



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

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

**Committee of the Whole
Tuesday, May 17, 2011 7:00 pm
Boardroom**

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

Senior Administration:
Cathy Horgan (Director of Education), Wally Easton (Associate Director, Corporate Services &
Treasurer), Bill Chopp, Trish Kings and Chris Roehrig (Superintendents of Education),
Tom Grice (Assistant Superintendent of Business)

- 1. Opening Business**
 - 1.1 Opening Prayer – Cliff Casey
 - 1.2 Attendance
 - 1.3 Approval of the Agenda
 - 1.4 Declaration of Interest
- 2. Presentations and Delegations – Nil**
- 3. Consent Agenda**
 - 3.1 Approval of Minutes from the Committee of the Whole – April 19, 2011 Pages 4-10
 - 3.2 Approved Special Education Advisory Committee Meeting Minutes – April 13, 2011 Pages 11-13
 - 3.3 Unapproved Catholicity Committee Meeting Minutes – April 20, 2011 Pages 14-16
 - 3.4 Unapproved Faith Advisory Committee Meeting Minutes – May 5, 2011 Pages 17-19
 - 3.5 Unapproved Budget Committee Meeting Minutes – May 9, 2011 Pages 20-21
- 4. Committee and Staff Reports**
 - 4.1 Student Senate & Student Trustee Election Results Page 22
Presenter: Chris Roehrig, Superintendent of Education
 - 4.2 Technology Plan Pathways – postponed motion as per Committee of the Whole Pages 23-24
Minutes of April 19, 2011



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- | | | |
|-------------|--|---------------|
| 4.3 | Program Consultant: Elementary and Secondary
Presenter: Trish Kings, Superintendent of Education | Pages 25-29 |
| 4.4 | Early Learning Kindergarten Program Plan - Years 4 and 5
Presenters: Wally Easton, Associate Director, Corp. Services & Treasurer
Trish Kings, Superintendent of Education | Pages 30-33 |
| 4.5 | School Board Insurance
Presenter: Wally Easton, Associate Director, Corp. Services & Treasurer | Pages 34-35 |
| 4.6 | Coalition for Children & Youth Mental Health
Presenter: Cathy Horgan, Director of Education & Secretary | Pages 36-40 |
| 4.7 | Strategic Plan Update: Leadership
Presenter: Chris Roehrig, Superintendent of Education | Pages 41-44 |
| 4.8 | Unapproved Policy Committee Meetings Minutes & Recommendations –
April 20, 2011 and May 5, 2011
Presenter: Dennis Blake, Chair of the Policy Committee <ul style="list-style-type: none">• Hiring – Academic Staff 300.10 (pgs. 52-55)• Hiring – Support Staff 300.11 (pgs. 56-60)• Pupil Accommodation Review 400.16 (pgs. 61-94)• Nutrition – Creating a Healthy Environment 200.01 (Interim) (pgs. 95-103) | Pages 45-51 |
| 4.9 | Unapproved Accommodations Committee Meeting Minutes &
Recommendations – May 4, 2011
Presenter: Dan Dignard, Chair of the Accommodations Committee <ul style="list-style-type: none">• Long-Term Accommodation Plan (pgs. 108-113)• Architect Selection | Pages 104-107 |
| 4.10 | Principal of Continuing Education
Presenter: Chris Roehrig, Superintendent of Education | Page 114 |
| 4.11 | Architect Selection – St. Joseph's and St. Peter Schools
Presenters: Tom Grice, Assistant Superintendent of Business
Wally Easton, Associate Director, Corp. Services & Treasurer | Pages 115-116 |
| 5. | Information and Correspondence | |
| 5.1 | OCSTA Update | |
| 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 117

11. Closing Prayer

Gracious God, as we prepare to conclude this meeting, we once again lift up our hearts to You.

We thank you for the gifts that have been present within this act of service to the community, for the gifts of fellowship and understanding, of mutual respect and shared vision.

We are grateful for the gifts of perseverance and insight into the common concerns we share.

Now bless our departure and journeys homeward, in the name of the Father, Son, and Holy Spirit. Amen

12. Adjournment



Committee of the Whole
Tuesday, April 19, 2011 7:00 pm
Boardroom

Trustees:

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

Absent:

Senior Administration:

Wally Easton (Associate Director, Corporate Services & Treasurer), Bill Chopp, Trish Kings and Chris Roehrig (Superintendents of Education), Tom Grice (Assistant Superintendent of Business)

1. Opening Business

1.1 Opening Prayer

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

1.2 Attendance – As noted above.

1.3 Approval of the Consent Agenda

It was requested that Item 3.3 (Financial Report as of February 2011) and Item 3.5 (Unapproved Accommodations Committee Meeting Minutes – March 22, 2011) be removed from the Consent Agenda.

Moved by: June Szeman

Seconded by: Rick Petrella

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the amended Consent Agenda of the April 19, 2011 meeting.

Carried

1.4 Approval of the Agenda

Moved by: Bonnie McKinnon

Seconded by: Dan Dignard

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the Agenda of the April 19, 2011 meeting.

Carried

1.5 Declaration of Interest - Nil



2. Presentations and Delegations - Nil

3. Consent Agenda

- 3.1 THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the minutes from the March 22, 2011 meeting.
- 3.2 THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board receives the Board Enrolment Update report for March 31, 2011.
- 3.4 THAT the Committee of the Whole refers the approved minutes from the Special Education Advisory Committee meeting of March 9, 2011 to the Brant Haldimand Norfolk Catholic District School Board for receipt.
- 3.6 THAT the Committee of the Whole refers the unapproved minutes from the Regional Catholic Parent Involvement Committee Meeting of March 24, 2011 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Moved by: Dennis Blake

Seconded by: Dan Dignard

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

Carried

Clarification was sought regarding specific expenditures on the quarterly Financial Report. Associate Director will forward details to trustees. There were no inquiries regarding the minutes of the Accommodations Meeting of March 22, 2011.

- 3.3 THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board receives the Financial Report as of February 2011.
- 3.5 THAT the Committee of the Whole refers the unapproved minutes from the Accommodations Committee Meeting of March 22, 2011 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Moved by: Dan Dignard

Seconded by: Dennis Blake

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board receives the reports under Items 3.3 and 3.5.

Carried



4. Committee and Staff Reports

4.1 Education Funding for 2011-12

Associate Director Easton reported on the Ministry of Education's recently announced Grants for Student Needs (GSN) for 2011-12 and discussed the impact of some of those changes on the Brant Haldimand Norfolk Catholic District School Board. Chair Casey will communicate trustees' concerns regarding the impact of funding decreases in Director and Supervisory Officer grants and executive offices as input to OCSTA's financial brief to the Ministry.

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 Education Funding for 2011-12 report.

Carried

4.2 Strategic Plan Update: Catholicity

Director Horgan provided trustees with a status update on the Catholic Strategic Commitment of the Board's Strategic Plan and shared examples of various publications and communiqués that address those commitments. Director Horgan also expanded on the ratepayer project that will be initiated in the near future, as well as the baptismal postcard initiative that aims to introduce and welcome young families to the Catholic education system.

Moved by: Rick Petrella

Seconded by: June Szeman

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

Carried

4.3 Catholic Education Week 2011

Trish Kings, Superintendent of Education, reported that "Catholic Education: Celebrating the Spirit" is the theme of this year's Catholic Education Week, being observed from May 1-6, 2011. Students in all schools will be involved in many special activities and prayer celebrations. The annual Board Art Exhibit (April 27-29) will lead up to Catholic Education Week, and the annual Celebration of the Arts will be held at the Sanderson Centre on May 3, 2011.

Moved by: June Szeman

Seconded by: Rick Petrella

THAT the Committee of the Whole refers the Catholic Education Week 2011 report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

4.4 Technological Pathways Plan

Chris Roehrig, Superintendent of Education, presented trustees with a technological pathways plan that endorses a vision of the future that is consistent with the provincial strategy on science and technology, that meets the needs of the 21st century learner, and that is fiscally responsible and sustainable. The plan supports post elementary pathways to technology programs, apprenticeships, and technology-based post secondary destinations. It is proposed that this new course of action replace the current Grade 8 Design and Technology/Family Studies program.



It was suggested that more time is required in order to inform stakeholder groups, for example, the Regional Parent Involvement Committee, of this vision and proposed program change.

Moved by: Dennis Blake

Seconded by: Dan Dignard

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Technological Pathways Plan, including the closing of the Design and Technology/Family Studies Program, effective June 30, 2011.

Moved by: Bonnie McKinnon

Seconded by: Dennis Blake

THAT the Committee of the Whole postpones the Technological Pathways Plan motion until the May 17, 2011 Committee of the Whole meeting in order to communicate with parents at St. Patrick's School (Caledonia) and answer their questions.

Carried

4.5 Unapproved Policy Committee Meeting Minutes & Recommendations – March 30, 2011

Trustee Blake, Chair of the Policy Committee, reported on the committee's March 30, 2011 meeting. Trustee Blake commented that the group had a discussion on the traits of good policies and the overall process of policy development. The committee reviewed revisions to two policies and suggested minor changes. Trustee Blake requested approval of the following recommendations:

THAT the Policy Committee recommends that the Committee of the Whole refers the Educational Field Trips and Excursions Policy 500.01 (revised) to the Brant Haldimand Norfolk Catholic District School Board for approval.

THAT the Policy Committee recommends that the Committee of the Whole refers the Volunteer and Trip Drivers Policy 200.21 (revised) to the Brant Haldimand Norfolk Catholic District School Board for approval.

Moved by: Dennis Blake

Seconded by: Dan Dignard

THAT the Committee of the Whole refers the unapproved minutes from the March 30, 2011 Policy Committee Meeting to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

THAT the Committee of the Whole refers the recommendations from the Policy Committee Meeting of March 30, 2011 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried



4.6 Unapproved Audit Committee Meeting Minutes & Recommendations – March 30, 2011

Trustee Petrella, Chair of the Audit Committee, reported on the newly-formed committee's initial meeting of March 30, 2011 and put forward the following recommendation for approval:

THAT the Audit Committee recommends that the Committee of the Whole refers to the Brant Haldimand Norfolk Catholic District School Board for approval that Audit Committee meetings be held in closed sessions.

Moved by: Dan Dignard
Seconded by: Bonnie McKinnon

THAT the Committee of the Whole refers the unapproved minutes from the March 30, 2011 Audit Committee Meeting to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

THAT the Committee of the Whole refers the recommendation from the Audit Committee Meeting of March 30, 2011 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

4.7 Unapproved Budget Committee Meeting Minutes & Recommendations – April 1, 2011

Trustee Petrella, Chair of the Budget Committee, reported on the Committee's meeting of April 1, 2011. Approval was requested for the following recommendations:

THAT the Budget Committee recommends that the Committee of the Whole refers the Goals for 2011-12 Budget report to the Brant Haldimand Norfolk Catholic District School Board for approval.

THAT the Budget Committee recommends that the Committee of the Whole refers to the Brant Haldimand Norfolk Catholic District School Board for approval that senior staff include the reduction of program and costs saving measures as a major consideration, which will drive the expenditure lines.

Moved by: Rick Petrella
Seconded by: June Szeman

THAT the Committee of the Whole refers the unapproved minutes from the April 1, 2011 Budget Committee Meeting to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

THAT the Committee of the Whole refers the recommendations from the Budget Committee Meeting of April 1, 2011 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried



5. Information and Correspondence

5.1 OCSTA Update

Chair Casey commented on the front page story on OCSTA's website regarding our Catholic Student Leadership Awards recipients. He expressed his pride in seeing our students' accomplishments acknowledged province-wide and congratulated Vice-Chair Szeman for her exemplary work with this event.

5.2 Trustee Information Flyer (revised)

Trustees reviewed the revised Trustee Information Flyer and suggested a couple of minor revisions.

5.3 Trustee Meetings with Bishop Crosby

Director Horgan requested that trustees add a couple of Diocese of Hamilton event dates to their calendars.

Moved by: Bonnie McKinnon

Seconded by: Dan Dignard

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

Carried

6. Notices of Motion – Nil

7. Trustee Inquiries - Nil

8. Business In-Camera

Moved by: Dennis Blake

Seconded by: Dan Dignard

THAT 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: Dan Dignard

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: Bonnie McKinnon

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the meeting of April 19, 2011.

Carried



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Minutes

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**Special Education Advisory Committee Meeting
Wednesday, April 13, 2011 7:00 p.m.
Haldimand-Norfolk REACH, Townsend, Ontario**

Present: Terre Slaght, Theresa Westergaard-Hager, Paul Sanderson, Barb Mitchell, Bonnie McKinnon, Ashley Jakovljevic, Zig Misiak, Bill Chopp

Absent: Catherine Daly, Cathy Pearson, Dianne Wdowczyk, Colleen Demarest, Lisa Stockmans, Nancy Smith

1. Opening Prayer

Terre Slaght opened the meeting with a prayer.

2. Opening Remarks

Paul Sanderson welcomed committee members and guest to the meeting.

3. Community Agency Updates

Teresa Westergaard-Hager, Norfolk Association for Community Living, reported that their organization is discussing a new location and community partners. Teresa also spoke of new legislation.

Barb Mitchell, Haldimand-Norfolk REACH, noted that Children's Mental Health Week is May 1-7, 2011. She also updated the committee on agency Walk-a-Thons, free family swimming information and a storytelling event. The spring edition of "Your Guide" should currently be in all schools. H-N REACH is preparing for accreditation during the third week of May. Barb informed that Contact will now focus on children only.

Ashley Jakovljevic, Lansdowne Children's Centre, explained that the agency is beginning the accreditation process. Ashley also noted that a feeding and swallowing team has been implemented and that they should have a more assertive role in Brantford.

Zig Misiak, Real People's History, told the committee that he is continuing to work on the First Nation Metis Framework. Zig explained that increasing the esteem of aboriginal students is an essential focus within the curriculum.

Paul Sanderson, Contact Brant, noted a new application service for the agency. Many are now going through Hamilton. Paul stated that their agency is supporting Children's Mental Health Week and that a flyer is being released listing all events.

4. Approval of Minutes

Moved by: Barb Mitchell

Seconded by: Zig Misiak

THAT the SEAC Committee approves the minutes from the March 9, 2011 meeting.

Carried



5. Approval of the Agenda

Moved by: Teresa Westergaard-Hager

Seconded by: Bonnie McKinnon

THAT the SEAC Committee approves the agenda for the April 13, 2011 meeting.

Carried

6. Correspondence

Three pieces of correspondence were shared with the committee, focusing on the use of safety harnesses, the SEAC learning website and a report on mental health.

7. New Business – Nil

8. Reports

8.1. Principal of Program: Special Education

8.1.1. Initiatives

The committee reviewed the goals set by the special education department related to the Board's strategic plan.

8.1.2. Education Week

A handout was provided and a discussion of the events took place. The committee discussed the Sacramental Retreat, which is to be held on Friday, May 6, 2011.

8.1.3. JK/SK High Needs Case Conferences

A parent information package was shared. The contents of the package information (before/during/after case conference) were highlighted and a discussion followed.

8.1.4. SEAC CD

The Provincial Parent Association Advisory Council on SEAC (PAAC) developed a CD which was distributed to the committee for their reference. The CD is entitled "PAAC" on SEAC. It contains an effective practices handbook for SEAC members.

8.2. Superintendent of Education

8.2.1. Budget

A Special Education Grant handout was provided to all members. Bill Chopp highlighted key elements including existing grants, Measure of Variability, Special Education Per-Pupil Amount (SEPPA) Allocation and 23 related factors used.

Declining enrolment was discussed briefly as a result of membership questions.

The Special Equipment Amount (SEA) was discussed and the recycling of equipment was outlined.

Behaviour Expertise Amount (BEA) Allocation funding was outlined in further detail.



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A final discussion outlined Memorandum 2011: Education Funding for 2011-12. Section V – Educational Assistants – was reviewed.

The Board is focusing on:

- (a) Efficiencies across the system
- (b) Effective programs and services to continue

Bill Chopp and Bonnie McKinnon responded to questions related to non-Catholic enrolment in the Catholic system.

9. Business for Next Meeting

The budget and Ministry compliance with the Special Education Plan will be discussed.

10. Adjournment

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



Catholicity Committee
Wednesday, April 20, 2011 3:00 – 4:30 pm
Haldimand Room

Present June Szeman (Committee Chair), Tracey Austin, Cliff Casey, Christina Pacheco, Mary Gallo, Lisa Gleason, Cathy Horgan, Bonnie McKinnon, Alyna Poremba, Dalia Sciuillo, Joyce Young

Regrets Marg Boyd, Wayne Lachapelle, Len McDonald, Christina Morrison, Father Dave Wilhelm

1. Opening Prayer

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

2. Approval of the Agenda

The agenda was approved as distributed.

3. Approval of the Minutes – December 1, 2010

Moved by: Bonnie McKinnon

Seconded by: Joyce Young

THAT the Catholicity Committee approves the Minutes of the December 1, 2010 meeting.

Carried

4. Discussion Items

4.1 Faith Day 2011

Cathy Horgan reviewed the history of Board Faith Days over the past few years. For the past two years, the Professional Activity day prior to Labour Day provided an excellent opportunity for all staff to come together for a system-wide faith day at the Sanderson Centre, with mass celebrated by a bishop and a keynote speaker kicking off the year's theme. Prior to this, the Board rotated between school-based Faith days and system Faith Days. The Committee decided that the 2011-12 Faith Day should be school based, but that the elementary and secondary Faith Days need not fall on the same day. It was also suggested that perhaps secondary schools could plan a joint Faith Day with their elementary feeder schools. This idea will be presented at the May 12 Principals' meeting. Joyce will gather some resources that can help meet the objectives of the Faith Day, based on Year 3 of the Board theme, *Because We Believe... Our Faith Comes Alive in our Community*, which will include a link to social justice at the community level.

4.2 Strategic Action Plan – update

The Strategic Action Plan was reviewed by Cathy Horgan and an update given.

1. Use of "Because We Believe" tool – still need to continue to develop this area; a tracking/reporting template has been attached to the tool for completion by principals; incorporation into School Improvement Plan required;
2. Communication between school and parish – the word "reciprocal" is key; Board information is going to parishes; next step would be to have volunteers go into the parishes to hand out information and speak with parishioners after masses;



3. Professional Development Needs of Staff – an online survey for principals and teachers has just been launched with responses due by April 25; results will inform the direction of professional development in the areas of Religion, Family Life and faith development for next year.

4.3 Revised Action Plan – Committee Goals

Cathy Horgan presented the revised action plan and the Committee worked in small groups at completing the “Who and When” section.

Strategy #1: Key messages need to be created; at the next meeting, the committee will review two FACE PowerPoints and develop these messages; fact sheets will then be produced - one for parents and a different one for principals;

Strategy #2: The suggestion is to meet with each MPP individually, possibly in the MPP’s home territory;

Strategy #3: Ratepayer project has already begun, a list has been created and a June mailing is planned; follow-ups to these letters will be needed and it is hoped that this can be done through volunteers; parishes need to be advised, as well as the Regional Catholic Parent Involvement Committee; Tracey is mirroring the campaign on the website;

Strategy #4: Success Stories - celebrating some of our graduates; gathering of names could involve co-op teachers, principals, teachers, CWLs; etc.; what to do with the information when gathered? possibly placed on website? Tracey will explore this;

Strategy #5: Raising Awareness – principal awareness needs to be raised; Tracey would be key to making this happen; this would be an ongoing task; possibly put information about school board and ratepayer in real estate offices; the suggestion of approach Welcome Wagon and Newcomers Bureaus has been rejected.

Strategy #6: Contact Audit - Cathy is recruiting a group of retirees that will form the core of a volunteer cohort;

Strategy #7: Events calendar - has been created and needs to be fined tuned.

4.4 White Paper: *Parish and School – The Pastor-Principal Relationship*

Cathy reviewed the paper with the committee; more discussion will take place at the next meeting.

4.5 Albuquerque Retreat Report

A report was given on the “Living the Second Half of Life” retreat attended in January by June Szeman, Joyce Young and Cathy Horgan. The retreat was facilitated by Father Richard Rohr, Father Ron Rolheiser and Edwina Gately. Regular email meditations are available at the websites listed below:

Father Richard Rohr’s <http://www.cacradicalgrace.org/>

Father Ron Rolheiser <http://www.ronrolheiser.com/>



4.6 Brant Deanery Meeting Report – February 16, 2011

Cathy Horgan made a presentation to the Brant Deanery at its February meeting. The revised policy for admission of children to our schools was discussed and the clergy was most receptive. Cathy explained the Baptismal gift that the board is initiating and the priests agreed to include it in their Baptismal packages.

Cathy also reported that all Directors of Education within the Hamilton Diocese have met with Bishop Crosby and the draft document created by the Diocese on policies and procedures for administering the sacraments was discussed.

5. Information Items

5.1 Angel Pins for newly baptized children- update

Tracey presented two prototypes of the postcard. After discussion, the committee chose the "blocks" card, but requested a different image that would speak more to Catholic education.

5.2 Support Our Faith Journey Retreat for Exceptional Students

Special Needs students preparing to receive First Communion will gather on May 6, 2011, at St. Bernard of Clairvaux Church hall for a full day retreat.

5.3 Catholic Student Leadership Awards – April 7, 2011

Joyce Yong reported that the event was a great success. The afternoon's guest speaker was Jaason Geerts. Supper with Bishop Crosby followed and the evening concluded with a prayer service and awards presentation.

5.4 Catholic Education Week – May 1-6, 2011

Tracey Austin reported that radio ads have been created and will be played on CKPC FM and 98.9 FM. We will also run a Facebook campaign for ten days that will link to our Board website for Catholic Education Week. A variety of media outlets will be used. Newspaper community sections will be used to advertise Catholic Education Week.

5.5 ICE Symposium – May 15-16, 2011

A Board team has been assembled to attend this Symposium in Toronto. This is the 25th anniversary of the founding of ICE. An update will be provided at the next meeting.

6. Adjournment

Moved by: Lisa Gleason

Seconded by: Mary Gallo

THAT the Catholicity Committee adjourns the meeting of April 20, 2011.

Carried



**Faith Advisory Committee Meeting
May 5, 2011; 1:30-3:30
Boardroom**

Present: Cliff Casey (Chair), Father Al Dufrainmont, Kathleen Evans, Marissa Evans, Cathy Horgan, Trish Kings, Monsignor Murray Kroetsch, Derek McEachen, Deanne Smith, June Szeman, Joyce Young

Absent: Mary Theresa Coene, Annette Finnie

1. Opening Prayer

The meeting opened with prayer, led by June Szeman.

2. Approval of the Agenda

Moved by: Monsignor Murray Kroetsch

Seconded by: Trish Kings

THAT the agenda be approved as distributed.

Carried

3. Approval of the Minutes of February 24, 2011

Moved by: Derek McEachen

Seconded by: Marissa Evans

THAT the Faith Advisory Committee approves the minutes from the February 24, 2011 meeting.

Carried

4. Discussion Items

4.1 Needs Assessment Survey Results

Joyce Young presented the results of the Needs Assessment Surveys sent to both teachers and principals. The top three responses for each survey, in order of importance, are listed below:

No.	Question	Teachers' Survey	Principals' Survey
1	Most important areas of personal professional development	<ul style="list-style-type: none"> · Increased knowledge of the Religion and Family Life Curriculum · Embedding other subject areas into Religion and Family Life · Catechetical model of teaching 	<ul style="list-style-type: none"> · Knowledge of the Catholic Faith · Key Learnings Document · Because We Believe Document
2	Areas of focus for PD – 'Strategies for Teaching'	<ul style="list-style-type: none"> · Assessment and Evaluation · Teaching a Split Grade · Explicit Teaching 	N/A
3	Areas of focus for PD – 'Knowledge of the Catholic Faith'	<ul style="list-style-type: none"> · Social teachings of the Catholic Church · Scripture · Moral Teachings 	<ul style="list-style-type: none"> · Social teachings of the Catholic Church · Moral teachings · Scripture
4	Areas of focus for professional development –	<ul style="list-style-type: none"> · Praying with Scripture · Meditation 	<ul style="list-style-type: none"> · Meditation · Growing in Discipleship



No.	Question	Teachers' Survey	Principals' Survey
	'Developing Personal Spirituality'	<ul style="list-style-type: none"> · Growing in Discipleship 	<ul style="list-style-type: none"> · Centering Prayer
5	Areas of focus for professional development under Developing Personal Spirituality, 'Growing in Discipleship'	<ul style="list-style-type: none"> · Finding God in the Now · Social Justice and Church Teachings · Exploring my Stages of Faith 	<ul style="list-style-type: none"> · Social Justice and church teachings · Finding God in the Now · Exploring my stages of Faith

It was noted that the surveys should have included a section to gather a profile of the respondents; something to keep in mind for the next time. Survey responses should be distributed to Principals to assist them with their planning for the upcoming school year. The 2011-12 Board theme, *Because we believe our Catholic Faith comes alive in our Community*, fits in well with the survey responses that indicated a desire to know more about the Church's social justice teachings. Due to the way the school calendar has been set, next year's elementary faith day will be a half day on November 25 and a full day at the secondary level on October 7, 2011.

4.2 Draft "Foundational Document"

The draft Foundational Document was reviewed by the Committee. The committee felt that although the content was good, it did not speak to the educational context. There was no evident connection to the mandate of BHNCDSB as a Catholic educational community. The document should articulate who we are. It was also noted that since the audience for this document are adults (i.e., parents), a stronger link is needed. The use of verbs would also make the document clearer. One of the goals of the document is to provide the language in order to make public statements. The committee recommended that the working group be expanded to include other partners in the educational community.

4.3 Review of 2010-11 Committee Goals

The committee has not addressed goals 5.2.2 (a), and (b), as noted in the minutes of the September 23, 2010 meeting. Goal 5.2.2 (c) has been accomplished and a report will be made to the committee at the September meeting. Goals 5.2.2 (a), (b) and 5.3 need to go forward for next year.

4.4 Confirming Membership / 2011-12 Meeting Schedule

Cathy Horgan announced that Monsignor Kroetsch has been transferred to Holy Rosary Parish, Burlington, creating a vacancy on the Committee. Cathy thanked Monsignor for his hard work, input and support to the committee. Committee members will be asked to confirm their desire to stay on the committee for 2011-12. It was decided that 1:30-3:30 pm is a good meeting time; four meetings will be scheduled in September/October, November, February and May.

5. Information Items

5.1 Student Assessment in Religion and Family Life

Trish Kings reported that as of the January 2012 report card, there will be a grade/mark given in these curriculum areas. The Elementary Religion Committee has already begun discussions as to how to support teachers in this area. A document similar to the Key Learnings document for Religion will be created for the Family Life curriculum.



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322 Fairview Drive
Brantford, ON N3T 5M8

5.2 General Instructions to the Roman Missal

The changes to the Order of Mass will begin on the first Sunday of Advent, November 27, 2011. All Faith Ambassadors have been inserviced and four copies of "Celebrate In Song" have been purchased for each school. Music ministers will be inserviced in May.

6. Adjournment

The meeting was adjourned by Cliff Casey.

Next meeting date, time, location: September/October 2011, date TBD.



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

Minutes

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

**Budget Committee
Monday, May 9, 2011 – 4:30 p.m.
Haldimand Room, Catholic Education Centre**

Present: Rick Petrella (Chair), Dennis Blake, Cliff Casey, Dan Dignard, Wally Easton, Tom Grice, Cathy Horgan, Pat Petrella

1. Opening Prayer

Rick Petrella opened the meeting with prayer.

2. Approval of the Agenda

Moved by: Dennis Blake

Seconded by: Dan Dignard

THAT the Budget Committee approves the Agenda of May 9, 2011

Carried

3. Approval of the Minutes

Moved by: Dan Dignard

Seconded by: Dennis Blake

THAT the Budget Committee approves the Minutes of April 26, 2011

Carried

4. Declaration of Conflict of Interest: Nil.

5. Business Arising from the Minutes: Nil.

6. Staff Reports and Information Items:

6.1 2011-12 Draft Expenditure Budget

Wally Easton advised the Committee that the projected decline in elementary and secondary enrolment for 2011-12 is approximately 325 students from last year. This decrease will have a significant impact on the Board's grants for next year. Revenue estimates will be available at the next meeting. One of the major initiatives for next year is the completion of the 21st Century Learning Project for all Grades 1 to Grade 3 classes. The project was implemented in seven pilot schools in 2010-11 at a cost of \$250,000. The projected cost to complete the project in 2011-12 is \$600,000.

Moved by: Dennis Blake

Seconded by: Dan Dignard

THAT the Budget Committee recommends that the Committee of the Whole refers the 2011-12 Draft Expenditure Budget report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

Minutes

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

7. **Trustee Inquiries:** Nil.

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

Moved by: Cliff Casey

Seconded by: Dennis Blake

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

Carried

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

Moved by: Dan Dignard

Seconded by: Cliff Casey

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

Carried

10. **Adjournment**

The meeting was adjourned at 6:30 p.m.

Next Meeting: Tuesday, May 31, 7:00 p.m., Haldimand Room

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

Prepared by: Chris Roehrig, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: May 17, 2011
Submitted by: Cathy Horgan, Director of Education & Secretary

**2011-12 STUDENT SENATE MEMBERSHIP AND
STUDENT TRUSTEE ELECTIONS**

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board's Student Senate exists as a vehicle to enhance communication between student leaders in our secondary schools, foster understanding of the workings of the School Board, and facilitate input to the Board of Trustees through the Student Trustee.

DEVELOPMENTS:

Student Senate Membership for 2011-12

The Student Senate will have three representatives from each secondary school in 2011-12. School representatives will be determined as follows:

- a) one (1) representative from the school's 2011-12 Student Council; and
- b) two (2) representatives appointed by the Student Council in consultation with, and subject to, the approval of the school principal.

Student Trustee Elections

The Brant Haldimand Norfolk Catholic District School Board's policy on *Student Trustees* (100.07) outlines the procedure for the election of the Student Trustee. The Student Trustee shall meet the following qualifications:

- a) be a practicing Catholic in union with the See of Rome;
- b) be a resident student of the board; and
- c) be enrolled full-time (i.e., at least 3 credits per semester) in one of the Board's Catholic secondary schools and be in the senior division at the time of his/her term as Student Trustee.

Election Procedure

Short-listed candidates made a speech to the Student Senate, Student Council Co-Presidents and an additional principal appointee from each secondary school. The speech outlined the reasons why they want to be a student trustee and the skills/experience that they have that will make them a good student trustee. Following the presentations and a brief interview, the student representatives vote to elect the Student Trustee for the coming year.

The Student Trustee elections were held on Tuesday, May 10, 2011 at the Catholic Education Centre. Maxine Smitiuch, currently a Grade 11 student at St. John's College, was elected as the 2011-12 Student Trustee.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board receives the report on the 2011-12 Student Senate Membership and Student Trustee Elections.

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

Prepared by: Chris N. Roehrig, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: April 19, 2011
Submitted by: Cathy Horgan, Director of Education & Secretary

TECHNOLOGICAL PATHWAYS PLAN

Public Session

BACKGROUND INFORMATION:

A combination of declining enrolment and a need to re-vitalize the promotion of program pathways for elementary students heading to secondary schools has led to the proposal of a new course of action to meet the needs of our students. Currently, the Design and Technology/Family Studies program costs the Board approximately a half-million dollars in salary, benefits, materials, equipment and transportation. Currently, the Board pays for the delivery of technology curriculum twice per student. Both the classroom teacher and the technology teacher deliver the curriculum. Each student receives ten days of instruction in Design and Technology/Family Studies. The Grades 7 & 8 Design and Technology/Family Studies program does not receive dedicated grants from the government and is currently funded by using funds from the general grants for students.

DEVELOPMENTS:

The economic climate for the Board and for the province continues to evolve. As an example, between 2004 and 2011, the Board has seen a reduction of over 1,000 elementary students. This reduction in students translates to over 14 million dollars in fewer grants generated by enrolment. At the same time, the Board has committed to funding future-focused programs, such as the 21st Century Learning initiative, and is committed to a strong vision of the future as it relates to promoting effective program pathways for students and offering a strong technological education program from K-12. Senior administration is endorsing a vision of the future that is consistent with the provincial strategy on science and technology that supports the three goals of the Ontario Curriculum in Science and Technology:

- ü Relate science and technology to society and the environment
- ü Develop the skills, strategies, and habits of mind required for scientific inquiry and develop technological problem solving
- ü Understand the basic concepts of science and technology

We are also endorsing a program that supports post elementary pathways to technology programs, apprenticeships, and technology-based post secondary destinations.

Senior administration is proposing a plan to re-invigorate current program pathway initiatives and support the Grades 7 & 8 Science and Technology Curriculum. Senior administration is also recommending the closing of the Design and Technology/Family Studies Program currently offered to Grades 7 & 8 students.

PROGRAM ENHANCEMENTS
Grade 8 Technology Olympics – Semester One Exam Week at Secondary Schools (Straight Grade 8 Classes and Blended 7/8 Classes)
Grade 7 Technology Olympics – Semester Two Exam Week (or alternative time) at Secondary Schools (Straight Grade 7 Classes and Blended 6/7 Classes)
VEX/LEGO Robotics Teacher Training and Competition Intermediate Division Teachers Trained in Groups (according to established networks) twice during the school year.
Reach Ahead Technology Program – Continuing Education School After school program/summer school for students to reach ahead for secondary school technology credits.
CONTINUING PROGRAMS
Skills Canada Competitions
Pathways Information Night
Pathways to Work Exposition
Career Fairs
Career Cruising Program for Classroom Teachers
Student Success Teacher and Guidance Counsellor visits to Grade 8 Classrooms

The new technology pathways plan will save the Board approximately a half-million dollars annually. New programs will be funded from current pathways and student success budgets. The reach ahead programs (continuing education) will generate self-sustaining revenue.

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Technological Pathways Plan including the closing of the Design and Technology/Family Studies Program effective June 30, 2011.

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: May 17, 2011
Submitted by: Cathy Horgan, Director of Education & Secretary

PROGRAM CONSULTANT: ELEMENTARY/SECONDARY Public Session

BACKGROUND INFORMATION:

From the school year 2009-10 until the present, 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.*

These strategies have included:

1. Identifying a contact person to liaise with the Ministry and other boards to share challenges, practices and resources.
2. Collaborating with a number of Catholic Boards involving the development of policies on equity and inclusive education.
3. Revising Safe Schools Policies (Student Discipline, and Bullying Prevention and Intervention) to address the requirements of the Equity and Inclusive Education Strategy.
4. Incorporating strategies in closing the achievement gap and promoting student success strategies.
5. Providing initial and ongoing training for senior staff, school administrators, school representatives, managers and supervisors on equity issues and practices, as well as revised Safe Schools Policies and Practices.
6. Developing and implementing school climate surveys for staff, students and parents.
7. Initiating a steering committee to assist with the implementation of the Board's policies and strategies to engage students, parents and the broader community.
8. Approving the interim Equity and Inclusive Education Policy.

DEVELOPMENTS:

Within each area of focus identified through the guidelines, strategies and Policy / Program Memorandum 119, action items have been identified and are expected to be completed by the end of 2011-12. These eight areas include:

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.

Appendix A identifies the action items that have been completed and items which must be completed by the end of the 2011-12 school year.

Closely linked and incorporated within the *Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation* are many of the Safe Schools Policies and Procedures and programs. Appendix B outlines the actions that have taken place and actions to be completed based on the Equity and Inclusive Education Policy and the requirements of the Safe Schools Act – Keeping Our Kids Safe at School.

The action items identified on both appendices require a dedicated staff member with experience in curriculum/program development and implementation, and staff development expertise related to Equity and Inclusion, Safe Schools and Assessment and Evaluation. Support materials and resources linked to the strategies must also be identified, produced and made available to staff, parents and the broader community. The consultant will have direct contact with school administration and teachers to meet the requirements of the school-related actions. In addition, many of the action items identified will involve an interdisciplinary approach as the consultant works with the Religion and Family Life Consultant, Program Consultants, Special Education staff, and E.S.L. staff. The consultant will also be expected to liaise with other consultants in other Boards to identify and utilize best practices towards an equitable and inclusive community within the Board, along with its partners in the community, including the parishes and diocese. It is also critical that the staff person be available to attend Ministry of Education meetings and liaise with other Board staff in achieving the outcomes expected by the Ministry by the end of the 2012 school year.

Another focus area includes assessing, monitoring and reporting the progress made in the implementation of the board's policies, programs, guidelines and practices related to equity and inclusion.

The program consultant would act as a resource to the Board Steering Committee, the Safe Schools Committee, and the Program and Curriculum Team to ensure all of the expectations from the Ministry of Education are adhered to.

A comprehensive communication plan must be undertaken with the support of the Manager of Communications and Community Relations.

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the position of Program Consultant: Elementary/Secondary for the 2011-12 school year, pending budget deliberations.

EQUITY & INCLUSIVE EDUCATION IN ONTARIO SCHOOLS

FOCUS AREA	ACTION TAKEN	NEXT STEPS
Board policies, programs, guidelines and practices.	<p>Development of interim policies on equity and inclusive education completed.</p> <p>Implementation of equity and inclusive policies.</p> <p>Embed equity and education principles in board and school improvement plans.</p>	<p>Final approval of policies and procedures.</p> <p>Implement positive employee practices that support equitable hiring, mentoring, retention, promotion and succession planning.</p> <p>Engage students, parents and the broader community actively in the review, development and implementation of initiatives to support and promote equity and inclusive education.</p> <p>Implement board equity and inclusive education policies, programs and action plans that reflect needs of their diverse school communities.</p>
Shared and committed leadership	Opportunities for students, administrators, teachers, and support staff to participate in training and leadership initiatives, i.e., Steering Committee, Student Leadership activities, Regional School Council, SEAC	Engage all partners in education as a shared responsibility for preparing students to live in a diverse society which requires board, school, and student leadership.
School-community relationships	Build capacity to serve diverse communities by involving community members in development, implementation and monitoring of school board policies and programs, i.e., Nutrition Policy, Equity and Inclusive Education Policy.	<p>Implementation strategies that identify and remove barriers that limit engagement of students, parents and community.</p> <p>Work toward diverse groups on school/board committees.</p>
Inclusive curriculum and assessment practices	Draft Assessment and Evaluation Procedures completed by a committee based on new Ministry document, <i>Growing Success: Assessment, Evaluation and Reporting in Ontario Schools</i>.	<p>Provide/develop materials and resources that allow students to see themselves reflected in the curriculum.</p> <p>Review the draft Growing Success document and provide support for effective assessment and evaluation practices in order to address any discriminatory biases preventing students from fulfilling their learning potential.</p> <p>Support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and practices.</p>
Religious accommodation	<p>Religious Accommodations Guidelines - English Catholic Version - have been developed.</p> <p>Board and School Administrators have been in-serviced on these guidelines.</p>	Administrative Procedures in development and will be reviewed by Senior Administration.

FOCUS AREA	ACTION TAKEN	NEXT STEPS
<p>School climate and the prevention of discrimination and harassment</p>	<p>School Climate Survey implemented and completed by students (grade 4-12), parents and teachers.</p> <p>Schools accessed funds to support results and findings from School Climate Survey, i.e., presentations, resources, school-based activities.</p> <p>Safe Schools Teams are established in all schools.</p> <p>School-led activities, teams or clubs are in place to promote and encourage the understanding of healthy relationships.</p>	<p>Incorporate strategies based on School Climate Surveys within the School Improvement Plans.</p> <p>Training of principal and staff includes process to review codes of conduct to ensure codes reflect the needs of diverse Catholic Community.</p> <p>Provide additional opportunities for students in their efforts to promote social justice, equity, anti-racism, and anti-discrimination in schools and classrooms through Leadership classes.</p>
<p>Professional learning</p>	<p>On-going training provided for administrators.</p>	<p>Expand professional learning activities for staff and Board leaders including sensitivity-training in the areas of gender and sexual orientation, and training in effective early intervention and prevention strategies and practices to deal with incidents related to racism, gender-based violence, homophobia, sexual harassment and inappropriate sexual behaviour.</p>
<p>Accountability and transparency</p>	<p>The board equity and inclusive education policy is posted on the board website.</p> <p>Equity and inclusive education strategies are embedded in board improvement plans.</p> <p>Reporting on the status of the Equity and Inclusion Policy/Procedures included in the Director's annual report.</p>	<p>Training to continue on equity and inclusion as well as the Ontario Human Rights Code.</p> <p>On-going process.</p> <p>Processes must be developed that include performance indicators to monitor progress and the effectiveness of policies, programs and procedures.</p>

BOLDED TEXT: Areas that will be the direct responsibility of the Program Consultant: Elementary/Secondary.

SAFE SCHOOLS: KEEPING OUR KIDS SAFE AT SCHOOL

FOCUS	ACTION TAKEN	NEXT STEPS
Safe Schools Policies and Procedures	<p>Student Discipline Policy and procedures revised and approved.</p> <p>Bullying Prevention and Intervention Policy and Procedures revised and approved.</p> <p>Safe Schools Board Committee formed.</p> <p>Safe Schools support documents revised and posted on BHN Resource.</p> <p>Training for principals/vice principals, staff, support staff, bus drivers on new requirements of Student Discipline Policy/Bullying Prevention and Intervention as well as Threat Assessment.</p> <p>Local Board and Police Protocol has been revised.</p>	<p>Training for Safe Schools Teams to develop plans/strategies for incorporation in School Implementation Plans.</p> <p>On-going training for principals/vice principals/staff regarding progressive discipline, <i>Caring and Safe Schools in Ontario, Supporting students with Special Education Needs Through Progressive Discipline K-12.</i></p> <p>Approval for all parties. Training plans for the protocol to be developed.</p> <p>Communication strategy to be developed for all safe schools initiatives.</p>

BOLDED TEXT: Will be the direct responsibility of the Program Consultant: Elementary/Secondary

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

Prepared by: G. Wallace Easton, Associate Director, Corporate Services & Treasurer
Trish Knigs, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: May 17, 2011
Submitted by: Cathy Horgan, Director of Education & Secretary

EARLY LEARNING KINDERGARTEN PROGRAM PLAN YEARS 4 AND 5

Public Session

BACKGROUND INFORMATION:

The Ministry of Education has requested that school boards identify their proposed sites for the Early Learning Kindergarten Program in Years 4 and 5. Boards have been provided with information regarding the planning steps for implementation including:

- a. Planning and Reporting Guidelines
- b. Site Selection Guidelines
- c. Identification of Capital Needs
- d. Support and Information Resources

Planning and Reporting Timelines

Boards are required to submit their recommended sites for Year 4 (2013-14) and Year 5 (2014-15) before May 6, 2011 based on the allotted pupil places provided by the Ministry. Boards are also requested to submit their capital needs associated with Year 4 schools in the site selection template on or before June 24, 2011 and Year 5 capital needs on or before October 28, 2011. Approval for capital funding for Year 4 sites will be provided in late fall, while approval for Year 5 sites will be provided in early spring 2012.

Site Selection Guidelines

Site selection guidelines include the following:

- Consultation with coterminous boards and Consolidated Municipal Services Manager must take place.
- Parent support programs, such as Parenting and Family Literacy Centres and Ontario Early Years Centres are not required to relocate as a result of the site selection process.
- A board's cumulative enrolment for Years 1, 2, 3 and 4 should total 74% enrolment by 2013-14.
- Selected schools must have all Junior Kindergarten/Senior Kindergarten classes comply with the new full-day kindergarten model.
- For Years 4 and 5, school boards can submit sites that are currently involved in an Accommodation Review Committee process for consideration as new full-day kindergarten sites.
- Boards should consider geographic distribution based on the needs of all communities.

Identification of Capital Needs

- The process and the basis for evaluating the full-day kindergarten capital needs of each Year 4 and 5 schools are similar to that of the review conducted in Year 3 sites.
- The Ministry will determine the eligibility of proposed new schools as full-day kindergarten sites based on the school's capital funding status.
- Capital needs for Year 4 are to be submitted to the Ministry by June 24, 2011 and needs for Year 5 by October 28, 2011.

Support and Information Resources

- Education Officers from the Early Learning and Child Care Implementation branch are available for assistance in each Regional office.

DEVELOPMENTS:

Using the planning steps and requirements of the Ministry of Education, the following are the proposed sites for Years 4 and 5. An overview of the full five-year plan is attached as Appendix A.

Year 4

Holy Family Catholic Elementary School, Brant
Our Lady of Fatima School, Norfolk
Sacred Heart Catholic Elementary School, Brant
St. Gabriel Catholic Elementary School, Brant
St. Leo School, Brant
St. Mary's School, Haldimand
St. Michael's School, Norfolk

Year 5

Blessed Sacrament School, Brant
Notre Dame Catholic Elementary School, Haldimand
Our Lady of LaSalette School, Norfolk
Our Lady of Providence Catholic Elementary School, Brant
St. Anthony Daniel School, Brant
St. Bernard School, Brant
St. Bernard of Clairvaux School, Norfolk
St. Mary School, Brant
St. Patrick School, Brant

The Ministry of Education requests that the total number of students in Early Learning Kindergarten Programs at the beginning of 2013 be at least 74% of the number of junior and senior kindergarten students. The enrolment of the seven schools selected will bring the total number of students in Early Learning Kindergarten Programs to 77% of the total students in our Board by 2013.

Due to the tight timeline by the Ministry of Education for submissions, the proposed sites for Years 4 and 5 have been sent to the Ministry of Education, as requested, to meet the timeline of May 6, 2011.

RECOMMENDATION:

THAT the Committee of the Whole recommends the Brant Haldimand Norfolk Catholic District School Board approves the implementation of the Early Learning Kindergarten Program for Years 4 and 5, subject to Ministry of Education approval, at the following schools:

Year 4

Holy Family Catholic Elementary School, Brant
Our Lady of Fatima School, Norfolk
Sacred Heart Catholic Elementary School, Brant
St. Gabriel Catholic Elementary School, Brant
St. Leo School, Brant
St. Mary's School, Haldimand
St. Michael's School, Norfolk

Year 5

Blessed Sacrament School, Brant
Notre Dame Catholic Elementary School, Haldimand
Our Lady of LaSalette School, Norfolk
Our Lady of Providence Catholic Elementary School, Brant
St. Anthony Daniel School, Brant
St. Bernard School, Brant
St. Bernard of Clairvaux School, Norfolk
St. Mary School, Brant
St. Patrick School, Brant

**BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD
LONG TERM PLAN FOR ELKP**

Year	Enrolment Sept 2011			Classrooms			
	J	K	Total	Required	Available		
APPROVED YEAR 1 ELKP SITES							
1	Holy Cross	Brantford Central	7	11	18	1	1
1	Jean Vanier	Brantford South	26	41	67	3	3
1	Sacred Heart	Langton	15	19	34	2	2
1	St Michael's	Dunnville	14	26	40	2	2
1	St Pius	Brantford Central	12	8	20	1	1
			<u>74</u>	<u>105</u>		<u>9</u>	
% of students in ELP at end of Year 1						16%	
APPROVED YEAR 2 ELKP SITES							
2	Christ the King	Brantford Central	13	17	30	1	1
2	St Patrick	Caledonia	7	12	19	1	1
2	St. Stephen	Cayuga	7	9	16	1	1
			<u>27</u>	<u>38</u>		<u>3</u>	
% of students in ELP at end of Year 2						22%	
APPROVED YEAR 3 ELKP SITES							
3	Notre Dame	Brantford North	24	35	59	2	2
3	Resurrection	Brantford North	7	7	14	1	1
3	St. Frances Cabrini	Delhi	20	19	39	2	2
3	St. Joseph	Simcoe	27	38	65	3	2
3	St Cecilia's	Port Dover	17	8	25	1	1
3	St. Peter	Brantford South	24	13	37	2	1
3	St Theresa	Brant County	15	14	29	1	1
3	St. Basil	Brantford South West	32	31	63	2	4
			<u>166</u>	<u>165</u>		<u>14</u>	
% of students in ELP at end of Year 3						53%	
PROPOSED YEAR 4 SITES							
4	St. Leo	Brantford North	13	18	31	1	1
4	Our Lady of Fatima	Courtland	9	13	22	1	1
4	St. Michael's	Walsh	9	15	24	1	1
4	St. Gabriel **	Brantford South West	42	44	86	3	2
4	St Mary	Hagersville	12	13	25	1	1
4	Holy Family	Paris	11	14	25	1	1
4	Sacred Heart	Paris	31	23	54	2	2
			<u>127</u>	<u>140</u>		<u>10</u>	
% of students in ELP at end of Year 4						77%	
PROPOSED YEAR 5 SITES							
5	Our Lady of LaSalette	LaSalette	7	5	12	1	1
5	St. Bernard of Clairvaux	Waterford	13	12	25	1	1
5	Our Lady of Providence	Brantford North	23	29	52	2	2
5	Notre Dame	Caledonia	22	35	57	2	2
5	St. Anthony Daniel	Scotland	6	7	13	1	1
5	Blessed Sacrament	Burford	8	11	19	1	1
5	St. Bernard	Brantford Central	15	14	29	1	1
5	St. Patrick's	Brantford North	9	9	18	1	1
5	St Mary (Brantford)	Brantford Central	10	10	20	1	1
			<u>113</u>	<u>132</u>		<u>11</u>	
			<u>507</u>	<u>580</u>	<u>1,087</u>		

Bolded schools require addition or renovation

% of students in ELP at end of Year 5

100%

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

Prepared by: G. Wallace Easton, Associate Director, Corporate Services & Treasurer
Presented to: Committee of the Whole
Submitted on: May 17, 2011
Submitted by: Cathy Horgan, Director of Education & Secretary

SCHOOL BOARD INSURANCE

Public Session

BACKGROUND INFORMATION:

The Board received notice from the Ontario School Boards' Insurance Exchange (OSBIE) that our current five-year subscription will end on December 31, 2011. As per the Subscribers' Agreement, the Board must provide written notification, prior to July 1, 2011, if we choose not to renew our subscription. If the Board does not provide written notice prior to July 1, 2011, our subscription will automatically renew for another five-year term.

OSBIE is a school-board owned, non-profit insurance program with 106 members; representing 78 school boards and 28 joint ventures in Ontario. The primary goals of OSBIE are to insure member school boards against losses and to promote safe school practices. Consistent with common cooperative principles, each member in the reciprocal assumes a share of the risk carried by all members of the pool and also shares in any surplus of funds accumulated. The organization is run by a Board of Directors who is elected from the membership, based on regional representation.

DEVELOPMENTS:

In accordance with the Board's Purchasing Policy and Administrative Procedures, as well as the Broader Public Sector Procurement Directive, goods and services with a value of \$100,000 or greater must utilize an open, competitive procurement process unless an exemption, exception or non-application clause can be applied from a trade agreement. The Board's 2011 premium is \$229,630.44, including tax. Upon review, services provided to the Board through OSBIE may be classified as non-application from the Agreement on Internal Trade. The non-application clause is found in Annex 502.4, section L (b) which states *contracts with a public body or a non-profit organization*.

As a member of OSBIE, the Board has ownership in the organization. This membership includes a portion of the \$57 million guarantee fund, which has grown by \$17.9 million since the last subscription renewal. Since December 2005, subscribers have also shared in premium refunds of \$15.5 million. If the Board decides to terminate the Subscribers' Agreement, it will forfeit any portion of these benefits.

Further to competitive insurance premiums, OSBIE provides an abundance of support and assistance to the Board on a regular basis. This includes sample forms, guidelines for student activities, videos, webcasts, best practices, risk management support, etc.

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the utilization of non-competitive procurement to allow the continuation of services provided by OSBIE for another five-year term, beginning January 1, 2012.

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

Prepared by: Cathy Horgan, Director of Education & Secretary
Presented to: Committee of the Whole
Submitted on: May 17, 2011
Submitted by: Cathy Horgan, Director of Education & Secretary

COALITION FOR CHILDREN AND YOUTH MENTAL HEALTH
Public Session

BACKGROUND INFORMATION:

The Ontario Catholic School Trustees Association (OCSTA) recently participated in a meeting of sixteen organizations to discuss children and youth mental health. One of the groups in attendance was the School Based Mental Health and Substance Abuse (SBMHSA) Consortium.

The Consortium is a team of leading researchers and practitioners with expertise in the area of children and youth mental health and substance abuse. At a recent Public Education Symposium, the work of the consortium and a video were featured. The Consortium is currently conducting a review, national survey, and national scan to support the development and implementation of supports for schools and invite the participation of school-based professionals as they prepare to deliver this material to the field. Subsequently, a coalition has been formed, essentially as a lobby/focus group. The list of members, as well as their Statement of Intent, is provided in Appendix A.

DEVELOPMENTS:

OCSTA has asked that each Board pass a motion as a sign of support for the work of the Coalition. The intention is to unite the voices of many sectors to bring a sense of urgency and action to the vital issue of mental health. The ultimate goal is to work for equitable and timely access to the full continuum of mental health services and supports for children and youth in Ontario. A memo from Kevin Kobus, Executive Director of OCSTA, provides more specific information on the Coalition (Appendix B).

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board supports in principle the Coalition's Statement of Intent and to formally join the Coalition for Children & Youth Mental Health.

**Coalition for Children & Youth Mental Health
April 4, 2011**

Nancy Baldree	Elementary Teachers Federation of Ontario
Sarah Cannon	Parents for Children's Mental Health
Patrick Carney	Association of Chief Psychologists
Suzette Clark	Ontario Secondary School Teachers' Federation
Susan Cook	Ontario Public School Boards' Association
Joe Czaczkowski	Catholic Principals' Council of Ontario
Rose D'Alimonte	Ontario Association of Social Workers
Kathleen Devlin	Ontario Teachers Federation
Carole Drouin	Association franco-ontarienne des conseils scolaires catholiques
Bruce Ferguson	Hospital for Sick Children
Catherine Fife	Ontario Public School Boards' Association
Rory Gleeson	Ontario Children's Aid Societies
Sabrina Gonsalves	Ontario Association of Social Workers
Wendy Heffernan	Mental Health Commission of Canada
Ian Manion	Ontario Centre of Excellence for Children and Youth Health at CHEO
Mental	Ontario Public School Boards' Association
Judith Nyman	Association des conseils scolaires des écoles publiques de l'Ontario
Louise Pinet	Children's Mental Health Ontario
Camille Quenneville	Ontario Principals' Council
Vicki Shannon	Centre for Addiction and Mental Health Consortium
Joanne Shenfeld	Ontario Public School Boards' Association
Kathy Short	Council of Ontario Directors of Education
Jeff Sprang	Parents for Children's Mental Health
Ken Thurston	Provincial Council for Maternal and Child Health
Gaby Wass	Ontario Association of School Board Chief Social Workers
Marilyn Booth	Ontario Catholic School Trustees Association
David Hoy	Association des enseignantes et des enseignants franco-ontariens
Kevin Kobus	
Rejean LaRoche	

CHILDREN AND YOUTH MENTAL HEALTH

STATEMENT OF INTENT

The Coalition for Children and Youth Mental Health believes that fostering social and emotional health as a part of healthy child development must be a priority in Ontario schools and a priority for integrated public policy in the province. Nurturing the whole child promotes children's rights. It involves engaging with the entire community of caring adults to provide a full continuum of services that includes mental health literacy, promotion of positive social-emotional development, prevention of mental health problems, intervention services and clear pathways to care. The Coalition advocates for the conditions that promote student success in school and in life and recognizes that this is strongly linked with student mental health and well-being. It is vital to recognize that investing in mental health and well-being of children and youth is an investment in Ontario's future sustainability and prosperity.

The Coalition's work in this area will focus on:

- **Mental Health Literacy and Wellness:** Advocating for funding and support for an effective mental health literacy program for all staff working directly with children and youth in schools as well as promoting mental health literacy and wellness in children and youth themselves
- **Integration, not Fragmentation:** Promoting inter-ministerial collaboration and a multi-sectoral approach to ensure facilitated access to timely, integrated, responsive and equitable mental health services for children and youth across Ontario
- **Integrated Public Policy:** Contributing to the development and implementation of strategic and integrated public policy that will positively transform mental health for children and youth through action that takes into account the impact of the social determinants of health*
- **Partnerships:** Building a network of provincial partners dedicated to children and youth mental health to ensure an alignment of priorities and consolidation of effort for sustained change to mental health services, supports and promotion
- **Student and Parent Voice:** Ensuring that the wisdom and lived experiences of students and parents provide a vital voice in the work of the Coalition.

*Social determinants of health are: "the conditions in which people are born, grow, live, work and age, including the health system." (World Health Organization)



Ontario Catholic School
Trustees' Association

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Nancy Kirby, *President*
Marino Gazzola, *Vice President*
Kevin Kobus, *Executive Director*

April 11, 2011

TO: Chairpersons & Directors of Education

FROM: Kevin Kobus, Executive Director

RE: **Coalition for Children and Youth Mental Health
– Further Information**

My previous memo on this topic, dated April 5th, provided information on a summit to be held on June 2, 2011. In addition, it indicated a request for each school board to pass a motion to support in principle the Coalition's Statement of Intent. In response to the most recent memo, a few inquiries have been received seeking additional information. I am pleased to provide the following responses as a result of the enquiries.

1. Has OCSTA endorsed the participation in the Coalition?
Yes. The project was initiated by OPSBA with the intent that they would seek the support of many groups, including all trustee associations. There are also many groups and institutions from the health sector as well as other groups from education.
2. Who are the other members of the Coalition?
Participation in the Coalition continues to grow. The attached list reflects membership as of April 4, 2011.
3. Exactly what are we joining and for what purpose?
Please refer to the Coalition's Statement of Intent. This was included in the April 5th memo and is attached for your reference. To clarify further, there is a sense that efforts geared to responding to the mental health needs of children and youth are fragmented. The Coalition is advocating for the immediate needs and priorities that emphasize integration and collaboration. Because there are several Ministries involved in the delivery of services, the coalition can be effective in providing a co-ordinated response to the pertinent issues, including the method of allocation of resources to meet the needs of children and youth. Although OCSTA, as a Provincial Association has endorsed the participation in the Coalition, there is merit in having each school board indicate its support.

4. Who is the Executive and is this an incorporated body?

There is no executive and it is not an incorporated body. The co-ordination of meetings and the setting of the agendas is being done by Judith Nyman and meetings thus far have been held at the OPSBA office.

5. Are School Boards required to pay fees?

There are no fees associated with the Coalition. OCSTA is not paying a fee nor is there a charge to individual school boards for their endorsement of the Coalition. It is hoped, however, that each school board will support the initiative by having one or more representatives at the June 2nd Summit. There will be a registration fee for the Summit.

6. Is there any relationship between the formation of the Coalition and the recent budget announcement of an increase in funding to address mental health needs of children and youth?

There is no direct relationship but there had been lobbying by individual associations prior to the date of the provincial budget. The recent announcement of an increase in funding in the provincial budget contained no details. It is hoped that the Coalition will be in a position to advise the Province on the best use of the funds.

I trust that the responses to the questions contained herein will allow boards to have an informed discussion on the motion as outlined in my previous memo. Please feel free to contact me if further information is required.

As always, your co-operation and support are greatly appreciated.

Attachments (2)

1.: USRKevinChildren & Youth Mental Health Resources\Board Memo3.doc

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

Prepared by: Chris Roehrig, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: May 17, 2011
Submitted by: Cathy Horgan, Director of Education & Secretary

STRATEGIC PLAN UPDATE: LEADERSHIP
Public Session

BACKGROUND INFORMATION:

The Board's Strategic Plan was approved in principle in June, 2009. In the fall of 2010, the action plans for the Strategic Commitments were received by the Board. At that time it was determined that bi-annual monitoring reports would be provided to the Board.

DEVELOPMENTS:

Please find attached the monitoring report on the Leadership Strategic Commitment.

RECOMMENDATION:

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

- Leadership:** *We want to ensure dynamic and progressive leadership in the years ahead*
- Capitalize on and share our current knowledge and experience with those who will lead tomorrow
 - Build capacity to be ready for demographic changes - e.g. retirements - in the years ahead
 - Identify and nurture potential leaders at every level of our school system

Expected Outcome	Strategies	Indicators of success	Timeline	Responsibility	Status
We will develop a profile of the leader for various roles.	Communicate the profile of the leader based on practices and competencies essential to each leadership position.	The profile is based on the Catholic Leadership Framework and is embedded in leadership postings, the Board website, reflected in professional learning plans (e.g. aspiring leaders' programs), communicated electronically throughout the system.	December 2010	Chris N. Roehrig Tracey Austin	<ul style="list-style-type: none"> · Publish leadership profile to system · Leadership profile embedded in postings and reflected in professional learning plans needs to be articulated further for system
We will develop programs for and support the professional learning of aspiring, beginning and experienced leaders.	<p>Continue to review and refine the current teacher leadership program (<i>An Introduction to Teacher Leadership</i>) in a manner that is aligned with the leadership framework.</p> <p>Participate in the King's University Leadership seminar. Emphasis is on the historical context of Catholic education in Ontario.</p> <p>Develop a formal leadership program (<i>Aspiring Catholic Leaders: Seminar Series</i>) in a manner that is aligned with the leadership framework. The program shall provide opportunities for aspiring leaders to observe and acquire the competencies outlined in the leadership profile.</p>	<p>A post module feedback mechanism with success criteria to evaluate the relevancy, impact and next steps for future leadership programs will be developed.</p> <p>Current teacher leaders (curriculum consultants and teachers with system roles shall participate).</p> <p>As part of the Aspiring Catholic Leaders: Seminar Series, a tool will be developed to assist potential leaders in self assessing.</p>	<p>May 2011 & May 2012</p> <p>November 2010</p> <p>March 2011 & March 2012</p>	<p>Chris N. Roehrig Tracey Austin</p> <p>Chris N. Roehrig</p> <p>Chris N. Roehrig</p>	<ul style="list-style-type: none"> · Continue to review and refine the current teacher leadership program (<i>An Introduction to Teacher Leadership</i>) in a manner that is aligned with the leadership framework. · Teacher leaders participated in the workshop. · Program developed; four-part series · Self-assessment tool being used in the program · Timing of program to change; perhaps Fall · Potential to share self-assessment tool with current principal · Include the self-assessment tool in portfolio

Expected Outcome	Strategies	Indicators of success	Timeline	Responsibility	Status
We will identify and recruit potential leaders through formal and informal leadership programs.	Develop a formal leadership program for teachers in the vice-principal pool.	The candidates in the program will complete the components of the program and provide feedback to organizers for subsequent program planning.	October 2011	Chris N. Roehrig	<ul style="list-style-type: none"> No pool at this time; there needs to be a long view in succession planning
	Develop a certificate program in Human Resources and Labour Relations for vice-principals and principals in a manner that is aligned with the leadership framework.	Conduct a needs assessment among the participants to inform the learning goals of the program. All principals and vice-principals have completed the certificate program within two years of the commencement of the program. The Board shall develop and administer a feedback mechanism with success criteria to evaluate the relevancy, impact and next steps for future leadership programs.	October 2011 (Program Begins) February 2012, 2013 (Feedback)	Chris N. Roehrig Joe DiFrancesco Paula Dunn	<ul style="list-style-type: none"> Program developed; four modules Thursday/Friday speakers being sought On-line registration
	Develop a leadership training program for candidates in the principal and vice-principal pool that are in our school system.	Participants shall participate in a job shadowing (internship) component as well as leadership training program that will develop the aspiring principals' ability to deal with the practical (day-to-day) demands of the role.	October 2011	Chris N. Roehrig	<ul style="list-style-type: none"> In development
We will continue to implement and monitor/evaluate the mentoring program for new and experienced principals and vice-principals.	Convene the Mentoring Steering Committee to revise and augment the mentoring program that is currently in place.	Principals and vice-principals are engaged in the mentoring program.	October 2011	Trish Kings	<ul style="list-style-type: none"> Start earlier; more time dedicated Good focus on having hard conversations
	Develop and document a comprehensive transition process for incoming and outgoing school and Board leaders.	The documentation of the process shall be evaluated for next steps by the Leadership Steering Team.	October 2011	Chris N. Roehrig	
We will implement a principal/vice-principal performance appraisal system based on leadership profiles.	The Board shall support annual growth plans and performance plans with coaching opportunities.	Annual growth plans are reflective of the Board's profile of a Catholic leader. Annual growth plans and/or performance plans will demonstrate movement towards goals. Principals and vice-principals that request coaching opportunities will determine the desired outcomes.	October 2010 – October 2013	Chris N. Roehrig	<ul style="list-style-type: none"> Optional online workshops were held for principals and vice-principals that were new to the process.

Expected Outcome	Strategies	Indicators of success	Timeline	Responsibility	Status
We will facilitate Trustee training related to student achievement and Bill 177.	The Board shall access the OCSTA modules to support learning on selected topics.	The Board shall develop monitoring strategies embedded in the Board Multi-Year Plan. The Board shall develop a Trustees Code of Conduct.	2010-2012 January 2011	Chair of the Board Trustees Director of Education	<ul style="list-style-type: none"> · Draft PD plan developed · Accessing OCSTA modules · Developed in draft

MINUTES AND RECOMMENDATIONS

POLICY COMMITTEE

April 20, 2011

AGENDA ITEM	MOTION
5.1	THAT the Policy Committee recommends that the Committee of the Whole refers the Hiring – Academic Staff Policy 300.10 to the Brant Haldimand Norfolk Catholic District School Board for approval.
5.2	THAT the Policy Committee recommends that the Committee of the Whole refers the Hiring – Support Staff Policy 300.11 to the Brant Haldimand Norfolk Catholic District School Board for approval.

POLICY COMMITTEE

May 5, 2011

AGENDA ITEM	MOTION
4.1	THAT the Policy Committee recommends that the Committee of the Whole refers the Pupil Accommodation Review Policy 400.16 to the Brant Haldimand Norfolk Catholic District School Board for approval.
4.2	THAT the Policy Committee recommends that the Committee of the Whole refers the Nutrition – Creating a Healthy Environment Policy 200.01 (Interim) to the Brant Haldimand Norfolk Catholic District School Board for approval.

THAT the Committee of the Whole refers the approved minutes from the April 20, 2011 Policy Committee Meeting and the unapproved minutes from the May 5, 2011 Policy Committee Meeting to the Brant Haldimand Norfolk Catholic District School Board for receipt.

THAT the Committee of the Whole refers the recommendations from the Policy Committee Meetings of April 20, 2011 and of May 5, 2011 to the Brant Haldimand Norfolk Catholic District School Board for approval.



**Policy Committee
Wednesday, April 20, 2011
Haldimand Room**

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

Absent:

1. Call to Order

1.1 Opening Prayer

The meeting opened with a prayer led by Dennis Blake.

2. Routine Matters

2.1 Approval of the Agenda

Moved by: Dan Dignard

Seconded by: Rick Petrella

THAT the Policy Committee approves the agenda for the April 20, 2011 meeting.

Carried

2.2 Declaration of Interest: Nil

2.3 Approval of Minutes from the Policy Committee Meeting of October 13, 2010

Moved by: Bonnie McKinnon

Seconded by: June Szeman

THAT the Policy Committee approves the minutes from the March 30, 2010 meeting.

Carried

2.4 Business Arising from Minutes: Nil

3. Presentations and Delegations: Nil

4. Discussion Items

4.1 Inclement Weather / Staff Snow Days / Zones

Discussion regarding inclement weather, transportation zones and staff snow days took place and it was agreed to leave the status quo.



4.2 Reporting of Trustee Expenses

It was suggested that a copy of the guidelines regarding Trustee expenses be posted in the Trustee conference in First Class. Administration will bring forward a format and suggestion for reporting trustee expenses.

5. Committee and Staff Reports

5.1 Hiring – Academic Staff 300.10 (revised)

Associate Director Easton reviewed revisions made to the Hiring policy for Academic Staff that reflect the changes made to the Education Act resulting from Bill 177. Discussion took place. It was requested that trustees continue to be part of the interview committee for principals and vice-principals and that information about the appointment of Principals/Vice-Principals and Managers be provided to trustees in a timely manner.

Moved by: Dan Dignard

Seconded by: Rick Petrella

THAT the Policy Committee recommends that the Committee of the Whole refers the Hiring – Academic Staff Policy 300.10 (revised) to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

5.2 Hiring – Support Staff 300.11 (revised)

Associate Director Easton reviewed changes to the Hiring policy for Support Staff resulting from amendments to the Education Act as a result of Bill 177. Following discussion, suggestions for minor changes were made.

Moved by: Cliff Casey

Seconded by: June Szeman

THAT the Policy Committee recommends that the Committee of the Whole refers the Hiring – Support Staff Policy 300.11(revised) to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

5.3 Pupil Accommodation Review 400.16 (revised)

Assistant Superintendent Tom Grice presented the revised Pupil Accommodation Review policy to reflect the changes made to the Ministry's Pupil Accommodation Review Guideline (PARG). Two significant differences are the use of terminology referring to the Terms of Reference, which frame the parameters of the Accommodation Review Committee (ARC) discussion, and the School Information Profile, which will help the ARC understand how well the school under review meets the objectives and the reference criteria outlined in the Terms of Reference. Discussion ensued and it was requested that the policy return to the next Policy Committee meeting reflecting the input and suggestions that were provided.



6. Information

6.1 2010-11 Policy Review Schedule

The revised Policy Review Schedule was provided for review.

7. Adjournment

Moved by: Bonnie McKinnon

Seconded by: Rick Petrella

THAT the Policy Committee adjourns the meeting of April 20, 2011

Carried



**Policy Committee
Thursday, May 5, 2011
Boardroom**

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

Absent:

1. Call to Order

1.1 Opening Prayer

The meeting opened with a prayer led by Dennis Blake.

2. Routine Matters

2.1 Approval of the Agenda

Moved by: Rick Petrella

Seconded by: Bonnie McKinnon

THAT the Policy Committee approves the agenda for the May 5, 2011 meeting.

Carried

2.2 Declaration of Interest: Nil

2.3 Approval of Minutes from the Policy Committee Meeting of April 20, 2011

Moved by: Dan Dignard

Seconded by: Rick Petrella

THAT the Policy Committee approves the minutes from the April 20, 2011 meeting.

Carried

2.4 Business Arising from Minutes: Nil

3. Presentations and Delegations: Nil

4. Committee and Staff Reports

4.1 Pupil Accommodation Review 400.16 (revised)

The Committee further discussed the revised Pupil Accommodation Review policy that had initially been presented at the April 20, 2011 Policy Committee meeting and reviewed the revisions that were made.



Moved by: June Szeman
Seconded by: Bonnie McKinnon

THAT the Policy Committee recommends that the Committee of the Whole refers the Pupil Accommodation Review Policy 400.16 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

4.2 Nutrition – Creating a Healthy Environment 200.01 (Interim)

Superintendent Bill Chopp informed the Committee that this new nutrition policy, which sets nutrition standards for food and beverages sold in schools, results from the School Food and Beverage policy introduced by the Ministry of Education in January 2010. Under PPM 150, boards are required to have a nutrition policy and administrative procedures in place by September 1, 2011. The final policy, with applicable amendments, will be brought back to the Policy Committee in 2012 after schools have had the opportunity to work within the new standards and make suggestions for revisions.

Moved by: Rick Petrella
Seconded by: June Szeman

THAT the Policy Committee recommends that the Committee of the Whole refers the Nutrition – Creating a Healthy Environment Policy 200.01 (Interim) to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

5. Discussion Items

5.1 Facilitator's Report – Trustees' Retreat

Trustees discussed Scott Ferguson's draft report resulting from the Trustees' Retreat and Governance session held in April, 2011. Director Horgan will draft a revised Trustees' Code of Conduct policy for review and discussion at the June 7, 2011 Policy Committee meeting.

6. Information - Nil

7. Adjournment

Moved by: Bonnie McKinnon
Seconded by: June Szeman

THAT the Policy Committee adjourns the meeting of May 5, 2011.

Carried

**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: April 20, 2011
Submitted by: Cathy Horgan, Director of Education & Secretary

HIRING - ACADEMIC STAFF 300.10 (revised)
Public Session

BACKGROUND INFORMATION:

The Hiring - Academic Staff policy has been revised to reflect changes to the Education Act as a result of Bill 177. The policy and procedures have also been updated to the current format.

DEVELOPMENTS:

The major change is that school principals and consultants are selected by the Director of Education and reported to the Board. The Board of Trustees continue to be involved in the selection of Supervisory Officers. The policy and administrative procedures were reviewed by Senior Administration, principals and OECTA.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Hiring - Academic Staff policy (300.10) to the Brant Haldimand Norfolk Catholic District School Board for approval.



**Brant Haldimand Norfolk
Catholic District School Board**

Policy: Hiring - Academic Staff

		Policy Number:	300.10
Adopted:	May 25, 2004	Former Policy Number:	n/a
Revised:		Policy Category:	Human Resources
Subsequent Review Dates:		Pages:	1

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board believes that in order to fulfill its Catholic mission statement, it must recruit, hire and promote qualified and certified teachers who are practicing Catholics with a demonstrated commitment to Catholic education

Policy Statement:

This policy applies to all candidates for employment in academic positions within the Board's schools and learning centers: teaching staff, positions of responsibility, principals and vice principals.

The Hiring Procedures – Academic Staff Policy will:

- Ensure all candidates for academic positions understand the principles that shall guide the hiring and promotion of academic staff,
- Give preferential consideration to qualified Roman Catholic applicants, in accordance with the *Ontario Human Rights Code*, and the historical right of Catholic school boards under the *Constitution Act, 1981* and the *Education Act*,
- ensure that the Board conducts a fair selection process to fill vacancies in academic positions based on Catholicity, qualifications, experience and merit,

Glossary of Key Policy Terms:

Positions of Responsibility

Department Heads, Coordinators and Consultants.

References

- Education Act, Sections 170(1) & 171(1)
- Ontario Human Rights Code, Section 24(1)(1)
- Constitution Act, 1981
- Employment Standards Act
- Ontarians with Disabilities Act
- Pre-Employment Screening Policy
- Religious Education Qualifications for Teaching Staff Policy (300.1)
- Student Achievement and School Board Governance Act, 2009



**Hiring – Academic Staff
AP 300.10**

Procedure for:	Principals/Vice-Principals	Adopted:	May 25, 2004
Submitted by:	Associate Director & Treasurer	Revised:	Month, dd. yyyy or N/A
Category:	Human Resources		

Purpose

The Brant Haldimand Norfolk Catholic District School Board recognizes that in order to fulfill its Catholic mission statement, it must recruit, hire and promote qualified and certified teachers who are practicing Catholics with a demonstrated commitment to Catholic education. The Board will ensure all candidates for academic positions understand the principles that shall guide the hiring and promotion of academic staff and will give preferential consideration to qualified Roman Catholic applicants, in accordance with the *Ontario Human Rights Code*, and the historical right of Catholic school boards under the *Constitution Act, 1981* and the *Education Act*. The Board will also ensure that a fair selection process is conducted to fill vacancies in academic positions based on Catholicity, qualifications, experience and merit.

Responsibilities

Superintendent of Education, Academic Staffing

- Approve the placement of all internal and external advertisements for the hiring of academic staff.
- Establish an Interview Committee, if required.
- Approve the hiring and appointment of teaching staff.
- Make hiring recommendations to the Director of Education for positions of responsibility.

Director of Education

- Approve the hiring and appointment of principals and vice-principals and positions of responsibility.
- Provide a written report to the Board of Trustees which identifies the successful candidate to the principal/vice-principal position or pool.

Senior Administration

- Review the results of the interview process and the record of performance information for the hiring of principals and vice-principals.

Interview Committee

- Interview candidates.
- Make hiring recommendations for teaching positions.

Appropriate Human Resources Coordinator

- Coordinate the hiring process in conjunction with the Superintendent of Education, Academic Staffing.

Information

This administrative procedure applies to the hiring of staff for teaching positions, positions of responsibility and principals and vice-principals.



Procedures

1.0 General

- The placement of internal and external advertisements shall be approved by the Superintendent of Education, Academic Staffing, and coordinated by the Human Resources Coordinator who supports the academic portfolio.
- All external candidates must comply with the conditions outlined in the Pre-Employment Screening Policy.

2.0 Teaching Staff:

- The Superintendent of Education, Academic Staffing, shall establish an Interview Committee to interview candidates and make hiring recommendations for teaching positions. This Committee shall be comprised of a principal and at least one other academic staff person.
- The Superintendent of Education, Academic Staffing, shall approve the hiring and appointment of teaching staff.

3.0 Positions of Responsibility (Consultants, Coordinators, Department Heads):

- The Superintendent of Education, Academic Staffing, shall establish an Interview Committee to interview candidates and make a hiring recommendation for positions of responsibility. This Committee shall consist of at least one Superintendent of Education or designate, a Principal and one other appropriate academic staff member.
- The Superintendent of Education, Academic Staffing, shall provide a recommendation to the Director of Education for approval for hiring and/or appointment of teachers to positions of responsibility.

4.0 Principals and Vice-Principals:

- An Interview Committee shall be established to interview candidates for the position of Principal or Vice-Principal: This committee shall consist of **up to two trustees**, a minimum of two Academic Supervisory Officers and the Director of Education or designate.
- Senior Administration shall review the results of the interview process and the record of performance information. The Director of Education shall approve the hiring and appointment of Principals and Vice-Principals.
- The Director of Education shall then provide a written report to the Board which identifies the successful candidates to the respective Principal or Vice-Principal positions(s) or pool.
- The Director shall assign successful candidates to the position of Principal or Vice-Principal based on needs of particular school communities, the school council 'Principal Profile,' input from the appropriate Superintendent of Education, the outgoing principal and consultation with trustees.
- The Director of Education will appoint acting Principals and Vice-Principals to replace absent administrators, as required and report such assignments to the Board.
- **The Director will inform Trustees about principal/ vice-principal appointments on a timely basis.**

Definitions

Positions of Responsibility

Department Heads, Coordinators and Consultants.



References

Hiring – Academic Staff policy
Education Act, Sections 170(1) & 171(1)
Ontario Human Rights Code, Section 24(1)(1)
Constitution Act, 1981
Employment Standards Act
Ontarians with Disabilities Act
Pre-Employment Screening Policy
Religious Education Qualifications for Teaching Staff Policy (300.01)
Student Achievement and School Board Governance Act, 2009

**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: April 20, 2011
Submitted by: Cathy Horgan, Director of Education & Secretary

HIRING – SUPPORT STAFF 300.11 (revised)
Public Session

BACKGROUND INFORMATION:

The Hiring – Support Staff policy has been revised to reflect changes to the Education Act as a result of Bill 177. The policy and procedures have also been updated to the current format.

DEVELOPMENTS:

The Administrative Procedure has been revised to expedite the process for hiring casual staff. The procedure has also been amended to include “Early Childhood Educators”. The policy and administrative procedures were reviewed by Senior Administration, principals and both OSSTF units.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Hiring – Support Staff policy (300.11) to the Brant Haldimand Norfolk Catholic District School Board for approval.



**Brant Haldimand Norfolk
Catholic District School Board**

Policy: Hiring – Support Staff

		Policy Number:	300.11
Adopted:	June 22, 2004	Former Policy Number:	N/A
Revised:		Policy Category:	Human Resources
Subsequent Review Dates:		Pages:	1

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board believes that in order to fulfill its Catholic mission statement, it must recruit, hire and promote staff on the basis of qualifications, experience, merit and where appropriate, Catholicity.

Policy Statement:

This policy applies to all candidates for employment in non-academic positions within the Board's schools and learning centers, except candidates for employment in Senior Administrative positions.

The Hiring Procedures – Support Staff Policy will:

- ensure all candidates for support staff positions understand the principles that shall guide the hiring and promotion of support staff,
- ensure that the Board conducts a fair selection process to fill vacancies in support staff positions based on qualifications, experience, merit and where appropriate, Catholicity.

Glossary of Key Policy Terms:

Appropriate Senior Administrator

Senior Administrators are the Director of Education, the Associate Director, Corporate Services & Treasurer and the Superintendents of Education. The administrator who is responsible for the position or program in which the vacancy exists is defined as the appropriate Senior Administrator.

References

- Education Act, Sections 170(1) & 171(1)
- Ontario Human Rights Code, Section 24(1)(1)
- Employment Standards Act
- Ontarians with Disabilities Act
- Pre-Employment Screening Policy
- Student Achievement and School Board Governance Act, 2009



Hiring – Support Staff AP 300.11

Procedure for: Principals, Managers, Supervisors
Submitted by: Associate Director & Treasurer
Category: Human Resources

Adopted: June 22, 2004
Revised: Month, dd. yyyy or N/A

Purpose

The Brant Haldimand Norfolk Catholic District School Board recognizes that in order to fulfill its Catholic mission statement, it must recruit, hire and promote staff on the basis of qualifications, experience and merit. The Board will ensure that a fair selection process to fill vacancies in support staff positions is conducted based on qualifications, experience, merit and where appropriate, Catholicity.

Responsibilities

Appropriate Senior Administrator

- Approve the placement of internal and external advertisements for the hiring of support staff.
- Establish an Interview Committee for the hiring of support staff.
- Approve the hiring and appointment of OSSTF Secretarial staff, Administrative staff, Library Resource Technicians, Computer Technicians, Educational Assistants, Child and Youth Workers, Managers, Program Services Support staff, Early Childhood Educators, Custodians, Cleaners and Maintenance personnel and other Administrative staff.
- Provide a recommendation to the Director of Education for approval to hire and/or appoint Managers.

Appropriate Principal/Supervisor

- Establish an Interview Committee for the hiring of support staff.
- Make a hiring recommendation for ~~Approve~~ the hiring and appointment of OSSTF Secretarial staff, Administrative staff, Library Resource Technicians and Computer Technicians

Manager of Facilities and Construction Projects

- Establish an Interview Committee for the hiring of OSSTF Custodians, Cleaners and Maintenance personnel.
- Make a hiring recommendation for OSSTF Custodians, Cleaners and Maintenance personnel.

Interview Committee

- Interview candidates and make a hiring recommendation.

Appropriate Human Resources Coordinator

- Coordinate the hiring process in conjunction with the appropriate Senior Administrator.

Information

This administrative procedure applies to the hiring of staff for educational assistants, child and youth workers, OSSTF secretarial staff, administrative staff, library resource technicians, computer technicians, OSSTF Early Childhood Educators, OSSTF custodians, cleaners and maintenance personnel, programs services support staff, managers and other administrative staff.



Procedures

1.0 General

- The placement of internal and external advertisements shall be approved by the Appropriate Senior Administrator and coordinated by the Human Resources Coordinator of Support Staff.
- All external candidates must comply with the conditions outlined in the Pre-Employment Screening Policy.

2.0 Educational Assistants/Child Youth Workers:

- The Appropriate Senior Administrator shall establish an Interview Committee to interview candidates and make a hiring recommendation. For permanent positions, the Committee shall consist of the Human Resources Coordinator of Support Staff and the school Principal and/or the Supervisor of the position. For other than permanent positions, the Committee will consist of the Principal and/or the Supervisor of the position and one other appropriate staff member. The appropriate Senior Administrator shall approve the hiring and appointment of Educational Assistants and Child Youth Workers.

3.0 OSSTF Secretarial Staff, Administrative Staff, Library Resource Technicians and Computer Technicians

- The appropriate Principal/Supervisor shall establish an Interview Committee to interview candidates and make a hiring recommendation. For permanent positions, the Committee shall consist of the Human Resources Coordinator of Support Staff and the school Principal and/or the **appropriate Supervisor**. For other than permanent positions, the Committee will consist of the Principal and/or the Supervisor of the position and one other appropriate staff member. If there is no direct supervisor, the appropriate Senior Administrator will establish an Interview Committee.
- The appropriate Senior Administrator shall approve the hiring and appointment of OSSTF Secretarial staff, Administrative staff, Library Resource Technicians and Computer Technicians.

4.0 OSSTF Early Childhood Educators

- The appropriate Principal/Supervisor shall establish an Interview Committee to interview candidates and make a hiring recommendation. For permanent positions, the Committee shall consist of the Human Resources Coordinator of Support Staff and the school Principal and/or the **appropriate Supervisor**. For other than permanent positions, the Committee will consist of the Principal and/or the Supervisor of the position and one other appropriate staff member. If there is no direct supervisor, the appropriate Senior Administrator will establish an Interview Committee.
- The appropriate Senior Administrator shall approve the hiring and appointment of OSSTF Early Childhood Educators.

5.0 OSSTF Custodians, Cleaners and Maintenance Personnel

- The Manager of Facilities and Construction Projects shall establish an Interview Committee to interview candidates and make a hiring recommendation. For permanent positions, the Committee shall consist of the Manager of Facilities and Construction Projects, or Designate, the appropriate Custodial/Maintenance Supervisor and Human Resources Coordinator of Support Staff. For other than permanent positions, the Committee will consist of the Manager of Facilities and Construction Projects, or Designate and the appropriate Custodial/Maintenance Supervisor.
- The Associate Director, Corporate Services and Treasurer shall approve the hiring and appointment of custodians, cleaners and maintenance personnel.



6.0 Program Services Support Staff and Other Administrative Staff

- The appropriate Senior Administrator shall establish an Interview Committee to interview candidates and make a hiring recommendation. For permanent positions, the Committee shall consist of the Human Resources Coordinator of Support Staff and the school Principal and/or the **appropriate Supervisor**. For other than permanent positions, the Committee will consist of the Principal and/or the Supervisor of the position and one other appropriate staff member.
- The Senior Administrator will approve the hiring and appointment of Program Services Support staff and other Administrative Staff.

7.0 Managers

- The appropriate Senior Administrator shall establish an Interview Committee to interview candidates and make a hiring recommendation. This Committee shall consist of the appropriate Senior Administrator(s), one other appropriate staff member supported by the Human Resources Coordinator of Support Staff **and up to two trustees**.
- The Senior Administrator will provide a recommendation to the Director of Education for approval to hire and/or appoint Managers.
- **The Director will inform trustees about managerial appointments in a timely manner.**

Definitions

Appropriate Senior Administrator

Senior Administrators are the Director of Education, the Associate Director, Corporate Services & Treasurer and the Superintendents of Education. The administrator who is responsible for the position or program in which the vacancy exists is defined as the appropriate Senior Administrator.

References

Hiring – Support Staff Policy
Education Act, Sections 170(1) & 171(1)
Ontario Human Rights Code, Section 24(1)(1)
Employment Standards Act
Ontarians with Disabilities Act
Pre-Employment Screening Policy
Student Achievement and School Board Governance Act, 2009

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

Prepared by: Wally Easton, Associate Director, Corporate Services & Treasurer
Tom Grice, Assistant Superintendent of Business
Presented to: Policy Committee
Submitted on: April 20, 2011
Submitted by: Cathy Horgan, Director of Education & Secretary

PUPIL ACCOMMODATION REVIEW POLICY

Public Session

BACKGROUND INFORMATION:

The purpose of the Ministry's *Pupil Accommodation Review Guideline* (PARG) is to provide direction to school boards regarding public accommodation reviews undertaken to determine the future of a school or group of schools. In March 2009, the Ministry made changes to the PARG.

The *Guideline* ensures that where a decision is taken by a school board regarding the future of a school, the decision is made with the full involvement of an informed local community and it is based on a broad range of criteria regarding the quality of the learning experience for students. Under paragraph 26, subsection 8 (1) of the *Education Act*, the Minister of Education may issue guidelines with respect to school boards' school closure policies.

Board staff have updated the Board's Pupil Accommodation Review Policy and Administrative Procedures to reflect the changes to the Ministry's PARG. Any changes to the existing Pupil Accommodation Review Policy and procedures, as a result of this update process, will be applicable to all future school accommodation reviews.

DEVELOPMENTS:

Two distinguishing differences in the Ministry's March 2009 revised *Pupil Accommodation Review Guideline* from the prior Guideline issued in October 2006 is the use of terminology referring to the Terms of Reference and the School Information Profile.

School boards are now mandated to provide the Accommodation Review Committee (ARC) with a Terms of Reference that describes the ARC's mandate. The mandate will refer to the board's educational and accommodation objectives in undertaking the ARC and reflect the board's strategy for supporting student achievement. The Terms of Reference will contain Reference Criteria that frame the parameters of the ARC discussion. The Reference Criteria include the educational and accommodation criteria for examining schools under review and accommodation options.

The Terms of Reference will identify ARC membership and the role of voting and non-voting members, including board and school administration. The Terms of Reference will also describe the procedures for the ARC including meetings; material, support, and analysis to be provided by board administration; and the material to be produced by the ARC.

The School Information Profile described in the new PARG is similar in nature to the generic School Valuation Framework found in the previous PARG. School boards are required to develop a School Information Profile to help the ARC and the community understand how well school(s) meet the objectives and the Reference Criteria outlined in the Terms of Reference. The School Information Profile includes data for each of the following four considerations about the school(s):

- Value to the student.
- Value to the community.
- Value to the school board.
- Value to the local economy.

It is recognized that the school's value to the student takes priority over other considerations about the school. A School Information Profile will be completed by board administration for each of the schools under review. If multiple schools within the same planning area are being reviewed together, the same Profile must be used for each school. The completed School Information Profile(s) will be provided to the ARC to discuss, consult on, modify based on new or improved information, and finalize.

The following are examples of factors that may be considered under each of the four considerations. Boards and ARCs may introduce other factors that could be used to reflect local circumstances and priorities, which may help to further understand the school(s).

Value to the Student

- Quality of the learning environment at the school;
- Student outcomes at the school;
- Range of course or program offerings;
- Range of extracurricular activities and extent of student participation;
- Adequacy of the school's physical space to support student learning;
- Adequacy of the school's grounds for healthy physical activity and extracurricular activities;
- Accessibility of the school for students with disabilities;
- Safety of the school;
- Proximity of the school to students/length of bus ride to school.

Value to the School Board

- Student outcomes at the school;
- Range of program or course offerings;
- Availability of specialized teaching spaces;
- Condition and location of the school;
- Value of the school if it is the only school within the community;
- Fiscal and operational factors (e.g., enrolment versus available space, cost to operate the school, cost of transportation, availability of surplus space in adjacent schools, cost to upgrade the facility so that it can meet student learning objectives).

Value to the Community

- Facility for community use;
- Range of program offerings at the school that serve both students and community members (e.g., adult ESL);
- School grounds as green space and/or available for recreational use;

- School as a partner in other government initiatives in the community;
- Value of the school if it is the only school within the community.

Value to the Local Economy

- School as a local employer;
- Availability of cooperative education;
- Availability of training opportunities or partnerships with business;
- Attracts or retains families in the community;
- Value of the school if it is the only school within the community.

The ARC will discuss and consult about the School Information Profile(s) prepared by board administration for the school(s) under review and modify the Profile(s) where appropriate. This discussion is intended to familiarize the ARC members and the community with the school(s) in light of the objectives and Reference Criteria outlined in the Terms of Reference. The final School Information Profile(s) and the Terms of Reference will provide the foundation for discussion and analysis of accommodation options.

The Ministry recommends that, wherever possible, schools should only be subject to an accommodation review once in a five-year period, unless there are exceptional circumstances.

Once an accommodation review has been initiated, the ARC must ensure that a wide range of school and community groups are consulted. These groups may include the school(s)' councils, parents, guardians, students, teachers, the local community and other interested parties. Public meetings must be well publicized, in advance, through a range of methods and held at the school(s) under review, if possible, or in a nearby facility if physical accessibility cannot be provided at the school(s). Public meetings are to be structured to encourage an open and informed exchange of views. All relevant information developed to support the discussions at the consultation is to be made available in advance.

At a minimum, ARCs are required to hold four public meetings to consult about the School Information Profile, the accommodation options, and the ARC Accommodation Report.

The ARC will produce an Accommodation Report that will make accommodation recommendation(s) consistent with the objectives and Reference Criteria outlined in the Terms of Reference. It will deliver its Accommodation Report to the Board's Director of Education, who will have the Accommodation Report posted on the Board's website. Under the new PARG, the ARC will present its Accommodation Report to the Board of Trustees. Board staff will examine the ARC Accommodation Report and present the staff analysis and recommendations to the Board of Trustees. The Board of Trustees will make the final decision regarding the future of the school(s). If the Board of Trustees votes to close a school or schools, the Board must outline clear timelines around when the school(s) will close.

After the intention to conduct an accommodation review of a school or schools has been announced by the school board, there must be no less than 30 calendar days notice prior to the first of a minimum of four public meetings. Beginning with the first public meeting, the public consultation period must be no less than 90 calendar days.

After the ARC completes its Accommodation Report, it is to make the document publicly available and submit the document to the school board administration. After the submission of the Accommodation Report, there must be no less than 60 calendar days' notice prior to the meeting where the Board of Trustees will vote on the recommendations.

These guidelines apply to schools offering elementary or secondary regular day-school programs, except as follows:

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

The Pupil Accommodation Review Policy and accompanying Administrative Procedure has been vetted through the consultation process and changes considered and included, where applicable.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Pupil Accommodation Review Policy 400.16 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Policy: PUPIL ACCOMMODATION REVIEW POLICY

		Policy Number:	400.16
Adopted:	26/02/08	Former Policy Number:	n/a
Revised:	TBD	Policy Category:	Operations
Subsequent Review Dates:		Pages:	2

Belief Statement:

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

Policy Statement:

The Board and its Administration:

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

Policy Criteria:

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

The following are not actions to which this Policy applies:

- Where a replacement school is to be rebuilt by the Board on the existing site or located within the existing school attendance boundary as identified through the Board's existing policies; i.e., replacement of a rural school within its existing rural community;
- When a lease is terminated;



Brant Haldimand Norfolk Catholic District School Board

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

Glossary of Key Policy Terms: n/a

References

BHNCDSB Long-Term Capital Plan

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

Ministry of Education Memorandum 2009:B7

Administrative Review of the Accommodation Review Process



Pupil Accommodation Review AP 400.16

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

Purpose

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

Responsibilities

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

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

Associate Director, Corporate Services or Designate - secretary and staff resource person during the Accommodation Review process and ensures that the Accommodation Review Committee successfully carries out its obligations under this policy including the presentation of its final Accommodation Report to the Board of Trustees.

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

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

Principal - member of the Accommodation Review Committee

Teaching Staff as appointed - member of the Accommodation Review Committee

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

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

Parish Representative as appointed - member of the Accommodation Review Committee

Information

The Board's elementary schools are generally organized in groups, usually linked to a secondary school. The goal of providing a suitable and equitable range of learning opportunities in a school or group of schools requires monitoring and active curriculum and programming decisions. Decisions that might require consolidation, closure or major program relocation will take into account the needs of all of the students in all of the schools in a particular group. There may, however, be circumstances in which a



single school should be studied for closure or relocation. Any decisions under this policy will take into account the Board's Long-Term Capital Plan (LTCP) for the area and potential partnership opportunities.

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

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

1.0 School Accommodation Utilization Review

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

The review is to consider, at a minimum:

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

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

2.0 The Preliminary Report

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

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

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



- In respect of one or more of the schools there are safety and/or environmental concerns attached to the building, the school site or its locality;
- The consolidation of schools is in the best interests of the overall school system;
- It has been no less than five years since the inception of a previous study of the school by an Accommodation Review Committee, except where extenuating circumstances warrant, such as an unexpected economic or demographic shift, or a change in a school's physical condition.

3.0 Establishing an Accommodation Review Committee

After reviewing the Preliminary Report, the Board may direct the formation of an Accommodation Review Committee for a group of schools or for a single school. Parents/guardians, staff and school council members of the affected schools will be informed within ~~ten (10) school~~ **fifteen (15) calendar** days, in writing, through their respective schools, of the Board's decision to form an Accommodation Review Committee and the decision will be posted on the Board's website.

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

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

3.1 The Mandate of the Accommodation Review Committee

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

3.2 Composition of the Accommodation Review Committee

The Accommodation Review Committee ~~will~~ **should** consist of the following persons:

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

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

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



3.3 Operation of the Accommodation Review Committee

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

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

4.0 Information to the ARC

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

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

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

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

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

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

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

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

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

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



the option(s) require new capital investment, board administration will advise on the availability of funding, and where no funding exists, will propose how students would be accommodated if funding does not become available.

4.1 Meetings of the Accommodation Review Committee

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

The Accommodation Review Committee Chair will call the first public meeting of the Committee no earlier than ~~sixty (60)~~ **thirty (30) calendar** days after the date of its appointment, excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break. The Committee will meet as often as required **to fulfil its mandate**.

Prior to the first public meeting, the Accommodation Review Committee will customize the Board's ~~generic School Valuation Framework~~ **Information Profile** (Appendix A ~~B~~) ~~for application to the schools under review if they deem it necessary~~. The Committee may add factors ~~to both~~ but may not subtract or alter factors. The Committee will make the customized ~~School Valuation Framework and the School Valuation Factors~~ **Information Profile** public prior to its public meetings.

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

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

5.0 Communication of the Accommodation Review Committee Meetings

Public notice of the public meetings will be provided through school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers, and will include date, time, location, purpose, contact name and number. Notice of the first public meeting will be provided no less than thirty (30) **calendar** days in advance of the meeting, excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break. A minimum of ~~two (2) weeks~~ **fourteen (14) calendar days** notice will be provided in respect of the other public meetings.



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

6.0 The Work of the Accommodation Review Committee

As noted above, the Board is committed to providing the best educational opportunities for its resident pupils. Active curriculum and programming decisions that might require school consolidation, closure or program relocation must take into account the needs of all of the students in all of the schools in a particular group, recognizing that the schools form a community and have a common set of interests. The Board encourages Accommodation Review Committees to work actively against any inclination for individual school communities to divide into adversarial groups.

Attention should first be paid to the current educational situation in the school or group of schools and how it is likely to evolve if things are left as they are. Attention should then be paid to the potential for enhancing the learning environment for students. ~~The questions set out below are intended to help the Accommodation Review Committee to focus on common issues in order to reach a constructive and positive outcome. It is not possible, however, to avoid the assessment of individual schools.~~

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

~~4.3 The Accommodation Review Committee School Valuation Report Framework~~

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

In answering these questions, the Accommodation Review Committee will consider the School Valuation Factors listed in Appendix A, both in respect of the existing organization of the schools and any proposed organization, and may add factors to be addressed.

1. Does the school or group of schools currently provide the range of mandatory programs required to meet the Ministry of Education policies and ensure program quality for all the students of the Board who reside in the catchment area?
2. Does the school or group of schools currently provide the range of optional programs required to ensure an appropriate education and program quality for all the students? What optional programs cannot be offered currently that are available in other Board schools?
3. Is the operation of the schools or size of schools supported by the funding guidelines of the government or are there other sustainable sources of revenue to support the operation?
4. Do enrolment projections and development plans indicate that the enrolments will be high enough for the next five (5) years to keep the current organization educationally and financially viable?
5. Is there a proposed organization of all or some of the existing schools that could result in each remaining school being able to provide the range of mandatory programs required to meet the Ministry of Education policies and ensure program quality for the Board's students who reside in the existing or proposed catchment area, and that could result in each remaining school being able to provide the range of optional programs required to ensure an appropriate education and equity for all the students? What optional programs could be offered in the proposed organization that are available in other District School Board schools?
6. Can the proposed school organization result in an equivalent or improved environment for the students from a health and safety perspective?



7. What bussing would be required under the proposed organization? If there are increased bussing costs, can these be offset by reduced operating and administrative resource costs?
8. What are the financial benefits of the proposed school organization that would enable the Board to maintain or improve the student learning environment? Would the operation of the proposed school organization be supported by the funding guidelines of the Student-Focused Funding Model or are there other sustainable sources of revenue to support the operation of this organization?
9. What are the capital requirements of the proposed school organization in terms of renewal, additions, new schools or program enhancements? Would they be supported by the funding guidelines of the Student-Focused Funding Model or are there other sustainable sources of revenue to support the capital requirements, such as the shared use of a building or site?
10. Do alternative organizations of all or some of the schools offer better long-term opportunities to provide quality educational services and accommodation for students within current fiscal realities?
11. What effects would the proposed organization have on community activities of social, educational, cultural or recreational nature?
12. What are the possible alternative uses for any building recommended for consolidation or closure?

2.7 — Information and Documentation

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

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



~~2.8 The Accommodation Review Committee School Valuation Report~~

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

- The implications for the program for students both in the school under consideration for consolidation, closure or program relocation and in the school(s) where programs may be affected.
- The effects of consolidation, closure or program relocation on the following:
 - The attendance area defined for the schools;
 - Attendance at other schools;
 - The need and extent of bussing.
- The financial effects of consolidating or not consolidating the school, including any capital implications;
- Revenue implications as a result of the consolidation, closure or program relocation;
- Savings expected to be achieved as a result of the consolidation, closure or program relocation;
- School operations (heating, lighting, cleaning, routine maintenance);
- Expenditures to address school renewal issues which will no longer be required
- Additional expenditures, if any, at schools which will accommodate students displaced as a result of a consolidation, closure or program relocation decision taken by the board
 - School operations (heating, lighting, cleaning, routine maintenance);
 - School administration;
 - School renewal;
 - Transportation.
- Net savings/costs associated with:
 - Teaching staff;
 - Paraprofessionals;
 - Student transportation
- The possible alternative use or disposition of an empty building.

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

7.0 Accommodation Review Committee School Accommodation Report

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



8.0 Consideration of the Accommodation Review Committee School Valuation ~~School Valuation~~ Accommodation Report

8.1 Staff's Report to the Board

The Associate Director ~~or Designate~~ will review the recommendations of the Accommodation Review Committee and prepare a ~~Staff~~ Report to the Board.

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

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

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

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

8.2 Board Meeting for Public Input

The Board will hold a meeting for public input no sooner than thirty (30) ~~calendar~~ days after the report and recommendations are presented to the Board in public session, in order to provide an opportunity for the public to make formal presentations to the Board concerning the report and the matters that are addressed in it. ~~and in the Accommodation Review Committee School Valuation Report.~~ The public meeting may be scheduled as part of one of the Board's regularly scheduled meetings. On the date that the Board schedules the meeting for public input, it will also schedule the Board meeting to consider school accommodation referred to in Section ~~3.4~~ ~~8.4~~ of this ~~Policy~~ ~~Procedure~~.

~~Board Meeting for Public Input (continued)~~

A minimum of ~~two (2) weeks~~ ~~fourteen (14) calendar days~~ notice of the public Board meeting for input will be provided via school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers and will include date, time, location, purpose, contact name and number.

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

8.3 Staff's Follow-up Report to the Board

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



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

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

8.4 Board Meeting to Consider School Accommodation

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

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

Parents/Guardians, Staff and School Council members will be informed within ~~ten (10)~~ fourteen (14) calendar days, in writing, through their respective schools, of the Board's decision, which will also be posted on the Board's website.

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

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

8.5 Administrative Review of the Accommodation Review Process

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

9.0 The School Integration Process

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

9.1 Mandate of the Integration Committee

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



9.2 Composition of the Integration Committee

The Integration Committee will consist of the following persons:

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

The Committee has the authority to enlist additional members.

9.3 Operation of the Integration Committee

The Chair of the Board will appoint one trustee as the Chair of the Integration Committee.

The Superintendent will function as secretary and resource person. Other resource personnel can be called to assist the Integration Committee.

9.4 Meetings of the Integration Committee

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

9.5 School Closing Ceremony and Funding

The Integration Committee will determine whether a school closing ceremony is appropriate. If a closing ceremony is recommended, the Committee will design the format and program. The Principal will contact the Associate Director, Corporate Services & Treasurer to make the necessary financial arrangements and obtain a budget allocation. The Board will provide funds up to ~~\$250~~ 500.

9.6 Timelines

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

TABLE OF TIMELINES

10.0 Table of ARC Timelines and Milestones

Action	By Whom	When	Provision
Presentation of the Preliminary Report to the Board	Director	Discretion	4 2.0
Board decision to establish an Accommodation Review Committee	Board	Discretion	2 3.0
Notice of Board decision to establish an Accommodation Review Committee	Principals Director	Within one (1) week 7 days of decision*	2 3.0
Establishment of the membership of the Accommodation Review Committee	Board	Following the decision to establish an Accommodation Review Committee	3.2
Notice of first Accommodation Review Committee Public Meeting	Accommodation Review Committee	At least 60 30 days prior to the meeting*	2.4 4.1
Delivery of Information Package to the	Staff	No later than the	2.7 4.0



Action	By Whom	When	Provision
Accommodation Review Committee		Accommodation Review Committee's first public meeting	
First Accommodation Review Committee Public Meeting	Accommodation Review Committee	As scheduled by the Accommodation Review Committee.	2-4 4.1
Notice of second Accommodation Review Committee Public Meeting	Accommodation Review Committee	At least two (2) weeks 14 days prior to the meeting*	2-4 4.1
Second Accommodation Review Committee Public Meeting	Accommodation Review Committee	As scheduled by Accommodation Review Committee	2-4 4.1
Notice of third Accommodation Review Committee Public Meeting	Accommodation Review Committee	At least two (2) weeks 14 days prior to the meeting*	2-4 4.1
Third Accommodation Review Committee Public Meeting	Accommodation Review Committee	As scheduled by the Accommodation Review Committee	2-4 4.1
Notice of the fourth Accommodation Review Committee Public Meeting	Accommodation Review Committee	At least two (2) weeks 14 days prior to the meeting*	2-4 4.1
Fourth Accommodation Review Committee Public Meeting	Accommodation Review Committee	As scheduled by the Accommodation Review Committee	2-4 4.1
Delivery of Accommodation Review Committee Valuation Valuation Accommodation Report	Accommodation Review Committee	Not earlier than 90 days after the beginning and not later than 95 days after the beginning of not later than 120 days after the Accommodation Review Committee's first public meeting.*	2-8 7.0
Staff's Report and Recommendations	Staff	Not less than 30 days after the Accommodation Review Committee report was delivered to the Director of Education	3-1 8.1
Board sets dates for Board meeting for public input and for Board meeting to decide accommodation	Board	As scheduled by the Board	3-2 8.2
Notice of Board Meeting for Public Input	Board	A minimum of two (2) weeks 14 days notice of the Public Meeting*	3-2 8.2
Board Meeting for Public Input	Board	As scheduled by the Board, but not sooner than 30 days after Staff's Report and recommendations are presented to the Board in public session *	3-2 8.2



Action	By Whom	When	Provision
Staff's follow-up report on accommodation	Staff	Next regularly scheduled Board meeting	3-3 8.3
Notice of Board Meeting to decide accommodation	Board	60 days prior to the Board meeting.*	3-4 8.4
Board Meeting to decide accommodation	Board	At a regularly scheduled meeting which will not occur sooner than 60 days after the presentation of Staff's Report, 30 days after the Board Meeting for public input and 15 days after Staff's follow-up report as released publicly*	3-4 8.4
Notice of decision on accommodation	Principals Director	Within one (1) week 14 days of decision	3-4 8.4
Appointment of the Integration Committee	Director	Within one (1) week 7 days of Board decision	4 9.0
First Integration Committee Report to the Director	Integration Committee	February of the school's last year of operation and consolidation occurs as determined by the Board	4-6 9.6
Consolidation occurs	Board	As determined by Board	3-4 8.4
Second Integration Committee Report to the Director	Integration Committee	Within six (6) months of the implementation of the consolidation decision	4-6 9.6

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

Definitions

Ministry

Ministry of Education for the Province of Ontario.

Accommodation Review Committee (ARC)

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

Pupil Accommodation Review Guideline (PARG)

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

Administrative Review of Accommodation Review Process

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



Average Daily Enrolment (ADE)

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

On the Ground Capacity (OTG)

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

Operating Costs

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

Long-Term Capital Plan (LTCP)

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

Director of Education (Director)

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

References

Ministry of Education Pupil Accommodation Review Guidelines (PARG, Revised June 2009)
Administrative Review of Accommodation Review Process
BHNCD SB Long-Term Capital Plan (LTCP)
Ministry of Education Memorandum 2009:B7

Appendix A Procedure 400.16

Accommodation Review Committee Terms of Reference (TOR)

The Terms of Reference (TOR) were developed in accordance with the Ministry's 2009 revised *Pupil Accommodation Review Guidelines* (PARG) and supports the Brant Haldimand Norfolk Catholic District School Board's Administrative Procedure AP400.16 entitled "Pupil Accommodation Review".

1.0 Mandate and Objectives of the Accommodation Review Committee (ARC)

- 1.1 With school valuation as its focus and the Board's strategy for supporting student achievement, the ARC is to lead the public review and act in an advisory role that will study, report and provide recommendations on accommodation option(s) with respect to the group of schools or school being reviewed for the Board of Trustees' consideration and decision. Accommodation options may consider consolidation, closure or program relocation leading to the continued provision of strong educational programming and opportunities for students in safe, healthy and accessible learning environments that effectively utilize Board facilities.
- 1.2 A separate ARC shall be established for each group of schools being studied.
- 1.3 This ARC is charged with the review of the following schools:
[Insert List of School(s)]

2.0 Membership of the ARC

- 2.1 The ARC should consist of the following persons:
 - One trustee, normally a trustee representing the area under study;
 - The appropriate Superintendent of Education;
 - The Associate Director, Corporate Services & Treasurer or Designate;
 - From each affected school:
 - § the school principal or designate
 - § one teacher
 - § one non-teaching staff member
 - § three parents, one of whom will be the school council chair or designate
 - § A Parish representative Priest in the community under review or designate

In accordance with Section 3.3 of AP400.16, the Director will appoint ~~the Chair of the ARC~~ **one member of senior administration to be Chair of the ARC (who will not have any "Voting" status).** ~~The Chair of the ARC will not be a trustee.~~

- 2.2 Where three (3) or more schools are being reviewed, ARC membership may be adjusted so that the Committee does not become too large to function effectively.
- 2.3 All members of the ARC are voting members with the exception of the Superintendent of Education, and the Associate Director, Corporate Services & Treasurer or Designate who are non-voting members.
- 2.4 Recognizing the value of the ARC's contribution to the Board's ability to provide quality educational opportunities for its students, ARC members must be prepared to make a commitment to attend all, or nearly all of the working meetings and public meetings
- 2.5 In the event that an ARC member is unable to commit to attending all, or nearly all of the meetings, the ARC Chair has the authority to address the attendance issue and recommend a solution.
- 2.6 The ARC will have resource staff available to provide information requested or to provide

expertise not already within the ARC. The following are available resources:

- Principals of the affected schools.
- Administrative support for minute taking.
- Dedicated resources to enable the ARC to understand the issues that exist and to provide:
 - support to ensure compliance with the Board's policy and procedure;
 - information relevant to the mandate of the ARC as requested by the ARC;
 - information relevant to the mandate of the ARC to support community questions or requests;

2.6.1 If the ARC Chair sees a need for additional expertise or if additional expertise is requested by the ARC, guest ARC Resources may be invited to attend specified meetings.

2.7 The ARC will be deemed to be properly constituted whether or not all of the listed members are able to participate.

2.7.1 Written invitation to participate on the ARC will be issued with a deadline date for acceptance. A nil response by that date will be considered as non-acceptance.

3.0 Operation of the ARC

3.1 The Director will appoint ~~a Chair of the~~ **one member of senior administration to be Chair of the** Accommodation Review Committee, ~~who will not be a trustee~~. The Associate Director or Designate will function as secretary and resource person.

The ARC Chair is responsible for:

- Convening and chairing ARC meetings;
- Managing the development of the process according to the ARC mandate, the Terms of Reference and the supporting SIP;
- Coordination of the activities of the ARC, requesting support, resources, and information relevant to the ARC's mandate from the BHCNDSB staff;
- Ensuring completion of the ARC Accommodation Report.

3.2 A SIP for each affected school necessary to permit the ARC to carry out its mandate will be provided at or prior to the ARC's first working meeting.

3.3 For each affected school the SIP will include the following and will be made available to the public via a posting on the Board's website and in print format at the Catholic Education Centre upon request:

- The section of the Board's most recent Long-Term Capital Plan that deals with the municipality or area under review;
- Relevant background information regarding the schools located within the area of the accommodation review.

3.4 The ARC will meet as often as required to review and analyze all pertinent data and prepare for the mandatory public meetings. Working meetings of the ARC shall be open for observation only by the public.

3.5 The ARC shall determine a schedule of dates, times and location of meetings. This should be established at the first meeting of the ARC subject to Provision 3.7 of Appendix A and Section 10.0 of the Pupil Accommodation Review Procedure.

3.6 Working meetings of the ARC may be held regardless of all voting members being present.

- 3.7 The ARC will complete its work within the timelines outlined in this Policy.
- 3.8 In the event that a member is unable to fulfill his/her duties on the ARC, the Principal of the affiliated school(s) working with the Chair of the ARC, may co-opt another representative. If a replacement cannot be found, the ARC will continue to function.
- 3.9 The ARC will provide information to the affected school communities on an ongoing basis.
- 3.10 Resource staff will respond to reasonable requests for additional information from the ARC and will include the response(s) to the question(s), in the ARC's working binder under the appropriate section, and will post the responses on the Board's website.
- 3.11 Requests for information in keeping with the ARC's mandate and in keeping with the schools under review, will be provided by ARC Resource staff in a timely manner for the ARC's use and if the information is requested from an external party, for the ARC's approval. It may not always be possible to obtain responses to requests for information in time for the next scheduled meeting. If this occurs, ARC Resource staff will provide an estimated availability time.
- 3.12 All ARC meetings will be structured to encourage an open and informed exchange of views.

4.0 Reference Criteria

- 4.1 In accordance with the PARG, the Reference Criteria is to frame the parameters of the ARC discussion, which will lead to the development of the ARC Accommodation Report. The Reference Criteria is to help the ARC assess:
 - 1) The current situation, if the situation was left unchanged and;
 - 2) How the situation may improve if accommodation option(s) were implemented.
- 4.1.1 CURRENT SITUATION - The ARC is to examine the school(s) under review from the perspective of the following criteria (see bullets in 4.1.2 below) as the criteria relates to the current situation and the projected situation (both physical and educational).
- 4.1.2 ACCOMMODATION OPTION(S) PROPOSED - The ARC is also to examine the school(s) under review using the following criteria to assess the feasibility of the potential accommodation option(s) being recommended.
 - § Declining school or program enrolments which currently impact or may limit a student's educational and social opportunity;
 - § The absence of sufficient instructional space within a school or a group of schools (which may impact a student's access to programming and physical resources e.g., gym, library);
 - § The presence of surplus instructional space within a school or a group of schools;
 - § The physical condition of a school or a group of schools which may impact the quality of the learning environment and/or limited financial resources of the Board.
- 4.2 The ARC may include additional reference criteria.

5.0 Working Meetings

- 5.1 The goal of the working meetings is to ensure that information is prepared for presentation at each of the minimum four public meetings. The materials prepared will support the objectives and the Reference Criteria of this TOR and will help the ARC in its development of the ARC Accommodation Report.
- 5.2 The ARC Resource staff will work with the ARC to prepare all working meeting and Public Meeting agendas and materials. Meeting agendas and materials are to be made available by e-mail to the ARC members and posted on the Board's website when possible at least 24 hours in advance of the scheduled meeting.
- 5.3 ARC Resource staff will ensure that accurate minutes are recorded. These minutes are to reflect the discussions that take place and decisions that are made at working meetings and at Public Meetings. ARC meeting minutes will be posted to the Board's website after the minutes have been approved by the ARC.
- 5.4 All information provided to the ARC is to be posted on the board's website and made available in hard copy if requested.
- 5.6 Working Meetings of the ARC shall be open to observation by the public.

6.0 Public Meetings

- 6.1 In addition to ARC working meetings, the Accommodation Review Committee will hold at least four (4) public meetings in accessible facilities. These meetings will be organized as follows:
 - At the first public meeting, the Accommodation Review Committee will describe the TOR including its mandate, outline its study process, and give the public a briefing on the data and issues to be addressed. The ARC will present the Preliminary School Accommodation Review Report prepared by the Director, including the Board/Staff proposed alternative accommodation option(s).
 - At the second public meeting, the Accommodation Review Committee will present a completed SIP (refer to Appendix B) for the school(s) under consideration and receive community input;
 - At the third public meeting, the Accommodation Review Committee will present the accommodation option(s) which may or may not include the Board/Staff proposed alternative accommodation option(s) and request community input;
 - At the fourth public meeting, the Accommodation Review Committee will present to the public, the draft ARC Accommodation Report and recommendations and will receive community input. The Committee may make changes to the report based on feedback at the meeting.
- 6.2 The ARC Chair will call the first public meeting no earlier than thirty (30) calendar days after the date of its appointment.
- 6.3 Notice of the first public meeting will be provided no less than thirty (30) calendar days in advance of the meeting. A minimum of fourteen (14) calendar days notice will be provided in respect of other public meetings.
- 6.4 Public notice of the public meetings will be provided through school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers, and will include date, time, location, purpose, contact name and email address.

7.0 ARC Accommodation Report

- 7.1 The ARC Accommodation Report which is a mandatory outcome of the ARC's work, is to be submitted to the Director, by the Chair of the ARC. The ARC Accommodation Report is to be drafted in plain language.
- 7.1.1 The ARC will prepare a report that will make accommodation recommendation(s) consistent with the objectives and Reference Criteria outlined in the TOR.
- 7.1.2 The ARC should also consider the following issues and try to address these as well as possible in the ARC Accommodation Report:
- The implications for the program for students both in the school under consideration for consolidation, closure or program relocation and in the school(s) where programs may be affected.
 - The effects of consolidation, closure or program relocation on the following:
 - The attendance area defined for the school(s)
 - Attendance at the other school(s)
 - The need and extent of transportation
 - The financial effects of consolidating or not consolidating the school, including any capital implications.
 - Savings expected to be achieved as a result of the consolidation, closure or program relocation:
 - School operations (heating, lighting, cleaning, routine maintenance)
 - Expenditures to address school renewal issues which will no longer be required
 - Revenue implications as a result of the consolidation, closure or program relocation.
 - Additional expenditures, if any, at schools which will accommodate students displaced as a result of a consolidation, closure or program relocation decision taken by the Board:
 - School operations (heating, lighting, cleaning, routine maintenance)
 - School administration
 - School renewal
 - Transportation
 - Net savings/costs associated with but not limited to the following:
 - Teaching staff
 - Paraprofessionals
 - Transportation
 - The possible alternative use or disposition of an empty building.
- 7.1.3 The ARC will deliver its Accommodation Report to the Director not earlier than ninety (90) calendar days and not later than one hundred and twenty (120) calendar days after the beginning of the ARC's first public meeting. The Director will post the ARC Accommodation Report on the Board's website.
- 7.1.4 The ARC shall present the ARC Accommodation Report to the Board of Trustees.

8.0 Capital Planning Objectives and Partnership Opportunities

- 8.1 The Board is to outline its capital planning objectives for the area under review in order to provide the ARC with context for the accommodation review processes and decisions.
- The Board is to provide five-year enrolment projections, by grade, for each school included in the review. In addition, if requested by the ARC, longer-term enrolment projections and/or school-age population data for the subject review area will be provided in order to support effective decision-making by the ARC.
 - These capital planning objectives should take into account opportunities for partnerships with other school boards and appropriate public organizations that are financially sustainable, safe for students, and protect the core values and objectives of the school board.
 - The Board is to inform the ARC of such known or reasonably anticipated partnership opportunities, or lack thereof, at the beginning of the ARC process.

9.0 Alternative Accommodation Option(s)

- 9.1 The Board must present at least one alternative accommodation option that addresses the objectives and the Reference Criteria outlined in Section 4.
- 9.2 Where the Board's proposed alternative accommodation option(s) include new capital investment, the Board staff will advise the ARC on the availability of funding. Where no funding exists, Board staff will propose how students would be accommodated if funding does not become available.
- 9.3 The ARC may create alternative accommodation option(s), consistent with the objectives and Reference Criteria outlined above.
- 9.4 ARC Resource Staff will provide the necessary data to enable the ARC to examine the options proposed. This analysis is necessary to assist the ARC in finalizing the ARC Accommodation Report to the Director.
- 9.5 Where the ARC recommends accommodation option(s) that include new capital investment, the ARC Chair will advise the ARC on the availability of funding. Where no funding exists, the ARC, with the support of Board Administration will propose how students would be accommodated if funding does not become available. ARC Resource staff will provide analysis support for this process.
- 9.6 All accommodation options developed by the Board or by the ARC are to address, at a minimum, where students would be accommodated; changes that may be required to existing facilities; program availability and transportation.

Appendix B Procedure 400.16

School Information Profile (SIP)

The Brant Haldimand Norfolk Catholic District School Board is required by the 2009 revised *Pupil Accommodation Review Guidelines* (PARG) to develop a School Information Profile (SIP) and complete the SIP for each school under review and deliver to the ARC.

The ARC will discuss and consult about the SIP prepared by the Board for the schools under review. ARCs are encouraged to introduce other factors that could be used to reflect the local circumstances and priorities which may help to further educate the community about the schools. The Committee may not subtract or alter factors.

This discussion is intended to familiarize the ARC members and the community with the schools in light of the objectives and reference criteria set out in the TOR. The final SIP and the TOR will provide the foundation for discussion and analysis of accommodation options.

Planning Area: _____

School Name: _____

Address: _____

Program Offering	
Regular Track	
French Immersion	
Specialized (please provide type)	
Other (please specify)	

School Information	
Year Constructed	
Size of permanent structure in m ²	
Site Size in hectares	
Green Space Size in hectares	
School Ministry Rated Capacity	
# of Portables	
Availability of Parking	
Student drop-off and pick-up area on site (Y/N)	
Bus-loop (Y/N)	
Number of Classrooms	
List Specialized Spaces (e.g., Gym, Science Room, etc.)	
Accessibility (provide information indicating areas of accessibility, e.g., ramp, washroom, etc.)	
List available outdoor play areas (e.g., soccer field, track, playground)	
Partnerships with Community Groups	
List Groups using the school or grounds	
List Community Tenants (e.g., Child Care Centre)	
Staffing	
Current	
Impact over next 5 years	
# of students bused	
# of students that walk	

School Information	
# of out of area students	
List of course offering available in addition to the Core Curriculum requirements	
What programs if any, does the school have to support student success	
Student achievement data: Provision of EQAO report for current year and other measures Board may have in use	
What pathways does the school offer (e.g., independent living, work, apprenticeship, college, university)?	
What specialist high-skills majors does the school offer?	
What is the expectation of expansion on the specialist high-skills major given the enrolment projections for the school?	
List of extra-curricular activities available	
List of co-curricular activities available	
List of before and/or after school programs (e.g., Breakfast Club)	
Proximity of school to Parish	
Is the school used as a Parish (rural areas or areas where Parish space is limited)	

Financial Analysis of School	Cost
Current Per pupil cost to operate the school (administration, operating and maintenance)	
5-year projected per pupil cost to operate the school (administration, operating and maintenance)	
Current transportation cost	
5-year projected transportation cost	
Board average per pupil cost to operate a school (administration, operating and maintenance)	
Board average transportation cost	
Replacement Value of the School Building	
Current Cost of needed Repairs (ReCAPP data)	
Current Facilities Condition Index (FCI)	
Cost of needed Repairs over the next 5 years	
Projected FCI at end of 5-year period	
Cost of needed Repairs over the next 10 years	
Projected FCI at end of 10-year period	

5-Year Historic Enrolment by Program, summed to the school level:

Program	Insert Yr. 1	Insert Yr. 2	Insert Yr. 3	Insert Yr. 4	Insert Yr. 5
Total Enrolment:					
Utilization:					

Actual enrolment for current year and projected enrolment (5 years) by Program, summed to the school level:

Program	Current Year	Insert Yr. 1	Insert Yr. 2	Insert Yr. 3	Insert Yr. 4	Insert Yr. 5
Total:						
Utilization:						

Using the information provided above, consider the following:

1.0 Value to the Student

- 1.1 How are programs impacted by the enrolment trend at the school? – consider the past five years, the current year, and the projected 5 years.

- 1.2 How are extracurricular and/or co-curricular activities impacted by the enrolment trend at the school? Consider the past five years, the current year, and the projected 5 years.

- 1.3 What would the impact be to the students if this school were to close from the perspective of such issues as program delivery, extra-curricular co-curricular activities and transportation?

- 1.4 Does the physical configuration and space of the building support or not support program offering (e.g., gym, library/resource centre, dedicated subject area rooms, general purpose rooms, Resource Withdrawal, Special Education, ESL, FSL, staff work room and storage)?

- 1.5 What type of classroom/school organization is possible with the eligible staffing allocation?

- 1.6 What safety measures are in place at the school (e.g., security cameras)?

- 1.7 How does the physical configuration of the building support or not support program offering (e.g., gym, library allocation)?

- 1.8 How does the physical configuration of the outdoor play area(s) support or not support program or nutrition break offering (e.g., gym)

- 1.9 How does student achievement and graduation rates at the school compare to the Board Average, the Provincial Average?

- 1.10 Does the school have before and/or after school programs to address the needs of students at risk?
- 1.11 What Parish opportunities are available to the students due to the proximity of the Parish or the Parish's involvement at the school (e.g. strong involvement of the local priest, local priest involved in sacramental preparation, school provides access to daytime mass)?
- 1.12 Is there a safe route for pedestrian and vehicular traffic flow?
- 1.13 Have specialized programs or opportunities been created or offered to the students at this school?

2.0 Value to the Board

- 2.1 Considering the condition and location of the school, what upgrades/major repairs to the building need to be addressed? Please list and provide estimated costs and timing of proposed upgrades/major repairs.
- 2.2 Describe the condition and adequacy of the school grounds (e.g. playing field and hard space, green space, parking) – if repairs are required, please list and provide estimated costs and timing of proposed repairs.
- 2.3 Is there room on the site for a permanent addition, portables or space to expand parking?
- 2.4 What is the proximity of the school to the local Parish and/or other Catholic schools?
- 2.5 How does the cost (Administration and Operations) to operate the school today compare to the board average?

- 2.6 How does the current transportation cost compare to the board average? Is the percentage of students bussed to school more than 66 percent? Is the longest bus ride to school for any student more than 60 minutes? Is the average bus ride to school more than 30 minutes?
- 2.7 How are programs impacted by the enrolment trend at the school? – consider the past five years, the current year, and the projected 5 years.
- 2.8 What would the impact be to the Board if this school were to close? Assess the response based on the location of the school (e.g., only school in the community, rural school, location of Parish, operating and transportation costs, savings etc.)
- 2.9 Does the physical configuration and space of the building support or not support program offering (e.g., gym, library/resource centre, dedicated subject area rooms, general purpose rooms, Resource Withdrawal, Special Education, ESL, FSL, staff work room and storage)?
- 2.10 Does the school have before and/or after school programs to address the needs of students at risk?
- 2.11 Is the school the only school within the Community?
- 2.12 Does the utilization rate for the school exceed 75 percent of building or the capacity of the building?
- 2.13 Is enrolment at the school less than the surplus space in adjacent schools?
- 2.14 Are there alternate schools that students/parents could select to attend, i.e., private or other?

3.0 Value to the Community

- 3.1 Is the school frequently used as a community resource/support or as a Parish resource/support? If yes, please list uses both indoor and outdoor and number of hours per week per user.

- 3.2 Are any of the supports listed above transferable to another location within the board's schools to ensure continued community/Parish supports are in place?

- 3.3 Are the school's grounds formally and/or informally used on a regular basis by community groups for outdoor activities?

- 3.4 Is this the only playing field or green space in the vicinity that could be used by community groups?

- 3.5 Is the school the only school in the community?

- 3.6 Does the school offer a range of programs that serve not only the students but also the community (e.g., adult ESL)? If yes, please list programs.

- 3.7 Is the school involved in a longterm community commitment (e.g, child care centre, Parish)? If yes, please identify the commitment and indicate if there are alternative sites to support the commitment should the school close.

- 3.8 Is the school of historical significance to the community?

- 3.9 Does the school site provide the only available parking for local parks and community use?

4.0 Value to the Local Economy

- 4.1 Does the location of the school attract or retain families in the community?

- 4.2 Is the school involved in community partnerships?

- 4.3 Is this the only school in the community? If yes, please explain the impact on the community if the school were to close.

- 4.4 Are there training opportunities or partnership opportunities involving the school and local businesses? If yes, please list.

- 4.5 Does the school provide Co-operative Education opportunities for students? If so how many students are participating in Co-operative Education?

- 4.6 Are there training opportunities for students with local employers and how easy is it for these students to get to work?

SIP Conclusion/Summary

Board Staff are to summarize the Profile based on the responses to the questions.

The Summary should address/provide:

- Impact of the school remaining open: How would it affect the students, the community, the Board and the local economy with particular emphasis on the impact on students, and;
- Description of the benefits if the planning area situation were improved through consolidation/closure, etc. with specific emphasis placed on the benefits to the students. Describe the impact on the community, the Board and the local economy.

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

Prepared by: Bill Chopp, Superintendent of Education
Presented to: Policy Committee
Submitted on: May 5, 2011
Submitted by: Cathy Horgan, Director of Education & Secretary

NUTRITION – CREATING A HEALTHY ENVIRONMENT (Interim) Public Session

BACKGROUND INFORMATION:

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

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

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

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

In order to comply with PPM 150 School Food and Beverage Policy as mandated by the Ministry of Education in January 2010, the Brant Haldimand Norfolk Catholic District School Board is required to have in place by September 1, 2011 a nutrition policy and administrative procedures.

DEVELOPMENTS:

A Nutrition Policy Committee consisting of superintendent Bill Chopp, principal Jo Skoblenick, teachers Jennifer Keen, Gillian Parsons, Trevor Hare, Cam Sinnesael, Joan Pringle, Carla Di Felice and public health nurses Jennifer Strome and Kathy Page was formed in January 2011 to develop the policy and administrative procedure in order to comply with PPM 150.

The Nutrition Committee determined that an interim policy should be presented to the Board of Trustees for approval. The interim policy will allow for a review of the administrative procedures by principals and school councils during the 2011-12 school year. The Amendments, if required, will be included in the final policy to be presented to the Board of Trustees in April, 2012.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the interim Nutrition – Creating a Healthy Environment policy to the Brant Haldimand Norfolk Catholic District School Board for approval.



Policy: Nutrition – Creating a Healthy Environment (Interim)

		Policy Number:	200.01
Adopted:	XXX	Former Policy Number:	n/a
Revised:	N/A	Policy Category:	Students
Subsequent Review Dates:	TBD	Pages:	3

Belief Statement:

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

Policy Statement:

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

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

Glossary of Key Policy Terms:

Healthy School Nutrition Environment (from the *Call to Action*)

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

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



Brant Haldimand Norfolk Catholic District School Board

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

Nutrition Education

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

Healthy Food Choices

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

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

Serve/Sell Most (≥80%)

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

Serve/Sell Less (≤20%)

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

Foods Not Permitted to be Served or Sold

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

Food Borne Illness

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

Special Event Days

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

References

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



**Brant Haldimand Norfolk
Catholic District School Board**

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

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

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

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

Brant Haldimand Norfolk Catholic District School Board Policy #700.06, Fundraising in Secondary Schools

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

Brant Haldimand Norfolk Catholic District School Board Policy #200.18, Anaphylaxis: Reducing the Risks

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



Nutrition – Creating a Healthy Environment AP 200.01

Procedure for:	Principals & Vice-Principals	Adopted:	Month, dd, yyyy
Submitted by:	Superintendent of Education	Revised:	N/A
Category:	Students		

Purpose

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

Responsibilities

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

Information

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

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

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

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

Procedures

The following procedures shall be followed:

1.0 Senior Administration

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

The Senior Administration will:

- § work with partners to ensure that nutrition and food safety training for food service staff, including volunteers, is available.



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

2.0 Principals

Principals will ensure:

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



follow the Student Nutrition Program Nutrition Guidelines developed by the Ministry of Children and Youth Services.

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

3.0 Cafeterias

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

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

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

Definitions

Food

Includes both foods and beverages.

School Tuck Shop and Canteens

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

Food Service Provider

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

Fundraising

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

School Nutrition Steering Committee

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

References

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

Foundations for a Healthy School document (Ministry of Health/Ministry of Education)



(www.edu.gov.on.ca/eng/healthyschools/foundations.pdf)

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

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

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

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

Brant Haldimand Norfolk Catholic District School Board Policy #700.6, Fundraising in Secondary Schools

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

Brant Haldimand Norfolk Catholic District School Board Policy #200.18, Anaphylaxis: Reducing the Risks

Appendices

- Appendix A Monitoring Compliance
- Appendix B At-A-Glance Guide to Ontario's School Food and Beverage Policy
- Appendix C How to Have a Safe School Event
- Appendix D Packing Healthy School Lunches and Snacks FAQs

MINUTES AND RECOMMENDATIONS

ACCOMMODATIONS COMMITTEE

May 4, 2011

AGENDA ITEM	MOTION
6.2	THAT the Accommodations Committee recommends that the Committee of the Whole refers to the Brant Haldimand Norfolk Catholic District School Board a recommendation to contract Watson and Associates Inc. to prepare enrolment projections for all schools in the Board's jurisdiction.
6.3	That the Accommodations Committee recommends that the Committee of the Whole refers to the Brant Haldimand Norfolk Catholic District School Board that the architect selection for the St. Peter and St. Joseph's Schools Early Learning Kindergarten Program additions be completed by staff and a recommendation for the architect be submitted to Board for approval.

THAT the Committee of the Whole receives the unapproved minutes from the Accommodations Committee Meeting of May 4, 2011.

THAT the Committee of the Whole refers the recommendations from the Accommodations Committee Meeting of May 4, 2011, to the Brant Haldimand Norfolk Catholic District School Board for approval.



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

Minutes

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

**Accommodations Committee
Wednesday, May 4, 2011 – 1:30 p.m.
Haldimand Room, Catholic Education Centre**

Present: Dan Dignard (Chair), Dennis Blake, Cathy Horgan, Wally Easton, Tom Grice, Rick Petrella, June Szeman

1. Opening Prayer

Dan Dignard opened the meeting with prayer.

2. Approval of the Agenda

Moved by: June Szeman

Seconded by: Rick Petrella

THAT the Accommodations Committee approves the Agenda of May 4, 2011, with the following item added to the agenda: 6.3 Architect Selection.

Carried.

3. Approval of the Minutes

Moved by: Rick Petrella

Seconded by: June Szeman

THAT the Accommodations Committee approves the Minutes of March 22, 2011.

Carried

4. Declaration of Conflict of Interest: Nil.

5. Business Arising from the Minutes: Nil.

6. Information Items

6.1 St. Mary School, Brantford and Holy Cross School Organization Option

Tom Grice reviewed three options for St. Mary School, Brantford: consolidating the school with Holy Cross School, creating a primary school at St. Mary School and a junior/intermediate school at Holy Cross School, or moving students of both schools to Holy Cross School and use St. Mary School for other purposes such as Alternative Education, Continuing Education and leasing some of the space. Trustees discussed the options, and requested that further information be provided on the options.

Moved by: June Szeman

Seconded by: Rick Petrella

THAT the Accommodations Committee recommends that the Committee of the Whole refers the St. Mary School, Brantford and Holy Cross School Organization Option report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried



6.2 Long-Term Accommodation Plan

Wally Easton reviewed projected enrolments to 2015 and proposed Accommodation Reviews for several areas in which schools are projected to have enrolments that are less than 75% of the school capacity. The Committee requested that Watson and Associates Inc. be contracted to provide detailed enrolments projections for the entire Board.

Moved by: June Szeman

Seconded by: Dennis Blake

THAT the Accommodations Committee recommends that the Committee of the Whole refers to the Brant Haldimand Norfolk Catholic District School Board a recommendation to contract Watson and Associates Inc. to prepare enrolment projections for all schools in the Board's jurisdiction.

Carried

6.3 Architect Selection

Wally Easton explained that the Procurement Directive from the Ministry of Finance requires the Board change its practice for selecting architects. The Directive requires that all members of an Evaluation Committee be involved in the entire selection process. In the past, Trustees have not been involved in the selection for interviews and only participated in evaluating those architects that were interviewed. Administration will propose a new process; in the meantime, however, the Board requires an architect to begin work on the design for two schools which require additions for the Early Learning Kindergarten Program (ELKP) in 2012. Trustees requested that Administration review the process for architect selection and bring a recommendation regarding Trustee involvement back to the Committee.

Moved by: Dennis Blake

Seconded by: Rick Petrella

That the Accommodations Committee recommends that the Committee of the Whole refers to the Brant Haldimand Norfolk Catholic District School Board that the architect selection for the St. Peter and St. Joseph's Schools Early Learning Kindergarten Program additions be completed by staff and a recommendation for the architect be submitted to Board for approval.

Carried

7. Trustee Inquiries - Nil.

8. Move to In-Camera Session

Moved by: Dennis Blake

Seconded by: June Szeman

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

Carried

9. Report on the In-Camera Session

Moved by: June Szeman

Seconded by: Dennis Blake

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

Carried



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

Minutes

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

10. Adjournment

The meeting was adjourned at 3:25 p.m.

Next meeting: Tuesday, June 14, 2011, 4:30 p.m., Haldimand Room

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

Prepared by: G. Wallace Easton, Associate Director, Corporate Services & Treasurer
Presented to: Accommodations Committee
Submitted on: May 4, 2011
Submitted by: Cathy Horgan, Director of Education & Secretary

LONG-TERM ACCOMMODATION PLAN

Public Session

BACKGROUND INFORMATION:

The Board has been without a comprehensive, approved Long-Term Accommodations Plan since 2005. The Ministry of Education had prescribed a process for developing Long-Term Accommodation Plans in 2006. The Board completed a Long-Term Accommodation Plan and submitted it to the Ministry; however, the Ministry did not move forward with a formal approval for school board plans. In 2008, Watson & Associates Economists Ltd. prepared a *Long-Term Accommodation Strategy*, which was presented to Board. A summary of Watson & Associates' recommendations is attached as Appendix A; however, the Board did not formally approve those recommendations. The Board did approve an Accommodation Review for the central area of Brantford and the report of the Accommodations Review Committee was submitted to the Director of Education in March 2010. The Director has since made recommendations to the Board regarding school consolidations in that area.

The Board also approved that *an Accommodation Review for the North Brantford Area be considered for 2013.*

DEVELOPMENTS:

As previously presented to the Board by the Director of Education, enrolment decline has become a significant issue. Elementary enrolment is expected to decline by 20% for the period 2005 to 2015. Secondary enrolment will also decline, but to a lesser extent. In addition, secondary schools are over capacity and, therefore, secondary school surplus pupil places are not a concern. Several elementary schools will have significant surplus space, with some elementary schools at 50% of capacity within the next few years.

Watson & Associates will be completing a detailed review of enrolment projections over the next few months; however, there are obvious surplus pupil places in some schools. It is important that the costs of supporting surplus space is minimized so not to negatively impact the Board's ability to provide appropriate programs and achieve its student learning goals.

Attached, as Appendix B, is a summary of 2015-16 projected elementary enrolment. Methods used by staff to project enrolment are simplistic in that the current enrolment is *rolled* forward with some adjustments for additional students in areas of known development. Kindergarten enrolment is the most difficult to predict; however, there is no reason to expect significant increases in kindergarten enrolment other than in areas of development. Overall, enrolment is expected to decline further for the next two or three years, after which time, it is expected that enrolment will increase slightly primarily due to new development in certain areas.

Also attached, as Appendix C, is a table which lists schools that are expected to be at less than 75% capacity by 2015. The schools are organized by area. The following is a summary of each area:

Central Brantford

The Board has received recommendation for two school consolidations in this area. No further review is recommended at this time.

North Brantford

The Board has authorized that an Accommodation Review be considered for this area in 2012-13. A review of this area is still recommended.

Norfolk County

By 2015, over 400 surplus pupil places will be realized in eight Norfolk schools and six of the schools will have enrolment of 200 students or less. Although all schools are located in single-school communities, two schools, Our Lady of LaSalette and St. Michael's, Simcoe, are in close proximity to other schools. It would be prudent to complete an Accommodation Review of Norfolk schools in the next two or three years. St. Anthony Daniel in Brant County is just north of the municipal boundary and it may be included in a review of Norfolk schools.

Brant County

The Board has five schools in Brant County. The two schools located in Paris are relatively new. Holy Family Catholic Elementary School enrolment is slightly over capacity and will not decrease. Sacred Heart Catholic Elementary School enrolment is under capacity; however, it is located in a high-growth area and enrolment will increase significantly over the next few years. The other three schools in the southern portion of the County are significantly under-utilized and a review is warranted. As previously mentioned, St. Anthony Daniel School could be included as part of the Norfolk area review. St. Theresa School is located at the west end of the City of Brantford and could be impacted by growth in that area of the City.

Haldimand County

Haldimand County has five schools, two of which have enrolment at less than 75% capacity and will have approximately 400 surplus pupil places by 2015. St. Patrick's School in Caledonia will have the most surplus space. Notre Dame Catholic Elementary School, Caledonia will also have surplus space; however, the school is not large enough to accommodate all St. Patrick's School students. In the past, Caledonia was identified as a growth community; however, development has decreased significantly. As there is still much development property surrounding the area, it may be wise to wait four or five years to see if development increases once again. A more detailed review of population projections by Watson & Associates may provide more insight.

RECOMMENDATIONS:

1. THAT the Accommodations Committee recommends that the Committee of the Whole refers an Accommodation Review of Notre Dame, Resurrection, St. Leo and St. Patrick Schools in the City of Brantford to commence in September 2011 to the Brant Haldimand Norfolk Catholic District School Board for approval.
2. THAT the Accommodations Committee recommends that the Committee of the Whole refers, in principle, an Accommodation Review of elementary schools in Norfolk County, excluding St. Frances Cabrini and St. Joseph's Schools, commencing in September 2012 to the Brant Haldimand Norfolk Catholic District School Board for approval. .
3. THAT the Accommodations Committee recommends that the Committee of the Whole refers in principle, an Accommodation Review of Blessed Sacrament, St. Anthony Daniel and St. Theresa Schools in Brant County commencing in September 2013 to the Brant Haldimand Norfolk Catholic District School Board for approval.

TABLE S-1						
STRATEGY	SCHOOLS AFFECTED	PANEL	REVIEW AREA	LOCATION	TIMING	FUNDING
Consolidation	Notre Dame, Brantford and St. Peter	E	CE01, CE02	Notre Dame, Brantford	2009-2010	Renewal
Consolidation	St. Leo and Resurrection	E	CE01	St. Leo	2011-2012	Renewal
Consolidation and Replacement School	St. Pius X and St. Bernard	E	CE03	St. Pius X	2009-2010	PTR, PCS
Consolidation and Replacement School	Our Lady of Fatima, Brantford and St. Jean de Brebeuf	E	CE04, CE05	Our Lady of Fatima, Brantford	2009-2010	PTR, PCS
Consolidation	Holy Cross and St Mary, Brantford	E	CE04	Holy Cross	2009-2010	Renewal
New School	New Southwest Brantford School	E	CE06	New Site, Brantford	2010-2011	Growth, PCS
Addition	Holy Family	E	CE09	Holy Family	2011-2012	Growth
Boundary Realignment	Notre Dame, Caledonia and St. Patrick's Caledonia	E	CE10	St. Patrick's Caledonia	2014-2015	Renewal
Consolidation and Addition	St. Frances Cabrini and Our Lady of La Salette	E	CE11	St. Frances Cabrini	2010-2011	Renewal
Addition	Assumption College School	S	CS01	Assumption College School	2015-2016	Growth
New Replacement & Growth School	St. John's College Replacement and Growth	S	CS03	New Site, Brant Northwest and Paris Southwest	2012-2013	Renewal, Growth
Renewal to Reduce Average Facilities Condition Index to 25%	All Schools as Needed	E & S	All	All	2008-2009 to 2011-2012	GPL and Renewal

2015-16 PROJECTED

ENROLMENT	J	K	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	SPEC ED	Total ADE	CAPACITY	UTILIZATION
Blessed Sacrament	14	14	14	14	14	11	12	18	9	12		132	227	58%
Christ the King	14	14	14	14	14	16	13	18	12	17		146	193	
Holy Cross	11	11	11	11	11	10	15	10	12	13		115	227	51%
Holy Family	15	15	15	15	15	14	13	19	8	25		154	135	
Jean Vanier	41	41	41	41	41	40	35	33	43	36		392	448	
Notre Dame (Brantford)	30	30	30	30	30	29	26	36	28	24	8	301	394	
Notre Dame (Caledonia)	30	30	30	30	30	34	36	33	37	32		322	408	
Our Lady of Fatima (Courtland)	10	10	10	10	10	13	9	13	17	9		111	115	
Our Lady of LaSalette	6	6	6	6	6	6	10	12	7	16		81	181	45%
Our Lady of Providence	33	33	33	33	33	27	44	33	34	38		341	317	
Resurrection	10	10	10	10	10	8	15	18	15	18		124	190	65%
Sacred Heart (Langton)	17	17	17	17	17	18	20	29	23	25		200	245	
Sacred Heart (Paris)	38	38	38	38	38	26	24	28	29	29		325	420	
St. Anthony Daniel	7	7	7	7	7	7	8	11	9	9		79	158	50%
St. Basil	50	50	50	50	50	38	40	38	32	35		432	450	
St. Bernard	12	12	12	12	12	11	13	14	12	17		127	155	
St. Bernard of Clairvaux	13	13	13	13	13	12	11	17	21	24		150	201	75%
St Cecilia's	11	11	11	11	11	9	11	11	19	17		122	201	61%
St. Frances Cabrini	22	22	22	22	22	21	23	13	18	28		213	279	
St. Gabriel	41	41	41	41	41	42	45	39	48	43		422	348	
St. Joseph	39	39	39	39	39	37	40	38	37	44	12	403	440	
St. Leo	16	16	16	16	16	17	12	17	17	23		166	294	56%
St Mary (Brantford)	13	13	13	13	13	12	12	15	13	20		137	196	70%
St Mary (Hagersville)	13	13	13	13	13	13	16	20	10	17		141	138	
St Michael's (Dunnville)	20	20	20	20	20	24	16	18	19	21		198	227	
St Michael's (Walsh)	11	11	11	11	11	16	9	9	8	16		113	158	72%
St Patrick (Brantford)	9	9	9	9	9	8	9	20	18	13		113	184	61%
St Patrick (Caledonia)	9	9	9	9	9	11	18	19	17	12		122	320	38%
St. Peter	16	16	16	16	16	13	17	15	15	8		148	135	
St Pius	9	9	9	9	9	6	11	11	10	8		91	184	49%
St. Stephen	12	12	12	12	12	9	13	22	15	13		132	196	67%
St Theresa	11	11	11	11	11	11	12	20	20	9		127	190	67%
	603	603	603	603	603	568	608	667	632	671	20	6,179		

2015-16 PROJECTED	J	K	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	SPEC ED	Total ADE	CAPACITY	Excess Capacity
1) CENTRAL BRANTFORD														
Holy Cross	11	11	11	11	11	10	15	10	12	13		115	227	112
St Pius	9	9	9	9	9	6	11	11	10	8		91	184	93
St Mary (Brantford)	13	13	13	13	13	12	12	15	13	20		137	196	59
	33	33	33	33	33	28	38	36	35	41	0	343	607	264
2) NORTH BRANTFORD														
Resurrection	10	10	10	10	10	8	15	18	15	18		124	190	66
St. Leo	16	16	16	16	16	17	12	17	17	23		166	294	128
St Patrick (Brantford)	9	9	9	9	9	8	9	20	18	13		113	184	71
	35	35	35	35	35	33	36	55	50	54	0	403	668	265
3) COUNTY OF NORFOLK														
Our Lady of LaSalette	6	6	6	6	6	6	10	12	7	16		81	181	100
St Michael's (Walsh)	11	11	11	11	11	16	9	9	8	16		113	158	45
St. Bernard of Clairvaux	13	13	13	13	13	12	11	17	21	24		150	201	51
St Cecilia's	11	11	11	11	11	9	11	11	19	17		122	201	79
	41	41	41	41	41	43	41	49	55	73	0	466	741	275
4) COUNTY OF BRANT														
Blessed Sacrament	14	14	14	14	14	11	12	18	9	12		132	227	95
St. Anthony Daniel	7	7	7	7	7	7	8	11	9	9		79	158	79
St Theresa	11	11	11	11	11	11	12	20	20	9		127	190	63
	32	32	32	32	32	29	32	49	38	30	0	338	575	237
5) COUNTY OF HALDIMAND														
St Patrick (Caledonia)	9	9	9	9	9	11	18	19	17	12		122	320	198
St. Stephen	12	12	12	12	12	9	13	22	15	13		132	196	64
	21	21	21	21	21	20	31	41	32	25	0	254	516	262

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

Prepared by: Chris N. Roehrig, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: May 17, 2011
Submitted by: Cathy Horgan, Director of Education & Secretary

PRINCIPAL OF CONTINUING EDUCATION

Public Session

BACKGROUND INFORMATION:

Over the past two years, the Board has unsuccessfully posted for the position of Principal of Continuing Education. In the past, the Principal of Continuing Education was remunerated at the rate of \$5,000 per summer school session.

The Principal of Continuing Education would be responsible for organizing, managing and overseeing the Board's Continuing Education program for the 2011 summer session. Summer school would be a venue to enhance our Student Success programs which may include: reach ahead opportunities for at-risk students in Grade 8 who are entering our Catholic secondary schools, remediation in core subjects for Grade 7/8 students entering our Catholic secondary schools, upgrading overall levels of achievement for Grade 9 students who achieve a Level 1 or 2 in core subjects, fulfilling requirements for the SHSM program in co-op, credit recovery, credit rescue, eLearning and other credit bearing options. The Principal would be responsible for developing and implementing the program(s).

The Principal would also be responsible for implementing an after-school continuing education program to support student success that would include cooperative education, credit recovery, OSSLT preparation, and reach ahead opportunities for Grade 8 students that are entering our Catholic secondary schools. This program would be year round.

DEVELOPMENTS:

Senior administration is recommending that the Board approve the position of Principal of Continuing Education pending the successful search for a suitable candidate who will receive a per diem pay structure consistent with the pay of a principal to a maximum of \$20,000/year. The funding for the salary will come from revenue generated by pupil enrolment in the program and offset, if necessary, by student success funds. The position would begin as soon as the position can be filled (after June 1, 2011) and will be for a one-year term.

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the position of Principal of Continuing Education pending the successful search for a suitable candidate.

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

Prepared by: Tom Grice, Assistant Superintendent of Business
G. Wallace Easton, Associate Director, Corporate Services & Treasurer
Presented to: Committee of the Whole
Submitted on: May 17, 2011
Submitted by: Cathy Horgan, Director of Education & Secretary

ARCHITECT SELECTION – ST. JOSEPH’S AND ST. PETER SCHOOLS

Public Session

BACKGROUND INFORMATION:

The Board approved that a Request for Proposal (RFP) be issued for the additions to St. Joseph’s and St. Peter Schools to accommodate the Early Learning Kindergarten Program (ELKP). Architects were invited to submit proposals.

DEVELOPMENTS:

The Architect submissions were evaluated using a four-stage process. Stage 1 involved reviewing proposals to ensure compliance with all mandatory requirements. Proposals that did not comply with all mandatory requirements were rejected without further consideration.

Stage 2 involved evaluating all proposals, which met all mandatory requirements, using clearly-defined criteria and each proposal was scored. Proponents attaining a minimum score of 65 points out of the available 75 points proceeded to Stage 3. Proponents attaining a score of less than 65 points were not evaluated any further. Four architect submissions achieved 65 points and moved to Stage 3. These architects were:

- ATA Architects Inc.
- Baird Sampson Neuert Architects
- G. Douglas Vallee Limited
- MMMC Inc. Architects

Evaluation Committee members included the Associate Director, Corporate Services & Treasurer; the Assistant Superintendent of Business; the Manager of Facilities & Construction Projects and the Coordinator of Purchasing Services.

On Friday, May 13, 2011, Stage 3 proponent interviews were held for proponents who achieved a minimum score of 65 points upon completion of Stage 2 of the evaluation process. The purpose of the interviews was to clarify proponent submissions. Each proponent interview was scored out of ten points.

Finally, upon completion of Stages 1 through Stage 3, Stage 4 involved the opening and evaluation of proponent fees. Based on the scoring matrix used in Stage 1 through Stage 4, the final architect selection was made.

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves _____ to design the additions to St. Joseph's and St. Peter Schools.



2010-11 Trustee Meetings and Events

Date	Time	Meeting/Event	New / Revised
May 17, 2011	7:00 pm	Committee of the Whole	
May 24, 2011	7:00 pm	Board Meeting	
May 25, 2011	1:30 pm	Catholicity Committee Mtg.	
May 26, 2011	6:00 pm	OECTA Retirement Dinner	
May 31, 2011 <i>(rescheduled from May 24)</i>	7:00 pm	Budget Committee Meeting	X
June 2-5, 2011		CCSTA Convention	
June 6, 2011		PA Day (elementary only)	
June 7, 2011	2:30 pm	Executive Council Mtg.	
June 7, 2011	7:00 pm	Policy Committee Meeting	
June 8, 2011	7:00 pm	SEAC Meeting @ Sacred Heart School, Paris	
June 8, 2011 (tentative) <i>(rescheduled from May 31)</i>	7:30 pm	Audit Committee Meeting	X
June 14, 2011	4:30 pm	Accommodations Committee	X
June 21, 2011	7:00 pm	Committee of the Whole	
June 27, 2011	4:45 pm	Assumption College Graduation	
June 28, 2011	7:00 pm	Board Meeting	
June 29, 2011		Last Day of Classes	
June 29, 2011	7:00 pm	St. John's College Graduation – Sanderson Centre	
June 29, 2011	7:00 pm	Holy Trinity Graduation	
June 30, 2011		PA Day (system-wide)	

* Future Note: Trustee Inservice/Mass with Bishop Fabbro – Sept. 19, 5:30 – 8:30 pm, Woodstock