



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

**Agenda
Board Meeting**
Catholic Education Center
322 Fairview Drive
Brantford, ON N3T 5M8

**BOARD MEETING
TUESDAY, DECEMBER 8, 2009 7:00 pm
Board Room**

1. Call to Order

- 1.1 Opening Prayer – June Szeman, Chair of the Board
- 1.2 Attendance

2. Routine Matters

- 2.1 Approval of the Agenda
- 2.2 Declaration of Interest
- 2.3 Approval of Minutes from the Board Meeting
 - a) November 24, 2009 Pages 3-7
 - b) December 1, 2009 Pages 8-9
- 2.4 Business Arising from Minutes

3. Presentations and Delegations:

3.1 Emily Jambrosic, Grade 7 student from Resurrection and Amelia Dolezal, Grade 12 student from St. John's College, will be acknowledged for their artwork which was selected for the 2009 Board Christmas cards.

4. Committee and Staff Reports

- 4.1 Strategic Plan Pages 10-24
Presenter: Cathy Horgan, Director of Education
- 4.2 Special Education Plan: 2009-10 Page 25
Presenter: Bill Chopp, Superintendent of Education
- 4.3 Minutes – Policy Committee Meeting – December 2, 2009 Pages 26-28
Presenter: Bonnie McKinnon, Chair of the Policy Committee
Policy: Accessibility – Customer Service Standards Pages 29-45
- 4.4 Special Education Advisory Committee Minutes – November 11, 2009 Pages 46-48
Presenter: Dennis Blake, Trustee Representative



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- 4.5 Student Transportation Services of Brant Haldimand Norfolk Minutes –
November 3, 2009** Pages 49-52
Presenter: Wally Easton, Associate Director
- 4.6 Bank Operating Credit** Pages 53-55
Presenter: Wally Easton, Associate Director
- 4.7 Borrowing By-law 2009A3** Pages 56-58
Presenter: Wally Easton, Associate Director
- 4.8 Student Trustee Report** Page 59
Presenter: Christopher Radojewski, Student Trustee

5. Information and Correspondence

6. Notices of Motion

7. Trustee Inquiries

8. Business In-Camera

207. **(2) Closing of certain committee meetings.** A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,
- a) The security of the property of the board;
 - b) The disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
 - c) The acquisition or disposal of a school site;
 - d) Decisions in respect of negotiations with employees of the board; or
 - e) Litigation affecting the board.

9. Report on the In-Camera Session

10. Future Meetings and Events Pages 60-61

11. Moment of Silent Reflection

12. Adjournment

Next meeting date, time, and location: Tuesday, January 26, 2010, 7:00 p.m., CEC



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

Minutes
Tuesday, November 24, 2009
Board Meeting
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PRESENT AT MEETING:

1. Call to Order

The meeting was called to order by Chair June Szeman.

1.1 Opening Prayer

The meeting was opened with a prayer.

1.2 Attendance

Trustees: Dennis Blake, Cliff Casey, Dan Dignard, Bonnie McKinnon, Joe McPherson and June Szeman
Student Trustee: Chris Radojewski
Administration: Cathy Horgan, Director of Education and Secretary, Wally Easton, Associate Director and Treasurer; Bill Chopp, Trish Kings, Chris Roehrig, Superintendents of Education, Claire Dodgson, Recording Secretary and Tracey Austin, Coordinator of Communications & Community Relations

2. Routine Matters

2.1 Approval of the Agenda

Resolved:

On the motion of Joe McPherson and Bonnie McKinnon, that the Brant Haldimand Norfolk Catholic District School Board approve the agenda of the November 24, 2009 meeting.

CARRIED

2.2 Declaration of Interest: Nil

2.3 Approval of Minutes from the Board Meeting – October 27, 2009

Resolved:

On the motion of Joe McPherson and Bonnie McKinnon, that the Brant Haldimand Norfolk Catholic District School Board approve the Minutes from the Board Meeting of October 27, 2009.

CARRIED



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2.4 Business Arising from the Minutes:

Trustee Cliff Casey asked if "stakeholders" included trustees at the community meeting regarding the Early Learning Program. Director of Education Cathy Horgan advised that the stakeholders referred to by the Ministry were the community members of the Best Start Network.

3. Presentations/Delegations:

Superintendent of Education Bill Chopp introduced Patricia McLeod who is an educational assistant at St. Theresa School and the recipient of the Champion to Inclusion Award.

Superintendent of Education Bill Chopp introduced Grant Philoppot and Heather Gaukel who recognized the Board for their continued support with the Thank a Vet Program. This program is in its 12th year and for the past seven years, it has been held at Assumption College School. This location has contributed to the success of the event.

4. Committee and Staff Reports

4.1 Unapproved Minutes and Recommendations from the Committee Of The Whole Meeting of November 17, 2009

Chair of the Committee of the Whole Joe McPherson reviewed the minutes of the Committee of the Whole meeting of November 17, 2009. At that meeting, the minutes were reviewed from SEAC, as well as the October 31 enrolment, Principal Performance Appraisal, the Regional Catholic School Council and the board's insurance premium. Trustee Joe McPherson requested approval and receipt of the following recommendations:

THAT the Committee of the Whole recommend that the Brant Haldimand Norfolk Catholic District School Board receive the approved minutes from the Special Education Advisory Committee Meeting of October 14, 2009

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board receive the enrolment report for October 31, 2009.

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board receive the Principal Performance Appraisal report.

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board receive the Regional Catholic School Council report.



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THAT the Committee of the Whole recommend that the Brant Haldimand Norfolk Catholic District School Board approve the 2010 insurance premium, payable to the Ontario School Board's Insurance Exchange, in the amount of \$211,852., plus GST.

Resolved:

On the motion of Joe McPherson and Cliff Casey, that the Brant Haldimand Norfolk Catholic District School Board receive the unapproved minutes from the Committee of the Whole Meeting of November 17, 2009.

On the motion of Joe McPherson and Cliff Casey, that the Brant Haldimand Norfolk Catholic District School Board approve the recommendations from the Committee of the Whole Meeting of November 17, 2009.

CARRIED

4.2 Notice of Motion

Trustee Dennis Blake suggested that his Notice of Motion from the Committee of the Whole on November 17, 2009 be referred to the Policy Committee to allow for a full discussion and review. In his remarks, trustee Blake said that his motion could be incorporated in the board's by-laws. Director of Education Cathy Horgan stated the board by-laws should be looked at more closely and will be placed on the agenda of the Policy Committee.

Resolved:

On the motion of Dan Dignard and Cliff Casey, that the Notice of Motion from the Committee of the Whole on November 17, 2009 be referred to the Policy Committee.

CARRIED

4.3 Early Learning Program

Superintendent of Education Trish Kings reviewed the five year phase-in plan for the Early Learning Program initiative. The Ministry has advised that boards must consult closely with school communities and co-terminous boards.

In phase one of the program, the Brant Haldimand Norfolk Catholic District School Board is eligible for seven classrooms to implement full day learning for the 2010-11 school year. The classes identified for this program are as follows:



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Jean Vanier, Brantford	three (3) classes
Sacred Heart, Langton	two (2) classes
St. Michael's, Dunnville	one (1) class
St. Pius, Brantford	one (1) class

There are still many details to be worked out and questions to be answered prior to the implementation of the program. The program will have one teacher and one early childhood educator. These classes will not be part of the primary class size but will have an aggregate enrolment average of 26 students. Where it is viable, before and after school programs are to be offered in the Early Learning Program schools.

In year two, the board is eligible for four additional classes and they have been identified as follows:

Christ the King, Brantford	one (1) class
Holy Cross, Brantford	one (1) class
St. Michael's, Walsh	one (1) class
St. Stephen's, Cayuga	one (1) class

All other schools will be phased-in by the 2015-16 school year.

Resolved:

On the motion of Bonnie McKinnon and Joe McPherson, that the Brant Haldimand Norfolk Catholic District School Board approve the submission, with respect to school selection as outlined on the planning template, Early Learning – Phase 1 School Selection.

CARRIED

5. Information and Correspondence: Nil

6. Notices of Motion: Nil

7. Trustee Inquiries: Nil

8. Business In-Camera:

Resolved:

On the motion of Dan Dignard and Cliff Casey, that the Brant Haldimand Norfolk Catholic District School Board move to an In-Camera session.

CARRIED



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9. Report on the In-camera Session:

Resolved:

On the motion of Dan Dignard and Cliff Casey, that the Brant Haldimand Norfolk Catholic District School Board approve the business of the In-camera session.

10. Future Meetings

11. Moment of Silent Reflection

12. Adjournment

Resolved:

On the motion of Cliff Casey and Dan Dignard, that the Brant Haldimand Norfolk Catholic District School Board adjourn the meeting of November 24, 2009.

CARRIED

Brant Haldimand Norfolk Catholic District School Board
Annual Meeting of the Board – Monday, December 1, 2008

PRESENT AT THE MEETING

Trustees: Dennis Blake, Cliff Casey, Dan Dignard,
Bonnie McKinnon, Joe McPherson and June Szeman

Administration: Cathy Horgan, Director of Education; Wally Easton, Associate
Director; Bill Chopp, Trish Kings, and Chris Roehrig, Superintendents
of Education; Tracey Austin, Communications and Claire Dodgson, Recording Secretary

1. CALL TO ORDER:

The meeting was called to order by the Director of Education and Secretary of the Board, Cathy Horgan.

2. ATTENDANCE AND WELCOME

Cathy Horgan welcomed trustees and senior administration.

3. OPENING PRAYER

The meeting was opened with a prayer.

4. APPROVAL OF AGENDA

Resolved:

On the motion of Cliff Casey and Dan Dignard that the Brant Haldimand Norfolk Catholic District School Board approve the agenda for the Annual Meeting on December 1, 2009.

CARRIED

5. DECLARATION OF INTEREST: Nil

6. APPOINTMENT OF SCRUTINEERS

Cathy Horgan appointed Trish Kings and Chris Roehrig, Superintendents of Education and Chris Roehrig, as scrutineers for the nomination and election of the Chair of the Board.

7. NOMINATION AND ELECTION OF CHAIR

Cathy Horgan distributed ballots for the nomination of the Chair. June Szeman was nominated as Chair of the Board and agreed to let her name stand. June was acclaimed Chair.

8. NOMINATION AND ELECTION OF VICE CHAIR

Newly elected Chair, June Szeman distributed ballots for the nomination of the Vice Chair. Joe McPherson and Dennis Blake were nominated as Vice Chair of the Board and agreed to let their name stand.

June Szeman distributed ballots for the election of the Vice Chair. Election took place by secret ballot and Joe McPherson was elected Vice Chair.

Resolved:

On the motion of Dennis Blake and Joe McPherson, that the Brant Haldimand Norfolk Catholic District School Board destroy the nomination and election ballots for Vice Chair.

CARRIED

9. APPOINTMENT OF BOARD AUDITOR

Associate Director Wally Easton recommended the appointment of Millard, Rouse, Rosebrugh, Chartered Accountants, as auditors for the year ending August 31, 2010.

Resolved:

On the motion of Dan Dignard and Dennis Blake, that the Brant Haldimand Norfolk Catholic District School Board approve the appointment of Millard, Rouse, Rosebrugh, Chartered Accountants, as auditors for the year ending August 31, 2010.

CARRIED

10. ANNUAL ADDRESS BY THE CHAIR OF THE BOARD

Chair, June Szeman addressed all those in attendance. In her remarks, June commented on past successes of the Board and looks forward to the many exciting projects and initiatives ahead. Chair Szeman thanked her colleagues for their ongoing support.

11. ADJOURNMENT

Resolved:

On the motion of Joe McPherson and Dennis Blake, that the Brant Haldimand Norfolk Catholic District School Board adjourn the Annual Meeting of December 1, 2009.

CARRIED

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Cathy Horgan, Director of Education & Secretary
Presented to: Board of Trustees
Submitted on: December 8, 2009
Submitted by: Cathy Horgan, Director of Education & Secretary

STRATEGIC ACTION PLAN 2009-10

Public Session

BACKGROUND INFORMATION:

Last February, the board began a strategic planning process. In June, the board passed, in principle, a revised mission, motto, core values and four (4) strategic commitments.

DEVELOPMENTS:

Since September, senior staff has been assigned one of the strategic commitments. Each was to create a draft action plan for the current year. They gathered feedback from various stakeholders including the trustees. Attached you will find the four action plans. For the remainder of this year the plans will be implemented and at each board meeting, one of the strategic commitments will be reported on for monitoring purposes. See the attached blank form as a template for status updates. At the June board meeting, all the data will be presented regarding the year's achievements. Data will also be presented regarding the system's feedback on the mission, motto, core values and action strategic commitments. Plans will then be put in place for the next two years.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board approve the Strategic Action Plan for the 2009-10 school year.

Catholicity: *We want to contribute meaningfully to the strength of our Catholic faith in our schools*

- Support and develop the faith dimension of staff and students in all our interactions, daily practice and behaviour modeling
- Build stronger partnerships with Catholic priests and parishes and stronger communities of schools within each parish
- Foster programs that inspire challenge and motivate students to strengthen their concept of social justice and all faith practices

Expected Outcomes	Strategies	Indicators of success	Timeline	Responsibility
<p>100% of our elementary schools will establish specific targets for improving the Catholic Culture of the school.</p>	<p>Using the tool "Because we Believe: Our Catholic Faith Comes Alive", our Religion and Family Life Consultant, will train the principals and faith ambassadors on the self- review process in the fall.</p> <p>Establish a timetable for the reviews and link them to the District School Improvement Reviews.</p> <p>Each school will target two areas of the self-assessment in the Community Culture and Caring section of their school improvement plans. Specific indicators will be reflected in the work of the school.</p>	<p>100% of School Improvement Plans will track the selection of the targets and their progress.</p> <p>Annually School Superintendents will review the implementation of the School Improvement Plan and the results.</p>	<p>November 2009</p> <p>May 2010</p>	<p>School Superintendent, Principal, Religion and Family Life Consultant</p> <p>Principal School Superintendent</p>
<p>A Virtues Education Foundational document will be used as a reference in our board policies, procedures and programs.</p>	<p>A writing committee will write the document using a variety of Catholic sources.</p> <p>The document will be used to create a teacher resource for integrating virtues education in lessons and school cultures.</p>	<p>The two documents are produced and distributed to all staff in January by the principals.</p> <p>A survey will be developed by the writing team to ensure that we know if parents, students and staff are aware of the virtues project.</p>	<p>January 2010</p> <p>May 2010</p>	<p>Religion and Family Life Consultant</p> <p>Curriculum Writing Team</p>

	Principals will be inserviced on the new document by the writing team in February. Principals will use the material in the school agendas next spring so that parents are engaged.	Where suitable, the document will be referenced in all new policies and when existing policies are revised.	Ongoing	Director
<p>100% of staff will be introduced to a spiritual theme for the next three years:</p> <p>Year one: <i>Because we believe our Catholic faith comes alive in our hearts.</i></p> <p>Year two: <i>Because we believe our Catholic faith comes alive in our school.</i></p> <p>Year three: <i>Because we believe our Catholic faith comes alive in our community.</i></p>	<p>An opening faith day will introduce the theme.</p> <p>Various publications will be completed by the communication officer to publicize the themes: banners, bookmarks, and posters. The theme will be featured on the website.</p> <p>Materials will be distributed by the Religion and Family Life consultant for classrooms and whole school activities.</p> <p>Elementary Curriculum committee will develop resources linking the board theme and the liturgical calendar and classroom activities.</p>	<p>A survey will be developed by the director's office to ensure parents, students and staff are engaged in the theme.</p> <p>Through supervision and report back on the School Improvement Plan principals will demonstrate that local school activities have been designed to animate the theme during the year.</p>	<p>Ongoing for the next three years</p> <p>January 2010</p> <p>December 2009</p>	<p>Religion and Family Life Consultant</p> <p>Director Communications Officer</p> <p>Religion and Family Life Consultant, School Superintendent</p>

<p>Increase contacts with parishes by 100% as compared to the current rate and share information.</p> <p>Increase participation of the clergy in the schools and schools in the parishes by 100% compared to the current rate.</p>	<p>Principals will meet with Pastors to set school calendars for events.</p> <p>Board and school newsletters will be inserted into parish bulletins.</p> <p>Populate the parish page on the board and school website.</p> <p>Director and Religion and Family Life Consultant to attend the deanery meetings.</p> <p>Director to attend Catholic Women's League and Knights of Columbus meetings.</p>	<p>Increased presence of the clergy in schools.</p> <p>Parishioners are aware of activities at the local school as evidenced by increased clergy participation in the school activities as compared to the current rate.</p> <p>Parents have access to information links to the parishes.</p>	<p>September 2009 ongoing</p> <p>Ongoing</p>	<p>Director, Religion and Family Life Consultant, Principals</p> <p>Principals Communications Officer</p>
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Communications:

We want to share our Catholic education stories, activities and successes with our internal and external communities

- Provide timely information to, and opportunities for dialogue with all stakeholders
- Increase our public profile with relevant and contemporary communication strategies
- Establish broader communication networks to connect with all geographic areas we serve

Expected Outcome	Strategies	Indicators of success	Evaluation Cycle	Responsibility
Have a full-service, intuitive Intranet that is the 'hub' of our Board's internal communication system and is used by all employees.	Select a Document Management Solution. Solicit feature list input from Senior Advisory Council. Write a Product Requirements Document (PRD) to ensure that all user needs are addressed. Write a clear specification for the Board's Intranet project. Complete a designated number of items on the feature list. Run concurrently with the existing BHNResource during testing.	Document Management Solution selected. Senior Advisory Council polled for input as to what they believe our Intranet should contain/feature. Product Requirements Document developed and agreed to (by IT) Specification written and timelines approved. Items that users identified as 'most important' are completed, tested and ready to use. New Intranet tested and ready for announcement (that it is on the way) in Sept 2010.	December 2009 January 2010 February 2010 March 2010 May 2010 July 2010	Information Technology/ Corporate Services Corporate Services/Communications Office Corporate Services/Communications Office/Information Technology Communications Office/Information Technology Communications Office/Information Technology Communications Office/Information Technology

Expected Outcome	Strategies	Indicators of success	Evaluation Cycle	Responsibility
<p>A stronger connection with our Catholic communities.</p>	<p>Increase contact with Parish Priests and our Bishops and increase the amount of Board information that is provided to them by:</p> <ul style="list-style-type: none"> ▪ Provide Parish bulletin inserts once a term. ▪ Principals meet with Pastors to collect Parish information to include on school monthly calendars. ▪ Provide the Catholic Women's League and the Knights of Columbus with Board to home and school to home information. ▪ Develop stronger Parish sections on all school and Board websites. ▪ Feature a more predominate Catholic Faith/Catholic Communities section in the Director's annual report. 	<p>Bulletin inserts provided in October, January and April.</p> <p>Each month, the school calendar contains Parish events.</p> <p>Catholic Women's League and Knights of Columbus sent bulletin-type information, Board to home and school to home information. Connect with a sample of members to determine if the information is valuable.</p> <p>Completed Parish sections on all school and Board websites including links to and from Parish sites if applicable. Run report on page/hyperlink activity</p> <p>Provided a well-developed Catholic Faith/Catholic Communities section in the Director's annual report. Examine reviews of annual report.</p>	<p>January 2010</p> <p>December 2010</p> <p>January 2010</p> <p>February 2010</p> <p>February 2010</p>	<p>Director's Office/Communications Office</p> <p>Director's Office/ School Principals</p> <p>Director's Office/Communications Office/School Principals</p> <p>Communications Office/School Principals</p> <p>Director's Office/Communications Office</p>

Expected Outcome	Strategies	Indicators of success	Evaluation Cycle	Responsibility
	<ul style="list-style-type: none"> ▪ Director and Religion & Family Life Consultant to attend Deanery meetings. 	At least one meeting per Deanery attended	January 2010	Director's Office
More numerous, accurate and timely media coverage of our Board, schools and initiatives.	<p>Provide local media with a monthly "Look Ahead" summary list.</p> <p>Train the media to subscribe to our Really Simple Syndication (RSS) Feeds.</p> <p>Annual media gathering to build positive relationships and collect communication method preferences.</p>	<p>An increase of "list item" event coverage and more accurate information about our schools in the news, particularly, a notable increase of May event coverage during the month of May, 2010.</p> <p>Have all media outlets subscribe to feeds. Track users.</p> <p>Attendance and participation.</p>	<p>January 2010</p> <p>April-May 2010</p> <p>August 2010</p>	Communications Office

Leadership: We want to ensure dynamic and progressive leadership in the years ahead

- Capitalize on and share our current knowledge and experience with those who will lead tomorrow
- Build capacity to be ready for demographic changes - e.g. retirements - in the years ahead
- Identify and nurture potential leaders at every level of our school system

Expected Outcome	Strategies	Indicators of success	Evaluation Cycle	Responsibility
<p>Create a profile of the leader upon which selection and training programs will align.</p>	<p>Establish a Leadership Steering Committee (LSC) made up of principals, vice-principals and senior staff to provide input into the profile of the leader - use evidence and research based on the Ontario Leadership Strategy and the Ontario Institute for Education Leadership (the Catholic Leadership Framework).</p>	<p>Committee created and minutes/agendas of meetings documented. Publication and communication of the profile of the leader to the system.</p>	<p>February 2010 June 2010</p>	<p>Director of Education Superintendent of Education (Staffing)</p>
<p>Develop programs for aspiring, beginning and experienced leaders that align with the leadership framework and core leadership capacities.</p>	<p>LSC to support the development of locally developed courses for aspiring leaders aspiring and experienced leaders. Survey the system using the Leadership Self-Review Tool to clarify the next steps for the system. Develop and implement a mentoring program for new and experienced principals and vice-principals.</p>	<p>Outline of courses produced and published. Survey data collected, analyzed and summarized for next steps. Principals and vice-principals engaged in a mentoring program.</p>	<p>June 2010 November 2009 November 2009</p>	<p>Superintendent of Education (Staffing) Superintendent of Education (Staffing) Superintendent of Education (Elementary)</p>

Expected Outcome	Strategies	Indicators of success	Evaluation Cycle	Responsibility
	<p>Implement a performance appraisal (PPA) process for principals and vice-principals that have professional growth as a foundation.</p> <p>Create a professional development program for principals and vice-principals that align with system goals.</p>	<p>Principals and vice-principals participating in all aspects of PPA.</p> <p>All principals and vice-principals participate in professional learning program.</p>	<p>November 2009</p> <p>June 2010</p>	<p>Superintendent of Education (Staffing)</p> <p>Principal Assigned to Professional Learning</p>
<p>Develop a recruitment and selection process for hiring leaders that aligns with our profile of the leader.</p>	<p>Using the profile of the leader – establish a subcommittee to develop the recruitment and selection process for vice-principals and principals</p>	<p>Produce an outline of the recruitment and selection process for vice-principals and principals.</p>	<p>June 2010</p>	<p>Superintendent of Education (Staffing)</p>

Student Achievement:

We want all students to be the best they can be

- Create dynamic and faith-centred learning experiences that encourage all students to achieve their full spiritual, academic and personal potential
- Build and sustain safe, supportive and nurturing environments for learning to take place
- Drive constant improvements in student learning and the celebration of achievement

Expected Outcome	Strategies	Indicators of success	Evaluation Cycle	Responsibility
<p>Student achievement in literacy for primary and junior students will meet Board targets.</p>	<p>Focus on non-negotiable elements in all schools and classrooms.</p> <p>Data collection and analysis is used to inform instruction.</p> <p>Specific training is provided for Grade 3 and 6 teachers and principals/vice principals related to EQAO.</p> <p>Job-embedded supports, as well as a comprehensive PD plan are in place to support all staff.</p> <p>School-based Catholic Professional Learning Communities are in place in all schools to support School Improvement Planning.</p> <p>School networks are established to facilitate collaboration and capacity building.</p>	<p>Evidence of non-negotiable elements are present in all schools and classrooms.</p> <p>Data from a number of sources, EQAO, CCAT, DRA, report cards, classroom assessments is collected, analyzed and used for focused instruction.</p> <p>Designated targets and standards for students will be achieved as outlined in the Board Improvement Plan and School Improvement Plan.</p>	<p>September – June 2010</p> <p>June and August 2010</p> <p>October, March and June 2009 – 10</p>	<p>Superintendents</p> <p>Principals of Program</p> <p>Principals/Vice Principals, Support Staff</p>

Expected Outcome	Strategies	Indicators of success	Evaluation Cycle	Responsibility
<p>Student achievement for junior boys in writing will meet Board targets.</p> <p>Mathematics results for grade 7 and 8 students show improvement.</p>	<p>Intervention programs/strategies will be implemented to support struggling and at risk students.</p> <p>Non-fiction writing will be a focus in all junior classrooms.</p> <p>Integration of technology will be utilized to engage boys more effectively.</p> <p>Grade 7&8 teachers will use Mathematics Organization Framework. Specific Gr. 7&8 teachers will be involved in coaching groups.</p>	<p>Intervention programs and strategies demonstrate improved results for struggling and "at risk" students.</p> <p>Junior boys writing will meet expected targets in EQAO.</p> <p>Results for grade 7 and 8 mathematics demonstrate improvement as evidenced on report cards.</p>	<p>August 2010</p> <p>December, March and June 2009 – 10</p>	<p>Special Education Teachers, classroom teachers and volunteers</p> <p>School Improvement Teams, Information Technology Consultants</p> <p>Classroom Teachers</p>
<p>To improve student achievement in Grade 9 Applied and Academic Mathematics.</p>	<p>Mathematics Coaching project – three coaches (one per secondary school) being trained by a lead coach.</p> <p>EQAO training for Grade 9 teachers of Mathematics.</p> <p>Cooperative Learning Focus Group (intensive training for two Mathematics Coaches.)</p> <p>Mathematics Coaching training offered by the Ministry.</p> <p>Differentiated Instruction (D/I) Focus Groups – selected Mathematics teachers will participate in intensive training on Differentiated Instruction.</p>	<p>Improved EQAO scores in Grade 9 Applied Mathematics for year one of the project.</p> <p>Greater alignment between student achievement measured by the schools and the EQAO.</p>	<p>August 2010</p>	<p>Superintendent of Education</p>

Expected Outcome	Strategies	Indicators of success	Evaluation Cycle	Responsibility
<p>Our Catholic faith permeates all areas of the curriculum and student life.</p>	<p>Ensure preferential timetabling is in place for Religion and Family Life Program and appropriate Catholic curriculum documents and resources are used in the classroom.</p> <p>Develop a comprehensive professional learning program for staff related to the delivery of the Religion and Family Life programs.</p> <p>Develop plans to enhance the prayer life of the school and classrooms.</p> <p>Develop strategies with parish and home to support curriculum within the schools.</p> <p>Implement draft document "Cognitive Content" to support <u>Born of the Spirit 1 – 6 and We are Strong Together 7 and 8.</u></p>	<p>The learning goals and expectations of the Religion and Family Life programs are achieved across all grade levels.</p> <p>Staffs are supported in their learning and their knowledge and skills are strengthened.</p> <p>Prayer is a central focus of the schools and within classrooms.</p> <p>The parish priests support the Religion and Family Life Programs within the schools and parents are aware of the knowledge, skills and attitudes being developed in the programs.</p> <p>Draft document will be used to support Religion program.</p>	<p>September 09 – June 10</p>	<p>Superintendents</p> <p>Principals/Vice Principals and School Staff</p> <p>Religion & Family Life Consultant</p>

<p>To provide a safe, secure and affirming environment for all students.</p>	<p>The Board's Safe School Policies and Procedures will continue to be developed and implemented. i) Progressive Discipline ii) Bill 157 iii) Equity & Inclusive Education</p> <p>A School Climate Survey will be developed to support the Community, Culture and Caring component of the Board Improvement Plan.</p> <p>The results of the survey will provide information and next steps for program planning and strategies.</p> <p>Each school's Safe Schools Team will develop a School Code of Conduct consistent with the Provincial Code of Conduct and Board Code of Conduct in consultation with staff, students and parents.</p>	<p>All administrators, staff and parent community will be aware of the Board's Safe Schools Policy and Procedures and accompanying programs.</p> <p>The survey is developed and implemented.</p> <p>Programs and strategies are in place at a Board and school level.</p> <p>A Code of Conduct is in place at each school.</p>	<p>September 2009 – June 2010</p>	<p>Superintendents</p> <p>Safe Schools and Equity Officer</p> <p>Principals/Vice Principals and</p> <p>Safe Schools Team</p>
<p>To improve student achievement in Grade 9 and 10 Locally Developed English as well as Grade 9 and 10 Applied English.</p>	<p>English Advisory Team has been created to consult on the construction of a three-year plan based on a coaching model.</p> <p>Begin Literacy Coaching project in second semester for 2001-2010.</p>	<p>Creation of a three year plan. Improved student achievement in semester two locally developed classes at all three schools.</p>	<p>June 2010</p>	<p>Superintendent of Education</p>

<p>To improve Pathways decisions for Grade 7 and 8 students.</p>	<p>Create a Pathways Steering Committee to gather evidence of the effectiveness of current practice and create a three year plan to support improvements in decisions related to pathways.</p> <p>Create a Skills Canada Committee to improve the number of events being held and the number of students participating in Skills Canada challenges.</p>	<p>Creation of a committee. Evidence of effectiveness.</p> <p>Improve participation in Skills Canada by 100%.</p>	<p>June 2010</p>	<p>Superintendent of Education</p>
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Student Achievement: We want all students to be the best they can be

- Create dynamic and faith-centred learning experiences that encourage all students to achieve their full spiritual, academic and personal potential.
- Build and sustain safe, supportive and nurturing environments for learning to take place.
- Drive constant improvements in student learning and the celebration of achievement.

Expected Outcomes	Strategies	Indicators of success	Timelines	Responsibility	Status (Date)

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Bill Chopp, Superintendent of Education
Presented to: Board of Trustees
Submitted on: December 8, 2009
Submitted by: Cathy Horgan, Director of Education & Secretary

SPECIAL EDUCATION PLAN 2009-10

Public Session

BACKGROUND INFORMATION:

In accordance with Ontario Regulation 306, each district school board is required to submit to the Ministry of Education a plan outlining the provision of Special Education programs and services. Each board is to ensure that the Special Education Advisory Committee (SEAC) is provided with opportunity to participate in the Special Education Plan annual review.

DEVELOPMENTS:

In accordance with the Ontario Regulation 306, the Special Education Department began a review of the present Special Education Plan in March of 2009. The review consisted of a series of consultations with the SEAC, Special Education department teams (system and school level), the Special Education Joint Advisory Council, community agencies and the Ministry of Education.

The Special Education Plan of 2004-05, as well as the amendments of 2005-08 were also compared to the standards set out in Regulation 306. The results were an updated Special Education Plan for 2009-10. A draft copy was submitted to the Ministry of Education in July 2009, awaiting the final draft approval by both the SEAC and the Board of Trustees. The approved Special Education Plan will be available on the Board website as of January 1, 2010.

The Special Education Plan 2009-10 was approved by SEAC at the November 11, 2009 regular meeting.

The Special Education Department is pleased to provide for approval the revised Special Education Plan for 2009-10.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board approve the 2009-10 Special Education Plan and that the Plan be forwarded to the Ministry of Education.



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

Minutes
Wednesday, December 2, 2009
Policy Committee
Catholic Education Center
322 Fairview Drive
Brantford, ON N3T 5M8

Present at Meeting:

1. Call to Order

1.1 Opening Prayer:

The meeting was opened with a prayer by Bonnie McKinnon Chair of the Policy Committee.

1.2 Attendance

Trustees: Bonnie McKinnon , June Szeman, Dan Dignard
Administration: Cathy Horgan, Director of Education and Bill Chopp, Superintendent of Education

2. Routine Matters

2.1 Approval of the Agenda

Resolved:

On the motion of June Szeman and Bonnie McKinnon, that the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board approve the agenda of the December 2, 2009 meeting.

CARRIED

2.2 Declaration of Interest: Nil

2.3 Approval of Minutes From the Policy Committee – October 14

Resolved:

On the motion of June Szeman and Bonnie McKinnon, that the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board approve the Minutes from the Policy Committee of December 2, 2009.

CARRIED

2.4 Business Arising from the Minutes: Nil

3. Presentations/Delegations: Nil



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

Minutes
Wednesday, December 2, 2009
Policy Committee
Catholic Education Center
322 Fairview Drive
Brantford, ON N3T 5M8

Present at Meeting:

1. Call to Order

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CARRIED

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Resolved:

On the motion of June Szeman and Bonnie McKinnon, that the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board approve the Minutes from the Policy Committee of December 2, 2009.

CARRIED

2.4 Business Arising from the Minutes: Nil

3. Presentations/Delegations: Nil

4. Committee and Staff Reports

4.1 Accessibility – Customer Service Standards

Superintendent of Education Bill Chopp reviewed the mandate by the Social Services Ministry as it pertains to Accessibility for Ontarians with Disabilities. As of January 2010, all boards must be compliant in the area of Accessible Customer Service. This



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

Minutes
Wednesday, December 2, 2009
Policy Committee
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policy clearly outlines training for staff (each staff member will undergo online training and a survey) as well as responsibilities with regards to service animals, assistive devices, etc. Some minor changes were made to the policy.

Resolved:

On the motion of Dan Dignard and June Szeman, that the Policy Committee refer the Accessibility – Customer Service Standards Policy to the Brant Haldimand Norfolk Catholic District School Board for approval.

CARRIED

4.2 Admissions

Director of Education Cathy Horgan initiated a discussion regarding the Admissions Policy. A revision will be drafted taking into account the major parts of the discussion and concerns expressed.

Resolved:

On the motion of June Szeman and Dan Dignard, that the Policy Committee review the current Admission Policy and bring back an amended policy for review to the next meeting

CARRIED

4.3 Schedule of Policies

Director of Education Cathy Horgan reviewed the schedule of various policies to be developed or reviewed. As this document is updated, a copy shall be provided to the Policy Committee. This will be a standing item on the Policy Committee agenda in order to monitor progress.

5. Moment of Silent Reflection

6. Adjournment

The Policy Committee will review the Board By-laws at the meeting on January 19, 2010.

Resolved:

On the motion of June Szeman and Dan Dignard, that the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board adjourn the meeting of December 2, 2009.

CARRIED

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Bill Chopp, Superintendent of Education
Presented to: Policy Committee
Submitted on: December 2, 2009
Submitted by: Cathy Horgan, Director of Education & Secretary

ACCESSIBILITY – CUSTOMER SERVICE STANDARDS

Public Session

BACKGROUND INFORMATION:

Bill 118, the Accessibility for Ontarians with Disabilities Act 2005 (AODA) received Royal Assent in June 2005 and is now law. It is designed to require a more proactive approach to achieving full accessibility for persons with disabilities in Ontario. It applies to both private and public sectors and establishes a process to develop, implement and enforce accessibility standards.

Organizations are required to achieve the established standards by 2025 by identifying, removing and preventing barriers to persons with disabilities that prevent or hinder access to services, facilities and employment among other things.

Beginning in February 2006, the province of Ontario established Standards Development Committee. The current status of the five standards are:

Accessible Customer Service

- Standards Development Committee (SDC) established in February 2006
- The Customer Service Regulation 429/07 came into force on January 1, 2008
- Provincial ministries and other designated public sector organizations must comply by January 1, 2010 and report in 2010
- Requires the development of a Board Policy
- Requires the developments of procedures

Accessible Transportation

- SDC established in February 2006
- Public review of initial proposed standard completed September 2007
- SDC reconvened in March 2008 with a review of public comments
- A revised Standard sent to the Minister of Community and Social Services in November 2008. It contains a discrete section on Student Transportation

Accessible Information and Communications

- SDC established in April 2007
- Committee Completed Second Draft June 16, 2008
- The proposed Standard was released for a period of public review ending timelines and the role of the Ministry of Education in supporting School Boards. Compliance Date – December 2011
- Significant Implications for School Boards

Employment Accessibility

- SDC established in September 2007; the draft Standard has been completed and submitted to the Minister. Public Review was extended to May 22, 2009

Accessible Built Environment

- SDC established in October 2007; most complex of all the Standards. Currently out for Public Review. Following this review, Built Environment Standard will be submitted to the Minister

DEVELOPMENTS:

Once the standard becomes regulation, organizations are required to comply with the timelines set out in the standard.

Board policy and Board procedures were developed and vetted in order to comply with Ministry regulations for Accessibility – Customer Service Standards. In December, principals/vice-principals and clerical staff will be given an introductory inservice based on the five Ministry standards. In January 2010, all employees of the Brant Haldimand Norfolk Catholic District School Board will be required to complete an on-line training program on the Customer Service Standards. This training program will allow for the Brant Haldimand Norfolk Catholic District School Board to comply with Ministry standards for training employees.

RECOMMENDATION:

THAT the Policy Committee refer Policy: Accessibility – Customer Service Standards to the Brant Haldimand Norfolk Catholic District School Board for approval.



Brant Haldimand Norfolk Catholic District School Board

POLICY: Accessibility - Customer Service Standards

Adopted:	Policy No:
	Former Policy #:
Revised:	Policy Category:
Subsequent Review Dates:	Pages:

Belief Statement:

Guided by the gospel values and our Catholic traditions, the Brant Haldimand Norfolk Catholic District School Board (BHNCD SB) provides an environment in all of its facilities that builds independence, dignity and respect for our students, parents/guardians, the public and our staff. Further, the BHNCD SB is committed to giving people with disabilities the same opportunity of access to our services in the same location and in a similar way as these services are available to all others we serve.

Policy Statement:

The Brant Haldimand Norfolk Catholic District School Board (BHNCD SB) is committed:

1. to provide services to our students, parents/guardians, the public and our staff that are free of barriers and biases.
2. to ensure independence, dignity, integration and equality of opportunity are reflected and valued in our learning and working environments.
3. to provide services that respect the independence and dignity of persons with disabilities, such service to incorporate measures that include but are not limited to the use of assistive devices and service animals.
4. to provide appropriate training for all staff who deal with the public or other third parties on behalf of the Board.
5. to ensure that its policies and procedures related to the *Accessibility for Ontarians with Disabilities Act, 2005* are made available to the public and also ensure there is capacity to provide communication about these policies and procedures in a format that takes into account a person's disability.

6. to ensure when services that are normally provided to a person with a disability are temporarily unavailable such as access to an elevator, a disruption of service notice will be posted at the work site and on the Board's website.
7. to develop a process for receiving and responding to feedback. Information about the feedback process will be readily available to the public and will allow people to provide feedback using a number of methods (i.e. online form).
8. to ensure that adherence to this policy can be achieved efficiently and effectively; the Board and all its managers and school-based administrators will take into account the impact on persons with disabilities when purchasing new equipment, designing new systems or planning a new initiative.
9. to create a feedback process that will review the implementation of this policy with the Board's various constituency groups. Examples include Special Education Advisory Council (SEAC), Federations, unions, citizens' groups, school councils and the Board accessibility committee. Methods could include the use of electronic means such as websites.
10. to establish a process for consulting with frontline staff and volunteers who have a role in implementing the expectations and procedures established under this policy to review its effectiveness.

Legal Framework

- ✓ *Ontarians with Disabilities Act, 2001 (ODA)*
- ✓ *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)*
- ✓ Ontario Regulation 429/07 – Accessibility Standards for Customer Service
- ✓ Ontario Human Rights Code

Glossary of Key Policy Terms:

Customer	is any person who uses the services of the school board who is not a student or staff.
Assistive Device	is any device used by people with disabilities to help with daily living. Assistive devices include but are not limited to a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.
Service Animal	is an animal that is being used because of a person's disability and this is either readily apparent or is supported by a letter from a designated health professional.

Support Person

is a person who assists or interprets for a person with a disability as he/she accesses the services of the Board. A support person is distinct from an employee who supports a student in the system.

Third Party Contractors

is any person or organization acting on behalf of or as an agent of the Board (e.g. bus operators, contracted professionals).

Barrier to Accessibility

is anything that prevents a person with a disability from fully participating in all aspects of the services of the Board. This includes, but is not limited to, a physical barrier, an architectural barrier, information or communications barrier, and attitudinal barrier, a technological barrier.

Accommodation

is a means, to the greatest extent possible, of preventing and removing barriers that impede individuals with disabilities from participating fully in the services of the Board.



Brant Haldimand Norfolk Catholic District School Board

**ADMINISTRATIVE PROCEDURES:
Accessibility - Customer Service Standards**

Adopted:	Policy No:
	Former Policy #:
Revised:	Policy Category:
Subsequent Review Dates:	Pages:

Procedures

1.0 Monitoring and Feedback on Accessible Customer Service

1.1 The Director of Education and/or designate will implement a process for feedback on Accessible Customer Service that has the following components:

- 1.1.1 Information on the Board and school websites inviting users of Board services to provide feedback on their experience with or concerns about access to services for people with disabilities.
- 1.1.2 Printed information available through school offices and public offices of the Board to invite people with disabilities to provide feedback on their experience with or concerns about accessibility of services. Consideration should be given to providing information in alternate formats.
- 1.1.3 Information on how the Board will respond to feedback.

The Director of Education and/or designate will create a process for reviewing the implementation of the policy on Accessibility Standards for Customer Service that includes consultation with various constituency groups including Special Education Advisory Committee (SEAC), Federations, unions and citizens' groups.

1.2 Methods of feedback:

- 1.2.1 A range of methods for soliciting feedback will be employed to ensure optimum access to the feedback process by people with disabilities. Feedback methods could include e-mail, verbal input, suggestion box or feedback card.
- 1.2.2 The feedback process should include the title(s) of the person(s) responsible for receiving feedback and indicate how the Board's response to the feedback will be made known. (Appendix A)

1.3 Proactive measures for accessible customer service:

- 1.3.1 To ensure ongoing efficient and effective adherence to the Board's policy on Accessibility Standards for Customer Service, its school-based administrators and its managers including those representing the Board in multi-board consortia, will take into account the impact on people with disabilities when purchasing new equipment, designing new systems or planning a new initiative.

2.0 Use of a Service Animal by the General Public

2.1 Recognizing service animals:

- 2.1.1 A service animal is an animal that is being used because of a person's disability and this is either readily apparent or is supported by a letter from a designated health professional. Examples of service animals include dogs used by people who have vision loss, hearing alert animals for people who are deaf, deafened or hard of hearing, and animals trained to alert an individual to an oncoming seizure and lead them to safety. The customer service standard's provisions also apply to animals providing other services to people with disabilities. It is "readily apparent" that an animal is a service animal when it is obvious by its appearance or by what it is doing. For example, it may be readily apparent that an animal is a service animal if it is wearing a harness, saddle bags, a sign that identifies it as a service animal or has a certificate or identification card from a service animal training school or an identification card from the Attorney General of Ontario. It may also be readily apparent if a person is using the animal to assist him or her in doing things, such as opening doors or retrieving items.

2.2 Responsibilities:

- 2.2.1 Supervisory Officers, Principals and Departmental Managers will ensure that all staff, volunteers and others dealing with the public are properly trained in how to interact with people with disabilities who are accompanied by a service animal.
- 2.2.2 Any person with a disability who is accompanied by a service animal will be welcomed on Board and/or school premises with his or her service animal and will be accompanied by the service animal while on the premises unless otherwise restricted (2.3). Access will be in accordance with normal security procedures.
- 2.2.3 This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or Board offices where the public does not have access.
- 2.2.4 This procedure deals solely with the individual's right to be accompanied by a service animal. Access to classrooms for service

animals used by students and staff is covered under separate procedures.

2.3 Exclusion of service animal:

2.3.1 A service animal can only be excluded from access to the premises where this is required by another law. Examples include the *Health Protection and Promotion Act* and the *Food Safety and Quality Act*. The former Act prohibits services animals in places where food is prepared, processed, or handled (e.g., kitchen of school cafeteria or culinary arts classroom) although service dogs are permitted where food is served and sold (e.g. school cafeteria or lunchroom).

2.3.2 Where there is a risk to the health and safety of another person as a result of the presence of a service animal, consideration must be given to options available prior to exclusion of a service animal. An example would be a situation where an individual has a severe allergy to the service animal. It is the Board's expectation that the situation be fully analyzed and all measures to eliminate the risk be considered, e.g. creating distance between the two individuals concerned, making reasonable alterations to schedules, etc.

2.3.3 A service animal can be excluded if it is of a breed that is prohibited by law. An example would be the Ontario *Dog Owners' Liability Act* which places restrictions on pit bull terriers.

2.3.4 In the rare instance where a service animal must be excluded, the Board must make every effort to put alternative arrangements in place to provide the services required by the person with a disability. This could involve leaving the animal in a secure area where it is permitted by law and discussing with the person how best to serve them, e.g., a person with a vision disability might need someone (a member of staff or volunteer) to guide them.

2.4 Confirming the status of a service animal:

2.4.1 At times it may be necessary to confirm that an animal is a service animal. Where an animal is not a trained guide dog and it is not readily apparent that the animal is a service animal, the school or Board staff member may ask the person using the animal for a letter from a designated health professional confirming that the animal is needed because of the disability. The letter does not need to identify the disability, why the animal is needed or how it is used.

2.4.2 Where the person using the service animal regularly attends at the school or Board facility, the principal or departmental manager may request to keep a copy of the letter on file but only as long as required by the circumstances. Alternatively, the person using the service animal may be asked to bring a letter with them on occasions when they visit the premises. The principal or

departmental manager shall preserve the confidentiality of the letter and information contained in the letter, and shall not use or disclose the letter or information except as provided for in the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, cM56, or as otherwise required by law.

3.0 Use of Support Persons by the General Public

- 3.1 A support person is a person who assists or interprets for a person with a disability who accesses the services of the Board. A support person is distinct from an employee who provides support services to a student or staff person in the system – separate and specific procedures apply. A support person is an individual chosen by a person with a disability to provide services or assistance with communication, mobility, personal care, medical needs or with access to goods or services. Personal care needs may include, but are not limited to, physically transferring an individual from one location to another or assisting an individual with eating or using the washroom. Medical needs may include, but are not limited to, monitoring an individual's health or providing medical support by being available in the event of a seizure. The support person could be a paid professional, a volunteer, a friend or a family member. He or she does not necessarily need to have special training or qualifications.
- 3.2 Supervisory Officers, Principals and Departmental Managers will ensure that staff members receive training in interacting with people with disabilities who are accessing Board services accompanied by a support person.
- 3.3 Access to Board premises and school events:
- 3.3.1 Any person with a disability who is accompanied by a support person will be welcomed on Board and/or school premises with his or her support person. Access will be in accordance with normal security procedures.
- 3.3.2 This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or Board offices where the public does not have access.
- 3.3.3 Where an individual with a disability who is accompanied by a support person wishes to attend a school, family of schools or Board-organized event for which a fee is charged, the notice of the event will include information as to whether support persons will be charged a fee and specify the amount of the fee.
- 3.3.4 The Board may require a person with a disability to be accompanied by a support person when on the premises, but only if a support person is necessary to protect the health or safety of the

person with a disability or the health or safety of others on the premises.

NOTE: This would be a highly rare situation and would only occur where, after consultation with the person with the disability, requiring a support person is the only means available to allow the person to be on the premises and, at the same time, fulfill the board's obligations to protect the health or safety of the person with a disability or of others on the premises. It is further noted that people with disabilities are free to accept a reasonable risk of injury to themselves just as other people do. Different individuals will have a different tolerance for risk. Risk should be weighed against any benefit for the person with a disability. It is not enough that the support person might help to protect health and safety; a support person must be necessary or essential to protect health and safety before you can require one – the risk cannot be eliminated or reduced by other means. Any considerations on protecting health or safety should be based on specific factors and not on assumptions. Just because someone has a disability doesn't mean they're not capable of meeting health or safety requirements.

3.4 Confidentiality

- 3.4.1 Where a support person is accompanying a person with a disability, who is not the parent/guardian of a student, for the purpose of assisting in a discussion that may involve confidential information concerning the student, the superintendent, principal or other staff member must first secure the consent of the parent/guardian regarding such disclosure.
- 3.4.2 Consent to the disclosure of confidential information in the presence of the support person must be given in writing. (See Appendix B)
- 3.4.3 The support person must also provide assurance in writing to safeguard the confidentiality of information disclosed in the discussion.
- 3.4.4 A copy of the signed consent document will be retained in the school/Board office.
- 3.4.5 If the parent/guardian uses a different support person for subsequent meetings, a new signed consent will be required.

4.0 Use of Assistive Devices by the General Public

- 4.1 Supervisory Officers, Principals and Departmental Managers will ensure that staff are trained to support parents and the general public who may use assistive devices while accessing Board services.

- 4.2 Staff training is focused on how to interact with people using assistive devices rather than on the technical use of the assistive devices. (See Appendix C.)
- 4.3 Special Note: Special needs students and staff have separate and specific procedures related to their personal use of assistive devices.
- 4.4 Communication re: use of assistive devices:
 - 4.4.1 The Board website and each school website will indicate that all Board facilities provide services that respect the independence and dignity of people with disabilities and offer services that include the use of assistive devices.
 - 4.4.2 Each Board facility that is open to the public will post information in the front office/reception area that welcomes the use of assistive devices and encourages users to seek support from staff and volunteers as they require it.
 - 4.4.3 The Board website and school websites, as applicable, will indicate the availability of assistive devices provided by the Board* or school to assist in provision of services to people with disabilities.
 - 4.4.4 Each Board facility that is open to the public will, as applicable, post information in the front office/reception area that indicates the availability of assistive devices and encourage potential users to seek support from staff and volunteers as they require it.

(*Note – these could include but are not exclusive to:

Assistive devices: TTY service, telephones with large numbers, amplifiers, lifts.

Services: Sign language interpretation, oral interpretation, real-time captioning.

Alternate service methods: Assistance of a staff person to complete a transaction, e.g., school registration)

5.0 Notice of Disruption of Service:

- 5.1 As members of the general public, people with disabilities may rely on certain facilities, services or systems in order to access the services of the school or Board offices. Escalators and elevators, for example, are important to people with mobility disabilities because that may be the only way they can access the premises. Other systems and services designed to meet the needs of people with disabilities can include accessible washrooms, amplification systems, and note-taking or TTY services. When those facilities or services are temporarily unavailable or if they are expected to be temporarily unavailable in the near future, a notice of disruption of service is required. Generally, disruptions to any of the Board's services, such as a major storm or power outage, do not require this special notice. However, if the disruption has a significant impact on people with disabilities, a notice of the disruption should be provided.

- 5.2 Supervisory Officers, Principals, Departmental Managers, Co-ordinator of Communications and Community Relations will ensure that the users of Board and school services are notified when there is a disruption in services that may have an impact on access to services by people with disabilities.
- 5.3 Notice may be given by posting the information at a conspicuous place at or in the school or at or in Board facilities. Other options that may be used include: posting on the Board and/or school website; through direct communication with users of the services in accordance with school practices. (See Appendix D).
- 5.4 Consideration should be given to providing notice in multiple formats.
- 5.5 If the disruption is planned, notice should be provided in advance of the disruption. If the notice is unplanned, notice should be provided as soon as possible after the disruption has been identified.
- 5.6 The notice of disruption of service must include information about the reason for the disruption, its anticipated duration and a description of alternative facilities or services, if any, that are available.



Brant Haldimand Norfolk Catholic District School Board

Sample Notice for Feedback

The Brant Haldimand Norfolk Catholic District School Board is committed to ensuring that its services meet optimum standards of accessibility for people with disabilities using the facilities and services of the Board. Comments on our services regarding how well those expectations are being met are welcome and appreciated.

Feedback regarding the way the Brant Haldimand Norfolk Catholic District School Board provides services to people with disabilities can be made by emailing **TBD** or by calling your local school or the Brant Haldimand Norfolk Catholic District School Board head office (519-756-) or by writing to the Brant Haldimand Norfolk Catholic District School Board (Box 217, 322 Fairview Drive, Brantford, Ontario, N3T 5M8) or by completing the survey posted online at _____.

All feedback will be directed to **TBD**

Responses to signed feedback will be provided in writing if a return postal or email address is given. Unsigned correspondence will not be answered.



Brant Haldimand Norfolk Catholic District School Board

Sample Consent Form for Support Persons

I, (parent/guardian) consent to the sharing of confidential information by (name of principal/teacher/other staff member) related to my child/ward (name) in the presence of my support person (name).

My support person (name) consents to safeguarding the confidentiality of the information shared.

Affirmation of consent:

Parent/Guardian

Signature _____ Date _____

Printed Name of Parent/Guardian _____

I undertake to safeguard the confidentiality of information shared between (school staff) and (parent/guardian) for whom I am a support person:

Support Person

Signature _____ Date _____

Printed Name of Support Person _____

Signature of Witness (Principal/Staff Member)

Signature _____ Date _____

Printed Name of Staff Person _____

Notice of Collection: In accordance with Section 29(2) of the Municipal Freedom and Protection of Privacy Act, 1989. This information is collected under the legal authority of Section 265(1)(d) of the Education Act, R.S.O. 1990 c. E.2 as amended, and may be used as necessary for some or all of the following principle administrative purposes related to: the Board's operation, school programs and educational services, student records, and Ministries of the Government of Ontario. If you have any questions, please contact the school principal and/or the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234)



Brant Haldimand Norfolk Catholic District School Board

Information on Interacting with People Using Assistive Devices

Many users of Board services and facilities who have disabilities will have their own personal assistive device. Examples of personal assistive devices include:

- Wheelchairs
- Scooter
- Walker
- Amplification device that boost sound for listeners who are hard-of-hearing without reducing background noise
- Hearing aid
- Oxygen tank
- Electronic notebooks or laptop computer
- Personal data manager
- Communication board used to communicate using symbols, words or pictures
- Speech-generating device that “speak” when a symbol, word or picture pressed
- Assistive technology devices – software for use with a computer

Key Point to Remember: One should not touch or handle an assistive device without permission.

Moving personal assistive devices

If you have permission to move a person in a wheelchair remember to:

- Wait for and follow the person’s instructions
- Confirm that the person is ready to move
- Describe what you are going to do before you do it
- Avoid uneven ground and objects that create bumpy and unsafe ride
- Practice consideration and safety – do not leave the person in an awkward, dangerous or undignified position such as facing a wall or in the path of opening doors
- Do not move items or equipment, such as canes and walkers, out of the user’s reach
- Respect for personal space. Do not lean over a person with a disability or lean on their assistive device
- Let the person know about accessible features in the immediate environment (automatic doors, accessible washrooms, etc.)

(Copyright for the above resource is Queen’s Printer. The resource is excerpted from the e-learning course developed by the Accessibility Directorate of Ontario and modified for this use.)

How to use TTY and Canada Relay Services

How to make a call with TTY:

- Push the ON switch
- Push the DISPLAY switch if you wish to use the screen alone or the PRINT switch if you want what is typed both on screen and in print
- Place the telephone receiver on the TTY's rubber receptacles. Make sure that the receiver is firmly in place and that the telephone's receiver cord is on the LEFT side of the TTY
- Check the telephone indicator light; if it is lit, you have the line
- Dial the number and watch the telephone light; if it is flashing slowly, this indicates that the device on the other end is ringing
- When the person you are calling answers, you will see a phrase appear on the screen such as: "Hello, Richard Smith here, GA." The "GA" stands for "Go Ahead". Don't forget to use it whenever you have finished speaking, so the other person will know it's his or her turn to speak. The person who receives the call is always the one who starts typing first
- When the call is over and you want to advise the other person that you are ready to get off the phone, type "SK". It means Stop Keying. The other person will respond by typing "SK" if he or she agrees that the call is completed. To be courteous, each person waits until the other one has indicated "SK" before hanging up the phone. Always switch the TTY "OFF" as soon as you have finished the call.

To make a call using the Relay System

- Phone the number (1-800-855-0511) and tell the operator your name, the name of the person you are calling and the number you wish to reach.
- The operator will make the call for you and you speak to the operator as if you were talking directly to the person you are calling. For example, say "Hi, how are you doing?" Do not say: "Tell him I said hello." Remember to say "Go Ahead" when you finish speaking, so the person on the other end will know it is his or her turn to speak.
- If you normally speak very quickly, the operator may ask you to speak slower so your message can be typed. There will be brief silences as the operator types to the TTY user and the user replies.
- Operators will not betray confidences.



Brant Haldimand Norfolk Catholic District School Board

Sample Notices of Disruption of Service

Sample 1 – Access to School Building

To: Parents, Guardians and Community Users of our School

Maintenance work will make the main door of the school and the access ramp inaccessible from May 1 to May 8. A temporary ramp has been set up that gives access to the door at the east of the school building. We regret this inconvenience. If you have questions or concerns, please contact _____ at (phone number).

Thank you.
Principal

Sample 2 – Accessible Washroom

To: Visitors to the Education Centre

Our accessible washroom is out of service due to a broken pipe. Repairs are underway and the washroom is expected to be usable again by tomorrow. In the interim, we have made arrangements for our visitors to use the accessible washroom at 123 Main Street, which is located next door to our premises. We apologize for this inconvenience.

Thank you.
Assistant Manager of Facility Services



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

SEAC Minutes

November 11, 2009
Catholic Education Center
322 Fairview Drive
Brantford, ON N3T 5M8

**Special Education Advisory Committee Meeting
Wednesday, November 11, 2009 – 7:00pm
Location: Fatima Resource Centre, 344 Erie Avenue, Brantford**

1. Opening Prayer

Terre Slaght opened the meeting with a prayer.

2. Opening Remarks and Attendance– Dianne Wdowczyk, Chair

Dianne Wdowczyk welcomed everyone to the meeting and introduced Wayne Claxton, from Woodview Children's Centre, who attended the meeting to make a presentation on service programs. It was noted that teachers from Nipissing University (Special Education Part 1 AQ course) were in attendance to observe a typical SEAC meeting.

Present at the meeting were Dennis Blake, Catherine Daly, Lisa Stockmans, Dianne Wdowczyk, Terre Slaght, Bill Chopp, Nancy Smith.

Absent from the meeting were Michelle Feeney, Barb Mitchell, Cathy Pearson, Colleen Demarest and Paul Sanderson.

3. Approval of Minutes – October 14, 2009

A motion was made to accept the October 14, 2009 SEAC minutes by Lisa Stockmans and seconded by Dennis Blake.

Approved

4. Approval of Agenda

The agenda was approved on a motion moved by Dennis Blake and seconded by Nancy Smith.

Approved

5. Presentation: Woodview Children's Centre

Dianne Wdowczyk introduced Wayne Claxton, Program Manager of the 8-8 program at Woodview Children's Centre. Wayne Claxton explained the 8-8 program as well as the future of child and family services and how it will affect the services they provide to our Board. A question and answer session followed. Bill Chopp thanked Wayne Claxton.



6. Reports

6.1. Principal of Program: Special Education - Terre Slaght

6.1.1. Ministry Updates

Terre Slaght explained our Board's work with children's mental health.

Terre Slaght informed the committee of the PD day on November 16, 2009. Educational Assistants will be attending workshops at Holy Trinity and Child and Youth Workers will be doing a carousel of different service providers.

The Board has received funds to implement the "Learning 4 All" document. We have purchased Reading Upgrade software licences to support at risk students in Grade 3.

A funding extension has been given to the special education department from CODE (Council of Ontario Directors of Education) to target a project that has already been implemented. The department is currently looking at an assessment piece for Handwriting Without Tears.

6.2. Superintendent of Education - Bill Chopp

6.2.1. Special Education Plan 2009-2010

Dennis Blake submitted suggested modifications to the Special Education Plan. The Special Education Plan will go to the Committee of the Whole to give them time to review the plan prior to the Board meeting.

A motion was made to Special Education Advisory Committee to approve the Special Education Plan 2009-2010 for submission to the Board of Trustees by Dennis Blake and seconded by Lisa Stockmans.

Approved

6.2.2. Budget Revisions

Bill Chopp reviewed the budget revisions made for special education and explained the rationale for the changes. The changes are to be submitted to the Board of Trustees before November 16, 2009.



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

SEAC Minutes

November 11, 2009
Catholic Education Center
322 Fairview Drive
Brantford, ON N3T 5M8

7. Community Agency Updates - SEAC Members

Dianne Wdowczyk, Woodview Children's Centre, notified the committee that their agency's Christmas party will be held on December 2, 2009 at Assumption College School.

Nancy Smith, Down Syndrome Association of Ontario, informed the committee that there is a new executive committee for their agency and that she now holds the position of the Treasurer.

Catherine Daly, Norfolk Association for Community Living, explained that the position for the transitions worker for schools has changed.

8. Business For Next Meeting

The December meeting for SEAC will be held at St. Joseph's School in Simcoe, where a tour will be taken of the STARS classroom.

9. Adjournment

Members were thanked for their attendance and the meeting was adjourned.



**GRAND ERIE DISTRICT SCHOOL BOARD
BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD
CONSEIL SCOLAIRE DE DISTRICT CATHOLIQUE CENTRE-SUD**

STUDENT TRANSPORTATION SERVICES OF BRANT HALDIMAND NORFOLK (STSBHN)

**Governance Committee Meeting
Tuesday, November 3, 2009
9:00 a.m.**

Grand Erie District School Board – Norfolk Room
349 Erie Avenue, Brantford

MINUTES

- PRESENT:** Don Werden, Trustee (GEDSB)
Jamie Gunn, Superintendent of Business & Treasurer (GEDSB)
Paula Curran, Recording Secretary (GEDSB)
Wally Easton, Associate Director & Treasurer, Chair (BHNCD SB)
Mario Nantel, Director of Transportation (CSDCCS) (via telecommunication)
Philip Kuckyt, Manager of Transportation Services, Secretary (STSBHN)
- REGRETS:** Cliff Casey, Trustee (BHNCD SB)
Bobby Somaroo, Superintendent of Business (CSDCCS)
- MINUTES ONLY:** Jim Wibberley, Director of Education & Secretary (GEDSB)
Cathy Horgan, Director of Education & Secretary (BHNCD SB)
Bernard Lavalee, directeur de l'éducation (CSDCCS)
-

- 1.0 Call to Order, Welcome and Introductions – Chair
- Attendees were introduced for introduced attendees
 - Directors are included as representatives although they do not usually attend
- 2.0 Approval of Agenda for November 3, 2009
- 2.1 Agenda Additions under 6.0 Other Business
- a) E & E Expectations and Timelines – P Kuckyt
 - b) Establishment of Consortia as Legal Entity – D Werden
 - c) Establish Term for Chair of Meetings – W Easton

3.0 Approval of Minutes from May 26, 2009

Moved by Mario Nantel, seconded by Don Werden,

THAT the minutes of the STSBHN Governance Committee meeting of May 26, 2009 be approved as circulated.

CARRIED

4.0 Business Arising from Previous Meeting(s)

4.1 Report on Harmonization of Pay Scales – Wally Easton

- Grand Erie DSB is the banker board and will be the employer of record
- Discussions have occurred with BHNCDSB Human Resources regarding the one remaining transportation staff member who is still a BHNCDSB employee, process is underway to consider the transfer her employment to Grand Erie DSB
- Cost of staff wages will be recorded and each board will share the cost of staff wages per the administrative agreement

4.2 Update on Zones for Inclement Weather Policy – Philip Kuckyt

- Clarify four zone solution Haldimand, Norfolk, Brant and Brantford
- Goal is to ensure consistent approach and communiqué pièce; decision made and calls to each board representative (Wally Easton, Mario Nantel and Jamie Gunn) by 6:00 am
- Concerns regarding students who live in Brant (Zone 3) but attend schools in Brantford (Zone 4) when transportation in Brant area is cancelled
- Board policies dictate schools are closed when transportation cancelled, but the policies do not take into account this anomaly; primarily affects the French immersion schools where more than 80% of the student population is transported many from outside the City which does not experience the drifting snow and fog conditions to the same extent as the counties

Recommendations:

- a) STSBHN website will post notice of cancelled routes within each zone; consider including school name and bus number affected
- b) Communication notices will be sent to parents of students or to students whose routes start in the County to ensure they are aware transportation is affected by two zones
- c) Notice will advise parents / students to check the STSBHN website for information

4.3 Report on Status of Transportation Contracts – Philip Kuckyt

- Met with operators as a group in October and worked through the language piece of the draft document that has been developed based on the Ministry template.
- Points of interest –
 - a) Re: 2.3-Operating Days, operators pushing for full compensation on non-congruent days, we feel there are 188 basic days at full rate and possibly different rates for summer school and non-congruent days
 - b) Re: 7.3-Vehicle Age, operators did not want to include their spare vehicles in the average calculations; we do want them included; should be at discretion of Consortium
 - c) Re: 19.1-Suspension of Service for Inclement Weather, inclement weather rate originally proposed 70% was not well received by operators; agreed on middle ground that first two days compensation at 100% per zone; any days thereafter compensated at 70%; this will eliminate the variable cost piece
- Going forward will meet with operators individually to negotiate rates

- 4.4 Report on Change in Weighting Factors for Allocation of Costs (Schedule A) – Chair
- the Governance Committee approved changing the weighting of grade seven and eight students from one point five (1.5) to one (1.0) which aligns it with other full time elementary student weighting
 - A revised agreement has been circulated to both the CSDCCS (returned) and the BHNCDNB (pending); fully signed copies will be sent to each board once all signatures are in place

5.0 New Business

5.1 Administrative Agreement Clarification – Chair

- No discussion necessary as covered under 4.4 Report on Change in Weighting Factors

5.2 Consortia Policy and Procedure Development and Approval Process – Chair

- New draft STSBHN policies and procedures are on the consortia website
- Important to distinguish between policies of each board and operating procedures of Consortia
- Need clear direction about where these reside and an approval process for the Governance Committee and for the Boards
- One consistent set of operating procedures, that align with the policies of all three boards, should reside with the Consortia
- Boards to set their own policies on eligibility; inclement weather days; walking distance, etc.
- Each board will send recommendations for procedures to Philip; recommendations will be brought to February Governance Committee meeting for approval
- Board motion is required to delegate this authority to the Consortia

Moved by Jamie Gunn, seconded by Don Werden,

“THAT the Governance Committee direct the Consortia to operate under the draft consortia procedures as long as they are consistent with the board procedures and where inconsistencies exist the board procedures will take precedent until the Consortia procedures are finalized and approved.”

CARRIED

6.0 Other Business – Chair

6.1 E & E Expectations and Timelines – P Kuckyt

- continual follow up by Monet & Deloitte with observations seeking information or clarification
- expects to receive a report mid-November, but not known if form will be via meeting or via e-mail
- information will be packaged with reviews of other consortia and will be made public by the Ministry.

6.2 E & E Request Consortia Mission Statement

- Deloitte advised developing a mission statement to guide the consortia.

Moved by Don Werden, seconded by Mario Nantel,

“That the Administrative Committee bring a proposed ‘Mission Statement’ to the Governance Committee for approval.”

CARRIED

6.3 Establishment of Consortia as a Legal Entity – D Werden

- The Administration Committee has previously considered this and it was also identified during the E & E review
- Keel Cottrell estimated a cost of \$3,500, dependent on the level of complication
- Grand Erie could remain the banker board and the employer of record through the administrative agreement.
- Agreements will need to be entered into by the three partners for to formalize the engagement of the Consortia to provide transportation services on their behalf.
- Will be required to report to Revenue Canada, much like a charitable organization
- GST rebate will not be affected
- No real insurance savings or protection; no tax savings, but the real advantage is mainly the streamlining of contracted services; rather than going through three entities, this could be effected through the Consortia and it meets the requirements of the E & E and Ministry standards

Moved by Don Werden, seconded by Jamie Gunn

“That the Governance Committee direct the Administrative Committee to bring a recommendation for full incorporation of the Consortia.”

CARRIED

6.4 Establish Term for Chair of Meetings – W Easton

- Item 3 of Schedule B, of the Consortia Agreement explains the annual rotation of the Chair’s position, but did not determine if it was based on a school year or should occur in February at the anniversary of the Committee
- Consensus was that school year makes sense, does not require a formal motion
- New chair will be appointed annually at the May meeting to begin position at the first meeting of the following school year

7.0 Next Meeting – February 2, 2010 / Grand Erie DSB – Norfolk Room / 9:00 a.m.

8.0 Adjourned by Chair at 10:15 a.m.

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: G. Wallace Easton, Associate Director, Corporate Services & Treasurer
Presented to: Board of Trustees
Submitted on: December 8, 2009
Submitted by: Cathy Horgan, Director of Education & Secretary

BANK OPERATING CREDIT

Public Session

BACKGROUND INFORMATION:

The *Education Act* requires that a school board approve an annual borrowing resolution empowering the Board to borrow, as required, by way of demand notes, to meet current obligations. The Board approved an operating credit of \$5 million for the 2009 year. This has been the same amount approved by the Board for several years.

DEVELOPMENTS:

The operating requirements of the Board have not changed significantly; however, there are two major capital projects which will be starting in the next six months. The new elementary school in south west Brantford is estimated to cost \$8.4 million and the addition to St. John's College is estimated to cost \$6.0 million. In addition, the new elementary school is a joint project with the Grand Erie District School Board and part of the arrangement is that we will be the *banker* board for purposes of the construction project. Although the Grand Erie District School Board will be invoiced for their share of costs, there will be times when we have paid the contractor and may be waiting for a few days before receiving funds from the Grand Erie Board. Therefore, it is recommended that the operating credit be increased to allow for additional cash flow requirements. There is no cost to increasing the credit other than interest on outstanding balances. All other credits are the same as previous years.

The total credit is as follows:

Operating Line:	\$7,000,000
Corporate VISA:	200,000
Purchase Card	300,000
Cheque Credit	<u>200,000</u>
TOTAL:	\$7,700,000

The credit has a renewal date of September 1, 2012.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board approve:

A RESOLUTION AUTHORIZING THE BORROWING OF MONEY TO MEET CURRENT EXPENDITURES OF THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD (THE "Board")

- A. In accordance with Subsection 243(1) of the Education Act (R.S.O. 1990) (the "Act"), the Board considers it necessary to borrow the amount of up to Seven Million, Seven Hundred Thousand Dollars (\$7,700,000) to meet, until current revenue is received, the current expenditures of the Board for the period commencing on January 1, 2010 and ending on August 31, 2012 (the "Period").
- B. Pursuant to Subsection 243(3) of the Act, the total amount borrowed pursuant to this Resolution together with the total of any similar borrowings and any accrued interest on those borrowings is not to exceed the unreceived balance of the estimated revenues of the Board for the Period.
- C. The total amount previously borrowed by the Board pursuant to Section 243 that has not been repaid is \$0.
- D. The amount borrowed for current expenditures is within the Board's Debt and Financial Obligation Limit as established by the Ministry of Education and Training from time to time.

RESOLVED THAT:

- 1. The Chair or Vice Chair and the Treasurer are authorized on behalf of the Board to borrow from time to time by way of promissory note, or overdraft, or bankers' acceptance from Canadian Imperial Bank of Commerce ("CIBC") authorized for borrowing purposes in accordance with Section 243 of the Act] a sum or sums not exceeding in the aggregate Seven Million, Seven Hundred Thousand Dollars (\$7,700,000) to meet, until current revenue is collected, the current expenditures of the Board for the Period (including the amounts required for the purposes mentioned in Subsection 243(1) and 243(2) of the Act), and to give to CIBC promissory notes or bankers' acceptances, as the case may be, sealed with the corporate seal of the Board and signed by any two of the Chair or Vice Chair and the Treasurer for the sums borrowed plus interest at a rate to be agreed upon from time to time with CIBC;
- 2. The interest charged on all sums borrowed pursuant to this Resolution plus any related charges, is not to exceed the interest that would be payable at the prime lending rate of the chartered banks listed in Schedule 1 of the Bank Act (Canada) on the date of borrowing;
- 3. The Treasurer is authorized and directed to apply in payment of all sums borrowed plus interest, all of the moneys collected or received in respect of the current revenues of the Board;

4. The Treasurer is authorized and directed to deliver to CIBC from time to time upon request a statement showing (a) the total amount of unpaid previous borrowings of the Board for current expenditures together with debt charges, if any, and (b) the uncollected balance of the estimated revenues for the current year or, where the estimates have not been adopted, the estimated revenues of the previous year less any current revenue already collected.

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

Prepared by: G. Wallace Easton, Associate Director, Corporate Services & Treasurer
Presented to: Board of Trustees
Submitted on: December 8, 2009
Submitted by: Cathy Horgan, Director of Education & Secretary

BORROWING BY-LAW 2009-A3

Public Session

BACKGROUND INFORMATION:

The Board has approved two new projects; a new school in south west Brantford at an estimated cost of \$8.4 million and an addition to St. John's College at an estimated cost of \$6.0 million. In addition, Jean Vanier Catholic Elementary School is now complete and the total cost is slightly less than \$8.0 million.

DEVELOPMENTS:

When the projects are completed, a debenture will be issued for the total cost of the projects. Jean Vanier Catholic Elementary School will probably be long-term financed in 2010. Until that time, there is a need to provide an interim or *bridge* loan for the period of construction. The interim financing for these projects are in the form of a demand term loan from the bank. The total temporary borrowing needs for the projects is estimated at \$22,351,000. The interest costs for the interim financing are the same as the operating loan.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board approve:

A BY-LAW authorizing the Brant Haldimand Norfolk Catholic District School Board (the "Board") to borrow money pursuant to the provisions of section 247 of the Education Act (the "Act") for the raising of funds to finance certain permanent improvements as more particularly described in this By-Law.

WHEREAS:

- A. The Board has authorized the permanent improvements as detailed in Schedule "A" attached to this By-Law;
- B. The Board wishes to apply to the Canadian Imperial Bank of Commerce ("CIBC") for a capital loan for the purpose of finance the permanent improvements;
- C. The total cost of the projects is within the Board's Debt and Financial Obligation Limit as established by the Ministry of Education and Training.

THEREFORE, BE IT RESOLVED as follows:

1. The Secretary and the Treasurer of the Board are authorized for and on behalf of the Board to borrow \$22,351,000 for permanent improvements in accordance with the Act, plus interest at a rate to be agreed upon from time to time with CIBC.
2. The Secretary and the Treasurer of the Board are authorized for and on behalf of the Board to execute and deliver all such other documents and to do such other acts and things as may be necessary to give full effect to this By-Law.

**BRANT HALDIMAND NORFOLK CATHOLIC
DISTRICT SCHOOL BOARD**

BY-LAW 2009-A3

SCHEDULE A

Jean Vanier Catholic Elementary School	- \$ 7,951,000
St. John's College Addition	- \$ 6,000,000
South West Brantford Elementary School	- <u>\$ 8,400,000</u>
TOTAL	\$22,351,000

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

Prepared by: Chris Radojewski, Student Trustee
Presented to: Board of Trustees
Submitted on: December 8, 2009
Submitted by: Cathy Horgan, Director of Education & Secretary

STUDENT TRUSTEE REPORT

Public Session

BACKGROUND INFORMATION

The Student Senate for the Brant Haldimand Norfolk Catholic District School Board meets on monthly basis prior to the Committee of the Whole. The Student Senate discusses issues related to student leadership and the viewpoints of students relative to Board matters.

DEVELOPMENTS

In our last meeting, the Student Senate continued preparing for the annual leadership symposium held in May. The Student Senate recently applied for a *Speak Up* grant from the Ministry of Education in an effort to promote "going green" in the high schools throughout the Board.

With respect to the student leadership symposium, the Senate has put together a rough schedule of the day based on feedback from the past leadership symposium. We are currently searching for speakers who can help our students become more effective leaders in their schools. We are also looking at workshops to address certain issues such as Catholicity in the schools.

The Student Senate recently participated in a community service project in Brantford. Members of the Student Senate helped out at a local soup kitchen on November 26th. It was a great opportunity for the Senate to bond and work together. This event as an example of inter-school cooperation and the Senate hopes that it will promote further cooperation in the future.

The St. John's College Senior Girls' Basketball Team captured OFSAA gold. They have also had many successful events at their school including their semi-formal. They have also started producing a school newspaper called From the Eagles Nest. Assumption College School's Junior Girls' Basketball Team won gold at CWOSSA. As well ACS, has kicked off its annual *Pennies From Heaven Campaign* and is setting their sights on a goal of raising \$15,000. Last year they helped over 200 individuals and are looking to increase their fundraising goals. Holy Trinity and ACS, both participated in *the Pro-Life Day of Silent Solidarity*, where students took vows of silence and wore red tape in an effort to raise awareness of the effects of abortion.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board receive the Student Trustee Report.

Brant Haldimand Norfolk Catholic District School Board

2009-10

Trustee Meetings and Events

December 9, 2009	7:00 pm	SEAC
December 15, 2009	1:00 pm	Catholicity and Faith Advisory Committees
December 21, 2009 - January 1, 2010		Christmas Break
January 4, 2010		Classes Resume
January 13, 2010	7:00 pm	SEAC
January 15-16, 2009		Directors/Chairs Conference - Toronto
January 19, 2010	7:00 pm	Committee of the Whole
January 19, 2010	4:00 pm	Policy Committee
January 26, 2010	7:00 pm	Board Meeting
January 27, 2010	1:30 pm	Catholicity Committee
January 30, 2010		PA Day
February 1, 2010		PA Day Secondary
February 3, 2010	1:30 pm	Faith Advisory Committee
February 9, 2010	3:00 pm	Policy Committee
February 10, 2010	7:00 pm	SEAC
February 15, 2010		Family Day – Board holiday, schools closed
February 16, 2010	7:00 pm	Committee of the Whole
February 17, 2010		Ash Wednesday
February 23, 2010	7:00 pm	Board Meeting
February 24, 2010	6:00 pm	50 th Anniversary – Our Lady of Fatima, Courtland
March 9, 2010	3:00 pm	Policy Committee
March 10, 2010	7:00 pm	SEAC
March 15-19, 2010		March Break
March 23, 2010	7:00 pm	Committee of the Whole
March 30, 2010	7:00 pm	Board Meeting
March 31, 2010	7:00 pm	Catholic Leadership Awards
April 2, 2010		Good Friday
April 5, 2010		Easter Monday
April 13, 2010	3:00 pm	Policy Committee
April 14, 2010	7:00 pm	SEAC
April 16, 2010		PA Day
April 20, 2010	7:00 pm	Committee of the Whole
April 27, 2010	7:00 pm	Board Meeting
April 28, 2010	1:30 pm	Catholicity Committee
April 29-May 1		OCSTA AGM – Thunder Bay
May 2-7, 2010		Catholic Education Week
May 4, 2010	7:00 pm	Celebration of the Arts – Sanderson Centre
May 11, 2010	3:00 pm	Policy Committee
May 12, 2010	7:00 pm	SEAC
May 13, 2010	1:30 pm	Faith Advisory Committee
May 18, 2010	7:00 pm	Committee of the Whole
May 24, 2010		Victoria Day
May 25, 2010	7:00 pm	Board Meeting
May 27, 2009	7:00 pm	Jean Vanier Blessing
June 3-5, 2010		CCSTA AGM - Ottawa
June 8, 2010	3:00 pm	Policy Committee

June 9, 2010	1:30 pm	Catholicity Committee
June 9, 2010	7:00 pm	SEAC
June 15, 2010	7:00 pm	Committee of the Whole
June 22, 2010	7:00 pm	Board Meeting
June 23, 2010		ACS Graduation Liturgy & Dinner
June 25, 2010	7:00 pm	ACS Graduation
June 25, 2010	9:30 am	Holy Trinity Graduation Mass
June 25, 2010	7:00 pm	Holy Trinity Graduation
June 26, 2010		Last Day of Classes
June 29, 2010	7:00 pm	St. John's College Graduation – Sanderson Centre
June 30, 2010		PA Day