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**Committee of the Whole  
Tuesday, December 12, 2023 ♦ 7:00 pm  
Boardroom**

**Trustees:**

Rick Petrella (Chair), Carol Luciani (Vice-Chair), Dennis Blake, Bill Chopp, Dan Dignard, Mark Watson, Caroline Goveas (Student Trustee), Mia Martorelli (Student Trustee)

**Senior Administration:**

Mike McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer), John Della Fortuna, Kevin Greco, Lorrie Temple, Phil Wilson (Superintendents of Education)

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**1. Opening Business**

**1.1 Opening Prayer**

*Almighty God, bless us as we gather today for this meeting. Guide our minds and hearts so that we will work for the good of our community and be a help to all people. Teach us to be generous in our outlook, courageous in the face of difficulty, and wise in our decisions. We give you praise and glory, Lord our God, forever and ever. Amen*

**1.2 Attendance**

**1.3 Approval of the Agenda**

Pages 1-2

**1.4 Declaration of Interest**

**2. Presentations**

**3. Delegations**

**4. Consent Agenda**

**4.1 Unapproved Minutes of the Faith Advisory Committee - November 23, 2023**

Pages 3-6

**4.2 Unapproved Minutes of the Regional Catholic Parent Involvement Committee Meeting – November 27, 2023**

Pages 7-8

**4.3 Unapproved Minutes from the Special Education Advisory Committee Meeting November 28, 2023**

Pages 9-11

**5. Committee and Staff Reports**

**5.1 2024 Insurance Renewal**

Presenter: Scott Keys, Superintendent Business & Treasurer

Pages 12-13

**5.2 Trustee Expenses**

Presenter: Scott Keys, Superintendent Business & Treasurer

Pages 14-15

**5.3 EQAO Update and Math Action Plan**

Presenter: Lorrie Temple, Superintendent of Education

Pages 16-38

**5.4 County of Brant (Elementary) School Attendance Boundary Review**

Presenter: Scott Keys, Superintendent of Business and Treasurer

Pages 39-43

**5.5 2024-29 Multi-year Integrated Accessibility Plan**

Presenter: Scott Keys, Superintendent of Business and Treasurer

Pages 44-54

**6. Information and Correspondence**

**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,
- a. The security of the property of the board;
  - b. 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;
  - c. The acquisition or disposal of a school site;
  - d. Decisions in respect of negotiations with employees of the board; or
  - e. Litigation affecting the board.

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

**10. Future Meetings and Events**

Pages 55-56

**11. Closing Prayer**

*Heavenly Father, we thank you for your gifts to us: for making us, for saving us in Christ, for calling us to be your people. As we come to the end of this meeting, we give you thanks for all the good things you have done in us. We thank you for all who have shared in the work of this Board and ask you to bless us all in your love. We offer this prayer, Father, through Christ our Lord. Amen*

**12. Adjournment**

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**Next meeting:** Tuesday, January 16, 2024, 7:00 p.m. – Boardroom



**Faith Advisory Committee (FAC)  
Thursday, November 23, 2023, ♦ 1:30 p.m.  
Microsoft Teams Meeting**

- Present:** Tara Williams, Heather Graham, Dan Dignard (Trustee), Lorrie Temple (Superintendent of Education), Father Ronald Angervil, Father Charles Akinloye, Keri Calvesbert
- Regrets:** Tom Laracy, Dennis Blake (Trustee), Carole Allen, Father Augustine Ogundele, Father Stephen Murrin Andrew Hall, Caroline Goveas (Student Trustee), Mia Martorelli (Student Trustee)
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**1. Opening Prayer**

Lorrie Temple opened the meeting in prayer.

**2. Welcome**

Lorrie Temple welcomed members of the committee.

**3. Approval of the Minutes**

The Minutes of the September 26, 2023, meeting were approved.

**4. Information and Discussion Items**

**4.1 Update on Diocesan Mass and Advent Speaker**

Keri Calvesbert shared that planning for the Catholic Education Diocesan Mass for Catholic Education Partners in the Diocese of Hamilton hosted by BHNCD SB is underway. The Mass will be held on September 19, 2024, at St. Pius X Parish, Brantford with His Excellency, Bishop Crosby presiding. The planning committee met on October 16, 2023, and using the readings for the day for September 19<sup>th</sup>, collectively decided on the theme for this event, "Rejoicing in Hope in word and deed." Committee members agreed on the use of the Saint John's Bible illumination of the Gospel (Luke 7:36-50) for print resources and to support the theme. Permission has been obtained from the Diocese of Hamilton to use the illumination. Prior to the Mass, guest speaker, Dr. Josephine Lombardi will present on the theme in the parish hall. Following the Mass, a reception will be held at St. Pius X Catholic Elementary School. Sub-committees have been formed to continue the planning for this event and the whole committee will reconvene in January 2024 to check-in. Keri also shared that BHNCD SB is hosting a pre-Advent Evening Faith Formation Event on November 29, 2023, at 6:30 p.m. The event will be held at the Catholic Education Centre and will be livestreamed. Guest presenters, Fr. Toby Collins and Chef Amy will be sharing about their ministry with Tiny Home Takeout in Kitchener, ON. All are welcome to attend!

**4.2 Reminder: Adult Catholic Leadership Awards and Catholic Student Leadership Award timeline**

Keri Calvesbert reviewed the new process and timeline for nominations for the 2024 BHNCD SB Outstanding Contribution to Catholic Education and Distinguished Catholic Graduate Awards. Fillable Nomination forms have been posted to the BHNCD SB website for completion. The deadline for submissions to Directors Office for these two awards is December 15, 2023.



Selections will be made by the Board of Trustees at the January 2024 Board meeting. The Catholic Student Leadership Awards afternoon leadership symposium and evening award celebration will take place on Monday, May 6, 2024, at St. John's College, Brantford. His Excellency, Bishop Crosby of the Diocese of Hamilton will preside at the evening event. New online nomination forms were shared with Elementary and Secondary Administrators at the November AAC meeting. Administrators and nominating teachers were reminded to continue the practice of connecting with either the student's Parish Priest or the Priest attached to the student's school as part of the nomination process. The deadline for submissions to Directors Office for student awards is January 15, 2024.

#### **4.3 Secondary Faith Activities and any Ongoing Faith Day Activities Sharing**

Tara Williams reported on the following activities in our Secondary schools. At Holy Trinity, October and November events included Grade 9 retreats, weekly Music Ministry practices have resumed on Thursdays, 3 of 4 Grade 9 Teaching Masses have taken place, Fr. Ronald Angervill came and visited Religion classes speaking on Confession and answering questions, Chap Ian and a group of students attended the WFMP Conference Youth Forum, Chap Ian oversees a Games Club which meets daily over lunch with 15-20 students attending (this club fosters connections for students), the first of 5 Staff prayer breakfasts took place in October with over 20 staff and some spouses attending, Chap Ian hosts Bible study and social every Monday, weekly Rosary on Thursdays, Teacher-led morning prayers on HT TV take place each Tuesday, the Leadership class leads morning prayers 1-2 times per week, HT held a Thanksgiving Liturgy and a Remembrance Day Liturgy. Upcoming events through the month of December at Holy Trinity include: NET Retreats will be held for Grades 10 and 11, Giving Tree (serving 64 children under 18, and a total of 115 people across 24 families this year), Fr. Ronald will continue to visit more Religion classes, Graduation Retreat, Social Justice Club meeting, Staff Prayer Breakfast (2<sup>nd</sup> of 5), Advent Mass, Christmas Liturgy, Christmas Concert Tour to HT Feeder schools and school-wide Confessions will be offered in the Chapel. Debra Sheldrake provided notes to share that at ACS, in October, ACS students and Chaplaincy Leader, Deb attended the WFMP Conference Youth Forum. Keynote speaker, Fr. Tony Ricard was highly engaging, and students really enjoyed this event. On October 28, the CEFO Fr. Fogarty Awards Dinner was held in Toronto. The Assumption recipient attended with his parents and it was a lovely celebration of Catholic Education and the faith of our young adults. In November, ACS held their Amplify Your Culture event to celebrate diversity in the school community. 180 Team members created displays and food for 9 countries. 21 countries were represented, 180 Team members assisted at SSVP Brant with sorting food donations from the 'We Scare Hunger' campaign and helped assemble Christmas trees to be sold at the store. The 180 Team continues to volunteer bi-weekly at the Adult Recreation Therapy Centre. The 180 Team created stocking stuffer packages for St. Leonard's Youth shelters. Grade 11 Religion classes visited the Mosque as part of their World Religions class. The staff prayer group continues to meet monthly, Grade 9 retreats are being held in-school, Fr. Joe Okoko has been celebrating Mass with the Grade 10 classes and providing teachings on the Mass, and the Social Justice class will visit Laurier Brantford to discuss social justice issues with University students. Andrew Hall provided notes to share that at SJC, both worship bands have submitted recordings of original songs for the OCSTA Catholic Education Week song contest.



In October, a group of students along with Chap Andy attended the When Faith Meets Pedagogy Conference Youth Forum in Toronto. The students had an amazing day and were inspired in their faith. The Campus Ministry group filmed a fun promotional video in support of their schools' SSVP Brant donation bin. Each month the school has met their goal of filling the bin. Campus Ministry visits to Riverview Terrace will resume again in the Spring. SJC's annual Angel Campaign is underway to help SJC families in need at Christmas. The SJC Worship Band will be providing music ministry for an upcoming SSVP Brant Advent retreat and the Campus Ministry group has formed a partnership with the St. Pius X Parish CWL working together to create Christmas care packages for the elderly.

**4.4 Elementary Faith Activities and any Ongoing Faith Day Activities Sharing**

Heather Graham shared about activities happening in our Catholic Elementary Schools. At St. Joseph's school, students in Grades 3 and 7 continue with their monthly visits to the retirement home where they interact with seniors (crafts, bingo etc.). Resulting from the September Faith Day, some Elementary schools in our board applied for the experiential learning grant/project focusing on call to love acts of service in our community. Various groups of students are learning about agencies that support the school community and are engaging in acts of service and bringing that learning back to share with others (e.g. St. Vincent). Some schools have connected with Telfer place and classes visit on a monthly basis. A couple Elementary schools are supporting Raw Carrot through soup fundraisers. Upcoming events for our Elementary schools include Advent assemblies, Mass, Confessions, donations to St. Vincent de Paul, and the Women's Shelter. On December 6<sup>th</sup>, the Norfolk Catholic Family of Parishes schools (Grades 7 and 8 students) will participate in a NET Confirmation Retreat Day.

**4.5 Diocesan – Deanery Updates**

Father Charles, standing in for Fr. Augustine spoke about the hope to involve children in the Parish liturgy one Sunday per month and shared about the hosting of a ministry fair in the parish. The Parish Pastoral Team is hoping to extend the ministry fair to the Norfolk Catholic Family of Parishes schools to help involve students in parish ministry. Fr. Augustine will be meeting with Keri in December to talk about logistics and how the schools can work together with the parishes. Fr. Charles shared about continuing to catch children up on the Sacraments and continued school and classroom visits in schools. Father Ronald shared about his visits to the Religion classes at Holy Trinity. He will continue to visit the Elementary schools in Haldimand and has been teaching about Our Lady of Guadeloupe to help prepare students for the Advent Liturgy on December 12<sup>th</sup>. Fr. Ronald continues to work with the schools to encourage students and their families as well as teachers to attend Sunday Mass.

**4.6 F.A.C.E. Updates**

N/A

**4.7 ICE Symposium Follow Up**

Lorrie Temple expressed that we are waiting for further information on the webinar to be hosted by ICE in January as a follow-up to the Symposium. The webinar will give guidance on how to implement the use of the document, "On the Way" to support Faith Formation in our school board. Further information about the webinar will be shared as it becomes available.



**Brant Haldimand Norfolk  
Catholic District School Board**

**Minutes**

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

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**4.8 School Parish Planning Guidelines AP 800.01**

No input was given from committee members on the Administrative Procedure. Lorrie and Keri will proceed with updates and share back to committee members at the next meeting.

**5. Questions/Discussions**

N/A

**6. Adjournment**

The meeting was adjourned by Trustee Dignard.

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**Next Meeting:** January 23, 2024 (Microsoft Teams)



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**REGIONAL CATHOLIC PARENT INVOLVEMENT COMMITTEE MEETING**  
**Wednesday, November 27, 2023 – 6:45pm**  
**Microsoft Teams Meeting**

**Members:** Elysa Auther, Nasim Aziz, Shannon Backus, Danielle Becks (Principal Lead), Meredith Berkman, Zamud Bisi, Diego Calderon, Alix Consorti, Sandy Cowan, Christine Deconinck-O’Neil, Robbyn Deroo, Ed Doucet, Kimberly Doyle, John Della Fortuna (Superintendent of Education), Christine Edet, Heather Graham, Karen-Lisa Hall, Christopher Howard, Amber Jolie, Christine Kilpatrick, Sarah Label (RCPIC Co-Chair), Clayton Liston, Carol Luciani (Trustee), Kevin McElhone, Susan McElhone, Sarah McIntosh, Jennifer McLaren Gibbons, Hillary Miles-Smiley (RCPIC Co-Chair), Ayotunde Ogunlalu, Oyetunde Oyewole, Manish Rattan, Denys Russol, Sandra Schibli, Lorrie Ann Temple, Alison Tone, Philip Wilson (Superintendent of Education), Stacey Van Ede Bullock, Shannon Werner, Tara Williams

**Guests:** Meredith Berkman (Parent Against Vaping)

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**1. Opening Prayer**

Superintendent Wilson led with a prayer.

**2. Land Acknowledgement**

Superintendent Wilson provided a land acknowledgement.

**3. Welcome and Opening Comments**

Superintendent Wilson welcomed all parents and guests.

**4. Approval of Agenda – November 27, 2023**

Approved by: John Della Fortuna

Seconded by: Danielle Becks

THAT the RCPIC approves the agenda of the November 27, 2023, meeting.

**Carried**

**5. Declaration of Interest - Nil**

**6. Approval of the Minutes – October 25, 2023**

Approved by: Philip Wilson



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Seconded by: Danielle Becks

THAT the Regional Catholic Parent Involvement Committee approves the minutes of the October 25, 2023, meeting.

**Carried**

**7. Update from the Co-Chairs - Nil**

**8. PAVe Educates Presentation**

Meredith Berkman from Parents Against Vaping welcomed all members to the virtual presentation. PAVe Educates is a nonprofit organization that carries out our educational work with parents and other adults who work with adolescents. Information and resources were provided to help adults understand the causes and extent of the youth vaping epidemic, health risks of vaping, and how to recognize the signs and offer support to their own children. The full presentation can be viewed on the Brant Haldimand Norfolk Catholic District School Board website.

**9. Closing Remarks/Adjournment**

Superintendent Wilson thanked all members, guests, and presenters for their support. The meeting adjourned at 8:13pm.



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**SPECIAL EDUCATION ADVISORY COMMITTEE  
Tuesday, November 28, 2023 – 1:00pm  
Catholic Education Centre and Microsoft Teams**

- Members:** Dennis Blake (Trustee), Tara Buchanan (Community Living Brant), Shannon Korber (Child and Family Services of Grand Erie), Susan Lentz (Lansdowne Children's Centre), Kerri Lomax (Principal, Elementary), Shannon Mason (Principal Lead: Special Education Staffing), Linda McFayden (Contact Brant), Patti Mitchell (Parent, County of Brant), Jennifer Rudyk (Principal, Elementary), Phil Wilson (Superintendent of Education), Nil Woodcroft (Haldimand Norfolk REACH)
- Regrets:** Brandi Bertling (Child and Family Services of Grand Erie), Mary Bradford (Principal, Secondary), Laura Bergeron (ad hoc), Mischa Dinsmore (Lansdowne Children's Centre), Michelle Drake (Crossing All Bridges), Christina Ferrell (Woodview Children's Centre), Marilyn Noi (Autism Ontario), Janelle Sandy (Indigenous Child and Youth Team at Child and Family Services of Grand Erie)
- Resources:** Sandra DeDominicis (Student Achievement Lead: Special Education)
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**1. Welcome and Opening Remarks**

Superintendent Wilson welcomed the committee.

**2. Land Acknowledgement**

Superintendent Wilson read the board's land acknowledgement.

**3. Opening Prayer**

Sandra De Dominicis shared an opening prayer.

**4. Introductions and Welcome**

Superintendent Wilson welcomed all committee members.

**5. Approval of Agenda**

Moved by: Nil Woodcroft

Seconded by: Lynda McFayden

THAT the Special Education Advisory Committee approves the agenda of the November 28, 2023, meeting.

**Carried**

**6. Approval of the Minutes**

Moved by: Dennis Blake

Seconded by: Lynda McFayden

THAT the Special Education Advisory Committee approves the minutes of the October 17, 2023, meeting.

**Carried**

**7. Correspondence - Nil**

**8. Math Action Plan**

Superintendent Temple provided an update on the Brant Haldimand Norfolk Catholic District School Board (BHNCD SB) Math Action Plan. The goals monitored include conducting regular assessments to measure the progress of Key Performance Indicators (KPI) to ensure that progress is consistent and on

track to meet annual targets. The teachers will periodically review classroom practices using fidelity checks to ensure teachers are effectively implementing high impact strategies. Data-driven decision making encourages and models analyzing assessment data to inform instructional decisions and interventions, ensuring they align with the KPIs and goals. The Special Education focus will include math modification audits, SERTs involved in math interventions in target schools, SERT training on the Key Math resource, professional development (PD) for transition teachers, SERTs and destreaming educators for late winter, and summer skills builder math course for summer 2024. The full Math Action Plan can be found on the BHCNDSB website.

## **9. Accessibility Plan**

Superintendent Keys provided the members with the Integrated Accessibility Policy, Integrated Accessibility Awareness Guide, and the Multi-Year Integrated Accessibility Plan, to seek feedback from members. Any feedback can be sent to Scott Keys, Superintendent of Business at [skeys@bhcncdsb.ca](mailto:skeys@bhcncdsb.ca)

## **10. Community Agency Updates**

### **Nil Woodcroft**

The Haldimand Norfolk REACH transition to school and autism entry to school program is in the planning stages, as the program is set to begin in March.

### **Michelle Drake**

The Crossing All Bridges Learning Centre is always taking students during the holiday season.

### **Linda McFayden**

On November 17, 2023, Contact Brant provided a well-received Fetal Alcohol Syndrome Disorder (FASD) presentation last week to the Educational Assistants (EA) of BHCNDSB.

Contact Brant is moving their location, and the Woodview Children's Centre will be moving their autism program to this space.

### **Susan Lentz**

Lansdowne Children's Centre will be holding their Welcome to Whoville Christmas on Saturday, December 2, 2023, from 9am - 3:30pm.

### **Patti Mitchell**

The Brantford Special Olympics continues to grow, and several athletes will be attending nationals and provincials.

### **Kerri Lomax**

At BHCNDSB parent teacher interviews were completed in the schools. In December, several schools will be holding Christmas concerts and community outreach programs to support families over the holidays. BHCNDSB kindergarten registration begins January 8, 2024.

## **11. Student Achievement Lead and Superintendent of Education**

BHCNDSB held System-Level Identification Placement and Review Committee meetings across the system, in the month of October, to account for new students placed in our special classes at the secondary level.

As part of our commitment to community outreach, four of our Special Education specialists participated in the Halloween Extravaganza at Lansdowne Children's Centre for a night of treat giving and dress up. On October 25, 2023, BHCNDSB held a virtual Community of Practice meeting and reviewed the topics including the math action plan, literacy action plan, pathways for Mental Health services, secondary special education programs and eligibility, Grade 8 to 9 transition planning, and department updates around Speech Language Pathology, Special Equipment Amount (SEA), OnSis and PowerSchool. Special Education hosted a special Regional Catholic Parent Involvement Committee night for parents, hosting Katie Barron who spoke about Individual Education Plans and gave parents tools around asking questions and engaging in decision making around the implementation of Individual Education Plans (IEPs) and Special Education programs and services.

On November 21, Katie Barron presented to all administrators to review the issues with modifications,

streaming, and special education decision making.

Several consultants, Superintendent Wilson, and Sandra De Dominicis had a full month of conferences that provided learning on the Right to Read, Learning How to Interrupt Entrenched Belief Systems, Human Rights and Equity, Special Incidence Portion, SEA, legal responsibilities to accommodate, and Disablism and Ableism.

BHNCDSB hosted new Special Education Resource Teacher (SERT) training on November 8, 2023, where our new SERTs were trained on how to administer the Woodcock Johnson IV Achievement test by Janet Murphy of NELSON.

Onboarding training was provided to a few new casual EAs at the board office on October 30, 2023. Superintendent Wilson and Sandra De Dominicis hosted an online meeting on Math Audits with SERTs and Principals.

High needs students and EA shortages continue to be a challenge for Special Education. Schools continue to investigate the needs firsthand to make informed decisions about EA movement or emergency supports.

On November 17, 2023, BHNCDSB held a PD Day where sixty EAs were trained in Non-Violent Crisis Intervention at Brant and Haldimand locations. Additionally, there were seven virtual presentations where EAs to attend one of interest. These included accessibility tools, IEPs 101; Elopement Strategies, SMoRRRES, Cortical Vision Impairment, FASD, and Incident Reporting.

To monitor the impact of Bartimeaus, a survey will be forwarded to the school SERT and Principal. This data will be presented at a future meeting.

## **12. Closing Remarks/Adjournment**

Superintendent Wilson thanked everyone.

The meeting adjourned at 2:04 pm. The next meeting will be held on Tuesday, December 19, 2023.

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

Prepared by: Scott Keys, Superintendent of Business & Treasurer  
Presented to: Committee of the Whole  
Submitted on: December 12, 2023  
Submitted by: Mike McDonald, Director of Education & Secretary

**2024 INSURANCE RENEWAL**

Public Session

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**BACKGROUND INFORMATION:**

The Board’s property and liability insurance is currently covered by the Ontario School Boards’ Insurance Exchange (OSBIE), which is a reciprocal cooperative established in 1987. OSBIE insures most school boards and several joint ventures in Ontario.

As of January 1, 2022, OSBIE is in year three of the current five-year Subscription Period, which ends on December 31, 2026.

**DEVELOPMENTS:**

Overall premiums are determined by OSBIE’s appointed actuary to cover expected future claims. Premiums vary from year to year based on a number of factors such as: general experience of the entire pool, exposure and loss experience of the Board over the past five years, and inflation. It should be noted, as a not-for-profit, OSBIE does not build profit into funding models.

Based on actuarial estimates, OSBIE was able to provide the following general rate adjustments for 2023:

Insurance Line	Rate Adjustments	
	General	BHNCDSB
Property	9.0%	5.4%
Crime	0.0%	-15.1%
Boiler & Equipment	10.1%	0.0%
Liability	0.0%	5.4%
Cyber	-5.0%	8.3%
Legal	0.0%	4.9%
Fleet	0.0%	5.4%

In addition to their regular insurance program, OSBIE provides an incentive program to help reduce fees even further. As a subscriber, OSBIE provides additional value by returning premiums based on the pool’s experience. In 2023, the Board received a premium refund of \$22,147.23.

Appendix A summarizes the premium breakdown for 2024, compared to prior years.

**RECOMMENDATION:**

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the 2024 insurance renewal premium, payable to the Ontario School Boards’ Insurance Exchange, in the amount of \$162,642.00, excluding PST.

**Appendix A**  
**OSBIE INSURANCE PREMIUMS**

<b>Insurance Line</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>Change (%)</b>
Property	36,459.00	36,870.00	33,580.00	-8.9%
Crime	5,650.00	5,787.00	6,098.00	5.4%
Boiler & Equipment	7,003.00	7,276.00	8,009.00	10.1%
Liability	70,380.00	73,198.00	84,179.00	15.0%
Cyber	5,412.00	8,053.00	7,659.00	-4.9%
Legal	14,432.00	14,783.00	15,579.00	5.4%
Fleet	6,137.00	7,232.00	7,538.00	4.2%
<b>Total Premium</b>	<b>145,473.00</b>	<b>153,199.00</b>	<b>162,642.00</b>	<b>6.2%</b>

<b>Insurance Line</b>	<b>Coverage</b>	<b>Deductible</b>
Property	Unlimited	\$10,000 / per occurrence
Crime	\$1 million	\$500 / per occurrence
Boiler & Equipment	\$5 million	\$1,000 / per occurrence
Cyber	\$1 million	\$50,000 / per occurrence
Legal	\$500,000	N/A

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

Prepared by: Scott Keys, Superintendent of Business & Treasurer  
Presented to: Committee of the Whole  
Submitted on: December 12, 2023  
Submitted by: Mike McDonald, Director of Education & Secretary

**TRUSTEE EXPENSES**  
**(August 31, 2023)**  
Public Session

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**BACKGROUND INFORMATION:**

Elected trustees, in their role of stewards and guardians of Catholic Education, are provided with resources, supports and reimbursements to fulfill their obligations, as permitted through the Education Act and the Broader Public Services Expenses Directive.

During their term in office, trustees are entitled to reimbursement for expenses incurred while carrying out their responsibilities and are outlined in Board Policy 100.10 – *Trustee Expenses*. Expenses may include, mileage or transportation costs, professional development and/or conferences, office supplies, and communication supports.

In accordance with Board Policy 100.10 – *Trustee Expenses* (Section 7.7), trustee expenses are reported to the Board in a public session annually and will be posted on the Board’s website following the close of the previous school year’s financial records.

**DEVELOPMENTS:**

Appendix A summarizes trustee expenses for the period September 1, 2022 to August 31, 2023. This Statement of Trustee Expenses will be posted on the Board’s website in compliance with the above policy.

**RECOMMENDATION:**

THAT the Committee of the Whole refers the Trustee Expenses Report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

## Appendix A

**Brant Haldimand Norfolk Catholic District School Board  
Statement of Trustee Expenses  
School Year 2022-2023**

<b>Trustee</b>	<b>Mileage</b>	<b>Conferences</b>	<b>Meals</b>	<b>Communication</b>	<b>Supplies</b>	<b>Total</b>	
Rick Petrella	302	5,896	1,281	1,253	-	8,732	Chair of the Board
Carol Luciani	1,867	92	103	1,092	-	3,154	Vice Chair of the Board
Dennis Blake	1,483	1,771	370	2,151	552	6,327	Trustee (Nov 2022 - Aug 2023)
Cliff Casey	1,321	1,139	436	200	595	3,691	Trustee (Sept 2022 - Oct 2022)
Bill Chopp	-	1,599	228	1,634	71	3,532	Trustee
Dan Dignard	1,102	2,431	178	2,554	72	6,337	Trustee
Mark Watson	498	1,241	-	2,412	-	4,151	Trustee
	<b>\$6,573</b>	<b>\$ 14,169</b>	<b>\$2,596</b>	<b>\$ 11,296</b>	<b>\$1,290</b>	<b>\$35,924</b>	
							General Trustee Admin Expenses
							\$ 3,304
							<b>Total Trustee Expenses</b>
							<b>\$39,228</b>
							2022-23 Trustee Budget
							\$40,350
							Trustees were under budget in 2022-23 by \$ 1,122

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

Prepared by: Lorrie Temple, Superintendent of Education  
Presented to: Board Meeting  
Submitted on: December 12, 2023  
Submitted by: Michael McDonald, Director of Education & Secretary

## EQAO Update and Math Action Plan

Public Session

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### **BACKGROUND INFORMATION:**

Education Quality and Accountability Office (EQAO), under the direction of the Ministry of Education, released the 2022-2023 results. When shared in October, the Board of Trustees requested an update on the data and actions being taken to address the student learning needs. Since the data was shared, members of the Student Achievement Team, Student Achievement Lead, and Superintendent responsible for curriculum, have engaged in a deeper dive of the data with EQAO personnel, as well as with the Ministry Math Team personnel.

### **DEVELOPMENTS:**

#### Language/Literacy

1. All assessments at or above the provincial average
2. Primary, Junior and OSSLT (Ontario Secondary School Literacy Test) are up 4-5%
3. Females have higher outcomes than males on Primary/Junior language over the last two years.
4. Junior students (Grade 6) have lower outcomes in Reading and Writing than the province for students with special education needs
5. OSSLT students with special education needs had higher outcomes in 2022-2023, lower 2021-2022
6. Liking to read, ("I like to read"), is declining
7. Confidence in writing is lower as well (13%)

#### Math/Numeracy

1. Primary is 2% below province; Junior 4.5% below province
2. Grade 9 is 2% above province
3. Primary and Junior up 4.5% at the board level; Grade 9 is down 2.5 % at board level
4. For students with special needs, the scores are 8-9% lower for meeting the standard in all assessments (Primary, Junior, Grade 9).
5. Students noting, they are "good at math" or "understand math" becomes less favourable as they get older, and this correlates strongly with achievement
6. Algebra below province in all assessments; Thinking below province in all assessments

#### Actions to Address the Data

The Student Achievement Team has met many times with members of EQAO personnel; attended webinars; looked at Board data specifically alongside EQAO team members; and had/have EQAO personnel coming to work with each of our secondary schools beginning today and throughout this week.

Focusing on building teacher capacity for fidelity of the curriculum is a key next step in our Math Action Plan work and implementing the new language curriculum which supports the skills needed for all

students to learn to read. Sharing intentional use of proven instructional strategies that support academic math achievement. Our focus is on computational fluency; multiplicative thinking and fractions using tools and representations; making learning visible; and encouraging math conversations and use of daily number routines.

The team continues to build supports for reading and writing using the new curriculum; sharing resources that address skills necessary for learning to read; vocabulary building; and support student writing. This work is currently being done in small group Professional Development sessions this month across Grades 1-3, as well as modelling of an instructional 100-minute block for Structured Literacy. Continued support includes mandating a goal on the Student Achievement Plan for both literacy and numeracy monitored on school visits. We have two literacy coaches supporting the work in schools directly alongside educators and students; two Empower coaches supporting students in reading; transition teachers and destreaming coaches supporting students in classrooms Grade 7-9 across the system.

The focus on math is quite involved, the attached PowerPoint shares the entire math action plan for 2023-2024. The plan's focus includes:

1. Curriculum fidelity
2. Math content knowledge for teaching (monthly webinars, EQAO supports)
3. Knowing your student (Essential Practices)
4. Measurable results (EQAO/Screeners/Report Cards)

There are key priority actions for each of these areas of focus for the Board, School, and Classroom level. In addition, there are Key Performance Indicators (KPIs) for each of the priority action areas.

For BHCNDSB the overall KPIs are:

1. Percentage increase in math proficiency rates on EQAO
2. Increase in the success of the board developed screening tool
3. Percentage increase in educators taking Math Part 1
4. Increased percentage in Grades 3 and 6 consistently implementing tools and representations and math conversations (high impact strategies for instruction)
5. 100% engagement in the professional learning across priority schools with team teaching elements of intervention (coach's corner)
6. Increase in student participation during math lessons (attendance)
7. Reduction in anxiety via self-assessment surveys
8. Increased use of assessment data (formative assessments) to impact instruction

## The Overall Goal

In meeting the KPIs, the goal is to increase EQAO scores; to increase confidence in teaching and learning for both educators and students; increased monitoring from administrators to support the high impact strategies; and more educators taking Math AQ courses to support math content knowledge. By utilizing coaches in the classroom, use of Empower; using Board supported resources for Structured Literacy and continued work with good reading instruction and daily writing opportunities will increase skill building and confidence in literacy/language on EQAO and Board screening tools.

## Partnership

In working on the literacy and numeracy goals and student learning needs, Special Education has been involved with the implementation of Empower as well as completing math audits on Individual Education Plans. Superintendent Wilson and Student Achievement Lead for Special education offered

SERT learning and training on Key Math resource as well as allowed funds for further Professional Development with transition teachers and destreaming coaches for high impact strategies as well as good, solid instruction for accommodations for Tier 1 instruction.

#### Next Steps

Continue the capacity building work for educators with a focus on numeracy and literacy through PD when able to do so; promoting the use of high impact instructional strategies for Administrators so they know what to see in the classrooms K-12, in both core subject areas; continued screening (pre and post) for interventions in numeracy; and administration of self- assessment tools for educators and students for confidence building in math. Another next step is a system refocus on attendance through Superintendent Della Fortuna and April Taylor to increase student engagement and participation in the learning.

#### **RECOMMENDATION:**

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Updated EQAO board report and Math Action Plan.



# BHNCDSB EQAO Data Dive and Math Action Achievement Plan

## Literacy/Language Highlights:

**NOTE:** All assessments at or above provincial average

- Primary and OSSLT up 4-5%, Junior same
- Females have higher outcomes than males on P/J language last 2 years (OSSLT just last year)
- Junior lower outcomes in R and W than province for students with special education needs
- OSSLT students with special education needs had higher outcomes in 2022-2023, lower 2021-2022
- 10% lower for each reading assessment agreeing with statement “I like to read” (68%-58%-48%) correlating to achievement



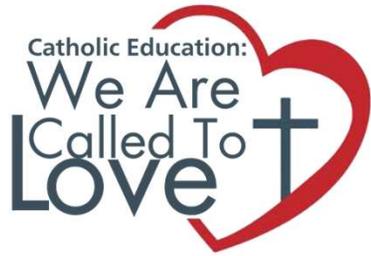
# So What, Now What?

## For Literacy/Language:

- asked for a goal on all Student Achievement Plans for the new curriculum implementation; addressing EQAO scores (urgent learning need at their school in literacy)
- 2 literacy coaches in schools serving across the system building teacher capacity Term 1 (new resources, new curriculum)
- Term 2 will begin to focus more on small group student learning
- 2 Empower coaches; SERTS doing Empower across the system via Special Education
- transition teachers and destreaming coaches supporting students in language/English in Grade 7-9

## Math Highlights

- Primary: 2% below province, Junior 4.5 below province, Grade 9 2% above province
- Primary and Junior up 4.5% and 7%
- Grade 9 down 2.5%
- 8-9% lower than province for students with special education needs meeting standard in all assessments
- For the statements “I am good at math” and “I understand math I am taught” students response becomes less favourable from grade 3-6-9 and correlates strongly to achievement
- Algebra below province in all assessments
- Thinking below province in all assessments



# BHNCDSB Math Action Achievement Plan

# Math Achievement Action Plan BHNCD 2023 - 2024

- ▶ We are committed to providing students with safe and welcoming learning spaces to support belonging, wellness and teaching/learning.
- ▶ This year we have embraced the Ministry's call to develop a BHNCD Math Action Plan for student achievement offering every student the chance to excel in mathematics and help them build foundational skills and strategies to become successful math learners.
- ▶ Our goal is to ensure all students see themselves as mathematicians, learning the skills necessary to achieve success in the classroom and beyond.



# Math Achievement Action Plan Team for BHNCD SB



Ministry Defined Role	BHNCD SB Role	
Provincial Math Action Lead	Shawn Bredin, seconded Superintendent of Research and Assessment, York Region DSB	
Board Math Lead	Lorrie Temple, Superintendent of Education	
Student Achievement Lead Math Consultants Math Facilitators	Chandra Portelli Allison Lawrence Sarah Conway	Leah Dubecki Mason McCormick
Priority Schools		
Grade 3	St Michael's (Walsh), Notre Dame (B), St Pius	
Grade 6	St Cecilia, Holy Cross, St Mary, St Patrick, Blessed Sacrament, St Michael (Dunnville), Resurrection, St Frances Cabrini, St Bernard	

# Math Achievement Action Plan

## Ministry Focus



**1. Curriculum Fidelity**

**2. Math Content Knowledge for Teaching (PD, webinars, team-teaching)**

**3. Knowing Your Student (Essential Practices)**

**4. Measurable Results (EQAO/Screeners/Report Cards)**

# PRIORITY ACTION 1 – Ensuring fidelity of the curriculum implementation including intentional use of proven strategies that support academic math achievement

BHNCSB Will:	Schools Will:	Classrooms Will:
<ul style="list-style-type: none"> <li>• <b>Prioritize</b> understanding of the curriculum and the continuum of learning across grades (focused on priority schools)</li> <li>• <b>Provide</b> relevant and meaningful resources and supports to increase the implementation of curriculum-aligned course plans and digital resources (e.g., Knowledgehook, MathUp) and monthly numeracy learning at AAC)</li> <li>• <b>Offer</b> centrally developed long range plans that incorporate new resources such as MathUp and Knowledgehook and other district supported resources. These include</li> <li>• direct links to engaging, open-ended problem-solving tasks, diverse assessment opportunities, and encourage the adoption of high-impact instructional strategies (math conversations, small and flexible groupings and developmentally appropriate tools and representations).</li> </ul>	<p><b>Priority Schools will:</b></p> <ul style="list-style-type: none"> <li>• Engage in ongoing professional learning (e.g., in grade/division learning teams, classroom visits) of the curriculum, including making connections across strands (PD before support begins for capacity building via video)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Draw</b> explicit connections between mathematical processes and lesson plans using high impact instructional practices (e.g., mathematics conversations).</li> <li>• Thinking Classrooms in Grade 9</li> <li>• <b>Use</b> a variety of assessment tools to inform next steps in curriculum implementation (e.g., board created screener via Knowledgehook, quizzes, peer/self-assessment, exit slips, or other sources of student voice)</li> </ul>

**PRIORITY ACTION 2 - MATH CONTENT KNOWLEDGE FOR TEACHING: Engaging in ongoing learning to strengthen mathematics content knowledge for teaching**

<b>BHNCDSB Will:</b>	<b>Schools Will:</b>	<b>Priority Classrooms Will:</b>
<ul style="list-style-type: none"> <li>• <b>Utilize</b> student achievement data and student work to establish focus areas for mathematics professional learning (destreaming coaches and transition teacher work Grades 7-9)</li> <li>• <b>Build</b> capacity through ongoing professional learning opportunities by encouraging the acquisition of Additional Qualification courses in math</li> <li>• <b>Prioritize</b> mathematics content knowledge for teaching in professional learning opportunities</li> <li>• <b>Identify</b> priority schools for additional support using math facilitators and consultant and sharing materials to support student learning and provide targeted interventions</li> <li>• <b>Evaluate</b> the effectiveness of intervention and share effective strategies across all schools in the system</li> <li>• <b>Develop</b> communication plan for system</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Monitor</b> and respond to students’ engagement and confidence in math</li> </ul> <p><b>Priority Schools will:</b></p> <ul style="list-style-type: none"> <li>• <b>Engage</b> in regular collaborative meetings (e.g., team teaching, collaborative analysis of student work, school and/or board networks, classroom visits) to deepen knowledge of strategies and curriculum, instructional starting points, interventions and assessment/evaluation practices</li> <li>• <b>Collaborate</b> with Board Math Lead to identify school/division/grade mathematics content knowledge focus areas, including planning and monitoring associated professional learning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Access</b> resources (e.g., teacher supports experts, secondary and elementary math consultants, school mathematics facilitators, student success teachers, transition teachers), and professional learning to continuously develop content knowledge for teaching</li> <li>• <b>Develop</b> expertise in foundational mathematics concepts to deliver updated curricular concepts via regional, small group PD opportunities</li> <li>• <b>Engage</b> in collaborative implementation of Tier 1 intervention through the use of instructional routines (Coaches Corner)</li> </ul>

**PRIORITY ACTION 3 –KNOWING YOUR STUDENT:** Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive



BHNCSDB Will:	Schools Will:	Classrooms Will”
<ul style="list-style-type: none"> <li>• <b>Build</b> capacity in data analysis resources to understand mathematics achievement from a variety of sources, including alignment between EQAO are report cards and locally developed assessment tools and tasks</li> <li>• <b>Have</b> mathematics facilitators work in priority schools, collaborating with educators and administrators to provide targeted interventions, instructional, and assessment support to Grade 3 and Grade 6 students and teachers</li> <li>• <b>Promote</b> the use of accessible mathematics resources to empower students,, parents/guardians/ caregivers, and teachers in supporting all students.</li> <li>• <b>Implement</b> screening, diagnostic, and progress monitoring tool and interventions for math</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Integrate</b> BHNCSDB Math Action Plan items into School Student Achievement Plans</li> <li>• <b>Determine</b> key content areas, informed by EQAO data, BHNCSDB developed math screening tool, and other data, to determine where students may be struggling most</li> <li>• <b>Integrate</b> high-impact instructional practices (e.g., mathematics conversations, small-group instruction, flexible groupings) across grades/divisions that foster student entry points and ownership of mathematics, while ensuring all students have accessible entry points into learning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Adapt</b> instructional practices in response to data collected from multiple, frequent assessment opportunities</li> </ul>



September - November 2023	November 2023 - February 2024	February - April 2024	April - June 2024
<ul style="list-style-type: none"> <li>●Second Term Report Card Data from June 2022</li> <li>●Grade 3 and 6 EQAO Data 2021 and 2022</li> <li>●EQAO sample Questions</li> <li>● Knowledgehook Screener</li> <li>●Educator confidence survey</li> <li>●Attendance data</li> </ul>	<ul style="list-style-type: none"> <li>●Progress Report Data</li> <li>●Priority school data submission to Ministry November 15, 2023</li> <li>●Priority school moderated student work and collaborative observations</li> <li>●EQAO monthly questions</li> <li>●Attendance data</li> <li>●Intervention progress monitoring data</li> </ul>	<ul style="list-style-type: none"> <li>●Term 1 Report Card Data</li> <li>●Priority school moderated student work and collaborative assessment data</li> <li>●Priority school data submission to Ministry March 15, 2024</li> <li>●EQAO sample and diagnostic assessments (BHNCDSD screener)</li> <li>●Attendance data</li> <li>●Intervention progress monitoring data</li> </ul>	<ul style="list-style-type: none"> <li>●Student/family engagement survey</li> <li>●EQAO monthly sample questions</li> <li>●Educator confidence survey</li> <li>●Final Report Card Data</li> <li>●Attendance data</li> <li>●Knowledgehook Screener</li> <li>●Priority school data submission to Ministry July 15, 2024</li> </ul>



## PRIORITY ACTION 4 - MEASURABLE RESULTS: Improvements in Math Achievement

## Professional Development Model to Meet Priority Action Goals

BHCNDSB will	All Schools will	Priority Schools will
<ul style="list-style-type: none"> <li>● Build capacity within system-level leadership in curriculum content knowledge and evidence-based practices during monthly AAC Meetings, COP meetings, SEAC, and Coaching Checkins</li> </ul>	<ul style="list-style-type: none"> <li>● Build capacity in curriculum fidelity, math content knowledge and evidence-based practices during system-wide Professional Development Days in October and November and June</li> <li>● Engage in cycles of school-based professional learning around:               <ul style="list-style-type: none"> <li>● curriculum content</li> <li>● Scope &amp; sequence for long-range planning</li> <li>● the use of resources to support and engage students in their learning</li> <li>● Evidence-based practices using tools and representations with a specific focus in grades 3, 6 and 9</li> </ul> </li> <li>● Monitor student achievement and areas for further support using EQAO sample questions monthly</li> </ul>	<ul style="list-style-type: none"> <li>● Participate actively in all expectations listed in the All Schools column</li> <li>● Engage in professional learning led by Ministry of Education monthly as able</li> <li>● Collaborate with Board Math Lead, Curriculum Lead, consultant, and math facilitators to plan, implement, monitor and reflect on learning practices through in-class coaching and modelling, and frequent monitoring of student achievement</li> </ul>

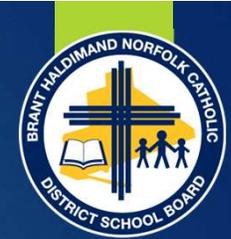


# Monitoring Goals

**Conduct regular assessments to measure the progress on the KPIs - ensure that progress is consistent and on track to meet annual targets**

**Teacher Practice: Periodically review classroom practices using fidelity checks to ensure teachers are effectively implementing high impact instructional strategies (principal monitoring and facilitator feedback)**

**Data-Driven Decision Making: encourage and model analyzing assessment data to inform instructional decisions and interventions, ensuring they align with the KPIs and goals**



# Key Performance Indicators (KPIs)

## FIDELITY [Instructional & Assessment Practices]

Prioritizing understanding of curriculum and continuum of learning across grades

*Student data shows us that students struggle with answering thinking questions.*

### Impact on Student Achievement:

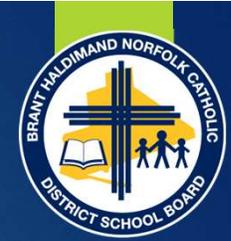
1. Percentage increase in math proficiency rates based on EQAO
2. Increase in the success of the board developed screening tool
3. Percentage increase in educators taking Math Part 1 (impacting instruction and student achievement)

### Effective Use of Evidence-Based Practices:

1. Increased percentage of teachers in Gr 3 and 6 consistently implementing tools and representations in their lessons (principal walk-through data or fidelity self-assessment)
2. 100% engagement in professional learning across priority schools with team teaching element of intervention

### Student Engagement & Participation:

1. Increase in student participation rates during math lessons
2. Reduction in the number of students reporting math-related anxiety (self-assessment survey)
3. Teachers will self-report an increased use of high impact strategies (math conversations and tools and representations)



# Key Performance Indicators (KPIs)

**PROFESSIONAL DEVELOPMENT** (Engaging in ongoing learning on mathematics content knowledge for teaching)

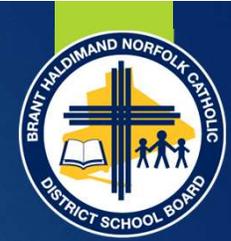
*Teachers need to develop their math content knowledge for teaching as most have not had sufficient professional learning on the new 2020 math curriculum.*

**Professional Development Impact:**

1. Percentage increase of teachers participating in coaching supports related to mathematical content knowledge (facilitator visit data collection tool)
2. Self-assessment surveys to measure teachers' confidence and competence in implementing evidence-based math practices
3. Increased use of number routines, thinking questions and visual tools and representations is more frequent
4. Increased use of assessment data (formative) to inform instruction and to close gaps on identified focus areas for mathematics professional learning

**Collaboration & Knowledge Sharing:**

1. Increase in the frequency of math-focused professional learning discussions; regular collaborative meetings
2. Increased number of shared resources and evidence-based practices shared related to math instruction (using Knowledgehook and MathUp)
3. Discussions with numeracy team on confidence with the 3 areas of content; effective use of assessment tools determining student need



# Key Performance Indicators (KPIs)

## KPIs for KNOWING YOUR STUDENTS: Essential Practices

*Educators need support to better utilize student assessment data from a variety of sources to determine student learning need.*

### Response to Intervention Effectiveness:

#### Individualized, Relevant & Responsive Math Tasks & Supports:

1. Increase in the ability of educators to gather and utilize data from EQAO, board provided tools, and report card data to develop a fulsome understanding of student learning needs
2. 100% of educators in our priority schools will increase their use of formative assessment data to inform lesson planning and instruction
3. Increased percentage of teachers using high impact strategies to support learning in mathematics (survey and observational data)



# Special Education Focus

## Math Modification Audits

SERTs being part of the math interventions in target schools

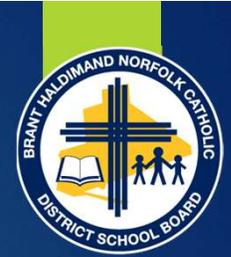
SERT training on Key Math resource

PD for transition teachers, SERTs, and destreaming educators for late winter

Summer skill builder GLE focused math course for summer 2024

### Process for Implementing Modifications in Mathematics:

To support ministry and board goals of improving achievement in mathematics, beginning in September 2023, school teams and special education staff will be auditing the modified IEPs in mathematics that currently exist in the elementary panel. Auditing modified IEPs in mathematics will allow us to align our work with research around the use of curriculum modifications in mathematics as potential mechanisms for structural inequity.



# Key Performance Indicators (KPIs)

## KPIs for MEASURABLE RESULTS

1. Increase in EQAO scores
2. Educators and students self- reporting increased confidence in teaching and learning
3. Increased monitoring from Administrators (classroom visits, PD alongside educators)
4. Increase in educators taking Math AQ courses to improve their teaching of high impact strategies in mathematics



2023 - 2024

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

Prepared by: Scott Keys, Superintendent of Business & Treasurer  
 Presented to: Committee of the Whole  
 Submitted on: December 12, 2023  
 Submitted by: Mike McDonald, Director of Education & Secretary

**COUNTY OF BRANT (ELEMENTARY)  
SCHOOL ATTENDANCE BOUNDARY REVIEW**

Public Session

**BACKGROUND INFORMATION:**

Due to existing and future enrolment pressures at Holy Family and Sacred Heart (Paris) Catholic Elementary Schools, the Brant Haldimand Norfolk Catholic District School Board (the “Board”) approved a school attendance boundary review for the County of Brant on December 20, 2022. The Board had previously attempted to secure funding for a new Catholic elementary school in Paris through the Ministry of Education’s Capital Priorities Program, however the request for funding for a new elementary school was denied.

As a result, and considering feedback from the Ministry, a school attendance boundary review was initiated for the following schools: Blessed Sacrament, Holy Family, Sacred Heart (Paris), and St. Theresa.

The purpose of this review is to better balance capacity and enrolment within the schools involved. Holy Family and Sacred Heart (Paris) are currently overcapacity and is utilizing fifteen portable classrooms to accommodate its enrolment. Board projections predict that continued residential development within the County of Brant is expected to yield approximately 531 additional elementary students over the next ten years. This will put further pressure on each site and facility.

Enrolment projections also suggest there will be limited capacity at other Catholic elementary schools in the review area. The tables and figures below outline the existing and projected enrolments for the schools in the review. Additionally, Figure 1 depicts the existing school boundaries for the elementary schools.

2023-24 Enrolment / Utilization				
School	OTG	Enrolment (Oct 2023)	Utilization	# of Portables (2023)
Blessed Sacrament	236	263	111%	0
Holy Family	164	228	139%	3
Sacred Heart (Paris)	420	632	150%	12
St. Theresa	210	201	96%	1
<b>Total</b>	<b>1,030</b>	<b>1,324</b>	<b>129%</b>	<b>16</b>

2032 Projected Enrolment / Utilization				
School	OTG	Enrolment (2032)	Utilization	# of Portables (2032)
Blessed Sacrament	236	276	117%	2
Holy Family	164	382	233%	9
Sacred Heart (Paris)	420	1,026	244%	26
St. Theresa	210	172	82%	0
<b>Total</b>	<b>1,030</b>	<b>1,855</b>	<b>180%</b>	<b>37</b>

Note: The number of portables is estimated based on the number of pupils over capacity divided by the loading capacity of 23.

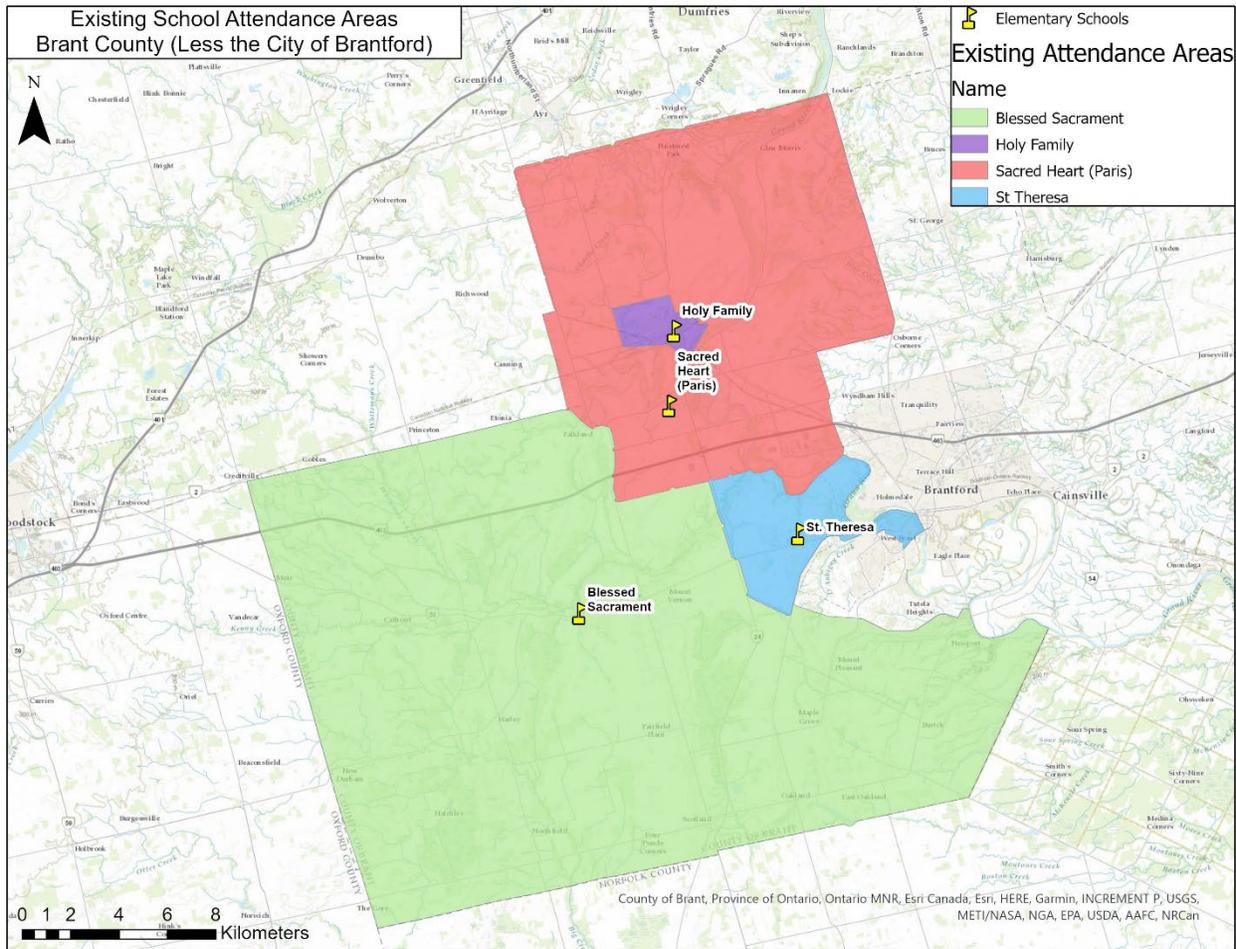


Figure1: County of Brant Existing Attendance Boundaries

**DEVELOPMENTS:**

***School Attendance Boundary Review Process***

In accordance with [OPS 400.24.AP – Attendance Boundary Reviews](#), an Attendance Boundary Review Committee (ABRC) was established with Administrator and Parent representatives from each impacted school. The ABRC met on June 15, 2023, October 10, 2023, November 9, 2023, and November 27, 2023 to review options and gather community feedback during public meetings. A full list of meetings, agenda, presentations, and minutes from these meetings can be found on the [Boundary Review](#) website.

The mandate of the ABRC was to:

- Work collaboratively to examine the initial boundary options generated by Senior Administration based on projections and data.
- Provide detailed feedback on the initial options, request modifications or suggest additional options.
- Determine one or more preferred options to be presented for public consultation.

***ABRC Recommendation***

As of November 27, 2023, the ABRC recommended the following:

- Area 1 (on Figure 2) would be directed to St. Theresa School with current Grade 7 students having the option to remain at their existing school.

This boundary adjustment results in about 26 students moving from Sacred Heart (Paris) to St. Theresa. Please refer to Figure 2 and the table below.

The proposed boundary adjustment will help redistribute enrolments and utilization among schools in the area. It will also temporarily alleviate the enrolment pressure at Sacred Heart (Paris).

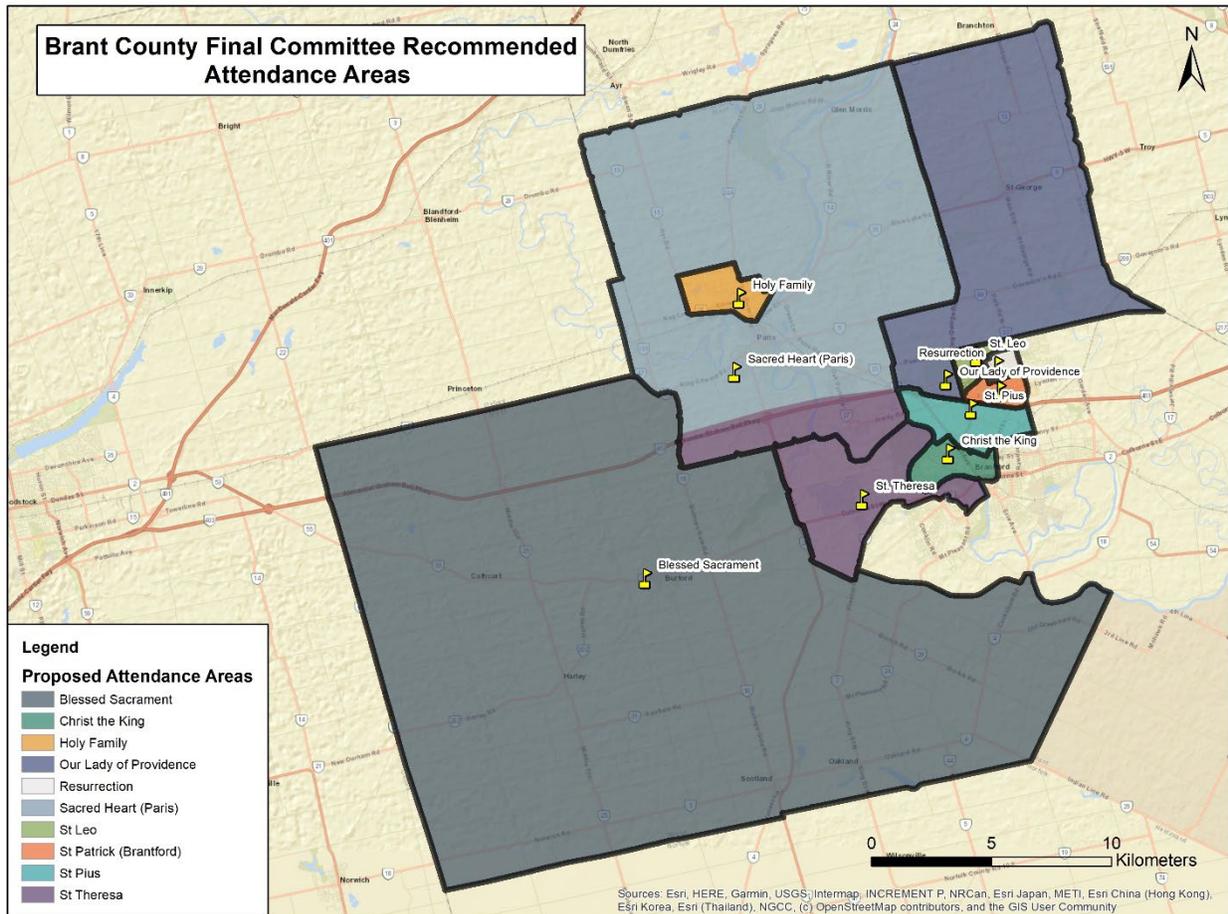


Figure 2: County of Brant Proposed Attendance Boundaries

2023-24 Enrolment / Utilization				
School	OTG	Enrolment (Oct 2023)	Utilization	# of Portables (2023)
Blessed Sacrament	236	263	111%	0
Holy Family	164	228	139%	3
Sacred Heart (Paris)	420	632	150%	12
St. Theresa	210	201	96%	1
<b>Total</b>	<b>1,030</b>	<b>1,324</b>	<b>129%</b>	<b>16</b>

2023-24 Enrolment / Utilization (per recommendation)				
School	OTG	Enrolment (Oct 2023)	Utilization	# of Portables (2023)
Blessed Sacrament	236	263	111%	0
Holy Family	164	228	139%	3
Sacred Heart (Paris)	420	606	144%	11
St. Theresa	210	227	108%	1
<b>Total</b>	<b>1,030</b>	<b>1,324</b>	<b>129%</b>	<b>15</b>

Additionally, the ABRC recommended to create holding zones. A holding zone is an area defined by a geographic boundary, within an Attendance Area (usually with high concentrations of new or imminent development), for which Trustees have approved that students residing in the holding zone are to attend a specified school based on available capacity, until such time as long-term accommodation and related revised Attendance Areas can be established.

- Area 2 to 9 (in Figure 3) are proposed to be holding zones for which students residing in this area will be directed to attend a to-be-determined school based on available capacity.

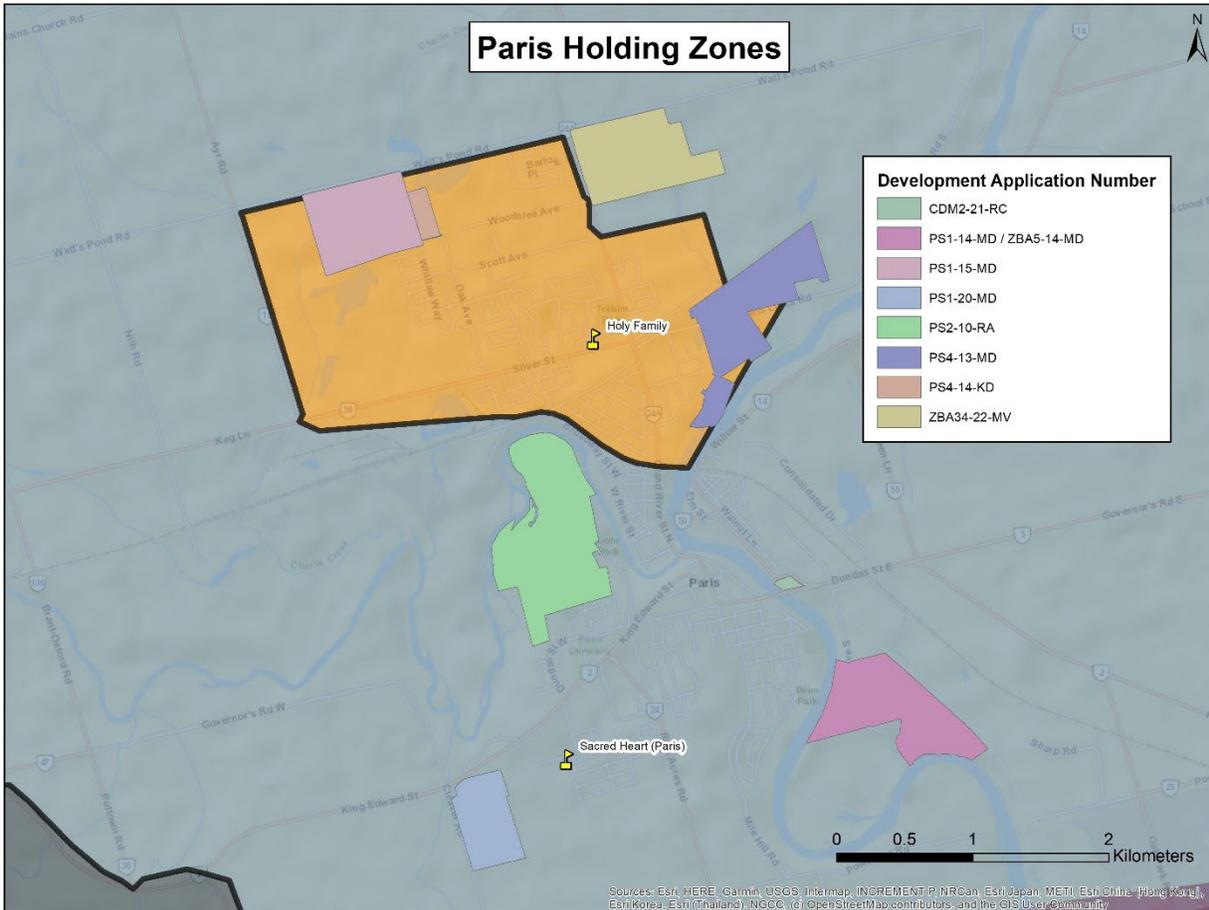


Figure 3: County of Brant Proposed Holding Zones

Feedback received at, during, and after, the committee and public meetings surrounded certain ideas under consideration. Other general themes that arose from the consultation with both the ABRC and general community were about ensuring that proper transitions were in place at all receiving schools and that legacy provisions were in place for impacted students currently enrolled in Grade 7.

There are some possible transportation impacts resulting from the proposed boundary adjustment. The Board's transportation consortium is confident that existing busses and routes have sufficient capacity to accommodate the recommended changes with little to no impact on transportation costs, however, there may be localized increases in bussing/traffic to St. Theresa.

### **Other Alternatives**

The ABRC also discussed alternative solutions and although the solutions may have alleviated the current significant enrolment pressure, however consideration was not given to certain alternatives due to the feedback received.

**Next Steps**

Pursuant to the steps outlined in [OPS 400.24.AP – Attendance Boundary Reviews](#), based on committee consultation, Senior Administration recommends establishing the amended school boundaries, as outlined in Figure 2, and establishing holding zones for the County of Brant, as outlined in Figure 3, effective September 1, 2024.

An implementation committee will be established to support the transition of students to St. Theresa.

**RECOMMENDATION:**

THAT the Brant Haldimand Norfolk Catholic District School Board approves the amended school attendance boundaries, as outlined in Figure 2, effective September 2024 and the creation of holding zones, as outlined in Figure 3, for the County of Brant.

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

Prepared by: Scott Keys, Superintendent of Business & Treasurer  
Presented to: Committee of the Whole  
Submitted on: December 12, 2023  
Submitted by: Mike McDonald, Director of Education & Secretary

## 2024-2029 INTEGRATED ACCESSIBILITY PLAN Public Session

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### **BACKGROUND INFORMATION:**

The purpose of the Ontarians with Disabilities Act (ODA), 2001 is to improve opportunities for people with disabilities and to provide for their involvement in the identification, removal, and prevention of barriers and to promote their full participation in the life of the province. The ODA requires each school board to prepare a multi-year accessibility plan; to consult with people with disabilities in the preparation of this plan and to make the plan public.

The Accessibility for Ontarians Act (AODA), 2005 is the Provincial Act with the purpose of developing, implementing, and enforcing accessibility standards to make the province accessible for all people with disabilities. Since 2005, two regulations outlining the accessibility standards have been made under the AODA:

- Accessibility Standards for Customer Services (O. Reg 429/07)
- Integrated Accessibility Standards Regulation (O. Reg 191/11)

Ontario Regulation 191/11, The Integrated Accessibility Standards Regulation (IASR), includes standards surrounding customer service, information and communications, employment, transportation, and design of public spaces. In addition, one of the requirements of the IASR is to develop, implement and maintain a multi-year accessibility plan to outline strategies to prevent and remove barriers and meet the requirements of the ISAR.

### **DEVELOPMENTS:**

The 2024-2029 Multi-Year Integrated Accessibility Plan (the “Plan”) is presented in Appendix A and was prepared in accordance with:

- Ontarians with Disabilities Act (ODA)
- Accessibility for Ontarians with Disabilities Act (AODA)
- Integrated Accessibility Standards Regulations (IASR)

The Plan incorporates the intentions of the Brant Haldimand Norfolk Catholic School Board (the “Board”) to meet its obligations under the ODA. The Plan describes the measures the Board has taken in the past as well as measures that will be taken moving forward in order to identify, remove and prevent barriers for people with disabilities who work, learn and participate in our school community and environment. Specially this Plan:

- Reviews recent efforts of the Board to remove and prevent barriers for people with disabilities;
- Describes the process by which the Board will identify, remove and prevent barriers for people with disabilities;
- Describes the measures the Board will take to identify, remove and prevent barriers;
- Makes a commitment to provide an annual status report on the Board’s implementation of the Multi-Year Integrated Accessibility Plan;
- Makes a commitment to review and update the Plan at least once every 5 years; and
- Describes how the Board will make this Accessibility Plan available to the public.

The Plan has been developed collaboratively through feedback and input from:

- The Accessibility Steering Committee
- Special Education Advisory Committee (SEAC)
- Regional Catholic Parent Involvement Committee (RCPIC)
- Senior Administration

The Accessibility Steering Committee meets regularly during the year to consider feedback received, review progress, evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board. In respect to the Multi-Year Integrated Accessibility Plan the following steps take place:

- a) An annual status report on the progress of the measures taken to implement the Plan is brought to the Board for approval;
- b) At least once every 5 years the Plan is reviewed and updated in consultation with relevant stakeholders. The Plan will be brought to the Board for consideration and approval.

**RECOMMENDATION:**

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the 2024-2029 Multi-Year Integrated Accessibility Plan.



# BRANT HALDIMAND NORFOLK Catholic District School Board

## Multi-Year Integrated Accessibility Plan 2024-2029

This publication is available through the Brant Haldimand Norfolk Catholic District School Board:

Website: [www.bhncdsb.ca/accessibility](http://www.bhncdsb.ca/accessibility)

Hard copies and accessible formats are available upon request to:

Tracey Austin, Manager of Communications & Public Relations

Brant Haldimand Norfolk Catholic District School Board

322 Fairview Drive, Brantford ON

Phone Number: (519) 756-6369 ext. 11234

[info@bhncdsb.ca](mailto:info@bhncdsb.ca)

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# BHNCDSB Multi-Year Integrated Accessibility Plan 2024-2029

## Aim

The Integrated Accessibility Plan (the “Plan”) has been developed in accordance with Ontario Regulation 191/11 Integration Accessibility Standards under the Accessibility for Ontarians with Disabilities Act 2005 (AODA). It incorporates the intentions of the Brant Haldimand Norfolk Catholic School Board (the “Board”) to meet its obligations under the Ontarians with Disabilities Act, 2001. The plan describes the measures the Board has taken in the past as well as measures that will be taken moving forward in order to identify, remove and prevent barriers for people with disabilities who work, learn and participate in the School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools.

## Objectives

This Plan:

- Reviews recent efforts of the Board to remove and prevent barriers for people with disabilities;
- Describes the process by which the Board will identify, remove and prevent barriers for people with disabilities;
- Describes the measures the Board will take to identify, remove and prevent barriers;
- Makes a commitment to provide an annual status report on the Board’s implementation of the Multi-Year Integrated Accessibility Plan;
- Makes a commitment to review and update the Plan at least once every 5 years; and
- Describes how the Board will make this Accessibility Plan available to the public.

## Executive Summary

This Plan has been prepared in accordance with:

- Ontarians with Disabilities Act (ODA)
- Accessibility for Ontarians with Disabilities Act (AODA)
- Integrated Accessibility Standards Regulations (IASR)

The purpose of the Ontarians with Disabilities Act, 2001 is to improve opportunities for people with disabilities and to provide for their involvement in the identification, removal, and prevention of barriers and to promote their full participation in the life of the province. The ODA requires each school board to prepare a multi-year accessibility plan; to consult with people with disabilities in the preparation of this plan and to make the plan public.

The Accessibility for Ontarians Act, 2005 is the Provincial Act with the purpose of developing, implementing, and enforcing accessibility standards to make the province accessible for all people with disabilities by 2025. Since 2005, two regulations outlining the accessibility standards have been made under the AODA:

- Accessibility Standards for Customer Services (O. Reg 429/07)
- Integrated Accessibility Standards Regulation (O. Reg 191/11)

One of the requirements of the IASR is to develop, implement and maintain a multi-year accessibility plan to outline strategies to prevent and remove barriers and meet the requirements of the ISAR.

## Definitions and Terminology

**Ableism:** Attitudes in society that devalue and limit the potential of persons with disabilities. Persons with disabilities are assumed to be less worthy of respect and consideration, less able to contribute and take part, and of less value than other people. Ableism can be conscious or unconscious and is embedded in institutions, systems, or the broader culture of a society.

Ableism refers to discrimination towards persons with disabilities. It can be through actions as well as underlying beliefs and attitudes. Ableism involves systemic barriers as well as person-to-person interactions, stereotypes, and negative attitudes that devalue and limit the potential of persons with disabilities

**Accessibility:** the enabling of people to achieve their full potential.

**Accommodation:** is a means, through reasonable efforts, of preventing and removing – in a timely manner - barriers that impede individuals with disabilities from participating fully.

**Barrier:** anything that prevents a person with a disability from fully participating in all aspects of society because of their disability, including a physical barrier, an architectural barrier, an information or communications barrier, an attitudinal barrier, a technological barrier, policy or a practice; (“obstacle”).

**Disability:** covers a broad range and degree of conditions, some visible and some not visible. A disability may have been present from birth, caused by an accident, or developed over time.

## Commitment to Accessibility Planning

The Brant Haldimand Norfolk Catholic District School Board is committed to:

- Maintaining an Accessibility Steering Committee;
- Continuing consultation with various stakeholders, in particular those with disabilities and with the Special Education Advisory Committee (SEAC) in the development and review of accessibility plans;
- Ensuring Board policies and procedures are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Steering Committee will provide input re: accessibility issues, where appropriate, to new policies and procedures and to those under review; and
- Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Ongoing identification of barriers must be brought to the Accessibility Steering Committee for due consideration and incorporation into the Multi-Year Integrated Accessibility Plan.

The Director of Education has authorized the Accessibility Steering Committee to review and update the Multi-Year Integrated Accessibility Plan that will enable the Board to meet these commitments.

## Description of the Brant Haldimand Norfolk Catholic District School Board

The Brant Haldimand Norfolk Catholic District School Board was founded January 1, 1998, through the amalgamation of two former school boards: The Brant County Catholic Board of Education and the Haldimand Norfolk Catholic District School Board.

The Brant Haldimand Norfolk Catholic District School Board provides a Christ-centered education to over 12,000 students in 32 schools. We employ over 900 teachers who are supported by a team of consultants, principals, and administrators. Over 500 non-academic staff ensure that the best possible facilities, supports, and resources are available to teachers, students, and the system. The Board encompasses the broad geographical area of the City of Brantford and the counties of Brant, Haldimand and Norfolk. We are unique in that we belong to three Dioceses: Hamilton, London, and St. Catharines. There are six trustees in the Board and two student trustees.

### Our Vision

Our faith-based communities inspire life-long learning and service to others.

### Our Motto

Excellence in Learning ~ Living in Christ

### Board Values

1. Cultivating healthy, respectful, faith-filled Catholic learning and teaching environments:
  - nurturing ongoing faith formation and personal relationships with Jesus to develop a Catholic worldview.
  - recognizing the possibility within all learners and responding with personalization and precision.
  - advocating through a Catholic lens and ensuring everyone feels supported, seen, and heard.
2. Building support through collaboration, partnerships, and connected communities.
  - engaging active partnerships with all including students, staff, families, parishes, and community partners.
  - working in solidarity with partners to build strong, authentic, resilient communities that support all individuals.
  - building a culture of collaboration and connectedness through relationships.
3. Inspiring and nurturing curiosity, development, success, and stewardship.
  - pursuing innovative and evidence-based practices in teaching, learning, and faith formation.
  - developing learners as local and global citizens who embrace their responsibility for the wellbeing of our common home.
  - recognizing the possibility within all learners and responding with personalization and precision.
4. Reaching every individual and honouring their contributions, values, and goals.
  - through our faith, advocating for equity, inclusion, and social justice.
  - honouring the voices of staff and students through acknowledgement, response, and action.
  - recognizing the importance of our integrated experience in the promotion of prioritizing wellbeing.

### Board Strategic Commitments

Belonging:

Ensuring a safe, inclusive, equitable, and welcoming environment for all to foster engagement and faith formation.

Teaching and Learning:

Offering innovative, collaborative, and responsive teaching and learning environments for all.

Wellness for All:

Develop a faith-filled community where all individuals are equipped and supported so they can live their best life.

## Strategy for Prevention of Removal of Barriers

The principles of inclusionary practice, freedom from barriers and accessible environments inform all Brant Haldimand Norfolk Catholic District School Board policies, procedures and services. Through the annual Accessibility Plan Status Report implemented under the Ontarians with Disabilities Act (ODA), 2001, the Brant Haldimand Norfolk Catholic District School Board's programming, policies and practices have been assessed to ensure continuous improvement in accessibility.

This process will continue through the establishment of the renewed Multi-Year Integrated Accessibility Plan, which places particular emphasis on the regulations made under the AODA with regard to Customer Service, Information and Communications, Employment, School Transportation, and the Design of Public Spaces, in accordance with legislation.

## Barrier Identification

Group	Methods
Students	Barriers to accessibility are identified by students and parents/caregivers. Staff members in all schools and departments work with stakeholders to remove/prevent barriers and develop accommodation plans.
Staff	In consultation with staff, Human Resources and Health and Safety, identify barriers, restrictions and limitations and develop accommodation plans.
Public	Barriers to accessibility are identified by individuals accessing programs and services offered by the school board. Members of the public may bring concerns to the attention of the school, the Catholic Education Centre or may use the Board website: <a href="http://www.bhncdsb.ca/accessibility">www.bhncdsb.ca/accessibility</a> Barriers identified by members of the public are referred to the Board's Accessibility Steering Committee for further review.
Board Wide	Ongoing liaison with bargaining partners, provincial associations, school boards, and public sector agencies provides updates on emerging barriers to accessibility. SEAC and the Ontario Education Services Corporation are examples of some of the resources used for barrier identification. Review of our facilities provides up-to-date identification of barriers and plans to remove/prevent such barriers and permits planning to remove/prevent such barriers. Barriers to accessibility are referred to the Board's Accessibility Steering Committee for review.

## Barriers to be Addressed under the Multi-Year Accessibility Plan 2024-2029

The Integrated Accessibility Standards Regulation 191/11 filed in June 2011 pursuant to the Accessibility for Ontarians with Disabilities Act, 2005 identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation

These requirements build on the Accessibility Standards for Customer Service which came into force in 2007.

The Brant Haldimand Norfolk Catholic District School Board demonstrates this through this Plan its intentions to address barriers to accessibility related to the IASR.

Through the 2024-29 Multi-Year Integrated Accessibility Plan, the Board intends to take action to address attitudinal barriers to accessibility with a special emphasis on supporting all students in inclusive environments.

Type of Barrier	Action	Timeline	Responsibility
Policy	All policies are reviewed on a cyclical basis and will include consideration of equity, inclusion, and accessibility legislation. New policies will also include consideration of equity, inclusion, and accessibility legislation	Ongoing	Director of Education and Superintendents
Attitudinal	Continue to implement mandatory (AODA) accessibility awareness training to ensure new staff have been trained. Implementation of program to notify employees (new and existing) and their supervisors of completion rate of mandatory trainings (inclusive of AODA training requirements)	Ongoing	Human Resource Services
Attitudinal	Accessibility Awareness Month, December	Annually	Superintendent of Education (Accessibility)
Attitudinal	Provide professional development opportunities for staff as outlined in the Mental Health Strategy, Special Education Plan, and Student Support Services Plan.	Ongoing	Mental Health Lead Special Education Lead Superintendent of Education (Student Support Services)
Attitudinal	Maintain broad representation on the Accessibility Steering Committee	Ongoing	Superintendent of Education (Accessibility)
Attitudinal	Provide professional development and resources for parents, focusing on special education and mental health resources, such as wellbeing, social emotional learning, autism, etc.	Ongoing	Mental Health Lead Special Education Lead
Architecture	Facility Services will continue to plan and provide accessible facilities ensuring all renovations and additions meet building code requirements (Ontario Regulation 368/13 & AODA Design of Public Spaces Standards, 2012)	Ongoing	Facility Services
Architecture	Facility Services will work with VFA (Ministry of Education - School Assessment Agent). The accessibility information previously gathered has been incorporated into the Facility Services' Five-Year Capital Planning document.	Ongoing	Facility Services
Technological	Continue to provide in-service and support to staff, students, and parents on the utilization of assistive technology in order to build capacity across the System.	Ongoing	Special Education
Technological	Provide ongoing training to Grade 3 and Grade 6 classroom teachers and students with the use of assistive technology in preparation for the EQAO assessment	Ongoing	Special Education

Type of Barrier	Action	Timeline	Responsibility
Technological	Continue to provide differentiated literacy instruction to struggling readers by providing access to appropriate web-based literacy programs	Ongoing	Special Education
Information and Communication	Monitor Helpdesk for input and feedback to confirm appropriateness of deployment plan and assess effectiveness of in-year improvements	Ongoing	Information Technology Services
Information and Communication	Continue to review revised SEA deployment strategy and research new technologies/software that may enhance the learners' experience.	Ongoing	Special Education and Information Technology Services

## Review and Monitoring Process

Accessibility issues are addressed on an ongoing basis in the Board. Wherever possible, proactive measures are put in place to ensure accessible working and learning environments. Feedback and input are through input received from school board staff, families, and community members.

The Accessibility Steering Committee meets regularly during the year to consider feedback received, review progress, evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board. In respect to the Multi-Year Integrated Accessibility Plan the following steps take place:

- a) An annual status report on the progress of the measures taken to implement the Plan is brought to the Board for approval at the Committee of the Whole meeting in November;
- b) At least once every 5 years the Plan is reviewed and updated in consultation with persons with disabilities, with the Board's Special Education Advisory Committee and other relevant stakeholders. The Plan will be brought to the Board for consideration and approval.

## Communication of the Plan

The Brant Haldimand Norfolk Catholic District School Board's Multi-Year Integrated Accessibility Plan and annual status report will be posted on the Board website:

[www.bhncdsb.ca/accessibility](http://www.bhncdsb.ca/accessibility)

Hard copies and other accessible formats will be provided upon request to:

Tracey Austin, Manager of Communications & Public Relations  
 Brant Haldimand Norfolk Catholic District School Board  
 322 Fairview Drive, Brantford ON  
 Phone Number: (519) 756-6369 ext. 11234  
[info@bhncdsb.ca](mailto:info@bhncdsb.ca)

## Accessibility Planning Resources for School Boards

Accessibility for Ontarians with Disabilities Act (AODA), 2005

<https://www.aoda.ca/>

Accessibility for Ontarians

<https://www.oesc-cseo.org/resources/accessibility-for-ontarians/>

Accessibility Standards for Customer Services (O. Reg 429/07)

<https://www.ontario.ca/laws/regulation/070429>

Canadian Standards Association:

B6521-95 Barrier Free Design

<https://www.csagroup.org/standards/areas-of-focus/healthcare-and-well-being/standards-for-building-a-barrier-free-canada/>

B480-02 Customer Services Standard for People with Disabilities

<https://www.csagroup.org/store/product/B480-02/>

Integrated Accessibility Standards Regulation (O. Reg 191/11)

<https://www.ontario.ca/laws/regulation/110191>

Ontario Human Rights Commission – Policy and Guidelines on Disability and the Duty to Accommodate

<https://www.ohrc.on.ca/pt/node/2461>

Ontarians with Disabilities Act (ODA), 2001

<https://www.ontario.ca/laws/statute/01o32>

**2023-24**  
**Trustee Meetings and Events**

<b>Date</b>	<b>Time</b>	<b>Meeting/Event</b>
October 11, 2023	3:00 pm	Executive Council Meeting
October 17, 2023	9:00am	Mental Health Steering Committee
October 17, 2023	1:00 pm	Special Education Advisory Committee
<b>October 17, 2023</b>	<b>7:00 pm</b>	<b>Committee of the Whole</b>
<b>October 24, 2023</b>	<b>7:00 pm</b>	<b>Board Meeting</b>
November 8, 2023	7:00 pm	Regional Catholic Parent Involvement Committee
November 13, 2023	5:00pm	Audit Committee
November 15, 2023	3:00 pm	Executive Council
<b>November 21, 2023</b>	<b>7:00 pm</b>	<b>Annual Board Meeting</b>
November 23, 2023	1:00 pm	Faith Advisory Committee
November 28, 2023	1:00 pm	Special Education Advisory Committee
December 4, 2023	4:00 pm	Accommodations Committee
December 6, 2023	3:00 pm	Executive Council
December 7, 2023	9:00 am	Mental Health Steering Committee
<b>December 12, 2023</b>	<b>7:00pm</b>	<b>Committee of the Whole</b>
December 13, 2023	3:00 pm	Budget Committee
December 19, 2023	1:00 pm	Special Education Advisory Committee
<b>December 19, 2023</b>	<b>7:00 pm</b>	<b>Board Meeting</b>
<i>December 25 2023- January 7, 2024</i>		<i>CHRISTMAS BREAK</i>
January 10, 2024	3:00 pm	Executive Council Meeting
January 19-20, 2024		OCSTA Trustees Seminar
January 16, 2024	1:00 pm	Special Education Advisory Committee
<b>January 16, 2024</b>	<b>7:00 pm</b>	<b>Committee of the Whole</b>
January 23, 2024	1:00 pm	Faith Advisory Committee
<b>January 23, 2024</b>	<b>7:00 pm</b>	<b>Board Meeting</b>
<b>January 31, 2024</b>	<b>7:00pm</b>	Regional Catholic Parent Involvement Committee
February 8, 2024	9:00 am	Mental Health Steering Committee
February 14, 2024	3:00 pm	Executive Council Meeting
February 20, 2024	1:00 pm	Special Education Advisory Committee
<b>February 20, 2024</b>	<b>7:00 pm</b>	<b>Committee of the Whole</b>
February 27, 2024	1:15 pm	Accessibility Steering Committee
<b>February 27, 2024</b>	<b>7:00 pm</b>	<b>Board Meeting</b>
March 6, 2024	3:00 pm	Executive Council Meeting
<i>March 11-15, 2024</i>		<i>MARCH BREAK</i>
March 19, 2024	9:00 am	Mental Health Steering Committee
March 19, 2024	1:00 pm	Special Education Advisory Committee
March 19, 2024	3:00 pm	Accommodations Committee
<b>March 19, 2024</b>	<b>7:00 pm</b>	<b>Committee of the Whole</b>
<b>March 26, 2024</b>	<b>7:00 pm</b>	<b>Board Meeting</b>
April 10, 2024	3:00 pm	Executive Council Meeting
April 16, 2024	1:00 pm	Special Education Advisory Committee
<b>April 16, 2024</b>	<b>7:00 pm</b>	<b>Committee of the Whole</b>

<b>Date</b>	<b>Time</b>	<b>Meeting/Event</b>
April 18, 2024	1:00 pm	Faith Advisory Committee
April 23, 2024	3:00 pm	Budget Committee
<b>April 23, 2024</b>	<b>7:00 pm</b>	<b>Board Meeting</b>
April 24, 2024	7:00 pm	Regional Catholic Parent Involvement Committee
<i>May 5-10, 2024</i>		<i>Catholic Education Week</i>
May 2-4, 2024		OCSTA AGM & Conference
May 6, 2024	5:00pm	Catholic Student Leadership Awards
May 13, 2024	3:00pm	Budget Committee
May 15, 2024	3:00 pm	Executive Council Meeting
May 21, 2024	1:00 pm	Special Education Advisory Committee
<b>May 21, 2024</b>	<b>7:00 pm</b>	<b>Committee of the Whole</b>
<b>May 28, 2024</b>	<b>7:00 pm</b>	<b>Board Meeting</b>
May 30, 2024	1:15 pm	Mental Health Steering Committee
TBD		CCSTA AGM
June 12, 2024	3:00 pm	Executive Council Meeting
June 17, 2024	5:00 pm	Audit Committee
<b>June 18, 2024</b>	<b>7:00 pm</b>	<b>Committee of the Whole</b>
<b>June 25, 2024</b>	<b>7:00 pm</b>	<b>Board Meeting</b>
June 27, 2024	4:45 pm 6:30 pm 7:00 pm	Assumption College Graduation Holy Trinity Graduation St. John's College Graduation

Meetings scheduled at the Call of the Committee Chair: Accommodations Committee, Audit Committee, Budget Committee, Faith Advisory Committee, Policy Committee