



**Board Meeting
Tuesday, June 22, 2010 7:00 p.m.
Boardroom**

Members: June Szeman (Chair), Joe McPherson (Vice-Chair), Dennis Blake, Cliff Casey, Dan Dignard, Bonnie McKinnon, Chris Radojewski (Student Trustee)

1. Call to Order

- 1.1** Opening Prayer - June Szeman, Chair of the Board
- Memorial Statement for Rebekah Verschoor, student, Assumption College School
 - Memorial Statement for Chuck Hellewell, caretaker, Holy Trinity Catholic High School.
- 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 – May 25, 2010 Pages 4-8
- 2.4** Business Arising from Minutes

3. Presentations and Delegations

- 3.1** The Board will recognize Gillian Parsons, Grade 1 Teacher at St. Gabriel School, recipient of the Ministry of Education's *Premier's Awards for Teaching Excellence*.
- 3.2** The Board will recognize Terre Slaght, Principal of Program: Special Education, recipient of the Ontario Council of Administrators in Special Education (OCASE)'s *Outstanding Administrator of Special Education* award.
- 3.3** The Board will recognize Council of Exceptional Children award recipients: Nancy Commisso (Speech Pathologist), Tara D'Agostino (SERT, Notre Dame B), Nita Apostoli-Surette (Guidance Teacher, Holy Trinity), Jennifer Kings-Nagy (EA, Assumption College School), Irene Pinelli (EA, St. Mary's H), and Matthew Carlson (Student, Notre Dame B).

4. Committee and Staff Reports

- 4.1** Unapproved Minutes and Recommendations from the Committee of the Whole Meeting from June 15, 2010 Pages 9-17
Presenter: Joe McPherson, Chair of the Committee of the Whole



- a. Unapproved Minutes and Recommendations from the Budget Committee Meeting of June 8, 2010 Pages 18-52
- 2010-11 Salaries and Benefits Budget
 - 2010-11 Operations Budget
- b. Unapproved Policy Committee Meeting Minutes of June 9, 2010
- Amended Criminal Background Checks Policy 300.15 (pgs. 53-61)
 - Amended Volunteers Policy 300.12 (pgs. 62-68)
 - Amended Performance Appraisal for Non-Teaching Staff Policy 300.6 (pgs. 69-85)
 - Interim Workplace Violence Prevention Policy (pgs. 86-119)
 - Interim Workplace Harassment Policy 300.1 (pgs. 120-132)
 - Interim Safe Schools Policy 200.25, Student Discipline Policy 200.26 and Bullying Prevention and Intervention Policy 200.27 (pgs. 133-172)

4.2 Excursion – Italy Page 173
Presenter: Chris Roehrig, Superintendent of Education

4.3 Excursion – New York City Page 174
Presenter: Chris Roehrig, Superintendent of Education

4.4 Mechanical and Electrical Upgrades – St. John’s College Page 175
Presenter: Wally Easton, Associate Director

4.4 Strategic Action Plan: Year-End Report Pages 176-192
Presenter: Cathy Horgan, Director of Education

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 Page 193



**Brant Haldimand Norfolk
Catholic District School Board**

Agenda

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

11. Moment of Silent Reflection

12. Adjournment

Next Meeting: Tuesday, September 28, 2010, 7:00 p.m. - Boardroom



Board Meeting
Tuesday, May 25, 2010 7:00 pm
Boardroom

Present:

Trustees:

June Szeman (Chair), Joe McPherson (Vice Chair), Dennis Blake, Cliff Casey, Dan Dignard, Bonnie McKinnon, Chris Radojewski (Student Trustee)

Senior Administration:

Cathy Horgan (Director of Education), Wally Easton (Associate Director, Corporate Services & Treasurer) Bill Chopp, Trish Kings, and Chris Roehrig (Superintendents of Education)

Absent:

1. Call to Order

1.1 Opening Prayer

The meeting was opened with prayer led by June Szeman, Chair of the Board. A special prayer was offered for our Canadian soldiers serving in Afghanistan and particularly for Brantford born Trooper Larry John Zuidema Rudd who was recently killed during a routine security operation.

2. Routine Matters

2.1 Approval of the Agenda

Moved by: Bonnie McKinnon

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board approves the Agenda of the May 25, 2010 meeting.

Carried

2.2 Declaration of Interest - Nil

2.3 Approval of Minutes from the Board Meeting of April 27, 2010

Moved by: Bonnie McKinnon

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board approves the Minutes from the April 27, 2010 meeting of the Board.

Carried

2.4 Business Arising from Minutes - Nil



3. Presentations and Delegations –

The Board congratulated members of the Mock Trial Team from Assumption College School on their recent provincial championship. Teacher coach Carissa Weiler commented on the intense preparation required by all members of the team for both the regional and provincial competitions and expressed pride in the students' dedication and professionalism. Board Chair June Szeman added her congratulations on a second consecutive provincial title and commended Assumption College on their ongoing commitment to this excellent program.

4. Committee and Staff Reports

4.1 Unapproved Minutes and Recommendations from the Committee of the Whole meeting of May 18, 2010

Joe McPherson, Chair of the Committee of the Whole, reviewed the unapproved minutes and recommendations to the Board from the May 18, 2010 meeting. Trustee Dennis Blake requested that the recommendation dealing with the Transportation of Students policy be voted on separately. Approval was requested for the following recommendations:

THAT the Budget Committee recommends that the Committee of the Whole refers the 2010-11 Goals report to the Brant Haldimand Norfolk Catholic District School Board for approval.

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

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

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Pre-Employment Screening Policy to the Brant Haldimand Norfolk Catholic District School Board for approval

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

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the contract with Grand & Toy Limited for office supplies for the period of May 1, 2010 and ending January 21, 2013.

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Fine Copy Paper Agreement with Xerox Canada Limited for the period July 1, 2010 and ending October 18, 2012.



THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves a daily fee of \$30, plus applicable taxes, for the Extended Day program, subject to regulations of the Ministry of Education.

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the incorporation of the Student Transportation Services of Brant Haldimand Norfolk consortia.

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the formation of a Campaign Expense Compliance Audit Committee (CECAC), with the same membership as the Grand Erie District School Board and the City of Brantford, as required by Section 81 of the Municipal Elections Act.

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the amended 2010-11 School Year Calendar for Elementary schools, as presented.

Moved by: Bonnie McKinnon

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes from the Committee of the Whole Meeting of May 18, 2010.

THAT the Brant Haldimand Norfolk Catholic District School Board approves the recommendations from the Committee of the Whole Meeting of May 18, 2010.

Carried

Moved by: Bonnie McKinnon

Seconded by: Dan Dignard

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

Carried

4.2 Strategic Action Plan Update: Communications

Associate Director Wally Easton reviewed the current status on the various strategies of the Strategic Action Plan in the area of Communications. Significant progress has been made in increasing the functionality of the Board website, standardizing and increasing the use of individual school websites, and establishing a webmaster email account. Efforts to increase and improve the board's public profile through focused media contact, as well as the use of contemporary communication strategies have proven positive. The long-term intranet/communication portal project is starting to progress.



Moved by: Dan Dignard
Seconded by: Bonnie McKinnon
THAT the Brant Haldimand Norfolk Catholic District School Board receives the Strategic Action Plan Update: Communications report.
Carried

5. Information and Correspondence: Nil

6. Notices of Motion: Nil

7. Trustee Inquiries:

Trustee Dennis Blake inquired if his concern regarding the designation of hazardous transportation routes such as Main Street in Port Dover was addressed at the recent Transportation Committee meeting. Associate Director Wally Easton confirmed that these types of requests would be investigated and reviewed on a case-by-case basis and that the Transportation Committee had referred his concern to staff for investigation.

8. Business In-Camera

Moved by: Dan Dignard
Seconded by: Bonnie McKinnon

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

Carried

9. Report on the In-Camera Session

Moved by: Cliff Casey
Seconded by: Joe McPherson

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

Carried

10. Future Meetings and Events

Chair June Szeman invited trustees to review the list of upcoming meetings and events. She informed trustees that the Policy Committee meeting previously scheduled for June 8 has been moved to Wednesday, June 9 at 3:00 p.m.

11. Moment of Silent Reflection



12. Adjournment

Moved by: Dennis Blake

Seconded by: Cliff Casey

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the meeting of
May 25, 2010.

Carried

Next Meeting: Tuesday, June 22, 2010 - Boardroom

RECOMMENDATIONS FOR THE BOARD FROM THE COMMITTEE OF THE WHOLE

June 15, 2010

AGENDA ITEM	MOTION
4.5	<p>THAT the Committee of the Whole refers the recommendation from the Budget Committee Meeting of June 8, 2010 to the Brant Haldimand Norfolk Catholic District School Board for approval.</p> <p style="padding-left: 40px;">THAT the Budget Committee recommends the Committee of the Whole refers the 2010-11 Salaries and Benefits Budget, in the amount of \$89,385,453, to the Brant Haldimand Norfolk Catholic District School Board for approval.</p> <p style="padding-left: 40px;">THAT the Budget Committee recommends the Committee of the Whole refers the 2010-11 Operations Budget, in the amount of \$23,662,189, to the Brant Haldimand Norfolk Catholic District School Board for approval.</p>
4.7	<p>THAT the Committee of the Whole refers the recommendations from the Policy Committee Meeting of June 9, 2010 to the Brant Haldimand Norfolk Catholic District School Board for approval.</p> <p style="padding-left: 40px;">THAT the Policy Committee recommends that the Committee of the Whole refers the amended Criminal Background Checks policy to the Brant Haldimand Norfolk Catholic District School Board for approval.</p> <p style="padding-left: 40px;">THAT the Policy Committee recommends that the Committee of the Whole refers the amended Volunteers policy to the Brant Haldimand Norfolk Catholic District School Board for approval.</p> <p style="padding-left: 40px;">THAT the Policy Committee recommends that the Committee of the Whole refers the amended Performance Appraisal for Non-Teaching Staff policy to the Brant Haldimand Norfolk Catholic District School Board for approval.</p> <p style="padding-left: 40px;">THAT the Policy Committee recommends that the Committee of the Whole refers the interim Workplace Violence Prevention policy to the Brant Haldimand Norfolk Catholic District School Board for approval.</p> <p style="padding-left: 40px;">THAT the Policy Committee recommends that the Committee of the Whole refers the interim Workplace Harassment policy to the Brant Haldimand Norfolk Catholic District School Board for approval.</p> <p style="padding-left: 40px;">THAT the Policy Committee recommends that the Committee of the Whole refers the interim Safe Schools Policy, Student Discipline Policy, and Bullying Prevention and Intervention Policy to the Brant Haldimand Norfolk Catholic District School Board for approval.</p>

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes from the Committee of the Whole Meeting of June 15, 2010.

THAT the Brant Haldimand Norfolk Catholic District School Board approves the recommendations from the Committee of the Whole Meeting of June 15, 2010.



Committee of the Whole
Tuesday, June 15, 2010 7:00 pm
Boardroom

Present: Trustees:

Joe McPherson (Chair, Committee of the Whole), Dennis Blake, Cliff Casey, Dan Dignard, Bonnie McKinnon, June Szeman, Chris Radojewski (Student Trustee)

Senior Administration:

Cathy Horgan (Director of Education), Wally Easton (Associate Director, Corporate Services & Treasurer), Bill Chopp (Superintendent of Education), Trish Kings (Superintendent of Education), Chris Roehrig (Superintendent of Education)

Absent:

1. Call to Order

1.1 Opening Prayer

The meeting was opened with a prayer led by Joe McPherson, Chair of the Committee of the Whole.

2. Routine Matters

2.1 Approval of the Agenda

Moved by: Cliff Casey

Seconded by: Dan Dignard

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the agenda for the June 15, 2010 meeting.

Carried

2.2 Declaration of Interest: Trustees Cliff Casey, Dan Dignard, Bonnie McKinnon, and June Szeman declared a conflict of interest in regards to the budget as it pertains to salaries, due to the nature of employment of family members.

2.3 Approval of Minutes from the Committee of the Whole Meeting of May 18, 2010

Moved by: Cliff Casey

Seconded by: Dan Dignard

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the minutes from the May 18, 2010 meeting.

Carried

2.4 Business Arising from Minutes: Nil



3. Presentations and Delegations: Nil

4. Committee and Staff Reports:

4.1 Approved Special Education Advisory Committee Meeting Minutes of May 12, 2010

Bill Chopp, Superintendent of Education, reviewed the minutes from the SEAC meeting of May 12, 2010.

Moved by: Dan Dignard
Seconded by: Cliff Casey

THAT the Committee of the Whole refers the approved minutes from the Special Education Advisory Committee meeting of May 12, 2010 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

4.2 Unapproved Special Education Advisory Committee Meeting Minutes of June 9, 2010

Dennis Blake, Trustee Representative on the Special Education Advisory Committee, reviewed the unapproved minutes from the SEAC meeting of June 9, 2010.

Moved by: Dan Dignard
Seconded by: Cliff Casey

THAT the Committee of the Whole refers the unapproved minutes from the Special Education Advisory Committee meeting of June 9, 2010 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

4.3 Unapproved Student Transportation Services of Brant Haldimand Norfolk Meeting Minutes of May 25, 2010

Cliff Casey, Trustee Representative on the Student Transportation Services of Brant Haldimand Norfolk Consortium, reviewed the unapproved minutes from the meeting of May 25, 2010. A discussion took place with regards to parent concerns and the process to be followed (i.e., pursue through a trustee or go directly to the Transportation Department). Further clarification will be sought and consideration given to this item.

Moved by: Cliff Casey
Seconded by: Dan Dignard

THAT the Committee of the Whole refers the unapproved minutes from the Student Transportation Services of Brant Haldimand Norfolk (STSBHN) meeting of May 25, 2010 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

4.4 Approved Budget Committee Meeting Minutes of May 26, 2010

Dennis Blake, Chair of the Budget Committee, reviewed the minutes from the meeting of May 26, 2010. Joe McPherson advised that he will be voting on this item.



Moved by: Dan Dignard
Seconded by: Cliff Casey

THAT the Committee of the Whole refers the approved minutes from the Budget Committee Meeting of May 26, 2010 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

4.5 Unapproved Budget Committee Meeting Minutes of June 8, 2010

Dennis Blake, Chair of the Budget Committee, reviewed the unapproved minutes from the meeting of June 8, 2010. Joe McPherson advised that he will be voting on the items. Trustee Blake provided the following report on the 2010-11 Budget:

“The Budget Committee met four times to review the 2010-11 budget. I am pleased to announce that we have a balanced budget.

The main considerations this year are the Early Learning Program (ELP) better known as full time JK and SK for which we have received funding for seven classrooms within our Board, and the final stages of the Public Sector Accounting Board (PSAB) standards that we have been phasing in over the last four years. The Trustees have received information on both of these items from previous meetings. In addition, there are increases in salary and benefit costs resulting from the provincial labour framework negotiated last year. Total increases in salaries and benefits are almost \$3 million.

Declining enrolment in the elementary panel has caused some challenges in achieving a balanced budget. Enrolment will decline by about 67 pupils next year and we will see further declines over the next few years. Teaching staff reductions will be offset, for the most part, by additional teaching staff to support the Early Learning Program. In addition, there are nine Early Childhood Educators and three Educational Assistants to support that program.

An amount of \$250,000 has been set aside in the instruction budget to provide for implementation of the strategic plan and to achieve the four goals that the Board has set out:

1. Improve primary Literacy scores
2. Strengthen the visibility and practice of our Catholic faith in our schools
3. Identify and nurture potential leaders at every level of our school system
4. Enhance communications, both as a resource and a communication tool

Administration will provide more details on how they plan to achieve these goals in September, 2010.

The total increase in the Board's budget over last year's revised budget is approximately \$2.1 million or 1.8%.

There are some changes in the accounting for capital projects as a result of the Public Sector Accounting Board accounting principles changes. Capital is now amortized over the expected useful life of the assets. Grants have been adjusted to include the amortization costs.



The Board will be asked to approve the budget in two separate amounts; the Salary and Benefits Budget, and the Operations Budget. The total of the Salary and Benefits Budget and the Operations Budget equal the total revenue and expenditure estimates of \$113,047,642. This includes an estimates surplus from the current 2009-10 year of \$192,326.”

Following some discussion, Trustee Blake requested approval of the following recommendations:

Moved by: Dennis Blake
Seconded by: Joe McPherson

THAT the Budget Committee recommends the Committee of the Whole refers the 2010-11 Salaries and Benefits Budget, in the amount of \$89,385,453, to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

Moved by: Bonnie McKinnon
Seconded by: Dennis Blake

THAT the Budget Committee recommends the Committee of the Whole refers the 2010-11 Operations Budget, in the amount of \$23,662,189, to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

Moved by: June Szeman
Seconded by: Cliff Casey

THAT the Committee of the Whole refers the unapproved minutes from the Budget Committee Meeting of June 8, 2010 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

4.6 Unapproved Catholicity Committee Meeting Minutes of June 9, 2010

June Szeman, Chair of the Catholicity Committee, reviewed the minutes from the meeting of June 9, 2010. Trustee Szeman reported on the accomplishments made by this committee during the 2009-10 school year.

Moved by: June Szeman
Seconded by: Cliff Casey

THAT the Committee of the Whole refers the unapproved minutes from the Catholicity Committee meeting of June 9, 2010 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

4.7 Unapproved Policy Committee Meeting Minutes of June 9, 2010

Bonnie McKinnon, Chair of the Policy Committee, reviewed the unapproved minutes from the Policy Committee Meeting of June 9, 2010. Trustee McKinnon reviewed each policy and requested approval of the following recommendations:



Moved by: Bonnie McKinnon

Seconded by: Dan Dignard

THAT the Policy Committee recommends that the Committee of the Whole refers the amended Criminal Background Checks policy to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

Moved by: Bonnie McKinnon

Seconded by: Dan Dignard

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

Carried

Moved by: Bonnie McKinnon

Seconded by: Dan Dignard

THAT the Policy Committee recommends that the Committee of the Whole refers the amended Performance Appraisal for Non-Teaching Staff policy to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

Moved by: Bonnie McKinnon

Seconded by: Dan Dignard

THAT the Policy Committee recommends that the Committee of the Whole refers the interim Workplace Violence Prevention policy to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

Moved by: Bonnie McKinnon

Seconded by: Dan Dignard

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

Carried

Moved by: Bonnie McKinnon

Seconded by: Dan Dignard

THAT the Policy Committee recommends that the Committee of the Whole refers the interim Safe Schools Policy, Student Discipline Policy, and Bullying Prevention and Intervention Policy to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried



Moved by: Bonnie McKinnon

Seconded by: Dan Dignard

THAT the Committee of the Whole refers the unapproved minutes from the Policy Committee meeting of June 9, 2010 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

4.8 Ontario's Equity & Inclusive Education

Superintendent of Education Trish Kings reviewed the strategies that the Brant Haldimand Norfolk Catholic District School Board has put in place to address the requirements of Ontario's Equity and Inclusive Education. In the 2010-11 school year, boards must have in place a policy that addresses eight areas of focus as outlined by the Ministry, a guideline on religious accommodation and an implementation plan. Following a comprehensive consultation process in the Fall of 2010, the policy will be brought to the Board for final approval.

Moved by: Cliff Casey

Seconded by: June Szeman

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board receives the report on Ontario's Equity & Inclusive Education.

Carried

4.9 Key Learnings for Religion Programs

Superintendent of Education Trish Kings presented the *Key Learnings for Religion Programs* document, a new curriculum resource for use by Grades 1-8 teachers developed by the Elementary Religion Curriculum Committee. This document will be used as a support to the curriculum and will provide teachers with concrete expectations for students at the end of each unit and/or theme.

Moved by: June Szeman

Seconded by: Cliff Casey

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board receives the report on the "*Key Learnings for Religion Programs*".

Carried

4.10 Educational Field Trip Summary Report

Superintendent of Education Chris Roehrig reviewed field trips that have taken place since January 9, 2010.

Moved by: Cliff Casey

Seconded by: Bonnie McKinnon

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board receives the Educational Field Trip Summary report for the period January 9 to June 30, 2010.

Carried



4.11 Student Trustee Report – June 2010

Student Trustee Chris Radojewski commented on the highlights of the Annual Leadership Symposium and reviewed the recent events and accomplishments at the secondary schools.

Moved by: Cliff Casey

Seconded by: Bonnie McKinnon

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board receives the Student Trustee Report for June 2010.

Carried

5. Information and Correspondence:

June Szeman, Chair of the Board, announced that two students have had their work published in the OECTA Young Authors annual publication. Trustees may contact Trustee Szeman to review the book.

6. Notices of Motion: Nil

7. Trustee Inquiries: Nil

8. Business In-Camera

Moved by: Bonnie McKinnon

Seconded by: Dan Dignard

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

Carried

9. Report on the In-Camera Session

Moved by: Dan Dignard

Seconded by: Cliff Casey

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

Carried

10. Future Meetings

The list of upcoming meetings and events was reviewed by Trustees.

11. Moment of Silent Reflection



**Brant Haldimand Norfolk
Catholic District School Board**

Minutes

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

12. Adjournment

Moved by: Dan Dignard

Seconded by: Cliff Casey

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board adjourns the meeting of June 15, 2010.

Carried

Next Meeting: Tuesday, September 21, 2010, 7:00 pm - Boardroom

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

Prepared by: G. Wallace Easton, Associate Director, Corporate Services & Treasurer
Presented to: Budget Committee
Submitted on: June 8, 2010
Submitted by: Cathy Horgan, Director of Education & Secretary

2010-11 BUDGET

Public Session

BACKGROUND INFORMATION:

The government announced its 2010-11 funding for Ontario school boards on March 26, 2010. The primary considerations for the 2010-11 year are the implementation of the Early Learning Program (ELP) and the final stages of the Public Sector Accounting Board (PSAB) standards. Most of those changes were previously discussed with the Board. The total increase to funding for school boards is \$694 million, approximately \$601 million of which is to fund commitments under the Provincial Discussion Table (PDT). Grant monies include changes to special education funding, a net 1% increase in transportation grants and a 2% increase in school operations to provide for increased utility costs. However, again this year, there are reductions to grants for classroom computers. As with the 2009-10 grants, some enhancements will be outside of the regular grants, some of which have been already been announced. The remainder of the grants will be announced in the next few months.

DEVELOPMENTS:

Declining enrolment in the elementary panel has caused some challenges in achieving a balanced budget. Over the next few years, the Board will continue to see a slight decline in enrolment. The enrolment for 2010-11 is estimated at 10,351 full-time equivalent students, approximately 67 students less than last year. Teaching staff reductions will be offset, for the most part, by additional teaching staff to support the ELP. In addition, there are nine Early Childhood Educators (ECEs) and three educational assistants (EAs) to support that program.

A balanced budget is being presented for the Board's approval. The total increase in the Board's budget over last years revised budget is approximately \$2.1 million or 1.8%.

Attached are two appendices. Appendix A contains further explanation of the 2010-11 Budget and Appendix B contains the actual Revenue and Expenditure Estimates. Appendix B is divided into two parts:

Appendix B(i) Salaries and Benefits Budget – to isolate the expenditures related to direct staff costs.

Appendix B(ii) Budget Summary – the consolidated revenue and expenditure estimates.

The Board will be asked to approve the Salaries and Benefits Budget and then approve the balance of the Budget related to operations, excluding salaries and benefits. The total of the Salaries and Benefits Budget and the Operations Budget equal the total revenue and expenditure estimates.

RECOMMENDATION:

THAT the Budget Committee recommends the Committee of the Whole refers the 2010-11 Salaries and Benefits Budget, in the amount of \$89,385,453, to the Brant Haldimand Norfolk Catholic District School Board for approval.

THAT the Budget Committee recommends the Committee of the Whole refers the 2010-11 Operations Budget, in the amount of \$23,662,189, to the Brant Haldimand Norfolk Catholic District School Board for approval.

INTRODUCTION

On March 26, 2010, the government released the regulation for the *Grants for Student Needs (GSN)* for the 2010-11 school year. The primary considerations for the government were the economy and the implementation of the Early Learning Program (ELP) which will be phased-in over the 2010 to 2015 period. School board grants totaled \$20.2 billion provincially, \$694 million or 3.6% more than last year. The GSN will continue to fund the salary and other enhancements provided in the Provincial Table Discussions (PDT) agreed to last year. Changes for 2010-11 affecting our Board include:

Provincial Discussion Table Impacts:

- Increased preparation time for elementary teachers of ten minutes per week will provide for approximately three additional teachers.
- Reduced class size for Grade 4 to Grade 8.
- Funding for 1.2 additional secondary teachers.
- Reinstatement of professional learning for teachers which had been removed in the 2009-10 GSN.
- The PDT provides for a 3% increase in staff salaries and benefits.
- Funding for seven ELP classrooms.

Other impacts of the 2010-11 grants are:

- Some additional funding for community use of schools.
- 2% increase in school operation grants to offset increased utility costs.
- 2% increase for transportation grants, except for boards that have a surplus of transportation funding.
- Reduction of 1% in transportation grants in anticipation of savings from the establishment of the Transportation Consortia, except boards that have a *high* efficiency rating as determined by the Ministry.
- Classroom computer funding will be reduced by approximately \$125,000.
- No increase for supplies and services.

Other grants announced subsequent to the GSNs include:

▪ Grade 7 – Grade 12 Differentiated Instruction	\$ 10,720
▪ Aboriginal Education: First Nations Metis Inuit Implementation	\$ 9,705
▪ Assessment and Evaluation	\$ 10,000
▪ Autism Supports and Training	\$ 21,980
▪ Capacity Building	\$ 20,000
▪ Healthy Schools	\$ 7,734
▪ Library Staff	\$101,615
▪ Math and Literacy Professional Learning Strategy	\$ 57,505
▪ Ontario Focused Intervention Partnership	\$ 53,963
▪ English-as-a- Second Language/French-as-a-Second Language	\$ 57,459
▪ Ontario Leadership Strategy	\$ 39,397
▪ Professional Learning Cycle	\$ 12,043
▪ Safe Schools - Supports for Improving School Climate	\$ 18,180
▪ Safe Schools - Training	\$ 6,800
▪ Schools Helping Schools – Networking	\$ 32,378
▪ Schools Helping Schools - Schools in the Middle	\$ 25,000
▪ Student Success School & Cross Panel Teams	\$ 14,977

Another major change for 2010-11 is the completion of the change to Public Sector Accounting Board (PSAB) accounting principles. The changes have been phased-in over the last four years and this year, the final phase, to capitalize assets, has now been implemented. The effect is to amortize the cost of building, furniture and equipment over the expected useful life of these assets. There are several complications which will impact the budget, including the restriction on funding *non-supported* projects. The PSAB rules also eliminate reserves which are not required by the province, such as working reserves. These reserves will now appear as part of the Board's accumulated surplus.

The 2010-11 Preliminary Expenditure Budget has been prepared based on contractual costs, as known, plus information received from superintendents, department managers and secondary/elementary school principals. Administration has attempted to keep expenditures as closely matched to the particular revenue components and spending envelopes of the funding model as are reasonably known at this time. As in previous years, the provincial funding model contains certain guidelines and parameters that limit a board's flexibility in determining its budget, such as:

- Salaries and benefits for classroom staff.
- Staffing formulas for classroom and non-classroom staff.
- School administration.
- Special education.
- Board administration and governance.
- School supplies, textbooks, materials, furniture and equipment.
- Plant operations.
- School renewal and new pupil places.
- Debt service charges.

The Ministry of Education continues to have school boards responsible for setting overall budgets and allocating resources within those budgets, although there have been specific restrictions placed on boards with respect to specific grants. There are four major restrictions which have been in the model since 1998 and must be adhered to by boards in the determination of these budgets (except as permitted under the flexible funding regulation):

- Funds may not be moved from the classroom to the non-classroom category, although there is no longer a requirement to spend a certain percentage of funds on the classroom.
- The special education allocation establishes the minimum that each board must spend on special education.
- The allocation for new pupil places and for facilities renewal establishes the minimum that each board must spend on these components.
- The grant regulations stipulate that administration expenses cannot exceed the grant for Administration and Governance.

EXPENDITURES

Senior Administration has spent considerable time reviewing priorities for the 2010-11 Budget. The goals as approved by the Board are:

- Improve primary literacy scores.
- Strengthen the visibility and practice of our Catholic faith in our schools.
- Identify and nurture potential leaders at every level of our school system.
- Enhance communications, both as a resource and communications tool.

The above priorities provided guidance for the budget development and served as the basis for expenditure decisions. During the 2010-11 year, Administration will report on the status of achieving these goals.

The following is a brief description of the various expenditure categories, as well as comments on some of the reasons for significant changes from the 2010-11 Budget:

	2010-11 Budget	2009-10 Revised Budget	Increase (Decrease)
Instruction	59,235,848	56,482,701	2,753,147
Special Education	13,070,089	12,535,226	534,863
School Management	8,258,975	8,267,679	(8,704)
Student Support	632,323	623,535	8,788
Computer Services	1,233,678	1,374,442	(140,764)
Library	1,116,291	1,038,638	77,653
Guidance	1,027,171	1,015,270	11,901
Teacher Support	1,475,178	1,422,613	52,565
Administration and Governance	3,701,041	3,428,740	272,301
Operations and Maintenance	14,404,948	11,296,570	3,108,378
Transportation and Assessment	5,590,079	5,669,164	(79,085)
Continuing Education	---	---	---
Capital and Debt Charges	3,302,021	4,149,972	(847,951)
Other Non Operating	---	3,641,611	(3,641,611)
TOTAL	\$113,047,642	\$110,946,161	\$2,101,481

Instruction

This category includes the salary and benefit costs for all classroom teaching staff, teaching time for principals and vice-principals, occasional teaching costs and the costs of providing home instruction. For the 2010-11 year, it also includes nine Early Childhood Educators (ECEs) for the Early Learning Program (ELP). It does not include principal and vice-principal administration time, secretarial costs or custodial costs for these schools. It also does not include the cost of any staff that serves the special needs of students, as these costs are included in Special Education. It does not include the cost of centralized administrative staff that support the classroom teacher as these are included in Teacher Support.

This section also includes expenses for schools for items such as books, periodicals, films, supplies and services and furniture and equipment. It does not include the cost of utilities or custodial supplies, which are included in Facilities Department expenditures.

The instructional budget includes \$250,000 to implement the strategic commitments in the areas of student achievement, leadership, Catholicity and communications. Further details will be presented to the Board in the fall of 2010.

The increase in instructional costs also reflects a higher average salary in 2010-11 for teachers, chiefly as a result of the increases provided in the previous Collective Agreements with teacher federation, plus additional preparation time negotiated in the 2008-12 collective agreement. There is a slight reduction in the number of teachers due to declining enrolment. Enrolment is predicted to decrease by 33 full-time equivalent students (FTE) at the elementary level and 34 FTE at the secondary level.

Special Education

This category includes the salary and benefit costs for all special education resource teaching staff (SERTS), occasional teaching costs related to special education and educational assistants for students with special needs. It also includes staff costs related to special education, such as the social worker, behavioural therapists, speech services, assistive technology and contracted psychological services. The supplies and services are travel costs for itinerant staff and learning materials. The equipment costs are primarily FM audio units, special computers and furniture, which are substantially covered by High Needs Grants.

The need has been identified for 5.5 additional educational assistants.

The Ministry has provided permanent funding for an Autism Spectrum Disorder (ASD) Lead, which is included in the budget.

School Management

This category covers the costs of school administration, including administrative time for principals and vice-principals plus school secretaries. Elementary secretarial time includes a minimum of 35 hours per week as agreed at the Provincial Discussions Table. The budget reflects the de-twinning of St. Anthony Daniel and Blessed Sacrament Schools as well as Our Lady of Fatima and Our Lady of LaSalette Schools. School Management includes a principal seconded to provide leadership in the areas of curriculum and literacy.

Student Support

The staff in the Student Support section includes three secondary school chaplaincy leaders, two child and youth workers to support the Alternative Education and Safe Schools Programs and noon-hour supervisors.

Computer Services

This category includes staff costs for all computer and data services technicians as well as two supervisors and one manager. The remaining costs are for operation of the Information Technology Department, including telephone line costs for the wide area network. Provision has been made to expand fibre connections and it is expected that 20 elementary schools will be on the faster fibre connections next year. All three secondary schools already have fibre service.

Library and Guidance Services

This category includes the combined costs of salary and benefits for secondary school teacher librarians, guidance counsellors and library technicians at the elementary and secondary levels. As a result of increased library funding in 2009-10, the Board was able to hire three additional library technicians in the elementary panel. The positions will remain for 2010-11 as the funding has been continued. This section also includes library supplies and materials.

Teacher Support

The staff in the Teacher Support section include a principal of program responsible for the student success initiative, two computer consultants, a religion consultant, two elementary program consultants, two secondary program consultants, a half-time French-as-a-Second Language consultant, the Ontario Youth Apprenticeship Program Coordinator and 2.5 clerical staff. One of the computer consultants is partially funded by the MISA Project and one secondary consultant is funded by the Specialist High Skills Major Program. In 2007-08, we added an Arts Consultant which was funded through the *Program Enhancement Grant* which continues to be funded through the GSNs. Other costs are general office costs, professional development and automobile reimbursement costs for the consultant staff.

Administration and Governance

This category includes staffing expenses pertaining to administration, supervisory and clerical costs of trustees, the Director's Office, supervisory officers, business administration and human resources. The budget includes maintenance costs for the human resources and accounting software as well as a portion of the projected costs to support the data warehouse system. The expenses cover certain expenses of the particular department as well as those that are incurred on behalf of the system, such as trustee fees, legal fees, audit fees, negotiation costs and liability insurance. The expenses include the direct expenses of these departments for such items as travel, training, supplies, etc. as well as replacement computers for trustees. The General Administration area includes the *Executive Assistant – Community Relations* which is funded through the *Community Use of Schools* grant.

As previously mentioned, grant regulations prohibit administrative expenses from exceeding the grant for Administration and Governance. For the Brant Haldimand Norfolk Catholic District School Board, administrative expenditures exceed the grant by 1.5%. The government indicated minor variances will not be questioned. Furniture and equipment are now amortized over their estimated useful life. The amortization expense for administrative equipment is charged to the administration budget.

Operations and Maintenance

This category includes the administrative, maintenance and secretarial costs of the Facilities Department, including all custodial services for secondary and elementary schools. The estimated benefit costs for such employees have also been included. Also included are the direct expenses of the Department's operations, as well as utilities, supplies, cost of vehicles, contractual fees and other major expenditures pertaining to the plant operations of schools.

The budget for supplies and services has not increased significantly, although provision has been made to replace one truck. The Board has been reducing utility costs through its Energy Management program. This includes membership in a buying consortium for the purchase of natural gas and electricity, which has proven to be successful in purchasing power at below-market rates.

School Renewal is estimated based on the grant. The New Pupil Places budget reflects the debenture interest costs of construction projects. Previously both interest and principal were expensed, but the PSAB rules now in effect have changed the accounting for principal payments.

As previously stated, capital assets are now amortized over their estimated useful life. For those assets purchased under approved Ministry programs, there is a grant in the amount of the amortization. The amortization expense with respect to assets purchased without Ministry specific approval (such as computers) there is no grant; therefore, the cost of the amortization is paid by the Board. Amortization for buildings is charged to School Operations.

Transportation and Assessment

This category includes the Board's estimated share of staffing and benefits costs of the Student Transportation Services of Brant Haldimand Norfolk (STSBHN), a consortium of the Brant Haldimand Norfolk Catholic District School Board, the Grand Erie District School Board and the Conseil scolaire de district Catholique Centre-Sud. The majority of the expenses are the fees paid to bus operators for the transportation of students. The sharing of route costs has changed with the formation of the Consortia. Each route cost is shared based on ridership.

Continuing Education

This category includes salaries and benefits for all staff positions in continuing education programs, including summer school. The Board is not expecting to have a continuing education program operating in 2010-11.

Capital and Debt Charges

Capital costs include school facility renovations and upgrades (funded by the School Renewal Grant). The Debt Charges are pre-amalgamation debenture debt costs, which are fully funded by the province.

Other Non-Operating

Previously this budget included the Provision for Reserve for Pupil Accommodation equal to the new Pupil Places Grant (for new school construction and additions). Again, PSAB has eliminated reserves. In the future, Other Non-Operating expenses will include unusual items such as legal settlements.

REVENUES

School boards in Ontario have one main funding source, i.e., the Province, though part of this is satisfied by a residential/commercial tax that is determined by the province and comes from local taxpayers. School boards calculate grant allocations in accordance with Provincial regulations in three broad categories -- Foundation Grants, Special Purpose Grants and Pupil Accommodation Grants. Tax revenue is calculated according to provincially-determined formulae and this amount is deducted from the total grant allocations, as calculated, to form the net contribution by the Province. Each municipality is informed by the Ministry of Finance as to the portion of local taxes that it must send to school boards in its jurisdiction.

It should be recognized that it is the provincial grant regulations which determine the total amount of revenue even though it is paid through two sources, the Province directly and individual municipalities. School boards do not have authority to levy additional taxes to local taxpayers and play no role in the determination of the amount of local taxation. In addition to the chief sources of revenue, there are miscellaneous revenues, which come from a variety of sources, including special government grants, tuition fees, interest earned and other revenue.

Local Taxation

As indicated above, the contribution of local taxation to education funding is determined by a provincially-determined set of formulae. The Province sets the mill rate for both commercial and residential purposes and applies it to the assessment roll.

FUNDING ALLOCATIONS

The revenue that will be paid by the province for 2010-11, compared to 2009-10 is broken down as follows:

	2010-11 ESTIMATES	2009-10 REVISED BUDGET	INCREASE (DECREASE)
Foundation	50,876,787	50,381,700	495,087
School Foundation	8,394,862	8,176,307	218,555
Special Purpose	42,080,209	39,486,047	2,594,162
Pupil Accommodation	4,572,924	5,669,002	(1,096,078)
Amortization	3,617,462	---	3,617,462
Total Grants	109,542,244	103,713,056	5,829,188
Other Revenue	3,313,072	6,820,465	(3,507,392)
Prior Year	192,326	412,640	(220,314)
TOTAL REVENUE	\$113,047,642	\$110,946,161	\$2,101,482

Foundation Grant

The increase in Foundation allocations is mainly attributed to increases in government funding, including additional staff for specialized teachers and student success teachers. The grant also provides for increased teacher compensation as a result of the 2008-12 provincial labour framework.

School Foundation Grant

This grant, which was new in 2006-07, provides for a full-time principal and secretary at each school in excess of 50 pupils. The grant is funded by reductions in the Foundation grant and some Special Purpose grants, plus some additional government grants.

Special Purpose Grants

Special Purpose allocations have not increased significantly from last year. The Teacher Compensation grant has been increased in proportion to the increase in the salary benchmark established by the Ministry.

Pupil Accommodations Grant

School Operations grant allocations have increased by \$90,000 over 2009-10. The *Community Use of Schools* Grant has been separated from the School Operations Grant as the government will be requesting school boards to report on the use of those funds. With the exception of the School Operations grant, all other grants in this area are *enveloped*, i.e., must be spent for the purpose for which the grant has been made, therefore, they equal the expenditure estimates for school renewal, new pupil places and debt charges. Any allocations not spent in 2010-11, must be transferred to a *Deferred Revenue* account that has been specifically designated for that purpose. The amount is then carried forward for use in subsequent years.

Amortization

The Amortization Grant is to reflect the amount of allowable amortization or depreciation on eligible capital expenditures. As previously stated, capital assets are now amortized over their estimated useful life. For those assets purchased under approved Ministry programs there is a grant in the amount of the amortization. There is no grant for the amortization expense with respect to assets purchased without Ministry specific approval (such as computers) there is no grant; therefore, the cost of the amortization is paid by the Board.

Other Revenue

Other revenue includes tuition fees charged to students from out-of-province or the Federal government for students living on Six Nations or New Credit Reserves, miscellaneous grants from the Ministry and other incidental revenues. The *Transfer from Reserve for Retiree Benefits* has been provided to recognize the costs incurred for post-retirement benefits for those employees retiring before 2005. Employees retiring since 2005 pay the full costs of the retirement benefit program.

SUMMARY

Based on the above Estimates of Expenditures and Revenues, a balanced budget has been achieved in 2010-11. This document, the 2010-11 Estimates of Revenues and Expenditures, reflects Ministry of Education announcements, guidelines, technical information and data, issued on March 26, 2010, and in subsequent announcements. Some additional changes are expected as further grants are announced in the coming months and will be reported in a Revised Budget in November 2010.

CAPITAL PROJECTS

New Pupil Places

The government provides funding to school boards to build new schools or school additions based on the capacity of existing schools versus the enrolment. The allocation for new schools is calculated assuming 104 square feet for elementary students and 130 square feet for secondary students, multiplied by the enrolment in excess of capacity. The Ministry then applies standard construction costs to calculate an allocation. This allocation is provided to the Board when construction of a new school or a school addition begins.

The Board received approval to construct a new school in the south west area of Brantford as well as an addition to St. John's College. Both construction projects will be completed for September 2011. The school in south west Brantford will be a joint elementary school with the Grand Erie District School Board. It will provide accommodation for 900 pupils, 450 from each board, and will be adjacent to a neighbourhood park. The school has been designed as a *green school* and will have many *green* features, including energy efficient systems that have been used in all schools built in the last few years.

Facility Renewal Projects

Grants for Student Needs provide facility renewal grants to fund the upgrading and renovation of school facilities. A facility renewal project would normally be a project that would cost more than \$10,000 and would convey a benefit more than one year.

The Ministry has established an accountability framework to monitor the facility renewal expenditures of all school boards. This framework includes the use of surveys, questionnaires, inventories and asset management systems which must be kept updated on an annual basis.

Boards are required to submit, by December 31 of each year, information summarizing school renewal projects that have been undertaken in the past year and information identifying school renewal projects to be undertaken in the coming year.

Over the last eight years, the Board has spent approximately \$11 million upgrading schools, primarily roofs, heating systems, windows, etc. During the 2010-11 school year, the Brant Haldimand Norfolk Catholic District School Board will undertake a number of facility renewal projects, which are designed to create a safe and more comfortable learning environment for our students and staff. Administration and the Board of Trustees will be reviewing the needs of the system and identifying specific projects for the coming year.

Other Projects

Over the 2008-11 period, the Board will receive approximately \$2.8 million from the Ministry of Education to upgrade school energy systems for efficiency. In 2010-11, boilers will be replaced at St. Cecilia's; Our Lady of Fatima and St. Mary, Brantford Schools, HVAC upgrades will be installed at St. Cecilia's, St. Bernard of Clairvaux and Blessed Sacrament Schools and a new roof will be installed at Resurrection School.

Brant Haldimand Norfolk Catholic District School Board

2010-2011 Expenditure Estimates - Salary and Benefits

	Prelim	Prelim Change	Prelim Budget	Revised 2009-2010	Actual 2008-2009	Increase (Decrease)
10 INSTRUCTION						
Salaries & Wages	49,515,349	236,928	49,752,277	47,885,339	45,596,032	1,866,938
Employee Benefits	5,792,412	24,517	5,816,929	5,643,788	5,443,108	173,141
Total INSTRUCTION	55,307,761	261,445	55,569,206	53,529,127	51,039,140	2,040,079
12 SPECIAL EDUCATION						
Salaries & Wages	10,722,146	-102,004	10,620,142	10,142,328	9,609,995	477,814
Employee Benefits	1,963,178	-25,226	1,937,952	1,863,517	1,688,341	74,435
Total SPECIAL EDUCATION	12,685,324	-127,230	12,558,094	12,005,845	11,298,336	552,249
15 SCHOOL MANAGEMENT						
Salaries & Wages	6,934,500	-182,400	6,752,100	6,738,947	6,401,812	13,153
Employee Benefits	968,026	16,316	974,342	934,377	840,491	39,965
Total SCHOOL MANAGEMENT	7,892,526	-166,084	7,726,442	7,673,324	7,242,303	53,118
21 STUDENT SUPPORT SERVICES						
Salaries & Wages	636,417	-84,451	551,966	544,039	542,530	7,927
Employee Benefits	82,635	-6,178	76,457	75,596	69,943	861
Total STUDENT SUPPORT SERVICES	719,052	-90,629	628,423	619,635	612,473	8,788
22 COMPUTER SERVICES						
Salaries & Wages	862,451	3,000	865,451	829,687	762,475	35,764
Employee Benefits	193,012	360	193,372	187,983	159,254	5,389
Total COMPUTER SERVICES	1,055,463	3,360	1,058,823	1,017,670	921,729	41,153
23 LIBRARY SERVICES						
Salaries & Wages	832,759		832,759	810,732	774,046	22,027
Employee Benefits	173,172		173,172	168,906	159,379	4,266
Total LIBRARY SERVICES	1,005,931		1,005,931	979,638	933,426	26,293

Brant Haldimand Norfolk Catholic District School Board

2010-2011 Expenditure Estimates - Salary and Benefits

	Prelim	Prelim Change	Prelim Budget	Revised 2009-2010	Actual 2008-2009	Increase (Decrease)
24 GUIDANCE SERVICES						
Salaries & Wages	931,885		931,885	922,357	896,863	9,528
Employee Benefits	95,286		95,286	92,913	91,387	2,373
Total GUIDANCE SERVICES	1,027,171		1,027,171	1,015,270	988,250	11,901
25 TEACHER SUPPORT SERVICES						
Salaries & Wages	1,197,686		1,197,686	1,154,234	1,101,335	43,452
Employee Benefits	140,942		140,942	136,229	122,419	4,713
Total TEACHER SUPPORT SERVICES	1,338,628		1,338,628	1,290,463	1,223,754	48,165
31 GOVERNANCE/TRUSTEES						
Salaries & Wages	64,700		64,700	64,700	64,781	0
Employee Benefits	2,588		2,588	2,588	1,406	0
Total GOVERNANCE/TRUSTEES	67,288		67,288	67,288	66,188	0
32 GENERAL ADMINISTRATION						
Salaries & Wages	1,238,029		1,238,029	1,194,416	1,125,267	43,613
Employee Benefits	167,285		167,285	172,963	160,732	-5,678
Total GENERAL ADMINISTRATION	1,405,314		1,405,314	1,367,379	1,286,000	37,935
33 BUSINESS ADMINISTRATION						
Salaries & Wages	505,978		505,978	486,368	457,629	19,610
Employee Benefits	111,486		111,486	109,808	101,840	1,678
Total BUSINESS ADMINISTRATION	617,464		617,464	596,176	559,469	21,288
34 HUMAN RESOURCES ADMINISTRATION						
Salaries & Wages	467,298		467,298	380,197	367,270	87,101
Employee Benefits	76,318		76,318	73,791	79,398	2,527
Total HUMAN RESOURCES ADMINISTRATION	543,616		543,616	453,988	446,668	89,628

Brant Haldimand Norfolk Catholic District School Board

2010-2011 Expenditure Estimates - Salary and Benefits

	Prelim	Prelim Change	Prelim Budget	Revised 2009-2010	Actual 2008-2009	Increase (Decrease)
35 TECHNICAL ADMINISTRATION						
Salaries & Wages	50,190		50,190	48,729	47,310	1,461
Employee Benefits	9,883		9,883	9,575	8,471	308
Total TECHNICAL ADMINISTRATION	60,073		60,073	58,304	55,780	1,769
40 SCHOOL OPERATIONS						
Salaries & Wages	3,807,617		3,807,617	3,637,571	3,660,544	170,046
Employee Benefits	923,045		923,045	910,155	846,720	12,890
Total SCHOOL OPERATIONS	4,730,662		4,730,662	4,547,726	4,507,264	182,936
41 SCHOOL MAINTENANCE						
Salaries & Wages	722,318		722,318	700,060	633,806	22,258
Employee Benefits	149,700		149,700	144,429	134,907	5,271
Total SCHOOL MAINTENANCE	872,018		872,018	844,489	768,713	27,529
44 OP & MAINT/CAPITAL-NON INSTRUCTIONAL						
Salaries & Wages	45,843		45,843	44,512	43,802	1,331
Employee Benefits	11,802		11,802	11,474	11,241	328
Total OP & MAINT/CAPITAL-NON INSTR	57,645		57,645	55,986	55,042	1,659
50 TRANSPORTATION - GENERAL						
Salaries & Wages	97,741		97,741	105,588	69,625	-7,847
Employee Benefits	20,914		20,914	23,826	14,184	-2,912
Total TRANSPORTATION - GENERAL	118,655		118,655	129,414	83,810	-10,759
55 CONTINUING EDUCATION						
Salaries & Wages	0		0	0	0	0
Employee Benefits	0		0	0	0	0
Total CONTINUING EDUCATION	0		0	0	0	0

**Brant Haldimand Norfolk Catholic District School Board
2010-2011 Expenditure Estimates - Salary and Benefits**

	Prelim	Prelim Change	Prelim Budget	Revised 2009-2010	Actual 2008-2009	Increase (Decrease)
Total Budget	89,504,591	-119,138	89,385,453	86,251,722	82,088,343	3,133,731

Brant Haldimand Norfolk Catholic District School Board**REVENUE ESTIMATES 2010-2011**

	Preliminary 2010-11	Revised 2009-10	Actual 2008-09	Incr (Decr)
GENERAL LEGISLATIVE GRANTS				
Foundation Allocation - Base Amount - Elementary	29,697,976	29,304,158	29,417,746	393,818
Foundation Allocation - Base Amount - Secondary	21,564,311	21,077,542	20,423,675	486,769
Total: Foundation Allocation (includes Primary Class size)	51,262,287	50,381,700	49,841,421	880,587
School Foundation	8,394,862	8,176,307	8,218,946	218,555
Special Education Allocation	10,508,010	10,010,029	9,969,514	497,981
Language Allocation	1,249,818	1,375,850	1,452,420	(126,032)
Distant Schools/Small Schools Allocation	90,122	95,654	105,774	(5,532)
Remote & Rural Allocation	1,265,209	1,228,518	1,189,462	36,691
Learning Opportunity Allocation	1,611,960	1,212,456	1,210,982	399,504
Adult & Continuing Education & Summer School	-	-	2,982	-
Teacher Compensation Allocation	6,858,082	5,483,955	4,668,256	1,374,127
New Teacher Induction Program (NTIP)	97,353	111,488	62,000	(14,135)
Transportation Allocation	5,132,374	5,036,827	5,093,783	95,747
Administration & Governance Allocation	3,481,007	3,495,830	3,448,844	(14,623)
School Operations Allocations	10,319,803	10,238,085	9,816,080	81,718
Community Use of Schools	153,389	149,758	210,814	3,631
Declining Enrolment Adjustment	517,074	310,448	-	206,626
Program Enhancement	328,100	328,100	347,400	-
First Nation Supplemental Allocation	120,309	66,000	65,417	54,309
Safe Schools	201,204	197,054	194,462	4,150
Permanent Financing of NPF	146,395	146,395	146,395	-
Total: OPERATING	101,737,358	98,044,054	96,044,932	3,693,304
School Renewal Allocation	1,486,634	1,511,820	1,213,256	(25,186)
Good Places to Learn	-	515,571	372,641	(515,571)
New Pupil Places Allocation	-	3,568,870	3,588,291	(3,568,870)
Pupil Accommodation Allocation-Best Start	-	72,741	72,741	(72,741)
Primary Class Size Short term Financing	-	-	10,239	-
Prohibitive to Repair Short term Financing	-	-	26,148	-
Debt Charges Allocation -Interest	3,086,290	-	-	3,086,290
Allocate to Deferrd Revenue DCC(re MTA)	(385,500)	-	-	(385,500)
TOTAL LEGISLATIVE GRANT	105,924,782	103,713,056	101,328,248	2,211,726
Amortization of DCC	3,617,462	-	-	3,617,462
OTHER REVENUE				
Tuition fees	1,374,898	1,298,363	1,139,210	76,536
Transportation recovery	-	-	363,076	-
Rental Revenue	73,140	73,140	100,308	-
Interest Earned	40,000	62,910	46,894	(22,910)
Sinking fund Interest	-	-	136,938	-
Insurance	-	-	9,360	-
Miscellaneous Revenue	50,000	67,694	234,411	(17,694)
Transfer from Reserve for Retiree Benefits	200,000	200,000	-	-
Transfer from Pupil Accommodation reserve fund	-	3,367,733	2,609,563	(3,367,733)
EDC Fund Revenue (re: Debenture Payment)	71,450	119,858	153,583	(48,408)
<i>Miscellaneous Gov't Grants</i>				
Early Learning Program	772,520	-	-	772,520
Misc Grants	563,456	1,158,735	1,363,166	(595,279)
Deferred Revenue	-	275,516	-	(275,516)
Energy Efficiency	-	-	430,151	-
CODE Program	-	-	1,720	-
French Monitor Program	18,000	36,000	47,483	(18,000)
MISA	58,860	69,768	69,187	(10,908)
SCWI / SWAC	-	-	551,156	-
Ontario Youth Apprenticeship Program	90,748	90,748	112,897	-
TOTAL REVENUE	112,855,316	110,533,521	108,699,351	2,321,796
Prior Year Carry Forward	192,326	412,640	98,425	(220,314)
NET REVENUE	113,047,642	110,946,161	108,797,776	2,101,481
EXPENDITURE (including Amortization)	113,047,642	110,946,161	108,385,136	2,101,481
Surplus(deficit)	0	(0)	412,640	(0)

Brant Haldimand Norfolk Catholic District School Board 2010-2011 Preliminary Expenditure Estimates

	Prelim	Prelim Change	Prelim Budget	Revised 2009-2010	Actual 2008-2009	Increase (Decrease)
INSTRUCTION						
Total Salaries & Wages	49,515,349	236,928	49,752,277	47,885,339	45,596,032	1,866,938
Total Employee Benefits	5,792,412	24,517	5,816,929	5,643,788	5,443,108	173,141
10 315 Professional Development - Academic & S.O.'s	67,399	-5,000	62,399	82,575	106,936	-20,176
10 319 Religion Course	5,000	5,000	5,000	10,000	11,500	-5,000
Total Staff Development	72,399	-5,000	67,399	92,575	118,436	-25,176
10 320 Textbooks & Learning Materials	50,000	50,000	50,000	0	407,554	50,000
10 325 Program Supplies	577,991	-46,400	531,591	531,932	817,701	-341
10 327 Student Achievement & Leadership	974,741	250,000	250,000	974,741	436,703	250,000
10 330 Instructional Supplies	0	0	0	0	-1,000	0
10 331 Application Software	10,000	10,000	10,000	10,000	0	0
10 333 New Classroom Set-Up	200,000	200,000	200,000	200,000	216,286	0
10 335 Printing & Photocopying - Instructional	5,000	5,000	5,000	5,000	1,731	0
10 336 Printing & Photocopying - Non-instructional	7,500	7,500	7,500	7,500	5,911	0
10 339 First Aid Supplies	58,000	58,000	58,000	59,200	58,236	-1,200
10 361 Automobile Reimbursement	5,000	5,000	5,000	5,000	15,258	0
10 401 Repairs - Furniture & Equipment	298,400	298,400	298,400	0	4,282	298,400
10 406 Telephone - Data Communications Services	3,900	3,900	3,900	3,900	2,768	0
10 414 Student Senate	10,000	10,000	10,000	10,000	49,018	0
10 540 School Trips - Transportation	1,902,132	502,000	2,404,132	1,807,273	2,014,446	596,859
Total Supplies & Services	65,000	65,000	65,000	65,000	60,768	0
10 501 Replacement of Furniture & Equipment - General	86,440	-47,440	39,000	73,940	403,199	-34,940
10 502 Replacement of Furniture & Equipment - Computer Technology	66,500	-5,372	61,128	51,000	152,002	10,128
10 503 Replacement of Furniture & Equipment - Network Connectivity	217,940	-52,812	165,128	189,940	615,970	-24,812
Total Replacement of F&E	0	0	0	365,000	252,722	-365,000
10 602 Rental/Lease - Furniture & Equipment - Computer Technology	0	0	0	65,000	91,578	-65,000
10 603 Rental/Lease - Furniture & Equipment - Network Connectivity	0	0	0	430,000	344,299	-430,000
Total Rental Expenditures	10,300	10,300	10,300	10,300	11,257	0
10 640 Instructional Advertising	142,000	142,000	142,000	227,795	115,996	-85,795
10 654 Other Contractual Services	127,750	-19,814	107,936	102,000	162,436	5,936
10 661 Software Fees & Licenses	119,100	-12,750	106,350	92,691	39,241	13,659
10 662 Maintenance Fees - Computer Technology	1,000	1,000	1,000	1,000	0	0
10 702 Association & Membership Fees - Individuals	400,150	-32,564	367,586	433,786	328,930	-66,200
Total Fees & Contractual Services	0	0	0	0	1,704	0
10 705 Student Bursaries/Awards	0	0	0	0	1,704	0
Total Other	662,397	662,397	662,397	662,397	662,397	662,397
10 790 Amortization	662,397	662,397	662,397	662,397	662,397	662,397
Total Amortization	57,900,382	1,335,466	59,235,848	56,482,701	54,462,926	2,753,147
Total INSTRUCTION	57,900,382	1,335,466	59,235,848	56,482,701	54,462,926	2,753,147

Brant Haldimand Norfolk Catholic District School Board 2010-2011 Preliminary Expenditure Estimates

	Prelim	Prelim Change	Prelim Budget	Revised 2009-2010	Actual 2008-2009	Increase (Decrease)
SPECIAL EDUCATION						
Total Salaries & Wages	10,722,146	-102,004	10,620,142	10,142,328	9,609,995	477,814
Total Employee Benefits	1,963,178	-25,226	1,937,952	1,863,517	1,688,341	74,435
12 315 Professional Development - Academic & S.O.'s	23,500		23,500	26,500	19,648	-3,000
12 317 Professional Development - Non Teaching	11,500	100	11,600	12,050	35,380	-450
Total Staff Development	35,000	100	35,100	38,550	55,028	-3,450
12 320 Textbooks & Learning Materials	8,000	5,000	13,000	0	948	13,000
12 325 Program Supplies	134,730	-32,980	101,750	118,126	130,386	-16,376
12 330 Instructional Supplies	11,000		11,000	8,000	22,687	3,000
12 335 Printing & Photocopying - Instructional	0		0	0	1,177	0
12 336 Printing & Photocopying - Non-instructional	10,800		10,800	10,800	70,387	0
12 361 Automobile Reimbursement	78,170	2,500	80,670	88,780	70,387	-8,110
12 402 Repairs - Computer Technology	5,000		5,000	5,000	5,560	0
12 404 Telephone - Cellular	2,125	1,250	3,375	3,125	3,052	250
12 405 Telephone - Voice	3,600		3,600	3,600	438	0
12 407 Postage	200		200	200		0
12 410 Office Supplies & Services	4,500		4,500	4,500	384	0
12 416 SEAC	1,000		1,000	1,000		0
Total Supplies & Services	259,125	-24,230	234,895	243,131	235,019	-8,236
12 501 Replacement of Furniture & Equipment - General	500		500	500		0
12 502 Replacement of Furniture & Equipment - Computer Technology	192,000		192,000	192,000	433,878	0
Total Replacement of F&E	192,500		192,500	192,500	433,878	0
12 654 Other Contractual Services	55,000	-5,700	49,300	55,000	43,414	-5,700
12 702 Association & Membership Fees - Individuals	200	200	200	267	0	0
Total Fees & Contractual Services	55,200	-5,700	49,500	55,200	43,681	-5,700
Total SPECIAL EDUCATION	13,227,149	-157,060	13,070,089	12,535,226	12,065,942	534,863

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SCHOOL MANAGEMENT

	Prelim	Prelim Change	Prelim Budget	Revised 2009-2010	Actual 2008-2009	Increase (Decrease)
Total Salaries & Wages	6,934,500	-182,400	6,752,100	6,738,947	6,401,812	13,153
Total Employee Benefits	958,026	16,316	974,342	934,377	840,491	39,965
15 315 Professional Development - Academic & S.O.'s	42,900		42,900	42,900	20,070	0
15 317 Professional Development - Non Teaching	6,000		6,000	6,000	15,818	0
Total Staff Development	48,900		48,900	48,900	35,883	0
15 320 Textbooks & Learning Materials	0		0	0	16,829	0
15 325 Program Supplies	0		0	17,500		-17,500
15 336 Printing & Photocopying - Non-instructional	35,350		35,350	35,350	3,964	0
15 361 Automobile Reimbursement	20,500		20,500	20,500	19,701	0
15 401 Repairs - Furniture & Equipment	0		0	0	66	0
15 404 Telephone - Cellular	0		0	0	11,899	0
15 405 Telephone - Voice	75,405		75,405	75,405	62,653	0
15 406 Telephone - Data Communications Services	0		0	0	2,796	0
15 407 Postage	32,046		32,046	32,046	49,362	0
15 410 Office Supplies & Services	130,954		130,954	130,954	173,728	0
15 415 School Council Supplies	8,000		8,000	8,000	37,540	0
Total Supplies & Services	302,255		302,255	319,755	378,539	-17,500
15 501 Replacement of Furniture & Equipment - General	10,000		10,000	10,000	31,450	0
15 502 Replacement of Furniture & Equipment - Computer Technology	0		0	0	1,847	0
15 503 Replacement of Furniture & Equipment - Network Connectivity	7,500	4,722	12,222	63,200	1,129	-50,978
Total Replacement of F&E	17,500	4,722	22,222	73,200	34,426	-50,978
15 602 Rental/Lease - Furniture & Equipment - Computer Technology	0		0	0	30,852	0
15 621 Rental/Lease - Photocopier	0		0	0	60,636	0
Total Rental Expenditures	0		0	0	91,489	0
15 661 Software Fees & Licenses	4,500	9,906	14,406	12,500	30,295	1,906
15 662 Maintenance Fees - Computer Technology	124,750		124,750	120,000	147,915	4,750
15 719 School Courier	20,000		20,000	20,000	43,607	0
Total Fees & Contractual Services	149,250	9,906	159,156	152,500	221,816	6,656
Total SCHOOL MANAGEMENT	8,410,431	-151,456	8,258,975	8,267,679	8,004,456	-8,704

Brant Haldimand Norfolk Catholic District School Board 2010-2011 Preliminary Expenditure Estimates

	Prelim	Prelim Change	Prelim Budget	Revised 2009-2010	Actual 2008-2009	Increase (Decrease)
STUDENT SUPPORT SERVICES						
Total Salaries & Wages	636,417	-84,451	551,966	544,039	542,530	7,927
Total Employee Benefits	82,635	-6,178	76,457	75,596	69,943	861
21 315 Professional Development - Academic & S.O.'s	1,500		1,500	1,500		0
Total Staff Development	1,500		1,500	1,500		0
21 325 Program Supplies	1,000		1,000	1,000		0
21 361 Automobile Reimbursement	1,000		1,000	1,000		0
21 404 Telephone - Cellular	400		400	400	472	0
Total Supplies & Services	2,400		2,400	2,400	472	0
Total STUDENT SUPPORT SERVICES	722,952	-90,629	632,323	623,535	612,944	8,788
COMPUTER SERVICES						
Total Salaries & Wages	862,451	3,000	865,451	829,687	762,475	35,764
Total Employee Benefits	193,012	360	193,372	187,983	159,254	5,389
22 317 Professional Development - Non Teaching	17,500	-2,500	15,000	15,000	10,709	0
Total Staff Development	17,500	-2,500	15,000	15,000	10,709	0
22 325 Program Supplies	1,900		1,900	1,900	3,393	0
22 332 Books & Periodicals	500		500	500		0
22 361 Automobile Reimbursement	30,000	-3,000	27,000	32,000	29,851	-5,000
22 402 Repairs - Computer Technology	18,000	3,000	21,000	15,000	16,532	6,000
22 404 Telephone - Cellular	15,000	0	15,000	10,000	8,654	5,000
22 406 Telephone - Data Communications Services	303,800	-288,600	15,200	228,700	233,894	-213,500
22 410 Office Supplies & Services	1,500	0	1,500	0	253	1,500
Total Supplies & Services	370,700	-288,600	82,100	288,100	292,577	-206,000
22 501 Replacement of Furniture & Equipment - General	0	0	0	0	492	0
22 502 Replacement of Furniture & Equipment - Computer Technology	5,000	0	5,000	5,000	6,826	0
22 503 Replacement of Furniture & Equipment - Network Connectivity	0	0	0	0	2,126	0
Total Replacement of F&E	5,000	0	5,000	5,000	9,444	0
22 653 Other Professional Fees	0		0	0	42,495	0
22 654 Other Contractual Services	7,000	16,000	23,000	7,000		16,000
22 661 Software Fees & Licenses	1,430		1,430	1,430	1,422	0
22 662 Maintenance Fees - Computer Technology	47,825	500	48,325	40,242		8,083
22 702 Association & Membership Fees - Individuals	0		0	0	203	0
Total Fees & Contractual Services	56,255	16,500	72,755	48,672	44,120	24,083
Total COMPUTER SERVICES	1,504,918	-271,240	1,233,678	1,374,442	1,278,579	-140,764

Brant Haldimand Norfolk Catholic District School Board 2010-2011 Preliminary Expenditure Estimates

	Prelim	Prelim Change	Prelim Budget	Revised 2009-2010	Actual 2008-2009	Increase (Decrease)
LIBRARY SERVICES						
Total Salaries & Wages	832,759		832,759	810,732	774,046	22,027
Total Employee Benefits	173,172		173,172	168,906	159,379	4,266
23 317 Professional Development - Non Teaching	2,000		2,000	2,000	5,391	0
Total Staff Development	2,000		2,000	2,000	5,391	0
23 320 Textbooks & Learning Materials	15,000		15,000	15,000	12,369	0
23 321 Library Books	51,360		51,360	0	88,013	51,360
23 325 Program Supplies	35,000		35,000	35,000	42,214	0
23 330 Instructional Supplies	0		0	0	7,512	0
23 335 Printing & Photocopying - Instructional	2,000		2,000	2,000	2,125	0
23 361 Automobile Reimbursement	5,000		5,000	5,000	8,565	0
23 404 Telephone - Cellular	0		0	0	263	0
Total Supplies & Services	108,360		108,360	57,000	161,061	51,360
Total LIBRARY SERVICES	1,116,291		1,116,291	1,038,638	1,099,878	77,653
GUIDANCE SERVICES						
Total Salaries & Wages	931,885		931,885	922,357	896,863	9,528
Total Employee Benefits	95,286		95,286	92,913	91,387	2,373
24 330 Instructional Supplies	0		0	0	3	0
24 335 Printing & Photocopying - Instructional	0		0	0	1,846	0
Total Supplies & Services	0		0	0	1,849	0
Total GUIDANCE SERVICES	1,027,171		1,027,171	1,015,270	990,099	11,901

Brant Haldimand Norfolk Catholic District School Board 2010-2011 Preliminary Expenditure Estimates

TEACHER SUPPORT SERVICES

	Prelim	Prelim Change	Prelim Budget	Revised 2009-2010	Actual 2008-2009	Increase (Decrease)
Total Salaries & Wages	1,197,686		1,197,686	1,154,234	1,101,335	43,452
Total Employee Benefits	140,942		140,942	136,229	122,419	4,713
25 315 Professional Development - Academic & S.O.'s	19,000		19,000	17,000	16,388	2,000
Total Staff Development	19,000		19,000	17,000	16,388	2,000
25 325 Program Supplies	23,500		23,500	21,500	588,393	2,000
25 331 Application Software	2,000		2,000	2,000		0
25 335 Printing & Photocopying - Instructional	34,500		34,500	35,000	15,218	-500
25 336 Printing & Photocopying - Non-Instructional	1,200		1,200	1,200	9,045	0
25 361 Automobile Reimbursement	30,000		30,000	28,500	38,031	1,500
25 404 Telephone - Cellular	5,700		5,700	5,100	5,299	600
25 405 Telephone - Voice	3,500		3,500	3,500	6,897	0
25 406 Telephone - Data Communications Services	500		500	500		0
25 407 Postage	800		800	800	229	0
25 410 Office Supplies & Services	2,500		2,500	2,500	5,190	0
Total Supplies & Services	104,200		104,200	100,600	648,302	3,600
25 501 Replacement of Furniture & Equipment - General	0		0	0	789	0
25 502 Replacement of Furniture & Equipment - Computer Technology	0		0	700		-700
Total Replacement of F&E	0		0	700	789	-700
25 640 Instructional Advertising	0		0	0	7,475	0
25 653 Other Professional Fees	0		0	0	27,000	0
25 701 Association & Membership Fees - Board	10,000		10,000	10,000	9,729	0
25 702 Association & Membership Fees - Individuals	3,350		3,350	3,850	1,276	-500
Total Fees & Contractual Services	13,350		13,350	13,850	45,480	-500
Total TEACHER SUPPORT SERVICES	1,475,178		1,475,178	1,422,613	1,934,712	52,565

Brant Haldimand Norfolk Catholic District School Board 2010-2011 Preliminary Expenditure Estimates

	Prelim	Prelim Change	Prelim Budget	Revised 2009-2010	Actual 2008-2009	Increase (Decrease)
GOVERNANCE/TRUSTEES						
Total Salaries & Wages	64,700		64,700	64,700	64,781	0
Total Employee Benefits						
31 317 Professional Development - Non Teaching	2,588	3,000	2,588	2,588	1,406	0
Total Staff Development	20,000	3,000	23,000	20,000	22,561	3,000
	20,000	3,000	23,000	20,000	22,561	3,000
31 359 Student Trustees	5,000		5,000	5,000	3,282	0
31 361 Automobile Reimbursement	7,000	3,000	10,000	7,000	10,885	3,000
31 404 Telephone - Cellular	3,000		3,000	3,000	2,588	0
31 406 Telephone - Data Communications Services	3,600		3,600	3,600	4,169	0
31 407 Postage	200		200	200	274	0
31 410 Office Supplies & Services	500		500	500	1,440	0
31 502 Replacement of Furniture & Equipment - Computer Technology	0		0	8,000	1,440	0
Total Supplies & Services	19,300	3,000	22,300	27,300	22,639	-8,000
	19,300	3,000	22,300	27,300	22,639	-5,000
31 701 Association & Membership Fees - Board	49,000		49,000	49,000	47,717	0
31 702 Association & Membership Fees - Individuals	250		250	250	0	0
31 725 Miscellaneous	2,000		2,000	2,000	1,270	0
Total Other	51,250		51,250	51,250	48,987	0
	51,250		51,250	51,250	48,987	0
Total GOVERNANCE/TRUSTEES	157,838	6,000	163,838	165,838	160,375	-2,000
	157,838	6,000	163,838	165,838	160,375	-2,000

Brant Haldimand Norfolk Catholic District School Board 2010-2011 Preliminary Expenditure Estimates

	Prelim	Prelim Change	Prelim Budget	Revised 2009-2010	Actual 2008-2009	Increase (Decrease)
GENERAL ADMINISTRATION						
Total Salaries & Wages	1,238,029		1,238,029	1,194,416	1,125,267	43,613
Total Employee Benefits	167,285		167,285	172,963	160,732	-5,678
32 315 Professional Development - Academic & S.O.'s	32,000		32,000	32,000	30,161	0
32 316 Professional Memberships - Academic	1,000		1,000	1,000	975	0
32 317 Professional Development - Non Teaching	6,000		6,000	6,000	10,813	0
Total Staff Development	39,000		39,000	39,000	41,949	0
32 322 Books & Periodicals	500	2,000	2,500	500	4,317	2,000
32 325 Program Supplies	39,397		39,397			39,397
32 336 Printing & Photocopying - Non-instructional	16,000		16,000	16,000	13,171	0
32 361 Automobile Reimbursement	10,500		10,500	10,500	9,724	0
32 404 Telephone - Cellular	11,200		11,200	11,200	8,225	0
32 405 Telephone - Voice	0		0	0	1,663	0
32 406 Telephone - Data Communications Services	600		600	600		0
32 410 Office Supplies & Services	9,000		9,000	9,000	10,327	0
Total Supplies & Services	87,197	2,000	89,197	47,800	47,426	41,397
32 501 Replacement of Furniture & Equipment - General	1,000		1,000	1,000	3,975	0
32 502 Replacement of Furniture & Equipment - Computer Technology	1,500		1,500	1,500	525	0
Total Replacement of F&E	2,500		2,500	2,500	4,500	0
32 640 Instructional Advertising	15,000		15,000	15,000	5,364	0
32 641 Community Relations	5,000		5,000	5,000		0
32 652 Legal Fees	15,000		15,000	15,000	18,459	0
32 653 Other Professional Fees	0		0	0	19,652	0
32 654 Other Contractual Services	10,000		10,000	10,000		0
32 661 Software Fees & Licenses	0		0	0	723	0
32 672 Liability Insurance	130,930		130,930	110,000	100,632	20,930
32 701 Association & Membership Fees - Board	200		200	200	245	0
Total Fees & Contractual Services	176,130		176,130	155,200	145,076	20,930
32 702 Association & Membership Fees - Individuals	9,900		9,900	9,900	11,743	0
32 710 Interest	0		0	0	74,270	0
32 725 Miscellaneous	20,200		20,200	20,200	26,620	0
Total Other	30,100		30,100	30,100	112,633	0
32 790 Amortization	50,846		50,846			50,846
Total Amortization	50,846		50,846			50,846
Total GENERAL ADMINISTRATION	1,740,241	52,846	1,793,087	1,641,979	1,637,584	151,108

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BUSINESS ADMINISTRATION

	Prelim	Prelim Change	Prelim Budget	Revised 2009-2010	Actual 2008-2009	Increase (Decrease)
Total Salaries & Wages	505,978		505,978	486,368	457,629	19,610
Total Employee Benefits	111,486		111,486	109,808	101,840	1,678
33 317 Professional Development - Non Teaching	5,000		5,000	5,000	3,354	0
33 318 Professional Memberships - Non Teaching	2,000		2,000	2,000	1,885	0
Total Staff Development	7,000		7,000	7,000	5,239	0
33 336 Printing & Photocopying - Non-instructional	10,000		10,000	10,000	1,940	0
33 361 Automobile Reimbursement	1,500		1,500	1,500	1,397	0
33 402 Repairs - Computer Technology	0		0	0	262	0
33 405 Telephone - Voice	12,000	6,000	18,000	12,000	18,113	6,000
33 406 Telephone - Data Communications Services	0		0	0	1,513	0
33 407 Postage	12,000		12,000	12,000	13,676	0
33 410 Office Supplies & Services	25,000	-6,000	19,000	25,000	17,568	-6,000
Total Supplies & Services	60,500	0	60,500	60,500	54,489	0
33 501 Replacement of Furniture & Equipment - General	20,000		20,000	20,000	56,149	0
33 502 Replacement of Furniture & Equipment - Computer Technology	5,000		5,000	5,000	4,569	0
Total Replacement of F&E	25,000		25,000	25,000	60,718	0
33 640 Instructional Advertising	2,655		2,655	2,655	1,221	0
33 651 Audit Fees	45,000		45,000	45,000	37,201	0
33 653 Other Professional Fees	0		0	0	11,717	0
33 654 Other Contractual Services	71,000		71,000	71,000	68,733	0
33 661 Software Fees & Licenses	8,000		8,000	8,000	43,289	0
33 662 Maintenance Fees - Computer Technology	93,200		93,200	93,200	59,861	0
33 702 Association & Membership Fees - Individuals	2,000		2,000	2,000	909	0
Total Fees & Contractual Services	221,855		221,855	221,855	222,932	0
33 729 Foreign Exchange Gain/Loss	0		0	0	1,423	0
Total Other	0		0	0	1,423	0
Total BUSINESS ADMINISTRATION	931,819	0	931,819	910,531	904,270	21,288

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	Prelim	Prelim Change	Prelim Budget	Revised 2009-2010	Actual 2008-2009	Increase (Decrease)
HUMAN RESOURCES ADMINISTRATION						
Total Salaries & Wages	467,298		467,298	380,197	367,270	87,101
Total Employee Benefits	76,318		76,318	73,791	79,398	2,527
34 317 Professional Development - Non Teaching	4,500		4,500	4,500	1,963	0
34 318 Professional Memberships - Non Teaching	1,700		1,700	1,900	1,182	-200
Total Staff Development	6,200		6,200	6,400	3,145	-200
34 322 Books & Periodicals	2,000		2,000	2,000	211	0
34 361 Automobile Reimbursement	2,000		2,000	2,000	1,168	0
34 410 Office Supplies & Services	3,500		3,500	3,500	2,655	0
34 421 Recruitment of Staff	15,000		15,000	20,000	9,650	-5,000
Total Supplies & Services	22,500		22,500	27,500	13,684	-5,000
34 650 Labour Relations	80,000		80,000	80,000	131,373	0
34 653 Other Professional Fees	2,000		2,000	2,000	0	0
34 654 Other Contractual Services	29,000		29,000	29,000	442	0
34 661 Software Fees & Licenses	30,000	-15,000	15,000	30,000	0	-15,000
34 662 Maintenance Fees - Computer Technology	2,500		2,500	2,500	0	0
34 702 Association & Membership Fees - Individuals	1,400		1,400	1,400	945	0
Total Fees & Contractual Services	144,900	-15,000	129,900	144,900	132,761	-15,000
Total HUMAN RESOURCES ADMINISTRATION	717,216	-15,000	702,216	632,788	596,257	69,428
TECHNICAL ADMINISTRATION						
Total Salaries & Wages	50,190		50,190	48,729	47,310	1,461
Total Employee Benefits	9,883		9,883	9,575	8,471	308
35 406 Telephone - Data Communications Services		15,200	15,200			15,200
Total Supplies & Services		15,200	15,200			15,200
35 503 Replacement of Furniture & Equipment - Network Connectivity	7,500	650	8,150	6,800	4,131	1,350
35 661 Software Fees & Licenses	4,500	9,908	14,408	12,500	12,124	1,908
35 662 Maintenance Fees - Computer Technology		12,250	12,250			12,250
Total Replacement of F&E	12,000	22,808	34,808	19,300	16,255	15,508
Total TECHNICAL ADMINISTRATION	72,073	38,008	110,081	77,604	72,036	32,477

Brant Haldimand Norfolk Catholic District School Board 2010-2011 Preliminary Expenditure Estimates

SCHOOL OPERATIONS

	Prelim	Prelim Change	Prelim Budget	Revised 2009-2010	Actual 2008-2009	Increase (Decrease)
Total Salaries & Wages	3,807,617		3,807,617	3,637,571	3,660,544	170,046
Total Employee Benefits	923,045		923,045	910,155	846,720	12,890
40 317 Professional Development - Non Teaching	2,000		2,000	2,000		0
Total Staff Development	2,000		2,000	2,000		0
40 340 Plant Operations Supplies	250,235		250,235	215,000	231,677	35,235
40 341 Electricity	1,174,466		1,174,466	1,227,028	1,064,552	-52,562
40 343 Heating - Gas	438,319		438,319	481,337	563,021	-43,018
40 346 Water & Sewage	133,538		133,538	134,831	132,100	-1,283
40 361 Automobile Reimbursement	15,000		15,000	14,000	15,009	1,000
40 404 Telephone - Cellular	2,000		2,000	2,000	1,939	0
40 430 Maintenance Supplies	50,000		50,000	50,000	39,670	0
40 435 Caretakers Supplies	25,000		25,000	25,000		0
Total Supplies & Services	2,088,558		2,088,558	2,149,196	2,067,968	-60,638
40 501 Replacement of Furniture & Equipment - General	45,000		45,000	45,000	23,109	0
40 502 Replacement of Furniture & Equipment - Computer Technology	2,000		2,000	2,000		0
Total Replacement of F&E	47,000		47,000	47,000	23,109	0
40 610 Rental/Lease - Instructional Accommodation	185,098		185,098	201,113	209,106	-16,015
Total Rental Expenditures	185,098		185,098	201,113	209,106	-16,015
40 654 Other Contractual Services	700,000		700,000	700,000	749,573	0
40 661 Software Fees & Licenses	20,000		20,000	18,000	34,255	2,000
40 681 Moving of Portables	10,000		10,000	15,000	11,582	-5,000
Total Fees & Contractual Services	730,000		730,000	733,000	795,411	-3,000
40 790 Amortization		3,131,607	3,131,607			3,131,607
Total Amortization		3,131,607	3,131,607			3,131,607
Total SCHOOL OPERATIONS	7,783,318	3,131,607	10,914,925	7,680,035	7,602,858	3,234,890

Brant Haldimand Norfolk Catholic District School Board 2010-2011 Preliminary Expenditure Estimates

SCHOOL MAINTENANCE

	Prelim	Prelim Change	Prelim Budget	Revised 2009-2010	Actual 2008-2009	Increase (Decrease)
Total Salaries & Wages	722,318		722,318	700,060	633,806	22,258
Total Employee Benefits	149,700		149,700	144,429	134,907	5,271
41 317 Professional Development - Non Teaching	2,500		2,500	2,500	32,391	0
Total Staff Development	2,500		2,500	2,500	32,391	0
41 361 Automobile Reimbursement	15,000		15,000	22,000	20,173	-7,000
41 370 Vehicle Fuel	30,000		30,000	30,000	27,044	0
41 401 Repairs - Furniture & Equipment	1,000		1,000	1,000	0	0
41 404 Telephone - Cellular	6,000		6,000	6,000	5,241	0
41 430 Maintenance Supplies	125,000		125,000	125,000	131,683	0
41 431 Maintenance Services	300,000		300,000	300,000	379,620	0
41 432 Landscaping	6,000		6,000	6,000	0	0
41 433 School Beautification	0		0	0	500	0
41 434 Building & Grounds (School Based)	61,368		61,368	61,368	27,305	0
41 438 Municipal Improvements	5,000		5,000	5,000	586	0
41 439 Local Improvement Supplies	10,000		10,000	10,000	251,421	0
41 440 Vehicle Maintenance & Supplies	10,000		10,000	14,000	14,267	-4,000
41 449 Health & Safety	20,000		20,000	20,000	11,928	0
Total Supplies & Services	589,368		589,368	600,368	869,768	-11,000
41 501 Replacement of Furniture & Equipment - General	5,000		5,000	11,000	3,767	-6,000
41 504 Replacement of Vehicle	0		0	71,000	36,991	-71,000
Total Replacement of F&E	5,000		5,000	82,000	39,758	-77,000
41 754 Debenture Interest - post May 15, 1998	93,778		93,778	96,786	99,653	-3,008
Total Interest Charges on Long Term Debt	93,778		93,778	96,786	99,653	-3,008
41 625 Rental/Lease - Vehicles	0		0	2,200	5,764	-2,200
Total Rental Expenditures	0		0	2,200	5,764	-2,200
41 653 Other Professional Fees	2,000		2,000	2,000	8,090	0
41 654 Other Contractual Services	8,000		8,000	8,000	8,033	0
41 661 Software Fees & Licenses	20,000		20,000	18,000	31,498	2,000
41 671 Property Insurance	88,293		88,293	60,000	68,121	28,293
41 673 Vehicle Insurance	8,000		8,000	8,000	5,777	0
41 702 Association & Membership Fees - Individuals	2,000		2,000	2,000	610	0
Total Fees & Contractual Services	128,293		128,293	98,000	122,128	30,293
41 753 Debenture Principal - post May 15, 1998	64,080	-64,080	0	61,071	58,204	-61,071
Total Principal & Sinking Fund Payments	64,080	-64,080	0	61,071	58,204	-61,071
Total SCHOOL MAINTENANCE	1,755,037	-64,080	1,690,957	1,787,414	1,996,380	-96,457

Brant Haldimand Norfolk Catholic District School Board 2010-2011 Preliminary Expenditure Estimates

	Prelim	Prelim Change	Prelim Budget	Revised 2009-2010	Actual 2008-2009	Increase (Decrease)
SCHOOL RENEWAL						
42 760 Local Improvements	1,486,634		1,486,634	1,511,820		-25,186
Total Supplies & Services	1,486,634		1,486,634	1,511,820		-25,186
42 760 Local Improvements	0	0	0	1,213,256		0
42 768 Energy Efficient Schools	0	0	0	430,151		0
Total Capital Expenditures	0	0	0	1,643,407		0
Total SCHOOL RENEWAL	1,486,634		1,486,634	1,511,820	1,643,407	-25,186
NEW PUPIL PLACES						
43 754 Debenture Interest - post May 15, 1998	2,772,129		2,772,129	2,306,928	1,766,093	465,201
Total Interest Charges on Long Term Debt	2,772,129		2,772,129	2,306,928	1,766,093	465,201
43 753 Debenture Principal - post May 15, 1998	1,183,450	-1,183,450	0	954,790	665,314	-954,790
43 756 Debenture Sinking Fund - post May 14, 1999	226,287	-226,287	0	226,287	365,226	-226,287
Total Principal & Sinking Fund Payments	1,409,737	-1,409,737	0	1,181,077	1,030,540	-1,181,077
43 757 Cost of Issuing Debenture	0	0	0	0	6,131	0
43 761 Capital Loan Interest	0	0	0	0	66,010	0
Total Capital Expenditures	0	0	0	0	72,141	0
Total NEW PUPIL PLACES	4,181,866	-1,409,737	2,772,129	3,488,005	2,868,774	-715,876

Brant Haldimand Norfolk Catholic District School Board 2010-2011 Preliminary Expenditure Estimates

OP & MAINT/CAPITAL-NON INSTRUCTIONAL

	Prelim	Prelim Change	Prelim Budget	Revised 2009-2010	Actual 2008-2009	Increase (Decrease)
Total Salaries & Wages	45,843		45,843	44,512	43,802	1,331
Total Employee Benefits	11,802		11,802	11,474	11,241	328
44 336 Printing & Photocopying - Non-instructional	3,000		3,000	3,000	544	0
44 340 Plant Operations Supplies	0		0	0	5,303	0
44 341 Electricity	32,189		32,189	35,640	28,136	-3,451
44 343 Heating - Gas	12,362		12,362	13,723	16,976	-1,361
44 346 Water & Sewerage	3,914		3,914	2,564	3,097	1,350
44 361 Automobile Reimbursement	0		0	0	637	0
44 405 Telephone - Voice	4,200		4,200	4,200	2,905	0
44 410 Office Supplies & Services	2,500		2,500	2,500	6,030	0
44 430 Maintenance Supplies	20,000	25,000	45,000	20,000	43,052	25,000
44 431 Maintenance Services	60,000	-40,000	20,000	20,000	15,878	0
Total Supplies & Services	138,165	-15,000	123,165	101,627	122,550	21,538
44 501 Replacement of Furniture & Equipment - General	2,000		2,000	2,000	1,956	0
Total Replacement of F&E	2,000		2,000	2,000	1,956	0
44 754 Debenure Interest - post May 15, 1998	49,122		49,122	50,698	52,199	-1,576
Total Interest Charges on Long Term Debt	49,122		49,122	50,698	52,199	-1,576
44 611 Rental/Lease - Non-Instructional Accommodation	50,500		50,500	50,000	44,801	500
Total Rental Expenditures	50,500		50,500	50,000	44,801	500
44 654 Other Contractual Services	30,000		30,000	25,000	37,729	5,000
Total Fees & Contractual Services	30,000		30,000	25,000	37,729	5,000
44 753 Debenure Principal - post May 15, 1998	33,566	-33,566	0	31,990	30,488	-31,990
Total Principal & Sinking Fund Payments	33,566	-33,566	0	31,990	30,488	-31,990
Total OP & MAINT/CAPITAL-NON INSTRUCTIONAL	360,998	-48,566	312,432	317,301	344,765	-4,869
DIRECT CAPITAL & DEBT						
45 754 Debenure Interest - post May 15, 1998	383,497		383,497	344,535	250,467	38,962
Total Interest Charges on Long Term Debt	383,497		383,497	344,535	250,467	38,962
45 762 Other Capital	146,395		146,395	146,395	146,395	0
45 763 Other Capital Expenditure	0		0	0	33,310	0
Total Other	146,395		146,395	146,395	179,705	0
45 753 Debenure Principal - post May 15, 1998	197,667	-197,667	0	171,037	115,723	-171,037
Total Principal & Sinking Fund Payments	197,667	-197,667	0	171,037	115,723	-171,037
Total DIRECT CAPITAL & DEBT	727,559	-197,667	529,892	661,967	545,895	-132,075

Brant Haldimand Norfolk Catholic District School Board 2010-2011 Preliminary Expenditure Estimates

	Prelim	Prelim Change	Prelim Budget	Revised 2009-2010	Actual 2008-2009	Increase (Decrease)
TRANSPORTATION - GENERAL						
Total Salaries & Wages	97,741		97,741	105,588	69,625	-7,847
Total Employee Benefits	20,914		20,914	23,826	14,184	-2,912
50 317 Professional Development - Non Teaching	6,633		6,633	2,000	167	4,633
Total Staff Development	6,633		6,633	2,000	167	4,633
50 361 Automobile Reimbursement	975		975	5,000	4,709	-4,025
50 404 Telephone - Cellular	488		488	1,000	369	-512
50 410 Office Supplies & Services	3,186		3,186	1,000		2,186
Total Supplies & Services	4,649		4,649	7,000	5,078	-2,351
50 654 Other Contractual Services	18,864		18,864	0		18,864
50 661 Software Fees & Licenses	9,494		9,494	40,000		-30,506
50 702 Association & Membership Fees - Individuals	512		512	750		-238
Total Fees & Contractual Services	28,870		28,870	40,750		-11,880
Total TRANSPORTATION - GENERAL	158,807		158,807	179,164	89,055	-20,357
TRANSPORTATION - HOME TO SCHOOL						
51 654 Other Contractual Services	5,364,165		5,364,165	5,400,000	5,644,539	-35,835
Total Fees & Contractual Services	5,364,165		5,364,165	5,400,000	5,644,539	-35,835
Total TRANSPORTATION - HOME TO SCHOOL	5,364,165		5,364,165	5,400,000	5,644,539	-35,835
TRANSPORTATION - SCHOOL TO SCHOOL						
52 654 Other Contractual Services	52,107		52,107	75,000	66,021	-22,893
52 725 Miscellaneous	10,000		10,000	10,000	594	0
Total Fees & Contractual Services	62,107		62,107	85,000	66,615	-22,893
Total TRANSPORTATION - SCHOOL TO SCHOOL	62,107		62,107	85,000	66,615	-22,893
TRANSPORTATION - OTHER						
53 654 Other Contractual Services	5,000		5,000	5,000		0
Total Fees & Contractual Services	5,000		5,000	5,000		0
Total TRANSPORTATION - OTHER	5,000		5,000	5,000		0

Brant Haldimand Norfolk Catholic District School Board 2010-2011 Preliminary Expenditure Estimates

	Prelim	Prelim Change	Prelim Budget	Revised 2009-2010	Actual 2008-2009	Increase (Decrease)
CONTINUING EDUCATION						
Total Salaries & Wages	0	0	0	0	0	0
Total Employee Benefits	0	0	0	0	0	0
55 330 Instructional Supplies	0	0	0	0	0	0
55 335 Printing & Photocopying - Instructional	0	0	0	0	0	0
Total Supplies & Services	0	0	0	0	0	0
Total CONTINUING EDUCATION	0	0	0	0	0	0
OTHER NON-OPERATING						
59 722 Claims & Settlements	0	0	0	0	101,759	0
Total Other	0	0	0	0	101,759	0
59 733 Provision for Reserve for Pupil Accommodation	0	0	0	3,641,611	3,661,032	-3,641,611
Total Provision for Reserves	0	0	0	3,641,611	3,661,032	-3,641,611
Total OTHER NON-OPERATING	0	0	0	3,641,611	3,762,791	-3,641,611

**Brant Haldimand Norfolk Catholic District School Board
2010-2011 Preliminary Expenditure Estimates**

	Prelim	Prelim Change	Prelim Budget	Revised 2009- 2010	Actual 2008-2009	Increase (Decrease)
TOTAL BUDGET	110,889,150	2,158,492	113,047,642	110,946,161	108,385,136	2,101,481

VARIANCE SCHEDULE

Expense Categories	Total Allocations	Minor Tangible Capital Assets	DCC	Net Legislative Revenues	Adjusted Expenses for Compliance	Variance between GSN revenues and adjusted expenses for compliance	Fees revenue	Other revenues excl. school generated funds	Transfers from Deferred Revenue - Non Legislative Grants	Net Expenses	Variance
Classroom Teachers	56,744,234			56,744,234	59,143,777	2,399,543	1,067,413	430,819	200,000	57,445,545	701,311
Supply Teachers	1,306,275			1,306,275	1,444,587	138,312	0	109,378	0	1,335,209	28,934
Teacher assistants/Early Childhood Educator	4,934,020			4,934,020	6,111,328	1,177,308	80,000	377,464	0	5,653,864	719,844
Textbooks/Supplies	2,735,579			2,735,579	2,634,193	-101,386	67,495	109,748	0	2,456,950	(278,629)
Computers	875,106	385,499		489,607	701,878	212,271	0	0	0	701,878	212,271
Prof./Paraprof./Tech.	2,454,199			2,454,199	2,667,094	212,895	67,495	64,050	0	2,535,549	81,350
Library/Guidance	2,154,663			2,154,663	2,141,462	-13,201	0	101,615	0	2,039,847	(114,816)
Staff Development	587,731			587,731	612,647	24,916	0	0	0	612,647	24,916
Department Heads	184,583			184,583	223,894	39,301	0	0	0	223,894	39,301
Principals and VPs	5,764,466			5,764,466	5,045,729	-718,737	0	0	0	5,045,729	(718,737)
School Office	3,045,929			3,045,929	3,111,518	65,589	52,495	10,000	0	3,049,023	3,094
Co-or. & Consult.	1,332,118			1,332,118	1,549,059	216,941	15,000	187,113	0	1,336,946	4,828
Board Admin.	3,640,535			3,640,535	3,962,427	321,892	25,000	193,397	0	3,744,030	103,495
School Oper./Maint. (note 1)	10,661,501			10,661,501	9,474,275	-1,187,226	0	144,590	0	9,329,685	(1,331,816)
Continuing Ed.	0			0	0	0	0	0	0	0	0
Transportation	5,170,032			5,170,032	5,590,279	420,247	0	0	0	5,590,279	420,247
Total Operating	101,590,971	385,499		101,205,472	104,414,137	3,208,665	1,374,898	1,738,174	200,000	101,101,065	(104,407)
School Renewal				1,486,634	1,870,131	383,497	0	0	0	1,870,131	383,497
Other Pupil accommodation				3,086,290	2,772,129	-314,161	0	0	0	2,772,129	(314,161)
Sub-total Pupil Accommodation				4,572,924	4,642,260	69,336	0	0	0	4,642,260	69,336
Amortization				3,617,462	3,844,850	227,388	0	0	0	3,844,850	227,388
Other Non-Operating	146,395			146,395	146,395	0	0	0	0	146,395	0
	101,737,366	385,499		109,542,253	113,047,642	3,505,389	1,374,898	1,738,174	200,000	109,734,570	192,317
Carry Forward from 2009-10											
Grand Total	101,737,366	385,499		109,542,253	113,047,642	3,505,389	1,374,898	1,738,174	200,000	109,734,570	192,317
											NIL

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

Prepared by: G. Wallace Easton, Associate Director, Corporate Services & Treasurer
Presented to: Policy Committee
Submitted on: June 9, 2010
Submitted by: Cathy Horgan, Director of Education & Secretary

CRIMINAL BACKGROUND CHECKS POLICY (Amended)
Public Session

BACKGROUND INFORMATION:

The Criminal Background Checks policy did not previously provide specific guidelines for collecting criminal background checks for volunteers, parish priests and trustees.

DEVELOPMENTS:

The policy is amended to reflect the following changes:

1. Volunteers will be required to submit a criminal background check every three years and provide an offence declaration for other years.
2. Bishops will provide a letter of confirmation that a suitable criminal background check is on file with the diocese for each parish priest.
3. Trustees will provide a criminal background check at the beginning of each term.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the amended Criminal Background Checks policy to the Brant Haldimand Norfolk Catholic District School Board for approval.



Brant Haldimand Norfolk Catholic District School Board

POLICY: CRIMINAL BACKGROUND CHECKS

Adopted:	02/22/05	Policy No:	300.15
Revised:	01/31/06	Policy Category:	Human Resources

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board has the responsibility, under The Education Act, to provide a safe and secure working and learning environment for students and employees. The Board is in a position of trust with regard to students and must strive to protect their intellectual, physical, mental and emotional well being.

Policy Statement:

The Brant Haldimand Norfolk Catholic District School Board will not hire or continue to employ persons who have criminal convictions and/or patterns of behaviour which place students or staff at risk.

The Brant Haldimand Norfolk Catholic District School Board will not allow school access to *Service Providers* or *Others* who have direct and regular contact with students:

- who have not provided a Criminal Background Check, or
- who have provided a Criminal Background Check which has been adjudicated and found to present an unacceptable risk to students and/or staff.

Glossary of Key Policy Terms:

Criminal Background Check

A document concerning an individual which:

- a) was prepared by a police force or service from national data on the Canadian Police Information Centre (CPIC) database within six months before the day the OESC collects the document on behalf of the Board; and
- b) provides information concerning the individual's police record, including Criminal Code (Canada) convictions, pardoned sexual offences, records of convictions under the Controlled Drugs and Substances Act, Narcotic Control Act and Food and Drugs Act and all outstanding warrants and charges.

Offence Declaration

A written declaration signed by an individual listing all of the individual's convictions for offences under the Criminal Records Act (Canada) up to the date of the declaration:

- a) that are not included in a Criminal Background Check collected by the Ontario College of Teachers (OCT) after December 31, 1998 or in the last criminal background check collected by the Board under this regulation; and,
- b) for which a pardon under Section 4.1 of the Criminal Records Act (Canada) has not been issued or granted.

Service Provider

An individual who is not an employee of the Board and who comes into direct contact with pupils on a regular basis in the normal course of:

- a) providing goods or services under contract with the Board, carrying out his or her employment functions as an employee of a person who provides goods or services under contract with the Board, or,
- b) providing services to a person who provides goods or services under contract with the Minister.

Identification Card

A wallet-sized card, issued by OESC for a three-year period ending December 31, 2006 to an individual Service Provider who has been determined to present no unacceptable risk to students who may attend school property and come in direct and regular contact with students.

Statutory/Regulatory/Related Board Policy Linkages:

Regulation 521/01, as amended by Regulation 323/03
Hiring - Support Staff Policy
Hiring Academic Staff Policy
Pre-Employment Screening Policy
Criminal Records Act
Volunteer Policy
Security of Schools, Buildings and Grounds Policy
Municipal Freedom of Information & Protection of Privacy Act
Safe Schools Act, Regulation 521/02



Brant Haldimand Norfolk Catholic District School Board

ADMINISTRATIVE PROCEDURES: CRIMINAL BACKGROUND CHECKS

Adopted:	02/22/05	Policy No:	300.15
Revised:	01/31/06	Policy Category:	Human Resources

A. CRIMINAL BACKGROUND CHECKS FOR EMPLOYEES

All current employees will provide an annual Offence Declaration in accordance with Regulation 521/01, as amended by Regulation 323/03.

All new employees will be required to provide, at their own expense, an original Criminal Background Check.

Requirements

The *Collection of Personal Information Regulation* will require the Brant Haldimand Norfolk Catholic District School Board to do the following:

I. Current Employees

Are required to provide to the Board an Offence Declaration by September 1st of each year in which the individual is employed by the Board.

2. New Employees

a) Condition of Employment

The Board shall collect a Criminal Background Check in respect of the individual before the day the individual commences employment with the Board. All offers of employment with the Board shall be conditional upon the applicant supplying the required Criminal Background Check. The Board shall collect an Offence Declaration from the individual by September 1st of each year in which the individual is employed by the Board after the date of hire.

b) Emergency Provision

Normally, a candidate shall not commence employment with the Board until the current verification of their Criminal Background Check has been submitted and accepted. Only in an exceptional case will a person be permitted to commence employment with the Board before the Board has received the Criminal Background Check. In such a case, the candidate will be required to provide an Offence Declaration which may, at the Board's sole discretion, permit the candidate to commence employment prior to the submission of the Criminal Background Check. Before any such exception is

made, a binding agreement shall be entered into between the employee, ensuring that the Criminal Background Check be provided without delay and in a timely manner. This agreement will preserve the Board's power to revoke the offer of employment, and dismiss the employee, should the Offence Declaration provided by the employee prove to be false or misleading in any respect.

Retention

The Board shall retain an original or a true copy taken from the original by the Board designated contact or designate. Completed Criminal Background Checks and Offence Declarations will be filed in a separate and secure location.

Adjudication

Where evidence is received of a criminal conviction or other relevant conviction, the designated Board contact will consider at least the following factors in determining an appropriate course of action:

- the length of time since offence(s);
- any involvement of children and/or sexual activity and/or violence and/or acts of dishonesty in the offence(s);
- the employment history;
- the employee's attitude towards offence(s);
- any treatment, counseling or other services received since offence;
- other steps taken to rehabilitate;
- any likelihood offence(s) will be repeated;
- if alcohol or illegal drugs were a factor in commission of offence(s);
- the degree of cooperation with this investigation;
- if the offence(s) committed while employed by the Board;
- if the employee is a teacher, relevance of offence(s) to teacher duties as set out in the Education Act and Regulations;
- if employee is not a teacher, relevance of offence(s) to their employment duties; and
- whether the offence(s) require any action pursuant to The Student Protection Act (including notification of the Ontario College of Teachers).

The course of action may include disciplinary action up to and including dismissal, and/or withdrawal of offer, and shall be in compliance of other Board policies, collective agreements and legislation.

Consequences of Non-Compliance

Employees who fail to provide a signed Offence Declaration Form by the date prescribed by the Board may be suspended without pay until the form is received.

B. CRIMINAL BACKGROUND CHECKS FOR SERVICE PROVIDERS

The Board will contract with the Ontario Education Services Corporation (OESC), a non-profit company established by the four School Boards' Associations in Ontario and the Council of Directors of Education, to collect and adjudicate Criminal Background Checks on all Service Providers and employees of Service Providers who are identified by the Board as potentially coming into direct and regular contact with students.

Requirements

Board staff will:

- a) include language similar to the following in any new Request for Proposal/Tender/Quotation of Contract:

“The Bidder acknowledges receipt of a copy of Regulation 322/03 (Collection of Personal Information) to the Education Act (Ontario) with respect to Criminal Background Checks and offence declarations. If required by the Board, the successful Bidder covenants and agrees to assist the Board in complying with same by providing the Board, or such other entity as the Board may designate, with a criminal background check covering offences under the Criminal Code, the Controlled Drugs and Substances Act and any other offences which would be revealed by a search of the automated Criminal Records Retrieval System maintained by the RCMP (“Criminal Background Check”)

For the purpose of this Request for Proposal/Tender/Quotation, the Board shall determine in its sole and unfettered discretion whether an individual or employee of the successful Bidder may come into direct contact with pupils on a regular basis.

The successful Bidder further acknowledges and agrees that the contract between the Board and the successful Bidder to be entered into pursuant to the terms hereof shall contain provisions of indemnification and provisions allowing the Board to terminate same in the event the successful Bidder fails to provide the Board with a Criminal Background Check for every individual or employee who may come into direct contact with pupils on a regular basis at a school site of the Board, prior to the occurrence of such possible direct contact.

In addition, the contract will contain provisions that will allow the Board, or such other entity as the Board may designate, upon review of the Criminal Background Check provided, to determine that an individual or employee will not be permitted on Board property or to volunteer on Board-sponsored events in circumstances where direct contact with students is probable. A copy of the Board's policy, *Criminal Background Checks* is available on the Board's website (www.bhncdsb.ca) or in print upon request.”

- b) ensure that all Service Providers are in compliance with Regulation 322/03 before providing services to the Board.

- c) develop a procedure for regularly, as required updating the Service Provider list, communicating this information to OESC and informing new Service Providers about the requirements.
- d) develop a procedure for checking Identification Cards (and photo identification) of Service Providers by school officials on a regular basis.

Adjudication

OESC will use a panel of experts to screen Service Provider employees who have Police Records. OESC will use published screening criteria and adjudication procedures which will strive to ensure provincial consistency in adjudication. All decisions of OESC will be final.

Consequences of Non-Compliance

A Service Provider who fails to comply with the Criminal Background Check requirements of the Board through OESC will be barred from providing goods and/or services to the Board.

C. CRIMINAL BACKGROUND CHECKS FOR OTHERS HAVING DIRECT AND REGULAR CONTACT WITH STUDENTS

In order to meet legislative requirements to collect Criminal Background Checks from all individuals who have direct and regular contact with students and further the effort to ensure the safety of students and minimize potential Board liability, the Board will collect and adjudicate Criminal Background Checks on individuals in this category and who have been identified by the Board as potentially coming into direct and regular contact with students.

Included in this category are the following:

- a) Provincial organizations that provide services to schools, but who are not Service Providers as defined in the regulation (including but not limited to) and who are not exempt from these requirements as the organization has standards and practices in place which meet or exceed those of the Board.

Based on organizational standards, employees of the following organizations will not be required to present a Criminal Background Check as long as they provide a valid organization issued photo-identification card clearly identifying them as an employee of the organization:

1. Public Health Departments
2. Victorian Order of Nurses
3. Community Care Access Centres
4. Children's Mental Health Ontario
5. Provincial Schools Authority
6. Day Nurseries
7. Children's Aid Societies
8. St. John's Ambulance
9. Big Brothers of Canada
10. Big Sisters of Canada

- b) Trustees will provide a criminal background check at the beginning of each term prior to the Inaugural Meeting.
- c) Students attending university or college programs which require practicum or cooperative placements in schools.
- d) School volunteers will provide a criminal background check every three years and an offence declaration at the beginning of each school year other than years when they are required to provide a criminal background check.
- e) Persons 18 years of age or over having direct and regular contact with students¹

¹The Youth Criminal Justice Act protects the privacy of minors by limiting access to their records. It is recommended therefore that a Service Provider or "Other" who has not attained the age of 18 be directly supervised by a staff member when in contact with students.

- f) parish priests and other parish personnel will provide confirmation from the Bishop that an acceptable criminal background check is on file with the Diocese.

Requirements

Board staff will:

- a) Ensure that all *Others* are in compliance with Regulation 322/03.
- b) Develop a procedure for regularly, as required, updating the *Others* list and informing new *Others* about the requirements.
- c) Ensure that persons who have not provided services to the Board for more than 12 months shall obtain an updated Criminal Background Check.

Adjudication

Where evidence is received of a criminal conviction or other relevant conviction, the designated Board contact will consider at least the following factors in determining an appropriate course of action:

- the length of time since offence(s);
- any involvement of children and/or sexual activity and/or violence and/or acts of dishonesty in the offence(s);
- the person's attitude towards offence(s);
- any treatment, counseling or other services received since offence;
- other steps taken to rehabilitate;
- any likelihood offence(s) will be repeated;
- if alcohol or illegal drugs were a factor in commission of offence(s);
- the degree of cooperation with this investigation;

Consequences for Non-Compliance

Any *Other* who fails to comply with the Criminal Background Check requirements of the Board will be denied school access pending compliance.

Fees for Criminal Background Checks

Pursuant to this Policy, the Board will reimburse the cost of fees paid to police departments for the completion of Criminal Background Checks required of volunteers.

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

Prepared by: G. Wallace Easton, Associate Director, Corporate Services & Treasurer
Presented to: Policy Committee
Submitted on: June 9, 2010
Submitted by: Cathy Horgan, Director of Education & Secretary

VOLUNTEERS POLICY (Amended)
Public Session

BACKGROUND INFORMATION:

The Volunteers policy outlines the process for accepting volunteers, including the requirement for a criminal background check.

DEVELOPMENTS:

The policy is amended to reflect the changes to the Criminal Background Checks policy as it relates to volunteers. The changes have been discussed with school principals.

RECOMMENDATION:

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



Brant Haldimand Norfolk Catholic District School Board

POLICY: VOLUNTEERS

Adopted:	22/06/04	Policy No:	300.12
Revised:	dd/mm/yy	Policy Category:	Human Resources

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board believes the support of parents, guardians and community members increases the learning opportunities for our students and assists staff in daily operations. As the Board is in a position of trust with regard to its students, employees and volunteers, the Board shall take reasonable precautions to provide and maintain a safe, secure learning and working environment.

Policy Statement:

The Brant Haldimand Norfolk Catholic District School Board recognizes the positive contribution that parents, guardians and community members make while volunteering in our schools communities. In order to ensure the safety of students and staff;

- \$ Volunteer programs will be clearly outlined in writing and approved by the **supervisor**
- \$ Volunteers will provide a Criminal Background Check
- \$ All volunteers will sign a confidentiality agreement
- \$ All volunteers must sign in and out of a school location

Glossary of Key Policy Terms:

Volunteer

Is an individual over the age of 18 who agrees to undertake, without pay, a designated task which supports a classroom, or a school or a system-wide program.

Supervisor

Is the principal or individual responsible for the activity at the site where the volunteer is offering his/her time.

Screening

The supervisor met with the volunteer and based on his/her assessment, has determined that the person would be suitable to perform volunteer duties. *Screening* also means that the volunteer has provided the supervisor with an acceptable Criminal Background Check (vulnerable sector search) prior to assuming their duties.

Statutory/Regulatory/Related/Board Policy Linkages:
Municipal Freedom of Information and Protection of Privacy Act
Safe Schools Act, Reg. 521/02



Brant Haldimand Norfolk Catholic District School Board

ADMINISTRATIVE PROCEDURES: VOLUNTEERS

Adopted:	22/06/04	Policy No:	300.12
Revised:	dd/mm/yy	Policy Category:	Human Resources

1. Each principal/supervisor is responsible for:
 - \$ the determination of need for volunteers
 - \$ the recruitment, selection and screening of volunteers
 - \$ the approval and delineation of the tasks and the assignment of the volunteers
 - \$ the supervision and evaluation of the volunteers
 - \$ the evaluation of the volunteer program
 - \$ the recognition of the volunteers
2. If the supervisor is not the principal, the supervisor will submit an outline of the volunteer program to the principal for approval.
3. Once program requirements have been identified and volunteers have been selected, the supervisor will provide the volunteer with a letter [template attached] which the individual must take to the Police Services Department in their area for the Criminal Background Check (CBC) to be conducted. Most Police Service agencies do not charge for volunteers within the community if they can prove their status. **Volunteers must provide a criminal background check every three years. In years when a criminal background check is not required the volunteer must sign the prescribed Offence Declaration. If there is a break in the volunteer's service of more than one year a new CBC must be provided.**
4. If a volunteer provides the supervisor with a police check containing any record of offences, the supervisor is to contact their Superintendent of Education immediately. In such cases, no volunteer activities are to take place until direction is received from the Superintendent of Education.
5. Once the volunteer has provided the supervisor with an acceptable CBC, the supervisor will provide an orientation of the work site. The orientation program will consist of training with respect to duties as well as rules to be observed.
6. The supervisor will create and maintain a list of all volunteers during each school year and retain all CBCs and confidentiality agreements on site, in a locked cabinet.

7. Volunteers are insured under the Board's Public Liability Insurance Policy when performing assigned duties in good faith and in a reasonable and responsible manner. Volunteers should be aware that the Board's insurance does not include a loss of income provision should the volunteer sustain an injury that prevents him/her from resuming normal employment.

MUST BE PRINTED ON SCHOOL/BOARD LETTERHEAD

[Date]

To Police Services Agency:

Re: [Name of Volunteer]
[Home Address]

This letter will confirm that the above-mentioned person will be volunteering at [school name, address] under my direct supervision.

[Name of Volunteer] is aware that a Criminal Background Check, which includes a search of the 'pardoned sexual offense database', is required prior to commencing duties.

If you have any questions, please do not hesitate to contact me.

Yours truly,

[Principal name]
[School/work site]



The Brant Haldimand Norfolk Catholic District School Board

CONFIDENTIALITY AGREEMENT

In accepting the duties and responsibilities of a volunteer with the Brant Haldimand Norfolk Catholic District School Board, I agree to abide by the following terms of confidentiality.

In the course of the duties as a volunteer, I may become aware of personal and confidential information. The Brant Haldimand Norfolk Catholic District School Board depends on the maturity and loyalty of its volunteers to keep private any such information.

All information that I may come to know regarding the Board, school, staff, students and their families shall be kept completely confidential.

It is understood that any breach of this code of confidentiality will result in action by the Board, up to and including withdrawal of current and future volunteer opportunities.

I understand and agree to the above terms.

Name (Please print)

Signature

Date

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

Prepared by: G. Wallace Easton, Associate Director, Corporate Services & Treasurer
Presented to: Policy Committee
Submitted on: June 9, 2010
Submitted by: Cathy Horgan, Director of Education & Secretary

**PERFORMANCE APPRAISAL FOR NON-TEACHING
STAFF POLICY (Amended)**

Public Session

BACKGROUND INFORMATION:

The Performance Appraisal for Non-Teaching Staff policy was approved in 2004 and revised in 2006.

DEVELOPMENTS:

Supervisors have commented that rating staff on their performance with respect to Health and Safety is difficult as there is usually very little objective evidence to indicate the employee's knowledge.

We are recommending the Appraisal Form be amended to reflect a Yes/No response to the questions regarding Health and Safety. The policy and procedures are not affected.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the amended Performance Appraisal for Non-Teaching Staff policy to the Brant Haldimand Norfolk Catholic District School Board for approval.



Brant Haldimand Norfolk Catholic District School Board

POLICY: PERFORMANCE APPRAISAL FOR NON-TEACHING STAFF

Adopted: 10/02/04	Policy No: 300.6 Former Policy #:
Revised: 23/05/06	Policy Category: Human Resources
Subsequent Review Dates:	Pages:

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board believes that performance appraisal of all employees is essential to the achievement of its commitment to provide quality educational experiences for all students in its care. The Board also believes that the performance appraisal process provides opportunities for staff development and encourages the professional growth of each staff member while acknowledging and affirming the efforts, involvement and achievements of all employees.

Policy Statement:

The Performance Appraisal process will endeavour to:

- \$ Maintain and improve employee/job performance.
- \$ Assist employees in knowing what is expected of them in terms of job performance.
- \$ Provide corrective instruction, counseling, coaching in order to promote effective job performance.
- \$ Improve communication between the employee and the principal/supervisor by giving an opportunity to provide feedback to individual employees on their job performance.
- \$ Assist in placement decisions and in planning the career development and growth of individual employees.
- \$ Assess employee training needs.

Glossary of Key Policy Terms:

Formative Evaluation - ongoing communication between the evaluator and employee.

Summative Evaluation - the written report evaluating the performance of the employee against established standards.

Under Review - an individual improvement plan based on areas identified as unsatisfactory during the summative evaluation.

Probationary Employees - new hires to the Board are under probation for a period of time identified in the respective collective agreement, or terms and conditions of employment.

Permanent Employee - the employee has successfully completed their probationary term.

Statutory / Regulatory /Board Policy Linkages:

Employment Standards Act
Education Act
Ontario Human Rights Code



Brant Haldimand Norfolk Catholic District School Board

ADMINISTRATIVE PROCEDURES: PERFORMANCE APPRAISAL FOR NON-TEACHING STAFF

Adopted: 10/02/04	Policy No: 300.6 Former Policy #:
Revised: 23/05/06	Policy Category: Human Resources
Subsequent Review Dates:	Pages:

Goals and Purpose of the Performance Appraisal Program

The primary goal of the Performance Appraisal program is to maintain and improve employee/job performance. It is designed to assist employees in knowing what is expected of them in terms of job performance and to provide corrective instruction, where warranted, in order to promote effective job performance. As well, it improves communication between the employee and the principal/supervisor by giving an opportunity to provide feedback to individual employees on their job performance. Performance appraisal evaluations can be used to assist in placement decisions and in planning the career development and growth of individual employees. It is also a useful tool in assessing employee training needs.

Formative Evaluation

In order to develop strengths, recognize and expand upon effective performance, each evaluator is expected to conduct observations and discuss these with employees on an ongoing basis. If there is an area where major improvement is necessary, the evaluator should make specific recommendations in writing. Although written reports are not specifically required for formative evaluation, it should be understood that good communication between the evaluator and the employee is a necessary part of the process. Employees are encouraged to also bring forward suggestions for their development and/or concerns.

Summative Evaluation

At the times specified in this program each principal/supervisor will evaluate the performance of the employee against the established standards of performance for the job. A written summative report of this evaluation will be provided to the employee using the Non-Teaching Staff or Management Staff Performance Appraisal form (attached). The rating of an employee's performance is based upon the ongoing formative evaluation(s) described above. Standards of performance must be made known to the employee before the evaluation process is conducted.

The evaluator shall discuss observations with the employee and shall provide written, dated copies of the report. The employee will be requested to sign the report to acknowledge receipt.

Evaluation Responsibility

1. The person who is responsible for supervising the employee will generally conduct the performance appraisal.
2. In special circumstances the supervisory officer responsible for the department/school may, at his/her discretion, assign another supervisor to conduct the evaluation (e.g. prolonged absence of the evaluator).

3. At the discretion of the school principal, the vice-principal may be assigned the duty of the performance appraisal for some or all of the support staff assigned to his/her school.
4. A supervisor/principal will not conduct a performance evaluation on an employee who is a family member.

Frequency

Summative evaluations will be placed on file by evaluators as set out below:

Probationary Employees

\$ Minimum of one performance appraisal summative report before the end of the probationary period.

Permanent Employees

\$ Minimum of one performance appraisal summative report every three school years, recognizing that formative evaluation is on-going; or
\$ at any time deemed necessary by the supervisor; or
\$ when a major change has occurred in the employee's job description.

Employees in Temporary Positions

- For a permanent or casual employee in a temporary position outside of their won job classification for a period of six months, a performance appraisal summative report will be prepared once prior to the conclusion of the assignment.

Process for Conducting Summative Evaluations

1. Managers/Supervisors will be evaluated based upon the requirements of the position as stated in the employee's job description.
2. Human Resources will provide each principal/supervisor with the names of employees due for performance appraisal summative evaluation reports at the beginning of the school year.
3. Supervisors will meet with employees to advise that this is a period in which they will receive a performance appraisal summative evaluation report. The principal/supervisor will ensure that the employee has a copy of their job description and the Board's Performance Appraisal program for non-teaching staff. As well, the principal/supervisor will review the job description and job expectations with the employee at the pre-evaluation meeting.
4. If required, the supervisor/principal will schedule observation dates at least two weeks in advance of the observation visit or at a mutually-agreed upon date.
5. The Supervisor/Principal will schedule and conduct a meeting with the employee to review and discuss the summative performance evaluation report. This meeting shall be conducted in a private room with a minimum notice period of two days.
6. At the conclusion of the performance appraisal discussion, the principal/supervisor and employee will discuss and identify goals that can be achieved by the employee within a reasonable period of time. The employee will be given the opportunity to complete the *employee comments* section and sign the form indicating acknowledgment that the discussion occurred and that he/she has read and received a copy of the evaluation report.

Documentation

Summative reports shall be completed on the *Non-Teaching Staff Performance Evaluation Form* (Appendix A) and shall be filed by May 15 as follows:

- \$ Personnel File – original
- \$ Employee – copy
- \$ Principal/Supervisor – copy

Summative reports for employees in temporary positions, as specified in Article 6, shall be filed as outlined above within four weeks of the conclusion of the temporary assignment.

Under Review Status

In the event that an employee's overall job performance is unsatisfactory, the employee will be placed under review.



Brant Haldimand Norfolk Catholic District School Board

ADMINISTRATIVE PROCEDURES: PERFORMANCE APPRAISAL FOR MANAGERS & SUPERVISORS

Adopted: 10/02/04	Policy No: 300.6 Former Policy #:
Revised: 23/05/06	Policy Category: Human Resources
Subsequent Review Dates:	Pages:

Goals and Purpose of the Performance Appraisal Program

The primary goal of the Performance Appraisal program is to maintain and improve employee/job performance. It is designed to assist the employee in knowing what is expected of them in terms of job performance and to provide corrective instruction in order to promote effective job performance. As well, it improves communication between the employee and the principal/supervisor by giving an opportunity to provide feedback to individual employees on their job performance. Performance appraisal evaluations can be used to assist in placement decisions and in planning the career development and growth of individual employees. It is also a useful tool in assessing staff training needs.

Formative Evaluation

In order to develop strengths and to recognize and to expand effective performance, each evaluator is expected to conduct observations and discuss these with the employee on an ongoing basis. If there is an area where major improvement is necessary, the evaluator should make specific recommendations in writing. Although written reports are not specifically required for formative evaluation, it should be understood that good communication between the evaluator and the employee is a necessary part of the process. Employees are encouraged to also bring forward suggestions for their development and/or concerns.

Summative Evaluation

At the periods of time specified in this program each principal/supervisor will evaluate the performance of the employee against the established standards of performance for the job and will provide a written summative report of this evaluation. Summative reports will be arrived at through the formative evaluation process. Performance standards must be made known to the employee before the evaluation process is conducted.

The evaluator shall discuss observations with the employee and shall provide written, dated copies of the report. The employee should sign the report to acknowledge receipt.

Evaluation Responsibility

1. In general terms and under normal circumstances, the person whose responsibility it is to supervise the employee will conduct the performance appraisal.
2. When there are special circumstances the supervisory officer responsible for the department/school may, at his/her discretion, assign another supervisor to conduct the evaluation (e.g. prolonged absence of the evaluator).
3. At the discretion of the principal, the vice-principal may be assigned the duty of the performance appraisal for all or some of the support staff assigned to his/her school.
4. A supervisor/principal will not conduct a performance evaluation on an employee who is a family member.

Frequency

Summative evaluations will be placed on file by evaluators as set out below:

Probationary Employees

- minimum of one performance review summative report before the end of the probationary period.

Permanent Employees

- minimum of one performance review summative report every three school years, recognizing that formative evaluation is on-going; or
- at any time deemed necessary by the supervisor; or
- when a major change has occurred to the employee's job description.

Process for Conducting Summative Evaluations

1. Managers/Supervisors will be evaluated based upon the requirements of the position as stated in the employee's job description.
2. Human Resources will provide each principal/supervisor with the names of employees due for performance review summative evaluation reports at the beginning of the school year.
3. Supervisors will meet with employees to advise that this is a period in which they will receive a summative performance evaluation report. The principal/supervisor will ensure that the employee has a copy of their job description and the board's *Performance Review program for Non-Teaching Staff*. As well, the principal/supervisor will review the job description and job expectations with the employee at the pre-evaluation meeting.
4. If required, the supervisor/principal will schedule observation dates at least two weeks prior, or at a mutually-agreed upon date.
5. The supervisor/principal will schedule and conduct a meeting with the employee to review and discuss the summative performance evaluation report. This meeting shall be conducted in a private room with a minimum notice period of two days.

6. At the conclusion of the performance appraisal discussion, the principal/supervisor and employee will discuss and agree upon goals that can be achieved by the employee within a reasonable period of time. The employee will be requested to complete the *Employee Comments* section and sign the form indicating acknowledgment that the discussion occurred and that he/she has read and received a copy of the evaluation report.

Documentation

Summative reports shall be completed on *the Management Staff Performance Evaluation Form* (Appendix A) and shall be filed by May 15 as follows:

- Personnel File – original
- Employee – copy
- Principal/Supervisor – copy

Brant Haldimand Norfolk Catholic District School Board Non-Teaching Staff Performance Appraisal Form

Employee Name: _____ Position: _____
 Supervisor's Name: _____ Evaluation Period: _____

RATING SCALE

- 1 Unsatisfactory – Performance does not meet expectations. Performance improvement plan required.
- 2 Needs Improvement – Performance sometimes meets expectations. Performance improvement plan required.
- 3 Good – Performance meets requirements and satisfies the expectations of the position.
- 4 Very Good – Performance consistently meets and often exceeds expectations.
- 5 Excellent – Performance consistently superior and exceeds expectations.

STANDARDS OF PERFORMANCE	Rating	COMMENTS
Job Knowledge & Skills		
Demonstrates an understanding of job duties and responsibilities as stated in the job description.		
Understands the job's relationship with and impact on other functions within the organization.		
Possesses the knowledge required to perform the job effectively.		
Possesses the technical skills required to perform the job effectively.		
Demonstrates an understanding of policies, procedures, statutes and regulations, as necessary, to perform the job.		
Formulates solutions effectively within the scope of the job.		
Quality/Quantity Of Work		
Completes work with minimal errors.		
Produces the expected volume of work.		
Demonstrates effective application of both technical and non-technical skills as required in the job description.		
Uses technology/resources available to achieve quality, service and productivity		

STANDARDS OF PERFORMANCE	Rating	COMMENTS
Interpersonal Skills		
Demonstrates the ability to work effectively with people at all levels in the organization, including community partners. (e.g. shows respect, understanding, sensitivity, courtesy, tact and flexibility)		
Communicates effectively with people at all levels in the organization.		
Understands the role of listening in the communication process.		
Provides and receives feedback effectively at all levels of the organization.		
Maintains confidentiality at all levels of the organization.		
Planning & Organization		
Demonstrates the ability to organize the workload efficiently and effectively.		
Demonstrates the ability to establish and meet deadlines.		
Demonstrates the ability to establish and meet short and long-term goals.		
Possesses the flexibility to modify plans in order to meet changing needs and/or priorities.		
Decision Making		
Recognizes when a decision is needed and demonstrates the ability to make a sound decision.		
Evaluates known facts, develops a thoughtful plan of action and follows through.		
Recognizes when a higher authority should be consulted in respect to decision making.		
Initiative		
Is a self-starter in seeking responsibilities, work and new learning experiences		
Demonstrates the ability to work with minimal supervision.		
Recognizes and acts on opportunities.		
Innovation & Change		
Identifies, shares and is receptive to new ideas.		
Adapts to new situations.		
Helps others adapt to change.		

STANDARDS OF PERFORMANCE	Rating	COMMENTS
Suggests new procedures to increase efficiency of the position/department.		
Contributes new ideas and methods of dealing with problems.		
Health & Safety		
Demonstrates appropriate knowledge of health and safety practices/procedures in the workplace.	Y / N	
Follows all safety rules, practices and procedures.	Y / N	
Uses and maintains equipment properly.	Y / N	
Supports safety by keeping the workplace clean and safe.	Y / N	
Teamwork		
Promotes and demonstrates trust, mutual respect and a co-operative work environment.		
Balances the needs of the organization and team with one's own needs and desires.		
Supports teamwork through open and honest communication.		
Encourages and recognizes the contributions of others.		
Offers assistance to others.		
Demonstrates the ability to resolve conflict within the team.		
Demonstrates reliability/dependability		
Overall Performance		

Brant Haldimand Norfolk Catholic District School Board Management Staff Performance Appraisal Form

Employee Name: _____ Position: _____
 Supervisor's Name: _____ Evaluation Period: _____

RATING SCALE

- 1 Unsatisfactory – Performance does not meet expectations. Performance improvement plan required.
- 2 Needs Improvement – Performance sometimes meets expectations. Performance improvement plan required.
- 3 Good – Performance meets requirements and satisfies the expectations of the position.
- 4 Very Good – Performance consistently meets and often exceeds expectations.
- 5 Excellent – Performance consistently superior and exceeds expectations.

STANDARDS OF PERFORMANCE	Rating	COMMENTS
Job Knowledge & Skills		
Demonstrates an understanding of job duties and responsibilities as stated in the job description.		
Understands the job's relationship with and impact on other functions within the organization.		
Possesses the knowledge required to perform the job effectively.		
Possesses the technical skills required to perform the job effectively.		
Demonstrates an understanding of policies, procedures, statutes and regulations, as necessary, to perform the job.		
Is able to formulate solutions effectively within the scope of the job.		
Quality/Quantity Of Work		
Work is completed with minimal errors.		
Produces the expected volume of work.		
Demonstrates effective application of both technical and non-technical skills as required in the job description.		
Uses technology/resources available to achieve quality, service and productivity		

STANDARDS OF PERFORMANCE	Rating	COMMENTS
Interpersonal Skills		
Demonstrates the ability to work effectively with people at all levels in the organization, including community partners. (e.g. shows respect, understanding, sensitivity, courtesy, tact and flexibility)		
Communicates effectively with people at all levels in the organization.		
Understands the role of listening in the communication process.		
Provides and receives feedback effectively at all levels of the organization.		
Maintains confidentiality at all levels of the organization.		
Planning & Organization		
Demonstrates the ability to organize the workload efficiently and effectively.		
Demonstrates the ability to establish and meet deadlines.		
Demonstrates the ability to establish and meet short and long-term goals.		
Possesses the flexibility to modify plans in order to meet changing needs and/or priorities.		
Decision Making		
Recognizes when a decision is needed and demonstrates the ability to make a sound decision.		
Evaluates known facts, develops a thoughtful plan of action and follows through.		
Recognizes when a higher authority should be consulted in respect to decision making.		
Initiative		
Is a self-starter in seeking responsibilities, work and new learning experiences		
Demonstrates the ability to work with minimal supervision.		
Recognizes and acts on opportunities.		
Innovation & Change		
Identifies, shares and is receptive to new ideas.		
Adapts to new situations.		
Helps others adapt to change.		

STANDARDS OF PERFORMANCE	Rating	COMMENTS
Suggests new procedures to increase efficiency of the position/department.		
Contributes new ideas and methods of dealing with problems.		
Health & Safety		
Demonstrates appropriate knowledge of health and safety practices/procedures in the workplace.		
Follows all safety rules, practices and procedures.		
Uses and maintains equipment properly.		
Supports safety by keeping the workplace clean and safe.		
Teamwork		
Promotes and demonstrates trust, mutual respect and a co-operative work environment.		
Balances the needs of the organization and team with one's own needs and desires.		
Supports teamwork through open and honest communication.		
Encourages and recognizes the contributions of others.		
Offers assistance to others.		
Demonstrates the ability to resolve conflict within the team.		
Demonstrates reliability/dependability		
MANAGEMENT LEVEL – This section evaluates the performance of the supervisory/management functions of the position.		
Delegation		
Delegates daily work assignments according to areas of expertise and responsibility, and consistent with established methods and procedures.		
Provides guidance and suggestions, when necessary.		
Encourages members of work groups to find own solutions to problems.		
Conducts follow-ups to ensure that work is completed accurately and on schedule.		

STANDARDS OF PERFORMANCE	Rating	COMMENTS
Leadership		
Sets high team standards.		
Establishes a focus and direction for the team.		
Creates a positive work environment.		
Develops a shared sense of purpose for the team.		
Motivates directly reporting employees.		
Communication		
Passes supervisor's instructions to members of work groups and provides clear instructions regarding new projects and assignments.		
Keeps supervisor informed of work progress and any problems, which occur.		
Reports personnel difficulties to supervisor.		
Project Management		
Establishes project goals and milestones		
Develops procedures and systems.		
Defines roles and responsibilities.		
Determines project resources.		
Monitors project performance.		
People Development/Management		
Fosters growth and develops the abilities of employees.		
Provides guidance, support, feedback and coaching to employees.		
Defines roles and responsibilities.		
Trains new employees by explaining routines, work procedures, use of equipment or machinery, and explaining precedents and past decisions.		
Health & Safety		
Ensures that employees comply with the Occupational Health & Safety Act & Regulations.	Y / N	
Ensures that employees wear personal protective equipment when required.	Y / N	
Advises employees of potential or actual health and safety hazards of which the supervisor is aware.	Y / N	
Takes every precaution reasonable in the circumstances for the protection of the workers.	Y / N	

STANDARDS OF PERFORMANCE	Rating	COMMENTS
Overall Performance		

EMPLOYEE DEVELOPMENT

1. List recommendations for addressing performance issues.

2. Discuss and identify goals that can be achieved by the employee within a reasonable period of time.

EMPLOYEE COMMENTS

Supervisor's Signature

Employee's Signature

The employee acknowledges that he/she has received and read the appraisal.

Date _____

Distribution: Original: Personnel File

Copies: Employee
Principal/Supervisor

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

Prepared by: Wally Easton, Associate Director, Corporate Services and Treasurer
Presented to: Policy Committee
Submitted on: June 9, 2010
Submitted by: Cathy Horgan, Director of Education & Secretary

WORKPLACE VIOLENCE PREVENTION POLICY (Interim)
Public Session

BACKGROUND INFORMATION:

Bill 168 under the Ontario Occupational Health and Safety Act requires employers to develop policies regarding workplace violence and harassment.

DEVELOPMENTS:

Bill 168 received Royal Assent on December 15, 2009 and is to come into effect June 15, 2010. The Act requires employers to develop policies regarding workplace violence risk assessment, control measures, incident reporting, investigation and training. The policy has taken some time to develop and there has been much consultation with other provincial associations, in particular, the Ontario Education Services Corporation (OESC) who has developed a standard template for Ontario school boards. As a result, there has been insufficient time to fully develop and vet the policy. The policy on Workplace Violence Prevention is being brought to the Committee as an interim policy. The policy will be fully vetted in the fall of 2010 and any revisions as a result of that vetting will be brought back to the Committee at that time.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the interim Workplace Violence Prevention policy to the Brant Haldimand Norfolk Catholic District School Board for approval.



BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

POLICY: WORKPLACE VIOLENCE PREVENTION (Interim)

Adopted:	Policy #:
Revised:	Category: Human Resources

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board (the Board) is committed to providing a respectful, supportive, healthy and safe environment for all of its employees, who are entitled to work in an environment free from violence, threats of violence, harassment, intimidation and other disruptive behaviour.

Policy Statement:

The Board will take all reasonable precautions to ensure that aspects of the Workplace Violence Prevention Program comply with appropriate Acts, Regulation and Safety Standards. Guidelines have been developed which include requirements for risk assessment, control measures, incident reporting and investigation, communication and training.

Under legislation, the Board must inform or instruct employees who may be exposed to the risk of violence with respect to the following:

1. the nature and extent of the risk, including information related to the risk of violence from persons who have a history of violent behaviour and whom employees are likely to encounter in the course of their work;
2. the means for recognition of the potential for violence;
3. the procedures, policies and work environment arrangements which have been developed to minimize or effectively control the risk to employees from violence;
4. the appropriate response to incidents of violence, including how to obtain immediate assistance; and
5. the procedures for reporting, investigating and documenting incidents of violence.

Glossary of Key Terms:

Workplace Violence:

- The exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker.
- An attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker.

- A statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

Workplace Harassment:

- Engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome.
- This definition of workplace harassment what is often called *psychological harassment* or *personal harassment*.
- Bill 168 also covers harassment and risks of workplace violence that may arise because of student behaviours. This Policy, therefore, applies in appropriate circumstances.
- For workplace harassment prohibited under the Occupational Health and Safety Act, and harassment prohibited under the Ontario Human Rights Code, please refer to our Workplace Harassment Policy, 300.1, procedure and process.

Domestic Violence:

- Involves a person who has a personal relationship with a worker – such as a spouse or former spouse, current or former intimate partner or a family member who may harm, or attempt or threaten to physically harm, that worker at work. In these situations, domestic violence is considered workplace violence.
- Defined as a pattern of coercive behavior that is used by one person in an intimate relationship to gain power and control over another. Domestic violence includes physical, sexual, emotional, psychological and financial abuse.

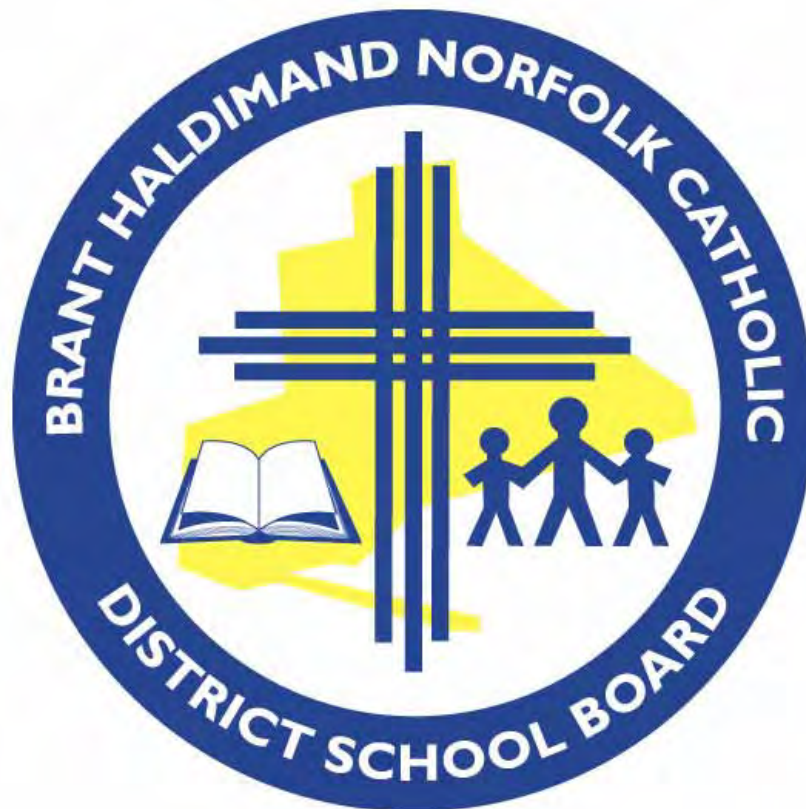
Statutory/Regulatory/Related Board Policy Linkages:

Emergency Response Plan	400.4	Access to School Premises	200.12
Safe Schools	200.25	Protection of Property	400.15
Code of Conduct	200.5	Occupational Health and Safety Act and Regulations (Bill 168)	
Workplace Harassment	300.1	The Ontario Human Rights Code	
Student Assault on Board Personnel	200.13	Education Act	
Community Use of Schools	400.5	Parental Harassment Protocol	
Security of Schools, Buildings and Grounds	400.6	Student Harassment Protocol	
Video Security Surveillance	400.11		

The Occupational Health and Safety Act requires that this Policy be reviewed as often as is necessary, but at least annually, and be posted where all workers can see it.

Workplace Violence Prevention

Guidelines



Message from the Director of Education

Violent behaviour in the workplace is unacceptable. The Workplace Violence Prevention policy applies to employees, parents, students, members of the community, contractors and other individuals who enter the Board's facilities. Everyone is expected to uphold the policy and to work together to prevent workplace violence.

The attached guidelines will help you implement the policy. Included are measures and procedures to protect us from workplace violence and a process for incidents and concerns to be reported.

We must ensure that this policy and guidelines are implemented and maintained and that all employees have the appropriate information and instruction to protect themselves.

Principals and managers are responsible for ensuring that measures and procedures are followed by employees and that all employees reporting to the principal and manager, have the appropriate information and instructions to protect themselves from violence at work. Principals and managers are reminded that under the Occupational Health and Safety Act, they can be charged as individuals by the Ministry of Labour if found to not protect an employees' safety.

Every employee must work in compliance with the policy and guidelines. Please encourage employees to raise concerns about workplace violence and to report any violent incidents or threats. Employees must cooperate in investigations and participate in the associated training.

The Brant Haldimand Norfolk Catholic District School Board pledges to investigate and deal with all incidents and complaints of workplace violence in a timely and fair manner, respecting the privacy of all concerned to the greatest extent possible.

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WORKPLACE HARASSMENT AND VIOLENCE PREVENTION GUIDELINES

INTRODUCTION

As of June 15, 2010, the Occupational Health and Safety Act require employers in Ontario to assess the risks of workplace violence and to put in place policies and programs regarding workplace violence and harassment. *Employers need to protect employees against violent acts and threats of violence and to create an atmosphere in which employees feel free to come forward with any concerns or complaints. Employers also need to treat complaints of harassment seriously and stop it.*

Ministry of Labour, 2010

Clients, customers, students, employees, supervisors, managers, strangers, spouses or family members can introduce violence into the workplace. Violence and harassment can come from anyone in the workplace and can be directed at anyone. It can be subtle or overt. Abuse may be deliberate or unintended. The test is whether a reasonable person knows, or ought to have known, that the behaviour is considered unwelcome or inappropriate by the recipient. It may be a single event or may involve a continuing series of incidents. It can involve the abuse of authority or position, or can involve outsiders who enter your workplace. Abuse can victimize both males and females and be directed by or towards employees, students, parents and members of the public.

Violence and harassment can come from anyone in the workplace and be directed at anyone.

PREVENTION: RISK ASSESSMENT AND RISK MANAGEMENT

Prevention is preferable to intervention. As an employer, we must carefully analyze and evaluate the current risks of workplace violence and harassment.

Risk assessment is a logical and organized method of identifying and quantifying risks, allowing the employer to better manage these risks. Risks are assessed by considering the severity of the consequences and frequency of exposure to the risk.

Following risk identification, risk management and prevention strategies need to be developed and implemented. Risk management involves the development of strategies that eliminate or reduce the risk.

Principals and managers are charged with this duty and must complete the Risk Assessment Questionnaire and create subsequent safe work plans.

EDUCATION AND TRAINING

Education to increase awareness is key to eliminating workplace violence and harassment and is required by law. Principals and managers are reminded to inform their staff about:

- policy and guidelines
- how to access assistance
- potential violent situations (as determined by the risk assessment)
- individuals with a violent past
- safe work plans
- reporting procedures
- investigation procedures

Education to increase awareness of the potential of workplace violence is required in Ontario.

IT'S THE LAW

RECOGNIZE THE POTENTIAL FOR VIOLENCE

One of the best predictors of future violence is a history of violence. Violence-prone individuals have a need for personal space that is four times larger than the average person. These special personal space requirements must be respected. Early clues to behaviour that might indicate aggression or a difficulty to maintain control include an increase in agitation and behaviours such as pacing, clenching or pounding of fists and increased verbal hostility and anger.

INFORMATION ABOUT A PERSON WITH A HISTORY OF VIOLENT BEHAVIOUR

The [Occupational Health and Safety Act](#) clarifies that employers and supervisors must provide employees with information, including personal information, related to a risk of workplace violence from a person with a history of violent behaviour [Section 32.0.5(3)].

However, this duty is limited and applies only when the:

- employee can be expected to encounter the violent person in the course of his or her work; and the
- risk of workplace violence is likely to expose the employee to physical injury.

Employers and supervisors must not disclose more information than is reasonably necessary for the protection of an employee from physical injury.

Please contact your Superintendent to seek advice and direction before you release any information

DOMESTIC VIOLENCE

Under the Occupational Health and Safety Act, an employer must take every precaution reasonable in the circumstances for the protection of workers, when they are aware, or ought reasonably to be aware, that domestic violence may occur in the workplace and that it would likely expose a worker to physical injury. *Ministry of Labour*

Employees need to be told that they can report their concerns to the principal/manager if they fear domestic violence may enter the workplace. If this occurs, principals/managers are responsible for creating an individual safety plan for the employee while they are at work. The safety plan should be developed in consultation with the employee.

We can become aware of domestic violence when an incident takes place at work or when a concern is raised by the employee, co-worker or someone else. Other indications could be threatening emails or phone calls at work or unwanted visits to the workplace by the aggressor (for further information see the Domestic Violence Handout).

The Ministry of Labour states that even if the employee does not want any steps taken, the employer may still be required to take some action to protect the employee, depending on the circumstances. Principals and managers should work closely with a targeted employee to develop reasonable precautions to address the situation while attempting to respect the employee's privacy and sensitivity of the issue.

WORK REFUSAL

Under the Occupational Health and Safety Act, an employee can refuse to work if he or she has reason to believe he or she may be endangered by workplace violence [Section 43(3) (b.1)]. However, work cannot be refused on the grounds of workplace harassment.

The Act sets out a specific procedure that must be followed in a work refusal. It is important for employees, employers, supervisors, joint health and safety committees and health and safety representatives to understand and follow this procedure.

However, teachers cannot refuse work when a pupil's life, health or safety is in imminent jeopardy [Section 3(3) of [Regulation 857 \(Teachers\)](#)].

DEFINITIONS

Workplace Violence

- a) The exercise of physical force by a person against an employee, in a workplace, that causes or could cause physical injury to the employee.
- b) An attempt to exercise physical force against an employee, in a workplace, that could cause physical injury to the employee.
- c) A statement or behaviour that it is reasonable for an employee to interpret as a threat to exercise physical force against the employee, in a workplace, that could cause physical injury to the employee.

Workplace Harassment

Engaging in a course of vexatious comment or conduct against an employee in a workplace that is known or ought reasonably to be known to be unwelcome. Behaviours that may be considered workplace harassment:

- Bullying
- Teasing
- Intimidating or offensive jokes or innuendos
- Displaying or circulating offensive pictures or materials
- Offensive or intimidating phone calls, email or texts

This definition of workplace harassment is broad enough to include what is often called *psychological harassment* or *personal harassment*. For workplace harassment and harassment prohibited under Ontario's Human Rights Code, please refer to the BHNCD'sB's Workplace Harassment Policy, procedure and process.

Domestic Violence

Defined as a pattern of coercive behaviour that is used by one person in an intimate relationship to gain power and control over another. Domestic violence includes physical, sexual, emotional, psychological and financial abuse.

Some examples of coercive behaviour are: hitting, punching, shoving, stabbing, shooting, slapping, threatening behavior, name calling, humiliating in front of others, controlling what one wears, says, and does, controlling the financial decisions, stalking, destroying or attempting to destroy property and using children to control one's partner. Domestic violence occurs between people of all racial, economic, educational, religious backgrounds, in heterosexual and same sex relationships, living together or separately, married or unmarried, in short-term or long-term relationships.

If an otherwise valuable member of your team has inexplicably become less productive or more frequently late/absent, it could be that something else is causing the problem.

ROLES AND RESPONSIBILITIES

Every Person Involved With or Working for the Board Must:

- treat co-employees, students and the public with respect and dignity
- reduce incidents of violence and harassment by practicing principles of prevention
- understand and comply with the violence in the workplace policy and all related procedures
- maintain confidentiality

The Employer Must:

- take every precaution reasonable in the circumstances to protect employees. This includes protecting employees from the hazard of workplace violence [Section 25(2)(h)];
- provide information, instruction and supervision to an employee to protect the health and safety of the employee [Section 25(2)(a)];
- ensure equipment, materials and protective devices provided by them are maintained in good condition Section 25(1)(b)];
- provide assistance and cooperation to a joint health and safety committee or health and safety representative
- Ensure that the person reporting the incident or any person who is negatively impacted by a violent act in the workplace will not be criticized or reprimanded for having made the report.

Principal/Manager

- ensure an employee works in the manner and with the protective devices, measures and procedures required by the Occupational Health and Safety Act and its regulations [Section 27(1)(a)];
- ensure an employee uses or wears the equipment, protective devices or clothing that the employer requires to be used or worn [Section 27(1)(b)];
- advise an employee of the existence of any actual or potential danger to the health or safety of the employee of which the supervisor is aware [Section 27(2)(a)]; and
- take every precaution reasonable in the circumstances to protect employees [Section 27(2) (c)].

Employee:

- work in compliance with the Occupational Health and Safety Act and its regulations [Section 28(1)(a)];
- use or wear equipment, protective devices or clothing required by the employer [Section 28(1)(b)];
- report the absence of, or defect in, any equipment or protective device of which the employee is aware [Section 28(1)(c)];
- report any contravention of the Occupational Health and Safety Act or its regulations, or the existence of any hazard the employee knows of to the employer or supervisor [Section 28(1)(d)]; and

- not engage in any prank, contest, feat of strength, unnecessary running or rough and boisterous conduct [Section 28(2) (c)]. While this type of behaviour may not constitute workplace violence, it must not be allowed. If allowed to continue, this behaviour may escalate into workplace violence.

AND should

- know how to summon immediate assistance;
- know how to report incidents of workplace violence to the employer or supervisor;
- know how the employer will investigate and deal with incidents, threats or complaints;
- know, understand and be able to carry-out the measures and procedures that are in place to protect them from workplace violence; and
- be able to carry-out any other procedures that are part of the program.

INTERNAL INVESTIGATION PROCEDURES FOLLOWING A VIOLENT OR HARASSING ACT

Preamble

The purpose of the investigation is not to attribute blame but rather to objectively establish the series of events that took place. The investigation is also used to evaluate the effectiveness of the preventive measures in place and the communication system. The findings of an investigation may result in the enforcement of disciplinary measures.

The results of the investigation are intended to help determine how such an incident could have been averted and serve to prevent this type of incident from occurring again.

It must be emphasized that in the event that the police become involved at the beginning of the incident, they will take control of the situation and the environment. Their instructions must be adhered to and they must be allowed to complete their tasks before an internal investigation is initiated.

Intervention and Follow-Up

Management of violent incidents after their occurrence is as critical as efforts toward prevention. Incidents need to be documented, investigated and remedied as effectively as possible to reduce further damage. Intervention must be timely and address the rights and responsibilities of both the victim and the alleged aggressor. Risk assessments, safety plans and processes need to be reviewed following a violent incident.

Victim Support

*Employees who have been victims of violent behaviour need to be debriefed shortly after the incident. Employees need to understand they are not to blame for the aggressive behaviours directed at them and that being a victim of violent behaviour does not reflect on their professional competence.

Debriefing should involve:

- review of incident facts
- review of victim's needs
- social support
- the capacity to make meaningful sense of the episode

Following an incident, it is suggested that any or all of the following be provided:

- physical support such as immediate medical care
- environmental support which may include removing either the victim or the alleged aggressor from the environment or adjusting the environment in order to reduce the potential for continued violent behaviour

Principals and managers are reminded that portions of the Emergency Response Plan, Safe Schools, Harassment Protocols and Policy can be referred to.

- Employee Assistance Program (EAP) referral or appointment with family physician
- social support from co-employees, peers, supervisors

Victim support may be required on an immediate, intermediate and long-term basis depending on the incident.

Management of the Alleged Aggressor

The employer must address an incident of violent behaviour in an objective and consistent manner. In substantiated cases, the following factors should be considered when determining corrective action:

- impact on the victim
- degree of aggressiveness and physical contact
- vulnerability of the victim
- the employee's disciplinary record
- whether the incident was an isolated event or part of an ongoing pattern of behaviour
- whether the employee's misbehaviour was similar to earlier events for which the employee has been disciplined.
- whether the employee accepts responsibility for his or her actions
- whether the employee has expressed remorse and is prepared to sincerely apologize to those affected by the employee's conduct
- the employee's length of service at the Board

Options for corrective action:

- Discipline
- Apology
- Training
- Referral to EAP
- Reassignment or relocation
- Limited access within a building
- Report to professional body
- Filing a complaint with criminal charges
- Discharge

*Employees who report work-related harassment and violence that is **found to be frivolous or vexatious in nature** will be disciplined*

**Alberta Government Employment and Immigration, Bulletin on Workplace Health and Safety*

CONDUCTING THE INVESTIGATION

Key Points

- The immediate supervisor (principal/manager/superintendent) of the employee will conduct the investigation
- Where the immediate supervisor is part of the issue, the next level up of supervision will be responsible for conducting the investigation.
- The investigation must be fair and impartial
- The investigation has to be conducted in a private and friendly place
- The investigator has to focus on the issue

Following a violent event, the investigation process must be implemented immediately.

It is understood that:

1. To the extent legally possible, reports of workplace violence or of potentially violent behaviour will be held in confidence.
2. Under this policy, persons are required and encouraged to report an act of violence. Reprisals and any negative consequences will not be condoned because a person has acted in accordance with this policy.
3. Reports shall be made to a person's immediate supervisor. In schools, this means to the principal or vice-principal.
4. Management is obliged to investigate the report. In most case, the investigation will be done by the immediate supervisor.
5. The results of the investigation will be communicated to the person who reported the circumstances and to others involved in the investigation that reasonably ought to be informed of the result.
6. The Board will provide such medical and counseling support as necessary in the circumstances consistent with programs described in collective agreements or by Board policy applicable to non-unionized staff.
7. In conjunction with any discipline that may be imposed, the Board may reassign staff or students during or after the Board's investigation as reasonable in the circumstances.
8. Board-wide and school codes of conduct will be promoted during each school year and staff will receive training appropriate to the tasks they perform to deal with violent acts and their potential.
9. The Joint Health and Safety Committee will be provided with information respecting all violent workplace occurrences.

THE BOARD INVESTIGATION - OBTAINING THE FACTS

The principal/manager will also determine whether it is reasonable to reassign employees or students (who may be victims of violent behaviour) while the investigation is in progress. Such transfers and reassignments are administrative measures and are not disciplinary in nature. These decisions may be necessary to ensure the safety of the employee in the workplace and also to ensure the integrity of the investigation.

Until the investigation is completed, the employee shall remain in a safe place as near as possible to his or her work station and be available to the Ministry of Labour Inspector for the purposes of the investigation.

During the investigation, unionized employees will be advised of their collective agreement rights.

It is critical that all relevant information be obtained. This means that a violent incident or unusual and threatening behaviour needs to be investigated with the persons directly involved. This will include the person who reports the violence or the potentially violent circumstances, those to whom the violent behaviour was directed, other witnesses and the person or persons who are alleged to have engaged in the violent conduct.

Standard of Proof

The standard of proof is different in criminal and civil cases. In a criminal conviction, the level of certainty is very high, i.e., beyond a reasonable doubt. The civil standard of proof requires that a party prove its case *on the balance of probabilities*, i.e., it is more likely than not. The O.J. Simpson case in the United States demonstrates the difference. In the mid 1990's, the well-known football player and actor was found not guilty of a murder charge in the criminal case but in a civil suit, was required to pay damages to the family of the victim because of the lower standard of proof.

Administrative tribunals, such as arbitration boards and human rights commissions, use the civil standard of proof or a modified version.

Investigation Results:

The investigation results should be able to determine:

- what happened (series of events)
- what provoked the incident
- if the procedures in place were correctly followed
- if the intervention measures were appropriate
- if the existing safety procedures were adequate
- if the lines of communication were effective
- if other prevention measures should be implemented
- if the situation could have been prevented

The following guidelines will identify the steps to be taken, including IMMEDIATE ACTION

GUIDELINES

IMMEDIATE ACTION

- Control workplace access.
- In the case of a critical injury (loss of consciousness, substantial loss of blood, a fracture of the leg or arm, loss of sight, significant burns) as defined by regulation 834 under the OH&SA, immediately report the incident to the Human Resources Department in accordance with the Incident/Accident Reporting procedures. The incident scene is to be preserved until an inspector from the Ministry of Labour has had an opportunity to view it or to instruct you otherwise.
- You should call the police when an act of violence has occurred or when someone is threatened with violence in the workplace.
- All incidents of violence/threat must be reported to the school's supervisory officer.
- All incidents need to be documented.
- Consideration must be given as to who needs to be immediately informed (for example, family members).
- A list of potential witnesses needs to be developed.
- In consultation with the supervisory officer, or with senior management, an initial analysis ought to be conducted which will include a plan for the incident investigation.

**Injured employees have the priority.
Call emergency services for medical
assistance, secure area and
administer first aid.**

INVESTIGATION PROCEDURES

To ensure the objectivity of the investigation, it is necessary that the investigator be discreet and not discuss any details of the investigation with people that are being interviewed.

ONE

Listen to the victim or the person or persons who are reporting the violent conduct.
Document the description of events.

TWO

Obtain the names of:

- the persons who appear to be the victims of the violent behaviour,
- witnesses to the incident,
- persons alleged to have engaged in the violent behaviour.

THREE

Collect all necessary information (*see form included*)

- the place of work, date and time;
- the scene of the incident, i.e. the specific area: for example, locker room, science class, gymnasium, etc.
- a description of what the persons were doing during the incident;
- circumstances that appear to have led to the violent behaviour;
- list of names of all persons having information pertaining to the incident who might be questioned;

Warning signs of escalating behaviours:

Confusion: individual appears bewildered, distracted or unsure what to do next.

Frustration: individual appears impatient or defeated.

Blame: individual holds others responsible for problems and is accusatory.

Anger: individual becomes visibly physical (pounding fists, pointing fingers, screaming, etc.).

Hostility: individual becomes threatening and/or out of control.

INTERVIEW TECHNIQUES

The principal/manager responsible for conducting the investigation must:

- ask only open ended questions;
- interview the persons directly involved in the incident first, followed by witnesses to the incident and finally those who have additional information;
- interview witnesses separately, then
- document all details including those in attendance at each interview.

At the beginning of the interview:

- make the person being interviewed feel as comfortable as possible;
- ask the person to describe what happened;
- listen carefully;
- ask clarifying questions, interrupting as little as possible; and
- repeat the information back to the person being interviewed.

During the interview:

- Once the basic information has been obtained, the person conducting the interview may now ask the following questions: **It is important that the questions listed below are addressed only after the person being interviewed has provided his or her version. It avoids putting the person on the defensive, but helps the investigator to clarify certain points.**
 - What were you doing at the time?
 - What did you see or hear?
 - Who was present?
 - Do you know what provoked this act of violence or was the incident unprovoked?
 - In your opinion, was this incident preventable?

At the end of the interview:

- Ask the person being interviewed not to speak to others and to keep the matter confidential. Gossip hurts and provides a basis upon which the information gathered can be challenged.
- Advise the person being interviewed that a witness statement will be prepared for their review. They will be given the opportunity to amend the statement and to provide any further additional information before signing.
- If appropriate, ask the person being interviewed to draw the physical circumstances of the incident.
- At the end of the interview, thank the person for their cooperation and advise that there will be a follow up.

INVESTIGATION REPORT

A written investigation report must be prepared. The following is a list of documents/information to assist in the preparation of the report.

- An overview or a synopsis of the incident.
- The names of the persons directly involved – the person alleged to have engaged in violent behaviour and those that were directly impacted by that behaviour.
- A witness list.
- The witness interview statements (as reviewed by the persons interviewed for content and accuracy).
- The immediate steps taken following the incident:
 - people who were notified and the reasons for the notification;
 - temporary transfers and reassignments pending the outcome of the investigation;
 - the notification of outside authorities.
- A list of the assistance provided to the persons who were directly affected by the violent behaviour (medical assistance, EAP, other assistance).
- Supporting documents which may include drawings and diagrams, the Incident Report form, photographs.
- Conclusions and recommendations both with respect to whether discipline is appropriate in the circumstances and the appropriate sanctions.
- Conclusions and recommendations on how similar incidents could be prevented in the future, including who is responsible for the implementation and when it will occur.

PROGRESSIVE DISCIPLINE PROCESS

Violence and the potential for violent activity in the workplace will not be tolerated. Members of the school community and the Board, under both the *Safe Schools* legislation and the *Occupational Health and Safety Act*, are required to act in a manner which supports learning. Teachers are professionally required to be good role models. Everyone employed by a school board is to act in a manner which exemplifies respectful behaviour and supports teachers and school administrators in behaviour management in each of our schools.

Codes of conduct must be learned and internalized. This means that there must be consequences for inappropriate violent and potentially violent behaviour.

Student Discipline will take place under the Board's Safe Schools, or the Student Harassment Protocol or the Student Assault on Board Personnel policies and procedures

Employee Discipline will take place in accordance with the Board's Progressive Discipline policy.

Parents, volunteers and other persons who engage in violence on Board premises will be dealt with under the Parental Harassment Protocol or by the police and could be restricted from further access to Board property.

The key elements in the application of progressive discipline are:

- Obtain the facts.
- Ensure that the code of conduct and standards of respectful behaviour have been brought to the attention of all concerned.
- Depending upon the severity of the incident, apply progressive discipline principles taking mitigating factors into account.

Other Factors

Discipline for violent behaviour may range from a verbal warning to dismissal. Due to the nature of the misconduct, violent behaviour will usually result in a suspension without pay or dismissal.

Those exercising the authority to discipline must be consistent in their decision making recognizing that violence in the workplace cannot be tolerated and, at the same time that employees are treated fairly; taking all of the factors in the imposition of progressive discipline into account.

The Decision Makers

After all of the relevant facts have been enquired into, school administrators must consult with their superintendent regarding the imposition of discipline and the appropriate sanctions under the circumstances. Advise the Human Resources Department prior to discipline, if possible.



Brant Haldimand Norfolk Catholic District School Board

WORKPLACE VIOLENT INCIDENT REPORT FORM

PART A - To be completed by the Employee (when possible)

School/Location Name: _____		Date: _____
Name of the Person Making the Report: _____		Job Title: _____
Date of Incident: _____		Time: _____
Location of the Incident: _____		
Name of the Victim (if different from above): _____		Female <input type="checkbox"/> Male <input type="checkbox"/>
<p>Classification:</p> <p><input type="checkbox"/> Physical Violence <input type="checkbox"/> Exercised <input type="checkbox"/> Attempted <input type="checkbox"/> Threatened</p> <p><input type="checkbox"/> Harassment <input type="checkbox"/> Conduct <input type="checkbox"/> Comment(s) Made</p> <p>Were weapons used? <input type="checkbox"/> Yes <input type="checkbox"/> Unknown <input type="checkbox"/> No</p>	<p>Nature of Violence</p> <p><input type="checkbox"/> Punching <input type="checkbox"/> Striking <input type="checkbox"/> Spitting <input type="checkbox"/> Scratching <input type="checkbox"/> Hair Pulling <input type="checkbox"/> Biting <input type="checkbox"/> Pushing <input type="checkbox"/> Kicking <input type="checkbox"/> Sexual</p> <p><input type="checkbox"/> Other : _____</p> <p>Nature and Type of Harassment</p> <p><input type="checkbox"/> Verbal <input type="checkbox"/> Written/Email <input type="checkbox"/> Telephone/Texting <input type="checkbox"/> Stalking <input type="checkbox"/> Destruction of Personal Property <input type="checkbox"/> Malicious Rumour <input type="checkbox"/> Bullying</p> <p><input type="checkbox"/> Other : _____</p> <p>If yes, what?</p> <p><input type="checkbox"/> Gun/Firearm <input type="checkbox"/> Knife <input type="checkbox"/> Brick/Stone <input type="checkbox"/> Stick/Bat/Bar <input type="checkbox"/> Glass/Bottle <input type="checkbox"/> Explosive Device/Bomb <input type="checkbox"/> Needle/Sharps</p> <p><input type="checkbox"/> Other : _____</p>	
<p>Aggressor information <input type="checkbox"/> Third Party <input type="checkbox"/> Another Employee</p>	<p>If third party, please explain relationship to employee _____</p> <p><input type="checkbox"/> Domestic violence is a factor in this incident</p> <p>Has the aggressor been involved in any previous violent incidents with staff? If yes, please explain.</p>	
<p>Police Involvement <input type="checkbox"/> Police were Summoned</p>	<p>If yes, <input type="checkbox"/> A statement was taken Provide police Incident number _____ <input type="checkbox"/> Charges have been laid <input type="checkbox"/> Pending</p>	

WORKPLACE VIOLENT INCIDENT REPORT FORM

PART B – To be completed by the Principal or Manager

Please describe, in detail, what happened and indicate:	
Description of the event.	
The scene of the incident: i.e., the specific area, for example – locker room, science class, gymnasium, etc.	
What happened prior to the incident?	
Circumstances that appear to have led to the violent behaviour.	
Who was notified? (family, 911, Ministry of Labour)	Temporary transfer or reassignment pending outcome?
Recommendation/Conclusion.	Prevention Strategy.
Additional Information.	



Warning Signs



You must remember that it can be very difficult to know when a person is going to be violent. While not all people will show the following signs, these types of behaviours and physical signs can serve as warning signs that a situation could turn violent. Always take these behaviours *in context*. Look for multiple warning signs and for signs of escalation (the behaviours are getting worse).

If you are concerned about a person who shows some or all of the identified characteristics, **take action**. Report your concern to your supervisor or the Human Resources Department.

What are warning signs of a troubled person or employee?

Workplace violence can start as small incidents involving negative remarks and inappropriate behaviour. It may escalate to physical or psychological violence. It is much easier to prevent violence by stopping small incidents than trying to deal with the aftermath of a major crisis.

It is extremely important to understand that the following behaviours do not mean a person will become violent, but they may indicate that the person is experiencing high levels of stress. Each situation is unique and professional judgement or outside assistance may be necessary to determine if intervention is necessary.

Always take particular note if:

- There is a change in their behaviour patterns.
- The frequency and intensity of the behaviours are disruptive to the work environment.
- The person is exhibiting many of these behaviours, rather than just a few.
- Crying, sulking or temper tantrums
- Excessive absenteeism or lateness
- Disregard for the health and safety of others
- Disrespect for authority
- Increased mistakes or errors, or unsatisfactory work quality
- Refusal to acknowledge job performance problems
- Faulty decision making
- Testing the limits to see what they can get away with
- Swearing or emotional language
- Overreacting to criticism
- Making inappropriate statements
- Forgetfulness, confusion and/or distraction
- Inability to focus
- Blaming others for mistakes
- Complaints of unfair treatment
- Talking about the same problems repeatedly without resolving them

The first thing everyone in the workplace should be aware of is it's not easy to know when someone is going to become aggressive in their behaviour. All people in the workplace will not show the same signs before becoming violent

- Insistence that he or she is always right
- Misinterpretation of communications from supervisors or co-employees
- Social isolation
- Personal hygiene is poor or ignored
- Sudden and/or unpredictable change in energy level
- Complaints of unusual and/or non-specific illnesses

Are there physical signs that a person may be becoming violent?

Sometimes it is not what a person says, but what their body is *doing*. Use caution if you see someone who shows one or more of the following *non-verbal* signs or body language.

- Red-faced or white-faced
- Sweating
- Pacing, restless or repetitive movements
- Trembling or shaking
- Clenched jaws or fists
- Exaggerated or violent gestures
- Change in voice
- Loud talking or chanting
- Shallow, rapid breathing
- Scowling, sneering or use of abusive language
- Glaring or avoiding eye contact
- Violating your personal space (they get too close)

What are other warning signs of a potentially violent person?

In some cases, there has been a clear pattern of warning signs before a violent incident. When you can, take note of:

History of violence

- Fascination with weapons, acts of violence or both
- Demonstrated violence towards inanimate objects
- Evidence of earlier violent behaviour

Threatening behaviour

- States intention to hurt someone (can be verbal or written)
- Holds grudges
- Excessive behaviour (e.g. phone calls, gift giving)
- Escalating threats that appears well-planned
- Preoccupation with violence

Intimidating behaviour

- Argumentative, displays unwarranted anger
- Uncooperative, impulsive, easily frustrated
- Challenges peers and authority figures

Research says: Potential Triggering Events can be:

1. Being fired, laid off or suspended; passed over for promotion
2. Disciplinary action, poor performance review, criticism from boss or coworkers
3. Bank or court action (e.g., foreclosure, restraining order, custody hearing)
4. Benchmark date (e.g., company anniversary, chronological age)
5. Failed or spurned romance; personal crisis (e.g., divorce, death in family)

Increase in Personal Stress

- An unreciprocated romantic obsession
- Serious family or financial problems
- Recent job loss

Negative Personality Characteristics

- Suspicious of others
- Believes he/she is entitled to something
- Cannot take criticism
- Feels victimized
- Shows a lack of concern for the safety or well-being of others
- Blames others for his problems or mistakes
- Low self-esteem

Marked Changes in Mood or Behaviour

- Extreme or bizarre behaviour
- Irrational beliefs and ideas
- Appears depressed or expresses hopelessness or heightened anxiety
- Marked decline in work performance

Socially Isolated

- History of negative interpersonal relationships
- Few family or friends
- Sees the company as a *family*
- Has an obsessive involvement with his or her job

Abuses Drugs or Alcohol

Observable Warning Signs

(often newly acquired negative traits)

Violent and Threatening Behavior

e.g., hostility, approval of the use of violence

Strange Behavior

e.g., becoming reclusive, deteriorating appearance/hygiene, erratic behavior

Emotional Problems

e.g., drug/alcohol abuse, under unusual stress, depression, inappropriate emotional display

Performance Problems

including problems with attendance or tardiness

Interpersonal Problems

e.g., numerous conflicts, hyper-sensitivity, resentment

At the End of His/Her Rope

e.g., indicators of impending suicide, has an unspecified plan to *solve all problems*

WHAT TO DO WHEN CONFRONTED WITH AGGRESSIVE BEHAVIOUR

We all like to think of ourselves as being safe and secure while at work, protected from all forms of violence and aggression. However, wherever people interact, there is potential for violence. The advice here will help keep communications between individuals.

Knowing some basic communications skills (verbal and non-verbal) and some *problem solving* strategies can help prevent problems from occurring or can stop a small problem from getting bigger or out of control. Workplace violence can start as a small incident involving negative remarks and inappropriate behaviour. These small incidents can escalate to physical or psychological violence.

What is Meant by *Verbal* Communication Skills?

Verbal communication skills are the way that you talk to another person or other people. Verbal communication includes the words you choose to use and the way in which you use them (for example, the tone (angry or calm) or volume (loud or soft)).

When you are interacting with other people, you should:

- Focus your attention on the other person and let them know that you are interested in what they have to say.
- Remain calm.
- Be conscious of how you are delivering your words.
- Speak slowly, quietly and confidently.
- Speak simply. DO NOT use official language or complex terminology.
- Listen carefully. DO NOT interrupt or offer unsolicited advice or criticism.
- Encourage the other person to talk. DO NOT tell them to relax or calm down.
- Remain open-minded and objective.
- Use silence as a calming tool.

What is Meant by *Non-Verbal* Communication Skills?

Non-verbal communication skills include things like your body language and position. People communicate through both their words and their bodies. The way you position or use your body can be calming or could aggravate a situation.

You should:

- Use calm body language - a relaxed posture with your hands unclenched and an attentive expression.
- Get on the other person's physical level. If they are seated, try kneeling or bending over, rather than standing over them.
- Give the other person enough physical space, usually about one meter (about three feet).
- More importantly, you should not:
 - Pose in a challenging stance, such as putting your hands on your hips, pointing your finger, waving your arms or crossing your arms.
 - Glare or stare, which may be interpreted as challenging.

How can you Help Someone Solve a Problem they are Having?

Some tips for problem solving include:

- Try to put yourself in the person's shoes so that you can better understand how to solve the problem.
- Ask for his or her recommendations.
- Repeat back to the person what you feel they are asking of you in order to clarify what you understand.
- Accept criticism in a positive way. When a complaint might be true, use statements like 'you are probably right' or *it was my fault*. If the criticism seems unwarranted, ask for clarification.
- Be honest. DO NOT make false statements or promises you can't keep.
- Remain professional and take the person seriously. Be respectful.
- Ask for small, specific favours – such as asking the person to move to a quieter area.
- Break a problem or an issue into smaller pieces and offer step-by-step solutions so that the person is not overwhelmed by the issue.

DO NOT

- Do not take sides or agree with distortions.
- Do not reject the person's demands or position from the start.
- Do not attempt to bargain with a threatening individual. If necessary, end the interaction.
- Do not make promises you can't keep.

How can you End an *Aggressive Conversation*?

It is important to know how to safely and effectively end a conversation or interaction before the situation escalates. Here are some tips:

- Interrupt the conversation firmly but politely.
- Tell the person that you:
 - Do not like the tone of the conversation.
 - Will not accept abusive treatment.
 - Will end the conversation if necessary.
- Tell the person that you will ask him or her to leave (the building, your office, etc.) or that you will leave.
- If the behaviour continues, end the conversation. Ask the person to leave or leave yourself.
- If the person does not agree to leave, remove yourself from the scene and inform your manager/supervisor immediately.
- Do not return to the meeting if you believe the person may be a physical threat.
- Tell other staff and have them leave the immediate area as well.
- Call security or your local police.
- File an incident report.

What can You do if you Feel Threatened?

- Politely and calmly end the interaction in a non-threatening way, if possible.
- Know how to summon immediate assistance and what back-up and advice is available to help you when handling a difficult individual.

**It is important that you try to avoid escalating the situation.
Establish ground rules if the unreasonable behaviour continues.
Calmly describe the consequences of violent or aggressive behaviour.
Suggest alternatives and avoid giving commands or making conditional statements.**

DOMESTIC VIOLENCE

To Encourage Employees to Reach Out for Assistance:

- Be approachable and make time to meet with employees.
- Address job performance issues constructively, not punitively.
- Let employees know that they are valued members of the team.
- Respect decisions made by employees who are living with family violence.
- Protect the confidentiality of employees.
- Ensure cultural sensitivity and appropriateness.
- Ensure employees have access to trained counselors.

Did you know?

- Domestic violence in the workplace has been identified as the fastest growing type of workplace violence in Canada, but less than half of Canadian workplaces have policies to manage this risk.
- One in four Canadian women will be affected by family violence during her lifetime.
- Eight percent of Manitoba women report being physically or sexually assaulted by an intimate partner.
- While men may also be victims of abuse, women are more often subjected to violence by their partners and are more likely than men to report injuries, experience lost productivity, suffer multiple assaults, fear for their lives and experience negative emotional consequences.
- Among those at highest risk of violence are young women, Aboriginal women and women who are separated from their partners.

Manitoba Family Services, 2010

How to Talk to Employees about Domestic Violence

Knowing how to start a conversation about family violence with an employee can be difficult. Your role as an employer or supervisor is not to be a counselor, but rather to approach the employee in a professional, sensitive manner and discover what help is required and where the employee can find it. When an employee tells you about abuse, make a strong statement of support such as, *no one deserves to be abused*.

When talking with an employee, your role is primarily to:

- provide initial support
- discuss the specific steps that can be taken to help this employee in the workplace, including developing a safe work plan
- refer the employee to available resources in the community or to an EAP

When addressing the issue of domestic violence with an employee, ensure that you:

- offer to meet in private
- clearly identify any job performance problems you have observed (i.e., “I notice that you are having difficulty meeting your deadlines and you don’t seem quite yourself. Is there anything I can do to help?”)
- express empathy that sometimes personal issues can interfere with work performance
- are aware that family violence victims and alleged aggressors can be of either sex; do not always refer to abusers as “he”
- use respectful language such as calling a person by their name or referring to the nature of the relationship such as *your partner* or *your boyfriend*; avoid using labels such as *abuser* or *batterer*
- are sensitive and avoid accusing, diagnosing or drawing conclusions about the situation
- listen to what the employee has to say and support her/him to seek help
- reassure the employee that her/his situation will not adversely affect how she/he is regarded by the employer, unless there are any continued employment issues
- offer Board and community resources such as EAP information or contact information for family violence prevention services and crisis line numbers
- develop a plan to help the employee maintain job performance and a strategy to implement it
- discuss the need for a protection plan in the workplace; help the employee understand how the employer may be able to support a workplace protection plan
- recommend that the employee speak to a trained counselor who can help develop a sound plan to deal with the issues; resources may include an employee assistance plan or crisis line counselors and other domestic abuse prevention professionals in the community
- help the employee determine if the abuser’s behaviour may put others in the workplace at risk
- if it appears that others in the workplace might be in danger, discuss the extent to which the employee’s confidentiality can be maintained

Adapted from: *safe@work coalition*
(www.safeatworkcoalition.org/workplacepolicy/approaching.html)

WORKPLACE VIOLENCE – ADDITIONAL EXAMPLES

*Most people think of violence as a physical assault. However, workplace violence is a much broader problem. It is any act in which a person is abused, threatened, intimidated or assaulted in his or her employment. Workplace violence includes:

- **threatening behaviour** - such as shaking fists, destroying property or throwing objects.
- **Verbal or written threats** - any expression of intent to inflict harm.
- **harassment** - any behaviour that demeans, embarrasses, humiliates, annoys, alarms or verbally abuses a person and that is known or would be expected to be unwelcome. This includes words, gestures, intimidation, bullying or other inappropriate activities.
- **verbal abuse** - swearing, insults or condescending language.
- **physical attacks** - hitting, shoving, pushing or kicking.

Rumours, swearing, verbal abuse, pranks, arguments, property damage, vandalism, sabotage, pushing, theft, physical assaults, psychological trauma, anger-related incidents, rape, arson and murder are all examples of workplace violence.

Workplace violence is not limited to incidents that occur within a traditional workplace. Work-related violence can occur at off-site business-related functions (conferences, trade shows), at social events related to work, in clients' homes or away from work, but resulting from work (a threatening telephone call to your home from a client).

**Canadian Centre for Occupational Health and Safety*

***Workplace violence** is any incident, in which a person is abused, threatened, intimidated, coerced or sustains physical, emotional or psychological harm or injury in or related to the workplace.

Examples of Workplace Violence Include:

- shaking of fists
- destroying of property
- throwing of objects
- expression of intent
- any behavior that is defined as harassment
- obscene phone calls
- intimidating presence
- insults or condescending language
- focus on a grudge, grievance or romantic interest
- bullying
- physical attacks including slapping, kicking, punching and choking, brandishing a weapon or object that could be used as a weapon
- theft
- sexual assault
- arson and obsessively directed behavior such as stalking or an intense

**Niagara College –Workplace Violence Prevention Policy*

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

Prepared by: G. Wallace Easton, Associate Director, Corporate Services & Treasurer
Presented to: Policy Committee
Submitted on: June 9, 2010
Submitted by: Cathy Horgan, Director of Education & Secretary

WORKPLACE HARASSMENT POLICY (Interim)
Public Session

BACKGROUND INFORMATION:

Bill 168 under the Ontario Occupational Health and Safety Act requires employers to develop policies regarding workplace violence and harassment.

DEVELOPMENTS:

The Board has had a Workplace Harassment policy in place since 2002, but the Human Rights Code definition of harassment was used in the policy. Bill 168 changes the definition of harassment to include bullying, teasing, intimidation, displaying offensive material and offensive communication. The policy on Workplace Harassment has been amended to include this definition.

As Bill 168 received Royal Assent on December 15, 2009 and is to come into effect June 15, 2010. There has been insufficient time to fully develop and vet the policy; therefore, the amendments to the policy on Workplace Harassment are being brought to the Committee as an interim policy. The policy will be fully vetted in the fall of 2010 and any revisions as a result of that vetting will be brought back to the Committee at that time.

RECOMMENDATION:

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



Brant Haldimand Norfolk Catholic District School Board

POLICY: WORKPLACE HARASSMENT (Interim)

Adopted:	23/04/02	Policy No:	300.1
Revised:		Policy Category:	Human Resources

Policy Statement:

The Brant Haldimand Norfolk Catholic District School Board believes that within the Catholic educational community, all of its employees should work and learn in a respectful, non-threatening environment that is free from harassment and discrimination in all of its forms.

This Policy applies to all employees within the work environment and is aimed at preventing, identifying and correcting harassment and discrimination.

The work environment includes all work-site locations, school and Board social functions, work-related conferences or training sessions as well as all forms of verbal, non-verbal, electronic and written communications.

- \$ To educate all employees to ensure an understanding of the importance of the policy and are aware that harassment and discrimination are unacceptable and will not be tolerated;
- \$ To maintain an educational and working environment that is free from harassment;
- \$ To inform all those working for the Brant Haldimand Norfolk Catholic District School Board (Board) and those using the services of the Board that harassment in the workplace or in the provision of services (e.g., educational and other) may be an offence under the law;
- \$ To set out the types of behaviour that may be considered offensive;
- \$ To establish a mechanism for receiving complaints of harassment and to provide a procedure by which the Board will deal with these complaints;
- \$ To identify the Board's responsibilities relative to harassment in terms of awareness, prevention and response and with respect to its statutory reporting obligations.

Policy Criteria:

Administration

Administration of the Board is responsible for:

- \$ discouraging and preventing employment-related harassment and harassment in the provision of services;
- \$ investigating every complaint of harassment;
- \$ imposing appropriate remedial and preventive measures, which may include discipline up to and including dismissal for employees when a complaint of harassment is found to have been substantiated;
- \$ providing appropriate procedural assistance to an individual(s) complaining of harassment as well as to an individual(s) who has been named as harasser(s);
- \$ formally acknowledging to a person found to have been harassed that harassment has taken place and to provide him/her with support and assistance as appropriate;
- \$ formally acknowledging to a person who has been named as a harasser if harassment is not found to have taken place;
- \$ regularly reviewing the procedures of this Policy to ensure that they adequately meet the Policy objectives;
- \$ maintaining the records as required by this Policy;
- \$ making all those working for and using the services of the Board aware of its commitment to providing a harassment-free environment and the existence of the procedures available under this Policy, and
- \$ providing training and resources for all those working for and using the services of the Board to fulfill their responsibilities under this Policy.

Reporting Harassment

All employees of the Board are expected to promote a working and learning environment that is free from harassment and to assist anyone who believes he/she is being or may have been harassed. Anyone who believes a colleague or another person employed by the Board is being or may have been harassed is encouraged to notify the supervisor or principal of the person believed to be the victim of harassment.

Consequences of Engaging in Harassment

Under Statute

Persons who engage in harassment prohibited by the Human Rights Code are liable under the Code for damages payable to the Complainant. In addition, a person who violates the Code or who obstructs a human rights investigation may also be liable to prosecution under the Code and, on conviction, to a fine of not more than \$25,000.

Persons who engage in workplace harassment prohibited by the Occupational Health and Safety Act, Bill 168 are liable for disciplinary action up to and including dismissal.

Persons who have knowledge of, or who acquiesce in, harassment may be found in violation of the Human Rights Code, or the Occupational Health and Safety Act, as having indirectly engaged in prohibited activity and are subject to the same consequences as those who directly engage in discrimination or harassment.

At Common Law

Persons who engage in harassment or discrimination, directly or indirectly, may be sued.

In Employment

Employees who engage, directly or indirectly, in discrimination or harassment may be disciplined up to and including dismissal.

Confidentiality

The Board understands that it is difficult to come forward with a complaint of harassment and recognizes a Complainant's interest in keeping the matter confidential.

To protect the interests of the Complainant, the person complained against and any others who may report incidents of harassment, confidentiality will be maintained throughout the investigation process to the extent practicable and appropriate under the circumstances.

All records of complaints, including contents of meetings, interviews, results of inquiries and other relevant material will be kept confidential by the Board, except where disclosure is required by a disciplinary or other remedial process or required by operation of law or as a consequence of contemplated or actual litigation. These records will be retained in a confidential file in the Office of the Director of Education.

Glossary of Key Policy Terms:

Harassment

Defined as conduct or a vexatious course of conduct that includes, among other things, disparaging comments (i.e., inappropriate gender-related comments), distribution of discriminatory materials, behaviour intended to incite hatred or other verbal or physical conduct of a nature which is known or ought reasonably to have been known to be unwelcome when such conduct involves any of the following prohibited grounds of discrimination:

- a) race
- b) ancestry
- c) place of origin
- d) colour
- e) ethnic origin
- f) citizenship
- g) creed (religion)
- h) age (in employment - over 18 and under 65)

- i) record of offences (in employment - a conviction for an offence under provincial law or a conviction under the Criminal Code for which a pardon has been granted and not revoked)
- j) sex (includes pregnancy)
- k) sexual orientation
- l) family status (parent and child relationship)
- m) marital status
- n) disability or *perceived* disability (under the Ontario Human Rights Code) *because of handicap* means that the person has or has had, or is believed to have or have had:
 - any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, including diabetes mellitus, epilepsy, any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, or physical reliance on a guide dog or on a wheelchair or other remedial appliance or device,
 - a condition of mental retardation or impairment,
 - a learning disability or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
 - a mental disorder, or
 - an injury or disability for which benefits were claimed or received under the Workplace Safety & Insurance Act.

Workplace Harassment

Engaging in a course of vexatious comment or conduct against an employee in a workplace that is known or ought reasonably to be known to be unwelcome.

Behaviours that may be considered workplace harassment:

- Bullying
- Teasing
- Intimidating or offensive jokes or innuendoes
- Displaying or circulating offensive pictures or materials
- Offensive or intimidating telephone calls, email or text messages.

Workplace harassment is broad enough to include what is often called *psychological harassment* or *personal harassment*.

Sexual Harassment

In the case of employment, sexual harassment also includes the following conduct:

- \$ one or a series of incidents involving sexual advances, requests for sexual favours or other verbal or physical conduct of a sexual nature which are known, or ought reasonably to have been known, to be offensive or for reprisal or threat of reprisal for rejection of a sexual solicitation or advance.

Types of Behaviour

Types of behaviour which may constitute harassment include, but are not limited to:

- jokes causing embarrassment or offence, told or carried out after the person telling the jokes has been advised that they are offensive, or that are by their nature clearly embarrassing or offensive;
- racial epithets;
- mimicking of person's accent or pronunciation of words;
- comments ridiculing individuals because of race-related characteristics or religious dress;
- distributing or posting religious material/pamphlets;
- the display of offensive material and graffiti (including electronic format, fax or voice mail);
- the display of symbols or emblems, including dress code, that indicates or incites hatred or notions of supremacy;
- degrading words used to describe a person;
- derogatory remarks directed towards members of a group protected under the Ontario Human Rights Code;
- verbal and non-verbal abuse, intimidation or threats.

Types of behaviour associated with sexual harassment include, but are not limited to:

- \$ leering (prolonged and intense staring);
- \$ sexually suggestive or obscene comments or gestures;
- \$ unwelcome sexual flirtations, advances, propositions;
- \$ sexual solicitation or advance from a person in a position to confer, grant or deny a benefit;
- \$ unwanted gifts;
- \$ unwanted and persistent requests for dates;
- \$ requests for sexual favours;
- \$ unwanted touching;
- \$ verbal abuse or threats of a sexual nature;
- \$ bragging about sexual prowess;
- \$ questions or discussions about sexual activities;
- \$ stalking;
- \$ rating;
- \$ persistent unwanted contact or attention after the end of a consensual relationship;
- \$ sexual assault;
- \$ gay-bashing;
- \$ reprisals or threat of reprisal for rejection of a sexual solicitation or advance made by a person in a position to confer, grant or deny a benefit.

Poisoned Environment

The notion/concept of a poisoned environment is one where, for example, inappropriate gender-related or racially-based comments or conduct may be significant or substantial enough to constitute a breach of the Code, by creating a *poisoned environment* for some individuals because of their membership in a group protected under the Code. However, one does not have to be the person targeted by the comments or conduct to experience a poisoned environment. The inappropriate comments or conduct need not occur continuously or repeatedly, but the impact or effect of the negative comments or actions creates a *poisoned environment* for certain individuals by subjecting them to differential terms and conditions in employment and services. Negative comments or conduct which humiliates, demeans and is devaluing of members of groups targeted by the *unwelcome* behaviour can be considered to poison a workplace or academic environment.

What is Not Harassment?

Harassment does not include the normal exercise of supervisory responsibilities, including direction, counseling and discipline, when necessary.

No Reprisals

For the purposes of this policy, *reprisal* against an individual will be treated as harassment when such actions occur for:

- a) having invoked this Policy (whether on behalf of oneself or another individual);
- b) having participated or cooperated in any inquiry under this Policy; or
- c) having associated with a person who has invoked this Policy or participated in these procedures.

In the event that an individual is shown to have initiated proceedings under this Policy in a frivolous or malicious manner, the Board may take formal disciplinary action against the complainant. Documentation regarding the disciplinary action will be placed in the employee's record file.

Statutory / Regulatory / Related Board Policy Linkages:

Education Act
Ontario Human Rights Code
Criminal Code of Canada
Canadian Charter of Rights and Freedoms
Student Harassment
Parental Harassment
School Volunteer
Trustee Code of Conduct
Occupational Health and Safety Act



Brant Haldimand Norfolk Catholic District School Board

ADMINISTRATIVE PROCEDURES: WORKPLACE HARASSMENT (interim)

Adopted:	23/04/02	Policy No:	300.1
Revised:	dd/mm/yy	Policy Category:	Human Resources

Procedure for Complaint from Staff

Please note the following references are used for convenience:

- \$ A person who considers that he/she has been subjected to harassment or harassment related reprisal will be referred to as the *Complainant* even though that individual may not lay a formal written complaint. Similarly, a person named as harasser in a complaint will be referred to as the *Respondent*.
- \$ References to *harassment* will refer to any alleged behaviour that appears to meet the definition of harassment found in the *Glossary of Key Policy Term*".
- \$ Resource people referred to below include: Director, Superintendents, Supervisors, Principals, and Managers.

Procedure:

1. **Speak Up**

A person (Complainant) who considers that he/she has been subjected to harassment or harassment-related reprisal is encouraged to bring the matter to the attention of the person responsible for the conduct (Respondent) making direct and clear objection indicating that the comment or conduct is not acceptable. This may resolve the issue. **It is important that the Complainant document (note the details of) any communication he or she has with the Respondent (i.e., date, time, place, witnesses, etc.).**

2. **Obtain Assistance and Information**

Where a person (Complainant) does not feel able to bring the matter directly to the attention of the person responsible (Respondent), or where such an approach is attempted and does not produce a satisfactory result, the Complainant should seek the advice of a resource person (Supervisor, Principal, Manager, Superintendent, Director) of his/her choice for assistance in resolving the matter.

The resource person will advise the Complainant of the following:

- (i) the option of requesting the assistance of his/her principal or supervisor in resolving the complaint (provided the principal/supervisor is not the person named by the Complainant). If the alleged harasser is the immediate supervisor, the Complainant should contact his/her Supervisory Officer or Director of Education;
- (ii) the availability of counseling and other support services provided by the Board;
- (iii) the right to lay a formal written complaint under this Policy when the alleged harasser is an employee of the Board;
- (iv) the expectation that a formal written complaint would be laid within six months of the incident unless a delay was justified on the basis of extenuating circumstances and will not result in substantial prejudice against any person affected by the delay;
- (iv) a right to be represented or assisted by a person of his or her choice (i.e., a friend, colleague, a union representative) throughout the process;
- (v) the right to withdraw from any further action in connection with the complaint at any stage (even though the Board may continue to investigate the complaint);
- (vii) other avenues of recourse such as the right to utilize the provisions of the Collective Agreement, to file a complaint with the Ontario Human Rights Commission to take civil action, or where appropriate, the right to lay a charge under the *Criminal Code*.

3. **Seek Resolution**

The complainant may decide not to take any action or to do the following:

- (i) Request assistance from his/her principal/supervisor
 - meet with his/her supervisor/principal to discuss the matter;
 - explore the notion of conflict resolution, mediation or any other options to affect a satisfactory solution.N.B. - The respondent is not identified unless the solution necessitates such.
- (ii) Seek counseling through the Board's Employee Assistance Policy (EAP).
- (iii) Lay a formal complaint (refer to #4, Formal Complaint Process).

- (iv) Take other avenues of recourse:
- utilize any provisions of the Collective Agreement;
 - file a complaint with the Ontario Human Rights Commission;
 - resolve the issue through federation/union mechanism if both complainant and respondent are members of the same bargaining unit;
 - take civil action;
 - report the incident to the police and take action under the Criminal Code.

4. **Formal Complaint Process**

The complainant will inform the resource person that she/he wishes to lay a formal written complaint.

The resource person will outline the formal complaint process.

Stage 1: Documentation and Notification Process

- (i) The resource person may assist the complainant in drafting a formal, written complaint, detailing the particulars of the allegation. The particulars should include the name(s) of the person involved (Respondent) and a description of the incident(s). The formal written complaint must be signed by the Complainant.
- (ii) The resource person will give copies of the complaint, WITHOUT DELAY, to the Complainant, the Respondent, and to the appropriate Supervisory Officer(s).

Both parties will be advised that even if the matter is resolved to the satisfaction of the Complainant, the Board may, nonetheless, be obliged under this policy to continue the inquiry into the complaint and to take whatever remedial action is appropriate.

Stage 2: Investigation

The Supervisory Officer will collect evidence by meeting with the Complainant and Respondent (separately), interview witnesses and otherwise investigate all aspects of the matter which are relevant in determining whether or not the allegations of harassment are substantiated.

All individuals who are interviewed will be advised that they may be accompanied by a representative of their choice.

Comprehensive, confidential notes must be kept by the Supervisory Officer.

Stage 3: Report and Conclusion

At the conclusion of the inquiry, the Supervisory Officer will prepare a report for the Supervisory Officer responsible for the Workplace Harassment Policy who will review it and authorize its release to all parties to the complaint. The Complainant and Respondent will be given ten working days to respond to the analysis of evidence in the report and provide new evidence or information that should be considered prior to a final decision being made.

Where the results do not support the complaint of harassment, both parties will be informed in writing and the file will be closed.

The appropriate Supervisory Officer will review the responses to the report and will then consider whether or not further investigation is necessary and, if not, whether the complaint or parts of the complaint are substantiated. The Supervisory Officer will recommend to the Director of Education what remedial action to take in the circumstances.

Such rehabilitative or disciplinary action may include, but not be limited to:

- Counseling
- Education on harassment
- Formal written apology
- Change of work assignment of the Complainant and/or Respondent
- Disciplinary action up to and including dismissal

The Supervisory Officer will advise both the Complainant and Respondent, in writing, of the results of the inquiry and any disciplinary and/or remedial action to be taken.

All documentation collected during the formal process must be kept confidential and maintained in a filing system in accordance with the Freedom of Information and Protection of Privacy Act. All documents must be kept in a sealed envelope in the Office of the Director of Education.

Stage 4: Appeal of the Decision

The Complainant and/or Respondent may appeal the decision to the Director of Education who will review the report and any other supporting documentation.

The Director of Education will confirm or reverse the decision of the report in writing to the Complainant and Respondent.

**RESOLUTION PROCEDURES
AND OPTIONS**

SPEAK UP		<ul style="list-style-type: none"> \$ Bring the matter to the attention of the harasser making clear and direct objection. \$ Document any communication. OBTAIN ASSISTANCE AND INFORMATION • Seek advice of a resource person.
SEEK RESOLUTION		<ul style="list-style-type: none"> \$ Take no action. \$ Request assistance from principal/supervisor \$ Seek counseling. \$ Take other avenues of recourse. • Lay a formal complaint.
FOLLOW FORMAL COMPLAINT PROCESS		<ul style="list-style-type: none"> \$ Resource person will outline the formal complaint process.

FORMAL COMPLAINT PROCESS

CONSULT WITH RESOURCE PERSON		<ul style="list-style-type: none"> \$ Resource person will outline the formal complaint process.
STAGE 1: DOCUMENTATION AND NOTIFICATION		<ul style="list-style-type: none"> \$ A formal written complaint will be drafted with assistance from resource person detailing the particulars of the allegation. \$ Resource person will provide copies to Complainant, Respondent and their Supervisory Officer(s).
STAGE 2: INVESTIGATION		<ul style="list-style-type: none"> \$ Supervisory Officer will collect evidence by meeting with the Complainant and Respondent (separately), interviewing witnesses and investigating all aspects of the matter. \$ Comprehensive and confidential notes are to be kept throughout the investigation.

<p style="text-align: center;">STAGE 3: REPORT AND CONCLUSION</p>	<ul style="list-style-type: none"> \$ When the inquiry is complete, the Supervisory Officer will prepare a report for the Supervisory Officer responsible for the Workplace Harassment Policy. \$ The Supervisory Officer responsible for the Workplace Harassment Policy will review the report and authorize its release to all parties of the complaint. \$ The Complainant and Respondent have ten working days to respond to the evidence in the report and/or provide new evidence. \$ The Supervisory Officer will review the responses and determine whether or not to accept the conclusion. \$ If no harassment is found, both parties are informed in writing and the file will be closed. NO WRITTEN RECORD WILL BE KEPT. \$ If the report and responses support the complainant, the Supervisory Officer will determine what rehabilitative and/or disciplinary action is appropriate. FILE TO BE KEPT IN DIRECTOR'S OFFICE.
<p style="text-align: center;">STAGE 4: APPEAL OF THE DECISION</p>	<ul style="list-style-type: none"> \$ The Complainant or Respondent may appeal the decision to the Director of Education. \$ The Director of Education will review the report and any other supporting documentation and confirm or reverse the decision.

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

Prepared by: Trish Kings, Superintendent of Education
Presented to: Policy Committee
Submitted on: June 9, 2010
Submitted by: Cathy Horgan, Director of Education & Secretary

**SAFE SCHOOLS POLICY, STUDENT DISCIPLINE POLICY
AND BULLYING PREVENTION & INTERVENTION POLICY**
(Interim)
Public Session

BACKGROUND INFORMATION:

The Ministry of Education amended the Education Act based on the Keeping Our Kids Safe at School Act. In addition, revisions were made to Policy and Program Memorandum 144 – Bullying Prevention and Intervention, as well as Policy and Program Memorandum 145 – Progressive Discipline.

DEVELOPMENTS:

The required changes, that took effect as of February 2010, include:

- Reporting of serious student incidents;
- Requirements for board employees to respond;
- Informing victims' parents; and,
- Delegation of authority.

A Safe Schools Committee undertook the task of revising the existing Board policies on Safe Schools, Student Discipline, and Bullying Prevention and Intervention. These policies are proposed as interim policies pending further consultation with various stakeholder groups. The policies will be brought back to the Committee in the Fall, 2010 reflecting changes that result from the consultation process.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the interim Safe Schools Policy, Student Discipline Policy, and Bullying Prevention and Intervention Policy to the Brant Haldimand Norfolk Catholic District School Board for approval.



Brant Haldimand Norfolk Catholic District School Board

POLICY: SAFE SCHOOLS (Interim)

Adopted:	25/03/08	Policy No:	200.25
Revised:	dd/mm/yy	Policy Category:	Students

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board believes that safe, caring and inclusive Christ-centred environments maximize pupil potential and ensure a positive school climate for all.

Policy Statement:

The Brant Haldimand Norfolk Catholic District School Board will further ensure that:

- 1. Safe Schools programming is a shared responsibility of all members of the community – trustees, administrators, teachers, support staff, pupils, parents/guardians, parish, volunteers and bus drivers in creating and maintaining safe learning environments.*
- 2. Each school has a Safe Schools Team responsible for the on-going implementation of a Safe Schools Program linked to the annual School Improvement Plan.*
- 3. Curricular and program links, as well as strategies, are integrated within the Religion and Family Life Programs, the Ontario Curriculum Documents, and the Board’s Virtues Education Program.*
- 4. On-going staff development and training take place at a system and school level regarding Safe Schools Policies, programs, and interventions.*
- 5. On-going partnerships with local parishes, police services, and community agencies are in place to support the Board’s goal to create safe and welcoming learning environments.*
- 6. A communication strategy is in place which outlines the key elements of the Ministry of Education’s Safe Schools Policy, Keeping Our Kids Safe at School (Bill 157).*
- 7. Each school develops and implements school-wide progressive discipline strategies, consistent with the Board Student Discipline Policy and Student Discipline procedures and the Human Rights Code.*

8. *Safe Schools Teams monitor, review, and evaluate the effectiveness of the Safe Schools Policy every two years through the use of a “School Climate Survey”.*

Brant Haldimand Norfolk Catholic District School Board Policy on Student Discipline and Bullying Prevention and Intervention Policy
The Human Rights Code of Ontario
The Education Act (Bill 157: Keeping our Kids Safe at School)
PPM 119 (Equity and Inclusive Education)
PPM 128 (Provincial/Board/School Code of Conduct)
PPM 141 (Programs for Students on long-term suspension)
PPM 142 (Expulsion Programs)
PPM 144 (Bullying Prevention and Intervention)
PPM 145 (Progressive Discipline)
Ontario Regulation 472/07 (Mitigating Circumstances)
Ontario Regulation 474 (Access to School Premises)
Transportation of Students’ Policy




Brant Haldimand Norfolk Catholic District School Board

ADMINISTRATIVE PROCEDURES: SAFE SCHOOLS (Interim)

Adopted:	25/03/08	Policy No:	200.25
Revised:	dd/mm/yy	Policy Category:	Students

1. *The Superintendent of Education will review, monitor and support the Safe Schools components in each of the schools, including the School Improvement Plan and program strategies.*
2. *The Superintendent of Education will be responsible for staff development training at a system level.*
3. *The Superintendent of Education will ensure that appropriate ongoing partnerships are maintained and expanded as needed.*
4. *The principal will develop and implement a school-wide progressive discipline plan.*
5. *The principal will also ensure that a Safe Schools Team is in place to develop strategies as part of the School Improvement Plan.*
6. *Teacher curriculum plans and strategies for Safe Schools are linked to the Religion and Family Life Program, the appropriate Ontario Curriculum Documents and the Virtues Education Program.*
7. *All members will be aware of the Board and school communities, including others responsibilities with respect to the Board's Safe Schools programs, strategies including the Board's Student Discipline Policy and procedures as well as The Bullying Prevention and Intervention Policy and Procedures.*
8. *All staff will participate in staff development training as required.*

		Brant Haldimand Norfolk Catholic District School Board	
POLICY: STUDENT DISCIPLINE POLICY (Interim)			
Adopted:	26/02/08	Policy No:	200.26
Revised:	dd/mm/yy	Policy Category:	Students

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board believes that all pupils should have a safe, secure and affirming Christ-centred environment in order to maximize their learning potential within a positive school climate.

Policy Statement:

The Brant Haldimand Norfolk Catholic District School Board will ensure that:

- 1. Principals maintain proper order and discipline in schools and pupils are responsible to the principal for their conduct and are required to accept such discipline as would be exercised by a reasonable, kind, firm and judicious parent.*
- 2. Expectations for pupil behaviour are made explicit whether on school property, on buses, at school-related events or activities, or in other circumstances that could have an impact on school climate in accordance with the Ontario Human Rights Code, the Education Act, Ontario Regulations, the Provincial and Board Code of Conduct and Policy/Program memoranda.*
- 3. Discipline is applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive and that includes learning opportunities for reinforcing positive behaviour.*
- 4. Interventions, supports and consequences for pupils with special needs are consistent with the pupil's strengths, needs, goals and expectations outlined in the Individual Education Plan, Behaviour Management Plan and/or Safety Plan.*
- 5. There is a clear communication of the principal's authority in the school, although s/he may delegate this authority, in writing, to a designate;*
- 6. Exclusion from the school is not used as a disciplinary measure, but rather in keeping with the spirit of the Education Act Part X265(1) (m), clause 265 (1) (m).*
- 7. All Board employees who work directly with pupils – including principals, teachers, and non-teaching staff (including staff in social work, child and youth workers, psychology and related areas, and educational assistants) – respond to any pupil behaviour that is likely to have a negative impact on the school climate.*
- 8. All employees of the Board, and transportation providers report to the principal, or designate, at the earliest safe opportunity, and in writing using the Safe Schools*

Incident Reporting Form I any pupil behaviour that requires the principal to consider suspension or expulsion.

9. *Principals respond in writing using the Safe Schools Incident Reporting Form – Part II whenever an employee submits in writing a Safe Schools Incident Reporting Form – Part I.*
10. Where a pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and has removed him/herself from parental control, disagrees with the decision of a principal to suspend the pupil, that pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and removed from parental control, may appeal the principal's decision to suspend the pupil, in accordance with the Board's Student Discipline Procedures and Suspension Appeal Guidelines. Suspension appeals will not be conducted in accordance with or be subject to the Statutory Powers Procedure Act.
11. Before recommending an expulsion from the pupil's school or from the schools of the Board, the principal completes an investigation, as required by the Education Act, which is consistent with the expectations for principal investigations outlined in the Board's Student Discipline Procedures. If the principal imposes a suspension pending an investigation to determine whether to recommend expulsion, the principal considers any mitigating and other factors as set out in the Student Discipline Procedures in determining whether to recommend an expulsion from the pupil's school or from all schools of the Board, as required by the Education Act. If the principal determines it is not appropriate to recommend an expulsion, the principal must consider mitigating and other factors in deciding whether to shorten the length of the suspension.
12. The Board authorizes the creation of a Discipline Committee of no fewer than three(3) Trustees to decide appeals of principal suspensions and principal recommendations for expulsion. For these purposes, the Discipline Committee will conduct the suspension appeals and expulsion hearings in accordance with the Student Discipline Procedures, Suspension Appeal Guidelines, Expulsion Hearing Guidelines and Rules.

Glossary of Key Terms:

Administrator- includes a superintendent, principal or vice-principal with responsibility for the school in question.

Adult Pupil – is a pupil who is 18 years or older or 16 or 17 and has removed him/herself from parental control.

Board Employees who Work with Pupils – *is defined to include principals, teachers, educational assistants, child and youth workers, social workers, psychologists, speech language pathologists and other professional and para-professional staff who have regular and direct duties with the Board's pupils, including bus drivers.*

Board Expulsion – is an expulsion from all schools of the Board.

Bullying – is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person’s body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Daily Care – a person with daily care is an adult person (18 years or older) who is not the custodial parent/guardian of a pupil who is less than 18 years old, but is a person who cares for the pupil on a daily basis and is known by the school to provide daily care, for example a grandparent, aunt, uncle, older brother or sister.

Discipline Committee – a committee of three (3) or more Trustees designated to determine suspension appeals and recommendations for expulsion.

Disproportionate Impact – *is created when discipline impacts a pupil to a greater degree in comparison to his or her peers as a result of factors related to grounds protected by the Human Rights Code.*

Emergency Administrator – *is a superintendent or principal identified by the principal of the school to which a teacher-in-charge is assigned, as the emergency contact should the administrators of the school not be available in emergency circumstances.*

Harassment – *is words, conduct or action that is directed at an individual and serves no legitimate purpose and which may include remarks, jokes, threats, name-calling, the display of material(s), touching or other behaviour that an individual knows or ought to know insults, intimidates, offends, demeans, annoys, alarms or causes that individual emotional distress and may constitute discrimination when related to grounds protected by the Human Rights Code.*

Immutable Characteristics – *are characteristics that an individual cannot change or that an individual cannot alter about themselves, such as height*

Impact on School Climate – *an incident or activity which has a negative impact on the school community.*

Manifestation of a pupil’s disability – *is behaviour that results from a pupil’s disability and that a pupil does not intend.*

Mitigating and Other Factors (Regulation 427/07) – include, but are not limited to, the pupil’s ability to control his or her behaviour, the pupil’s ability to understand the foreseeable consequences of his or her behaviour, and whether or not the pupil’s continuing presence in the school creates an unacceptable risk to the safety of any other person.

Parent/guardian – where there is a reference to involving or informing a parent/guardian it means the custodial parent or guardian of a minor child who is not an adult pupil.

Primacy of the Code – *in a circumstance in which there is a conflict between provincial law, such as the Education Act, regulations, Policy Program memoranda, school board policies and procedures, and the Human Rights Code of Ontario, the Human Rights Code is deemed to be more important and the inferior law must be applied in a manner consistent*

with the Human Rights Code (unless there is an explicit exception contained within the other law for such a circumstance). The principal of primacy of the Human Rights Code also requires school board policies and procedures to be interpreted and applied in a manner consistent with the Human Rights Code.

Racialized student – *is a pupil who may experience social inequities on the basis of race, colour, and/or ethnicity.*

School Climate – *the sum total of all the personal relationships within a school. A positive climate exists when all members of the school community feel safe, comfortable and accepted.*

School Community – the school community is composed of staff, pupils, parents, and volunteers of the school and feeder schools/family of schools, as well as the community of people and businesses that are served by or located in the greater neighbourhood of the school.

School Expulsion – is an expulsion from the school of the Board that the pupil was attending at the time of the incident.

Superintendent – shall be consistent with and have the meaning attributed to Supervisory Officer in the Education Act and regulations.

Superintendent Responsible for Student Discipline – means the supervisory officer delegated authority regarding procedural issues related to suspension appeals and expulsions.

Suspension – suspension is the withdrawal of a pupil from a specific school and from engaging in school-related activities if the pupil commits any infraction for which suspension must be considered under section 306 of the Education Act. Suspensions act as deterrent, provide an opportunity for a pupil to think about his/her actions and hopefully encourage the pupil and/or his/her family to seek necessary assistance.


Teacher-in-Charge/Designate – *is a teacher delegated authority by the principal to undertake specified duties with respect to pupil discipline in the absence of administration.*

Undue Hardship – *is the standard for the provision of accommodation, or point to which accommodation must be provided, for a specific pupil by the Board.*

Weapon – is any object or thing used to threaten or inflict harm on another person and includes, but is not limited to, knives, guns, replica guns and animals.

References:

*P/PM 128: Provincial Code of Conduct and School Board Codes of Conduct
P/PM 144: Bullying Prevention and Intervention
P/PM 145: Progressive Discipline and Promoting Positive Behaviour
P/PM 141: Programs for Students on Long-term Suspension
P/PM 142: Programs for Expelled Students
Reg. 472: Mitigating Circumstances
Reg. 474: Access to School Premises
Transportation of Students' Policy*

 <p>Brant Haldimand Norfolk Catholic District School Board</p> <p>Administrative Procedures: Student Discipline (Interim)</p>			
Adopted:	26/02/08	Policy No:	200.26
Revised:	dd/mm/yy	Policy Category:	Students

1.0 PROGRESSIVE DISCIPLINE

1.1 Each school is required to develop and implement a school-wide progressive discipline process which includes preventative measures, early and on-going intervention strategies, positive behaviour and management practices up to including suspension and expulsion.

Prevention Practices and Positive Behaviour Management Practices may include:

- student success strategies;
- anti-bullying and violence prevention;
- *Virtues Education*;
- differentiated instruction;
- mentorship programs;
- program modifications or accommodations;
- conflict/dispute resolution;
- Behaviour Management Plans and *Safety Plans*;
- individual, peer and group counselling;
- class placement.

Principals may also use community agencies as resources to deliver prevention or intervention programs. Partnerships with community agency protocols facilitate the delivery of prevention and intervention programs, the use of referral processes, and the provision of services and supports for pupils, their parents and families.

2.0 Before deciding to utilize a progressive discipline approach the principal must consider:

- (i) the particular pupil and circumstances;
- (ii) the nature and severity of the behaviour; and,
- (iii) the impact of the inappropriate behaviour on the school climate.

3.0 The principal must also consider:

Mitigating Factors:

1. Whether the pupil has the ability to control his or her behaviour;
2. Whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour; and
3. Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.

Other factors include:

1. The pupil's academic, discipline and personal history.
2. Whether other progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
3. Whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, colour, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation, immutable characteristic or harassment for any other reason;
4. The impact of the discipline on the pupil's prospects for further education;
5. The pupil's age;
6. Where the pupil has an Individual Education Plan or disability related needs,
 - (i) Whether the behaviour causing the incident was a manifestation of the
 - (ii) Whether appropriate individualized accommodation has been provided to the point of undue hardship; and
 - (iii) Whether a suspension is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and
7. Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.

If the pupil's continuing presence in the school creates an unacceptable risk to the safety of others in the school, then a progressive discipline approach may not be appropriate.

- 4.0 The principal must also consult with the parent/guardian (unless the pupil is an adult) throughout the process.
- 5.0 The principal or vice principal must keep a record for each pupil with whom progressive discipline approach(es) are utilized. The record should include:
 1. Name of pupil;
 2. Date of the incident or behaviour;
 3. Nature of the incident or behaviour;
 4. Considerations taken into account;
 5. Progressive discipline approach used;
 6. Outcome; and
 7. Contact with the pupil's parent/guardian (unless the pupil is an adult pupil).

The progressive discipline continuum is a stepped approach to support a positive change in behaviour. However, as indicated, if an incident is serious in nature and after a full consideration of circumstances affecting a pupil's behaviour, it is recognized that a step, such as a suspension or expulsion, which is further along in the progressive discipline continuum, may be necessary.

In some circumstances, short-term suspension may be a useful tool. In the case of a serious incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline, may be the appropriate response.

SUSPENSION OF A PUPIL UNDER THE EDUCATION ACT

Suspension is the withdrawal of a pupil from a specific school and from engaging in school-related activities if the pupil commits any infraction for which suspension must be considered under Section 306 of the Education Act.

1.0 Suspension Infractions:

1. Uttering a threat to inflict serious bodily harm on another person;
2. Possessing alcohol, illegal and/or restricted drugs;
3. Being under the influence of alcohol;
4. Swearing at a teacher or at another person in a position of authority.
5. Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school.
6. Bullying;
7. Any act considered by the principal to be injurious to the moral tone of the school;
8. Any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community; or
9. Any act considered by the principal to be the contrary to the Board or School Code of Conduct.

2.0 A pupil may be suspended under Board Policy Suspension Infractions:

1. Use of improper or profane language;
2. Persistent truancy;
3. Opposition to authority;
4. Habitual neglect of duty;
5. Discrimination and harassment;
6. Use and possession of tobacco, as appropriate;
7. Extortion;
8. Theft.

3.0 Principal Investigation

3.1 Upon the thorough investigation of an incident that is suspendable the principal must:

- (i) consult with the pupil, the pupil's parent'/guardian or the adult pupil;
- (ii) review any progressive strategies that have been utilized;
- (iii) take into account any mitigating and other factors that might be applied in the circumstances;
- (iv) consult with his/her Superintendent of Education when the suspension is five (5) days or more regarding:
 - Whether or not accommodation pursuant to the Human Rights Code has been considered, and where applicable, applied to the point of undue hardship.
 - The investigation undertaken;
 - The circumstances of the incident;
 - Whether or not one or more of the factors outlined above are applicable in the circumstances; and
 - The appropriate length of the suspension.

3.2 Procedural Steps When Imposing a Suspension

Where a principal has determined that it is appropriate in the circumstances to impose a suspension, the principal is required to effect the following procedural steps:

1. Within 24 hours of the decision the principal must make all reasonable efforts to orally inform the adult pupil or the pupil's parent/guardian of the suspension.
2. The principal must inform the pupil's teacher(s) of the suspension.
3. The principal in conjunction with the pupil's teacher(s) must organize school work to be provided for the pupil to be completed during the duration of the student's suspension.
4. The principal must provide written notice of the suspension to the pupil, the pupil's parent/guardian (unless the pupil is an adult student) and the School Superintendent of Education.
5. The written notice of suspension will include:
 - (i) The reason for suspension;
 - (ii) The duration of the suspension;
 - (iii) Information about the Alternative Suspension Program the pupil is assigned to, where the pupil is suspended six (6) or more school days;
 - (iv) Information about the right to appeal the suspension, including the relevant policies and guidelines and the contact information for the Director of Education. (see appendix)
6. Every effort should be made to include the school work with the letter of suspension to the pupil and the pupil's parent/guardian (unless the pupil is an adult pupil) on the day the pupil is suspended if the letter is provided to the pupil to take home. If it is not possible to provide the letter because the pupil and/or his/her parent/guardian is not available, the letter should be mailed, couriered, faxed or emailed to the home address that day and school work should be made available for the adult pupil's designate or pupil's parent/guardian or designate to pick-up from the school the following school day.
 - If notice is sent by mail or courier, it will be deemed to have been received on the fifth school day after it was sent.
 - If notice is sent by fax or email, it is deemed to have been received the first school day after it was sent.
7. Where the incident is a serious violent incident, including a credible threat to inflict serious bodily harm or vandalism causing extensive damage to Board property or property located on Board property, consideration should be given to filling out and filing a Violent Incident form in the pupil's Ontario School Record. (see Board's Violent Incident Form).

4.0 Supports for Suspended Students

4.1 Academic Program (5 or fewer school days)

A pupil who is subject to a suspension of five (5) or fewer school days must be provided with school work to complete at home while serving the suspension. The school work must be available to the adult pupil's designate or the pupil's parent/guardian or designate the day the pupil is suspended, if the pupil is suspended for one(1) school day. If this is not possible, the pupil must be given the opportunity to catch-up on missed school work as part of the re-entry process.

4.2 Alternative Suspension Program

Where a pupil has been suspended for six (6) or more school days the pupil will be provided with school work for the first five (5) school days or until the Student Action Plan is implemented, whichever is earlier, and will be assigned an alternative program for pupils subject to lengthy suspension (Alternative Suspension Program). The principal or vice-principal shall communicate to the adult pupil or parent/guardian the purpose and nature of the Alternative Suspension Program.

Admission to the Alternative Suspension Program is obtained by completing the Student Action Plan referral form and sending it to the Safe Schools & Equity Officer and the Child Youth Worker for the Alternative Suspension Program.

Where there is a serious violent incident leading to a suspension or expulsion or a call to the police, the principal will complete a Violent Incident Form and inform his/her superintendent.

A pupil cannot be compelled to participate in an Alternative Suspension Plan. Should the adult pupil or a pupil's parent/guardian choose not to have the pupil participate in an Alternative Suspension Plan, the pupil will continue to be provided with school work consistent with the Ontario curriculum or that pupil's modified or alternative curriculum to be completed at home for the duration of his/her suspension. This school work will be available at the school for pick-up by the adult pupil's designate or the pupil's parent/guardian or designate at regular intervals during the suspension period. In circumstances where the school work is not picked up, the principal should contact the adult pupil or the pupil's parent/guardian to determine whether the school work will be picked up. The principal should record the follow-up and response.

A Student Action Plan shall be developed for every pupil subject to a suspension of six (6) or more school days who agrees to participate in an Alternative Suspension Plan. (see Appendix for Student Action Plan framework)

Agreement or refusal to participate to an Alternative Suspension Plan may be communicated to the school orally by the adult pupil or the pupil's parent/guardian. Where the adult pupil or pupil's parent/guardian declines the offer to participate in an Alternative Suspension Plan, the principal or vice-principal shall record the date and time of such refusal.

4.2.1 Planning Meeting

For pupils subject to a suspension of six (6) or more school days who choose to participate in an Alternative Suspension Program, the principal or vice principal of the school shall hold a planning meeting for the purpose of developing the Student Action Plan.

The adult pupil or pupil's parent/guardian and the pupil (where appropriate) as well as any appropriate teaching and support staff will be invited to participate in the planning meeting. The adult pupil or pupil's parent/guardian shall be invited for the purpose of providing input.

- The planning meeting will be scheduled to occur within two (2) school days of the adult pupil or the pupil's parent/guardian informing the school that the pupil will participate in an Alternative Suspension Program.
- If the adult pupil or the pupil's parent/guardian are not available to participate in the planning meeting, the meeting will proceed in their absence and a copy of the Student Action Plan will be provided to them following the meeting.

During the planning meeting the principal or vice-principal shall review the issues to be addressed in the pupil's Student Action Plan.

4.2.2 Student Action Plan

A pupil subject to suspension for eleven (11) or more school days shall be provided with both academic and non-academic supports, which shall be identified in the pupil's Student Action Plan. Pupils subject to a suspension of fewer than eleven (11) school days may be offered non-academic supports where such supports are appropriate and available.

- The Student Action Plan shall be developed under the direction of the principal of the school with assistance, as appropriate, from the principal of alternative programs, vice-principal of the school, guidance counsellor, special education teacher, classroom teacher, Child Youth Worker and/or social worker.
- The principal will make every effort to complete the Student Action Plan within five (5) school days following the adult pupil or the pupil's parent/guardian informing the school that the pupil will participate in an Alternative Suspension Program.
- This timeline will be communicated to the adult pupil and/or the pupil's parent/guardian if they are unable to attend the planning meeting for the purpose of providing input.
- The principal must ensure that the pupil is provided with school work until the Student Action Plan is in place.
- Once completed, the Student Action Plan will be shared with the adult pupil, or the pupil's parent/guardian and the pupil and all necessary staff to facilitate implementation.
- A copy of the Student Action Plan will be stored in the pupil's Ontario Student Record until such time as it is no longer conducive to the improvement of instruction of the pupil.

The Student Action Plan will identify:

1. The incident for which the pupil was suspended;
2. The progressive discipline steps taken prior to the suspension, if any;
3. Any progressive discipline measures imposed in addition to the suspension;
4. Any other disciplinary issues regarding the pupil that have been identified by the school;
5. Any learning needs or other needs that might have contributed to the underlying infraction resulting in discipline;
6. Any program(s) or service(s) that might be provided to address those learning or other needs;
7. The academic program to be provided to the pupil during the suspension period and details regarding how that academic program will be accessed by the pupil;

8. Where the pupil has an Individual Education Plan and/or disability related needs, information regarding how the accommodations/modifications of the pupil's academic program will be provided during the period of suspension.
9. The non-academic program and services to be provided to the pupil, if applicable, during the suspension and details regarding how that non-academic program and those services will be accessed; and
10. The measurable goals the pupil will be striving to achieve during the period of suspension.

4.3 Re-Entry

Following a suspension of six (6) or more school days, a re-entry meeting will be held with appropriate staff, the pupil, and the pupil's parent/guardian if possible, to provide positive and constructive redirection for the pupil. Where the pupil has participated in an Alternative Suspension Program, the pupil's success in achieving the goals outlined in the Student Action Plan will be reviewed with the adult pupil or the pupil's parent/guardian and pupil. Further programs and services might be recommended by the principal for the purpose of achieving additional or greater success in meeting the goals outlined in the Student Action Plan.

Suspension Appeal Process

The adult pupil or the pupil's parent/guardian may appeal a suspension.

All suspension appeals will be received by the Director of Education.

- An appeal of a suspension does not stay the suspension.
- A person who intends to appeal a suspension must give written notice of his/her intention to appeal the suspension within ten (10) school days of the commencement of the suspension.
 - An individual who appeals a suspension may argue that his/her rights pursuant to the *Human Rights Code* have been infringed.
 - *In addition, a separate right to apply to the Human Rights Tribunal of Ontario exists where an individual believes his/her rights pursuant to the Human Rights Code have been infringed.*

The Board must hear and/or determine the appeal within fifteen (15) school days of receiving the notice of intention to appeal (unless the parties agree to an extension).

Upon receipt of written notice of the intention to appeal the suspension, the appropriate Superintendent of Education:

1. Will promptly advise the school principal of the appeal;
2. Will promptly advise the adult pupil or the pupil's parent/guardian that a review of the suspension will take place and invite the parent/guardian or adult to contact the Superintendent responsible for discipline to discuss any matter respecting the incident and/or appeal of the suspension; (see appendix)
3. Will review the suspension (reason, duration, any mitigating or other factors, whether or not the *Human Rights Code* should be or was appropriately applied);
4. May consult with the principal and superintendent regarding modification or expunging the suspension;
5. Will request a meeting with the adult pupil or the pupil's parent/guardian and the principal to narrow the issues and try to effect a settlement, and arrange a date for the appeal before the Discipline Committee;
6. Will, where a settlement is not effected, provide notice of the review decision to the adult pupil or pupil's parent/guardian (see Appendix)

Where the suspension is upheld on review and the adult pupil or pupil's parent/guardian chooses to continue with the appeal, the Superintendents Responsible for Student Discipline will:

1. Coordinate the preparation of a written report for the Board. This report will contain at least the following components:
 - (i) A report prepared by the principal regarding the incident, the rationale for suspension and how the principles of equity and inclusion were applied;
 - (ii) A copy of the original suspension letter;
 - (iii) A copy of the letter requesting the Suspension Appeal; and
 - (iv) A copy of the correspondence with respect to the decision of the Superintendent Responsible for Student discipline regarding the suspension review.

2. Inform the adult pupil or the pupil's parent/guardian of the date of the Suspension Appeal, provide a guide to the process for the appeal, and a copy of the documentation that will go to the Discipline Committee (see Appendix).
3. Ensure that the item is placed on the Discipline Committee's agenda.

The parties in an appeal to the Discipline Committee shall be:

1. The principal; and
2. The adult pupil or the pupil's parent/guardian, if they appealed the decision.

Suspension Appeal Before the Discipline Committee of the Board

Suspension appeals will be heard orally, in camera, by the Discipline Committee of Trustees. The Discipline Committee may grant a person with daily care authority to make submissions on behalf of the pupil. An adult pupil or pupils parent/guardian may bring/be represented by legal counsel or attend with an advocate/agent or the support of a community member.

1. The parent/guardian and/or the person with daily care will proceed first by making oral submissions and/or providing written submissions regarding the reason for the appeal and the result desired.
2. The pupil will be asked to make a statement on his/her own behalf, if appropriate.
3. The Superintendent of Education for the school and/or the principal will make oral submissions on behalf of the administration, including a response to any issues raised in the parent/guardian's submissions. The Superintendent/principal may rely on the report prepared for the Discipline Committee.
4. The parent/guardian may make further submissions addressing issues raised in the administration's presentation that were not previously addressed by the parent/guardian.
5. The Discipline Committee may ask any party, or the pupil, where appropriate, questions of clarification.

Legal counsel for the Board may be present at the appeal if the parent/guardian is represented by legal counsel or an agent.

The Discipline Committee may make such orders or give such directions at an appeal as it considers necessary for the maintenance of order at the appeal. Should any person disobey or fail to comply with any such order and/or direction, a Trustee may call for the assistance of a police officer to enforce any such order or direction.

Where any party who has received proper notice of the location, date and time of the appeal fails to attend the appeal or comply with the necessary time lines, the appeal may proceed in the absence of the party and the party is not entitled to any further notice of the proceedings.

The Discipline Committee will consider, based on the written and/or oral submissions of both parties, whether or not the consequence might have a disproportionate impact on a pupil protected by the *Human Rights Code*, including but not limited to race and disability, and/or exacerbate the pupils disadvantaged position in society and shall either:

1. Confirm the suspension and its duration; or
2. Confirm the suspension but shorten its duration and amend the record, as necessary; or
3. Quash the suspension and order that the record be expunged; or
4. Make such other appropriate order.

The decision of the Discipline Committee is final. The decision shall be communicated to the parent/guardian in writing. (see Appendix)

Transfer to Another School

Following an incident at the school, it might be necessary to transfer to another school the pupil who has been disciplined or the victim for safety reasons and/or for compliance with an Order of the Court or police restrictions. To the extent possible, the pupil who has been disciplined rather than the victim should be transferred.

The decision to transfer a student to another school shall be made only by a superintendent in consultation with the sending and receiving school principals and shall be made only where it is consistent with the Human Rights Code.

When it has been determined that a pupil will be transferred to another school, the principal or vice principal shall ensure that a Transition Plan is developed identifying any additional supports and resources required in the principal/vice principal's opinion to ensure a successful transition, which might include where appropriate, referrals for social work support, Child Youth Worker support and/or support from community agencies as well as the development of a transitional Individual Education Plan. Where the pupil has been subject to suspension, the Transition Plan shall be consistent with and co-ordinated with the Student Action Plan (SAP) developed for suspension purposes.

The principal or vice principal of the sending school shall invite the adult pupil or parent/guardian and the pupil, where appropriate, to a meeting with representatives from both schools for the purpose of reviewing the Transition Plan, including the timeline for transition and the provision of school work prior to transition in circumstances where the pupil is not subject to a Student Action Plan and will not be attending school during the intervening period, to obtain any necessary consents for support services, and to respond to any questions or concerns identified by the receiving school and/or the parent/guardian or pupil. Teaching and support staff of the receiving school who will be working with the pupil once the pupil has transferred should be in attendance, where possible.

All individuals attending the meeting must be informed by the principal or vice principal at the outset that the information shared during the meeting is personal information that must be kept confidential pursuant to the Municipal Freedom of Information and Protection of Privacy Act and/or Education Act.

Expulsion of a Pupil Under The Education Act

The Board recognizes that the conduct of a pupil may be so refractory that his/her presence in the school may be injurious to the mental and physical well-being of pupils and staff. Every effort will be made to support and assist the pupil, however, to maintain a safe environment for all, a permanent remedy may be required resulting in expulsion.

The infractions for which an expulsion may be recommended to the Board include:

1. Possessing a weapon, including possessing a firearm;
2. Using a weapon to cause or to threaten bodily harm to another person;
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. Committing sexual assault;
5. Trafficking in weapons, illegal and/or restricted drugs;
6. Committing robbery;
7. Giving alcohol to a minor;
8. An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
9. A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;
10. Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
11. Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;
12. The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper; or
13. Any act considered by the principal to be a serious violation of the Board or school Code of Conduct.

The principal will also contact the police consistent with the Protocol Between the Police and the Brant Haldimand Norfolk Catholic District School Board if the infraction the pupil is suspected of committing requires such contact. When in doubt, the principal will consult with his or her School Superintendent.

Suspension Pending Recommendation For Expulsion

If the pupil is to be suspended pending an investigation, the pupil should be suspended for twenty (20) school days. If the pupil has been suspended pending an investigation to determine whether the pupil will be recommended for expulsion, the principal must assign the pupil to a program for suspended pupils. (Alternative Suspension Program)

If the pupil has been suspended for twenty (20) school days, the principal must undertake an investigation to determine whether to recommend to the Discipline Committee that the pupil be expelled.

Factors to Consider Before Deciding to Impose a Suspension Leading to an Expulsion

When deciding whether or not to impose a suspension pending a possible recommendation for expulsion, the principal will make every effort to consult with the pupil, where appropriate, and the pupil's parent/guardian, if the pupil is not an adult pupil, to identify whether any mitigating factors might apply in the circumstances. However, despite consultation, the identification of mitigating and other factors remains the responsibility of the principal.

Procedural Steps When Imposing a Suspension Pending Recommending Expulsion

When imposing a suspension the principal is required to effect the following procedural steps:

1. **Within 24 hours** of the decision, the principal must make all reasonable efforts to orally inform the adult pupil's parent/guardian of the suspension.
2. The principal must inform the pupil's teacher(s) of the suspension.
3. The principal must provide written notice of the suspension to the adult pupil or the pupil's parent/guardian and the pupil and the School Superintendent of Education. The written notice of suspension will include:
 - The reason for suspension;
 - The duration of the suspension;
 - Information about the program for suspended pupils the pupil is assigned to;
 - Information about the investigation the principal is conducting to determine whether to recommend expulsion;
 - A statement that there is no immediate right to appeal the suspension. Any appeal must wait until the principal decides whether to recommend an expulsion, and if the principal decides not to recommend an expulsion, a statement that the suspension may be appealed to the Discipline Committee, and if the principal decides to recommend an expulsion that the suspension may be addressed at the expulsion hearing. (see the template letter at Appendix 7)
4. Every effort should be made to include the school work with the letter of suspension to the pupil and the pupil's parent/guardian (unless the pupil is an adult pupil) on the day the pupil is suspended if the letter is provided to the pupil to take home. If it is not possible to provide the letter because the pupil and/or his/her parent/guardian is not available, the letter should be mailed, couriered, faxed or emailed to the home address that day and school work should be made available for the adult pupil's designate or the pupil's parent/guardian or designate to pick-up from the school the following school day.
 - If notice is sent by mail or courier, it will be deemed to have been received on the fifth school day after it was sent.
 - If notice is sent by fax or email, it is deemed to have been received the first school day after it was sent.
5. Where the incident is a serious violent incident, such as possession of weapons, physical assault causing serious bodily harm, sexual assault, robbery, extortion or hate motivated violence; consideration should be given to filling out and filing a Violent Incident Form in the pupil's Ontario Student Record. (see the Board's Violent Incident Form (Appendix)

Alternative Suspension Program

Where a pupil has been suspended for six (6) or more school days the pupil will be provided with school work for the first five (5) school days or until the Student Action Plan is implemented and will be assigned an alternative program for pupils subject to lengthy suspension. (Alternative Suspension Program).

A pupil cannot be compelled to participate in an Alternative Suspension Program. Should the adult pupil or a pupil's parent/guardian choose not to have the pupil participate in an Alternative Suspension Program, the pupil will continue to be provided with school work consistent with the Ontario Curriculum or that pupil's modified or alternative curriculum to be completed at home or the duration of his/her suspension. This school work will be available at the school for pick up by the adult pupil's designate or the pupil's parent/guardian or a designate at regular intervals during the suspension period beginning the school day after the adult pupil or the pupil's parent/guardian refuses to participate in an Alternative Suspension Program.

A Student Action Plan will be developed for every pupil who agrees to participate in an Alternative Suspension Program.

Agreement or refusal to participate in an Alternative Suspension program may be communicated to the school orally by the adult pupil or the pupil's parent/guardian. Where the adult pupil or pupil's parent/guardian declines the offer to participate in an Alternative Suspension program, the principal shall record the date and time of such refusal.

Planning Meeting

For pupils subject to a suspension pending expulsion who choose to participate in an Alternative Suspension Program, the principal of the school or designate will hold a planning meeting for the purpose of developing the Student Action Plan.

- The adult pupil or pupil's parent/guardian and the pupil (where appropriate) as well as any appropriate teaching and support staff, will be invited to participate in the planning meeting.
- The planning meeting will be scheduled to occur **within two (2) school days** of the adult pupil or the pupil's parent/guardian informing the school that the pupil will participate in an Alternative Suspension Program.
- If the adult pupil or the pupil's parent/guardian is not available to participate in the planning meeting, the meeting will proceed in their absence and a copy of the Student Action Plan will be provided to them following the meeting.
- During the planning meeting the principal or designate will review the issues to be addressed in the pupil's Student Action Plan.

Student Action Plan

A pupil, subject to suspension pending an investigation whether to recommend an expulsion, will be provided with both academic and non-academic supports, which will be identified in the pupil's Student Action Plan.

- The Student Action Plan will be developed under the direction of the principal of the school with assistance, as appropriate, from the principal of alternative programs, vice principal of the school, guidance counsellor, special education resource teacher, classroom teacher, Child Youth Worker and/or social worker.
- The principal will make every effort to complete the Student Action Plan **within five (5) school days** following the adult pupil or the pupil's parent/guardian informing the school that the pupil will participate in an Alternative Suspension program.
- This timeline will be communicated to the adult pupil and/or the pupil/s parent/guardian if they are unable to attend the planning meeting for the purpose of providing input.
- Once completed, the Student Action Plan will be shared with the adult pupil, or the pupil's parent/guardian and the pupil and all necessary staff to facilitate implementation.
- A copy of the Student Action Plan will be stored in the pupil's Ontario Student Record until such time as it is no longer conducive to the improvement of instruction of the pupil.

The Student Action Plan will identify:

1. The incident for which the pupil was suspended;
2. The progressive discipline steps taken prior to the suspension, if any;
3. Any alternative discipline measures imposed in addition to the suspension;
4. Any other disciplinary issues regarding the pupil that have been identified by the school;
5. Any learning needs or other needs that might have contributed to the underlying infraction resulting in discipline;
6. Any program(s) or service(s) that might be provided to address those learning or other needs;
7. The academic program to be provided to the pupil during the suspension period and details regarding how that academic program will be accessed by the pupil;
8. Where the pupil has an Individual Education Plan, information regarding how the accommodations/modifications of the pupil's academic program will be provided during the period of suspension;
9. The non-academic program and services to be provided to the pupil, if applicable, during the suspension and details regarding how that non-academic program and those services will be accessed; and
10. The measurable goals the pupil will be striving to achieve during the period of suspension.

Principal's Investigation Following A Suspension Pending Expulsion

The principal will conduct an investigation **promptly** following the suspension of the pupil to determine whether to recommend to the Discipline Committee that the pupil be expelled. As part of the investigation, the principal will consult with the School Superintendent of Education and/or Superintendent(s) Responsible for Student Discipline regarding any issues of process and/or timing for conducting the investigation, which must be completed at the earliest opportunity as well as the substantive decision whether or not to recommend that the pupil be expelled. Before referring a pupil to the Discipline Committee of the Board for expulsion, the administration shall consider whether or not the recommendation might have a disproportionate impact on a pupil protected by the *Human Rights Code*, including but not limited to race and disability, and/or exacerbate the pupils disadvantaged position in society and whether or not accommodation is required. Should the decision be made to refer the pupil to the Discipline Committee with a recommendation for expulsion, the pupil must be referred to and dealt with by the Discipline Committee within **twenty(20) school days from the date of suspension (unless timelines are extended on consent)**.

Any police investigation will be conducted separately from the principal's inquiry.

As part of the investigation, the principal will:

1. Make all reasonable efforts to speak with the adult pupil or the pupil's parent/guardian and the pupil;
2. Include interviews with witnesses who the principal determines can contribute relevant information to the investigation.
3. Make every reasonable effort to interview any witnesses suggested by the pupil, or the pupil's parent/guardian; and,
4. Consider the mitigating and other factors when determining whether to recommend to the Discipline Committee that the pupil be expelled.
5. Consider whether or not the pupil is protected by the *Human Rights Code*, including but not limited to race and disability, and/or is in a disadvantage position in society and evaluate the appropriateness or the accommodation if any was provided.

Identification of Progressive Discipline Strategies Used Previously

In reviewing whether progressive discipline approach(es) has/have been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure, the principal will consider the following:

1. Whether the teacher, principal or designate has utilized early and/or ongoing intervention strategies to prevent unsafe or inappropriate behaviours, such as:
 - contract with the pupil's parent(s)/guardian(s);
 - oral reminders;
 - review of expectations;
 - written work assignments with a learning component;
 - assigning the pupil to volunteer services to the community;
 - conflict mediation and resolution;
 - peer mentoring;
 - referral to counselling; and/or
 - consultation.

2. Whether the principal or designate has used a progressive discipline approach to address inappropriate behaviour for which a suspension could have been imposed, such as:
 - meeting(s) with the pupil's parent(s)/guardian(s), pupil, and principal;
 - referral of pupil to a community agency for anger management or substance abuse counselling;
 - detentions;
 - withdrawal of privileges;
 - withdrawal from class;
 - restitution for damages;
 - restorative practices; and/or
 - transfer with support.

Consultation

Before making a decision the principal will make every effort to consult the pupil's parent/guardian (unless the pupil is an adult pupil).

Decision Not To Recommend Expulsion

Following the investigation and consideration of the mitigating and other factors, and the application of the code, if the principal decides not to recommend to the Discipline Committee that the pupil be expelled, the principal must:

1. Consider whether progressive discipline is appropriate in the circumstances;
2. Uphold the suspension and its duration;
3. Uphold the suspension and shorten its duration and amend the record accordingly; or
4. Withdraw the suspension and expunge the record.

If the principal has decided not to recommend an expulsion of the pupil, the principal will provide written notice of this decision to the adult pupil or the pupil's parent/guardian and pupil. The notice shall include:

1. A statement of the principal's decision not to recommend expulsion to the Discipline Committee;
2. A statement indicating whether the suspension has been upheld, upheld and shortened, or withdrawn;
3. If the suspension has been upheld or upheld and shortened, information about the right to appeal the suspension to the Discipline Committee, including:
 - A copy of the Board policies regarding suspension appeals;
 - Contact information for the Superintendent Responsible for Student Discipline;
 - A statement that written notice of an intention to appeal must be given **within five (5) school days** following receipt by the party of notice of the decision not to recommend expulsion; or
 - If the length of the suspension has been shortened, information about the right to appeal the shortened length of the suspension. (see Appendix)

Recommendation To The Board For An Expulsion Hearing

If a principal, in consultation with the School Superintendent of Education, determines that a referral for expulsion is warranted, the principal must refer the recommendation for expulsion to the Discipline Committee to be heard within twenty (20) school days from the date the principal suspended the pupil unless the parties to the expulsion hearing agree upon a later date.

For the purposes of the expulsion proceeding, the principal will:

1. Prepare a report to be submitted to the Discipline Committee and provide the report to the pupil and the pupil's parent or guardian (unless the pupil is an adult pupil) prior to the hearing. The report will include:
 - A summary of the findings the principal made in the investigation;
 - An analysis of which, if any, mitigating or other factors or *Human Rights Code* related grounds might be applicable;
 - A recommendation of whether the expulsion should be from the school or from the Board; and
 - A recommendation regarding the type of school that would benefit the pupil if the pupil is subject to a school expulsion, or the type of program that might benefit the pupil if the pupil is subject to a Board expulsion.
2. Inquire with the Superintendent(s) Responsible for Student Discipline as to the date and location of the hearing and provide written notice of the expulsion hearing to the adult pupil or the pupil's parent/guardian and pupil.

The notice shall include:

- A statement that the pupil is being referred to the Discipline Committee to determine whether the pupil will be expelled for the activity that resulted in suspension;
- A copy of the Board's guidelines and rules governing the hearing before the Discipline Committee;
- A copy of the Board Code of Conduct and School Code of Conduct;
- A copy of the suspension letter;
- A statement that the pupil and/or his or her parent/guardian has the right to respond to the principal's report in writing;
- Information about the procedures and possible outcomes of the expulsion hearing, including that:
 1. If the Discipline Committee does not expel the pupil they will either confirm, confirm and shorten, or withdraw the suspension;
 2. Parties have the right to make submissions with respect to the suspension;
 3. Any decision with respect to the suspension is final and cannot be appealed;
 4. If the pupil is expelled from the school, they will be assigned to another school;
 5. If the pupil is expelled from the Board, they will be assigned to a program for expelled pupils.

6. If the pupil is expelled there is a right of appeal to the Child and Family Services Review Board.

- The name and contact information for the Superintendent(s) Responsible for Student Discipline. (see Appendix)

The Superintendent of Education will:

1. Advise the Superintendent(s) Responsible for Student Discipline and the Trustee(s) for the school involved of the general details of the incident, including actions taken or pending; and,
2. Submit the principal's report for the Discipline Committee to the Superintendent Responsible(s) for Student Discipline.

The Superintendent(s) Responsible for Student Discipline:

1. May arrange a meeting with the adult pupil of the pupil's parent/guardian and pupil and the principal as appropriate.
 - If a meeting is arranged, the Superintendent(s) Responsible for Student Discipline will review the Discipline Committee process for expulsion hearings, as well as respond to any questions or concerns the pupil or the pupil's parent/guardian may have regarding the process or incident; and
 - If a meeting is arranged, during the meeting, the Superintendents Responsible for Student Discipline may assist to narrow the issues and identify agreed upon facts.
2. Will ensure that the item is placed on the Discipline Committee agenda for the date and time set out on the notice to the adult pupil or the pupil's parent/guardian and coordinate the attendance of the Trustees.
3. Will prepare a package of documents for the Discipline Committee, which will include at least the following components:
 - a) A copy of the principal's report; and,
 - b) A copy of the notice of expulsion sent to the adult pupil or pupil's parent/guardian.
4. Will confirm with the adult pupil or the pupil's parent/guardian the date and location of the expulsion hearing, will provide a copy of the Expulsion Hearing Rules, and a copy of the package to go to the Discipline Committee.

Hearing Before The Discipline Committee

If the principal recommends expulsion, the Discipline Committee shall hold a hearing.

Parties before the Discipline Committee will be:

- (i) the principal; and
- (ii) the adult pupil or the pupil's parent/guardian.

If a pupil is not a party, s/he has the right to be present at the expulsion hearing and to make the submissions on his/her own behalf. The Discipline Committee may grant a person with daily care authority to make submissions on behalf of the pupil. An adult pupil or pupils parent/guardian may bring legal council, an advocate or support person with them to the expulsion hearing.

The hearing will be conducted in accordance with the Rules of the Discipline Committee and the Guideline for Expulsion Hearings:

1. The Discipline Committee shall consider oral and written submissions, if any, of all Parties.
2. The Discipline Committee shall consider whether or not the *Human Rights Code* should be applied in the circumstances to mitigate the discipline if any.
3. The Discipline Committee shall solicit and consider the views of all parties with respect to whether, if an expulsion is imposed, the expulsion should be a school expulsion or a Board expulsion.
4. The Discipline Committee shall solicit and consider the views of all parties with respect to whether, if an expulsion is not imposed, the suspension should be confirmed, shortened or withdrawn; and
5. Such other matters as the Discipline Committee considers appropriate.

In determining whether to impose an expulsion, the Discipline Committee shall consider the following factors:

1. The mitigating and other factors:
 - Whether the pupil has the ability to control his or her behaviour;
 - Whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour;
 - Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school;
 - The pupil's academic, discipline and personal history;
 - Whether progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
 - Whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, ethnic origin, religion, creed, disability, gender or gender identity, sexual orientation or any other immutable characteristic or harassment for any other reason;
 - The impact of the discipline on the pupil's prospects for further education;
 - The pupil's age;
 - Where the pupil has an Individual Education Plan or disability related needs;

- (i) Whether the behaviour causing the incident was a manifestation of the pupil's disability;
 - (ii) Whether appropriate individualized accommodation has been provided to the point of undue hardship; and,
 - (iii) Whether an expulsion is likely to result in aggravating or worsening the greater likelihood of further inappropriate conduct; and
 - Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.
2. The application of the Ontario *Human Rights Code*.
 3. The submission and views of the parties.
 4. Any written response to the principal's report provided before the completion of the hearing.
 5. Whether or not the expulsion might have a disproportionate impact on a pupil protected by the *Human Rights Code*, including but not limited to race and disability, and/or exacerbate the pupils disadvantaged position in society, and whether or not accommodation is required in the circumstances.
 6. Such matters as the Discipline Committee considers appropriate.

Where there is a conflict in the evidence presented by the parties on the issue of whether the pupil committed the infraction, the Discipline Committee may request further evidence as set out in the Expulsion Hearing rules, subject to the requirement that the hearing take place within **twenty (20) school days**, or the Discipline Committee may assess the evidence and determine whether, on a balance of probabilities, it has been established that it is more probable than not that the pupil committed the infraction.

No Expulsion

If the Discipline Committee decides not to expel the pupil, the Discipline Committee shall take the submissions of the parties into account, including mitigating and other factors, in determining whether to:

1. Consider whether alternative discipline is appropriate in the circumstances;
2. Uphold the suspension and its duration;
3. Uphold the suspension and shorten its duration and amend the record accordingly;
4. Quash the suspension and expunge the record such that no record of the suspension remains in the Ontario Student Record; or,
5. Make such other orders as the Discipline Committee considers appropriate.

The Discipline Committee shall give written notice to all parties of the decision not to impose an expulsion and the decision with respect to the suspension (see template letter).

The Discipline Committee's decision with respect to the suspension is final.

Expulsion

In the event the Discipline Committee decides to impose an expulsion on the pupil, the Discipline Committee must decide whether to impose a Board expulsion or a school expulsion. In determining the type of the expulsion, the Discipline Committee shall consider the following factors:

1. The mitigating and other factors:
 - Whether the pupil has the ability to control his or her behaviour;
 - Whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour;
 - Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school;
 - The pupil's academic, discipline and personal history;
 - Whether progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
 - Whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, ethnic origin, religion, creed, disability, gender or gender identify, sexual orientation or any other immutable characteristic to related harassment for any other reason;
 - The impact of the discipline on the pupil's prospects for further education;
 - The pupil's age;
 - Where the pupil has an Individual Education Plan or disability related needs
 - (i) Whether the behaviour causing the incident was a manifestation of the the pupil's disability;
 - (ii) Whether appropriate individualized accommodation has been provided to the point of undue hardship; and,
 - (iii) Whether a school or Board expulsion is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether it is likely to result in a greater likelihood of further inappropriate conduct; and,
 - Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.
2. The application of the Ontario *Human Rights Code*.
3. All submissions and views of the parties.
4. Any written response to the principal's report provided before the completion of the hearing.
5. Whether or not the type of expulsion might have a disproportionate impact on a pupil protected by the *Human Rights Code*, including but not limited to race and disability, and/or exacerbate the pupil's disadvantaged position in society, and or not accommodation is required in the circumstances.
6. Such other matters as the Discipline Committee considers appropriate.

Board Decision

Where the Discipline Committee decides to impose a school expulsion, then the Discipline Committee must assign the pupil to another school.

Where the Discipline Committee decides to impose a Board expulsion, then the Discipline Committee must assign the pupil to a program for expelled pupils.

The Discipline Committee must promptly provide written notice of the decision to expel the pupil to all parties, and the pupil, if he or she was not a party. The written notice shall include:

1. The reason for the expulsion;
2. A statement indicating whether the expulsion is a school expulsion or a Board expulsion;
3. Information about the school or program to which the pupil has been assigned; and,
4. Information about the right to appeal the expulsion, including the steps to be taken.
(see template letter Appendix)

Once the principal of alternative programs has received notice that a pupil has been expelled, s/he must create a Student Action Plan in a manner consistent with the Board's policy and procedures for programs for expelled pupils.

An expelled pupil is a pupil of the Board, even when s/he attends a program for expelled pupils at another school Board, unless s/he does not attend the program or registers at another school Board.

Re-Entry Requirements Following An Expulsion

A pupil who is subject to a Board expulsion is entitled to apply in writing for re-admission to a school of the Board once s/he has successfully completed a program for expelled pupils and has satisfied the objectives required for completion of the program, as determined by the person who provides the program.

The Board shall re-admit the pupil and inform the pupil in writing of the re-admission.

A pupil who is subject to a school expulsion may apply in writing to the Board to be re-assigned to the school from which s/he was expelled.

1. The Board will consider whether re-attendance will have a negative impact on the school climate, including on any victim, where applicable.
2. The pupil will be required to demonstrate that s/he has learned from the incident and has sought counselling, where appropriate.
3. The pupil will be required to sign a Declaration of Performance Form provided by the Board (see template letter Appendix).
4. Following consideration the principals of equity and inclusion, the Board, in its sole discretion, may determine that a different school than the one from which the pupil was expelled is a more appropriate placement for the pupil.

Appeal of Board Decision to Expel

The adult pupil or the pupil's parent/guardian may appeal a Board decision to expel the pupil to the child and Family Services Review Board.

The Child and Family Services Review Board is designated to hear and determine appeals of School Board decisions to expel pupils.

The decision of the Child and Family Services Review Board is final.

Exclusion

A pupil shall not be excluded from the school pursuant to section 265(1)(m) of the Education Act as a disciplinary measure, or as an alternative to discipline.

An exclusion from the school pursuant to section 265(1)(m) of the Education Act shall be effected only in accordance with the Education Act, the Board's Exclusion Policy and Exclusion procedures and consistent with the Human Rights Code.

A pupil is NOT excluded from a class or from the school pursuant to section 265(1)(m) of the Education Act in circumstances where the parent/guardian and the principal, in consultation with the superintendent, AGREE that, as an accommodation and in the best interests of the pupil, the pupil's educational program should be modified such that the pupil is not participating in one or more specific class(es) or is excused from attending school for part or all of the school day during a specific period of time and/or during a specific school event or series of school events.

A pupil is NOT excluded from a class pursuant to section 265(2)(m) of the Education Act by virtue of serving a detention or in-school suspension in another part of the school as part of progressive discipline that has been imposed by the principal or designate.

Monitoring & Review

Schools and their Safe Schools Teams have an important role in assisting with monitoring, review and improvement of the effectiveness of safe schools policies and procedures.

Every two years schools are required to address issues of bullying, gender based violence, homophobic, sexual, racial and disability related harassment and inappropriate sexual behaviour in their school improvement plans and to evaluate the effectiveness of safe schools policies, procedures and programs through the use of school climate surveys.

Climate surveys shall be conducted by the school every two years to provide parents, school staff and pupils with an opportunity to anonymously evaluate and communicate their perception of school safety. Climate surveys shall include questions about bullying, harassment related to immutable characteristics including those protected by the Human Rights Code, gender-based violence, and sexual assault. Where possible, climate surveys shall be made available to pupils with cognitive disabilities in a form that might provide them with an opportunity to identify their perception of their safety. Pupils with other special needs shall be accommodated in order to provide them with an opportunity to respond to the climate survey.

The results of climate surveys shall be shared with Safe School Teams in order to assist the Teams to build strategies in school improvement plans to improve the school climate deficits identified. Safe School Teams must include one non-teaching staff member and the chair of the team must be a staff member, and may be the principal or vice principal.



Brant Haldimand Norfolk Catholic District School Board

POLICY: BULLYING PREVENTION AND INTERVENTION (Interim)

Adopted:	25/03/08	Policy No:	200.27
Revised:	dd/mm/yy	Policy Category:	Students

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board is committed to supporting safe learning and teaching environments in which every pupil can reach his or her full potential. As bullying disrupts the learning, teaching, social and spiritual environment in a school community, it will not be tolerated.

Policy Statement:

The Brant Haldimand Norfolk Catholic District School Board's policy on Bullying Prevention and Intervention requires that:

1. All members of the school community, including staff, students, parents/guardians, and visitors are respectful to one another and are responsible for helping to create a safe, caring, and inclusive environments free from bullying.
2. All schools have a Bullying Prevention and Intervention Program which empowers all pupils and the entire school community to create schools free from bullying.
3. *All Board employees take all allegations of gender based violence, homophobia, sexual harassment, and inappropriate sexual behaviour and bullying seriously and act in a timely manner.*
4. *Disciplinary action will be consistently taken to address bullying behaviours.*
5. *Board employees working directly with pupils will support all pupils, including those who disclose/report such incidents by providing contact information about professional supports.*
6. *All Board employees be provided with training strategies on bullying prevention and interventions. The training includes: principals, teachers, and non-teaching staff including staff in social work, child and youth work, psychology, as well as related areas, such as transportation providers.*
7. *Policies and procedures on bullying prevention and intervention be actively communicated to pupils, parents, teachers and other school staff, the Special Education Advisory Council, school councils, and school bus operators and drivers.*

8. Consideration be given to separate pupils to preserve or protect the safety of a pupil. It is preferable that the victim not be moved in these situations. The principal will co-ordinate a transition meeting with the administration of the new school to support the pupil who is being moved.

Glossary of Key Policy Terms:

Bullying is typically a form of repeated, persistent, aggressive behaviour that is directed at an individual/s that is intended to cause (or should be known to cause) fear, distress and/or harm to another person's body, feelings, self-esteem, or reputation. *Bullying* occurs in a context where there is real or perceived power imbalance.

Pupils may attain or maintain power over others in the school through real or perceived differences. Some areas of difference may be size, strength, age, intelligence, economic status, social status, solidarity of peer group, religion, ethnicity, disability, need for special education, sexual orientation, family circumstances, gender, and race.

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g., hitting, pushing, tripping), verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments), or social (e.g., excluding others from a group, spreading gossip or rumours). It may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of email, cell phones, text messaging, Internet websites, or other technology).

Children who suffer prolonged victimization through bullying, as well as children who use power and aggression as bullies, may experience a range of psycho-social problems that may extend into adolescence and adulthood.

The Human Rights Code of Ontario The Education Act (Bill 157: Keeping our Kids Safe at School) PPM 119 (Equity and Inclusive Education) PPM 128 (Provincial / Board / School Code of Conduct) PPM 141 (Programs for Students on long-term suspensions) PPM 142 (Expulsion Programs) PPM 144 (Bullying Prevention and Intervention) PPM 145 (Progressive Discipline) Ontario Regulation 472/07 (Mitigating Circumstances) Ontario Regulation 474 (Access to School Premises) Ontario Regulation 181/98 "Identification and Placement of Exceptional Pupils" Transportation of Students' Policy
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Brant Haldimand Norfolk Catholic District School Board

**ADMINISTRATION PROCEDURES: BULLYING PREVENTION AND INTERVENTION
(Interim)**

Adopted:	25/03/08	Policy No:	200.27
Revised:	dd/mm/yy	Policy Category:	Students

- 1.0 Each school principal is responsible for the development and implementation of a Bullying Prevention and Implementation Program.
 - 1.1 The program will be based on the Ontario Catholic Graduate Expectations, the Religion and Family Life programs, Virtues Education as well as the Ontario Curriculum Documents.
 - 1.2 The school level program must be part of the School Improvement Plan, assessed and updated on a yearly basis.
- 2.0 **Responding to Incidents of Bullying**
 - 2.1 *All Board employees who work directly with pupils – including administrators, teachers, and non-teaching staff (including staff in social work, child and youth work, psychology, and related areas, and educational assistants, and staff who are contracted to provide services to the Board) – must respond to any pupil behaviour that is likely to have a negative impact on the school climate, and take seriously all allegations of bullying behaviour and act in a timely, sensitive and supportive manner when responding to pupils who disclose or report bullying incidents.*
 - 2.2 *Responses may include one or more of the following:*
 - *asking the pupil to stop the behaviour;*
 - *identifying the behaviour as inappropriate and disrespectful;*
 - *explaining the impact of the behaviour on others and the school climate;*
 - *modelling appropriate communication;*
 - *asking the pupil for a correction of his/her behaviour by restating or rephrasing their comments;*
 - *asking the pupil to apologize for his/her behaviour;*
 - *asking the pupil to promise not to repeat his/her behaviour;*
 - *asking the pupil to explain why and how a different choice with respect to his/her behaviour would have been more appropriate and respectful; and,*
 - *where applicable, identifying the application of the Human Rights Code.*

- 2.3 *A response by the staff to the incident shall not prevent or preclude the principal or vice principal from imposing appropriate progressive discipline, up to and including a recommendation for expulsion from all schools.*

3.0 Reporting

- 3.1 *All Board employees and the transportation providers must report to the principal or designate at the earliest safe opportunity, bullying behaviours that have a negative impact on the victim and the school climate, whether on school property, on buses, or at school-related events or activities.*
- 3.2 *The report must be accompanied in writing using the Safe Schools Incident Report Form I not later than the end of the school day or end of the transportation route.*
- 3.3 *The principal or designate must acknowledge the receipt of the form, in writing, using the Safe Schools Incident Form II.*

4.0 Notification of Parent/Guardian

- 4.1 *Following an incident for which the principal is considering imposing a suspension or making a recommendation for expulsion, the principal shall provide information to the victim's parent/guardian.*
- 4.2 *Where the victim is an adult pupil, the principal shall inform the parent/guardian only with the victim's consent.*
- 4.3 *The principal shall identify the nature of the incident that caused the pupil harm, the nature of the harm to the pupil and its impact on the pupil.*
- 4.4 *The principal shall outline the steps being taken by the school to protect the pupils safety.*
- 4.5 *The principal shall share contact information with respect to professional supports for the victim.*
- 4.6 *The principal may communicate to the victim's parent/guardian:*
- 4.6.1 *Any school wide initiatives or preventative progressive discipline measures that have been or will be implemented as a result of the incident and/or other similar incidents.*
- 4.6.2 *Whether or not formal discipline was imposed on the pupil(s).*

4.7 *The principal shall not:*

4.7.1 *Identify or confirm the names of the pupil(s) disciplined nor provide other personal information such that his/her identity might be determined or confirmed;*

4.7.2 *Disclose the specific disciplinary measures that might have been imposed.*

4.8 *The principal may confirm that the pupil(s) disciplined shall no longer be attending the same school as the victim.*

4.9 *The principal shall provide a written summary of the supports for the pupils, including a copy of a Safety Plan, if appropriate, to the parent/guardian and the School Superintendent.*

5.0 Not Notifying the Parent/Guardian

5.1 *If in the opinion of the principal providing information to the victim's parent/guardian would put the victim at risk of harm and would not be in the best interests of the pupil, then the principal would not notify the parent.*

5.2 *The principal shall:*

5.2.1 *Consider, as a result of the victim's disclosure, whether or not the victim is a child in need of protection and, if so, reporting to the Children's Aid Society, and if in doubt, the principal shall consult with the CAS to inquire about the appropriateness of making a report;*

5.2.2 *Document in the Student Information System why the parent/guardian was not notified;*

5.2.3 *Inform his/her superintendent that the parent/guardian was not informed and why;*

5.2.4 *Inform the teacher or other professional or para-professional staff person, if that individual informed the principal or vice principal of the potential for harm, that the parent/guardian was not informed and why; and*

5.2.5 *Inform other staff working to support the pupil, as appropriate.*

5.3 *The principal shall inform the victim of the steps being taken by the school to protect his/her safety and may provide contact information about professional reports, as appropriate.*

6.0 Record Keeping

6.1 *Incidents of bullying must be recorded and filed as outlined in the Student Discipline Procedures.*

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

Prepared by: Chris N. Roehrig, Superintendent of Education
Presented to: Board of Trustees
Submitted on: June 22, 2010
Submitted by: Cathy Horgan, Director of Education & Secretary

EXCURSION - ITALY
Public Session

BACKGROUND INFORMATION:

St. John's College is requesting approval for an excursion to Italy from Friday, March 11, 2011 (evening) to Sunday, March 20, 2011.

DEVELOPMENTS:

Approximately forty-five (45) Grades 10-12 students will be participating in this field trip. Supervising teachers will include Lynne DiStefano and Paula Rocha as the female chaperones and Adam Gesjorskyj as the male chaperone. The anticipated cost of the trip for each student is approximately \$2900.

The tour of Italy provides an excellent opportunity for students to study amazing art works and architecture. Italy provides a view into a rich culture, long history, and deep art tradition that carried on for centuries. The Art History studies from Grades 9 through 12 have looked at art periods of the past and how they continue to influence the art of today.

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

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board approves the request from St. John's College for an excursion to Italy from Friday, March 11, 2011 to Sunday, March 20, 2011.

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

Prepared by: Chris N. Roehrig, Superintendent of Education
Presented to: Board of Trustees
Submitted on: June 22, 2010
Submitted by: Cathy Horgan, Director of Education & Secretary

EXCURSION - NEW YORK CITY
Public Session

BACKGROUND INFORMATION:

St. John's College is requesting approval for an excursion to New York City from Saturday, March 12, 2011 to Wednesday, March 16, 2011.

DEVELOPMENTS:

Approximately forty (40) Grades 11-12 students will be participating in this field trip. Supervising teachers will include Krystan Tchegus and Don Locey as the chaperones. Two additional chaperones are yet to be determined. The anticipated cost of the trip for each student is approximately \$748.

The excursion will offer the Drama students the opportunity to explore the historical development of theatre forms and examine the impact of the Arts on the cultural development of New York City.

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

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board approves the request from St. John's College for an excursion to New York City from Saturday, March 12, 2011 to Wednesday, March 16, 2011.

**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: June 22, 2010
Submitted by: Cathy Horgan, Director of Education & Secretary

**MECHANICAL AND ELECTRICAL UPGRADES –
ST. JOHN’S COLLEGE**

Public Session

BACKGROUND INFORMATION:

The Board of Trustees approved an upgrade to the mechanical and electrical systems at St. John’s College at an estimated cost of \$2.664 million. The tender was issued and six pre-qualified contractors submitted bids.

DEVELOPMENTS:

The bids for a contractor for the project have been received and are summarized below. The tender opening was held by public meeting on June 15, 2010 at the Catholic Education Centre. The lowest bid was received from STM Construction, in the total amount of \$931,657, plus HST. The following is a list of bids received.

General Contractors	Total Tender Sum (less HST)
STM Construction	\$931,657
Bestco Construction	\$959,271
PM Contracting	\$968,000
Reid & Deleye Contractors	\$1,039,707
Tambro Construction	\$1,127,000
Jasper Construction	\$1,370,000

This contract is for Phase #1 of the project. Phase #2, the addition to the school, will be tendered in August 2010. Phase #2 costing is estimated at \$1,524,000, plus HST; therefore, the total project cost for Phases #1 and #2 is now estimated at \$2,855,657, plus HST.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board approves the awarding of the mechanical and electrical upgrades contract at St. John’s College to STM Construction, in the amount of \$931,657, plus HST.

**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: Tuesday, June 22, 2010
Submitted by: Cathy Horgan, Director of Education & Secretary

STRATEGIC ACTION PLAN: YEAR-END REPORT
Public Session

BACKGROUND INFORMATION:

The Board's Strategic Plan was approved in principle in June, 2009. In the fall of 2009, the action plans for the strategic commitments were received by the Board. Over the past few months, updates on each of the four strategic commitments - Student Achievement, Catholicity, Leadership, and Communications - were presented to the Board.

DEVELOPMENTS:

Please find attached the year-end status report on each strategic commitment's action plan.

All school staffs, some work sites, Regional Catholic School Council, principals and consultants received a presentation on the Strategic Plan. They were asked to provide feedback on the Mission, Motto, Core Values and strategic commitments. The input was collected and specific amendments are being recommended (as attached).

RECOMMENDATIONS:

THAT the Brant Haldimand Norfolk Catholic District School Board receives the Year-End Report on the Strategic Action Plan.

THAT the Brant Haldimand Norfolk Catholic District School Board approves the amended Strategic Plan.

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	Status (as of March 30, 2010)	Status (year end)
Our Catholic faith permeates all areas of the curriculum and student life.	Ensure preferential timetabling is in place for Religion and Family Life Program and appropriate Catholic curriculum documents and resources are used in the classroom.	The learning goals and expectations of the Religion and Family Life programs are achieved across all grade levels.	September 09 – June 10	Superintendents	Superintendents have reviewed timetables and discussed the Religion and Family Life programs during school visits. Through budgeting process, updated resources have been provided to support programs as needed, i.e.. Family Life Program and Literacy resources.	Superintendents have reviewed timetables and discussed the Religion and Family Life programs during school visits. Through budgeting process, updated resources have been provided to support programs as needed, i.e.. Family Life Program and Literacy resources.
		Staffs are supported in their learning and their knowledge, and skills are strengthened.		Principals/Vice Principals and School Staff		
	Develop a comprehensive professional learning program for staff related to the delivery of the Religion and Family Life programs.	Prayer is a central focus of the schools and within classrooms.		Religion & Family Life Consultant		
	Develop plans to enhance the prayer life of the school and classrooms.	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.			All School Improvement Plans include strategies to enhance the prayer life within the schools and classrooms. Liturgical packages are being prepared for schools. The Key Learnings Document has been posted on Board's website so parents can be aware of the knowledge, skills and attitudes being developed in the programs.	

Expected Outcome	Strategies	Indicators of success	Evaluation Cycle	Responsibility	Status (as of March 30, 2010)	Status (year end)
Our Catholic faith permeates all areas of the curriculum and student life (continued)	<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</u> 1 – 6 and <u>We are Strong Together</u> 7 and 8.</p>	Draft document will be used to support Religion program.			<p>Religion Department has been providing inserts for school newsletters.</p> <p>“ Key Learnings for Religion Programs”, which has been developed through Curriculum Committee for Religious Education, will be introduced to principals and school staff in third term.</p>	<p>Religion Department continues to provide inserts for school newsletters.</p> <p>Document has been introduced and is posted on the board’s website. Parents can now be aware of the knowledge, skills and attitudes being developed in the programs</p>
Student achievement in literacy for primary and junior students will meet Board targets.	<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>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>Intervention programs and strategies demonstrate improved results for struggling and “at risk” students.</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>	<p>Non-negotiables have been introduced to the schools and have been reviewed with school principals through dialogue and walk-throughs at school level.</p> <p>Data is collected through Academic Warehouse in October, January and at the end of March (D.R.A. Report Cards and C.C.A.T.) and reviewed by Superintendents.</p> <p>EQAO Board and school targets have been identified (January) for Ministry “Mid-Year Conversation”.</p> <p>EQAO training for Grades 3 and 6 teachers and principals/vice principals has taken place through EQAO Outreach Team.</p>	<p>Non-negotiables have been introduced to the schools and have been reviewed with school principals through dialogue and walk-throughs at school level.</p> <p>Data from Academic Warehouse was collated and reviewed as part of the Improvement Plan assessment process in June, 2010.</p> <p>Participated in three visits by the Ministry during 2009-10 with a focus on student achievement and the Board Improvement Plan.</p> <p>Concepts, strategies and directions provided through training were incorporated in preparation for and administration of the EQAO assessments completed in May/June, 2010.</p>

Expected Outcome	Strategies	Indicators of success	Evaluation Cycle	Responsibility	Status (as of March 30, 2010)	Status (year end)
<p>Student achievement in literacy for primary and junior students will meet Board targets. <i>(continued)</i></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>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>Four schools are participating in EQAO Symposium March 29 & 30.</p> <p>Intervention programs and strategies have been implemented for at risk students:</p> <ul style="list-style-type: none"> • STRONG START (JK-1) in 7 schools • Booster Groups (Gr. 1) in selected schools • IBM Reading Upgrade for Grade 3 at risk students <p>Literacy teachers and coaches continue to provide job-embedded learning.</p> <p>Catholic Professional Learning Communities are in place in all schools and meet on a regular basis. Agendas and minutes are reviewed by SOs.</p> <p>School Networks have been established in 18 schools and focus on shared needs for growth in literacy or numeracy.</p>	<p>Four schools participated in the EQAO Symposium, including Principals and School Improvement Teams. Principals shared new learnings with colleagues at the April AAC meeting.</p> <p>Based on the three intervention programs, data was collected and utilized as evidence of student improvement.</p> <p>Feedback provided by Literacy Teachers/Coaches as well as Principals/Vice Principals indicate support and positive results in terms of job embedded learning.</p> <p>Catholic Professional Learning Communities took place in all schools on a monthly or bi-monthly basis with agendas and minutes reviewed.</p> <p>Four networks were established involving twelve schools.</p>

Expected Outcome	Strategies	Indicators of success	Evaluation Cycle	Responsibility	Status (as of March 30, 2010)	Status (year end)
<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>Grades 7 and 8 teachers will use Mathematics Organization Framework. Specific Grades 7 and 8 teachers will be involved in coaching groups.</p>	<p>Junior boys writing will meet expected targets in EQAO.</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>Results for Grades 7 and 8 mathematics demonstrate improvement as evidenced on report cards.</p>			<p>Digital Journey is being implemented in 22 schools to support boys' writing. Non-fiction writing is a focus in all junior classrooms.</p> <p>Grades 7/8 focus groups have met throughout the year. Coordination has taken place between sec. and elem. teachers to work towards improvement on the Grade 9 EQAO.</p>	<p>Digital Journey was successfully implemented in 22 schools. Results show an improvement in boys' writing as evidenced in March report card results: 3% gain for Grade 3 boys and 7% gain for Grade 6 boys.</p> <p>Continue support for next year; examine expansion into a coaching pilot program.</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>	<p>Coaching project has begun and reflection on the Winter administration of the test is complete. Results will be released summer 2010. Project is ongoing and expected to grow with the addition of three secondary coaches for 2010-2011.</p> <p>EQAO training with experts from the office is complete. Testing support materials and moderated marking is complete.</p> <p>Differentiated instruction focus groups are continuing – mathematics and literacy coaches are participating.</p>	<p>Coaching project is moving into the second phase. Preliminary results indicate a 6% increase in the number of students achieving at or above level 3 in Grade 9 applied math.</p> <p>Focus groups will continue to expand in membership and will be organized in family of school groupings.</p> <p>Differentiated instruction focus groups will continue in 2010-11 and will expand to include additional teachers.</p>

Expected Outcome	Strategies	Indicators of success	Evaluation Cycle	Responsibility	Status (as of March 30, 2010)	Status (year end)
To improve student achievement in Grade 9 and 10 Locally Developed English as well as Grade 9 and 10 Applied English.	English Advisory Team has been created to consult on the construction of a three-year plan based on a coaching model. Begin Literacy Coaching project in second semester for 2001-2010.	Creation of a three year plan. Improved student achievement in semester two locally developed classes at all three schools.	June 2010	Superintendent of Education	English Advisory Team has concluded consultations and has endorsed the Literacy Coaching Project. Coaching project has begun in the three secondary schools. The Literacy and Mathematics Coaches have developed a coaching framework to define the parameters of their work.	Literacy coaching project will continue in Semester 1 (2010-11) and will move to Phase 2 in Semester 2 to include more teachers and classrooms.
To improve Pathways decisions for Grade 7 and 8 students.	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. Create a Skills Canada Committee to improve the number of events being held and the number of students participating in Skills Canada challenges.	Creation of a committee. Evidence of effectiveness. Improve participation in Skills Canada by 100%.	June 2010	Superintendent of Education	The Pathways Steering Committee has begun deliberations. A detailed analysis of college and university destination data has begun. Skills Canada Committee work is complete for this year – competitions have been held – some groups are competing at Provincial Skills. Participation target was greatly exceeded.	Student Destination Data report will be completed in September, 2010. Student participation in Board competitions more than doubled in 2009-10.
To provide a safe, secure and affirming environment for all students.	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	All administrators, staff and parent community will be aware of the Board's Safe Schools Policy and Procedures and accompanying programs.	September 2009 – June 2010	Superintendents Safe Schools and Equity Officer	Safe Schools Policies and Procedures have been reviewed and revised as per Bill 157 – Keeping Our Kids Safe at School (Student Discipline, Progressive Discipline, and Bullying Prevention and Intervention) and will proceed as directed by the Policy Development and Implementation process.	Safe Schools Policies and Procedures have been reviewed and revised as per Bill 157 – Keeping Our Kids Safe at School (Student Discipline, Progressive Discipline, and Bullying Prevention and Intervention) and will proceed as directed by the Policy Development and Implementation process.

Expected Outcome	Strategies	Indicators of success	Evaluation Cycle	Responsibility	Status (as of March 30, 2010)	Status (year end)
<p>To provide a safe, secure and affirming environment for all students. <i>(continued)</i></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>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>Principals/Vice Principals and</p> <p>Safe Schools Team</p>	<p>School teams from every school have been in-serviced on Bill 157, highlighting specific changes with the expectation that all staff is then in-serviced.</p> <p>School Climate survey samples have been reviewed and survey developed for distribution to staff, students and parents with results driving next steps in terms of Board plan and school plan.</p> <p>An in-service (PA Day, April 16) is planned for principals/vice principals with respect to development of school Codes of Conduct, to be completed by the end of June.</p>	<p>Principals, Vice Principals and Safe Schools teams provided training to school staff with respect to Bill 157.</p> <p>School Climate surveys will be implemented in the Fall of 2010.</p> <p>A training day took place with elementary Principals and Vice Principals in May as a review of changes to Safe Schools' expectations; a template was provided for School Codes of Conduct.</p>

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	Status (as of Feb. 23/10)	Status (year end)
100% of our elementary schools will establish specific targets for improving the Catholic Culture of the school.	<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>Nov 2009</p> <p>May 2010</p>	<p>School Superintendent, Principal, Religion and Family Life Consultant</p> <p>Principal School Superintendent</p>	<p>All schools have included specific activities in their School Improvement Plans related to the Board theme.</p> <p>Principals have been introduced to the Tool</p>	<p>School Improvement Plans reflected Catholicity goals and results were monitored.</p> <p>Deferred to 2010-11 in line with Board’s Year 2 theme, “Because We Believe, Our Faith Comes Alive in Our Schools.”</p>
A Virtues Education Foundational document will be used as a reference in our board policies, procedures and programs.	<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>Jan 2010</p> <p>May 2010</p>	<p>Religion and Family Life Consultant</p> <p>Curriculum Writing Team</p>	<p>Final draft completed awaiting printing. Linking materials are being developed.</p> <p>Writing team established.</p>	<p>Final draft completed awaiting printing. Linking materials are being developed. Distribute document August, 2010.</p> <p>Writing team established. To be completed Fall, 2010.</p>

Expected Outcomes	Strategies	Indicators of success	Timeline	Responsibility	Status (as of Feb. 23/10)	Status (year end)
	<p>Principals will be inserviced on the new document by the writing team in February.</p> <p>Principals will use the material in the school agendas next spring so that parents are engaged.</p>	<p>Where suitable, the document will be referenced in all new policies and when existing policies are revised.</p>	<p>Ongoing</p>	<p>Director</p>	<p>Principals have been introduced to the document.</p> <p>Completed. Drafts gone to supplier.</p>	<p>Deferred o 2010-11.</p> <p>Completed. In 2010-11 student agendas.</p>
<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, Principals, School Superintendent</p>	<p>Posters/banners in each school. Faith Day successfully held in September.</p> <p>Classroom materials relating our Board theme to the liturgical year have been distributed and are being created on an ongoing basis.</p>	<p>Ongoing; Year 1 completed. Surveys indicate a high degree of engagement as 87% of sample staff participated in activities pertaining to the Board theme.</p> <p>Materials produced. Teachers reports the need for greater accessibility. Recommendations for 2010-2012:</p> <ul style="list-style-type: none"> - continue objectives and activities with a view to producing more user-friendly materials - make more explicit connections with parishes

Expected Outcomes	Strategies	Indicators of success	Timeline	Responsibility	Status (as of Feb. 23/10)	Status (year end)
<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>	<p>Principal committee has drafted a list for principals regarding Best Practices.</p> <p>Parish bulletins being used.</p> <p>Deanery meetings regularly attended.</p> <p>Not recommended by Catholicity/Faith Advisory Committees.</p>	<p>New Administrative Procedure developed.</p> <p>Parish bulletins being used. Surveys indicate varying levels of clergy/parish engagement. Greater focus needed in this area.</p> <p>Deanery meetings regularly attended.</p> <p>Not recommended by Catholicity/Faith Advisory Committees</p>

Recommendations

New outcomes developed for next year:

- open communication and clarify processes for school-parish relations
- support and develop faith dimension of administrators and develop the knowledge and skills to work within the schools and parishes

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	Status (as of April 27, 2010)	Status (Year end)
Create a profile of the leader upon which selection and training programs will align.	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).	Committee created and minutes/agendas of meetings documented. Publication and communication of the profile of the leader to the system.	February 2010 June 2010	Director of Education Superintendent of Education (Staffing)	The LSC has been formed and has met a number of times to guide system direction. The LSC has analyzed data to determine system needs. A profile of the leader of the system has been drafted and incorporated into the hiring package for vice-principal and principal applications.	The LSC has been formed and has met a number of times to guide system direction. The LSC has analyzed data to determine system needs. A profile of the leader of the system has been drafted and incorporated into the hiring package for vice-principal and principal applications.
Develop programs for aspiring, beginning and experienced leaders that align with the leadership framework and core leadership capacities.	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.	Outline of courses produced and published. Survey data collected, analyzed and summarized for next steps. Principals and vice-principals engaged in a mentoring program.	June 2010 November 2009 November 2009	Superintendent of Education (Staffing) Superintendent of Education (Staffing) Superintendent of Education (Elementary)	The first course has been developed and will begin ahead of schedule – April 28, 2010. Data was compiled and analyzed – subsequently the committee completed another survey to uncover obstacles to formal leadership. The mentoring program has been a success. It was aided by an outside facilitator (Fran Craig from the CCC).	Completed. 71% of teachers surveyed were aware of the teacher leadership modules. Course evaluations indicate extremely high level of success. Data was compiled and analyzed – subsequently the committee completed another survey to uncover obstacles to formal leadership. Information will be used for Year 2 plan. Completed/ongoing. Results of program participant evaluations indicate a high level of success. Recommendations will be used in Year 2 plan.

Expected Outcome	Strategies	Indicators of success	Evaluation Cycle	Responsibility	Status (as of April 27, 2010)	Status (Year end)
<p>Develop programs for aspiring, beginning and experienced leaders that align with the leadership framework and core leadership capacities. <i>(continued)</i></p>	<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>Training sessions took place to prepare principals and vice-principals for the new process. School superintendents have begun the first cycle of PPAs using the new format.</p> <p>Ongoing PD has been developed at AAC meetings by our Principal assigned to professional learning. The highlight is the April session with Father Ray Carey.</p>	<p>Completed. Year One schedule of PPAs engaged principals and Supervisory Officers in rich professional dialogue and professional growth.</p> <p>Completed. Recommendation to focus professional development and engage principals in shared practice models of 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>	<p>The recruitment and selection system has been created. Applicants for the vice-principal pool and principal pool will use the new system based on the Core Leadership Capacities.</p>	<p>Completed.</p>

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	Status (as of May 25/10)	Status (year end)
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.	Document Management Solution selected.	December 2009	Information Technology / Corporate Services	Item modified. In Process	Item modified. In process.
	Solicit feature list input from Senior Advisory Council.	Senior Advisory Council polled for input as to what they believe our Intranet should contain/feature.	January 2010	Corporate Services / Communications Office	Currently researching Document Management Solutions and Portal Software. Connecting with other Boards to see which applications may be appropriate for us.	Currently researching Document Management Solutions and Portal Software. Connecting with other Boards to see which applications may be appropriate for us.
	Write a Product Requirements Document (PRD) to ensure that all user needs are addressed.	Product Requirements Document developed and agreed to (by the Information Technology Department)	February 2010	Corporate Services / Communications Office / Information Technology	Large project with large impact. Ensuring that the specifications and use cases are accurate before development begins.	Large project with large impact. Ensuring that the specifications and use cases are accurate before development begins.
	Write a clear specification for the Board's Intranet project.	Specification written and time lines approved.	March 2010	Communications Office / Information Technology		
	Complete a designated number of items on the feature list.	Items that users identified as 'most important' are completed, tested and ready to use.	May 2010	Communications Office / Information Technology		

Expected Outcome	Strategies	Indicators of Success	Evaluation Cycle	Responsibility	Status (as of May 25/10)	Status (year end)
	Run concurrently with the existing BHNResource during testing.	New Intranet tested and ready for announcement (that it is on the way) in September 2010.	July 2010	Communications Office / Information Technology		
<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>	Provide Parish bulletin inserts once a term.	Bulletin inserts provided in October, January and April.	January 2010	Director's Office / Communications Office	<p>Established and ongoing.</p> <p>Inserts for Kindergarten Registration provided in January 2010. Paper and electronic format.</p> <p>Inserts to raise awareness for Catholic ratepayers provided in April 2010. Paper and electronic format.</p>	<p>Established and ongoing.</p> <p>Inserts for Year Two Board theme , "Faith Day Information", will be complete by June 30, 2010.</p>
	Principals meet with Pastors to collect Parish information to include on school monthly calendars.	Each month, the school calendar contains Parish events.	December 2010	Director's Office/ School Principals	<p>Established and ongoing.</p> <p>Catholicity Committee meeting detailed new process that is being recommended to all principals. This process includes meeting early with the Parish priest, providing information and dates of school activities and providing a student agenda.</p>	<p>Established and ongoing.</p> <p>New Administrative Procedure developed by Catholicity Committee, with input from principals and parish priests.</p> <p>Recommendation for a "principal kit" (agenda, calendar, etc.) to be given to the parish priest will be evaluated in 2010-11.</p>
	Provide the Catholic Women's League and the Knights of Columbus with Board to home and school to home information.	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.	January 2010	Communications Office / School Principals	<p>Modified.</p> <p>This strategy was not acted upon under the advice of the Deanery. CWL and KoC members that attend church regularly receive these publications in their church bulletins.</p>	<p>Modified.</p> <p>This strategy was not acted upon under the advice of the Deanery. CWL and KoC members that attend church regularly receive these publications in their church bulletins.</p>

Expected Outcome	Strategies	Indicators of Success	Evaluation Cycle	Responsibility	Status (as of May 25/10)	Status (year end)
	Develop stronger Parish sections on all school and Board websites.	Completed Parish sections on all school and Board websites including links to and from Parish sites if applicable. Run report on page/hyperlink activity.	February 2010	Office / School Principals Director's Office / Communications Office	Established and ongoing. All elementary schools have an 'Our Parish' page. These pages contain Parish information, links to newsletters (if applicable) and contact information.	Established and ongoing. All elementary schools have an 'Our Parish' page. These pages contain Parish information, links to newsletters (if applicable) and contact information. In the Fall, 2010, schools will be required to add a link to the Parish website, if applicable.
	Feature a more predominate Catholic Faith/Catholic Communities section in the Director's annual report.	Provided a well-developed Catholic Faith/Catholic Communities section in the Director's annual report. Examine reviews of annual report.		Director's Office / Communications Office	Established and ongoing. Annual report was published with a complete 'Our Faith' sections populated with information from our schools and our Religion and Family Life Coordinator.	Established and ongoing. Annual report was published with a complete 'Our Faith' sections populated with information from our schools and our Religion and Family Life Coordinator.
	Director and Religion & Family Life Consultant to attend Deanery meetings.	At least one meeting per Deanery attended	February 2010	Director's Office	Established and ongoing. Regular meetings with Deanery have occurred over the course of the year.	Established and ongoing. Regular meetings with Deanery have occurred over the course of the year. This proved invaluable in the dialogue between schools and parishes.
More numerous, accurate and timely media coverage of our Board, schools and initiatives.	Provide local media with a monthly "Look Ahead" summary list.	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.	January 2010	Communications Office	Modified, established and ongoing. Rather than a list, local media were contacted prior to each event with a formal invitation, a community services announcement and a phone call or email. Media coverage has been excellent. The Catholic Leadership Awards, Celebration of the Arts, Board Art Show and Catholic Education Week were well-covered. Media presence was obvious and our relationship strengthened.	Modified, established and ongoing. Rather than a list, local media were contacted prior to each event with a formal invitation, a community services announcement and a phone call or email. Media coverage has been excellent. The Catholic Leadership Awards, Celebration of the Arts, Board Art Show and Catholic Education Week were well-covered. Media presence was obvious and our relationship strengthened.

Expected Outcome	Strategies	Indicators of Success	Evaluation Cycle	Responsibility	Status (as of May 25/10)	Status (year end)
	Train the media to subscribe to our Really Simple Syndication (RSS) Feeds.	Have all media outlets subscribe to feeds. Track users.	April-May 2010	Communications Office	On hold. Direct contact (rather than electronic messages) was a January 2010 item. This was also used to build relationships. Until these relationships are solid and media representation is absolute, information will continue to be passed on a personal level rather than via an electronic fee.	On hold. Direct contact (rather than electronic messages) was a January 2010 item. This was also used to build relationships. Until these relationships are solid and media representation is absolute, information will continue to be passed on a personal level rather than via an electronic fee.
	Annual media gathering to build positive relationships and collect communication method preferences.	Attendance and participation	August 2010		Future task. Faith Day (Sept 2, 2010) attendance confirmed.	Future task. Faith Day (Sept 2, 2010) attendance confirmed.



BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

CORE VALUES

As a Catholic Learning Community, we believe...

- In a publicly funded Catholic Education System
- Actions are guided by the teachings of our Catholic faith
- In excellence through a commitment to continuous improvement for all staff and students
- Students achieve high standards given sufficient time and support
- We provide safe and nurturing environments for learning and working
- We build positive relationships and partnerships with our parishes, parents and the broader Catholic Christian community
- Stewardship of God's gifts is a responsibility of all
- That through teamwork and cooperation, all staff provide leadership which allows our system to excel

MISSION

As a Catholic Learning Community, we provide faith formation and academic excellence, which enables our graduates to live a life of love and service in Christ.

MOTTO

Excellence in Learning ~ Living in Christ.

STRATEGIC COMMITMENTS

Catholicity

We want to contribute meaningfully to the strength of our Catholic faith in our schools.

Student Achievement

We want all students to be the best they can be.

Leadership

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

Communication

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

Brant Haldimand Norfolk Catholic District School Board

2009-10

Trustee Meetings and Events

June 22, 2010	7:00 pm	Board Meeting
June 29, 2010		Last Day of Classes
June 29, 2010	5:00 pm	ACS Graduation
June 29, 2010	7:00 pm	Holy Trinity Graduation
June 29, 2010	7:30 pm	St. John's College Graduation – Sanderson Centre
June 30, 2010		PA Day