



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

Agenda

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

**Committee of the Whole
Tuesday, November 19, 2013 ♦ 7:00 pm
Boardroom**

Members: **Trustees:**
June Szeman (Chair), Rick Petrella (Vice Chair), Dennis Blake, Cliff Casey, Dan Dignard,
Bonnie McKinnon, Georgia Athanasiou (Student Trustee)

Senior Administration:
Chris N. Roehrig (Director of Education & Secretary), Tom Grice (Superintendent of Business
& Treasurer), Bill Chopp, Jamie McKinnon and Leslie Telfer (Superintendents of Education)

- 1. Opening Business**
 - 1.1 Opening Prayer
 - 1.2 Attendance
 - 1.3 Approval of the Agenda
 - 1.4 Declaration of Interest
- 2. Presentations - Nil**
- 3. Delegations - Nil**
- 4. Consent Agenda**
 - 4.1 Approval of Committee of the Whole Meeting Minutes – October 15, 2013 Pages 3-7
 - 4.2 Unapproved Minutes from the Special Education Advisory Committee Meeting - October 9, 2013 Pages 8-10
 - 4.3 Unapproved Minutes from the Student Transportation Services Brant Haldimand Norfolk Board of Directors' Meeting - October 22, 2013 Pages 11-14
 - 4.4 Unapproved Minutes from the Regional Catholic Parent Involvement Committee Meeting – October 28, 2013 Pages 15-17
- 5. Committee and Staff Reports**
 - 5.1 Structured Learning Update Pages 18-19
Presenter: Leslie Telfer, Superintendent of Education
 - 5.2 Continuing Education – St. Mary Catholic Learning Centre Pages 20-23
Presenter: Jamie McKinnon, Superintendent of Education



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|-----|--|-------------|
| 5.3 | Junior Intermediate Mathematics Initiatives
Presenter: Leslie Telfer, Superintendent of Education | Pages 24-26 |
| 5.4 | Primary Core French Program
Presenter: Leslie Telfer, Superintendent of Education | Pages 27-28 |
| 5.5 | Strategic Plan 2012-2015 – Student Achievement Update
Presenter: Leslie Telfer and Jamie McKinnon, Superintendents of Education | Pages 29-31 |
| 5.6 | Insurance Renewal
Presenter: Tom Grice, Superintendent of Business | Pages 32-33 |
| 5.7 | Board Enrolment
Presenter: Jamie McKinnon, Superintendent of Education | Pages 34-35 |
| 5.8 | Surplus Accommodation – Grand Erie District School Board
Presenter: Tom Grice, Superintendent of Business & Treasurer | Page 36 |
| 5.9 | Excursion – Mission Trip to Staten Island, NY
Presenter: Bill Chopp, Superintendent of Education | Page 37 |
6. **Information and Correspondence**
7. **Notices of Motions**
8. **Trustee Inquiries**
9. **Business In-camera**
207. (2) Closing of certain committee meetings. A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,
- a) The security of the property of the board;
 - b) The disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
 - c) The acquisition or disposal of a school site;
 - d) Decisions in respect of negotiations with employees of the board; or
 - e) Litigation affecting the board.
10. **Report on the In-camera Session**
11. **Future Meetings and Events** Pages 38-39
12. **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*
13. **Adjournment**

Next meeting: Tuesday, January 21, 2014, 7:00 pm – Boardroom



Committee of the Whole
Tuesday, October 15, 2013 ♦ 7:00 pm
Boardroom

Trustees:

Present: June Szeman (Chair), Rick Petrella (Vice Chair), Dennis Blake, Cliff Casey, Dan Dignard, Bonnie McKinnon, Georgia Athanasiou (Student Trustee)

Absent:

Senior Administration:

Chris N. Roehrig (Director of Education & Secretary), Tom Grice (Superintendent of Business & Treasurer), Bill Chopp, Jamie McKinnon and Leslie Telfer (Superintendents of Education)

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by Student Trustee Athanasiou.

1.2 Attendance – As noted above.

1.3 Approval of the Agenda

Moved by: Rick Petrella

Seconded by: Bonnie McKinnon

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the October 15, 2013 meeting.

Carried

1.4 Declaration of Interest – Nil

2. Presentations - Nil

3. Delegations – Nil

4. Consent Agenda

4.1 THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the September 17, 2013 meeting.

4.2 THAT the Committee of the Whole refers the unapproved minutes of the Special Education Advisory Committee Meeting of September 11, 2013 to the Brant Haldimand Norfolk Catholic District School Board for receipt.



4.3 THAT the Committee of the Whole refers the unapproved minutes of the Catholic Education Advisory Committee Meeting of October 9, 2013 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Moved by: Dan Dignard

Seconded by: Cliff Casey

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

Carried

5. Committee and Staff Reports

5.1 Unapproved Minutes and Recommendations from the Policy Committee Meeting – October 9, 2013

Dennis Blake, Chair of the Policy Committee, reviewed the business of the October 9, 2013 Policy Committee meeting and brought forward the following recommendations for consideration:

THAT the Policy Committee recommends that the Committee of the Whole refers the Electronic Communications and Social Media Use policy to the Brant Haldimand Norfolk Catholic District School Board for approval.

THAT the Policy Committee recommends that the Committee of the Whole refers the Hiring – Academic Staff policy to the Brant Haldimand Norfolk Catholic District School Board for approval.

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Board By-Laws to the Brant Haldimand Norfolk Catholic District School Board for approval.

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

THAT the Policy Committee recommends that the Committee of the Whole refers the rescinding of Advocacy Policy 700.09 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Moved by: Rick Petrella

Seconded by: Dennis Blake

THAT the Committee of the Whole refers the unapproved minutes of the Policy Committee Meeting of October 9, 2013 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

THAT the Committee of the Whole refers the recommendations of the Policy Committee Meeting of October 9, 2013 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried



5.2 Strategic Action Plan Update – Catholicity

Director Roehrig provided an update on the progress being made with the various initiatives outlined in the Catholicity pillar of the Board's Strategic Plan, including the *Praxis of Faith* adult faith formation series, planned Student Leadership Symposiums and Caminos, school Faith Fairs, digitized resources for Religion & Family Life teachers, and school-parish relations.

Moved by: Bonnie McKinnon

Seconded by: Rick Petrella

THAT the Committee of the Whole refers the Strategic Plan 2012-2015 Catholicity Update report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

5.3 Diagnostic Assessment in Support of Student Learning (P/PM 155)

Superintendent Telfer provided an update on the impact of P/PM 155 (Diagnostic Assessment in Support of Student Learning – January 2013) on the collection and central warehousing of student assessment data, and the challenges this has created in staff's ability to monitor student achievement and support the goals of individual School and Board Improvement Plans. She outlined the various assessment tools that can be used in the classroom and the assessment expectations that have been communicated to teachers and principals. Following discussions, trustees agreed that the Board will send a letter to Minister Sandals expressing the Board's concerns with respect to P/PM 155.

Moved by: Dennis Blake

Seconded by: Rick Petrella

THAT the Committee of the Whole refers the Diagnostic Assessment in Support of Student Learning (P/PM 155) report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

5.4 Primary and Junior/Intermediate Class Size

Superintendent McKinnon provided details of the Board's compliance with Ministry regulations legislating Primary and Junior/Intermediate Class Sizes.

Moved by: Dan Dignard

Seconded by: Rick Petrella

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board receives the Primary and Junior/Intermediate Class Size report.

Carried

5.5 Financial Literacy in the Ontario Curriculum

Superintendent Telfer reviewed the Ministry's work since 2011 with respect to embedding financial literacy skills in all subjects and disciplines across the curriculum. Locally, she advised that a committee of system support staff has recently developed and released an online survey to all Grades 4-12 teachers to help identify and collect data with respect to current classroom practice and to solicit feedback as to what supports would best assist teachers in enhancing instructional practice in this area. Results of the survey and next steps will be reported at a later date.



Moved by: Dan Dignard

Seconded by: Bonnie McKinnon

THAT the Committee of the Whole refers the Financial Literacy in the Ontario Curriculum report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

5.6 Ontario Catholic School Trustees' Association (OCSTA) Annual Membership Fee

Chair Szeman presented information regarding the annual renewal of the Board's membership with OCSTA, including the 2013-14 fee structure and additional levy for promoting and protecting Catholic education.

Moved by: Cliff Casey

Seconded by: Bonnie McKinnon

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves continued membership with the Ontario Catholic School Trustees' Association and remits the annual fee of \$46,144 for the 2013-14 school year.

Carried

5.7 Excursion – New York City, NY

Superintendent Chopp presented a request from Holy Trinity Catholic Secondary School for approximately 40-50 art students to travel to New York City to view significant works of art at five different museums and galleries, participate in a hands-on workshop, and view art in motion at off- and on-Broadway plays.

Moved by: Dan Dignard

Seconded by: Cliff Casey

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the request from Holy Trinity Catholic High School for an excursion to New York City from Thursday, May 15 to Monday, May 19, 2014.

Carried

6. Information and Correspondence

Superintendent Grice advised that the Board will be launching an Early Retirement Incentive Plan (ERIP) on November 30, 2013. The ERIP, which was approved by the Ministry of Education in the supplemental OECTA Memorandum of Understanding, will be in the form of a \$5,000 payment to any teacher who retires between the end of November 2013 and the last day of the first semester (January 31, 2014).

Chair Szeman commented that she represented the Board at the 25th anniversary liturgy at Notre Dame Catholic Elementary School in Brantford, as well as the subsequent anniversary luncheon marking 25 years of collaboration between the Brant Haldimand Norfolk Catholic District School Board, the Grand Erie District School Board and the City of Brantford Parks & Recreation. She congratulated organizers on an excellent event, which featured numerous student performances and a turkey lunch for over 725 students.

Trustee Dignard advised that he has withdrawn the notice of motion that he gave at the September 24, 2013 Board meeting with respect to conducting an accommodation review in Norfolk County.



Moved by: Rick Petrella

Seconded by: Dan Dignard

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

Carried

7. Notices of Motion – Nil

8. Trustee Inquiries

Trustee Blake received clarification regarding the number of split classes that a permanent French as a Second Language (FSL) teacher can teach.

Trustee Casey requested that trustees be provided with an update regarding the Voluntary Unpaid Leave of Absence Program (VLAP) at the end of the first semester.

In response to Trustee Blake's inquiry regarding the Principal and Vice-Principal Pools, Director Roehrig explained the continuous intake process for recruiting potential candidates, the criteria for identifying possible candidates, and trustee membership on interview teams.

9. Business In-Camera

Moved by: Rick Petrella

Seconded by: Bonnie McKinnon

THAT the Brant Haldimand Norfolk Catholic District School Board moves to an in-camera session.

Carried

10. Report on the In-Camera Session

Moved by: Rick Petrella

Seconded by: Bonnie McKinnon

THAT the Brant Haldimand Norfolk Catholic District School Board approves the business of the in-camera session.

Carried

11. Future Meetings

Trustee attention was drawn to the 2013-14 list of meetings and events.

12. Closing Prayer

A closing prayer was recited in unison.

13. Adjournment

Moved by: Dan Dignard

Seconded by: Dennis Blake

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the meeting of October 15, 2013.

Carried



SPECIAL EDUCATION ADVISORY COMMITTEE
Wednesday, October 9, 2013 – 7:00 p.m.
Boardroom

Present: Dennis Blake, Catherine Custodio, Jill Esposto, Carmen McDermid, Christine Pearce, Tracey Taylor, Leslie Telfer, Paul Sanderson, Lisa Stockmans

Regrets: Colleen Demarest, Krista Emmerson, Heather Shisler, Teresa Westergaard-Hager

1. Opening Prayer

Carmen McDermid opened the meeting with a Thanksgiving prayer.

2. Welcome and Opening Comments

Paul Sanderson, as acting Chair, welcomed Christine Pearce of Woodview Mental Health and Autism Services to the SEAC committee. He shared with the committee that Susan Yates is no longer with BCHU, leaving a vacancy on SEAC.

3. Approval of Agenda

Moved by: Dennis Blake

Seconded by: Lisa Stockmans

THAT the SEAC Committee approves the agenda of the October 9, 2013 meeting.

Carried

4. Approval of Minutes – September 11, 2013

Moved by: Dennis Blake

Seconded by: Lisa Stockmans

THAT the SEAC Committee approves the minutes of the September 11, 2013 meeting.

Carried

5. Presentations

5.1 Bill Chopp was unable to attend the SEAC meeting. Carmen McDermid suggested the committee defer the presentation to another time.

5.2 Don Backus and his team from St. Joseph's School provided the Committee with an overview of the programs related to the 50 students in their school who have IEPs; 30 identified and 20 non-identified students. Successful classroom and school interventions that have improved student achievement for all students in 2012-13 include explicit feedback and follow-up from teachers to target individual student needs; collaborative planning and team teaching; moderation by grade partners/divisions; and monthly planning to ensure consistency of expectations. Strategies for 2013-14 include explicit feedback, Structured Learning, team teaching (Grade 3 focused literacy groups), and a continuum of academic expectations and learning skills for all students.



Successful classroom and school interventions that have improved student achievement for identified student needs in 2012-13 included EAs working with multiple students, use of assistive technology, and team teaching/team approach. Successes that have improved student achievement for students with high needs in 2012-13 included the use of visuals and accessing Board resources and community agencies to create multidisciplinary teams to plan and meet student needs. Emphasis was put on how advantaged St. Joseph's is to have the Transition class that includes students from across the region. Collaboration among the Special Education team, as well as among and across divisions, supports the whole school approach.

Trustee Blake expressed that he likes to see feedback and follow up, but is concerned that the number of unidentified students is such a high ratio. Mr. Backus explained that in JK, it is difficult to identify, but those students still need support. However, by the time they are into late primary grades, they are more likely to be identified.

Leslie Telfer pointed out the high EQAO scores for St. Joseph's while only having one student exempted in Grade 6.

- 5.3** Carmen McDermid and Debbie Dignan presented on Structured Learning. Carmen described how three to four years ago, they started going to different school boards to gather information and witness for themselves the trials and errors, then built the Structured Learning program around it. There is a grant for this program. Realizing the necessity for professional development, they in-serviced everyone involved with the program. They are now getting feedback and can put the feedback into immediate practice. Debbie stressed that the goal of structured learning is to have students gain independence. Scheduling of all types play an important role in promoting independence. If we show the students how to use a schedule, they can continue on in secondary school and beyond, increasing the opportunities to become gainfully employed. Debbie also explained that they encourage teachers to think about a five-year plan, preparing ahead to encourage student independence. Debbie shared a video demonstrating the noticeable improvements in lower functioning students after one month in the Structured Learning program.

6. Selection of New Chair

Lisa Stockmans, a parent representative from Norfolk, put her name forward for consideration as Chair for the 2013-14 SEAC year. Her appointment was unanimous.

7. Community Agency Updates

Christine Pearce of Woodview introduced herself and explained her role as well as partnerships facilitating a "wrap around" for Holy Cross. Christine provided a handout on the "Surviving Social Media" workshop coming up on October 23, 2013. She also touched on the Boys & Girls Club of Brantford's new program, "Alternatives for Success Program", a collaboration and partnership with the BHNCD SB, Woodview Mental Health and Autism Services, and Mohawk College (Child and Youth Worker Program).

Jill Esposto of CAS Brant shared that October is Prevent Child Abuse month. She would like to speak to teachers and schools in order to share how important it is to talk about protocols, as child welfare belongs to everyone in the community. Jill also spoke on the Wrap Around initiative for Holy Cross, the idea being to wrap the community around the school. Holy Cross has multiple issues, concerns and



needs and these agencies want to come together and help them achieve their goals, as well as help families become engaged. Paul Sanderson reiterated that the relationships between agencies takes us back to this table (SEAC) and shows positive outcomes.

Catherine Custodio of Haldimand-Norfolk CAS, mentioned a Youth Dinner for youth who live on their own. She also touched on a Marathon in Toronto.

Tracey Taylor of Haldimand-Norfolk REACH said there has been movement in the Special Services wait list, which is positive. She stressed the importance for community support services that focus on adult needs to see the Structured Learning in the schools.

Paul Sanderson of Contact Brant touched on clinical support and phone support aiding in bringing down the wait list from 1 ½ years to six months. He stressed the advantages of the clinical groups and that it was better for clients to be seen in group settings than not be seen at all.

8. Business from the September 11, 2013 Meeting

8.1 SEAC Mandate

Ontario Regulation 464/97, Special Education Advisory Committees, was shared with the group as a handout for reference.

9. Reports

9.1 Special Education System Lead, Carmen McDermid, explained the Network Structure and the formula used by looking at a number of factors to determine how each school is allotted SERT time. She also explained the necessity of supply days in order for the SERTs, teachers and administration to attend the in-services, and said the schools use the supply days very constructively.

9.2 Leslie Telfer, Superintendent of Education, shared with the committee how excited she is to bring Special Education and Student Achievement teams together. She has met with the system SERTs and said that while transitioning into her new role, she has been trying to familiarize herself with the students. The hardest part of being at Central Office is not connecting with the families.

10. Business for Next Meeting

Look at membership – are there any agencies we should approach to fill in the gaps? More parents from different areas of the Board could be considered.

11. Adjournment

The meeting adjourned 9:00 p.m.



**Board of Directors of Directors' Meeting
Tuesday, Oct. 22, 2013 at 1:00 p.m.**

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

- PRESENT:** Tom Grice, Superintendent of Business, BHCNDSB – President
Don Werden, Trustee, GEDSB – Director
Jamie Gunn, Superintendent of Business & Treasurer, GEDSB
Philip Kuckyt, Manager of Transportation, STSBHN – Secretary / Treasurer
Kathryn Underwood, Assistant to the Superintendent of Business, GEDSB – Recording Secretary
- TELECONFERENCE:** Mario Nantel, Director of Transportation and Payroll, CSDCCS – Director
- REGRETS:** Bobby Somaroo, Superintendent of Business, CSDCCS – Director
Dan Dignard, Trustee, BHCNDSB – Director
- MINUTES ONLY:** John Forbeck, Director of Education & Secretary, GEDSB
Chris Roehrig, Director of Education & Secretary BHCNDSB
Réjean Sirois, directeur de l'éducation, CSDCCS
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MINUTES

1.0 Call to Order, Welcome and Introductions – T Grice
The meeting was called to order by the President at 1:00 p.m.

2.0 Approval of Agenda for Oct. 22, 2013 – T Grice

Moved by: M Nantel
Seconded by: D Werden

“THAT the agenda for Oct. 22, 2013 be approved.”

CARRIED

3.0 Approval and Signing of Minutes – T Grice

Moved by: D Werden
Seconded by: M Nantel

“THAT the minutes of May 28, 2013 be approved as distributed.”

CARRIED

4.0 Business Arising from Previous Meeting(s)

4.1 Approval of Policy and Procedure 029-032

- The board reviewed the comments received and changes made to the Policy and Procedures

Moved by: M Nantel
Seconded by: D Werden

“THAT the Approval of Policy and Procedure 029-032 reviewed at the Oct. 22, 2013 meeting be approved as distributed.”

CARRIED

5.0 Standing Business

5.1 KPI's –P Kuckyt

Cost

- September is the first month that has been reported, in the past it has always commenced in October.
- In addition was the comparison of minivan costs from June 2013 vs. September 2013 that was distributed at the meeting, two provincial schools have been added increasing the actual kilometers in September to 166.22.

Service Performance

- Comparing last year to the current school year, the average for student ride times greater than 75 min has decreased and will continue to strive to do this.
- The operators have been more diligent on reporting on time performance (which is self-reported). The primary purpose is to inform parents and school administrators when transportation is delayed.

Safety

- Have not yet collected information in relation to the number of students who participated in bus evacuation and the number of students who participated in patroller initiatives. Reporting will be available for the next KPI report.

General

- Courtesy riders have shown a decrease compared to the average last year however historical trends will see an increase throughout the year.

Communication

- There has been a decrease in September for the number of visits to the consortiums website. Expect to see the number increase as a result of inclement weather.
- STS visited 100% of schools last year; currently 6% of the schools have been visited year to date. The goal is to visit every school at least once per year.
- Tracking number of subscribers-would like to see this increase from the current number subscribed. It was suggested that a user friendly link be placed on the home page for easier access on the web site

Bell Time

- Staff will continue to review the bell times annually, to increase efficiencies

5.2 Goals and Objectives-P Kuckyt

- Consortium set out to achieve a high E & E and the results were achieved.
- New taxi process has been developed by the consortium to assist with the containment of costs.
- Timing-School Visits will be spread out throughout the school year.
- JK/SK Tag System was explained to the directors, 77% avg. adoption rate for the tag system, provided excess tags to each school.
- School Survey-Consortium received 71 responses to the school survey from the end of the 2013 school year. (up from 33 responses in the previous year) Would like to increase the response rate for the current school year.
- Information will be sent out in April/May for the school survey and continue to relay the importance of feedback.
- Website-Moving away from the current website and working with the Communications Manager with the GEDSB to have a new web site developed to be more secure.

5.3 Budget Analysis Report-P Kuckyt

- First budget analysis for 2013-14 will be reported at the next scheduled Operations Committee as well as the Board of Directors.

5.4 E & E Status-P Kuckyt

- Discussion took place on removing the E & E as a standing item on the agenda. Directors were supportive of this change and will rely on regular updates from the Manager of the consortium going forward.

6.0 New Business

6.1 School Survey Results – P Kuckyt

- Results are reviewed at monthly staff meetings.
- Schools seem to be responsive and agree that STS are meeting their needs.
- It was suggested that Comment # 4 be broken down to separate school visits and school training. This will be broken up for future surveys.

6.2 AANDC Transportation-J Gunn

- During current negotiations GEDSB and AANDC asked if the STSBHN be interested in taking on the responsibility of the transportation for the AANDC. The AANDC is looking for efficiencies to manage the transportation.
- P Kuckyt and J Gunn will bring forward a draft proposal to the directors of the STSBHN for review and consideration before being brought forward to the AANDC

6.3 Policy and Procedures Review: 033-038 –P Kuckyt

- Committee accepted the policy and procedures as information only.

- The Manager made initial adjustments and asked that further feedback be sought from the member boards to be brought back for approval at February AGM. Deadline for feedback is Jan.10, 2014
- A separate file with the individual policies and procedure will be circulated for feedback

6.4 Addendum to the Members Agreement-P Kuckyt

- Objective of the addendum is to add clarity for future Board of Directors for composition and to clarify roles and responsibilities of the Directors

Moved by: D Werden

Seconded by: M Nantel

“THAT the Addendum #1 be added to the Members Agreement.”

CARRIED

7.0 Adjournment – T Grice

Moved by: J Gunn

Seconded by: D Werden

“THAT the STSBHN Board of Directors of Directors meeting adjourn at 1:50 p.m.”

CARRIED

2013-14 Meeting Dates:

Date	Time	Location
Tuesday February 25, 2014	1:00 pm	Grand Erie District School Board-Norfolk Room
Tuesday May 27, 2014	1:00 pm	Grand Erie District School Board-Norfolk Room

Tom Grice, Director

Date



**Regional Catholic Parent Involvement Committee (RCPIC)
Monday, October 28, 2013 – 7:00 p.m.
Boardroom**

Present: See attached list.

Speakers: Bill Chopp, Superintendent of Education; Chris Roehrig, Director of Education; Leslie Telfer, Superintendent of Education; Tracey Austin, Manager of Communications

1. Opening Remarks and Welcome

Bill Chopp, Superintendent of Education, welcomed all attendees on behalf of the Board and Trustees.

2. Opening Prayer

Chris Roehrig, Director of Education, led the meeting with a prayer.

3. Director's Overview

3.1 Director Roehrig thanked all for attending and was pleased with the excellent attendance. He reviewed the 2012-2015 Strategic Plan that the Board approved in February 2013, highlighting the four pillars: Catholicity, Student Achievement, Leadership and Communications. He indicated that School Improvement Plans are tied to the Strategic Plan.

The following "big picture" themes were noted:

- Declining enrolment
- Declining Funding
- Provincial Election/Provincial Politics
- Other big picture themes include Municipal elections, Trustee elections and Collective Bargaining.

Director Roehrig cautioned that Catholic School systems are feeling pressure from one-school system lobby. It is important for parents to have important conversations throughout the community regarding the value of Catholic education. The Board will work with the parent community with respect to these issues.

4. Student Success

4.1 Elementary

Leslie Telfer, Superintendent of Education, discussed how well the Senior Administration team works together, sharing their vision for the students in the school system. Their focus is to reach every student. The Student Achievement and Curriculum teams are ensuring that strategies and areas focused on are all consistent and aligned. Teachers come together in groups with system support staff to focus on literacy, numeracy, personalization, precision and professional learning of our teachers. This allows the Board to be responsive to Principals and teachers as to what students need.



Superintendent Telfer explained the Marker School Initiative, which was initiative in 2012-13. Last year, six of the largest schools in the system were chosen as marker schools and this year another six schools have been added to the initiative. These 12 schools represent 30% of the student population and give a snapshot of whether or not the instructional initiatives are making a difference. To date, significant gains have been noted in the marker schools; we will know more after this year.

In response to a question regarding the Early Learning Kindergarten Program (ELKP), Superintendent Telfer described the recognition of importance of inquiry-based learning. She touched on the Early Primary Collaborative Inquiry (EPCI) that focuses on JK to Grade 3. She also shared the EQAO results from last spring's assessments that show that students are successful in curriculum expectations and are moving forward, making steady progress. She pointed out, however, that as excited as we are with student achievement, we need to focus on how to reach every student.

4.2 Board and School Council Communication

Tracey Austin, Manager of Communications, described last year's internal changes with new software and templates, and this year's change with respect to external communication. A school newsletter template was introduced to the group. School Councils will identify what needs to go into the newsletter, type it up and send it to the school secretary. Ms. Austin added that the Board is also moving forward with elementary school websites.

5. Break

6. Regional School Council

Bill Chopp, Superintendent of Education, explained the positions and duties of Executive members of the RCPIC. There are four general meetings over the course of the year, and the Executive members meet approximately two weeks before the meetings to develop the agenda. They may also be asked to attend workshops, attend Board Committee meetings, and provide communication on behalf of the parent councils. Superintendent Chopp also explained the Parent Reaching Out (PRO) Grants. Each School Council can apply for the grants in February, although not all schools are successful in being granted funds. He also spoke of the Regional PRO Grant. The Ministry has granted \$80,000 between four School Boards. This funding will be use to organize three combined community events with the theme of Building Strong Catholic Families. The first event will be held in London on November 14, 2013. Busing will be provided and the event will include dinner and presenters. The second event will be held in Brantford on January 22, 2014. The third event will be held on May 4, 2014, location to be determined. Some of the funding will also be used to purchase First Communion and Confirmation Booklets, and prayer cards which will be included with the January report cards. Superintendent Chopp encouraged all attending Parent Council members to share the booklet "Making a Difference" with their Councils, which focuses on parent engagement, school engagement and fundraising.

7. Election of RCPIC Chair

The following appointments were made:

Edith Heleniak - Chair

Jeff DeProsperis - Vice-Chair

Mandy Stelling – Treasurer

Joanne Johnson, Debbie Joubert, Lesley Neeve and Kathy Kempa - Additional Executive Members



8. Next Meetings

Subsequent meetings for the 2013-14 year will be held on Monday, February 24, 2014 and Monday, May 26, 2014.

The meeting adjourned at 9:00 p.m.

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

Prepared by: Leslie Telfer, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: November 19, 2013
Submitted by: Chris N. Roehrig, Director of Education & Secretary

STRUCTURED LEARNING UPDATE

Public Session

BACKGROUND INFORMATION:

The structured learning approach was originally developed through the TEACCH program (Treatment and Education of Autistic and related Communication Handicapped Children), founded at the University of North Carolina. It was originally created as a program for people with an Autism Spectrum Disorder. Over the years, educators have used aspects of structured learning as a strategy for all students, regardless of exceptionality. It has been a proven approach that is essential for some, but good for all.

A classroom that operates on principles of structured learning is one where the environment is structured by using boundaries and visual cues so the students can navigate independently. This environment promotes independence, establishes a routine to approach tasks, and ensures individualized and developmentally-appropriate programming. Students learn a routine for transitions and how to follow a flexible schedule.

DEVELOPMENTS:

In 2008, the Brant Haldimand Norfolk Catholic District School Board, in partnership with the Autism Spectrum Disorder School Support Program (ASDSSP), first adopted the structured learning approach in the Community Living and PALS classrooms at Assumption College School. Within the same year, structured learning was embraced in the Community Living class at Holy Trinity Catholic High School. These special classes are comprised of students whose identifications may include intellectual disabilities, medical/physical disabilities, and/or autism spectrum disorder. Funding for this pilot project was provided by the Ministry of Education and was used to purchase furniture and materials, as well as provide professional development to teachers and educational assistants.

In 2009, largely due to the exemplary programming and high success rates, the principles of structured learning were adopted in the Job Skills program at Holy Trinity Catholic High School and in the Elementary Transition classes at Notre Dame (Brantford) and St Joseph's schools.

The Special Education Department's goal for this school year is to bring the structured learning approach to regular classrooms in the elementary system for selected students with special education needs. In preparation for this, all educational assistants received training and toured the structured learning classrooms at Assumption College School. This year, over 100 teachers, special education resource teachers, educational assistants and early childhood educators have received professional development on how to create structured learning in a regular classroom. This 'team' approach allowed for rich dialogue and for the making of developmentally-appropriate tasks for students. Resources and other materials were purchased to create a "kit", which assisted school teams in creating structured learning within the regular classroom.

Since the implementation of the structured learning approach in 2008, the Board has been approached by community agencies, parents and other school boards to tour our classrooms as they begin to create similar classroom environments for their students with special needs.

RECOMMENDATION:

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

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

Prepared by: Jamie McKinnon, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: November 19, 2013
Submitted by: Chris N. Roehrig, Director of Education & Secretary

CONTINUING EDUCATION – ST. MARY CATHOLIC LEARNING CENTRE

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board demonstrates commitment to Continuing Education as a vehicle that supports the Board's vision, mission, and mandate through its role as part of a continuum of learning designed to provide learner pathways for all students. In order to serve the diverse needs of learners through night school, summer school, adult day school, adult continuing education day school, alternative schools, the International Language program, as well as several non-credit programs, the Board has designated St. Mary Catholic Learning Centre as the hub to coordinate programs.

The long-term goal of St. Mary Catholic Learning Centre is to support full and part-time students by providing flexible pathways for regular day school students, as well as opportunities for adult learners to engage in school to complete a high school diploma and/or transition to post-secondary. Programs implemented through the learning centre are designed to align with Student Success initiatives, engage students and help tailor their education to their individual strengths, goals and interests, as well as support effective transitions.

Continuing education supports learners from school age to adult with personal development and achievement in order for all learners to live significant lives of love and service in Christ.

DEVELOPMENTS:

Continuing Education programs are complex by virtue of the fact that they serve a wide variety of learner needs across multiple programs with different objectives. Under the direction of Principal Terre Slaght, St. Mary Catholic Learning Centre supports the Board Improvement Plan by ensuring that programs offered are responsive to student and community needs. This is being done by a combination of flexibility, collaboration, advocacy, system thinking and community acumen.

The following is an outline of how the Board is currently delivering continuing education through the St. Mary Catholic Learning Centre:

ALTERNATIVE PROGRAMS

PROGRAM	LOCATION	TIME	ENROLMENT ∅ Previous ∅ Current ∅ Projected	CREDIT NON-CREDIT
Alternative Education Program Secondary school credit program for disengaged secondary school students (includes credit recovery and credit rescue).	St. Mary Holy Trinity	September to June	Holy Trinity – 2 St. Mary – 16	Credit
Supervised Alternative Learning Program Extension of the Alt. Ed. Program that allows for a greater variety of programming both inside and outside school, including full-time work opportunities (includes credit recovery and credit rescue).	St. Mary Holy Trinity (Simcoe Library)	September to June	Holy Trinity – 1 St. Mary – 17	Credit
On-Site Home Instruction Home instruction model for students with mental health and anxiety concerns providing individual instruction support in a non-school setting (includes credit recovery and credit rescue).	St. Mary Holy Trinity	September to June	St. Mary – 15	Credit
School College Work Initiatives Multi-credit partnership with community college and school boards to offer high school credits, as well as college credits, in a college setting.	Mohawk College Brantford Ohsweken Simcoe Fanshawe College Simcoe	September to June	Brantford – 10 Ohsweken – 0 Simcoe – N/A Fanshawe – 4	Credit
Accelerated OYAP Opportunity to include "trade school curriculum" in student timetable along with the cooperative education credits.	Assumption College St. John's College	September to June	Auto – 17 Cook – 20	Credit
Suspension Program Students who are suspended for 11 to 20 school days must be offered an academic program, as well as supports to promote positive behaviour.	St. Mary	September to June	1	N/A

CONTINUING EDUCATION PROGRAMS

PROGRAM	LOCATION	TIME	ENROLMENT	CREDIT NON-CREDIT
			∅ Previous ∅ Current ∅ Projected	
Literacy and Numeracy Programs Transitioning programs for student which support literacy, study and self-advocacy skills.	Jean Vanier	August	26	Non-credit
	St. John's College	August	25	Non-credit
	Assumption College	August	21	Non-credit
	Holy Trinity	August	15	Non-credit
International Language Language classes for elementary school age students, currently Italian.	St. Mary	November to June	46	Non-credit
Night School Program sponsored by a school district that teaches and students do lessons outside of the instructional day. e-Learning Secondary school credit courses are delivered over the Internet.	St. Mary	February to June	ENG 4U – 25 CGR 4M – 25 GLC 20 – 25 CHV 20 – 25 MHF 4U – 25	Credit
Adult Credit Courses Taken for Diploma Purposes Adults, 21 years old and over, are able to return to school for credit purposes.	Assumption College	October to March	11	Credit
Summer School Program sponsored by a school district that teaches and students do lessons during the summer vacation (includes reaching ahead opportunities). e-Learning Secondary school credit courses are delivered over the Internet.	Various Locations	July	TBD	Credit

Expansion opportunities to be offered through St. Mary Catholic Learning Centre include summer co-operative learning, summer numeracy programs, after-school literacy and numeracy support, faith formation initiatives, personal interest programs, expanded international language programs, and adult credit courses.

There is potential for tremendous growth in the area of Continuing Education for the Brant Haldimand Norfolk Catholic District School Board. St. Mary Catholic Learning Centre will serve as the focal point of program delivery, guided by the needs of the community and our commitment to educating for life in the light of our faith...Be, Belong, Become!

RECOMMENDATION:

THAT the Committee of the Whole refers the Continuing Education – St. Mary Catholic Learning Centre report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

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

Prepared by: Leslie Telfer, Superintendent of Education
Presented to: Board of Trustees
Submitted on: November 19, 2013
Submitted by: Chris N. Roehrig, Director of Education & Secretary

JUNIOR INTERMEDIATE MATHEMATICS INITIATIVES

Public Session

BACKGROUND INFORMATION:

In response to our identified needs in Junior Mathematics (Grade 6) and Grade 9 Applied Mathematics, as evidenced by recent EQAO scores, several targeted strategies were identified in the Board Improvement Plan for Student Achievement in an effort to address these needs. The targeted strategies reflect current research on building teacher efficacy, as well as information provided in the EQAO Summary of Results and Strategies for Teachers outlined on the EQAO website.

As a result, targeted strategies for improvement have been developed and are being implemented to model appropriate problem solving and interactive classroom practices to engage all students as problem solvers. Two System Student Achievement Mathematics Teachers have been assigned to support mathematics initiatives for teachers in Grades 4 to 9.

DEVELOPMENTS:

Continuing the work begun in 2012-13, System Mathematics Teachers will be engaging in the Collaborative Learning Cycle with teachers of Grades 4-6, 7-8 and 9. These sessions involve co-planning, co-teaching and analyzing student work in order to uncover student thinking and to improve numeracy skills through the development of rich tasks, the three-part lesson, and effective assessment strategies.

Grade 4 to 6 Collaborative Learning Inquiry

In total, 33 Junior Teachers from 13 schools are involved. Principals and Special Education Resource Teachers are also involved depending on the needs of each school. Throughout 2013-14, teachers will participate in four full-day network sessions. The focus on these days will be to co-plan, co-teach and analyze student work in order to improve student achievement in numeracy. Teachers will also participate in four in-between sessions. These half-day sessions will focus on identified areas of student learning needs and occur at the designated teacher's school. In some schools, additional teachers will join these in-between sessions in order to further spread the learning among the teachers in the schools. Teachers are expected to use their netbook in every session, as strategies relating to the use of technology to improve student learning are woven throughout the project.

Grades 7 and 8 Collaborative Learning Inquiry

The Grades 7 and 8 initiative is impacting the instructional practice of 23 Grades 7 and 8 teachers from 11 schools. Principals and Special Education Resource Teachers are also involved, depending on the needs of each school. Throughout 2013-14, teachers will participate in four full-day network sessions. The focus on these days will be to co-plan,

co-teach and analyze student work in order to improve student achievement in numeracy. Teachers will also participate in two in-between sessions. These half-day sessions will focus on identified areas of student learning needs and occur at the designated teacher's school. The focus of the collaborative inquiry is to increase student engagement using the three-part lesson, and support teachers in developing the skills to identify specific student learning needs in mathematics. Teachers are expected to use their netbook in every session, as strategies relating to the use of technology to improve student learning are woven throughout the project.

Grade 9 Mathematics Collaborative Learning Inquiry

The focus of the Grade 9 mathematics inquiry has been to improve students' abilities to justify their work and to explain their thinking using a three-part lesson. This involves 15 teachers across three secondary schools in both Grade 9 Academic and Grade 9 Applied level courses. The project is designed to improve student achievement by teaching students specific strategies around being successful on the EQAO testing format and targeted remediation of areas of struggle with Mathematics. This project includes targeted EQAO support in the weeks preceding the EQAO assessment in both January and June.

Early Primary Collaborative Inquiry in Mathematics

Two elementary schools have identified a need for targeted support in primary mathematics. The System Mathematics teacher will work with primary teachers from these two schools in a pilot project throughout the 2013-14 school year by co-planning, co-teaching and analyzing student work to improve student engagement and achievement in primary mathematics.

EQAO Preparation

The system mathematics teacher will work with Grade 6 teachers in three schools during the weeks leading up to the EQAO assessment. Through a co-teaching model, the classroom teacher and the system teacher will work together to provide targeted intervention to students in order to prepare students for the Grade 6 EQAO assessment.

Effective Schools Innovation Projects

Two schools applied for and received funds to support a school-based project to improve student engagement and achievement in mathematics. The System Mathematics teachers will support the principals of these two schools in designing and implementing their projects, which are monitored by the District Student Achievement Team.

Marker Schools with a Mathematics Focus

Of the 12 marker schools, seven have chosen an explicit focus in improving student achievement in mathematics while two others have chosen a focus area that bridges both literacy and mathematics. Principals self-selected the area of focus for their school through an analysis of student data and focused conversations with members of the System Student Achievement Team. System Mathematics teachers will support principals on a by-request basis in designing, implementing and monitoring their Marker School projects throughout the 2013-14 school year. Marker School principals are monitored by the District Student Achievement Team and are expected to give reports to the committee in the fall and in the spring.

Embedded School Support

System Mathematics teachers are available to school principals on a by-request basis to facilitate school-level professional learning in mathematics throughout the school year. This work may include working one-on-one with individual teachers, facilitating professional learning meetings for a divisional group of teachers, and working with principals to provide current research regarding best practices in mathematics.

School Improvement Plans

To support the implementation of school improvement plans, the System Student Achievement Math Teachers have attended Professional Learning sessions at the request of principals. These sessions have focused on three-part lessons and diagnostic assessment tools in Mathematics, as well as supporting teachers and principals in analyzing student data to determine student learning needs.

Family of Schools Principal Learning Sessions

Throughout 2013-14, the System Mathematics Teachers will continue to provide professional learning for principals at the monthly Family of Schools meetings. These sessions are intended to deepen the principal's understanding of effective instruction in mathematics and using student assessment data to determine teacher learning needs.

Implementation of the key mathematics initiatives will be ongoing throughout the school year.

RECOMMENDATION:

THAT the Committee of the Whole refers the Junior Intermediate Mathematics Initiatives report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

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

Prepared by: Leslie Telfer, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: November 19, 2013
Submitted by: Chris N. Roehrig, Director of Education & Secretary

PRIMARY CORE FRENCH PROGRAM

Public Session

BACKGROUND INFORMATION:

Typically, students across the system begin Core French as a Second Language (FSL) instruction in Grade 4 and continue until Grade 9. They are evaluated on three strands of the Ontario Curriculum in FSL: Oral Communication, Reading and Writing. A Primary Core FSL program to students in seven of our schools across the system - Jean Vanier, St. Peter, St. Leo, St. Michael's (Dunnville), St. Patrick (Brantford), St. Cecilia's, and St. Bernard of Clairvaux – was introduced in September, 2013.

In lieu of a Primary Core FSL Ontario curriculum, the team of seven teachers, working with Cathy DeGoey (the FSL Lead), met in the summer of 2013 to develop a Primary Core FSL program that would meet the needs of our youngest learners by engaging them in a rich, second language program. In researching Primary Core FSL programs offered by other School Boards across Ontario, it was evident that most of the school boards focused on the Oral Communication strand. Therefore, it was decided by the team and by Senior Administration that the focus for the Board's Primary Core FSL program will be on Oral Communication.

DEVELOPMENTS:

Below is a summary of what has been accomplished to date, as well as some proposed plans for the remainder of the school year:

Timeframe	Activity
August 21-22, 2013	The team of seven teachers and FSL lead met at Jean Vanier school to establish short and long-term goals for the year. Short term goals included co-planning the first eight weeks of the school year – weekly topics and expectations, resources, materials, assessment methods, and setting schedules for observations in Primary Core FSL classes across the province. Long-term goals included first and second term overall expectations and resources, which include AIM (Accelerative Integrated Methodology) Language Learning training for all teachers, an instructional approach that uses oral communication and gesturing to improve fluency and vocabulary.
September 23, 2013	Three FSL teachers travelled to a Cambridge school to observe four Primary FSL classes and one Junior class who are using AIM language learning as the primary method of instruction.
September 26, 2013	The team of seven teachers and FSL lead met at Jean Vanier school in a Professional Learning Community (PLC) to debrief the first four weeks of lessons and to refine/re-create the lessons for the next four weeks. (CONT'D)

Timeframe	Activity
	Teachers brought student work to the table and from that refined some Learning Goals ¹ and Success Criteria ² for the next four weeks. The three teachers who observed the classes in Cambridge shared their new learnings with the group and answered questions about their observations. The meeting was very positive and all teachers are very enthusiastic about their new Primary program. All commented that students are very motivated to learn French and are highly engaged in the program.
October 22, 2013	One teacher travelled to a Niagara school to observe four Primary classes who are offering Core FSL and using the AIM language learning instructional method.
October 24, 2013	One teacher travelled to a London school to observe Primary classes who are offering Core FSL and using the AIM language learning instructional method.
October 29-30, 2013	The team spent two days being formally trained on the AIM language learning method. The training involved using the resource, <i>La Poule Maboule</i> , which is a Level One, introductory resource developed for Primary learners. www.aimlanguagelearning.com
November, 2013	The team will meet in a PLC to discuss classroom observations, as well as reflect on using AIM Language Learning in the classroom. The focus of the PLC will also be on planning for assessment and evaluation for first term report cards in January, 2014 and writing some report card comments together.
January, 2014	Team PLC planned for late January to discuss expectations and lessons for term 2.
February – April, 2014	Teachers will visit each other's classrooms and co-teach lessons.
May – June, 2014	Teachers will meet in a PLC to plan term 2 reporting comments, reflect on the AIM language learning culminating tasks, and plan for year 2.

RECOMMENDATION:

THAT the Committee of the Whole refers the Primary Core French Program report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

¹ Learning Goals are brief statements that describe for a student what he or she should know and be able to do by the end of a period of instruction (e.g., a lesson, series of lessons, or subtask). The goals represent subsets or clusters of knowledge and skills that the student must master to successfully achieve the overall curriculum expectations.

² Success Criteria are standards or specific descriptions of successful attainment of learning goals co-constructed by teachers and students or developed by teachers and discussed and agreed upon in collaboration with students. They are used to determine to what degree a learning goal has been achieved and should reflect the categories in the achievement chart. Criteria describe what success "looks like", and allow the teacher and student to gather information about the quality of student learning.

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

Prepared by: Leslie Telfer, Superintendent of Education
 Presented to: Committee of the Whole
 Submitted on: November 19, 2013
 Submitted by: Chris N. Roehrig, Director of Education & Secretary

**STRATEGIC PLAN 2012-2015 – STUDENT
ACHIEVEMENT UPDATE**

Public Session

BACKGROUND INFORMATION:

The Strategic Plan 2012-2015 showcases the Board’s commitment to faith formation, high levels of student achievement, high levels of public confidence in the Catholic school system, 21st century learning needs, strong leadership in our schools and effective communication to all stakeholders. The three-year strategic plan showcases a high degree of integration between pillars and initiatives. The three-year strategic plan points the Board in a direction that recognizes that we need to be responsive to the Catholic community we serve. The Strategic Plan 2012-2015 was approved by the Board in January 2013. The Board received a report card on progress related to the strategic Plan 2012-2015 in June of 2013.

DEVELOPMENTS:

In the area of Student Achievement, we continue to implement many initiatives that are embedded into the Strategic Plan 2012-2015. Below is a table that outlines the initiatives and their status:

Initiative	Update
Teams of teachers of Grades 4 to 6 will conduct in-class investigations of student work and lessons of mathematics in classrooms, using a collaborative inquiry and learning process, allowing teachers to integrate new knowledge and understanding of student learning and classroom instruction into their professional practice.	In total, 33 Junior Teachers from 13 schools are involved. Principals and Special Education Resource Teachers are also involved depending on the needs of each school. Throughout 2013-14, teachers will participate in four full-day network sessions. The focus on these days is to co-plan, co-teach and analyze student work in order to improve student achievement in numeracy. Teachers will also participate in four in-between sessions. These half-day sessions will focus on identified areas of student learning needs and occur at the designated teacher’s school. In some schools, additional teachers will join these in-between sessions in order to further spread the learning among the teachers in the schools. Teachers are expected to use their netbook in every session as strategies relating to the use of technology to improve student learning are woven throughout the project.
Netbooks will be distributed to all teachers of Grades 4 to 8 with an instructional focus on best practices for teaching Mathematics.	All elementary teachers and early childhood educators have received a Netbook to support their curriculum instruction and assessment practices. Teachers are expected to use their netbook in all collaborative learning sessions as strategies relating to the use of technology to improve student learning are woven throughout the math initiatives.

Initiative	Update
<p>Schools will develop Mathematics achievement goals by division based on student learning needs.</p>	<p>Principals and School Learning Teams have submitted School Improvement Plans outlining specific strategies related to identified student learning needs and teacher learning needs in the area of mathematics.</p> <p>System support staff are supporting principals and teachers with the implementation and monitoring of effective math strategies.</p> <p>School Plans may attend to some or all of the following:</p> <ul style="list-style-type: none"> • Three-part lesson design • The assessment framework (learning goals, co-constructed success criteria, student self-assessment and descriptive feedback) • Effective questioning (open and parallel) • Use of manipulatives • Math-talk learning communities • Process expectations
<p>Teams of teachers of Grades 7 and 8 will conduct in-class investigations of student work and lessons in mathematics in classrooms using a collaborative inquiry learning process, allowing teachers to integrate new knowledge and understanding of student learning and classroom instruction into their professional practice.</p>	<p>The Grades 7 and 8 initiative is impacting the instructional practice of 23 Grades 7 and 8 teachers from 11 schools. Principals and Special Education Resource Teachers are also involved, depending on the needs of each school. Throughout 2013-14, teachers will participate in four full-day network sessions. The focus on these days is to co-plan, co-teach and analyze student work in order to improve student achievement in numeracy. Teachers will also participate in two in-between sessions. These half-day sessions will focus on identified areas of student learning needs and occur at the designated teacher's school. The focus of the collaborative inquiry is to increase student engagement using the three-part lesson and to support teachers in developing the skills to identify specific student learning needs in mathematics. Teachers are expected to use their netbook in every session as strategies relating to the use of technology to improve student learning are woven throughout the project.</p>
<p>Teams of teachers that teach Grade 9 Mathematics will work in teams to refine their teaching practice to improve student achievement. Some of the best practices will include: using open and parallel questions, math-talk learning communities, the three-part lesson planning process and gap closing resources.</p>	<p>The focus of the Grade 9 mathematics inquiry has been to improve students' abilities to justify their work and explain their thinking using a three-part lesson. This involves 15 teachers across three high schools in both Grade 9 Academic and Grade 9 Applied level courses. The project is designed to improve student achievement by teaching students specific strategies around being successful on the EQAO testing format and targeted remediation of areas of struggle with Mathematics. This project includes targeted EQAO support in the weeks preceding the EQAO assessment in both January and June.</p>
<p>Teachers of Kindergarten, Grades 1 and 2 will work in teams to conduct investigations based on student work to refine instructional strategies that relate to reading and writing. The learning will assist teachers to integrate new knowledge and understanding of student learning and classroom instruction into their professional practice.</p>	<p>The Early Primary Collaborative Inquiry (EPCI) for the 2013-14 year will focus on teachers from Kindergarten to Grades 2 and/or 3, including early childhood educators, in seven schools. This will involve a total of 48 educators (37 classroom teachers and 11 ECEs). The focus of the EPCI is to develop understanding about the continuum of learning in the primary grades and further develop consistency of practice. The 2013-14 inquiry will target specific literacy areas in five of the seven schools and math in the remaining two. The specific areas of inquiry will be determined by each group of teachers based on student learning needs. Teachers involved will receive the equivalent of two full days release time to collaborate in the co-planning, co-teaching and co-learning model with their colleagues. The discussion and work will continue outside of the specific EPCI days as it is linked to other school-</p>

Initiative	Update
<p>Teachers that teach Grade 9 and 10 Applied Level Courses will work in teams to conduct investigations based on student work to refine instructional strategies that relate to reading and writing. The learning will assist teachers to integrate new knowledge and understanding of student learning and classroom instruction into their professional practice.</p>	<p>based professional learning.</p> <p>Twenty-five teachers who have explored Think Literacy reading strategies last year are now examining writing strategies based on the Write Traits text. Twenty teachers who are new to the process will be studying reading strategies, similar to the group from the previous year. Teachers meet in subject specific groups to learn each strategy explicitly and to plan a three-part lesson. The reading focus group shares lessons and plan next steps. The writing focus group shares their lessons in large group meetings and observes one teacher's class each time. Both groups are accessing the Adolescent Literacy Guide.</p>
<p>Teachers will work in teams to refine their practices to improve the ability of students identified as learning disabled to become stronger self-advocates.</p>	<p>Secondary Special Education Department Heads are meeting with teachers to discuss the Individual Education Plan of each student identified with a Learning Disability and reviewing the student's profile (strengths/needs). They will assist Religion teachers in modifying assignments, tests and the final exam to provide opportunities for students to be successful. Special Education Department Heads will be monitoring the progress of students identified with a Learning Disability in the Grades 9 and 10 Religion courses and will meet with the teachers of students who are struggling. Students with an identification of a Learning Disability will have an opportunity to review their own IEP to discuss strengths/needs and to allow for the opportunity for student voice.</p>

RECOMMENDATION:

THAT the Committee of the Whole refers the Strategic Plan 2012-2015 - Student Achievement Update report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

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

Prepared by: Thomas R. Grice, Superintendent of Business & Treasurer
Presented to: Committee of the Whole
Submitted on: November 19, 2013
Submitted by: Chris Roehrig, Director of Education & Secretary

INSURANCE RENEWAL

Public Session

BACKGROUND INFORMATION:

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

DEVELOPMENTS:

For 2014, based on actuarial estimates, the following rate adjustments are required:

Liability	0%
Property	+15%
Boiler	+15%
Crime	0%
Automobile	0%

Increased claims costs, in both claims experience and inflationary costs of construction, have contributed to an increase in property insurance. Deteriorating claims experience and increased inspection expenses have contributed to an increase in boiler and machinery insurance. Appendix A contains a summary, which includes a history of OSBIE premiums, as well as the current premiums for our Board.

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

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the 2014 insurance renewal premium, payable to the Ontario School Boards' Insurance Exchange, in the amount of \$207,738, plus PST.

Brant Haldimand Norfolk Catholic District School Board

OSBIE INSURANCE

Insurance Premium Excluding Taxes				
Description	2011	2012	2013	2014
Property	\$85,511.00	\$100,091.00	103,083.00	109,774.00
Crime	\$5,335.00	\$5,132.00	4,985.00	4,874.00
Boiler and Machinery	\$3,939.00	\$3,838.00	3,894.00	4,362.00
Liability	\$107,608.00	\$88,156.00	75,823.00	76,855.00
Non-Owned Auto	\$1,086.00	\$890.00	766.00	776.00
Subtotal	\$203,479.00	\$198,107.00	\$188,551.00	196,641.00
Fleet Automobile	\$9,960.00	\$11,007.70	11,008.00	11,097.00
Total Insurance Premium	\$213,439.00	\$209,114.70	\$199,559.00	\$207,738.00
Coverages:				
· Total Property	Unlimited			
· Crime	\$500,000			
· Deductible	\$10,000			
· Boiler and Machinery	Unlimited			
· Auto Limit	\$24 million			
· Liability	\$24 million			

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

Prepared by: Jamie McKinnon, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: November 19, 2013
Submitted by: Chris Roehrig, Director of Education & Secretary

BOARD ENROLMENT

Public Session

BACKGROUND INFORMATION:

The October 31st enrolment report to the Ministry of Education is important as it impacts grants that the Board receives to maintain its programs. The Average Daily Enrolment (ADE) is used by the Ministry for grant purposes.

DEVELOPMENTS:

Attached is the enrolment report, which indicates students attending our schools as of October 31, 2013. Actual enrolment for June and October 2013 are provided along with Ministry projections for October 2013. A column is provided to show enrolment variance at October between actual and projected enrolments. A column is also provided to show enrolment variance between actual June and actual October student enrolment.

In the elementary panel, the actual Full-Time Equivalent (FTE) enrolment on October 31, 2013 is higher than projected by 79 FTE. In the secondary panel, the actual FTE enrolment is 11.5 students higher than projected. Although we experienced higher than projected enrolment, we did experience a decline in total enrolment of 262.2 FTE across the system.

RECOMMENDATION:

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

**BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD
ENROLMENT AT OCT 31, 2013**

** Full Day Kindergarten

ELKP at .5 FTE ELKP at .5 FTE ELKP at .5 FTE Appendix A

	J	K	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	SPEC ED	Oct 31 2013	Oct 31 2013	Actual ADE OnSIS 2012-2013	Ministry	Variance from Ministry Projected
												Actual includes Spec Ed	Actual FTE Includes Spec Ed		Projected Estimates FTE Oct 31 2013	
Blessed Sacrament	10	9	10	11	14	18	13	11	19	15		130	120.5	110.00	106.5	14.00
Christ the King**	11	8	19	17	13	19	11	14	12	13		137	127.5	123.25	130.5	-3.00
Holy Cross**	22	25	26	27	21	25	18	33	22	26		245	221.5	230.75	232.0	-10.50
Holy Family**	13	14	16	12	16	17	8	22	10	15		143	129.5	132.50	129.0	0.50
Jean Vanier**	49	34	46	42	28	26	40	36	32	30		363	321.5	315.50	332.5	-11.00
Notre Dame (Brantford)**	27	28	30	35	25	37	25	25	31	32	20	315	287.5	316.25	291.5	-4.00
Notre Dame (Caledonia)	23	16	19	31	33	33	31	28	29	39		282	262.5	297.00	273.0	-10.50
Our Lady of Fatima (Courtland)**	16	12	7	14	10	12	16	8	9	8		112	98.0	106.00	105.0	-7.00
Our Lady of LaSalette	6	7	7	8	10	10	3	17	13	17		98	91.5	88.75	86.0	5.50
Our Lady of Providence	34	29	32	32	43	38	36	39	41	50		374	342.5	359.50	337.5	5.00
Resurrection**	10	15	13	8	16	21	16	11	19	15		144	131.5	136.25	132.5	-1.00
Sacred Heart (Langton)**	20	17	21	23	24	31	24	27	37	30		254	235.5	234.00	237.0	-1.50
Sacred Heart (Paris)**	22	24	33	27	32	22	30	24	16	21		251	228.0	216.75	228.0	0.00
St. Anthony Daniel	7	12	7	10	10	8	10	12	9	7		92	82.5	82.50	77.0	5.50
St. Basil**	32	42	47	34	32	32	29	29	27	23		327	290.0	269.50	287.0	3.00
St. Bernard closed												0	0.0		0.0	0.00
St. Bernard of Clairvaux	8	10	13	13	17	17	24	21	22	17		162	153.0	155.00	150.0	3.00
St Cecilia's**	13	16	15	10	13	15	20	21	23	21		167	152.5	159.50	149.5	3.00
St. Frances Cabrini**	27	24	20	24	26	17	18	31	30	28		245	219.5	226.75	215.0	4.50
St. Gabriel**	34	43	48	46	43	43	50	50	47	38		442	403.5	395.75	400.0	3.50
St. Joseph**	32	40	37	46	45	41	43	47	51	42	6	430	394.0	379.50	365.0	29.00
St. Leo**	14	30	22	22	16	21	24	26	17	23		215	193.0	179.50	174.5	18.50
St Mary (Hagersville)**	10	10	8	16	13	19	8	12	18	7		121	111.0	114.75	115.0	-4.00
St Michael's (Dunnville)**	18	17	17	24	15	18	24	20	17	12		182	164.5	160.00	157.5	7.00
St Michael's (Walsh)**	9	9	10	12	8	8	10	12	7	10		95	86.0	94.25	89.5	-3.50
St Patrick (Brantford)	13	8	12	10	8	19	20	14	18	17		139	128.5	139.00	134.0	-5.50
St Patrick (Caledonia)**	11	19	13	13	18	23	14	11	17	13		152	137.0	132.75	128.5	8.50
St. Peter**	14	16	23	10	18	14	17	10	16	16		154	139.0	143.50	146.5	-7.50
St Pius**	25	23	29	20	28	21	18	30	27	28		249	225.0	218.25	214.0	11.00
St. Stephen**	9	8	9	9	10	21	15	12	16	17		126	117.5	136.00	119.5	-2.00
St Theresa**	16	13	12	15	11	19	18	10	17	15		146	131.5	128.25	130.0	1.50
TOTAL	555	578	621	621	616	665	633	663	669	645	26	6292	5,725.5	5781.25	5,673.5	52.00
	101.0	91.0										ELKP @ .5 FTE	470.5	347.00	443.5	27.00
	454.0	487.0										Total FTE	6,196.0	6128.25	6,117.0	79.0
							Gr 9	Gr 10	Gr 11	Gr 12						
Assumption							316	332	309	405		1,362	1,355.00	1389.13	1,347.00	8.00
Holy Trinity							232	212	250	298		992	978.50	1017.50	974.50	4.00
St. John's							264	248	274	376		1,162	1,132.25	1219.75	1,132.75	-0.50
							812	792	833	1079						
TOTAL Secondary												3,516	3,465.75	3626.38	3,454.25	11.50
TOTAL Board												9,808	9,661.75	9754.63	9571.25	90.50

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

Prepared by: Tom Grice, Superintendent of Business & Treasurer
Presented to: Committee of the Whole
Submitted on: November 19, 2013
Submitted by: Chris Roehrig, Director of Education & Secretary

SURPLUS ACCOMMODATION – GRAND ERIE DISTRICT SCHOOL BOARD Public Session

BACKGROUND INFORMATION:

In accordance with Regulation 444/98 under the Education Act, the Grand Erie District School Board has issued a proposal to certain publicly-funded organizations to dispose of property which they have declared surplus. The Grand Erie District School Board has requested that we reply within 90 calendar days regarding our interest in the property.

DEVELOPMENTS:

The property which the Grand Erie District School Board has declared as surplus is:

- Former Doverwood Public School, 108 Hamilton Plank Road, Port Dover, Ontario

The Board does not have need of elementary student accommodation in this area; therefore, Administration recommends that the Board advises the Grand Erie District School Board that we have no interest in this property.

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board advises the Grand Erie District School Board that the Brant Haldimand Norfolk Catholic District School Board has no interest in the following property:

- Former Doverwood Public School, 108 Hamilton Plank Road, Port Dover, Ontario

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Bill Chopp, Superintendent of Education
Presented to: Board of Trustees
Submitted on: November 19, 2013
Submitted by: Chris N. Roehrig, Director of Education & Secretary

EXCURSION – MISSION TRIP TO STATEN ISLAND, NY Public Session

BACKGROUND INFORMATION:

A request has been received on behalf of Assumption College School, Holy Trinity Catholic High School and St. John's College for a mission trip to Staten Island, NY during the period of Saturday, January 25 to Friday, January 31, 2014 (no instructional days due to exam week). This is the 20th mission trip in the past 17 years that has been organized by Board staff.

DEVELOPMENTS:

Up to twenty (20) Grades 11 and 12 students, with equitable representation from all three secondary schools, will participate in this Mission Trip. Students will be involved with the Mennonite Disaster Service in a small construction and clean-up project as a result of Hurricane Sandy. The participation of the Board and its students over the past years has been recognized nationally by the Mennonite Disaster Service. As always, the cost of the trip will be covered through donations.

As part of the selection process, students are required to complete an application form (Appendix A), approved by former Director Horgan, and submit it to the designated staff member at their school. The staff member reviews the applications based on the following criteria:

- the written reasons for wanting to participate in the mission trip
- the academic standing of the student
- the student's attendance

After evaluating the applications, the designated staff member submits the names of all eligible applicants from their school to Dante Dalia, mission trip organizer and coordinator. Mr. Dalia then meets with each student to discuss their reasons for wanting to participate in the mission trip and reviews the expectations and responsibilities of student participants. The Committee, consisting of Dante Dalia, Peter Pollilo, Kimberley Maxin and Melanie Malecki, select the students who will participate and forward those names to the secondary Principals for approval. Arrangements are made to ensure that all classroom and evaluation responsibilities are met.

Chaperones will be confirmed once the mission trip has been approved by the Board. The names of the chaperone will be approved by the school principal and the Superintendent of Education.

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

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the request from Assumption College School, Holy Trinity Catholic High School and St. John's College for an excursion mission trip to Staten Island, NY from Saturday, January 25 to Friday, January 31, 2014.

2013-14
Trustee Meetings and Events

Date	Time	Meeting/Event	New / Revised
November 19, 2013	7:00 pm	Committee of the Whole	
November 26, 2013	3:30 pm	Policy Committee Mtg.	NEW
November 26, 2013	7:00 pm	Board Meeting	
December 2, 2013	7:00 pm	Audit Committee Meeting	
December 3, 2013	6:30 pm	Annual Meeting Mass (Bishop Miehm)	
	7:00 pm	Annual Board Meeting	
December 4, 2013	9:00 am	Executive Council Mtg.	
December 4, 2013	9:00 a.m.	SAL Committee Mtg. (Norfolk)	
December 5, 2013	9:00 a.m.	SAL Committee Mtg. (Brant)	
December 10, 2013	7:00 pm	Board Meeting	
December 11, 2013	7:00 pm	SEAC Meeting	
<i>December 23, 2013 - January 3, 2014</i>		<i>CHRISTMAS BREAK</i>	
January 8, 2014	9:00 a.m.	SAL Committee Mtg. (Norfolk)	
January 8, 2014	7:00 pm	SEAC Meeting	
January 9, 2014	9:00 a.m.	SAL Committee Mtg. (Brant)	
January 14, 2014	9:00 am	Executive Council Mtg. <i>(to be confirmed)</i>	
January 14, 2014	1:00 pm	Catholic Education Advisory Committee Mtg.	
January 17-18, 2014		OCSTA Professional Development Seminar	
January 21, 2014	7:00 pm	Committee of the Whole	
January 28, 2014	7:00 pm	Board Meeting	
February 5, 2014	9:00 a.m.	SAL Committee Mtg. (Norfolk)	
February 5, 2014	9:00 am	Executive Council Mtg. <i>(to be confirmed)</i>	
February 6, 2014	9:00 a.m.	SAL Committee Mtg. (Brant)	
February 12, 2014	7:00 pm	SEAC Meeting	
February 18, 2014	7:00 pm	Committee of the Whole	
February 24, 2014	7:00 pm	Regional Catholic Parent Involvement Committee Mtg.	NEW
February 25, 2014	1:00 pm	STSBHN Governance Mtg.	
February 25, 2014	7:00 pm	Board Meeting	
March 4, 2014	9:00 am	Executive Council Mtg. <i>(to be confirmed)</i>	
March 5, 2014	9:00 a.m.	SAL Committee Mtg. (Norfolk)	
March 6, 2014	9:00 a.m.	SAL Committee Mtg. (Brant)	
<i>March 10 – 14, 2014</i>		<i>MARCH BREAK</i>	
March 18, 2014	7:00 pm	Committee of the Whole	
March 19, 2014	7:00 pm	SEAC Meeting	
March 25, 2014	7:00 pm	Board Meeting	
April 2, 2014	9:00 a.m.	SAL Committee Mtg. (Norfolk)	
April 4, 2014	9:00 a.m.	SAL Committee Mtg. (Brant)	
April 8, 2014	9:00 am	Executive Council Mtg. <i>(to be confirmed)</i>	
April 9, 2014	7:00 pm	SEAC Meeting	
April 15, 2014	7:00 pm	Committee of the Whole	
April 22, 2014	7:00 pm	Board Meeting	
April 24-26, 2014		OCSTA AGM (Niagara Falls)	
April 27, 2014	TBD	Sacred Heart School (Langton) 75 th anniversary	
April 30 – May 2, 2014		Board Art Show	
May 1, 2014	9:00 a.m.	SAL Committee Mtg. (Brant)	
<i>May 4 – 9, 2014</i>		<i>Catholic Education Week</i>	
May 6, 2014	6:00 pm	Celebration of the Arts – art viewing	
	6:30 pm	Celebration of the Arts - performances	
May 7, 2014	9:00 a.m.	SAL Committee Mtg. (Norfolk)	
May 8, 2014	5:50 pm	Catholic Student Leadership Awards (Bishop Miehm)	

Date	Time	Meeting/Event	New / Revised
May 13, 2014	9:00 am	Executive Council Mtg. <i>(to be confirmed)</i>	
May 14, 2014	7:00 pm	St. Anthony Daniel School Closing Ceremony	NEW
May 14, 2014	7:00 pm	SEAC Meeting	
May 15, 2014	5:00 pm	St. Mary's (Hagersville) 50 th Anniversary Mass/Open House	
May 20, 2014	7:00 pm	Committee of the Whole	
May 21, 2014	7:00 pm	St. Pius X Official School Opening/Blessing (Bishop Crosby)	
May 26, 2014	7:00 pm	Regional Catholic Parent Involvement Committee Mtg.	NEW
May 27, 2014	1:00 pm	Catholic Education Advisory Committee Mtg.	
May 27, 2014	1:00 pm	STSBHN Governance Mtg.	
May 27, 2014	7:00 pm	Board Meeting	
June 5-7, 2014		CCSTA AGM (Kingston)	
June 10, 2014	9:00 am	Executive Council Mtg. <i>(to be confirmed)</i>	
June 10, 2014	10:00 am	<i>Have a Go</i> track meet at Holy Trinity (secondary) <i>(rain date June 11)</i>	
June 11, 2014	7:00 pm	SEAC Meeting	
June 16, 2014	10:00 am	<i>Have a Go</i> track meet at Assumption College (elementary) <i>(rain date June 17)</i>	
June 17, 2014	7:00 pm	Committee of the Whole	
June 24, 2014	7:00 pm	Board Meeting	
June 25, 2014	4:45 pm	Assumption College Graduation	
June 26, 2014	6:30 pm	Holy Trinity Graduation	
June 26, 2014	7:00 pm	St. John's College Graduation	

Meetings scheduled at the Call of the Chair: Audit Committee, Budget Committee, Accommodations Committee, Policy Committee, Regional Catholic Parent Involvement Committee