted to the Ministry of Education by July 31, 2023, and posted to the Board website.

Special Education Advisory Committee (SEAC)

The membership of SEAC for 2022-23 was as follows:

NAME	ORGANIZATION
Bill Chopp (Sept – Nov)	Trustee Representative
Dennis Blake (Dec – June)	Trustee Representative
Philip Wilson	Superintendent of Education
Sandra De Dominicis	Student Achievement Lead – Special Education
Debbie Cotter	Resource to the SEAC, Executive Assistant to Philip Wilson
Mischa Dinsmore (Chair)	Lansdowne Children Centre
Christina Ferrell (Vice-Chair)	Woodview Mental Health & Autism Services
Shannon Mason	Principal, Sacred Heart Langton & Special Education Staffing
Kerri Lomax	Principal, St. Michael Dunnville & Special Education Staffing
Tara Buchanan	Community Living Brant
Michelle Drake	Crossing All Bridges
Lauren Freeborn	Contact Brant
Marilyn Noi	Autism Ontario
Linda McFayden	Contact Brant

Patti Mitchell	Community Resource and Parent, County of Brant
Nil Woodcroft	Haldimand-Norfolk REACH
Shannon Korber	Child & Family Services of Grand Erie
Brandi Bertling	Child & Family Services of Grand Erie
Janelle Sandy	Indigenous Child and Youth Team at Child and Family Services of Grand Erie

Throughout this past school year, representatives from various community agencies presented an overview of the mandate of their agencies. This will continue in 2023-24 as new members will have the opportunity to present information from their respective agencies.

The 2022-23 SEAC heard presentations on the following:

After School Skill Development Program (ASSDP)

The BHNCD SB Applied Behavior Analysis Leads presented about the After School Skill Development Program (ASSDP). ASSDP is a Ministry mandated program supporting students with a diagnosis of autism spectrum disorder (ASD) in the areas of social skills, communication, functional skills, and regulation.

Camp Connect was run in July and August of 2022. It was a camp-style experience for select students designed to promote the development of social skills. Each camp ran for 2 weeks, Monday through Thursday mornings, in our schools located in Cayuga, Brantford, and Delhi.

Each camp was designed to support four to six students, with a staffing ratio that varied, based on the support required in each specific group. There was amazing support from SERTS, teachers and EA's.

The skills targeted included taking turns, indicating "your turn" to a peer, suggesting an activity to a peer, asking a friend for an item, and responding appropriately to winning or losing. These skills were taught through activities such as yoga and fitness, board games, pottery making, gardening, crafts, people games, food activities, music and dance, and outdoor exploration. The strategies included explicit teaching, modelling, visual cues, choice, verbal cues, and positive reinforcement.

The feedback from the camp was very positive. Most students learned something new and would like to return to the camp. Staff really enjoyed the camp. Constructive feedback received for the 2022-23 planning is that more students be involved and for a longer period of time.

Peer Assisted Learning (PAL) Program

Student Achievement Leader of Special Education, Sandra De Dominicis, introduced a Brant Haldimand Norfolk Catholic District School Board student who has thrived through the PAL program. His Educational Assistants explained communication has been a key factor in improving his learning and behaviour. He uses an iPad to communicate and enjoys socializing with other students. He is learning skills such as laundry, reading with friends, participating in an exercise program, and mobility is no longer an issue. He participates in activities such as biking to a local grocery store, using a list, identifying items, and then paying for his groceries. He is then involved in making his food. The PAL program has been a great success for this student and has had a positive impact on his life.

Secondary Employability Kits

Funding was provided from the Ministry of Education through an Experiential Learning project to create employability kits for all three high schools. These kits have been introduced in the last two to three months

and have allowed the students to learn, practice, and master job specific tasks in preparation for post-secondary pathways of the world of work, independent living, and specialized college programs. Students will learn specific job skills in a classroom setting using individualized teaching methods and hands-on materials. Students will generalize the skills learned in the classroom to be skilled and confident employees. BHNCDSEB has received more funding to purchase additional employability kits and are looking at new ideas for new kits.

Focus on Youth

Principal of Continuing Education and Alternative Education, Terre Slaght, provided a presentation on Focus on Youth. The Ministry of Education provides BHNCDSEB with funding for Focus on Youth. BHNCDSEB has approached different departments and organizations, (i.e., BHNCDSEB facilities department, daycares including Today's Family, Haldimand Norfolk REACH, YMCA, YWCA, and Lansdowne Children's Centre), to explain the program. If BHNCDSEB has a program that aligns with the organization, students can work at that organization and the BHNCDSEB will cover the costs to pay the student. The student can take a co-op credit at the same time. The program runs from July 4 - August 4, 2023.

Special Equipment Amount (SEA)

Special Education teachers, John Silvestri and Sarah Conway, provided an explanation on SEA. SEA funding is used to assist school boards with the cost of the equipment essential to support students with special needs. For a student to receive equipment it must be recommended by a qualified professional. The equipment must be considered essential for the student to be able to attend school or to access the Ontario curriculum. There are two funds available for students to access to obtain specialized equipment: 1) Per Pupil Amount (PPA) fund - for the purchase of computer and all tech related equipment; 2) Claims-Based fund - for the purchase of non-tech-based equipment. Training consists of three phases: Phase 1: Introduction to the hardware and software; Phase 2: One-to-one individualized training; Phase 3: Follow-up training session to create a continuity support plan. For SEAC, two students demonstrated the ease of use and the benefits of the SEA equipment to the group.

SLP Pilot Program Update

Three Speech Language Pathologist's (SLPs) for BHNCDSEB, Stephanie Bergman, Meagan Courneyea, and Mary Hanhan provided a presentation discussing the pilot project Story Champs, an oral language development program for kindergarten students. It is an evidence-based program and has been used in schools and settings and proven to make positive gains. The program is multi-tiered and multi-sensory (touch sight gestures, learning) and provides support to the whole class. The program can also be used in smaller groups, for students at risk, giving them a language boost. Listening and de-coding are needed in order to have reading comprehension. This isn't possible without oral language skills; it is the foundation of a child's reading success.

This program supports literacy development, supports students with language delays and allows SLPs to work alongside educators to develop skills in classroom and better prepare students for literacy development. The goal is by the end of the 12 weeks that the at-risk students are at the same level as the other students. The first 6 weeks focus on parts of the story and how it is organized, the next 6 weeks are lessons, complexity, and language structure. The goal is by the end of the 12 weeks, that the at-risk students are at the same level as the other students. The goal is to build capacity in our educators.

Supplementary Gifted Module Overview

There was a presentation from Glenn Thistle, System Special Education Resource Teacher, for Supplementary Gifted Modules, showing visits to Lynwood, Circle Square Ranch, Shaw Festival and the Toyota Plant, as well as the modules held at SMCLC.

The 2022-23 meeting schedule was as follows:

2022-23 SEAC Meeting Schedules	
Tues., September 20, 2022	Tues., February 21, 2023
Tues., October 18, 2022	Tues., March 21, 2023
Tues., November 15, 2022	Tues., April 18, 2023
Tues., December 20, 2022	Tues., May 16, 2023
Tues., January 17, 2023	Tues., June 20, 2023

DRAFT

PROGRAMS AND SERVICES

System Special Education

System Special Education Resource Teachers (SSERTs) are assigned to elementary and secondary schools to support staff and enhance student achievement and wellbeing. Their role is to collaborate with school teams and community agencies, and to build capacity among teachers, SERTs, Educational Assistants and parents by providing in-services within schools and in the community. In addition, SSERTs ensure that Ministry of Education mandates and protocols are followed by providing training and producing resources to support staff in meeting Ministry standards. Through resource creation and information sharing, SSERTs build capacity, maintain consistency, and enhance communication with parents.

An area of focus for SSERTs is to collaborate with school SERTs to better understand learners by exploring student profiles, assessment data and evaluation. The SSERTs assist in the development of student profiles through assessment (Hawaii Early Learning Profile, Canadian Cognitive Abilities Test (CCAT), Woodcock-Johnson IV Tests of Achievement (WJ), and Battelle Early Academic Survey (BEAS)), observations and program recommendations. SSERTs dialogue with school teams to determine appropriate next steps and potential interventions. This valuable information could result in the development of an Individual Education Plan (IEP) and possibly the formal identification of a student through the IPRC process. The SSERT supports the school team in preparing IPRC paperwork in order to ensure appropriate identification and placement of the student.

Academic Assessments

System SERTs use two different assessment tools to examine a student’s academic performance. The Woodcock-Johnson IV Tests of Achievement (WJ) is used with the majority of students in elementary and secondary grades. It is a standardized test which explores achievement and provides scores in Broad Reading, Broad Mathematics, Broad Written Language, and Phoneme-Grapheme Knowledge. A breakdown of each broad area is as follows:

Broad Reading	Broad Mathematics
<ul style="list-style-type: none"> Letter-Word Identification Sentence Reading Fluency Passage Comprehension 	<ul style="list-style-type: none"> Calculation Math Facts Fluency Applied Problems
Broad Written Language	Phoneme-Grapheme Knowledge
<ul style="list-style-type: none"> Spelling Sentence Writing Fluency Writing Samples 	<ul style="list-style-type: none"> Word Attack Spelling of Sounds

With our early struggling learners, specifically those in grades one and two, we use the Battelle Early Academic Survey (BEAS). With its comprehensive breakdown in the areas of *Phonological Awareness* and *Phonics and Word Recognition*, the BEAS provides valuable information about where gaps exist, enabling classroom teachers and school SERTs to tailor programming to address the specific areas of need. This skill analysis blends very well with primary teachers’ use of the Heggerty *Phonemic Awareness* program and SERTs’ use of the *Bridge the Gap Phonemic Awareness Intervention Lessons*, to help identify areas of need and work toward closing gaps in students’ learning. The BEAS provides scores in overall Literacy and Mathematics, with breakdowns as follows:

Literacy	Mathematics
<ul style="list-style-type: none"> Print Concepts 	<ul style="list-style-type: none"> Numbers, Counting, and Sets

<ul style="list-style-type: none"> • Phonological Awareness (6 subtests) • Phonics and Word Recognition (7 subtests) • Listening Comprehension • Fluency 	<ul style="list-style-type: none"> • Geometry • Measurement and Data • Operations and Algebraic Thinking
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Cognitive Assessments

SSERTs are responsible for determining the eligibility of a student to receive a cognitive assessment with the Nelson team of psychologists through a committee process. The cognitive assessment referral process involves consultation with school staff, and the review of documents in the Ontario Student Record (OSR) including Provincial Report Cards, EQAO results, WJ or BEAS assessment results, CCAT scores and outside agency reports.

Transitions

The System team places great importance on successful student transitions. Assistance is provided when planning and implementing entry into school for students with high needs, as well as transitioning into special class placements, secondary school and post-secondary opportunities. This liaison with community agencies, school teams and parents/guardians helps to ensure student needs are met by creating supported and informed transitions.

The following chart illustrates some of the processes that SSERTs have supported during the 2022-2023 school year:

Cognitive Referrals Submitted	IPRCs (school or system level)	Case Conferences	Achievement Tests Completed (WJ and BEAS)
146	370	172	135

Deaf and Hard of Hearing

There are currently 36 Hard of Hearing students in the Board.

Services provided this past school 2022-2023 year included:

- Hearing awareness presentations in classrooms.
- Acquisition of Specialized Equipment Amount (SEA) and materials to support students who are Hard of Hearing and have CAP difficulties.
- Monitoring and troubleshooting such equipment.
- Performing regular checks on ear molds, hearing aids and cochlear implants and FM systems
- Providing in-services for specialized equipment.
- Repairing SEA equipment, as required.
- Consulting on students' IEPs.
- Providing and installing noise reducing strategies for the classroom environment.
- Attending case conferences, team meetings, IPRCs and parent interviews.
- Acting as a liaison, support and referral source for families and other agencies.
- Interpreting audiological reports.
- Providing accommodations/modifications and programming strategies.
- Supporting students with pre/post teaching.
- Assisting students and families in connecting and networking.

Information Technology

Overview of Special Equipment Amount (SEA) Support

The Ministry of Education provides Special Equipment Amount (SEA) funding to school boards each year. This funding is used to assist school boards with the cost of equipment essential to support students with special education needs. The equipment must be deemed essential for the student to be able to attend school or to access the Ontario Curriculum. There are two separate funds available for students to access to obtain specialized equipment.

The SEA Per Pupil Amount (PPA)

This fund is allocated for the purchase of computer and all technology-related equipment. Each school district receives an allocated PPA amount each SEA year.

The SEA Claims-Based

This fund is allocated for the purchase of non-computer-based equipment. Claims-based funding covers the cost of an individual student's equipment needs in excess of \$800 in the year of purchase. Boards are responsible for the first \$800 in cost for any student per year.

Recommendations for special equipment are forwarded by the school and reviewed by the team. Claims must meet Ministry guidelines and requirements.

Purchasing SEA Equipment

It is the Board's duty to seek efficiencies for all equipment purchases made with SEA funds. SEA purchases are made using the most cost-effective choices. The allocation of SEA funds to support student needs is done in an equitable and timely fashion. When purchasing SEA equipment, considerations are made for quality, cost, durability, longevity and compatibility with the Board's infrastructure. The SEA team can also repurpose SEA equipment within the system.

SEA Repairs and Maintenance

Upgrades and refurbishment are initially considered as an option before replacing it with new equipment. It is the Board's responsibility to ensure that all equipment is in working order and that the equipment meets the student's needs.

Non-Tech Equipment - All non-tech equipment repairs are completed by Motion after a quote has been obtained and the repair has been approved.

Tech Equipment - The SEA team works very closely with our Information Technology (IT) department to ensure the most efficient and effective processes are in place for the maintenance and repair of SEA technology equipment. The Board has assigned one computer technician who is dedicated to SEA equipment work orders.

SEA Transfers

When a student moves to a new school within the district, or to another publicly funded board within Ontario, the SEA purchased equipment must move with them. The receiving/new board has the option to decline the equipment. When a decision about transferring equipment is being made, consideration is given to factors such as a student's best interests, equipment compatibility and the efficiency/practicality of completing a transfer.

In the 2022-23 SEA year, 36 students with SEA equipment transferred into our board and 28 transferred out.

SEA Equipment Management and Disposal

Maintenance and Management - To ensure that equipment is safe to use, inspections are completed annually on all electric and hydraulic claims-based equipment. All inspections are performed in compliance with O.H.S.A. - R.R.O., Reg.851, Section #51. Upon review of the inspection reports, any necessary repairs and maintenance on the equipment is arranged and completed.

Disposal

Any equipment that has outlived its effectiveness and/or safe usage needs to be disposed of in a safe and environmentally friendly way.

- Any unused SEA equipment goes into Board storage and is reassigned to other students until the equipment reaches its end of life or is rendered obsolete.
- Unusable tech equipment is picked up and taken by a Board approved recycling company. All computer equipment is recycled in an environmentally friendly manner. Hard drives and labels with student names are removed from laptops and equipment before it is picked up.
- Some non-tech equipment is kept for parts. Equipment that is made from recyclable materials is sent to be recycled. Non-recyclable equipment is safely disposed of in an environmentally friendly manner.
- Some non-tech items that sit in storage for over 5 years and never get used are donated to organizations who accept equipment and provide it to members of the community in need and who can't afford it.

For the Needy Not the Greedy located in Niagara area. They are a non-profit organization supplying assistive medical devices for both individuals and organizations in need. A truck load of unused SEA equipment from surplus was donated to them in the fall.

Collaboration

The Brant Haldimand Norfolk Catholic District School Board SEA team collaborates with other boards through the SEA Coordinators Council, a regional body consisting of 17 Boards.

The Board also collaborates with our community partners like Lansdowne Children Centre to ensure their role in the SEA process aligns with our SEA processes.

Training Model

Students who receive SEA computer equipment receive training on software that has been identified as essential to their learning. The Brand Haldimand Norfolk Catholic District School board implements an "in-house" training model where training is completed internally. To facilitate understanding, training is comprised of three phases, an initial/introduction phase, one-to-one training, and a continuity support plan development phase.

The initial phase is delivered asynchronously and consists of a series of modules posted in the *Computer Training* course within Brightspace. All students who require training are enrolled in the course and are given access to the necessary modules. Each of the modules include a demonstration of a skill, followed by a hands-on activity. Students are expected to independently complete all modules before phase two training date. There are two training paths set up in the Brightspace course. Two pathways were created to meet the differing needs of students. Path 1 provides a high level of modeling and scaffolding at a slower pace whereas Path 2 provides students with a less scaffolded introduction to a broader range of accessibility tools. The purpose of the initial/introduction phase is to familiarize the student with their new equipment and train them on the basic functions and operations of their device.

Other modules in this phase provide students with a strong foundation of the basic tools and operations of the essential software. The *Computer Training* course is not only intended for initial training purposes but also as a

learning resource that students can access at any time to review skills and increase their competency in the use of the equipment and software.

The one-to-one training is delivered synchronously approximately one week after the completion of the initial modules. The one-to-one training is individualized to reflect the student's academic needs outlined in their Individual Education Plan. The individual training involves a brief review of the basics skills that were taught during the initial phase of training. Followed by customized lesson that incorporates the use of the essential assistive technology tools that will assist the student in achieving the learning expectations within the context of the Individual Education Plan.

The continuity support plan development phase consists of a follow up assessment/training session between the trainer and the student at least one week after phase two training. During this session, the trainer assesses the student's ability to complete a variety of tasks using the tools and software for which the student had previously received training. The purpose of phase three is to establish next steps and create a support plan designed to maintain and/or improve the student's proficiency with the use of the assistive technology.

To ensure the successful use of the software and equipment, several supports have been created and implemented. These include the *Computer Training* course for both staff and students and "How to" booklets that students and educators can access for review and support. An email is sent from the instructor to the classroom teacher and school Special Education Resource Teacher (SERT), which includes all the resources necessary to support the students with SEA equipment in their class. Additionally, Community of Practice meetings have been used to educate Special Education Resource Teachers on some of the accessibility tools and software that students with SEA equipment are trained on.

The training model was developed with the goal of providing effective student training and training resources. The model supports capacity building within our district for staff and students, while ensuring the continued successful use of the technology. This training model has been overwhelmingly successful pedagogically and financially. This method is highly efficient and effective for both staff and students.

[Special Equipment Amount Claims for 2022-23](#)

There have been 352 SEA claims processed and implemented during the 2022-23 SEA year. Of the 352 claims, 64 of them were equipment based (non-tech) claims. These claims include sensory equipment, hearing support equipment, vision support equipment, personal care support equipment and physical assist support equipment. The remaining 288 claims were computer-based claims for students with assistive technology requirements.

[Training Services](#)

All students who have their own SEA computer equipment receive both hardware and software training with their device. A variety of software applications and tools are used to meet the different needs and uses of assistive technology.

Application	Software Application Tool
Word processing	Microsoft Word, Kurzweil
Meetings and video conferencing	Microsoft Teams
Learning management system	Desire2Learn Brightspace

File storage	Microsoft OneDrive
Text-to-speech	Kurzweil, Microsoft Word, WordQ, Microsoft Edge
Text-to-speech on the Web	Kurzweil, WordQ, Microsoft Edge
Speech-to-text	Microsoft Word, Window's Dictation tool
Word prediction	Word Q3, Kurzweil, Window's Text suggestions
Concept mapping/graphic organizer	SMART Ideas
Visual symbols and schedules	Boardmaker 7
Converting documents to an accessible format	Kurzweil (built in OCR tool), OCR scanning on photocopier, opening the PDF in Word, opening PDF in the Edge browse
Reading and writing on a PDF file	Kurzweil, Microsoft Word, Microsoft Edge, Adobe Reader
Visual supports	Kurzweil, Microsoft Word, Zoom-Text, Immersive Reader

This year 267 students and 15 Educational Assistants were trained on various software application tools.

SEA Training completed in 2022-23:

School	Students	Educational Assistants
Blessed Sacrament	11	0
Christ the King	14	0
Holy Cross	13	0
Holy Family	13	0
Madonna Della Libera	9	0
Notre Dame Brantford	10	0
Notre Dame Caledonia	6	2
Our Lady of Fatima	3	0
Our Lady of Providence	5	0
Resurrection	4	0
Sacred Heart Langton	3	0
Sacred Heart Paris	17	0
St. Basil	9	2
St. Bernard of Clairvaux	3	1

St. Cecilia's	3	0
St. Frances Cabrini	10	0
St. Gabriel	13	0
St. Joseph's	33	0
St. Leo	16	3
St. Mary's Hagersville	5	0
St. Michael's Dunnville	5	0
St. Michael's Walsh	0	0
St. Patrick Brantford	4	0
St. Patrick's Caledonia	5	1
St. Peter	9	3
St. Pius X	2	0
St. Stephen's	8	3
St. Theresa	6	0
Assumption College School	13	0
Holy Trinity Catholic High School	9	0
St. John's College	6	0
BHNCDSB Remote Catholic Elementary School	0	0
TOTAL	267	15

Professional Development and Staff Training

Professional Development technology training was provided to Special Education Resource Teachers on the accessibility tools inside the Edge browsers during a Community of Practice meeting. The highlighter and eraser tool, Read Aloud, dictate, text box, zoom, print and save tools were all demonstrated.

Applied Behaviour Analysis

During the 2022-23 school year, there were three full-time Applied Behaviour Analysis (ABA) Program Leads providing support to principals, teachers, support staff and families for students with autism spectrum disorder (ASD) and other special education needs.

Within the 2022-23 school year, the ABA Program Leads carried a combined caseload of 195 students with ASD, as well as 13 non-identified students.

The ABA team collaborated with school and system staff on a variety of topics including:

- Behaviour reduction.
- Self-regulation.

- Communication.
- Social interaction.
- Functional skills.
- Strategies to promote independence and participation in school activities.
- Structured learning systems.
- Data collection systems.
- Organizational skills.
- Creation and use of visual supports.
- Ontario Autism Program (OAP) Services.

In addition, the ABA team collaborated with community providers and families involved in the new OAP programs and services:

- Entry-to-School Program.
- Connections for Students Program.
- Urgent Response Services.
- Core Clinical Services.
- Family Foundational Services.
- Determination of Needs meetings

ABA Program Leads provided a variety of other services. Some of which include:

- Observations to inform individualized recommendations on the skills listed above.
- Documentation of observations and recommendations.
- Staff training and support in the use of ABA-based strategies (including explanation and modelling of recommended strategies, providing feedback and coaching to staff on an on-going basis).
- Transition planning.
- Collaboration with school staff and community partners regarding additional services (i.e. Occupational Therapy, Speech and Language Services, Behaviour and Mental Health Services, Family Service Coordination).
- Assisting with goal setting and tracking for Individual Education Plans and assisting with the development of safety plans for students.
- Support creating and using data collection systems.
- Development and planning for implementation of the After School Skills Development Program.

Blind and Low Vision

During the 2022-23 school year, individualized orientation and mobility programming was implemented for 40 students in 21 different schools. The primary role of the orientation and mobility instructor includes teaching students who are blind or partially sighted the necessary skills to travel safely, efficiently, gracefully, and independently, with or without the use of a mobility device, in any environment. To achieve this goal, instruction is provided in the following areas:

- Concept development.
- Motor development.
- Sensory development.
- Visual skills.
- Social skills.
- Techniques of orientation and mobility.
- Use of devices.

Further involvement of the orientation and mobility instructor during the 2022-23 school year includes:

- Observations, consultation with school staff, and goal setting for Individualized Education Plans.
- Direct one-on-one orientation and mobility training to students, educational assistants, early childhood educators, teachers, and administrators.
- Collaboration with school mental health professionals (Social Workers, Child Youth Workers).
- Providing additional resources for teachers, support staff, and parents including documents from CNIB, daily physical activity adaptations, individualized orientation and mobility family booklets, and an environmental accessibility checklist.
- Collaboration with school administrators and the Facilities Department to identify and remove barriers in schools. Implement physical changes in schools, such as marking stairs and addressing potential travel hazards, guided by the principles of universal accessible design.
- Liaison between school and community agencies such as Vision Loss Rehabilitation Ontario (VLRO).
- Supporting students transitioning into kindergarten and high school (attending System IPRC meetings and providing transition visits to students).
- Presentations introducing students to the sport of goalball.

The role of the orientation and mobility instructor also facilitates collaboration between service providers and schools. As a result, eight new referrals to the W. Ross Macdonald School were submitted to complete a functional vision assessment. The objective of the assessment is to build teacher capacity when instructing students who are blind or partially sighted.

Elementary and Secondary System Special Education Programs

The BHNCD SB offers System Special Education Programs at both elementary and secondary levels. At the Elementary level, system Transition Classes exist at Notre Dame School, Brantford and St. Joseph's School, Simcoe. To be eligible for this Special Education Program, students must be in grades 6-8 and be identified through the Identification, Placement and Review Committee (IPRC) in the category of Intellectual. At the Secondary level, system classes exist at Assumption College School (four programs), Holy Trinity Catholic High School (three programs), and St. John's College (two programs). Many of these learners have complex needs and are identified through the Identification, Placement and Review Committee (IPRC) in one or more of the following categories: Intellectual, Physical, and Communication: Autism. Most of these students, because of their special education needs, do not access the Ontario Curriculum. Instead, achievement is derived from alternative programs and courses, or a combination of alternative programming and modified expectations from the Ontario Curriculum.

We are excited to announce the expansion of self-contained special education programs at St. John's College to include a combined Personal Active Learning (PAL) and Community Living Program for the 2023/ 2024 school year. System and school level special education staff have been busy providing transition visits to students and parents, creating developmentally appropriate work tasks, and providing professional development in preparation for the program.

The following chart summarizes the number of **new** students and total enrolment in each of the Elementary and Secondary Special Education Programs for the 2022-2023 school year.

Elementary Transition Class	New Students	Total Enrolment
Notre Dame	5	13

St. Joseph's	6	10
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Secondary School	Personal Active Learning *New Students	Program Total	Community Living *New Students	Program Total	Job Skills 1 & 2 *New Students	Program Total
Assumption College	4	7	7	12	6	28
Holy Trinity	2	7	2	11	4	13
St. John's College					5	22

Itinerant SERT – System Special Education Programs

The Itinerant SERT support students, staff, and families in Elementary and Secondary System Special Education Programs. Aligning with the values and goals in the 2020-2023 BHNCDSB Strategic Plan, the focus for the 2022-2023 school year has been:

Teaching and Learning for All

Improving student achievement by recognizing the possibility of all learners and creating authentic learning experiences.

Students come to our Special Education Programs with diverse strengths, needs, and learning styles. The Itinerant SERT assists teachers in the development and implementation of alternative and/or modified programs to ensure that all students reach their full potential and have the skills and knowledge for their individual secondary and post-secondary pathways.

Alternative Curriculum

At the three Secondary Schools, Alternative Courses (non-credit) are offered in all our Special Education Programs. The *Secondary K Course Alternative Frameworks* continue to be used by our special class teachers to ensure that learning is meaningful, developmentally appropriate, and prepares students for their post-secondary pathways. Each course framework consists of pedagogical ideas, student learning competencies, assessment checklists, and supplementary resources and differentiates learning competencies according to the Alternative Program: Personal Active Learning (PAL), Community Living, and Job Skills.

Experiential Learning Projects

This year, our Secondary Special Class Teachers were successful in receiving funding from the Board for over 18 Experiential Learning projects. These opportunities allowed our students from all Special Education Programs to explore the community and apply/generalize skills learned in the classroom to the community. Some project ideas included First Aid Training, Babysitting Course certification, transit training, budgeting for shopping, community experiences, physical fitness, employability kits, and personal hygiene kits.



Building staff capacity by supporting a collaborative culture

The Itinerant SERT builds capacity by offering professional development and individual training to Special Education Classroom Teachers, Educational Assistants, Elective Teachers, and Special Education Department Heads. During the 2022-2023 school year, support was offered to individual teachers on the following topics: alternative and modified curriculum, IEP writing, navigating PowerSchool Spec. Ed. (PSSE), alternative assessment tools, preparing for Identification Placement and Review Committee (IPRC) meetings, and evaluating learning expectations for report writing on the Alternative Report Card or Provincial Report Card. Secondary School Educational Assistants were also provided a professional development opportunity that entailed making work tasks and visiting a community day program for young adults with developmental disabilities.

Foster learning environments and opportunities that are inclusive and engaging to individual learning strengths, needs, and future pathways

Providing students in all Secondary Special Education Programs the opportunity to participate and learn employability and life skills are essential aspects of the curriculum. This year, students participated in a number of community and in-school work experiences. Some community work experiences included Canadian Tire, Sobey's, Day Care Centers, Pet Stores, and Garden Stores. Other students worked in the cafeteria, preparing and serving the Breakfast Program, and assisting the custodian in their schools. The skills our students learned from these experiences are invaluable for determining future post-secondary pathways in the areas of employment, continuing education, and for independent living.



The creation of Employability Kits provided students the opportunity to learn, practice, and master job-related skills in the classroom setting with the assistance of an adult. Each secondary school received items that replicated nine different employment sectors: hospitality, construction, food industry, hairstyling, office worker, custodial, department store worker, dry cleaning business, and child care. These kits have been instrumental in helping students determine future career choices and generalize skills taught in the classroom to community work experiences.



Belonging For All and Wellness For All

Preparing students for transitions to create a sense of belonging and support social emotional growth for Elementary and/ or Secondary Special Education Programs

All students entering an Elementary or Secondary Special Education Program for the next school year were invited to virtual information events and in-person visits at their new schools. Student candidates for the Transition Class at Notre Dame School and their families were invited to an Open House to tour the class and meet new classmates. Grade 8 students had an opportunity to spend part of the school day in their secondary special education classrooms where they met new friends, participated in courses, and explored their high schools.

Cultivating a Connecting Community

Building parent confidence through active partnerships and clear communication

Providing information and connecting families with community partners about post-secondary pathways for those with developmental disabilities

During the 2022-2023 school year, parent confidence was enhanced by:

- Assisting families with making informed decisions before making an application to special classes by arranging in-person tours.
- Creating and distributing information documents to help parents differentiate between the Special Education Programs offered at secondary school (PAL, Community Living, and Job Skills) and their graduation outcomes.
- Hosting *Special Education Options at Secondary Schools* in-person and virtual events at each secondary school for grade 8 students with an intellectual disability and their families. This event focused on helping parents differentiate between the Job Skills Program (Alternative Special Education Program) and credit bearing courses offered at Secondary Schools. A pathways options chart was created and used to discuss placement options for their child.
- Assisting parents navigate children and adult services by connecting them to appropriate community agencies.

Learning Upgrade

Teachers and students in Elementary and Secondary Special Classes were offered educator and student licenses to support learning. Learning Upgrade is an intervention program that can be used as diagnostic and intervention tools for students who are showing early signs of mathematics and literacy challenges. The program consists of a series of online courses in Math, Reading, English Comprehension, and Work Life Skills. Learning Upgrade engages learners by featuring songs, videos, animations, and games.

Learning Upgrade gives each student their own path to learning success. The program offers over 1,000 lessons and 24 courses that work with students of all ages and abilities. Learning Upgrade enables teachers to track student progress in real-time.

Speech and Language

Speech & Language Services has provided a variety of supports to students and staff in the Board during the 2022-23 school year. With the increase in needs system-wide, Speech & Language Services increased their staffing complement beginning in January 2023 to a total of three Speech-Language Pathologists (S-LPs) to better serve our school community.

The school year was filled with a myriad of exciting projects delivered by Speech & Language Services. A new pilot project that was initiated used a program called *Story Champs*® to provide job embedded professional development in three kindergarten classrooms. This collaborative partnership focused on capacity building and critical thinking through the use of narratives to support oral language development as a foundation to literacy success.





To enhance the learning experience, classes consisting of both a Teacher and an Early Childhood Educator were provided professional development through a gradual release model. This comprehensive project implemented a multi-tiered approach starting with whole-class lessons to benefit the entire group. This was followed by targeted intervention by the supporting S-LP for select students identified as at-risk for oral language delays by the class team. The classrooms received two six-week cycles of support, with the first cycle emphasizing the inclusion of various story grammar components (e.g., character, setting, feeling, action), while the second cycle focused on enhancing students' ability to utilize more complex sentence structures. The project incorporated multi-sensory teaching and differentiated instruction to effectively nurture skill development among the educators.

Building upon their success with phonological awareness support last year, Speech & Language Services continued their implementation of the Bridge the Gap program. This was a comprehensive and systematic phonemic awareness intervention, that provided training and support to the Special Education Resource Teachers (SERTs). This support was primarily directed towards students in second grade and above who were facing difficulties in decoding words proficiently and automatically. S-LPs provided education on assessing phonological awareness, analyzing the results, effectively implementing the intervention program, and the connection between phonological awareness and print. Following this support, the SERTs were then able to provide small group and individualized lessons to at-risk students in their schools.

In addition to various capacity building opportunities, Speech & Language Services provided a wide range of services, including individualized assessments, consultation services, and support with educational programming related to speech, language, and literacy. They worked closely with students and collaborated with educators and other professionals to address communication needs effectively.

- **Comprehensive assessments** (i.e., full language evaluation with/without speech/literacy) were conducted for **36 students**, with follow-up consultation services provided.
- **Targeted assessments** (i.e., supporting one area of communication such as speech sound production, voice, fluency, narrative language, or phonological awareness) were conducted for **155 students**.
- **Consultation services** were offered to **76 students** with *complex communication needs*, including non-speaking students. This involved individualized support, implementation of communication systems, and collaboration with educators and other professionals.
- **Consultation services** were provided to **75 students** with reduced understanding and/or expression of language, early literacy difficulties, and/or speech challenges. This included educating the school team

on the students' communication profile, developing home and school programming, IEP development (e.g., goals and accommodations), and collaboration with all team members.

- **Targeted intervention** (i.e., through narrative language pilot program, *Story Champs*®) was provided for **9 students** who were identified by their classroom educators as at-risk of developing oral language difficulties.
- Speech & Language Services supported the transition of services for **47 students** from preschool to school board Speech & Language Services, as well as **33 students** with complex communication needs entering the school system.
- The team made **121 referrals** to School Based Rehabilitation Services for speech support, **15 referrals** to the Technology Access Clinic for augmentative and alternative communication support, and **2 referrals** to Six Nations Health Services for speech and/or language needs.

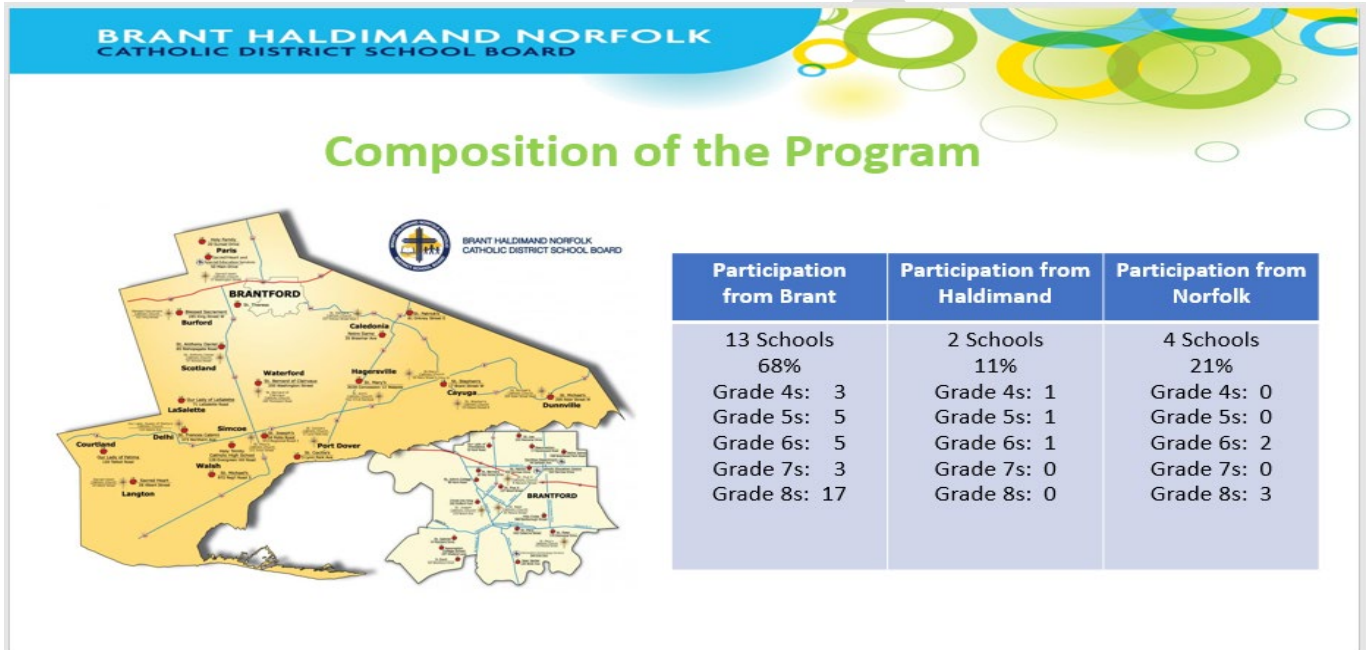


Speech & Language Services actively engaged in a strategic planning day alongside the Special Education System Team, working together to shape a visionary framework for Special Education Services. Ongoing collaboration was also fostered with diverse S-LPs across Ontario, facilitated by active involvement in the Association of Chief Speech-Language Pathologists in Ontario School Boards. Speech & Language Services also sought out valuable capacity building opportunities throughout the academic year, including participation in *SMORRES*® training, an evidence-based communication partner instruction program. This workshop was specifically designed to empower communication partners of children utilizing augmentative and alternative communication systems, enabling meaningful and effective interactions throughout their entire day.

Gifted Education

Gifted Programming

Gifted Programming should promote the following skills: higher-level critical thinking, problem solving, collaboration, communication, leadership, and creativity. During the 2022-23 academic year, Gifted Supplementary Modules were offered in terms 1 and 2 through Special Education Services to provide enrichment opportunities and challenges to extend learning and leadership skills to students identified in the area of Intellectual: Giftedness. Students from grades 4 to 8 were brought together in person to experience extended learning on a variety of topics. Forty-one students participated in the 2022-23 Supplementary Gifted Modules. There were 19 schools represented across the board. The students were divided into two groups, grades 4-6 and grades 7-8.



Supplementary Gifted Modules 2022 - 23

TERM 1			
Grade	Participants	Total Modules	Modules
4 - 6	18 students	4	Circle Square Ranch 4 – 8
			Linocut Art – Lynwood House Simcoe
			Shaw Festival – A Christmas Carol
			Film in a Day Workshop
7 – 8	23 students	4	Circle Square Ranch 4 – 8
			Linocut Art – Lynwood House Simcoe
			Shaw Festival – A Christmas Carol
			Film in a Day Workshop
TERM 2			
Grade	Participants	Total Modules	Modules
4 - 6	18 students	6	Toyota Plant Tour
			Engineering Science Qube University of Waterloo
			STEM Activities with BHNCDSEB STEM Team
			Brock University
			Math Activities
			Dancing Creek
7 - 8	23 students	6	McMaster – Mechanical Engineering Systems in Action: Rube Goldberg Machines
			Engineering Science Qube University of Waterloo
			STEM Activities BHNCDSEB STEM Team
			Math Activities
			Brock University
			Organized Chaos and Bowman Precision Tool & Die Plant Visit

In total 17 modules were hosted. Each group attended 10 modules.

The year started with a full group outing to Circle Square Ranch. Students developed their leadership skills, teamwork and stepped out of their comfort zone on the climbing wall. Each group spent a day in Simcoe at Lynwood House with local artist Ian Bell and our own Chris Rait. They applied what Ian taught them to create their own linocut imprint, which they used to make prints, and several did their own Christmas card print.

Both groups attended the presentation of *A Christmas Carol* at The Shaw Festival. Before attending we watched behind-the-scenes videos and discussed the incredible number of hours and amount of work that it takes to create a production of this size. The 90-minute production we saw was appreciated more because the students were aware of the process. Several grade 8 students were considering high school courses related to stage productions.

In December, both groups had a day with Film in a Day, a film production company from Toronto. They spent the day creating a short film. The day included: storytelling, story structure, script format and script writing, pitching, filmmaking equipment and crew positions, scene coverage, set etiquette, multi-camera film shooting, editing, and industry insight.

The grade 4-6 group had a visit to The Toyota plant in Cambridge. The students were fascinated by all the moving parts of a manufacturing plant. It was controlled chaos with each separate work area moving at a steady pace but not too fast to lower quality control. The mix of human workers and robotics working side by side amazed the students. Upon our return to SMCLC from Toyota, we learned a little more about robotics and the students each created a robotic hand out of paper, straws, string, and tape. Afterwards we discussed ways to improve their prototype. During their next module with the University of Waterloo Engineering department, the students revised their initial robotic hand and created prototypes that were more realistic. They also developed their skills with Scratch coding.

The University of Waterloo Engineering Science Qube group visited the 7-8 group at SMCLC. The students used Computer Assisted Design (CAD) to create a unique interlocking puzzle. They used a computer-generated imaging algorithm that is used in movies and video games. They created dynamic pieces of art using computer programs.

Both groups spent a day with the BHNCD SB STEM Team. They spent the day coding and creating a zipline vehicle that would self-propel across the classroom.

The entire group headed to Brock University and engaged the students in three activities. They learned about how to create and design objects using 3D Design software. They will also be able to see a 3D printer in action and create their own take home object with our 3D pens. They created a short film using Stop Motion software. This included storyboarding, scene creation and video editing. The final activity had the students using construct software to add levels and projects to a game that was created for them.

Each group spent a day on Math with one of our BHNCD SB System educators. The 4-6 group explored and created Mathematical Models to rate DPA activities and applied their models at the end of the session. The 7-8 group went on a Mathematical journey that included nature, art, math, and human interaction.

The final module for the grade 7/8 group was a morning learning about Skilled Trades and building a bird house with Organized Kaos. In the afternoon, their Skilled Trades journey continued with a plant tour at Bowman Precision Tooling. Students learned more about skilled trades and the many different careers that are available to them.

The 4-6 group finished their year with an activity that took them on a personal journey of self-discovery. Students learned how to work in a group setting and how to problem-solve in a large group. They realized, by the end of the day, that they were much more effective working together.



PROFESSIONAL DEVELOPMENT

Community of Practice Meetings

The 2022-23 academic school year offered Special Education Resource Teachers (SERTs) and Secondary Special Education Department Heads professional development through eight virtual and one in-person Community of Practice (CoP) meetings to enhance teacher practice and further support student achievement.



The meetings provided professional development and support to SERTs in key areas such as:

- PowerSchool and PowerSchool SpecEd – updates, onSIS reporting, review of Ministry and Board standards, accessing current and new documents in PowerSchool SpecEd.
- Individual Education Plan (IEP) – development, writing and reporting.
- Identification Placement Review Committee (IPRC) – process and required paperwork.
- Lexia Pilot Project – continued support and program updates for Core5 Reading and PowerUp Literacy; sharing of student success stories.
- Applied Behaviour Analysis (ABA) Services – shared relevant/new information regarding the After School Skills Development Program (ASSDP), Ontario Autism Program (OAP) and Applied Behavioural Analysis (ABA).
- Special Equipment Amount (SEA) – updates, student training process, SEA on the IEP.
- Speech and Language Services – implementation of new “Bridge the Gap” program by school SERTs
- Orientation and Mobility – updates, O&M instructor role and referral process, W. Ross MacDonald referral process.
- Gifted Program – resources to support and program for gifted learners, information and updates about virtual gifted modules.
- Deaf and Hard of Hearing Services – equipment distribution, SEA claim updates.
- Secondary Special Programs and Elementary Transition Classrooms – process, student candidate criteria, classroom tours and program inquiries.
- Sacramental Retreats – resources and activities provided to students receiving Sacraments of Reconciliation, First Eucharist, or Confirmation.
- Student Support and Mental Health Services – referral process, CYW and Social Worker location assignments, Pathways to Care, Student Support Plan.
- French Exemptions – policy and forms for initial requests and renewals.
- Nelson Psychological Assessment Reports – scheduling assessments, report shares and next steps.
- Woodcock-Johnson IV Tests of Achievement – administration tips and reminders.
- Canadian Cognitive Abilities Test (CCAT) – for grade 2 and 3 in-school students only, administration of test and next steps.
- School Based Rehabilitation Services – referral process for occupational therapy, physiotherapy, and speech-language services.

- Student Achievement Team – resources to support literacy programming and intervention with the Leveled Literacy Intervention (LLI) program, new elementary math curriculum and supporting resources.
- Lansdowne Children’s Centre Occupational Therapy Support Model.
- Boardmaker 7 – updates provided.
- Empower Reading Program from Sick Kids.
- Specialized Transportation Database – reminders to update current student data as needed in new web-based database; create and/or update data for upcoming school year.
- After School Skills Development Program – continued focus on Ministry initiative for students with Autism within the context of a summer program plan.
- Entry-to-School Case Conferences – process and scheduling of system- and school-level case conferences.
- EA Allocation Process – System SERTs reviewed previous application packages submitted by school teams, followed by a discussion and updating of information, if necessary, in consultation with school teams.
- Best Practices in Supporting Students (in-person learning and virtually) – sharing opportunities; “What is working in your practice to support students?”.

District priorities were shared with SERTs and included:

- Board Spiritual Theme – Rebuild, Restore, Renew Together – supporting the faith formation of students and staff by emphasizing the importance of prayer, using Scripture to deepen our understanding of rebuilding, restoring, renewing as found in the Gospel narratives, and reaching out to those in need by strengthening our home, school and parish relationships.
- Bridge the Gap: Phonemic Awareness Intervention Program – as a follow-up to the Grade 1 Phonological Awareness Screens completed by Speech & Language Services in 2020-21, the Speech-Language Pathologists provided professional development to SERTs on phonological awareness and its connection to how the brain learns to read; this learning series occurred throughout the school year and included support with administration, interpretation, intervention, and collaboration.
- Lexia – continued focus on interventions for students with a learning disability profile. Lexia licenses were strategically assigned to struggling readers.
- Self-Regulation – continued and more intensive focus on building capacity in schools to help all students develop self-regulation skills, following the philosophy and principles of Shanker Self-Reg, developed by Dr. Stuart Shanker of The Mehrit Centre.
- Learning Disabilities Association of Ontario (LDAO) Presentation – Martin Smith, Educational Coordinator for LDAO, shared information about LD At School and the role this group plays in LDA and the resources that would help educators support students.

New SERT Training Program

This professional development opportunity focuses on providing new Special Education Resource Teachers with in-depth training and knowledge around the role and responsibilities of a school-level Special Education Resource Teacher. Professional development was provided to four SERTs who were new to the role in the 2022-23 school year. Training included three full-day in-person sessions (one of which included training in the administration of the Woodcock-Johnson IV Tests of Achievement) and two half-day virtual sessions. Teacher practice was enhanced through formal training, opportunities for small and whole-group presentations, and 1:1 mentorship that focused on writing an Individual Education Plan. The following topics were covered through in-person or virtual discussion and training, and/or were addressed through resources, guidelines and materials that were included in a SERT reference binder:

- Individual Education Plan and Transition Plan development process.
- IPRC process (Initial and Review; system and school level).
- Special Equipment Amount (SEA) claims.
- Developing SERT and EA schedules.
- PowerSchool and PowerSchool SpecEd.
- ASD and Applied Behaviour Analysis.
- Transition Classrooms and Secondary Special Education Programs.
- Woodcock-Johnson IV Tests of Achievement training (included secondary Special Education Classroom Teachers who required training).
- Scoring the “Writing Samples” subtest of the WJ-IV Tests of Achievement.
- Specialized Transportation Database.
- HELP (Hawaii Early Learning Profile) alternative curriculum and assessment tool.
- Updating student information forms (Safety/Seizure/Medical Plans, Essential Highlights forms).
- Entry-to-School Case Conferences.
- EQAO preparation and permitted accommodations.
- EA Allocation process.



Educational Assistants Professional Development

Based on the direction provided by the Ministry of Education and based on needs across the system, some newly designed workshops were created to further support the work of Educational Assistants. Additionally, Educational Assistants also participated in board-wide professional development day training which focused on the following key topics.

Nonviolent Crisis Intervention

The Nonviolent Crisis Intervention training program is considered the worldwide standard for crisis prevention and intervention training. The program provides educators with the proactive strategies and skills to safely and effectively respond and handle difficult situations. The core of the program is learning how to provide for the *care, welfare, safety, and security* of all those who are involved in a crisis situation. Preventive strategies, de-escalation skills and communication skills are taught along with learning the physical interventions, including disengagement, and holding skills, to be implemented as a last resort, when a person is engaging in unsafe behaviour.

First Aid Training

Training in the basic CPR, First Aid and Defibrillator certification for the workplace. This training provides knowledge and confidence to effectively manage an emergency should it be necessary.

Health & Safety

Occupational Health & Safety presentation reviewing a variety of Health & Safety Awareness topics mandated through the Occupational Health & Safety Act.

Self-Regulation

The BHNCD SB focus on self-regulation continued with a system-wide presentation by Dr. Susan Hopkins, to further support the work of all staff and to align with the Board's focus on 'Essential Practices', specifically in 'Knowing Your Learner'. The team is building awareness of self-regulation through exploring and discussing the science behind it and through participation in activities that encouraged deeper thinking and reflection on how best to support students.

Data Collection

Tracking the development of a skill was shared which provided a variety of data tracking methods and their benefits, SMART goals, prompting and prompt dependence as well as practice in collecting data and examination of SMART goals.

Educational Assistants' Lending Library

The Educational Assistants' Lending Library provides the opportunity for Educational Assistants (EAs) to borrow materials which may not be available at their school. There are currently more than 400 items available, with items ranging from professional reading to children's books, toys and games, to sensory and cause-and-effect materials. New resources are purchased based on needs arising from areas of system focus, and on suggestions from EAs. It is exciting to note that in the 2023-2024 school year we plan to fully digitize the library 'catalogue', by beginning to use Insignia (the same system that school libraries use to track loans). By implementing the new system, EAs will be able to view and request items online.

SPECIAL PROJECTS/EVENTS

Inclusionary Practices

Transition to School

Transition into School (Kindergarten)

We recognize how critical the transition into kindergarten is for many of our young students who have specific needs. The partnership between parents and agencies can assist with getting to 'know our learners' and further promote a seamless transition. This process was enhanced by the following initiatives:

Information Sharing by Community Agencies for Entry into School

'Entry into School' meetings were held with Haldimand Norfolk REACH personnel beginning in February 2023, where students with various needs were presented. The Student Achievement Lead for Special Education and System Special Education Resource Teachers attended and dialogued about each student to gain a better understanding of their profiles and to initiate transition planning. Lansdowne Children's Centre, Brantford, presented students with various needs through written communication and phone conversations with System Special Education Resource Teachers. With parental consent, both agencies provided valuable information regarding incoming Year One and Two Kindergarten students currently receiving agency support. The agency resource consultants provided student background, strengths and needs, agency involvement (i.e., speech, occupational therapy, physiotherapy), any diagnoses (if applicable), and a report containing a summary of helpful information and agency contacts.

'Parents as Partners' – Community Connections

The Parents as Partners committee is designed to support families with the transition into the Early Learning Kindergarten Program. The committee includes both Haldimand-Norfolk REACH and Lansdowne Children's

Centre families and is made up of representatives from the Brant Haldimand Norfolk Catholic District School Board, Grand Erie District School Board, Lansdowne Children's Centre, and Haldimand-Norfolk REACH.

The committee is in the process of finalizing a publication that will be made available to families with special needs children in the Brant, Haldimand and Norfolk areas in order to provide them with pertinent information as they transition their child to elementary school.

The publication will include the following topics: Preparing for Kindergarten, Communicating for Success, How Kindergarten Programs Support Students with Special Needs, and the Role of a Parent in supporting their child's education.

Parent Resources

To build capacity and develop parental trust, a 'Special Education Guide for Parents' was created and mailed to families prior to the system level case conference. The guide outlined what to expect when preparing for a case conference, tips for parents as their child transitions into school, roles and responsibilities, community contacts and ways to further promote speech-language and fine motor skills.

In addition to the parent guide, an 'All About Me' booklet was also mailed to parents prior to the case conference. This booklet gives parents the opportunity to share personal information (e.g., names of people in their family, pets), likes, dislikes, preferred method of communication, etc. Parents were asked to fill out this booklet and return it to the classroom teacher in September as part of the transition process.

System Level 'Entry into School' Case Conferences – The Multi-Disciplinary Team

Case Conferences, held in April, May and June of 2023, were attended by parents, Student Achievement Leader: Special Education, members of the System Special Education Team, home school team, agencies and daycare providers. At this meeting, the student was introduced, and information was gathered and shared with the school. It was also an opportunity for parents to share information and to meet with the school team. This year we hosted all of the system level case conferences virtually. There were 56 meetings held for the Brant, Haldimand, and Norfolk schools.

Supporting Our Faith Journey

Supplementary Activities/ Resources

Through the 'Supporting Our Faith Journey' program, Special Education Services offers retreats to students with an intellectual disability and/or autism who are receiving the sacraments of Reconciliation, First Communion, or Confirmation. Seven students attended the Confirmation retreat and participated in faith-centered, 'hands-on' activities including a church tour, games to review key concepts, and arts-based activities. Each student was given resources and activities to reinforce learning at school and home.



For students unable to attend a retreat, schools were provided the opportunity to receive a package of activities and resources to support student learning and document their faith journey. One school requested a Confirmation package, one school requested a Reconciliation package and three schools requested First Communion packages.



Elementary 'Have a Go'

'Have a Go' is a modified track and field meet for students with a physical, intellectual or communication disability. The focus of this meet is on participation, interaction, and friendship.

'Have a Go' Philosophy

The Brant Haldimand Norfolk Catholic District School Board believes that all students have far more commonalities than differences. It is the responsibility of every individual to fully contribute to a Christian environment which promotes understanding and appreciation for one's strengths and capabilities. It is through authentic interaction with one another those safe opportunities to measure personal achievement develop and connect all community members.

'Have a Go' Principles

To promote an understanding of one's capabilities through the spirit of equality and team unity, the Brant Haldimand Norfolk Catholic District School Board organizes "Have a Go" – Promoting Participation, Interaction and Friendship to foster:

- A welcoming setting with physical experiences accessible for everyone.
- Continuing opportunities to develop physical fitness and enjoy personal athletic achievement.
- Development of new friendships.
- Participation, dedication, effort and spirit.
- Self-confidence, positive self-image and personal worth.

The Athletes

This event is for students in grades 4 to 8, who have an intellectual disability, physical disability, or are on the autism spectrum disorder. Each school is invited to send a team recommended by the principal and the special education resource teacher. Each athlete may have a buddy from his/her school attend Have a Go with them to support and encourage the athlete's involvement in the events.

The Events

Athletes participate in 11 adapted track and field events. The events are adapted from the regular track and field Board meet. A rest station was also included where freezies were provided.

2023 'Have a Go'

The Elementary Have a Go was held on Tuesday, June 6, 2023, at the Burford Arena. Twenty-five schools sent a team. One hundred athletes, along with a buddy of their choice attended. The day began with the procession of athletes onto the field followed by the opening ceremonies which included the singing of the national anthem, a prayer, and a warm-up activity. Athletes then rotated through 11 fun filled events where they had the opportunity to enjoy personal athletic achievement. During the closing ceremonies, each athlete received a commemorative T-shirt to celebrate and recognize their participation and achievements throughout the day.



Secondary Tri-High Games and Try – High Spring Fling



Secondary students in the Personal Active Learning (PAL), Community Living, and Job Skills programs at St. John’s College, Holy Trinity Catholic High School, and Assumption College School came together for a fun-filled day of team sporting events and friendship! The Leadership and Fitness/ Recreation students and teachers at St. John’s College did an amazing job with creating the activities and hosting the 2023 Tri-High Games event. There were twelve different events; and while the teams created a sense of fun competition, high-fives and cheering could be seen and heard!

Tri-High Spring Fling



Melissa Lancaster and the Leadership and Fitness/ Recreation students at Assumption College School organized a Spring Fling dinner and dance for students in self-contained special education programs from all three high schools. The theme was the Roaring 20s and many students were outfitted in beautiful dresses and suits. Students enjoyed a sit-down meal, photo booth, dance, fancy drink station, and even a cruise night!

Interventions

LEXIA

Lexia Core5® Reading and *PowerUp® Literacy* are personalized web-based reading curriculums for students from Kindergarten through Grade 12. Students learn, practice, and consolidate fundamental literacy skills by interacting with the online, adaptive program, receiving teacher-led Lexia Lessons, and by completing independent, paper-based activities using Lexia Skill Builders. Student data is captured through reports that help teachers make informed instructional decisions that help students achieve grade-level benchmarks.

Lexia Core5 is intended to be used by students from kindergarten to Grade 5. The online activities support and build on the classroom curriculum while developing reading skills in phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension. Online activities should be used for a daily maximum of 20 minutes.

Lexia PowerUp is intended to be used by students in Grade 6 and higher. The online activities support and build on the classroom curriculum, developing literacy skills in word study, grammar, and comprehension. Online activities should be used for a daily maximum of 30 minutes.

The system special education team recognized the need for an intensive literacy intervention program that would address learning difficulties associated with reading and decoding text. Previously established criteria were used to determine which students would receive a license.

Criteria

The following criteria was developed by System Special Education Resource Teachers and the Student Achievement Lead, Special Education, to determine which students would be assigned a Lexia license:

Students in grades 2-6, reading at least two grade levels below their current grade, and who meet at least one of the following additional criteria:

- Identified with a Learning Disability (reading).
- On a non-identified IEP with “Needs” in the area of reading.
- Not identified (no IEP), but with a current diagnostic reading assessment that confirms the student is reading at least 2 levels below his/her current grade.

NOTE: School teams were asked to consider a student’s attendance record in their selection process. A student is required to work on Lexia approximately 20 minutes every day to fully benefit from all that the program has to offer--regular attendance is fundamental for this to happen.

Selection Process - 2022-2023

Step 1

- Elementary school SERTs shared student profiles with their System SERT to confirm that a student met criteria and was a suitable candidate. Elementary student profiles included a current diagnostic reading assessment (i.e., DRA, PM Benchmark, Phonological Awareness screen), Woodcock-Johnson IV Tests of Achievement assessment (if applicable), and a schedule which outlined when students would access Lexia online and when Lexia Lessons (intervention) would be delivered.

Step 2

System SERTs reviewed student candidates’ data and made a final determination about which students received a Lexia license (or were placed on the Lexia license waitlist).

Step 3

Lexia licenses were assigned by the Lexia District Administrator. Elementary school SERTs were required to provide diagnostic reading assessment data for each of their students for the purpose of tracking student progress.

As of June 1, 2023...

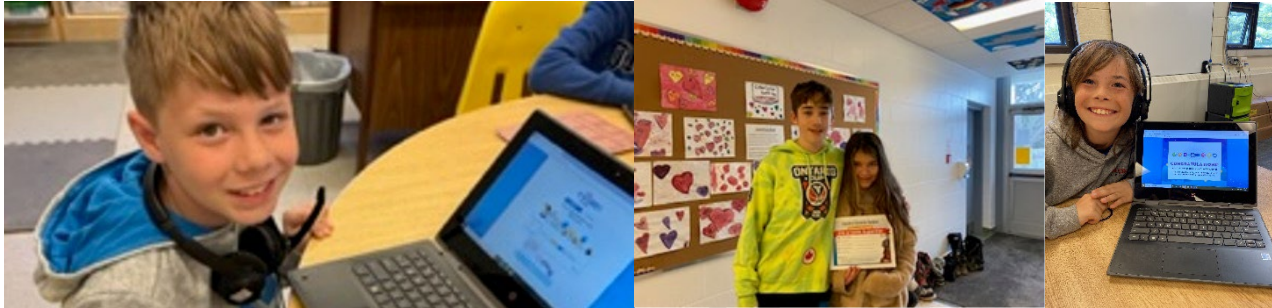
- 250 elementary students were accessing a Lexia license.
- One secondary mainstream student was accessing a Lexia license.
- 28 elementary schools and 1 secondary school had students on Lexia.
- Individual 1:1 training sessions were provided by Jennifer Tonnies (BHN Lexia District Administrator) to two Special Education Resource Teachers who were new to the role.

Tracking Student Progress

Elementary school SERTs and the Lexia District Administrator monitored student progress throughout the time students worked on Lexia. Student progress was measured by analyzing the data provided in Lexia reports, specifically looking at the number of Lexia levels completed, as well as the average number of Lexia units completed by students during a school year. A student must demonstrate proficiency in each unit in order to progress to the next unit or skill. When an error is made, the program provides scaffolded support and instruction on that specific skill. Students who demonstrate mastery progress through units and onto more advanced skills and continue in this way until a Lexia Level is completed. A Lexia Level takes approximately 4-6 weeks to successfully complete.

Student Success Stories

Lexia reports provide information about a student's progress in mastering literacy skills. Gains in reading and literacy skills have been documented by SERTs, teachers and parents in anecdotal success stories that are shared with the system team. Lexia has been life-changing for our struggling readers, the evidence for which is documented in improved DRA scores, increased feelings of confidence, a newly found interest in books and a love of reading.



CONTINUITY OF SUPPORT FOR SUMMER LEARNING AND TRANSITION

The following supports will be offered again throughout July and August 2023 to support students with special needs and/or mental health needs.

Professional Learning, Training, and Capacity Building

- Self-Regulation Foundations training and certification through the Mehrit Centre.
- Ongoing training and certification in Trauma Informed Practices.
- Training from the LDAO.

Closing Gaps and Mitigating Learning Loss

- Scheduled Psychoeducational/Cognitive assessments for students currently on a waitlist.
- Review of assessment results for program planning and transition.
- Collaborate with school teams to help identify students who would benefit from attending Camp Blast (a virtual, faith-based literacy program for students in grades 1 & 2).

Summer Transition Support Programs

- Identifying students with complex special education needs and mental health/disengagement concerns at each school and designing and implementing individualized and precise transition sessions for identified students with complex special education needs and/or mental health concerns.
- Creation of visuals, videos and other resources for class/school and specific individuals to assist students, families and staff in understanding what classrooms will look like; changes, modification, routines and expectations for the learning environment.
- ABA Leads and other specialists provide staff training on appropriate strategies for transition, social skill building, transitioning from home to school and to a new learning environment, safety and self-regulation.

After School Skill Development Program

- In the summer of 2023, programming will be provided in a “camp” format for students with an Autism Spectrum Disorder.
- In total, three one-week camps will run, with students attending 2.5 hours each day Monday-Thursday.

- Each student will have 2-3 individualized goals at the camp. Each goal is selected to build the student's confidence and ability to communicate/interact with peers and staff.
- 15 students participated in the camps in 2022 and enrolment is expected to be similar this summer.
- Each camp will be staffed with three ABA Program Leads, and an Independence Facilitator to support individualized learning.
- Other specialized programming to be provided by community partners (fitness/dance instructor(s), Crock-a-Doodle, Art with Heart Studio).

DRAFT

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Lorrie Temple, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: June 20, 2023
Submitted by: Mike McDonald, Director of Education & Secretary

LITERACY AND NUMERACY PLAN

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board (the “Board”) is committed to student achievement and success. The focus of student learning for the Student Achievement Team, as directed by the Ministry of Education, is skill development in the key areas of literacy and numeracy does across the district and all grade levels K-12.

DEVELOPMENTS:

The Student Achievement Consultants continue to work diligently to create the system response to meet the goals of improved student achievement in literacy and numeracy. They have developed a plan of support for both areas including system professional development, in classroom support, diagnostic information that will drive the instruction and supports, resources to use, as well as the planned interventions. The plan includes Tier 1-Tier 3 supports identified working alongside Special Education. Tier 1 representing what is good for all, to Tier 3 representing what is necessary for a few to achieve success.

The plans highlight:

1. Consistency with the Board’s mission, values, and multi-year strategic plan
2. A focus on centralized, regional, large, and small group professional development in including Professional Learning Communities in numeracy and literacy
3. A focus on new curriculum and approaches in structured literacy and the 2020 math curriculum
4. A focus on the variety of in class teaching and learning approaches with a push for skill-based learning (instruction and assessment)
5. Ongoing Student Achievement Support in the classroom, at the students’ desks
6. Interventions and considerations (tools, support of SAT staff)

A review of the plan will take place, as it does annually, with feedback and input provided by educators, Student Achievement Team, Ministry of Education plans and objectives and most importantly data on diagnostic assessments (pre and post) overall student success, EQAO scores and credit accumulation.

RECOMMENDATION:

THAT the Committee of the Whole refers the Literacy and Numeracy Plan to the Brant Haldimand Norfolk Catholic District School Board for receipt.

DRAFT Early Literacy Three Year Plan (Draft as we await MOE directive on screener and new curriculum 2023 launch)

	Professional Learning	Classroom Instruction	Assessment Tools	Interventions	Considerations	Monitoring
Year One: 2021-2022	<ul style="list-style-type: none"> Heggerty Training and follow-up session for K-2 educators (voluntary) <i>Summer / Fall 2022: Voluntary Big Dippers course (K-2)</i> 	<ul style="list-style-type: none"> Heggerty K-2 (voluntary adaptation) Class Act Kits (recommended classroom resource K-1) 	<ul style="list-style-type: none"> K1: Letter ID (Jan), CAP and Letter ID (June) K2: Observation Survey and DRA per BHNCD SB guidelines 1-3: DRA per BHNCD SB guidelines 		<ul style="list-style-type: none"> All training and PD is voluntary this year due to staffing shortages 	
	<ul style="list-style-type: none"> Heggerty <i>Bridging the Gap</i> training for SERTs Heggerty/Phonological Awareness monthly PD for SERTs, led by SLPs at COP <i>Shifting the Balance</i> course for SAT <i>The Art and Science of Teaching Primary Reading (SAT)</i> 	<ul style="list-style-type: none"> Heggerty <i>Bridging the Gap</i> in SERT withdrawal support 	<ul style="list-style-type: none"> K2: Letter ID and CAP per BHNCD SB guidelines 1: Observation Survey per BHNCD SB guidelines 	<ul style="list-style-type: none"> Strong Start (Term 2 only) Grades K (year 2) – Grade 2 (varies by school) Camp Blast Grades 1 & 2 After-school tutoring (varies by school) 		
				<ul style="list-style-type: none"> Lexia 		

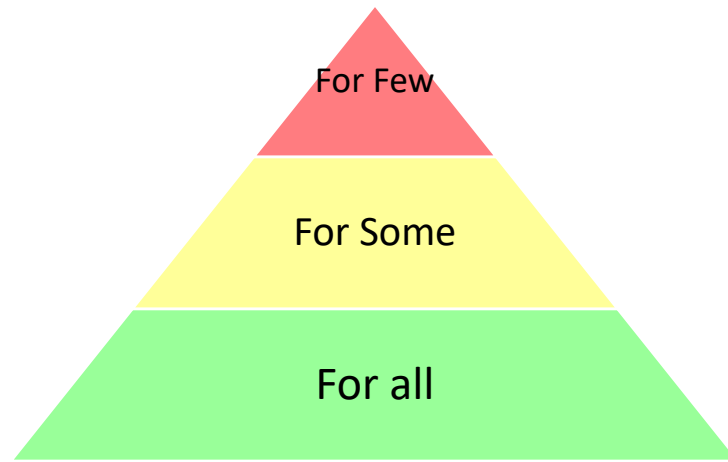
	Professional Learning	Classroom Instruction	Assessment Tools	Interventions	Considerations	Monitoring
Year Two: 2022-2023	<ul style="list-style-type: none"> <i>How does the brain learn to read?</i> PD for all K-8 educators, secondary English and Special Education teachers, all administrators (1 session-September 2022) 	<ul style="list-style-type: none"> Heggerty in most K-2 classrooms Maintain a balanced literacy approach and begin to layer in structured literacy as PD is implemented (e.g., 	<ul style="list-style-type: none"> Grade 1 pre- / post- PA screen (conducted by SAT) to align with PD Continue with DRA 		<ul style="list-style-type: none"> PD remains voluntary due to lack of supply teachers Heggerty being used in most K-2 classrooms, but not all due to lack of central PD 	

	Professional Learning	Classroom Instruction	Assessment Tools	Interventions	Considerations	Monitoring
	<ul style="list-style-type: none"> Heggerty training and follow-up support for all K-2 educators and administrators as requested – still voluntary Some schools engaged in voluntary PD (LIFT funding) Voluntary Summer PD (structured literacy short course, ELAN 2-day virtual conference) offered by SAT for interested educators 	<ul style="list-style-type: none"> decodable texts, sound walls) Flyleaf structured literacy program purchased for all grade 1 classrooms. Voluntary adaptation due to lack of central PD 			<ul style="list-style-type: none"> Flyleaf not universally implemented in Grade 1 classrooms due to lack of job-embedded training 	
	<ul style="list-style-type: none"> Structured literacy PD for administrators (one session at February AAC) 	<ul style="list-style-type: none"> Heggerty <i>Bridging the Gap</i> in SERT withdrawal support Heggerty extension for Grade 3 and 3/4 classes with high numbers of struggling readers. Voluntary adaptation, supported by SAT 	<ul style="list-style-type: none"> K2: Letter ID and CAP per BHNCDSEB guidelines 1: Observation Survey per BHNCDSEB guidelines 	<ul style="list-style-type: none"> Strong Start in all schools Grades 1 & 2 Camp Blast Grades 1 & 2 Virtual tutoring for some students 		
	Speech and Language Pathologists (SLPs) in 3 schools (K classrooms) utilizing Story Champs for oral language development	SLP models the program. Gradual release to educators in 3 selected schools (K classrooms)	Data collected by SLPs shared with Superintendent of Education for Special Education	<ul style="list-style-type: none"> Lexia 		

	Professional Learning	Classroom Instruction	Assessment Tools	Interventions	Considerations	Monitoring
Year Three	<ul style="list-style-type: none"> Mandatory PD Day for all teachers (per MOE) to 	<ul style="list-style-type: none"> Heggerty in all K-2 classrooms 	<ul style="list-style-type: none"> Assessment screen per MOE requirements 	<ul style="list-style-type: none"> SLPs working on Story Champs (expanding 	<ul style="list-style-type: none"> Revised Language Curriculum and MOE 	

GOALS: 2023- 2024	align with new curriculum, early in the year <ul style="list-style-type: none"> • PD required for all K-2 educators to implement new screening tool • Structured literacy PD for all Grade 1 and 2 educators (2x central sessions, follow up support with SAT) • Revised language curriculum training for all elementary educators and administrators (pending new document) • <i>Phonics Companion</i> text purchased for all Kindergarten and Grade 1 educators • Bi Monthly AAC meetings supporting Admin monitoring of literacy goals on the SIPSA 	<ul style="list-style-type: none"> • Structured Literacy program (Flyleaf) in all Grade 1 and 2 classrooms – full implementation of program across all schools • Heggerty extension for all grade 3 classrooms • Focus on skill rather than topic/genre work for literacy classes in grades 4-9 • Role out of literacy coach support in primary classrooms • OSSLT prescriptive planning and practice sessions across the district via English classes 	<ul style="list-style-type: none"> • Reading assessment per MOE guidelines (anticipated) -teacher training will be required • OCA for spelling and OWA for writing in intermediate classes • EDI data (when available) to inform targeted school support 	from three schools to 12) *Gradual release from SLPs to classroom educators *Focus is oral language	required screening tool for Fall 2023. <ul style="list-style-type: none"> • Flyleaf purchased for all grade 2 classrooms – training and support will be required for full implementation (also need to do catch up with Grade 1 educators) • Heggerty extension purchased for all grade 3 classrooms – will require some training and support (easy to implement) 	
		<ul style="list-style-type: none"> • Heggerty <i>Bridging the Gap</i> in SERT withdrawal support 		<ul style="list-style-type: none"> • Strong Start in all schools • Camp Blast for grades 1 and 2 		
				<ul style="list-style-type: none"> • Empower in select schools (8 schools) • Lexia as needed to support in schools not engaged in Empower 		

Pyramid of Interventions:



DRAFT Numeracy Three Year Plan

	Professional Learning	Classroom Instruction	Assessment Tools	Interventions	Considerations	Monitoring
Year One: 2022-2023	<ul style="list-style-type: none"> • MathUp Resource • Continued Support for 2020 Curriculum • Voluntary Release Sessions for EQAO best practices session • MathUp continued support • Thinking Classrooms focus in grades 7-9 (voluntary) • March AAC sharing of high impact instructional strategies with all administrators • Kindergarten MathUp pilot • Math At Work video series • Roll out of Destreaming Resource created by Adam • BHN Math Website and Q and A support • Support of coding expectations through STEM Grades 1-8) • Support of destreaming in Grade 9 via Math Consultant 	<ul style="list-style-type: none"> • MathUp • Knowledgehook Resources • Mathies • System Teachers and Consultant modelling high impact instructional strategies • Splat Number Routines • EQAO math manipulative kits for all 3 and 6 classrooms • Kindergarten MathUp pilot project • Use of Destreaming resource available in all grade 9 classrooms • BoxCar and One Eye Jack events/games day in schools (K and Grade 1) • In class, job embedded coding work with STEM and classroom educators • Thinking Classroom Book Talk facilitated by Math Consultant 	<ul style="list-style-type: none"> • Nelson pre – assessments • EQAO Grades 3, 6 and 9 (skill and strand data) 	<ul style="list-style-type: none"> • Tutoring using community agencies: Drop Kick Math; Knowledgehook and Tutorbright 1-12 • In school, in-person tutoring for all subjects (including math 9-12 at all 3 secondary schools and Sprucedale) 	<ul style="list-style-type: none"> • All training and PD is voluntary this year due to staffing shortages • Some PLC work happening at 2 schools using MOE money, in very small groups • Some PLCs with LIFT Grant (school-based math focus) 	
	<ul style="list-style-type: none"> • PLCs for targeted schools as identified by EQAO and 	<ul style="list-style-type: none"> • Subtraction Strategies (Primary) 	<ul style="list-style-type: none"> • Subtraction Strategies Tracking • Diagnostics pre and post 	<ul style="list-style-type: none"> • After-school tutoring (varies by school) 		

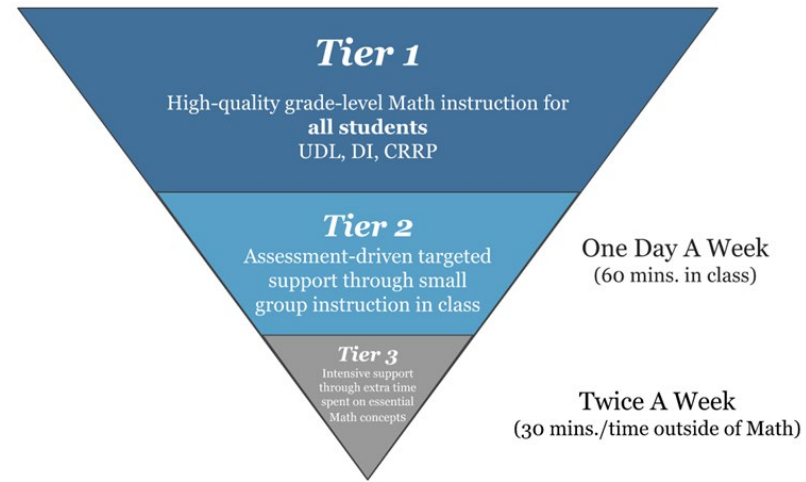
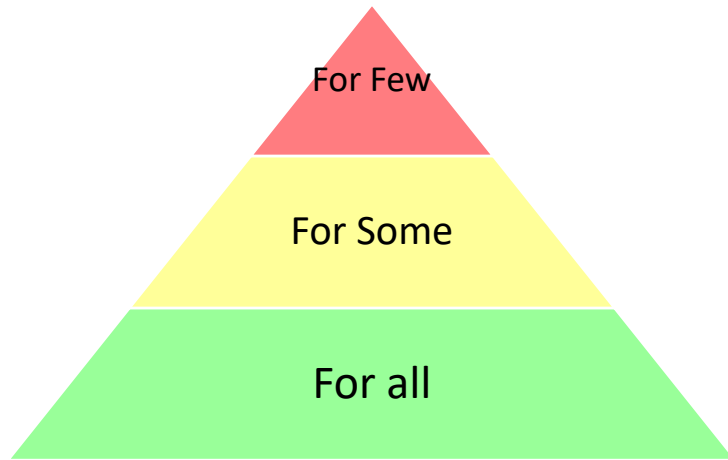
	MOE (Madonna and Holy Cross)	<ul style="list-style-type: none"> Multiplication Strategies (Junior) 				

	Professional Learning	Classroom Instruction	Assessment Tools	Interventions	Considerations	Monitoring
Year Two: 2023-2024	<ul style="list-style-type: none"> Continued work releasing Long Range plans and exemplars for the last strand of math Gradual Release of coding expectations for math to classroom educators Bi-monthly work with administrators at AAC to highlight what to monitor and support for instruction/assessment Ongoing support for educators in implementing 2020 math curriculum EQAO Strand and Skills data used to help focus areas of student learning need 	<ul style="list-style-type: none"> Coding support continued with STEM-gradual release to classroom educator Continued work with high impact instructional strategies PD (after school, LIFT grant and small group PLCs) Continued work with destreaming instructional strategies Practice test questions (EQAO) 	<ul style="list-style-type: none"> Nelson pre assessments (pre and post units) EQAO Grades 3, 6 and 9 (skill and strand data) 	<ul style="list-style-type: none"> Math supports provided for interventions from the MOE Use of a variety of digital math tools (Knowledgehook and MathUp) Grade 7-9 transition teacher interventions 	<ul style="list-style-type: none"> Supply Teachers for PD as necessary LIFT grant for PLCs Roll out of new assessment policy 	
	<ul style="list-style-type: none"> Target school support using math facilitator, regional lead support and Math Recovery Plan (launching September 2023) Target support in Grades 3, 6 and 9 	<ul style="list-style-type: none"> In class support of Math Facilitator to close gaps, working alongside educator 	<ul style="list-style-type: none"> Diagnostic assessment support 	<ul style="list-style-type: none"> Small group support inside math class Possible withdrawal of students in target classrooms, using diagnostic data to drive the work 		

	Professional Learning	Classroom Instruction	Assessment Tools	Interventions	Considerations	Monitoring
	<ul style="list-style-type: none"> SERT utilizing Key Math 	<ul style="list-style-type: none"> SERT utilizing Key Math for diagnostic testing to indicate math concepts learned 	<ul style="list-style-type: none"> Key Math Data 	<ul style="list-style-type: none"> Key Math scaffolded lessons done by the school SERTs 		

	Professional Learning	Classroom Instruction	Assessment Tools	Interventions	Considerations	Monitoring
Year Three: 2024-2025 (more to come once the Recovery plan is launched and feedback is provided)	<ul style="list-style-type: none"> Instructional and assessment strategies for numeracy 	<ul style="list-style-type: none"> Numeracy PLCs led by math consultants, Math Facilitators 	<ul style="list-style-type: none"> Nelson pre assessment EQAO Grade 3, 6 and 9 (skill and stand data) 	<ul style="list-style-type: none"> Math Facilitator and System Teacher modelling instruction Math Facilitators working in small groups Digital tool intervention 	<ul style="list-style-type: none"> Supply Teachers for PD Lift Grants for PLC work in schools with support of System Teacher 	
	<ul style="list-style-type: none"> Continued support of Math Recovery Plan launched September 2023 	<ul style="list-style-type: none"> Targeted school support of Grades 3, 6 and 9 as directed by EQAO and MOE 		<ul style="list-style-type: none"> Math Facilitator support System Teacher instruction Digital tool intervention 		
	<ul style="list-style-type: none"> SERT utilizing Key Math 		<ul style="list-style-type: none"> Key Math 	<ul style="list-style-type: none"> Key Math scaffolded lessons 		

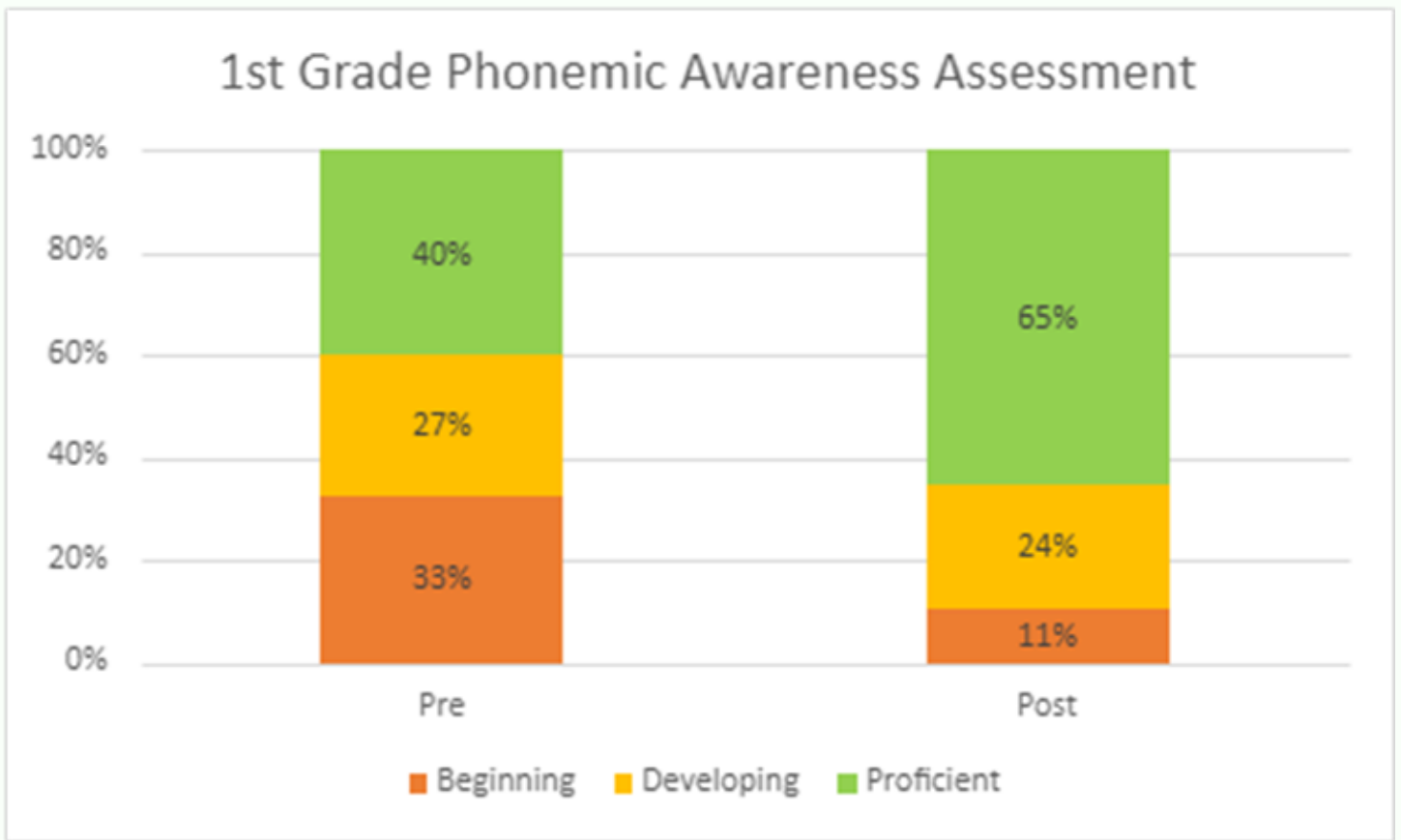
Pyramid of Interventions:



GR. 1 PHONEMIC AWARENESS ASSESSMENT DATA

OVERALL DATA

	Beginning	Developing	Proficient
Pre	33%	27%	40%
Post	11%	24%	65%



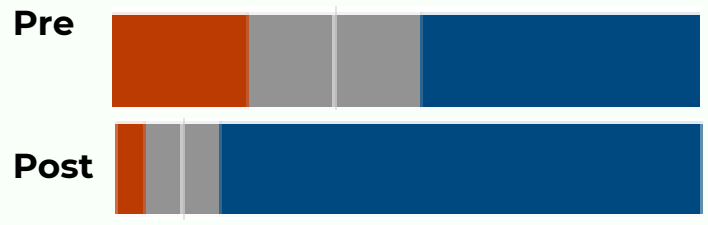
ASSESSMENT SUBSETS

■ Beginning (0-2 correct)
 ■ Developing (3-4 correct)
 ■ Proficient (5 or 6 correct)

Onset Fluency: Initial phoneme Isolation



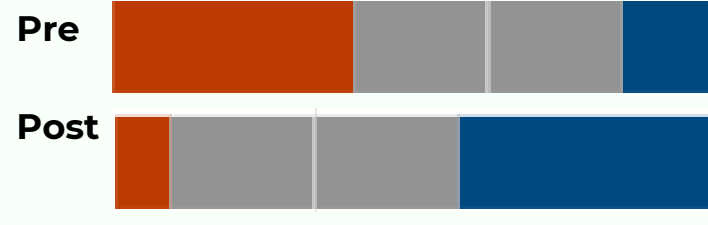
Blending Phonemes into words



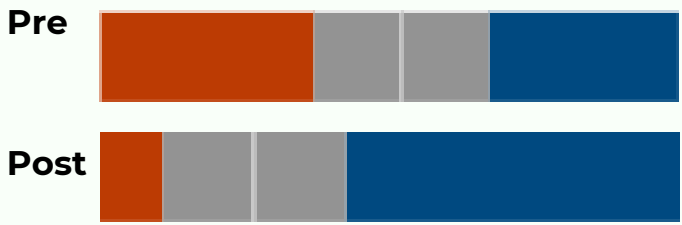
Isolating Final Sound in Words



Segmenting words into phonemes



Adding initial phonemes



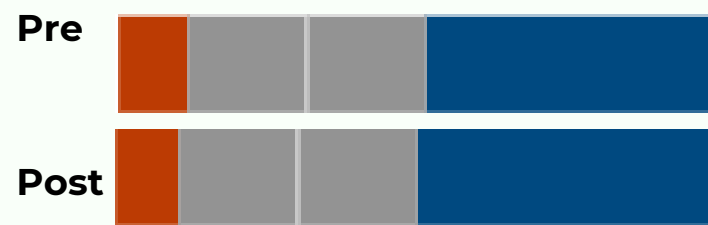
Deleting initial phonemes



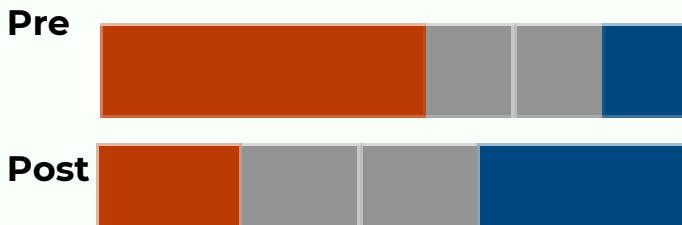
Substituting initial phonemes



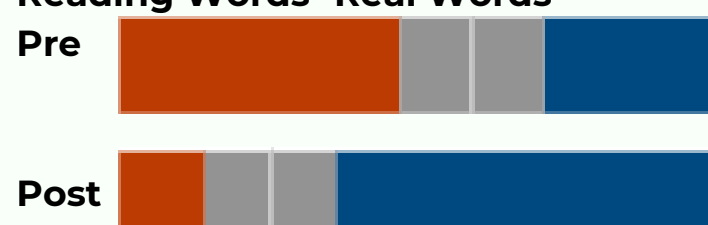
Segmenting Compound Words



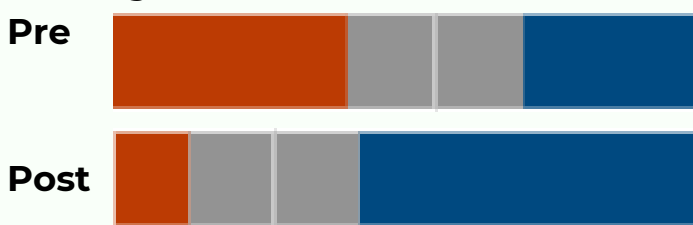
Reading Words- Nonsense Words



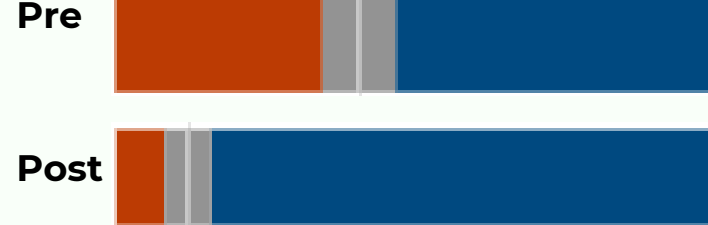
Reading Words- Real Words



Writing Words- Nonsense Words



Writing Words- Real Words



The assessment was taken from the Heggerty Program's 1st grade Phonemic Awareness assessment with key additions from the BHNCD SB SLP Team in the areas of segmenting compound and multisyllabic words, reading and writing nonsense and real words. This assessment provided information about a students' understanding of phonemic awareness at the phoneme (sound) level and their decoding (reading) and encoding (writing) skills. The assessment informed educators for instruction. Many students began with limited exposure to these phonemic awareness skills, and most made adequate progress through consistent whole group instruction and implementation of the daily Phonemic Awareness lessons in the Heggerty and Flyleaf programs.

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: June 20, 2023
Submitted by: Mike McDonald, Director of Education & Secretary

STUDENT SUPPORT SERVICES AND MENTAL HEALTH AND ADDICTIONS STRATEGY ANNUAL REPORT 2022-23

Public Session

BACKGROUND INFORMATION:

Under the direction of the Ministry of Education, school boards are required to implement a Mental Health and Addiction Strategy. The Annual Report summarizes the strategy and the provision of the programs and services offered by the Board and schools. The Annual Report was compiled from information provided by members of the Student Support Services Team.

DEVELOPMENTS:

The Brant Haldimand Norfolk Catholic District School Board (BHNCD SB) Student Support Services Team is committed to providing a tiered approach to creating safe, inclusive, and welcoming learning spaces for all students in our school district. The report provides information regarding the preventative Mental Health and Wellbeing programs, school wide supports in place for learners and interventions for those students who are experiencing mental health challenges.

The Mental Health and Addictions Strategy Steering Committee exists to develop, implement, and assist in monitoring the achievement of the Board Mental Health Strategy and its annual action plans. The committee meets regularly to review trends and make cross sectorial plans to support student wellness. Ad hoc working groups are formed to propel the strategy forward and implement specific initiatives set out by the plan. The Action plan has been focused on equipping and supporting educators by providing learning and training in mental health literacy and supporting innovative and evidence-based practices in schools.

The Social Workers and Child and Youth Workers within the team have worked closely with school staff, students, and families to support wellbeing for all. Staff continued to build system capacity in Self-regulation, Trauma-informed practices, Restorative Practices and have advocated for equity for all students. The team has taken measures to enhance system coordination and pathways to care.

The report highlights the strategic implementation of system-wide professional learning and training, implementation of evidence-informed programming and curriculum, individual support offered throughout the three tiers of intervention.

RECOMMENDATION:

THAT the Committee of the Whole refers the Student Support Services and Mental Health and Addiction Strategy Annual Report 2022-23 report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Annual Report to the Board

Student Support Services and Mental Health and Well-being 2022-23

Introduction

The mental health and well-being of students continues to be a critical priority for the provincial government, the Ministry of Education, and the Brant Haldimand Norfolk Catholic District School Board. Our Board is aligned with the Ministry's emphasis on:

- Promoting wellness during challenging times
- Supporting student mental health learning
- Encouraging early help-seeking when mental health problems arise

Mental Health Steering Committee

The Mental Health Steering Committee exists to assist the Board in developing, implementing, monitoring, evaluating, and reporting on the achievement of the Board Mental Health Strategy and its annual Action Plans. The committee meets three to four times a year to review trends and make cross-sectorial plans to support student wellness. Ad hoc working groups are formed to propel the strategy forward. Pillars of this year's annual action plan are rooted in:

1. Mental health and addiction capacity building for staff and students, with an emphasis on amplifying protective influences, and addressing emerging and escalating problems.
2. Evidence based mental health & addictions programming with an emphasis on hopeful communication.
3. Equity for specific populations in school mental health, with an emphasis on equipping and supporting students, focusing, and supporting those disproportionately impacted by the Covid 19 and system oppression and racism.
4. System coordination and pathways to enhance collaboration, with an emphasis on creating and sustaining strong safety nets within the school, families, and communities.
5. Elevating student participation and leadership in Mental Health promotion and stigma reduction.

The following Mental Health Steering Committee Members, 2022-23 have played an integral part in supporting student mental health and well-being.

Senior Admin, Board	
Kevin Greco	Superintendent
Bill Chopp	Trustee
Mental Health	
Dianne Wdowczyk-Meade	Mental Health Lead, Manager of Student Support Services
Andrea Winger/Arden Smelser	Social Work
Cindy Miller	Child & Youth Work
Thanh-Thanh Tieu	MH Research Associate
April Taylor	Senior Social Worker, Safe Schools & Equity Lead
Principals	
Jennifer Rudyk	Safe and Accepting Schools
Darren Duff	Secondary
Kim Spencer	Principal Lead, Indigenous Ed
Terre Slaght	Alt Ed
Achievement	
Sandra De Dominicis	Special Education Lead
Chandra Portelli	Achievement Lead K-12
Andrea Perras	Early Years
Keri Calvesbert	Religion & Family Life

Additional Board Supports	
Rita Raposo	System Teacher: ESL
Lori Skye-Laforme	Indigenous Advisor
Community Members	
Christine Dragojlovich	Woodview MH & Autism Services
Irene Perro	HN REACH

Mental Health and Well-being Strategy

The Mental Health and Well-being Strategy 2023-26 was drafted this year and is designed to improve the mental health and well-being of the students of the Brant Haldimand Norfolk Catholic District School Board.

This strategy is part of a larger Board vision to create safe, healthy, engaging, and inclusive schools, and aims to support the overall Board Improvement Plan for Student Achievement.

Guidance and implementation support for the strategy is provided through School Mental Health Ontario (SMHO).

Tiers of support/ Programs and Service

Schools are ideal places to support and promote mental health and well-being.

Foundationally: Educators are well positioned and equipped to welcome, include, understand, promote, and partner with our students and their families.

What does Tier 1 support look like?

Child and Youth Workers (CYWs) are well trained in areas of mental health promotion and provide support to educators in their classrooms where requested. This year, there was a focus on bolstering the mental health literacy skills of all elementary students, to aid in the prevention of mental health challenges.

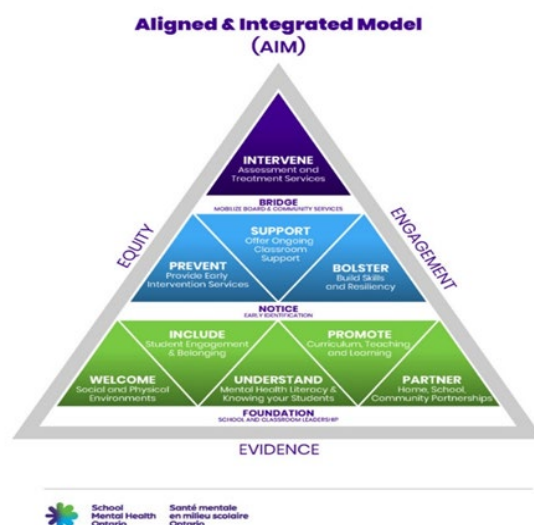
Moving up the Tiers: CYWs play an integral role in linking students to mental health services and play an essential role in the circle of support for students with mental health needs.

Social Workers provide brief counselling services to students, attendance support, suicide, and risk assessment, and link students and their families to community resources where needed.

What does Tier 2 support look like? Mental health prevention and early intervention services (Tier 2) are provided to students who are at risk for, or experiencing, mild to moderate mental health and/or substance use concerns. Such services involve a therapeutic connection with a student and include assessment, engagement and service planning, attendance support, and brief individual or group structured intervention. Crisis intervention can occur at any tier of service. Although school mental health professionals may be called on to do many things, prevention and early intervention services are a critical primary mandate for school mental health professionals.

What does Tier 3 support look like?

Intensive mental health intervention services (Tier 3 and above) are individualized therapeutic supports designed to meet the complex needs of children and youth who are already displaying more severe mental health and/or substance use concerns, associated with significant functional impairment and distress. The focus for school mental health professionals with respect to Tier 3 services is on supportive counseling and service planning to help students and families to, from and through community-based intensive treatments. This may include psychoeducational assessment, crisis intervention, treatment follow-up, and focused intensive interventions for school concerns. Tier 3 is typically facilitated by regulated mental health professionals (MSW) with some support being provided by non-regulated mental health professionals (CYW) where other support is often also in place.



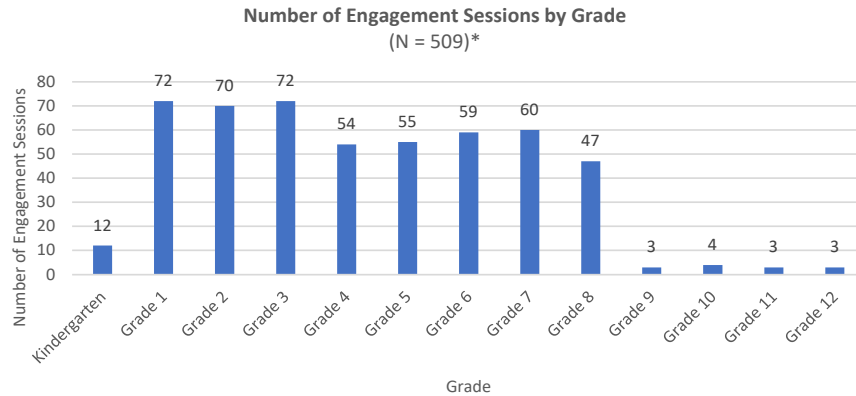
BOARD HIGHLIGHT

Tier 1 Universal – Good for All

Classroom Engagement Sessions:

Mental Health Promotion to Meet the Needs of ALL Students

Child and Youth Workers (CYWs) are experienced in mental health promotion, and work to respond to educators when needs are identified in their classrooms. The topic of the session is determined by the needs of the students, based on educator or staff observation or the identified needs of one or more students in the class. Following the classroom engagement sessions, students sometimes receive extension activities to reinforce the material they learned. By bringing these engagement sessions into the classroom, CYWs become part of the everyday work which includes all students at the Tier 1 – Good for All level.

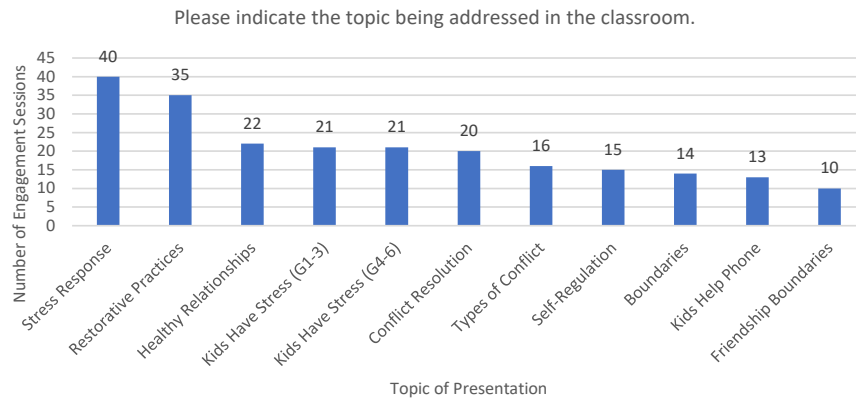


*Note: Number of sessions greater than 334 due to split classes

CYW's conducted classroom sessions on a variety of topics. The themes that were most prevalent this year included:

- Managing stress
- Community building
- Friendships and peer relationships

The graph on the right shows the most popular sessions conducted.



Evaluations on 20 classroom engagement sessions show that almost all students gain knowledge or skill on the topic presented. Opportunities to apply the knowledge gained in the sessions will help to reinforce the learning.

“Team building was very good for our class and strategies helped a lot of people and me. Thank you, Mrs. [CYW]!”
-Grade 5/6 Student



Left: Grade 1/2 class creating a conflict resolution mural.



Right: Grade 5/6 class participating in a Community Building Circle (Restorative Practices)

Student Support Services Staff – Who’s on the Team?

The Student Support Services Team consists of non-regulated (Child and Youth Workers) and regulated (Social Workers) mental health professionals who are trained to work with students on emotional, social, and/or behavioural issues, which are affecting their academic achievement and well-being. With input and consent from the caregiver and student, and depending on need, either the school Social Worker (SW) or the Child and Youth Worker (CYW) may be assigned for students requiring individual support. This decision is determined in consultation with members from the school team. Social Workers also serve in the role of Attendance counsellor, and along side the Child and Youth Workers, support matters pertaining to Safe and Inclusive Schools. The team is also supported by a secretary and Research Associate and supervised by the Mental Health Lead and Senior Social Worker.

Elementary School Support- Haldimand Norfolk – More SW support has been allocated to the elementary panel in Haldimand and Norfolk to assist in a clearer understanding of community resources available to students and families residing in the Haldimand and Norfolk areas.

Indigenous Specialization: Through the Indigenous Education Grant, a Social Worker was added to the team to assist in providing support to students of the board. This SW has an Indigenous specialization and is responsible for any social work mental health referrals for students who identify with Indigenous heritage (including Metis, Inuit, and First Nations). A Social Worker with Indigenous specialization has been a helpful addition to the complement of mental health services offered at BHNCD SB. Our neighboring Six Nations community is the largest First Nations reserve in Canada and many of the children/youth attend schools within BHNCD SB. Our responsibility to equity, diversity and inclusion work is imperative providing specialized Indigenous mental health supports to our Indigenous students.

Acute Support and Transitional Team (AST)

Through a one-year additional Grant, the Acute Support and Transition Team consisting of a Child and Youth Worker and Educational Assistant were deployed on a temporary basis to assist school teams in supporting students with transition, self-regulation, and social emotional needs. The AST Team works together with the school team to support student success through an acute phase.

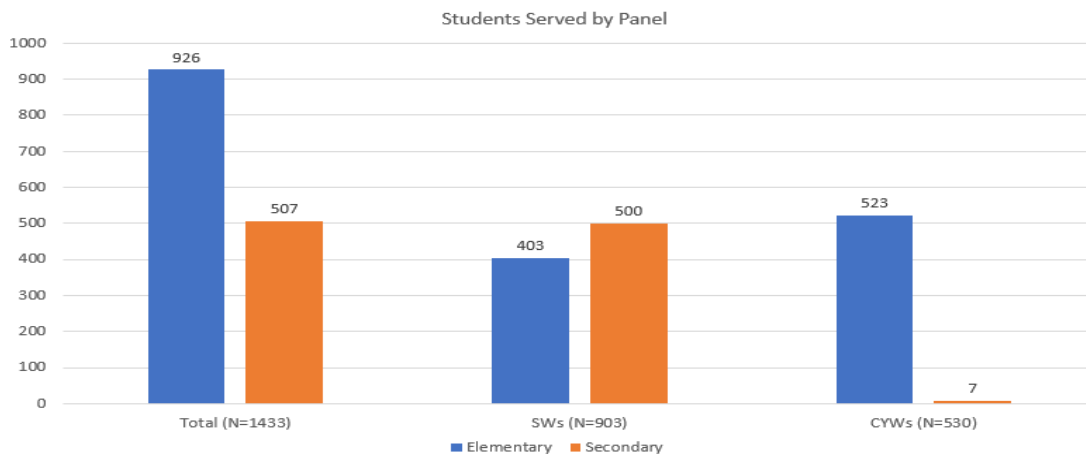
Depending on the need(s), and goals as identified by the school team, the following was provided:

- Observation, data collection and monitoring of students.
- Educator strategies for overall classroom engagement.
- Capacity building/resources for educator and/or staff in a particular topic (Self-regulation, SEL, MH related).
- Strategies for staff, tailored to a specific student.
- Emotion Coaching resources for staff.
- Social emotional learning competencies taught to the class/classroom presentations.
- Student specific emotional skill building in real time with student (in class).

CYW and SW Support

Secondary schools are each supported by a minimum of one social worker. These social workers also provide support to two to four elementary schools as needed. The rest of the elementary schools are supported by other social workers on the team. All elementary schools receive at least one day of support/week from a Child and Youth Worker.

Number of Individual Students Served by Student Support Services (June 1, 2023)



Top Three Reasons for Referral

- Combined across Elementary and Secondary panels
- For SWs and CYWs



Violent Threat Risk Assessment (VTRA)

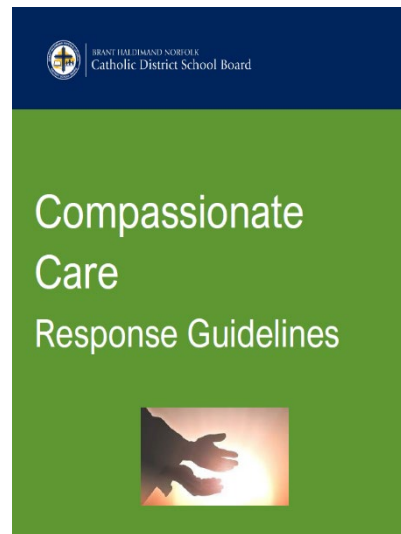
Social Work staff become involved in the assessment of risk when an Administrator deems a situation to require a VTRA. Risk assessment involves consulting with members of the school team, including the CYW where applicable, and at times, with community partners. Throughout this school year we have been involved in 10 VTRA's board wide. The social worker reviews the level of risk and develops a safety plan to ensure the safety of the students involved and the school community as a whole. The reason for referral ranged from a student threatening to harm members of the school community to possession of a weapon on school property (with an intent to harm). All VTRA assessments are taken seriously with attention to details within a safety plan with the ultimate goal of having harmony within the school environment. Often times, intervention is the best preventor in these concerning situations.

Compassionate Care/Traumatic Events

BHNCDSB leaned heavily this year on its faith, and the Compassionate Care Response Team (CCRT) due to the sudden passing of a beloved past Principal, who had recently left the Board for employment advancement, and the loss of an Educational Assistant in a tragic event. These two losses were significant and were in addition to many losses experienced over the school year by staff and students alike; for whom the team supports.

When tragedy occurs, the CCRT is deployed to school communities that are most impacted; at times resulting in multiple sites. In managing the crisis for both the students and staff (the team consists of Social Work and Child and Youth staff and is managed by the Mental Health Lead).

The Compassionate Care Response Guidelines were revised in the fall of 2022. The intent of these guidelines is to provide a helpful resource when emotions are heightened due to a crisis or traumatic experience. The Guidelines allow us to review pre-established planning to ensure the best possible care during traumatic events.



Responding to Changing Needs

System Coordination and Pathways to Enhance Collaboration

As SickKids Hospital [reports](#) in July 2021, the pandemic has led to a “serious, sustained negative impact on the mental health of Ontario children, youth and their families.”

At BHNCDSB we have seen this in a sharp increase in child and youth in crisis; including suicidality, low mood, anxiety, and adverse childhood experiences. In many of our schools, the complexity of student needs requires the collaboration of not only the school, student, and caregivers, but with community service providers as well.

School support teams work diligently in assisting families in accessing community service where clinically indicated. However, many of our caregivers have their own challenges in accessing service. Work schedules, caregiver mental health challenges and stressors, childcare issues, isolation, poverty, transportation etc. are but a few obstacles identified as to the ‘why’ caregivers do not access community services for themselves or their children when recommended by a school-based support staff.

School based, community agency walk-in clinics can assist families in accessing the right care at the right time, by mitigating many of the identified barriers.

The St. Pius and Woodview Student & Family Wellness Clinic launched in March and runs every other Tuesday (twice per month) from 2:30-5:30pm at St. Pius X school. Caregivers are asked to schedule an appointment through the administrator to secure their space.

Summary of Service (March – May 30, 2023)

- Out of 18 potential sessions (6 days with 3 appts slots each day), 8 have been accessed.
- 3 out of the 8 were in cue for Community Mental Health Services
- 1 out of the 8 were currently receiving Community Mental Health Services.
- 2 were new referrals for services.
- 2 accessed the clinic and didn't require or want anything more.

Caregivers indicated an enormous appreciation for this partnership, expressing a desire for even more hours.

Elevating Student Participation and Leadership in Mental Health Promotion and Stigma Reduction

Mental Health Wellness Resource Fair: Mental Health Week & Catholic Education Week, 2023

On Wednesday May 3, 2023, the Assumption College Student Wellness group (Jack Chapter) hosted a Mental Health and Wellness Resource Fair during both lunch hours. The Wellness group requested agency booths be interactive so that students could explore local community mental health resources without stigma. Community Response was overwhelming with 16 agencies in attendance. [Brantford Expositor e-edition \(pressreader.com\)](https://www.pressreader.com/brantford-expositor-e-edition)



Parent Engagement Highlights:

- RCPIC: Wednesday June 7, 2023, Supporting Mental Health at BHNCCSB.
- Social Media and Online Safety: June 12, 2023. Hosted by St. Basil Parent Council: 11 community mental health agency booths in attendance.
- Newcomer family games night was hosted by Student Support Service staff, in partnership with Brantford Immigration Partnership, Immigration Settlement Services and with our English as a Second Language teaching staff. This event gave our community members the opportunity to meet one another while enjoying games, snacks, and activities together.

Professional Learning and Training Tiered Approach to MH Literacy.

Utilizing a tiered approach to Mental Health Literacy, the following trainings have been accessed during the 2022-23 school year.

***Anti Human Sex Trafficking: Trauma Informed Care**

All Social Workers (SWs) and Child and Youth Workers (CYWs) on the Student Support Services (SSS) team were invited to attend a training facilitated by Krystal Snider (Anti-Human Sex Trafficking Trainer/Interceptor) in response to the Policy/Program Memorandum 166 – Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols. In the training, Krystal Snider discussed the Stages of Change survivors of trafficking go through when leaving trafficking. Participants learned about ways to take a trauma-informed care approach in working with cases of human trafficking, as well as their responsibility to report when/if they suspect human trafficking. The goal of the training was to increase awareness of anti-human sex trafficking and to increased capacity in dealing with cases of human trafficking. This training was held in partnership with Grand Erie District School Board.

Student Support Services Training Log -2022-23

Training	Number of Student Support Services Staff
Anxiety and School Avoidance	2
Brief Digital Intervention Introductory Webinar	2
Brief Digital Intervention Learning Collaborative	2
BRISC: Brief Intervention for School Clinicians	2
Centering Black Youth Wellbeing: A Certificate on Combatting Anti-Black Racism	2
Early Years: Role of the School Mental Health Professional	1
Educator's Anti-Racism Conference: Shifting the System from Within	6
Foundational Clinical Skills for Suicide Risk Assessment and Management	4
Foundations of Early Identification and Support	6
Foundations of Trauma and Attachment	3
Nutrition and Mental Health in Children and Youth	2
Provincial Supports for Managing Complex Children's Mental Health Cases	3
Psychosis Webinar	1
Restorative Practice for Educators	1
Sleep, Nutrition, Screen Time and Gaming and Social Media in Children and Youth	1
Supporting Mental Health Needs of Racialized Youth in the School Setting	1
Understanding Eating Related Issues	2
Anti Human Sex Trafficking: Trauma Informed Care*	20

District Level Professional Development

– Those trained include Student Support Services (SSS) in addition to educators and administrators (noted as other).

Violent Threat Risk Assessment (VTRA) Level 1	8 – S.S.S. 6 – Other staff
VTRA Level 2	1 – S.S.S. 2 – Other staff
Applied Suicide Intervention Skills Training (ASIST)	5 – S.S.S. 20 – Other Staff
ASIST Refresher	3 – S.S.S. 4 – Other Staff
ASK: Suicide Intervention Assessment training for those working with children ages 5-14	1 – S.S.S.
Restorative Practices for Educators, Institute for Restorative Practices (IIRP) (Introduction to RP and Circle Practice)	51 staff reflecting: 20 S.S.S. 26 principals 2 Superintendents 2 leads (mental health, equity) 1 research associate

Professional Development Highlighting Equity and Diversity

This year's theme of "we are many, we are one" was highlighted in this year's Equity and Well-Being Professional Development Day on April 22, 2023, as we discussed how, as a Catholic school board, we can learn and grow together in supporting our diverse student population.

The day consisted of two main presenters:

- Father Martin, Jesuit priest, Editor at Large at America magazine, a consultant to the Vatican's Secretariat for Communication, and the bestselling author of several books including, *"Building a Bridge: How the Catholic Church and the LGBT Community can Enter into a Relationship of Respect, Compassion, and Sensitivity"*. Father Martin shared his expertise and insights from his ministry, examining how we can support 2SLGBTQIA+ students, staff, and families in our Catholic Schools.
- Shafiq Aziz, high school teacher and Director of Programs for the Harmony Movement, an organization which provides youth, educators, and the social service sector with programming that promotes diversity, equity, and inclusion. Shafiq discussed how to foster equitable and inclusive classrooms and school environments.

Following each speaker, time was allowed for school teams to discuss issues of equity, diversity, and inclusion, and the information shared in each respective presentation. All staff were asked to participate in self assessment by completing the [SMH-ON • Cultural Humility Self-Reflection Tool for School Staff \(smho-smsso.ca\)](https://smho-smsso.ca). Following the completion of the assessment, staff were encouraged to plan goals and objectives for themselves and their school environments to promote inclusion.

The new Board website has allowed many resources and information to be available to the greater BHNCD SB community to promote inclusion within our schools. Members of our Catholic Equity group have been encouraged to review and provide feedback to encourage a robust quantity of information and resources.

Policy Development

Suicide Administrative Procedure

Brant Haldimand Norfolk Catholic District School Board is committed to fostering mental health and well-being of all students. Suicide, in all levels of intervention (from responding to a suicide attempt, to suicidal ideation or behaviour, or in dealing with suicide postvention) places Catholic educators in very emotionally difficult situations. It is important for all staff to recognize warning signs, and all thoughts of suicide must be taken seriously. This year the suicide administrative policy was updated to ensure, when required and appropriate, a suicide risk review should be completed by a staff member trained in a Board approved suicide intervention training. Two Social Work staff are certified ASIST trainers, they continue to run training events throughout the school year to support Board staff in achieving competency in suicide intervention.

Anti-Human Sex-Trafficking Policy

Human sex trafficking is one of the fastest growing and most lucrative crimes worldwide. It is predatory and devastatingly damaging to victims, survivors, their families, and communities. Human sex trafficking can include grooming, recruiting, harbouring, abduction, sextortion or controlling a person's movements using force, physical or psychological coercion or deception for the purposes of sexual exploitation. The Brant Haldimand Norfolk Catholic District School Board is fundamentally opposed to and has a zero-tolerance policy on human sex-trafficking of persons in which a commercial sex act is induced by force, fraud, or coercion. The Board Haldimand Norfolk Catholic District School Board will show compassion and exercise all available resources to assist students who may have fallen victim to or are survivors of sex trafficking. Aligned with Policy/Program Memorandum 166: *Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocol*, BHNCD SB has developed the Policy to guide staff should they come across any form of human sex trafficking within the schools they are working within. Another key update in this area is the collaborative partnerships with our community partners whereby PATH completed a community document to support school staff in navigation of supportive services within the Brant, Haldimand and Norfolk communities to combat sex trafficking.

**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: June 20, 2023
Submitted by: Mike McDonald, Director of Education & Secretary

QUARTERLY CAPITAL UPDATE
Public Session

BACKGROUND INFORMATION:

Quarterly capital updates are presented to the Board of Trustees to assist in their monitoring of approved capital projects throughout the Board. These reports are presented to the Board of Trustees four times per school year (as of November 30, February 28, May 30, and August 31).

DEVELOPMENTS:

Attached, as Appendix A, is a high-level update of project status for capital priority funded projects, along with other significant projects included. The projects with significant updates or the projects that have schedule, budget, or scope issues are discussed in further detail as follows:

Capital Priorities

Caledonia Joint-Use Catholic Elementary School design meetings are ongoing with Svedas Architects with detailed design drawings in the final stages. An agreement on the purchase of the land has been reached and the school board are working to complete their due diligence. Land priority funding has been submitted to the Ministry of Education for review and approval. The construction scheduled is slated to begin in Fall 2023.

Brantford Catholic Secondary School analysis of servicing capabilities has been completed and are working with City of Brantford staff on next steps. Our due diligence continues with one review remaining and approval from the Ministry of Education. Svedas Architect was awarded the Prime Design Consultant request for proposal and has begun preliminary design concepts.

Assumption College Sports Field

We are currently finalizing the Request for Proposal to hire a consultant based on the approved site concepts. Staff will review and provide the Board of Trustees with a recommended award once the process is complete.

RECOMMENDATION:

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

**Appendix A
Quarterly Capital Update**

Project	Stage		Scope	Site Acquisition Complete	Architect	Site Plan Approval	Building Permit	Tender Award	Project Budget	Classes Begin / Opening
Caledonia Joint-Use CES	Pre-Design	⚠	New School	No	Svedas Architects	No	No	No	\$8,142,113	September 2025
Brantford CSS	Pre-Design	⚠	New School	No	Svedas Architects	No	No	No	\$45,726,011	September 2026
Assumption College Sports Field	Planning	✅	School Renewal	N/A	TBD	No	No	No	\$1,800,000	TBD

Major Capital Projects are those greater than \$1.0 million total project cost or of unique interest.

Dashboard Definitions

On schedule, on budget, within scope	✅
Schedule, budget, or scope concerns	⚠
Schedule delays, budget creep, or quality concerns	❌

2022-23
Trustee Meetings and Events

Date	Time	Meeting/Event
June 20, 2023	5:00 pm	Audit Committee
June 20, 2023	7:00 pm	Committee of the Whole
June 21, 2023	5:00 pm	Budget Committee
June 27, 2023	7:00 pm	Board Meeting
June 28, 2023	4:45 pm	Assumption College Graduation
	6:30 pm	Holy Trinity Graduation
	7:00 pm	St. John's College Graduation

Meetings scheduled at the Call of the Committee Chair: Accommodations Committee, Audit Committee, Budget Committee, Faith Advisory Committee, Policy Committee