



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

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

**Policy Committee
Tuesday, November 26, 2013 ♦ 3:30 p.m.
Boardroom**

Members: Dennis Blake (Chair), Cliff Casey, Dan Dignard, Bonnie McKinnon, Rick Petrella,
Chris N. Roehrig, June Szeman

1. Opening Business

- 1.1 Opening Prayer – Dennis Blake
- 1.2 Attendance
- 1.3 Approval of the Agenda
- 1.4 Approval of Minutes from the Policy Committee Meeting – October 9, 2013 Pages 2-5

2. Committee and Staff Reports

- 2.1 Home Instruction 200.17 (revised) Pages 6-18
Presenter: Bill Chopp, Superintendent of Education
- 2.2 Universal Design for Accessibility 400.12 (rescind) Pages 19-23
Presenter: Bill Chopp, Superintendent of Education
- 2.3 Communication on Behalf of the Board 100.08 (revised) Pages 24-27
Presenter: Chris N. Roehrig, Director of Education & Secretary
- 2.4 Access to Legal Counsel 100.09 (revised) Pages 28-31
Presenter: Chris N. Roehrig, Director of Education & Secretary
- 2.5 Trustee Conflict of Interest 100.05 (revised) Pages 32-34
Presenter: Chris N. Roehrig, Director of Education & Secretary

3. Discussion Items

- 3.1 Pupil Accommodation Policy – secret ballots Pages 35-49

4. Adjournment

Next meeting: TBD



Policy Committee
Wednesday, October 9, 2013 ♦ 4:00 p.m.
Boardroom

Trustees:

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

Absent:

Senior Administration:

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

1. Opening Business

1.1 Opening Prayer

The meeting opened with a prayer led by Dennis Blake.

1.2 Attendance

As noted above.

1.3 Approval of the Agenda

Moved by: Rick Petrella
Seconded by: Cliff Casey

THAT the Policy Committee approves the agenda of the October 9, 2013 meeting.
Carried

1.4 Approval of the Policy Committee Meeting Minutes – April 23, 2013

Moved by: June Szeman
Seconded by: Dan Dignard

THAT the Policy Committee approves the minutes of the April 23, 2013 meeting.
Carried

2. Committee and Staff Reports

2.1 Electronic Communications and Social Media Policy 600.01 (revised)

Superintendent Grice explained that this policy and administrative procedures provide parameters regarding our communications (email) systems, as well as the use of social media. He highlighted that the primary revisions include the new name for the policy, clear definitions of roles and responsibilities, as well as expectations regarding privacy. He advised that the proposed policy has been vetted by all user groups, as well as Keel Cottrelle LLP. Discussion ensued with respect to various sections of the administrative procedures including access to trustee email accounts in the event of misuse, use of the Board's email system by unions, tiered access to email addresses/global distribution lists, and the potential challenges with respect to



the proposed 'bring your own devices to school' initiative. Trustees requested that a separate eMail Social Communication policy be developed to address these specific concerns. A request was made by Trustee Petrella to add a reference regarding access to trustee email accounts in the 'Responsibilities' section of the Electronic Communications and Social Media administrative procedure prior to this policy package proceeding to Committee of the Whole.

Moved by: June Szeman

Seconded by: Bonnie McKinnon

THAT the Policy Committee recommends that the Committee of the Whole refers the Electronic Communications and Social Media Use policy to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.2 Hiring – Academic Staff Policy 300.10 (revised)

Superintendent McKinnon advised that due to the enactment of Ontario Regulation 274/12 in September 2012 regarding the hiring of teachers to long term occasional (LTO) and permanent teaching positions, this policy and administrative procedures have been revised to include the Board's adherence to the requirements of Provincial Regulation 274. In response to trustee inquiries, Superintendent McKinnon clarified the process/hiring practice that is now being used to fill LTO and permanent positions.

Moved by: Dan Dignard

Seconded by: Bonnie McKinnon

THAT the Policy Committee recommends that the Committee of the Whole refers the Hiring – Academic Staff policy to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.3 Board By-Laws (revised)

Director Roehrig reviewed the proposed revisions to the By-Laws which reflect changes in statutes and regulations since 2010, as well as align by-law language with the Education Act. Minor changes also include staff titles, the order of business to reflect current practice, and clarification regarding notices of motion. Through discussion, it was agreed that clarification be provided regarding "improper conduct" as noted in section 6.9.2; that Notices of Motion will be given to the Secretary **and** the Chairperson (rather than "or") in section 7.5.1; and that additional committees will report to the Committee of the Whole, not to the Board in section 8.2. Discussion also ensued regarding assigned seating (6.8), length of time/number of time a member can speak to a motion (7.2.9), and meeting start time (6.2.1.1 and 6.2.2.1). It was agreed that, if required, these sections could be revised at a future Board meeting with 2/3rd approval. Trustee Blake expressed his concern that the 7 pm meeting start time is challenging when he works until 6 pm in Simcoe. He stated that, in his opinion, the start time of meetings had been changed in the past to 7 pm by Trustee Szeman when in the position of Chair. Chair Szeman expressed resentment towards this personal accusation and noted that any change in meeting start time would only have been done by motion and vote of the Board. It was agreed that should a trustee wish to be present for the discussion on a specific agenda item, s/he should make a request of the Chair to move that item later in the agenda if s/he anticipates arriving late for the meeting in question; the agenda will be amended accordingly.



Moved by: Dan Dignard
Seconded by: Bonnie McKinnon

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

Carried

2.4 Board Governance 100.01 (revised)

Director Roehrig explained that in keeping with Bill 177, which articulates the roles of school boards with respect to setting its own by-laws and code of conduct, the Board Governance policy is being revised to include references to the Board's existing Code of Conduct. Trustees revised the proposed policy statement #3 by removing "every two years" and replacing it with "within the first 12 months of a newly-elected Board...".

Moved by: Cliff Casey
Seconded by: Rick Petrella

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

Carried

3. Discussion Items

3.1 Educational Field Trips and Excursions 500.01 re: splash parks

In revisiting the reference to splash parks in the "Risk Management" section of the Educational Field Trips and Excursions administrative procedures, it was agreed that a statement regarding the questionable educational value of this type of activity would be added.

3.2 Advocacy Policy 700.09

Director Roehrig requested feedback regarding the relevance of the Advocacy Policy, which was adopted in 2007. Trustees agreed that the policy is no longer required, and the following motion was proposed.

Moved by: June Szeman
Seconded by: Rick Petrella

THAT the Policy Committee recommends that the Committee of the Whole refers the rescinding of Advocacy Policy 700.09 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

3.3 Performance Appraisal of Director of Education Policy 100.02

Director Roehrig commented that the Ministry's Supervisory Officer Performance Appraisal (SOPA) pilot is in its second year and that it is anticipated that a provincial process/format will be released next year. Trustees were in agreement that the current policy and administrative procedures need to be revised sooner rather than later. Trustee Petrella proposed that a Committee of all trustees be formed to review and develop a revised policy, taking into account input/information from applicable sources, i.e., the SOPA program being piloted by the Leadership Development and School Board Governance Branch.



Moved by: Rick Petrella

Seconded by: Cliff Casey

THAT a committee of trustees be established to develop a new version of the Performance Appraisal of Director of Education policy.

Carried

4. Adjournment

Moved by: Rick Petrella

Seconded by: Dan Dignard

THAT the Policy Committee adjourns the meeting of October 9, 2013.

Carried

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

Prepared by: Bill Chopp, Superintendent of Education
Presented to: Policy Committee
Submitted on: November 26, 2013
Submitted by: Chris Roehrig, Director of Education

HOME INSTRUCTION POLICY

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board recognizes the need to provide support for students absent from school for a prolonged period of time. A revised Home Instruction policy 200.17 was approved by the Board in January, 2012.

DEVELOPMENTS:

Since January 2012, there has been a recognized need to provide support for students who are being home schooled and are preparing to return to their regular classroom. In order to assist these students, a short-term on school site home instruction program is now being offered at St. Mary Catholic Education Centre and at Holy Trinity Catholic High School. Administrative Procedure 200.17(B) has been added to provide direction regarding on school site home instruction. Minor revisions have been made to the existing Administrative Procedure to differentiate between the two home instruction programs. No changes have been made to the Policy itself.

The revised policy/administrative procedures have been vetted by principals and senior administration.

RECOMMENDATION:

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the revised Home Instruction policy.



Policy: Home Instruction

		Policy Number:	200.17
Adopted:	April 24, 2001	Former Policy Number:	n/a
Revised:	January 24, 2012	Policy Category:	Students
Subsequent Review Dates:	TBD	Pages:	1

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board recognizes the need for all students to succeed. The Board, in cases where a student registered in the district will be absent from school for a prolonged period of time, will provide home instruction to ensure continuity of programming.

Policy Statement:

The Brant Haldimand Norfolk Catholic District School Board will ensure that home instruction is provided for student(s) who cannot attend regular day school classes. The appropriate Superintendent of Education will arrange for home instruction to be provided for a student when:

- § Medical evidence that the pupil cannot attend school is provided to the Principal; and
- § A Principal of a school becomes aware that a student will be absent for an extended period of time (more than three (3) weeks). It should be noted that a pupil with an infectious disease is not eligible for home instruction during the contagious stages of the disease, but school work and/or assignments can be provided for the student by the classroom teacher upon request from the parent. Such work/assignments will only be provided if it is deemed by school personnel that the student is willing and able to complete the work/assignments given. Home instruction will normally begin no sooner than three (3) weeks from the last date of attendance at school. This "waiting period" can be waived if the Principal is made aware of the need for home instruction well in advance of the first day of the anticipated absence of the student. It is understood that the home instruction arrangement is a temporary measure to assist the student in making the transition back to regular school attendance.

Glossary of Key Policy Terms:

Home Instructors

Home Instructors are board employees, thereby subject to the requirements of Criminal Background Checks/Vulnerable Sector screening that is required of all teaching employees. Home Instructors shall be qualified teachers and hired through the Home Instructor application process as designed by the Human Resources department. They may be the student's teacher or another teacher from the staff of the student's school. If the student's teacher or another teacher from the staff of the student's school is willing to provide home instruction, this instruction will occur outside the regular hours of the school day.

References:

Regulation 298 Subsection 11 (11) – School Attendance
Education Act – Section 21 (2)(b)



Home Instruction: Student's Home or Alternative Location
AP 200.17(A)

Procedure for:	Principals	Adopted:	April 24, 2001
Submitted by:	Bill Chopp, Superintendent of Education	Revised:	January 24, 2012 TBD
Category:	Students		

Purpose

To provide direction for school principals/vice-principals regarding students requiring home instruction.

Responsibilities

Superintendent of Education:

The Superintendent of Education will coordinate the implementation of the home instruction procedures.

Principal:

The School Principal will complete the application for home instruction and monitor the home instruction.

Parents/Students (over 18):

Parents/Students will provide necessary documentations to apply for home instruction.

Home Instruction Teacher:

The Home Instruction Teacher will provide instruction as per school direction.

Procedures

1.0 Superintendent of Education

The Superintendent of Education will:

§ compile a list of qualified candidates willing to be employed as Home Instruction Teachers within various subject/grade levels and within specific geographic areas of the Board. It is understood that for students in Grades 11 and 12, every attempt will be made to employ a subject specialist for the student.

§ cancel home instruction if:

- § the student cannot or does not make himself/herself available;
- § the student is opposed to Home Instruction; or
- § the Home Instructor's safety is in question

2.0 Principal

The Principal will:

§ on becoming aware that a student will be absent for an extended period of time (more than 3 weeks), inquire of the parent/guardian whether the student is able to take instruction and receive an estimate of length of time instruction will be needed;

§ have the family obtain and present to the school a completed Home Instruction Application (Form A), indicating the nature of the medical condition, the fact that the student is unable to attend school but is able to receive instruction and complete school work/assignments, and the expected date of return to school;

§ ascertain from the student's timetable those subject areas in which instruction can be readily and effectively given at a location other than the school. Some subjects require emphasis on practical experience and do not lend themselves to effective instruction outside the school setting;

§ take into consideration the pupil's progress prior to the absence and the time within the school year at which the absence occurs;



§ determine the optimum number of instruction per week to a maximum of three (3) hours; and
§ complete Form A and send it to the appropriate Superintendent for approval.

3.0 Classroom Teacher

The Classroom Teacher will:

§ prepare appropriate materials to be given to the Home Instruction Teacher; including syllabus, course outlines, marking scheme, text, novel, course documents, etc.;

§ provide assessments and evaluations for the Home Instruction Teacher, i.e. tests, quizzes, final exams, written assignments; and

§ work cooperatively with the Home Instruction Teacher.

4.0 Home Instruction Teacher

The Home Instruction Teacher will:

§ contact/visit the school to obtain relevant information regarding the pupil's educational needs;

§ contact the home to arrange a schedule of up to 3 (three) hours per week of instruction; the instruction may take place in the home, hospital or another mutually-agreed upon location;

§ prior to designated reporting periods, provide the classroom teacher with all relevant assessment, evaluation and reporting information collected on behalf of the student, including comments for the report card;

§ complete the appropriate payroll sheet (Form C) monthly and attach a report (Form B) of the instruction given and progress made by the student - Form C must be sent to the home school Principal who will sign and forward to the appropriate Superintendent.

§ be paid at the Continuing Education pay rate as per the elementary and secondary teachers' collective agreements.

§ contact the Principal if:

- § there is concern of personal safety;
- § the student cannot or will not make himself/herself available; or
- § the student is opposed to Home Instruction.

5.0 Parent/Guardian

The Parent/Guardian will:

§ create a schedule in consultation with the Home Instruction Teacher for the times and dates that Home Instruction will occur;

§ notify the Home Instruction Teacher 24 hours in advance if a session needs to be cancelled;

§ ensure a quiet working area conducive for learning where the Home Instruction can take place; and

§ be present in the home or alternative location while the instruction is taking place.

6.0 Student

The Student will:

§ complete as much work as possible independently and use the Home Instruction time to ask questions/seek clarification;

§ complete assignments by the deadline(s) provided; and

§ be prepared to work with the Home Instruction Teacher during the arranged time.



Definitions

Home Instructors

Home Instructors are Board employees, thereby subject to the requirements of criminal reference checks/Vulnerable Sector screening that is required of all teaching employees. Home Instructors will be hired through the Home Instructor application process as designed by the Human Resources Department. They may be the student's own teacher or another teacher from the staff of the student's school. If the student's own teacher or another teacher from the staff of the student's school are willing to provide home instruction, this instruction will occur outside the regular hours of the school day.

References

Regulation 298 Subsection 11 (11) – School Attendance
Education Act – Section 21 (2)(b)



Student's Name: _____ OEN: _____ School: _____

Address: _____ City: _____ Postal Code: _____

Tel: _____ Birth Date: _____ Grade: _____ Male Female

Name of Parent/Guardian: _____ Tel: _____

Nature of Student's Inability to Attend School: _____

Medical Certificate Attached: To Follow:

Date Last Attended School: _____ Date Home Instruction to Commence: _____

Anticipated Date of Return: _____

Signature of Principal or Vice-Principal: _____ Date: _____

Grade/Level:
Subject:
Date to Begin:

Approval: _____ hours per week

Name of Home Instruction Teacher

Superintendent of Education

Date: ____ yy ____ mm ____ dd

Home Instruction is now complete:

Last day of instruction: ____ yy ____ mm ____ dd

Principal

When instruction is complete, please return this form to the Superintendent of Education

- Copy to:
- Superintendent of Education
 - Attendance Secretary
 - OSR
 - Student Info System
 - Student Services
 - Social Worker



Student Name: _____

School: _____

Date of Instruction: _____

Summary/Comment

DATE: _____

Summary/Comment

DATE: _____

Summary/Comment

DATE: _____

Summary/Comment

DATE: _____

Forwarded to School Principal

AT HOME OR ALTERNATIVE LOCATION



Home Instruction: On School Site AP 200.17 (B)

Procedure for:	Principals	Adopted:	TBD
Submitted by:	Bill Chopp, Superintendent of Education	Revised:	N/A
Category:	Students		

Purpose

To provide direction to school principals/vice-principals regarding students requiring on school site home instruction in Brant and Haldimand/Norfolk. In order to support a successful return to full-time attendance at a student's home school, a short term transfer program at St. Mary Catholic Learning Centre or Holy Trinity Catholic High School may be necessary.

Responsibilities

Superintendent of Education:

The Superintendent of Education will coordinate the implementation of the on school site home instruction procedure and approve the application.

Principal:

The school principal will complete the application for the home instruction.

Parents/Students (over 18):

Parents/students will provide the necessary documentation for home instruction.

Home Instruction Site Administrator:

The administrator will oversee the home instruction.

Social Worker:

The Social Worker will provide student support and/or assist the transition back to his/her home school.

Procedures

1.0 The Superintendents of Education will:

- hire a qualified home instruction teacher;
- review, approve or deny home instruction applications;
- if the application is approved, forward the application directly to the Home Instruction Site Administrator at St. Mary Catholic Learning Centre and copy the Home Instruction School Principal; and
- upon receipt of the Home Instructors Timesheet (Form C), approve the timesheet and submit it to payroll.

2.0 The Home School Principal will:

- have the family obtain and present to the school a completed Home Instruction Application, indicating the nature of the medical condition, the fact that the student is unable to attend his/her school but is able to receive instruction and complete school work/assignments;
- ascertain from the student's timetable those subject areas in which instruction can be readily and effectively given at an on school site location; some subjects require emphasis on practical experience and do not lend themselves to effective instruction at an on-site location;
- take into consideration the pupil's progress prior to the absence and the time within the school year at which the absence occurs;
- complete Form A and send it to the appropriate Superintendent for approval;



- upon approval of home instruction from the Superintendent, a referral is to be immediately made to the school social worker requesting support for counseling, transition back to home school or with community agencies; and
- ensure the student remains registered at his/her home school.

3.0 Home Instruction Site Administrator (On-Site, St. Mary Catholic Learning Centre) will:

- staff the on school site home instruction teacher;
- upon receipt of the approved Home Instruction application, the Home School Site Administrator will:
 - contact the family/student to set up an initial visit to determine academic program, subject, time and start date;
 - inform the on school site home instruction teacher of the academic plan;
 - sign the Home Instruction Time Report Form (B); and
 - meet with family/student to discuss attendance concerns

4.0 The On School Site Home Instruction Teacher will:

For Secondary Students:

- contact the home school for all tests, instructional modules and course assignments for student registered in courses;
- submit the home school exams and tests as required to be evaluated by the home school;
- be responsible for assessing an Independent Learning Credit and providing the final mark to the guidance department at the home school;
- provide up to two credits simultaneously; and
- complete daily attendance records

For Elementary students:

- contact the home school for texts, instructional materials and course assignments;
- provide the home school with the completed work; and
- complete the Home Instruction Time Report (Form B) and have it signed by the On-Site Administrator and submit the timesheet to the Superintendent responsible for Home School Instruction for processing.

5.0 Parent/Guardian/Student will:

- begin at the Home Instruction site as per the academic plan; and
- be prepared to work with the board social worker community agency to prepare for a return to home school.

Definitions – N/A

References

Regulation 298 Subsection 11 (11) – School Attendance
Education Act – Section 21 (2)(b)



Student's Name: _____ OEN: _____ School: _____

Address: _____ City: _____ Postal Code: _____

Tel: _____ Birth Date: _____ Grade: _____ Male Female

Name of Parent/Guardian: _____ Tel: _____

Nature of Student's Inability to Attend School: _____

Medical Certificate Attached: To Follow:

Date Last Attended School: _____ Date Home Instruction to Commence: _____

Anticipated Date of Return: _____

Signature of Principal or Vice-Principal: _____ Date: _____

Grade/Level:
Subject:
Date to Begin:

Approval: _____ hours per week

Name of Home Instruction Teacher

Superintendent of Education

Date: ____ yy ____ mm ____ dd

On School Site Home Instruction is now complete:

Last day of instruction: ____ yy ____ mm ____ dd

Principal

When instruction is complete, please return this form to the Superintendent of Education

- Copy to:
- Superintendent of Education
 - Attendance Secretary
 - OSR
 - SAS Secretary
 - Student Services
 - Social Worker



Student Name: _____

School: _____

Date of Instruction: _____

Summary/Comment

DATE: _____

Summary/Comment

DATE: _____

Summary/Comment

DATE: _____

Summary/Comment

DATE: _____

Forwarded to On School Site Administrator

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

Prepared by: Bill Chopp, Superintendent of Education
Presented to: Policy Committee
Submitted on: November 26, 2013
Submitted by: Chris Roehrig, Director of Education

UNIVERSAL DESIGN FOR ACCESSIBILITY

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board, in keeping with the Ontario Accessibilities Act 2001, developed the Universal Design for Accessibility policy. This policy was approved at the Board meeting of March 29, 2005. The purpose of the policy was to obtain a universally accessible school for all students, parents, staff and community.

DEVELOPMENTS:

It is the policy of the Brant Haldimand Norfolk Catholic District School Board to provide an environment in all of its facilities that fosters independence, dignity and respect for our students, parents/guardians, the public and our staff. In the Board's commitment to meet the accessibility needs of people with disabilities in the provision of services related to customer service, information and communication, employment, and transportation, the following has been developed and approved by the Board of Trustees:

Integrated Accessibility Plan 2013-2017	Policy 200.32
Accessibility Standards	Policy 200.33
Integrated Accessibility Standards – Customer Service	AP 200.34
Integrated Accessibility Standards – Employment	AP 200.35
Integrated Accessibility Standards – Information and Technology	AP 200.36
Integrated Accessibility Standards – Transportation	AP 200.37

The original Universal Design for Accessibility policy 400.12 is no longer required.

RECOMMENDATION:

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board rescinds the Universal Design for Accessibility Policy 400.12.



Brant Haldimand Norfolk Catholic District School Board

POLICY: UNIVERSAL DESIGN FOR ACCESSIBILITY

Adopted:	03/29/05	Policy No:	400.12
Revised:	mm/dd/yy	Policy Category:	Operations

Policy Statement:

The Brant Haldimand Norfolk Catholic District School Board shall, in keeping with the Ontarians with Disabilities Act, 2001, continually strive toward the attainment of a universally accessible school community for all.

Policy Criteria:

The Brant Haldimand Norfolk Catholic District School Board will respond to the needs of all people to the *greatest extent possible*, without the need for adaptation or specialized design, in the development and review of policies and procedures, in the construction of new buildings, in renovating existing buildings and in the accessibility of the Board's website. The Board will utilize universal design principles in recognition of various individual needs. The following principles and associated definitions will be taken into consideration:

Equitable Use

The design is useful and marketable to people with diverse abilities.

- All buildings/structures will provide the same access for all users to the greatest extent possible.
- The design will provide for privacy, security and safety for all users.
- The design will be made appealing to all users.

Flexible Use

The design accommodates a wide range of individual preferences and abilities.

- Right- or left-handed access and use.
- Adaptable to the user's space.
- Design buildings so that the mechanisms in place to make the building accessible to all are not obvious (i.e., doors that automatically open) giving consideration to health and safety issues.

Simple and Intuitive

Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills or current concentration level.

- Act in the most straightforward manner as the first course of action.
- Be consistent with the user expectations and intuition.
- Accommodate a wide range of literacy and language skills.
- Arrange information in order of importance.
- Keep it simple.

Perceptible Information

The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

- Use different modes (pictorial, verbal, tactile) for redundant presentation of essential information.
- Provide adequate contrast between essential information and its surroundings.
- Maximize "legibility" of essential information.
- Simplify instructions or directions.
- Use brochures, web sites, etc, not just in written format.

Tolerance for Error

The design minimizes hazards and the adverse consequences of accidental or unintended actions, recognizing that optimal design cannot be achieved.

- Arrange elements to minimize hazards and errors.
- Provide warning of hazards or errors.
- Provide fail safe features.

Low Physical Effort

The design can be used efficiently and comfortably with a minimum of fatigue.

- Allows the user to maintain a neutral body position.
- Uses reasonable operating forces.
- Minimizes repetitive actions.
- Minimizes sustained physical effort.
- Easy access for individuals.

Sufficient Size and Space

Appropriate size and space is provided for approach, reach, manipulation and use regardless of the user's body size, posture and mobility.

- Provide a clear line of sight to important elements for any seated or standing user.
- Ensure that all components are in comfortable reach for any seated or standing user.
- Accommodate variations in hand and grip size.
- Provide adequate space for the use of assistive devices or personal assistance.
- Consider a wide variety of designs which are not restricted to Provincial or Municipal standards.

- Be creative.

Principles must then be categorized based on the following:

Policies

- Policies and procedures must be developed around the principles the Board feels are a priority.

Buildings

- All physical structures must be included.

Exterior Environments

- Exterior surrounds must be taken into consideration, i.e., from the bus stop to the building entrance.

Products

- Products should be ordered with a longer shelf life for longer sustainability, i.e., adjustable chairs, desks, etc.

Services and Programs

- Everything done in the area of program delivery must be examined, i.e., how will you modify a spelling test for a child who cannot write?

Budget Screening

- Budgets must be examined for future short- and long-term budgetary planning based on Board priorities for universal accessibility.

Contracting

- Contractors must abide by the Board's universal design principles and policies.
- Universal design are always above and beyond the Provincial and municipal standards.
- Building design must accommodate individuals to the greatest extent possible so that there will be less need to retro-fit in the future.

Glossary of Key Policy Terms:

Universal Design - Universal design is the design of products and environments to be usable by all people, without the need for adaptation or specialized design. The intent of universal design is to simplify life for everyone by making products, communications and the built environment more useable by as many people as possible at little or no extra cost. Universal design benefits people of all ages and abilities.

**Statutory / Regulatory / Related
Board Policy Linkages:**
Ontarians With Disabilities Act, 2001

RESCIND

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

Prepared by: Chris N. Roehrig, Director of Education & Secretary
Presented to: Policy Committee
Submitted on: November 26, 2013
Submitted by: Chris N. Roehrig, Director of Education & Secretary

COMMUNICATION ON BEHALF OF THE BOARD

Public Session

BACKGROUND INFORMATION:

The Board adopted a policy in relation to Communication on Behalf of the Board in 2002. The policy addresses the need to ensure that there is clarity regarding the role of the Chair and all Trustees in relation to speaking on behalf of the Board.

DEVELOPMENTS:

The Communication on Behalf of the Board policy was revised to ensure that the formatting of the policy is similar to new or newly revised policies and to draw reference to a document that was presented to the Policy Committee in May of 2013 that provided some guidelines that trustees may follow to help guide communication practices. The guidelines are presented as Appendix A of the policy and address general best practices, email, social media, media relations, and the process for dealing with concerns from parents/ratepayers.

RECOMMENDATION:

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Communication on Behalf of the Board policy.



**Brant Haldimand Norfolk
Catholic District School Board**

Policy: Communication on Behalf of the Board

		Policy Number:	100.08
Adopted:	May 28, 2002	Former Policy Number:	n/a
Revised:	TBD	Policy Category:	Board Governance
Subsequent Review Dates:	n/a	Pages:	3

Policy Statement:

The Board believes that the Chair of the Board will issue statements to the public media and/or communicate with outside agencies on behalf of all trustees. Where there is doubt as to the interpretation of policy, or no established policy exists, the Chair of the Board shall seek directions from the Board regarding the substance and manner in which the matter is to be handled.

Although generally the Chair of the Board will speak and communicate on behalf of the Trustees, this shall not preclude Trustees from offering personal comments on Board actions.

For greater clarity, see Appendix A.

References:

Board By-Laws
Trustee Code of Conduct Policy 100.04



Appendix A

General Guidelines

Trustees should consider sending any communication intended for staff, students, parents or the public to the Director of Education for review prior to sending. The purpose of the review will be to monitor the communication for consistency with system branding initiatives, spelling/grammar/syntax, compliance with Board policy, compliance with legal aspects related to privacy as well as factual accuracy. Trustees, as a courtesy to fellow trustees, should notify the Chair of the Board when communicating messages to groups of staff, students, parents or the public.

- Trustees should communicate as clearly, respectfully, professionally, ethically and accurately as possible. This includes communication with staff, students, parents, the public and other Board members.
- As a general rule, the Chair of the Board, or designate will speak for the Board. Individual Trustees shall refrain from speaking on behalf of the Board in areas where the Board has not yet taken a position, or where a resolution of the Board has not yet been passed.
- Only the Chair of the Board or his/her designate will act as the spokesperson for all communications regarding matters under consideration by the Board, or for explanations of decisions and positions of the Board. This shall not preclude Trustees from offering trustee comments on Board actions insofar as Trustees should clearly identify that their trustee opinions or positions are not necessarily those of the Board.
- In accordance with the *Municipal Freedom of Information and Protection of Privacy Act*, Trustees shall not divulge personal information related to the Board's students or staff.
- Public statements should aim to promote Catholic Education, the Brant Haldimand Norfolk Catholic District School Board, and its schools.
- Public statements should avoid criticism of the intentions or actions of other Board members, of staff, of parents, or of students.
- Public statements should be consistent with the Board's Vision, its Mission Statement, and its governing values.

Email

- As a general rule, Trustees should not respond to emailed correspondence on which they have been copied (cc'd), and should only respond to emailed correspondence sent directly to their attention.
- When an email is addressed to all Trustees, the Chair of the Board should respond, and provide a courtesy copy (cc) of the response to the other Trustees.
- Recognizing that email is not a secure vehicle of communication, Trustees should never use email to communicate sensitive or confidential information.



Social Media

The use of social media, blogs, and websites is the preferred vehicle of communication not only for students, but also for many parents.

- Trustee posts, tweets, and comments must reflect the Vision, Mission, and Governing Values of the Board.
- Trustees should monitor personal sites to ensure accuracy and timeliness of posts.
- Trustee posts, tweet, and comments should never reflect negatively upon the Brant Haldimand Norfolk Catholic District School Board, its schools, its students, its staff, or fellow trustees.

Media Relations

From time to time, Trustees may contact or be contacted by media officials. The following should be kept in mind when responding to media requests and contacting the media:

- All media inquiries and Trustee communication with the media should be facilitated through the Director of Education to ensure that key messaging is appropriate and consistent with the position of the Board.
- Only the Chair of the Board or his/her designate will act as the spokesperson for all communications regarding matters under consideration by the Board, or for explanations of decisions and positions of the Board. This shall not preclude Trustees from offering trustee comments on Board actions insofar as Trustees should clearly identify that their trustee opinions or positions are not necessarily those of the Board.
- When speaking or corresponding with the media, individual Trustees shall uphold the decision of the Board and the implementation of any Board resolution once it has been passed by the Board.

Concerns from Parents and the Public

Trustees will often be contacted by parents with concerns about their child's education. Most issues can be resolved at the school level, and our teachers and school administrators value open communication with parents and the opportunity to address concerns at the school level.

- Parents who have concerns about their child's education should contact their child's school. Initially, the child's teacher should be approached.
- After speaking with the child's teacher, if the matter is not yet resolved, the parent should then contact the School Principal.
- After speaking with the School Principal, if the matter is not yet resolved, the parent should then contact the appropriate Superintendent of Education.
- After speaking with the Superintendent of Education, if the matter is not yet resolved, the parent should then contact the Director of Education.
- Trustees should convey issues brought to their attention by parents or members of the public to the Director of Education or the appropriate supervisory officer.

Some material borrowed (with permission) from the Halton Catholic DSB's Communication Policy for Trustees.

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

Prepared by: Chris N. Roehrig, Director of Education & Secretary
Presented to: Policy Committee
Submitted on: November 26, 2013
Submitted by: Chris N. Roehrig, Director of Education & Secretary

ACCESS TO LEGAL COUNSEL
Public Session

BACKGROUND INFORMATION:

The Board adopted a policy in relation to Access to Legal Counsel in 2004. The policy addressed the fact that the Board needs to seek legal counsel on a variety of matters from time to time. The policy addresses the process, permissions and reporting requirements with respect to accessing and using legal counsel.

DEVELOPMENTS:

Since 2008, the Board has been systematically reviewing and revising policies in an effort to ensure that they are consistent with statutory, regulatory and policy frameworks that evolve or emerge over time. The Access to Legal Counsel policy was revised to ensure that the formatting of the policy is similar to new or newly revised policies. Furthermore, the policy was revised to be consistent with changes to the senior administration structure that occurred in 2012. No other major changes were made to the existing policy.

RECOMMENDATION:

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Access to Legal Counsel policy.



**Brant Haldimand Norfolk
Catholic District School Board**

Policy: Access to Legal Counsel

		Policy Number:	100.09
Adopted:	October 26, 2004	Former Policy Number:	n/a
Revised:	TBD	Policy Category:	Board Governance
Subsequent Review Dates:	n/a	Pages:	1

Policy Statement:

It is the policy of the Board to seek the advice of legal counsel from time to time on complex matters in a prudent and cost-efficient manner. Advice should be obtained from legal counsel on matters of probable litigation. Legal counsel must be consulted on all real estate transactions. Access to legal counsel must be approved by the Director of Education, the Superintendent of Business, the Chair of the Board, or the Board of Trustees. Matters involving litigation must be reported to the Board.

Glossary of Key Policy Terms: N/A

References: N/A



**Access to Legal Counsel
AP 100.09**

Procedure for:	Director of Education, Superintendent of Business Chair of the Board, Board of Trustees	Adopted:	October 26, 2004
Submitted by:	Director of Education	Revised:	TBD
Category:	Board Governance		

Purpose

The purpose of this Administrative Procedure is to provide direction to the Director of Education, the Superintendent of Business, the Chair of the Board and the Board of Trustees in relation to accessing legal counsel.

Responsibilities

This Administrative Procedure applies to the Director of Education, the Superintendent of Business, the Chair of the Board and the Board of Trustees.

Procedures

- 1.0** Matters on which legal services should be sought include, but are not limited to:
- Probable or pending litigation
 - Labour relations or other human resources issues
 - Preparation of certain contracts and agreements
 - Real estate transactions
 - Other issues involving complex legislation.
- 2.0** The use of legal counsel is restricted to matters involving the corporate issues of the Board, or trustees and employees in the performance of their corporate duties. Approval to seek legal counsel is required as follows:
- Matters involving the interests of the Trustees must be approved by the Chair of the Board or the Board of Trustees.
 - School issues, such as attendance, custody, possible litigation involving school personnel, or other matters involving students, must be approved by the Director of Education.
 - Real estate, construction, contracts, labour relations and human resources issues must be approved by the Superintendent of Business or by the Director of Education.
 - All other matters must be approved by the Director of Education or the Chair of the Board.
- 3.0** The Director of Education or the Chair of the Board will determine the appropriate legal counsel to consult depending on the matter(s) involved.
- 4.0** Invoices from law firms will be approved by the Director of Education, the Superintendent of Business, or the Chair of the Board, as appropriate.



- 5.0** Copies of invoices for legal services submitted to the Accounting Department for payment shall not contain personal or confidential information. Employee or labour relations information to support invoices shall be kept in a confidential file by the Manager of Human Resources. Confidential information regarding contracts, real estate transactions and other business issues shall be maintained by the Superintendent of Business. All other confidential information submitted to support invoices shall be maintained in a confidential file by the Director of Education.
- 6.0** The Board will not accept responsibility for legal services obtained by staff who have not obtained approval as required herein. The Superintendent of Business & Treasurer may advise law firms to refrain from undertaking legal services that have not been properly authorized.
- 7.0** The Board will be kept apprised of matters that require the Chair to seek legal advice.

Definitions – N/A

References – N/A

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

Prepared by: Chris N. Roehrig, Director of Education & Secretary
Presented to: Policy Committee
Submitted on: November 26, 2013
Submitted by: Chris N. Roehrig, Director of Education & Secretary

TRUSTEE CONFLICT OF INTEREST
Public Session

BACKGROUND INFORMATION:

The Board adopted a policy to address Trustee Conflict of Interest in 2002. At that time, Board Policies and Administrative Procedures had a particular format that was used. The policy guides Trustee conduct in relation to conflict of interest and also describes the process and consequences associated with conflict of interest.

DEVELOPMENTS:

The Trustee Conflict of Interest policy was revised to ensure that the formatting of the policy is similar to new or newly revised. There are no significant changes to the current policy.

RECOMMENDATION:

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Trustee Conflict of Interest policy.



**Brant Haldimand Norfolk
Catholic District School Board**

Policy: Trustee Conflict of Interest

		Policy Number:	100.05
Adopted:	May 28, 2002	Former Policy Number:	n/a
Revised:	TBD	Policy Category:	Board Governance
Subsequent Review Dates:	n/a	Pages:	2

Belief Statement:

It is the expectation of the Brant Haldimand Norfolk Catholic District School Board that Trustees will, in accordance with the Municipal Conflict of Interest Act, declare their interest and also describe the general nature of the interest involved.

Policy Statement:

It is the policy of the Brant Haldimand Norfolk Catholic District School Board that the failure of a trustee(s) to disclose a pecuniary interest, whether direct or indirect, in any matter under consideration at a meeting will render the trustee(s) liable, on application of an elector to a judge of the Ontario Court, to have their seat(s) declared vacant and being disqualified from being a member(s) of a school board for a period of up to seven (7) years and to make restitution.

Guidelines:

Where a conflict of interest is declared, the trustee shall act in accordance with Sections 5, 6 and 7 of the Municipal Conflict of Interest Act (Appendix A).

The trustee shall declare, at the meeting in which an item in which they have an interest is on the agenda, that they do, in fact, have an interest. If absent from the meeting where the agenda contained an item in which they had an interest, the trustee shall, at the following meeting, declare that had s/he been present, s/he would have declared an interest.

Trustees will declare conflicts at public and in-camera meetings.

Trustees who have declared an interest may be present at public meetings, but shall not take part in the discussion. They may not vote on the item in question and shall not attempt in any way, whether before, during or after the meeting, influence the voting on any such question. At an in-camera meeting, trustees shall depart the room for the duration of the discussion and subsequent vote.

References:

Municipal Conflict of Interest Act

http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90m50_e.htm

Board By-Laws

Municipal Conflict of Interest Act**DUTY OF MEMBER**

5.(1) When present at meeting at which matter considered—Where a member, either on his or her own behalf or while acting for, by, with or through another, has any pecuniary interest, direct or indirect, in any matter and is present at a meeting of the council or local board at which the matter is the subject of consideration, the member,

(a) shall, prior to any consideration of the matter at the meeting, disclose the interest and the general nature thereof;

(b) shall not take part in the discussion of, or vote on any question in respect of the matter; and

(c) shall not attempt in any way whether before, during or after the meeting to influence the voting on any such question.

(2) Where member to leave closed meeting – Where the meeting referred to in subsection (1) is not open to the public, in addition to complying with the requirements of that subsection, the member shall forthwith leave the meeting or the part of the meeting during which the matter is under consideration.

(3) When absent from meeting at which matter considered – Where the interest of a member has not been disclosed as required by subsection (1) by reason of the member's absence from the meeting referred to therein, the member shall disclose the interest and otherwise comply with subsection (1) at the first meeting of the council or local board, as the case may be, attended by the member after the meeting referred to in subsection (1).

RECORD OF DISCLOSURE

6.(1) Disclosure to be recorded in minutes—Every declaration of interest and the general nature thereof made under section 5 shall, where the meeting is open to the public, be recorded in the minutes of the meeting by the clerk of the municipality or secretary of the committee or local board, as the case may be.

(2) Every declaration of interest made under section 5, but not the general nature of that interest, shall, where the meeting is not open to the public, be recorded in the minutes of the next meeting that is open to the public.

REMEDY FOR LACK OF QUORUM

7.(1) Quorum deemed constituted – Where the number of members of who, by reason of the provision of this Act, are disable from participating in a meeting is such that at the meeting the remaining members are not sufficient number to constitute a quorum, then, despite any other general or special Act, the remaining number to members shall be deemed to constitute a quorum, provided such number is not less than two.

(2) Application to judge – Where in the circumstances mentioned in subsection (1), the remaining number of members who are not disabled from participating in the meeting is less than two, the council or local board may apply to a judge without notice for an order authorizing the council or local board, as the case may be, to give consideration to, discuss and vote on the matter out of which the interest arises.

(3) Power of judge to declare s.5 not to apply – The judge may, on an application brought under subsection (2), by order, declare that section 5 does not apply to the council or local board, as the case may be, in respect of the matter in relation to which the application is brought, and the council or local board thereupon may give consideration to, discuss and vote on the matter in the same manner as though none of the members had any interest therein, subject only to such conditions and directions as the judge may consider appropriate and so order.



Policy: Pupil Accommodation Review

		Policy Number:	400.16
Adopted:	Feb. 26, 2008	Former Policy Number:	n/a
Revised:	May 24, 2011	Policy Category:	Operations
Subsequent Review Dates:	TBD	Pages:	2

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board (the Board) recognizes that in order for staff and students to be the best that they can be, one of the underpinnings is the provision of a safe and nurturing environment for learning and working. This Board believes that the learning and working environment must be sustainable and optimized such that quality Catholic educational programs and services can be delivered.

Policy Statement:

The Board and its Administration:

- provide in cooperation with the church and home, a Catholic education that will develop the spiritual, intellectual, physical and emotional well being of each student.
- recognize that it has a fundamental duty to provide educational programs, services and adequate accommodation during each school year for the pupils who have a right to attend a school under its jurisdiction.
- assess annually the physical, human and financial resources of each school so that equal opportunities for learning are provided to all students and that utilization of accommodations is optimal.
- acknowledge that the optimum use of school facilities may require, within a group of schools, the consolidation or closure of schools or major program relocation. There may; however, be circumstances in which a single school should be studied for closure or relocation.
- endorse a process for considering the consolidation of schools that includes opportunities for community consultation and participation.
- give recognition for the role of the school in a rural community.
- recognize the need for a close relationship with the local parish

The following are not actions to which this Policy applies:

- Where a replacement school is to be rebuilt by the board on the existing site, or rebuilt or acquired within the existing school attendance boundary as identified through the board’s existing policies;
- When a lease is terminated;
- When a board is planning the relocation in any school year or over a number of school years of a grade or grades, or a program, where the enrolment constitutes less than 50% of the enrolment of the school; this calculation is based on the enrolment at the time of the relocation or the first phase of a relocation carried over a number of school years;
- When a board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
- Where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair.



**Brant Haldimand Norfolk
Catholic District School Board**

Glossary of Key Policy Terms: N/A

References

BHNCDSB Long-Term Capital Plan

Ministry of Education Pupil Accommodation Review Guidelines (PARG, Revised June 2009)

Ministry of Education Memorandum 2009:B7

Administrative Review of the Accommodation Review Process



Pupil Accommodation Review AP 400.16

Procedure for:	All Staff	Adopted:	February 26, 2008
Submitted by:	Tom Grice, Asst. Superintendent of Business	Revised:	TBD
Category:	Operations		

Purpose

The purpose of this Administrative Procedure is to provide the framework for dealing with the usage of school buildings to support the provision of quality Catholic educational programs and services in optimally utilized, quality facilities. This procedure will give clear direction on school accommodation when developed in collaboration with, and edified by, public input and participation. This procedure defines conditions, timelines, personnel involved, terms of reference and deliverables should an accommodation review be undertaken.

Responsibilities

Trustees of the Board - review the final Report of the Accommodation Review Committee and the Board Staff Report providing an assessment of the Report of the Accommodation Review Committee and make accommodation decisions.

Director of Education - review the Accommodation Report submitted by the Accommodation Review Committee and work with Board Staff to develop a Staff analysis and recommendations based on the Accommodation Report.

Superintendent of Business & Treasurer or Designate - secretary and staff resource person during the Accommodation Review process and ensures that the Accommodation Review Committee successfully carries out its obligations under this policy including the presentation of its final Accommodation Report to the Board of Trustees.

Membership of staff of the school or schools under review is expected to include the following and their identified roles:

Superintendent of Education - staff resource person during the Accommodation Review process

Principal - member of the Accommodation Review Committee

Teaching Staff as appointed - member of the Accommodation Review Committee

Non-Teaching Staff as appointed - member of the Accommodation Review Committee

Parents of the School as appointed - member of the Accommodation Review Committee

Parish Representative as appointed - member of the Accommodation Review Committee

Information

The Board's elementary schools are generally organized in groups, usually linked to a secondary school. The goal of providing a suitable and equitable range of learning opportunities in a school or group of schools requires monitoring and active curriculum and programming decisions. Decisions that might require consolidation, closure or major program relocation will take into account the needs of all of the students in all of the schools in a particular group. There may, however, be circumstances in which a single school should be studied for closure or relocation. Any decisions under this policy will take into account the Board's Long-Term Capital Plan (LTCP) for the area and potential partnership opportunities.



This policy incorporates the revised Pupil Accommodation Review Guidelines (PARG) released by the Ministry of Education on June 26, 2009 (Ministry Memorandum 2009:B2) and the Ministry companion document entitled, *Administrative Review of the Accommodation Review Process*.

The Ministry of Education's observation in the document entitled *Good Places to Learn: Renewing Ontario Schools* released on February 17, 2005 (Ministry Memorandum 2005:B7) that, "the education program needs of students must lead decisions concerning buildings and grounds", and that "there is a strong link between the standard of the physical environment and good outcomes, such as better student performance and higher teacher retention".

1.0 School Accommodation Utilization Review

The process for determining whether a school accommodation review should be initiated will begin with a review of the utilization of the Board's existing accommodations. This initial review should be undertaken by the Superintendent of Business & Treasurer or Designate in collaboration with a Superintendent of Education in accordance with the Board's most recent LTCP.

The review is to consider, at a minimum:

- The impact of the current and projected enrolment on the operation of the school(s) and on program delivery;
- The current physical condition of the school(s) and any repairs or upgrades required to ensure optimum operation of the building(s) and program delivery.

In the event that the School Accommodation Utilization Review indicates a school consolidation may be required, a Preliminary School Accommodation Review Report shall be brought forward to the Board of Trustees.

2.0 The Preliminary Report

The Director, or designate, will present a preliminary report for approval to the Board identifying a school or group of schools in which challenges may be faced in providing a suitable and equitable range of learning opportunities for students, and in respect of which there may be a need to consider the possible consolidation, closure or major program relocation in respect of one or more schools.

A school or group of schools may be considered for study for a variety of reasons. These are some examples of conditions which may apply:

- The school or group of schools is unable to provide a suitable and equitable range of learning opportunities for students;
- The school or group of schools has experienced or will experience an adverse impact on learning opportunities for students due to declining enrolment;
- Reorganization involving the school or group of schools could enhance program and learning opportunities for students;
- Teaching/learning spaces are not suitable to provide the programs needed to serve the community and retrofitting may be cost prohibitive;
- Under normal staffing allocation practices, it would be necessary to assign three grades to one class in one or more of the schools;
- The school has an average of less than 20 students per grade in an elementary school or 150 students per grade in a secondary school;
- The student population of a school is less than 75% of the capacity of a school as defined by the Ministry of Education;
- One or more of the schools is experiencing higher building maintenance expenses than the average for the system and/or is in need of major capital improvements;
 - In respect of one or more of the schools there are safety and/or environmental concerns attached to the building, the school site or its locality;
 - The consolidation of schools is in the best interests of the overall school system;



- It has been no less than five years since the inception of a previous study of the school by an Accommodation Review Committee, except where extenuating circumstances warrant, such as an unexpected economic or demographic shift, or a change in a school's physical condition.

3.0 Establishing an Accommodation Review Committee

After reviewing the Preliminary Report, the Board may direct the formation of an Accommodation Review Committee for a group of schools or for a single school. Parents/guardians, staff and school council members of the affected schools will be informed within 15 calendar days, in writing, through their respective schools, of the Board's decision to form an Accommodation Review Committee and the decision will be posted on the Board's website.

All notice periods within the ARC's schedule are based on calendar days. Summer vacation, Christmas break and Spring break, including adjacent weekends are not considered in the required 30, 60 or 90 calendar day periods set out in the PARG.

After the decision has been made to establish the ARC, written invitation will be forwarded to potential ARC members.

3.1 The Mandate of the Accommodation Review Committee

The Accommodation Review Committee will study, report and make recommendations on the accommodation options respecting the group of schools or single school referred to it. The Accommodation Review Committee is to lead the public review and act in an advisory role that will study, report and provide recommendations on accommodation option(s) with respect to the group of schools or school being reviewed for the Board of Trustees' consideration and decision.

3.2 Composition of the Accommodation Review Committee

The Accommodation Review Committee should consist of the following persons:

- One trustee, normally a trustee representing the area under study;
- The appropriate Superintendent of Education;
- The Superintendent of Business & Treasurer or Designate;
- From each affected school:
 - the school principal or designate
 - one teacher
 - one non-teaching staff member
 - three parents, one of whom will be the school council chair or designate
 - A Parish Priest in the community under review or designate

Once the Accommodation Review Committee is constituted, it may invite a municipal planner or designate to join the Committee. The Accommodation Review Committee will be deemed to be properly constituted whether or not all of the listed members are willing and able to participate.

The Accommodation Review Committee or the Board has the authority to enlist additional members; however, must ensure that there is no cost incurred by the Board in doing so.



3.3 Operation of the Accommodation Review Committee

The Director will appoint one member of senior administration to the Chair of the Accommodation Review Committee (who will not have any "Voting" status). The Chair will convene and chair meetings and will, in cooperation with the Superintendent of Business & Treasurer or Designate, ensure that the Committee successfully carries out its obligations under this Policy.

The Superintendent of Business & Treasurer or Designate will function as secretary and resource person. Other resource personnel can be requested to provide information to the Accommodation Review Committee, including employees or consultants for third party private and public bodies such as municipalities, post-secondary institutions and coterminous school boards.

4.0 Information to the ARC

In accordance with the Pupil Accommodation Review Guidelines (PARG), the Board shall provide the ARC with a copy of this policy. The Terms of Reference (TOR) for the ARC which describes its mandate are attached as Appendix A.

Prior to the commencement of any ARC, Board staff may revise the Terms of Reference if such revisions are warranted.

In accordance with the PARG, a School Information Profile (SIP) will be prepared by Board staff for each of the school(s) under review (refer to Appendix B). The profile will include data that addresses the following considerations about the school:

- Value to the Student
- Value to the School Board
- Value to the Community
- Value to the Local Economy

The completed SIP(s) will be provided to the ARC prior to or at its first working meeting. The SIP will also include in the following:

- The section of the Board's most recent LTCP that deals with the municipality or area under review;
- Relevant background information regarding the school(s) located within the area of the accommodation review.

The ARC will review the completed SIP(s) and have the opportunity to discuss, consult on, modify based on new or improved information and finalize the SIP(s). If there are multiple schools under review, the framework of the SIP must be the same for each school under review.

The ARC is to recognize that the school's value to the student takes priority over other considerations regarding the school.

Prior to the commencement of an ARC, Board staff may revise the questions contained in the SIP if such revisions are warranted.

In accordance with the PARG, the Board will inform the ARC at the beginning of the process about known or reasonably anticipated partnership opportunities, or lack thereof, as identified as part of the Board's long-term planning process. The Board will also present to the ARC, at least one alternative accommodation option that addresses the objectives and Reference Criteria outlined in the Terms of Reference. The option(s) will address where students would be accommodated; what changes to existing facilities may be required; what programs would be available to students; and transportation. If the option(s) require new capital investment, board



administration will advise on the availability of funding, and where no funding exists, will propose how students would be accommodated if funding does not become available.

4.1 Meetings of the Accommodation Review Committee

The Accommodation Review Committee will complete its work within the timelines in this Procedure.

The Accommodation Review Committee Chair will call the first public meeting of the Committee no earlier than thirty (30) calendar days after the date of its appointment, excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break. The Committee will meet as often as required to fulfil its mandate.

Prior to the second public meeting, the Accommodation Review Committee will customize the Board's School Information Profile (Appendix B) if they deem it necessary. The Committee may add factors but may not subtract or alter factors. The Committee will make the customized School Information Profile public prior to its public meetings.

The Accommodation Review Committee will hold at least four (4) public meetings in accessible facilities:

- At the first public meeting, the Accommodation Review Committee will describe the TOR including its mandate, outline its study process, and give the public a briefing on the data and issues to be addressed. The ARC will present the Preliminary School Accommodation Review Report prepared by the Director, including the Board/Staff proposed alternative accommodation option(s).
- At the second public meeting, the Accommodation Review Committee will present a completed SIP (refer to Appendix B) for the school(s) under consideration and receive community input;
- At the third public meeting, the Accommodation Review Committee will present the accommodation option(s) which may or may not include the Board/Staff proposed alternative accommodation option(s) and request community input;
- At the fourth public meeting, the Accommodation Review Committee will present to the public, the draft ARC Accommodation Report and recommendations and will receive community input. The Committee may make changes to the report based on feedback at the meeting.

5.0 Communication of the Accommodation Review Committee Meetings

Public notice of the public meetings will be provided through school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers, and will include date, time, location, purpose, contact name and number. Notice of the first public meeting will be provided no less than thirty (30) calendar days in advance of the meeting, excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break. A minimum of fourteen (14) calendar days' notice will be provided in respect of the other public meetings.

All meetings of the Accommodation Review Committee will be open to the public. Detailed minutes will be kept of the Accommodation Review Committee meetings and will be posted on the Board's website. The Committee will provide information to the affected school communities on an ongoing basis.

6.0 The Work of the Accommodation Review Committee

The Board is committed to providing the best educational opportunities for its resident pupils. Active curriculum and programming decisions that might require school consolidation, closure or program relocation must take into account the needs of all of the students in all of the schools in a particular group, recognizing that the schools form a community and have a common set of interests. The Board encourages Accommodation Review



Committees to work actively against any inclination for individual school communities to divide into adversarial groups.

Attention should first be paid to the current educational situation in the school or group of schools and how it is likely to evolve if things are left as they are. Attention should then be paid to the potential for enhancing the learning environment for students.

In carrying out its mandate, the Accommodation Review Committee will weigh the value of the schools to the student above the other factors to be assessed.

In respect of the school or group of schools being studied, the Accommodation Review Committee will consider the questions set out in the Accommodation Review Committee Report Framework, and may consider such additional questions as it determines to be relevant.

In answering these questions, the Accommodation Review Committee will consider the School Information Profile (SIP) listed in Appendix B, both in respect of the existing organization of the schools and any proposed organization, and may add factors to be addressed.

1. Does the school or group of schools currently provide the range of mandatory programs required to meet the Ministry of Education policies and ensure program quality for all the students of the Board who reside in the catchment area?
2. Does the school or group of schools currently provide the range of optional programs required to ensure an appropriate education and program quality for all the students? What optional programs cannot be offered currently that are available in other Board schools?
3. Is the operation of the schools or size of schools supported by the funding guidelines of the government or are there other sustainable sources of revenue to support the operation?
4. Do enrolment projections and development plans indicate that the enrolments will be high enough for the next five (5) years to keep the current organization educationally and financially viable?
5. Is there a proposed organization of all or some of the existing schools that could result in each remaining school being able to provide the range of mandatory programs required to meet the Ministry of Education policies and ensure program quality for the Board's students who reside in the existing or proposed catchment area, and that could result in each remaining school being able to provide the range of optional programs required to ensure an appropriate education and equity for all the students? What optional programs could be offered in the proposed organization that are available in other District School Board schools?
6. Can the proposed school organization result in an equivalent or improved environment for the students from a health and safety perspective?
7. What bussing would be required under the proposed organization? If there are increased bussing costs, can these be offset by reduced operating and administrative resource costs?
8. What are the financial benefits of the proposed school organization that would enable the Board to maintain or improve the student learning environment? Would the operation of the proposed school organization be supported by the funding guidelines of the Student-Focused Funding Model or are there other sustainable sources of revenue to support the operation of this organization?
9. What are the capital requirements of the proposed school organization in terms of renewal, additions, new schools or program enhancements? Would they be supported by the funding guidelines of the Student-



Focused Funding Model or are there other sustainable sources of revenue to support the capital requirements, such as the shared use of a building or site?

10. Do alternative organizations of all or some of the schools offer better long-term opportunities to provide quality educational services and accommodation for students within current fiscal realities?
11. What effects would the proposed organization have on community activities of social, educational, cultural or recreational nature?
12. What are the possible alternative uses for any building recommended for consolidation or closure?

An information package necessary to permit the Accommodation Review Committee to carry-out its mandate will be provided no later than at the commencement of the Committee's first public meeting. The package will include the following with plain language explanations, which will also be made available to the public via posting on the Board's website and in print format at the Catholic Education Centre of the Board:

- The most recent Long-Term Capital Plan of the Board to provide a context for the accommodation review;
- Background information regarding the schools located within the area of the accommodation review. This information is to include, but not necessarily be limited to, the following:
 - Organization and programming information for each school under study;
 - Maps of the area;
 - Enrolment and capacity information for each school in the review area;
 - Information outlining where students attending each school in the review area reside;
 - Demographic projections concerning future enrolments at schools within the review area;
 - Information on transportation;
 - Floor plans of schools under study;
 - Site plans of schools under study;
 - Data on portables;
 - Expenditures and revenues for each school in the review area with particular emphasis on school operations (i.e., heating, lighting, cleaning, routine maintenance), school administration;
 - Information regarding renewal needs of each school in the review area; and
 - Information regarding the current community use of each school in the review area.
- Alternate accommodation plans for the students in the schools located within the area of the accommodation review including suggestions as to where the students could be accommodated, what changes to existing facilities might be required, what programs could be available to the students, and associated transportation requirements.

Board staff will respond to reasonable requests for additional information from the Accommodation Review Committee and will append responses to the minutes of the meetings at which the questions prompting the responses were raised, and will post the responses on the Board's website.

The Accommodation Review Committee will prepare a School Valuation Report addressing the questions set-out earlier in this Policy and those that it chooses to add, and will provide its advice to staff and the Board on the matters to be addressed in Staff's report to the Board. The Committee will also ensure that the following issues are addressed:

- The implications for the program for students both in the school under consideration for consolidation, closure or program relocation and in the school(s) where programs may be affected.
- The effects of consolidation, closure or program relocation on the following:
 - The attendance area defined for the schools;
 - Attendance at other schools;
 - The need and extent of bussing.
- The financial effects of consolidating or not consolidating the school, including any capital implications;
- Revenue implications as a result of the consolidation, closure or program relocation;
- Savings expected to be achieved as a result of the consolidation, closure or program relocation;



- School operations (heating, lighting, cleaning, routine maintenance);
- Expenditures to address school renewal issues which will no longer be required
- Additional expenditures, if any, at schools which will accommodate students displaced as a result of a consolidation, closure or program relocation decision taken by the Board
 - School operations (heating, lighting, cleaning, routine maintenance);
 - School administration;
 - School renewal;
 - Transportation.
- Net savings/costs associated with:
 - Teaching staff;
 - Paraprofessionals;
 - Student transportation
- The possible alternative use or disposition of an empty building.

The Accommodation Review Committee will deliver its School Valuation Report to the Director of Education not earlier than ninety (90) days, and not later than 120 days, after the beginning of the Committee's first public meeting, excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break.

7.0 Accommodation Review Committee School Accommodation Report

Through a series of working meetings and a minimum of four (4) public meetings, the ARC will in accordance with the PARG, author an Accommodation Report that will make accommodation recommendation(s) consistent with the objectives and Reference Criteria outlined in the TOR attached to this procedure as Appendix A. The ARC will deliver its Accommodation Report to the Director, who will have the ARC Accommodation Report posted on the Board's website. The ARC will present its Accommodation Report to the Board. Both the ARC's Accommodation Report to the Board and the Staff Report to the Board will occur on the same scheduled Board Meeting date.

8.0 Consideration of the Accommodation Review Committee School Accommodation Report

8.1 Staff's Report to the Board

The Superintendent of Business & Treasurer or Designate will review the recommendations of the Accommodation Review Committee and prepare a Staff Report to the Board.

The report will include as appendices the Accommodation Review Committee's Accommodation Report and recommendations, the information package provided to the Committee, minutes of the Accommodation Review Committee meetings and any material received by the Committee or the Board from the public.

The recommendation accompanying the report will be one or more of the following:

- To maintain the schools and to continue to monitor them;
- To reorganize the schools, their programs or their grade structures;
- To change the boundaries of the schools;
- To consolidate and/or close one or more of the schools.

The report and recommendations will be presented to the Board in public session at a regularly-scheduled meeting not less than thirty (30) calendar days after the Accommodation Review Committee Accommodation Report was delivered to the Director of Education.



8.2 Meeting for Public Input

The Board will hold a meeting for public input no sooner than thirty (30) calendar days after the report and recommendations are presented to the Board in public session, in order to provide an opportunity for the public to make formal presentations to the Board concerning the report and the matters that are addressed in it. The public meeting may be scheduled as part of one of the Board's regularly scheduled meetings. On the date that the Board schedules the meeting for public input, it will also schedule the Board meeting to consider school accommodation referred to in Section 8.4 of this Procedure.

A minimum of fourteen (14) calendar days' notice of the public meeting for input will be provided via school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers and will include date, time, location, purpose, contact name and number.

The public may provide written input to the Director of Education at any time after the Accommodation Report and the Staff Report have been presented to the Board for its consideration.

8.3 Staff's Follow-up Report to the Board

Following the meeting for public input, staff will prepare a report to the Board in which it will report on and respond to the representations made by the public, for the next regularly scheduled Board meeting. Staff may revise its earlier recommendations to the Board.

Staff's follow-up report will include copies of the presentations made by the public during the meeting for public input and those received directly and minutes of the meeting for public input.

Staff's follow-up report will be released publicly and be posted on the Board's website.

8.4 Board Meeting to Consider School Accommodation

The Board will make its decision regarding the school accommodation recommendations in the Accommodation Review Committee Report, Staff Report and Staff's Follow-up Report (if one is required) to the Board at a regularly scheduled meeting, which will not occur sooner than sixty (60) calendar days after the presentation of ARC's Accommodation Report and the Staff Report, thirty (30) calendar days after the meeting for public input and fifteen (15) calendar days after the Staff's Follow-up Report is released publicly.

Public notice of the meeting at which the Board will make its decision regarding the school accommodation recommendations in the Accommodation Review Committee's School Accommodation Report, Staff's Report and Staff's Follow-up Report to the Board will be provided through school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers, and will include date, time, location, purpose, contact name and number at least sixty (60) calendar days prior to the date of the Board meeting, excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break.

Parents/Guardians, Staff and School Council members will be informed within fourteen (14) calendar days, in writing, through their respective schools, of the Board's decision, which will also be posted on the Board's website.

The Board may make any accommodation decision that it deems advisable in relation to the schools under review by an Accommodation Review Committee despite a Committee recommendation to the contrary.



If the Board's decision is consolidation, closure or program relocation, the following school year will be used to plan for and implement the Board's decision, except where the Board and the affected community believe that earlier action is required. The Board's decision will set clear time lines.

8.5 Administrative Review of the Accommodation Review Process

An administrative review of an accommodation review process undertaken by the Board may be available under the Ministry document entitled *Administrative Review of the Accommodation Review Process* posted on the Board website and available at the Catholic Education Centre of the Board.

9.0 The School Integration Process

It is important the integration of students and staff into their new school(s) is achieved in a way that is positive and supportive for the students and parents of the respective school communities. This process of integration should be carried-out in consultation with parents and staff. The Director, or designate, will establish an Integration Committee immediately following the final decision to close a school.

9.1 Mandate of the Integration Committee

The Integration Committee will plan for and implement the positive integration of students and staff affected by consolidation, closure or program relocation into their new school environment.

9.2 Composition of the Integration Committee

The Integration Committee will consist of the following persons:

- The appropriate Superintendent of Education;
- One trustee, normally a trustee representing the area under study.
- From each affected school:
 - the school principal;
 - the school council chair or designate.

The Committee has the authority to enlist additional members.

9.3 Operation of the Integration Committee

The Chair of the Board will appoint one trustee as the Chair of the Integration Committee. The Superintendent will function as secretary and resource person. Other resource personnel can be called to assist the Integration Committee.

9.4 Meetings of the Integration Committee

The Integration Committee will operate within the time lines in this Policy and will meet as often as required.

9.5 School Closing Ceremony and Funding

The Integration Committee will determine whether a school closing ceremony is appropriate. If a closing ceremony is recommended, the Committee will design the format and program. The Principal will contact the Superintendent of Business & Treasurer to make the necessary financial arrangements and obtain a budget allocation. The Board will provide funds up to \$500.



9.6 Timelines

The Integration Committee will report to the Director of Education and through the Director to the Board no later than February of the final year of a school on the progress of integration planning, and again no later than after six (6) months after the implementation of the consolation decision.

TABLE OF TIMELINES

10.0 Table of ARC Timelines and Milestones

Action	By Whom	When	Provision
Presentation of the Preliminary Report to the Board	Director	Discretion	2.0
Board decision to establish an Accommodation Review Committee	Board	Discretion	3.0
Notice of Board decision to establish an Accommodation Review Committee	Director	Within 15 days of decision*	3.0
Establishment of the membership of the Accommodation Review Committee	Board	Following the decision to establish an Accommodation Review Committee	3.2
Notice of first Accommodation Review Committee Public Meeting	Accommodation Review Committee	At least 30 days prior to the meeting*	4.1
Delivery of Information Package	Staff	No later than the Accommodation Review Committee's first public meeting	4.0
First Accommodation Review Committee Public Meeting	Accommodation Review Committee	As scheduled by the Accommodation Review Committee.	4.1
Notice of second Accommodation Review Committee Public Meeting	Accommodation Review Committee	At least 14 days prior to the meeting*	4.1
Second Accommodation Review Committee Public Meeting	Accommodation Review Committee	As scheduled by Accommodation Review Committee	4.1
Notice of third Accommodation Review Committee Public Meeting	Accommodation Review Committee	At least 14 days prior to the meeting*	4.1
Third Accommodation Review Committee Public Meeting	Accommodation Review Committee	As scheduled by the Accommodation Review Committee	4.1
Notice of the fourth Accommodation Review Committee Public Meeting	Accommodation Review Committee	At least 14 days prior to the meeting*	4.1
Fourth Accommodation Review Committee Public Meeting	Accommodation Review Committee	As scheduled by the Accommodation Review Committee	4.1
Delivery of Accommodation Review Committee Accommodation Report	Accommodation Review Committee	Not earlier than 90 days not later than 120 days after the Accommodation Review Committee's first public meeting.*	7.0



Action	By Whom	When	Provision
Staff's Report and Recommendations	Staff	Not less than 30 days after the Accommodation Review Committee report was delivered to the Director of Education	8.1
Board sets dates for meeting for public input and for Board meeting to decide accommodation	Board	As scheduled by the Board	8.2
Notice of Meeting for Public Input	Board	A minimum of 14 days' notice of the Public Meeting*	8.2
Meeting for Public Input	Board	As scheduled by the Board, but not sooner than 30 days after Staff's Report and recommendations are presented to the Board in public session *	8.2
Staff's follow-up report on accommodation	Staff	Next regularly scheduled Board meeting	8.3
Notice of Board Meeting to decide accommodation	Board	60 days prior to the Board meeting.*	8.4
Board Meeting to decide accommodation	Board	At a regularly scheduled meeting which will not occur sooner than 60 days after the presentation of Staff's Report, 30 days after the Board Meeting for public input and 15 days after Staff's follow-up report as released publicly*	8.4
Notice of decision on accommodation	Director	Within 14 days of decision	8.4
Appointment of the Integration Committee	Director	Within 7 days of Board decision	9.0
First Integration Committee Report to the Director	Integration Committee	February of the school's last year of operation and consolidation occurs as determined by the Board	9.6
Consolidation occurs	Board	As determined by Board	8.4
Second Integration Committee Report to the Director	Integration Committee	Within six (6) months of the implementation of the consolidation decision	9.6

*Calendar days, excluding from the calculation school holidays such as summer vacation, Christmas and Spring break, including adjacent weekends.



Definitions

Ministry

Ministry of Education for the Province of Ontario.

Accommodation Review Committee (ARC)

An advisory body established by the Board to conduct a public accommodation review of a school or group of schools, which must include membership drawn from the community.

Pupil Accommodation Review Guideline (PARG)

A Ministry document that provides direction to the school boards regarding the public accommodation reviews undertaken to determine the future of a school or group of schools.

Administrative Review of Accommodation Review Process

A Ministry document that sets out the conditions under which the Ministry may conduct a review of a school board's accommodation review process once the process is complete and once the Board of Trustees have made a decision.

Average Daily Enrolment (ADE)

The measure of enrolment used for Ministry funding purposes and which is calculated using two count dates within the school year: October 31st and March 31st. The full-time equivalent of students enrolled in a board's schools are weighted at 0.5 for each of the count dates. Junior Kindergarten (JK) and Senior Kindergarten (SK) pupils are counted as half time students. Where a school has implemented the Ministry's Early Learning Program, JK and SK pupils will be counted as full-time students.

On the Ground Capacity (OTG)

The rated capacity for a facility as indicated on the Ministry of Education School Facilities Inventory System.

Operating Costs

Encompasses all of the expenditures required to operate the Board facilities including but not limited to heating, lighting, maintaining and cleaning.

Long-Term Capital Plan (LTCP)

The Board's flexible study identifying future school accommodation adjustments that are anticipated based on current and future enrolment projections. The LTCP identifies projects that the Board is considering over a 15 year period.

Director of Education (Director)

The Director of Education of the Brant Haldimand Norfolk Catholic District School Board.

References

Ministry of Education Pupil Accommodation Review Guidelines (PARG, Revised June 2009)

Administrative Review of Accommodation Review Process

BHNCDSB Long-Term Capital Plan (LTCP)

Ministry of Education Memorandum 2009:B7