



BRANT HALDIMAND NORFOLK Catholic District School Board

Agenda

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

Board Meeting Tuesday, June 25, 2019 ♦ 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:

Michael McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer) 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 – May 28, 2019

Pages 3 - 6

Approval of Special Meeting of the Board Minutes – June 5, 2019

Pages 7 - 8

1.6 Business Arising from the Minutes

2. Presentations

2.1 The Board will recognize Caleb Rose, Student at Assumption College School, gold medal winner of the 2019 Skills Ontario Competition in Automotive Service Technology and Anne Jing, student at Assumption College School, first place winner in the biomedical engineering category.

2.2 Staff Recognition - The Board will recognize the retirement of the following individuals: -

- Michael Pin, Principal of St. Mary's School, Hagersville
- Debbie Fullerton, Principal of St. Michael's School, Walsh
- Karen Mitchell, Principal of Sacred Heart School, Paris
- Craig Colbert, Principal of St. Michael's School, Dunnville
- Leslie Telfer, Superintendent of Education

2.3 The Board will recognize Carmen McDermid, winner of the 2018 Champion of Inclusion Award.

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 – June 18, 2019** Pages 9 - 57
Presenter: Dan Dignard, Vice-Chair of the Board
- Bank Operating Credit (Pages 15 - 16)
 - Special Education Services Department Annual Report 2018-19 (Pages 17 - 51)
 - Excursion – Germany, Switzerland, Italy (Page 52)
 - Excursion – New Orleans, Louisiana (Page 53)
 - Tuition Fee for Non-Resident in Ontario Students (Pages 54 - 57)
- 5.2 French Immersion Program Update** Pages 58 - 60
Presenter: Michael McDonald, Director of Education & Secretary
- 5.3 Student Trustee Update** Page 61
Presenter: Kaiya Daly, Student Trustee
- 6. Information and Correspondence**
- 7. Notices of Motion**
- 8. Notices of Motion Being Considered for Adoption - Nil**
- 9. Trustee Inquiries**
- 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:
- 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 her 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.
- 11. Report on the In-Camera Session**
- 12. Future Meetings and Events** Page 62
- 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**
-



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

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

Board Meeting Tuesday, May 28, 2019 ♦ 7:00 p.m. Boardroom

Trustees:

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

Senior Administration:

Michael McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer) Michelle Shypula and Leslie Telfer (Superintendents of Education)

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by Trustee Luciani.

1.2 Attendance

As noted above.

1.3 Approval of the Agenda

Moved by: Cliff Casey

Seconded by: Carol Luciani

THAT the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the May 28, 2019 Board meeting.

Carried

1.4 Declaration of Interest – Nil

1.5 Approval of Board Meeting Minutes – April 23, 2019

Moved by: Dan Dignard

Seconded by: Bill Chopp

THAT the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the April 23, 2019 Board meeting.

Carried

Approval of Special Meeting of the Board Minutes – May 6, 2019

Moved by: Dan Dignard

Seconded by: Bill Chopp

THAT the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the May 6, 2019 Board meeting.

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 – May 21, 2019

Vice-Chair Dignard reviewed the business of the May 21, 2019 Committee of the Whole meeting and brought forward the following recommendations:

THAT the Brant Haldimand Norfolk Catholic District School Board approves the timeline for the 2019/2020 budget estimates submission to the Ministry of Education be extended to July 24, 2019.

THAT the Brant Haldimand Norfolk Catholic District School Board advises the Grand Erie District School Board that the Brant Haldimand Norfolk Catholic District School Board has no interest in the following property:

- Grandview Central Public School, 11 Thrush Street, Dunnville.

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 May 21, 2019.

Carried

Moved by: Dan Dignard

Seconded by: Cliff Casey

THAT the Brant Haldimand Norfolk Catholic District School Board approves the recommendations of the Committee of the Whole Meeting of May 21, 2019.

Carried

5.2 Student Trustee Update

Student Trustee Daily mentioned the high schools participating in spring sports and tracking field activities. She also provided details on the work of the prom committees. Student Trustee Daly also reviewed upcoming events such as Station Ride and Relay for Life.

Moved by: Cliff Casey

Seconded by: Bill Chopp

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

Carried

6. Information and Correspondence

Director McDonald informed the Board that the Nature of Things will be filming students doing science experiments at Assumption College School, under the guidance of Dave Page.

The Archives are looking for Volunteers to assist in sorting, labeling, organizing, etc.



Brant Community Healthcare System (BCHS) is embarking on its strategic planning process for the development of its 2020-2025 strategic plan. They would like to have a conversation with the members of the Board for feedback and input. If anyone is interested in participating, they may contact Mike directly.

Moved by: Dan Dignard

Seconded by: Carol Luciani

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

Carried

7. **Notices of Motion – Nil**
8. **Notices of Motion Being Considered for Adoption – Nil**
9. **Trustee Inquiries**

There was a trustee inquiry about the use of the air conditioning unit at Holy Trinity during the Canadian Karate Championship. Director McDonald will investigate this.

There was another Trustee inquiry about the enrolment in the French Immersion program. Director McDonald indicated that the enrollment in French Immersion program continues to be robust and we continue to build on that cohort. There was discussion about the possibility of extending the program into the secondary panel.

10. **Business In-Camera**

Moved by: Cliff Casey

Seconded by: Dan Dignard

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: Dan Dignard

Seconded by: Mark Watson

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 drew attention to the upcoming meetings and events.

13. **Closing Prayer**

The closing prayer was led by Chair Petrella.



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

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

14. Adjournment

Moved by: Dan Dignard

Seconded by: Cliff Casey

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the May 28, 2019 Board meeting.

Carried

Next meeting: Tuesday, June 25, 2019, 7:00 p.m. – Boardroom



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

Minutes

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

**Special Meeting of the Board
Wednesday, June 5, 2019 ♦ 4:00 p.m.
Trustees' Meeting Room**

Trustees:

Present: Rick Petrella (Chair), Bill Chopp, Dan Dignard (Vice-Chair), Cliff Casey,

Teleconference: Carol Luciani, Mark Watson

Senior Administration:

Mike McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer)

Absent: Michelle Shypula and Leslie Telfer (Superintendents of Education)

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: Carol Luciani

Seconded by: Bill Chopp

THAT the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the June 5, 2019 Special Meeting of the Board.

Carried

1.4 Declaration of Interest - Nil

2. Presentations - Nil

3. Delegations - Nil

4. Consent Agenda - Nil

5. Committee and Staff Reports

5.1 2018-19 Surplus Budget

Chair Petrella spoke about the 2018-19 Surplus Budget allocation, The Board has projected approximately \$430,000 surplus budget funds for the 2018-19 school year and the items were prioritized. Funds would be allocated in areas of Curriculum, Information Technology, Special Education and Mental Health and Well Being.

Moved by: Dan Dignard

Seconded by: Carol Luciani

THAT the Brant Haldimand Norfolk Catholic District School Board approves the 2018-19 Surplus Budget report.

Carried



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

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

6. Information and Correspondence - Nil

7. Trustee Inquiries

There was a Trustee inquiry about intermediate literacy diagnostic and the fact that they are only provided at 6 schools. Director McDonald identified that he would look into the matter and provide a rationale or look at providing for all.

8. Business In-Camera

Moved by: Carol Luciani

Seconded by: Cliff Casey

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

Carried

9. Report on the In-Camera Session

Moved by: Dan Dignard

Seconded by: Bill Chopp

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

Carried

10. Closing Prayer - Nil

11. Adjournment

Moved by: Dan Dignard

Seconded by: Bill Chopp

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the June 5, 2019 Special Meeting of the Board.

Carried



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

Minutes

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

**Committee of the Whole
Tuesday, June 18, 2019 ♦ 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)

Absent: Mark Watson

Senior Administration:

Mike McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer), Michelle Shypula and Leslie Telfer (Superintendents of Education)

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: Dan Dignard
Seconded by: Cliff Casey

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the June 18, 2019 meeting.

Carried

1.4 Declaration of Interest - Nil

1.5 Approval of Committee of the Whole Meeting Minutes – May 21, 2019

Moved by: Carol Luciani
Seconded by: Dan Dignard

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the May 21, 2019 meeting.

Carried

1.6 Business Arising from the Minutes - Nil

2. Presentations - Nil

3. Delegations - Nil

4. Consent Agenda

4.1 THAT the Committee of the Whole refers the unapproved minutes of the Regional Catholic Parent Involvement Committee Meeting of May 13, 2019 to the Brant Haldimand Norfolk Catholic District School Board for receipt.



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

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

- 4.2 THAT the Committee of the Whole refers the unapproved minutes of the Special Education Advisory Committee Meeting of May 21, 2019 to the Brant Haldimand Norfolk Catholic District School Board for receipt.
- 4.3 THAT the Committee of the Whole refers the unapproved minutes of the Friends of the Educational Archives Committee Meeting of May 21, 2019 to the Brant Haldimand Norfolk Catholic District School Board for receipt.
- 4.4 THAT the Committee of the Whole refers the unapproved minutes of the Student Transportation Services Brant Haldimand Norfolk Meeting of May 28, 2019 to the Brant Haldimand Norfolk Catholic District School Board for receipt.
- 4.5 THAT the Committee of the Whole refers the unapproved minutes of the Budget Committee Meeting of June 4, 2019 to the Brant Haldimand Norfolk Catholic District School Board for receipt.
- 4.6 THAT the Committee of the Whole refers the Educational Field Trips Summary report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

In response to a trustee inquiry regarding Item 4.4, Director McDonald indicated that he would provide additional information on the Active School Travel Grant. He also indicated that the inclement weather policy is out for stakeholder feedback and he will advise on its potential impact on the transportation consortium, if applicable.

Moved by: Cliff Casey

Seconded by: Carol Luciani

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

Carried

5. Committee and Staff Reports

5.1 Bank Operating Credit

Superintendent Keys presented the Bank Operating credit report that enables the Board to meet its financial obligations when a timing issue occurs between payment by the Board and receipt of grants by the Ministry. The credit has a renewal date of September 1, 2019. In response to a trustee enquiry about the number of credit cards and the card limits, Superintendent Keys indicated that he would advise the exact numbers.

Moved by: Cliff Casey

Seconded by: Dan Dignard

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves:

A RESOLUTION AUTHORIZING THE BORROWING OF MONEY TO MEET CURRENT EXPENDITURES OF THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD (THE "Board")



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

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

- A. In accordance with Subsection 243(1) of the Education Act (R.S.O. 1990) (the "Act"), the Board considers it necessary to borrow the amount of up to Seven Million, Three Hundred Thousand Dollars (\$7,300,000) to meet, until current revenue is received, the current expenditures of the Board for the period commencing on January 1, 2010 and ending on August 31, 2020 (the "Period").
- B. Pursuant to Subsection 243(3) of the Act, the total amount borrowed pursuant to this Resolution together with the total of any similar borrowings and any accrued interest on those borrowings is not to exceed the unreceived balance of the estimated revenues of the Board for the Period.
- C. The total amount previously borrowed by the Board pursuant to Section 243 that has not been repaid is \$0.
- D. The amount borrowed for current expenditures is within the Board's Debt and Financial Obligation Limit as established by the Ministry of Education and Training from time to time.

RESOLVED THAT:

- 1. The Chair or Vice Chair and the Treasurer are authorized on behalf of the Board to borrow from time to time by way of promissory note, or overdraft, or bankers' acceptance from Canadian Imperial Bank of Commerce ("CIBC") authorized for borrowing purposes in accordance with Section 243 of the Act] a sum or sums not exceeding in the aggregate Seven Million, Three Hundred Thousand Dollars (\$7,300,000) to meet, until current revenue is collected, the current expenditures of the Board for the Period (including the amounts required for the purposes mentioned in Subsection 243(1) and 243(2) of the Act), and to give to CIBC promissory notes or bankers' acceptances, as the case may be, sealed with the corporate seal of the Board and signed by any two of the Chair or Vice Chair and the Treasurer for the sums borrowed plus interest at a rate to be agreed upon from time to time with CIBC;
- 2. The interest charged on all sums borrowed pursuant to this Resolution plus any related charges, is not to exceed the interest that would be payable at the prime lending rate of the chartered banks listed in Schedule 1 of the Bank Act (Canada) on the date of borrowing;
- 3. The Treasurer is authorized and directed to apply in payment of all sums borrowed plus interest, all the moneys collected or received in respect of the current revenues of the Board;
- 4. The Treasurer is authorized and directed to deliver to CIBC from time to time upon request a statement showing (a) the total amount of unpaid previous borrowings of the Board for current expenditures together with debt charges, if any, and (b) the uncollected balance of the estimated revenues for the current year or, where the estimates have not been adopted, the estimated revenues of the previous year less any current revenue already collected.

Carried



5.2 Special Education Services Department Annual Report 2018-19

Superintendent Shypula commended the work done by the Special Education team and the impact that the Board had made to improve student achievement in our district. She reviewed areas of professional development, the Individual Education Plan (IEP) audit, the successful launch of the PowerSchool Online IEP Engine and the Lexia Core 5 Reading program.

Superintendent Shypula responded to trustee inquiries regarding funding of after-schools autism program, the DRA Reading levels, cost of using an agency for the services of qualified psychologists and student calming spaces.

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Special Education Services Department Annual Report 2018-19.

Carried

5.3 Excursion – Germany, Switzerland, Italy

Director McDonald presented a request from St. John's College for students to travel to Germany, Switzerland and Italy from March 12 – March 21, 2020. Students will experience local culture and history by visiting museums, galleries and churches and will allow students an opportunity to look at the arts.

Moved by: Cliff Casey

Seconded by: Carol Luciani

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the request from St. John's College School for an excursion to Germany, Switzerland and Italy from Thursday, March 12 (evening) to Saturday, March 21, 2020.

Carried

5.4 Excursion – New Orleans, Louisiana

Director McDonald presented a request for an excursion to New Orleans, Louisiana from Assumption College School from Friday, April 17 to Monday, April 20, 2020. Students will have the opportunity to perform at a music event and participate in a professional music workshop. They will also enjoy an authentic experience by witnessing the cultures and architecture that New Orleans has to offer. There was a trustee concern raised about the cost of the trip. Director McDonald indicated that a fund raising activity was held to help defer the costs.

Moved by: Dan Dignard

Seconded by: Carol Luciani

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the request from Assumption College School for an excursion to New Orleans, Louisiana from Friday, April 17 to Monday, April 20, 2020.

Carried



5.5 Tuition Fee for Non-Resident in Ontario Students

Superintendent Keys presented The Tuition Fee regulation under the Education Act that requires that school boards to charge a tuition fee for all students who are not resident to Ontario. The grant formula contains a calculation for the minimum fee a school board can charge, which is based on actual operating costs. Superintendent Keys indicated that we currently have 15 students and the revised formula claws back \$1300 per student and that surveys were being done with other Boards. There was a trustee inquiry if the Board takes responsibility for the stay to which Superintendent Keys indicated that the Board was only responsible only for education.

Moved by: Bill Chopp

Seconded by: Dan Dignard

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the annual tuition fee of \$13,280 for secondary non-resident in Ontario students, as defined by the Education Act.

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the annual tuition fee of \$12,685 for elementary non-resident in Ontario students, as defined by the Education Act.

THAT the Committee of the Whole recommends the Brant Haldimand Norfolk Catholic District School Board approves a non-refundable Administration/Application Fee of \$400.

THAT the Committee of the Whole recommends the Brant Haldimand Norfolk Catholic District School Board approves that a Cancellation Fee of \$100 be charged to non-resident students should they not be granted a Study Permit, otherwise a \$500 Cancellation Fee be charged to non-resident students. Graduated refunds of tuition fees will be granted to non-resident students pro-rated based on the date on cancellation within the term, subject to review and approval by the Superintendent of Business & Treasurer.

Carried

6. Information and Correspondence

6.1 Student Achievement Measurement Data

Superintendent Telfer presented a chart on the Grade 2 and Grade 5 measurement diagnostic data in terms of questions, average scores and by school. For Grade 2 - there was growth in results from 55% to 76% seeing an overall nine-month gain in all our schools.

Grade 5 saw an increase from 40% to 61%. Superintendent Telfer responded to a trustee inquiry indicating that age is taken into consideration by teachers while conducting this assessment.

Moved by: Carol Luciani

Seconded by: Cliff Casey

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

Carried

7. Trustee Inquiries - Nil



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

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

8. Business In-Camera

Moved by: Carol Luciani

Seconded by: Dan Dignard

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

Carried

9. Report on the In-Camera Session

Moved by: Dan Dignard

Seconded by: Cliff Casey

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

Carried

10. Future Meetings and Events

Chair Petrella drew attention to the upcoming meetings and events.

11. Closing Prayer

The closing prayer was led by Chair Petrella.

11. Adjournment

Moved by: Dan Dignard

Seconded by: Cliff Casey

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board adjourns the June 18, 2019 meeting.

Carried

Next meeting: Tuesday, Sept 17, 2019, 7:00 p.m. – Boardroom

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

Prepared by: Scott Keys, Superintendent of Business & Treasurer
Presented to: Board of Trustees
Submitted on: June 18, 2019
Submitted by: Mike McDonald, Director of Education & Secretary

BANK OPERATING CREDIT
Public Session

BACKGROUND INFORMATION:

The *Education Act* requires that a school board approves an annual borrowing resolution empowering the Board to borrow, as required, by way of demand notes, to meet current obligations. The Board approved an operating credit of \$7.0 million for the 2010 year and has approved this operating credit amount each subsequent year since.

DEVELOPMENTS:

The operating requirements of the Board have not changed significantly. Operating credit enables the Board to meet its financial obligations when a timing issue occurs between payment by the Board and receipt of grants by the Ministry. Currently, the Board does not have any pending construction projects; therefore, operating credit is not required for this purpose.

The total credit is as follows:

Operating Line:	\$7,000,000
Purchase Card	<u>300,000</u>
TOTAL:	\$7,300,000

The credit has a renewal date of September 1, 2019. The Board's Corporate Purchase Card credit is underwritten by US Bank.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board approves:

A RESOLUTION AUTHORIZING THE BORROWING OF MONEY TO MEET CURRENT EXPENDITURES OF THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD (THE "Board")

- A. In accordance with Subsection 243(1) of the Education Act (R.S.O. 1990) (the "Act"), the Board considers it necessary to borrow the amount of up to Seven Million, Three Hundred Thousand Dollars (\$7,300,000) to meet, until current revenue is received, the current expenditures of the Board for the period commencing on January 1, 2010 and ending on August 31, 2020 (the "Period").
- B. Pursuant to Subsection 243(3) of the Act, the total amount borrowed pursuant to this Resolution together with the total of any similar borrowings and any accrued interest on those borrowings is not to exceed the unreceived balance of the estimated revenues of the Board for the Period.

- C. The total amount previously borrowed by the Board pursuant to Section 243 that has not been repaid is \$0.
- D. The amount borrowed for current expenditures is within the Board's Debt and Financial Obligation Limit as established by the Ministry of Education and Training from time to time.

RESOLVED THAT:

1. The Chair or Vice Chair and the Treasurer are authorized on behalf of the Board to borrow from time to time by way of promissory note, or overdraft, or bankers' acceptance from Canadian Imperial Bank of Commerce ("CIBC") authorized for borrowing purposes in accordance with Section 243 of the Act] a sum or sums not exceeding in the aggregate Seven Million, Three Hundred Thousand Dollars (\$7,300,000) to meet, until current revenue is collected, the current expenditures of the Board for the Period (including the amounts required for the purposes mentioned in Subsection 243(1) and 243(2) of the Act), and to give to CIBC promissory notes or bankers' acceptances, as the case may be, sealed with the corporate seal of the Board and signed by any two of the Chair or Vice Chair and the Treasurer for the sums borrowed plus interest at a rate to be agreed upon from time to time with CIBC;
2. The interest charged on all sums borrowed pursuant to this Resolution plus any related charges, is not to exceed the interest that would be payable at the prime lending rate of the chartered banks listed in Schedule 1 of the Bank Act (Canada) on the date of borrowing;
3. The Treasurer is authorized and directed to apply in payment of all sums borrowed plus interest, all the moneys collected or received in respect of the current revenues of the Board;
4. The Treasurer is authorized and directed to deliver to CIBC from time to time upon request a statement showing (a) the total amount of unpaid previous borrowings of the Board for current expenditures together with debt charges, if any, and (b) the uncollected balance of the estimated revenues for the current year or, where the estimates have not been adopted, the estimated revenues of the previous year less any current revenue already collected.

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

Prepared by: Michelle Shypula, Superintendent of Education
Presented to: Board of Trustees
Submitted on: June 25, 2019
Submitted by: Mike McDonald, Director of Education & Secretary

**SPECIAL EDUCATION SERVICES DEPARTMENT
ANNUAL REPORT 2018-19**

Public Session

BACKGROUND INFORMATION:

Under the direction of the Ministry of Education, school boards are required to prepare, approve and submit an Annual Report on the provision of special education programs and services offered by the Board and schools.

DEVELOPMENTS:

The Special Education Services Department, under the leadership of Michelle Shypula, Superintendent of Education and Carmen McDermid, Student Achievement Leader - Special Education, has completed the 2018-19 Annual Report. The report emphasizes the Department's goals to support the Board's Strategic Plan for improving student achievement for all students in the school district.

The Special Education Services Department Plan, which will incorporate the attached report, will be posted on the Board's website and sent to the Ministry to meet the annual July 31 deadline.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board approves the Special Education Services Department Annual Report 2018-19.

2018-19

Special Education Annual Report



**JOURNEY – Hearts
On Fire (Luke 24:32)**



Table of Contents

Introduction.....	3
Special Education Advisory Committee (SEAC)	3
Programs and Services	4
System Special Education	4
Deaf and Hard of Hearing	5
2018-19 Hearing Awareness Workshop: Building Capacity	6
Information Technology.....	6
Overview of Special Equipment Amount (SEA) Support	6
Training Services.....	7
Special Equipment Amount Claims	7
Professional Development and Staff Training	10
Applied Behaviour Analysis Program.....	10
Elementary and Secondary System Special Education Programs.....	11
Itinerant SERT – System Special Education Programs	12
Improving Student Achievement – Knowing Your Learners.....	12
Building Staff Capacity through Professional Development and Collaboration.....	14
Building Parent Confidence	14
Community Partnerships.....	15
Itinerant SERT – Self-Regulation.....	15
Gifted Education	18
Gifted Supplementary Modules.....	18
Speech and Language	19
Professional Development.....	20
Community of Practice Meetings	20
New SERT Training Program.....	21
New Teacher Induction Program (NTIP)	22
Educational Assistants	22
Supporting Students who are Blind or have Low Vision	22
Professional Development:.....	23
Educational Assistants’ Lending Library	24
Special Projects/Events.....	24
Inclusionary Practices.....	24

Transition into School (Kindergarten)..... 24
Supporting our Faith Journey 26
Elementary “Have a Go’ 27
Interventions..... 28
 Lexia Core 5 Reading 28
 Learning Upgrade Project 2018-19 30
Initiatives..... 32
 PowerSchool Special Education 32
 New Transportation Database..... 33
 Special Education Audit 33

Introduction

The Brant Haldimand Norfolk Catholic District School Board (BHNCD SB) Special Education Department is committed to every student in our school district. We strive to inspire and support learning by assisting in creating safe, healthy, inclusive and engaging Catholic learning environments. Our mission is to provide opportunities for challenge and choice as we prepare all of our students for success in life. The Annual Report was compiled from information provided by members of the Special Education Services and community partners. It will be reviewed and presented for approval to the BHNCD SB Board of Trustees in June 2019. The Annual Plan will be submitted to the Ministry of Education by July 31, 2019 and posted to the Board website.

Special Education Advisory Committee (SEAC)

The membership of SEAC for 2018-19 was as follows:

NAME	ORGANIZATION
Bonnie McKinnon (Sept to Dec)	Trustee Representative
Carol Luciani (Jan to Feb)	Trustee Representative
Bill Chopp (Mar to June)	Trustee Representative
Michelle Shypula	Superintendent of Education
Carmen McDermid	Student Achievement Lead – Special Education
Keith Anderson (Jan to Feb)	<i>ad hoc</i> - Family Counseling Centre of Brant
Susan Battin	Lansdowne Children’s Centre
Laura Bergeron (Mar to Jun)	<i>ad hoc</i> – Family Counseling Centre of Brant
Jennifer Chapman	Haldimand-Norfolk Children’s Aid Society
Christine Dragojlovich	Woodview Mental Health & Autism Services
Jill Esposto	Brant Family & Children Services
Lauren Freeborn (Jan to June)	Contact Brant
Debbie Fullerton	Principal, St Michael’s Walsh and Principal Lead Special Education Staffing
Patti Mitchell (Nov to June)	Community Resource and Parent, County of Brant
Paul Sanderson (Sept to Dec)	Contact Brant
Tracey Taylor	Haldimand-Norfolk REACH
Teresa Westergaard-Hager	Norfolk Association for Community Living
Nil Woodcroft	Haldimand-Norfolk REACH

Throughout this past school year, representatives from various community agencies presented an overview of the mandate of their agencies. This will continue in 2019-20 as new members will have the opportunity to present information on their respective agencies.

The 2018-19 SEAC heard presentations on the following:

- District Priorities for student achievement
- Assumption College School - Personal Active Learning (PAL) students & staff
- Tour of St. John's College Job Skills Program & demonstration of food preparation
- Self-Regulation & Its Impact on Student Success
- PowerSchool SpecEd
- St. John's College Job Skills – Construction & World of Work & Co-op – students & staff
- Role of Itinerant SERT of alternative curriculum
- New SERT Training
- Lexia & Learning Upgrade
- Gifted
- Retreats
- Assumption College's Hearts on Fire Liturgy
- Special Education Report & Special Education Plan

The 2018-19 meeting schedule was as follows:

2018-19 SEAC Meeting Schedules	
Tues., September 18, 2018	Tues., February 26, 2019
Tues., October 16, 2018	Tues., March 19, 2019
Tues., November 20, 2018	Tues., April 16, 2019
Tues., December 11, 2018	Tues., May 21, 2019
Tues., January 15, 2019	Tues., June 18, 2019

Programs and Services

System Special Education

System Special Education Resource Teachers (SSERTs) have been assigned to elementary and secondary schools to support and enhance student achievement. Their role is to collaborate with school teams and community agencies, build capacity among teachers, SERTs, Educational Assistants and parents by providing in-services within the schools and in the community (Parents as Partners, Individual Education Plan and the Identification Placement Review Committee process).

The continued focus this year has been to better understand the learner by exploring student profiles, assessment and evaluation (Hawaii Early Learning Profile, Canadian Cognitive Abilities Test (CCAT) for Grade 2 and Woodcock-Johnson IV Tests of Achievement assessment). Key areas for delivery of professional development included; self-regulation, supporting new FSL teachers (NTIP), Lexia Core5, PowerSchool SpecEd, EQAO special education supports and LD Waterfall presentations to school teams. An IEP audit was conducted to help guide our IEP development and training for the next school year. The audit focus for this year was on Grade 8s, to ensure that accurate documentation is transferred to the secondary schools.

The SSERTs assist in the development of student profiles through assessment, observations and program recommendations. SSERTs are responsible for determining the eligibility for a student to receive a cognitive assessment with the Nelson team of psychologists through a committee process. The cognitive assessment referral process involves the review of documents in the Ontario Student Record (OSR) including Provincial Report Cards, Woodcock-Johnson IV Tests of Achievement assessment results, CCAT scores and outside agency reports. In addition to collecting data, SSERTs dialogue with school teams to determine appropriate next steps and potential interventions. This valuable information could result in the development of an Individual Education Plan (IEP) and possibly the formal identification of a student IPRC. The SSERT reviews and supports the school team in preparing the IPRC paperwork and packages in order to ensure appropriate identification and placement.

Transitioning is an area of focus for this team. Assistance is provided when planning and implementing entry into school for students with high needs, as well as transitioning into special class placements, secondary school and beyond. This liaison with community agencies, school teams and parents helps to ensure a seamless transition for students with specific needs.

Through resource creation and information sharing, school teams have been supported in building capacity, maintaining consistency and enhancing communication with parents. This facilitation contributes to the ongoing building of parental confidence in our Board.

Cognitive Referrals Submitted	Gifted Screen Referrals Submitted	IPRCs (school or system level)	Case Conferences
109	20	107	119

Deaf and Hard of Hearing

There are currently 48 Hard of Hearing students and 89 students with Central Auditory Processing/Auditory Processing Disorder (CAP/APD) in the Board.

Services provided this past school year included:

- Providing a hearing awareness workshop for teachers, EAs and SERTs that are involved with Hard of Hearing students
- Hearing awareness presentations in classrooms
- Acquisition of Special Equipment Amount (SEA) and materials to support students who are Hard of Hearing and have CAP difficulties
- Monitoring and troubleshooting such equipment
- Performing regular checks on ear molds, hearing aids and cochlear implants and FM systems
- Providing in-services for specialized equipment
- Repairing SEA equipment, as required
- Consulting on students' IEPs
- Providing and installing noise reducing strategies for the classroom environment
- Attending case conferences, team meetings, IPRCs, and parent interviews
- Acting as a liaison, support and referral source for families and other agencies
- Interpreting audiological reports
- Providing accommodations/modifications and programming strategies

- Supporting students with pre/post teaching
- Assisting students and families in connecting and networking

2018-19 Hearing Awareness Workshop: Building Capacity

This workshop was designed for teachers, educational assistants, ECEs and SERTs with mainstreamed hard of hearing students. There were eight participants who experienced the effects of a mild hearing loss while performing a specific academic task common in many classrooms. The participants read an audiogram and understood the basic implications for language development and its impact on academic and social success. The participants discussed a variety of strategies to address the language and overall communication needs for hard of hearing students. The participants had an opportunity to troubleshoot basic difficulties with hearing aids and shown how FM systems and cochlear implants function.

Information Technology

Overview of Special Equipment Amount (SEA) Support

At the Brant Haldimand Norfolk Catholic District School Board, students with special needs are supported with equipment via the SEA process. There are two types of SEA claims, computer and equipment based. Recommendations for special equipment are forwarded on behalf of students to the SEA team who then review and process each claim. Recommended items (including specialized equipment outside of technology) are ordered, organized and arrangements are made for delivery and any necessary training.

All computer based claim items for SEA are ordered through the SEA team who then coordinate with the Information Technology Department to ensure the necessary hardware and software are installed. The SEA team is continuously reviewing emerging technologies and their application to special needs students.

The SEA team is conscious of the amount of technology and specialized equipment in the system and is at all times looking to utilize efficiencies in the system, including the recycling of equipment. The SEA team has created and maintains a database of equipment which can be referenced when items for students are needed. This helps in terms of reducing costs and increasing the speed of processing SEA claims. The team has also reached out to our community partners to inform them that surplus SEA equipment exists in our system and they are welcome to view and recommend this unassigned equipment to students under their care in our system. This has helped both financially and in terms of efficiency due to the fact that equipment does not have to be ordered or purchased for students in need, it need only be transferred.

The Brant Haldimand Norfolk Catholic District School Board SEA team connects with other boards to discuss efficiencies and new technologies. This is done through the SEA Coordinators Council, a regional body consisting of 17 Boards. This group meets twice a year to share best practices and discuss SEA issues in the region. The SEA Coordinators Council also connects regularly online through an eCommunity set up and is managed by our team here at the Brant Haldimand Norfolk Catholic District School Board. This group acts as a forum for discussion regarding issues such as intra-board transfer of SEA items, and to share resources and processes.

Training Services

The Brant Haldimand Norfolk Catholic District School Board SEA team has endeavoured to build capacity among teachers and students in the area of assistive technology. The philosophy that assistive technology is good for all, but essential for some, is vigorously employed here. All students requiring assistive technology are trained alongside their teacher(s) and classmates. This method allows for capacity building in our schools in that a “room full of experts” can help each other to use the technology.

To ensure understanding, a two-step training process is used. The first step includes all parties (teachers, students, educational assistants and parents) where a general training of software use is provided. Step two in the process involves an individual training session(s) which takes place shortly after the first session. The second session involves reviewing the basics previously taught and then focusing on achieving student learning expectations within the context of the Individual Education Plan.

Special Equipment Amount Claims

There have been 180 SEA claims processed and implemented during the 2018-19 SEA year. Of the 180 claims, 46 of them were equipment based (non-computer) claims. Students who receive this equipment include deaf and hard-of-hearing and students who require specialized equipment (such as standing frames, bikes, chairs, sensory and fine motor items etc.) One hundred and thirty four of the total claims were computer based claims. These claims include students with assistive technology requirements. Students who received assistive technology were trained along with their classmates and teachers. This year 1,588 students were trained in the use of Text-to-Speech (Kurzweil) software; 68 teachers and 29 educational assistants were trained in Kurzweil alongside their students. Additionally, 655 students were trained in Speech-to-Text (TalkTyper, dictation.io or Microsoft Word); 24 teachers and 13 educational assistants were trained in the speech-to-text software alongside their students. Three students were trained with their educational assistances on Snip, voice recorders, video makers, Clicker 6 and Symwriter.

The table below details the Kurzweil and training completed:

Grade	School	Students Trained	Teachers Trained	EAs Trained
3	Christ the King	23	1	1
4	Christ the King	22	1	
5	Christ the King	23	1	
6	Christ the King	24	1	1
5	Holy Cross	24	1	
2	Holy Family	21	1	1
3	Holy Family	27	1	
6	Holy Family	26	1	1
4	Jean Vanier	23	1	
4	Notre Dame Brant	22	1	1
4	Notre Dame Caledonia	24	1	1
5	Notre Dame Caledonia	26	1	1
7	Notre Dame Caledonia	30	1	
8	Notre Dame Caledonia	33	1	

5	Our Lady of Fatima	17	1	
3	Our Lady of Providence	19	1	
4	Our Lady of Providence	19	1	1
4	Our Lady of Providence	27	1	
5	Our Lady of Providence	20	1	
5	Our Lady of Providence	21	1	1
2	Resurrection	23	1	1
7	Resurrection	24	1	
3	Sacred Heart Langton	21	1	
2	Sacred Heart Paris	19	1	1
3	Sacred Heart Paris	20	1	
2	St. Basil	22	1	
5	St. Basil	28	1	
3	St. Bernard	22	1	
6	St. Cecilia's	22	1	1
8	St. Cecilia's	26	1	1
3	St. Frances Cabrini	20	1	
4	St. Frances Cabrini	26	1	1
3	St. Gabriel	26	1	
5	St. Gabriel	28	1	
6	St. Gabriel	25	1	
3	St. Joseph's	20	1	
4	St. Joseph's	26	1	1
4	St. Joseph's	30	1	1
6	St. Joseph's	25	1	1
7	St. Joseph's	9	1	1
2	St. Leo	24	1	1
3	St. Leo	23	1	1
4	St. Leo	28	1	1
5	St. Leo	23	1	
5	St. Leo	28	1	
7	St. Leo	23	1	1
5	St. Mary's (H)	27	1	
6	St. Mary's (H)	23	1	
2	St. Michael's	19	1	1
7	St. Michael's	19	1	
8	St. Michael's	23	1	
5	St. Patrick Brant	22	1	1
7	St. Patrick Brant	24	1	
3	St. Patrick's Caledonia	23	1	
4	St. Patrick's Caledonia	23	1	
5	St. Patrick's Caledonia	22	1	1

6	St. Patrick's Caledonia	26	1	
3	St. Peter	26	1	
4	St. Peter	20	1	
5	St. Peter	26	1	
6	St. Peter	24	1	
4	St. Pius X	32	1	1
5	St. Pius X	34	1	1
6	St. Pius X	24	1	1
7	St. Pius X	25	1	1
8	St. Pius X	33	1	
3	St. Theresa	23	1	
5	St. Theresa	34	1	
Totals		1,588	68	29

Speech to Text and Word Prediction (TalkTyper, Dictation.io, and Microsoft Word) training completed:

Grade	School	Students Trained	Teachers Trained	EAs Trained
4	Christ the King	22	1	
5	Christ the King	23	1	
4	Holy Cross	24	1	
4	Notre Dame Brant	22	1	1
4	Notre Dame Caledonia	24	1	1
3	Our Lady of Providence	19	1	1
4	Our Lady of Providence	27	1	
5	Our Lady of Providence	20	1	
6	St. Cecilia's	22	1	1
3	St. Frances Cabrini	20	1	
3	St. Gabriel	26	1	
5	St. Gabriel	25	1	
3	St. Joseph's	20	1	
4	St. Joseph's	30	1	1
3	St. Leo	23	1	1
4	St. Leo	28	1	1
5	St. Leo	23	1	
8	St. Michael's Dunville	23	1	
3	St. Patrick's Caledonia	23	1	
4	St. Patrick's Caledonia	26	1	
6	St. Peter	24	1	
4	St. Pius	34	1	1
6	St. Pius	24	1	1
8	St. Pius	33	1	
Various	Various Schools (one to one)	70	0	4
Totals		655	24	13

Professional Development and Staff Training

The Student Achievement Consultant: ELearning and the Information Technology Special Education Resource Teacher (SERT) provided Special Equipment Amount (SEA) training for a group of new SERTS. This half day training included a description of what SEA is, who qualifies for equipment, what is covered by SEA funds, who can recommend SEA equipment, the process for ordering claims, the school's responsibilities regarding SEA equipment, the SEA transfer process and the maintenance of the equipment.

The Student Achievement Consultant: ELearning and the Information Technology Special Education Resource Teacher (SERT) were also responsible for providing Professional Development technology training sessions to groups of Educational Assistants. The training sessions include the basics of the Outlook email system, MPower (an interactive/adaptive math program), The Ontario Educational Resource Bank (OERB), downloading streamed videos, the use of a variety of web browsing tools, One drive (our cloud based storage accounts) and the functionality and use of the portal.

Applied Behaviour Analysis Program

During the 2018-19 school year, there were two full-time Applied Behaviour Analysis (ABA) Program Leads providing support to principals, teachers, support staff and families for students with Autism Spectrum Disorder (ASD).

Within the 2018-19 school year, the ABA Program Leads carried a combined caseload of 118 students with ASD. This included 8 students involved in the Connections for Students model.

The ABA team has provided the following support services during the 2018-19 school year:

- Collaboration with school staff including Principals, Vice Principals, SERTs, Teachers, EAs and ECEs on a variety of student skills including:
 - Behaviour reduction
 - Self-regulation
 - Communication
 - Social interaction
 - Functional skills
 - School attendance
 - Strategies to promote independence and participation in school activities
 - Structured learning systems
 - Data collection systems
 - Organizational skills
 - Creation and use of visual supports
- Classroom observations to inform individualized recommendations on the skills listed above.
- Assisting staff with using ABA-based strategies at a classroom level to support all students
- Staff training in the use of ABA-based strategies (including explanation and modeling of recommended strategies, providing feedback and coaching to staff on an on-going basis)
- Supporting students transitioning into Kindergarten and high school (attending System IPRC meetings, providing transition visits to students, observations in community settings such as Intensive Behaviour Intervention (IBI) or daycare)
- Attending Entry to School Case Conferences for students transitioning into the BHNCDSD with a diagnosis of ASD

- Providing peer awareness presentations on behalf of families and students who want to share information about ASD with others at their school
- Participation in individual case conferences
- Participation in 24 Connections for Students meetings
- Collaboration with school mental health professionals (Social Workers, Child Youth Workers) for students that have a dual diagnosis of ASD and a mental health disorder
- Collaboration with Child Youth Workers on how to best support social skill development for students with ASD
- Assisting with goal setting for Individual Education Plans
- Assisting with the development of safety plans for students with ASD
- Liaison between school and community agencies
- Provided training to 42 teachers involved in the New Teacher Induction Program (NTIP) on the characteristics of ASD, function of behaviour, proactive strategies to promote skill development and reduce behaviour challenges
- Provided training to five new SERTs on the field of ABA, proactive strategies to promote skill development and how to use positive reinforcement effectively
- Provided training to EAs on proactive behaviour strategies to promote student success
- Provided “question-and-answer” opportunities to school teams where staff were able to participate (at their own discretion) in a general discussion about ABA and ASD
- Membership in the ABA Networking Group for the South West Region. School-based ABA professionals and representatives from the Ministry of Education met five times throughout the year to share best practices and discuss how best to support schools/students with the changes to the Ontario Autism Program (OAP)
- Committee involvement with the Local Autism Implementation Committee at Haldimand-Norfolk REACH
- Attended training on the “Stay, Play and Talk” program. This program focuses on using peer-mediated social skills to encourage interaction between students with ASD and their classmates

One of the ABA Program Leads provided staff training in Nonviolent Crisis Intervention (NVCI) to Board staff. During the 2018-19 school year, the Enhanced NVCI training was provided to approximately 220 staff members including EAs, SERTs, Teachers, ECEs and Principals.

Elementary and Secondary System Special Education Programs

The BHNCDSD offers System Special Education Programs at both Elementary and Secondary levels. At the Elementary level, system Transition Classes exist at Notre Dame School, Brantford and St. Joseph’s School, Simcoe. At the Secondary level, system classes exist at Assumption College School (four programs), Holy Trinity Catholic High School (four programs), and St. John’s College (one program). Many of these learners have complex needs and are identified through the Identification Placement Review Committee (IPRC) in categories such as Multiple; Intellectual; Physical; and Communication: Autism. Many of these students, because of their special education needs, do not access the Ontario Curriculum. Instead, achievement is derived from alternative programs and courses, or a combination of alternative programming and modified expectations from the Ontario Curriculum.

The following chart summarizes the enrolment in each of the Elementary and Secondary Special Education Programs for the 2018-19 school year.

Elementary Transition Class	Total Enrolment	Secondary School	Personal Active Learning (PAL)	Community Living	Job Skills 1 & 2
Notre Dame	24	Assumption College	8	10	24
St. Joseph's	9	Holy Trinity	8	11	16
		St. John's College			12

Itinerant SERT – System Special Education Programs

The role of the Itinerant SERT is to support students and staff in Elementary and Secondary System Special Education Programs. In alignment with the BHCDSB Strategic Plan, the areas of focus for the 2018-2019 has been:

- Providing High Quality Programs to Ensure All Learners Reach Their Potential
- Improving Student Achievement
- Building Staff Capacity through Professional Development Opportunities
- Building Parent Confidence
- Creating Community Partnerships

Providing High-Quality Programs to Ensure All Learners Reach Their Potential

Students come to our Special Education Programs with a diversity of strengths, needs, and learning styles. The Itinerant SERT assists teachers in the development and implementation of high-quality alternative or modified programs to ensure that all students reach their full potential and meet individual success.

At the three secondary schools, Alternative (non-credit) courses are offered in all of our Special Education Programs. This year, with the assistance of the Special Education Department Heads, each of the sixteen Alternative course goals and descriptions were carefully re-evaluated and rewritten. This task was timely; and done to reflect the changing needs and interest levels of our learners and to ensure that our graduates obtain the skills and knowledge required for independent/supportive employment and/or living.

In addition to this work, an *Alternative Framework* is currently being created for each of the Alternative courses that consists of pedagogical ideas, student learning outcomes or competencies, and supplementary resources. Each course Framework differentiates the pedagogical ideas and learning competencies according to the Alternative Program: PAL, Community Living and Job Skills. We are confident that the *Alternative Framework* will assist teachers in creating and implementing high-quality programming that is differentiated and developmentally appropriate for each learner. The Secondary Special Education Class Teachers have been instrumental in the creation of this resource.

Improving Student Achievement – Knowing Your Learners

The Itinerant SERT supports student achievement by ensuring that programs are individualized, developmentally appropriate and created from data using appropriate assessment methods and tools. This practice is essential for the development of the Individual Education Plan (IEP) and the creation of tracking tools to measure student success.

In the Secondary Special Education Programs, many students' access alternative curriculum and are assessed using alternative assessment tools using one or more of the following:

- HELP – Hawaii Early Learning Profile
- FISH – Functional Independence Skills Handbook
- Brigance - Comprehensive Inventory of Basic Skills
- AFLS – Assessment of Functional Living Skills

Assessment Type	Elementary	Secondary
Woodcock-Johnson IV Tests of Achievement	168	1
Alternative Assessment	1	42

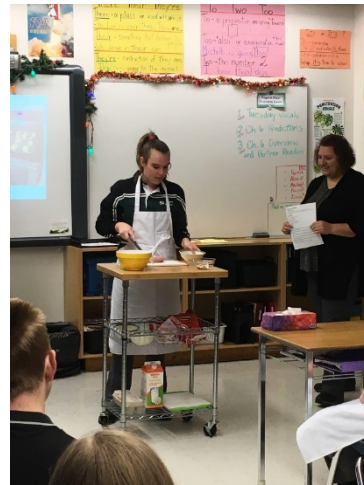
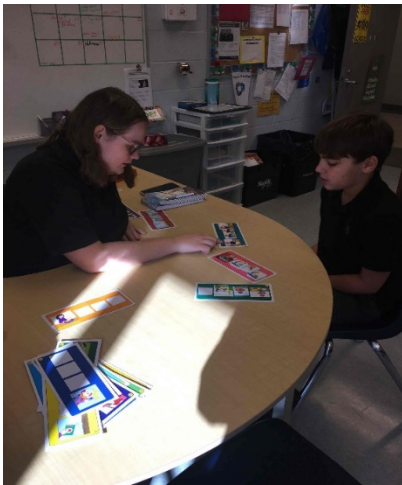
Students from St. John's College in the Creative Arts: Construction Alternative course:



Students from Assumption College in the First Canadians: Government and Advocacy Alternative course:



Student from Holy Trinity Catholic in the Language and Communication Development Alternative course and Student from St John's College in the Culinary Skills Alternative course:



Building Staff Capacity through Professional Development and Collaboration

The Itinerant SERT builds capacity by offering professional development and individual training to Special Class Teachers, Educational Assistants, Elective Teachers, and Special Education Department Heads. During the 2018-19 school year, Special Class Teachers and Secondary Department Heads attended the following professional development opportunities:

- Understanding the Individual Education Plan – key messaging and expectation writing
- Alternative Curriculum and Assessment – Writing of the Alternative Course Framework
- Visiting and touring of the Community Integration Through Cooperative Education (CICE) program at Mohawk College, Hamilton

Individual Training: 12 Special Class Teachers and 23 Elective Teachers were provided with individual training and support on topics such as: alternative curriculum development, IEP writing, navigating PowerSchool Spec Ed (PSSE), and evaluating learning expectations for report writing on the Alternative Report Card.

Opportunity to collaborate and share resources: An on-line site continues to be in place for Special Class Teachers to share resources. The site is organized according to program and is course/subject specific

Building Parent Confidence

The role of the Itinerant SERT is to help provide clear and consistent messaging to parents pertaining to the IEP, IPRC process, reporting of student progress, individualized programming, transition planning, and available community supports.

During the 2018-19 school year, parent confidence was enhanced by:

- Assisting families with making informed decisions before making application to special classes by arranging classrooms tours and student visits
- Creating a pathways chart to help parents differentiate between the Special Education Programs offered at Secondary School and their graduation outcomes

- Supporting the home school by assisting with IPRC paperwork and packages. A minimum of two visits were made at each school to ensure that Principals, SERTs, and Classroom Teachers were confident with the IPRC process.
- Representative at each System Special Education Class Initial Intake and Review
- Providing parents with documentation regarding community programs and services, financial services, and transition planning

This year, a parent information session was offered at one of the Elementary Transition Classes for the grade eight students and their families. The Special Education Department Heads for the receiving Secondary Schools assisted with the presentation, which was aimed at assisting the families with making informed decisions regarding Secondary Special Education Programs for their child.

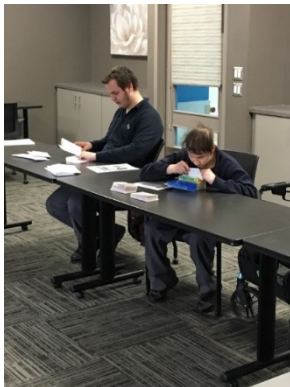
Community Partnerships

The role of the Itinerant SERT is to help connect students and families to services and programs offered in the community.

During the 2018-2019 school year, we were pleased that our community partnership continued with Brantwood Community Services and Crossing All Bridges. Students in the Community Living Program at Assumption College School participated in a four week learning series aimed at developing employability skills and self-advocacy.

Many of the students in the Job Skills Program at St. John's College participated in Co-Operative Education placements at Crossing All Bridges during the latter part of this school year. The students wrote their own personal resumes and practiced their interviewing skills in the Alternative Course, World of Work. This co-operative educational experience is the first time offered to our students through the Special Education Department at St. John's College.

Community Living Program at Brantwood Community Services:



Itinerant SERT – Self-Regulation

The Role of the Itinerant SERT – Self-Regulation is to support students and staff in Elementary and Secondary System Special Education Programs. The areas of focus for the 2018-19 school year have been to:

- assist SERTs in setting up a functional SERT room, calming area, or microenvironment
- focus on building capacity among staff and students in their knowledge and understanding of self-regulation
- build a common language while learning about stress, tension and energy and how to read the signs

- recognize and reduce the stressors that impair self-regulation
- provide strategies to teach students to be more aware of their own personal needs and to provide them with the necessary tools to be able to improve their ability to solve conflicts
- share information/strategies at Community of Practice Meetings

Presentations

New Sert Training “Introducing the Zones” an introduction to the resource the ‘Zones of Regulation’ using a scavenger hunt activity, hands-on learning about the available sensory resources and fidget tools, and video resource links which offer demonstrations.

Educational Assistants “Regulate to Educate” using the resource the Zones of Regulation to learn how to successfully utilize calming materials and how to use calming spaces successfully.

NTIP French Teacher Initial Session “Introducing the Zones” an introduction to the resource the ‘Zones of Regulation’ using a scavenger hunt activity, hands-on learning about the available sensory resources and fidget tools, and video resource links which offer demonstrations.

NTIP French Teacher Session #2 “Digging Deeper into the Zones” focusing on the lesson layout in the Zones of Regulation resource, in-depth focus on the initial lessons and black line masters available to support each lesson on the CD.

Coaching to Inclusion “Strategies and Practices for an Inclusive Classroom” sharing our Boards journey beginning with purchasing the resource the Zones of Regulation; then creating calming areas and providing sensory items; learning about the Triune brain model; looking at energy and tension levels and ways to reduce stress.

Regional Catholic Parent Involvement Committee “Self-Regulation and its Impact on Student Success” Information was shared about positive and productive learning environments (school & home); communication prompts; reframing challenging behaviours; screen time; understanding stress and managing energy and tension.

Special Education Advisory Committee (SEAC) “Self-Regulation and its Impact on Student Success” Information was shared about learning environments (school & home); communication prompts; screen time; reframing challenging behaviours to see stress behaviour; understanding stress and managing energy and tension.

Brantford Family and Children Services (BFACS) “Self-Regulation and its Impact on Student Success” Information was shared about the Zones of Regulation; reframing challenging behaviours as stress behaviour, the triune brain model and the Thayer Matrix of energy and tension levels

School Staff Meeting “Zones of Regulation Introduction” showing graphics of the four zones with their corresponding colour, traffic symbol, descriptions of how we feel in each zone and activities focusing on “Expected and Unexpected’ behaviours; What Zone would you be in scenarios?

Community of Practice SERT Sharing of Information and Strategies at the monthly meetings; highlighting before and after pictures of calming spaces that have been created within our Board; information about breathing that can be shared with school staff – tools, video, activities, song, handout; the impact of stress when trying to perform a task; self-regulation poster walk and small group discussion; learning about the Triune brain model; looking at energy and tension levels and ways to reduce stress.

At the School Level

Multi-purpose spaces (Calming spaces, Sensory rooms, and Classroom layouts)

- with applicable school staff determine possible location(s) in the school
- measuring and mapping out the space to present possible options
- personalizing the space and giving it a name (i.e. “The Lounge”, “The Beach”)

Student Observations

- collect meaningful, observational data that is shared and discussed with relevant staff
- connecting this information to changing the class environment or routine to reduce stressors
- creating microenvironments to employ strategies for down/up regulating
- helping students and staff to learn what calm feels like
- empowering students to take an active role in the learning process and employ different types of strategies available to self-regulate and return to calm

Self-Regulation lending library

- create a Self-Regulation Lending Library where schools can sign out resources to borrow so they could trial them to see if it is a proper fit for a student / class prior to purchasing the item for their school
- create a professional lending library of resources to support Self-Regulation

New Activities Created

Fidget Sort - sharing a video about fidgets, having small groups participate in a sorting activity using a collection of novelty items into tools or toys, then creating a class set of rules.

Rotation Stations - using the Zones of Regulation resource creating activity stations that highlight key lessons that were led by the senior students of the school for groups of staff and students to participate in.

2018-2019 School Support						
Zone	School	Zones of Regulation	Student Support	Multi-Purpose Sensory Space	SERT Room	Classroom Environment
Brantford						
	St Basil	✓				✓
	O.L.O.P	✓	✓		✓	✓
	St Peter			✓	✓	
	Notre Dame	✓	✓		✓	
	St Gabriel		✓			✓
	St Patrick		✓			
	St Leo					✓
	Jean Vanier	✓				✓
	Holy Cross	✓				
	Resurrection	✓				
	Christ the King	✓				
Brant County						
	St Theresa		✓	✓	✓	
Haldimand County						
	St Patrick's	✓				
	St Mary's (H)			✓	✓	

	Notre Dame	✓	✓			
Norfolk County						
	St Cecilia's		✓			
	St Michael's Walsh	✓		✓	✓	
	Sacred Heart Langton					✓

Gifted Education

Gifted Supplementary Modules

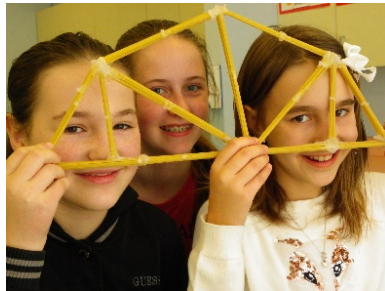
Gifted Supplementary Modules were offered through Special Education Services to provide enrichment opportunities and challenges to extend learning and leadership skills to students identified in the area of Intellectual: Giftedness. The modules were created to enhance classroom curriculum and give like-minded learners opportunities to work together. Students from Grades 4 to 8 were brought together to experience extended learning on a variety of topics. Eighty-six students participated in 2018-19 Supplementary Gifted Modules.

Participation in the modules promoted the following skills: higher-level critical thinking, problem solving, collaboration, communication, leadership, and creativity. It was evident that these students enjoyed the many learning opportunities and used their talents in meaningful and engaging ways.

Students attended designated modules including:

Grade	Participants	Total Sessions	Supplementary Gifted Modules 2018-19
4	19 students	7	Young Authors ~ The Writing Process; Publishing a Personal Book (5 sessions)
			Academic Challenges ~ Group Work; University of Windsor Math Contest
			Dancing Creek ~ Leadership; Team Building; Yoga; Drumming
5	8 students	6	Altitude Program ~ McMaster University; Leadership; Team Building
			Theatre Aquarius ~ Elf the Musical
			Robotics ~ Engineering Science Quest Workshops; Toyota Tour (canceled due to inclement weather)
			Science Matters ~ Structures
			Science Matters ~ DNA Extraction
Academic Challenges ~ Group Work; University of Windsor Math Contest			
6	16 students	6	Altitude Program ~ McMaster University; Leadership; Team Building
			Theatre Aquarius ~ Elf the Musical
			Drama ~ Movie Making; Dramatic Techniques; Storyboard Writing
			Drama ~ Movie Making; Script Writing; Group Work
			Director's Cut ~ Moving Making; Filming; Editing
Science Matters ~ Circuits			
7	23 students	7	A Step Back in Time ~ Fort George Excursion
			Altitude Program ~ McMaster University; Leadership; Team Building
			A Step Back in Time ~ Fort George Presentation; Frames 6 Software
			Float Your Boat ~ Planning Workshop
			Float Your Boat ~ Construction; Testing Workshop
			Float Your Boat ~ Skills Ontario Cardboard Boat Race Competition
University of Waterloo ~ Engineering and Technology Workshops			

8	20 students	7	Altitude Program ~ McMaster University; Leadership; Team Building
			New Beginnings ~ Leadership; Team Building at Secondary School
			Float Your Boat ~ Planning Workshop
			Float Your Boat ~ Construction; Testing Workshop
			Float Your Boat ~ Skills Ontario Cardboard Boat Race Competition
			STEM ~ Coding; App Inventor
			Brock University ~ Leadership; Team Building; Science Workshops



Speech and Language

The Speech-Language Pathologist Team has provided the following support services to students and staff of the Board during the 2018-19 school year:

- Assessments with follow-up consultative support provided (114 students total: 66 speech and language or language only, 48 speech only) and consultations (154 students total) for students presenting with a variety of communication challenges, including non-verbal students and students with reduced understanding and/or expression of language (i.e. vocabulary, concepts, grammar, social communication, etc.), early literacy, speech sound production difficulties, voice and resonance concerns and stuttering difficulties.
- Individualized home and/or class programming suggestions including direct demonstration.
- Collaboration with school staff including Principals, Vice Principals, SERTs, Teachers, and EAs
- Initiation of referrals to outside agencies (LHIN, TAC, Audiologist, Otolaryngologist, Cleft Lip and Palate Team)
- Management of students involved with outside agencies for speech and language services including:
 - Brant and Haldimand-Norfolk Preschool Speech and Language Programs
 - HNHB and SW Local Health Integration Network (LHIN – formerly called the Community Care Access Centres)
 - Technology Access Clinic (TAC)
 - Cleft Lip and Palate Team
 - Haldimand Norfolk Resource, Education and Counseling Help (REACH)
 - Lansdowne Children’s Centre
- Participation in Entry to School Case Conferences for students transitioning into the school board (not encompassed in consult numbers aforementioned)
- Participation in individualized case conferences
- Recommendations for Specialized Equipment Amount (SEA), as needed

- Collaboration with Speech-Language Pathologists through involvement with the Association of Chief Speech-Language Pathologists in Ontario School Boards (2 meetings)
- Trained ten ELKP teachers and eight ECEs in Teacher Talk Training Series for Early Childhood Educators/Teachers (a Hanen Program developed from Learning Language and Loving It), which included three full day workshops with individual coaching opportunities for each educator as well as classroom consultation
- Presented at the Kindergarten Profession Development Day on Phonological Development
- Presented to Educational Assistants during a Professional Activity Day on Encouraging Language Development in Early Childhood Settings through use of the Teacher Talk Training Workbook 1.
- Attended training titled 'Social Thinking across the home and school day' (Application of the ILAUGH model)
- Attended training in The Language of Emotions
- Attended training titled 'Navigating the Discourse Continuum'

Professional Development

Community of Practice Meetings

The 2018-19 academic school year offered Special Education Resource Teachers (SERTs) and Secondary Special Education Department Heads professional development through seven face-to-face and two on-line Community of Practice (COP) Meetings to enhance teacher practice and further support student achievement.



SERTs participate in professional learning at monthly COP meetings during the 2018-19 school year.

The meetings provided professional development and support to SERTs in key areas such as: PowerSchool Spec ED, self-regulation tips and strategies, effective Individual Education Plan (IEP) writing, development and reporting, the Identification Placement Review Committee (IPRC) paperwork and process, changes with School Based Rehabilitation Services (formerly CCAC/LHIN), the transportation database and new SEA guidelines. Other key topics discussed

included how and when to make appropriate referrals to Student Support Services (SSS), how to access and connect families to Mental Health supports within their community as well as awareness training regarding “Young Carers” in our classrooms. SERTs also revisited Nonviolent Crisis Intervention training to be able to positively and safely respond to challenging student behaviours and to assist in verbally de-escalating students. SERTs were introduced to the new Notification of Risk of Injury and Student Safety Plan policy.

Interventions for students with learning disabilities remained a focus this year. School teams were in-serviced by system staff on the characteristics and available strategies to support students with learning challenges in the areas of math and literacy. Lexia Core 5 licenses were strategically assigned to struggling readers who primarily met a learning disability profile. All school SERTs were trained in this reading intervention software in an effort to build capacity and provide effective targeted reading intervention.

New SERT Training Program

This professional development opportunity focused on providing new Special Education Resource Teachers with in-depth training and knowledge around the role and responsibilities of a school level Special Education Resource Teacher. Professional development was provided to five SERTs who were new to the role in the 2018-19 school year. Training included four full-day sessions (one of which included training in the administration of the Woodcock-Johnson IV Tests of Achievement) and two half-day sessions. Teacher practice was enhanced through formal training, opportunities for small and whole-group presentations, and 1:1 mentorship that focused on writing an Individual Education Plan. The following topics were covered:

- Individual Education Plan and Transition Plan development process
- IPRC process (Initial and Review; system and school level)
- Special Equipment Amount (SEA) claims
- Learning Upgrade
- developing SERT and EA schedules
- Self-Regulation
- PowerSchool and PowerSchool SpecEd
- ASD and Applied Behaviour Analysis
- Transition Classrooms and Secondary Special Education Programs
- Woodcock-Johnson IV Tests of Achievement training
- scoring the “Writing Samples” subtest of the WJ-IV Tests of Achievement
- administering the Canadian Cognitive Abilities Test (CCAT)
- Specialized Transportation Database
- HELP (Hawaii Early Learning Profile) alternative curriculum and assessment tool
- updating student information forms (Safety/Seizure/Medical Plans, Essential Highlights forms)

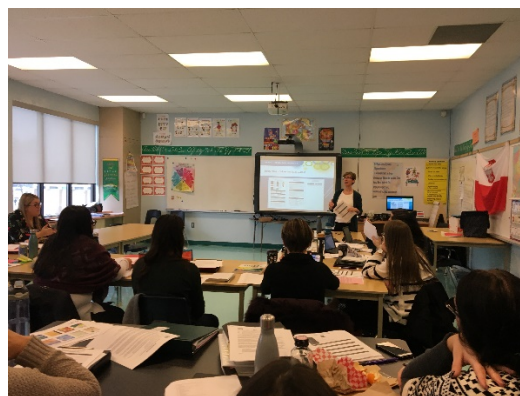


New Teacher Induction Program (NTIP)

This professional development opportunity focused on providing new teachers with in-depth knowledge around the importance of the following topics and the impact each has on student learning.

Teacher practice was enhanced through a discussion focusing on:

- Autism Spectrum Disorder
- Applied Behavioural Analysis strategies - transitioning and functions of behaviours
- Zones of Regulation - how to utilize available calming resources, and how to create a mini-calming space within a classroom
- Safety Plan and Essential Highlights form - updating required content
- System Level Supports - how to access Ministry and Board resources/documents related to Mental Health and Special Education
- Individual Education Plan – PD was delivered to both FSL and English classroom teachers, with a focus on exceptionalities, sections of an IEP, Differentiated Instruction and Structured Learning



Educational Assistants

Elementary and Secondary educational assistants had an opportunity to participate in Professional Development days throughout the school year. Topics were chosen based on recommendations to support their own professional development and to provide support with respect to meeting the unique needs of the students with whom they work. Below is a list of the professional learning opportunities that were offered.

Supporting Students who are Blind or have Low Vision

On March 29, 2019 Secondary School Educational Assistants were invited to a full day Professional Development opportunity to learn more about the needs of students who are blind or have low vision. The day kicked off with greetings from Mike McDonald, Director of Education & Secretary and Rick Petrella, Chair of the Board and Trustee, City of Brantford.

The location of this Professional Development Day was at Crossing All Bridges, a day facility where many of our own students with intellectual disabilities attend when they transition from Secondary School at the age of twenty-one. Educational Assistants had the opportunity to tour the new home of Crossing All Bridges and learn more about the programs they offer to their participants.

Two informative presentations were provided on this day to help Educational Assistants learn more about the exceptionality of Blind or Low Vision. Rachel Moreau, BHNCDSD Orientation and Mobility (O&M) Educational Assistant, introduced various eye conditions and demonstrated specific O&M techniques. Educational Assistants experienced what it would be like to have this exceptionality through simulations using equipment and games. Beth Conly-Edwards, Coordinator of the Vision Resource Services and Outreach Department at the W. Ross Macdonald School for the Blind, provided a presentation on Cortical Visual Impairment (CVI), a unique visual impairment that affects the visual parts of the brain. Beth described the visual and behavioural characteristics of CVI as well as specific interventions that Educational Assistants can use when providing support to these students.

Professional Development:

Behaviour 101 – Participants received information about some common behaviour traps and strategies that can be used to avoid them.

EA Lending Library, Essential Practices & Consultation – Participants received information on ‘Essential Practices in Assessment for Learning, Literacy and Numeracy’ and were consulted regarding a range of topics. They also had an opportunity to preview hundreds of resources purchased specifically for sign out purposes to support the needs of students and staff.

Communicating with Children: More Than Just a Play on Words - Participants received information on how to use everyday conversations, play and daily routines to promote communication and social development for the children they work with.

Math... With a Growth Mindset - Participants received information on how to promote a growth mindset in students, through the use of Math manipulatives and games.

Boardmaker - Participants were supported on how to use the Boardmaker program to create visual supports and materials for students. Time was allotted to make resources for students being supported.

Making “IT” Easy - Participants received information on technology refreshers about: Downloading from Youtube, searching Google effectively, OneDrive, email and more! The session included an introduction to the new mPower Math resource as well as best practice strategies.

Regulate to Educate - Using the resource, ‘The Zones of Regulation’ participants received information on how to successfully utilize calming materials and create calming spaces.

Essential Practices & EA Lending Library - Participants received information on ‘Essential Practices in Assessment for Learning, Literacy and Numeracy’. They also had an opportunity to preview hundreds of resources purchased specifically for sign out purposes to support the needs of students and staff.

Nonviolent Crisis Intervention (new Enhanced) - The new Enhanced Nonviolent Crisis Intervention training program (1.5 days) is considered the worldwide standard for crisis prevention and intervention training. The program provides educators with the proactive strategies and skills to safely and effectively respond and handle difficult situations. The core of the program is learning how to provide for the *care, welfare, safety and security* of all those who are involved in a crisis situation. Participants were shown a range of preventive strategies, de-escalation skills and communication skills as well as physical interventions, including disengagement and holding skills, to be implemented as a last resort, when a person is engaging in at risk behaviour.

Overview

Unit 1 – CPI Crisis Development Model

Unit 2 – Nonverbal Communication

Unit 3 – Paraverbal and Verbal Communication

Unit 4 – Verbal Intervention

Unit 5 – Precipitating Factors, Rational Detachment, Integrated Experience

Unit 6 – Staff Fear and Anxiety

Unit 7 – Decision Making

Unit 8 – Physical Intervention – Disengagement Skills

Unit 9 – Physical Intervention – Holding Skills

Unit 10 – Postvention

First Aid - This session provided basic CPR, First Aid and Defibrillator certification for the work place. This training provided knowledge and confidence to effectively manage an emergency situation.

Guest Speaker – Kim Ruzycki, Integrative Health Coach, spoke about how to live a vibrant, healthy lifestyle and how to improve their health and wellness by incorporating simple, healthy habits into their life.

Guest Speaker – Dr. Kristen McLeod, Clinical Developmental Psychologist, shared information on:

- Developing a greater understanding of trauma-based concepts and increase their efficacy in recognizing and managing these behaviours
- Acquiring tools for preventing, supporting, and effectively responding to challenging behaviour and emotional concerns of students
- Developing an understanding of the importance of us as caregivers in developing resilient children

Educational Assistants' Lending Library

The Educational Assistant Resource Library is at St. Mary Catholic Learning Centre. New materials are purchased based on requests from Educational Assistants and on needs arising from areas of system focus. At the current time, approximately 400 items are available. Items range from professional reading to children's books, toy and games, to sensory and cause-and-effect materials. During the 2018-19 school year, more than 125 items were borrowed by Educational Assistants and Special Education Resource Teachers.

Special Projects/Events

Inclusionary Practices

Transition into School (Kindergarten)

We recognize how critical the transition into Kindergarten is for many of our young students who have specific needs. The partnership between parents and agencies can assist with getting to 'know our learners' and further promote a seamless transition. This process was enhanced by the following initiatives:

Information Sharing by Community Agencies for Entry into School

'Entry into School' meetings were held in February 2019, at Haldimand Norfolk REACH in Townsend, where six students with various needs were presented. The Student Achievement Lead for Special Education and System Special Education Resource Teachers attended and dialogued about each student to gain a better understanding of their profiles and to initiate transition planning. Lansdowne Children's Centre, Brantford, presented 20 students with various needs through written communication and phone conversations with System Special Education Resource Teachers. With parental consent, both agencies provided valuable information regarding incoming Year One Kindergarten students currently receiving agency support. The resource teachers provided student background, strengths and needs, agency involvement (i.e., speech, occupational therapy, physiotherapy), any diagnoses (if applicable), and a report containing a summary of helpful information and agency contacts.

'Parents as Partners' – Community Connections

The Parents as Partners Workshops are designed to support families with the transition into the Early Learning Kindergarten Program. The symposium included both Haldimand-Norfolk REACH and Lansdowne Children's Centre families.

Half-Day Workshop on April 6, 2019	Getting Settled in Kindergarten	Information for parents about the Kindergarten Program and how students are supported during the transition.
	Support Services at School and in the School Community	Parent strategies on how to effectively communicate their child's needs and how to introduce their child to the school team in order to provide a student profile and facilitate a seamless transition into school.

The workshop topics included: Preparing for Kindergarten, Communicating for Success, How Kindergarten Programs Support Students with Special Needs, and the Parent Role in the Individual Education Plan (IEP). Nine families registered and participated in the day. The System Special Education Resource Teacher representative and Student Achievement Leader attended the workshop to support community partners and present Board related information in order to enhance parent confidence and build new partnerships in preparation for a smooth transition to school.

Parent Resources

In an effort to build capacity and develop parental trust, a Case Conference Guide for Parents was created and mailed to families prior to the system level case conference. The guide outlined what to expect when preparing for a case conference, tips for parents as their child transitions into school, roles and responsibilities, community contacts and ways to further promote speech-language and fine motor skills.

In addition to the parent guide, an 'All About Me' booklet was distributed to parents at the case conference. This booklet allowed for the opportunity for parents to share personal information (e.g. names of people in their family, pets), likes, dislikes, preferred method of communication, etc. Parents were asked to fill out this booklet and return it to the classroom teacher in September as part of the transition process.



System Level 'Entry into School' Case Conferences – The Multi-Disciplinary Team

Case Conferences, held in April and May of 2019, were attended by parents, Student Achievement Leader: Special Education, members of the System Special Education Team,

home school team, agencies and daycare providers. At this meeting, the student was introduced, and information was gathered and shared with the school. It was also an opportunity for parents to share information and to meet with the school team. This year we hosted system level case conferences in Brant (10 meetings), Haldimand (2 meetings), and Norfolk (1 meeting) areas.

Visits – ‘Getting to Know You’

Daycare and classroom visits were arranged as needed by the school team and system staff (with parental consent).

Supporting our Faith Journey

Supplementary Retreats

As part of the ‘Supporting our Faith Journey’ program created by the Special Education Services, three retreats were offered. The retreats were geared toward students with an intellectual disability, students with autism (who could make transitions easily), and/or students who could benefit from a simplified supplementary ‘hands on’ program. Students spent an exciting and engaging day participating in a variety of faith- centered activities. This day was designed to help exceptional students increase their understanding as they prepared to receive the sacraments of Reconciliation and First Communion. Due to a very small number of requests for Confirmation this year, ‘hands on’ activities, including a parent guide with instructions to support the understanding of the sacrament, were provided to the students rather than running the full day retreat.

Each retreat provided an opportunity for students to:

- Read and discuss the Scripture Reading related specifically to the sacrament
- Learn about the sequence of events when receiving the sacrament
- Tour the church and highlight key symbols in the church
- Rehearse the steps involved in receiving the sacrament using visual representation and assistance from the priest
- Highlight specific vocabulary relevant to the sacrament through vocabulary BINGO, concentration, fishing for important vocabulary, etc.
- Engage in a modified ‘hands on’ learning opportunity, incorporating drama (making and using character puppets) to help students gain a better understanding of the sacrament
- Take home a variety of ‘hands on’ activities, including a parent guide with instructions to further promote practice and repetition

The retreats were well received and enjoyed by all. The students gained a better understanding of the sacrament, increased their confidence to receive the sacrament, and experienced the opportunity to make new friends. The students were eager to share the day’s events and activities with both their peers and their families.



Elementary “Have a Go’

‘Have a Go’ is a modified track and field meet for students with a physical, intellectual or communication disability. The focus of this meet is on participation, interaction and friendship.

‘Have a Go’ Principles

To foster an understanding of one’s capabilities through the spirit of equality and team unity, the Brant Haldimand Norfolk Catholic District School organizes “Have A Go” – Promoting Participation, Interaction and Friendship to foster:

- A welcoming setting with physical experiences available for everyone.
- Continuing opportunities to develop physical fitness and enjoy personal athletic achievement.
- Development of new friendships.
- Participation, dedication, effort and spirit.
- Self-confidence, positive self-image and personal worth.

The Athletes

This event is for students who have an intellectual disability, physical disability, or are on the autism spectrum disorder in grades 4-8. Each school is invited to send a team recommended by the SERT and the principal. Each athlete may have a buddy from his/her school attend the meet with him/her in order to support and encourage the athlete.

2019 ‘Have a Go’

Over 120 students from the Elementary Have a Go was held on Thursday, June 6, 2019, at the Burford Arena Baseball Diamond. Eighteen schools sent a team, with over 120 students, which included participants and a buddy of their choice. The day began with the procession of athletes onto the field followed by the opening ceremonies which included the singing of the national anthem, a prayer and a warm-up activity. Athletes then rotated through 11 fun filled events where they had the opportunity to enjoy personal athletic achievement. Concluding the event was the closing ceremonies where each athlete received a medal and t-shirt to celebrate and recognize their participation and achievements throughout the day.



Interventions

Lexia Core 5 Reading

Lexia Core5 Reading is a personalized reading curriculum for students from kindergarten through Grade 5. Students learn, practice, and consolidate fundamental literacy skills by interacting with the online, adaptive program, receiving teacher-led Lexia Lessons, and by completing independent, paper-based activities using Lexia Skill Builders. Student data is captured through reports that help teachers make informed instructional decisions that help students achieve grade-level benchmarks. The program includes activities that focus on six components of reading—Phonological Awareness, Phonics, Structural Analysis, Automaticity/Fluency, Vocabulary, and Comprehension.

Background Information

The system special education team recognized the need for an intensive literacy intervention program that would address learning difficulties that many of our students experience in reading and decoding text. In 2016, teachers from Amethyst Provincial Demonstration School shared information about Lexia Core5 Reading with school and System SERTs at a Community of Practice meeting. Backed by research, the program was praised for the role it played in improving the reading levels of students with severe learning disabilities. As a result, a commitment was made to purchase 66 student licenses by Special Education Services for the purpose of a pilot project, where data would be collected to establish the program's efficacy.

Criteria

The following criteria was developed by System SERTs and the Student Achievement Leader, Special Education, to determine which students would be assigned a Lexia Core5 license:

Students in grades 3-6, reading **at least** two grade levels below their current grade, and who meet at least one of the following additional criteria:

- identified with a Learning Disability (reading)
- on a non-identified IEP with "Needs" in the area of reading
- not identified (no IEP), but with a current diagnostic reading assessment that confirms the student is reading at least 2 levels below his/her current grade

In addition, school SERTs were asked to consider a student's attendance record in their selection process. A student is required to work on Lexia approximately 20 minutes every day to fully benefit from all that the program has to offer--regular attendance is fundamental for this to happen.

Selection Process

Once a student was determined to meet the above criteria, these steps were followed:

Step 1

School SERTs shared student profiles with their System SERT to confirm that a student was a suitable candidate. Student profiles must have included a current diagnostic reading assessment, i.e., DRA, Benchmark. If a Woodcock-Johnson IV Tests of Achievement assessment had been administered on a student within the past 6 months, this data was also shared.

Step 2

System SERTs, in consultation with Student Achievement Leader, Special Education, reviewed student candidates' data and made a preliminary determination about which students best met the criteria and could possibly be given a Lexia license.

Step 3

Upon completion of training¹, and in consideration of the criteria, school SERTs once again reviewed their student candidates with their school teams to confirm these students were the best candidates.

Step 4

School SERTs were informed of the student candidates who would be assigned a Lexia Core5 license, and were required to provide assessment data for each of these students. This assessment data included the results from the administration of four WJ-IV Achievement sub-tests² (Letter-Word Identification, Passage Comprehension, Sentence Reading Fluency, and Spelling), and current reading level data for each of their student candidates. This data collection was for the purpose of tracking student progress in the areas of decoding/word reading, reading comprehension, reading fluency, and spelling.

Delivery Model

Once student candidates were confirmed for each elementary school, parents were informed that their son/daughter would be working on Lexia Core5 at school. School SERTs submitted assessment and DRA data to the District Administrator, and Lexia Core5 licenses were released. Each student completed a brief Questionnaire about reading prior to being assigned a license Username and Password. School SERTs were responsible for scheduling daily student access, monitoring student usage and progress on a weekly basis through Lexia reports, and delivering intervention Lexia lessons to students who were identified as "struggling" in the achievement of specific literacy skills.

Tracking Student Progress

Both school SERTs and the District Administrator monitored student progress throughout the time students worked in Lexia Core5. This was done through a weekly "5-Minute Check-In" of Lexia reports which provided answers to the following questions:

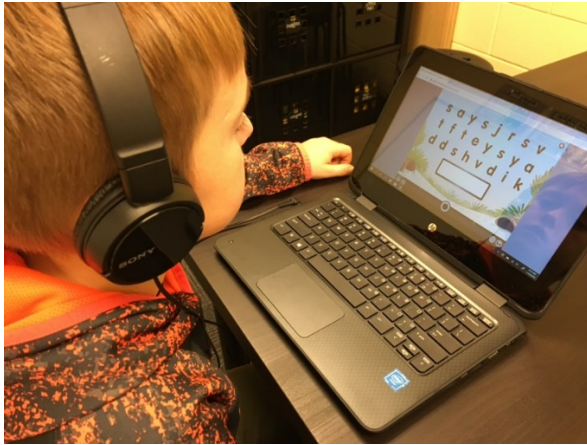
- Who needs help?
Check the Struggling tab in the Class Overview to see which students require a SERT-led lesson.
- Who needs more time online?
Schedule additional time for students who are not meeting usage targets.
- Who is ready to celebrate?
Print out certificates to help celebrate student success.
- What are my next steps?
Access Lexia Lessons and Lexia Skill Builders under the Resources tab.

In addition, student progress was measured by comparing a student's WJ-IV Achievement assessment scores and DRA reading levels pre- and post-Lexia access. These results charted gains made in the assessment areas of decoding/word-reading skills, reading comprehension,

¹ School SERTs and system staff were trained by a Greenfield Learning representative on October 29, 2018.

² Parent consent was acquired to administer a WJ-IV assessment.

reading fluency, and spelling, and provided evidence for the impact Lexia Core5 had on student achievement in the area of literacy.



Learning Upgrade Project 2018-19

Learning Upgrade consists of a series of online courses in Math, Reading, English and Comprehension that feature songs, videos, animations and games to engage today's media-savvy students. These intervention programs can be used as diagnostic and intervention tools for students who are demonstrating early signs of mathematics and literacy challenges.

The Plan

Each elementary school has the opportunity to apply for a maximum of four Learning Upgrade licenses for any student in grade 2 and above. The school team decides, based on their school needs, which students are the best candidates for the program and which Learning Upgrade course best meets the student's needs. The school SERT is responsible for implementing the program with their designated students. Each school SERT is expected to have 60 minutes (not consecutive) of their five-day schedule dedicated to Learning Upgrade/Learning for All.

Selection Process

The school team decides which course best meets the student's needs and chooses ONE of the following courses for each of their students:

- Math Upgrade K – 8 (each grade level is its own course)
- Reading Upgrade
- English Upgrade 1 – 4 (each grade level is its own course)
- Comprehension Upgrade

Delivery Model

- Each student in the program is provided with an individual license purchased by Special Education Services.
- Students are to use the prescribed program (as selected by the school team) a minimum of three times a week for 20 minutes each session per five-day cycle.
- The program is meant to supplement literacy or math instruction. Students are not to be withdrawn from their literacy or math instructional time to work on the program.
- The school SERT is responsible for delivering the intervention instruction up to a maximum of two students per session.

Tracking Student Progress

School SERTs are asked to track student progress through detailed web-based assessment reports. It is recommended that reports be monitored consistently and shared with the classroom teacher.

The Data

- Total number of students participating in the program: 67
- 57 elementary participants and 10 high school participants
- 16 elementary schools participated
- 13 elementary schools chose not to participate
- Each of the three elementary transition classes have a teacher whiteboard license with all the courses on their license.
- Some secondary special class leaders have whiteboard licenses with all the courses.
- Assumption has one, Holy Trinity has one
- 10 student licenses were assigned to students in the Community Living class at Assumption.

Grade

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	High School
2	10	20	14	9	2	10

Gender

Male	Female
42	25

Courses

Students in Language Based Courses				Students in Math Based Courses				
57				10				
Females in Language		Males in Language		Females in Math		Males in Math		
17		40		8		2		
Reading	Comprehension	English 1	English 2	English 3	Math 1	Math 2	Math 3	Math 4
43	5	6	2	1	2	2	5	1

High Schools

Learning Upgrade teacher whiteboard licenses were given to Special Education Classroom Teachers. Students in the Community Living at Assumption were given their own personal student license. The licenses are used in many different ways. Teachers use them to do demonstrations, whole class lesson, small group lesson, and as a center in their learning carousel.

Results

Final Levels Achieved:

Levels of Achievement	2 - 10	11 - 20	21-30	31-40	41 – 50+	Bronze	Silver	Gold
Course								
Reading Upgrade	3	7	8	6	9	5	4	1
Comprehension Upgrade	0	0	2	2	1	0	0	0
English Upgrade 1	0	0	1	2	3	0	0	0
English Upgrade 2	0	0	1	1	0	0	0	0
English Upgrade 3	0	0	0	0	1	0	0	0
Math Upgrade 1	0	0	0	0	1	0	1	0
Math Upgrade 2	0	0	1	1	0	0	0	0
Math Upgrade 3	0	0	1	1	3	0	0	0
Math Upgrade 4	0	0	0	0	1	0	0	0

Initiatives

PowerSchool Special Education

This year saw the introduction of a new computer program designed to write and develop the Individual Education Plan (IEP) and other essential paperwork for students of BHNCD SB. After a lengthy and detailed search, the BHNCD SB chose PowerSchool Special Education (PSSE) as the tool to accomplish these tasks. PSSE allows users to access Special Education documentation online via a secure connection.

PSSE operates based on a security rights system; what users can see or edit depends on their security settings. For example, School SERTs are able to edit documents, while principals and classroom teachers have rights to view documentation. Whereas our previous program required the SERT to print off a document for another staff member, PSSE provides easy and immediate access to a student's IEP from a principal or teacher's own computer.

Team members worked with the Information Technology department to ensure as much data as possible from the previous IEP handbook transferred to PSSE, eliminating the need to re-input all legacy data. Team members also worked diligently to adjust document templates to ensure they meet our Board's needs and are compliant with Ministry standards.

School SERTs were trained on the use of this new tool in early December and have received ongoing training and support ever since. Principals were introduced to PSSE, and received training on how to access online Special Education documents for viewing purposes.

All 2018-2019 second term/semester IEPs were written using PSSE. As well, PSSE has been used since February 2019 to produce all IPRC documentation. The team continues to explore and implement the tools and capabilities of this program. While we are currently using the IEP and IPRC documentation, the plan is to expand use into other areas as well (e.g., consent forms).

Overall, the response to PSSE has been very positive. While there has been a steep learning curve, staff have seen the benefits to this update. Using PSSE is already greatly serving the BHNCD SB through document creation and its ability to extract data to create reports.

New Transportation Database

As technology progresses, the need to update it to ensure stability increases. The BHCNDSB created a new transportation database to catalogue, track and monitor Special Education student specialized transportation requests. Legacy data was imported to the tool and is currently being used by the SERTs to help organize and meet the transportation needs of Special Education students.

Special Education Audit

Objectives & Scope

This year, the Special Education Department underwent an internal audit conducted by Pricewaterhouse Coopers LLP for the period September 1, 2017 to August 31, 2018.

'The objective of the audit was to assess whether adequate and effective management controls were in place to deliver special education programs and services. The Internal Audit considered controls and processes that the Board's management has in place to oversee, plan and monitor the allocation of resources to effectively provide special education programs and services to all students with special education needs and deliver on student achievement.' Pricewaterhouse Coopers.

Findings

As a results of the internal audit, the Board received two low priority recommendations:

- To develop a formal plan to guide Individual Education Plan audits
- Implement formal communication mechanism to the Finance team to track changes in resource needs over time and to forecast for future funding needs.

Action Plan

- Creation of a formalized IEP audit template providing communication, expectations and timeframe to be communicated to Senior Management, system level Special Education Team, Principals and school SERTs which will provide communication, expectations, and time frame of the audits.
- Creation of a formalized report to be prepared following monthly EA Allocation meetings and will be presented to Senior Administration Team by the Superintendent of Special Education.

The Special Education Department is proceeding to implement the agreed upon action plan.

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

Prepared by: Mike McDonald, Director of Education & Secretary
Presented to: Committee of the Whole
Submitted on: June 18, 2019
Submitted by: Mike McDonald, Director of Education & Secretary

EXCURSION – GERMANY, SWITZERLAND & ITALY
Public Session

BACKGROUND INFORMATION:

St. John's College School is requesting approval for an excursion to Germany, Switzerland and Italy from Thursday March 12 (evening), 2020 to Saturday, March 21.

DEVELOPMENTS:

Approximately 40 Grade 10 to 12 students from the Arts Department will travel by plane to Frankfurt, Germany to begin an educational excursion to Germany, Switzerland and Italy. Staff supervisors will be Lynne Di Stefano and Violet Davies. The cost of the trip is approximately \$3,350.00 per student.

This tour provides an excellent opportunity for students to gain a deeper understanding of European culture and history. Students will witness first-hand the architecture and culture in Frankfurt and Munich, Germany and the artwork and history in both Switzerland and Germany. Students will visit numerous sites in Venice, Lucerne and Heidelberg. Locations will include Nymphenburg Palace, Frauenkirche, St. Mark's Basilica, Kapellbrücke and Heidelberg Castle.

All information has been provided in accordance with Board policy and procedures.

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the request from St. John's College School for an excursion to Germany, Switzerland and Italy from Thursday, March 12 (evening) to Saturday, March 21, 2020.

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

Prepared by: Mike McDonald, Director of Education & Secretary
Presented to: Committee of the Whole
Submitted on: June 18, 2019
Submitted by: Mike McDonald, Director of Education & Secretary

EXCURSION – NEW ORLEANS, LA USA
Public Session

BACKGROUND INFORMATION:

Assumption College School is requesting approval for an excursion to New Orleans, LA from Friday, April 17 to Monday, April 20, 2020.

DEVELOPMENTS:

Approximately forty-six (46) concert band and vocal ensemble students from Assumption College School will travel by plane to New Orleans, LA. Staff supervisors will be Steven Glowala and Naomi Ratelband. The cost of the trip is approximately \$2,160.00.

Students will be enriched through the opportunity to perform at a venue catered to our ensembles, observe and participate in a professional music workshop, and attend a live performance. Students will witness firsthand the many cultures and architecture that New Orleans has to offer by visiting the French Quarter, scenic tour of the Plantation Country, explore Riverwalk Marketplace and enjoy an evening performance at Preservation Hall.

All information has been provided in accordance with Board policy and procedures.

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the request from Assumption College School for an excursion to New Orleans, LA from Friday, April 17 to Monday, April 20, 2020.

**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: June 18, 2019
Submitted by: Mike McDonald, Director of Education & Secretary

TUITION FEES FOR NON-RESIDENT IN ONTARIO STUDENTS

Public Session

BACKGROUND INFORMATION:

The Tuition Fee regulation under the Education Act requires that school boards charge a tuition fee for all students who are not resident to Ontario. Non-resident students are typically permitted to study in Canada as they have been issued a Study Permit or a parent has been issued a Work Permit or Study Permit by Immigration, Refugees and Citizenship Canada. The grant formula contains a calculation for the minimum fee a school board can charge, which is based on actual operating costs. Students on tax exempt land, such as First Nations lands, are also required to pay fees, but the fees are generally paid by the Government of Canada under an agreement with the school board. School boards must charge students from outside Ontario the minimum tuition fee but may charge more.

In March 2012, the Board established that \$11,500 be used as the yearly tuition fee for elementary non-resident students and that a fee of \$12,500 be charged for secondary non-resident students. The Board also established that a non-refundable Administration Fee of \$250 be charged to all non-resident students.

DEVELOPMENTS:

The results of a survey of area school boards shows the following tuition fees for 2019-20 and are outlined in Appendix A attached.

	Secondary	Elementary
High	\$17,500	\$16,400
Low	\$13,030	\$10,775
Average	\$15,265	\$13,588

Some boards charge a non-refundable administration/application fee ranging from \$0 to \$500; with an average administration/application fee of \$283.

Administration believes the Board should consider increasing tuition fees so that they are in line current operating costs and comparable to that of other school boards. It is recommended that a fee of \$13,280 per year be charged to secondary students from outside Ontario and that a fee of \$12,685 per year be charged to elementary students from outside Ontario.

Administration recommends the Board charge a non-refundable administration/application fee of \$400 to offset costs associated with the administration and monitoring of international students. Administration also recommends that a Cancellation Fee of \$100 be charged to non-resident students should they not be granted a Study Permit, otherwise a \$500 Cancellation Fee be charged to non-resident students. Graduated refunds of tuition fees will be granted to non-resident students pro-rated based on the date on cancellation within the term, subject to review and approval by the Superintendent of Business & Treasurer.

The revised annual tuition fees will become effective October 1, 2019.

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the annual tuition fee of \$13,280 for secondary non-resident in Ontario students, as defined by the Education Act.

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the annual tuition fee of \$12,685 for elementary non-resident in Ontario students, as defined by the Education Act.

THAT the Committee of the Whole recommends the Brant Haldimand Norfolk Catholic District School Board approves a non-refundable Administration/Application Fee of \$400.

THAT the Committee of the Whole recommends the Brant Haldimand Norfolk Catholic District School Board approves that that that a Cancellation Fee of \$100 be charged to non-resident students should they not be granted a Study Permit, otherwise a \$500 Cancellation Fee be charged to non-resident students. Graduated refunds of tuition fees will be granted to non-resident students pro-rated based on the date on cancellation within the term, subject to review and approval by the Superintendent of Business & Treasurer.

School Board	2019-20		2018-19		Fees	
	Secondary	Elementary	Secondary	Elementary	Non-Refundable Application/ Administration Fee	Cancellation (Refund is Pro-Rated if Granted)
Brant Haldimand Norfolk Catholic DSB	Under Review	Under Review	\$12,500	\$11,500	Under Review	Under Review
Grand Erie DSB	\$13,030	\$10,775	\$13,030	\$10,740	\$275 Included as part of Tuition Fee	No Refund
Halton Catholic DSB	Under Review	Under Review	\$13,500	\$12,000	\$500	Refund is granted, less \$500 fee, if Study Permit is not approved. Otherwise graduated refund after the reporting date.
Hamilton Wentworth Catholic DSB	Under Review	Under Review	\$11,300	\$10,700	N/A	No Cancellation Fee
Hamilton Wentworth DSB	Under Review	Under Review	\$13,300	\$12,300	\$275	Refund is granted, less \$600 fee, if Study Permit is not approved. Otherwise no refund.
London District Catholic SB	Under Review	Under Review	\$14,000	\$13,000	\$350	Refund is granted, less \$500 fee, if Study Permit is not approved. Otherwise no refund.

School Board	2019-20		2018-19		Fees	
	Secondary	Elementary	Secondary	Elementary	Non-Refundable Application/ Administration Fee	Cancellation (Refund is Pro-Rated if Granted)
Niagara Catholic DSB	\$13,300	\$12,300	\$13,300	\$12,300	\$275 Included as part of Tuition Fee	\$275 Cancellation Fee Refund based on semester.
Thames Valley DSB	\$14,250	\$13,200	\$14,000	\$13,000	\$250	Tuition Fee Paid Upfront \$100 Cancellation Fee if Study Permit not Received. Otherwise \$500 Cancellation Fee
Waterloo Catholic DSB	\$13,900	\$12,000	N/A	N/A	\$200 + tax	No Cancellation Fee
Waterloo Region DSB	\$17,500	\$16,400	N/A	N/A	\$500 Included as part of Tuition Fee	\$500 Cancellation Fee
Wellington Catholic DSB	Under Review	Under Review	\$11,700	\$11,100	\$200	No Cancellation Fee \$4,000 for ESL
AVERAGE	\$14,396	\$12,935	\$11,663	\$10,664	\$283	

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

Prepared by: Leslie Telfer, Superintendent of Education
 Presented to: Board of Trustees
 Submitted on: June 18, 2019
 Submitted by: Mike McDonald, Director of Education & Secretary

FRENCH IMMERSION PROGRAM UPDATE
Public Session

BACKGROUND INFORMATION:

All programs in the French as a Second Language (FSL) curriculum at the elementary and secondary levels share a common vision that students will communicate and interact with growing confidence in French, one of Canada’s official languages, while developing knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world. (French as a Second Language, 2013, p 6). The goal of French Immersion Programs is to develop proficiency, not just in French but in English as well. French Immersion is designed for students who do not speak French at home. The board currently offers French Immersion Programs in five Dual Track Schools.

DEVELOPMENTS:

Jean Vanier provides a French Immersion program to 195 Kindergarten to Grade 8 students. Currently, St. Leo’s has three Kindergarten French Immersion classes, two Grade 1 classes, one Grade 2 class, and one Grade 3 class with 136 students in total. St. Joseph’s School in Simcoe has two kindergarten classes, one Grade 1 class, and a split Grade 1/2 class with 91 students in total. Sacred Heart School in Paris has one French Immersion Kindergarten class one Grade 1 class and one Grade 2 class with a total of 64 students. A French Immersion program option for Kindergarten at Notre Dame Caledonia was added in September, 2018. Twenty- three students are enrolled this year. To date, we have 509 students enrolled in our French Immersion programs across five sites. Dual Track schools will continue to offer a new grade each year as each grade progresses.

Notre Dame, Caledonia (2018)					
2018-19			2019-20		
Classroom	Grade Split	Total Students	Classroom	Grade Split	Total Students
Kindergarten	11 / 12	23	Kindergarten 1	18/5	23
			Kindergarten 1 /Grade 1	6/12	18
Total:		23	Total:		41

St Joseph's, Simcoe (2015)					
2018-19			2019-20		
Classroom	Grade Split	Total Students	Classroom	Grade Split	Total Students
Kindergarten 1	11/16	27	Kindergarten 1	9/15	24
Kindergarten 2	17/9	26	Kindergarten 2	9/14	23
Grade 1	19	19	Grade 1	17	17
Grade 1/2	4/15	19	Grade 1/2	8/5	13
			Grade 2	18	18
			Grade 3	15	15
Total:		91	Total:		110

Sacred Heart, Paris (2015)					
2018-19			2019-20		
Classroom	Grade Split	Total Students	Classroom	Grade Split	Total Students
Kindergarten	15/13	28	Kindergarten 1	11/12	23
Grade SK/1	5/15	20	Kindergarten 2	10/5	15
Grade 2	16	16	Grade 1	19	19
			Grade 2	16	16
			Grade 3	17	17
Total:		64	Total:		90

St Leo, Brantford (2014)					
2018-19			2019-20		
Classroom	Grade Split	Total Students	Classroom	Grade Split	Total Students
Kindergarten 1	11/15	26	Kindergarten 1	10/16	26
Kindergarten 2	8/15	23	Kindergarten 2	17/9	26
Kindergarten 3	5/10	15	Grade 1	20	20
Grade 1	17	17	Grade 1	19	19
Grade 1	17	17	Grade 1/2	4/14	18
Grade 2	21	21	Grade 2	20	20
Grade 3	17	17	Grade 3	17	17
			Grade 3/4	4/17	21
Total:		136	Total:		167

Jean Vanier, Brantford					
2018-19			2019-20		
Classroom	Grade Split	Total Students	Classroom	Grade Split	Total Students
Kindergarten 1	3/11	14	Kindergarten 1	11/13	24
Kindergarten 2	12/11	23	Kindergarten 2	13/12	25
Kindergarten 3	10/11	21	Grade 1	20	20
Grade 1	18	18	Grade 1/2	12/6	18
Grade 1/2	7/12	19	Grade 2	20	20
Grade 3/4	15/7	22	Grade 3/4	14/9	23
Grade 4/5	18/5	23	Grade 4/5	6/19	25
Grade 5/6	16/11	27	Grade 5/6	9/20	29
Grade 7/8	18/10	28	Grade 7/8	12/18	30
Total:		195	Total:		214
OVERALL TOTAL:					
		509			622

**All enrolment numbers are based on numbers provided on date: June 13, 2019*

With the French Immersion Kindergarten program increasing in popularity, it may be necessary to look at our enrollment procedures for 2020-2021 to ensure that caps are put in place to address challenges of staffing these classes with qualified FSL teachers proficient in the French language.

Discussions remain ongoing related to offering extended French in a Brantford Secondary School to accommodate the students aspiring to continue in a secondary French program.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board receives the French Immersion Program Update Report.

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Kaiya Daly, Student Trustee
Presented to: Board of Trustees
Submitted on: June 25th, 2019
Submitted by: Michael McDonald, Director of Education & Secretary

STUDENT TRUSTEE REPORT

Public Session

BACKGROUND INFORMATION:

June is the final month of the school year which includes closing ceremonies and gatherings for each high school for all departments. Students are also very focused on the culminating assignments and their exams.

DEVELOPMENTS:

Assumption College had their prom the latest of the three schools, and it was an enjoyable night for both students and staff. Each school had their own year-end assemblies which recognises any staff who are leaving through retirement or re-locating to another school in the board. They also include initiation for the following year's student council.

SCHOOL NEWS:

Assumption College held Staff Appreciation Day, which is an event to recognise the staff who help to keep their school running. The students gave out goldfish bags with the phrase "You're of-fish-ally a great staff member!". Student council also organised their semi-annual spirit wear sale for the spring.

Holy Trinity held a Life Skills week this month. During Life Skills week there were multiple seminars to help students in learning a new skill or important information. On Monday, there was a Finance and Budgeting Seminar. Tuesday there were two skills, how to change a tire, and how to sew a button. On Wednesday, students learned about OSAP and how to vote. Thursday focused on nutrition. Finally, Friday focused on basic self defense.

St John's College held their Athletic Banquet to recognise the athletic achievements of the student body. These accomplishments range from an Iron Eagle to MVP. Student Council also ran a two-day event at lunch where students could celebrate the quickly approaching summer break. The first day had a summer photobooth with fun props to take pictures with friends. The second day a handful of students played a variety of Wii Sports Resorts games.

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
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