



BRANT HALDIMAND NORFOLK Catholic District School Board

Agenda

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

Board Meeting Tuesday, December 11, 2018 ♦ 7:00 p.m. Boardroom

Trustees:

Members: Rick Petrella (Chair), Dan Dignard (Vice-Chair), Cliff Casey, Bill Chopp, Carol Luciani, Mark Watson, Kaiya Daly (Student Trustee)

Senior Administration:

Chris N. Roehrig (Director of Education & Secretary), Thomas R. Grice (Superintendent of Business & Treasurer), Michael McDonald, Michelle Shypula and Leslie Telfer (Superintendents of Education)

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, for ever and ever. Amen

1.2 Attendance

1.3 Approval of the Agenda

Pages 1 – 2

1.4 Declaration of Interest

1.5 Approval of Board Meeting Minutes – November 27, 2018

Pages 3 – 6

Approval of Special Meeting of the Board Minutes – November 30, 2018

Pages 7 – 8

Approval of Inaugural Meeting of the Board Minutes – December 4, 2018

Pages 9 – 11

1.6 Business Arising from the Minutes

2. Presentations

3. Delegations

4. Consent Agenda

4.1 Unapproved Special Education Advisory Committee Meeting Minutes November 20, 2018

Pages 12 – 28

5. Committee and Staff Reports

5.1 Student Trustee Update Presenter: Kaiya Daly, Student Trustee

Page 29

6. Information and Correspondence

7. Notices of Motion

8. Notices of Motion Being Considered for Adoption

9. Trustee Inquiries



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10. 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.

11. Report on the In-Camera Session

12. Future Meetings and Events

Pages 30 – 31

13. 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

14. Adjournment



Board Meeting
Tuesday, November 27, 2017 ♦ 7:00 p.m.
Boardroom

Trustees:
Present: Rick Petrella (Chair), Dan Dignard (Vice Chair), Cliff Casey, Carol Luciani, Bonnie McKinnon, Kaiya Daly (Student Trustee)

Absent: Bill Chopp

Senior Administration:
Chris N. Roehrig (Director of Education & Secretary)

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by Chair Petrella.

1.2 Attendance

As noted above.

1.3 Approval of the Agenda

Moved by: Bonnie McKinnon

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the November 27, 2018 meeting.

Carried

1.4 Declaration of Conflict of Interest – Nil

1.5 Approval of Board Meeting Minutes – October 23, 2018

Moved by: Bonnie McKinnon

Seconded by: Cliff Casey

THAT the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the October 23, 2018 Board meeting.

Carried

Approval of Special Meeting of the Board Minutes – November 8, 2018

Moved by: Bonnie McKinnon

Seconded by: Cliff Casey

THAT the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the November 8, 2018 Special Meeting of the Board.

Carried

1.6 Business Arising from the Minutes – Nil



2. Presentations – Nil

3. Delegations – Nil

4. Consent Agenda – Nil

5. Committee and Staff Reports

5.1 Unapproved Minutes and Recommendations from the Committee of the Whole Meeting – November 20, 2018

Vice-Chair Dignard reviewed the business of the November 20, 2018 Committee of the Whole meeting. There was a request to have a line added to the Trustee Expenses Report indicating that the Trustee budget was underspent for the 2017-18 year.

THAT the Brant Haldimand Norfolk Catholic District School Board approves the Trustee Expenses Online Report, as amended.

THAT the Brant Haldimand Norfolk Catholic District School Board approves the 2019 insurance renewal premium, payable to the Ontario School Boards' Insurance Exchange, in the amount of \$138,054, excluding PST.

Moved by: Dan Dignard

Seconded by: Cliff Casey

THAT the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Committee of the Whole Meeting of November 20, 2018.

Carried

THAT the Brant Haldimand Norfolk Catholic District School Board approves the recommendations of the Committee of the Whole Meeting of November 20, 2018.

Carried

5.2 Financial Statements – Year Ended August 31, 2018

Trustee Petrella, Chair of the Audit Committee, reviewed the audited financial statements for the year ended August 31, 2018, which reflected a surplus. The surplus in 2017-18 may be attributed to higher-than-anticipated enrolment, additional revenue provided by the Ministry and an increase in transportation revenue. He added that the auditors found no issues during the audit process and expressed thanks to the staff for the diligence with respect to the budget.

Moved by: Bonnie McKinnon

Seconded by: Cliff Casey

THAT the Brant Haldimand Norfolk Catholic District School Board approves the Financial Statements – Year Ended August 31, 2018.

Carried



5.3 Student Trustee Update

Student Trustee Daly highlighted the work of the Student Council's in planning coffee open houses, semi-formal dances and Grade 8 welcome days. Ms. Daly also identified community outreach initiatives that have been occurring within the secondary schools.

Moved by: Carol Luciani

Seconded by: Bonnie McKinnon

THAT the Brant Haldimand Norfolk Catholic District School Board receives the Student Trustee Report.

Carried

6. Information and Correspondence

The Trustee calendar proof is complete, Director Roehrig will send out to the Trustees to review.

In follow-up from questions arising from the November 20, 2018 Committee of the Whole meeting, Director Roehrig confirmed that all boilers in the district are running on gas. Director Roehrig also confirmed that the STEM donation at St. Joseph's School did not lessen the Board allocated amount of STEM resources to the school.

Director Roehrig informed the Board that there will be a Guatemala encounter for staff in the summer of 2019. An invitation will go out to the system for a forthcoming information session.

Moved by: Carol Luciani

Seconded by: Bonnie McKinnon

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

Carried

7. Notices of Motion for Consideration at Next Board Meeting – Nil

8. Notices of Motion Being Considered for Adoption – Nil

9. Trustee Inquiries

Vice-Chair Dignard acknowledged the outstanding work of Trustee McKinnon and thanked her for being an excellent co-worker and friend.

10. Business In-Camera

Moved by: Carol Luciani

Seconded by: Bonnie McKinnon

THAT the Brant Haldimand Norfolk Catholic District School Board moves to an In-Camera session.

Carried

11. 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 of the In-Camera Session.

Carried



12. Future Meetings and Events

Chair Petrella presented Trustee McKinnon with a gift on behalf of the Board to show their thanks and appreciation for her 30 years of service to Catholic education. The Board expressed their well wishes to Trustee McKinnon.

13. Closing Prayer

Chair Petrella led the closing prayer.

14. Adjournment

Moved by: Bonnie McKinnon

Seconded by: Carol Luciani

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the November 27, 2018 Board meeting.

Carried



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

Minutes

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

**Special Meeting of the Board
Friday, November 30, 2018 ♦ 4:30 p.m.
Trustee Meeting Room**

Present: **Trustees:**
Rick Petrella (Chair), Dan Dignard (Vice-Chair), Cliff Casey, Bonnie McKinnon

Absent: Bill Chopp, Carol Luciani

Senior Administration:
Chris N. Roehrig (Director of Education & Secretary)

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by Chair Petrella.

1.2 Attendance

As noted above.

1.3 Approval of the Agenda

Moved by: Cliff Casey

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the November 30, 2018 Special Meeting of the Board.

Carried

1.4 Declaration of Conflict of Interest – Nil

2. Presentations – Nil

3. Delegations – Nil

4. Consent Agenda – Nil

5. Committee and Staff Reports – Nil

6. Information and Correspondence – Nil

7. Trustee Inquiries – Nil

8. Business In-Camera

Moved by: Dan Dignard

Seconded by: Cliff Casey

THAT the Brant Haldimand Norfolk Catholic District School Board moves to an In-Camera session.

Carried



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9. Report on the In-Camera Session

Moved by: Bonnie McKinnon

Seconded by: Cliff Casey

THAT the Brant Haldimand Norfolk Catholic District School Board approves the business of the In-Camera session.

Carried

11. Adjournment

Moved by: Cliff Casey

Seconded by: Bonnie McKinnon

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the November 30, 2018 Special Meeting of the Board.

Carried



**Inaugural Board Meeting
Tuesday, December 4, 2018 ♦ 7:00 p.m.
Norfolk Room**

Trustees:

Present: Cliff Casey, Dan Dignard, Carol Luciani, Rick Petrella, Mark Watson,
Kaiya Daly (Student Trustee)

Absent: Bill Chopp

Senior Administration:

Chris N. Roehrig (Director of Education & Secretary), Thomas R. Grice (Superintendent of Business & Treasurer), Michael McDonald, Michelle Shypula and Leslie Telfer (Superintendents of Education)

1. Opening Business

1.1 Opening Prayer

The meeting opened with a prayer read in unison.

1.2 Attendance and Welcome

Director Roehrig welcomed trustees and senior administration and noted that Trustee Chopp was not in attendance.

1.3 Approval of the Agenda

Moved by: Rick Petrella

Seconded by: Carol Luciani

THAT the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the Inaugural Meeting of the Board of December 4, 2018.

Carried

2. Certification of Election Results by the Municipal Clerks

Director Roehrig read the official election results, as follows:

For the Corporation of the City of Brantford, Bill Chopp and Rick Petrella – declared

For the County of Brant, Dan Dignard – acclaimed

For the County of Haldimand, Mark Watson – declared

For the County of Norfolk, Cliff Casey and Carol Luciani – declared

He congratulated all trustees and thanked them for their commitment to Catholic Education.

3. Declaration of Office and Oath of Allegiance

Trustees read and signed the Declaration of Office and Oath of Allegiance forms. Trustee Chopp declared hi oath and signed the form earlier today.



4. Appointment of Scrutineers

Director Roehrig appointed Superintendents Michelle Shypula and Michael McDonald as Scrutineers for the nomination and election of Chair and Vice-Chair of the Board.

5. Nomination and Election of Chair

Director Roehrig requested that ballots for the nomination of the Chair of the Board be distributed. Trustee Petrella was nominated and let his name stand. Trustee Dignard was also nominated but did not let his name stand. Director Roehrig declared Trustee Petrella acclaimed to the position of Chair of the Board.

Moved by: Cliff Casey

Seconded by: Carol Luciani

THAT the Brant Haldimand Norfolk Catholic District School Board destroys all ballots in the nomination and election of Chair of the Board.

Carried

6. Nomination and Election of Vice-Chair

Newly elected Chair Petrella assumed the Chair and requested that ballots for the nomination of the Vice-Chair be distributed. Trustee Dignard was nominated and let his name stand. Chair Petrella declared Trustee Dignard as Vice-Chair of the Board.

Moved by: Dan Dignard

Seconded by: Mark Watson

THAT the Brant Haldimand Norfolk Catholic District School Board destroys all ballots in the nomination and election of Vice-Chair of the Board.

Carried

7. Appointment of Board Auditor

Superintendent Grice presented staff's recommendation that Millard, Rouse & Rosebrugh Chartered Accountants continue in their role as the Board's auditors for the year ending August 31, 2019.

Moved by: Dan Dignard

Seconded by: Carol Luciani

THAT the Brant Haldimand Norfolk Catholic District School Board approves the appointment of Millard, Rouse & Rosebrugh LLP as auditors for the year ending August 31, 2019.

Carried

8. Inaugural Address by the Chair of the Board

Chair Petrella expressed his appreciation to his fellow Trustees for the trust they have in him for a fifth consecutive term. He highlighted his pride in the great work of our Board, staff and students, particularly our STEM program, revised math strategies, and leadership development. Chair Petrella acknowledged the changes in senior staff but provided reassurance that there will be a smooth transition. He highlighted the financial stability that we continually display that enables us to better our system. Chair Petrella extended a word of appreciation to staff, including our union partners, and senior administration for their continued dedication to Catholic education.



**Brant Haldimand Norfolk
Catholic District School Board**

Minutes

Catholic Education Centre
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Brantford, ON N3T 5M8

9. Adjournment

Moved by: Cliff Casey

Seconded by: Carol Luciani

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the Inaugural Meeting of the Board of December 4, 2018.

Carried



**SPECIAL EDUCATION ADVISORY COMMITTEE
Tuesday, November 20, 2018 – 9:30 a.m. - Boardroom**

- Present:** Bonnie McKinnon (Trustee), Jill Esposto, Lauren Freeborn, Debbie Fullerton, Carmen McDermid, Patti Mitchell, Michelle Shypula, Teresa Westergaard-Hager
- Guest:** Debbie Dignan – Itinerant Special Education Resource Teacher (SERT) and Assumption College School members
- Regrets:** Susan Battin, Jennifer Chapman, Christine Dragojlovich, Paul Sanderson, Tracey Taylor, Nil Woodcroft
-

1. Opening Prayer

Carmen McDermid led the group in the opening prayer.

2. Welcome and Opening Comments

Superintendent Shypula welcomed the group and a round of introductions ensued for the benefit to newest members, Patti Mitchell, Brant Parent Representative and Lauren Freeborn, Service Planning Coordinator from Contact Brant.

Superintendent Shypula presented Trustee Bonnie McKinnon recognition for her 30 years of service to the Brant Haldimand Norfolk Catholic District School Board and for her contributions to SEAC. Trustee McKinnon was presented with a 'Homeless Jesus' bronze sculpture, also known as Jesus the Homeless, by Canadian sculptor Timothy Schmalz that depicts Jesus as a homeless person, sleeping on a park bench. In closing, Superintendent Shypula parting words to Trustee McKinnon as quoted by 2 Timothy 4:7 – *I have fought the good fight, I have finished the race, I have kept the faith.*

3. Approval of Agenda

Moved by: Jill Esposto

Seconded by: Patti Mitchell

THAT the SEAC Committee approves the agenda of the November 20, 2018 meeting.

Carried

4. Approval of Minutes – October 16, 2018

Moved by: Jill Esposto

Seconded by: Debbie Fullerton

THAT the SEAC Committee approves the minutes of the October 16, 2018 meeting.

Carried

5. Presentation

5.1 Personal Active Learning (PAL) Presentation – Debbie Dignan – Itinerant Special Education Resource Teacher (SERT)

Superintendent Shypula welcomed Debbie Dignan - *Itinerant Special Education Resource Teacher* and Carla DeFelice - *Assumption College teacher*, Mary McWhirter – *Educational Assistant* and students from Assumption College School.



Carla DeFelice, Assumption College teacher along with students provided a PowerPoint presentation on the *Food for Thought Snack Program*. Carla shared that Brant Food for Thought is the lead agency providing funding to many of our elementary and secondary schools supporting and facilitating Student Nutrition Programs. At Assumption, snacks are distributed by students of the PAL and Community Living Programs and most recently have begun “buddying up” with hospitality students to create hot food once a week. Funding has more than doubled recently; hence, the program has expanded from two days to four days a week and includes an afternoon bin program. Carla linked how the program is helping to support the curriculum in Numeracy by students measuring, counting and checking expiry dates. The snack program supports our Catholic Mission of Service by teaching students to be caring and responsible citizens and showing dignity towards others. Members were invited to ask students questions followed by students providing a sample of the snack they put together for the *Food for Thought Snack Program*.

Debbie inquired to SEAC members if they would be in support of holding the December Christmas SEAC meeting at St. John’s College School in Brantford. All members were in full support of this proposal. Additional information and details will be forthcoming to members.

6. Correspondence

6.1 Letter from Upper Grand District School Board

Superintendent Shypula shared the letter received from the Upper Grand District School Board dated October 10, 2018, addressed to the Honorable Lisa Thompson, Minister of Education (see Appendix A). The letter addresses the Upper Grand District School Board’s support of the Grand Erie District School Board’s Special Education Advisory Committee’s request to amend the *Education Act* in support of Bill 44 (2018) [originally Bill 191 (2017)]. The Bill amends the *Education Act* to provide for board activities to promote awareness and understanding of Fetal Alcohol Spectrum Disorder (FASD), including best practices to support pupils who may have FASD.

SEAC members unanimously agreed to send a letter to the Minister of Education in support of Grand Erie District School Board’s position.

7. Community Agency Updates

Jill Esposto - Director of Services, Brant Family & Children Services

Jill circulated a flyer and information on becoming a foster family (see Appendices B, C & D). Jill shared that there is currently a very high demand for foster care in Brantford, Brant and Haldimand and Norfolk counties. Members were asked if they could share the information with any individuals they thought would be a good fit for the service and Jill advised that both part time and full time opportunities are available. Jill shared that Shannon Korber is the new Education Liaison Coordinator who will be working with both BFACS and Haldimand-Norfolk CAS agencies to support the Joint Protocol for Student Achievement (JPSA). The purpose of this protocol is to assist school boards and child welfare authorities in creating consistent processes that will improve the educational outcomes of students in the care of the child welfare system.



Lauren Freeborn – Service Planning Coordinator, Contact Brant

Contact Brant is the lead Service Coordinating Agency in Brant, working with other community organizations to offer Coordinated Service Planning to families in our communities. Lauren updated that Contact Brant is continuing to meet with the identified community agencies on a monthly basis to discuss the Coordinated Services Plan and transition planning for children and youth. Lauren shared that there are long waitlists for adult services and there is good support for youth who are identified and in the education system.

Patti Mitchell – Parent Representative for Brant

Further to Lauren's update, Patti noted how complex the process of navigating through the Ontario Disability Support Program has been with her own child.

Teresa Westergaard-Hager – Supervisor, Community Outreach, Norfolk Assn. for Community Living

Norfolk Association for Community Living recently held staff training that included various *Community Living* locations and staff members holding separate positions. Teresa shared that the training was a fantastic opportunity as a collective agency to look at historical perspectives on developmental disabilities and the changes that transpired throughout the years. Teresa shared that the agency will be holding a wellness fair in the upcoming week, hosted by the Legion in Simcoe and open to the public. The agency is hosting a '*Personal Outcomes Measures*' session where individuals that they support are interviewed to collect information on how well they are being supported by their workers. Based on the feedback received, the agency can determine where they are working well and the areas in need of improvement. Teresa updated that the agency will be holding their Christmas drop-in in December and will hold their Annual Christmas Carnival after the holiday. Norfolk Association for Community Living is continuing to grow in the area of *Supported Independent Living Programs* and they have hired a new Human Resources person to assist in meeting the demands to fill new positions.

8. Reports

8.1 Student Achievement Leader: Special Education

Carmen updated on the Lexia Core5 Pilot launch within the Board and the training that was provided to SERTs and System staff on October 29, 2018. Lexia is a research-proven personalized learning model that helps students master foundational reading skills including, Phonological Awareness (about sounds), Phonics (letter sounds correspondence), Structural Analysis (suffix, prefix, etc.), Automaticity (ability to identify letters and letter sounds accurately), Vocabulary (meaning of words) and Comprehension (involving not just the meaning of words in isolation but the relationship among words within sentences and paragraphs). The program enables teachers to identify and address emerging skill gaps and recommends students to spend 20 minutes a day on the program for best results. Carmen shared the intricate process in the anonymous selection of the students for the 70 licenses purchased. Selection criteria for students included; reading at least two levels below current grade level, an identified Learning Disability (or presenting with a profile of a Learning Disability with data to support this) and attends school on a regular basis. All parents of students selected received a parent information letter and a consent form requesting specific Woodcock Johnson IV tests of achievement to be administered.



Carmen updated that on the Professional Activity Day on Friday, November 16, 2018; the remaining Educational Assistants completed their Nonviolent Crisis Intervention (NVC) training. On October 31, all Special Education system staff (E.g. Child and Youth Workers (CYWs), Social Workers, Speech-Language Pathologists, System SERTs, etc.) received a full day of NVC training and will receive their final training on December 20. This new and enhanced NVC training will ensure that all staff are using the same terminology across the Board with the focus being on preventative and de-escalating strategies.

8.2 Superintendent of Education

Superintendent Shypula recognized Carmen McDermid, Student Achievement Lead: Special Education, on being awarded the "Champion of Inclusion" award at the Coaching to Inclusion Conference in London on November 14, 2018.

Superintendent Shypula updated on the Accessible Education for Students with Disabilities Policy. In August, the Ontario Human Rights Commission (OHRC) released its new Policy on Accessible Education for Students with Disabilities along with recommendations on how to best meet legal obligations under Ontario's Human Rights Code. This policy:

- Recognizes that education is vitally important to a person's social, academic and economic development;
- Reflects a broad definition of disability;
- Provides students and families with up-to-date information about their human rights and responsibilities;
- Offers practical guidance to education providers to meet their legal obligation to accommodate; and
- Reminds schools of their obligation to maintain accessible and inclusive spaces that are discrimination and harassment- free.

The recommendations have set out actions that the government, schools and post-secondary institutions should take to ensure effective education system functions and that allows students with disabilities to thrive. The policy and its recommendations call on key players in the sector to take proactive steps to remove barriers so that all students can gain the skills and knowledge they need to succeed. Moving forward, this document will be shared at the November 28 Accessibility Steering Committee meeting to examine how we can implement next steps to further support our Multi-Year Integrated Accessibility Plan 2018-2023 (see Appendix E).

In response to the Ministry of Education's Policy/Program Memorandum No. 144, Superintendent Shypula updated that on the Professional Activity Day on Friday, November 6, 2018, Board staff across the district were asked to complete mandatory Safe Schools Bullying Recognition and Response training. P/PM No. 144 states that employees of the Board must take seriously all allegations of bullying and act in a timely and sensitive manner when responding to students who report bullying incidents. Schools and School Boards are responsible for providing students with a safe school climate that supports student achievement and well-being and helps students reach their full potential. The online training took approximately one hour to complete.



Superintendent Shypula shared that Principals provided surveys to their Catholic School Advisory Councils asking councils what their goals were for the year and how the Board could support them to achieve these goals. From the feedback received, mental health, depression, anxiety and dealing with self-regulation were most prevalent. Dianne Wdowczyk, Mental Health Lead will be co-chairing at the next system-wide Skype School Council Meeting on Wednesday, November 28, 2018 to offer strategies and information to parents on where to access support within their communities. Carmen McDermid, Special Education Lead and Nancy Smykaluk, Itinerant SERT will be presenting a separate workshop at the next Regional Catholic Parent Involvement Committee (RCPIC) meeting on February 25, 2019. The Board is currently looking at what options are available to assist our Board Catholic School Advisory Chairs on a communication tool designed for our Chairs. The communication platform will allow chairs to work with other school council chairs who may have questions and offer solutions on various topics such as fundraising and Parents Reaching Out (PRO) Grants.

9. Closing Remarks/ Adjournment

The meeting adjourned at 11:20 am and Superintendent Shypula thanked members for their contributions to the meeting.



**UPPER GRAND
DISTRICT SCHOOL
BOARD**

Carrie Proudfoot

Chair, Special Education Advisory Committee

Board Office: 500 Victoria Road N. Guelph, ON N1E 6K2

Email: clproudfoot@rogers.com

October 10, 2018

Hon. Lisa M. Thompson
Minister of Education
22nd floor, Mowat Block
900 Bay Street
Toronto, Ontario
M7A 1L2

Dear Hon. Lisa M. Thompson,

The Special Education Advisory Committee to the Upper Grand District School Board supports Grand Erie District School Board's Special Education Advisory Committees' request for support of Bill 44. We request that the Ministry of Education amend the Education Act so that every board shall promote awareness and understanding of permanent brain injury resulting for prenatal alcohol exposure, including best practices to support pupils who may have FASD. Furthermore, we would like this lifelong brain injury recognized as a neurodevelopmental disorder, diagnosed under Fetal Alcohol Disorder (FASD).

Thank you, we look forward to your response.

Sincerely,

Carrie Proudfoot
Chairperson
UGDSB Special Education Advisory Committee

Cc: Chairs of Ontario Special Advisory Committees

RECEIVED
BRANT HALDIMAND NORFOLK CATHOLIC DSB

NOV 02 2018

Michelle Shypula
Superintendent of Education

Upper Grand District School Board

• Linda Busuttill; Chair
• Marty Fairbairn; Vice-Chair

• Mark Bailey
• Susan Moziar

• Kathryn Cooper
• Bruce Schieck

• Barbara Lustgarten Evoy
• Lynn Topping

• Martha MacNeil
• Barbara White

Training and support

A foster applicant participates in a comprehensive pre-service training (PRIDE) and a SAFE home study. Once approved to foster, ongoing training is available, and regular visits and support are provided by an assigned FACS worker. We also offer formal and informal opportunities to network with other Foster Parents.

Foster Parents receive a daily, non-taxable boarding rate for each child or youth that resides in their home. Other expenses-such as medical, dental, clothing, personal items, allowance, transportation and school related expenses-are also covered by FACS.



Becoming a foster family

If you are interested in becoming a foster family or want to know more about fostering, please call 519-753-8681 and ask to speak with our Recruitment Worker.

We can also arrange to have a translator available if you need one.

Thank you for sharing your time, home and caring-priceless things that can greatly impact the lives of children in our community.

Check out the following website for additional information about fostering:

www.homesforkids.com



With appreciation for content collaboration to:
Family and Children's Services of Guelph & Wellington County

We are here to help 24 hours a day, seven days a week, with any child protection concerns you may have.

Office Hours: 8:30 to 4:30

Call us during business hours to learn more about our service programs, adoption, foster care and/or volunteering.

The Mission of Brant FACS

The well-being and safety of children and youth is our primary focus. Together with our community we strive to protect children and youth, and strengthen families.

Our Ten Year Vision

- All children, youth and families are valued.
- Together, with the entire community, we share the responsibility of nurturing, protecting, educating and guiding all children, youth and their families.
- Families possess the wisdom, abilities and resources to build a successful family plan. We support their journey towards self-determination, safety and care.
- Children and youth have a voice and are involved in decision-making; we ensure they have the necessary resources to be well supported for success.
- Mutual trust and understanding is built through listening and communicating with respect and compassion.
- Hope replaces fear and families are open to receive help early.



Welcome to our positive and anti-oppressive space, where every individual, regardless of age, is valued and respected whatever their culture, faith, ethnicity, race, ancestry, class, ability, sexual orientation and gender identity.



Brant Family and Children's Services

70 Chatham Street
PO Box 774
Brantford, ON N3T 5R7
Phone: 519-753-8681
www.brantfacs.ca



Brant Family and
Children's Services
Since 1894

Foster Families

Safe & Caring Homes for
Infants, Children & Teens



Five in a Series
Working with Brant Family
and Children's Services



18 of 31

Protecting children & building families

At Brant Family and Children's Services (also known as FACS, CAS, or the Children's Aid Society), we support families to ensure that children are protected from physical, emotional or sexual abuse, and neglect.

We have a team of caring workers, foster families and volunteers. We offer client-focused programs and work with parents, teens and children toward one primary goal: enhance the safety and well-being of children.

We partner with other agencies in the Brantford/Brant, Six Nations and New Credit Community to strengthen support networks and deliver programs that help families in need.

What is a Foster Family?

Foster families provide a temporary home for children in the care of Brant FACS. Depending on the circumstances, children and teens may need foster care for a few days, a few weeks, a few months or longer.

Sometimes these foster families are Kin Care families who follow the same training and requirements as regular foster families.



A home for children & youth in care

Foster Parents and FACS staff work together to support the healthy growth and development of each child or youth. Foster Parents play an important role in the daily life of each infant, child or teen, and the goal of everyone involved is for the child to return to their own family. If that cannot happen, Foster Parents provide support to children as the agency searches for a permanent home.

Foster Parents come from all walks of life & ethnic backgrounds

Foster Parents all share a genuine interest in children, flexibility in their lives, and a sense of community responsibility. They are:

- Experienced parents with grown children.
- Parents who are raising their own children.
- People who are not raising children.
- Parents with training in child care or related professions.
- Older or younger couples.
- Single persons, married or common-law or same sex couples.

Each foster child is unique

Children in care range in age from newborn to young adulthood. They come from a variety of racial and ethnic backgrounds. Some are brothers and sisters hoping to be placed in a home together. Some face physical, emotional and/or mental challenges.

Each is going through a troubled period in their family life. All need warmth, acceptance, structure and consistency.

Brant FACS ensures that children and youth are placed in foster homes where their unique needs can be met.

Foster Parents are:

Caring individuals, couples and families who can give infants, children and youth stability, warmth, understanding, consistency and structure.

- Families who want to reach out to children and youth in need from their community, or from their extended family.
- Families who can meet the special needs of children and youth.
- Families who will enjoy the challenges and rewards of foster family care.
- Families who are willing to work with FACS and the child's family with the goal of the child returning home or to another permanent home.





**Brant Family and
Children's Services**
Since 1894

BECOME A FOSTER FAMILY

Brant Family and Children's Services is actively seeking foster families to provide temporary care for children of all ages. We are reaching out to our community in hopes of encouraging others to consider fostering or supporting families in this role.

✓ Foster families provide a safe and nurturing home for children in our community

- ✓ Foster parents may choose the age and gender of the child(ren) they care for
- ✓ Foster parents may be couples or individuals, with or without children of their own
- ✓ Foster parents receive training and support, including financial support
- ✓ Foster families make a lasting difference in the lives of children in our community

Open your heart and become a part of something big.

Become a Foster Family!

If you, or someone you know, would like to get more information on becoming a foster home, please contact Carrie Davidson at

519-753-8681, ext. 330 or visit our website at www.homesforkids.com.





Brant Family &
Children's Services
Since 1894

BRANT FAMILY AND CHILDREN'S SERVICES

WHAT IS FOSTER CARE?

Foster parents provided a temporary home for children who are in the care of Brant Family and Children's Services. Children may need foster care for just a few days, a week, as month or possibly years. It is often unpredictable to know how long a child will be in care.

WHO ARE FOSTER PARENTS?

Foster parents come from all walks of life and ethnic backgrounds. They may be:

- Older couples
- Single people
- Experienced parents with grown children
- Young couples raising their own children
- Parents with training in child care or related professions
- All have a genuine interest in children, flexibility in their lives and a sense of community responsibility
- They enjoy the challenges presented by foster care

ARE THERE DIFFERENT OPPORTUNITIES FOR FOSTERING?

- Short term: emergency placements
- Long term: months or years or care provided to one child
- Respite- providing a break or relief to other foster parents

ARE THEIR DIFFERENT TYPES OF FOSTER CARE?

Nurturing and protection of four or fewer children who are under the responsibility of the agency in the home of foster parents who have been assessed and approved by Brant Family and Children's Services.

KINSHIP FOSTER CARE

Nurturing and protection of the "related" child(ren) who are under the responsibility of the agency in the home of the kin who have been assessed and approved by Brant Family and Children's Services. The home is approved for the "related: child(ren) only and is closed upon the removal or replacement of the child(ren).

ALTERNATE CARE PROGRAM

This program provides respite service to caregivers of children who have been diagnosed with a developmental disability and who are not in foster care. The respite family arranges relief days and hours with the caregivers to meet the needs of their child and their family. Foster families can provide regular foster care and respite services. This program is a joint partnership with Lansdowne Children's Centre.

WHO ARE FOSTER CHILDREN?

- Foster children range in age from infancy to 17 years and come from a variety of racial and ethnic backgrounds.
- Many foster children are teenagers: some brothers and sisters
- Some foster children face physical, emotional or mental challenges
- Each foster child is going through a troubled period in their family life and need warmth, acceptance, structure and consistency.



WHAT SUPPORTS ARE AVAILABLE?

Initial orientation and ongoing training

Foster parents are required to attend comprehensive pre-service training. Additional foster training sessions are available throughout the year for all foster parents.

FUNDING

All foster parents receive a non-taxable financial reimbursement to cover daily costs of caring for a child. Clothing, medical, dental and school supplies are also covered.

STAFF SUPPORT

- All foster parents have the support of individual case managers and support staff. Foster parents can expect regular contact and ongoing support from the agency.

ADDITIONAL SUPPORT

- The support of other foster parents through monthly support groups
- Membership to Foster Parent Association (FPA). Monthly meetings held for further support from one another.
- Monthly information packages are distributed through the mail.

WHY WOULD I WANT TO BECOME A FOSTER PARENT?

- To share your energy and your enthusiasm with a particular child or youth.
- To work with us in helping children and parents in our community
- To help a child while learning new skills.

HAVE YOU EVER THOUGHT ABOUT BECOMING A FOSTER PARENT?

If so, please call us today.

Foster parents and their families work with our social workers as part of a team providing safe and nurturing environments for children in our care. Foster parents open their homes and share their lives with children who are unable to live with their own families.

Brant Family and Children's Services
70 Chatham Street
P.O. Box 774
Brantford, ON N3T 5R7
Phone (519) 753-8681
www.brantfacs.ca

RECOMMENDATIONS

Improving education outcomes for students with disabilities



Ontario
Human Rights Commission
Commission ontarienne des
droits de la personne

Recommendations to improve education outcomes for students with disabilities

Principles

For the education system to function effectively it must be inclusive and allow students with disabilities to thrive. In particular, key players in the education system must take all necessary steps to:

- remove barriers in the disability accommodation process
- ensure transparent oversight and accountability for the timely and effective accommodation of students with disabilities
- implement Universal Design for Learning (UDL) across all education system, while continuing to provide accommodation based on individual needs
- provide effective training and education for education providers on human rights, disability rights and accommodation
- put students with disabilities at the centre of all decision-making processes.

To accomplish these goals, the Ontario Human Rights Commission (OHRC) recommends the following specific actions that should be implemented in consultation with education partners possessing pertinent expertise and communities with lived experience.

Recommendations to the government of Ontario

1. Communicate effectively to students, parents, guardians, support persons, etc. through multiple platforms and forums about the right to disability-related accommodation, the right of students and parents to participate in the accommodation process, the primacy of the *Ontario Human Rights Code*, the applicable legislation and requirements, and the dispute resolution options.
2. Address and resolve persistent delays in the provision of accommodation to students with disabilities, including barriers caused by long waiting lists for professional assessments.
3. Monitor and support education providers to respond appropriately to new or changing demands in the provision of educational services (e.g. an increase in the number of accommodation requests related to mental health disabilities).
4. As an alternative to existing formal adjudicative processes, establish a timely and effective dispute resolution mechanism at the local level to resolve conflict that may arise at any stage of the accommodation process (e.g. disputes about particular forms of accommodations, delays in the provision of accommodation, disciplinary actions taken against students with disabilities, etc.).
5. Require school boards, colleges and universities to collect and provide to the government intersectional, demographic data on students with disabilities and accommodations provided. This data should also identify the nature of the disability

* These Recommendations are meant to be read in conjunction with the OHRC's *Policy on accessible education for students with disabilities*.

Recommendations to improve education outcomes for students with disabilities

(e.g. physical, developmental/intellectual, mental health, etc.), and be disaggregated to determine whether the student identifies with any other *Code* ground (e.g. sex, race, Indigenous ancestry, etc.). Data collected should include:

- i. number of students with disabilities in mainstream classrooms versus self-contained classrooms (primary and secondary levels only)
 - ii. number of students with disabilities who are disciplined or excluded from school
 - iii. length of time taken to provide interim and final accommodations from the date of the accommodation request (or when the need is known)
 - iv. length of time taken to resolve accommodation-related disputes
 - v. length of time taken for students with disabilities to complete their programs
 - vi. number of students with a disability who leave their programs before graduating
 - vii. information that would allow for an analysis of disparities in availability of special education supports for students in urban, wealthy school districts versus students from rural, Northern, remote, Indigenous, and/or impoverished school districts (primary and secondary levels only).
6. Analyze demographic data received from school boards, colleges and universities to identify barriers and address concerns that may lead to systemic discrimination. Data should be made available to the public.
 7. Require school boards, and colleges and universities respectively to implement Universal Design for Learning (UDL) across all of their education systems.

Primary and secondary education

8. Ensure that communications to students and parents make it clear that education providers have a legal obligation to accommodate all students with disabilities, not just those students whose disabilities are listed in the Ministry's "special education" or "exceptionality" categories.
9. Identify and end the practice of exclusion wherein principals ask parents to keep primary and secondary students with disabilities home from school for part or all of the school day (and the role that an improper use of section 265(1)(m) of the Education Act may be playing in this practice).
10. Work with First Nations partners to implement the recommendations in the May 2017 Ontario First Nations Special Education Review Report.

Recommendations to improve education outcomes for students with disabilities

11. Evaluate existing funding structures and levels to ensure adequate resources are provided to school boards to meet the identified needs of all primary and secondary students with disabilities, provide timely and appropriate accommodation, and provide effective and current training for teachers and staff.
12. Develop an effective public accountability mechanism to track and audit how school boards spend special education funding.
13. Work with the Ontario College of Teachers to review all aspects of the curriculum for teachers' colleges to ensure that prospective teachers and administrators have sufficient and practical instruction on disability issues (including specific training on common disabilities such as autism, ADHD, learning disabilities including dyslexia, mental health disabilities, etc.), the requirements of the *Code*, and UDL.
14. Work with the Ontario College of Teachers to provide regular and ongoing mandatory professional development opportunities for all teachers and administrators on how to fulfil their human rights obligations.

University and Colleges

15. Work with post-secondary institutions to ensure that all students, staff and faculty understand the rights and responsibilities set under the *Code*, the principles of UDL, and are properly trained to respond to disability issues that arise in the post-secondary educational experience.

Recommendations to school boards and private educational providers

16. Communicate effectively to students, parents, guardians, support persons, etc. through multiple platforms and forums about the right to disability-related accommodation, the right of students and parents to participate in the accommodation process, the primacy of the Ontario *Human Rights Code*, the applicable legislation and requirements, and the dispute resolution options.
17. Provide timely and effective accommodation (e.g. by providing early assessment, early intervention or interim accommodation while waiting for a professional assessment), and refrain from obstructing or delaying the accommodation process by rigidly insisting on formalities, unnecessary professional assessments, or diagnosis information.
18. Monitor and support education providers to respond appropriately to new or changing demands in the provision of educational services (e.g. an increase in the number of accommodation requests related to mental health disabilities).

Recommendations to improve education outcomes for students with disabilities

19. Ensure that all staff and faculty understand the rights and responsibilities set under the *Code*, the principles of UDL, and are properly trained to respond to disability issues that arise in the primary and secondary educational experience.
20. Identify and end the improper use of exclusions wherein principals ask parents to keep primary and secondary students with disabilities home from school for part or all of the school day (and the role that an improper use of section 265(1)(m) of the Education Act may be playing in this practice).
21. Ensure that money currently geared toward the accommodation of students with disabilities is used to remove barriers to inclusive participation and provide supports to all students with disabilities and their teachers.
22. Implement Universal Design for Learning (UDL) across all education systems, while continuing to provide accommodation based on individual needs.
23. Collect, analyze and make publicly available intersectional, demographic data on students with disabilities and accommodations provided. This data should also identify the nature of the disability (e.g. physical, developmental/intellectual, mental health, etc.), and be disaggregated to determine whether the student identifies with any other *Code* ground (e.g. sex, race, Indigenous ancestry, etc.). Data collected should include:
 - i. number of students with disabilities in mainstream classrooms versus self-contained classrooms (primary and secondary levels only)
 - ii. number of students with disabilities who are disciplined or excluded from school
 - iii. length of time taken to provide interim and final accommodations from the date of the accommodation request (or when the need is known)
 - iv. length of time taken to resolve accommodation-related disputes
 - v. length of time taken for students with disabilities to complete their programs
 - vi. number of students with a disability who leave their programs before graduating
 - vii. information that would allow for an analysis of disparities in availability of special education supports for students in urban, wealthy school districts versus students from rural, Northern, remote, Indigenous, and/or impoverished school districts.

Recommendations to colleges and universities

24. Communicate effectively to students, parents, guardians, support persons, etc. through multiple platforms and forums about the right to disability-related accommodation, the right of students and parents to participate in the accommodation process, the primacy of the Ontario *Human Rights Code*, the applicable legislation and requirements, and the dispute resolution options.
25. Ensure that all staff and faculty understand the rights and responsibilities set under the *Code*, the principles of UDL, and are properly trained to respond to disability issues that arise in the post-secondary educational experience.
26. Provide timely and effective accommodation, and refrain from obstructing or delaying the accommodation process by rigidly insisting on formalities, unnecessary professional assessments, or diagnosis information.
27. Support education providers so they can respond appropriately to new or changing demands in the provision of educational services (e.g. an increase in the number of accommodation requests related to mental health disabilities).
28. Implement Universal Design for Learning (UDL) across all education systems, while continuing to provide accommodation based on individual needs.
29. Collect, analyze and make publicly available intersectional, demographic data on students with disabilities and accommodations provided. This data should also identify the nature of the disability (e.g. physical, developmental/intellectual, mental health, etc.), and be disaggregated to determine whether the student identifies with any other *Code* ground (e.g. sex, race, Indigenous ancestry, etc.). Data collected should include:
 - i. number of students with disabilities who are disciplined or excluded from school
 - ii. length of time taken to provide interim and final accommodations from the date of the accommodation request (or when the need is known)
 - iii. length of time taken to resolve accommodation-related disputes
 - iv. length of time taken for students with disabilities to complete their programs
 - v. number of students with a disability who leave their programs before graduating.

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

Prepared by: Kaiya Daly, Student Trustee
Presented to: Board of Trustees
Submitted on: December 11, 2018
Submitted by: Chris N. Roehrig, Director of Education & Secretary

STUDENT TRUSTEE REPORT

Public Session

BACKGROUND INFORMATION:

The three high school semi-formal dances were successful and had attendance from students of every grade. The Student Councils at each school have been planning their Christmas themed events that will take place before the winter break.

DEVELOPMENTS:

All three schools have started their Twelve Days of Christmas festivities with games and activities during lunch for the students to enjoy. Each school is also finalizing their Spirit of Christmas Day which is the last day of school before Christmas Break.

SCHOOL NEWS:

At St. John's College, Ontario Students Against Impaired Driving (O.S.A.I.D.) had a M.A.D.D. representative come in and talk about the legalization of marijuana and the dangers of driving high. Guidance, along with the Student Health Awareness Committee (S.H.A.C.) and Student Council are helping the Grade 9's study before their first examinations after school in the library on December 13, 2018. St. John's College had their Copper Madness basketball game with the R.I.S.E. students and the Brantford Police. This year, the proceeds went to their Angle Campaign. St. John's College had their final Angle Campaign collection and hopes to help all families on their list to give baskets of food and gifts to.

Assumption College finished their Black Friday spirit wear sales and were able to offer great deals to the student body. They also have a blood donation day coming up on December 18, 2018 where students have a quick and easy way to donate. Assumption College's girls volleyball and boys basketball have started up and been practicing hard in preparation for their upcoming games. They also have a musical concert being planned for December 13, 2018.

Holy Trinity has an upcoming play from their drama department, the last performance happening on Saturday December 9, 2018. Similar to the other schools, the girls volleyball and boys basketball teams have begun their preparations for the season ahead. They also ran a Giving Tree Campaign where final donations and promotional events were on December 7, 2018. For Christmas, Student Council is planning a Christmas Dinner on the final day of classes before the break.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board receives the Student Trustee Report.

2018-19
Trustee Meetings and Events

Date	Time	Meeting/Event	New / Revised
December 11, 2018	9:30 am 7:00 pm	SEAC Meeting Board Meeting	
December 12, 2018	10:30 am	SAL In-take – Holy Trinity	
December 20, 2018	8:30 am	Central Staff Christmas Breakfast	New
<i>December 24, 2018 - January 4, 2019</i>		<i>CHRISTMAS BREAK</i>	
January 9, 2019	3:00 pm	Executive Council Mtg.	
January 15, 2019	9:30 am 7:00 pm	SEAC Meeting Committee of the Whole	
January 16, 2019	10:30 am	SAL In-take – Holy Trinity	
January 17, 2019	9:00 am 1:00 pm	SAL In-take – St. John's SAL In-take – Assumption	
January 18 & 19, 2019		OCSTA Catholic Trustees Seminar	
January 22, 2019	4:00 pm 7:00 pm	Legal Expenses Committee Mtg. Board Meeting	
February 1 & 2, 2019		Retreat with Bishop Fabbro	Revised
February 13, 2019	10:30 am 3:00 pm	SAL In-Take – Holy Trinity Executive Council Mtg.	
February 14, 2019	9:00 am 1:00 pm	SAL In-take – St. John's SAL In-take – Assumption	
February 19, 2019	7:00 pm	Committee of the Whole	
February 25, 2019	7:00 pm	Regional Catholic Parent Involvement Committee Mtg.	
February 26, 2019	9:00 am 9:30 am 7:00 pm	STSBHN Meeting SEAC Meeting Board Meeting	
February 28, 2019		Save the Date: Event with Bishop Crosby	
March 6, 2019	10:30 am 3:00 pm	SAL In-take – Holy Trinity Executive Council Mtg.	
March 7, 2019	9:00 am 1:00 pm	SAL In-take – St. John's SAL In-take – Assumption	
<i>March 11-15, 2019</i>		<i>MARCH BREAK</i>	
March 19, 2019	9:30 am 7:00 pm	SEAC Meeting Committee of the Whole	
March 26, 2019	4:00 pm 7:00 pm	Legal Expenses Committee Mtg. Board Meeting	
March 27, 2019	1:00 pm	Catholic Education Advisory Committee Mtg.	
April 5, 2019	9:00 am	Council of Catholic Service Organizations Committee Mtg.	
April 10, 2019	10:30 am 3:00 pm 7:00 pm	SAL In-take – Holy Trinity Executive Council Mtg. System-Wide Parent Council Adobe Connect Session	
April 11, 2019	9:00 am 1:00 pm	SAL In-take – St. John's SAL In-take – Assumption	
April 16, 2019	9:30 am 7:00 pm	SEAC Meeting Committee of the Whole	
April 23, 2019	7:00 pm	Board Meeting	
April 25-27, 2019		OCSTA AGM (Toronto)	
<i>May 5-May 10, 2019</i>		<i>Catholic Education Week</i>	
May 8, 2019	10:30 am	SAL In-take – Holy Trinity	

Date	Time	Meeting/Event	New / Revised
May 9, 2019	9:00 am 1:00 pm	SAL In-take – St. John's SAL In-take – Assumption	
May 15, 2019	3:00 pm	Executive Council Mtg.	
May 21, 2019	9:30 am 7:00 pm	SEAC Meeting Committee of the Whole	
May 28, 2019	9:00 am 7:00 pm	STSBHN Meeting Board Meeting	
May 30-June 1, 2019		CCSTA AGM	
June 5, 2019	10:30 am	SAL In-take – Holy Trinity	
June 12, 2019	3:00 pm	Executive Council Mtg.	
June 13, 2019	9:00 am 1:00 pm	SAL In-take – St. John's SAL In-take – Assumption	
June 18, 2019	9:30 am 7:00 pm	SEAC Meeting Committee of the Whole	
June 25, 2019	7:00 pm	Board Meeting	
June 27, 2019	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 Chair: Accommodations Committee, Audit Committee, Budget Committee, Communications and Information Technology Advisory Committee, Legal Expenses Review Committee, Mental Health Leadership Steering Committee, Policy Committee