



**BRANT HALDIMAND NORFOLK  
Catholic District School Board**

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

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**Committee of the Whole  
Tuesday, April 17, 2012 7:30 pm  
Boardroom**

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

**Senior Administration:**  
Cathy Horgan (Director of Education), Tom Grice (Superintendent of Business & Treasurer),  
Bill Chopp, Trish Kings and Chris Roehrig (Superintendents of Education)

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- 1. Opening Business**
  - 1.1 Opening Prayer – Cliff Casey
  - 1.2 Attendance
  - 1.3 Approval of the Agenda
  - 1.4 Declaration of Interest
- 2. Presentations - Nil**
- 3. Delegations - Nil**
- 4. Consent Agenda**
  - 4.1 Approval of Committee of the Whole Meeting Minutes – March 20, 2012 Pages 3-9
  - 4.2 2011-12 Student Transportation Services Brant Haldimand Norfolk - Pages 10-15  
Annual Report
  - 4.3 Unapproved Special Education Advisory Committee Meeting Minutes Pages 16-18  
March 21, 2012
- 5. Committee and Staff Reports**
  - 5.1 Unapproved Policy Committee Meeting Minutes & Recommendations - Pages 19-21  
April 10, 2012  
Presenter: June Szeman, Chair of the Policy Committee  
\* Equity & Inclusive Education 200.23 (pgs. 22-31)
  - 5.2 Education Funding for 2012-13 Pages 32-33  
Presenter: Tom Grice, Superintendent of Business & Treasurer
  - 5.3 Financial Report as of February 2012 Pages 34-39  
Presenter: Tom Grice, Superintendent of Business & Treasurer



# BRANT HALDIMAND NORFOLK Catholic District School Board

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- 5.4** Strategic Plan Update: Student Achievement Pages 40-44  
Presenters: Chris Roehrig and Bill Chopp, Superintendents of Education
- 5.5** Board Enrolment Update as of March 31, 2012 Pages 45-46  
Presenter: Tom Grice, Superintendent of Business & Treasurer
- 5.6** Children's Aid Society Protocol Pages 47-68  
Presenter: Bill Chopp, Superintendent of Education
- 5.7** Catholic Education Week 2012 Page 69-70  
Presenter: Trish Kings, Superintendent of Education
- 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,
- The security of the property of the board;
  - 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;
  - The acquisition or disposal of a school site;
  - Decisions in respect of negotiations with employees of the board; or
  - Litigation affecting the board.
- 10. Report on the In-camera Session**
- 11. Future Meetings and Events** Page 71
- 12. Closing Prayer**
- Gracious God, as we prepare to conclude this meeting, we once again lift up our hearts to You. We thank you for the gifts that have been present within this act of service to the community, for the gifts of fellowship and understanding, of mutual respect and shared visions. We are grateful for the gifts of perseverance and insight into the common concerns we share. Now bless our departure and journeys homeward, in the name of the Father, Son, and Holy Spirit. Amen*
- 13. Adjournment**
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**Next meeting:** Tuesday, May 15, 2012 at 7:30 pm – Boardroom



**Committee of the Whole**  
**Tuesday, March 20, 2012 7:30 pm**  
**Boardroom**

**Trustees:**

**Present:** Cliff Casey (Chair), Dennis Blake, Dan Dignard, Bonnie McKinnon, Rick Petrella, Maxine Smitiuch (Student Trustee)

**Absent:** June Szeman (Vice Chair)

**Senior Administration:**

Cathy Horgan (Director of Education), Tom Grice (Superintendent of Business & Treasurer), Bill Chopp, Trish Kings and Chris Roehrig (Superintendents of Education)

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**1. Opening Business**

**1.1 Opening Prayer**

The meeting was opened with a prayer led by Cliff Casey.

**1.2 Attendance – As noted above.**

**1.3 Approval of the Agenda**

Moved by: Rick Petrella

Seconded by: Bonnie McKinnon

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the Agenda of the March 20, 2012 meeting.

**Carried**

**1.4 Declaration of Interest – Nil**

**2. Presentations – Nil**

**3. Delegations - Nil**

**4. Consent Agenda**

**4.1** THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the February 21, 2012 meeting.

**4.2** THAT the Committee of the Whole refers the unapproved minutes of the Special Education Advisory Committee Meeting of February 8, 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 Faith Advisory Committee Meeting of February 16, 2012 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 Regional Catholic Parent Involvement Committee Meeting of February 27, 2012 to the Brant Haldimand Norfolk Catholic District School Board for receipt.
- 4.5 THAT the Committee of the Whole refers the unapproved minutes of the Student Transportation Services Brant Haldimand Norfolk Board of Directors' Meeting of February 28, 2012 to the Brant Haldimand Norfolk Catholic District School Board for receipt.
- 4.6 THAT the Committee of the Whole refers the unapproved minutes of the Policy Committee Meeting of February 29, 2012 to the Brant Haldimand Norfolk Catholic District School Board for receipt.
- 4.7 THAT the Committee of the Whole refers the unapproved minutes of the Catholicity Committee Meeting of March 6, 2012 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

With reference to Item 4.5, Trustee Blake received clarification on several items noted in the Student Transportation Services Brant Haldimand Norfolk (STSBHN) meeting minutes, primarily with regards to the decrease in dollar cost per student, maximum length of time on the bus, and decrease in courtesy ridership. He also received confirmation that the STSBHN Annual Report will be on a future Board agenda. Chair Casey inquired about the timing for the next Efficiency and Effectiveness Review by the Ministry. Superintendent of Business Grice advised that the consortium was waiting for the operator Request For Proposal (RFP) to be completed; the review will likely take place in the Fall.

In response to Trustee Blake's inquiry about the Hamilton Diocese Pastoral Sacramental Guidelines noted in the Catholicity Committee minutes of March 6 (Item 4.7), Director Horgan explained that our Board is an anomaly with schools affiliated with three different Dioceses. Schools are required to follow the directives provided by the Diocese that they are associated with.

Moved by: Bonnie McKinnon

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 Recommendations – March 6, 2012**

Trustee Petrella, Chair of the Budget Committee, reviewed the highlights of the Budget Committee's first meeting of the school year, noting the financial goals that will guide discussions for the development of the 2012-13 budget, as well as the process that will be



followed, as detailed in the Budget Procedures Manual. In response to an inquiry by Chair Casey, Superintendent of Business Grice advised that information regarding next year's Ministry grants will likely be received after the Provincial budget is released—late March/early April timeframe. Trustee Petrella presented the following recommendations for approval:

THAT the Budget Committee recommends that the Committee of the Whole refers the Financial Goals for the 2012-13 Budget report to the Brant Haldimand Norfolk Catholic District School Board for approval.

THAT the Budget Committee recommends the Committee of the Whole refers the Budget Planning report to the Brant Haldimand Norfolk Catholic District School Board for approval of the budget procedures as outlined in the Budget Procedures Manual.

Moved by: Dan Dignard  
Seconded by: Dennis Blake

THAT the Committee of the Whole refers the unapproved minutes of the Budget Committee Meeting of March 6, 2012 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

**Carried**

THAT the Committee of the Whole refers the recommendations of the Budget Committee Meeting of March 6, 2012 to the Brant Haldimand Norfolk Catholic District School Board for approval.

**Carried**

## **5.2 International Association for Public Participation (IAP2)**

Superintendent of Business Grice advised trustees that he and Principal of Program, Leslie Telfer, recently attended a week-long training session on public participation. Mrs. Telfer reviewed the highlights of the training, including a brief synopsis of some of the numerous different techniques that can be used to either garner information, consult, involve, collaborate or empower the public. She explained that public participation is a process and a structure, and emphasized the importance of having a clear and concise decision statement prior to engaging in these conversations. Superintendent Grice advised trustees that a detailed report on how staff propose to initiate the process will be presented to the Board in April, 2012. Director Horgan extended thanks to Mr. Grice and Mrs. Telfer for the time and effort that they dedicated to this training.

Moved by: Dennis Blake  
Seconded by: Dan Dignard

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board receives the International Association for Public Participation (IAP2) report.

**Carried**



### **5.3 Tuition Fees for Non-Resident in Ontario Students**

Superintendent of Business Grice advised trustees that staff periodically review tuition fee rates charged for non-resident in Ontario students. The results of a recent survey of a cross-section of Boards regarding tuition, administration and cancellation fees charged for non-resident students were presented and discussed by trustees. In response to trustee McKinnon's inquiry, Superintendent Grice confirmed that the recommended fee increases will help ensure that the Board does not incur any costs in accommodating requests for non-resident in Ontario students to attend our local schools.

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 annual tuition fee of \$11,500 for elementary non-resident in Ontario students, as defined by the Education Act.

**Carried**

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the annual tuition fee of \$12,500 for secondary non-resident in Ontario students, as defined by the Education Act.

**Carried**

THAT the Committee of the Whole recommends the Brant Haldimand Norfolk Catholic District School Board approves a non-refundable Administration/Application Fee of

**Carried**

THAT the Committee of the Whole recommends the Brant Haldimand Norfolk Catholic District School Board approves that no refund of tuition fees be given to international students who withdraw from the system during the course of their agreement.

**Carried**

### **5.4 St. Mary/Holy Cross Integration Sub-Committee Report – Name of School**

Trustee Dignard, Chair of the St. Mary/Holy Cross Integration Committee, reported that a group of school community members recently met to deliberate the name for the new amalgamated school entity. The consensus was that the school be named "Holy Cross". The motion was revised to include the Board's approval of the recommended school name.

Moved by: Dan Dignard

Seconded by: Dennis Blake

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District receives the St. Mary/Holy Cross Integration Sub-Committee Report – Name of School, and approves that the name of the school remains "Holy Cross".

**Carried**



## **5.5 Strategic Plan Update: Communications**

Superintendent of Business Grice, together with Tracey Austin, Manager of Communications, provided highlights as to the progress being made on various strategic commitments in the area of communications in the final year of the current Strategic Plan. Mrs. Austin demonstrated features of the redesigned Board website as well as the new employee portal, both of which are still in the process of being populated with content and the overall “look” finalized. She also highlighted several new initiatives including the publication of the “From the Boardroom” monthly communiqué, the upcoming media training session for administrators and trustees, the Board’s new branding, as well as improved communication with schools regarding Privacy and Information Management (PIM). In response to trustee inquiries, Superintendent Grice confirmed that a trustee component to the portal could be added in the future, that school websites will be reviewed and updated as they migrate to the new Board website, and that various staff and areas will be involved in managing updates to the content of the website and portal. It is anticipated that the redesigned website will be ready to be launched before the end of this school year.

Moved by: Dennis Blake

Seconded by: Dan Dignard

THAT the Committee of the Whole refers the monitoring report on the Strategic Commitment: Communications to the Brant Haldimand Norfolk Catholic District School Board for receipt.

**Carried**

## **5.6 Regional Catholic Parent Involvement Committee (RCPIC) By-Laws**

Superintendent Chopp informed the Board that in keeping with Ontario Regulation 330/10, by-laws to govern the work of the Regional Catholic Parent Involvement Committee have been developed by the Committee’s executive and reviewed by school Parent Involvement Committees. The proposed by-laws are being presented to the Board for approval.

Moved by: Rick Petrella

Seconded by: Bonnie McKinnon

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Brant Haldimand Norfolk Regional Catholic Parent Involvement Committee by-laws, as presented.

**Carried**

## **5.7 Mental Health Initiative**

Superintendent Chopp provided an overview of the Ministry’s Mental Health Initiative and local plans to improve services and supports for children and youth with mental health and addiction needs. He explained that our Board and co-terminus board have formed a partnership with Woodview Mental Health and Autism Services, and Haldimand-Norfolk REACH to deliver a program known as ROKS (Reaching Out to Kids in Schools). This initiative is being funded by the Ministry. Professional development opportunities for staff are being provided, as well as support and promotional materials for schools and students, with a focus on reducing the stigma associated with mental health challenges.



Moved by: Dan Dignard  
Seconded by: Dennis Blake

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

**Carried**

**5.8 Excursion: Italy and Greece**

Superintendent Roehrig reviewed a request from Assumption College School for approximately 22 students to travel to Italy and Greece during March Break 2013 to witness elements of history learned in the classroom and enhance their appreciation of other cultures and architecture. He advised that no school days will be used.

Moved by: Dan Dignard  
Seconded by: Dennis Blake

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the request from Assumption College School for an excursion to Italy and Greece from Friday, March 8, 2013 to Sunday, March 17, 2013.

**Carried**

**6. Information and Correspondence - Nil**

**7. Notices of Motion - Nil**

**8. Trustee Inquiries - Nil**

**9. Business In-Camera**

Moved by: Bonnie McKinnon  
Seconded by: Rick Petrella

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

**Carried**

**10. Report on the In-Camera Session**

Moved by: Bonnie McKinnon  
Seconded by: Dan Dignard

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

**Carried**

**11. Future Meetings**

Director Horgan reviewed several updates made to the upcoming meetings and events listing.



**12. Closing Prayer**

A closing prayer was recited in unison.

**13. Adjournment**

Moved by: Dan Dignard

Seconded by: Dennis Blake

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the meeting of March 20, 2012.

**Carried**

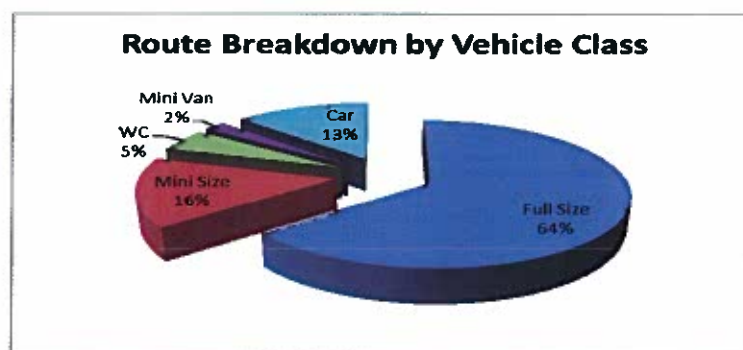


## 2011-2012 STSBHN Annual Report

### 2011-2012 Transportation Solution

## Route Statistics

**Operators and Vehicles**– currently the consortium contracts the services of 14 operators (6 school bus operators, two of which have multiple divisions, and 8 taxi operators) who perform the daily transportation for the students of Brant, Haldimand, Norfolk, and the City of Brantford on 432 school purpose routes.



### Vehicle Description:

- **Full Size:** regular size bus- 72 passenger capacity
- **WC:** wheel chair accessible bus- capacity varies
- **Mini Size:** Mini Bus- 20 passenger capacity
- **Mini Van:** Mini Van – 6 passenger capacity
- **Car:** Auto/ Taxi – 4 passenger capacity

### Vehicle Utilization:

School Year 2011-2012			School Year 2010-2011		
Vehicle Class	#	Avg % Utilization	Vehicle Class	#	Avg % Utilization
Full-Size	276	97.9	Full-Size	298	92
Mini-Size	67	101.7	Mini-Size	56	101.3
WC	22	79.8	Mini-Size-Adapt	26	0
Mini-Van	10	55	Mini-Van	10	70
Car	55	61.4	Taxi	39	37.2
Taxi Accessible	2	25	<b>Total:</b>	<b>429</b>	<b>82.1</b>
<b>Total:</b>	<b>432</b>	<b>82.1</b>			

**Route Combination Summary:**

<b>BY SCHOOL</b>	<b># AM</b>	<b>% AM</b>	<b># PM</b>	<b>% PM</b>
Single Dedicated Run	140	32.9	151	34.9
Multiple Dedicated Runs	24	5.6	24	5.5
Single Blended Run	257	60.5	253	58.4
Multiple Blended Runs	4	0.9	5	1.2
<b>Total:</b>	<b>425</b>	<b>100</b>	<b>433</b>	<b>100</b>
<b>BY Board</b>				
Single Dedicated Run	251	59.1	263	60.7
Multiple Dedicated Runs	27	6.4	26	6
Single Blended Run	146	34.4	141	32.6
Multiple Blended Runs	1	0.2	3	0.7
<b>Total:</b>	<b>425</b>	<b>100</b>	<b>433</b>	<b>100</b>

**Legend:**

**By School:**

- Single Dedicated Run- route has one run that only services one school
- Multiple Dedicate Runs- Route has more than one run, but each run only services one school
- Single Blended Run- Route has one run that services multiple schools.
- Multiple Blended Runs- Route has more than one run, with run(s) servicing more than one school

**By District:**

- Single Dedicated Run- Route has one run that only services one Board
- Multiple Dedicated Runs- Route has more than one run, but each run only services one Board
- Single Blended Run- Route has one run that services multiple Boards
- Multiple Blended Runs- Route has more than one run, with run(s) servicing more than one Board

**Distance** – as of the last student extract and data clean up, the following metrics were recorded:

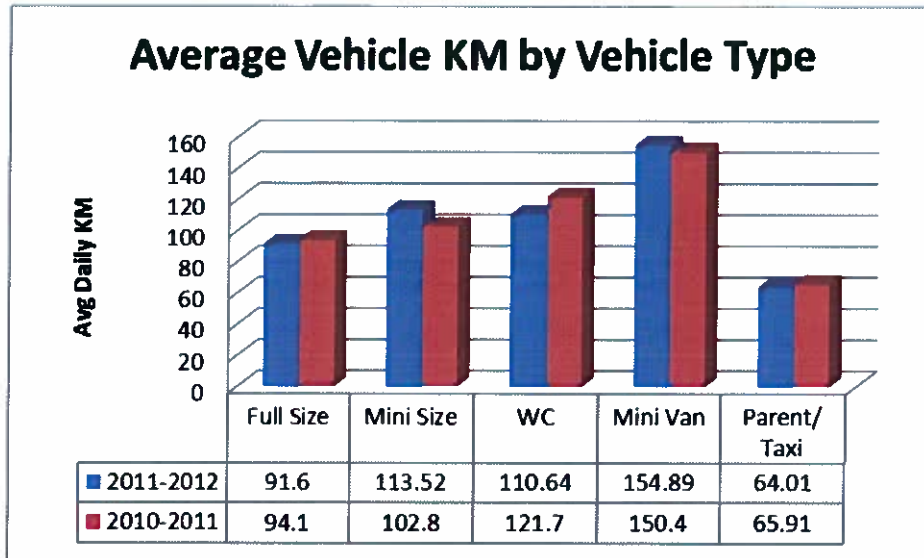
**Daily Route Distances:**

<b>Distance</b>	<b>AM</b>	<b>PM</b>	<b>Combined</b>
<b>Total Route Active</b>	14085.43	14569.28	28655
<b>Total Link Deadhead</b>	89.96	106.8	197
<b>Total Final Deadhead</b>	5736.07	5831.25	11567
<b>Total Complete Deadhead</b>	5826.03	5938.05	11764
<b>Total Complete Route</b>	19911.45	20507.33	40419

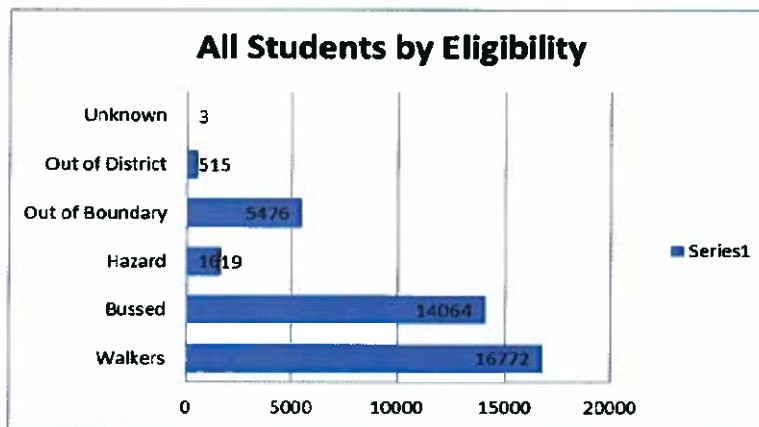
**Glossary of Terms:**

- **Active Distance:** the distance a route travels while students are on board
- **Link Distance:** the distance a route travels between loops/ tiers
- **Deadhead Distance:** the distance a route travels from its last stop back to the first pickup

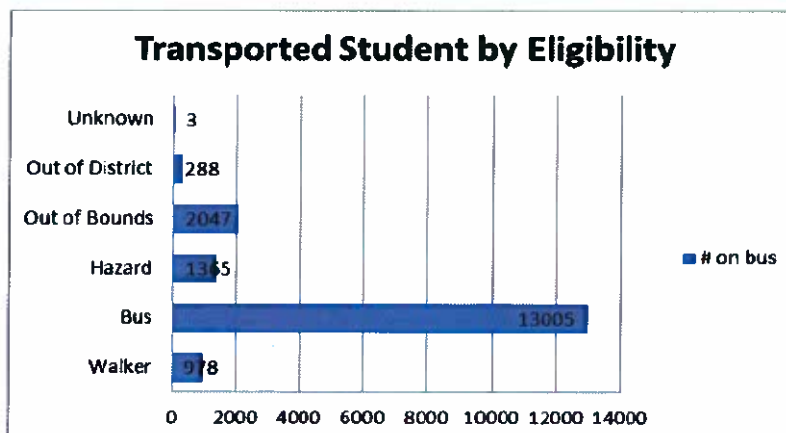
Daily Average Route Distance by Vehicle Type:

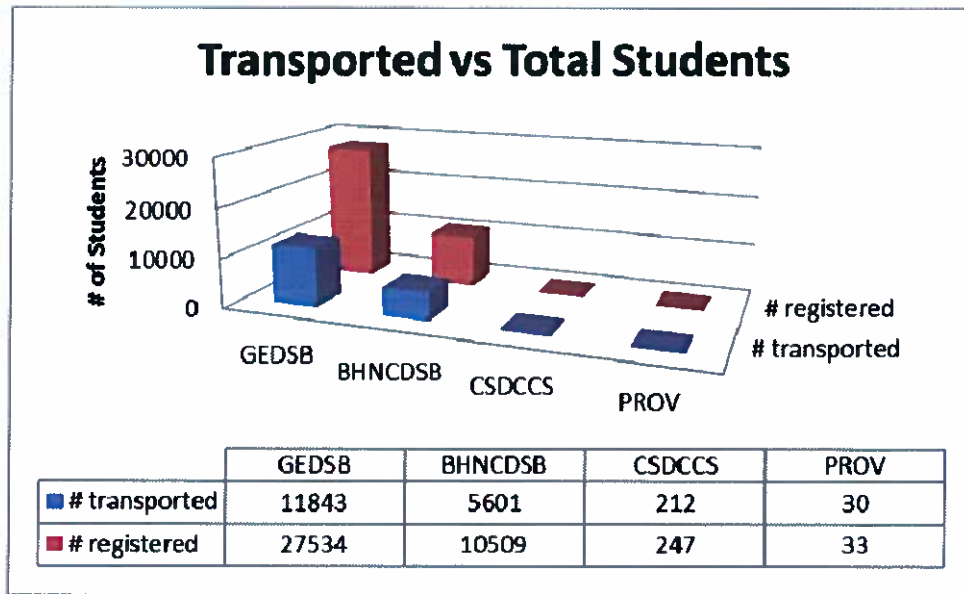


**Student Data** - At the time of the last extract, STSBHN recorded:



Note: the Student Eligibility statistics listed above indicate the eligibility, based on the primary residence, of all students contained in the database of STSBHN (not just those receiving transportation services).





**Note:** PROV indicates students who are currently registered at and attending provincially funded schools. Examples of schools which fall into this Board category are: W Ross McDonald (Brantford), EC Drury (Milton) and Roberts/ Amethyst (London). STSBHN assists the provincial route planner by arranging transportation services for the students who attend the above mentioned schools and who reside within our boundary. All costs incurred with transporting the provincial students are collected during the reconciliation process at the end of the year and paid back to the Board within whom they have been assigned, in our case GEDSB.

**Consortium Update**

**E&E Review** – STSBHN continues to work on the completion of tasks and requirements directly related to the Effectiveness and Efficiency (E&E) review which took place in September 2009. The focus of the department continues to be on the four pillars identified by the review and the best practices identified within. The four functional areas, for the purposes of the E&E review are:

- **Consortium Management**
- **Policies and Practices**
- **Routing and Technology**
- **Contracts**

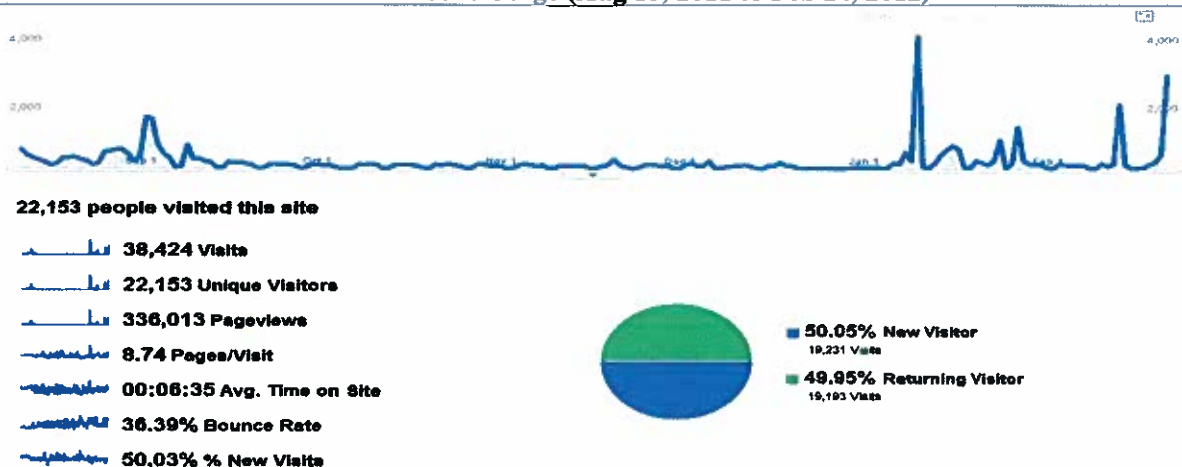
The major task which has been tackled this year relating to the E&E has been the issuance of the Request For Proposal (RFP) for all yellow school bus routes. The RFP includes the tendering of an estimated 376 school bus routes totaling an estimated contract value of nearly sixteen million dollars per year for a minimum of five years. The RFP was issued on January 17 and closed on February 22. Although the evaluation of the submitted proposal is currently still underway (12 proponents in total moved to the Technical Requirements stage), STSBHN anticipates to make award notices to successful proponents before the end of March. Services for the RFP are scheduled to commence for the 2012-2013 school year.

**Safety Program Expansion-** Carrying on with the success for the expansion of safety programs offered to schools during the 2010-2011 school year, STSBHN has continued to transportation to and from the Bus and Foot Patroller Safety Village, providing a shuttle service and First Ride Program to the Best Start Fairs and delivering the bus evacuation training to elementary schools on a rotating three year basis; this year has seen a total of 8,492 student receive the bus evacuation training. As was the case last year, schools will be placed on a schedule to be visited once every three years to have their students receive a refresher on the evacuation process. Other innovative safety programs are being explored and will be brought forward to the Operations Committee of STSBHN as part of the regular budgeting process.

**Website Usage** - STSBHN saw an increased use of their website during the start of the school year. This favorable trend was most likely the result of continued process of having students acquire their coming year’s bus information by logging onto the secure portal linked through the main site.

It is worth noting that although the over use and peak of use of the consortium’s website is down from this time last year, the most likely cause of the decrease has been the unseasonal warm temperatures and the low levels of snow/ ice accumulation which may have resulted in inclement weather bus cancellations.

**STSBHN Website Usage (Aug 15, 2011 to Feb 24, 2012)**



### STSBHN Going Forward

In the coming school years, STSBHN will continue to work toward their strategic objective as defined by the Board of Directors. Areas that the consortium is currently interested in pursuing include, but are not limited to:

**Higher Level of Integration with Member Board Student Databases-** STSBHN is interested in pursuing means of increasing the level of integration and communication between the student databases used by our three member school boards and the route planning software utilized by the consortium. The goal of the increased integration is to allow users at the schools and at the consortium to experience a “one stop shopping” experience where all of the most up to date student data can be found. The higher level of integration is also expected to reduce the overall amount of data entry at both the school and consortium level as information will only need to be entered into a system once and then electronically shared.

**Adoption of Industry Best Practices-** The student transportation industry in Ontario is dynamic and perpetually changing as it works towards processes geared at creating innovative new ways of delivering services and making improvements on existing deliverables. STSBHN will continue to be an active participant in OASBO Transportation Committee initiatives and adopting the industry best practices that arise therefrom where they meet the strategic goals and objectives of the Board of Directors as well as fall within budgetary limitations.

**Electronic Use of Forms-** The use of electronic forms to communicate and effectively manage workflow is an area STSBHN is acutely interested in. Online forms allow many groups to streamline processes and decrease the amount of redundant work. By having STSBHN forms made available electronically, the consortium hopes to decrease the amount of front end work to parents, students, and school support staff while continuing to provide a high level of customer service. Although a complete solution has not yet been located, STSBHN is working closely with Member Boards and their software provider to find an ideal solution to meet the needs of the consortium and its stakeholders.



**Special Education Advisory Committee Meeting  
Wednesday, March 21, 2012 7:00 p.m.  
Special Education Services, Sacred Heart School, Paris, ON**

**Present:** Dianne Wdowczyk, Bonnie McKinnon, Krista Emmerson, Jill Esposto, Bill Chopp, Terre Slaght  
**Regrets:** Teresa Westergaard-Hager, Colleen Demarest, Barb Mitchell  
**Absent:** Cathy Pearson, Paul Sanderson, Nancy Smith, Lisa Stockmans

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**1. Opening Prayer**

Terre Slaght opened the meeting with a prayer.

**2. Opening Remarks**

Introductions were made. Krista Emmerson announced that she has been appointed Brantford Leader for the Parents for Children's Mental Health organization.

Dianne Wdowczyk, Chair, welcomed Jill Esposto, Director of Services for the Brant Children's Aid Society and thanked committee members for their attendance.

**3. Approval of Minutes**

Moved by: Krista Emmerson

Seconded by: Bonnie McKinnon

THAT the SEAC Committee approves the minutes from the February 8, 2012 meeting.

**Carried**

**4. Approval of the Agenda**

Moved by: Krista Emmerson

Seconded by: Bonnie McKinnon

THAT the SEAC Committee approves the agenda for the March 21, 2012 meeting.

**Carried**

**5. Community Agency Updates**

Dianne informed the committee of the progress with the ROKS program and Woodview's involvement. There have already been nine referrals from the Grand Erie District School Board.

In-services are being prepared for the fifteen champion schools.

Jill Esposto noted that the families involved with the Children's Aid Society continue to be affected by many variables, including the economy. Significant mental health issues are a factor as well.

Krista Emmerson updated the committee on the Parents for Mental Health organization's family engagement group. The pilot project should be ready to roll out in April.



Bonnie McKinnon, Trustee, noted that the trustees reviewed the previous SEAC minutes at the Committee of the Whole meeting. She is looking forward to the parent symposium.

**6. Presentation – Sacrament Retreat**

Patti Mitchell, System Special Education Resource Teacher, presented a PowerPoint presentation outlining the activities that are held at three sacrament retreats. The criteria for students to take part in the retreats are students who have cognitive delays or students with autism who can handle transitions more easily. Questions and answers followed the presentation as to how children are selected to take part in the retreats. Feedback from parents has been very positive. Patti noted that the priests were very happy to take part in these events.

**7. Correspondence - Nil**

**8. Reports**

**8.1. Principal of Program: Special Education**

**8.1.1. Mental Health Update**

Terre Slaght reported that the five champion schools will begin their rollout with the teachers. She will meet with principals and will give them the mental health literacy document. The April 27 and April 30 PA days will feature presentations which the teachers from the champion schools will be required to attend. Principals will be determining with the agencies what the next steps are within their schools.

Mental Health Week coincides with Catholic Education Week. Bill is working on putting together a community event to focus on mental health. Each day during mental health week, a poster highlighting an issue regarding mental health will be sent out to all BHNCDSB staff.

Terre noted that the ROKS Partnership Agreements are ready for signature.

Questions were asked regarding the feeling of the teachers regarding this initiative. The reactions have varied as the rollout has just begun.

**8.1.2. A4 Update**

This program has a focus across the province to work on a group of students who do not access the Ontario curriculum. Our Board was selected regionally to participate in provincial table discussions. This project has been going on for over three years. Best practices are being highlighted. We have had to name the students in each school who would fit into this group. We have selected a curriculum tool called HELP and we will begin with a train-the-trainer session. We will hold a symposium on May 10 and ask schools and community agencies in our region to come and share their best practices and address problems of practice.

**8.1.3. Upcoming Special Education Dates**

Terre reported the following dates to the committee:

- Have A Go (Secondary) – May 31, 2012 (rain date June 1, 2012)
- Have A Go (Elementary) – June 18, 2012 (rain date June 19, 2012)



**8.1.4. New Registrations**

Terre Slaght gave an overview of how many high needs student registrations have been received by our Board to date. More registrations are always a possibility.

**8.1.5. System IPRC Reviews**

Terre updated the committee on the upcoming system IPRC reviews.

**8.1.6. System IPRC Intakes**

The system IPRC intakes were discussed. We anticipate that our numbers will grow with students coming from the public board into special education classrooms.

**8.2. Superintendent of Education**

**8.2.1. Budget Process Update**

The provincial budget is set to be released soon. Bill spoke of the funding model for special education.

**8.2.2. Staffing Process**

Bill Chopp gave an update on the SERT allocation formula for the next school year.

**8.2.3. Parent Engagement Symposium**

Bill spoke of the upcoming parent engagement symposium. SEAC members were invited to attend.

**9. Business for Next Meeting – Nil**

**10. Closing Remarks**

Dianne Wdowczyk thanked the guests for their participation at the meeting.

**11. Adjournment**

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

# MINUTES AND RECOMMENDATIONS

## POLICY COMMITTEE

April 10, 2012

<b>AGENDA ITEM</b>	<b>MOTION</b>
2.1	THAT the Policy Committee recommends that the Committee of the Whole refers the Equity and Inclusive Education Policy to the Brant Haldimand Norfolk Catholic District School Board for approval.

THAT the Committee of the Whole refers the unapproved minutes from the Policy Committee Meeting of April 10, 2012 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

THAT the Committee of the Whole refers the recommendation from the Policy Committee Meeting of April 10, 2012 to the Brant Haldimand Norfolk Catholic District School Board for approval.



**Policy Committee**  
**Tuesday, April 10, 2012 4:30 p.m.**  
**Haldimand Room**

**Present:** June Szeman (Chair), Dennis Blake, Cliff Casey, Dan Dignard, Cathy Horgan, Bonnie McKinnon, Rick Petrella

**Absent:**

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**1. Opening Business**

**1.1 Opening Prayer**

The meeting opened with a prayer led by June Szeman.

**1.2 Attendance**

As noted above.

**1.3 Approval of the Agenda**

Moved by: Bonnie McKinnon

Seconded by: Rick Petrella

THAT the Policy Committee approves the agenda of the April 10, 2012 meeting.

**Carried**

**1.4 Approval of the Policy Committee Meeting Minutes – February 29, 2012**

Moved by: Rick Petrella

Seconded by: Cliff Casey

THAT the Policy Committee approves the minutes of the February 29, 2012 meeting.

**Carried**

**2. Committee and Staff Reports**

**2.1 Equity and Inclusive Education 200.23**

Superintendent Kings presented an overview of the Equity and Inclusive Education Policy, as well as the Administrative Procedure. She outlined the legislative requirements underpinning the policy.

Moved by: Cliff Casey

Seconded by: Dan Dignard

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

**Carried**



**3. Discussion Items**

**3.1 Review of Board By-Laws**

Trustees continued their review and updating of the Board by-laws. This task will be completed at the next Policy Committee meeting.

**3.2 An Overview of Student Admission Policies**

This item was deferred until the May Policy Committee meeting.

**3.3 BHN Educational Foundation Proposal**

This item was deferred until the May Policy Committee meeting.

**4. Adjournment**

Moved by: Dennis Blake

Seconded by: Bonnie McKinnon

THAT the Policy Committee adjourns the meeting of April 10, 2012.

**Carried**

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

Prepared by: Trish Kings, Superintendent of Education  
Presented to: Policy Committee  
Submitted on: April 10, 2012  
Submitted by: Cathy Horgan, Director of Education & Secretary

**EQUITY AND INCLUSIVE EDUCATION 200.23**

Public Session

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**BACKGROUND INFORMATION:**

In the spring of 2009, the Ministry of Education introduced the Ontario Equity and Inclusive Education Strategy and required Boards to develop appropriate policies and procedures based on eight focus areas. Several Catholic Boards across the province formed a consortium and provided a common template for the use of all Catholic Boards.

A committee comprised of Board staff and members of the community was formed and provided input into the development of the policy and procedures. In addition the draft policy and procedures were shared with the Board's Faith Advisory Committee for feedback.

An interim policy was developed, presented to the Policy Committee, approved by the Committee of the Whole and subsequently approved by the Board in November 2010.

**DEVELOPMENTS:**

In the fall of 2011, the interim policy was vetted with principals/vice-principals, the Regional Catholic Parent Involvement Committee, Special Education Advisory Committee, OECTA, OSSTF, non-unionized staff, managers and supervisors. Although a limited response was received, the suggested modifications were incorporated into the final revisions to the policy.

**RECOMMENDATION:**

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



**Policy: Equity and Inclusive Education**

		<b>Policy Number:</b>	200.23
<b>Adopted:</b>	23/11/2010	<b>Former Policy Number:</b>	
<b>Revised:</b>		<b>Policy Category:</b>	Students
<b>Subsequent Review Dates:</b>	TBD	<b>Pages:</b>	3

**Belief Statement:**

The Brant Haldimand Norfolk Catholic District School Board (the “Board”) recognizes that all people are created equal, in the image of God, each with unique characteristics deserving of dignity (Genesis: 1:27). In accordance with the Church’s teachings, it is the policy of the Board to provide in all its operations an educational environment which supports and enables diversity within our inclusive Catholic community.

The Board recognizes that any form of social or cultural discrimination is incompatible with the Catholic faith’s moral principles and is in violation of the Ontario Human Rights Code (“the Code”). The Board recognizes that the school system gives primacy to the teachings of the Catholic faith, congruent with the protection afforded in the Ontario Human Rights Code, the Constitution Act, 1982 and confirmed in the Canadian Charter of Rights and Freedoms.

The Board and its staff are committed to the elimination of discrimination as outlined in Ontario’s Equity and Inclusive Education Strategy and the Ontario Ministry of Education (the “Ministry”) Policy/Program Memorandum No. 119, in a manner which is consistent with the exercise of the Board’s denominational rights under section 93 of the Constitution Act, 1982 and as recognized in section 19 of the Ontario Human Rights Code.

**Policy Statement:**

The Brant Haldimand Norfolk Catholic District School Board is committed to serving the staff, students and families in its diverse Catholic community by incorporating the principles of equity and inclusive education into all aspects of its policies, programs, procedures and practices that are consistent with Catholic denominational rights.

***Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation, Ontario’s Equity and Inclusive Education Strategy and Policy/Program Memorandum No.119 (2009) “Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools”*** identify eight areas of focus for implementing equity and inclusive education.

In accordance with the above documents, as well as applicable legislation that outlines the denominational rights of the Catholic school system, and with adherence to the Guiding Principles of the Equity and Inclusive Education Strategy, consistent with the Code, and in the context of each area of focus, the Brant Haldimand Norfolk Catholic District School Board shall:

**1.0 Board Policies, Programs, Procedures and Practices:**

- Ensure that principles of equity and inclusive education permeate and are explicitly stated in all Board policies, programs, guidelines, operations, practices, and Board Improvement Plans.
- Ensure all persons with disabilities are accommodated appropriately and in a manner consistent with the Code.
- Provide opportunities for the diverse Catholic school community, including students, staff, parents, trustees and community members, to provide active input into Board policies and improvement plans on an ongoing basis.
- Ensure that staff will investigate in a thorough and timely manner any claims of discrimination and/or racism and take appropriate action consistent with the principles of the Code.
- Develop and implement strategies to actively engage students, parents, families and the wider community in the review, development, and implementation of initiatives to support and promote equity and inclusive education.



## Brant Haldimand Norfolk Catholic District School Board

### 2.0 Shared and Committed Leadership:

- Establish and maintain partnerships with all members of our diverse Catholic community so that the perspectives and experiences of all students are recognized and their needs are met.
- Ensure that members of communities that are underserved and/or marginalized are included in the shared leadership.
- Establish a collaborative culture where the collective capabilities and voices of stakeholders are used to develop and implement equity and inclusive education goals.
- Promote equity minded student leadership related to issues of social justice in the tradition of the Catholic Church.

### 3.0 School-Community Relationships:

- Collaborate with students, parents, staff and other Catholic community partners to create and sustain a positive school climate reflective of Catholic values that supports student achievement.
- Examine and remove any barriers that exist that are part of systemic discrimination under the Code and that prevent full participatory school-community relations.
- Establish and maintain partnerships with all members of our diverse Catholic community so that the perspectives and experiences of all students, families, and employees are recognized.
- Establish processes to identify and address systemic barriers that limit or prevent all sectors of the school community from benefiting from enhanced opportunities for Board representation and greater access to Board initiatives.
- Identify under-represented communities and facilitate their participation and involvement in Board activities.

### 4.0 Inclusive Curriculum and Assessment Practices:

- Ensure that staff will review student assessment and evaluation policies and practices to identify and address systemic bias that may exist in the way students' work is assessed and evaluated in order to reduce the achievement gap. The principles of such a review will be consistent with the Code.
- Support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and practices specifically addressing areas of discrimination (e.g., race, gender, disability).

### 5.0 Religious Accommodation:

- Support freedom of religion and an individual's right to manifest his/her religious beliefs and observances. The right to freedom of religion, however, is not absolute and religious accommodation in the Board is carried out in the larger context of the Catholic education system and denominational rights of Catholic schools.
- Seek to accommodate an individual's right to freedom of religion in a manner that not only respects the individual's beliefs, but the principles of the Catholic Church.
- Ensure that an appropriate space or classroom, other than the chapel, is available for religious celebrations celebrated by other Christian denominations or other faith traditions.
- Consult with their respective local Ordinary on such accommodations.

### 6.0 School Climate and the Prevention of Discrimination and Harassment:

- Create a climate in which excellence is continually strived for and respect for all permeates the environment.
- Ensure that codes of conduct are revised to address all forms of racism, discrimination, and harassment.
- Ensure the use of progressive discipline.

### 7.0 Professional Learning:

- Support the school's review of classroom strategies that promote school-wide equity and inclusive education policies and practices.
- Allocate adequate resources to provide ongoing opportunities for students, administrators, teachers, support staff and trustees to participate in equity and inclusive education training and leadership initiatives.
- Provide anti-racism and anti-discrimination training that examines power and privilege, including training and prevention and early intervention strategies. This training should include information on cross-cultural differences and promote a deeper understanding of exceptionalities and of how to mitigate discipline in light of its effect on students with disabilities.



## Brant Haldimand Norfolk Catholic District School Board

- Identify a board equity and inclusive education contact to liaise with the Ministry of Education and other boards in order to share challenges, promising practices and resources.

### 8.0 Accountability and Transparency:

- Embed the principles of equity and inclusive education into all Board policies, programs, guidelines and practices.
- Communicate the equity and inclusive education policy to students, teachers, parents, staff, Catholic Parent Involvement Committees, community partners, and volunteers and post it on the Board's website.
- Engage Board and school teams in school improvement planning.
- Establish processes to monitor progress and assess effectiveness of policies, programs and procedures.
- Report on the progress of implementation of the policy and its impact on student achievement using specific criteria.

### Glossary of Key Policy Terms:

#### Equity

A condition or state of fair, inclusive and respectful treatment of all people. Equity does not mean treating all people the same without regard for individual differences.

#### Inclusive Education

Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment in which diversity is honoured and all individuals are respected.

#### Ontario Human Rights Code (“the Code”)

A provincial law that gives everyone equal rights and opportunities, without discrimination, in specific areas such as education, jobs, housing, and services. The goal of the Code is to address and ultimately prevent discrimination and harassment (available at [www.ohrc.on.ca](http://www.ohrc.on.ca)).

#### Religious Accommodation

An obligation under the Ontario Human Rights Code to provide reasonable accommodation for students and employees who wish to observe the tenets or practices of their faith, as well as for those who wish not to participate in any form of religious observance.

### References

#### Statutory/Regulatory

Canadian Charter of Rights and Freedoms: <http://laws.justice.gc.ca/en/charter/>

Constitution Act, 1982: [http://www.solon.org/Constitutions/Canada/English/ca\\_1982.html](http://www.solon.org/Constitutions/Canada/English/ca_1982.html)

Ontario Human Rights Code: [http://www.e-laws.gov.on.ca/html/statutes/english/elaws\\_statutes\\_90h19\\_e.htm](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90h19_e.htm)

Ontario's Equity and Inclusive Education Strategy

Policy/Program Memorandum No. 119 (2009) - Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools

Policy/Program Memorandum No. 108 - Opening or Closing Exercises in Public Elementary and Secondary Schools

#### Related Board Policy

Opening and Closing Exercises 200.11

Safe Schools 200.25

Student Discipline 200.26

Bullying Prevention and Intervention 200.27



## Equity and Inclusive Education AP 200.23

<b>Procedure for:</b>	Superintendents, Principals/Vice Principals	<b>Adopted:</b>	Month, dd, yyyy
<b>Submitted by:</b>	Trish Kings, Superintendent of Education	<b>Revised:</b>	N/A
<b>Category:</b>	Students		

### Purpose

To provide direction for the Superintendent of Education and Principals/Vice-Principals regarding the Ontario Equity and Inclusive Education Strategy.

### Responsibilities

The Superintendent of Education will oversee the implementation of the Ontario Equity and Inclusive Education Strategy from a system perspective. The Principals/Vice-Principals will be responsible for implementing the Ontario Equity and Inclusive Education Strategy at the school level.

### Information

School boards in Ontario are required to implement and monitor the Ontario Equity and Inclusive Education Strategies adhering to the eight areas of focus, which include:

- Board Policies, Programs, Procedures and Practice
- Shared and Committed Leadership
- School-Community Relationships
- Inclusive Curriculum and Assessment Practices
- Religious Accommodation
- School Climate and the Prevention of Discrimination and Harassment
- Professional Learning
- Accountability and Transparency

### Procedures

#### 1.0 Board Policies, Program, Procedures and Practice

1.1 The Superintendent of Education will:

- Provide direction for the implementation of the Board equity and inclusive education policies, programs and school improvement plans consistent with the Code and that reflect the needs of their diverse Catholic school community.
- Review existing school policies/practices (i.e., codes of conduct) to determine that they reflect the principles of equity and inclusive education.
- Provide training for school and system leaders to facilitate equitable recruitment and hiring to reflect Ontario's diverse society.
- Collect information needed to monitor the effects of the Board's Equity and Inclusive Education Policy.

1.2 The Principal/Vice-Principal will:

- Ensure that the principles of equity and inclusion permeate the programs, practices and operations of the school environment.
- Implement strategies to actively engage students, parents and the wider community to promote equity and inclusive education.



## 2.0 Shared and Committed Leadership

### 2.1 The Superintendent of Education will:

- Provide ongoing training for staff that reflects comprehensive attention to the principles of human rights and the staff's fundamental role in an equitable and inclusive environment.
- Provide ongoing education and training for staff, students and trustees in implementing equity and inclusive education and leadership initiatives.
- Include in the leadership selection criteria demonstrated commitment, knowledge and skills related to equity and inclusive education.

### 2.2 The Principal/Vice-Principal will:

- Demonstrate leadership in setting the tone for the positive and proactive implementation of equity and inclusion.
- Establish a collaborative culture within the school where all voices are heard in the development and implementation of equity and inclusive education goals.
- Provide staff and student leadership opportunities related to social justice issues.

## 3.0 School-Community Relationships

### 3.1 The Superintendent of Education will:

- Ensure that existing board-wide committees represent the diversity of the wider community.
- Review and deepen existing community partnerships to ensure that they reflect the principles of equity and inclusive education.
- Expand community efforts to foster new partnerships that engage a cross-section of diverse students, parents, staff, and community organizations to ensure inclusion.
- Gather and use the knowledge, skills and experience of Board community partners to enrich the total educational and career experiences of staff, students and volunteers.
- Develop a database of information that establishes the diversity of communities based on self-identification.

### 3.2 The Principal/Vice-Principal will:

- Invite, include and support representation on school committees, including school improvement planning.
- Collaborate with and actively engage students, parents, staff and other Catholic community partners to create and sustain a positive school climate reflective of Catholic values that supports student achievement.



#### 4.0 Inclusive Curriculum and Assessment Practices

4.1 The Superintendent of Education will:

- Ensure that the Administrative Procedures for Assessment and Evaluation support the principles of equity and inclusion and are free of systemic bias and discrimination.
- Make certain that resources and instructional strategies:
  - are in accordance with Catholic teachings and values;
  - are in compliance with the provision of the Code with respect to the prohibitive grounds of discrimination;
  - show people of different races, genders and ages in non-stereotypical settings, occupations and activities;
  - explore the roles and contributions of all peoples in Canada and the factors that shaped these roles; and,
  - encourage open discussion of the prohibited grounds of discrimination under the Code in society, the community and the school.

4.2 The Principal/Vice-Principal will:

- Review, along with staff, assessment and evaluation practices to identify and address systemic bias.
- Ensure that classroom instructional strategies support the principles of equity and inclusion in accordance with Catholic teaching and values.
- Make certain that resources used in the classroom/libraries:
  - are in accordance with Catholic teachings and values;
  - are in compliance with the provisions of the Code with respect to the prohibited grounds of discrimination;
  - portray people of different races, genders and ages in non-stereotypical settings, occupations and activities;
  - explore the roles and contributions of all peoples in Canada and the factors that shaped these roles; and
  - encourage open discussion of the prohibited grounds of discrimination under the Code in society, the community and the school.

#### 5.0 Religious Accommodation

5.1 The Superintendent of Education will:

- Develop an administrative procedure for Religious Accommodation in keeping with the Code.

5.2 The Principal/Vice-Principal will:

- Implement religious accommodation practices adhering to the Board's Religious Accommodation Administrative Procedure.

#### 6.0 School Climate and the Prevention of Discrimination and Harassment

6.1 The Superintendent of Education will:

- Implement strategies to identify and remove discriminatory barriers that limit engagement by students, parents and the community so that diverse groups and the broader community have better Board-level representation and greater access to Board initiatives.



- Put procedures in place that will enable students and staff to report incidents of discrimination and harassment safely and that will also enable staff/the Board to respond in a timely manner.
- Communicate that administrators are expected to use progressive discipline and professional discretion, and to understand the duty to accommodate students with disabilities.

6.2 The Principal/Vice-Principal will:

- Welcome, respect and validate the contributions of all students, parents and other members of the school community.
- Ensure that every student is supported and is inspired to succeed in a culture of high expectations for learning.
- Ensure that school codes of conduct reflect the needs of the diverse Catholic community served by the school and are developed with the active consultation and involvement of students, staff, parents and community members.
- Ensure that the established Board procedure will enable students and staff to report incidents of harassment and discrimination safely and to have confidence that they will receive a timely and appropriate response.
- Ensure that all information about the new or revised procedures involving equity and inclusive education is communicated to all students, staff, families, and others in the school community.

## 7.0 Professional Learning

7.1 The Superintendent of Education will:

- Ensure that connections are made related to equity and inclusion, Catholic social teachings and the Ontario Catholic School Graduate Expectations.
- Support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and practices.
- Allocate adequate resources to provide ongoing opportunities for students, administrators, teachers, support staff and trustees to participate in equity and inclusive education training and leadership initiatives.
- Provide antiracism and antidiscrimination training that examines power and privilege, including training in prevention and early intervention strategies.
- Ensure that training includes information on cross-cultural differences and promotes a deeper understanding of exceptionalities and of how to mitigate discipline in light of its effect on students with disabilities.

7.2 The Principal/Vice-Principal will:

- Review classroom strategies and revise them as needed to help ensure that they are aligned with and reflect school-wide equity and inclusive education policies.
- Promote collaborative teams that learn together, implement their learning and reflect together on best practices.
- Build staff capacity through ongoing needs-based professional learning determined through data analysis and based on results.



- Build staff capacity in understanding the connection between Catholic social teaching and equity and inclusion.
- Encourage and support students in their efforts to promote social justice, equity, antiracism, and antidiscrimination in schools and classrooms.
- Develop equity initiatives and provide timely and specific feedback that will further school-wide equitable practices.

## 8.0 Accountability and Transparency

8.1 The Superintendent of Education will:

- Embed the principles of equity and inclusive education into all Board policies, programs, guidelines and practices.
- Communicate the equity and inclusive education policy to students, teachers, parents, staff, school councils, community partners and volunteers and post it on the Board's website.
- Seek and use feedback to improve the Equity and Inclusive Education Policy, in the spirit of continuous improvement.
- Engage Board and school teams in school improvement planning with emphasis on using data to identify and remove barriers to student achievement, to raise awareness about discriminatory practices, and to encourage conversations and collaborative actions about racism and other equity issues.
- Establish processes to monitor progress and assess effectiveness of policies, programs and procedures.
- Report on the progress of implementation of the strategy and its impact on student achievement using specific criteria.
- Ensure that the transparency of the Identification, Placement and Review Committee (IPRC) process informs and supports parents through this process.

## Glossary of Key Policy Terms:

### Equity

A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

### Inclusive Education

Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment in which diversity is honoured and all individuals are respected.

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A provincial law that gives everyone equal rights and opportunities, without discrimination, in specific areas such as education, jobs, housing, and services. The goal of the Code is to address and ultimately prevent discrimination and harassment (available at [www.ohrc.on.ca](http://www.ohrc.on.ca)).



### **Religious Accommodation**

An obligation under the Ontario Human Rights Code to provide reasonable accommodation for students and employees who wish to observe the tenets or practices of their faith, as well as for those who wish not to participate in any form of religious observance.

### **References**

#### **Statutory/Regulatory References**

Canadian Charter of Rights and Freedoms: <http://laws.justice.gc.ca/en/charter/>

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Ontario's Equity and Inclusive Education Strategy

Policy/Program Memorandum No. 119 (2009) – Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools

Policy/Program Memorandum No. 108 – Opening or Closing Exercises in Public Elementary and Secondary Schools

#### **Related Board Policy**

Opening and Closing Exercises 200.11

Safe Schools 200.25

Student Discipline 200.26

Bullying Prevention and Intervention 200.27

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

Prepared by: Thomas R. Grice, Superintendent of Business & Treasurer  
Presented to: Committee of the Whole  
Submitted on: April 17, 2012  
Submitted by: Cathy Horgan, Director of Education & Secretary

### EDUCATION FUNDING FOR 2012-13

Public Session

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#### **BACKGROUND INFORMATION:**

On March 29, 2012, the Minister of Education released information regarding Grants for Student Needs (GSN) for 2012-13. This release followed the release of the provincial budget on March 27, 2012. The Grants for Student Needs (GSN) allocation mirrored the three most vital priorities in the provincial budget with respect to education and school boards: continuance of the Full-Day Kindergarten roll-out, continuance of the program to keep reduced class sizes, as well as the continuance to honour the commitments made in the 2008-12 Provincial Discussion Table (PDT) agreements. In 2012-13, total projected education funding through the GSN will be held stable at almost \$21 billion. When taking into account the funding for the Full-Day Early Learning Kindergarten Program (FDK), which is outside the GSN, funding to school boards will increase by approximately 1.5 percent, which equates to \$11,189 per pupil.

#### **DEVELOPMENTS:**

The government is currently facilitating a Provincial Discussion Table (PDT) process with the goal of establishing a framework for negotiating local collective agreements in the education sector. As the basis for this process, the government tabled parameters for PDT agreements on February 22, 2012. These parameters have been incorporated into the 2012-13 GSN. The measures could be changed or modified based on PDT discussions.

Measures that have been incorporated into the GSN *based on continuing discussions*, which affect the Brant Haldimand Norfolk Catholic District School Board, are:

##### Staff Compensation

- The 2012-13 GSN provides no funding for across-the-board salary increases in 2012-13. It also provides no funding for salary increases resulting from individual employee movement on a salary grid.

##### Sick Leave Plans and Retirement Gratuities

- The government has proposed the replacement of the current education sector sick leave plan with a short-term sick leave plan similar to that used in the Ontario Public Service. The proposed plan includes short-term sick leave of six days at 100 percent salary and up to 24 weeks at 66.67 percent salary, with no carry-forward provision in the new plan. Any accumulated, but non-vested, sick days would be eliminated as of September 1, 2012.

Measures that have been incorporated into the GSN and *have been committed to* by the government for 2012-13, which affect the Brant Haldimand Norfolk Catholic District School Board, are:

- increased preparation time for elementary teachers of ten minutes per week will require approximately two additional teachers;
- funding for 1.5 teachers to reduce class size for Grades 4 to 8;
- funding for 1.1 additional secondary teachers to enhance secondary programming; and
- funding for 1.0 Grade 7-8 Student Success Teacher(s)/Coach(es) [Literacy / Numeracy].

Other impacts of the 2012-13 grants are:

- Capital funding of \$350 million provincially for major capital projects needed to be open before 2015-16.
- The Director and Supervisory Officer grants will be decreased by 1.47%.
- The Foundation Grant funding for Curriculum and Specialist Teachers will be decreased by 15%.
- EPO Grants will be reduced to \$160 million provincially of which \$26 million will be allocated later in the year.
- The 1% reduction in transportation for Transportation consortia that have not achieved a *high* rating in the Efficiency & Effectiveness Review of Routing and Technology will continue.
- The benchmark for non-teaching staff benefit costs will increase by 1% to fund OMERS contribution increases previously announced.
- The non-staff portion of School Operations Allocation will be increased by 2% to fund increases in commodities, insurance and other costs. This includes a provision for 7.9% increase in electricity costs.

As in previous years some of the funding for specific initiatives will be announced at a later time.

**RECOMMENDATION:**

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board receives the report on Education Funding for 2012-13.

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

Prepared by: Thomas R. Grice, Superintendent of Business & Treasurer  
Presented to: Committee of the Whole  
Submitted on: April 17, 2012  
Submitted by: Cathy Horgan, Director of Education & Secretary

### FINANCIAL REPORT AS OF FEBRUARY 2012

Public Session

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#### **BACKGROUND INFORMATION:**

Attached is the Board Expenditure Report for the period ended February 29, 2012.

#### **DEVELOPMENTS:**

Generally, there are few significant variances to report at this time. With 49.3% of the total Budget spent, we are basically on track, as six months into the year we would expect to have spent approximately 50% of the total budget. We are also on track with last year at this time having expenditures at 49.8% of budget at February 2011.

Salaries are being monitored closely each month and the total salary expenditure to date is approximately 51% of budget, with current projection to year end in line with budget. Further analysis will be provided as we review each month's results.

The expected percentage of salary budget spent at any time of year varies by employee group. At February, teaching staff have received 13 pays to date, approximately 50% of annual pay. Support staff have received between 50% and 62% of annual pay for 12-month and 10-month staff during the same time frame, explaining the slight variation of percentage spent between the various salary lines. The Lunch Monitor budget line is 47.7% spent, which is slightly under budget for this time of year, as they are paid over ten months.

With the transition to full Tangible Asset Reporting for Ministry purposes, furniture and equipment purchases of less than \$5,000 for a single item are being reported as *Replacement F & E* as these items are funded from Operations and will not be capitalized. Personalized Equipment is also included in this category as, individually, these are low-dollar items and funding is received in the year to cover most of the cost.

Within Human Resources Fees and Contracts, Labour Relations costs to date are significantly higher than expected. The budget was adjusted during the Revised Budget cycle with the expectation that increased costs are now accounted for. It should also be noted that a number of membership contracts and insurance premiums in various departments require payment of annual fees in the first part of the year, leaving these budget lines with little spending room for the remainder of the year.

Supplies & Services noted under School Renewal is spending specifically for School Renewal. To date, this amounts to approximately \$300,000. Expenditure identified as New Pupil Places are interest payments of debenture debt. Principal payments no longer are included in the Operations Expenditure budget.

The Governance/Trustees budget is 62.9% spent as annual trustee fees are paid in the first part of the year. Other expenses within this area are in line with budget.

**RECOMMENDATION:**

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board receives the Financial Report as of February 2012 report.

BRANT HALDIMAND NORFOLK CDS BD  
 Monthly Board Report  
 FOR THE MONTH ENDING FEBRUARY 29, 2012

	Budget	Expenditures	% Spent
<b>OPERATING INSTRUCTION</b>			
SALARIES & WAGES	51,190,724	25,445,271	49.7
EMPLOYEE BENEFITS	5,936,608	2,542,474	42.8
STAFF DEVELOPMENT	429,099	111,842	26.1
SUPPLIES & SERVICES	1,786,220	738,534	41.4
REPLACEMENT F & E	590,439	140,637	23.8
RENTAL EXPENDITURE	-	-	0.0
FEES & CONTRACTUAL SERVICES	469,324	197,324	42.0
OTHER	-	895	0.0
AMORTIZATION	650,294	283,806	43.6
Total INSTRUCTION	61,052,708	29,460,782	48.3
<b>SPECIAL EDUCATION</b>			
SALARIES & WAGES	11,327,969	6,122,751	54.1
EMPLOYEE BENEFITS	2,134,946	1,042,523	48.8
STAFF DEVELOPMENT	50,800	12,059	23.7
SUPPLIES & SERVICES	263,159	80,998	30.8
REPLACEMENT F & E	426,500	100,720	23.6
RENTAL EXPENDITURE	-	-	0.0
FEES & CONTRACTUAL SERVICES	49,500	26,206	52.9
Total SPECIAL EDUCATION	14,252,874	7,385,256	51.8
<b>SCHOOL MANAGEMENT/SCHOOL SERVICES</b>			
SALARIES & WAGES	7,140,134	3,693,773	51.7
EMPLOYEE BENEFITS	1,031,567	490,017	47.5
STAFF DEVELOPMENT	69,210	987	1.4
SUPPLIES & SERVICES	458,547	195,877	42.7
REPLACEMENT F & E	50,313	39,027	77.6
RENTAL EXPENDITURE	-	-	0.0
FEES & CONTRACTUAL SERVICES	274,156	131,857	48.1
Total SCHOOL MANAGEMENT/SCHOOL SERVICES	9,023,927	4,551,539	50.4
<b>STUDENT SUPPORT SERVICES-GENERAL</b>			
SALARIES & WAGES	395,872	193,237	48.8
EMPLOYEE BENEFITS	74,224	34,798	46.9
STAFF DEVELOPMENT	1,500	-	0.0
SUPPLIES & SERVICES	2,400	134	5.6
RENTAL EXPENDITURE	-	-	0.0
Total STUDENT SUPPORT SERVICES-GENERAL	473,996	228,169	48.1
<b>COMP &amp; OTH TECH STUDENT SUPP SERV</b>			
SALARIES & WAGES	813,048	406,959	50.1
EMPLOYEE BENEFITS	182,693	92,311	50.5
STAFF DEVELOPMENT	18,000	10,493	58.3
SUPPLIES & SERVICES	111,760	31,090	27.8
REPLACEMENT F & E	5,850	8,413	143.8
FEES & CONTRACTUAL SERVICES	84,032	10,823	12.9
Total COMP & OTH TECH STUDENT SUPP SERV	1,215,383	560,089	46.1
<b>LIBRARY SERVICES</b>			
SALARIES & WAGES	830,037	485,603	58.5
EMPLOYEE BENEFITS	190,743	98,301	51.5
STAFF DEVELOPMENT	2,000	490	24.5
SUPPLIES & SERVICES	97,888	42,794	43.7
Total LIBRARY SERVICES	1,120,668	627,188	56.0

BRANT HALDIMAND NORFOLK CDS BD  
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	Budget	Expenditures	% Spent
<b>GUIDANCE SERVICES</b>			
SALARIES & WAGES	986,862	551,126	55.9
EMPLOYEE BENEFITS	97,921	42,083	43.0
SUPPLIES & SERVICES	3,000	1,803	60.1
REPLACEMENT F & E	-	-	0.0
Total GUIDANCE SERVICES	1,087,783	595,012	54.7
<b>TEACHER SUPPORT SERVICES</b>			
SALARIES & WAGES	1,179,504	569,063	48.3
EMPLOYEE BENEFITS	132,601	51,844	39.1
STAFF DEVELOPMENT	17,500	9,685	55.3
SUPPLIES & SERVICES	1,065,924	455,421	42.7
REPLACEMENT F & E	-	-	0.0
RENTAL EXPENDITURE	-	-	0.0
FEES & CONTRACTUAL SERVICES	58,050	44,234	76.2
OTHER	-	-	0.0
Total TEACHER SUPPORT SERVICES	2,453,579	1,130,247	46.1
<b>GOVERNANCE/TRUSTEES</b>			
SALARIES & WAGES	64,700	32,074	49.6
EMPLOYEE BENEFITS	2,588	558	21.6
STAFF DEVELOPMENT	23,000	13,555	58.9
SUPPLIES & SERVICES	25,800	13,386	51.9
REPLACEMENT F & E	2,000	-	0.0
FEES & CONTRACTUAL SERVICES	-	-	0.0
OTHER	54,250	48,881	90.1
Total GOVERNANCE/TRUSTEES	172,338	108,453	62.9
<b>GENERAL ADMINISTRATION</b>			
SALARIES & WAGES	1,298,425	692,058	53.3
EMPLOYEE BENEFITS	186,979	88,195	47.2
STAFF DEVELOPMENT	52,227	18,477	35.4
SUPPLIES & SERVICES	50,050	12,535	25.0
REPLACEMENT F & E	3,150	(150)	-4.8
FEES & CONTRACTUAL SERVICES	179,530	108,036	60.2
OTHER	41,850	17,509	41.8
AMORTIZATION	62,949	23,562	37.4
Total GENERAL ADMINISTRATION	1,875,160	960,221	51.2
<b>BUSINESS ADMINISTRATION</b>			
SALARIES & WAGES	590,140	281,161	47.6
EMPLOYEE BENEFITS	129,191	55,669	43.1
STAFF DEVELOPMENT	6,500	4,660	71.7
SUPPLIES & SERVICES	54,400	22,530	41.4
REPLACEMENT F & E	13,500	4,504	33.4
RENTAL EXPENDITURE	-	-	0.0
FEES & CONTRACTUAL SERVICES	221,855	160,963	72.6
OTHER	-	5,078	0.0
Total BUSINESS ADMINISTRATION	1,015,586	534,564	52.6
<b>HUMAN RESOURCES ADMINISTRATION</b>			
SALARIES & WAGES	481,315	243,326	50.6
EMPLOYEE BENEFITS	99,978	47,088	47.1
STAFF DEVELOPMENT	6,250	2,120	33.9
SUPPLIES & SERVICES	36,650	18,660	50.9
FEES & CONTRACTUAL SERVICES	241,120	109,515	45.4
Total HUMAN RESOURCES ADMINISTRATION	865,313	420,708	48.6

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	Budget	Expenditures	% Spent
<b>INFORMATION TECHNOLOGY ADMINIS.</b>			
SALARIES & WAGES	56,363	28,164	50.0
EMPLOYEE BENEFITS	13,857	6,590	47.6
SUPPLIES & SERVICES	-	-	0.0
REPLACEMENT F & E	10,000	3,735	37.4
RENTAL EXPENDITURE	-	-	0.0
FEES & CONTRACTUAL SERVICES	14,408	8,356	58.0
Total INFORMATION TECHNOLOGY ADMINIS.	94,628	46,846	49.5
<b>SCHOOL OPERATIONS</b>			
SALARIES & WAGES	3,935,331	1,944,096	49.4
EMPLOYEE BENEFITS	1,011,167	465,915	46.1
STAFF DEVELOPMENT	2,000	-	0.0
SUPPLIES & SERVICES	2,213,702	875,403	39.5
REPLACEMENT F & E	42,300	3,338	7.9
RENTAL EXPENDITURE	101,429	56,493	55.7
FEES & CONTRACTUAL SERVICES	780,000	463,123	59.4
AMORTIZATION	3,131,607	1,615,058	51.6
Total SCHOOL OPERATIONS	11,217,536	5,423,426	48.4
<b>SCHOOL MAINTENANCE</b>			
SALARIES & WAGES	800,378	380,558	47.6
EMPLOYEE BENEFITS	176,020	83,388	47.4
STAFF DEVELOPMENT	2,500	920	36.8
SUPPLIES & SERVICES	581,846	341,162	58.6
REPLACEMENT F & E	4,500	-	0.0
INTEREST ON LONG TERM DEBT	88,847	45,715	51.5
RENTAL EXPENDITURE	-	-	0.0
FEES & CONTRACTUAL SERVICES	130,793	127,269	97.3
Total SCHOOL MAINTENANCE	1,784,884	979,012	54.9
<b>SCHOOL RENEWAL</b>			
SALARIES & WAGES	-	-	0.0
SUPPLIES & SERVICES	1,452,555	300,103	20.7
INTEREST ON LONG TERM DEBT	-	-	0.0
FEES & CONTRACTUAL SERVICES	-	-	0.0
Total SCHOOL RENEWAL	1,452,555	300,103	20.7
<b>NEW PUPIL PLACES</b>			
INTEREST ON LONG TERM DEBT	2,523,475	1,360,174	53.9
FEES & CONTRACTUAL SERVICES	-	-	0.0
Total NEW PUPIL PLACES	2,523,475	1,360,174	53.9
<b>OP &amp; MAINT/CAPITAL-NON INSTRUC</b>			
SALARIES & WAGES	47,216	19,506	41.3
EMPLOYEE BENEFITS	12,931	5,201	40.2
STAFF DEVELOPMENT	-	-	0.0
SUPPLIES & SERVICES	106,551	89,692	84.2
REPLACEMENT F & E	2,000	-	0.0
INTEREST ON LONG TERM DEBT	47,877	23,946	50.0
RENTAL EXPENDITURE	-	-	0.0
FEES & CONTRACTUAL SERVICES	79,500	34,850	43.8
Total OP & MAINT/CAPITAL-NON INSTRUC	296,075	173,196	58.5
<b>DIRECT CAPITAL &amp; DEBT</b>			
INTEREST ON LONG TERM DEBT	373,850	188,160	50.3
OTHER	146,395	-	0.0
Total DIRECT CAPITAL & DEBT	520,245	188,160	36.2

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	Budget	Expenditures	% Spent
<b>TRANSPORTATION - GENERAL</b>			
SALARIES & WAGES	110,390	66,234	60.0
EMPLOYEE BENEFITS	23,454	14,072	60.0
STAFF DEVELOPMENT	9,058	5,435	60.0
SUPPLIES & SERVICES	6,396	3,838	60.0
REPLACEMENT F & E	-	-	0.0
FEES & CONTRACTUAL SERVICES	38,699	23,800	61.5
Total TRANSPORTATION - GENERAL	187,997	113,379	60.3
<b>TRANSPORTATION - HOME TO SCHOOL</b>			
FEES & CONTRACTUAL SERVICES	4,909,683	2,800,048	57.0
Total TRANSPORTATION - HOME TO SCHOOL	4,909,683	2,800,048	57.0
<b>TRANSPORTATION-SCHOOL TO SCHOOL</b>			
FEES & CONTRACTUAL SERVICES	-	-	0.0
Total TRANSPORTATION-SCHOOL TO SCHOOL	-	-	0.0
<b>TRANSPORTATION - BOARD, LODGING...</b>			
FEES & CONTRACTUAL SERVICES	-	-	0.0
Total TRANSPORTATION - BOARD, LODGING...	-	-	0.0
<b>TRANSPORTATION - BLIND &amp; DEAF</b>			
FEES & CONTRACTUAL SERVICES	-	-	0.0
Total TRANSPORTATION - BLIND & DEAF	-	-	0.0
<b>CONTINUING EDUCATION</b>			
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
<b>OTHER NON-OPERATING</b>			
OTHER	4,000,000	2,000,000	50.0
TRANSFERS FROM RESERVES	-	-	0.0
Total OTHER NON-OPERATING	4,000,000	2,000,000	50.0
Total	121,596,393	59,946,571	49.3

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

Prepared by: Chris N. Roehrig, Superintendent of Education  
Presented to: Committee of the Whole  
Submitted on: April 17, 2012  
Submitted by: Cathy Horgan, Director of Education & Secretary

### STRATEGIC ACTION PLAN – STUDENT ACHIEVEMENT

Public Session

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#### **BACKGROUND INFORMATION:**

The Board is currently ending the third year of a three-year strategic action plan. One of the strategic commitments of the plan is related to student achievement. The Board's strategic plan for student achievement is a snapshot of the Board's operational plan on student achievement that is referred to as the Board Improvement Plan for Student Achievement (BIPSA).

#### **DEVELOPMENTS:**

Attached to this report is a copy of the Strategic Action Plan for Student Achievement that includes a comprehensive update of all of the initiatives outlined in the plan.

#### **Highlights**

- Continuation of the 21<sup>st</sup> Century Learning project through all Primary Division classes.
- Emphasis on Grade 1 student achievement in literacy.
- Introduction of the Collaborative Inquiry for Learning - Mathematics (CIL-M) pilot project.
- The implementation of the technology visits and robotics program for the Intermediate Division.
- Creation of Student Achievement Teams in secondary to improve results on the Ontario Secondary School Literacy Test (OSSLT).
- Administration and use of standardized testing platforms for Grade 9 Mathematics and Literacy to assist teachers in assessing student learning needs.

#### **RECOMMENDATION:**

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board receives the update of the Strategic Action Plan – Student Achievement.

**Student Achievement:** *We want all students to be the best they can be ~*

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

Expected Outcome	Strategies	Indicators of success	Timeline	Responsibility	Status
Student achievement in literacy for primary and junior students will meet Board and Ministry targets.	<p>Schools have been organized in Networked Learning Communities to facilitate collaboration and capacity building related to teaching best practices.</p> <p>The Teaching-Learning Critical Pathways process is implemented in all classrooms from Grades 1-8 focused on specific reading and writing curriculum expectations.</p> <p>Grade One Support Plan will be initiated – comprehensive data collection and professional learning program for teachers.</p>	<p>Improvement in reading and writing results as evidenced on report cards, Board-wide assessments and provincial assessments.</p> <p>Higher percentage of students at the benchmark midway and at the end of Grade 1.</p>	<p>Mid-year Reporting and End of Year Reporting</p> <p>September – June</p>	<p>Superintendents of Education</p> <p>Principals /Vice Principals</p> <p>Superintendent of Education</p> <p>Principal of Program</p> <p>Consultant</p>	<p>All schools have had the opportunity to come together in Networks for six sessions. Teachers were released by division for .5 day sessions to plan learning pathways and moderate student work.</p> <p>Two pathway cycles have been implemented in all classrooms Grades 1 to 8, with a focus on Reading for Meaning curriculum expectations 1.4-1.9.</p> <p>Grade 1 teachers have been released for six full day professional learning sessions focused on reading and writing instruction in the Grade 1 classroom. Based on February DRA data, 68% of Grade 1 students are on target to meet the standard of level 16. Plans are currently in place to support students who are not on target to meet the June standard.</p> <p>All teachers of Grades 1, 2 and 3 have received a Netbook and LCD projector. Teachers and students have been provided with licenses to access Destination Reading digital resource. A post ICT skills survey will be completed on April 19, 2012 and will demonstrate growth in teacher comfort and use of technology.</p>

Expected Outcome	Strategies	Indicators of success	Timeline	Responsibility	Status
<p>Student achievement in literacy for primary and junior students will meet Board and Ministry targets. <i>(continued)</i></p>	<p>Assistive technology on-site support will be provided by a designated Special Education Resource Teacher.</p>	<p>Improvement in reading and writing results as evidenced on report cards, Board-wide assessments and provincial assessments.</p>	<p>September – June</p>	<p>Superintendent of Education  Principal of Program: Special Education</p>	<p>Direct Kurzweil support is being provided to the following students for the full 2011-12 year: Grade 2 - 1 Grade 3 - 50 Grade 4 - 30 Grade 5 - 25 Grade 6 - 50 Grade 7 - 40 Grade 8 - 18 EQAO preparation has been included in the training.</p>
	<p>Special Education delivery model will focus on primary and junior reading.</p>	<p>Improvement in reading, DRA scores and EQAO results.</p>	<p>September – June</p>		<p>Implementation of 100 Reading Upgrade licenses to provide intervention support to readers at risk.  Phonological Awareness student data provided to each Grade 1 teacher with supplementary instruction tools for classroom use.  SERT training on Destination Reading to collaboratively support primary students.</p>
	<p>Training will be provided to support assessment for, as and of learning.</p>	<p>Improve teaching strategies and more precision in our IEPs.</p>	<p>September - June</p>		<p>IEP development continues with focus placed on data tracking. Methods of tracking and tracking schedules are being addressed. Development of specific, measureable, time sensitive goals are an ongoing part of teacher training. Consultation with parents is also a key focus to engage parents in the IEP process.</p>

Expected Outcome	Strategies	Indicators of success	Timeline	Responsibility	Status
Student achievement in numeracy for primary and junior students will meet Board and Ministry targets.	<p>Mathematics coaches will support elementary classroom teachers with job-embedded learning.</p> <p>Collaborative Inquiry for Learning Mathematics (CILM) project to begin in five schools this year. Investigate expansion to more schools for next year.</p>	<p>Improvement in math results as evidenced on report cards and provincial assessments.</p> <p>Use mid-year and end of year assessments to gauge progress.</p>	<p>Annually (September – June)</p> <p>Mid-year and end of year assessments.</p>	<p>Superintendent of Education</p> <p>Principals / Vice Principals</p>	<p>Every elementary school have a math coach that works primarily with junior teachers. Each coach participated in learning about mathematics. Coaching progressed to co-planning and co-teaching a three-part math lesson with their junior teachers.</p> <p>Four elementary schools have been working collaboratively learning and teaching mathematics. Math content knowledge has been developed, as well as teaching strategies to promote critical thinking in the math classroom. A facilitator from the Ministry has been an excellent asset and resource to the learning.</p>
<p>Student achievement in Grade 9 Applied and Academic Mathematics will improve.</p> <p>Student achievement in Grade 9 Applied and Academic Mathematics will improve. <i>(continued)</i></p>	<p>Secondary Panel Mathematics Coaching Project</p> <p>Grades 7 &amp; 8 Mathematics Focus Group.</p> <p>Mathematics Staff Development</p>	<p>Improvement over time in EQAO scores for Grade 9 Applied Mathematics between 2008–2012.</p> <p>Use Ontario Numeracy Assessment Program data to gauge progress of students (ONAP).</p>	<p>Annually (January and June)</p> <p>Twice per semester.</p>	<p>Superintendent of Education</p> <p>Principals/Vice-Principals</p>	<p>Grade 9 teachers from the three secondary schools were involved in four teaching and learning mathematics sessions, facilitated by Marian Small. Classroom support was provided by a secondary math coach. The ONAP assessment was administered first semester. Based on teacher feedback, a local diagnostic assessment has been created based on the ONAP, for second semester.</p> <p>Eleven elementary schools participate in a math focus group. It consists of the Grades 7 and 8 teachers of each school and the SERT. The group will meet six times over the course of the school year focusing on the Gap Closing Diagnostic assessment. Teachers are asked to apply their learning from each session in their classroom. Math content knowledge is being developed each session.</p> <p>Six Grades 7 and 8 teachers worked with a group</p>

Expected Outcome	Strategies	Indicators of success	Timeline	Responsibility	Status
	<p>Project facilitated by Marian Small (2011).</p> <p>Grades 7 &amp; 8 Mathematics Coaching Project – expanded to five schools.</p>				<p>of Grade 9 teachers on teaching and learning mathematics, facilitated by Marian Small.</p> <p>In addition to participating in the Math Focus Group and sessions with Marian Small, these teachers also worked with the secondary program consultant on 3-4 occasions to co-plan and co-teach lessons.</p>
Student achievement in the OSSLT will improve.	<p>Initiate Student Achievement Teams in all secondary schools. Grade 9 Applied classes to be taught by members of the team. Collaborative inquiry project related to the use of the Ontario Comprehension Assessment (OCA).</p>	<p>Demonstrated improvement in Ontario Comprehension Assessment (OCA) scores between administrations (start of year and end of year).</p> <p>90% pass rate for OSSLT for the Board using 2013 test.</p>	<p>Twice per semester.</p> <p>Annually (March)</p>	<p>Superintendent of Education</p> <p>Principals/Vice-Principals</p>	<p>Student Achievement Teams have been set up in all three secondary schools and have been meeting regularly since September. The first series of testing was completed in the fall and will be followed up in June. Some work will need to be done on future administrations of the test as the tests revealed comprehensive deficits across all areas and the variance between evaluations was significant.</p>
Grades 7 and 8 students will make more informed decisions regarding Pathways.	<p>Implementation of the Robotics program for Grade 8.</p> <p>Implement reach-ahead opportunity for Grades 6/7, 7, 7/8 and 8 classes through visits to our secondary school technology and careers areas.</p>	<p>Improve the percentage of students taking technology courses in Grade 9 by 10% by 2013.</p>	<p>Annually (September – June)</p>	<p>Superintendent of Education</p> <p>Principals/Vice-Principals</p>	<p>All elementary schools have participated in one round of technology visits and most schools have received robotics kits and training. All schools will receive kits and training before the end of June. The second round of school visits are being planned for June exam week. The number of students enrolled in technology for Grade 9 (2012-13) is up from this year. 25% of Grade 9 students are registered for technology courses in the fall.</p>

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

Prepared by: Thomas R. Grice, Superintendent of Business & Treasurer  
Presented to: Committee of the Whole  
Submitted on: April 17, 2012  
Submitted by: Cathy Horgan, Director of Education & Secretary

**BOARD ENROLMENT AS OF MARCH 31, 2012**  
Public Session

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**BACKGROUND INFORMATION:**

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

**DEVELOPMENTS:**

Attached is the enrolment report, which indicates students attending our schools as of March 31, 2012. Actual enrolment at June 2011 is also provided as a reference. In the elementary panel, the actual ADE for 2011-12 is lower than projected by 3.25 students. In the secondary panel, the actual ADE is 0.65 students lower than projected.

**RECOMMENDATION:**

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board receives the Board Enrolment report.

**BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD  
ENROLMENT AT MAR 31, 2012**

\*\* Full Day Kindergarten

ELP at .5 FTE   ELP at .5 FTE   ELP at .5 FTE

Appendix A

	J	K	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	SPEC ED	Mar 31 2012 Actual includes Spec Ed	Mar 31 2012 Actual FTE Includes Spec Ed	Actual ADE 2011-2012	Ministry Projected ADE 2011-2012	Variance from Ministry Projected ADE 2011-2012	Jun 30 2011	Variance from Jun 30 2011	
110	Blessed Sacrament	10	10	12	18	9	10	17	14	15	23	138	128.0	129.75	131.5	-1.75	153.50	-25.5	
112	<b>Christ the King**</b>	16	17	15	21	11	15	11	15	10	4	135	118.5	118.75	118.5	0.25	117.00	1.5	
114	<b>Holy Cross**</b>	15	15	16	11	11	14	15	15	20	13	145	130.0	127.75	127.0	0.75	126.00	4.0	
116	Holy Family	14	13	13	18	8	25	10	16	18	13	148	134.5	136.50	138.5	-2.00	136.50	-2.0	
117	<b>Jean Vanier**</b>	43	38	31	27	44	41	32	33	25	32	346	305.5	305.00	304.5	0.50	332.00	-26.5	
118	Notre Dame (Brantford)	28	35	26	36	26	27	35	36	48	38	348	316.5	320.50	324.5	-4.00	334.50	-18.0	
119	Notre Dame (Caledonia)	22	33	36	35	33	30	32	44	46	48	359	331.5	333.00	334.5	-1.50	379.00	-47.5	
122	Our Lady of Fatima (Courtland)	9	15	11	13	16	8	10	9	13	11	115	103.0	102.00	101.0	1.00	104.50	-1.5	
124	Our Lady of LaSalette	8	6	10	9	6	16	13	18	9	13	108	101.0	101.00	101.0	0.00	101.50	-0.5	
125	Our Lady of Providence	26	31	44	37	37	39	42	52	50	37	395	366.5	367.00	367.5	-0.50	372.00	-5.5	
126	Resurrection	8	11	15	20	13	13	16	16	15	18	145	135.5	135.75	136.0	-0.25	146.00	-10.5	
130	<b>Sacred Heart (Langton)**</b>	22	21	22	30	24	25	34	29	19	22	248	226.5	227.50	228.5	-1.00	248.00	-21.5	
128	Sacred Heart (Paris)	32	22	20	22	25	21	15	17	19	17	210	183.0	180.25	177.5	2.75	179.00	4.0	
132	St. Anthony Daniel	7	8	9	10	8	10	8	7	11	3	81	73.5	75.50	77.5	-2.00	89.50	-16.0	
133	St. Basil	38	30	32	27	22	28	26	19	25	0	247	213.0	213.25	213.5	-0.25	0.00	213.0	
134	St. Bernard	15	12	14	12	12	15	18	19	18	28	163	149.5	148.50	147.5	1.00	159.00	-9.5	
136	St. Bernard of Clairvaux	14	12	12	19	23	23	21	23	18	35	200	187.0	187.00	187.0	0.00	193.00	-6.0	
138	St Cecilia's	18	10	13	13	21	19	26	20	23	24	187	173.0	171.50	170.0	1.50	163.00	10.0	
140	St. Frances Cabrini	19	19	23	17	17	27	30	28	30	26	236	217.0	215.00	213.0	2.00	215.50	1.5	
141	St. Gabriel	46	45	45	42	54	48	45	38	41	46	450	404.5	402.50	401.0	1.50	594.00	-189.5	
144	St. Joseph	32	40	41	40	39	46	48	37	47	42	422	386.0	386.00	386.0	0.00	392.00	-6.0	
146	St. Leo	21	18	14	18	18	23	17	25	21	16	191	171.5	170.75	170.0	0.75	167.00	4.5	
148	St Mary (Brantford)	10	14	14	13	10	18	10	11	8	17	125	113.0	114.50	116.0	-1.50	115.50	-2.5	
150	St Mary (Hagersville)	9	15	14	18	9	14	18	8	14	12	131	119.0	120.75	122.5	-1.75	139.00	-20.0	
152	<b>St Michael's (Dunnville)**</b>	16	21	15	21	21	19	19	17	21	29	199	180.5	179.25	178.0	1.25	201.00	-20.5	
154	St Michael's (Walsh)	9	15	9	8	9	12	9	11	17	8	107	95.0	97.00	99.0	-2.00	109.50	-14.5	
156	St Patrick (Brantford)	10	12	9	20	20	13	19	17	15	17	152	141.0	138.00	135.0	3.00	152.00	-11.0	
158	<b>St Patrick (Caledonia)**</b>	7	13	18	21	15	11	17	13	15	11	141	131.0	129.50	128.0	1.50	145.50	-14.5	
160	St. Peter	23	13	20	17	18	9	20	19	15	27	181	163.0	163.25	163.5	-0.25	148.00	15.0	
162	<b>St Pius**</b>	12	6	11	9	7	8	9	8	12	14	96	87.0	87.50	88.0	-0.50	109.00	-22.0	
164	<b>St. Stephen**</b>	10	10	12	22	15	13	21	19	22	22	166	156.0	156.75	157.5	-0.75	170.50	-14.5	
166	St Theresa	14	14	10	22	20	8	17	15	14	17	151	137.0	137.75	138.5	-0.75	146.0	-9.0	
		583	594	606	666	621	648	680	668	694	683	6466	5,877.5	5879.00	5,882.0	-3.00	6,138.5	-261.0	
		291.5	297.0										FTKP	141.0	140.75	141.0	-0.25		
													6,018.5	6019.75	6023.0	-3.25			
		361.5	367.5					Gr 9	Gr 10	Gr 11	Gr 12		1,450	1,425.50	1472.25	1,482.9	-10.65	1,489.75	-64.25
280	Assumption							322	336	378	414		1,053	1,048.00	1073.63	1,071.0	2.63	1,036.00	12.00
284	Holy Trinity							268	242	229	314		1,300	1,290.25	1,318.38	1,311.0	7.38	1,310.00	-19.75
282	St. John's							276	300	340	384								
								866	878	947	1112								
								TOTAL Secondary					3,803	3,763.75	3864.25	3,864.9	-0.65	3,835.8	-72.0
								TOTAL Board					10,269	9,641.3	9743.25	9,746.9	-3.90	9,974.3	-333.0

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

Prepared by: Bill Chopp, Superintendent of Education  
Presented to: Committee of the Whole  
Submitted on: April 17, 2012  
Submitted by: Cathy Horgan, Director of Education & Secretary

**CHILDREN'S AID SOCIETY PROTOCOL**  
Public Session

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**BACKGROUND INFORMATION:**

Within the geographical boundaries of the Brant Haldimand Norfolk Catholic District School Board (BHNCD SB), there are two Children's Aid Society (CAS) agencies – the Children's Aid Society of Brant and the Children's Aid Society of Haldimand & Norfolk. There have been long-standing relationships between BHNCD SB and these agencies; this would also be true of the Grand Erie District School Board (GEDSB).

Children in the care of CAS have unique challenges – including educational – that require collaborative effort between the CAS and a school Board to achieve their full potential. In the interest of establishing consistent practices in meeting student needs, a draft protocol has been created that clarifies the roles of the partners in this protocol.

**DEVELOPMENTS:**

In Spring 2009, the Superintendent of Education (Special Education Services) was approached by the CAS of Brant to increase the number of Brantford elementary schools with permanent CAS presence, adding to the existing Brantford schools.

A working group comprised of Brant CAS workers and BHNCD SB employees was established to discuss the role of permanent CAS workers in BHNCD SB schools. Several revisions were made to reflect the interests of the various parties. Upon completion of this "agreement", the amendment was added to an updated Child Protection Protocol, which will provide the framework for interactions between the Children's Aid Society (Brant or Haldimand & Norfolk) and the Board of Education (BHNCD SB or GEDSB).

The approved amended Protocol is attached for trustee information.

**RECOMMENDATION:**

THAT the Committee of the Whole refers the Children's Aid Society Protocol report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

# CHILD PROTECTION PROTOCOL

**BETWEEN:**



**THE CHILDREN'S AID SOCIETY  
OF HALDIMAND & NORFOLK**  
70 TOWN CENTRE DRIVE, TOWNSEND, ONTARIO  
(519) 587-5437

**AND**



**THE CHILDREN'S AID SOCIETY OF BRANT**  
70 CHATHAM ST., BRANTFORD, ONTARIO  
(519) 753-8681

**AND**



**THE GRAND ERIE DISTRICT SCHOOL BOARD**  
349 ERIE AVE., BRANTFORD, ONTARIO  
(519) 756-6301

**AND**



**THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT  
SCHOOL BOARD**  
322 FAIRVIEW, BRANTFORD, ONTARIO  
(519) 756-6369



Developed with the support of  
*Schools and Communities Working Together*, Brant-Haldimand-Norfolk  
Student Support Leadership Initiative

Revised March, 2012

## **Guiding Principles**

1. Children in care of the Children's Aid Society (CAS) have unique needs and challenges that require the collaborative effort of both the CAS and the local Boards of Education to meet their full potential.
2. Both the CAS and local Boards of Education share some common objectives, including a commitment to:
  - a) ensuring that all children have the opportunity to achieve to their educational potential;
  - b) making continuity of school placement a priority, wherever possible;
  - c) actively involving the multi-disciplinary team of all service providers;
  - d) openly communicating and sharing information in transitioning children to new schools and at the various stages of educational planning following admission;
  - e) ensuring that educational planning is a dynamic process that has regular and ongoing reviews to ensure the plan is working effectively and that the child is meeting with success.

This Child Protection Protocol addresses-

1. Child Protection Investigations
2. Transitions/School Registration
3. Case Management
4. School-Based CAS Workers

### **1. Child Protection Investigations**

1. Where it is suspected or alleged that a child is in need of protection (Appendix "A" – *Child in need of Protection*, Child and Family Services Act), the person having the concern shall immediately inform the Principal and make a telephone referral to the local CAS (see Appendix "B" - *Duty to Report*). Upon making contact with the CAS, school personnel shall record the name of the intake worker and the date and time of the report in the *Child Protection Protocol Duty to Report* (Appendix "C-1").
2. Following a referral by the school that a child is suspected to be in need of protection, the CAS shall initiate an investigation to determine if the child requires protective services. The CAS will notify the school of the investigation plan, location, assigned worker and whether the police will be involved.

3. When an allegation is made against an employee or volunteer of the Board of Education, the CAS Director of Service or designate will immediately notify the appropriate Superintendent of Education. At the conclusion of an investigation, the CAS will forward an Outcome Letter to the employee/volunteer with a copy to the Facility Administrator (school principal or appropriate department supervisor) outlining the results of the investigation. The Children's Aid Society and School Board will fully cooperate during all phases of the investigation. The investigation and Outcome Letter will be completed as expeditiously as possible, generally within 30 days.
4. Upon arrival at school, the investigating CAS worker shall produce proper identification and complete the "*Record of CAS School Visits*" log (Appendix "C-2"). The Principal will make the student, and the person who made the report to the CAS, available for interview by the investigating worker.
5. The school will provide a private room for the interview with the student. The investigating worker will ask the student if he/she wishes another adult present during the interview. The adult must be informed that he/she could be called at a later date to corroborate the interview, if the proceedings go to Court.
6. At the request of the investigating worker and at the discretion of the student, the Principal, operating in the role of a parent, may be asked to be present at the interview. However in the course of an investigation, the CAS has the authority to interview the student without the presence of a parent or the Principal. In fact, the CAS investigating worker does not require any consent to conduct an investigation.
7. The school shall not inform the parent(s)/guardian(s) of the referral unless authorized to do so by the investigating worker as parental contact could jeopardize or obstruct the investigation. It is the responsibility of the CAS to advise parents/guardians about the investigation involving their child. In the event that the timing of the investigation prevents the child from returning home at the usual time, the CAS will advise parents/guardians of their child's whereabouts promptly. It is also the CAS investigating worker's responsibility to inform the referral source of the outcome of the investigation as soon as possible after completion.
8. The first duty of CAS is the protection and care of the child(ren) during its investigation. Detailed information about a case may be needed in order to move forward with an investigation, especially when court action is required. Pursuant to Standard #4 of the Child Protection Standards in Ontario "there is an obligation for the Administrator ...to cooperate with the investigation including ...facilitating a full and complete investigation including ensuring that staff and children are available for interviews by the Children's Aid Society and/or police and making available all records and other documents pertinent to the investigation of the abuse allegations". Every effort will be made to protect the confidentiality of all participants in order to facilitate a positive relationship between school staff and families. However, confidentiality cannot be guaranteed.

## **2. Transitions/School Registration**

Any time a child experiences a change in environment from one home placement to another or one school to another, thoughtful proactive planning must occur to ensure that the transition is a successful one for the child. These transitions include:

- a change in the child's living environment
- new registrations
- changing elementary or secondary schools
- graduating from elementary to secondary school
- returning from a Special Education or Section 23 Program

The following *Best Practice Guidelines* (Appendix "D") will facilitate improved transitions:

1. Many children under the care of the CAS may be able to quickly make the transition to a new school without the need for extensive transition planning. The CAS worker will contact the Principal prior to registration and together a decision will be made about whether a more in-depth transition planning meeting/case conference is required. Students registering in a school after an apprehension or foster placement change may be subject to registration delays pending gathering of essential information and/or a case conference. The Principal shall endeavour to expedite the process, generally within 3 days.
  - At the Children's Aid Society, the CAS worker should be the initial key person although this role may be designated to a foster parent or group home staff after the initial contact. At the Board of Education, the Principal of the school should be the key person, or his/her designate (e.g. Vice-principal, Guidance Staff, Learning Resource Teacher). System Resource Staff from the School Board may be invited to participate in the process. The CAS worker as the legal guardian, or the foster parent acting as agent, has the responsibility to be the signing authority at the time of registration.
2. The CAS worker will provide the Principal with any known or available information needed for registration on a *Pre-Registration Information Form*(Appendix "E") including:
  - Strengths and areas of success
  - Academic history (IPRC, IEP, credits, etc.)
  - Current interventions including medications
  - Risk and Safety Factors
  - Contact information
3. When it is determined that a written transition plan is required, a plan should be jointly developed by the CAS worker and school which:
  - identifies the recommended resources and supports for the child and how to secure these resources
  - includes a contingency plan for behaviour problems, potential suspensions or other issues that may arise

- includes a specific integration plan, if less than full time registration is recommended
- establishes a schedule of review meetings which should align with the plan of care
- establishes a communication plan among all parties.

### **3. Case Management**

1. The CAS worker is responsible for providing the school with necessary consents to release information.
2. The CAS worker will provide the school with regular updates regarding the plan of care and any changes in the child's status, caregiver, worker, or residence.
3. The school must notify the CAS worker regarding caregiver concerns, serious discipline matters, disclosures, awards/achievements, or other concerns.
4. When inappropriate behaviour occurs, all parties will work together guided by the *Progressive Discipline and Promoting Positive Student Behaviour* policies and procedures of the respective school board. Appendix G
5. In case of conflict between the parties, the Principal/designate and the CAS supervisor/manager will work to resolve the matter. Unresolved matters will be referred to the Superintendent of Education/CAS Director of Service.

### **4. School Based CAS Workers**

1. Historically in the City of Brantford, the Brant CAS, in cooperation with both the Brant Haldimand Norfolk Catholic District School Board and the Grand Erie District School Board, has placed child welfare workers in selected schools to better serve the needs of children, families, schools, and the community. The Brant CAS has expressed an interest in expanding this model to other schools in both the Catholic and Public boards. A working committee comprised of staff and administrators from Brant CAS, BHNCDNB and GEDSB met during 2010-2011 to develop clarity regarding *School Based CAS Workers-Roles and Responsibilities*.\* These best practices specific to each school board (Appendix "F") provide details regarding:
  - Role Definitions
  - Confidentiality
  - Communication
  - Record Keeping and Sharing Space
  - Introducing School Based CAS Workers in a new location
2. Requests to have a school-based CAS worker within a school must be submitted to the Superintendent of Education.

\*Discussions are currently ongoing with the Children's Aid Society of Haldimand-Norfolk regarding school-based CAS workers in their jurisdiction.

Signatures:

\_\_\_\_\_  
Janice Robinson, Executive Director  
Haldimand & Norfolk CAS

\_\_\_\_\_  
John Forbeck, Director of Education,  
GEDSB

\_\_\_\_\_  
Andrew Koster, Executive Director  
Brant CAS

\_\_\_\_\_  
Cathy Horgan, Director of Education,  
BHCNDSB

\_\_\_\_\_  
Rita Collver, Chair of the Board, GEDSB

\_\_\_\_\_  
Cliff Casey, Chair of the Board, BHCNDSB

Date\_\_\_\_\_

## **APPENDICES**

<b>Appendix “A”</b>	<b>Definition of a Child in Need of Protection</b>
<b>Appendix “B”</b>	<b>Duty to Report</b>
<b>Appendix “C-1”</b>	<b>CAS Log Book – Record of Calls to CAS</b>
<b>Appendix “C-2”</b>	<b>Record of CAS School Visits</b>
<b>Appendix “D”</b>	<b>Best Practices Guidelines</b>
<b>Appendix “E”</b>	<b>Pre-Registration Information Form</b>
<b>Appendix “F”</b>	<b>School Based CAS Workers-Roles and Responsibilities</b>

## Child in Need of Protection

## Appendix A

According to Section 37(2) of the Child and Family Services (amended) Act 1999, a child is in need of protection where:

- (a) The child has suffered physical harm, inflicted by the person having charge of the child or caused by that person's
  - (i) failure to adequately care for, provide for, supervise or protect the child, or
  - (ii) pattern of neglect in caring for, providing for, supervising or protecting the child.
- (b) There is a risk that the child is likely to suffer physical harm inflicted by the person having charge of the child or caused by or resulting from that person's,
  - (i) failure to adequately care for, provide for, supervise or protect the child, or
  - (ii) pattern of neglect in caring for, providing for, supervising or protecting the child.
- (c) The child has been sexually molested or sexually exploited, by the person having charge of the child or by another person where the person having charge knows or should know of the possibility of sexual molestation or sexual exploitation and fails to protect the child.
- (d) There is a risk that the child is likely to be sexually molested or sexually exploited as described in clause (c).
- (e) The child requires medical treatment to cure, prevent or alleviate physical harm or suffering and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, the treatment.
- (f) The child has suffered emotional harm, demonstrated by serious,
  - (i) anxiety, (ii) depression, (iii) withdrawal, (iv) self-destructive or aggressive behaviour, or (v) delayed development,and there are reasonable grounds to believe that the emotional harm suffered by the child results from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child;
- (f.1) The child has suffered emotional harm of the kind described in subclause (f) (i), (ii), (iii), (iv), or (v) and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, services or treatment to remedy or alleviate the harm.
- (g) There is a risk that the child is likely to suffer emotional harm of the kind described in subclause (f) (i), (ii), (iii), (iv), or (v) resulting from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child;
- (g.1) There is a risk that the child is likely to suffer emotional harm of the kind described in subclause (f) (i), (ii), (iii), (iv), or (v), and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, services or treatment to prevent the harm.
- (h) The child suffers from a mental, emotional or developmental condition that, if not remedied, could seriously impair the child's development and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, treatment to remedy or alleviate the condition.
- (i) The child has been abandoned, the child's parent has died or is unavailable to exercise his or her custodial rights over the child and has not made adequate provision for the child's care and custody, or the child is in a residential placement and the child's parent refuses or is unable or unwilling to resume the care and custody of the child.
- (j) The child is less than twelve years old and has killed or seriously injured another person or caused serious damage to another person's property; services or treatment are necessary to prevent a recurrence; and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, those services or treatment.
- (k) The child is less than twelve years old and has, on more than one occasion, injured another person or caused loss or damage to another person's property, with the encouragement of the person having charge of the child, or because of that person's failure or inability to supervise the child adequately, or
- (l) The child's parent is unable to care for the child and the child is brought before the court with the parent's consent and, where the child is twelve years of age or older, with the child's consent, to be dealt with under Part III of the Child and Family Services Act.

## Duty to Report

## Appendix B

According to Section 72 of the Child and Family Services (amended) Act 1999,

- (1) Despite the provisions of any other Act, if a person, including a person who performs profession or official duties with respect to children, has reasonable grounds to suspect one of the following, the person shall forthwith report the suspicion and the information on which it is based to a society:

*The Act then details all of the conditions outlined in Appendix A, Child in Need of Protection.*

- (2) A person who has additional reasonable grounds to suspect one of the matters set out in subsection (1) shall make a further report under subsection (1) even if he or she has made previous reports with respect to the same child.
- (3) A person who has a duty to report a matter under subsection (1) or (2) shall make the report directly to the society and shall not rely on any other person to report on his or her behalf.
- (4) A person referred to in subsection (5) is guilty of an offence if,
  - (a) he or she contravenes subsection (1) or (2) by not reporting a suspicion; and
  - (b) the information on which it was based was obtained in the course of his or her professional or official duties.
- (5) Subsection (4) applies to every person who performs professional or official duties with respect to children including,
  - (a) a health care professional, including a physician, nurse, dentist, pharmacist and psychologist;
  - (b) a teacher, school principal, social worker, family counsellor, priest, rabbi, member of the clergy, operator or employee of a day nursery and youth and recreation worker;
  - (c) a peace officer and a coroner;
  - (d) a solicitor; and
  - (e) a service provider and an employee of a service provider.
- (6) In clause 5(b), “youth and recreation worker” does not include a volunteer.
- (6.1) A director, officer or employee of a corporation who authorizes, permits or concurs in a contravention of an offence under subsection (4) by an employee of the corporation is guilty of an offence.
- (6.2) A person convicted of an offence under subsection (4) or (6.1) is liable to a fine of not more than \$1,000.
- (7) This section applies although the information reported may be confidential or privileged, and no action for making the report shall be instituted against a person who acts in accordance with this section unless the person acts maliciously or without reasonable grounds for the suspicion.
- (8) Nothing in this section abrogates any privilege that may exist between a solicitor and his or her client.

### 72.1

- (1) A society that obtains information that a child in its care and custody is or may be suffering or may have suffered abuse shall forthwith report the information to a Director.
- (2) In this section and sections 73 and 75, “to suffer abuse” when used in reference to a child, means to be in need of protection within the meaning of clause 37(2) (a), (c), (e), (f), (f.1) or (h).

SCHOOL \_\_\_\_\_

Appendix C-1

**Child Protection Protocol**  
**Duty to Report**  
**Record of Call to Children's Aid Society**

<b>Date</b>	<b>Time</b>	<b>CAS Intake Worker</b>	<b>School Staff Making the Report</b>

\*\*ONE REPORT PER PAGE

PRINCIPAL TO RETAIN THIS RECORD IN CAS LOG BOOK FILE

SCHOOL \_\_\_\_\_

Appendix C-2

## **Record of Children’s Aid Society School Visits**

DATE	TIME IN	CASE WORKER	PURPOSE OF VISIT	TIME OUT	SIGNATURE

PRINCIPAL TO RETAIN THIS RECORD IN THE CAS LOG BOOK FILE

**Best Practice Guidelines**  
**School Registration and Transitions of Students in the Care of the Children’s Aid Society and Boards of Education**

**Parties to this agreement:**

- Children’s Aid Society of Hamilton
- Catholic Children’s Aid Society of Hamilton
- Children’s Aid Society of Haldimand and Norfolk
- Children’s Aid Society of Brant
- Grand Erie District School Board
- Brant Haldimand Norfolk Catholic District School Board
- Hamilton-Wentworth Catholic District School Board
- Hamilton-Wentworth District School Board

**Introduction:**

The above named Children’s Aid Societies and Boards of Education support the development of best practice guidelines that will facilitate a planned and timely registration process for children in the care of the Society. The Society and Boards of Education support children and youth remaining in their home school whenever possible and reasonable for a child. Any time a child experiences a change in environment from one home placement to another or one school to another, thoughtful planning must occur to ensure that the transition is a successful one for the child. This applies to:

- Children newly admitted to the care of the Society,
- Children who may relocate to another community school during their period of care with the Society due to a change in foster/group home placement.
- Children graduating from elementary to secondary school
- Children who are transitioning from a Section 23 or Alternate program.
- Children experiencing a change in living arrangement.

**Guiding Principles:**

The Parties to this agreement share a common objective including a commitment to:

- Recognize that being “in care” often creates labels or stigmas, and that many children are bright, socially well-adjusted individuals and children in care often just want to be “normal.”
- Recognize the unique emotional needs of crown wards.
- Ensuring that all children are registered in school as soon as possible in order to maintain the continuity of their educational experience;
- Ensuring that all children have the opportunity to achieve their educational potential;
- Making continuity of school placement a priority, wherever possible;
- Actively involving the multi-disciplinary team of all service providers;
- Openly communicating and sharing information when transitioning children to new schools and at the various stages of educational planning following admission.

**Pre-Registration Information Form – For Children in the Care of the Children’s Aid Society  
(Hamilton, Hamilton Catholic, Brant, Haldimand Norfolk)**

**Principal’s Name:** \_\_\_\_\_

**School Name:** \_\_\_\_\_

**School Phone Number:** \_\_\_\_\_

**School/Board Fax Number:** \_\_\_\_\_

**Date of Registration meeting set with school:** \_\_\_\_\_

\*\*\* This form is not to be copied without the permission of the Children’s Aid Society\*\*\*

**The intent of this form is to provide preliminary planning information regarding the child’s education program and should be placed in the Ontario Student Record.**

**Part A**

Student’s Legal Name:	Date:
Are there other biological/step siblings in this school? Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure <input type="checkbox"/> Names:	
Student’s d.o.b. (d/m/y)	Current Grade Level:
Date of most recent admission to care:	
Aboriginal Ancestry:	Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure <input type="checkbox"/>
If yes: Status <input type="checkbox"/> Non-Status <input type="checkbox"/> Inuit <input type="checkbox"/> Metis <input type="checkbox"/>	
Student’s Legal Status:	
Crown Ward <input type="checkbox"/> Society Ward <input type="checkbox"/> Temporary Care and Custody <input type="checkbox"/> Temporary Care Agreement <input type="checkbox"/>	
**** Refer to second page for descriptors****	
Previous School	Previous School Board:
Name of Caregivers as designated by C/CAS:	
Contact No:	Kin Placement <input type="checkbox"/> Foster Home <input type="checkbox"/> Group Home <input type="checkbox"/>
Name of Children’s Aid Worker:	Ext.
Name of Supervisor:	Ext.
Contact Number:	

**Part B**

<b>Programming Needs</b>			
Has this student been <i>Identified</i> through the <i>IPRC</i> process?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
If yes, what is the identification?			
Has this student been placed in a specialized learning environment (eg. self-contained or section classroom)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
Is this student on an <b>Individual Education Plan (IEP)</b>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
Does the student have ESL/ELL needs:	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
Has the student completed the OSSLT requirement?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>

**Part C**

**Special Needs**

Does the student have specific needs due to any of the following:			
Medication	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
Behaviour	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>

Physical Health Yes  No  Unsure   
 Emotional Yes  No  Unsure   
 Mental Health Yes  No  Unsure   
 Communication Yes  No  Unsure

If you answered yes to any of the above, please explain \_\_\_\_\_

## Part D

### General Information

1. Do foster parents have signing authority for this student? (eg. Class trips, permission forms)

Yes  No  If **no**, please identify who should be contacted:

2. Does regular communication to and from home and school take place through the foster home? Yes  No  If **no**, please identify who should school being communicating with:

3. Are there other agencies or volunteer services involved with this child (eg. Volunteer drivers)?

Yes  No

If yes, please explain:

4. Is it known if the parents or any other person could represent a threat to the child, school personnel or the safety of others?

Yes  No  Unknown

If "yes", please explain at the time of intake.

5. Are there restrictions related to parental/family access to this child?

Yes  No

If "yes", please explain at the time of intake.

6. Is this the child's first admission to care? Yes  No

If no, how long has the child been in care?

7. Other comments/relevant information:

#### Society workers need to be notified when:

Child makes a disclosure

Child is suspended or another serious discipline measure is taken

There is a meeting i.e. IPRC, meeting to discuss behaviour/academic performance

There are any concerns with the caregiver of the child

There are any outstanding achievements/awards etc.

Other concerns (mental health issues, behaviour issues, suspicious activities etc.)

#### School needs to be notified when there are changes in the child's status, caregiver, worker or residence

#### List of Descriptors:

**Temporary Care Agreement:** Voluntary contractual arrangement with caregivers where the Society agrees to care for a child for a temporary period not to exceed 12 months. The child is not in need of protection. Parents maintain their legal rights however can appoint a Society representative including a foster parent to sign school documents (e.g. permission slips, report cards). In the absence of appointing the Society as the legal guardian the parent's authorization is required. The Society should always be the first point of contact.

**Temporary Care and Custody:** A child has been brought before the court via a Protection Application. The court orders temporary care and custody to the Society during the periods of adjournment. No final order of status has been made. The Children's Aid Society has sole parental rights unless a court orders otherwise.

**Society Ward:** The Court finds a child in need of protection and makes a final order placing the child in Society care on a temporary basis-not to exceed 12 months for children 0-6 years, or 24 months for children 6-16 years. The Children's Aid Society has sole parental rights unless a court orders otherwise.

**Crown Ward:** A child whose parents have no parental rights. The child is a permanent ward with the Children's Aid Society until the age of 18.

# **Grand Erie District School Board**

**Appendix F-1**

## **School Based CAS Workers – Roles and Responsibilities**

### **Rationale-**

The Grand Erie District School Board and the Children's Aid Society of Brant (CAS) have worked together since 1994 to have CAS workers based in selected schools. This arrangement has been advantageous to both the board and the CAS. Presently, the CAS is looking to expand the number of schools in which they have CAS workers placed to include a number of schools in the north end of Brantford. A meeting was organized between CAS workers and Grand Erie Staff to talk about how to work together in the schools to provide the best service and support to our students and families. This group identified role definition, confidentiality, consent, communication, record keeping and the sharing of space as areas where we need to have some agreement and understanding. This document aspires to outline the group's ideas around best practices in these areas.

### **Role Definition-**

GEDSB has professional staff assigned to each school to support student, families, staff. These professionals include Attendance Counselors, Behaviour Counselors, Child and Youth Workers, Native Counselors, Psychological Services, Social Workers, and Communication Services (Speech-Language Pathologists, Communicative Disorders Assistants). Each of these disciplines has a clearly defined role in the school. The School based CAS worker brings a unique expertise and mandate pertaining to the delivery of child welfare services. This role can help enrich the support to schools and encourage a closer and more collegial working relationship between the two organizations.

### **The School Based CAS Worker's Role-**

The school based CAS worker is guided by the child welfare mandate as legislated under the Child and Family Services Act. He/she will carry a caseload of families who have been referred to CAS for services. These services may include individual counseling with children, support for families, referrals to community resources and support/therapy groups. In addition, the CAS worker is available to school staff for consultation in situations where there may be a concern that a child is being neglected, harmed or may be harmed. These consultations are dealt with in the same manner that a phone call to the intake department would be- documented and entered into the CAS database when identifying information is provided. If the school based CAS worker is unavailable a call should be placed immediately to the covering CAS worker and if this is unsuccessful to the CAS central intake. Reports must always be made in a timely manner and school staff should not delay making a report because the school based CAS worker is unavailable.

## **Confidentiality-**

The CAS worker is an employee of the CAS **not** of GEDSB. As such, there are limits to what information can be shared between GEDSB staff and the school based CAS worker. Information pertaining to a child at risk may always be openly shared, in fact, must be shared under the duty to report legislation. However, any information about a child and/or family that does not directly pertain to a child being harmed or neglected can only be shared with the written consent of the family. With the CAS worker being located in the school it is likely that GEDSB staff and the CAS worker would have more open communication than if the school staff had to call into the agency to share information. As a result, standard practice will be for the CAS worker to consult with the family regarding their wishes about information sharing between the school and the CAS. If the parent agrees, the CAS worker will obtain consent to disclosure information which will allow open communication between the CAS and the GEDSB. A copy of this form will be provided to the school administration. A separate disclosure form is required to access information from GEDSB support staff. This practice will provide protection for the rights of the family as well as the GEDSB and CAS staff.

The school based CAS worker is available for consultation about children or families where there is a concern about potential abuse or neglect. If a GEDSB staff member is uncertain about whether a report should be made to CAS he/she can consult with the CAS worker without giving identifying information about the family. The CAS worker will then determine if the information warrants a report to the CAS.

## **Communication-**

### **With Children and Families-**

It is essential that the school based CAS worker identifies him/herself as a CAS worker, not a school social worker. As the CAS worker is located in the school, it is quite possible that children and families may assume they are the school social worker employed by the board. School social workers and school based CAS workers provide different services and are under different mandates. This should be explained to the family. If GEDSB staff is directing a family to the school based CAS worker they must explain to the family that the individual is an employee of the CAS.

### **With Student Support Staff-**

There exists the potential for overlap in service delivery between Grand Erie staff supporting the school and the school based CAS worker. Therefore, communication is essential. The school based CAS worker must have an understanding of the existing supports in the school. Each school has its own support team. To increase communication, the CAS worker will be provided with names and contact information for the support staff for his/her school. When support for a family/child is shared between the school based CAS worker and Grand Erie support staff, a discussion to define roles should take place. Consent should be obtained from the family before this discussion. The school administration should inform the CAS worker of any support staff working with the child.

School support staff attends the school each month for a resource team meeting. If there is a child being presented at team who is an open file to the CAS the school could consider inviting the school based CAS worker to attend for the discussion of that child. The school must contact the parent to get his/her

permission for the CAS worker to attend the team meeting. The CAS worker should only be present for the part of the meeting pertaining to the child with whom he/she is involved.

The school based CAS worker may run groups in the school for the children on his/her caseload. Child and Youth Workers (CYW) employed by the board also run groups in schools. If a school based CAS worker is interested in offering a group, he/she should consult with the CYW for that school.

Support for families is provided by the GEDSB school social worker. If a parent presents to school administration requesting support for their family or child, the administrator must determine whether to call the school social worker or direct the parent to the school based CAS worker. If the school administrator is concerned that the child is at risk of abuse or neglect then she should refer to the CAS. If there is no evidence that the child is at risk of harm from the parent or anyone else then a call should be made to the school social worker. CAS staff work under a child welfare mandate. While they also provide support to families, there are other agencies in the community which provide support as well and may be more appropriate. The school social worker can be consulted by the administrator if guidance is needed around the best agency to support a family in crisis.

### **Record Keeping and Sharing Space-**

Appropriate space for counseling and parent meetings is at a premium in many schools within the GEDSB. While the school based CAS worker will be assigned space, he/she will often be out in the community providing service. The school based CAS worker will store his/her files in a locked filing cabinet in this assigned area. The school secretary should have a key to the CAS worker's space. The CAS worker will make efforts to tell the school secretary when his/her space will be empty. The CAS worker should keep his/her workspace clear of confidential documents. This will allow Grand Erie support staff and others to use this space when it is not being used by the CAS worker. First priority should be given to the CAS worker, but hopefully by adhering to these guidelines the space can be shared.

### **Introduction of a CAS worker into a new school-**

When it is decided a CAS worker will be located in a school, this information should be presented to the staff. The CAS worker and school social worker could present at a staff meeting to define roles and answer questions about service delivery. The school administration, new school based CAS worker and any other pertinent GEDSB staff could be presented with a copy of this document as a guideline.

### **Internet/telephone cabling**

Access to the internet or phone within a school must be discussed with the principal. If additional internet/telephone cables are required to provide confidential access by the school based CAS worker, the principal shall discuss this need with the School Superintendent. Costs associated with enhanced cabling will be paid by the CAS.

## **Brant Haldimand Norfolk Catholic District School Board**

**Appendix F-2**

### **Partnership agreement between Children's Aid Society of Brant and Brant Haldimand Norfolk Catholic District School Board**

#### **Rationale-**

The Brant Haldimand Norfolk Catholic District School Board has a working partnership with the Children's Aid Society of Brant (BCAS). The partnership is advantageous to both the Board and the BCAS and we would like to continue to work together. Presently, the BCAS is looking at expanding the number of schools in which they have BCAS workers placed. A meeting was organized between BCAS workers and Brant Haldimand Norfolk Catholic District School Board staff to talk about how to work together in the schools to provide the best service and support to our students and families as well as Brant Haldimand Norfolk Catholic District School Board staff. This group has decided that role definition, confidentiality, consent, communication, record keeping and the sharing of space are areas where we need to have some agreement and understanding. This document aspires to outline the group's ideas around best practices in these areas.

#### **Role Definition-**

Brant Haldimand Norfolk Catholic District School Board schools have system staff to support student, families and staff. These include Child and Youth Workers, a consulting psychologist, Social Workers, Speech and Language pathologists, Behaviour Therapist, STARS program staff and System Special Education Resource Teachers. The school-based BCAS worker brings a unique expertise and mandate to deliver child welfare services. This role can help enrich the support to schools and encourage a closer and more collegial working relationship between the two organizations.

#### **The school based CAS workers role-**

The school-based CAS worker (BSW minimal training) is guided by the child welfare mandate as legislated under the Child and Family Services Act. He/she will carry a caseload of families who have been referred to BCAS for services. These services may include individual counseling with children, support for families, referrals to community resources and support/therapy groups. In addition, the BCAS worker is available to school staff for consultation in situations where there may be a concern that a child may be at risk of harm or neglect. These consultations are dealt with in the same manner that a phone call to the intake department would be - documented and entered into the BCAS database when identifying information is provided. If a Brant Haldimand Norfolk Catholic District School Board staff member is uncertain about whether a report should be made to BCAS, he/she can consult with the BCAS worker without giving identifying information about the family. The BCAS worker will then determine if the information warrants a CAS report. If the school-based BCAS worker is unavailable a call should be placed immediately to the covering BCAS worker and, if this is unsuccessful, to the

BCAS central intake. Reports must always be made in a timely manner and school staff should not delay making a report because the school-based BCAS worker is unavailable.

## **Confidentiality-**

The CAS worker is an employee of the Brant CAS **not** of the Brant Haldimand Norfolk Catholic District School Board. As such, there are limits as to what information can be shared between BHNCDNB staff and the school-based CAS worker. Information pertaining to a child at risk may always be openly shared, in fact, must be shared under the duty to report legislation, however, any information about a child and/or family that does not directly pertain to a child being harmed or neglected can only be shared with the written consent of the family. With the CAS worker being located in the school, it is likely that Brant Haldimand Norfolk Catholic District School Board staff and the CAS worker would have more open communication than if the school staff had to call into the agency to share information. As a result, standard practice will be for the CAS worker to consult with the family regarding their wishes about information sharing between the school and the CAS. If the parent agrees the CAS worker will obtain a disclosure of information from the parent who will allow open communication between the CAS and the Brant Haldimand Norfolk Catholic District School Board. A copy of this form will be provided to the school administration. A separate disclosure form is required to access information from Brant Haldimand Norfolk Catholic District School Board specific to support staff. This practice will provide protection for the rights of the family as well as the Brant Haldimand Norfolk Catholic District School Board and CAS staff.

The school-based CAS worker is available for consultation about children or families where there is a concern about potential abuse or neglect. If a BHNCDNB staff member is uncertain about whether a report should be made to CAS he/she can consult with the CAS worker without giving identifying information about the family. The CAS worker will then determine if the information warrants a report to the CAS.

## **Communication-**

### **With Children and Families-**

It is essential that the school-based CAS worker identifies him/herself as a CAS worker not as a Board social worker. As the CAS worker is located in the school, it is quite possible that children and families may assume they are the school social worker employed by the Board. Board social workers and school-based CAS workers provide different services and are under different mandates. This should be explained to the family. If Brant Haldimand Norfolk Catholic District School Board staff is directing a family to the school-based CAS worker, they must explain to the family that the individual is an employee of the CAS.

### **With Student Support staff-**

There exists the potential for overlap in service delivery between Brant Haldimand Norfolk Catholic District School Board staff supporting the school and the school-based CAS worker. Therefore, communication is essential. The school-based CAS worker must have an understanding of the existing supports in the school. Each school in Brantford has its assigned support team. To increase

communication, the CAS worker will be provided with names and contact information for the support staff for his/her school. When support for a family/child is shared between the school-based CAS worker and Brant Haldimand Norfolk Catholic District School Board support staff a discussion to define roles should take place. Consent should be obtained from the family before this discussion. The school administration should inform the CAS worker of any support staff working with the child.

The school-based CAS worker may run groups in the school for the children on his/her caseload. Child and Youth Workers (CYW) employed by the Board may run groups in schools. If a school-based CAS worker decides to run a group, she should consult with the social workers assigned to that school.

Support for families is provided by the Brant Haldimand Norfolk Catholic District School Board school social worker. If a parent presents to school administration requesting support for her family or child, the administrator must determine whether to call the school social worker or direct the parent to the school-based CAS worker. If the school administrator is concerned that the child is at risk of abuse or neglect then she should refer to the CAS. If there is no evidence that the child is at risk of harm from the parent or anyone else then a call should be made to the school social worker. CAS staff work under a child welfare mandate. While they also provide support to families, there are other agencies in the community which provide support as well and may be more appropriate. The school social worker can be consulted by the administrator if guidance is needed around the best agency to support a family in crisis.

### **Record Keeping and Sharing Space-**

While the school-based CAS worker will be provided with a confidential space, he/she will often be out in the community providing service. The school secretary should have a key to the CAS worker's office. The school-based CAS worker will store his/her files in a locked filing cabinet in his/her office. The CAS worker will make efforts to tell the school secretary when his/her space will be empty. The CAS worker should keep his/her workspace clear of confidential documents. This will allow Brant Haldimand Norfolk Catholic District School Board support staff in need of appropriate space to use the office when it is not being used by the CAS worker. First priority should be given to the CAS worker, but hopefully by adhering to these guidelines the space can be shared. Telephone and internet costs will be provided by the school board and invoiced to BCAS for payment.

### **Introduction of a CAS worker into a new school-**

When it is decided a CAS worker will be located in a school, this information should be presented to the staff. The CAS worker and school social worker could present at a staff meeting to define roles and answer questions about service delivery. The school administration, new school-based CAS worker and any other pertinent Brant Haldimand Norfolk Catholic District School Board staff could be presented with a copy of this document as a guideline.

### **Behaviour Management-**

If the Brant CAS receives a call or referral from a parent of a student within a school in the Brant Haldimand Norfolk Catholic District School Board, the CAS worker will determine if it is a behaviour management issue related to a school staff member. If determined to be a behaviour management issue, the CAS will refer the issue to the Superintendent of Education of the school.

## Appendix G

### Progressive Discipline and Promoting Positive Student Behaviour Policies and Procedures

Brant Haldimand Norfolk Catholic District School Board:

Student Discipline Policy and Administrative Procedures:  
[http://www.bhncdsb.ca/files/policies/student\\_discipline\\_20026.pdf](http://www.bhncdsb.ca/files/policies/student_discipline_20026.pdf)

Grand Erie District School Board:

Progressive Discipline and Promoting Positive Student Behavior Policy

Progressive Discipline and Promoting Positive Student Behavior Procedure

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

Prepared by: Trish Kings, Superintendent of Education  
Presented to: Committee of the Whole  
Submitted on: April 17, 2012  
Submitted by: Cathy Horgan, Director of Education & Secretary

### CATHOLIC EDUCATION WEEK 2012

Public Session

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#### **BACKGROUND INFORMATION:**

Catholic Education Week takes place from May 6 – May 11, 2012. During this week, our Catholic community celebrates the unique and distinctive contribution that Catholic schools make to our students, our community and our province. Catholic Education Week is a welcomed opportunity to celebrate the mission of our Catholic schools as they strive to integrate the Gospel values of Jesus Christ in every aspect of the school's life and curriculum.

This year's theme is "Catholic Education: Walking in the Light of Christ". The scriptural theme is "Your word is a lamp to my feet and a light to my path", taken from the book of Psalms (119:105). Five sub-themes, one for each of the five days of Catholic Education Week 2012, help students to understand the rich meaning of this year's theme:

- Day 1 – Listening...in the Light of Christ
- Day 2 – Learning...in the Light of Christ
- Day 3 – Living...in the Light of Christ
- Day 4 – Loving...in the Light of Christ
- Day 5 – Leading...in the Light of Christ

Catholic Education Week 2012 begins on a Sunday to highlight the partnership that remains the foundation of Catholic education. We particularly want to underline the relationship of Catholic schools with the broader church community, especially with the parishes that remain the centre of our worshipping faith community.

Throughout Catholic Education Week, school communities are asked to reflect on the significance of Catholic education's presence and contribution in our Church and our society. All members of our community, especially our parents, are invited to participate in the celebrations and activities at the local school.

#### **DEVELOPMENTS:**

The Ontario Catholic School Trustees' Association provides a school resource kit to assist in planning special activities and prayer celebrations based on the daily themes. Each school, in its own way, will utilize the resource kit and plan its activities. A listing of these activities is posted on the Board's website and is provided to trustees and the local media. Again this year the Board will host a "Celebration of the Arts" on May 8, 2012, incorporating the theme "Walking in the Light of Christ". A student conference for elementary students using one of the sub-themes "Leading...in the Light of Christ" will take place at Laurier University on Thursday, May 10, 2012.

Our traditional Board Art Exhibit will take place one week prior to Catholic Education Week using the theme, “Our Spirit Reflected” at the following locations – Eva Brook Donly Museum in Simcoe, Glenhyrst Art Gallery in Brantford and Haldimand Museum in Cayuga.

As a Catholic community, our schools will have the opportunity to open their doors focusing on the theme “Catholic Education: Walking in the Light of Christ”.

**RECOMMENDATION:**

THAT the Committee of the Whole refers the Catholic Education Week 2012 report to the Brant Haldimand Norfolk Catholic District School Board for receipt.



## 2011-12 Trustee Meetings and Events

<b>Date</b>	<b>Time</b>	<b>Meeting/Event</b>	<b>New / Revised</b>
<b>April 17, 2012</b>	7:30 pm	<b>Committee of the Whole</b>	
April 18, 2012	7:00 pm	SEAC Meeting	New date
<b>April 24, 2012</b>	5:00 pm 7:30 pm	Trustee Media Training Session <b>Board Meeting</b>	New time
April 26 - 28, 2012		OCSTA AGM	
May 1, 2012	12:00 pm	Presentation on Governance by Calgary Catholic District	
May 2 – 4, 2012		Board Art Show	
May 3, 2012	5:00 pm	Catholic Student Leadership Awards; with Bishop Fabbro	
<i>May 6 – 11, 2012</i>		<i>Catholic Education Week</i>	
May 8, 2012	2:00 pm	Executive Council Mtg.	
May 8, 2012	6:00 pm 6:30 pm	Celebration of the Arts – art viewing Celebration of the Arts - performances	
May 11, 2012	Morning	Minister Broten’s visit to St. Basil/Walter Gretzky Schools	New entry
<b>May 15, 2012</b>	7:30 pm	<b>Committee of the Whole</b>	
May 16, 2012	7:00 pm	SEAC Meeting	
May 17, 2012	6:30 pm	St. Pius X School Closing Open House	
<b>May 22, 2012</b>	7:30 pm	<b>Board Meeting</b>	
May 23, 2012	1:00 pm	Catholicity Committee Mtg.	
May 29, 2012	1:30 pm	Faith Advisory Committee Mtg.	
June 7-9, 2012		CCSTA Convention	
June 13, 2012	3:30 pm	Executive Council Mtg.	
June 13, 2012	7:00 pm	SEAC Meeting	
June 14, 2012	7:00 pm	Official School Closing Ceremony – St. Mary School (B)	
<b>June 19, 2012</b>	7:30 pm	<b>Committee of the Whole</b>	
June 20, 2012	7:00 pm	St. John’s College – Chapel & Addition Blessing	New entry
June 25, 2012	4:45 pm	Assumption College Graduation	
<b>June 26, 2012</b>	7:30 pm	<b>Board Meeting</b>	
June 28, 2012	7:00 pm	St. John’s College Graduation	
June 28, 2012	7:00 pm	Holy Trinity Graduation	