

Brant Haldimand Norfolk Catholic District School Board



POLICY COMMITTEE
TUESDAY, JANUARY 20, 2009
7:00 PM
Catholic Education Centre, Brantford, Ontario

AGENDA

- | | Page Number |
|--|-------------|
| A. CALL TO ORDER | |
| 1. Opening Prayer – Bonnie McKinnon, Chair of the Policy Committee | |
| 2. Attendance | |
| B. ROUTINE MATTERS | |
| 1. Approval of the Agenda | |
| 2. Approval of Minutes – November 11, 2008 | Pages 2-3 |
| 3. Declaration of Interest | |
| C. PRESENTATIONS & DELEGATIONS: Nil | |
| D. COMMITTEE AND STAFF REPORTS | |
| 1. Policy: Student Attendance Policy
<i>Presenter: Chris Roehrig, Superintendent of Education</i> | Pages 4-10 |
| 2. Policy: French Immersion Program
<i>Presenter: Trish Kings, Superintendent of Education</i> | Pages 11-13 |
| E. MOMENT OF SILENT REFLECTION | |
| F. ADJOURNMENT | |

Brant Haldimand Norfolk Catholic District School Board
Meeting of the Policy Committee – Tuesday, November 11, 2008

PRESENT AT THE MEETING

Trustees: Bonnie McKinnon and June Szeman

Absent: Dennis Blake

Administration: Cathy Horgan, Director of Education,
Wally Easton, Associate Director

A. CALL TO ORDER:

The meeting was called to order by Chair Bonnie McKinnon.

B. ROUTINE MATTERS:

1. Approval of the Agenda

Resolved:

On a motion by June Szeman and Bonnie McKinnon, that the Policy Committee approve the agenda for the November 11, 2008 meeting.

CARRIED

2. Approval of Minutes – October 16, 2008

Resolved:

On a motion by Bonnie McKinnon and June Szeman, that the Policy Committee approve the Minutes from the October 16, 2008 meeting.

3. Declaration of interest: Nil

C. PRESENTATIONS & DELEGATIONS: Nil

D. COMMITTEE AND STAFF REPORTS:

1. Policy Development Discussion

Director of Education Cathy Horgan reviewed the current process and format for policy development. A discussion took place regarding suggested changes that would be brought forward on November 18 for recommendation and further discussion.

2. Policy: Community Use of Schools

Associate Director Wally Easton reviewed the proposed revisions for the Community Use of Schools policy. The changes reflect additional funding from the Ministry to defray costs of custodial fees, water flushing fees, etc. Trustees raised the concern that the defraying of costs to use our facilities will put us n an unfair advantage over other community halls.

Resolved:

On a motion by Bonnie McKinnon and June Szeman, that the Policy Committee recommends that the Committee of the Whole approves the revised Community Use of Schools Policy and refers it to the Brant Haldimand Norfolk Catholic District School Board for approval.

CARRIED

3. Policy: Trustee Support Services

Associate Director Wally Easton reviewed the proposed revision for the Trustee Support Services policy. The change reflects the Ministry's directive that car allowances are not permitted for trustees and therefore, this item has been removed from the policy. It was noted that the Board suspended payment of car allowances effective July 1, 2008.

Resolved:

On a motion by Bonnie McKinnon and June Szeman, that the Policy Committee recommends that the Committee of the Whole approves the revised Trustee Support Services Policy and refers it to the Brant Haldimand Norfolk Catholic District School Board for approval.

CARRIED

E. ADJOURNMENT

The meeting was adjourned by consensus.

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

Prepared by: Chris N. Roehrig, Superintendent of Education
Presented to: Policy Committee
Submitted on: January 20, 2009
Submitted by: Cathy Horgan, Director of Education & Secretary

STUDENT ATTENDANCE POLICY

Public Session

BACKGROUND INFORMATION:

All students at the Brant Haldimand Norfolk Catholic District School Board are expected to demonstrate regular attendance at school. Our students work towards the demonstration of the Ontario Catholic School Graduate Expectations. Our common vision of the learner is that of a responsible citizen, a collaborative contributor, and a self-directed, responsible and lifelong learner. This vision of the learner can be realized when the learner demonstrates regular attendance at school.

DEVELOPMENTS:

The Brant Haldimand Norfolk Catholic District School Board believes that all schools should follow consistent procedures that will support strong student attendance. Changes to the *Education Act (2006)* related to compulsory attendance for pupils, provided the impetus to assess the procedures that were in place at the local level that were intended to ensure strong student attendance. Subsequently, there was a need to provide system-wide standards and procedures that clarify the integrated responsibilities of students, parents, teachers, principals, attendance counsellors and community agencies when it comes to supporting student attendance in our schools.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refer the Student Attendance Policy to the Brant Haldimand Norfolk Catholic District School Board for approval.



Brant Haldimand Norfolk Catholic District School Board

POLICY: STUDENT ATTENDANCE

Adopted: dd/mm/yy	Policy No: xxx.x
Revised: dd/mm/yy	Policy Category: xxxxxxxx

Belief Statement:

All students at the Brant Haldimand Norfolk Catholic District School Board are expected to demonstrate regular attendance at school. Our students work towards the demonstration of the Ontario Catholic School Graduate Expectations. Our common vision of the learner is that of a responsible citizen, a collaborative contributor, and a self-directed, responsible and lifelong learner. This vision of the learner can be realized when the learner demonstrates regular attendance at school.

Policy:

Senior administration shall provide administrative procedures as well as outline supports and interventions to assist schools in their efforts to improve student attendance.

The principal and teachers shall maintain accurate records of student attendance that are consistent with the requirements set out in the Education Act, Regulations under the Act and other guidelines set forth by the Ministry of Education.

The principal and teachers shall create and implement school-level procedures that provide a clear process for monitoring student attendance as well as provide supports and interventions for students that are demonstrating recurring attendance concerns, problematic attendance, or chronic absenteeism. These procedures shall be consistent with those outlined in the Board's administrative procedures on student attendance.

School staff, students, parents and outside agencies shall be encouraged to work together to provide support and interventions for students demonstrating poor attendance habits so that student attendance will improve.



Brant Haldimand Norfolk Catholic District School Board

ADMINISTRATIVE PROCEDURES: STUDENT ATTENDANCE

Adopted:	dd/mm/yy	Policy No:	XXX.X
Revised:	dd/mm/yy	Policy Category:	XXXXXXXX

This procedure is in place to help ensure the success of all students in our schools.

PHASE I – Recurring Attendance Concerns (5 – 10 absences)

A student has unexplained, unacceptable and/or frequent absences.

1. The classroom teacher shall identify concerns about the student with an attendance problem and discuss these concerns with the student and parents. Teachers shall contact parents (or student if over 18 yrs) after 5 absences. **
2. The principal and teacher(s) shall meet with parents regarding support options and responsibilities. The school team shall consult with the Board’s Attendance Counsellor* regarding strategies to support improved attendance and implement a plan to improve attendance.
3. The student shall be referred to the Student Success Team for monitoring and support if the pupil is a secondary school student.
4. The principal shall prepare attendance reports at the end of September / February to seek out students with 5 to 10 absences and provide counselling/interventions.

PHASE II – Problematic Attendance (10 – 15 absences)

1. The principal shall send an attendance update printed from the electronic enrolment register to parents and shall request a response.
2. The principal shall refer the student to the Board’s Attendance Counsellor*. The Attendance Counsellor shall meet with the student and the family and implement a plan to improve attendance.
3. The principal shall prepare attendance reports at the end of November / April to seek out students with 15 or more absences and provide counselling/interventions.

PHASE III – Chronic Absenteeism (15 or more absences)

1. A meeting shall be arranged that should include the classroom teacher(s), the student, the parent(s), the CYW, the Attendance Counsellor, the principal, and members of the Student Success Team (secondary schools only). The purpose of the meeting is to discuss next steps for the student – these may include re-entry to school, alternative learning opportunities, SALEP, community supports, suspension from school and/or court.

**Sample letters will be available through the school principal.

*Use Attendance Referral Form.



Brant Haldimand Norfolk Catholic District School Board

SUPPORTS AND INTERVENTIONS: STUDENT ATTENDANCE

Adopted:	dd/mm/yy	Policy No:	XXX.X
Revised:	dd/mm/yy	Policy Category:	XXXXXXXX

Strong student attendance requires a whole-school effort to value and teach the importance of regular and punctual attendance

ELEMENTARY SCHOOLS

- Attendance records shall be accurately maintained by teachers and support staff; the school shall hold students accountable for all missed learning opportunities.
- Teacher tracking and recording of attendance shall be monitored by the principal.
- Attendance procedures shall be outlined in the student and staff handbooks and shall be made available to all students, parents and staff.
- All staff shall consistently communicate the importance of regular, punctual attendance by students.
- The school shall phone home at the beginning of each day to verify unsubstantiated student absences.
- Schools are encouraged to enhance academic and co-curricular activities that will promote strong attendance such as those provided through lunch hour activities.
- For cases of truancy, the school shall use progressive discipline which may include: completion of a truancy package, lunch detention(s), study hall, withdrawal from school activities, CYW support, Attendance Counsellor support and/or suspension from school.
- All school staff shall follow the *Administrative Procedures: Student Attendance*.

SECONDARY SCHOOLS

- Attendance records shall be accurately maintained by teachers and support staff; the school shall hold students accountable for all missed learning opportunities.
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- The school shall phone home at the beginning of each day to verify unsubstantiated student absences.
- Schools will inform parents of student absenteeism at the end of the school day.
- All absences shall be accounted for before the student is admitted to class.
- For cases of truancy, the school shall use progressive discipline which may include: completion of a truancy package, lunch detention(s), study hall, withdrawal from school activities, CYW support, Attendance Counsellor support and/or suspension from school.
- Teachers may refer students to study hall if they have work that is incomplete as a result of missed learning opportunities.
- Schools are encouraged to enhance academic and co-curricular activities that will promote strong attendance such as those provided through Student Success, athletics and clubs.
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Brant Haldimand Norfolk Catholic District School Board

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Brant Haldimand Norfolk Catholic District School Board

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

Prepared by: Trish Kings, Superintendent of Education
Presented by: Bonnie McKinnon, Chair, Policy Committee
Presented to: Policy Committee
Submitted on: January 13, 2009
Submitted by: Cathy Horgan, Director of Education & Secretary

POLICY: FRENCH IMMERSION PROGRAM POLICY

Public Session

BACKGROUND INFORMATION:

St. Jean de Brébeuf School is being replaced and merged with Our Lady of Fatima School, Brantford commencing September 2009. This new replacement school, called Jean Vanier Catholic Elementary School, will be a dual track school providing an English program and a French Immersion program.

DEVELOPMENTS:

Based upon this new structure a policy needed to be developed to address the French Immersion program in a number of areas including:

- program expectations
- admission/withdrawal
- structure
- communication

A committee comprised of both principals, and a representative group of teachers from both schools, as well as the Superintendent of Education and French consultant was established to develop this policy.

The draft policy has been vetted with the staffs of both school communities.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refer the French Immersion Program Policy to the Brant Haldimand Norfolk Catholic District School Board for approval.



Brant Haldimand Norfolk Catholic District School Board

POLICY: FRENCH IMMERSION PROGRAM

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

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board recognizes the educational value of offering a French Immersion program in which students receive instruction in the French language consistent with the philosophy and expectations outlined in the Ontario Curriculum: French as a Second Language. (Extended French Grades 4 – 8, French Immersion Grades 1 – 8, 2001).

Policy Statement:

1. The French Immersion program policy reflects the mission and values of the Brant Haldimand Norfolk Catholic District School Board.
2. The policy shall provide information with respect to the French Immersion program, its admission requirements, structure, program elements and promotional strategies in its administrative procedures.
3. The French Immersion program policy is developed in consultation with Board and school staff, school administration and representatives from the parent community.

Glossary of Key Policy Terms:

Statutory/Regulatory/
Related Board Policy Linkages:

Ontario Curriculum: French as a Second Language
Extended French Grades 4 – 8, French Immersion Grades
1 – 8, 2001



Brant Haldimand Norfolk Catholic District School Board

ADMINISTRATIVE PROCEDURES: FRENCH IMMERSION PROGRAM

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

1. The French Immersion program is an optional program offered to Kindergarten to grade eight students within the Board.
2. The French Immersion program provides 90% of instruction in French in Kindergarten and grade one. When English Language Arts (reading, writing and oral communication) are introduced in grade two, the percentage of French instruction is decreased to 80%. From this point on, more English instruction is added while other subjects continue to be taught in French, following the same curriculum as the regular English program. By grade seven and grade eight, 50% of the instruction is in French and 50% is in English.
3. Admission into the French Immersion program shall be at the beginning of September in the Kindergarten year. Registration for the program is in February prior to the start of the school year. Any parent who desires his/her child to study in French may enrol his/her child in the French Immersion program.
4. Students may be admitted into the grade one French Immersion program without having attended the Kindergarten French Immersion program, if the student has demonstrated good oral and literacy skills in the regular Kindergarten program, at the discretion of the principal, and after a principal – parent(s)/guardian(s) conference.
5. Admission into the French Immersion program beyond grade one shall be considered through:
 - (a) an interview with parent(s)/guardian(s) by the principal;
 - (b) perusal of two most recent report cards;
 - (c) successful completion of informal testing of and interview with the student by an identified French Immersion program teacher in both English and French; and,
 - (d) evidence that the student is an independent worker demonstrating good listening and literacy skills (oral, reading, writing).
6. Students who request admission whose first language is French may be directed to consider one of the French Language schools. However, these students may be admitted to the French Immersion program, if considerations, stated in #5 have been met, as appropriate.
7. Where the needs of a student may be best served by withdrawal from the program, such withdrawal may take place after following the implementation of reasonable intervention strategies by school staff such as, program modifications, tutoring, and assistance from the Special Education Resource Teacher and, after review of ongoing assessments. Conferences with parent(s)/guardian(s) to discuss progress, options and future implications shall be conducted prior to final placement decisions. Notwithstanding the above, any parent(s)/guardian(s) has/have the right to withdraw his/her child from the program at any time.
8. Each year in January, a package of material on the French Immersion program will be sent to each school within the Board outlining the registration process, admission requirements and a brief description of the program to be shared with its school community.