



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

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

**Committee of the Whole
Tuesday, April 15, 2014 ♦ 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), 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 – March 18, 2014 Pages 3-6
 - 4.2 Unapproved Special Education Advisory Committee Meeting Minutes - Pages 7-9
March 19, 2014
 - 4.3 Unapproved Mental Health Leadership Team Meeting Minutes – March 26, 2014 Pages 10-11
- 5. Committee and Staff Reports**
 - 5.1 Primary Core French as a Second Language Update Pages 12-17
Presenter: Leslie Telfer, Superintendent of Education
 - 5.2 Board Enrolment Update as of March 31, 2014 Pages 18-19
Presenter: Jamie McKinnon, Superintendent of Education
 - 5.3 Financial Report as of February 2014 Pages 20-24
Presenter: Tom Grice, Superintendent of Business & Treasurer



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- 5.4 Education Funding for 2014-15 Pages 25-27
Presenter: Tom Grice, Superintendent of Business & Treasurer
- 5.5 Christmas Card Contest Pages 28-29
Presenter: Chris N. Roehrig
6. **Information and Correspondence**
- 6.1 Catholic Ratepayers – Best Practices
7. **Notices of Motion**
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** Page 30
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**
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Next meeting: Tuesday, May 20, 2014 at 7:00 pm – Boardroom



Committee of the Whole
Tuesday, March 18, 2014 ♦ 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 March 18, 2014 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 February 18, 2014 meeting.

4.2 THAT the Committee of the Whole refers the unapproved minutes of the Special Education Advisory Committee meeting of February 12, 2014 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 Regional Catholic Parent Involvement Committee meeting of February 24, 2014 to the Brant Haldimand Norfolk Catholic District School Board for receipt.
- 4.4 THAT the Committee of the Whole refers the unapproved minutes of the Student Transportation Services Brant Haldimand Norfolk Board of Directors' meeting of February 25, 2014 to the Brant Haldimand Norfolk Catholic District School Board for receipt.
- 4.5 THAT the Committee of the Whole refers the unapproved minutes of the Mental Health Leadership Team meetings of February 26 and March 6, 2014 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

With respect to Item 4.4, Superintendent Grice provided a brief overview of a presentation made by T. Dias, a parent from Norfolk County, at the February Student Transportation Services Brant Haldimand Norfolk Board of Directors' meeting with respect to inclement weather, cold weather guidelines, and bus cancellations. He explained that the Consortium is taking Ms. Dias' input into consideration, are currently doing research regarding other models, and will be reviewing procedures in the coming months. Recommendations will be brought to the Board, likely in October 2014.

Referencing Item 4.3, Trustee Blake received clarification from Superintendent McKinnon that the Advanced Placement program will be introduced at Holy Trinity Catholic High School in the fall of 2014, with a planned implementation date of September 2015, depending on student interest and availability of staff to teach the Advanced Placement course(s).

Moved by: Dan Dignard

Seconded by: Dennis Blake

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 Trustee Determination and Distribution – 2014 Elections

Superintendent Grice advised that in preparation for the municipal elections to be held in October 2014, school boards are required to report to the Ministry the number and distribution of trustees based on the electoral population, and to determine whether or not to designate a trustee to low population areas. Based on ratepayer calculations, staff recommends no changes to the current number or distribution of trustees, and there is no need to designate a trustee to a low population area. Discussion ensued with respect to the declining electorate base, challenges in ensuring that eligible Catholic voters are registered as English-Separate School Supporters with the Municipal Property Assessment Corporation (MPAC), and ways in which the Board can be more proactive in this area. Director Roehrig will research best practices by other Boards, and Vice Chair Petrella suggested this concern be raised at the Annual Meeting of the Ontario Catholic School Trustees' Association in April 2014.



Moved by: Cliff Casey

Seconded by: Rick Petrella

THAT the Committee of the Whole recommends the Brant Haldimand Norfolk Catholic District School Board approves the following:

1. THAT, for purposes of the 2014 election, the number of trustees is determined to be six.
2. THAT, for purposes of the 2014 election, the Brant Haldimand Norfolk Catholic District School Board has not designated any low population areas within its jurisdiction.
3. THAT, for the purposes of the 2014 election, the Brant Haldimand Norfolk Catholic District School Board has determined the distribution of trustees to be two trustees for the City of Brantford, two trustees for the County of Norfolk, one trustee for the County of Brant, and one trustee for the County of Haldimand.

Carried

5.2 Excursion – Glasgow, Scotland

Superintendent Chopp presented a request from St. John's College for approximately 30-40 Grades 11-12 members of the school's rugby team to travel to Glasgow, Scotland. Students will participate in a rugby competition and will be given the opportunity to gain a better understanding and appreciation of Scotland's culture and customs. He added that rugby is becoming a more prominent sport and that both male and female students in all three secondary schools are developing notable skills in this sport.

Moved by: Bonnie McKinnon

Seconded by: Rick Petrella

THAT the Brant Haldimand Norfolk Catholic District School Board approves the request from St. John's College for an excursion to Glasgow, Scotland from Friday, March 14, 2015 to Sunday, March 23, 2015.

Carried

6. Information and Correspondence

6.1 Proposed OCSTA Amended and Restated By-Law 2014-01

Chair Szeman received trustee feedback on the proposed OCSTA Amended and Restated By-Law 2014-01, which will be considered at the April OCSTA Annual General Meeting.

6.2 Trustee Conference Attendance

Trustee Blake reiterated his earlier proposal that, for reasons of fiscal responsibility and restraint, trustees should limit their attendance at conferences to one or two major conferences per year. This item will be considered at the April 23, 2014 Budget meeting.



6.3 Media Relations

Director Roehrig provided an update on recent staff discussions with the Simcoe Reformer regarding accurate, fair and objective reporting. Going forward, Director Roehrig advised that staff are planning summer meet-and-greet sessions with all media contacts in Brant, Haldimand and Norfolk in an effort to foster positive relations and to assist the media in better understanding the complexities of education.

Moved by: Dan Dignard

Seconded by: Bonnie McKinnon

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

In response to Trustee Casey's inquiry, Director Roehrig will arrange for trustees to receive training on the use of Twitter at a future Board meeting.

9. Business In-Camera

Moved by: Rick Petrella

Seconded by: Dan Dignard

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

Carried

10. Report on the In-Camera Session

Moved by: Dan Dignard

Seconded by: Rick Petrella

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

Carried

11. Future Meetings

The list of remaining 2013-14 meetings and events for trustees was reviewed.

12. Closing Prayer

A closing prayer was recited in unison.

13. Adjournment

Moved by: Dennis Blake

Seconded by: Rick Petrella

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the meeting of March 18, 2014.

Carried



SPECIAL EDUCATION ADVISORY COMMITTEE
Wednesday, March 19, 2014 – 7:00 p.m.
Boardroom

Present: Lisa Stockmans (Chair), Dennis Blake, Catherine Custodio, Jill Esposito, Carmen McDermid, Christine Pearce, Heather Shisler, Leslie Telfer

Regrets: Colleen Demarest, Krista Emmerson, Paul Sanderson, Tracey Taylor, Teresa Westergaard-Hager

1. Opening Prayer

Superintendent Leslie Telfer opened the meeting with a Lenten prayer.

2. Welcome and Opening Comments

Lisa Stockmans welcomed members with a special “welcome back” to former SEAC Chair and guest speaker, Dianne Wdowczyk.

3. Approval of Agenda

Moved by: Dennis Blake

Seconded by: Heather Shisler

THAT the SEAC Committee approves the agenda of the March 19, 2014 meeting.

Carried

4. Approval of Minutes – February 12, 2014

Moved by: Dennis Blake

Seconded by: Catherine Custodio

THAT the SEAC Committee approves the minutes of the meeting of February 12, 2014.

Carried

5. Presentation – Mental Health

Dianne Wdowczyk, Mental Health Lead for the Brant Haldimand Norfolk Catholic District School Board, shared the following:

- New Mental Health logo, “Promoting Student Well-Being”
- Schools have a unique opportunity to reduce stigma, promote positive mental health, and build student social-emotional learning skills
- The Province’s 10-year strategy called “Open Minds, Healthy Minds,” placed Mental Health Leads in all 72 School Boards. They meet monthly for information sharing.
- A few Ministry of Education commitments include K-12 Curriculum with a greater emphasis on mental health, and developing Educator Guides.
- The Board’s Draft Mental Health Strategy will be submitted to the Ministry on March 31, 2014 for review.



6. Correspondence

A letter from the Rainbow District School Board (RDSB) in Sudbury regarding speech and language services for school-aged children in Ontario was discussed. The RDSB's main concern was the gaps created by waiting lists. Heather Shisler of Lansdowne Children's Centre commented that many of the suggestions from the letter to the Minister were already being done in our district. Superintendent Telfer suggested that since we now have two new Speech Pathologists in the Board, we should invite them to present at a future SEAC meeting.

7. Community Agency Updates

Catherine Custodio of Haldimand-Norfolk Children's Aid Society, shared that the agency is preparing for a Ministry Audit on Crown Ward files.

Jill Esposto of Brant Family and Children's Services (formerly Children's Aid Society Brant) shared the new logo with the group, as well as the fact that they are changing their computer and telephone systems. Jill spoke of Kin in Care and Kin Services, and that the agency is working on finding ways to support those families. Brant Family and Children's Services is also having their Crown Ward Review, as well as a Foster Care Review.

Christine Pearce of Woodview Mental Health & Autism Services shared that they are winding down on their Ministry targets. Woodview is also in the process of hiring a replacement for Dianne Wdowczyk's former position, as her immediate replacement has also moved on. Woodview is gearing up for Mental Health Week, May 5-11. They will be hosting a Family Day on May 10, 2014.

Heather Shisler of Lansdowne Children's Centre, said they are at their fiscal year end. Lansdowne is now looking at the geographical organization of their trans-disciplinary teams and central intake teams, looking at the geographic alignment to also align with schools.

Trustee Blake made note that the Budget process for the Board has begun.

8. Business from the February 12, 2014 meeting

8.1 Agency Membership Letter

Letters were sent out to the suggested agencies. The Brant County Health Unit has already responded that they will have representation for September.

8.2 The revised HNA letter to the Minister of Education on behalf of the Trustees was shared with the group.

9. Reports

8.1 Special Education System Lead, Carmen McDermid, was detained in Ottawa for most of the meeting; however, Superintendent Telfer touched on the following:

- Carmen McDermid and Terre Slaght, Continuing Education Principal, went to Ottawa to observe their Board's Adaptive Learning Program. Carmen will share the details of the program at the next SEAC meeting. Superintendent Telfer will be in Ottawa in April with



Superintendent Jamie McKinnon, at which time they hope to also visit the Adaptive Learning Program to learn more about it.

- On March 7, 2014, Carmen hosted a full-day Professional Activity Day for Educational Assistants and Early Childhood Educators. The morning included a Christian meditation session and a Keynote Speaker, Dr. Michael Mead, a Naturopath who spoke on the Pillars of Health. The afternoon consisted of creating resources to support learners in the classroom.

8.2 Superintendent of Education, Leslie Telfer

- Superintendent Telfer shared her intent to attend the Hamilton/Wentworth SEAC meeting, possibly in May, with Lisa Stockmans and Laury Nadeau, to observe.
- Upcoming SEAC conflicts: Superintendent Telfer has conflicts for the May and June SEAC dates. Laury will touch base with members to discuss alternative dates.

9. Business for Next Meeting

- Carmen McDermid to present on the Adaptive Learning Program, Ottawa Carleton District School Board
- Presentation from Speech Pathologists.

10. Adjournment

The meeting adjourned at 8:35 p.m.



**Board Mental Health Leadership Team Committee
Wednesday, March 26, 2014
Room 116**

Present: Dianne Wdowczyk (Chair), Dennis Blake, Humberto Cacilhas, Terry Dunnigan, Carmen McDermid, Karen Mitchell, Chandra Portelli, Arden Smelser, Alice Sroka, Andrea Winger

Absent: Tracey Austin (minutes only member), Bill Chopp, Derek McEachen, Terre Slaght

1. Opening Prayer

The meeting opened with a prayer led by Dianne Wdowczyk.

2. Approval of the Agenda

The agenda was approved, as distributed.

3. Approval of the Minutes

The minutes were approved by consensus.

Terry Dunnigan suggested that a Parish Priest be invited to sit on the Board Mental Health Leadership Committee.

4. Discussion Items

4.1 Welcome and Introductions

Dianne Wdowczyk welcomed all members.

4.2 Feedback from Scans/Resource mapping

Dianne Wdowczyk shared the list of resources that had been compiled through the resource mapping exercise completed with school administrators, school SERTs and Behaviour Services. As noted at the last meeting, these resources will be collated into a mapping tool that can be implemented annually.

4.3 Review of Draft Mental Health Strategy

The group reviewed the Draft Mental Health Strategy in detail and made a number of suggestions. The draft document has also been reviewed by Superintendent Chopp and Terre Slaght and will be reviewed by Derek McEachen, Religion & Family Life Consultant. Dianne Wdowczyk indicated that she would make the recommended adjustments before submitting the draft to the Ministry on March 31, 2014, and will also send a copy to members of the Mental Health Leadership team.



4.4 Next Steps

Dianne reported the draft can still be altered even after it is submitted to the Ministry in March. The Ministry encourages the Overview Statement be written by either the Director of Education or Superintendent overseeing Mental Health in order to show Board support for Mental Health. Dianne indicated that once the draft was sent to the Ministry, Chris Roehrig would be approached to review the draft and offer feedback.

The committee will continue to meet monthly to assist with the implementation of the Board Mental Health Strategy.

5. Information Items

5.1 Suicide Intervention Training

Dianne Wdowczyk reported that there are two upcoming ASIST training sessions to be delivered by our Board Social Workers. This will bring our number to approximately 40 staff trained in ASIST this year.

Safe Talk will be delivered at the Cohort meeting at the end of April and at the COP meeting in May. Secondary EAs were trained earlier this month. We now have three trainers; one from each secondary school.

ASIST and Safe Talk is also being offered to the community through the new Suicide Prevention monies distributed by the Ministry earlier this month

5.2 Professional Networking Forum

Dianne distributed flyers for the forums which will be held on May 12 in Jarvis and May 20 in Brantford. These forums are for professionals to come and explore the available services for children and youth. The forum is cross sectorial, with a focus on child/youth wellness. The group recommended involving the Regional Catholic Parent Involvement Committee and perhaps create a forum for parents.

5.3 Mental Health Week

Mental Health Week is scheduled from May 5-10, 2014; the same as Catholic Education Week. Dianne spoke about the different activities occurring in Brant, Haldimand and Norfolk. The Board's activities will emphasize both education and mental wellness. One activity will be participation in a Guinness World Record attempt by having the largest online book discussion in 24 hours. The goal is to encourage 100,000 or more children nationwide to have discussions with their families and in classrooms around self-esteem and empowerment. Our students will also be encouraged to participate in the Let's Chalk About It event, as they did last year. The Committee recommended that Mental Health Week be added to our system calendar on the Portal so staff are aware of this important event. Dianne will speak with Tracey Austin.

6. Adjournment

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: April 15, 2014
Submitted by: Chris N. Roehrig, Director of Education & Secretary

PRIMARY CORE FRENCH AS A SECOND LANGUAGE UPDATE Public Session

BACKGROUND INFORMATION:

Seven schools were selected to be part of the Primary Core FSL program for the 2013-14 year. Jean Vanier, St. Peter, St. Leo, St. Michael's (Dunnville); St. Patrick (Brantford), St. Cecilia and St. Bernard of Clairvaux have introduced French as a Second Language (FSL) Grade 1, Grade 2 and Grade 3 classes. Typically, students across the system begin core FSL instruction in Grade 4 and continue until Grade 9.

Instruction in oral communication has been the focus of the program. Training was provided for the seven FSL teachers in the Accelerative Integrated Method (AIM) Language Learning instructional approach, which uses oral communication and gesturing to improve fluency and vocabulary. Primary students in the seven identified schools are receiving instruction in French for 50 minutes per day, on four days in the weekly cycle.

The implementation of Primary Core FSL supports the Call to Action, Canada-Ontario Agreement on Minority Language and Second Official Language Instruction. The agreement requires that all Boards complete a three-year Framework for French as a Second Language, Kindergarten to Grade 12. The goals of the Framework include:

1. Increase student confidence, proficiency and achievement in FSL.
2. Increase the percentage of students studying FSL until graduation.
3. Increase student, educator, parent, and community engagement in FSL.

Implementing Primary Core FSL is an identified action supporting Goal #1 in the Brant Haldimand Norfolk Catholic District School Board's three-year plan.

Additional information and research is included in the attached and following support documents:

<http://www.edu.gov.on.ca/eng/amenagement/frameworkFLS.pdf>
www.aimlanguagelearning.com

DEVELOPMENTS:

To date, the seven Primary Core FSL teachers and the principal leader have come together to collaborate and plan for instruction and assessment on six occasions. Included in their learning sessions were visits to schools in the Niagara, London and Waterloo regions to observe classes offering primary FSL and those using the AIM Learning system. The teachers have developed first and second term overall expectations and assessment tools for ongoing evaluation.

Anecdotal feedback based on teacher observations of primary students receiving instruction in FSL indicates:

- More French is being spoken in the school at a variety of times throughout the day, including recess.
- Students are responding positively to the interactive AIM Learning program.
- Students who are less comfortable speaking are able to demonstrate understanding through the actions.
- Students are able to understand and respond to questions in full sentences.
- Instructional strategies are being transferred to FSL programs implementation in Grades 4 to 8.
- Primary classroom teachers have observed that students are transferring skills and vocabulary from French to English.

Based on the positive feedback from staff, the goal is to increase the number of schools delivering a Primary FSL Program from seven to 14 in 2014-15. We are in the process of reviewing, from a staffing and school organization perspective, whether the Primary FSL model will work in additional schools.

RECOMMENDATION:

THAT the Committee of the Whole refers the Primary Core French as a Second Language Update to the Brant Haldimand Norfolk Catholic District School Board for receipt.



Capacity Building Series

SPECIAL EDITION #26

Teaching and Learning in the Core French Classroom

Fostering conversation, building vocabulary, supporting higher-order thinking

Across the province, professional learning networks are engaging increasing numbers of classroom teachers in conversations about effective literacy instruction. Core French teachers are taking part in these discussions, bringing their unique perspectives to the table. As an integral part of the French as a Second Language program, they connect with students in all divisions at the elementary level across the instructional day. No other teacher in the school has this opportunity to work daily with so many students – and to experience both their successes and their challenges quite so consistently over time.

As part of Ontario’s collaborative focus on literacy, school leaders are supporting Core French and classroom teachers in planning together for the students they share. The purpose of this monograph is to help provoke these professional conversations at the school level by identifying some potentially rich themes and promising starting points.

Focusing on oral proficiency

An underlying set of literacy skills is common to both English and French language teaching and learning. Phonological and phonemic awareness, thinking/processing skills and comprehension strategies are required for – and are strengthened by – all language learning. Jim Cummins’ “interdependence hypothesis” focuses on this concept. It explains that students who have some basic literacy skills in their first language are likely to be advantaged in the acquisition of a second and why those who speak two or more languages are likely to be more successful academically (Cummins, 1998, Cummins, et al., 2005).

Empirical studies have also established the important role that oral language plays in learning. As students practise listening and speaking skills, and acquire knowledge of

What is the key to student learning?

“The key to student learning is rich talk – opportunities to talk, opportunities to hear, opportunities to listen ... choral chanting, repetitive talk, structured talk – talk, talk, talk.”

*(Leaders in Educational Thought
Allan Luke, 2012)*

June 2012

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Student Achievement Division

The *Capacity Building Series* is produced by the Student Achievement Division to support leadership and instructional effectiveness in Ontario schools. The series is posted at: www.edu.gov.on.ca/eng/literacynumeracy/inspire/
For information: Ins@ontario.ca

Aim for a dialogic stance in the classroom ...

Dialogue

achieving common understanding through listening to one another's ideas and thinking about them before accepting or rejecting them

Discussion

exchanging ideas, sharing information, solving problems, often with a focus on having the right answer

Instruction

direct teaching and modelling by teachers to explain concepts

Recitation

regurgitation of knowledge, usually prompted by teacher questioning

Rote Expression

drilling of facts and routines through constant use and reuse

*(Leaders in Educational Thought,
Lucy West, 2012)*

how language works, they build not only basic literacy but problem-solving and reasoning skills as well as the capacity for creative thinking. That is why the most powerful language programs are not so much about “grammar drills and translation exercises” but rather about engaging students in authentic interactions and purposeful conversation (Ketch, 2005; Wells, 2007).

In a recent address to Ontario educators, Lucy West suggested that many classroom conversations consist “of rote expression, recitation and instruction.” She emphasized that “while each of these has their place, dialogue should be the ultimate goal,” a recommendation that finds extensive support in the research on literacy and language acquisition. Second language researcher and educator Stephen Krashen insists, based on multiple studies over many years, that language instruction requires “meaningful interaction in the target language – natural communication – in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding” (cited in Schutz, 2007, 2004).

Focusing on oral proficiency is a natural common ground for Core French and classroom teachers in professional conversation.

Sharing Strategies

“From the teacher’s point of view,” Fred Genesee writes, “planning and providing instruction on the basis of children’s existing competencies and using experiences and knowledge that are familiar to the learner provides a solid foundation for extending children’s skills and knowledge in new directions.” Language acquisition theory developed by Genesee and others supports the Vygotskian notion that since the learner improves and progresses along a “natural order,” the learning task should be just one step beyond his/her current stage of competence (Schütz, 2004). This insight is relevant for planning authentic classroom conversations, providing intentional teaching of vocabulary and developing higher-order thinking skills in both Core French and regular classrooms.

1. PLANNING AUTHENTIC CLASSROOM CONVERSATIONS

“When teachers open up a conversation that allows students to take the lead, the classroom becomes a place where learning from one another is the norm, not the exception.” *Capacity Building Series, Grand Conversations in Primary Classrooms, 2011*

Students who are engaged in their learning want to learn more – they are committed to acquiring skills, solving problems and developing understanding. Grand conversations can get the sparks of student interest flying and foster the real-world connections that bring learning alive. Student inquiry, built on student interests and planned around curriculum expectations, is one approach to learning that fosters authentic classroom conversations.

In collaboration, Core French and classroom teachers can determine student interests and learning needs, and then develop strategies to foster meaningful conversations in their respective classes. When students see their teachers making connections to topics that matter to them – and valuing both languages in authentic learning – they engage more deeply in substantive conversations. This helps create the conditions for the reciprocal transfer of literacy skills from English to French and from French to English.

TAKING ACTION ...

Core French and classroom teachers can collaboratively plan the creation of authentic classroom conversations through exploration of questions such as:

- What topics and issues are students interested in talking about?
- What learning opportunities can we plan so that students will have purposeful conversations about these interests?
- How can we connect student interests to expectations and learning needs across the curriculum?
- What learning opportunities promote student risk-taking in using French as the language of communication?

- How can we ensure that the developing language skills of all students are recognized and valued?
- How can we develop student understanding about the similarities of the learning strategies that they use in both French and English?

2. INTENTIONALLY TEACHING VOCABULARY

“Teaching students word-learning strategies such as using context and word parts to unlock meaning is tremendously important. With tens of thousands of words to learn, it is absolutely necessary to help students become more proficient, independent word learners. (*Capacity Building Series, A World of Words*, 2010)

Core French teachers have long recognized the importance of vocabulary development in both oral and written communication. Their ongoing goal is to have their students develop vocabulary and use their expanding oral language to understand and be understood – to use language as a tool to connect with others. When students learn a second language through Core French programs, they are deepening their overall literacy skills as they learn to gather information, construct knowledge and communicate understanding in French. And when Core French teachers share their knowledge and understanding about vocabulary development and language learning with colleagues in open-to-learning professional conversations, learning is enriched for all.

TAKING ACTION ...

Core French and classroom teachers can collaboratively plan vocabulary development through discussion based on questions such as:

- What skills and practices do teachers need to model and teach explicitly in both languages to support students in developing their oral language skills?
- What types of instructional strategies and tasks/questions engage students in expanding vocabulary and learning how words work?
- What learning opportunities will include all students in practising oral language in both French and English conversations?

3. SUPPORTING HIGHER-ORDER THINKING SKILLS

“Children’s capacity for thinking is nearly limitless if we create the learning conditions to support it, if we provide a language to define and describe thinking, and if we simply ask, ‘What else?’, or ‘I know you don’t know, but what would you say if you did know?’ There is always a deeper idea, an idea well beyond the superficial, if we have the patience to ask, and the faith that they will answer.” (Keene, 2008, pp. 244–245)

When teachers create the conditions for “grand conversations” about real and meaningful topics of interest to students, they are creating the conditions for deep learning to flourish – learning that students remember because it matters to them. Students engaged in these conversations are eager to share their thoughts and perspectives and are interested in hearing those of others. They are learning to understand that there can be more than one way of looking at a topic. They are learning to think critically about the world. And their teachers are stretching their thinking through intense and deliberate dialogue that questions what they read and think and digs deep for meaning.

TAKING ACTION ...

Core French and classroom teachers can collaboratively plan the conditions for conversations that lead to higher-order thinking through discussion based on questions such as:

- What learning can we plan to ensure that our students have instruction in both languages that focuses on higher-order thinking skills (e.g., critical analysis, making inferences, making comparisons)?
- What planning approach can we use to ensure that talk in our classrooms goes beyond rote responses to conversations?
- How can we create safe, respectful and inclusive conditions in our classrooms that will encourage students to talk about topics and issues of interest to them?
- How might taking an inquiry stance to learning help us to create rich learning experiences and varied opportunities for students to think deeply about topics and issues of interest to them?

References

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Capacity Building Series

Grand Conversations in Primary Classrooms, 2011

A World of Words, 2010

Leaders in Educational Thought

Volume 1, Number 1, 2012

Michael Fullan, Allan Luke, Lucy West

Using the Four Roles Model

The Four Roles of the Literate Learner offers one model that Core French and classroom teachers can use to collaboratively plan literacy instruction for the students they share. Building on the two fundamental research insights cited earlier – that second language learning strengthens an underlying set of literacy skills and that the development of oral proficiency is the key to language learning – teachers can use the four roles model to analyze literacy learning in their classrooms. This analysis can then be used to provoke professional conversations that inform instructional planning and enrich teaching repertoires.

All students who are acquiring literacy skills need experience and practice in each of the Four Roles of the Literate Learner.

MEANING MAKER

- uses background knowledge and experiences to construct meaning of texts (oral, written, visual)
- makes connections between knowledge and skills acquired in English and/or one's first language to make meaning of texts encountered in French

CODE USER

- transfers and applies code-breaking knowledge and skills from English and/or one's first language, when applicable, to recognize and use features and structures of written, visual and oral texts in French, and understands that there are both similarities and differences when comparing languages
- understands how both verbal and non-verbal cues support understanding of oral texts (e.g., volume, intonation, gestures, facial expressions)

THE FSL LITERATE LEARNER

TEXT USER

- transfers understanding from English and/or one's first language that both purpose and audience help to determine the way a text is constructed
- uses this knowledge and a variety of thinking processes to listen, speak, view, read, write and represent ideas

TEXT ANALYZER

- understands that texts are not neutral, that they represent particular views, perspectives, values and beliefs and that they serve different interests
- understands that texts can be interpreted and challenged, that alternative views may be considered

(Adapted from Allan Luke and Peter Freebody (1990))

REFLECTIVE PRACTICE EXERCISE

TO BEGIN ...

- Reflect on the model and identify the characteristics of each of the roles.
- Design a rich task that requires students to work/think using more than one of the four roles.

THEN ...

Use the analysis to frame conversations based on questions such as:

- Are the students in my classroom gaining experience in and practising all of the four roles? Or are we spending the majority of our time on one role?
- How can this analysis inform my instructional practice? What do I need to do next?
- How can current issues of interest to my students be used to expand their learning experiences within the Four Roles of the Literate Learner?

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

Prepared by: James McKinnon, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: April 15, 2014
Submitted by: Chris N. Roehrig, Director of Education & Secretary

BOARD ENROLMENT UPDATE AS OF MARCH 31, 2014
Public Session

BACKGROUND INFORMATION:

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

DEVELOPMENTS:

Attached is the enrolment report, which indicates students attending our schools as of March 31, 2014. Actual enrolment as of June 30, 2013 is also provided as a reference. The actual ADE for 2013-14 is higher than projected by 19.5 elementary students. In the secondary panel, the actual ADE is 16.8 students higher than projected.

RECOMMENDATION:

THAT the Committee of the Whole refers the Board Enrolment Update as of March 31, 2014 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: April 15, 2014
Submitted by: Chris N. Roehrig, Director of Education & Secretary

FINANCIAL REPORT AS OF FEBRUARY 2014

Public Session

BACKGROUND INFORMATION:

Attached is the Board Expenditure Report for the period ending February 28, 2014.

DEVELOPMENTS:

There are few variances to report at this time. With 49.5% of the total Budget spent, we are essentially *on track*, as six months into the year, we would expect to have spent approximately 50% of the total budget. The Board is also in line with last year at this time; having spent 48.2% of budget at February 2013.

Salaries are being monitored closely each month and the total salary expenditure, to date, is on target. This expenditure is 50.4% of budget, with the current projection to year end in line with the annual budget. Last year, salaries were 50.4% spent at this time. The expected percentage of salary budget spent at any time of year varies by employee group. At February, teaching staff have received 13 pays to date, approximately 50% of annual pay. Support staff have received between 50% and 62% of annual pay for 12-month and 10-month staff during the same time frame, which explains the slight variation of percentage spent between the various salary lines. The Lunch Monitor salary budget is 47.5% spent, which is slightly under budget for this time of year, as they are paid over ten months.

Most property and liability insurance premiums, membership and software contracts require payment of annual fees in the first part of the year, leaving these budget lines with a higher percentage spent in the first half of the year.

School Renewal spending, to date, amounts to \$257,725, which is significantly below budget as most School Renewal is completed during March Break and during the summer months. Expenditure identified as New Pupil Places is the interest portion of debenture debt payments. One of two annual payments is made in the first half of the year. Principal payments are no longer included in the Operations Expenditure budget.

The Governance / Trustees budget is 54.1% spent, which is *on track* with last years' spending of 53.9% at February. Annual Trustee fees are paid in the first part of the year and other expenses within this area are in line with budget.

The Continuing Education Program expenses totalled \$68,837 or 27.1% of budget for the first half of the year. A budget for this program was established during the Revised Budget cycle in December as this is a new program for the 2013-14 school year.

RECOMMENDATION:

THAT the Committee of the Whole refers the Financial Report – February 2014 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

BRANT HALDIMAND NORFOLK CDS BD
Monthly Board Report
FOR THE MONTH ENDING FEBRUARY 28, 2014

	Budget	Expenditures	% Spent
OPERATING INSTRUCTION			
SALARIES & WAGES	49,965,006	25,336,099	50.7
EMPLOYEE BENEFITS	5,861,492	2,777,393	47.4
STAFF DEVELOPMENT	151,458	79,052	52.2
SUPPLIES & SERVICES	2,083,501	668,891	32.1
REPLACEMENT F & E	552,837	296,319	53.6
RENTAL EXPENDITURE	-	-	0.0
FEES & CONTRACTUAL SERVICES	425,880	167,865	39.4
AMORTIZATION	432,005	216,003	50.0
Total INSTRUCTION	59,472,179	29,541,622	49.7
SPECIAL EDUCATION			
SALARIES & WAGES	11,039,848	5,830,385	52.8
EMPLOYEE BENEFITS	2,168,194	1,034,451	47.7
STAFF DEVELOPMENT	40,300	8,213	20.4
SUPPLIES & SERVICES	279,364	50,968	18.2
REPLACEMENT F & E	599,508	34,639	5.8
RENTAL EXPENDITURE	-	-	0.0
FEES & CONTRACTUAL SERVICES	70,800	14,839	21.0
Total SPECIAL EDUCATION	14,198,014	6,973,494	49.1
SCHOOL MANAGEMENT/SCHOOL SERVICES			
SALARIES & WAGES	7,047,204	3,478,834	49.4
EMPLOYEE BENEFITS	1,028,328	482,561	46.9
STAFF DEVELOPMENT	39,150	21,146	54.0
SUPPLIES & SERVICES	411,498	185,052	45.0
REPLACEMENT F & E	20,050	(1,214)	-6.1
RENTAL EXPENDITURE	-	-	0.0
FEES & CONTRACTUAL SERVICES	144,360	125,671	87.1
Total SCHOOL MANAGEMENT/SCHOOL SERVICES	8,690,590	4,292,050	49.4
STUDENT SUPPORT SERVICES-GENERAL			
SALARIES & WAGES	480,161	233,215	48.6
EMPLOYEE BENEFITS	97,699	46,019	47.1
STAFF DEVELOPMENT	900	-	0.0
SUPPLIES & SERVICES	10,000	3,634	36.3
Total STUDENT SUPPORT SERVICES-GENERAL	588,760	282,868	48.0
COMP & OTH TECH STUDENT SUPP SERV			
SALARIES & WAGES	774,189	384,429	49.7
EMPLOYEE BENEFITS	197,215	93,454	47.4
STAFF DEVELOPMENT	52,000	7,756	14.9
SUPPLIES & SERVICES	105,660	31,713	30.0
REPLACEMENT F & E	5,850	98	1.7
FEES & CONTRACTUAL SERVICES	99,040	409	0.4
Total COMP & OTH TECH STUDENT SUPP SERV	1,233,954	517,858	42.0
LIBRARY SERVICES			
SALARIES & WAGES	698,842	383,870	54.9
EMPLOYEE BENEFITS	151,263	80,508	53.2
STAFF DEVELOPMENT	2,000	-	0.0
SUPPLIES & SERVICES	75,802	25,432	33.6
REPLACEMENT F & E	-	212	0.0
FEES & CONTRACTUAL SERVICES	17,223	16,091	93.4
Total LIBRARY SERVICES	945,130	506,113	53.6
GUIDANCE SERVICES			
SALARIES & WAGES	848,742	426,262	50.2
EMPLOYEE BENEFITS	90,644	41,074	45.3
SUPPLIES & SERVICES	7,075	1,679	23.7
REPLACEMENT F & E	-	-	0.0
Total GUIDANCE SERVICES	946,461	469,015	49.6

BRANT HALDIMAND NORFOLK CDS BD
Monthly Board Report
FOR THE MONTH ENDING FEBRUARY 28, 2014

	Budget	Expenditures	% Spent
TEACHER SUPPORT SERVICES			
SALARIES & WAGES	1,000,876	495,455	49.5
EMPLOYEE BENEFITS	116,664	51,051	43.8
STAFF DEVELOPMENT	14,000	3,321	23.7
SUPPLIES & SERVICES	80,607	14,638	18.2
REPLACEMENT F & E	-	-	0.0
FEES & CONTRACTUAL SERVICES	13,127	9,600	73.1
Total TEACHER SUPPORT SERVICES	1,225,274	574,064	46.9
GOVERNANCE/TRUSTEES			
SALARIES & WAGES	64,700	26,439	40.9
EMPLOYEE BENEFITS	2,588	563	21.8
STAFF DEVELOPMENT	23,000	6,755	29.4
SUPPLIES & SERVICES	25,800	13,031	50.5
REPLACEMENT F & E	2,000	218	10.9
FEES & CONTRACTUAL SERVICES	-	-	0.0
OTHER	54,250	46,144	85.1
Total GOVERNANCE/TRUSTEES	172,338	93,151	54.1
GENERAL ADMINISTRATION			
SALARIES & WAGES	1,211,554	607,399	50.1
EMPLOYEE BENEFITS	176,495	93,381	52.9
STAFF DEVELOPMENT	49,927	24,039	48.2
SUPPLIES & SERVICES	52,650	16,825	32.0
REPLACEMENT F & E	3,150	1,202	38.2
FEES & CONTRACTUAL SERVICES	139,800	78,354	56.1
OTHER	87,990	17,462	19.9
AMORTIZATION	47,124	23,562	50.0
Total GENERAL ADMINISTRATION	1,768,690	862,223	48.8
BUSINESS ADMINISTRATION			
SALARIES & WAGES	555,292	264,913	47.7
EMPLOYEE BENEFITS	136,086	62,150	45.7
STAFF DEVELOPMENT	9,000	966	10.7
SUPPLIES & SERVICES	54,400	15,994	29.4
REPLACEMENT F & E	13,500	1,383	10.3
RENTAL EXPENDITURE	-	-	0.0
FEES & CONTRACTUAL SERVICES	245,455	162,248	66.1
OTHER	-	8,825	0.0
Total BUSINESS ADMINISTRATION	1,013,733	516,480	51.0
HUMAN RESOURCES ADMINISTRATION			
SALARIES & WAGES	467,629	204,738	43.8
EMPLOYEE BENEFITS	111,618	45,012	40.3
STAFF DEVELOPMENT	5,950	2,808	47.2
SUPPLIES & SERVICES	26,650	8,097	30.4
FEES & CONTRACTUAL SERVICES	185,455	65,255	35.2
Total HUMAN RESOURCES ADMINISTRATION	797,302	325,910	40.9
INFORMATION TECHNOLOGY ADMINIS.			
SALARIES & WAGES	56,365	29,056	51.6
EMPLOYEE BENEFITS	15,275	7,178	47.0
SUPPLIES & SERVICES	-	-	0.0
REPLACEMENT F & E	6,700	732	10.9
RENTAL EXPENDITURE	-	-	0.0
FEES & CONTRACTUAL SERVICES	8,160	-	0.0
Total INFORMATION TECHNOLOGY ADMINIS.	86,500	36,965	42.7

BRANT HALDIMAND NORFOLK CDS BD
 Monthly Board Report
 FOR THE MONTH ENDING FEBRUARY 28, 2014

	Budget	Expenditures	% Spent
SCHOOL OPERATIONS			
SALARIES & WAGES	3,890,230	1,946,309	50.0
EMPLOYEE BENEFITS	1,062,640	494,746	46.6
STAFF DEVELOPMENT	2,000	-	0.0
SUPPLIES & SERVICES	2,247,790	1,057,595	47.1
REPLACEMENT F & E	36,800	3,647	9.9
RENTAL EXPENDITURE	7,968	4,137	51.9
FEES & CONTRACTUAL SERVICES	730,000	486,650	66.7
AMORTIZATION	3,283,125	1,641,563	50.0
Total SCHOOL OPERATIONS	11,260,553	5,634,647	50.0
SCHOOL MAINTENANCE			
SALARIES & WAGES	758,000	360,508	47.6
EMPLOYEE BENEFITS	177,151	86,179	48.7
STAFF DEVELOPMENT	2,500	326	13.0
SUPPLIES & SERVICES	724,466	417,271	57.6
REPLACEMENT F & E	30,540	36,518	119.6
INTEREST ON LONG TERM DEBT	82,192	41,532	50.5
RENTAL EXPENDITURE	-	-	0.0
FEES & CONTRACTUAL SERVICES	163,793	187,629	114.6
Total SCHOOL MAINTENANCE	1,938,642	1,129,965	58.3
SCHOOL RENEWAL			
SALARIES & WAGES	-	-	0.0
SUPPLIES & SERVICES	1,407,918	257,725	18.3
INTEREST ON LONG TERM DEBT	-	-	0.0
FEES & CONTRACTUAL SERVICES	-	-	0.0
Total SCHOOL RENEWAL	1,407,918	257,725	18.3
NEW PUPIL PLACES			
INTEREST ON LONG TERM DEBT	2,867,122	1,442,120	50.3
FEES & CONTRACTUAL SERVICES	-	-	0.0
Total NEW PUPIL PLACES	2,867,122	1,442,120	50.3
OP & MAINT/CAPITAL-NON INSTRUC			
SALARIES & WAGES	47,216	20,657	43.8
EMPLOYEE BENEFITS	13,572	5,674	41.8
STAFF DEVELOPMENT	-	-	0.0
SUPPLIES & SERVICES	132,245	68,766	52.0
REPLACEMENT F & E	2,000	-	0.0
INTEREST ON LONG TERM DEBT	44,291	22,380	50.5
RENTAL EXPENDITURE	-	-	0.0
FEES & CONTRACTUAL SERVICES	79,500	38,814	48.8
Total OP & MAINT/CAPITAL-NON INSTRUC	318,824	156,292	49.0
DIRECT CAPITAL & DEBT			
INTEREST ON LONG TERM DEBT	353,113	177,916	50.4
OTHER	146,395	-	0.0
Total DIRECT CAPITAL & DEBT	499,508	177,916	35.6

BRANT HALDIMAND NORFOLK CDS BD
Monthly Board Report
FOR THE MONTH ENDING FEBRUARY 28, 2014

	Budget	Expenditures	% Spent
TRANSPORTATION - GENERAL			
SALARIES & WAGES	-	-	0.0
EMPLOYEE BENEFITS	-	-	0.0
STAFF DEVELOPMENT	-	-	0.0
SUPPLIES & SERVICES	-	178	0.0
REPLACEMENT F & E	-	-	0.0
FEES & CONTRACTUAL SERVICES	206,190	114,567	55.6
Total TRANSPORTATION - GENERAL	206,190	114,745	55.7
TRANSPORTATION - HOME TO SCHOOL			
FEES & CONTRACTUAL SERVICES	4,264,130	2,488,810	58.4
Total TRANSPORTATION - HOME TO SCHOOL	4,264,130	2,488,810	58.4
TRANSPORTATION-SCHOOL TO SCHOOL			
FEES & CONTRACTUAL SERVICES	-	-	0.0
Total TRANSPORTATION-SCHOOL TO SCHOOL	-	-	0.0
TRANSPORTATION - BOARD, LODGING...			
FEES & CONTRACTUAL SERVICES	-	-	0.0
Total TRANSPORTATION - BOARD, LODGING...	-	-	0.0
TRANSPORTATION - BLIND & DEAF			
FEES & CONTRACTUAL SERVICES	-	-	0.0
Total TRANSPORTATION - BLIND & DEAF	-	-	0.0
CON ED			
SALARIES & WAGES	219,588	62,856	28.6
EMPLOYEE BENEFITS	23,040	5,393	23.4
STAFF DEVELOPMENT	-	-	0.0
SUPPLIES & SERVICES	11,000	589	5.4
FEES & CONTRACTUAL SERVICES	-	-	0.0
Total CON ED	253,628	68,837	27.1
OTHER NON-OPERATING			
OTHER	4,000,000	2,072,553	51.8
TRANSFERS FROM RESERVES	-	-	0.0
Total OTHER NON-OPERATING	4,000,000	2,072,553	51.8
Total	118,155,440	58,535,424	49.5

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: April 15, 2014
Submitted by: Chris N. Roehrig, Director of Education & Secretary

EDUCATION FUNDING FOR 2014-15

Public Session

BACKGROUND INFORMATION:

On March 27, 2014, the Minister of Education released information regarding Grants for Student Needs (GSN) for 2014-15. This release was made in advance of the provincial budget, which is forecast to be released in mid-April 2014. For the second consecutive year, the Ministry has released funding memorandum and regulations earlier than normal with respect to the delivery of the provincial budget in the hopes that this timely release will add stability to school boards as they develop their budgets for the upcoming school year.

The Grants for Student Needs (GSN) allocation continues to mirror vital priorities of the Ministry of Education, including continuance of the Full-Day Kindergarten implementation, continued support of labour agreement commitments, modernization of funding formula reforms in Special Education and school board administration, and measures arising from the School Board Efficiencies and Modernization (SBEM) consultations. It should be noted that Full-Day Kindergarten (FDK) funding provided through the Ministry in the form of an Enhanced Program Other (EPO) grant will be moved into the GSN for 2014-15.

In 2014-15, total projected education funding through the GSN has increased to approximately \$22.5 billion, which includes funding associated with the Full-Day Kindergarten Program (FDK). As noted, the EPO grant associated with FDK will be eliminated. Overall funding to school boards within the GSN will increase by approximately 1.4 percent to \$11,424 per pupil or an additional \$158 per pupil as a result of the implementation of FDK.

DEVELOPMENTS:

Collective agreements expire on August 31, 2014. With the absence of new collective agreements for September 1, 2014, the current terms and conditions of employment will continue into the 2014-15 school year, unless these terms and conditions are specifically time-limited in the collective agreement. These terms and conditions of employment are due to the statutory freeze under Section 86 of the Ontario Labour Relations Act.

Measures that are incorporated into the GSN, which affect the Brant Haldimand Norfolk Catholic District School Board, are:

Staff Compensation

- The 2014-15 GSN provides no funding for across-the-board salary increases in 2014-15. However, it does provide funding for salary increases for half-year movement on a salary grid for individual employees, if they are currently entitled to a salary grid step.

Sick Leave Plans and Other Terms and Conditions

- During the statutory freeze period and until a new collective agreement is negotiated, benefit levels, long-term disability provisions, maternity leave benefits and sick leave plans remain intact.

Unpaid Days

- Unpaid days that were required to be taken by teachers and principals in 2013-14 are time-limited and only specific to the 2013-14 school year; therefore, they will not continue.

Some of the announcements that directly affect the Brant Haldimand Norfolk Catholic District School Board include:

- The reduction of funding in benefits benchmarks continues to be phased-in as a result of the elimination of retirement gratuities. The reduction phase-in is 0.167 percent and continues each year over a 12-year period, beginning in 2013-14.
- The Student Transportation Grant will be increased by 2 percent in 2014-15 to recognize higher operating costs. As in previous years, this cost update will be netted against a school board's transportation surplus.
- The 2013 Budget announced that consultations would be held regarding school board efficiencies and modernization measures, with savings to begin in the 2014-15 school year. Consultations focused on promoting a more efficient use of school space. As a result, the Ministry is taking a measured and phased approach to promoting a more efficient use of school space. This strategic approach consists of the following elements:
 - Revising GSN grants and allocations to incent school boards to make more efficient use of school space. Base top-up funding is determined by a school's utilization rate. Under this new structure, schools at or below 65 percent utilization will be provided with top-up funding that recognizes 10 percent of their excess capacity. This is a reduction from the current 15 percent top-up rate. Schools with utilization rates greater than 65 percent will continue to be eligible for top-up funding that recognizes 15 percent of their excess capacity.
 - Revising the Pupil Accommodation Review Guideline (PARG) to make the process more effective for school boards and the community. The Ministry will be developing options that should make the accommodation review process more flexible for school boards, while at the same time ensuring that the community has meaningful input. A revised Guideline is expected to be released in the summer of 2014.
 - Providing more capital funding to support consolidations and right-sizing of school facilities. Funding will be allocated on a business-case basis for new schools, retrofits and additions that support consolidations.
 - Providing funding to school boards to build planning capacity where there is a need to address underutilized schools. The Ministry will be providing funding to support policy development and capacity building to undertake the planning necessary to make more efficient use of school space. Funding will be targeted to school boards that have consolidation opportunities and may not have adequate planning capacity.
 - Consulting with the education sector on a regular basis on issues related to the GSN, including issues related to making more efficient use of school space.

- The non-staff portion of the School Operations Allocation will be increased by 2 percent to fund increases in commodities (natural gas), facility insurance and other costs. Additional funding to further assist school boards with electricity costs will also be allocated. In total, the electricity component of the School Operations Allocation benchmark will increase by 7.3 percent.

Other impacts of the 2014-15 grants are:

- The Province is investing \$750 million over four years to assist school boards in making more efficient use of their school space.
- The Province is investing an additional \$1.25 billion over three years in renewal funding. This allocation referred to as School Condition Improvement (SCI) funding will result in \$250 million flowing to school boards in 2014–15. The initial three-year SCI program was to end in the 2013-14 school year.
- Enhanced Program Other (EPO) Grants will be \$178.9 million provincially in 2014-15. Of this amount, \$119.7 million has been allocated on a board-by-board basis as part of the GSN release and \$59.2 million will be allocated later in the year.
- In 2010, the Ministry established a School Board Administration and Governance Advisory Group (BAAG) to develop a new funding model for school board administration. BAAG submitted a report to the Ministry in 2014. The Ministry is implementing recommended changes over a four-year period. Three of the seven allocations in the current grant, which represents the majority of funding, will be replaced with no changes made to the four remaining allocations. School boards will continue to have flexibility to allocate a portion of certain GSN grants and other non-GSN revenue to support board administration expenses.
- The High Needs Amount (HNA) Allocation of the Special Education Grant will be reduced by 25 percent per year for the next four years. A new funding model, based on Measures of Variability (MOV) and the Special Education Statistical Prediction Model (SESPM), is being introduced in 2014-15. Funding from the HNA changes will gradually be re-purposed and redistributed. A High Needs Base Amount for Collaboration and Integration will be introduced to provide a *floor / base* of high needs funding, using the same amount for all school boards.
- As in previous years, some of the funding for specific initiatives will be announced at a later time.

RECOMMENDATION:

THAT the Committee of the Whole refers the Education Funding for 2014-15 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: Chris N. Roehrig, Director of Education & Secretary
Presented to: Committee of the Whole
Submitted on: April 15, 2014
Submitted by: Chris N. Roehrig, Director of Education & Secretary

CHRISTMAS CARD CONTEST

Public Session

BACKGROUND INFORMATION:

Since 2007, the Christmas card contest has provided students, supported by teacher-led instruction, with opportunity to create authentic pieces of art. New curriculum resources and improved teacher practice has led to improved quality of Christmas card artwork submissions.

In 2008, the decision was made to alternate between the panels, limiting entries and creating balance. Due to the exceptional quality and appropriateness of the artwork that was now being submitted, the option of more than one winner was also added as a possibility.

DEVELOPMENTS:

The Christmas card contest continues to be an important part of Board tradition. To continue to improve the quality of submissions, this process will now include increased involvement of the Principal with responsibilities for Arts Curriculum and Program.

Contest Process:

1. The Principal with responsibilities for Arts Curriculum and Program will:
 - review the Christmas Card contest with all Principals and request that they remind their staff of this contest at the September Family of Schools' meeting;
 - remind all Principals at the October Family of Schools' meeting to encourage teachers to submit student artwork;
 - communicate to all Principals, Secondary Arts Department Heads and Arts Itinerant Teachers a reminder for teachers that artwork submitted for the contest should be aligned with the Visual Arts curriculum, is not to be an additional activity, and that the artwork should depict the true meaning of Christmas; and
 - communicate to all Principals, Secondary Arts Department Heads and Arts Itinerant Teachers a reminder of the requirements for submissions and notification of the contest deadline (Friday prior to the November Committee of the Whole meeting).
2. On the Monday prior to the Committee of the Whole meeting, submissions will be reviewed by the Principal Lead, Student Achievement Lead K-12, and the Manager of Communications. Based on the designated criteria and the physical quality (essential for reproduction purposes), a winner will be recommended to the Director of Education.
3. The winner's teacher will be contacted so that consent can be verified.
4. The winning submission will be shared with the Board of Trustees at the November Committee of the Whole meeting.
5. The artwork(s) will be put into reproductive state.

6. The artwork for the completed card(s) will be created and the cards printed, signed and mailed.
7. The winner(s) will be invited to attend the December Board meeting to be presented with a bundle of printed cards for their personal use.

RECOMMENDATION:

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

2013-14
Trustee Meetings and Events

Date	Time	Meeting/Event	New / Revised
April 15, 2014	4:30 pm 7:00 pm	Presentation from Ontario College of Teachers Committee of the Whole	
April 22, 2014	7:00 pm	Board Meeting	
April 23, 2014	4:00 pm	Budget Committee Meeting	
April 24-26, 2014		OCSTA AGM (Niagara Falls)	
April 26, 2014	2:00 pm	St. Michael's (Dunnville) 50 th Anniversary Open House	
April 27, 2014	10:30 am	Sacred Heart School (Langton) 75 th anniversary mass/open house	
April 30 – May 2, 2014		Board Art Show	
May 1, 2014	9:00 am	SAL Committee Meeting (Brant)	
May 4 – 9, 2014		Catholic Education Week	
May 4, 2013	TBD	Regional Catholic Parent Involvement Committee Regional Presentation: A Family Faith Festival – a day of family workshops and concert with Matt Maher at London District CSB	
May 6, 2014	6:00 pm 6:30 pm	Celebration of the Arts – art viewing Celebration of the Arts - performances	
May 7, 2014	9:00 am	SAL Committee Meeting (Haldimand/Norfolk)	
May 7, 2014	1:30 pm	Executive Council Meeting	
May 8, 2014	5:50 pm	Catholic Student Leadership Awards (Bishop Miehm)	
May 13, 2014	4:00 pm	Budget Committee Meeting	
May 14, 2014	7:00 pm	St. Anthony Daniel School Closing Ceremony	
May 12, 2014	6:00 pm	SEAC Meeting	REVISED DATE/TIME (ORIGINALLY MAY 14)
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	4:00 pm	Budget Committee Meeting	
May 26, 2014	7:00 pm	Regional Catholic Parent Involvement Committee Meeting	
May 27, 2014	1:00 pm	Catholic Education Advisory Committee Meeting	
May 27, 2014	1:00 pm	STSBHN Governance Meeting	
May 27, 2014	7:00 pm	Board Meeting	
June 5-7, 2014		CCSTA AGM (Kingston)	
June 10, 2014	10:00 am	<i>Have a Go</i> track meet at Holy Trinity (secondary) <i>(rain date June 11)</i>	
June 10, 2014	7:00 pm	SEAC Meeting	REVISED DATE (ORIGINALLY JUNE 11)
June 12, 2014	2:00 pm	Executive Council 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	