



**BRANT HALDIMAND NORFOLK  
Catholic District School Board**

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

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

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- 1. Call to Order**
  - 1.1 Opening Prayer – Joe McPherson, Chair of the Committee of the Whole
  - 1.2 Attendance
  
- 2. Routine Matters**
  - 2.1 Approval of the Agenda
  - 2.2 Declaration of Interest
  - 2.3 Approval of Minutes from the Committee of the Whole – May 18, 2010 Pages 3-10
  - 2.4 Business Arising from Minutes
  
- 3. Presentations and Delegations: Nil**
  
- 4. Committee and Staff Reports**
  - 4.1 Approved SEAC Minutes – May 12, 2010 Pages 11-13  
Presenter: Dennis Blake, Trustee Representative on the SEAC
  
  - 4.2 Unapproved SEAC Minutes – June 9, 2010 Pages 14-16  
Presenter: Dennis Blake, Trustee Representative on the SEAC
  
  - 4.3 Unapproved Student Transportation Services of Brant Haldimand Norfolk Meeting Minutes – May 25, 2010 Pages 17-22  
Presenter: Cliff Casey, Trustee Representative on STSBHN
  
  - 4.4 Approved Budget Committee Meeting Minutes – May 26, 2010 Pages 23-24  
Presenter: Dennis Blake, Chair of the Budget Committee
  
  - 4.5 Unapproved Budget Committee Meeting Minutes – June 8, 2010 Pages 25-27  
Presenter: Dennis Blake, Chair of the Budget Committee
    - 2010-11 Budget Pages 28-62
  
  - 4.6 Unapproved Catholicity Committee Meeting Minutes – June 9, 2010 Pages 63-68  
Presenter: June Szeman, Chair of the Catholicity Committee
  
  - 4.7 Unapproved Policy Committee Meeting Minutes – June 9, 2010 Pages 69-72  
Presenter: Bonnie McKinnon, Chair of the Policy Committee
    - Criminal Background Checks Policy (Amended) 300.15 Pages 73-81
    - Volunteers Policy (Amended) 300.12 Pages 82-88
    - Performance Appraisal for Non-Teaching Staff Policy (Amended) 300.6 Pages 89-105



# BRANT HALDIMAND NORFOLK Catholic District School Board

## Agenda

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- Workplace Violence Prevention Policy (Interim) Pages 106-139
  - Workplace Harassment Policy (Interim) 300.1 Pages 140-152
  - Safe Schools Policy 200.25, Student Discipline Policy 200.26,  
Bullying Prevention and Intervention Policy 200.27 (Interim) Pages 153-192
  
  - 4.8** Ontario's Equity & Inclusive Education Pages 193-195  
Presenter: Trish Kings, Superintendent of Education
  
  - 4.9** Key Learnings for Religion Programs Page 196  
Presenter: Trish Kings, Superintendent of Education
  
  - 4.10** Educational Field Trip Summary Report Pages 197-201  
Presenter: Chris Roehrig, Superintendent of Education
  
  - 4.11** Student Trustee Report – June 2010 Pages 202-203  
Presenter: Chris Radojewski, Student Trustee
  
  - 5. Information and Correspondence**
  - 6. Notices of Motion**
  - 7. Trustee Inquiries**
  - 8. Business In-camera**
  
  - 207. (2) **Closing of certain committee meetings.** A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,
    - The security of the property of the board;
    - The disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
    - The acquisition or disposal of a school site;
    - Decisions in respect of negotiations with employees of the board; or
    - Litigation affecting the board.
  
  - 9. Report on the In-camera Session**
  
  - 10. Future Meetings and Events** Page 204
  
  - 11. Moment of Silent Reflection**
  
  - 12. Adjournment**
- 

**Next meeting:** Tuesday, September 21, 2010 at 7:00 pm – Boardroom



**Committee of the Whole**  
**Tuesday, May 18, 2010 7:00 pm**  
**Boardroom**

**Present: Trustees:**

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

**Senior Administration:**

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

**Absent:**

**1. Call to Order**

**1.1 Opening Prayer**

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

**2. Routine Matters**

**2.1 Approval of the Agenda**

Director Cathy Horgan requested that a report titled "2010-11 School Year Calendar (Amended)" be added as Item 4.16 to the agenda.

Moved by: June Szeman

Seconded by: Dan Dignard

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the amended agenda for the May 18, 2010 meeting.

**Carried**

**2.2 Declaration of Interest: Nil**

**2.3 Approval of Minutes from the Committee of the Whole Meeting of April 20, 2010**

Moved by: Dan Dignard

Seconded by: June Szeman

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the minutes from the April 20, 2010 meeting.

**Carried**

**2.4 Business Arising from Minutes: Nil**



**3. Presentations and Delegations: Nil**

**4. Committee and Staff Reports:**

**4.1 Approved Special Education Advisory Committee Minutes of April 14, 2010**

Superintendent Bill Chopp reviewed the minutes from the SEAC meeting of April 14, 2010. Cathy Horgan acknowledged that Terre Slaght, Principal of Program: Special Education will be awarded the Outstanding Administrator of Special Education by the Ontario Council of Administrators in Special Education (OCASE), at their provincial symposium later this week.

Moved by: Bonnie McKinnon

Seconded by: June Szeman

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board receives the minutes from the Special Education Advisory Committee meeting of April 14, 2010.

**Carried**

**4.2 Unapproved Budget Committee Meeting Minutes of April 20, 2010**

Associate Director Wally Easton reviewed the minutes from the meeting of April 20, 2010, and requested approval of the following recommendation:

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

Moved by: Bonnie McKinnon

Seconded by: June Szeman

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board refers the unapproved minutes from the Budget Committee meeting of April 20, 2010 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

THAT the Committee of the Whole refers the recommendation from the Budget Committee Meeting of April 20, 2010 to the Brant Haldimand Norfolk Catholic District School Board for approval.

**Carried**

**4.3 Unapproved Catholicity Committee Meeting Minutes of April 28, 2010**

June Szeman, Chair of the Catholicity Committee, reviewed the minutes from the meeting of April 28, 2010. She commented that the work of the committee is moving ahead quite well, and that members of the committee will be meeting with MPPs Dave Levac and Toby Barrett regarding government support of Catholic education.



Moved by: Bonnie McKinnon

Seconded by: June Szeman

THAT the Committee of the Whole refers the unapproved minutes from the Catholicity Committee meeting of April 28, 2010 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

**Carried**

#### **4.4 Unapproved Faith Advisory Committee Meeting Minutes of May 13, 2010**

June Szeman, Chair of the Faith Advisory Committee, reviewed the minutes from the meeting of May 13, 2010 and provided a look ahead at the group's focus for the 2010-11 school year.

Moved by: Bonnie McKinnon

Seconded by: Dan Dignard

THAT the Committee of the Whole refers the unapproved minutes from the Faith Advisory Committee meeting of May 13, 2010 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

**Carried**

#### **4.5 Approved Policy Committee Meeting Minutes of April 27, 2010**

Bonnie McKinnon, Chair of the Policy Committee, reviewed the minutes from the Policy Committee Meeting of April 27, 2010.

Moved by: Bonnie McKinnon

Seconded by: June Szeman

THAT the Committee of the Whole refers the approved minutes from the Policy Committee meeting of April 27, 2010 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

**Carried**

#### **4.6 Unapproved Policy Committee Meeting Minutes of May 11, 2010**

Bonnie McKinnon, Chair of the Policy Committee, reviewed the minutes from the Policy Committee Meeting of May 11, 2010. Discussion followed and questions of clarification were raised regarding the subject policies and by-law changes. A correction of a clerical error in the numbering of item 6.9.2.5 was made in the revised by-laws document. Trustee Blake requested that the motion regarding the Transportation of Students policy be voted on separately.

Trustee McKinnon requested approval of the following recommendations:

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

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Purchasing Policy (700.1) to the Brant Haldimand Norfolk Catholic District School Board for approval.



THAT the Policy Committee recommends that the Committee of the Whole refers the revised Pre-Employment Screening Policy (300.18) to the Brant Haldimand Norfolk Catholic District School Board for approval.

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

Moved by: Dan Dignard

Seconded by: June Szeman

THAT the Committee of the Whole refers the unapproved minutes from the Policy Committee Meeting of May 11, 2010 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

THAT the Committee of the Whole refers the recommendations from the Policy Committee Meeting of May 11, 2010 to the Brant Haldimand Norfolk Catholic District School Board for approval.

**Carried**

Moved by: Dan Dignard

Seconded by: June Szeman

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

**Carried**

#### **4.7 Office Supplies Contract**

Associate Director Wally Easton provided highlights of the three-year agreement with Grand & Toy Limited for the provision of office supplies.

Moved by: June Szeman

Seconded by: Bonnie McKinnon

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

**Carried**

#### **4.8 Contract for Fine Paper**

Associate Director Wally Easton reviewed details of the three-year agreement with Xerox Canada Ltd. for the provision of fine copy paper.

Moved by: June Szeman

Seconded by: Bonnie McKinnon

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

**Carried**



**4.9 Adult School Crossing Guards**

Associate Director Wally Easton reviewed changes being made by the Police Services Board regarding the deployment of adult school crossing guards in Brantford effective September, 2010. As a large majority of schools are now on a balanced school day, crossing guards will no longer be provided over the lunch hour.

Moved by: Bonnie McKinnon

Seconded by: June Szeman

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board receives the report on Adult School Crossing Guards in the City of Brantford.

**Carried**

**4.10 Early Learning Program (ELP)**

Associate Director Wally Easton provided an update on the current status of the Early Learning Program (ELP), being implemented in selected schools in September, 2010. Based on current enrolment numbers, one additional classroom may have to be added at St. Michael's, Dunnville, bringing the total to nine classrooms for Year 1 implementation. It was noted that the cost for nine classrooms could result in an approximate shortfall of \$243,873 between the funding and the estimated expenses.

Moved by: Dan Dignard

Seconded by: Bonnie McKinnon

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board receives the Early Learning Program (ELP) report.

**Carried**

**4.11 Early Learning Program (ELP) – Extended Day**

Associate Director Wally Easton explained that school boards will be required by the Ministry of Education to provide before and after school programs in Early Learning Program schools, provided there is sufficient parent demand to support a cost-recovery operation. Discussion took place regarding staffing and the proposed fee structure.

Moved by: Bonnie McKinnon

Seconded by: Dan Dignard

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board receives the Early Learning Program (ELP) – Extended Day Program report.

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

**Carried**



**4.12 Transportation Consortia Incorporation**

Associate Director Wally Easton reviewed the Ministry's recommendation that the transportation consortia should incorporate.

Moved by: June Szeman

Seconded by: Cliff Casey

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

**Carried**

**4.13 Campaign Expense Compliance Audit Committee**

Associate Director Wally Easton reviewed a revision to the Municipal Elections Act requiring that a Campaign Expense Compliance Audit Committee (CECAC) be established in advance of municipal elections, and discussed the recommendation of forming a joint CECAC with the City of Brantford and the Grand Erie District School Board.

Moved by: Bonnie McKinnon

Seconded by: Dan Dignard

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

**Carried**

**4.14 Balanced School Day Update**

Director of Education Cathy Horgan reported that 27 of the 31 elementary schools will be on a balanced day schedule as of September, 2010.

Moved by: Dennis Blake

Seconded by: June Szeman

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

**Carried**

**4.15 Student Trustee Report – May 2010**

Student Trustee Chris Radojewski commented that the Student Senate is greatly looking forward to the upcoming Annual Leadership Symposium and reviewed highlights of recent events and accomplishments at the three secondary schools.

Moved by: June Szeman

Seconded by: Dan Dignard

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

**Carried**



**4.16 2010-11 School Year Calendar (Amended)**

Director Cathy Horgan explained that due to the recent receipt of additional information, an amendment of the approved 2010-11 School Year calendar is being recommended, as follows:

- That the Friday, April 8, 2011 professional activity day be changed to Thursday, June 30, 2010
- That Friday, May 13, 2011 be designated a professional activity day for St. Cecilia's School in lieu of Thursday, February 3, 2011 due to the anticipated transportation issues related to the Friday the 13<sup>th</sup> celebrations in Port Dover.

It was also recommended that the November 1, 2010 "System Workshops – Curriculum/Special Education" wording be amended to read "Format to be determined – Curriculum/Special Education".

Moved by: Dan Dignard

Seconded by: Bonnie McKinnon

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

**Carried**

**5. Information and Correspondence: Nil**

**6. Notices of Motion: Nil**

**7. Trustee Inquiries:**

Trustee Dignard inquired if the staff of a school on a Balanced School Day schedule could vote to return to a standard day schedule. This change cannot be made at the school level; the decision would be made by administration.

**8. Business In-Camera**

Moved by: Dan Dignard

Seconded by: June Szeman

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

**Carried**

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

Moved by: Bonnie McKinnon

Seconded by: June Szeman

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

**Carried**



**10. Future Meetings**

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

**11. Moment of Silent Reflection**

**12. Adjournment**

Moved by: June Szeman  
Seconded by: Dan Dignard

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

**Carried**

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Next Meeting: Tuesday, June 15, 2010, 7:00 pm - Boardroom



**BRANT HALDIMAND NORFOLK  
Catholic District School Board**

**SEAC Minutes**

May 12, 2010  
Catholic Education Centre  
322 Fairview Drive  
Brantford, ON N3T 5M8

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**Special Education Advisory Committee Meeting  
Wednesday, May 12, 2010 – 7:00 p.m.  
Location: Fatima Resource Centre, 344 Erie Avenue, Brantford**

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**1. Opening Prayer**

Terre Slaght opened the meeting with a prayer.

**2. Opening Remarks and Attendance– Dianne Wdowczyk, Chair**

Dianne Wdowczyk welcomed committee members to the meeting. On behalf of the SEAC Committee, Dianne offered congratulations to Terre Slaght for receiving the Outstanding Administrator in Special Education Award from OCASE (Ontario Council of Administrators in Special Education). Terre thanked the committee for their support.

Present at the meeting were Barb Mitchell, Dianne Wdowczyk, Colleen Demarest, Nancy Smith, Terre Slaght and Bill Chopp.

Absent from the meeting were Paul Sanderson, Dennis Blake, Catherine Daly, Cathy Pearson and Lisa Stockmans.

**3. Approval of Minutes – April 14, 2010**

Moved by: Barb Mitchell

Seconded by: Colleen Demarest

THAT the SEAC Committee approves the minutes from the April 14, 2010 meeting.

**Carried**

**4. Approval of Agenda**

Moved by: Colleen Demarest

Seconded by: Nancy Smith

THAT the SEAC Committee approves the agenda for the May 12, 2010 meeting.

**Carried**

**5. Reports**

**5.1. Principal of Program: Special Education – Terre Slaght**

**5.1.1 Invitation to “Have A Go”**

Terre Slaght distributed invitations to the “Have A Go” Special Olympics to be held at Assumption College School on June 15, 2010 (June 16 rain date). More events have been added this year. This event has proven to be very popular among the participants.



## **BRANT HALDIMAND NORFOLK Catholic District School Board**

### **SEAC Minutes**

May 12, 2010  
Catholic Education Centre  
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#### **5.1.2 Speech and Language Coaching Pilot of 2010-11**

Terre Slaght explained the speech and language coaching pilot program for 2010-11. SERTs (Special Education Resource Teachers) and EAs (Educational Assistants) will meet three times throughout the year, during which time they will set goals, plan and then track and report progress with children who struggle with communication skills. There will be four students chosen for the program for 2010-11.

#### **5.1.3 Special Education Joint Advisory Council Membership Invitation**

Terre Slaght distributed the agenda for the May 13, 2010 SEJAC meeting. She noted that there is a strong need for community agency representation on the committee. Terre asked that members consider an individual from their agency taking part in the meetings.

#### **5.1.4 June Meeting Format**

Terre Slaght suggested that Flora Ennis and Michelle Feeney be invited to join the committee for dinner on June 9, 2010 directly before the SEAC meeting. Dinner will be at 6:00 p.m. and the meeting will start at 7:00 p.m.

### **5.2 Superintendent of Education - Bill Chopp**

#### **5.2.3 Setting Direction for 2010-11**

Bill Chopp distributed and discussed a document that outlines the Ministry's direction for special education in the province of Ontario.

#### **5.2.4 SERT Allocation**

Bill Chopp handed out a memo and spreadsheet detailing the SERT allocation process. The allocation information was sent out to the schools in a format that shows the transparency behind the process.

#### **5.2.5 EA Allocation**

Bill Chopp explained that there out of 133 EAs, 128 have been allocated. We need to have some reserved for students who have not yet entered the system. Bill then walked the committee through the allocation process.

#### **5.2.6 Supporting Students with Complex Behaviours**

This item was deferred to a future meeting.



**BRANT HALDIMAND NORFOLK  
Catholic District School Board**

**SEAC Minutes**

May 12, 2010  
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**6 Community Agency Updates - SEAC Members**

Dianne Wdowczyk, Woodview Children's Centre, handed out copies of books that were related to children's mental health. Copies will be given to each school as well. She reported that the Mental Health Week events were successful. Dianne thanked the Brant Haldimand Norfolk Catholic District School Board for its support of the events.

**7 Business For Next Meeting – Dinner: 6:00 p.m.; Meeting: 7:00 p.m.**

**8 Adjournment**

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



**BRANT HALDIMAND NORFOLK  
Catholic District School Board**

**SEAC Minutes**

June 9, 2010  
Catholic Education Centre  
322 Fairview Drive  
Brantford, ON N3T 5M8

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**Special Education Advisory Committee Meeting  
Wednesday, June 9, 2010 – 7:00 p.m.  
Location: Fatima Resource Centre, 344 Erie Avenue, Brantford**

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**1. Opening Prayer**

Terre Slaght opened the meeting with a prayer.

**2. Opening Remarks and Attendance– Paul Sanderson, Chair**

Paul Sanderson welcomed committee members and guests to the meeting.

Present at the meeting were Barb Mitchell, Dianne Wdowczyk, Colleen Demarest, Cathy Pearson, Dennis Blake, Paul Sanderson, Beth Moore, Terre Slaght and Bill Chopp.

Absent from the meeting were Catherine Daly, Nancy Smith and Lisa Stockmans.

**3. Presentation of CEC Award Winners for 2010**

Bill Chopp gave some background on the Council for Exceptional Children (CEC) and the work our Board does with them. He introduced Nita Apostoli-Surette, teacher at Holy Trinity, Nancy Comisso, Speech Pathologist, Jennifer Kings-Nagy, Educational Assistant at Assumption College School, who were all recipients of the CEC Outstanding Service Awards for 2010. Bill also introduced Jennifer McLaren-Gibbons, System Special Education Resource Teacher, who represents BHNCDDB with the CEC. It was noted that Tara D'Agostino, Special Education Resource Teacher at Notre Dame, Brantford and Irene Pinelli, Educational Assistant at St. Mary's, Hagersville, also received the award but were unable to attend the meeting. The SEAC committee thanked the award winners for their contributions to our exceptional students and presented them with a gift.

**4. Approval of Minutes – May 12, 2010**

Moved by: Colleen Demarest

Seconded by: Barb Mitchell

THAT the SEAC Committee approves the minutes from the May 12, 2010 meeting.

**Carried**

**5. Approval of Agenda**

A request was made to add item 6.2, Community Service Planning and Early Learning Program to the agenda.

Moved by: Dianne Wdowczyk

Seconded by: Barb Mitchell

THAT the SEAC Committee approves the amended agenda for the June 9, 2010 meeting.

**Carried**



## **BRANT HALDIMAND NORFOLK Catholic District School Board**

### **SEAC Minutes**

June 9, 2010  
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#### **6. New Business**

##### **6.1. Election of New Chair**

Dianne Wdowczyk was appointed SEAC chair for 2010-11. Colleen Demarest was appointed SEAC vice-chair for 2010-11.

##### **6.2. Community Service Planning and Early Learning Program**

Barb Mitchell explained that Contact Haldimand-Norfolk is in the process of doing some community service planning. A letter will be sent to our Board requesting representation on the advisory board for their planning committee.

Barb gave an overview of the Early Learning Program meetings that have been held with different community agencies, the Grand Erie District School Board as well as representatives from our Board. Discussions were held around the effect the ELP will have on each agency/school board and how to best support each other while keeping the needs of the students in focus.

#### **7. Reports**

##### **7.1. Principal of Program: Special Education – Terre Slaght**

###### **7.1.1 Goals Review**

Terre Slaght reviewed the SEAC goals for 2009-10 and noted the following:

- Learning 4 All: Debbie Dignan, System Special Education Resource Teacher, will take the lead on this initiative for 2010-11.
- IEP Guide for Parents: completed
- ABA/Transition Guide: is currently being printed.
- IEP Audits: IEPs in the category “Exceptionality: Autism” were audited. It was suggested that further focus be placed on IEPs.
- Health and Safety: Non-violent crisis intervention training is currently being conducted for necessary staff.
- Special Education Plan: It was confirmed that the current plan, which was rewritten earlier this year, meets with all compliance standards.

After some discussion with the committee, it was decided that letters will be sent to the St. Leonard’s Society’s (youth resource centre) and Six Nations Child and Family Services to seek additional SEAC committee members.



## **BRANT HALDIMAND NORFOLK Catholic District School Board**

### **SEAC Minutes**

June 9, 2010  
Catholic Education Centre  
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#### **7.2 Superintendent of Education - Bill Chopp**

##### **7.2.1 Budget**

Bill Chopp reviewed the budget process and outlined the revisions required to the Special Education budget for 2010-11.

##### **7.2.2 Staffing**

Bill Chopp informed the committee of staffing changes for 2010-11.

##### **7.2.3 EA Allocation**

The EA allocation letters were distributed to all permanent EAs on Tuesday, June 8, 2010.

#### **8. Community Agency Updates - SEAC Members**

On behalf of the Board of Trustees, Dennis Blake thanked the members of the SEAC Committee for their time, energy and commitment to the Committee and the needs of the students.

Dianne Wdowczyk attended a Special Education law conference as a representative of the Board.

Barb Mitchell, H-N REACH, noted their agency's annual general meeting notice was sent out. It will be held on June 23, 2010.

#### **9. Business For Next Meeting - NIL**

#### **10. Adjournment**

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

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**Next Meeting:** Wednesday, September 8, 2010 at 7:00pm – Fatima Resource Centre, 344 Erie Avenue, Brantford



**GRAND ERIE DISTRICT SCHOOL BOARD  
BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD  
CONSEIL SCOLAIRE DE DISTRICT CATHOLIQUE CENTRE-SUD**

**STUDENT TRANSPORTATION SERVICES OF BRANT HALDIMAND NORFOLK (STSBHN)**

**Governance Committee Meeting  
Tuesday, May 25, 2010  
1:00 p.m.**

Grand Erie District School Board – Norfolk Room  
349 Erie Avenue, Brantford

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- PRESENT:** Jamie Gunn, Superintendent of Business & Treasurer (GEDSB)  
Don Werden, Trustee (GEDSB)  
Wally Easton, Associate Director and Treasurer, Chair (BHNCDSD)  
Cliff Casey, Trustee (BHNCDSD)  
Philip Kuckyt, Manager of Transportation, Secretary (STSBHN)  
Paula Curran, Recording Secretary (GEDSB)
- VIA TELECONFERENCE:** Mario Nantel, Director of Transportation and Payroll (via teleconference)
- REGRETS:** Bobby Somaroo, Superintendent of Business (CSDCCS)
- MINUTES ONLY:** Jim Wibberley, Director of Education & Secretary (GEDSB)  
Cathy Horgan, Director of Education & Secretary (BHNCDSD)  
Bernard Lavalee, directeur de l'éducation (CSDCCS)
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**MINUTES**

- 1.0 Call to Order, Welcome and Introductions – Wally Easton
- 1.1 Chair called the meeting to order at 1:04 and introduced attendees for the benefit of M Nantel
- 1.2 M Nantel confirmed regrets for B. Somaroo who is attending senior management meeting
- 2.0 Approval of Agenda for May 25, 2010
- Moved by: M Nantel  
Seconded by: J Gunn  
“THAT the Governance Committee approve the agenda with an amendment to 1.1 to reflect chair is W. Easton, not J. Gunn”
- CARRIED**
- 3.0 Approval & Signing of Minutes from February 2, 2010
- Moved by: D Werden  
Seconded by: C Casey “THAT the Governance Committee approve the Minutes of February 2, 2010 to be signed by the Chair”
- CARRIED**

4.0 Approval & Signing of Minutes from November 3, 2009

Moved by: M Nantel

Seconded by: C Casey

“THAT the Governance Committee approve the Minutes of November 3, 2009 to be signed by the Chair”

**CARRIED**

5.0 Business Arising from Previous Meeting(s)

5.1 Draft Consortia Policy and Procedures Approval – P Kuckyt

- Forty seven (47) procedures were developed for STSBHN
- Reminder that policies remain with each individual board; consortium is to develop procedures only, although some may contain policy statements.
- Committee members had previously reviewed the procedures; Consortia will focus only on questions or clarification of items
- P Kuckyt reported having received numerous comments from Grand Erie trustee; J Gunn explained that is method of vetting for his board; P Kuckyt will review comments and offer explanations
- Changes to these procedures will be highlighted and will be included in a report to the Governance Committee

Number	Procedure Name	Question / Concern	Response
001	Administrative Detail	None	N/A
002	Transportation Eligibility	Calculation of Rural Distances	<ul style="list-style-type: none"> <li>• Geocode measures from corner to corner</li> <li>• Situations involving large property frontages or other anomalies will be reviewed individually by Transportation Manager</li> <li>• Bus drivers will be informed</li> <li>• Language in 031 will be modified to match language of 002</li> <li>• Remove word “will” from 3.0</li> <li>• P Kuckyt will check accuracy of Transportation Guide for Parents (TF014) referenced in Item 1, page 3</li> </ul>
003	New transportation Request	None	N/A
004	Responsibility of student	Consistency	Ensure language in 032 re unloading matches that of 004
005	Responsibility of Parents and Guardians	Prohibits parents from assisting with safety harness or other special needs	<ul style="list-style-type: none"> <li>• Add phrase, “except to provide assistance to child with harness equipment or other accepted special needs.”</li> </ul>
006	Responsibility of Principal	None	N/A
007	Responsibility of Operators and Drivers	None	N/A
008	Responsibility of STSBHN	None	N/A
009	Walking distances to the bus stop	None	N/A
010	Public Transit	None	N/A
011	Transportation of Co-op students	None	N/A
012	Out of area Students	None	N/A
013	Duration of Bus Trip	Can Consortium guarantee no more than 75 minutes	<ul style="list-style-type: none"> <li>• clarification is that general rule is 75, but may be longer due to factors beyond control of Transportation staff</li> </ul>
014	Second Address	None	N/A
015	Accompaniment at Bus stop	None	N/A

016	Pickup and Drop Off Locations	None	N/A
017	Courtesy Transportation	Staff need Direction from Committee	<ul style="list-style-type: none"> <li>• Need to establish firm rule to ensure student safety</li> <li>• Transportation software is designed to track a five day M-F schedule with alternate morning and afternoon arrangements</li> <li>• Language should be consistent with 018 Joint Custody</li> </ul>
018	Joint Custody	Alternate Schedules	<ul style="list-style-type: none"> <li>• Permitted on a permanent, predictable schedule</li> </ul>
019	Child Booster Seats, Car Seats	None	N/A
020	Special and Medical Transportation	None	N/A
021	EPIPEN Emergency Procedures	None	N/A
022	Emergency procedures – First Aid- CPR	None	N/A
023	Accident or incident procedures	None	N/A
024	Inclement Weather Bus Cancellation	Clarification of “Other Contacts” under item 3 on page 2	<ul style="list-style-type: none"> <li>• Other contacts are described in Section 1 on page 1 and include road crews from Haldimand County and City of Brantford, bus drivers and operators</li> <li>• Both Brant and Norfolk counties declined, probably because of liability concerns</li> </ul>
025	Progressive Discipline	None	N/A
026	Bell Time Changes	Impact Study	Trustee Casey would like Impact Study Report brought to Governance Committee
027	Process for Appealing decisions	None	N/A
028	Temporary Transportation Requests	Page one “to substantiate the claim’s validity”	<ul style="list-style-type: none"> <li>• Replace with “to substantiate the validity of the claim”</li> <li>• Include reference to relevant procedure to be followed in case of an emergency</li> </ul>
029	Lost Child	Search time lost while trying to contact person in charge first  Why keep other children on bus	<ul style="list-style-type: none"> <li>• Necessary first step</li> <li>• Necessary so that appropriate questions may be asked of students who may have additional information</li> </ul>
030	Hazard Transportation Eligibility	Inconsistent designation of “Hazardous”	<ul style="list-style-type: none"> <li>• E&amp;E identified designated areas were historical and want annual review to ensure all are still current</li> <li>• ramifications arose from walking distance changes</li> <li>• hazardous termination is applied differently at various sections of the road where delineated by catchment area of school and presence of crossing guards and traffic lights</li> <li>• Trustees who receive parent concerns will relay information to transportation staff who will investigate situation and inform all relative parties of outcome</li> <li>• Concerns resulting in consideration of change of designation will be brought to STSBHN committee for resolution</li> </ul>
031	Service parameters	Item 7. Distance to Pick-up Point	<ul style="list-style-type: none"> <li>• Language in 031 will be modified to match language of 002</li> </ul>
032	Student Code of Conduct	None	N/A

033	Transportation for Child Care	Need Consortium Clarification	<p>Four scenarios:</p> <ul style="list-style-type: none"> <li>a) home is eligible; day care is not</li> <li>b) home is not eligible; day care is</li> <li>c) both home and day care are eligible</li> <li>d) neither home nor day care are eligible</li> </ul> <p>Scenario c) is the only situation when are services provided as regular</p> <p>Scenarios a), b) and d) could be provided as a courtesy service according to Procedure 017</p>
034	Transportation of Eqmt.	None	N/A
035	Transportation for Field Trips	Weighting	<ul style="list-style-type: none"> <li>• weighting (number of students per seat) will be changed to match that of administrative agreement</li> </ul>
036	Recorded Surveillance/ Video Cameras on School buses	<p>1) Storage of video</p> <p>2) Consent to view</p>	<ul style="list-style-type: none"> <li>• is derived from former procedure of lead board and is regulated under MFIPPA (Municipal Freedom of Information and Protection of Privacy Act)</li> <li>• Technology changes will affect the administration of this policy</li> <li>• Currently there are still two systems whose boxes cannot be removed so are stored in the bus overnight and on non-school days</li> <li>• First digital recording was not successful, but will be attempted again in future</li> <li>• School / board administration have authority to view for school security issues; police and other emergency operators have authority to view for criminal activity and legal issues</li> <li>• Concern of obtaining third party consent to view is only for non-authority, e.g., parent complaint of bullying, theft, etc. that cannot be resolved to satisfaction without viewing the tapes</li> <li>• P Kuckyt will check with operators to see what is happening with cameras</li> </ul>
037	Responsibility of Taxi Operators and Drivers	None	N/A
038	Responsibility Parent Drivers	None	N/A
039	Transporting Students with Service Dogs	None	N/A
040	Other Contractual Agreement	None	N/A
041	Life Threatening and Prevention Plan	None	N/A
042	Purchasing Policy – Modified	<p>Revised Version</p> <p>Typographical Error</p>	<ul style="list-style-type: none"> <li>• was changed to mirror that of lead board; flowing through same checklist; formerly submitted procedure had variations of dollar values and signing authorities;</li> <li>• Page 2; zero “0” is missing from 2nd paragraph</li> </ul>
043	Purchasing Policy	None	N/A
044	Performance Reviews	None	N/A
045	Operation and Facility Audits	None	N/A
046	Processing of Payables	None	N/A
047	Record Checks	None	N/A

- 5.2 Confirm boards' approval to delegate authority to STSBHN – Chair
- Redundant agenda item; Boards have already confirmed authority
- 5.3 Status of Consortia Mission Statement for Approval – P Kuckyt
- P Kuckyt presented a draft mission statement, as recommended by the Administrative Committee:  
*"STSBHN will provide safe, efficient student transportation through planning, cooperation and dedication."*

Moved by: J Gunn

Seconded by: C Casey

“THAT the proposed mission statement be adopted for the STSBHN”

**CARRIED**

- 5.4 Status of Approval to Incorporate Consortia – P Kuckyt / W Easton
- BHCNDSB trustees were presented with a handout with suggestions from Keel Cotrelle who will draft standard bylaws and articles for STSBHN
  - An additional name search would cost extra
  - M Nantel reported CSDCCS has approved incorporation for every consortia they belong to
  - C Casey and J Gunn reported their respective boards have approved incorporation in principle

Moved by: C Casey

Seconded by: D Werden

“THAT the Committee will instruct Keel Cotrelle to begin constructing bylaws and articles for approval from the respective Boards”

**CARRIED**

- 5.5 Appointment of Chair for 2010-11 School Year – Chair

Moved by: W Easton

Seconded by: D Werden

“THAT the Committee appoint J Gunn as interim Chair until STSBHN attains incorporation”

**CARRIED**

- 5.6 Update on E&E Recommendations (attachment) – P Kuckyt
- Most items have been addressed; still fine tuning and finishing details
  - Will post the E&E results/progress on the STSBHN website
- 5.6.1 Short and Long Term Strategic Planns
- will be presented to the Governance Committee
- 5.6.2 Data Management
- Developing processes to demonstrate more accurate data
- 5.6.3 Key Performance Indicator (KPI)
- KPI are pillars to manage or track items consistently used, eg safety, cost, complaints
  - KPI helps build service performance indicators (SPI) that will give information to determine if we are moving in the direction established by the Consortia
  - Not enough to just track data. need to be able to use it in a meaningful way that will obtain the best service for the consortium
- 5.6.4 Procurement
- will be conducted in a more objective manner

### 5.6.5 Declining Enrolment

- MOE has confirmed reduction of transportation funding due to declining enrolment will be 50% of number of students lost
- E&E urged Consortium to acknowledge the ramifications of declining enrolment on their funding and to continue seeking efficiencies and developing strategies to manage any shortfall

## 6.0 New Business

### 6.1 Consortium Logo Samples (attachment) – P Kuckyt

- Logo will provide branding for STSBHN with common symbol for letterhead, website, business cards
- Also provides separate symbol that is board neutral if composition of consortia changes
- BHCDSB support staff with graphic design background designed several samples
- Committee decided on symbol at bottom left with a French translation included
- Logo will not contain the preposition “of” or “de”
- W Easton will have the modification made and email a revised version for approval

Moved by: C Casey

Seconded by: J Gunn

“THAT the Governance Committee adopt a common logo for STSBHN”

**CARRIED**

### 6.2 2010-11 Estimated Budget Summary (attachment) – P Kuckyt

- W Easton explained how the information on the spreadsheet is assembled
- P Kuckyt reviewed the highlights

Moved by: D Werden

Seconded by: C Casey

”THAT Committee members will recommend their respective boards include the applicable information from this report in their budgets.”

**CARRIED**

## 7.0 Other Business – Chair

### 7.1 None

## 8.0 Meetings:

### 8.1 2010-11 Meeting Dates:

Regular meetings will be held on the third Tuesday of November, February and May of each year with a start time of 1:00 pm; location will alternate between boards as determined at prior meeting

### 8.2 Next Meeting

**Tuesday, November 16, 2010**

**Brant Haldimand Norfolk CDSB (Room Location to be determined)**

**322 Fairview Drive**

**1:00 pm**

### 8.3 Special Meeting - Discussion of Incorporation Documents

- May require meeting via teleconference to deal with incorporation documents

## 9.0 Adjournment – Chair 3:38 pm



**BRANT HALDIMAND NORFOLK  
Catholic District School Board**

**Minutes**

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

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**Budget Committee  
Wednesday, May 26, 2010 – 10:00 a.m.  
Norfolk Room, Catholic Education Centre**

**Present:** Dennis Blake (Chair), Dan Dignard, Wally Easton, Joe McPherson, Pat Petrella, June Szeman

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**1. Opening Prayer**

Dennis Blake opened the meeting with prayer.

**2. Approval of the Agenda**

Moved by: Joe McPherson

Seconded by: June Szeman

THAT the Budget Committee approves the Agenda of May 26, 2010.

**3. Approval of the Minutes**

Moved by: Joe McPherson

Seconded by: June Szeman

THAT the Budget Committee approves the Minutes of April 20, 2010.

**4. Declaration of Conflict of Interest: Nil.**

**5. Business Arising from the Minutes: Nil.**

**6. Staff Reports and Information Items:**

**6.1 Draft Revenue Budget**

Wally Easton reviewed the estimated operating revenues for 2010-11 and the projected enrolments. The added enrolment due to the Early Learning Program helped to offset most of the declining enrolment, however, elementary enrolment will still decline by 33 students and secondary enrolment will decline by 34 students. Despite the decline, grants will increase by \$2 million due to the increase in grants for compensation.

Moved by: Joe McPherson

Seconded by: Dan Dignard

THAT the Budget Committee recommends the Committee of the Whole refers the Draft Revenue Budget report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

**Carried.**



**6.2 Draft Expenditures Budget**

The Committee reviewed the estimated expenditures for 2010-11. At this time, the base budget shows a shortfall of \$423,550 when strategic plan initiatives are included. Wally Easton reported that staff have developed a plan to balance the budget. Implications of the new reporting rules, specifically related to capital, have not been included as the details from the Ministry are still being reviewed.

Moved by: Dan Dignard

Seconded by: Joe McPherson

THAT the Budget Committee recommends the Committee of the Whole refers the Draft Expenditures Budget report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

**Carried.**

**6.3 Capital Budget**

The Ministry has implemented significant changes to the accounting treatment for capital items that will impact the operating budget. Capital items, which were previously expensed as they were paid for, will now be amortized over the expected useful life of the items. Details regarding the grants for such items have not yet been included in the budget.

Moved by: Joe McPherson

Seconded by: Dad Dignard

THAT the Budget Committee recommends the Committee of the Whole refers the Capital Budget report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

**Carried.**

**7. Trustee Inquiries:** Nil.

**8. Business of the In-Camera Session**

Moved by: June Szeman

Seconded by: Dan Dignard

THAT the Budget Committee moves to an In-Camera Session.

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

Moved by: Dan Dignard

Seconded by: Joe McPherson

THAT the Budget Committee approves the business of the In-Camera Session.

**10. Adjournment**

The meeting was adjourned at 12:25 p.m.

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**Next meeting:** The next meeting is scheduled on Tuesday, June 8, 2010 – 7:00 p.m.



**Budget Committee  
Wednesday, June 8, 2010 – 7:00 p.m.  
Norfolk Room, Catholic Education Centre**

**Present:** Dennis Blake (Chair), Dan Dignard, Wally Easton, Joe McPherson, Pat Petrella, June Szeman

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**1. Opening Prayer**

Dennis Blake opened the meeting with prayer.

**2. Approval of the Agenda**

Moved by: Joe McPherson

Seconded by: Dan Dignard

THAT the Budget Committee approves the Agenda of June 8, 2010.

**Carried**

**3. Approval of the Minutes**

Moved by: Dan Dignard

Seconded by: Joe McPherson

THAT the Budget Committee approves the Minutes of May 26, 2010.

**Carried**

**4. Declaration of Conflict of Interest:**

June Szeman declared a conflict of interest regarding the salary portion of the budget.

**5. Business Arising from the Minutes: Nil.**

**6. Staff Reports and Information Items:**

**6.1 2010-11 Budget**

(i) **Budget Overview**

The Committee received the budget overview. Explanations on major changes in grants and expenditures were explained by Wally Easton and Pat Petrella.

(ii) **Draft Revenue Budget**

Wally Easton reviewed the estimated operating revenues for 2010-11. There were a few changes from the previous report to the Committee. The major changes were the inclusion of grants to offset long-term debt interest charges and the amortization of capital assets under the new accounting principles. Despite a slight decline in enrolment, grants will increase by \$2 million due to the increase in grants for compensation.



(iii) **Draft Expenditure Budget**

The Committee reviewed the estimated expenditures for 2010-11. Some changes made were a result of reductions in some budget areas. Other changes were due to the recent changes in accounting for capital acquisitions. These changes are the final steps in the government's implementation of Public Sector Accounting Board (PSAB) standards. The budget is balanced, partly due to a carry-over from the 2009-10 year in the amount of \$192,000.

(iv) **Variance Schedule**

Wally Easton reviewed the format of the new variance schedule.

Moved by: Joe McPherson

Seconded by: Dad Dignard

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

**Carried**

Moved by: Joe McPherson

Seconded by: Dad Dignard

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

**Carried**

6.2 **Borrowing Regulation**

The Committee reviewed the report on Regulation 41/10, which was passed February 26, 2010, regarding a school board's powers to borrow and invest. The regulation requires that all school boards negotiate their long-term borrowing through the Ontario Financing Authority.

Moved by: Dan Dignard

Seconded by: Joe McPherson

THAT the Budget Committee recommends the Committee of the Whole refers the Borrowing Regulation report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

**Carried**

7. **Trustee Inquiries:** Nil.

8. **Business of the In-Camera Session**

Moved by: June Szeman

Seconded by: Dan Dignard

THAT the Budget Committee moves to an In-Camera Session.

**Carried**



**BRANT HALDIMAND NORFOLK  
Catholic District School Board**

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

Moved by: Dan Dignard

Seconded by: Joe McPherson

THAT the Budget Committee approves the business of the In-Camera Session.

**Carried**

**10. Adjournment**

The meeting was adjourned at 9:05 p.m.

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**Next meeting:** The next meeting will be scheduled at the call of the Chair.

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

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

### 2010-11 BUDGET

Public Session

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#### **BACKGROUND INFORMATION:**

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

#### **DEVELOPMENTS:**

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

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

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

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

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

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

**RECOMMENDATION:**

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

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

## INTRODUCTION

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

### Provincial Discussion Table Impacts:

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

### Other impacts of the 2010-11 grants are:

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

### Other grants announced subsequent to the GSNs include:

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

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

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

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

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

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

## EXPENDITURES

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

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

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

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

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

### Instruction

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

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

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

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

### **Special Education**

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

The need has been identified for 5.5 additional educational assistants.

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

### **School Management**

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

### **Student Support**

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

### **Computer Services**

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

### **Library and Guidance Services**

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

### **Teacher Support**

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

### **Administration and Governance**

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

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

### **Operations and Maintenance**

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

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

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

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

### **Transportation and Assessment**

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

### **Continuing Education**

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

### **Capital and Debt Charges**

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

### **Other Non-Operating**

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

## REVENUES

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

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

### Local Taxation

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

## FUNDING ALLOCATIONS

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

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

### Foundation Grant

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

### School Foundation Grant

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

### Special Purpose Grants

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

### Pupil Accommodations Grant

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

### **Amortization**

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

### **Other Revenue**

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

### **SUMMARY**

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

## CAPITAL PROJECTS

### New Pupil Places

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

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

### Facility Renewal Projects

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

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

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

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

### Other Projects

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

# Brant Haldimand Norfolk Catholic District School Board

## 2010-2011 Expenditure Estimates - Salary and Benefits

	Prelim	Prelim Change	Prelim Budget	Revised 2009-2010	Actual 2008-2009	Increase (Decrease)
<b>10 INSTRUCTION</b>						
Salaries & Wages	49,515,349	236,928	49,752,277	47,885,339	45,596,032	1,866,938
Employee Benefits	5,792,412	24,517	5,816,929	5,643,788	5,443,108	173,141
<b>Total INSTRUCTION</b>	<b>55,307,761</b>	<b>261,445</b>	<b>55,569,206</b>	<b>53,529,127</b>	<b>51,039,140</b>	<b>2,040,079</b>
<b>12 SPECIAL EDUCATION</b>						
Salaries & Wages	10,722,146	-102,004	10,620,142	10,142,328	9,609,995	477,814
Employee Benefits	1,963,178	-25,226	1,937,952	1,863,517	1,688,341	74,435
<b>Total SPECIAL EDUCATION</b>	<b>12,685,324</b>	<b>-127,230</b>	<b>12,558,094</b>	<b>12,005,845</b>	<b>11,298,336</b>	<b>552,249</b>
<b>15 SCHOOL MANAGEMENT</b>						
Salaries & Wages	6,934,500	-182,400	6,752,100	6,738,947	6,401,812	13,153
Employee Benefits	958,026	16,316	974,342	934,377	840,491	39,965
<b>Total SCHOOL MANAGEMENT</b>	<b>7,892,526</b>	<b>-166,084</b>	<b>7,726,442</b>	<b>7,673,324</b>	<b>7,242,303</b>	<b>53,118</b>
<b>21 STUDENT SUPPORT SERVICES</b>						
Salaries & Wages	636,417	-84,451	551,966	544,039	542,530	7,927
Employee Benefits	82,635	-6,178	76,457	75,596	69,943	861
<b>Total STUDENT SUPPORT SERVICES</b>	<b>719,052</b>	<b>-90,629</b>	<b>628,423</b>	<b>619,635</b>	<b>612,473</b>	<b>8,788</b>
<b>22 COMPUTER SERVICES</b>						
Salaries & Wages	862,451	3,000	865,451	829,687	762,475	35,764
Employee Benefits	193,012	360	193,372	187,983	159,254	5,389
<b>Total COMPUTER SERVICES</b>	<b>1,055,463</b>	<b>3,360</b>	<b>1,058,823</b>	<b>1,017,670</b>	<b>921,729</b>	<b>41,153</b>
<b>23 LIBRARY SERVICES</b>						
Salaries & Wages	832,759		832,759	810,732	774,046	22,027
Employee Benefits	173,172		173,172	168,906	159,379	4,266
<b>Total LIBRARY SERVICES</b>	<b>1,005,931</b>		<b>1,005,931</b>	<b>979,638</b>	<b>933,426</b>	<b>26,293</b>

# Brant Haldimand Norfolk Catholic District School Board

## 2010-2011 Expenditure Estimates - Salary and Benefits

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

# Brant Haldimand Norfolk Catholic District School Board

## 2010-2011 Expenditure Estimates - Salary and Benefits

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

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

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

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

	Preliminary 2010-11	Revised 2009-10	Actual 2008-09	Incr (Decr)
<b>GENERAL LEGISLATIVE GRANTS</b>				
Foundation Allocation - Base Amount - Elementary	29,697,976	29,304,158	29,417,746	393,818
Foundation Allocation - Base Amount - Secondary	21,564,311	21,077,542	20,423,675	486,769
<b>Total: Foundation Allocation (includes Primary Class size)</b>	<b>51,262,287</b>	<b>50,381,700</b>	<b>49,841,421</b>	<b>880,587</b>
School Foundation	8,394,862	8,176,307	8,218,946	218,555
Special Education Allocation	10,508,010	10,010,029	9,969,514	497,981
Language Allocation	1,249,818	1,375,850	1,452,420	(126,032)
Distant Schools/Small Schools Allocation	90,122	95,654	105,774	(5,532)
Remote & Rural Allocation	1,265,209	1,228,518	1,189,462	36,691
Learning Opportunity Allocation	1,611,960	1,212,456	1,210,982	399,504
Adult & Continuing Education & Summer School	-	-	2,962	-
Teacher Compensation Allocation	6,858,082	5,483,955	4,668,256	1,374,127
New Teacher Induction Program (NTIP)	97,353	111,488	62,000	(14,135)
Transportation Allocation	5,132,374	5,036,627	5,093,783	95,747
Administration & Governance Allocation	3,481,007	3,495,630	3,448,844	(14,623)
School Operations Allocations	10,319,803	10,238,085	9,816,080	81,718
Community Use of Schools	153,389	149,758	210,814	3,631
Declining Enrolment Adjustment	517,074	310,448	-	206,626
Program Enhancement	328,100	328,100	347,400	-
First Nation Supplemental Allocation	120,309	66,000	65,417	54,309
Safe Schools	201,204	197,054	194,462	4,150
Permanent Financing of NPF	146,395	146,395	146,395	-
<b>Total: OPERATING</b>	<b>101,737,358</b>	<b>98,044,054</b>	<b>96,044,932</b>	<b>3,693,304</b>
School Renewal Allocation	1,486,634	1,511,820	1,213,256	(25,186)
Good Places to Learn	-	515,571	372,641	(515,571)
New Pupil Places Allocation	-	3,568,870	3,588,291	(3,568,870)
Pupil Accommodation Allocation-Best Start	-	72,741	72,741	(72,741)
Primary Class Size Short term Financing	-	-	10,239	-
Prohibitive to Repair Short term Financing	-	-	26,148	-
Debt Charges Allocation -Interest	3,086,290	-	-	3,086,290
Allocate to Deferrd Revenue DCC(re MTA)	(385,500)	-	-	(385,500)
<b>TOTAL LEGISLATIVE GRANT</b>	<b>105,924,782</b>	<b>103,713,056</b>	<b>101,328,248</b>	<b>2,211,726</b>
Amortization of DCC	3,617,462	-	-	3,617,462
<b>OTHER REVENUE</b>				
Tuition fees	1,374,898	1,298,363	1,139,210	76,536
Transportation recovery	-	-	363,076	-
Rental Revenue	73,140	73,140	100,308	-
Interest Earned	40,000	62,910	46,894	(22,910)
Sinking fund Interest	-	-	138,938	-
Insurance	-	-	9,360	-
Miscellaneous Revenue	50,000	67,694	234,411	(17,694)
Transfer from Reserve for Retiree Benefits	200,000	200,000	-	-
Transfer from Pupil Accommodation reserve fund	-	3,367,733	2,609,563	(3,367,733)
EDC Fund Revenue (re: Debenture Payment)	71,450	119,858	153,583	(48,408)
<i>Miscellaneous Gov't Grants</i>				
Early Learning Program	772,520	-	-	772,520
Misc Grants	563,456	1,158,735	1,363,166	(595,279)
Deferred Revenue	-	275,516	-	(275,516)
Energy Efficiency	-	-	430,151	-
CODE Program	-	-	1,720	-
French Monitor Program	18,000	36,000	47,483	(18,000)
MISA	58,860	69,768	69,187	(10,908)
SCWI / SWAC	-	-	551,156	-
Ontario Youth Apprenticeship Program	90,748	90,748	112,897	-
<b>TOTAL REVENUE</b>	<b>112,855,316</b>	<b>110,533,521</b>	<b>108,699,351</b>	<b>2,321,796</b>
Prior Year Carry Forward	192,326	412,640	98,425	(220,314)
<b>NET REVENUE</b>	<b>113,047,642</b>	<b>110,946,161</b>	<b>108,797,776</b>	<b>2,101,481</b>
EXPENDITURE (including Amortization)	113,047,642	110,946,161	108,385,136	2,101,481
Surplus(deficit)	0	(0)	412,640	(0)

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

INSTRUCTION	Prelim	Prelim Change	Prelim Budget	Revised 2009-2010	Actual 2008-2009	Increase (Decrease)
<b>Total Salaries &amp; Wages</b>	49,515,349	236,928	49,752,277	47,885,339	45,596,032	1,866,938
<b>Total Employee Benefits</b>	5,792,412	24,517	5,816,929	5,643,788	5,443,108	173,141
10 315 Professional Development - Academic & S.O.'s	67,399	-5,000	62,399	82,575	106,936	-20,176
10 319 Religion Course	5,000	5,000	5,000	10,000	11,500	-5,000
<b>Total Staff Development</b>	72,399	-5,000	67,399	92,575	118,436	-25,176
10 320 Textbooks & Learning Materials	50,000	50,000	50,000	0	407,554	50,000
10 325 Program Supplies	577,991	-46,400	531,591	531,932	817,701	-341
10 327 Student Achievement & Leadership	974,741	250,000	250,000	974,741	436,703	250,000
10 330 Instructional Supplies	0	0	0	0	-1,000	0
10 331 Application Software	10,000	10,000	10,000	10,000	0	0
10 333 New Classroom Set-Up	200,000	200,000	200,000	200,000	216,286	0
10 335 Printing & Photocopying - Instructional	5,000	5,000	5,000	5,000	1,731	0
10 336 Printing & Photocopying - Non-instructional	7,500	7,500	7,500	7,500	5,911	0
10 339 First Aid Supplies	58,000	58,000	58,000	59,200	58,236	-1,200
10 361 Automobile Reimbursement	5,000	5,000	5,000	5,000	15,258	0
10 401 Repairs - Furniture & Equipment	298,400	298,400	298,400	0	4,282	298,400
10 406 Telephone - Data Communications Services	3,900	3,900	3,900	3,900	2,766	0
10 414 Student Senate	10,000	10,000	10,000	10,000	49,018	0
10 540 School Trips - Transportation	1,902,132	502,000	2,404,132	1,807,273	2,014,446	596,859
<b>Total Supplies &amp; Services</b>	65,000	65,000	65,000	65,000	60,768	0
10 501 Replacement of Furniture & Equipment - General	86,440	-47,440	39,000	73,940	403,199	-34,940
10 502 Replacement of Furniture & Equipment - Computer Technology	66,500	-5,372	61,128	51,000	152,002	10,128
10 503 Replacement of Furniture & Equipment - Network Connectivity	217,940	-52,812	165,128	189,940	615,970	-24,812
<b>Total Replacement of F&amp;E</b>	0	0	0	365,000	252,722	-365,000
10 602 Rental/Lease - Furniture & Equipment - Computer Technology	0	0	0	65,000	91,578	-65,000
10 603 Rental/Lease - Furniture & Equipment - Network Connectivity	0	0	0	430,000	344,299	-430,000
<b>Total Rental Expenditures</b>	10,300	10,300	10,300	10,300	11,257	0
10 640 Instructional Advertising	142,000	142,000	142,000	227,795	115,996	-85,795
10 654 Other Contractual Services	127,750	-19,814	107,936	102,000	162,436	5,936
10 661 Software Fees & Licenses	119,100	-12,750	106,350	92,691	39,241	13,659
10 662 Maintenance Fees - Computer Technology	1,000	1,000	1,000	1,000	0	0
10 702 Association & Membership Fees - Individuals	400,150	-32,564	367,586	433,786	328,930	-66,200
<b>Total Fees &amp; Contractual Services</b>	0	0	0	0	1,704	0
10 705 Student Bursaries/Awards	0	0	0	0	1,704	0
<b>Total Other</b>	662,397	662,397	662,397	662,397	662,397	662,397
10 790 Amortization	662,397	662,397	662,397	662,397	662,397	662,397
<b>Total Amortization</b>	57,900,382	1,335,466	59,235,848	56,482,701	54,462,926	2,753,147
<b>Total INSTRUCTION</b>	57,900,382	1,335,466	59,235,848	56,482,701	54,462,926	2,753,147

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

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

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

## SCHOOL MANAGEMENT

	Prelim	Prelim Change	Prelim Budget	Revised 2009-2010	Actual 2008-2009	Increase (Decrease)
<b>Total Salaries &amp; Wages</b>	6,934,500	-182,400	6,752,100	6,738,947	6,401,812	13,153
<b>Total Employee Benefits</b>	958,026	16,316	974,342	934,377	840,491	39,965
15 315 Professional Development - Academic & S.O.'s	42,900		42,900	42,900	20,070	0
15 317 Professional Development - Non Teaching	6,000		6,000	6,000	15,813	0
<b>Total Staff Development</b>	48,900		48,900	48,900	35,883	0
15 320 Textbooks & Learning Materials	0		0	0	16,829	0
15 325 Program Supplies	0		0	17,500		-17,500
15 336 Printing & Photocopying - Non-instructional	35,350		35,350	35,350	3,964	0
15 361 Automobile Reimbursement	20,500		20,500	20,500	19,701	0
15 401 Repairs - Furniture & Equipment	0		0	0	66	0
15 404 Telephone - Cellular	0		0	0	11,899	0
15 405 Telephone - Voice	75,405		75,405	75,405	62,653	0
15 406 Telephone - Data Communications Services	0		0	0	2,796	0
15 407 Postage	32,046		32,046	32,046	49,362	0
15 410 Office Supplies & Services	130,954		130,954	130,954	173,728	0
15 415 School Council Supplies	8,000		8,000	8,000	37,540	0
<b>Total Supplies &amp; Services</b>	302,255		302,255	319,755	378,539	-17,500
15 501 Replacement of Furniture & Equipment - General	10,000		10,000	10,000	31,450	0
15 502 Replacement of Furniture & Equipment - Computer Technology	0		0	0	1,847	0
15 503 Replacement of Furniture & Equipment - Network Connectivity	7,500	4,722	12,222	63,200	1,129	-50,978
<b>Total Replacement of F&amp;E</b>	17,500	4,722	22,222	73,200	34,426	-50,978
15 602 Rental/Lease - Furniture & Equipment - Computer Technology	0		0	0	30,852	0
15 621 Rental/Lease - Photocopier	0		0	0	60,636	0
<b>Total Rental Expenditures</b>	0		0	0	91,489	0
15 661 Software Fees & Licenses	4,500	9,906	14,406	12,500	30,295	1,906
15 662 Maintenance Fees - Computer Technology	124,750		124,750	120,000	147,915	4,750
15 719 School Courier	20,000		20,000	20,000	43,607	0
<b>Total Fees &amp; Contractual Services</b>	149,250	9,906	159,156	152,500	221,816	6,656
<b>Total SCHOOL MANAGEMENT</b>	8,410,431	-151,456	8,258,975	8,267,679	8,004,456	-8,704

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

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

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

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

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

## TEACHER SUPPORT SERVICES

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

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

## GOVERNANCE/TRUSTEES

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

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

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

# Brant Haldimand Norfolk Catholic District School Board

## 2010-2011 Preliminary Expenditure Estimates

### BUSINESS ADMINISTRATION

	Prelim	Prelim Change	Prelim Budget	Revised 2009-2010	Actual 2008-2009	Increase (Decrease)
<b>Total Salaries &amp; Wages</b>	505,978		505,978	486,368	457,629	19,610
<b>Total Employee Benefits</b>	111,486		111,486	109,808	101,840	1,678
33 317 Professional Development - Non Teaching	5,000		5,000	5,000	3,354	0
33 318 Professional Memberships - Non Teaching	2,000		2,000	2,000	1,885	0
<b>Total Staff Development</b>	7,000		7,000	7,000	5,239	0
33 336 Printing & Photocopying - Non-instructional	10,000		10,000	10,000	1,940	0
33 361 Automobile Reimbursement	1,500		1,500	1,500	1,397	0
33 402 Repairs - Computer Technology	0		0	0	262	0
33 405 Telephone - Voice	12,000	6,000	18,000	12,000	18,113	6,000
33 406 Telephone - Data Communications Services	0		0	0	1,513	0
33 407 Postage	12,000		12,000	12,000	13,676	0
33 410 Office Supplies & Services	25,000	-6,000	19,000	25,000	17,588	-6,000
<b>Total Supplies &amp; Services</b>	60,500	0	60,500	60,500	54,489	0
33 501 Replacement of Furniture & Equipment - General	20,000		20,000	20,000	56,149	0
33 502 Replacement of Furniture & Equipment - Computer Technology	5,000		5,000	5,000	4,569	0
<b>Total Replacement of F&amp;E</b>	25,000		25,000	25,000	60,718	0
33 640 Instructional Advertising	2,655		2,655	2,655	1,221	0
33 651 Audit Fees	45,000		45,000	45,000	37,201	0
33 653 Other Professional Fees	0		0	0	11,717	0
33 654 Other Contractual Services	71,000		71,000	71,000	68,733	0
33 661 Software Fees & Licenses	8,000		8,000	8,000	43,289	0
33 662 Maintenance Fees - Computer Technology	93,200		93,200	93,200	59,861	0
33 702 Association & Membership Fees - Individuals	2,000		2,000	2,000	909	0
<b>Total Fees &amp; Contractual Services</b>	221,855		221,855	221,855	222,932	0
33 729 Foreign Exchange Gain/Loss	0		0	0	1,423	0
<b>Total Other</b>	0		0	0	1,423	0
<b>Total BUSINESS ADMINISTRATION</b>	931,819	0	931,819	910,531	904,270	21,288

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

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

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

## SCHOOL OPERATIONS

	Prelim	Prelim Change	Prelim Budget	Revised 2009-2010	Actual 2008-2009	Increase (Decrease)
<b>Total Salaries &amp; Wages</b>	3,807,617		3,807,617	3,637,571	3,660,544	170,046
<b>Total Employee Benefits</b>	923,045		923,045	910,155	846,720	12,890
40 317 Professional Development - Non Teaching	2,000		2,000	2,000		0
<b>Total Staff Development</b>	2,000		2,000	2,000		0
40 340 Plant Operations Supplies	250,235		250,235	215,000	231,677	35,235
40 341 Electricity	1,174,466		1,174,466	1,227,028	1,084,552	-52,562
40 343 Heating - Gas	438,319		438,319	481,337	563,021	-43,018
40 346 Water & Sewage	133,538		133,538	134,831	132,100	-1,283
40 361 Automobile Reimbursement	15,000		15,000	14,000	15,009	1,000
40 404 Telephone - Cellular	2,000		2,000	2,000	1,939	0
40 430 Maintenance Supplies	50,000		50,000	50,000	39,670	0
40 435 Caretakers Supplies	25,000		25,000	25,000		0
<b>Total Supplies &amp; Services</b>	2,088,558		2,088,558	2,149,196	2,067,968	-60,638
40 501 Replacement of Furniture & Equipment - General	45,000		45,000	45,000	23,109	0
40 502 Replacement of Furniture & Equipment - Computer Technology	2,000		2,000	2,000		0
<b>Total Replacement of F&amp;E</b>	47,000		47,000	47,000	23,109	0
40 610 Rental/Lease - Instructional Accommodation	185,098		185,098	201,113	209,106	-16,015
<b>Total Rental Expenditures</b>	185,098		185,098	201,113	209,106	-16,015
40 654 Other Contractual Services	700,000		700,000	700,000	749,573	0
40 661 Software Fees & Licenses	20,000		20,000	18,000	34,255	2,000
40 681 Moving of Portables	10,000		10,000	15,000	11,582	-5,000
<b>Total Fees &amp; Contractual Services</b>	730,000		730,000	733,000	795,411	-3,000
40 790 Amortization		3,131,607	3,131,607			3,131,607
<b>Total Amortization</b>		3,131,607	3,131,607			3,131,607
<b>Total SCHOOL OPERATIONS</b>	<b>7,783,318</b>	<b>3,131,607</b>	<b>10,914,925</b>	<b>7,680,035</b>	<b>7,602,858</b>	<b>3,234,890</b>

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

## SCHOOL MAINTENANCE

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

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

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

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

## OP & MAINT/CAPITAL-NON INSTRUCTIONAL

	Prelim	Prelim Change	Prelim Budget	Revised 2009-2010	Actual 2008-2009	Increase (Decrease)
<b>Total Salaries &amp; Wages</b>	45,843		45,843	44,512	43,802	1,331
<b>Total Employee Benefits</b>	11,802		11,802	11,474	11,241	328
44 336 Printing & Photocopying - Non-instructional	3,000		3,000	3,000	544	0
44 340 Plant Operations Supplies	0		0	0	5,303	0
44 341 Electricity	32,189		32,189	35,640	28,136	-3,451
44 343 Heating - Gas	12,362		12,362	13,723	16,976	-1,361
44 346 Water & Sewage	3,914		3,914	2,564	3,097	1,350
44 361 Automobile Reimbursement	0		0	0	637	0
44 405 Telephone - Voice	4,200		4,200	4,200	2,905	0
44 410 Office Supplies & Services	2,500		2,500	2,500	6,030	0
44 430 Maintenance Supplies	20,000	25,000	45,000	20,000	43,052	25,000
44 431 Maintenance Services	60,000	-40,000	20,000	20,000	15,870	0
<b>Total Supplies &amp; Services</b>	138,165	-15,000	123,165	101,627	122,550	21,538
44 501 Replacement of Furniture & Equipment - General	2,000		2,000	2,000	1,956	0
<b>Total Replacement of F&amp;E</b>	2,000		2,000	2,000	1,956	0
44 754 Debenture Interest - post May 15, 1998	49,122		49,122	50,698	52,199	-1,576
<b>Total Interest Charges on Long Term Debt</b>	49,122		49,122	50,698	52,199	-1,576
44 611 Rental/Lease - Non-Instructional Accommodation	50,500		50,500	50,000	44,801	500
<b>Total Rental Expenditures</b>	50,500		50,500	50,000	44,801	500
44 654 Other Contractual Services	30,000		30,000	25,000	37,729	5,000
<b>Total Fees &amp; Contractual Services</b>	30,000		30,000	25,000	37,729	5,000
44 753 Debenture Principal - post May 15, 1998	33,566	-33,566	0	31,990	30,488	-31,990
<b>Total Principal &amp; Sinking Fund Payments</b>	33,566	-33,566	0	31,990	30,488	-31,990
<b>Total OP &amp; MAINT/CAPITAL-NON INSTRUCTIONAL</b>	360,998	-48,566	312,432	317,301	344,765	-4,869
<b>DIRECT CAPITAL &amp; DEBT</b>						
45 754 Debenture Interest - post May 15, 1998	383,497		383,497	344,535	250,467	38,962
<b>Total Interest Charges on Long Term Debt</b>	383,497		383,497	344,535	250,467	38,962
45 762 Other Capital	146,395		146,395	146,395	146,395	0
45 763 Other Capital Expenditure	0		0	0	33,310	0
<b>Total Other</b>	146,395		146,395	146,395	179,705	0
45 753 Debenture Principal - post May 15, 1998	197,667	-197,667	0	171,037	115,723	-171,037
<b>Total Principal &amp; Sinking Fund Payments</b>	197,667	-197,667	0	171,037	115,723	-171,037
<b>Total DIRECT CAPITAL &amp; DEBT</b>	727,559	-197,667	529,892	661,967	545,895	-132,075

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

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

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

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

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

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

VARIANCE SCHEDULE

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



**Catholicity Committee  
Wednesday, June 9, 2010  
Haldimand Room**

- Present:** June Szeman (Chair), Tracey Austin, Marg Boyd, Mary Gallo, Cathy Horgan, Len McDonald, Bonnie McKinnon, Dalia Sciuлло, Joyce Young, Lisa Gleason (parent), and Kathleen Hope (student)
- Regrets:** Father Mike Bennett, Christina Costa, Wayne Lachapelle, Father Dave Wilhelm, Sarah Farrant (student)
- 

**1. Opening Prayer**

June Szeman, Chair of the Catholicity Committee, opened the meeting with prayer.

**2. Approval of the Agenda**

Moved by: Mary Gallo

Seconded by: Dalia Sciuлло

THAT the Catholicity Committee approves the agenda for the June 9, 2010 meeting.

**Carried**

**3. Approval of Minutes from the Catholicity Committee Meeting of April 28, 2010**

Moved by: Lisa Gleason

Seconded by: Bonnie McKinnon

THAT the Catholicity Committee approves the minutes from the April 28, 2010 meeting.

**Carried**

**4. Discussion Items**

**4.1 MPP Meeting Debriefing**

Cathy Horgan provided a summary of the discussion with MPPs Toby Barrett and Dave Levac at the May 25, 2010 meeting on government support for Catholic education.

There were four main areas of discussion:

- historical significance of Catholic education
- funding
- feedback from constituents about Catholic education
- welcome in schools



Suggestions arising from discussion

- that information about the history of Catholic education be placed on our website
- that we have this type of dialogue more frequently with the sitting MPPs
- that materials about Catholic education could be placed in each constituency office

The question was raised as to whether or not these meetings should be a “media event”. After discussion, the committee felt that perhaps Tracey could take a few pictures and post a short news article on the Board’s website, but there is no need for wider media coverage.

#### **4.2 Distribution of Catholic assessment information to public venues**

Information about Catholic assessment has been placed on the website and in parishes. The same information will be placed in municipal assessment offices, but no other venues at this time.

#### **4.3 Principal/Pastor Administrative Procedure**

Dalia Sciuillo reviewed the draft *School Parish Communication Guidelines Administrative Procedure* with the committee and shared some of the feedback received from school principals. The committee also made recommendations for changes (revised copy attached). Pastors will also be asked to provide feedback before the Administrative Procedure is finalized.

#### **4.4 Faith Day Update**

Cathy Horgan provided an update regarding plans for the September 2, 2010 system Faith Day. Plans are progressing. Harmony Square will not be used as a food venue due to the cost factor. All employees have already received a memo outlining the format for the day as well as transportation being provided, together with an invitation and a map that shows the parking lots available in the area. An invitation will go out to clergy shortly.

#### **4.5 Looking Ahead to 2010-11**

The Committee reviewed the Strategic Action Plan for Catholicity. The following suggestions were made:

- new outcomes for the plan could be:
  - a) open communication and clarified processes for school parish relations
  - b) support and develop faith dimension of administrators and skills to work within parishes;
- continue to work on Virtues Education and the Board theme for Year 2; and
- continue the outcome regarding improving the Catholic culture of school using the tool developed by the Religion & Family Life Curriculum Committee.

#### **4.6 Setting Dates for 2010-11**

The following timeframes were established for next year’s Catholicity Committee meetings: first week of October, mid November, late February, and late May.



**5. Information Items**

The Student Virtues Symposium was held on May 21, 2010. Faith Ambassadors and two Grade 6 students from every school were invited to come together and participate in workshops, as well as large and small group discussions on the virtues and how they can be implemented in their school communities.

Membership: membership on the committee is a two-year commitment. The term for some members has expired, Please contact Cathy if your term has expired and you wish to remain on the committee.

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**Next Meeting:** TBD (early October, 2010)



**School Parish Planning Guidelines  
APxxx001**

<b>Procedure For:</b>	Principals	<b>Adopted:</b>	Month, dd, yyyy
<b>Submitted By:</b>	Cathy Horgan	<b>Revised:</b>	Month, dd, yyyy or N/A
<b>Prepared By:</b>	Cathy Horgan		
<b>Category:</b>	Operations		

**Purpose**

The purpose of this Administrative Procedure is to provide a guideline for school-parish-home relations.

**Required Key Elements**

N/A

**Responsibilities**

School Principal: to initiate contact with Pastor and develop an ongoing mutually respectful and open relationship.

Pastor: to assist school administrator(s) and staff with the faith formation of students and adults.

School Staff: to welcome pastor visits in the classroom and to assist with schools masses, sacramental preparations and school events, as required.

**Information**

At our baptism, we are called to work together in a spirit of mutual trust and co-operation for the common good, empowering all members to contribute their unique gifts. In a Catholic educational community, collaboration involves both personal growth within a larger faith community and engagement in our communal journey towards a just and loving society. It takes two or more individuals or groups to engage in and sustain a relationship. Below is a guide to support ongoing dialogue and communication between home, school and parish.

**Procedures**

**1.0 Pastor/Principal Meetings**

- Exchange email addresses and phone numbers for contact, and forward this information to the Director's Office.
- Make contact with the Pastor to schedule a lunch/breakfast meeting in June in order to prepare for the next school year. Where two or more schools connect to the same parish, Principals may wish to coordinate a single meeting for the pastor. Part of this discussion should include the role of the Pastor within the school; for example:
  - Will the Pastor visit classes?
  - Share the specific guidelines and expectations for the preparation and celebration of the sacraments. For instance, what role will the school perform in sacramental preparation? Who will take the lead on specific endeavours? Will sacramental preparation resources be cost-shared between, school, parish and/or parents?



- Is there a designated staff and parish member to fulfill the following roles:  
 Music Ministry \_\_\_\_\_ Choir Coordinator \_\_\_\_\_ Liturgical Coordinator \_\_\_\_\_  
 Will a parish representative sit on School Council and act as a liaison between the school and parish?
- Can the school principal address the Parish Team/Parish Council at one of their meetings during the school year?
- Are there parish events where school staff could be invited to attend?
- Schedule all applicable dates for the school year with the Pastor; for example:
  - School Masses (i.e., Thanksgiving, Advent, Christmas, Lent, Easter, Year End, Graduation)
  - Reconciliation (during Advent and Lent)
  - First Reconciliation                      - Initial Parent Meeting: \_\_\_\_\_
  - First Holy Eucharist                      - Initial Parent Meeting: \_\_\_\_\_
  - Confirmation                              - Initial Parent Meeting: \_\_\_\_\_
  - Stations of the Cross

**2.0 Communication**

- Give the Pastor a student agenda and school calendar and highlight pertinent dates for him.
- Invite Pastor to participate/attend school events/meetings and provide him with applicable dates:
 

<ul style="list-style-type: none"> <li>- staff prayer services</li> <li>- School Council meetings</li> <li>- Kindergarten orientation</li> <li>- Meet the Teacher Night</li> <li>- Catholic Leadership Awards Night</li> <li>- Catholic Education Week</li> <li>- retreats</li> <li>- school-based faith development days</li> </ul>	<ul style="list-style-type: none"> <li>- staff celebrations</li> <li>- career night</li> <li>- opening day assembly</li> <li>- Grade 8/9 parent meetings</li> <li>- Christmas dinner</li> <li>- Skills Canada events</li> <li>- graduation</li> <li>- others, as needed</li> </ul>
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- Include school events information in the church bulletin; send to church two weeks prior to bulletin being published.
- Identify opportunities for school involvement in parish masses.
- Designate a section in your school newsletter for Parish News.
- Verify that “our parish” section of the school website is up to date and includes a link to the parish website, if applicable.
- Where a problem arises between the school and the parish, it is best for the principal to call the pastor (or parish team member), or vice versa, directly and speak to him/her about it.



**Definitions**

N/A

**References**

N/A

DRAFT



**Policy Committee  
Wednesday, June 9, 2010  
Trustees' Meeting Room**

**Present:** Bonnie McKinnon (Chair), Dan Dignard, Cathy Horgan, June Szeman, Chris Radojewski (student trustee)

**Absent:**

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**1. Call to Order**

**1.1 Opening Prayer**

The meeting opened with a prayer led by Bonnie McKinnon.

**2. Routine Matters**

**2.1 Approval of the Agenda**

Moved by: Dan Dignard

Seconded by: June Szeman

THAT the Policy Committee approves the agenda for the June 9, 2010 meeting.

**Carried**

**2.2 Declaration of Interest: Nil**

**2.3 Approval of Minutes from the Policy Committee Meeting of May 11, 2010**

Moved by: June Szeman

Seconded by: Dan Dignard

THAT the Policy Committee approves the minutes from the May 11, 2010 meeting.

**Carried**

**2.4 Business Arising from Minutes: Nil**

**3. Presentations and Delegations: Nil**

**4. Committee and Staff Reports**

**4.1 Criminal Background Checks Policy 300.15 (Amended)**

Associate Director Wally Easton explained that the policy has been amended to provide specific guidelines for collecting criminal background checks for volunteers, parish priests and trustees. Discussion followed and minor revisions were suggested.



Moved by: Dan Dignard  
Seconded by: June Szeman

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

**Carried**

#### **4.2 Volunteers Policy 300.12 (Amended)**

Associate Director Wally Easton explained the need to amend this policy to incorporate the requirement for the collection of criminal background checks on volunteers, as reflected in the amended Criminal Background Checks Policy 300.15.

Moved by: June Szeman  
Seconded by: Dan Dignard

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

**Carried**

#### **4.3 Performance Appraisal for Non-Teaching Staff Policy 300.6 (Amended)**

Associate Director Wally Easton noted that a minor change has been made to the Non-Teaching Staff Performance Appraisal Form, now requiring a simple Yes/No response to questions regarding Health and Safety.

Moved by: Dan Dignard  
Seconded by: June Szeman

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

**Carried**

#### **4.4 Workplace Violence Prevention Policy (Interim)**

Associate Director Wally Easton explained that Bill 168, under the Ontario Occupational Health and Safety Act, requires employers to develop policies regarding workplace violence and harassment. The Bill comes into effect June 15, 2010. The Workplace Violence Prevention policy, which has taken significant time to develop, is being introduced as an interim policy as it will not be fully vetted until the fall of 2010. Discussion followed and minor revisions were suggested.



Moved by: June Szeman  
Seconded by: Dan Dignard

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

**Carried**

#### **4.5 Revised Workplace Harassment Policy 300.1 (Interim)**

Associate Director Wally Easton explained that Bill 168, under the Ontario Occupational Health and Safety Act, requires employers to develop policies regarding workplace violence and harassment. The Bill, which comes into effect June 15, 2010, changes the definition of harassment, requiring the existing policy to be amended to reflect the revised definition. As the policies affected by Bill 168 have not yet been fully vetted, the revised Workplace Harassment Policy is being presented as “interim” until the policies can be fully vetted in the fall of 2010.

Moved by: Dan Dignard  
Seconded by: June Szeman

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

**Carried**

#### **4.6 Revised Safe Schools Policy 200.26, Student Discipline Policy 200.27, and Bullying Prevention & Intervention Policy 200.28 (Interim)**

As a result of changes to the Education Act on the Keeping Our Kids Safe at School Act, as well as revisions to the Bullying Prevention and Intervention, as well as Progressive Discipline Policy and Program Memorandums 144 and 145, respectively, Superintendent of Education Trish Kings reviewed the highlights of the impact to the Board’s existing Safe Schools, Student Discipline, and Bullying Prevention & Intervention Policies. These amended policies are proposed as “interim” pending further consultation with various stakeholders, which will take place in the fall of 2010. Discussion followed and minor changes were suggested.

Moved by: June Szeman  
Seconded by: Dan Dignard

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

**Carried**



**5. Moment of Silent Reflection**

**6. Adjournment**

Moved by: Dan Dignard  
Seconded by: June Szeman

THAT the Policy Committee adjourns the meeting of June 9, 2010.

**Carried**

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Next Meeting: TBD

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

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

**CRIMINAL BACKGROUND CHECKS POLICY (Amended)**  
Public Session

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**BACKGROUND INFORMATION:**

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

**DEVELOPMENTS:**

The policy is amended to reflect the following changes:

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

**RECOMMENDATION:**

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



## Brant Haldimand Norfolk Catholic District School Board

### POLICY: CRIMINAL BACKGROUND CHECKS

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

#### Belief Statement:

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

#### Policy Statement:

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

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

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

#### Glossary of Key Policy Terms:

##### Criminal Background Check

A document concerning an individual which:

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

**Offence Declaration**

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

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

**Service Provider**

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

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

**Identification Card**

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

**Statutory/Regulatory/Related Board Policy Linkages:**

Regulation 521/01, as amended by Regulation 323/03

Hiring - Support Staff Policy

Hiring Academic Staff Policy

Pre-Employment Screening Policy

Criminal Records Act

Volunteer Policy

Security of Schools, Buildings and Grounds Policy

Municipal Freedom of Information & Protection of Privacy Act

Safe Schools Act, Regulation 521/02



## Brant Haldimand Norfolk Catholic District School Board

### ADMINISTRATIVE PROCEDURES: CRIMINAL BACKGROUND CHECKS

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

#### A. CRIMINAL BACKGROUND CHECKS FOR EMPLOYEES

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

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

#### Requirements

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

##### I. Current Employees

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

##### 2. New Employees

###### a) Condition of Employment

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

###### b) Emergency Provision

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

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

### **Retention**

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

### **Adjudication**

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

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

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

### **Consequences of Non-Compliance**

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

## **B. CRIMINAL BACKGROUND CHECKS FOR SERVICE PROVIDERS**

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

### **Requirements**

Board staff will:

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

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

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

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

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

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

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

### **Adjudication**

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

### **Consequences of Non-Compliance**

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

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

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

Included in this category are the following:

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

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

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

- b) **Trustees will provide a criminal background check at the beginning of each term prior to the Inaugural Meeting.**
- c) Students attending university or college programs which require practicum or cooperative placements in schools.
- d) **School volunteers will provide a criminal background check every three years and an offence declaration at the beginning of each school year other than years when they are required to provide a criminal background check.**
- e) persons 18 years of age or over having direct and regular contact with students<sup>1</sup>

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

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

### **Requirements**

Board staff will:

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

### **Adjudication**

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

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

### **Consequences for Non-Compliance**

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

### **Fees for Criminal Background Checks**

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

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

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

**VOLUNTEERS POLICY (Amended)**  
Public Session

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**BACKGROUND INFORMATION:**

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

**DEVELOPMENTS:**

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

**RECOMMENDATION:**

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



## Brant Haldimand Norfolk Catholic District School Board

### POLICY: VOLUNTEERS

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

#### Belief Statement:

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

#### Policy Statement:

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

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

#### Glossary of Key Policy Terms:

##### Volunteer

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

##### Supervisor

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

##### Screening

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

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



## Brant Haldimand Norfolk Catholic District School Board

### ADMINISTRATIVE PROCEDURES: VOLUNTEERS

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

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

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

**MUST BE PRINTED ON SCHOOL/BOARD LETTERHEAD**

[Date]

**To Police Services Agency:**

Re: [Name of Volunteer]  
[Home Address]

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

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

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

Yours truly,

[Principal name]  
[School/work site]



## The Brant Haldimand Norfolk Catholic District School Board

### CONFIDENTIALITY AGREEMENT

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

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

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

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

I understand and agree to the above terms.

---

Name (Please print)

---

Signature

---

Date

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

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

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

Public Session

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**BACKGROUND INFORMATION:**

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

**DEVELOPMENTS:**

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

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

**RECOMMENDATION:**

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



**Brant Haldimand Norfolk Catholic District School Board**

**POLICY: PERFORMANCE APPRAISAL FOR  
NON-TEACHING STAFF**

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

**Belief Statement:**

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

**Policy Statement:**

The Performance Appraisal process will endeavour to:

- maintain and improve employee/job performance.
- assist employees in knowing what is expected of them in terms of job performance.
- provide corrective instruction, counseling, coaching in order to promote effective job performance.
- improve communication between the employee and the Principal/Supervisor by giving an opportunity to provide feedback to individual employees on their job performance.
- assist in placement decisions and in planning the career development and growth of individual employees.
- assess employee training needs.

**Glossary of Key Policy Terms:**

- **Formative Evaluation** - ongoing communication between the evaluator and employee
- **Summative Evaluation** - the written report evaluating the performance of the employee against established standards
- **Under review** - an individual improvement plan based on areas identified as unsatisfactory during the summative evaluation
- **Probationary employees** - new hires to the Board are under probation for a period of time identified in the respective collective agreement, or terms and conditions of employment
- **Permanent Employee** - the employee has successfully completed their probationary term

**Statutory / Regulatory /  
Board Policy Linkages:**

Employment Standards Act  
Education Act  
Ontario Human Rights Code



## Brant Haldimand Norfolk Catholic District School Board

### ADMINISTRATIVE PROCEDURES: PERFORMANCE APPRAISAL FOR NON-TEACHING STAFF

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

#### Goals and Purpose of the Performance Appraisal Program

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

#### Formative Evaluation

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

#### Summative Evaluation

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

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

#### Evaluation Responsibility

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

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

## **Frequency**

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

### Probationary employees

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

### Permanent employees

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

### Employees in temporary positions

- For a permanent or casual employee in a temporary position outside of their won job classification for a period of six (6) months, a performance appraisal summative report will be prepared once prior to the conclusion of the assignment.

## **Process for Conducting Summative Evaluations**

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

6. At the conclusion of the performance appraisal discussion, the Principal/Supervisor and employee will discuss and identify goals that can be achieved by the employee within a reasonable period of time. The employee will be given the opportunity to complete the “employee comments” section and sign the form indicating acknowledgment that the discussion occurred and that he/she has read and received a copy of the evaluation report.

### **Documentation**

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

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

Summative reports for employees in temporary positions, as specified in Article 6, shall be filed as outlined above within four (4) weeks of the conclusion of the temporary assignment.

### **Under Review Status**

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



**Brant Haldimand Norfolk Catholic District School Board**

**ADMINISTRATIVE PROCEDURES: PERFORMANCE APPRAISAL  
FOR MANAGERS & SUPERVISORS**

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

**Goals and Purpose of the Performance Appraisal Program**

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

**Formative Evaluation**

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

**Summative Evaluation**

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

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

**Evaluation Responsibility**

1. In general terms and under normal circumstances, the person whose responsibility it is to supervise the employee will conduct the performance appraisal.

2. When there are special circumstances the Supervisory Officer responsible for the department/school may, at his/her discretion, assign another Supervisor to conduct the evaluation (e.g. prolonged absence of the evaluator).
3. At the discretion of the School Principal, the Vice-Principal may be assigned the duty of the performance appraisal for all or some of the support staff assigned to his/her school.
4. A Supervisor/Principal will not conduct a performance evaluation on an employee who is a family member.

## **Frequency**

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

### Probationary employees

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

### Permanent employees

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

## **Process for Conducting Summative Evaluations**

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

## **Documentation**

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

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

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

**Employee Name:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Supervisor's Name:** \_\_\_\_\_ **Evaluation Period:** \_\_\_\_\_

### RATING SCALE

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

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

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

STANDARDS OF PERFORMANCE	Rating	COMMENTS
Follows all safety rules, practices and procedures.	Y/N	
Uses and maintains equipment properly.	Y/N	
Supports safety by keeping the workplace clean and safe.	Y/N	
<b>Teamwork</b>		
Promotes and demonstrates trust, mutual respect and a co-operative work environment.		
Balances the needs of the organization and team with one's own needs and desires.		
Supports teamwork through open and honest communication.		
Encourages and recognizes the contributions of others.		
Offers assistance to others.		
Demonstrates the ability to resolve conflict within the team.		
Demonstrates reliability/dependability		
<b>Overall Performance</b>		

**EMPLOYEE DEVELOPMENT**

1. List recommendations for addressing performance issues.

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

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**EMPLOYEE COMMENTS**

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\_\_\_\_\_  
Supervisor's Signature

Date \_\_\_\_\_

\_\_\_\_\_  
Employee's Signature

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

Distribution: Original: Personnel File

Copies: Employee  
Principal/Supervisor

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

**Employee Name:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Supervisor's Name:** \_\_\_\_\_ **Evaluation Period:** \_\_\_\_\_

### RATING SCALE

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

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

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

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

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

**EMPLOYEE DEVELOPMENT**

- 1. List recommendations for addressing performance issues.

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

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**EMPLOYEE COMMENTS**

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\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Employee's Signature

Date \_\_\_\_\_

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

Distribution: Original: Personnel File

Copies: Employee  
Principal/Supervisor

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

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

**WORKPLACE VIOLENCE PREVENTION POLICY (Interim)**  
Public Session

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**BACKGROUND INFORMATION:**

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

**DEVELOPMENTS:**

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

**RECOMMENDATION:**

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



## BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

### POLICY: WORKPLACE VIOLENCE PREVENTION (Interim)

<b>Adopted:</b>	<b>Policy #:</b>
<b>Revised:</b>	<b>Category:</b> Human Resources

#### **Belief Statement:**

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

#### **Policy Statement:**

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

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

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

#### **Glossary of Key Terms:**

##### **Workplace Violence:**

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

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

### **Workplace Harassment:**

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

### **Domestic Violence:**

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

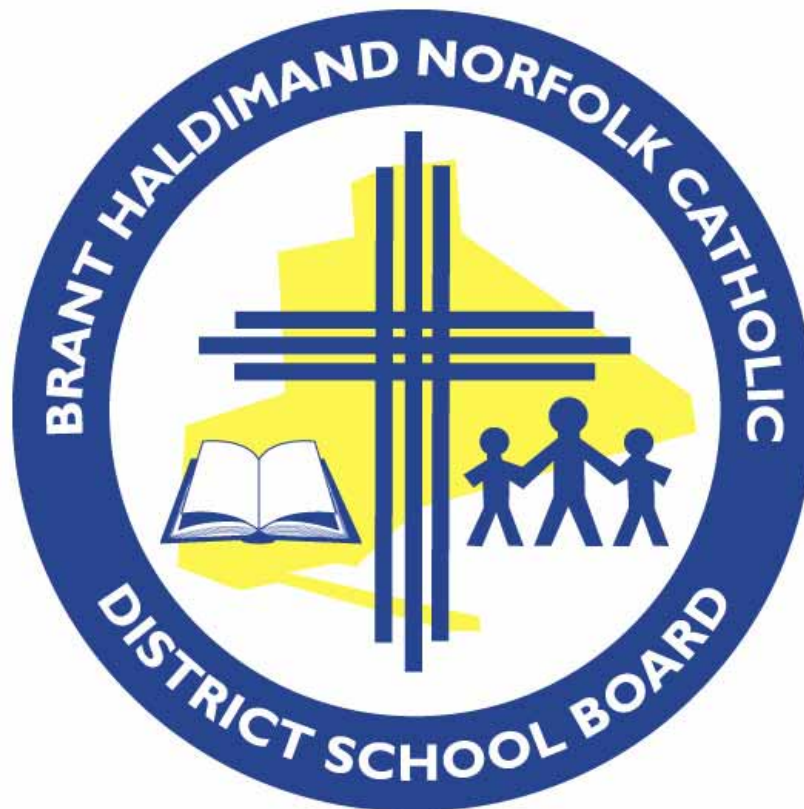
### **Statutory/Regulatory/Related Board Policy Linkages:**

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

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

# Workplace Violence Prevention

# Guidelines



## **Message from the Director of Education**

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

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

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

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

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

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

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## WORKPLACE HARASSMENT AND VIOLENCE PREVENTION GUIDELINES

### INTRODUCTION

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

*Ministry of Labour, 2010*

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

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

### PREVENTION: RISK ASSESSMENT AND RISK MANAGEMENT

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

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

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

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

## EDUCATION AND TRAINING

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

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

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

IT'S THE LAW

## RECOGNIZE THE POTENTIAL FOR VIOLENCE

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

## INFORMATION ABOUT A PERSON WITH A HISTORY OF VIOLENT BEHAVIOUR

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

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

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

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

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

## DOMESTIC VIOLENCE

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

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

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

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

## **WORK REFUSAL**

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

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

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

## DEFINITIONS

### Workplace Violence

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

### Workplace Harassment

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

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

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

### Domestic Violence

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

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

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

## **ROLES AND RESPONSIBILITIES**

### **Every Person Involved With or Working for the Board Must:**

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

### **The Employer Must:**

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

### **Principal/Manager**

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

### **Employee:**

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

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

**AND should**

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

# INTERNAL INVESTIGATION PROCEDURES FOLLOWING A VIOLENT OR HARASSING ACT

## Preamble

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

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

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

## Intervention and Follow-Up

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

## Victim Support

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

Debriefing should involve:

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

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

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

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

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

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

## Management of the Alleged Aggressor

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

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

Options for corrective action:

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

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

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

## CONDUCTING THE INVESTIGATION

### Key Points

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

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

It is understood that:

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

## THE BOARD INVESTIGATION - OBTAINING THE FACTS

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

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

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

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

### Standard of Proof

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

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

### Investigation Results:

The investigation results should be able to determine:

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

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

## GUIDELINES

### IMMEDIATE ACTION

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

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

## INVESTIGATION PROCEDURES

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

### **ONE**

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

### **TWO**

Obtain the names of:

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

### **THREE**

Collect all necessary information (*see form included*)

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

#### **Warning signs of escalating behaviours:**

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

**Frustration:** individual appears impatient or defeated.

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

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

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

## INTERVIEW TECHNIQUES

The principal/manager responsible for conducting the investigation must:

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

At the beginning of the interview:

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

During the interview:

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

At the end of the interview:

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

## INVESTIGATION REPORT

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

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

## PROGRESSIVE DISCIPLINE PROCESS

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

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

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

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

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

The key elements in the application of progressive discipline are:

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

### Other Factors

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

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

### The Decision Makers

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



## Brant Haldimand Norfolk Catholic District School Board

### WORKPLACE VIOLENT INCIDENT REPORT FORM

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

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

## WORKPLACE VIOLENT INCIDENT REPORT FORM

### PART B – To be completed by the Principal or Manager

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





## Warning Signs



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

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

### What are warning signs of a troubled person or employee?

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

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

Always take particular note if:

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

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

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

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

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

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

### **What are other warning signs of a potentially violent person?**

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

#### **History of violence**

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

#### **Threatening behaviour**

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

#### **Intimidating behaviour**

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

#### **Research says: Potential Triggering Events can be:**

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

### **Increase in Personal Stress**

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

### **Negative Personality Characteristics**

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

### **Marked Changes in Mood or Behaviour**

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

### **Socially Isolated**

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

### **Abuses Drugs or Alcohol**

### **Observable Warning Signs**

(often newly acquired negative traits)

### **Violent and Threatening Behavior**

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

### **Strange Behavior**

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

### **Emotional Problems**

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

### **Performance Problems**

including problems with attendance or tardiness

### **Interpersonal Problems**

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

### **At the End of His/Her Rope**

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

## WHAT TO DO WHEN CONFRONTED WITH AGGRESSIVE BEHAVIOUR

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

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

### What is Meant by *Verbal* Communication Skills?

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

When you are interacting with other people, you should:

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

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

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

You should:

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

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

Some tips for problem solving include:

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

### DO NOT

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

## How can you End an *Aggressive Conversation*?

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

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

### **What can You do if you Feel Threatened?**

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

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

## **DOMESTIC VIOLENCE**

### **To Encourage Employees to Reach Out for Assistance:**

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

### **Did you know?**

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

Manitoba Family Services, 2010

## How to Talk to Employees about Domestic Violence

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

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

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

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

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

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

## WORKPLACE VIOLENCE – ADDITIONAL EXAMPLES

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

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

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

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

*\*Canadian Centre for Occupational Health and Safety*

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

### Examples of Workplace Violence Include:

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

*\*Niagara College –Workplace Violence Prevention Policy*

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

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

**WORKPLACE HARASSMENT POLICY (Interim)**  
Public Session

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**BACKGROUND INFORMATION:**

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

**DEVELOPMENTS:**

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

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

**RECOMMENDATION:**

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



## Brant Haldimand Norfolk Catholic District School Board

### POLICY: WORKPLACE HARASSMENT (Interim)

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

#### Policy Statement:

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

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

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

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

## **Policy Criteria:**

### **Administration**

Administration of the Board is responsible for:

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

### **Reporting Harassment**

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

### **Consequences of Engaging in Harassment**

#### Under Statute

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

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

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

#### At Common Law

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

#### In Employment

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

#### Confidentiality

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

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

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

### **Glossary of Key Policy Terms:**

#### **Harassment**

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

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

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

### **Workplace Harassment**

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

Behaviours that may be considered workplace harassment:

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

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

### **Sexual Harassment**

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

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

## **Types of Behaviour**

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

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

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

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

## **Poisoned Environment**

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

## **What is Not Harassment?**

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

## **No Reprisals**

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

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

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

## **Statutory / Regulatory / Related Board Policy Linkages:**

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



## Brant Haldimand Norfolk Catholic District School Board

### ADMINISTRATIVE PROCEDURES: WORKPLACE HARASSMENT (interim)

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

#### Procedure for Complaint from Staff

Please note the following references are used for convenience:

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

#### Procedure:

##### 1. **Speak Up**

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

##### 2. **Obtain Assistance and Information**

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

The resource person will advise the Complainant of the following:

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

### 3. **Seek Resolution**

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

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

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

#### 4. **Formal Complaint Process**

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

The resource person will outline the formal complaint process.

##### **Stage 1: Documentation and Notification Process**

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

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

##### **Stage 2: Investigation**

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

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

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

### **Stage 3: Report and Conclusion**

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

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

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

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

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

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

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

### **Stage 4: Appeal of the Decision**

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

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

**RESOLUTION PROCEDURES  
AND OPTIONS**

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

**FORMAL COMPLAINT PROCESS**

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

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

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

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

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

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**BACKGROUND INFORMATION:**

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

**DEVELOPMENTS:**

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

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

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

**RECOMMENDATION:**

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



**Brant Haldimand Norfolk Catholic District School Board**

**POLICY: SAFE SCHOOLS (Interim)**

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

**Belief Statement:**

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

**Policy Statement:**

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

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

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

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




**Brant Haldimand Norfolk Catholic District School Board**

**ADMINISTRATIVE PROCEDURES: SAFE SCHOOLS (Interim)**

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

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

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

**Belief Statement:**

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

**Policy Statement:**

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

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

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

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

### **Glossary of Key Terms:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## References:

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



Brant Haldimand Norfolk Catholic District School Board

**Administrative Procedures: Student Discipline (Interim)**

<b>Adopted:</b>	26/02/08	<b>Policy No:</b>	200.26
<b>Revised:</b>	dd/mm/yy	<b>Policy Category:</b>	Students

**1.0 PROGRESSIVE DISCIPLINE**

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

Prevention Practices and Positive Behaviour Management Practices may include:

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

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

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

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

3.0 The principal must also consider:

**Mitigating Factors:**

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

**Other factors include:**

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

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

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

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

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

## **SUSPENSION OF A PUPIL UNDER THE EDUCATION ACT**

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

### **1.0 Suspension Infractions:**

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

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

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

### **3.0 Principal Investigation**

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

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

### 3.2 Procedural Steps When Imposing a Suspension

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

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

### 4.0 Supports for Suspended Students

#### 4.1 Academic Program (5 or fewer school days)

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

#### 4.2 Alternative Suspension Program

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

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

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

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

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

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

##### 4.2.1 Planning Meeting

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

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

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

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

#### 4.2.2 Student Action Plan

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

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

The Student Action Plan will identify:

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

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

#### 4.3 Re-Entry

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

## Suspension Appeal Process

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

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

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

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

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

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

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

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

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

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

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

### **Suspension Appeal Before the Discipline Committee of the Board**

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

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

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

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

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

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

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

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

## **Transfer to Another School**

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

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

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

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

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

## **Expulsion of a Pupil Under The Education Act**

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

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

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

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

## **Suspension Pending Recommendation For Expulsion**

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

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

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

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

### **Procedural Steps When Imposing a Suspension Pending Recommending Expulsion**

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

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

## **Alternative Suspension Program**

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

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

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

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

## **Planning Meeting**

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

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

## **Student Action Plan**

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

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

The Student Action Plan will identify:

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

### **Principal's Investigation Following A Suspension Pending Expulsion**

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

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

As part of the investigation, the principal will:

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

### **Identification of Progressive Discipline Strategies Used Previously**

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

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

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

### **Consultation**

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

### **Decision Not To Recommend Expulsion**

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

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

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

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

## **Recommendation To The Board For An Expulsion Hearing**

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

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

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

The notice shall include:

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

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

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

**The Superintendent of Education will:**

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

**The Superintendent(s) Responsible for Student Discipline:**

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

## Hearing Before The Discipline Committee

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

Parties before the Discipline Committee will be:

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

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

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

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

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

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

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

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

### **No Expulsion**

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

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

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

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

## Expulsion

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

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

## **Board Decision**

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

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

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

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

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

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

### **Re-Entry Requirements Following An Expulsion**

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

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

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

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

### **Appeal of Board Decision to Expel**

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

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

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

## **Exclusion**

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

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

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

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

## **Monitoring & Review**

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

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

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

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



**Brant Haldimand Norfolk Catholic District School Board**

**POLICY: BULLYING PREVENTION AND INTERVENTION (Interim)**

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

**Belief Statement:**

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

**Policy Statement:**

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

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

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

***Glossary of Key Policy Terms:***

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

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

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

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

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

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

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

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

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

### **3.0 Reporting**

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

### **4.0 Notification of Parent/Guardian**

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

4.7 *The principal shall not:*

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

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

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

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

#### **5.0 Not Notifying the Parent/Guardian**

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

5.2 *The principal shall:*

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

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

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

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

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

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

#### **6.0 Record Keeping**

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

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

Prepared by: Trish Kings, Superintendent of Education  
Presented to: Committee of the Whole  
Submitted on: Tuesday, June 15, 2010  
Submitted by: Cathy Horgan, Director of Education & Secretary

# ONTARIO'S EQUITY & INCLUSIVE EDUCATION

Public Session

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### **BACKGROUND INFORMATION:**

In 2009, the Ministry of Education released the document "*Realizing the Promise of Diversity: Ontario's Equity & Inclusive Education Strategy*", which sets out the vision for an equitable and inclusive education system.

- All students, parents and other members of the school community are welcomed and respected.
- Every student is supported and inspired to succeed in a culture of high expectations for learning.

This vision and the accompanying action plan demonstrate the Ontario government's goal to create the best publicly funded education system in the world, based on three core priorities:

1. high levels of student achievement;
2. reduced gaps in student achievement; and,
3. increased public confidence in publicly funded education.

This vision is consistent with the Brant Haldimand Norfolk Catholic District School Board's core values and mission as a Catholic school system. The development and implementation of equity and inclusive education policies will take place within the context of the denominational rights of Roman Catholic schools as set out in section 93 of the Constitution Act, 1867 and the Education Act.

To achieve equity and inclusive education, three goals must be pursued:

- shared and committed leadership;
- Equity & Inclusive Education Policies; and,
- accountability and transparency.

The new Policy/Program Memorandum (P/PM) 119 also provides direction to school boards on the review, development, implementation and monitoring of equity and inclusive education policies to support student achievement.

In the 2010-11 school year, boards must have in place a policy that addresses eight areas of focus outlined in the memorandum, a guideline on religious accommodation and an implementation plan.

Boards must also utilize the new Ministry document entitled, *Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation, 2009*. This document, along with P/PM 119 and *Ontario's Equity and Inclusive Education Strategy*, should be used in tandem when reviewing and/or developing and implementing the equity and inclusive education policies.

Eight key areas of focus must be covered within the Board policy on equity and inclusive education:

1. Board policies, programs, guidelines and practices.
2. Shared and committed leadership.
3. School–community relationships.
4. Inclusive curriculum and assessment practices.
5. Religious accommodation.
6. School climate and the prevention of discrimination and harassment.
7. Professional learning.
8. Accountability and transparency.

Implementation plans must be monitored by the board annually and must:

- contain annual objectives and measurable outcomes at board and school levels;
- reflect consultation with community partners and show evidence of active and ongoing partnerships with students, parents and diverse communities;
- contain indicators for measuring and evaluating progress; and,
- contain timelines consistent with the strategy and guidelines.

### **DEVELOPMENTS:**

The Brant Haldimand Norfolk Catholic District School Board has put in place a number of strategies to address the requirements of the Ontario's Equity and Inclusive Education Strategy, P/PM 119 – Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools, and the Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation.

1. Identified a contact person to liaise with the Ministry and other boards to share challenges, practices and resources.
2. Collaborated with a number of Catholic Boards involving the development of policies on equity and inclusive education.
3. Revised Safe Schools Policies (Student Discipline, and Bullying Prevention and Intervention) to address the requirements of the Equity and Inclusive Education Strategy.
4. Incorporated strategies in closing the achievement gap and promoting student success strategies.
5. Provided initial training for senior staff, school administrators and school representatives (November 2009).
6. Developed school climate surveys.
7. Drafted religious accommodation guidelines which are ready for review, implementation and consultation.
8. Provided training opportunities for administrators and managers/supervisors on equity issues, practices and policies.

The next steps include formatting a draft policy from the Ontario Education Services Corporation (OESC) to meet the Board's Policy Development requirements and format for approval at the Committee and Board levels (September 2010). Over the course of the first few months of the 2010-11 school year, a comprehensive consultation process will be initiated and the draft policy revised as needed for final approval in October, 2010.

Consultation will be undertaken with:

- Board trustees
- School staff and administration
- Students
- School Councils
- Community partners
- S.E.A.C.
- Federations and unions

Boards must also undertake to review all policies to ensure alignment with the equity and inclusive policy as part of its cyclical process of reviewing and revising its policies.

An advisory committee on equity and inclusive education has been structured and will provide input and support for the development of an implementation plan that will include expected outcomes, indicators of progress, responsibilities, timelines, communication strategies, training requirements, monitoring and reporting.

**RECOMMENDATION:**

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

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

Prepared by: Trish Kings, Superintendent of Education  
Presented to: Committee of the Whole  
Submitted on: Tuesday, June 15, 2010  
Submitted by: Cathy Horgan, Director of Education & Secretary

### KEY LEARNINGS FOR RELIGION PROGRAMS

Public Session

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#### **BACKGROUND INFORMATION:**

The Elementary Religion Curriculum Committee is comprised of teacher representatives, and chaired by Joyce Young, Religion and Family Life Consultant. This committee provides support for teachers through the research, development and implementation of various initiatives, resources and professional learning related to the Canadian Bishops' catechetical series, "Born of the Spirit" and "We Are Strong Together", two foundational curriculum documents for the teaching of the Catholic faith in our schools.

Some of their endeavours include:

- the provision of grade-specific workshops;
- the creation of resource kits and materials to support literacy initiatives, the Board's yearly theme, the liturgical cycles of the Church, as well as updates to the New Teacher Induction Program binder;
- the Adult Faith Ambassadors' Program; and,
- the introduction of the Youth Ambassadors for all schools.

#### **DEVELOPMENTS:**

During the 2009-10 school year, the committee also worked on a new curriculum resource document, "*Key Learnings for Religion Programs*", which clearly defines the specific content to be taught in each grade. This document is a tool to assist teachers in the delivery of effective catechesis and instruction.

It can also be utilized:

- to assist in the discussion of faith development with parents;
- to develop a continuum of planning from grade to grade; and,
- to support pastors when visiting the schools.

This document provides a concrete tool for teachers to use as they bring the core mission of our Catholic schools to life in their Religion Program.

#### **RECOMMENDATION:**

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

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

Prepared by: Chris Roehrig, Superintendent of Education  
Bill Chopp, Superintendent of Education  
Trish Kings, Superintendent of Education  
Presented to: Committee of the Whole  
Submitted on: June 15, 2010  
Submitted by: Cathy Horgan, Director of Education & Secretary

**EDUCATIONAL FIELD TRIP SUMMARY REPORT**

Public Session

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**BACKGROUND INFORMATION:**

Attached is a summary of educational field trips that have been approved during the period of January 9, 2010 – June 30, 2010.

The educational field trips included are those that involve overnight, extended overnight, and excursions.

**RECOMMENDATION:**

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board receives the educational field trip summary report.

**EDUCATIONAL FIELD TRIP MONITORING REPORT - MONTHS OF: JANUARY 9 - JUNE 30, 2010**

School	Destination and Type		Curriculum Expectations	Date dd/mm/yy	Duration (days)	# of School days	# of Students on Trip	# of Teacher(s) Chaperones	Cost to Student	Transportation	Superintendent
	Legend a. Overnight b. Extended Overnight c. Excursion										
St. Michael's, Dunnville	a.	Brock University Leadership Camp	<ol style="list-style-type: none"> <li>1. Provide leadership opportunities.</li> <li>2. Meet and interact with school peers from across Ontario.</li> </ol>	7/06/10	3	3	31	3	300.00	Bus	T. Kings
Holy Trinity Catholic High School, Simcoe	a.	National March for Life 2010, Ottawa	<ol style="list-style-type: none"> <li>1. To provide a unique and powerful experience for students to participate in country's political process.</li> <li>2. To become educated about pro-life issues.</li> <li>3. To be involved in personal and communal prayer and worship.</li> </ol>	12/05/10	3	3	13	2	111.00	Bus	C. Roehrig
Notre Dame, Caledonia	a.	Camp Celtic, Lion's Head	<ol style="list-style-type: none"> <li>1. Teach how to interact and work effectively with others.</li> <li>2. Demonstrate respect for human rights.</li> <li>3. To motivate to fulfill responsibilities of citizenship in a democratic society.</li> <li>4. To motivate to build healthy lifestyles and relationships.</li> </ol>	18/06/10	4	2	36	3	416.00	Bus	B. Chopp
St. Bernard, Brantford	a.	Camp Celtic, Lion's Head	<ol style="list-style-type: none"> <li>1. Use a variety of tools, materials, process and techniques in each of the arts to create works of their own.</li> <li>2. Be motivated to build healthy lifestyles and relationships.</li> </ol>	04/06/10	4	2	23	2	416.00	Bus	B. Chopp
Our Lady of LaSalette	a.	Camp Celtic, Lion's Head	<ol style="list-style-type: none"> <li>1. For students to experience leadership, teamwork, awareness of self, and nature.</li> <li>2. The students will endeavour an interactive approach to learning.</li> </ol>	04/06/10	4	2	17	2	415.80	Bus	B. Chopp
Assumption College School	a.	Kiwanis Apps' Mill	<ol style="list-style-type: none"> <li>1. "Stealing Home" Senior Retreat - continuation of the Catholic Graduate Expectations.</li> </ol>	31/05/10	2	2	50	4	85.00	Bus	C. Roehrig

School	Destination and Type		Curriculum Expectations	Date dd/mm/yy	Duration (days)	# of School days	# of Students on Trip	# of Teacher(s) Chaperones	Cost to Student	Transportation	Superintendent
	Legend a. Overnight b. Extended Overnight c. Excursion										
Assumption College School	a.	Kiwanis Apps' Mill	1. "Stealing Home: Senior Retreat - continuation of the Catholic Graduate Expectations.	2/06/10	2	2	48	4	85.00	Bus	C. Roehrig
St. Stephen's	a.	Camp Celtic, Lion's Head	1. Use a variety of tools, materials, process and techniques in each of the arts to create works of their own. 2. Be motivated to build healthy lifestyles and relationships.	18/06/10	4	2	16	3	\$415.80	Bus	T. Kings
St. Theresa	a.	Camp Celtic, Lion's Head	1. Students will participate in a four day leadership, sports, art and outdoor skills camp. During their visit students will increase their skills and develop an insight, awareness and appreciation of self nature. 2. Activities for interest sessions are linked to the Physical Education, Science, and Geography curriculum as well as the Environmental Education 2009 document.	11/05/10	4	4	25	2	\$415.80	Bus	B. Chopp
St. Gabriel	a.	Ottawa/Gatineau	1. Expectations from most subject areas will be met: 1.e. Religion – Notre Dame Cathedral; integrated with History: discuss the establishment of the Roman Catholic Church in Canada, etc. 2. Visit the National Gallery – discuss art through history, geography, religion, etc.	25/05/10	3	3	39	3	\$435.74	Bus	T. Kings
Sacred Heart, Langton	A	Ottawa	1. Gain and broaden knowledge of Canada's history from past to present; Canada's role in maintaining peace; Canada's Parliament and Senate. 2. Gain sense of geography of lower Canada, appreciate architecture of past, attain the sense of pride of national capital.	23/06/10	3	3	28	2	\$470.00	Bus	B. Chopp

School	Destination and Type		Curriculum Expectations	Date dd/mm/yy	Duration (days)	# of School days	# of Students on Trip	# of Teacher(s) Chaperones	Cost to Student	Transportation	Superintendent
	Legend a. Overnight b. Extended Overnight c. Excursion										
St. Patrick, Brantford	a.	Camp Celtic, Lion's Head	<ol style="list-style-type: none"> <li>1. Health and physical activities, Catholic graduate expectations, religion, and family life, science (ecology).</li> <li>2. Leadership, teambuilding, sports. and outdoor skills.</li> </ol>	11/06/10	4	2	44	2	\$315.00	Bus	B. Chopp
Our Lady of Providence, Brantford	a.	Ottawa	<ol style="list-style-type: none"> <li>1. History and Geography for Grade 8.</li> </ol>	26/05/10	3	3	49	2	\$435.00	Bus	B. Chopp
St. Frances Cabrini, Delhi	a.	Camp Celtic, Lion's Head	<ol style="list-style-type: none"> <li>1. Health and physical activities, Catholic graduate expectations, religion, and family life, science (ecology).</li> <li>2. Leadership, teambuilding, sports and outdoor skills.</li> </ol>	18/06/10	4	2	25	2	\$415.80	Bus	B. Chopp
St. Michael's, Walsh	a.	Toronto	<ol style="list-style-type: none"> <li>1. Historical development of our community.</li> <li>2. Engage actively in drama exploration and role play.</li> <li>3. Living in community, living and sharing together; transfer appropriate interpersonal skills to new activities.</li> </ol>	23/06/10	2	2	26	2	\$285.00	Bus	B. Chopp
Jean Vanier	a.	Quebec City	<ol style="list-style-type: none"> <li>1. Students will be using their second language skills as well as seeing the actual locations where different historical events took place.</li> </ol>	31/05/10	4	4	37	8	\$542.00	Bus	T. Kings
St. Joseph's	a.	Camp Mini-Yo-We	<ol style="list-style-type: none"> <li>1. Students will improve or maintain their fitness level by participating in vigorous fitness activities.</li> <li>2. Students will acquire living skills, problem solving, decision making, goal setting and interpersonal skills.</li> </ol>	02/06/10	3	3	58	3	\$160.00	Bus	T. Kings

School	Destination and Type		Curriculum Expectations	Date dd/mm/yy	Duration (days)	# of School days	# of Students on Trip	# of Teacher(s) Chaperones	Cost to Student	Transportation	Superintendent
	Legend a. Overnight b. Extended Overnight c. Excursion										
Assumption College	a.	Big Creek and Long Point Bay Grand Experiences	<ol style="list-style-type: none"> <li>1. Facilitate the decision-making process, taking into consideration self, others, and available resources.</li> <li>2. Demonstrate leadership skills through participation in various leadership activities.</li> <li>3. 3. Understand the personal, social, and economic environmental benefits of recreation and leisure.</li> </ol>	27/05/10	2	2	18	2	\$160.00	Bus	C. Roehrig
Assumption College	a.	Quebec City, Quebec	<ol style="list-style-type: none"> <li>1. To practice language skills taught in the classroom.</li> <li>2. To experience and appreciate French Culture.</li> <li>3. To enhance learning through active participation in an authentic setting.</li> <li>4. To encourage students to continue French when they see the practicality of the language.</li> </ol>	09/02/10	3	2	45	3	655.00	Bus	C. Roehrig

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

Prepared by: Chris Radojewski, Student Trustee  
Presented to: Committee of the Whole  
Submitted on: June 15, 2010  
Submitted by: Cathy Horgan, Director of Education & Secretary

### **STUDENT TRUSTEE REPORT – JUNE 2010**

Public Session

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#### **BACKGROUND INFORMATION:**

The last Student Senate meeting for the year took place on Victoria Day following the set up for the annual Student Leadership Symposium planned for the next day.

#### **DEVELOPMENTS:**

The Student Senate organized a very exciting day full of fun and enjoyment with multiple opportunities for students from the three secondary schools to learn, develop new skills, and interact with one another. The day began with a welcome from the Board and an opening prayer. The first keynote speaker, David Major, provided a motivational talk that was very informative, inspirational, and enjoyable. David then led a group workshop that proposed different ways of advertising, giving the students an opportunity to brainstorm and discuss various suggestions. Chris Radojewski, Student Trustee, discussed the role of the Student Trustee, the Student Senate and its functions, and introduced Alyna Poremba as the Student Trustee for 2010-11. The second keynote speaker, Chris Wilson, used a variety of games and activities focused on teamwork. The annual Spirit Cup Competition was won by Holy Trinity for a third consecutive year. The symposium was again deemed successful and the Student Senate is now reviewing and discussing ways on how to further improve upon this annual event.

Further transitioning has taken place between the current and incoming Student Senate including the future of the symposium, possible initiatives, and the role of the Senate.

#### **School News**

The St. John's College Executive Student Council for 2010-11 will be led by Nicole Hoover as President. The school had a very successful liturgy during Education Week. They also hosted a trebuchet contest that provided impressive results. Soccer teams advanced to Central Western Ontario Secondary School Association (CWOSSA) with the Boys' team winning Brant County Secondary Schools Athletic Association (BCSSAA). In the Skills Canada competition, the school was awarded third place in Fashion Design, advancing to the Provincials. They also had a successful prom and a presentation by MADD reiterating the importance of not drinking and driving.

The new Assumption College School Executive Student Council will be led by Eardly Judah and Emily Sycz. They hosted a second successful Coffee House, celebrated Multiculturalism Day and enjoyed a wonderful prom. During Mental Health Awareness Week, the Drama Council assisted with the production of *Iris the Dragon*. The American History students enjoyed a worthwhile field trip to Washington, DC. The school initiated an Ultimate Frisbee team and won BCSSAA Track and Field for a fourth consecutive year. In the Skills Canada competition, the school earned a fourth place in 2D Animation.

Both bands at Holy Trinity Catholic High School won silver at a music competition held in Ottawa. Student Council assisted and performed in the exciting production of *So You Think You Can Dance Norfolk*; they also organized several enjoyable events including Grade 12 Colour Night, Comedy Night, and a prom. A presentation by MADD was given in May. Holy Trinity was the winning school for the Norfolk Secondary School Athletic Association (NSSAA) Track and Field competition.

**RECOMMENDATION:**

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

**Brant Haldimand Norfolk Catholic District School Board**

**2009-10**

**Trustee Meetings and Events**

<b>June 15, 2010</b>	<b>7:00 pm</b>	<b>Committee of the Whole</b>
<b>June 22, 2010</b>	<b>7:00 pm</b>	<b>Board Meeting</b>
June 29, 2010		Last Day of Classes
June 29, 2010	5:00 pm	ACS Graduation
June 29, 2010	7:00 pm	Holy Trinity Graduation
June 29, 2010	7:30 pm	St. John's College Graduation – Sanderson Centre
June 30, 2010		PA Day