



Board Meeting
Tuesday, January 29, 2013 ♦ 7:30 p.m.
Boardroom

Members:

Trustees:

June Szeman (Chair), Rick Petrella (Vice Chair), Dennis Blake, Cliff Casey, Dan Dignard, Bonnie McKinnon, Ryan Cattrysse (Student Trustee)

Senior Administration:

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

1. Opening Business

1.1 Opening Prayer – June Szeman

- Memorial Statement for Cathy Tuthill, Education Assistant, St. Michael's School, Dunnville

1.2 Attendance

1.3 Approval of the Agenda

1.4 Declaration of Interest

2. Presentations - Nil

3. Delegations - Nil

4. Consent Agenda

4.1 Approval of Board Meeting Minutes - December 11, 2012 Pages 4-8

4.2 Approval of Special Meeting of the Board Minutes – December 21, 2012 Pages 9-10

5. Committee and Staff Reports

5.1 Unapproved Minutes and Recommendations from the Committee of the Whole Meeting – January 22, 2013 Pages 11-15

Presenter: Rick Petrella, Vice Chair of the Board

Presenter: Rick Petrella, Vice Chair of the Board

- Revised Budget Estimates 2012-13 (pgs. 16-32)
- Strategic Plan 2012-2015 (pgs. 33-44)



- 5.2** Unapproved Policy Committee Meeting Minutes and Recommendations - January 21, 2013 Pages 45-49
Presenter: Dennis Blake, Chair, Policy Committee
- Integrated Accessibility Plan 2013-2017 Policy 200.32 (pgs. 50-52)
 - Integrated Accessibility Plan 2013-2017 (pgs. 53-72)
 - Accessibility Standards Policy 200.33 (pgs. 73-93)
 - Accessibility – Customer Service Standards Policy 200.32 (rescind) (pgs. 94-96)
 - Nutrition – Creating a Healthy Environment Policy 200.01 (pgs. 97-110)
 - Policy Development Policy 100.03 (pgs. 111-117)
 - Copyright-Protected Works Policy 400.03 (pgs. 118-123)
 - School Beautification Projects Policy 400.14 (rescind) (pgs. 124-126)
- 5.3** Junior Intermediate Mathematics Initiatives Pages 127-128
Presenter: Leslie Telfer, Superintendent of Education
- 5.4** Financial Report - November 2012 Pages 129 - 133
Presenter: Tom Grice, Superintendent of Business & Treasurer
- 5.5** Architect Selection – Notre Dame Caledonia and Our Lady of Providence Schools Page 134
Presenter: Tom Grice, Superintendent of Business & Treasurer
- 5.6** Additions – St. Mary’s School, Hagersville and St. Gabriel School, Brantford Page 135
Presenter: Tom Grice, Superintendent of Business & Treasurer
- 6. Information and Correspondence**
- 6.1** OCSTA Update
- 7. Notices of Motion**
- 8. Trustee Inquiries**
- 9. Business In-camera**
207. (2) Closing of certain committee meetings. A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,
- a. The security of the property of the board;
 - b. The disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
 - c. The acquisition or disposal of a school site;
 - d. Decisions in respect of negotiations with employees of the board; or
 - e. Litigation affecting the board.
- 10. Report on the In-Camera Session**
- 11. Future Meetings and Events** Page 136



Brant Haldimand Norfolk
Catholic District School Board

Agenda

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

12. Closing Prayer

*Heavenly Father, we thank you for your gifts to us: for making us, for saving us in Christ, for calling us to be your people. As we come to the end of this meeting, we give you thanks for all the good things you have done in us. We thank you for all who have shared in the work of this Board, and ask you to bless us all in your love. We offer this prayer, Father, through Christ our Lord. **Amen***

13. Adjournment

Next Meeting: Tuesday, February 26, 2013, 7:30 pm - Boardroom



Board Meeting
Tuesday, December 11, 2012 7:30 pm
Boardroom

Trustees:

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

Absent:

Senior Administration:

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

1. Opening Business

1.1 Opening Prayer

The meeting was opened with a prayer led by June Szeman.

1.2 Attendance – As noted above.

1.3 Approval of the Agenda

Moved by: Cliff Casey

Seconded by: Dennis Blake

THAT the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the December 11, 2012 meeting.

Carried

1.4 Declaration of Interest – Nil

2. Presentations

Trustee Petrella extended the Board's congratulations to Laurel Campbell, a Grade 11 student at Assumption College School, for her winning design of the 2012 Board Christmas card.

Chair Szeman expressed the Board's appreciation to Cliff Casey for his time and efforts in moving the board forward during his two-year term as Chair of the Board, December 2010 to 2012.

3. Delegations – Nil



4. Consent Agenda

- 4.1** THAT the Brant Haldimand Norfolk Catholic District School Board approves the minutes from the November 27, 2012 meeting.
- 4.2** THAT the Brant Haldimand Norfolk Catholic District School Board approves the minutes from the Annual Meeting of the Board of December 4, 2012 meeting.
- 4.3** THAT the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Special Education Advisory Committee meeting of November 14, 2012.

Several questions of clarification regarding Item 4.3 were responded to.

Moved by: Bonnie McKinnon

Seconded by: Rick Petrella

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

Carried

5. Committee and Staff Reports

5.1 21st Century Teaching and Learning Project

The Board received an update on the final phase of the 21st Century Teaching and Learning Project, which includes every Grade 4 to Grade 8 teacher, as well as kindergarten and FSL teacher, receiving a netbook and initial inservicing on its use in the classroom. Superintendent Telfer introduced Michelle Sauve and Martin Koprowski, junior/intermediate teachers at Jean Vanier school, who demonstrated how they incorporate the new technology in delivering mathematics instructions in their classrooms to better engage students and to support learning.

Moved by: Rick Petrella

Seconded by: Bonnie McKinnon

THAT the Brant Haldimand Norfolk Catholic District School Board receives the 21st Century Teaching and Learning Project report.

Carried

5.2 Financial Statements – Year Ended August 31, 2012

Vice Chair Petrella, Chair of the Audit Committee, reported that Cameron Johnston of Millard, Rouse and Rosebrugh had reviewed the financial statements for the year ended August 31, 2012 with the Audit Committee and that the Committee recommended approval of the Statements. He noted that Board Auditors found no accounting issues or internal control problems.

Moved by: Cliff Casey

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board approves the Financial Statements – Year Ended August 31, 2012.

Carried



5.3 Faith Animator

Director Roehrig reported that Paul Tratnyek, a retired Superintendent of Education with the Waterloo Catholic District School Board, has been hired as a temporary part-time Faith Animator until the end of June. Mr. Tratnyek will be responsible for developing and implementing the initial stages of the faith formation aspects of the Board's strategic plan.

Moved by: Cliff Casey

Seconded by: Dennis Blake

THAT the Brant Haldimand Norfolk Catholic District School Board receives the Faith Animator report.

Carried

5.4 Parent and Family Literacy Centres (PFLCs)

Superintendent Telfer advised that the Ministry of Education has identified and approved two Brant Haldimand Norfolk Catholic District School Board sites for housing Parent Family Literacy Centres - Christ the King and Jean Vanier schools. Aimed at parents and children 0-6 years, this drop-in school-based program will offer play-based learning activities that will focus on the optimal development of the child and early acquisition of literacy and numeracy skills. The target date for opening the new centres is February 2013.

Moved by: Cliff Casey

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board receives the report on Parent and Family Literacy Centres (PFLCs).

Carried

5.5 Strategic Plan – Draft Initiatives and Goals

As an update to the ongoing development of the 2012-2015 Strategic Plan, Director Roehrig presented a set of draft initiatives and goals and highlighted several key areas of focus. The next step is to develop targets and performance measurements for each of the focus areas – Catholicity, Student Achievement, Leadership and Communications. Trustee Casey commented that a lot of thought has gone into developing a cohesive multi-year plan and commended Director Roehrig for his vision and leadership.

Moved by: Rick Petrella

Seconded by: Bonnie McKinnon

THAT the Brant Haldimand Norfolk Catholic District School Board receives the Strategic Plan - Draft Initiatives and Goals report.

Carried

6. Information and Correspondence

Director Roehrig circulated a letter from the Chair of the St. Clair Catholic District School Board to the Minister of Education expressing their disappointment with respect to labour relations.

Trustee Casey advised that Board Chairs had received communication from the Minister of Education on December 10, 2012 advising that school board amalgamations are not being considered at this time.



Trustee McKinnon congratulated the St. Patrick's Caledonia staff and students, and in particular teacher Jim Durka, for the impressive community volunteer appreciation event recently held at the school. The "Patches from Heaven 1000th Blanket Celebration" recognized all the knitting volunteers and local businesses that have supported this ongoing school project over the past 17 years.

Moved by: Rick Petrella

Seconded by: Bonnie McKinnon

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

Carried

7. Notices of Motion - Nil

8. Trustee Inquiries

The question was raised as to the start time of Board meetings. Discussion ensued and it was decided that Director Roehrig would survey and compile practices from Catholic boards across the province for trustee consideration.

Chair Szeman requested and received feedback regarding trustee membership on Board committees.

Chair Szeman would welcome trustee input as to what other business/activities could be included on Board meeting evenings.

Trustee Blake was advised that staff are still working on the crossing guard concern in Norfolk County.

9. Business In-Camera

Moved by: Dennis Blake

Seconded by: Cliff Casey

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

Carried

10. Report on the In-Camera Session

Chair Szeman and trustees Casey and Dignard declared a conflict of interest in item 3.3 of the in-camera session and left the room. They did not take part in the consideration or discussion of, or vote on any question with relation to this item.

Moved by: Rick Petrella

Seconded by: Bonnie McKinnon

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

Carried

11. Future Meetings

A listing of upcoming meetings and events was reviewed, and a Policy Committee meeting was scheduled for January 21, 2013.



12. Closing Prayer

A closing prayer was recited in unison.

13. Adjournment

Moved by: Cliff Casey

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the meeting of December 11, 2012.

Carried



**Special Meeting of the Board
Friday, December 21, 2012 ♦ 1:00 p.m.
Trustees' Meeting Room**

Trustees:

Present: June Szeman (Chair), Rick Petrella (Vice Chair), Bonnie McKinnon

Via Teleconference: Dennis Blake

Absent: Cliff Casey, Dan Dignard

Senior Administration:

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

1. Opening Business

1.1 Opening Prayer

The meeting was opened with a prayer.

1.2 Attendance – as noted above.

1.3 Approval of the Agenda

Moved by: Bonnie McKinnon

Seconded by: Rick Petrella

THAT the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the Special Meeting of the Board of December 21, 2012.

Carried

1.4 Declaration of Interest - Nil

2. Committee and Staff Reports - Nil

3. Business In-Camera

Moved by: Rick Petrella

Seconded by: Dennis Blake

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

Carried



4. Report on the In-Camera Session

Chair Szeman declared a conflict of interest in item #2.1 of the in-camera session and left the room. She did not take part in the consideration or discussion of, or vote on any question with relation to this item.

Moved by: Rick Petrella

Seconded by: Bonnie McKinnon

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

Carried

5. Adjournment

Moved by: Dennis Blake

Seconded by: Bonnie McKinnon

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the Special Meeting of the Board of December 21, 2012.

Carried

RECOMMENDATIONS FOR THE BOARD FROM THE COMMITTEE OF THE WHOLE

January 22, 2013

AGENDA ITEM	MOTION
5.1	THAT the Committee of the Whole refers the 2012-13 Revised Budget Estimates, in the amount of \$119,938,832 to the Brant Haldimand Norfolk Catholic District School Board for approval.
5.2	THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Strategic Plan 2012-2015.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Committee of the Whole Meeting of January 22, 2013.

THAT the Brant Haldimand Norfolk Catholic District School Board approves the recommendations of the Committee of the Whole Meeting of January 22, 2013.



Committee of the Whole
Tuesday, January 22, 2013 ♦ 7:30 pm
Boardroom

Trustees:

Present: June Szeman (Chair), Rick Petrella (Vice Chair), Dennis Blake, Dan Dignard, Bonnie McKinnon, Ryan Cattrysse (Student Trustee)

Absent: Cliff Casey

Senior Administration:

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

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by June Szeman.

1.2 Attendance – As noted above.

1.3 Approval of the Agenda

Moved by: Rick Petrella

Seconded by: Bonnie McKinnon

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the January 22, 2013 meeting.

Carried

1.4 Declaration of Interest – Nil

2. Presentations - Nil

3. Delegations - Nil

4. Consent Agenda

4.1 THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the November 20, 2012 meeting.

4.2 THAT the Committee of the Whole refers the unapproved minutes of the Joint Special Education Advisory Committee Meeting of December 13, 2012 to the Brant Haldimand Norfolk Catholic District School Board for receipt.



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

Moved by: Dan Dignard

Seconded by: Rick Petrella

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

Carried

5. Committee and Staff Reports

5.1 Unapproved Budget Committee Meeting Minutes and Recommendation – January 14, 2013

Trustee Petrella, Chair of the Budget Committee, informed the Board that the Committee had reviewed the revised budget estimates for 2012-13. He reported that the most significant revisions are as a result of actual enrolment numbers as of October 31, 2012 and from the legislation resulting from the Memorandum of Understanding signed between the province and OECTA in July, 2012. Superintendent Grice noted that the revised budget includes an increase in revenue of approximately \$685,000 received primarily from Education Programs - Other (EPO) grants received since the preliminary budget. Trustee Petrella brought forward the following recommendation from the Committee for approval:

THAT the Budget Committee recommends that the Committee of the Whole refers the 2012-13 Revised Budget Estimates, in the amount of \$119,938,832 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Moved by: Rick Petrella

Seconded by: Dennis Blake

THAT the Committee of the Whole refers the unapproved minutes from the Budget Committee meeting of January 14, 2013 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

THAT the Committee of the Whole refers the recommendation from the Budget Committee Meeting of January 14, 2013 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

5.2 Strategic Plan 2012-2015

Director Roehrig presented the proposed 2012-2015 Strategic Plan which has culminated from a lengthy consultation and development process that began last spring. He noted that a special focus was placed on ensuring that the Catholicity, Student Achievement, Leadership and Communications pillars and initiatives are well integrated, that the language is user friendly, and that the plan is easy to follow.



Moved by: Bonnie McKinnon

Seconded by: Dan Dignard

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Strategic Plan 2012-2015.

Carried

5.3 Financial Literacy in the Ontario Curriculum

Superintendent Telfer reported that the Ministry of Education is emphasizing the importance for Grades 4-12 students to possess financial literacy skills, which she explained as "having the knowledge and skills needed to make responsible economic and financial decisions with competence and confidence". She noted various teacher resources that are available from the Ministry and the Catholic Curriculum Corporation in developing financial literacy competencies within the context of the Catholic faith. At the secondary level, Superintendent McKinnon added that the financial literacy resources are comprehensive and identify opportunities in every subject area where connections with financial literacy can be made.

Moved by: Dan Dignard

Seconded by: Dennis Blake

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

Carried

6. Information and Correspondence

Chair Szeman commented on the informative OCSTA Labour Relations and Professional Development Seminars held last week.

Student Trustee Cattrysse provided an update on the Student Senate meeting of January 22, 2013, which focused on final preparations for the upcoming school councils' student retreat being held on February 7, 2013. The retreat will focus on the Board theme, with three sessions (the faith we believe ... we share ... we profess) to be facilitated by the chaplains. Student Trustee Cattrysse also advised that exams start on January 25, 2013. Senior students at Assumption College have hosted an evening session to assist Grade 9 students with developing good study skills. St. John's College held an exam blitz program which linked senior students with students requiring additional assistance to mentor good study and exam writing skills.

Superintendent Chopp expressed thanks to Trustee McKinnon for her service as trustee representative on the Special Education Advisory Committee over the past few years and presented her with a token of appreciation on behalf of the Committee.

Moved by: Rick Petrella

Seconded by: Bonnie McKinnon

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

Carried

7. Notices of Motion – Nil

8. Trustee Inquiries - Nil



9. Business In-Camera

Moved by: Rick Petrella

Seconded by: Dan Dignard

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

Carried

10. Report on the In-Camera Session

Trustee Dignard declared a conflict of interest in item 3.1 of the in-camera session and left the room. He did not take part in the consideration or discussion of, or vote on any question with relation to this item.

Moved by: Bonnie McKinnon

Seconded by: Rick Petrella

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

Carried

11. Future Meetings

A list of future meetings and events for trustees was distributed.

12. Closing Prayer

A closing prayer was recited in unison.

13. Adjournment

Moved by: Rick Petrella

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the meeting of January 22, 2013.

Carried

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

Prepared by: Tom Grice, Superintendent of Business & Treasurer
Presented to: Budget Committee
Submitted on: January 14, 2013
Submitted by: Chris Roehrig, Director of Education & Secretary

REVISED BUDGET ESTIMATES – 2012-13

Public Session

BACKGROUND INFORMATION:

Each year, the Ministry requires that school boards make available their revised budgeted revenue and expenditures for the school year. The original estimates are normally approved by the Board and submitted to the Ministry by June 30. Previous to this year, the Ministry did not require that Revised Estimates be approved by school boards. However, our practice has been to recommend approval by the Board. For the 2012-13 year, the Ministry has requested that all school boards seek approval from their Board of Trustees for Revised Estimates in the event that complications arise as a result of government and OECTA negotiations. As staff have always sought Board of Trustee approval for Revised Estimates, this development does not require a change to our practices.

DEVELOPMENTS:

The 2012-13 Revised Budget is attached for your information as Appendix A. In the elementary panel, the actual Full-Time Equivalent (FTE) enrolment on October 31, 2012 was lower than preliminary projections by 7.5 students. In the secondary panel, the actual FTE enrolment was 19.71 students higher than preliminary projections, which translated into a net increase in General Operating grants based on enrolment.

The preliminary budget did not take into account a number of financial costs that have been incurred through the implementation of the Memorandum of Understanding (MOU) between the Government and OECTA. The preliminary budget did not include compensation increases for grid movement for individual staff nor did it include compensation for changes to an individual teacher's qualifications and experience. The resulting MOU includes a half-year grid step compensation increase for teaching and non-teaching staff as well as compensation increases for teachers through the qualifications and experience grant. During provincial negotiations, OECTA negotiated these compensation increases in exchange for staff positions, elementary professional development funds and future unpaid days. As a result of these negotiated changes, increases and decreases in the appearance of the budget do not align as they off-set each other in different areas.

Although the MOU was negotiated between the Ministry and OECTA, the impact has been felt in all bargaining units and non-teaching staff areas as well. Other areas impacted by the MOU are sick leave plans, maternity benefits and WSIB plans. Staff have been able to provide the Board with accurate estimates with respect to these impacted areas as they have been able to collect many years of data. With many of these plans changing, and until such time that staff have been able to collect a few years of actual usage data for comparison, past practice data will be used to determine financial implications.

Since the approval of the original budget, the Ministry has introduced some additional grants to fund-specific curriculum initiatives; in the amount of approximately \$364,000.

There have been some changes in the Revised Budget as a result of restating the Teacher Salary budget to reflect actual staff at October 31, 2012. As well, the Teacher Compensation allocation has been increased by approximately \$200,000 as a result of teacher qualifications and experience adjustments made with respect to the MOU between OECTA and the Province.

Pearson PowerSchool is the Board's new Student Administration System, which was originally intended to be operational for the 2012-13 school year. As Pearson Corporation was not ready for deployment of the operational system, the project has been deferred until the 2013-14 school year. The funds allocated for this project were carried forward and \$150,000 in additional expenses are shown to off-set the funds in the Revised Budget.

The Revised Budget also includes \$158,854 in Vacation Accrual for Public Sector Accounting Board (PSAB) compliance purposes.

RECOMMENDATION:

THAT the Budget Committee recommends that the Committee of the Whole refers the 2012-13 Revised Budget Estimates, in the amount of \$119,938,832, to the Brant Haldimand Norfolk Catholic District School Board for approval.

REVENUE ESTIMATES 2012-2013

	Revised 2012-13	Preliminary 2012-13	Incr (Decr)
GENERAL LEGISLATIVE GRANTS			
Foundation Allocation - Base Amount - Elementary	28,858,047	28,994,042	(135,995)
Foundation Allocation - Base Amount - Secondary	20,225,558	20,220,260	5,298
Total: Foundation Allocation (includes Primary Class size)	49,083,605	49,214,302	(130,697)
School Foundation	8,191,139	8,186,897	4,242
Special Education Allocation	10,859,585	10,808,665	50,920
Language Allocation	1,305,139	1,106,056	199,083
Distant Schools/Small Schools Allocation	75,115	74,987	128
Remote & Rural Allocation	1,327,227	1,328,301	(1,074)
Learning Opportunity Allocation	1,625,683	1,624,159	1,524
Adult & Continuing Education & Summer School	-	-	-
Teacher Compensation Allocation	8,253,761	8,053,354	200,407
New Teacher Induction Program (NTIP)	79,702	79,702	-
Restraint Savings	(67,355)	(67,355)	-
Transportation Allocation	4,928,806	4,928,806	-
Administration & Governance Allocation	3,368,172	3,363,949	4,223
School Operations Allocations	9,923,071	9,853,238	69,833
Community Use of Schools	137,994	137,994	-
Declining Enrolment Adjustment	1,094,867	1,127,195	(32,328)
Program Enhancement	-	-	-
First Nation Supplemental Allocation	114,437	114,194	243
Safe Schools	195,134	194,576	558
Permanent Financing of NPF	146,395	146,395	-
Total: OPERATING	100,642,477	100,275,415	367,062
Deduct MTCA Allocation	(2,516,062)	(2,506,885)	(9,177)
Temporary Accommodation	-	-	-
TOTAL LEGISLATIVE GRANT-OPERATING	98,126,415	97,768,530	357,885
Capital Allocation			
School Renewal Allocation	1,406,205	1,396,504	9,701
School Renewal Allocation to DCC	-	-	-
Short Term Financing	-	-	-
Debt Charges Allocation -Interest	2,634,286	2,634,286	-
TOTAL LEGISLATIVE GRANT-OPERATING	102,166,906	101,799,320	367,586
Amortization of DCC	3,412,712	3,844,850	(432,138)
Allocate to Deferred Revenue DCC(re MTA)	2,489,062	2,479,885	9,177
Deferred Revenue: Green Schools	-	-	-
	108,068,680	108,124,055	(55,375)
OTHER REVENUE			
Tuition fees	1,234,157	1,251,438	(17,280)
Rental Revenue	89,184	89,184	-
Interest Earned	20,000	20,000	-
Miscellaneous Revenue	88,828	88,828	-
Shared Facilities	204,276	204,276	-
EDC Fund Revenue (re: Debenture Payment)	65,868	65,868	-
<i>Miscellaneous Gov't Grants</i>			
Early Learning Program	3,404,202	3,404,202	-
Misc Grants	1,423,574	1,059,804	363,770
Deferred Revenue	262,982	14,727	248,255
French Monitor Program	18,000	18,000	-
MISA	38,621	-	38,621
SCWI / SWAC	1,020,003	1,000,000	20,003
Ontario Youth Apprenticeship Program	90,748	90,748	-
Total Other Revenue	7,960,443	7,307,074	653,369
TOTAL REVENUE	116,029,123	115,431,129	597,994
School Generated Funds	4,000,000	4,000,000	-
NET REVENUE	120,029,123	119,431,129	597,994
EXPENDITURE (including School funds)	119,938,832	119,253,587	685,245
Surplus(deficit) PSAB	90,291	177,542	(87,251)
Reverse School Funds Surplus(Deficit) for Compliance	-	-	-
Reverse: Accruals(for Compliance Purposes)	-	-	-
50% Vacation Accrual (for Compliance Purposes)	(158,854)	(158,854)	-
Surplus(deficit) For Compliance	(68,563)	18,688	(87,251)

Brant Haldimand Norfolk Catholic District School Board 2012-2013 Revised Expenditure Estimates excluding TCA

	Revised Budget	Revised Change	Revised Budget	Revised 2011-2012	Actual 2011-2012	Increase (Decrease)
INSTRUCTION						
Total Salaries & Wages	51,149,408	85,926	51,235,334	51,117,372	50,450,758	117,962
Total Employee Benefits	6,032,278	-202,035	5,830,243	5,936,608	671,740	-106,365
10 315 Professional Development - Academic & S.O.'s	208,065	22,406	230,471	378,865	321,427	-148,394
10 316 Professional Memberships - Academic	0	0	0	0	0	0
10 319 Religion Course	5,000	0	5,000	5,000	4,000	7,781
10 325 Program Supplies	0	7,781	7,781	0	0	-140,613
Total Staff Development	213,065	30,187	243,252	383,865	325,427	0
10 320 Textbooks & Learning Materials	65,000	0	65,000	65,000	203,812	0
10 325 Program Supplies	515,804	891,074	1,406,878	507,435	659,944	899,443
10 330 Instructional Supplies	974,741	-100,000	874,741	974,741	383,928	-100,000
10 331 Application Software	0	0	0	0	11,531	0
10 333 New Classroom Set-Up	0	0	0	200,000	197,591	0
10 335 Printing & Photocopying - Instructional	4,250	4,750	9,000	4,500	178	4,500
10 336 Printing & Photocopying - Non-instructional	7,500	7,500	7,500	8,150	0	0
10 339 First Aid Supplies	84,051	20,849	104,900	13,300	65,177	23,450
10 361 Automobile Reimbursement	13,300	0	13,300	5,000	199	0
10 362 Travel - Contingent Rate Increase	5,000	0	5,000	0	0	0
10 401 Repairs - Furniture & Equipment	0	1,500	1,500	265,000	255,889	1,500
10 402 Repairs - Computer Technology	0	0	0	3,900	5,453	5,000
10 404 Telephone - Cellular	270,000	0	270,000	10,000	6,100	6,100
10 406 Telephone - Data Communications Services	10,000	13,970	23,970	29,000	93,006	13,970
10 414 Student Senate	29,000	0	29,000	0	0	0
10 540 School Trips - Transportation	2,178,646	832,143	3,010,789	2,156,826	1,883,269	853,963
Total Supplies & Services	60,000	0	60,000	60,000	37,935	0
10 501 Replacement of Furniture & Equipment - General	484,296	0	484,296	409,906	404,704	74,390
10 502 Replacement of Furniture & Equipment - Computer Technology	60,250	0	60,250	95,000	58,833	-34,750
10 503 Replacement of Furniture & Equipment - Network Connectivity	604,546	0	604,546	564,906	501,473	39,640
Total Replacement of F&E	0	0	0	0	0	0
10 602 Rental/Lease - Furniture & Equipment - Computer Technology	0	0	0	0	0	0
10 603 Rental/Lease - Furniture & Equipment - Network Connectivity	0	0	0	0	0	0
Total Rental Expenditures	15,000	30,000	45,000	15,400	14,673	-400
10 640 Instructional Advertising	0	13,301	13,301	158,300	160,094	30,000
10 653 Other Professional Fees	158,300	124,038	382,338	150,274	197,741	13,301
10 654 Other Contractual Services	124,038	26,950	150,988	144,350	52,967	-26,236
10 661 Software Fees & Licenses	145,050	1,000	146,050	1,000	572	27,650
10 662 Maintenance Fees - Computer Technology	1,000	70,251	71,251	469,324	426,047	0
10 702 Association & Membership Fees - Individuals	443,388	0	443,388	0	895	44,315
Total Fees & Contractual Services	0	0	0	0	895	0
10 705 Student Bursaries/Awards	0	0	0	0	895	0
Total Other	650,294	-218,289	432,005	650,294	432,006	-218,289
10 790 Amortization	650,294	-218,289	432,005	650,294	432,006	-218,289
Total Amortization	650,294	-218,289	432,005	650,294	432,006	-218,289
Total INSTRUCTION	61,271,625	598,183	61,869,808	61,279,195	54,691,616	590,613

Brant Haldimand Norfolk Catholic District School Board 2012-2013 Revised Expenditure Estimates excluding TCA

	Revised Budget	Revised Change	Revised Budget	Revised 2011-2012	Actual 2011-2012	Increase (Decrease)
SPECIAL EDUCATION						
Total Salaries & Wages	10,868,793	71,345	10,940,138	11,327,969	11,344,568	-387,831
Total Employee Benefits	2,160,144		2,160,144	2,134,946	1,028,629	25,198
12 315 Professional Development - Academic & S.O.'s	25,500	-2,143	23,357	34,000	13,099	-10,643
12 317 Professional Development - Non Teaching	16,700	700	17,400	16,800	14,169	600
Total Staff Development	42,200	-1,443	40,757	50,800	27,268	-10,043
12 320 Textbooks & Learning Materials	17,000		17,000	17,000	6,568	0
12 325 Program Supplies	87,500	11,556	99,056	92,500	97,417	6,556
12 330 Instructional Supplies	11,000		11,000	11,000	26,662	0
12 335 Printing & Photocopying - Instructional	0	0	0	0	1,244	0
12 336 Printing & Photocopying - Non-instructional	10,800		10,800	10,800	7,662	0
12 361 Automobile Reimbursement	91,470	-14,666	76,804	92,670	74,811	-15,866
12 402 Repairs - Computer Technology	3,000		3,000	2,000	3,731	1,000
12 404 Telephone - Cellular	3,375	-425	2,950	3,375	1,231	-425
12 405 Telephone - Voice	3,000		3,000	3,000	485	0
12 407 Postage	200		200	200	44	0
12 410 Office Supplies & Services	4,500		4,500	4,500	1,627	0
12 416 SEAC	500		500	1,000	298	-500
12 501 Replacement of Furniture & Equipment - General	0	10,500	10,500	1,562	1,562	10,500
12 540 School Trips - Transportation	0	1,800	1,800	0	92	1,800
Total Supplies & Services	232,345	8,765	241,110	238,045	223,436	3,065
12 501 Replacement of Furniture & Equipment - General	46,500	57,500	104,000	50,000	109,173	54,000
12 502 Replacement of Furniture & Equipment - Computer Technology	376,500	163,500	540,000	376,500	129,808	163,500
12 503 Replacement of Furniture & Equipment - Network Connectivity	0		0	0	0	0
Total Replacement of F&E	423,000	221,000	644,000	426,500	238,981	217,500
12 654 Other Contractual Services	49,300		49,300	49,300	40,343	0
12 702 Association & Membership Fees - Individuals	0		0	200	407	-200
Total Fees & Contractual Services	49,300		49,300	49,500	40,750	-200
Total SPECIAL EDUCATION	13,775,782	299,667	14,075,449	14,227,760	12,903,632	-152,311

Brant Haldimand Norfolk Catholic District School Board 2012-2013 Revised Expenditure Estimates excluding TCA

	Revised Budget	Revised Change	Revised Budget	Revised 2011-2012	Actual 2011-2012	Increase (Decrease)
SCHOOL MANAGEMENT						
Total Salaries & Wages	6,954,411	-5,686	6,948,725	7,122,652	7,093,432	-173,927
Total Employee Benefits	1,039,666	-3,978	1,035,688	1,031,567	261,758	4,121
15 315 Professional Development - Academic & S.O.'s	10,000	13,500	23,500	63,210	9,484	-39,710
15 317 Professional Development - Non Teaching	6,000	38,150	44,150	6,000	2,034	38,150
Total Staff Development	16,000	51,650	67,650	69,210	11,518	-1,560
15 320 Textbooks & Learning Materials	0	0	0	0	605	0
15 325 Program Supplies	0	8,000	8,000	5,500	435	2,500
15 335 Printing & Photocopying - Instructional	0	0	0	0	14	0
15 336 Printing & Photocopying - Non-instructional	0	0	0	35,350	22,555	-35,350
15 361 Automobile Reimbursement	16,000	1,000	17,000	17,100	11,565	-100
15 401 Repairs - Furniture & Equipment	0	0	0	0	0	0
15 404 Telephone - Cellular	0	0	0	0	13,129	0
15 405 Telephone - Voice	75,405	0	75,405	75,405	67,651	0
15 406 Telephone - Data Communications Services	0	0	0	0	2,683	0
15 407 Postage	32,046	0	32,046	32,046	28,956	0
15 410 Office Supplies & Services	130,954	0	130,954	130,954	128,422	0
15 415 School Council Supplies	43,982	-4,722	39,260	43,982	39,202	-4,722
15 502 Replacement of Furniture & Equipment - Computer Technology	0	0	0	0	0	0
Total Supplies & Services	298,387	4,278	302,665	340,337	315,217	-37,672
15 501 Replacement of Furniture & Equipment - General	10,000	0	10,000	10,000	61,279	0
15 502 Replacement of Furniture & Equipment - Computer Technology	0	80,000	80,000	0	23	80,000
15 503 Replacement of Furniture & Equipment - Network Connectivity	10,050	0	10,050	14,998	0	-4,948
Total Replacement of F&E	20,050	80,000	100,050	24,998	61,303	75,052
15 621 Rental/Lease - Photocopier	0	0	0	0	0	0
Total Rental Expenditures	0	0	0	0	0	0
15 661 Software Fees & Licenses	7,650	30,000	7,650	14,406	8,356	-6,756
15 662 Maintenance Fees - Computer Technology	110,000	0	140,000	239,750	110,331	-99,750
15 719 School Counter	20,000	0	20,000	20,000	20,480	0
Total Fees & Contractual Services	137,650	30,000	167,650	274,156	139,167	-106,506
Total SCHOOL MANAGEMENT	8,466,164	156,264	8,622,428	8,862,920	7,882,394	-240,492

Brant Haldimand Norfolk Catholic District School Board 2012-2013 Revised Expenditure Estimates excluding TCA

	Revised Budget	Revised Change	Revised Budget	Revised 2011-2012	Actual 2011-2012	Increase (Decrease)
STUDENT SUPPORT SERVICES						
Total Salaries & Wages	471,544	-52,500	419,044	395,872	366,309	23,172
Total Employee Benefits	86,968	-6,300	80,668	74,224	70,895	6,444
Total Staff Development	1,500	22,500	24,000	1,500	0	22,500
21 315 Professional Development - Academic & S.O.'s						
Total Staff Development	1,500	22,500	24,000	1,500	0	22,500
21 325 Program Supplies	1,000	-1,000	0	1,000	0	-1,000
21 361 Automobile Reimbursement	2,500	-2,500	0	1,000	0	-1,000
21 404 Telephone - Cellular	400	-400	0	400	271	-400
Total Supplies & Services	3,900	-3,900	0	2,400	271	-2,400
Total STUDENT SUPPORT SERVICES	563,912	-40,200	523,712	473,996	437,475	49,716
COMPUTER SERVICES						
Total Salaries & Wages	765,395		765,395	813,048	812,929	-47,653
Total Employee Benefits	194,702		194,702	182,693	102,269	12,009
Total Staff Development	18,000	10,000	28,000	18,000	31,450	10,000
22 317 Professional Development - Non Teaching						
Total Staff Development	18,000	10,000	28,000	18,000	31,450	10,000
22 325 Program Supplies	1,710	0	1,710	1,710	2,491	0
22 332 Books & Periodicals	450		450	450	94	0
22 336 Printing & Photocopying - Non-instructional	1,200		1,200	1,200	806	0
22 361 Automobile Reimbursement	28,000		28,000	28,000	22,187	0
22 402 Repairs - Computer Technology	20,000		20,000	25,000	12,983	-5,000
22 404 Telephone - Cellular	8,500		8,500	8,500	5,839	0
22 405 Telephone - Voice	3,500		3,500	3,500	675	0
22 406 Telephone - Data Communications Services	39,000		39,000	39,000	1,750	0
22 407 Postage	800		800	800	370	0
22 410 Office Supplies & Services	1,500		1,500	3,600	3,424	-2,100
Total Supplies & Services	104,660	0	104,660	111,760	50,618	-7,100
22 501 Replacement of Furniture & Equipment - General	0	270,000	270,000	0	3,969	270,000
22 502 Replacement of Furniture & Equipment - Computer Technology	5,850		5,850	5,850	331	0
Total Replacement of F&E	5,850	270,000	275,850	5,850	4,300	270,000
22 653 Other Professional Fees	0		0	0		0
22 654 Other Contractual Services	23,000		23,000	23,000	14,955	0
22 661 Software Fees & Licenses	0		0	1,430	0	-1,430
22 662 Maintenance Fees - Computer Technology	59,102		59,102	59,102	20,183	0
22 702 Association & Membership Fees - Individuals	500		500	500	204	0
Total Fees & Contractual Services	82,602	0	82,602	84,032	35,342	-1,430
Total COMPUTER SERVICES	1,171,209	280,000	1,451,209	1,215,383	1,036,907	235,826

Brant Haldimand Norfolk Catholic District School Board 2012-2013 Revised Expenditure Estimates excluding TCA

	Revised Budget	Revised Change	Revised Budget	Revised 2011-2012	Actual 2011-2012	Increase (Decrease)
LIBRARY SERVICES						
Total Salaries & Wages	708,801	6,488	715,289	830,037	854,043	-114,748
Total Employee Benefits	153,836		153,836	190,743	56,357	-36,907
Total Staff Development	2,000		2,000	2,000	490	0
23 317 Professional Development - Non Teaching	2,000		2,000	2,000	490	0
Total Textbooks & Learning Materials	5,000		5,000	5,000	4,673	0
23 320 Textbooks & Learning Materials	5,000		5,000	5,000	4,673	0
23 321 Library Books	35,000	-16,000	19,000	35,000	63,961	-16,000
23 325 Program Supplies	10,000		10,000	10,000	12,709	0
23 330 Instructional Supplies	0		0	0	869	0
23 335 Printing & Photocopying - Instructional	1,000		1,000	1,000	1,385	0
23 361 Automobile Reimbursement	4,000		4,000	4,000	4,126	0
23 404 Telephone - Cellular	0		0	0	170	0
23 410 Office Supplies & Services	0		0	0	0	0
Total Supplies & Services	55,000	-16,000	39,000	55,000	87,894	-16,000
23 662 Maintenance Fees - Computer Technology	0	16,000	16,000			16,000
Total Fees & Contractual Services	0	16,000	16,000			16,000
Total LIBRARY SERVICES	919,637	6,488	926,125	1,077,780	998,784	-151,655
GUIDANCE SERVICES						
Total Salaries & Wages	862,935		862,935	986,862	1,037,327	-123,927
Total Employee Benefits	84,416		84,416	97,921	15,468	-13,505
24 320 Textbooks & Learning Materials	0		0	0	546	0
24 330 Instructional Supplies	0		0	0	1,720	0
24 335 Printing & Photocopying - Instructional	0		0	0	1,883	0
Total Supplies & Services	0		0	0	4,149	0
Total GUIDANCE SERVICES	947,351		947,351	1,084,783	1,056,944	-137,432

Brant Haldimand Norfolk Catholic District School Board 2012-2013 Revised Expenditure Estimates excluding TCA

	Revised Budget	Revised Change	Revised Budget	Revised 2011-2012	Actual 2011-2012	Increase (Decrease)
TEACHER SUPPORT SERVICES						
Total Salaries & Wages	852,858	-9,107	843,751	1,179,504	1,132,395	-335,753
Total Employee Benefits	101,249		101,249	132,601	25,314	-31,352
Total Staff Development	18,500	-3,500	15,000	17,500	16,371	-2,500
25 315 Professional Development - Academic & S.O.'s	18,500	-3,500	15,000	17,500	16,371	-2,500
Total Program Supplies	985,447	-903,145	82,302	1,004,724	893,302	-922,422
25 325 Application Software	0		0	0	0	0
25 331 Printing & Photocopying - Instructional	25,500	-1,000	24,500	26,500	4,691	-2,000
25 336 Printing & Photocopying - Non-instructional	0		0	0	0	0
25 361 Automobile Reimbursement	30,500	-4,000	26,500	29,500	25,116	-3,000
25 404 Telephone - Cellular	4,700	-1,900	2,800	4,700	2,344	-1,900
25 405 Telephone - Voice	0		0	0	0	0
25 406 Telephone - Data Communications Services	500	-500	0	500	0	-500
25 407 Postage	0		0	0	0	0
25 410 Office Supplies & Services	0		0	0	0	0
Total Supplies & Services	1,046,647	-910,545	136,102	1,065,924	925,453	-929,922
25 502 Replacement of Furniture & Equipment - Computer Technology	0		0	0	0	0
Total Replacement of F&E	0		0	0	0	0
25 640 Instructional Advertising	0		0	0	11,513	0
25 653 Other Professional Fees	45,000	5,000	50,000	45,000	47,995	5,000
25 701 Association & Membership Fees - Board	10,000		10,000	10,000	9,499	0
25 702 Association & Membership Fees - Individuals	3,050	-500	2,550	3,050	502	-500
Total Fees & Contractual Services	58,050	4,500	62,550	58,050	69,509	4,500
Total TEACHER SUPPORT SERVICES	2,077,304	-918,652	1,158,652	2,453,579	2,169,042	-1,294,927

Brant Haldimand Norfolk Catholic District School Board 2012-2013 Revised Expenditure Estimates excluding TCA

	Revised Budget	Revised Change	Revised Budget	Revised 2011-2012	Actual 2011-2012	Increase (Decrease)
GOVERNANCE/TRUSTEES						
Total Salaries & Wages	64,700		64,700	64,700	63,943	0
Total Employee Benefits	2,588		2,588	2,588	980	0
Total Staff Development	23,000		23,000	23,000	25,589	0
31 317 Professional Development - Non Teaching	23,000		23,000	23,000	25,589	0
31 336 Printing & Photocopying - Non-instructional	3,500		3,500	3,500	0	0
31 359 Student Trustees	5,000		5,000	5,000	2,824	0
31 361 Automobile Reimbursement	10,000		10,000	10,000	12,597	0
31 404 Telephone - Cellular	3,000		3,000	3,000	4,030	0
31 406 Telephone - Data Communications Services	3,600		3,600	3,600	4,982	0
31 407 Postage	200		200	200	0	0
31 410 Office Supplies & Services	500		500	500	429	0
31 501 Replacement of Furniture & Equipment - General	0		0	0	0	0
31 502 Replacement of Furniture & Equipment - Computer Technology	2,000		2,000	2,000	0	0
Total Supplies & Services	27,800		27,800	27,800	24,862	0
31 701 Association & Membership Fees - Board	49,000		49,000	49,000	46,034	0
31 702 Association & Membership Fees - Individuals	250		250	250	0	0
31 725 Miscellaneous	5,000		5,000	5,000	3,321	0
Total Other	54,250		54,250	54,250	49,355	0
Total GOVERNANCE/TRUSTEES	172,338		172,338	172,338	164,729	0
GENERAL ADMINISTRATION						
Total Salaries & Wages	1,184,805		1,184,805	1,298,425	1,335,535	-113,820
Total Employee Benefits	164,447	206	164,653	186,979	61,000	-22,326
32 315 Professional Development - Academic & S.O.'s	43,527		43,527	45,327	32,035	-1,800
32 316 Professional Memberships - Academic	1,000		1,000	1,000	225	0
32 317 Professional Development - Non Teaching	7,900		7,900	5,900	3,894	2,000
Total Staff Development	52,427		52,427	52,227	36,153	200
32 322 Books & Periodicals	2,250		2,250	2,250	2,242	0
32 325 Program Supplies	0	1,000	1,000	0	1,167	1,000
32 336 Printing & Photocopying - Non-instructional	16,100	-3,900	12,200	16,000	4,103	-3,800
32 361 Automobile Reimbursement	10,400	1,000	11,400	10,900	7,402	500
32 404 Telephone - Cellular	11,200	1,000	12,200	12,200	8,559	0
32 405 Telephone - Voice	0	1,500	1,500	0	1,015	1,500
32 406 Telephone - Data Communications Services	600	400	1,000	600	868	400
32 410 Office Supplies & Services	8,100		8,100	8,100	6,990	0
Total Supplies & Services	48,650	1,000	49,650	50,050	32,346	-400
32 501 Replacement of Furniture & Equipment - General	1,800		1,800	1,800	2,188	0
32 502 Replacement of Furniture & Equipment - Computer Technology	1,350		1,350	1,350	1,530	0
Total Replacement of F&E	3,150		3,150	3,150	3,718	0
32 640 Instructional Advertising	14,200		14,200	13,900	11,302	300
32 641 Community Relations	0	0	0	0	0	0
32 652 Legal Fees	15,000		15,000	15,000	11,062	0
32 653 Other Professional Fees	20,000		20,000	20,000	8,364	0
32 654 Other Contractual Services	2,500		2,500	2,000	820	500
32 661 Software Fees & Licenses	0		0	0	0	0
32 672 Liability Insurance	111,430	-10,000	101,430	128,430	97,677	-27,000
32 701 Association & Membership Fees - Board	200		200	200	0	0
Total Fees & Contractual Services	163,330	-10,000	153,330	179,530	129,226	-26,200
<i>2012-2013 Budget Revised</i>						

Brant Haldimand Norfolk Catholic District School Board 2012-2013 Revised Expenditure Estimates excluding TCA

	Revised Budget	Revised Change	Revised Budget	Revised 2011-2012	Actual 2011-2012	Increase (Decrease)
32 702 Association & Membership Fees - Individuals	11,650		11,650	13,650	11,335	-2,000
32 710 Interest	53,590		53,590	0	6,116	53,590
32 725 Miscellaneous	25,900	1,000	26,900	28,200	18,338	-1,300
Total Other	91,140	1,000	92,140	41,850	35,789	50,290
32 790 Amortization	62,949	-15,825	47,124	62,949	47,123	-15,825
Total Amortization	62,949	-15,825	47,124	62,949	47,123	-15,825
Total GENERAL ADMINISTRATION	1,770,898	-23,619	1,747,279	1,875,160	1,680,891	-127,881
BUSINESS ADMINISTRATION						
Total Salaries & Wages	590,140		590,140	590,140	573,244	0
Total Employee Benefits	133,597	-532	133,065	129,191	52,708	3,874
33 317 Professional Development - Non Teaching	6,000		6,000	4,500	5,661	1,500
33 318 Professional Memberships - Non Teaching	3,000		3,000	2,000	2,096	1,000
Total Staff Development	9,000		9,000	6,500	7,757	2,500
33 336 Printing & Photocopying - Non-instructional	4,000		4,000	4,000	-1,139	0
33 361 Automobile Reimbursement	1,500		1,500	1,500	974	0
33 405 Telephone - Voice	18,000	-6,000	12,000	18,000	11,842	-6,000
33 406 Telephone - Data Communications Services	1,800		1,800	1,800	1,639	0
33 407 Postage	12,000	6,000	18,000	12,000	18,911	6,000
33 410 Office Supplies & Services	17,100		17,100	17,100	12,908	0
Total Supplies & Services	54,400	0	54,400	54,400	45,136	0
33 501 Replacement of Furniture & Equipment - General	9,000		9,000	9,000	7,682	0
33 502 Replacement of Furniture & Equipment - Computer Technology	4,500		4,500	4,500	0	0
Total Replacement of F&E	13,500		13,500	13,500	7,682	0
33 640 Instructional Advertising	2,655		2,655	2,655	319	0
33 651 Audit Fees	45,000		45,000	45,000	54,710	0
33 653 Other Professional Fees	2,600		2,600	0	4,619	2,600
33 654 Other Contractual Services	71,000		71,000	71,000	62,951	0
33 661 Software Fees & Licenses	8,000		8,000	8,000	2,707	0
33 662 Maintenance Fees - Computer Technology	103,200		103,200	93,200	72,265	10,000
33 702 Association & Membership Fees - Individuals	2,000		2,000	2,000	1,173	0
Total Fees & Contractual Services	234,455		234,455	221,855	198,744	12,600
33 729 Foreign Exchange Gain/Loss	0		0	0	5,925	0
Total Other	0		0	0	5,925	0
Total BUSINESS ADMINISTRATION	1,035,092	-532	1,034,560	1,015,586	891,196	18,974

Brant Haldimand Norfolk Catholic District School Board 2012-2013 Revised Expenditure Estimates excluding TCA

	Revised Budget	Revised Change	Revised Budget	Revised 2011-2012	Actual 2011-2012	Increase (Decrease)
HUMAN RESOURCES ADMINISTRATION						
Total Salaries & Wages	404,084		404,084	481,315	465,003	-77,231
Total Employee Benefits	90,669		90,669	99,978	46,828	-9,309
34 317 Professional Development - Non Teaching	4,550		4,550	4,550	2,248	0
34 318 Professional Memberships - Non Teaching	1,400		1,400	1,700	887	-300
Total Staff Development	5,950		5,950	6,250	3,134	-300
34 322 Books & Periodicals	1,500		1,500	1,500	1,232	0
34 325 Program Supplies	0		0	0	0	0
34 361 Automobile Reimbursement	2,000		2,000	2,000	1,857	0
34 410 Office Supplies & Services	8,150	-5,000	3,150	8,150	2,367	-5,000
34 421 Recruitment of Staff	25,000	-5,000	20,000	25,000	53,231	-5,000
Total Supplies & Services	36,650	-10,000	26,650	36,650	58,687	-10,000
34 650 Labour Relations	200,000		200,000	200,000	123,597	0
34 653 Other Professional Fees	4,000	-2,000	2,000	4,000	3,799	-2,000
34 654 Other Contractual Services	29,000		29,000	29,000	30,049	0
34 661 Software Fees & Licenses	6,720	50,000	56,720	6,720	3,029	50,000
34 662 Maintenance Fees - Computer Technology	0		0	0	0	0
34 702 Association & Membership Fees - Individuals	1,200		1,200	1,400	1,437	-200
Total Fees & Contractual Services	240,920	48,000	288,920	241,120	161,911	47,800
Total HUMAN RESOURCES ADMINISTRATION	778,273	38,000	816,273	865,313	735,563	-49,040
TECHNICAL ADMINISTRATION						
Total Salaries & Wages	56,365		56,365	56,363	56,931	2
Total Employee Benefits	14,737		14,737	13,857	14,191	880
35 503 Replacement of Furniture & Equipment - Network Connectivity	6,700		6,700	10,000	4,783	-3,300
Total Replacement of F&E	6,700		6,700	10,000	4,783	-3,300
35 661 Software Fees & Licenses	7,650		7,650	14,408	8,356	-6,758
Total Fees & Contractual Services	7,650		7,650	14,408	8,356	-6,758
Total TECHNICAL ADMINISTRATION	85,452		85,452	94,628	84,261	-9,176

Brant Haldimand Norfolk Catholic District School Board

2012-2013 Revised Expenditure Estimates excluding TCA

SCHOOL OPERATIONS

	Revised Budget	Revised Change	Revised Budget	Revised 2011-2012	Actual 2011-2012	Increase (Decrease)
Total Salaries & Wages	3,782,463	135,000	3,917,463	3,935,331	3,980,359	-17,868
Total Employee Benefits	1,016,773	14,075	1,030,848	1,011,167	390,596	19,681
Total Staff Development - Non Teaching	2,000		2,000	2,000	120	0
Total Staff Development	2,000		2,000	2,000	120	0
Plant Operations Supplies	270,235		270,235	270,235	205,867	0
40 341 Electricity	1,414,722		1,414,722	1,326,627	1,250,281	88,095
40 343 Heating - Gas	359,245		359,245	356,844	265,764	2,401
40 346 Water & Sewage	175,911		175,911	172,189	167,684	3,722
40 361 Automobile Reimbursement	15,000		15,000	15,000	5,722	0
40 404 Telephone - Cellular	2,000		2,000	2,000	1,314	0
40 430 Maintenance Supplies	50,000		50,000	50,000	17,155	0
40 431 Maintenance Services	0		0	0	0	0
40 435 Caretakers Supplies	3,500		3,500	3,500	0	0
Total Supplies & Services	2,290,613		2,290,613	2,196,395	1,913,787	94,218
40 501 Replacement of Furniture & Equipment - General	40,500		40,500	40,500	26,252	0
40 502 Replacement of Furniture & Equipment - Computer Technology	1,800		1,800	1,800	0	0
Total Replacement of F&E	42,300		42,300	42,300	26,252	0
40 610 Rental/Lease - Instructional Accommodation	38,616	-30,648	7,968	101,429	95,753	-93,461
Total Rental Expenditures	38,616	-30,648	7,968	101,429	95,753	-93,461
40 654 Other Contractual Services	700,000		700,000	700,000	722,379	0
40 661 Software Fees & Licenses	20,000		20,000	20,000	19,963	0
40 681 Moving of Portables	10,000		10,000	60,000	8,735	-50,000
Total Fees & Contractual Services	730,000		730,000	780,000	751,076	-50,000
40 790 Amortization	3,131,607	151,518	3,283,125	3,131,607	3,283,125	151,518
Total Amortization	3,131,607	151,518	3,283,125	3,131,607	3,283,125	151,518
Total SCHOOL OPERATIONS	11,034,372	269,945	11,304,317	11,200,229	10,441,069	104,088

SCHOOL MAINTENANCE

Total Salaries & Wages	800,378		800,378	800,378	758,794	0
Total Employee Benefits	189,528		189,528	176,020	130,211	13,508
Total Staff Development - Non Teaching	2,500		2,500	2,500	2,948	0
Total Staff Development	2,500		2,500	2,500	2,948	0
41 340 Plant Operations Supplies	0		0	0	0	0
41 361 Automobile Reimbursement	15,000		15,000	15,000	1,931	0
41 370 Vehicle Fuel	30,000		30,000	30,000	35,952	0
41 401 Repairs - Furniture & Equipment	1,000		1,000	1,000	0	0
41 404 Telephone - Cellular	6,000		6,000	6,000	4,705	0
41 430 Maintenance Supplies	125,000		125,000	125,000	150,896	0
41 431 Maintenance Services	350,000		350,000	300,000	709,893	50,000
41 432 Landscaping	6,000		6,000	6,000	5,134	0
41 434 Building & Grounds (School Based)	61,368		61,368	61,368	10,079	0
41 438 Municipal Improvements	5,000		5,000	5,000	581	0
41 439 Local Improvement Supplies	10,000		10,000	10,000	0	0
41 440 Vehicle Maintenance & Supplies	10,000		10,000	10,000	13,974	0
41 449 Health & Safety	18,000		18,000	18,000	5,321	0
Total Supplies & Services	637,368		637,368	587,368	938,466	50,000

Brant Haldimand Norfolk Catholic District School Board 2012-2013 Revised Expenditure Estimates excluding TCA

	Revised Budget	Revised Change	Revised Budget	Revised 2011-2012	Actual 2011-2012	Increase (Decrease)
41 501 Replacement of Furniture & Equipment - General Replacement of F&E	4,500		4,500	4,500	0	0
Total	4,500		4,500	4,500	0	0
41 754 Debenture Interest - post May 15, 1998	85,600		85,600	88,847	90,621	-3,247
Total Interest Charges on Long Term Debt	85,600		85,600	88,847	90,621	-3,247
41 625 Rental/Lease - Vehicles	0		0	0	0	0
Total Rental Expenditures	0		0	0	0	0
41 653 Other Professional Fees	2,000		2,000	2,000	0	0
41 654 Other Contractual Services	8,000		8,000	8,000	19,081	0
41 661 Software Fees & Licenses	20,000		20,000	20,000	22,415	0
41 671 Property Insurance	110,793	10,000	120,793	90,793	85,222	30,000
41 673 Vehicle Insurance	11,000		11,000	8,000	11,898	3,000
41 702 Association & Membership Fees - Individuals	2,000		2,000	2,000	1,481	0
Total Fees & Contractual Services	153,793	10,000	163,793	130,793	140,097	33,000
Total SCHOOL MAINTENANCE	1,873,667	10,000	1,883,667	1,790,406	2,061,137	93,261
SCHOOL RENEWAL						
42 760 Local Improvements	1,396,504	9,701	1,406,205	1,452,555	966,679	-46,350
42 767 Green Schools Pilots	0		0	0	47,387	0
Total Supplies & Services	1,396,504	9,701	1,406,205	1,452,555	1,014,066	-46,350
Total SCHOOL RENEWAL	1,396,504	9,701	1,406,205	1,452,555	1,014,066	-46,350
NEW PUPIL PLACES						
43 754 Debenture Interest - post May 15, 1998	2,336,426		2,336,426	2,523,475	2,440,252	-187,049
43 761 Capital Loan Interest	0		0	0	62,698	0
Total Interest Charges on Long Term Debt	2,336,426		2,336,426	2,523,475	2,502,950	-187,049
Total NEW PUPIL PLACES	2,336,426		2,336,426	2,523,475	2,502,950	-187,049

Brant Haldimand Norfolk Catholic District School Board 2012-2013 Revised Expenditure Estimates excluding TCA

OP & MAINT/CAPITAL-NON INSTRUCTIONAL

	Revised Budget	Revised Change	Revised Budget	Revised 2011-2012 2012	Actual 2011-2012	Increase (Decrease)
Total Salaries & Wages	35,412		35,412	47,216	37,655	-11,804
Total Employee Benefits	10,200		10,200	12,931	10,226	-2,731
44 336 Printing & Photocopying - Non-instructional	3,000	0	3,000	3,000	882	0
44 340 Plant Operations Supplies	0	0	0	0	6,163	0
44 341 Electricity	39,738	0	39,738	36,703	36,403	3,035
44 343 Heating - Gas	10,049	0	10,049	9,383	9,494	666
44 346 Water & Sewage	3,221	0	3,221	3,072	2,176	149
44 361 Automobile Reimbursement	0	0	0	0	205	0
44 405 Telephone - Voice	4,200	0	4,200	4,200	423	0
44 410 Office Supplies & Services	2,500	0	2,500	2,500	5,404	0
44 430 Maintenance Supplies	45,000	0	45,000	45,000	65,221	0
44 431 Maintenance Services	20,000	0	20,000	20,000	24,007	0
44 449 Health & Safety	0	0	0	0	38	0
Total Supplies & Services	127,708		127,708	123,858	150,418	3,850
44 501 Replacement of Furniture & Equipment - General	2,000	0	2,000	2,000	0	0
Total Replacement of F&E	2,000		2,000	2,000	0	0
44 754 Debenture Interest - post May 15, 1998	46,127	0	46,127	47,877	47,468	-1,750
Total Interest Charges on Long Term Debt	46,127		46,127	47,877	47,468	-1,750
44 611 Rental/Lease - Non-instructional Accommodation	49,500	0	49,500	49,500	27,625	0
Total Rental Expenditures	49,500		49,500	49,500	27,625	0
44 653 Other Professional Fees	0	0	0	0	0	0
44 654 Other Contractual Services	30,000	0	30,000	30,000	15,451	0
Total Fees & Contractual Services	30,000		30,000	30,000	15,451	0
Total OP & MAINT/CAPITAL-NON INSTRUCTIONAL	300,947		300,947	313,382	288,843	-12,435

DIRECT CAPITAL & DEBT

45 754 Debenture Interest - post May 15, 1998	363,729		363,729	373,850	373,849	-10,121
Total Interest Charges on Long Term Debt	363,729		363,729	373,850	373,849	-10,121
45 762 Other Capital	146,395	0	146,395	146,395	146,395	0
Total Other	146,395		146,395	146,395	146,395	0
Total DIRECT CAPITAL & DEBT	510,124		510,124	520,245	520,244	-10,121

Brant Haldimand Norfolk Catholic District School Board 2012-2013 Revised Expenditure Estimates excluding TCA

	Revised Budget	Revised Change	Revised Budget	Revised 2011-2012	Actual 2011-2012	Increase (Decrease)
TRANSPORTATION - GENERAL						
Total Salaries & Wages	0		0	0	0	0
Total Employee Benefits	0		0	0	0	0
50 317 Professional Development - Non Teaching	0		0	0	0	0
Total Staff Development	0		0	0	0	0
50 361 Automobile Reimbursement	0		0	0	0	0
50 404 Telephone - Cellular	0		0	0	290	0
50 410 Office Supplies & Services	0		0	0	0	0
Total Supplies & Services	0		0	0	290	0
50 654 Other Contractual Services	206,190		206,190	187,997	288,389	18,193
50 661 Software Fees & Licenses	0		0	0	0	0
50 702 Association & Membership Fees - Individuals	0		0	0	0	0
Total Fees & Contractual Services	206,190		206,190	187,997	288,389	18,193
Total TRANSPORTATION - GENERAL	206,190		206,190	187,997	288,679	18,193
TRANSPORTATION - HOME TO SCHOOL						
51 654 Other Contractual Services	4,560,320		4,560,320	4,909,683	5,153,772	-349,363
51 720 Transfers to Other Boards	0		0	0	0	0
Total Fees & Contractual Services	4,560,320		4,560,320	4,909,683	5,153,772	-349,363
Total TRANSPORTATION - HOME TO SCHOOL	4,560,320		4,560,320	4,909,683	5,153,772	-349,363
TRANSPORTATION - SCHOOL TO SCHOOL						
52 654 Other Contractual Services	0		0	0	0	0
52 725 Miscellaneous	0		0	0	0	0
Total Fees & Contractual Services	0		0	0	0	0
Total TRANSPORTATION - SCHOOL TO SCHOOL	0		0	0	0	0
TRANSPORTATION - OTHER						
53 654 Other Contractual Services	0		0	0	0	0
Total Fees & Contractual Services	0		0	0	0	0
Total TRANSPORTATION - OTHER	0		0	0	0	0

Brant Haldimand Norfolk Catholic District School Board 2012-2013 Revised Expenditure Estimates excluding TCA

	Revised Budget	Revised Change	Revised Budget	Revised 2011-2012	Actual 2011-2012	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						
59 462 SGF Expense	4,000,000	4,000,000	4,000,000	4,000,000	3,709,119	0
59 722 Claims & Settlements	0	0	0	0	75,000	0
59 795 Loss on Disposal of TCA	0	0	0	0	0	0
Total Other	4,000,000	4,000,000	4,000,000	4,000,000	3,784,119	0
Total OTHER NON-OPERATING	4,000,000	4,000,000	4,000,000	4,000,000	3,784,119	0
TOTAL BUDGET	119,253,587	685,245	119,938,832	121,596,393	110,788,312	-1,657,561

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

Prepared by: Chris N. Roehrig, Director of Education & Secretary

Presented to: Committee of the Whole

Submitted on: January 22, 2013

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

STRATEGIC PLAN 2012 - 2015

Public Session

BACKGROUND INFORMATION:

The development of a Multi-Year Strategic Plan is required under the terms of the Education Act. "Establishing and monitoring the implementation of the Board's Multi-Year Strategic Plan, with a budget that supports it, is a very important legislated responsibility of the board of trustees."¹

The Board has endorsed a mission, motto, strategic commitments, core values and pillars that are consistent with the 2009-2012 Strategic Plan. The Strategic Planning Committee has met to provide input into the themes (goals) that will correspond with each pillar. The Board also received a report summarizing the key messages that were conveyed through the public participation process from last spring. The Board approved the themes, foci and draft initiatives that will be part of the 2012-2015 Strategic Plan.

DEVELOPMENTS:

A draft version of the strategic plan was sent to all administrators for a final round of vetting prior to the presentation of the Strategic Plan. Furthermore, the Catholicity section of the draft strategic plan was reviewed at the first meeting of the Catholic Education Advisory Committee and feedback was provided to the Director of Education.

The Strategic Plan 2012-2015 showcases the Board's commitment to faith formation, high levels of student achievement, high levels of public confidence in the Catholic school system, 21st century learning needs, strong leadership in our schools and to effective communication to all stakeholders. The three-year strategic plan showcases a high degree of integration between pillars and initiatives. The three-year strategic plan points the Board in a direction that recognizes that we need to be responsive to the Catholic community we serve. The proposed strategic plan is consistent with the feedback that was received by trustees, through public participation exercises and through staff focus groups.

The Strategic Plan (once adopted) will coincide with a communication and marketing strategy that is intended to raise the profile of the plan in the community. A draft of the initial communication to the system is attached as Appendix A.

The Board will receive an update regarding the system's progress in implementing the plan before the end of June. The plan (once approved) will provide the Board with a sign-post to guide decisions for program and budget that will ensure our Catholic community is served with a high quality and faith-based education. The Strategic Plan 2012-2015 is attached as Appendix B.

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Strategic Plan 2012-2015.

2012 – 2015

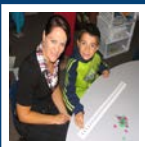
Strategic Plan

CATHOLICITY



- Improve the capacity of our Catholic community to lead faith-based activities in our school system
- Ensure that the religion and Family life Program is given the highest priority in our schools
- Improve the relationship between our schools and our parishes

STUDENT ACHIEVEMENT



- Increase levels of student achievement for junior division students in the area of mathematics
- Increase levels of student achievement for intermediate division students in the area of mathematics
- Increase levels of student achievement for secondary students in the area of literacy

LEADERSHIP



- Improve the ability of our leaders in the area of instructional practice
- Improve the skills and knowledge of our leaders in relation to personal leadership resources
- Improve the ability of our leaders in the human resources and labour relations areas

COMMUNICATIONS



- Provide timely, appropriately-delivered and relevant information to our Catholic community
- Build trusting relationships with our community members
- Demonstrate honest, successful collaboration



Goal	Initiative	Source	Metric	Target
Improve the capacity of our Catholic community to lead faith-based activities in our school system.	Plan, implement and model faith formation experiences for leadership development at meetings with the current Principals, Vice-principals and Senior Administration.	Faith Animator's Operational Plan Board Foundations Document Growing in Virtue Document Board Theme	<ul style="list-style-type: none"> ◦ Exit cards ◦ Appropriation tool ◦ Meeting minutes 	<p>Administrators will witness stronger faith leadership through school and system meetings and various faith initiatives.</p> <p>Evidence of common faith language used throughout the system.</p>
	Plan, implement and model faith formation experiences with teachers to support their faith journey and to improve their capacity to celebrate, model and lead faith-based experiences in their schools.	Faith Animator's Operational Plan Board Foundations Document Growing in Virtue Document Board Theme	<ul style="list-style-type: none"> ◦ Ongoing teacher feedback to principals through staff meetings; culmination at year-end staff meeting. 	100% of teachers experience system support on their faith journey.
	Plan, implement and model faith formation experiences with trustees.	Faith Animator's Operational Plan Board Foundations Document Growing in Virtue Document Board Theme	<ul style="list-style-type: none"> ◦ Use of power cycle tool ◦ (steps of power cycle tool: evaluation, recommendations, decision, action). 	All trustees continue to grow in their faith as Catholic community leaders.
	Provide annual Catholic leadership symposiums for Grade 7 leaders and secondary school student council leaders to help them discover the joy of our faith. Timeline of delivery: August, February and May.	Catholic Social Teaching Catholic Moral Teaching Board Foundations Document Growing in Virtue Document	<ul style="list-style-type: none"> ◦ Attendance of student participants. ◦ Exit cards to measure student experience of celebrating our faith and their future commitment to Catholic leadership. 	<p>Grade 7 symposium participants continue in Catholic student leadership in Grade 8 and beyond.</p> <p>Catholic student leadership is vibrant within the school.</p>
	Recognize and further develop significant student Catholic leadership through an annual formation retreat and celebratory awards dinner.	Catholic Social Teaching Catholic Moral Teaching Board Foundations Document Growing in Virtue Document	<ul style="list-style-type: none"> ◦ Retreat exit card. ◦ Input from administrators following the event. 	<p>100% participation of those invited to the dinner.</p> <p>Use student/ administrator input to enrich/continue the celebration of faith.</p>
	Pastoral plans will be developed and implemented annually in all secondary schools.	Chaplaincy Leaders, Principal, pastoral team, Faith Animator	<ul style="list-style-type: none"> ◦ Principals report to Superintendent on implementation progress. 	100% of secondary schools have a written pastoral plan that is being implemented.

Goal	Initiative	Source	Metric	Target
Ensure that the Religion and Family Life Program is given the highest priority in our schools.	The Elementary Religion and Family Life Advisory Committee will focus on the elementary curriculum needs and oversee the training and resources being developed to support classroom teachers.	Religion Consultant Operational Plan Board Foundations Document Growing in Virtue Document Religion & Family Life curriculums and programs	<ul style="list-style-type: none"> Teacher's weekly timetables. Principal classroom visits. 	100% of elementary schools have 150 minutes of Religion and Family Life program delivered in the classroom (Grades 1-8).
	Introduce Faith Fairs to all elementary schools over a three-year period. Faith Fairs will showcase the content of our elementary religion programs. The Faith Fairs will be held during Catholic Education Week.	Hamilton Wentworth Catholic District School Board Faith Fair Model Religion & Family Life curriculum	<ul style="list-style-type: none"> Testimonials by teachers and administration. Senior Administration's observation of Family of Schools. 	Participation: Year 1 - 15% Year 2 - 50% Year 3 - 100%
	Elementary - Develop assessment and evaluation guidelines for Religion and Family Life for the 2013 final reporting period. Update and in-service/train teachers annually.	Key Learnings Document Religion curriculum and program Family Life curriculum and program	<ul style="list-style-type: none"> Initial and follow-up survey to teachers to collect data around areas of concern and needs regarding assessment and evaluation. 	Increased teacher capacity in the evaluation of Religion & Family Life.
	Elementary - Create and implement a multi-year training plan to support the implementation of the revised Religion curriculum and new resources. Training will commence in 2013.	Religion Curriculum Religion Resource (yet to be published)	<ul style="list-style-type: none"> Survey teachers during initial years of implementation. 	Improve new program implementation with each phase. Provide support to all teachers by addressing their needs.
	Form a Secondary Religion Advisory Committee that will focus on implementing secondary religion program, planning and assessment.	Religion Consultant Operational Plan Board Foundations Document Monographs Growing in Virtue Document Curriculum Catholic Curriculum Corporation Resources Diocesan Religion Consultants	<ul style="list-style-type: none"> Survey secondary religion teachers to establish baseline of needs. Principal/ Vice-Principal observations through TPA process. Student Achievement reporting. 	By year 3, significant teacher needs addressed. Ensure accurate consistency in the delivery and the assessment and evaluation of secondary religion curriculum. Increase student engagement as reflected in final course grades.

Improve the relationship between our schools and our parishes.

Secondary – Plan, develop and implement an arts campaign to announce and celebrate the board theme through the Secondary Religion Advisory Committee/Arts Department Heads.

Showcase the arts campaign during Catholic Education week, and in January and June.

Board Theme Planning Guide
Religion Curriculum Grades 9-12

- Religion and Family Life Consultant to report on progress in year one, two and three.
- Sample artifacts collected from the arts campaign.

All secondary schools will publicly display the board's theme through the arts.

Parents in the Catholic community will be familiar with the Religion and Family Life program and board theme.

Secondary – Compile, develop and integrate digital resources for teachers to use in the Religion Program from teacher best practice, the Catholic Curriculum Corporation and other valid sources. Work will begin in spring of 2013.

Catholic Curriculum Corporation
Teacher best practice and other valid sources

- Survey of religion teachers focusing on their current use of technology.

Year 1 - plan developed for integration of digital resources.

Year 2-3: All religion teachers are using digital resources.

Establish a liaison between the Catholic Regional Parent Involvement Committee and the School-Parish Relations Focus Group.

Catholic Regional Parent Involvement Committee
School-Parish Relations Group
Catholic Education Advisory Committee

- Action items from meeting minutes.

Increased opportunities for parent engagement with school and parish.

Continuation of a School-Parish Relations Focus Group for the purpose of improving our schools' relationships with our parishes. Possible projects include:

- Coordination of Pre-JK programs for families through early learning.
- Coordination of the London Diocese Confirmation project Grades 7-12.
- Increased communication with parish councils.

Director of Education
Chair of Brant Deanery

- Meeting agendas and minutes.
- Committee evaluation: "start-stop-continue" exercise each June.

Concrete feedback to inform next steps.

School-Parish Relations Focus Group will investigate establishing a parish family of schools model to support the development of an elementary school pastoral plan.

Director of Education
Chairs of Brant, Haldimand and Norfolk Deaneries
Principals and Pastor
School-Parish Planning Guidelines
Administrative Procedure 800.01

- Minutes from the meetings of the School-Parish Relations Group.
- Minutes from the meetings of the pastoral team / school administration.
- Year's faith activities calendar.

Pastoral elementary school plan includes setting up a yearly calendar re: school masses, dates for First Reconciliation/First Communion / Confirmation, priest and/or lay pastoral assistants' visits to school, joint-parish school initiatives.

Strong and trusting parish- school relationships.

STUDENT ACHIEVEMENT

Goal	Initiative	Source	Metric	Target
<p>Increase levels of student achievement for junior division students in the area of mathematics.</p>	<p>Teams of teachers of Grades 4 to 6 will conduct in-class investigations of student work and lessons of mathematics in classrooms, using a collaborative inquiry and learning process, allowing teachers to integrate new knowledge and understanding of student learning and classroom instruction into their professional practice.</p>	<p>Board Improvement Plan for Student Achievement 2012-2015</p>	<ul style="list-style-type: none"> ◦ Collaborative Inquiry Learning Continuum survey results. ◦ EQAO results 2013-14. ◦ Report card data. 	<p>For 2014-15, 75% of students in schools participating in the Collaborative Inquiry Learning – Math project will achieve Level 3 or higher on Grade 6 EQAO Mathematics.</p>
	<p>Netbooks will be distributed to all teachers of Grades 4 to 8 with an instructional focus on best practices for teaching Mathematics (e.g. using the 3-part lesson planning format).</p>	<p>Board Improvement Plan for Student Achievement 2012-2015</p>	<ul style="list-style-type: none"> ◦ 21st Century Teacher Survey results. ◦ 21st Century Student Survey results. ◦ Tracking of individual student learning assessment and evaluation data. ◦ Report card data. 	<p>For 2014-15, 75% of students in schools participating in the Collaborative Inquiry Learning – Math project will achieve Level 3 or higher on Grade 6 EQAO Mathematics.</p>
	<p>Schools will develop Mathematics achievement goals by division based on student learning needs.</p> <p>School Plans may attend to some or all of the following:</p> <ul style="list-style-type: none"> • Three-part lesson design • The assessment framework (learning goals, co-constructed success criteria, student self-assessment and descriptive feedback) • Effective questioning (open and parallel) • Use of manipulatives • Math-talk learning communities • Process expectations 	<p>School Improvement Plan</p>	<ul style="list-style-type: none"> ◦ Tracking of individual student learning assessment and evaluation data. ◦ Report card data. 	<p>Mathematics goals identified in School Improvement Plans.</p> <p>Schools will meet identified mathematics targets.</p>

STUDENT ACHIEVEMENT

Goal	Initiative	Source	Metric	Target
Increase levels of student achievement for intermediate division students in the area of mathematics.	Teams of teachers of Grades 7 and 8 will conduct in-class investigations of student work and lessons in mathematics in classrooms using a collaborative inquiry learning process, allowing teachers to integrate new knowledge and understanding of student learning and classroom instruction into their professional practice.	Board Improvement Plan for Student Achievement 2012-2015	<ul style="list-style-type: none"> ◦ Collaborative Inquiry Learning continuum survey results. ◦ Tracking of individual student learning assessment and evaluation data. ◦ Report card data. 	For 2014-15, 62% of students studying at the Applied Level will achieve Level 3 or higher on the Grade 9 EQAO Mathematics Test.
	Teams of teachers that teach Grade 9 Mathematics will work in teams to refine their teaching practice to improve student achievement. Some of the best practices will include: using open and parallel questions, math-talk learning communities, the 3-part lesson planning process and gap closing resources.	Board Improvement Plan for Student Achievement 2012-2015	<ul style="list-style-type: none"> ◦ Tracking of individual student learning assessment and evaluation data. ◦ Report card data. ◦ EQAO results 2012-13. ◦ EQAO results 2013-14. 	For 2014-15, 62% of students studying at the Applied Level will achieve Level 3 or higher on the Grade 9 EQAO Mathematics Test.
Increase levels of student achievement for elementary school students in the area of literacy.	Teachers of Grades Kindergarten, 1 and 2 will work in teams to conduct investigations based on student work to refine instructional strategies that relate to reading and writing. The learning will assist teachers to integrate new knowledge and understanding of student learning and classroom instruction into their professional practice.	Board Improvement Plan for Student Achievement 2012-2015	<ul style="list-style-type: none"> ◦ Grade 1 Developmental Reading Assessment data collected Oct. 2012, June 2013. ◦ Progress of Collaborative Inquiry Learning initiatives will be monitored in designated schools. 	For 2012-13, 75% of Grade 1 students will achieve Developmental Reading Assessment benchmarks.
			<ul style="list-style-type: none"> ◦ Collaborative Inquiry Learning Student Work and Artifacts shared in Networked Moderation Sessions. ◦ Collaborative Inquiry Learning continuum survey results. 	<p>For 2012-13, 78% of Grade 2 students will achieve Developmental Reading Assessment benchmarks.</p> <p>For 2014-15, Grade 3 EQAO Reading 76% will achieve Level 3 or higher.</p>

STUDENT ACHIEVEMENT

Goal	Initiative	Source	Metric	Target
<p>Increase levels of student achievement for secondary school students in the area of literacy.</p>	<p>Teachers that teach Grade 9 and 10 Applied Level Courses will work in teams to conduct investigations based on student work to refine instructional strategies that relate to reading and writing. The learning will assist teachers to integrate new knowledge and understanding of student learning and classroom instruction into their professional practice.</p>	<p>Board Improvement Plan for Student Achievement 2012-2015</p>	<ul style="list-style-type: none"> ◦ Tracking of individual student learning assessment and evaluation data. ◦ Report Card data. ◦ EQAO results 2013-14. 	<p>For 2014-15, OSSLT: 90% of secondary students will pass the OSSLT.</p>
	<p>Teachers will work in teams to refine their practices to improve the ability of students identified as learning disabled to become stronger self-advocates.</p>	<p>Board Improvement Plan for Student Achievement 2012-2015</p>	<ul style="list-style-type: none"> ◦ Tracking of learning disabled students in each secondary school. ◦ Review of Individual Education Plans (IEPs) of learning disabled students. 	<p>In-service of school administrators and guidance department staff on identifying learning disabilities.</p> <p>Input on IEP from individual secondary students identified as learning disabled as to their needs and strengths.</p>

Goal	Initiative	Source	Metric	Target
Increase the ability to be instructional leaders to improve student achievement.	Principals and vice-principals will work in learning teams to improve their ability to monitor and supervise instruction in their schools. The learning teams will work together at family of schools meetings. Some examples of the learning topics include: netbooks (e.g., Destination Reading), literacy best practices, assessment moderation, demonstration videos, provincial resources, the assessment framework and the professional learning cycle.	Board Improvement Plan for Student Achievement Ministry of Education Professional Learning Cycle	<ul style="list-style-type: none"> Agendas and minutes from family of schools meetings. Learning team presentations. 	100% of agendas report and reference progress of school learning teams.
	Principals and vice-principals will develop school improvement plans for student achievement focused on staff development that link the Strategic Plan, the Board Improvement Plan for Student Achievement, and Ministry of Education initiatives.	Board Improvement Plan for Student Achievement School Improvement Plan	<ul style="list-style-type: none"> School Improvement Plans and staff growth plans. 	100% of annual learning plans will have direct links to School Improvement Plans and Board Improvement Plans.
Improve the skills and knowledge of our leaders in relation to personal leadership resources.	Aspiring teacher leaders will participate in teacher leadership programs (Introduction to Teacher Leadership and Aspiring Catholic Leaders).	Board Leadership and Development Plan Growing in Virtue Document	<ul style="list-style-type: none"> Qualified Catholic leaders prepared to assume system leadership responsibilities. Survey of supports and needs for aspiring leaders. Qualified staff internal applicant list. 	Sufficient number of internal candidates to meet evolving system needs.
	Aspiring administrators will participate in an internship programs to develop future school administrators.			
	Newly appointed principals and vice-principals will participate in a mentoring program that will combine training and coaching by experienced principals, vice-principals and supervisory officers. Training will address faith formation, instructional leadership and Personal Leadership Resources.	Board Leadership and Development Plan	<ul style="list-style-type: none"> Survey of supports and needs for newly-appointed leaders. 	Feedback from newly-appointed leaders indicates areas of need and level 3 values of current supports.

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Improve the ability to be human resources and labour relations leaders.

Principals, vice-principals and aspiring leaders will develop annual growth plans that address Personal Leadership Resources (as outlined in the Ontario Leadership Framework), instructional leadership and personal faith formation. Annual growth plans will be monitored and supervised by supervisory officers.

Board Leadership and Development Plan

Ontario Leadership Framework

- Annual Growth Plans reflecting Personal Leadership Resources.

100% of Annual Growth Plans for administrators reflect a focus and change in practice in at least one area of Personal Leadership Resources.

Principals and vice-principals will participate in monthly training sessions to refine their ability to manage conflict effectively, to effectively coach employees, to work through difficult conversations and to performance manage employees. The training will address Personal Leadership Resources [as outlined in the Ontario Leadership Framework: Cognitive Resources (i.e., problem solving), Social Resources (i.e., perceive and manage emotions), Psychological Resources (i.e., optimism and resiliency)].

Board Leadership and Development Plan

- Monthly Principal meeting agendas
- Survey Feedback on application of Personal Resources

50% of system and school leaders trained in Cognitive Coaching Foundations.

Level 3 feedback on satisfaction of appropriateness and value of Personal Resource development opportunities.

Principals and vice-principals will participate in the Leadership in Human Resources Certificate Course (Recruitment and Selection of Employees, Performance Management, Managing in a Union Environment, and Health and Safety).

Board Leadership and Development Plan

- System leaders completing the program.
- Satisfaction survey – program appropriately covers topics identified.

By 2015, all system leaders will have completed the first cycle of the Human Resources Certificate Program.

Program meets expectations of participants.

Selected principals and vice-principals will work in learning teams to refine their performance management skills.

Board Leadership and Development Plan

- Audit of principal performance appraisals to improve student learning.

Performance appraisals will comply with Ministry regulations (20% per year).

Language and standards will reflect Board Improvement Plan for Student Achievement goals, consistent with Professional Learning Communities.

COMMUNICATIONS

Goal	Initiative	Source	Metric	Target
Provide timely, appropriately-delivered and relevant information to our Catholic community.	Survey and dialogue with individual school communities to establish methods of fulfilling local communications needs.	Communications Office 2012-2015 Initiative.	<ul style="list-style-type: none"> ◦ Google Analytics ◦ Survey Tool 	100% of schools having parents/members who participate.
	Incorporate 'on-line subscription' feature for Board and school information such as newsletters and events.	Information Technology / Communications Office projects.	<ul style="list-style-type: none"> ◦ Website Data Report 	Minimal number of 'unsubscribed' users.
	Plan and implement a web-based interface project to support communication with parents (e.g., Moodle, Desire 2 Learn).	Board Communication Strategy involving multiple departments including 'minimum requirements' list.	<ul style="list-style-type: none"> ◦ Data Services Report 	More than 75% of classrooms in the system have met or exceeded the minimum requirements.
	Develop a social media playbook (a 'how to' guide for staff to follow on the social Web).	Communications Office 2012-2015 Initiative.	<ul style="list-style-type: none"> ◦ Portal Access/Usage Report 	100% of school administrators can access and reference items in the social media playbook.
Build trusting relationships with our community members.	Develop and implement projects that support two-way communication with our Catholic community (i.e., 'Ask a question' button added to the online version of a newsletter).	Communications Office and Information Technology 2012-2015 Initiatives.	<ul style="list-style-type: none"> ◦ Website Submissions 	100% of publications clearly include a method of communication or identifies a contact.
	Tell our story and demonstrate our success. Include the use of testimonials so that the Catholic community has the opportunity to 'share their story'.	Communications Office 2012-2015 Plan and School Initiatives.	<ul style="list-style-type: none"> ◦ Board and School website monitoring 	100% of school websites host success stories.
	Develop current, easy-to-navigate elementary school websites that use new communication utilities and are accessibility compliant.	Communications Office and Information Technology 2012-2015 Initiatives.	<ul style="list-style-type: none"> ◦ School website monitoring ◦ Parent/community member survey 	100% of elementary schools use their websites as the primary method of online communication with parents and community.
	Increase the use of video on the Board and school websites as a communication tool.	Communications Office 2012-2015 Plan and School Initiatives.	<ul style="list-style-type: none"> ◦ Board and School website monitoring 	100% of school websites host video.

COMMUNICATIONS

Goal	Initiative	Source	Metric	Target
Demonstrate honest, successful collaboration.	Execute public participation events where the collective voice is shared and has a positive impact.	System participation events.	◦ Attendance at the public event	Increased and well-documented number of initiatives impacted by public participation.
	Provide our Catholic community (partners, parents, parent council members, etc.) with the opportunity to participate in online discussions. Community members who cannot attend an event/session in person will still have the opportunity to participate.	System participation events and Communications Office project.	◦ Website Submissions	100% of all community events include an online participation component / method.
	Increase the use of online surveys and polls for school and system initiatives. (Note: provide paper versions, if required.)	Communications Office 2012-2015 Plan and School Initiatives.	◦ Website Submissions ◦ Completion of paper survey	Increased and well-documented number of initiatives impacted by online surveys and polls.

MINUTES AND RECOMMENDATIONS

POLICY COMMITTEE

January 21, 2013

AGENDA ITEM	MOTION
2.1	THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Integrated Accessibility Plan 2012-2017 Policy 200.32. THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Integrated Accessibility Plan 2012-2017.
2.2	THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Accessibility Standards Policy 200.33. THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board rescinds the Accessibility – Customer Service Standards Policy 200.32.
2.3	THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Nutrition – Creating a Healthy Environment Policy 200.01.
2.5	THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the revised Policy Development Policy 100.03.
2.6	THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Copyright-Protected Works Policy 400.03.
2.7	THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board rescinds the School Beautification Projects Policy 400.14.

THAT the Policy Committee refers the unapproved minutes of the Policy Committee meeting of January 21, 2013 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

THAT the Policy Committee refers the recommendations of the Policy Committee meeting of January 21, 2013 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Policy Committee
Monday, January 21, 2013 7:00 p.m.
Boardroom

Trustees:

Present: Dennis Blake (Chair), Cliff Casey, Rick Petrella, June Szeman

Absent: Dan Dignard, Bonnie McKinnon

Senior Administration:

Chris N. Roehrig (Director of Education & Secretary), Bill Chopp (Superintendent of Education)

1. Opening Business

1.1 Opening Prayer

The meeting opened with a prayer led by Dennis Blake.

1.2 Attendance

As noted above.

1.3 Approval of the Agenda

Moved by: Cliff Casey

Seconded by: Rick Petrella

THAT the Policy Committee approves the agenda of the January 21, 2013 meeting.

Carried

1.4 Approval of the Policy Committee Meeting Minutes – October 10, 2012

Moved by: Rick Petrella

Seconded by: Cliff Casey

THAT the Policy Committee approves the minutes of the October 10, 2012 meeting.

Carried

2. Committee and Staff Reports

2.1 Integrated Accessibility Plan 2013-2017 – Policy 200.32

The goal of the *Ontarians with Disabilities Act 2001* and the *Accessibility for Ontarians with Disabilities Act 2005* is to create an accessible Ontario by 2025. Superintendent Chopp explained that the Integrated Accessibility Plan 2013-2017 Policy, as well as the Integrated Accessibility Plan document, details the Board's strategy over the next five years to identify, remove and prevent barriers to persons who work, learn in and/or use board facilities. The procedures were largely developed by a committee of the London Regional Office of the Ministry of Education, with representation from boards across the region. The procedures were then adapted by the Board's Accessibility Committee. Attention was drawn to a summary of implementation deadlines, as well as some of the work that has already been completed.



Superintendent Chopp confirmed that funding is not provided for renovations. An annual progress report will be made to the Board regarding the implementation of the 2013-2017 Integrated Accessibility Plan.

Moved by: June Szeman
Seconded by: Cliff Casey

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Integrated Accessibility Plan 2012-2017 Policy 200.32.

Carried

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Integrated Accessibility Plan 2012-2017.

Carried

2.2 Accessibility Standards Policy 200.33

Superintendent Chopp explained that the *Integrated Accessibility Standards Regulation 2011* requires that standards be developed related to customer service, information and communication, employment and transportation, with compliance dates that range from present time through to 2021. Superintendent Chopp advised that a new Accessibility Standards Policy, as well as Administrative Procedures related to the four identified areas, have been developed. He also indicated that the existing *Accessibility – Customer Service Standards Policy 200.32* needs to be rescinded as it is redundant with the proposed new Accessibility Standards Policy 200.33.

Moved by: June Szeman
Seconded by: Cliff Casey

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Accessibility Standards Policy 200.33.

Carried

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board rescinds the Accessibility – Customer Service Standards Policy 200.32.

Carried

2.3 Nutrition – Creating a Healthy Environment 200.01 (revised)

Superintendent Chopp noted that the Board had approved an “interim” Nutrition policy in May 2011 to meet the government’s requirement that all boards have a nutrition policy in place by September 1, 2011. The interim policy made allowance for an implementation/transition period. A follow-up survey was conducted in May 2012 and feedback provided to the Board’s Nutrition Committee. One amendment to the Administrative Procedure was proposed to allow community organizations that provide breakfast /snack programs in schools the option to follow the Student Nutrition Program Guidelines developed by the Ministry of Child and Youth Services. Trustee Petrella suggested that students be provided with an opportunity to respond to these types of surveys in the future. Trustee Casey requested that a follow-up report be given at a future Committee of the Whole meeting regarding the current use of secondary school cafeterias, the impact on cafeteria profit margins, the percentage of students going offsite for lunch, and student response to the revised nutrition standards.



Moved by: Rick Petrella
Seconded by: Cliff Casey

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Nutrition – Creating a Healthy Environment Policy 200.01.

Carried

2.4 Board Governance 100.01 (revised)

Director Roehrig presented proposed revisions to the Board Governance Policy which reflects the addition of language to direct the Board to create a trustees' code of conduct consistent with the terms of Bill 177. Concern was expressed regarding the addition of code of conduct language before a revised Trustee Code of Conduct has been approved. Trustee Szeman proposed a motion to postpone the revision of this policy.

Moved by: June Szeman
Seconded by: Rick Petrella

THAT the Policy Committee postpones revising the Board Governance Policy 100.01 indefinitely.

Carried

2.5 Policy Development 100.03 (revised)

Director Roehrig advised that the policy on Policy Development has been revised to include a provision that the Board ought to adopt policies consistent with the teachings of the Catholic Church. Minor updates have also been made to the administrative procedure in the areas of vetting groups, titles, review periods and terminology. Trustees requested that a two-week vetting period be added to the administrative procedure, and that the signature line be removed from the consultation form.

Moved by: Rick Petrella
Seconded by: June Szeman

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the revised Policy Development Policy 100.03, as amended.

Carried

2.6 Copyright-Protected Works 400.03

Director Roehrig advised that the interim Copyright-Protected Works policy was approved by the Board in November 2012 to meet a Ministry requirement that *Fair Dealing Guidelines* be incorporated into board policy and communicated to all schools prior to December 31, 2012. Meeting these requirements allows the Board to opt out of paying the certified Access Copyright Tariff. The interim policy was subsequently vetted across the system and no feedback was received. The "interim" policy is being recommended as a final policy.

Moved by: June Szeman
Seconded by: Rick Petrella

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Copyright-Protected Works Policy 400.03.

Carried



2.7 School Beautification Projects 400.14 (rescinding)

Director Roehrig proposed that the School Beautification Projects policy be rescinded as landscaping and school ground enhancements projects can no longer be supported by the Board's budget as a result of the revised Public Sector Accounting Board (PSAB) accounting principles.

Moved by: Rick Petrella

Seconded by: Cliff Casey

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board rescinds the School Beautification Projects Policy 400.14.

Carried

3. Information Items

3.1 Board By-Laws (revised)

Director Roehrig commented that the Board By-Laws, which were reviewed and revised by trustees over the course of 2011-12, are being distributed to allow trustees the opportunity for a final review and discussion prior to proceeding with the approval process. He highlighted some of the major revisions which include the addition of electronic meetings, the addition of the Audit Committee as a Statutory Committee, revisions of several sections to reflect Education Act wording or Robert's Rules of Order language, and revisions to the order of business.

3.2 Trustees' Code of Conduct (Draft) 100.04 (revised)

Trustees requested that discussion on this item be deferred until a time when all trustees can be present to allow for a thorough review and discussion. Director Roehrig noted that Bill 177 became legislation three years ago and that the existing Code of Conduct, which was adopted over ten years ago, should be addressed within a reasonable period of time to incorporate the requirements of Bill 177.

4. Scheduling February 2013 Meeting Date – to be determined.

5. Adjournment

Moved by: Rick Petrella

Seconded by: Cliff Casey

THAT the Policy Committee adjourns the meeting of January 21, 2013.

Carried

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Bill Chopp, Superintendent of Education
Presented to: Policy Committee
Submitted on: January 21, 2013
Submitted by: Chris N. Roehrig, Director of Education & Secretary

ACCESSIBILITY STANDARDS & INTEGRATED PLAN

Public Session

BACKGROUND INFORMATION:

The *Ontarians with Disabilities Act* (ODA) 2001 and the *Accessibility for Ontarians with Disabilities Act* (AODA) 2005 set the goal of creating an accessible Ontario by 2025. These Acts require all Ontario public and private sector organizations to provide persons with disabilities with the same opportunity of access to services in the same manner and a similar way as these services are available to all others, if possible. Further requirements were outlined in the Integrated Accessibility Standards Regulation (IASR) which came into effect in 2011. The legislation and regulations cover the areas of Customer Service, Information and Communications, Employment and Transportation. Additional requirements direct school boards to create and implement an integrated five-year accessibility plan and an annual accessibility report. The multi-year integrated plan is to incorporate the measures the board will take to identify, remove and prevent barriers to persons who work, learn in and/or use board facilities. The annual report is to provide an update on the board's progress in operationalizing the integrated accessibility plan over the previous school year.

DEVELOPMENTS:

The Integrated Accessibility Standards Regulation (IASR), developed pursuant to the *Accessibility for Ontarians with Disabilities Act* (AODA), addresses standards related to Customer Service, Information and Communication, Employment, and Transportation. Compliance with the requirements under this Regulation will occur in stages from the present time through to 2021.

The following summarizes Brant Haldimand Norfolk Catholic District School Board's compliance commencing January 2013 (copies attached):

- A new Integrated Accessibility Plan 2013-2017 Policy 200.32 and Integrated Accessibility Plan 2013-2017 document.
- A new Accessibility Standards Policy 200.33.
- Related Accessibility Standards Regulations Administrative Procedures, as follows:
 - Integrated Accessibility Standards Regulation – Customer Service AP 200.34
 - Integrated Accessibility Standards Regulation – Employment AP 200.35
 - Integrated Accessibility Standards Regulation – Information and Communication AP 200.36
 - Integrated Accessibility Standards Regulation – Transportation AP 200.37

Over the past several months, the Brant Haldimand Norfolk Catholic District School Board Accessibility Committee met several times to develop the multi-year Integrated Accessibility Plan which meets the requirements of legislation. Representatives from the following groups served on the committee:

- Board of Trustees
- OSSTF
- OECTA
- Senior Administration
- Principals
- Facilities
- Information Technology
- Orientation and Mobility support staff
- Communications
- Special Education Services
- Human Resources

The Integrated Accessibility Plan 2013-2017 was vetted by principals, OECTA, OSSTF and school councils. Once approved by the Board of Trustees, the integrated Plan will be posted on the Board's website.

In light of the new Accessibility Standards Policy 200.33, the existing *Accessibility – Customer Service Standards Policy 200.32* needs to be rescinded. The related Accessibility – Customer Service Standards Administrative Procedure will be added to the Accessibility Standards Policy 200.33.

RECOMMENDATION:

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Integrated Accessibility Plan 2012-2017 Policy 200.32.

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Integrated Accessibility Plan 2012-2017.

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Accessibility Standards Policy 200.33.

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board rescinds the Accessibility – Customer Service Standards Policy 200.32.



Policy: Integrated Accessibility Plan 2013-2017

		Policy Number:	200.32
Adopted:	January 29, 2013	Former Policy Number:	n/a
Revised:	N/A	Policy Category:	Students
Subsequent Review Dates:	N/A	Pages:	1

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board is committed to improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the Catholic community.

Policy Statement:

The Brant Haldimand Norfolk Catholic District School Board will establish an integrated multi-year Accessibility Plan, commencing January 1, 2013. This plan will:

- Document for a five-year period the Board’s strategy to prevent and remove barriers related to customer service, employment, information and communications, and Transportation, and address any other barriers the Board has identified;
- Be posted on the Board’s website;
- Be made available in an accessible format upon request.

In establishing, reviewing and updating its Integrated Accessibility Plan, the Board will:

- Consult with persons with disabilities;
- Consult with the Board’s Accessibility Advisory Committee.

The Board will prepare an annual status report on the progress of measures taken to implement strategies documented in the Integrated Accessibility Plan. This status report will:

- Be posted on the Board’s website;
- Be made available in an accessible format, upon request.

Glossary of Key Policy Terms: N/A

References

- Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
- Accessibility Standard for Customer Service, Ontario Regulation 429/07
- Integrated Accessibility Standard, Ontario Regulation 191/11
- Ontario Human Rights Code
- Equity and Inclusive Education Policy 200.23
- Integrated Accessibility Plan 2013-2017
- Accessibility Standards Policy 200.33
- Integrated Accessibility Standards Regulation – Customer Service Administrative Procedure 200.34
- Integrated Accessibility Standards Regulation – Employment Administrative Procedure 200.35
- Integrated Accessibility Standards Regulation – Information & Communications Administrative Procedure 200.36
- Integrated Accessibility Standards Regulation – Transportation Administrative Procedure 200.37

BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

INTEGRATED ACCESSIBILITY PLAN

2013-2017



INTEGRATED ACCESSIBILITY PLAN 2013-2017

BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Prepared by

Accessibility Planning Committee

December, 2012

This publication is available through the Brant Haldimand Norfolk Catholic District School Board's

- website (www.bhncdsb.ca → BOARD → Reports & More)
- Catholic Education Centre
- In accessible formats upon request*

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AT-A GLANCE REQUIREMENTS OF THE INTEGRATED ACCESSIBILITY REGULATION – All School Boards

July 1, 2011	January 1, 2012	January 1, 2013	January 1, 2014	January 1, 2014	January 1, 2020-2025
<p>Transportation</p> <ul style="list-style-type: none"> • School boards to provide accessible transportation services for students with disabilities. 	<p>Information & Communications</p> <ul style="list-style-type: none"> • Emergency procedure, plans and public safety information to be available in accessible formats. <p>Employment</p> <ul style="list-style-type: none"> • Individualized workplace emergency response information for employees with disabilities. 	<p>General</p> <ul style="list-style-type: none"> • Develop policies and organizational commitment on achieving accessibility. • Review/update Accessibility Plans in consultation with persons with disabilities. • Accessibility criteria for acquiring goods, services, facilities. <p>Information & Communications</p> <ul style="list-style-type: none"> • School boards to provide: educational resources/ materials, student records, and program information in accessible formats. • School boards to provide all educators with accessibility awareness training re accessible program, course delivery, instruction. 	<p>General</p> <ul style="list-style-type: none"> • Training of employees and volunteers on accessibility standards and Human Rights Code • Self-Service Kiosks to be accessible. <p>Information & Communications</p> <ul style="list-style-type: none"> • Feedback processes to be accessible. • New internet websites and web content to conform with WCAG 2.0, Level A <p>Employment</p> <ul style="list-style-type: none"> • Accommodation in recruitment • Job information in accessible formats and communication supports • Individual employee accommodation plans • Accessibility in performance management, career development and redeployment <p>Transportation</p> <ul style="list-style-type: none"> • School boards develop individual student transportation plans. 	<p>Information & Communications</p> <ul style="list-style-type: none"> • Provide accessible formats and communication supports • Producers of textbooks to provide accessible or conversion-ready versions • School libraries to provide accessible or conversion-ready versions of print materials 	<p>Information & Communications</p> <ul style="list-style-type: none"> • School libraries to provide digital and multimedia resources in accessible format (by 2020) • Producers of print-based education supplementary learning resources to provide accessible or conversion-ready versions • All internet websites and web content to conform with WCAG 2.0, Level AA (By 2021)

1. Aim

This Integrated Accessibility Plan (the Plan) is developed in accordance with the Integrated Accessibility Standards Regulation under the *Accessibility for Ontarians with Disabilities Act (AODA), 2005*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act (ODA), 2001*. The Plan describes the measures that the Brant Haldimand Norfolk Catholic District School Board (the Board) will take over the five year period from 2012-2017 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The Plan will be guided by the Board's Accessibility Policies and Procedures.

2. Objectives

This Plan:

- a. Describes the process by which the Board will identify, remove and prevent barriers;
- b. Reviews recent efforts of the Board to remove and prevent barriers;
- c. Describes the measures the Board will take in the period 2012-2017 to identify, remove and prevent barriers;
- d. Makes a commitment to provide an annual status report on the Board's implementation of the Integrated Accessibility Plan;
- e. Makes a commitment to review and update the Plan at least once every 5 years;
- f. Describes how the Board will make this Accessibility Plan available to the public.

3. Commitment to Accessibility Planning

This Plan will be established, reviewed and updated in consultation with persons with disabilities, the Board's Special Education Advisory Committee (SEAC), and the Accessibility Committee. It is the Board's role to consider and approve the Plan.

The Brant Haldimand Norfolk Catholic District School Board is committed to:

- a. Maintaining an Accessibility Planning Committee;
- b. Continuing the process of consulting with the Special Education Advisory Committee and people with disabilities;
- c. Ensuring Board policies and procedures are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Planning Committee will provide input re: accessibility issues, where appropriate, to new policies and procedures and to those under review;
- d. Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Ongoing identification of barriers must be brought to the Accessibility Committee for due consideration and incorporation into the multi-year plan. Removal and prevention of barriers must not be made in isolation but should consider various implications. **

The Director of Education has authorized the Accessibility Planning Committee to review and update the Integrated Accessibility Plan that will enable the Board to meet these commitments.

4. Description of the Brant Haldimand Norfolk Catholic District School Board

In January 1998, the Brant Haldimand Norfolk Catholic District School Board was found through the amalgamation of two former school boards: The Brant County Catholic Board of Education and the Haldimand Norfolk Catholic District School Board.

The Brant Haldimand Norfolk Catholic District School Board currently serves approximately 10,000 students and their parents in three counties (Brant, Haldimand and Norfolk), providing elementary education in 30 schools and secondary education in 3 schools. Supporting student achievement of all students is the goal of the teaching and support staff. In addition, there are numerous volunteers and community partners who assist in providing the opportunity for all students regardless of talents and needs to have the opportunity to achieve success while attending schools within the district. There are 6 Trustees in the Board and 1 student Trustee.

Board 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.

Board 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.

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

5. Accessibility Planning Committee Members

Member	Position	Contact
Bill Chopp	Superintendent of Education	bchopp@bhncdsb.ca
Fatima DeJesus-Malloy	Elementary School Secretary/President OSSTF Support	fmalloy@bhncdsb.ca
Tom Grice	Superintendent of Business	tgrice@bhncdsb.ca
Philip Kuckyt	Manager of Transportation Services	Philip.kuckyt@granderie.ca
Tom Laracy Jr.	Teacher/OECTA Elementary Bargaining Unit President	tclaracy@bhncdsb.ca
John McDermid	Elementary School Principal	jmcdermid@bhncdsb.ca
Len McDonald	Teacher/OECTA President	lmcdonald@bhncdsb.ca
Rachel Nardone	Orientation & Mobility Instructor	rnardone@bhncdsb.ca
Len Plant	Custodian/President, OSSTF Plan	lplant@bhncdsb.ca
Terre Slaght	Principal of Continuing Education	tslaght@bhncsb.ca
June Szeman	Trustee	jszeman@bhncdsb.ca
Dianne Wdowczyk	Chairperson of SEAC/Program Manager, Woodview Mental Health & Autism Services	dwdowczyk@woodview.ca
Guo Wu	Teacher of Hearing Impaired	gwu@bhncdsb.ca
Don Zelem	Manager of Facilities	dzelem@bhncdsb.ca
Carmen McDermid	Student Achievement Lead, Special Education	cmcdermid@bhncdsb.ca
Joshua O'Connor	Human Resources Coordinator	joconnor@bhncsb.ca
Tracey Austin	Manager, Communications & Public Relations	taustin@bhncsdb.ca
Norm Cicci	Manager, Information Technology	ncicci@bhncdsb.ca

6. Strategy for Prevention and Removal of Barriers

Beginning in September 1, 2001, the principles of inclusionary practice, freedom from barriers and accessible environments have informed all Brant Haldimand Norfolk Catholic District School Board policies, programs, procedures and services. Through the annual accessibility plan status report process implemented under the *Ontarians with Disabilities Act, 2001*, the Brant Haldimand Norfolk Catholic District School Board's programming, policies and practices have been assessed to ensure continuous improvement in accessibility. This process will continue through the establishment of an Integrated Accessibility Plan which places particular emphasis on the regulations made under the AODA with regard to Customer Service, Information and Communications, Employment and School Transportation.

7. Barrier Identification

The Accessibility Committee uses the following barrier-identification methods:

Group	Methods
Students	Barriers to accessibility are identified by students, parents and school staff. Facilities, Special Education and Transportation departments work with stakeholders to develop accommodation plans.
Staff	Staff and Human Resources identify restrictions and limitations and develop accommodation plans.
Public	Barriers to accessibility are identified by individuals accessing programs and services offered by the school board. Members of the public may bring concerns to the attention of the school, school board satellite offices, the education centre or may use the Board website. Barriers identified by members of the public are referred to the Board's Accessibility Committee. Development of the Integrated Accessibility Plan and the ongoing feedback opportunities are additional important methods to identify barriers to accessibility.
Board Wide	Barriers to accessibility may be identified through regulation, quasi-judicial proceedings or through the courts. Ongoing liaison with bargaining partners, provincial associations, school boards, and public sector agencies provides updates on emerging barriers to accessibility. SEAC, OCSOA, ODA, AODA, IASR, and the Customer Service Regulation are examples of some of the resources used for barrier identification. Review of our facilities provides up-to-date identification of barriers and plans to remove/prevent such barriers.

8. Barriers Identified

As required by the Ontarians with Disability Act (ODA), the Accessibility Planning Committee first identified barriers which can be grouped into the following nine types:

Architectural; Attitudinal; Built Environment; Informational; Learning; Physical; Policy/Practice; Technological; Transportation.

The AODA, 2005 identified specific additional barriers to accessibility through the Accessibility Standards for Customer Service, Ontario Regulation 429/07 and the Integrated Accessibility Standards Regulation 191/11. Policies and procedures were developed to meet the board's requirements under the Accessible Customer Service Regulation and further policies and procedures have been developed to address the requirements of accessibility standards in the areas of Information and Communications, Employment and School Transportation as set out in the Integrated Accessibility Standards Regulation. The multi-year plan will reference such policies and procedures including:

Policy/Procedure	Policy Date
Accessibility Policy Statement	January 1, 2013
Policy re Integrated Accessibility Plan	January 1, 2013
Administrative Procedure re Accessible Information and Communication	January 1, 2013
Administrative Procedure re Accessibility in Employment	January 1, 2013
Administrative Procedure re Individual Student Transportation Plan	January 1, 2014

The Accessibility Committee addressed six barrier groupings for the school year 2011-12. It is the intent of the committee to expand its focus by including more opportunities to collaborate with people with disabilities in the review of the plan.

In addition, the committee will review and integrate new regulations made under the Accessibility for Ontarians with Disabilities Act 2005. The attached is a summary of priorities for 2011-12 recommended by the Accessibility Committee.

ARCHITECTURAL		STATUS
Goal #1	All major renovations to schools and work sites as well as new construction will be designed to meet the accessible needs of those with disabilities as required by code.	
Action Plan	Plans will provide accessible practices ensuring all renovations and building projects meet code requirements. A member of the Accessibility Committee will be invited to new construction planning meetings to provide input on behalf of the committee. Renovation and reconstruction of front counters at CEC and each secondary school to make accessible to all persons.	<ul style="list-style-type: none"> · Catholic Education Centre reception area completed · Remaining areas ongoing
Responsibility	Manager of Facilities	

ATTITUDINAL		
Goal #1	To promote inclusionary practices for all students, staff and community partners.	
Action Plan	Invitation for feedback from employee groups and community partners Focus group; to provide input into the plan; use of Board website for feedback	<ul style="list-style-type: none"> · Ongoing
Responsibility	Accessibility Committee Manager of Communications and Community Relations	
Goal #2	To inservice all new employees about accessibility topics to increase awareness and sensitivity towards people with disabilities.	
Action Plan	To have face-to-face inservice as well as online training for new employees before employment in schools.	<ul style="list-style-type: none"> · Training is on-line
Responsibility	Accessibility Committee Manager of Human Resources	
Goal #3	Increase Board staff's understanding of mental health disabilities.	
Action Plan	To provide professional development activities for all staff on mental health disabilities and barriers to participation Participation in Mental Health Week and professional activity day inservice	<ul style="list-style-type: none"> · Ongoing training · Completed
Responsibility	Curriculum/Special Education Staff Wellness Committee	

INFORMATION / COMMUNICATION		
Goal #1	To improve the Board's website accessibility for people with disabilities.	
Action Plan	Re-design the website and computer accessibility focusing on an increased awareness of accessibility issues. For example: Implement Google translator High contrast colours Descriptive links Image Design of web page considers accessibility features	· Ongoing
Responsibility	Manger of Information Technology Manager of Communications and Community Relations	
Goal #2	Develop a process to address public awareness of Ontarians with Disabilities Act (ODA) and the Board's requirements.	
Action Plan	Information to schools, for inclusion in newsletters. Provision of action poster displays in schools and work sites. Development of Board brochure on accessibility	· Ongoing
Responsibility	Manager of Communications and Community Relations Accessibility Committee	
PHYSICAL		
Goal #1	Establishment of a plan to improve accessibility of school facilities and Board work sites.	
Action Plan	Evaluate accessibility at schools and work sites and incorporate recommendations into the capital plan for school renewal. Develop standard evaluation tool to be used by school administrators.	· Ongoing
Responsibility	Manager of Facilities	
Goal #2	To review snow removal plans for each school and work site.	
Action Plan	Initiate a review of site plans in the Boards contract documentation for snow removal in consultation with school administrators to ensure accessibility for all students. Identify schools with accessibility needs.	· Completed
Responsibility	Superintendent of Business Manager of Facilities	

Goal #3	To review accessible transportation for all students in all areas of the Board.	
Action Plan	<p>Review list of available transportation resources for all students.</p> <p>Develop strategy for supporting all students attending school trips and Board activities.</p> <p>Provide schools with specialized transportation forms.</p> <p>Provide for training of rider aides.</p> <p>Provide specialized transportation lists to transportation department by May 31.</p>	<ul style="list-style-type: none"> · Ongoing – reviewed annually · _____ process for access of vehicles available · Planning for 2013
Responsibility	<p>Superintendent of Business Manager of Transportation Principal of Program Continuing Education Student Achievement Lead: Special Education</p>	

SYSTEMIC		
Goal #1	Emergency response plans require provisions for students, staff, parents and community persons with disabilities.	<ul style="list-style-type: none"> · Completed
Action Plan	<p>Update emergency response plans to provide safe evacuation and protection of persons with disabilities.</p> <p>Work in partnership with local fire department and community agencies.</p> <p>Develop seizure action plan/safety template</p> <p>Review Board anaphylactic policy</p> <p>Provide schools with template of safety plans for students</p> <p>Fire evacuation plans for all schools with second and third floors</p>	
Responsibility	<p>Special Education Services School Principals</p>	

Goal #2	To ensure all policies and administrative procedures are inclusive and address accessibility issues.	· Ongoing
Action Plan	Develop a checklist for the revision of school policies and administrative procedures to ensure they address accessibility.	
Responsibility	Policy Committee Senior Administration	

TECHNOLOGICAL		
Goal #1	Training of staff and students to improve the process for present and future access to information.	· Completed
Action Plan	Provide direct training to teachers, support staff and students in the use of assistive technology. Provision of support by System SERT to ensure that IEPs are developed within accessibility standards. Continue to provide support to training the teachers of Grades 3 and 6 with the use of assistive technology for students preparing for EQAO tests.	
Responsibility	Special Education Services / Curriculum Department Manager of Information Technology	

9. Barriers Identified 2011-2017

The Integrated Accessibility Standards Regulation 101/11 filed in June, 2011 pursuant to the *Accessibility for Ontarians with Disabilities Act, 2005* identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation

These requirements build on the Accessibility Standards for Customer Service which came into force in 2007.

Through this 2012-2017 Integrated Accessibility Plan, the Brant Haldimand Norfolk Catholic District School Board intends to take action to address barriers to accessibility related to the Standards areas of current Regulations. This is in addition to ongoing work with regard to identification and removal of barriers in the Board's physical environment.

ACTION PLAN FOR 2012-2013

Barrier	Objective	Means to remove or prevent barriers	Timing	Responsibility
<p>Policy and Practices</p>	<p>Engage in long-range accessibility planning as required by the Integrated Accessibility Standard (O. Reg. 191/11)</p> <p>Training to Educators: provide all employees who are involved in program or course design, delivery and instruction – must provide all educators with accessibility awareness training related to accessible program, course delivery of instruction.</p>	<p>Continue the implementation of IASR requirements for 2013</p> <p>TeachAble project website to support teacher development of accessibility awareness and resources for students available at http://www.oesc-ocseo.org/english/TeachAble.html</p> <p>Staff training records, including a record of training provided and the number of individuals trained.</p>	<p>Jan. 1, 2013</p> <p>2012-13 collection period</p> <p>Jan. 2013</p>	<p>Accessibility Working Group</p> <p>Accessibility Working Group (OESC is preparing these materials for all boards – available Fall 2012)</p> <p>OESC provides mandatory training materials for compliance with IASR</p> <p>Accessibility Working Group</p>
<p>Communication and Information</p> <p>Strategy to keep members of the community updated with regard to programs and services for people with disabilities in BHNCD SB.</p>	<p>Community groups, staff and agencies have the opportunity to showcase programs and services for people with disabilities in Brant, Haldimand and Norfolk.</p>	<p>Organize and implement an Accessibility Showcase featuring displays by community groups addressing accessibility services and support programs.</p>	<p>Fall of 2013</p>	<p>Accessibility Working Group to organize with BHNCD SB Special Education Services and GEDSB Special Education Services with support from community agencies providing programs and services for people with disabilities.</p>

Barrier	Objective	Means to remove or prevent barriers	Timing	Responsibility
<p>Physical</p> <p>Long range planning required to bring all BHNCD SB facilities up to accessible standards.</p>	<p>Continued upgrading of facilities to accommodate students and staff with accessibility needs.</p>	<p>Facilities Checklist database updated as physical plan accommodations made.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Student Services</p> <p>Facility Services</p>
<p>Attitude</p> <p>Importance of continually educating our employees about people with disabilities and inclusive practices that remove barriers.</p>	<p>All new board employees must be in-services about accessibility topics to increase awareness and sensitivity towards people with disabilities.</p> <p>Accessibility Standards for Customer Service (Reg. 429/07 training online)</p>	<p>All new employees to receive Customer Services Training as a condition of employment.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Every employee group</p> <p>Department Managers and Principals</p>
<p>Architectural</p>	<p>Continue to update BHNCD SB Building Manual to reflect best practice in accessible building design</p>	<p>BHNCD SB Building Manual is continuously updated with input from SEAC</p>	<p>Ongoing</p>	<p>Facility Services</p>

2013-2014

Type of Barrier	Location	Action	Effective Date
Systemic – Attitudinal	Board-wide	Provide training to all staff, volunteers on accessibility standards requirements and on Human Rights Code provisions re disabilities and ensure third-party providers have similar training	Ongoing 2013-2014
Information and Communications	Board Offices	Review process for receiving/ responding to feedback to ensure accessibility to persons with disabilities and readiness to provide accessible formats and communication supports upon request. Notify the public re above.	January 1, 2014
Information and Communications	Board-wide	Review Board and school websites to assess level of accessibility. Ensure that new sites and web content meet Web Content Accessibility Guidelines (WCAG) 2.0, Level A standards.	January 1, 2014
Systemic – Employment	Board-wide	Review and update Human Resources procedures and practices with regard to recruitment, job accommodations, alternative accessible formats and communication supports, individual accommodation plans, return to work, performance management, career or professional development, redeployment.	January 1, 2014
Information and Communications – Student Transportation	Board-wide (Student Transportation and Special Education)	Consult with parents and develop individual school transportation plans for students with disabilities, clarifying roles and responsibilities.	January 1, 2014
Information and Communications	School Libraries	Review the readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request.	Ongoing 2013-2014 in anticipation of the 2015 compliance date
Physical	Various Sites	Install accessibility features	Ongoing 2013-2014

2014-2015

Type of Barrier	Location	Action	Effective Date
Information and Communications	Board-wide	Identify and have ready access to resources that enable the Board to provide information and communication supports upon request and in a timely manner to persons with disabilities. (Consider access to board meetings/school events)	January 1, 2015
Information and Communications	School Libraries	Ensure readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request	January 1, 2015
Information and Communications	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing preparation for 2021 deadline
Physical	Various Sites	Install accessibility features	Ongoing 2014-2015

2015-2016

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Review status of accessibility awareness training to ensure new staff have been trained	Ongoing
Information and Communications	School Libraries	Review status of capacity of school libraries to provide accessible or conversion-ready formats of digital or multimedia resources upon request in anticipation of 2020 deadline	Ongoing preparation for 2020 deadline
Information and Communications	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing preparation for 2021 deadline
Physical	Various Sites	Install accessibility features	Ongoing 2015-2016

2016-2017

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Review status of accessibility awareness training to ensure new staff have been trained	Ongoing 2016-2017
Systemic	Board-wide	Review status of Board accessibility policies and procedures and update as required	Ongoing 2016-2017
Information and Communications	School Libraries	Review status of capacity of school libraries to provide accessible or conversion-ready formats of all resources upon request	Ongoing preparation for 2020 deadline
Information and Communications	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing preparation for 2021 deadline
Physical	Various Sites	Install accessibility features	Ongoing 2015-2016

10. Review and Monitoring Process

The Accessibility Committee meets regularly during the year to consider feedback received, review progress, evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board.

The Accessibility Committee will ensure that in respect of the Integrated Accessibility Plan the following steps take place:

- (a) An annual status report on the progress of the measures taken to implement the Plan is brought to the Board for approval at the Committee of the Whole meeting in November;
- (b) At least once every 5 years the Plan is reviewed and updated in consultation with persons with disabilities, with the Board's Special Education Advisory Committee and other relevant stakeholders. The Plan will be brought to the Board for consideration and approval.

11. Communication of the Plan

In addition to the public availability of the Plan as referenced earlier on Page 2, the Brant Haldimand Norfolk Catholic District School Board will post an annual status report on the progress of the Integrated Accessibility Plan on the Board's website. The Board will accommodate requests for accessible formats of the Plan.

Questions, comments or feedback regarding the Accessibility Plan may be directed to:

Chair
Accessibility Committee
Brant Haldimand Norfolk Catholic District School Board
322 Fairview Drive
Brantford, ON N3T 5M8
webmaster@bhncdsb.ca



**Brant Haldimand Norfolk
Catholic District School Board**

Policy: Accessibility Standards

		Policy Number:	200.33
Adopted:	January 29, 2013	Former Policy Number:	n/a
Revised:	N/A	Policy Category:	Students
Subsequent Review Dates:	N/A	Pages:	1

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board, as followers of Jesus, is a Catholic learning community committed to providing services to our students, parents/guardians, the public and our staff that are free of barriers and biases. The Brant Haldimand Norfolk Catholic District School Board strives to ensure that key principles of independence, dignity, integration and equality of opportunity are reflected and valued in our Catholic learning and working environments. Our conduct will demonstrate our Catholic belief in the strength that diversity brings to our communities.

Policy Statement:

It is the policy of the Brant Haldimand Norfolk Catholic District School Board to provide an environment in all of its facilities that fosters independence, dignity and respect for our students, parents/guardians, the public and our staff. We are committed to ensuring that people with disabilities have the same opportunity of access to our services in the same location and in a similar way as these services are available to all others we serve. We are committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to customer service, information and communications, employment and transportation.

Glossary of Key Policy Terms: N/A

References

- Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
- Accessibility Standard for Customer Service, Ontario Regulation 429/07
- Integrated Accessibility Standard, Ontario Regulation 191/11
- Ontario Human Rights Code
- Integrated Accessibility Standards Regulation – Customer Service Administrative Procedure 200.34
- Integrated Accessibility Standards Regulation – Employment Administrative Procedure 200.35
- Integrated Accessibility Standards Regulation – Information & Communications Administrative Procedure 200.36
- Integrated Accessibility Standards Regulation – Transportation Administrative Procedure 200.37
- Integrated Accessibility Plan 2013-17 Policy 200.32
- Integrated Accessibility Plan 2013-207



Integrated Accessibility Standards Regulation – Customer Service AP 200.34

Procedure for:	All Board Employees	Adopted:	December 8, 2009
Submitted by:	Superintendent of Education, Special Education	Revised:	January 29, 2013
Category:	Students		

Purpose

The Brant Haldimand Norfolk Catholic District School Board is committed to providing services to our students, parents/guardians, the public and our staff that are free of barriers and biases. The Brant Haldimand Norfolk Catholic District School Board strives to ensure that key principles of equal opportunity is reflected and valued in our Catholic learning and work environments. Our actions will demonstrate our belief in the strength diversity brings to our communities.

The Brant Haldimand Norfolk Catholic District School Board is also committed to ensuring that people with disabilities have the same opportunity of access to our services in a similar way as these services are available to all others we serve. We are committed to meeting, in a timely manner, the accessibility needs of students with disabilities in the provision of services related to customer service.

Responsibilities

Supervisory Officers, Principals and Managers will ensure that all staff, volunteers and others providing customer service on behalf of the Board are trained in and adhere to the requirements of this Administrative Procedure.

Procedures

1.0 Monitoring and Feedback on Accessible Customer Service

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

1.1.1 Information on the Board and school websites inviting users of Board services to provide feedback on their experience with or concerns about access to services for people with disabilities.

1.1.2 Printed information available through school offices and public offices of the Board to invite people with disabilities to provide feedback on their experience with or concerns about accessibility of services. Consideration should be given to providing information in alternate formats.

1.1.3 Information on how the Board will respond to feedback.

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



1.2 Methods of feedback:

1.2.1 A range of methods for soliciting feedback will be employed to ensure optimum access to the feedback process by people with disabilities. Feedback methods could include e-mail, verbal input, suggestion box or feedback card.

1.2.2 The feedback process should include the title(s) of the person(s) responsible for receiving feedback and indicate how the Board's response to the feedback will be made known. (Appendix A)

1.3 Proactive measures for accessible customer service:

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

2.0 Use of a Service Animal by the General Public

2.1 Recognizing service animals:

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

2.2. Responsibilities:

2.2.1 Supervisory Officers, Principals and Departmental Managers will ensure that all staff, volunteers and others dealing with the public are properly trained in how to interact with people with disabilities who are accompanied by a service animal.

2.2.2 Any person with a disability who is accompanied by a service animal will be welcomed on Board and/or school premises with his or her service animal and will be accompanied by the service animal while on the premises unless otherwise restricted (2.3). Access will be in accordance with normal security procedures.

2.2.3 This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or Board offices where the public does not have access.

2.2.4 This procedure deals solely with the individual's right to be accompanied by a service animal. Access to classrooms for service animals used by students and staff is covered under separate procedures.



1.3 Exclusion of service animal:

- 2.3.1 A service animal can only be excluded from access to the premises where this is required by another law. Examples include the *Health Protection and Promotion Act* and the *Food Safety and Quality Act*. The former Act prohibits services animals in places where food is prepared, processed, or handled (e.g., kitchen of school cafeteria or culinary arts classroom) although service dogs are permitted where food is served and sold (e.g. school cafeteria or lunchroom).
- 2.3.2 Where there is a risk to the health and safety of another person as a result of the presence of a service animal, consideration must be given to options available prior to exclusion of a service animal. An example would be a situation where an individual has a severe allergy to the service animal. It is the Board's expectation that the situation be fully analyzed and all measures to eliminate the risk be considered, e.g. creating distance between the two individuals concerned, making reasonable alterations to schedules, etc.
- 2.3.3 A service animal can be excluded if it is of a breed that is prohibited by law. An example would be the Ontario *Dog Owners' Liability Act* which places restrictions on pit bull terriers.
- 2.3.4 In the rare instance where a service animal must be excluded, the Board must make every effort to put alternative arrangements in place to provide the services required by the person with a disability. This could involve leaving the animal in a secure area where it is permitted by law and discussing with the person how best to serve them, e.g., a person with a vision disability might need someone (a member of staff or volunteer) to guide them.

2.4 Confirming the status of a service animal:

- 2.4.1 At times it may be necessary to confirm that an animal is a service animal. Where an animal is not a trained guide dog and it is not readily apparent that the animal is a service animal, the school or Board staff member may ask the person using the animal for a letter from a designated health professional confirming that the animal is needed because of the disability. The letter does not need to identify the disability, why the animal is needed or how it is used.
- 2.4.2 Where the person using the service animal regularly attends at the school or Board facility, the principal or departmental manager may request to keep a copy of the letter on file but only as long as required by the circumstances. Alternatively, the person using the service animal may be asked to bring a letter with them on occasions when they visit the premises. The principal or departmental manager shall preserve the confidentiality of the letter and information contained in the letter, and shall not use or disclose the letter or information except as provided for in the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, cM56, or as otherwise required by law.

3.0 Use of Support Persons by the General Public

- 3.1 A support person is a person who assists or interprets for a person with a disability who accesses the services of the Board. A support person is distinct from an employee who provides support services to a student or staff person in the system – separate and specific procedures apply. A support person is an individual chosen by a person with a disability to provide services or assistance with communication, mobility, personal care, medical needs or with access to goods or services. Personal care needs may include, but are not limited to, physically transferring an individual from one location to another or assisting an individual with eating or using the washroom. Medical needs may include, but are not limited to, monitoring an individual's health or providing medical support by being available in the event of a seizure. The support person could be a paid professional, a volunteer, a friend or a family member. He or she does not necessarily need to have special training or qualifications.



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- 3.2 Supervisory Officers, Principals and Departmental Managers will ensure that staff members receive training in interacting with people with disabilities who are accessing Board services accompanied by a support person.
- 3.3 Access to Board premises and school events:
- 3.3.1 Any person with a disability who is accompanied by a support person will be welcomed on Board and/or school premises with his or her support person. Access will be in accordance with normal security procedures.
- 3.3.2 This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or Board offices where the public does not have access.
- 3.3.3 Where an individual with a disability who is accompanied by a support person wishes to attend a school, family of schools or Board-organized event for which a fee is charged, the notice of the event will include information as to whether support persons will be charged a fee and specify the amount of the fee.
- 3.3.4 The Board may require a person with a disability to be accompanied by a support person when on the premises, but only if a support person is necessary to protect the health or safety of the person with a disability or the health or safety of others on the premises.

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

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



4.0 Use of Assistive Devices by the General Public

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

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

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

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

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

5.0 Notice of Disruption of Service:

- 5.1 As members of the general public, people with disabilities may rely on certain facilities, services or systems in order to access the services of the school or Board offices. Escalators and elevators, for example, are important to people with mobility disabilities because that may be the only way they can access the premises. Other systems and services designed to meet the needs of people with disabilities can include accessible washrooms, amplification systems, and note-taking or TTY services. When those facilities or services are temporarily unavailable or if they are expected to be temporarily unavailable in the near future, a notice of disruption of service is required. Generally, disruptions to any of the Board's services, such as a major storm or power outage, do not require this special notice. However, if the disruption has a significant impact on people with disabilities, a notice of the disruption should be provided.
- 5.2 Supervisory Officers, Principals, Departmental Managers, Co-ordinator of Communications and Community Relations will ensure that the users of Board and school services are notified when there is a disruption in services that may have an impact on access to services by people with disabilities.
- 5.3 Notice may be given by posting the information at a conspicuous place at or in the school or at or in Board facilities. Other options that may be used include: posting on the Board and/or school website; through direct communication with users of the services in accordance with school practices. (See Appendix D).



- 5.4 Consideration should be given to providing notice in multiple formats.
- 5.5 If the disruption is planned, notice should be provided in advance of the disruption. If the notice is unplanned, notice should be provided as soon as possible after the disruption has been identified.
- 5.6 The notice of disruption of service must include information about the reason for the disruption, its anticipated duration and a description of alternative facilities or services, if any, that are available.

Definitions – N/A

References

Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
Integrated Accessibility Standard, Ontario Regulation 191/11
Ontario Human Rights Code
Accessibility Standards Policy 200.33
Integrated Accessibility Standards Regulation – Employment Administrative Procedure 200.35
Integrated Accessibility Standards Regulation – Information & Communications Administrative Procedure 200.36
Integrated Accessibility Standards Regulation – Transportation Administrative Procedure 200.37
Integrated Accessibility Plan 2013-2017 Policy 200.32
Integrated Accessibility Plan 2013-2017



APPENDIX A

Sample Notice for Feedback

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

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

All feedback will be directed to **TBD**

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



APPENDIX B

Sample Consent Form for Support Persons

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

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

Affirmation of consent:

Parent/Guardian

Signature _____ Date _____

Printed Name of Parent/Guardian _____

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

Support Person

Signature _____ Date _____

Printed Name of Support Person _____

Signature of Witness (Principal/Staff Member)

Signature _____ Date _____

Printed Name of Staff Person _____

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



APPENDIX C

Information on Interacting with People Using Assistive Devices

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

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

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

Moving personal assistive devices

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

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

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

How to use TTY and Canada Relay Services

How to make a call with TTY:

- Push the ON switch
- Push the DISPLAY switch if you wish to use the screen alone or the PRINT switch if you want what is typed both on screen and in print
- Place the telephone receiver on the TTY’s rubber receptacles. Make sure that the receiver is firmly in place and that the telephone’s receiver cord is on the LEFT side of the TTY
- Check the telephone indicator light; if it is lit, you have the line
- Dial the number and watch the telephone light; if it is flashing slowly, this indicates that the device on the other end is ringing
- When the person you are calling answers, you will see a phrase appear on the screen such as: “Hello, Richard Smith here, GA.” The “GA” stands for “Go Ahead”. Don’t forget to use it whenever you have finished speaking, so the other person will know it’s his or her turn to speak. The person who receives the call is always the one who starts typing first



- When the call is over and you want to advise the other person that you are ready to get off the phone, type "SK". It means Stop Keying. The other person will respond by typing "SK" if he or she agrees that the call is completed. To be courteous, each person waits until the other one has indicated "SK" before hanging up the phone. Always switch the TTY "OFF" as soon as you have finished the call.

How to make a call using the Relay System

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



APPENDIX D

Sample Notices of Disruption of Service

Sample 1 – Access to School Building

To: Parents, Guardians and Community Users of our School

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

Thank you.
Principal

Sample 2 – Accessible Washroom

To: Visitors to the Education Centre

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

Thank you.
Manager of Facility Services



Integrated Accessibility Standards Regulation – Employment AP 200.35

Procedure for:	Senior Administrators, Principals/Vice-Principals, Managers	Adopted:	January 29, 2013
Submitted by:	Superintendent of Education, Special Education	Revised:	N/A
Category:	Students		

Purpose

The Brant Haldimand Norfolk Catholic District School Board is committed to ensuring that people with disabilities have the same opportunity of access to employment opportunities and services as do all employees and prospective employees. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to employment.

Responsibilities

1. Supervisory Officers, Principals, Departmental Managers and all other staff who have responsibility for hiring and employee selection and/or supervise the work of employees of the Board will ensure that the provisions in this procedure are implemented.
2. The Board's Human Resources department will ensure that the provisions of this procedure are incorporated in their practices.
3. Unless otherwise stated, the provisions of this procedures will be in place by January 1, 2014.

Procedures

1.0 Recruitment

The Board will ensure that in its recruitment outreach practices the public is made aware that the Board will provide accommodation for applicants with disabilities in its recruitment processes.

Employees of the Board will be made aware that the Board provides accommodation for applicants with disabilities in its recruitment processes.

When the Board selects job applicants for a job selection process, the Board will make applicants aware that, upon request, they have access to accommodations in relation to materials and processes that will be used for applicant selection and that they will be consulted about suitable accommodations that take into account their accessibility needs due to disability.

When the Board makes an offer of employment, the Board will notify the successful applicant of its policy of accommodating employees with disabilities.

2.0 Supports for Employees

- 2.1 The Board will inform employees of the Board's policies used to support employees with disabilities including procedures that provide for job accommodations that take into account an employee's accessibility needs due to disability.
- 2.2 The Board will make this information available as soon as practicable to new employees and will provide updated information as policies and procedures on the provision of job accommodation are revised.



3.0 Accessible Formats and Communication Supports

- 3.1 Where an employee with a disability so requests, the Board will consult with the employee to provide or arrange for accessible formats and communication supports in relation to information that is generally available to employees in the workplace and that the employee needs to perform the employee's job.
- 3.2 The Board, in determining the suitability of an accessible format or communication as required in 3.1, will consult with the employee.

4.0 Workplace Emergency Response Information

- 4.1 The Board will ensure that individualized workplace emergency response information is provided to employees who have a disability, provided the disability is such that individualized information is necessary and the Board has been made aware of the need for accommodation due to the disability. The Board will provide the necessary information as soon as practicable after becoming aware of the need for accommodation.
- 4.2 If an employee who receives individualized workplace emergency response information requires assistance, the Board will, with the consent of the employee, provide such information to the person(s) designated to provide assistance to the employee.
- 4.3 The Board will review individualized workplace emergency response information:
 - a. when the employee moves to a different location in the Board;
 - b. when the employee's overall accommodation needs or plans are reviewed; and
 - c. when the Board reviews its general emergency response procedures.
- 4.4 The Board will ensure that the requirements of this section are in place as of January 1, 2012.

5.0 Supports for Employees

- 5.1 The Board will have in place a written process for the development of documented individual accommodation plans for employees with disabilities.
- 5.2 The Board's written process will address:
 - a. how the employee requesting accommodation can participate in the development of the individual accommodation plan.
 - b. The means by which the employee is assessed on an individual basis.
 - c. How the Board can request an evaluation by an outside medical or other expert, at the Board's expense, to assist the employer in determining if accommodation can be achieved and, if so, how it can be achieved.
 - d. How the employee can request to have a representative of his/her bargaining agent, or another workplace representative if the employee is not a member of a bargaining agent, participate in the development of the individual accommodation plan.
 - e. The steps taken to protect the privacy of the employee's personal information.
 - f. The frequency with which the individual accommodation plan will be reviewed and updated and how this will be done.
 - g. How the reasons for denying an individual accommodation plan will be provided to an employee, if accommodation is denied.
 - h. How the Board will ensure that the individual accommodation plan is provided in a format that takes into account the employee's accessibility needs due to disability.



- 5.3 The Board will provide individual accommodation plans that:
- Include, if requested, any information regarding accessible formats and accommodation supports provided;
 - Include, if required, individualized workplace emergency response information; and
 - Identify any other accommodation to be provided.

6.0 Return to Work Process

This return-to-work process does not replace or override any other return-to-work process created as a result of any other statutes, e.g., under the Workplace Safety and Insurance Act.

- 6.1 The Board will develop, put in place and document a return-to-work process for its employees who have been absent from work due to disability and require disability-related accommodations in order to return to work.
- 6.2 The return-to-work process will:
- Outline the steps the Board will take to facilitate the return to work of employees who were absent because their disability required them to be away from work;
 - Use documented individual accommodation plans (as in 6.0) as part of the process; and
 - Ensure that all staff involved in program or course design, delivery and instruction will be provided with accessibility awareness training related to these responsibilities.

7.0 Performance Management

In administering performance appraisal processes in respect of employees with disabilities, the Board will take into account the accessibility needs of employees with disabilities as well as individual accommodation plans.

8.0 Career Development

Where the Board provides career development and advancement to its employees, the Board will take into account the accessibility needs of employees with disabilities as well as individual accommodation plans.

9.0 Redeployment

Where the Board has in place a redeployment process, the Board will take into account the accessibility needs of employees with disabilities as well as any individual accommodation plans during the redeployment process.

Definitions

Performance Management

Performance management means activities related to assessing and improving employee performance, productivity and effectiveness with the goal of facilitating employee success.

Career Development and Advancement

Career development and advancement includes providing additional responsibilities within an employee's current position and the movement of an employee from one job to another that may be higher in pay, provide greater responsibility or be at a higher level, or a combination of these. For both additional responsibilities and employee movement, this is usually based on merit or seniority or a combination of these.

Redeployment

Redeployment means the reassignment of employees to other departments or jobs as an alternative to lay-off, when a particular job or department has been eliminated.



Information

Information includes data, facts and knowledge that exist in any format, including text, audio, digital or images, and that conveys meaning.

Communication

Communication means the interaction between two or more persons or entities, or any combination of them, where information is provided, sent or received.

Accessible Formats

Accessible formats include, but are not limited to, options such as large print, screen readers, braille, audio format, or captioning.

Conversion-Ready

Conversion-ready is an electronic or digital format that facilitates conversion into an accessible format.

WCAG

WCAG refers to the World Wide Web Consortium Web Content Accessibility Guidelines.

Legal Framework

Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
Integrated Accessibility Standard, Ontario Regulation 191/11
Ontario Human Rights Code

Related Policies/Procedures

Accessibility Standards Policy 200.33
Integrated Accessibility Standards Regulation – Customer Service Administrative Procedure 200.34
Integrated Accessibility Standards Regulation – Information & Communications Administrative Procedure 200.36
Integrated Accessibility Standards Regulation – Transportation Administrative Procedure 200.37
Modified Work Policy



**Integrated Accessibility Standards Regulation –
Information & Communications
AP 200.36**

Procedure for:	Senior Administrators, Principals/Vice-Principals, Managers	Adopted:	January 29, 2013
Submitted by:	Superintendent of Education, Special Education	Revised:	N/A
Category:	Students		

Purpose

The Brant Haldimand Norfolk Catholic District School Board is committed to ensuring that people with disabilities have the same opportunity of access to our services as all others we serve. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to information and communications.

Responsibilities

1. Supervisory Officers, Principals, and Department Managers will ensure that all staff, volunteers and others providing services and programs on behalf of the Board have received training in the requirements of the Integrated Accessibility Standards, including the Standards related to Information and Communications.
2. The initial training will be completed by January 1, 2014.

Procedures

1.0 Procurement

- 1.1 The Board and all its managers and school-based administrators will, wherever practicable, incorporate accessibility criteria and features when procuring or acquiring goods and services, designing new systems or planning new initiatives that are related to provision of information and communication services.
- 1.2 The above (1.1) will be in place by January 1, 2013.

2.0 Provision of Information and Communications in Accessible Formats

- 2.1 Upon request, the Board will provide, or arrange for the provision of, accessible formats and communications supports for persons with disabilities to facilitate their access to the services of the Board.
- 2.2 Accessible formats and communications supports will be provided in a timely manner that takes into account the person's accessibility needs and a cost no greater than the regular cost charged to other persons.
- 2.3 The Board will determine the suitability of an accessible format or communications support and, in so doing, will consult with the person making the request.
- 2.4 The Board will notify the public, through websites, general publications and other relevant means, about the availability of accessible formats and communications supports.
- 2.5 The Board will ensure that the provisions of 2.0 are in place by January 1, 2014.



3.0 Accessible Websites

- 3.1 The Board will ensure that, as of January 1, 2014, all new websites and web content on these sites will conform with the Web Content Accessibility Guidelines (WCAG) 2.0 at Level A.
- 3.2 The Board will ensure that, as of January 1, 2021, all its internet websites and web content will conform with WCAG 2.0 at Level AA.
- 3.3 These requirements do not include live captions or pre-recorded audio descriptions.
- 3.4 These requirements apply to:
 - a. websites and web content, including web-based applications, that the Board controls directly or controls through a contractual relationship that allows for modifications of the product; and
 - b. web content published on a website after January 1, 2012.
- 3.5 Where the Board determines that meeting these requirements is not practicable, such determination will include consideration of:
 - a. the availability of commercial software or tools or both; and
 - b. significant impact on an implementation timeline that was planned or initiated before January 1, 2012.

4.0 Educational and Training Resources and Materials

- 4.1 The Board will, upon notification of need, provide educational or training resources or materials in an accessible format that takes into account the accessibility needs due to a disability of the person to whom the material is to be provided.
- 4.2 To do so, the Board will procure through purchase, or obtain by other means, an accessible or conversion-ready electronic format, where available.
- 4.3 If the resources cannot be procured or converted into an accessible format, the Board will arrange for the provision of comparable resources.
- 4.4 The Board will, upon notification of need, provide information on the requirements, availability and descriptions of programs in an accessible format to persons with disabilities.
- 4.5 The Board will, upon notification of need, provide student records in an accessible format to persons with disabilities.
- 4.6 The Board will ensure these services are in place as of January 1, 2013.

5.0 Training for Program/Classroom Staff

- 5.1 The Board will ensure that all staff involved in program or course design, delivery and instruction will be provided with accessibility awareness training related to these responsibilities.
- 5.2 The Board will keep a record of the training provided, including the dates on which training was provided and the number of individuals to whom training was provided.
- 5.3 The effective date for provision of this training is January 1, 2013.

6.0 School Libraries

- 6.1 The Board will ensure that school libraries are able to provide, procure or acquire an accessible or conversion-ready format of print resources upon request by a person with a disability.
- 6.2 The effective date of the provision of 6.1 is January 1, 2015.



-
- 6.3 The Board will ensure that school libraries are able to provide, procure or acquire an accessible or conversion-ready format of digital or multi-media resource materials upon request by a person with a disability.
 - 6.4 The effective date of the provision in 6.3 is January 1, 2020.

7.0 Feedback

- 7.1 The Board will ensure that its processes for receiving and responding to feedback are accessible to persons with disabilities.
- 7.2 Upon request, the Board will provide or arrange for the provision of accessible formats and/or communications supports to facilitate feedback.
- 7.3 The Board will notify the public about the availability of accessible formats and communications supports with regard to its feedback processes.
- 7.4 The above provisions will be in place by January 1, 2014.

Definitions

Information

Information includes data, facts and knowledge that exist in any format, including text, audio, digital or images, and that conveys meaning.

Communication

Communication means the interaction between two or more persons or entities, or any combination of them, where information is provided, sent or received.

Accessible Formats

Accessible formats include, but are not limited to, options such as large print, screen readers, braille, audio format, or captioning.

Conversion-Ready

Conversion-ready is an electronic or digital format that facilitates conversion into an accessible format.

WCAG

WCAG refers to the World Wide Web Consortium Web Content Accessibility Guidelines.

References

Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
Integrated Accessibility Standard, Ontario Regulation 191/11
Ontario Human Rights Code
Accessibility Standards Policy 200.32
Integrated Accessibility Standards Regulation – Customer Service Administrative Procedure 200.34
Integrated Accessibility Standards Regulation – Employment Administrative Procedure 200.35
Integrated Accessibility Standards Regulation – Transportation Administrative Procedure 200.37
Integrated Accessibility Plan 2013-2017 Policy 200.32
Integrated Accessibility Plan 2013-2017



Integrated Accessibility Standards Regulation – Transportation AP 200.37

Procedure for:	Senior Administrators, Principals/Vice-Principals, Managers	Adopted:	January 29, 2013
Submitted by:	Superintendent of Education, Special Education	Revised:	N/A
Category:	Students		

Purpose

The Brant Haldimand Norfolk Catholic District School Board is committed to ensuring that people with disabilities have the same opportunity of access to our services in a similar way as these services are available to all others we serve. We are committed to meeting, in a timely manner, the accessibility needs of students with disabilities in the provision of services related to transportation.

The provision of accessible student transportation services will include the development of an individual school transportation plan for each student who has a disability that affects his/her transportation to and from school. The plan will be developed in consultation with the student's parents or guardians.

Responsibilities

1. The Board will ensure that the provisions of this Administrative Procedure are in place by January 1, 2014.
2. The Superintendent of Education responsible for Special Education and the Manager of Transportation Services will ensure that the provisions of this Administrative Procedure are implemented.

Procedures

1.0 Individual School Transportation Plans

- 1.1 The Student Achievement Lead for Special Education will, in consultation with school staff, parents or guardians, annually identify students with disabilities who require specific transportation services; such identification will, wherever possible, be made prior to the commencement of the school year.
- 1.2 Following consultation with school principal or designate, the Student Achievement Lead for Special Education will provide to the Manager of Transportation Services, or his/her designate, an individual student transportation plan for each student with a disability who requires specific transportation services.

2.0 Content of Individual School Transportation Plans

- 2.1 An individual transportation plan shall, in respect of each student with a disability requiring specific transportation services, include the following:
 - a. details of the student's assistance needs with respect to transportation to and from school
 - b. provisions for the boarding, securement and deboarding of the student, as applicable.

3.0 Communication of Responsibilities re Individual School Transportation Plans

- 3.1 The Student Achievement Lead for Special Education and, where appropriate, the Manager of Transportation Services, will identify and communicate roles and responsibilities with regard to the implementation of the individual school transportation plan to the following:



- a. the transportation provider
- b. the parents or guardians of the student with the disability
- c. the operator (driver) of the student transportation vehicle
- d. the appropriate members of the school staff (e.g., principal, teacher, educational assistant)
- e. the student with the disability, when applicable.

Definitions

Individual School Transportation Plan

Individual school transportation plan is a plan that provides details of the arrangements that meet the transportation needs of an individual student who has a disability.

Operator

Operator means the driver of the school transportation vehicle.

Transportation Provider

Transportation provider is an entity or person who has entered into an agreement with the Board for the transportation of students in accordance with the *Education Act*.

Transportation Services

Transportation services means transportation that a Board provides for students in accordance with the *Education Act*.

References

Accessibility for Ontarians with Disabilities Act, 2005 (AODA)

Integrated Accessibility Standard, Ontario Regulation 191/11

Ontario Human Rights Code

Education Act

Accessibility Standards Policy 200.33

Integrated Accessibility Standards Regulation – Customer Service Administrative Procedure 200.34

Integrated Accessibility Standards Regulation – Employment Administrative Procedure 200.35

Integrated Accessibility Standards Regulation – Information & Communications Administrative Procedure 200.36

Integrated Accessibility Plan 2013-2017 Policy 200.32

Integrated Accessibility Plan 2013-2017



Brant Haldimand Norfolk Catholic District School Board

POLICY: Accessibility - Customer Service Standards

Adopted:	12/8/09	Policy No:	
		Former Policy #:	
Revised:		Policy Category:	200.32
Subsequent Review Dates:		Pages:	3

Belief Statement:

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

Policy Statement:

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

1. to provide services to our students, parents/guardians, the public and our staff that are free of barriers and biases.
2. to ensure independence, dignity, integration and equality of opportunity are reflected and valued in our learning and working environments.
3. to provide services that respect the independence and dignity of persons with disabilities, such service to incorporate measures that include but are not limited to the use of assistive devices and service animals.
4. to provide appropriate training for all staff who deal with the public or other third parties on behalf of the Board.
5. to ensure that its policies and procedures related to the *Accessibility for Ontarians with Disabilities Act, 2005* are made available to the public and also ensure there is capacity to provide communication about these policies and procedures in a format that takes into account a person's disability.
6. to ensure when services that are normally provided to a person with a disability are temporarily unavailable such as access to an elevator, a disruption of service notice will be posted at the work site and on the Board's website.
7. to develop a process for receiving and responding to feedback. Information about the feedback process will be readily available to the public and will allow people to provide feedback using a number of methods (i.e. online form).

8. to ensure that adherence to this policy can be achieved efficiently and effectively; the Board and all its managers and school-based administrators will take into account the impact on persons with disabilities when purchasing new equipment, designing new systems or planning a new initiative.
9. to create a feedback process that will review the implementation of this policy with the Board's various constituency groups. Examples include Special Education Advisory Council (*SEAC*), Federations, unions, citizens' groups, school councils and the Board accessibility committee. Methods could include the use of electronic means such as websites.
10. to establish a process for consulting with frontline staff and volunteers who have a role in implementing the expectations and procedures established under this policy to review its effectiveness.

Legal Framework

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

Glossary of Key Policy Terms:

Customer	is any person who uses the services of the school board who is not a student or staff.
Assistive Device	is any device used by people with disabilities to help with daily living. Assistive devices include but are not limited to a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.
Service Animal	is an animal that is being used because of a person's disability and this is either readily apparent or is supported by a letter from a designated health professional.
Support Person	is a person who assists or interprets for a person with a disability as he/she accesses the services of the Board. A support person is distinct from an employee who supports a student in the system.
Third Party Contractors	is any person or organization acting on behalf of or as an agent of the Board (e.g. bus operators, contracted professionals).
Barrier to Accessibility	is anything that prevents a person with a disability from fully participating in all aspects of the services of the Board. This includes, but is not limited to, a physical barrier, an architectural barrier, information or communications barrier, and attitudinal barrier, a technological barrier.

Accommodation

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

RESOUND

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

Prepared by: Bill Chopp, Superintendent of Education
Presented to: Policy Committee
Submitted on: January 21, 2013
Submitted by: Chris N. Roehrig, Director of Education & Secretary

NUTRITION – CREATING A HEALTHY ENVIRONMENT

Public Session

BACKGROUND INFORMATION:

The Ontario government is committed to making schools healthier places for students in order to establish the conditions needed to realize the potential of all students. A healthy school environment enhances student learning and success, and enhances students' social and emotional well-being. Schools have an important role to play in helping students lead healthier lives, including teaching students the skills to make healthy choices and reinforcing those lessons through school practices.

The Ontario government introduced its School Food and Beverage Policy in January 2010, which includes nutrition standards for food and beverages sold in schools. The policy will apply to food and beverages sold:

- in all venues on school property such as cafeterias, vending machines and tuck shops;
- through all programs, including catered lunch programs; and
- at all events on school property, including bake sales and sport events.

The nutrition standards do not apply to lunches or snacks that are brought from home.

In order to comply with PPM 150 School Food and Beverage Policy as mandated by the Ministry of Education in January 2010, the Brant Haldimand Norfolk Catholic District School Board was required to have in place by September 1, 2011 a nutrition policy and administrative procedures. The Board approved an Interim Policy on May 24, 2011 for one year to allow schools an implementation period.

DEVELOPMENTS:

The Board Nutrition Committee developed and sent out a nutrition survey to staff, parents and school councils. The purpose of the survey was to receive responses to the following intended outcomes of the Interim Nutrition Policy:

- The Brant Haldimand Norfolk Catholic District School Board schools and worksites will foster healthy nutrition environments and implement food practices to support the wellness of students and staff in line with the current edition of Eating Well with Canada's Food Guide.

- All schools and worksites will comply with provincial legislation relating to nutrition, such as Policy/Program Memorandum (P/PM) 150 (School Food and Beverage Policy), Policy/Program Memorandum (P/PM) 135 (Healthy Foods and Beverages in Elementary School Vending Machines), the Healthy Food for Healthy Schools Act and any other pertinent legislation.
- Schools with nutrition programs will follow the Board Interim Policy.
- Food is not used as an individual reward or an incentive for good behaviour, achievement or participation in classrooms. This does not preclude teachers from providing students with food or beverages that comply with the nutrition standards in P/PM 150 and the Interim Nutrition Policy for nutrition snacks or celebrations.
- Non-food items or events were to be selected for fundraising purposes within schools.

As a result of the survey and feedback received, the Board Nutrition Committee has proposed an amendment to the Interim Administrative Procedure. The amendment is to allow for community organizations that provide breakfast and snack nutrition programs to follow the Student Nutrition Program Guidelines developed by the Ministry of Child and Youth Services.

RECOMMENDATION:

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Nutrition – Creating a Healthy Environment Policy 200.01.



Policy: Nutrition – Creating a Healthy Environment

		Policy Number:	200.01
Adopted:	May 24, 2011	Former Policy Number:	n/a
Revised:	January 29, 2013	Policy Category:	Students
Subsequent Review Dates:	TBD	Pages:	3

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board believes that as a Catholic learning community, healthy school nutrition based environments for students and staff need to be developed and maintained. The Board shall provide food services that feature nutritious foods and nutrition education programs and activities.

Policy Statement:

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

- Healthy school eating environments that encourage and model healthy living behaviours are created in all schools. These healthy school environments will support all members of the school community to develop and maintain healthy eating practices while consistently providing healthy food choices and healthy eating messages throughout the school and at school-related events and activities.
- Food and beverages served and sold in schools to students and at work sites reinforce the good nutritional practices emphasized in the Ontario Curriculum, the Canada Food Guide, and in educational programs offered in our schools and at work sites. This includes cafeterias, canteens, vending machines, lunch, breakfast and snack programs, and fundraising events. The food choices available are from food and beverages of maximum nutrition and comply with provincial legislation relating to nutrition, such as the Healthy Food for Healthy Schools Act and any other pertinent legislation.
- Fundraising that contributes to educational programs and opportunities for students are complementary to the health of students and the community that supports them (with one allowable exemption per school year).
- Partnerships between schools and businesses are designed with an emphasis on identified health and educational needs before considering commercial motives.
- Hand washing is promoted as a simple and effective way to reduce the spread of food-borne illnesses, as well as colds and flu.
- Foods served and sold in schools adhere to Board policies regarding allergy-safe foods and safe food environments. The Anaphylaxis Policy of the Board will be adhered to when considering foods sold, served, or brought into the school or work sites.
- Food and beverages must be prepared, served, and stored in accordance with Regulation 562, “Food Premises,” as amended under the Health Protection and Promotion Act.
- School councils, community sponsors, etc., will be provided with information to make them aware of Policy and Program Memorandum 150 (P/PM 150) and will be provided with training opportunities to continue to build healthy school environments.

Glossary of Key Policy Terms:

Healthy School Nutrition Environment (from the *Call to Action: Creating a Healthy School Nutrition Environment 2004*)

“A healthy school nutrition environment is made up of nine essential elements. These elements are:

1. Food and nutrition policies to support healthy eating;
2. Nutrition education for students;
3. Nutrition education for staff provided by registered dietitians;
4. Healthy, reasonably priced and culturally appropriate food choices available in schools;



Brant Haldimand Norfolk Catholic District School Board

5. Positive role modeling of healthy eating by school staff;
6. Student, parent and community education about healthy eating;
7. School nourishment programs;
8. Safe food practices and allergy-safe environment; and,
9. Appropriate scheduling of nutrition breaks.”

Nutrition Education

Nutrition education is the process of teaching current nutrition knowledge in ways that promote the development and maintenance of positive attitudes and habits of eating nutritious food.

Healthy Food Choices

A healthy food choice is the process of selecting foods of maximum nutritional value. These foods are:

- § Good or excellent sources of important nutrients (i.e., vitamins, minerals, protein and fibre);
- § Generally low in added fat, sugar and/or salt;
- § Found within one of the four food groups in Eating Well with Canada’s Food Guide;
- § Generally whole grains, vegetables and fruit, low fat milk products, and lean meats and alternatives.

Serve/Sell Most (≥80%)

Products in this category are the healthiest options and generally have higher levels of essential nutrients and lower amounts of fat, sugar, and/or sodium. They must make up at least 80% of all food choices that are available for sale or served in all venues, through all programs, and at all events. See P/PM 150 Appendix Nutrition Standards for Ontario Schools. The same applies to beverage choices.

Serve/Sell Less (≤20%)

Products in this category may have slightly higher amounts of fat, sugar and/or sodium than foods and beverages in the “Serve/Sell Most” category. They must make up no more than 20% of all food choices that are available for sale or served in all venues, through all programs, and at all events. See P/PM 150 Appendix Nutrition Standards for Ontario Schools. The same applies to beverage choices.

Foods Not Permitted to be Served or Sold

Products in this category generally contain few or no essential nutrients and/or contain high amounts of fat, sugar, and/or sodium. Foods and beverages in this category may not be served or sold in schools. See P/PM 150 Appendix Nutrition Standards for Ontario Schools.

Food Borne Illness

Food borne illness (also food borne disease) is any illness resulting from the consumption of food. Food borne illness is commonly called food poisoning, even though most cases are caused by a variety of pathogenic bacteria, viruses, prions or parasites that contaminate food, rather than chemical or natural toxins.

Special Event Days

A day designated by the principal of the school on which food and/or beverages served or sold in schools are exempt from the nutrition standards as outlined in P/PM 150 and this policy.

References

- Bill 8 – “Healthy Foods for Healthy Schools Act, 2008” – An Act to amend the Education Act (www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90e02_2.htm#BK572)
Foundations for a Healthy School document (Ministry of Health/Ministry of Education) (www.edu.gov.on.ca/eng/healthyschools/foundations.pdf)
Education Act, Section 265, Duties of Principals: Care of Pupil
Call to Action: Creating a Healthy School Nutrition Environment, Ontario Society of Nutrition Professionals in Public Health School Nutrition Workgroup Steering Committee, 2004 (www.osnp-ph.on.ca/pdfs/call_to_action.pdf)
Ontario Physical and Health Education Association (OPHEA) – Healthy and Physical Education Curriculum Support binders, Grade 1 to 8



**Brant Haldimand Norfolk
Catholic District School Board**

Eating Well with Canada's Food Guide, Health Canada, 2007

(www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php)

Nutrition Tools for Schools resource (contact local health unit) – Classification of foods with maximum, moderate, and minimum nutritional value

Brant Haldimand Norfolk Catholic District School Board Policy #700.05, Fundraising

Brant Haldimand Norfolk Catholic District School Board Policy #200.19, Administration of Medication to Students

Administrative Procedures or Health Support Services and Emergency Response

Brant Haldimand Norfolk Catholic District School Board Policy #200.18, Protection of Anaphylactic Pupils

Regulation 562 "Food Premises", as amended under the Health Protection and Promotion Act



Nutrition – Creating a Healthy Environment AP 200.01

Procedure for:	Principals & Vice-Principals	Adopted:	May 24, 2011
Submitted by:	Superintendent of Education	Revised:	January 29, 2013
Category:	Students		

Purpose

The purpose of this procedure is to guide Board personnel and school communities in the development of healthy school environments that support student learning and success by encouraging students, staff and parents/guardians to make nutritious food and beverage choices.

Responsibilities

All Board staff shall follow this administrative procedure. Specific directions are provided for senior administration and principals.

Information

It is the responsibility of all schools and worksites in the Brant Haldimand Norfolk Catholic District School Board to comply with provincial legislation relating to nutrition including the Healthy Food for Healthy Schools Act (Bill 8), the School Food and Beverage Policy (P/PM 150) and other pertinent legislation. This administrative procedure covers food and beverages sold or served to students and staff during the school day, at school or board sponsored special events, at meetings or in-services, at sporting events and at all board sites, including non-instructional sites.

The procedure does not apply to food and beverages that are:

- § For personal consumption, brought from home or purchased off school premises and are not for resale in schools;
- § Available for purchase during field trips off school premises;
- § Sold in schools for non-school purposes after school hours (e.g. sold by an outside organization that is using the gymnasium for a non-school-related event);
- § Sold for fundraising activities that occur off school premises provided these activities occur no more than one (1) time per year in both elementary and secondary schools;
- § Provided to nutrition programs that follow the Student Nutrition Program (Nutrition Guidelines 2000) developed by the Ministry of Children and Youth Services.

Notwithstanding the above, the guidelines for food sold, served and brought to school as detailed in the Brant Haldimand Norfolk Catholic District School Board Anaphylaxis Policy apply to all schools and board sites, including non-instructional sites.

Procedures

The following procedures shall be followed:

1.0 Senior Administration

The Senior Administration will encourage and communicate the following consistent healthy eating messages in school and work site environments in order to promote a positive effect on health, growth, and intellectual development.



The Senior Administration will:

- § work with partners to ensure that nutrition and food safety training for food service staff, including volunteers, is available.
- § ensure when food service and beverage contracts are renewed that the contracts are in compliance with the nutrition standards of P/PM 150 and the Brant Haldimand Norfolk Catholic District School Board Nutrition Policy.
- § collaborate with service providers to provide healthy options, following the Board's nutrition policy guidelines, in school cafeteria and vending machines that are favourably priced, (i.e. Foods in the "Sell Most" category will be offered at an equal or lesser cost than those in the "Sell Less" category).
- § ensure all food and beverages served/sold at Board-sponsored meetings, workshops, special events, Catholic School Council events, will comply with the standards as outlined in P/PM 150 and the Brant Haldimand Norfolk Catholic District School Board Nutrition Policy.
- § establish a Nutrition Steering Committee that will provide direction to co-ordinate, review, and evaluate the implementation and effectiveness of nutrition programs in the system, and to make changes where necessary. An annual analysis of healthy eating environments will be conducted by the Nutrition Steering Committee and reported to the Director of Education.

2.0 Principals

Principals will ensure:

- § that food and beverages provided to students and staff will be in compliance with the nutrition standards of P/PM 150 and the Brant Haldimand Norfolk Catholic District School Board Nutrition Policy [refer to the Monitoring Compliance Reports (Appendix A), and the *At-A-Glance Guide to Ontario's School Food and Beverage Policy* (see related link under *References*)].
- § staff do not use food as a reward to promote positive classroom behaviour.
- § school-sponsored fundraising activities will promote either nutritious foods or non-food items. When food is chosen as the fundraiser item, the principal will ensure that food in the "Sell Most" category value be used. Each school is allowed one exemption per school year.
- § the healthy choices are favourably priced, (i.e. Foods in the "Sell Most" category will be offered at an equal or lesser cost than those in the "Sell Less" category).
- § staff members will adhere to policies regarding allergy-safe foods and safe food environments. The Anaphylaxis Policy of the Board will be implemented when considering foods sold, served, or brought into the school or work site.
- § that all food preparation follows provincial food safety practices and applicable regulations. Principals are encouraged to work with their local public health unit to access food safety training [i.e., *How to Have a Safe School Event* (see related link under *References*)].
- § that classroom teaching tools should not display or promote corporate logos or brand names. The use of actual packaged foods to teach label reading, for example, is permissible.
- § that teaching staff continue to consult with the local public health unit on healthy eating.
- § that school staff encourage parents and/or guardians to send nutritious meals and snacks to schools and events for their child(ren). Practical suggestions for school lunches and snacks will be included in school newsletters, through collaboration with the local public health unit [refer to *Packing Healthy School Lunches and Snacks FAQs* (see related link under *References*)].
- § along with Sports Co-ordinators, that sporting events, such as tournaments or meets must serve and sell food and beverages that comply with the standards of P/PM 150 and the Brant Haldimand Norfolk Catholic District School Board Nutrition Policy.
- § that they work with parents, staff and students to access appropriate resources and nutrition education opportunities such as:
 - § Ontario Curriculum Health and Physical Education, 2008
 - § Health Unit
 - § Ontario Physical and Health Education Association (OPHEA) Healthy Physical Education (HPE) Binders
 - § Eating Well with Canada's Food Guide
 - § Curriculum-based Workshops
 - § School Food and Beverage Policy (www.ontario.ca/healthyschools)



- § work with the local public health unit in their ongoing efforts to educate and encourage students, parents, and the community about Student Nutrition Programs and nutrition education.
- § Communicate the Ministry Policy (P/PM 150), the Brant Haldimand Norfolk Catholic District School Board Nutrition Policy and Policy Directive annually to parents/guardians, students and the community and provide guidelines and suggestions for foods to be served to students for lunches, snacks and school celebrations.
- § solicit the views of the school council and, where appropriate, students with respect to the designation of special event days for the school. The maximum number of days in the school year that may be designated as special event days for a school is ten (10). School administrators will communicate the dates of special event days to the school community. On such a designated special event day, schools are encouraged to follow the nutrition policy, but may, if they so choose, serve or sell foods or beverages that do not comply with the standards in P/PM 150 and the Brant Haldimand Norfolk Catholic District School Board Nutrition Policy, e.g. an ice cream sandwich day or birthday treat day.
- § along with school councils, recommend that the sale of non-food items be selected for fundraising purposes.

3.0 Cafeterias

Cafeterias in all schools and Board sites, including non-instructional sites, sell or serve foods that comply with the nutrition standards contained in P/PM 150 and the Brant Haldimand Norfolk Catholic District School Board Nutrition Policy. When negotiating food service contracts with food service providers for cafeterias or for schools (e.g. hot lunch providers), the Brant Haldimand Norfolk Catholic District School Board will use the Request for Proposal (RFP) process and will include the following:

- § use of locally grown and produced foods wherever possible; given the choice between local and imported, choose local,
- § healthy foods that reflect cultural diversity and provide options for vegetarians and vegans on a regular basis; and,
- § provide access to nutritional information of all foods sold or served.

In addition, the Purchasing Department will provide a copy of the Brant Haldimand Norfolk Catholic District School Board Nutrition Policy to food service providers and review it with them to ensure compliance.

Definitions

Food

Includes both foods and beverages.

School Tuck Shop and Canteens

Small retail operations within a school that sell food, beverages and other items, usually for fundraising purposes.

Food Service Provider

Private, for-profit company or community volunteer group that serves or sells food and/or beverages to students and staff within a school or worksite.

Fundraising

Any voluntary contribution, sale of goods or services, or event, which is organized and conducted for the purpose of generating funds. Fundraising may occur within the school or outside of the school.

School Nutrition Steering Committee

The Board will establish a central Nutrition Steering Committee with membership from employee groups, students, parents/guardians and community members.



References

Bill 8 – “Healthy Foods for Healthy Schools Act, 2008” – An Act to amend the Education Act
(www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90e02_2.htm#BK572)

Foundations for a Healthy School document (Ministry of Health/Ministry of Education)
(www.edu.gov.on.ca/eng/healthyschools/foundations.pdf)

Education Act, Section 265, Duties of Principals: Care of Pupil

Ontario Physical and Health Education Association (OPHEA) – Healthy and Physical Education Curriculum Support binders, Graded 1 to 8

Eating Well with Canada’s Food Guide, Health Canada, 2007
(www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php)

At-A-Glance Guide to Ontario’s School Food and Beverage Policy
(http://www.nutritionrc.ca/resources/pdfs/nrc_at-a-glance.pdf)

How to Have a Safe School Event (http://www.bchu.org/pdf/School_Function.pdf)

Packing Healthy School Lunches and Snacks FAQs (<http://www.eatrightontario.ca/en/viewdocument.aspx?id=41>)

Brant Haldimand Norfolk Catholic District School Board Policy #700.5, Fundraising

Brant Haldimand Norfolk Catholic District School Board Policy #200.19, Administration of Medication to Students
Administrative Procedures or Health Support Services and Emergency Response

Brant Haldimand Norfolk Catholic District School Board Policy #200.18, Protection of Anaphylactic Pupils

Appendix

Appendix A Monitoring Compliance



Appendix A – Monitoring Compliance

Nutrition – Creating a Healthy Environment

To the Principal:

1. The School Food and Beverage Policy (PPM 150) requires the principal to communicate the status of compliance with the School Food and Beverage Policy to the school board.
2. Please record all special events in which the food provided to students does not comply with the regulations and standards outlined in the School Food and Beverage Policy and the Board Nutrition Policy – Creating a Healthy Environment (200.01).
3. Principals are required to limit the number of special events which do not comply with Ministry and Board standards to a maximum of 10 days. Special event days will be reviewed annually by the Board Nutrition Committee in an effort to reduce the number of days used.
4. **Please forward one completed copy of this form to the school superintendent's office by June 30th and retain one copy at the school.**

Name of School: _____

- This school is in compliance with the standards and regulations outlined in the School Food and Beverage Policy (PPM 150).
- This school is in compliance with the standards outlined in the Board 200.01 Nutrition policy.

Date of Report

Principal Signature

Special events which do not comply with Ministry and Board standards must be reported on the accompanying chart.



Special Events which do not comply with Ministry and Board standards were held at this school on the following dates:

Special Event (include date and purpose)	Food and Beverage Served



Vending Machine Assessment Tool

Assessment Date: _____

Vending Machine Type/ID: _____

School: _____

Contact person: _____

Please complete this assessment tool for each vending machine found in your school. These forms must be submitted by June 30th of each year to the school superintendent. A copy should be retained for your records at the school.

Part A

Fill out the information regarding each product sold and then categorize each product as sell most, sell less or not permitted using the standards outlined in the Ministry of Education's School Food and Beverage Policy.

Product Name and Company	Flavour/Description	Package Size	Number of Slots Used	Sell Most	Sell Less
Total Choices					

Total of Choices:

Total Number of Food Choices Available _____

Total Number of Beverage Choices Available _____



Vending Machine Assessment Tool

Part B

Assessment

Compare the Total Number of Choices available to the Number of Choices in the **Sell Most** category.

***The total number of Sell Most choices must equal or exceed 80% of the total number of choices available.**

***There must be a balance between the number of slots used and the choices available. Each choice should have equal representation in the slots available in the vending machine.**

Food

Total Number of Choices Available _____
Total Number of Sell Most Choices _____
% of Sell Most Choices _____

Beverage

Total Number of Choices Available _____
Total Number of Sell Most Choices _____
% of Sell Most Choices _____

This vending machine is in compliance with the 80/20 rule outlined in the School Food and Beverage Policy (PPM 150).

Date of Report

Principal Signature



Monitoring Compliance Nutrition – Creating a Healthy Environment

Name of Food Service Supplier: _____

Address: _____

Contact Name: _____

Contact Number and email: _____

We/I, the above named Food Service Supplier, have read and understand the requirements of the Ministry of Education's School Food and Beverage Policy.

We/I have assessed the products that we are selling (or providing) in your school against the requirements of the School Food and Beverage Policy and confirm that:

- r At least 80% of the food choices and beverage choices offered for sale in many venues, programs, or events are from the Sell Most category and these foods are of maximum nutritional value.

- r No more than 20% of the food choices and beverage choices offered for sale in any venues, programs, or events are from the Sell Less category.

- r No food or beverages will be sold from the Not Permitted for Sale category.

Signature

Date

For the full text copy of the Ministry of Education's School Food and Beverage Policy, please visit www.ontario.ca/healthyschools.

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

Prepared by: Chris N. Roehrig, Director of Education & Secretary
Presented to: Policy Committee
Submitted on: January 21, 2013
Submitted by: Chris Roehrig, Director of Education & Secretary

POLICY DEVELOPMENT

Public Session

BACKGROUND INFORMATION:

The Board policy in relation to Policy Development was adopted in 2003. Since that time, organizational changes in personnel and changes in legislation have required minor changes to the policy governing policy development.

DEVELOPMENTS:

In addition to a provision that points out that the Board ought to adopt policies consistent with the teachings of the Catholic Church, minor changes to vetting groups, titles, review periods and terminology were made in order to update this policy.

The revised policy and administrative procedures was vetted by trustees, principals, managers, Student Achievement Leaders, union Presidents, School Advisory Council Chairs and the Chair of the Regional Catholic Parent Involvement Committee, the Chair of SEAC, and parish priests. Limited feedback was received.

RECOMMENDATION:

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the revised Policy Development Policy 100.03.



**Brant Haldimand Norfolk
Catholic District School Board**

Policy: Policy Development

		Policy Number:	100.03
Adopted:	January 28, 2003	Former Policy Number:	n/a
Revised:	January 29, 2013	Policy Category:	Governance
Subsequent Review Dates:	TBD	Pages:	2

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board believes that the establishment of clear policies, which are consistent with its Mission and values, current needs and expectations, legally and legislatively compliant, will enable all members of our Catholic learning community to achieve individual and collective goals. The Board believes that all policies shall be consistent with the teachings of the Catholic Church.

Policy Statement:

The Brant Haldimand Norfolk Catholic District School Board shall adopt a program of policy management and governance which ensures that each policy:

1. Is consistent with the Mission, Vision, and Beliefs of the Brant Haldimand Norfolk Catholic District School Board.
2. Involves timely consultation with individuals and groups as deemed appropriate to a particular policy.
3. Is clearly written, easily understood and in language that is inclusive.
4. Articulates the framework necessary to guide the development of Administrative Procedures for thorough and consistent implementation.
5. Provides adequate definitions of key terms used in the policy.
6. Is readily available and accessible to all.
7. Does not interpret legislation however gives direction for procedures which will implement legislation.
8. Are reviewed and updated ~~every five years~~ or as needed, to reflect legislation or organizational changes.
9. Shall contain corresponding administrative procedures, if applicable.
10. Will have a policy identification number and title.
11. Will show development history.
12. Will have cross references and current legislation noted.

Glossary of Key Policy Terms:

Policy

A position adopted by the Board that provides the framework for the development of a course of action.

Belief Statement

Reflects the intent, scope and purpose of the policy.

Policy Statement

Sets the standard and framework that guide the Administrative Procedures to be followed by staff.

Administrative Procedures

A specific or prescribed course of action, emanating from Board policy, that must be taken by staff in a given situation and be standard practice.

Policy Identification

The title, number and policy section.



Brant Haldimand Norfolk Catholic District School Board

Policy Development History

Records when the policy was first approved, revision dates and suggested review dates.

References – N/A



**Policy Development
AP 100.03**

Procedure for:	Supervisory Officers	Adopted:	January 28, 2003
Submitted by:	Chris N. Roehrig (Director of Education)	Revised:	January 29, 2013
Category:	Governance		

Purpose

The purpose of this procedure is to provide direction to supervisory officers regarding the development of Board Policies and Administrative Procedures.

Responsibilities

It is the responsibility of the Board of Trustees and the Director of Education to guide the development of policies for the Board. Direction related to the development of Board policies are given to supervisory officers and all those responsible for vetting drafts of Board policy.

Procedures

1. The development and review of all policies shall be initiated by the Board, the Director of Education or a supervisory officer at the direction of the Director of Education.
2. The Director of Education may designate the development or revision of a policy and/or administrative procedures to appropriate staff.
3. The designated staff or project leader may convene a task group, as appropriate, to develop a proposed policy. The attached forms may be used as tools to guide the development of the policy and to provide feedback Senior Administration.
4. The proposed policy shall be reviewed by Senior Administration and, if appropriate, shall be vetted to various stakeholder groups. The vetting process will begin with Trustees who will receive the draft policy at least two (2) days prior to the general vetting. A two-week time period will be allotted for general vetting.

A draft policy may be vetted with all or any of the following individuals or groups:

- | | |
|--|--|
| Trustees | Director of Education |
| Supervisory Officers | The Brant Haldimand Norfolk Catholic Principals' Council |
| Managers and/or Supervisors | The Board Solicitor |
| The Bishops | Pastors |
| Select Non-Union Staff | Student Achievement Leaders |
| The Chair of the Regional Parent Involvement Council | Catholic School Advisory Council Chairs |
| The Presidents of the OSSTF Units (ESS / PSS) | The President of the OECTA |
| The Student Senate | Select members of the Special Education Advisory |
| Any person or group the Director deems necessary | Committee (SEAC) |

5. Following appropriate vetting and review by senior administration, the draft policy will be presented to the Policy Committee for recommendation to the Board for its approval.
6. Upon Board approval, the policy shall become official.
7. The Director of Education shall issue Administrative Procedures, if necessary, to support the policy and will distribute the policy to the system.
8. The policy shall be appropriately numbered and categorized and published on the Board's website.
9. Staff will be assigned to implement the policy.



10. Board policies will be reviewed on a regular basis to ensure relevance and effective implementation. The attached form may be used to track the process.

Definitions – N/A

References – N/A



POLICY / ADMINISTRATIVE PROCEDURES
CONSULTATION FORM

The Brant Haldimand Norfolk Catholic District School Board welcomes your suggestion(s)/input to improve on this draft policy/administrative procedure (if applicable). Your ideas will be taken into account and may be incorporated into the final version. Thank you in advance for your valued input.

Please return this completed form to: (email address)
by: (date)

Name/Group:	
Contact Telephone No. :	Email Address. :
Name of Policy Being Reviewed:	

POLICY

Belief Statement – clear and understandable?
Policy Statement – clear and understandable?

ADMINISTRATIVE PROCEDURE

Purpose – clear and understandable?



Responsibilities – are the responsibilities sufficiently inclusive to meet the expectations of the Administrative Procedure?

Procedure – are they understandable? Implementable? Do they give appropriate direction?

Definitions – are the definitions sufficient both in number and detail? Are they clear?

References – are there other references that should be included?

Other comments/suggestions – please attach an additional page, if required.



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

Prepared by: Chris N. Roehrig, Director of Education & Secretary
Presented to: Policy Committee
Submitted on: January 21, 2013
Submitted by: Chris Roehrig, Director of Education & Secretary

COPYRIGHT PROTECTED WORKS

Public Session

BACKGROUND INFORMATION:

As a recap of the developments over the past months that have led to this policy, two significant occurrences took place over the summer months that reset the parameters for using copyright-protected materials in an educational setting: passage of updated copyright legislation, and a landmark Supreme Court decision.

Updated Copyright Legislation

The updated Copyright Act now contains a clause which clarifies that teachers and students may use publicly-available internet materials for their learning and educational pursuits. They can use such materials for routine classroom activities such as downloading, saving, and sharing. Of course, any such materials must still be credited (e.g., in bibliographies) in the same way using print-sourced materials would be.

The updated Copyright Act adds “education” as an allowable purpose within the fair-dealing provision.

Supreme Court Ruling – July 2012

The CMEC Copyright Consortium disputed the 2005-2009 Educational Tariff set by the Copyright Board, and this dispute formed the basis of a Supreme Court hearing that occurred in December of 2011. The Supreme Court issued an important decision that interprets what “fair dealing” means in an education setting.

School boards must implement the *Fair Dealing Guidelines* in order to claim the full benefit of fair dealing. These Guidelines were to be incorporated into school board policies and communicated to all schools prior to December 31, 2012 in order for a school board to ensure that it has fulfilled its obligations and can opt out of paying the current certified Access Copyright Tariff. These requirements were met with the approval of the interim Copyright-Protected Works policy, which was consistent with the terms outlined in the Fair Dealings Guidelines, and direction was provided to all administrators at a December 7, 2012 Principals’ meeting.

DEVELOPMENTS:

At the November 27, 2012 Board meeting, trustees approved an interim Copyright-Protected Works Policy. This interim policy has since been vetted by administrators, managers, student achievement leaders, union presidents and executive members of the Regional Catholic Parent Involvement Committee. No revisions were suggested by those that reviewed the policy.

RECOMMENDATION:

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Copyright-Protected Works Policy 400.03.



**Brant Haldimand Norfolk
Catholic District School Board**

Policy: Copyright-Protected Works

		Policy Number:	400.03
Adopted:	November 27, 2012	Former Policy Number:	n/a
Revised:	January 29, 2013	Policy Category:	Operations
Subsequent Review Dates:	TBD	Pages:	1

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board is committed to excellence in learning and living in Christ. Our schools endeavour to provide the best quality and most relevant learning materials to our students as part of their learning experience. The Board endeavours to ensure that copyright protected works that are used in our schools follow the Canadian *Copyright Act*.

Policy Statement:

It is the policy of the Brant Haldimand Norfolk Catholic District School Board to:

1. ensure that all employees responsible for providing educational resources to our students follow the applicable provisions of the *Copyright Act*; and
2. implement and monitor procedures that are consistent with the "Fair Dealing" provisions of the *Copyright Act*.

Glossary of Key Policy Terms: N/A

References

The Copyright Act: <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>



COPYRIGHT- PROTECTED WORKS AP 400.03

Procedure for:	All Academic Staff	Adopted:	November 27, 2012
Submitted by:	Chris N. Roehrig (Director of Education & Secretary)	Revised:	January 29, 2013
Category:	Operations		

Purpose

The purpose of this Administrative Procedure is to provide direction to Board staff and schools regarding the copying, communicating, distribution and citation of copyright-protected works.

Responsibilities

Specific direction is provided for any employees that provide educational resources to colleagues and students for the purposes of research, private study, criticism, review, news reporting, education, satire and parody.

Information

The Canadian *Copyright Act* permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties insofar as the use falls within the 'Fair Dealing' provisions of the Act. To qualify for fair dealing, two tests must be passed. First, the "dealing" must be for a purpose stated in the *Copyright Act*: research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test. The second test is that the dealing must be "fair." In landmark decisions in 2004 and in 2012, the Supreme Court of Canada provided guidance as to what this test means in schools and post-secondary educational institutions. This procedure clarifies what qualifies as 'Fair Dealing'.

Procedures

1. Principals shall include these procedures into school-based staff handbooks and review the procedures with staff on an annual basis.
2. Principals shall post Appendix A or other approved posters at all photocopiers in the school. The Director of Education (or designate) shall post Appendix A at all photocopiers that are on Board property that staff use for providing resources for staff and/or students.
3. Staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire and parody.
4. Copying or communicating short excerpts from a copyright-protected work under these procedures for the purpose of news reporting, criticism or review should mention the source and, if given in the source, the name of the author or creator of the work.
5. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course:
 - a) as a class handout
 - b) as a posting to a learning or course management system that is password protected or otherwise restricted to students of a school or post-secondary educational institution
 - c) as part of a course pack

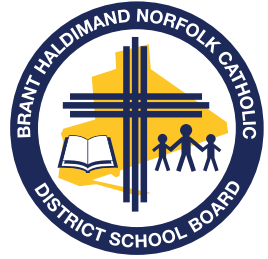


6. A short excerpt means:
- a) up to 10% of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work)
 - b) one chapter from a book
 - c) a single article from a periodical
 - d) an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works
 - e) an entire newspaper article or page
 - f) an entire single poem or musical score from a copyright-protected work containing other poems or musical scores
 - g) an entire entry from an encyclopedia, annotated bibliography, dictionary or similar reference work
7. Copying or communicating multiple short excerpts from the same copyright-protected work, with the intention of copying or communicating substantially the entire work, is prohibited.
8. Copying or communicating that exceeds the limits in this procedure may be referred to the school principal for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.
9. Any fee charged by the educational institution for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.

Definitions – N/A

References

The Copyright Act: <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>



Before You Copy

Check these Fair Dealing Copying Guidelines

The Copyright Act allows you to copy sections of copyrighted books, articles and other material without the consent of the copyright owner as long as you copying fairly for **research, private study, criticism, review or news reporting**. This is called *Fair Dealing*.

You may copy up to:

10% of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work)

or the following, whichever is greater:

- a) One chapter from a book
 - b) A single article from a periodical (including newspapers, magazines and academic journals)
 - c) An entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works
 - d) An entire single poem or musical score from a copyright-protected work containing other poems or musical scores
 - e) An entire entry from an encyclopedia, annotated bibliography, dictionary or similar reference work
-

You may not copy the following:

- a) Any of the following where the publication containing the work does not contain other works: articles, short stories, plays, poems, artistic works (including reproductions), and musical scores. For example, no copy may be made of a play from a publication containing the play but no other work.
- b) Unpublished works.
- c) Proprietary workbooks, work cards, assignment sheets, tests, examination papers and instruction manuals.
- d) Newsletters with restricted circulation intended to be restricted to a fee paying clientele; or business cases which are made available for purchase.

Copying which does not fall within fair dealing and occurs without a license or permission from the copyright owner is against the law and may result in a copyright infringement claim. The School Board is not responsible for copyright infringement by individuals reproducing copyrighted works.

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

Prepared by: Thomas R. Grice, Superintendent of Business & Treasurer
Presented to: Policy Committee
Submitted on: January 21, 2013
Submitted by: Chris Roehrig, Director of Education & Secretary

SCHOOL BEAUTIFICATION PROJECTS POLICY
Public Session

BACKGROUND INFORMATION:

The School Beautification Projects policy was developed to provide assistance to schools for landscaping and school ground enhancement projects, i.e., the planting of flowers, trees and shrubs, which were outside the Facilities Department budget. An aggregate amount of \$12,000 was allocated per year for these projects.

DEVELOPMENTS:

With the adoption of Public Sector Accounting Board (PSAB) accounting principles, these projects can no longer be supported by the Board's budget.

RECOMMENDATION:

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board rescinds the School Beautification Projects Policy 400.14.



Brant Haldimand Norfolk Catholic District School Board

POLICY: SCHOOL BEAUTIFICATION PROJECTS

Adopted:	26/05/98	Policy No:	400.14
Revised:	03/28/06	Policy Category:	Operations

Policy Statement:

The Brant Haldimand Norfolk Catholic District School Board will provide assistance to its schools for landscaping and beautification projects which are outside the Facilities Department Budget.

Policy Criteria:

- \$ Schools must apply for funds for school beautification projects to their Superintendent of Education by November 30th of each year.
- \$ The school's Beautification Project submission will include a detailed description of the project, drawings and costs, as applicable, as well as student participation in the project.
- \$ The maximum Board contribution will be \$500, which must be matched by the School.
- \$ A school may apply for school beautification funds only once every three (3) years.
- \$ A list of beautification projects will be provided to trustees at the December Board meeting.
- \$ The aggregate amount to be provided for in the Board budget is \$12,000 per year.
- \$ If the total requests exceed the budget, Senior Administration will select those projects to be funded.

Glossary of Key Policy Terms:

Beautification Project - any project that enhances the exterior of a school, i.e., landscaping, planting of flowers, trees or shrubs, etc.

Statutory / Regulatory / Related
Board Policy Linkages:

n/a



Brant Haldimand Norfolk Catholic District School Board

ADMINISTRATIVE PROCEDURES: SCHOOL BEAUTIFICATION PROJECTS

Adopted:	26/05/98	Policy No:	400.14
Revised:	03/28/06	Policy Category:	Operations

1. The Superintendent of Education for the school has seen a detailed description of the project which outlines the nature of the project, drawings (if applicable), costs and student participation in the project.
2. The Superintendent of Education has verified that the school is eligible to receive funding for the project (eligible once every three years).
3. Approval has been received from the Facilities Department regarding the project.

I have seen the detailed description of the project and approval has been granted to proceed with the project.

Manager of Facilities

Date

1. The Superintendent of Education has verified that receipts and/or invoices have been received (copies attached) to verify that the school has matched the \$500 contribution made by the Board.
2. The Superintendent of Education has given approval to the school to obtain the funds.
3. The Superintendent of Education submits a cheque requisition to the Accounts Payable Department to requisition the funds for the school.

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Leslie Telfer, Superintendent of Education
Presented to: Board of Trustees
Submitted on: January 29, 2013
Submitted by: Chris N. Roehrig, Director of Education & Secretary

JUNIOR INTERMEDIATE MATHEMATICS INITIATIVES

Public Session

BACKGROUND INFORMATION:

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

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

DEVELOPMENTS:

To date, the system Student Achievement Mathematics Teachers have completed one collaborative learning cycle with the schools and teachers working in the Grades 4 to 6, Grades 7 and 8, and Grade 9 Applied initiatives. Each cycle includes four professional learning sessions for teachers. During the sessions the teachers, with the support and guidance of the system Student Achievement Mathematics teachers, have met to co-plan and co-teach mathematics lessons based on curriculum expectations and identified student learning needs.

Grade 4 to 6 Collaborative Learning Inquiry

In total, 30 junior teachers and 24 staff members, including principals and special education teachers, are involved. This initiative impacts the learning of students in 30 junior classrooms across the system. All schools have participated in two network sessions that involve the meeting of three schools with the selected staff. Sessions have focused on the co-creation of a three-part lesson, co-moderating over student work, observing the three-part lesson being taught, and developing greater knowledge about the mathematical concepts. All schools have also participated in two in-between sessions. These half-day sessions focus on identified areas of student learning needs and occur at the designated teacher's school.

Grade 7/8 Collaborative Learning Inquiry

The Grade 7 and 8 initiative is impacting the instructional practice of eight classroom teachers, four special education teachers, four principals and the students in four Grade 7 and 8 classrooms. The focus of the collaborative inquiry has been to increase student engagement using the three-part lesson.

Grade 9 Applied Collaborative Learning Inquiry

The focus of the Grade 9 Applied Mathematics inquiry has been to improve students' abilities to justify their work and explain their thinking using a three-part lesson. This involves eight teachers across three secondary schools and impacts seven Applied Mathematics sections and 143 students. The project involves co-planning, co-teaching and co-debriefing with all Grade 9 Applied Mathematics teachers. In addition to this collaborative work, an EQAO pilot project took place at Assumption and Holy Trinity during the weeks leading up to the assessment. This project focused on teaching students specific strategies around being successful on the EQAO testing format and targeted remediation in areas of struggle. Teachers received five days of system teacher support as they co-planned and co-prepared students for the assessment. Electronic EQAO practice resources were developed. They were organized by strand and question type to be used on the ActivBoard with the ActiVote electronic learner response system.

School Improvement Plans

To support the implementation of school improvement plans, the system Student Achievement Mathematics Teachers have attended professional learning sessions at the request of principals and by availability. These sessions have focused on three-part lessons and diagnostic assessment tools in Mathematics.

Family of Schools' Principal Learning Sessions

To date, the system Student Achievement Mathematics Teachers have co-lead three numeracy sessions for principals at Family of Schools' meetings. The focus of the sessions has included the three-part lesson, the importance of rich tasks and open questions in the instruction of Mathematics, and diagnostic assessment tools for mathematics.

21st Century Teaching and Learning Project

Through the 21st Century Teaching and Learning project, all classroom teachers from Grades 4-8 have received a netbook and professional development on the three-part lesson. Specific strategies to incorporate the use of the netbook to develop three-part lessons have been introduced. Each teacher will be released for a second full day of professional development to further enhance their understanding of the three-part lesson and additional instructional strategies in mathematics.

Implementation of the key mathematics initiatives will continue in the second achievement cycle.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board receives the Junior Intermediate Mathematics Initiatives report.

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Tom Grice, Superintendent of Business & Treasurer
Presented to: Board of Trustees
Submitted on: January 29, 2013
Submitted by: Chris Roehrig, Director of Education & Secretary

FINANCIAL REPORT – NOVEMBER 2012

Public Session

BACKGROUND INFORMATION:

Attached is the Board Expenditure Report for the period ended November 30, 2012.

DEVELOPMENTS:

There is little to report at this time as there are few significant variances. With 23.5% of the total Budget spent, we are basically on track given that three months into the year, we would expect to have spent approximately one quarter of the total budget.

Salaries are being monitored closely each month and the current projection to year end is slightly below budget. Salaries and the Qualifications and Education grant are reviewed and adjusted as part of Revised Budgets prepared in December.

The expected percentage of salary budget spent at any time of the year varies by employee group. At November, teaching staff have received six pays to date, approximately 23% of annual pay. Support staff have received seven pays to date, between 26% and 30% of annual pay for 12-month and 10-month staff during the same timeframe, explaining the slight variation of percentage spent between the various salary lines. The Lunch Monitor budget line is 28.4% spent, which is basically on track for this time of year.

For Ministry purposes, furniture and equipment purchases of less than \$5,000 for a single item are reported as *replacement equipment* as these items are funded from Operations and will not be capitalized. Personalized equipment is also included in this category as, individually, these items are low-dollar items and funding is received in the year to cover most of the cost.

A number of membership and software contracts require payment of annual fees in the first part of the year, leaving these budget lines with a higher percentage spent at the first quarter-end.

School Renewal spending, to date, amounts to \$156,312, which is significantly below budget as most School Renewal is completed during March Break and during the summer months. Expenditure identified as New Pupil Places are interest payments of debenture debt. One of two annual payments is made in the first quarter. Principal payments no longer are included in the Operations Expenditure budget.

The Governance/Trustees department is 39.5% spent as the annual Trustee fees are paid in the first quarter.

The attached excel file provides additional variance explanation on a line-by-line basis.

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board receives the Financial Report – November 2012.

BRANT HALDIMAND NORFOLK CDS BD
 Monthly Board Report
 FOR THE MONTH ENDING NOVEMBER 30, 2012

	Budget	Expenditures	% Spent
OPERATING			
INSTRUCTION			
SALARIES & WAGES	51,195,231	11,687,682	22.8
EMPLOYEE BENEFITS	6,032,278	1,047,022	17.4
STAFF DEVELOPMENT	227,978	46,270	20.3
SUPPLIES & SERVICES	1,880,620	121,239	6.5
REPLACEMENT F & E	635,001	74,422	11.7
RENTAL EXPENDITURE	-	-	0.0
FEES & CONTRACTUAL SERVICES	443,388	126,507	28.5
OTHER	-	-	0.0
AMORTIZATION	650,294	141,903	21.8
Total INSTRUCTION	61,064,789	13,245,044	21.7
SPECIAL EDUCATION			
SALARIES & WAGES	10,868,793	2,913,940	26.8
EMPLOYEE BENEFITS	2,160,144	512,349	23.7
STAFF DEVELOPMENT	42,200	4,519	10.7
SUPPLIES & SERVICES	256,458	17,880	7.0
REPLACEMENT F & E	423,000	26,210	6.2
RENTAL EXPENDITURE	-	-	0.0
FEES & CONTRACTUAL SERVICES	49,300	3,063	6.2
Total SPECIAL EDUCATION	13,799,895	3,477,961	25.2
SCHOOL MANAGEMENT/SCHOOL SERVICES			
SALARIES & WAGES	6,954,411	1,775,583	25.5
EMPLOYEE BENEFITS	1,039,666	231,372	22.3
STAFF DEVELOPMENT	16,000	8,086	50.5
SUPPLIES & SERVICES	425,868	136,328	32.0
REPLACEMENT F & E	40,788	10,101	24.8
RENTAL EXPENDITURE	-	-	0.0
FEES & CONTRACTUAL SERVICES	137,650	97,462	70.8
Total SCHOOL MANAGEMENT/SCHOOL SERVICES	8,614,383	2,258,931	26.2
STUDENT SUPPORT SERVICES-GENERAL			
SALARIES & WAGES	471,544	107,879	22.9
EMPLOYEE BENEFITS	86,968	19,008	21.9
STAFF DEVELOPMENT	1,500	-	0.0
SUPPLIES & SERVICES	3,900	20	0.5
RENTAL EXPENDITURE	-	-	0.0
Total STUDENT SUPPORT SERVICES-GENERAL	563,912	126,908	22.5
COMP & OTH TECH STUDENT SUPP SERV			
SALARIES & WAGES	765,395	202,553	26.5
EMPLOYEE BENEFITS	194,702	45,955	23.6
STAFF DEVELOPMENT	18,000	304	1.7
SUPPLIES & SERVICES	104,660	8,970	8.6
REPLACEMENT F & E	5,850	-	0.0
FEES & CONTRACTUAL SERVICES	82,602	10,484	12.7
Total COMP & OTH TECH STUDENT SUPP SERV	1,171,209	268,265	22.9
LIBRARY SERVICES			
SALARIES & WAGES	708,801	199,899	28.2
EMPLOYEE BENEFITS	153,836	39,530	25.7
STAFF DEVELOPMENT	2,000	-	0.0
SUPPLIES & SERVICES	98,429	5,496	5.6
FEES & CONTRACTUAL SERVICES	-	-	0.0
Total LIBRARY SERVICES	963,066	244,926	25.4

BRANT HALDIMAND NORFOLK CDS BD
 Monthly Board Report
 FOR THE MONTH ENDING NOVEMBER 30, 2012

	Budget	Expenditures	% Spent
GUIDANCE SERVICES			
SALARIES & WAGES	862,935	206,533	23.9
EMPLOYEE BENEFITS	84,416	13,404	15.9
SUPPLIES & SERVICES	3,000	413	13.8
REPLACEMENT F & E	-	-	0.0
Total GUIDANCE SERVICES	950,351	220,350	23.2
TEACHER SUPPORT SERVICES			
SALARIES & WAGES	852,858	198,601	23.3
EMPLOYEE BENEFITS	101,249	16,982	16.8
STAFF DEVELOPMENT	18,500	989	5.4
SUPPLIES & SERVICES	1,046,647	14,546	1.4
REPLACEMENT F & E	-	-	0.0
RENTAL EXPENDITURE	-	-	0.0
FEES & CONTRACTUAL SERVICES	58,050	26,074	44.9
OTHER	-	-	0.0
Total TEACHER SUPPORT SERVICES	2,077,304	257,191	12.4
GOVERNANCE/TRUSTEES			
SALARIES & WAGES	64,700	15,935	24.6
EMPLOYEE BENEFITS	2,588	211	8.2
STAFF DEVELOPMENT	23,000	2,192	9.5
SUPPLIES & SERVICES	25,800	4,880	18.9
REPLACEMENT F & E	2,000	-	0.0
FEES & CONTRACTUAL SERVICES	-	-	0.0
OTHER	54,250	44,895	82.8
Total GOVERNANCE/TRUSTEES	172,338	68,113	39.5
GENERAL ADMINISTRATION			
SALARIES & WAGES	1,184,805	309,968	26.2
EMPLOYEE BENEFITS	164,447	42,340	25.8
STAFF DEVELOPMENT	51,427	3,406	6.6
SUPPLIES & SERVICES	49,650	8,965	18.1
REPLACEMENT F & E	3,150	638	20.3
FEES & CONTRACTUAL SERVICES	163,330	10,555	6.5
OTHER	91,140	21,631	23.7
AMORTIZATION	62,949	11,781	18.7
Total GENERAL ADMINISTRATION	1,770,898	409,285	23.1
BUSINESS ADMINISTRATION			
SALARIES & WAGES	590,140	142,376	24.1
EMPLOYEE BENEFITS	133,597	28,962	21.7
STAFF DEVELOPMENT	9,000	339	3.8
SUPPLIES & SERVICES	54,400	11,833	21.8
REPLACEMENT F & E	13,500	-	0.0
RENTAL EXPENDITURE	-	-	0.0
FEES & CONTRACTUAL SERVICES	234,455	72,563	31.0
OTHER	-	55	0.0
Total BUSINESS ADMINISTRATION	1,035,092	256,128	24.7
HUMAN RESOURCES ADMINISTRATION			
SALARIES & WAGES	404,084	108,638	26.9
EMPLOYEE BENEFITS	90,669	22,804	25.2
STAFF DEVELOPMENT	5,950	877	14.7
SUPPLIES & SERVICES	36,650	2,363	6.5
FEES & CONTRACTUAL SERVICES	240,920	26,357	10.9
Total HUMAN RESOURCES ADMINISTRATION	778,273	161,039	20.7

BRANT HALDIMAND NORFOLK CDS BD
 Monthly Board Report
 FOR THE MONTH ENDING NOVEMBER 30, 2012

	Budget	Expenditures	% Spent
INFORMATION TECHNOLOGY ADMINIS.			
SALARIES & WAGES	56,365	15,646	27.8
EMPLOYEE BENEFITS	14,737	3,706	25.2
SUPPLIES & SERVICES	-	-	0.0
REPLACEMENT F & E	6,700	-	0.0
RENTAL EXPENDITURE	-	-	0.0
FEES & CONTRACTUAL SERVICES	7,650	-	0.0
Total INFORMATION TECHNOLOGY ADMINIS.	85,452	19,352	22.7
SCHOOL OPERATIONS			
SALARIES & WAGES	3,782,463	1,028,699	27.2
EMPLOYEE BENEFITS	1,016,773	251,839	24.8
STAFF DEVELOPMENT	2,000	-	0.0
SUPPLIES & SERVICES	2,290,613	345,692	15.1
REPLACEMENT F & E	42,300	-	0.0
RENTAL EXPENDITURE	38,616	1,992	5.2
FEES & CONTRACTUAL SERVICES	730,000	128,769	17.6
AMORTIZATION	3,131,607	807,529	25.8
Total SCHOOL OPERATIONS	11,034,372	2,564,520	23.2
SCHOOL MAINTENANCE			
SALARIES & WAGES	800,378	204,051	25.5
EMPLOYEE BENEFITS	189,528	45,077	23.8
STAFF DEVELOPMENT	2,500	-	0.0
SUPPLIES & SERVICES	625,443	85,687	13.7
REPLACEMENT F & E	4,500	-	0.0
INTEREST ON LONG TERM DEBT	85,600	43,216	50.5
RENTAL EXPENDITURE	-	-	0.0
FEES & CONTRACTUAL SERVICES	153,793	29,866	19.4
Total SCHOOL MAINTENANCE	1,861,742	407,896	21.9
SCHOOL RENEWAL			
SALARIES & WAGES	-	-	0.0
SUPPLIES & SERVICES	1,396,504	156,312	11.2
INTEREST ON LONG TERM DEBT	-	-	0.0
FEES & CONTRACTUAL SERVICES	-	-	0.0
Total SCHOOL RENEWAL	1,396,504	156,312	11.2
NEW PUPIL PLACES			
INTEREST ON LONG TERM DEBT	2,336,426	1,224,970	52.4
FEES & CONTRACTUAL SERVICES	-	-	0.0
Total NEW PUPIL PLACES	2,336,426	1,224,970	52.4
OP & MAINT/CAPITAL-NON INSTRUC			
SALARIES & WAGES	35,412	9,534	26.9
EMPLOYEE BENEFITS	10,200	2,656	26.0
STAFF DEVELOPMENT	-	-	0.0
SUPPLIES & SERVICES	127,708	18,371	14.4
REPLACEMENT F & E	2,000	510	25.5
INTEREST ON LONG TERM DEBT	46,127	23,287	50.5
RENTAL EXPENDITURE	-	-	0.0
FEES & CONTRACTUAL SERVICES	79,500	24,327	30.6
Total OP & MAINT/CAPITAL-NON INSTRUC	300,947	78,685	26.2
DIRECT CAPITAL & DEBT			
INTEREST ON LONG TERM DEBT	363,729	183,160	50.4
OTHER	146,395	-	0.0
Total DIRECT CAPITAL & DEBT	510,124	183,160	35.9

BRANT HALDIMAND NORFOLK CDS BD
 Monthly Board Report
 FOR THE MONTH ENDING NOVEMBER 30, 2012

	Budget	Expenditures	% Spent
TRANSPORTATION - GENERAL			
SALARIES & WAGES	-	-	0.0
EMPLOYEE BENEFITS	-	-	0.0
STAFF DEVELOPMENT	-	-	0.0
SUPPLIES & SERVICES	-	80	0.0
REPLACEMENT F & E	-	-	0.0
FEES & CONTRACTUAL SERVICES	206,190	56,881	27.6
Total TRANSPORTATION - GENERAL	206,190	56,961	27.6
TRANSPORTATION - HOME TO SCHOOL			
FEES & CONTRACTUAL SERVICES	4,560,320	1,278,609	28.0
Total TRANSPORTATION - HOME TO SCHOOL	4,560,320	1,278,609	28.0
TRANSPORTATION-SCHOOL TO SCHOOL			
FEES & CONTRACTUAL SERVICES	-	-	0.0
Total TRANSPORTATION-SCHOOL TO SCHOOL	-	-	0.0
TRANSPORTATION - BOARD, LODGING...			
FEES & CONTRACTUAL SERVICES	-	-	0.0
Total TRANSPORTATION - BOARD, LODGING...	-	-	0.0
TRANSPORTATION - BLIND & DEAF			
FEES & CONTRACTUAL SERVICES	-	-	0.0
Total TRANSPORTATION - BLIND & DEAF	-	-	0.0
CONTINUING EDUCATION			
SALARIES & WAGES	-	-	0.0
EMPLOYEE BENEFITS	-	-	0.0
STAFF DEVELOPMENT	-	-	0.0
SUPPLIES & SERVICES	-	-	0.0
FEES & CONTRACTUAL SERVICES	-	-	0.0
Total CONTINUING EDUCATION	-	-	0.0
OTHER NON-OPERATING			
OTHER	4,000,000	1,000,000	25.0
TRANSFERS FROM RESERVES	-	-	0.0
Total OTHER NON-OPERATING	4,000,000	1,000,000	25.0
Total	119,253,587	27,964,604	23.5

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

Prepared by: Tom Grice, Superintendent of Business & Treasurer
Presented to: Board of Trustees
Submitted on: January 29, 2013
Submitted by: Chris Roehrig, Director of Education & Secretary

**ARCHITECT SELECTION – NOTRE DAME, CALEDONIA
AND OUR LADY OF PROVIDENCE SCHOOLS**

Public Session

BACKGROUND INFORMATION:

The Board approved that a Request for Proposal (RFP) be issued for the renovation to Notre Dame Catholic Elementary School in Caledonia and an addition of one classroom at Our Lady of Providence Catholic Elementary School in Brantford to accommodate the Early Learning Kindergarten Program (ELKP). Three architects were invited to submit proposals.

DEVELOPMENTS:

The Architect submissions were evaluated using a three-stage process. Stage 1 involved reviewing proposals to ensure compliance with all mandatory requirements.

Stage 2 involved evaluating all compliant proposals using clearly-defined criteria and each proposal was scored out of an available 50 points. These firms were:

- Baird Sampson Neuert Architects
- MMC Inc. Architects
- G. Douglas Vallee Limited

Evaluation Committee members included Trustees Blake, Petrella and Szeman, the Superintendent of Business & Treasurer, the Manager of Facilities & Construction Projects and the Coordinator of Purchasing Services.

Upon completion of Stages 1 and 2, Stage 3 involved the opening and evaluation of proponent fees. Based on the scoring matrix used in Stages 1 and 2, the final architect selection was made.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board approves MMMC Inc. Architects to design the renovation to Notre Dame Catholic Elementary School in Caledonia and the addition of an ELKP classroom at Our Lady of Providence Catholic Elementary School in Brantford, pending a fully-executed contract with the Board and MMMC Inc. Architects.

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

Prepared by: Thomas R. Grice, Superintendent of Business & Treasurer
Presented to: Board of Trustees
Submitted on: January 29, 2013
Submitted by: Chris Roehrig, Director of Education & Secretary

**ADDITIONS – ST. MARY’S SCHOOL, HAGERSVILLE &
ST. GABRIEL SCHOOL, BRANTFORD**

Public Session

BACKGROUND INFORMATION:

The Board of Trustees approved the construction of Year 4 Early Learning Kindergarten Program (ELKP) additions at St Mary’s School, Hagersville and St. Gabriel Catholic Elementary School in Brantford. The design of the additions has been completed and the construction tender was issued on December 5, 2012 to eight pre-qualified general contractors. The tender closed on January 8, 2013.

DEVELOPMENTS:

The contractor bids for these construction projects have been received and are summarized below. All eight contractors submitted tenders and all eight contractors met the requirements for submission. The tender opening was held, by public meeting, on January 8, 2013 at the Catholic Education Centre. The lowest bid was received from Reid and Deleye Contractors Ltd. in the total amount of \$1,258,344.25, which includes HST at 13%.

The Ministry allocation for the projects is \$1,335,632 (\$524,356 for St. Mary’s School, Hagersville and \$811,276 for St. Gabriel Catholic Elementary School, Brantford). The following is a list of bids received.

General Contractors	Total Tender Sum (Includes HST)
Collaborative Structures Limited	\$1,421,540.00
G.S. Wark Ltd.	\$1,491,600.00
Hall Construction Inc.	\$1,582,000.00
Merit Contractors Niagara	\$1,517,929.00
Nith Valley Construction Ltd.	\$1,369,582.60
Percon Construction Inc.	\$2,163,950.00
Reid & Deleye Contractors Ltd.	\$1,258,344.25
TRP Construction	\$1,327,484.45

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board approves the awarding of the contract for the Early Learning Kindergarten Program (ELKP) additions at St. Mary’s School, Hagersville and St. Gabriel Catholic Elementary School, Brantford to Reid & Deleye Contractors Ltd. in the amount of \$1,258,344.25, which includes 13% HST.



2012-13
Trustee Meetings and Events

Date	Time	Meeting/Event	New / Revised
January 29, 2013	7:30 pm	Board Meeting	
February 12, 2013	9:00 am	Executive Council Mtg.	
February 13, 2013	<i>RESERVED</i>	<i>Generic Board Committees Meeting Day</i>	
February 13, 2013	7:00 pm	SEAC Meeting	
February 19, 2013	7:30 pm	Committee of the Whole	
February 26, 2013	1:00 pm	STSBHN Governance Mtg.	
February 26, 2013	7:30 pm	Board Meeting	
March 5, 2013	9:00 am	Executive Council Mtg.	
<i>March 11 – 15, 2013</i>		<i>MARCH BREAK</i>	
March 19, 2013	7:30 pm	Committee of the Whole	
March 20, 2013	7:00 pm	SEAC Meeting	
March 26, 2013	7:30 pm	Board Meeting	
March 27, 2013	<i>RESERVED</i>	<i>Generic Board Committees Meeting Day</i>	
April 9, 2013	9:00 am	Executive Council Mtg.	
April 10, 2013	7:00 pm	SEAC Meeting	
April 16, 2013	7:30 pm	Committee of the Whole	
April 23, 2013	7:30 pm	Board Meeting	
April 24, 2013	<i>RESERVED</i>	<i>Generic Board Committees Meeting Day</i>	
May 1 – 3, 2013		Board Art Show	
May 2 - 4, 2013		OCSTA AGM	
<i>May 5 – 10, 2013</i>		<i>Catholic Education Week</i>	
May 7, 2013	6:00 pm	Celebration of the Arts – art viewing	
	6:30 pm	Celebration of the Arts - performances	
May 9, 2013	5:00 pm	Catholic Student Leadership Awards; with Bishop Bergie	
May 15, 2013	3:00 pm	Executive Council Mtg.	
May 15, 2013	7:00 pm	SEAC Meeting	
May 21, 2013	7:30 pm	Committee of the Whole	
May 22, 2013	<i>RESERVED</i>	<i>Generic Board Committees Meeting Day</i>	
May 28, 2013	1:00 pm	STSBHN Governance Mtg.	
May 28, 2013	7:30 pm	Board Meeting	
June 6-8, 2013		CCSTA Convention	
June 13, 2013	2:00 pm	Executive Council Mtg.	
June 12, 2013	<i>RESERVED</i>	<i>Generic Board Committees Meeting Day</i>	
June 12, 2013	7:00 pm	SEAC Meeting	
June 18, 2013	7:30 pm	Committee of the Whole	
June 25, 2013	7:30 pm	Board Meeting	
June 27, 2013	4:45 pm	Assumption College Graduation	
June 27, 2013	6:30 pm	Holy Trinity Graduation	
June 27, 2013	7:00 pm	St. John's College Graduation	