



BRANT HALDIMAND NORFOLK Catholic District School Board

Agenda

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

Board Meeting
Tuesday, June 27, 2025 ♦ 7:00 p.m.
Boardroom

Trustees:

Carol Luciani (Chair), Dan Dignard (Vice-Chair), Dennis Blake, Bill Chopp, Mark Watson,
Riley O'Brien (Student Trustee), Ryan Toft (Student Trustee)
Rick Petrella (on-leave)

Senior Administration:

Michael McDonald (Director of Education & Secretary), Rajini Nelson (Superintendent of Business & Treasurer)
John Della Fortuna, Kevin Greco, Michael Lawlor, Phil Wilson (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, forever and ever. **Amen***

1.2 Attendance

1.3 Approval of the Agenda

Pages 1–3

1.4 Declaration of Interest

1.5 Approval of Board Meeting Minutes – May 27, 2025

Pages 4-7

1.6 Business Arising from the Minutes

2. Presentations

2.1 Retirement Recognition

- Orazio Caltagirone, Principal, St. Patrick School Brantford
- Erin Bedard, Principal, St. Joseph's School
- John Nicholson, Vice-Principal, Holy Trinity Catholic High School

2.2 Student Trustees

- Riley O'Brien, Student Trustee 2024/2025
- Ryan Toft, Student Trustee 2024/2025
- Riley O'Brien, Student Trustee 2025/2026
- Mulan How, Student Trustee 2025/2026

3. Delegations

4. Consent Agenda



5. Committee and Staff Reports

- 5.1** Unapproved Minutes and Recommendations of the Committee of the Whole - June 17, 2025 Pages 9-100
Presenter: Dan Dignard, Vice Chair of the Board
- Workplace Violence #300.20 (pages 10-17)
 - Workplace Harassment #300.02 (pages 18-29)
 - Duty to Report #300.23 (pages 30-36)
 - Use of Service Animals in School Facilities #200.40 (pages 37-56)
 - Purchasing Cards #700.01 (pages 57-60)
 - Board By-Laws (pages 61-84)
 - Trustee Code of Conduct #100.04 (pages 85-92)
 - Trustee Expenses #100.10 (pages 93-96)
 - Rescinded Policies (pages 97-99)
 - Access to Legal Council #100.09
- 5.2** Governance Review Recommendations Progress Report Pages 106-112
Presenter: Mike McDonald, Director of Education & Secretary
- 5.3** Strategic Plan Update 2023-2027 Pages 113-143
Presenter: Mike McDonald, Director of Education & Secretary
- 5.4** Senior Team and Trustee Expenses Pages 144-145
Presenter: Rajini Nelson, Superintendent of Business & Treasurer
- 5.5** Student Support Services and Mental Health and Addictions Strategy Annual Report - 2024/2025 Pages 146-168
Presenter: John Della Fortuna, Superintendent of Education
- 5.6** Student Trustee Update Pages 169-170
Presenters: Riley O'Brien, Student Trustee & Ryan Toft, Student Trustee

6. Information and Correspondence

- 6.1** Pope Francis Catholic Elementary School Update
Presenter: Michael Lawlor, Superintendent of Education

7. Notices of Motion

8. Notices of Motion Being Considered for Adoption

THAT the Brant Haldimand Norfolk Catholic District School Board rescinds the following from Item 6.10.2.4 in the Board By-Laws, "Copies of the presentation shall be shared with the Board or Committee 15 days in advance of the proposed date of presentation, failure to do so will result in the cancellation of the scheduled presentation"

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



BRANT HALDIMAND NORFOLK Catholic District School Board

Agenda

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

12. Future Meetings and Events

Page 171

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

Next meeting: Tuesday, September 23, 2025, 7:00 p.m. – Boardroom



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

Catholic Education Centre
322 Fairview Drive
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Board Meeting May 27, 2025 ♦ 7:00 p.m. Boardroom

Trustees:

Carol Luciani (Chair), Dan Dignard (Vice-Chair), Dennis Blake, Bill Chopp, Mark Watson, Riley O'Brien (Student Trustee), Ryan Toft (Student Trustee)

Regrets: Rick Petrella (on leave)

Senior Administration:

Mike McDonald (Director of Education & Secretary), Rajini Nelson (Superintendent of Business & Treasurer) John Della Fortuna, Kevin Greco, Michael Lawlor, Phil Wilson (Superintendents of Education)

1. Opening Business

1.1 Opening Prayer

The meeting was opened in prayer by Trustee Dignard.

1.2 Attendance

Attendance was as noted above.

1.3 Approval of the Agenda

Moved by: Dennis Blake

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the May 27, 2025, Board meeting.

Carried

1.4 Declaration of Interest - Nil

1.5 Approval of Board Meeting Minutes – April 22, 2025

Moved by: Bill Chopp

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the April 22, 2025, Meeting of the Board.

Carried

1.6 Approval of Special Meeting of the Board Minutes – May 13, 2025

Moved by: Bill Chopp

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the May 13, 2025, Special Meeting of the Board.

Carried

1.7 Approval of Special Meeting of the Board Minutes – May 20, 2025

Moved by: Bill Chopp

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the May 20, 2025, Special Meeting of the Board.

Carried



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

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1.8 Business Arising from the Minutes – Nil

2. Presentations

- 2.1** The Board proudly recognized Gisèle Budgell, Program Director Brant Food for Thought. Brant Food for Thought is the lead charitable organization that supports and facilitates Universal Student Nutrition Programs in elementary and secondary schools in the City of Brantford and the County of Brant. Gisele has been the program director at Brant Food for Thought since 2006 and has overseen the expansion of the program to reach over 12,000 students annually. Throughout her tenure, she has promoted social justice by ensuring all children have equal access to nutritious foods which in turn contributes to successful learning in the classroom. Gisele's tremendous leadership led by her warmth and sincerity along with her unwavering commitment to do what is right for students has helped shape the program into what it is today.

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 20, 2025

Vice-Chair of the Board, Trustee Dignard presented a summary of the May 20, 2025, Committee of the Whole meeting. Trustee Blake requested to have item one of 5.1 and item nine of 5.1 removed and voted on separately.

THAT legacy provisions be implemented to permit currently enrolled Grade 5 and 6 students (2024–25 school year) at affected schools to remain at their existing school through to Grade 8.

THAT the Committee of the Whole refers the Home School Policy #200.16 to the Brant Haldimand Norfolk Catholic District School Board for approval.

THAT the Committee of the Whole refers the Home Instruction Policy #200.17 to the Brant Haldimand Norfolk Catholic District School Board for approval.

THAT Committee of the Whole refers the Student Clubs Administrative Procedure #200.44 to the Brant Haldimand Norfolk Catholic District School Board for approval.

THAT Committee of the Whole refers the Opening/ Closing Exercises Administrative Procedure #200.11 to the Brant Haldimand Norfolk Catholic District School Board for approval.

THAT Committee of the Whole refers the Head Lice (Pediculosis) Policy #200.20 to the Brant Haldimand Norfolk Catholic District School Board for approval.

THAT the Committee of the Whole refers the Employee Expenses Policy #700.04 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Moved by: Dennis Blake

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board receives the minutes of the Committee of the Whole Meeting of May 20, 2025.

Carried



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Minutes

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Moved by: Dennis Blake

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board approves the recommendations of the Committee of the Whole Meeting with the exception of items 5.1.1 and 5.1.9 of May 20, 2025.

Carried

Trustee Blake made a motion to have a separate vote on item 1 in 5.1 (THAT the Brant Haldimand Norfolk Catholic District School Board approve the amended school attendance boundaries for Norfolk County, as outlined in Figure 2, effective September 2026) only, as there was a request for additional information.

Moved by: Dennis Blake

Seconded by: Bill Chopp

Carried

Director McDonald presented the additional information requested including transportation time for the amended boundaries and the number of families in areas 15 and 22. If the border was changed in area nine there would be four students impacted, and eight students in area 24 if the boarder was changed.

Trustee Blake moved to amend the motion.

THAT the Brant Haldimand Norfolk Catholic District School Board approve the amended school attendance boundaries for Norfolk County, as outlined in Figure 2, with changes to Area 9 to modify St. Francis School Boundary to align with Hawtrey Road rather than Swimming Pool Road; and to modify Area 24 to St. Joseph school boundary to extend from Culver road to Norfolk street; and modify Area 25 to St. Cecilia school boundary to include the area from Norfolk Street South to Blueline Road East and St. John's Road to the South and Lynn Valley road to the north, effective September 2027.

Moved by: Dennis Blake

Seconded by: Dan Dignard

Carried

Discussion was had regarding the number of students impacted in each of the areas. It was determined that there will be minimal impact in terms of balancing the school populations, as is the goal of the elementary school boundary review.

Chair Luciani put the motion to a vote.

THAT the Brant Haldimand Norfolk Catholic District School Board approve the amended school attendance boundaries for Norfolk County, as outlined in Figure 2, with changes to Area 9 to modify St. Francis School Boundary to align with Hawtrey Road rather than Swimming Pool Road; and to modify Area 24 to St. Joseph school boundary to extend from Culver road to Norfolk street; and modify Area 25 to St. Cecilia school boundary to include the area from Norfolk Street South to Blueline Road East and St. John's Road to the South and Lynn Valley road to the north, effective September 2027.

Carried



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Trustee Blake made a motion for item nine of 5.1 (THAT the Committee of the Whole refers the Procurement Policy #700.01 to the Brant Haldimand Norfolk Catholic District School Board for approval) to be removed and voted on separately as additional information was requested. There was no seconder.

Chair Luciani called the original motion,

Moved by: Dan Dignard

Seconded by: Bill Chopp

THAT the Committee of the Whole refers the Procurement Policy #700.01 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

5.2 Student Trustee Election Results

Superintendent Lawlor presented the results of the Student Trustee Election. Two Student Trustees, elected by their peers, sit on the Board of Trustees to participate in the governance of the BHNCD SB, advocating for all elementary and secondary school pupils. On May 6, 2025, the Brant Haldimand Norfolk Catholic District School Board (BHNCD SB) elected its two Student Trustees, Riley O'Brien and Mulan How, for the 2025-2026 school year. Riley and Mulan are high-achieving students who are actively involved in their school communities who demonstrate great leadership at the system and school level.

Moved by: Bill Chopp

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board receives the 2025- 2026 Student Trustee Election Results Report.

Carried

5.3 Student Trustee Report

Student Trustees Riley O'Brien and Ryan Toft presented the student trustee report for the month of May. Assumption College School has had a successful May that featured student council, sporting, and social events throughout the month. Some of the highlights included a spring spirit week, staff appreciation day, a Faith over Fear night, spring concerts, prom planning, and the upcoming grade 12 drama presentation of "The Outsiders". St. John's College has continued to embrace the spring spirit as they transition from April to May with many student council activities, sporting accomplishments, and social events. Some the highlights included a pep rally in support of the upcoming Relay for Life, a spring dance, the mock trial team competed in the district tournament, the ACE club promoted Asian and Pacific Islander Heritage Month, the STEM club is gearing up for the Science Olympics at Western University and the drama department successfully wrapped up their production of 12 Angry Jurors. Holy Trinity has experienced several notable school events, sporting accomplishments, and club activities throughout the month of May. Highlights include Spring Spirit Week, Leaders Leading Leaders Day and Spirit of the Titan awards. Some of the highlights from the sports teams across the three high schools include AABHN titles in track and field, girls' and boys' soccer, girls' and boys' rugby, and track and field. The girls' rugby teams from ACS and Holy Trinity competed at CWOSSA and ACS earned their first ever CWOSSA girls rugby title. The remainder of the sports teams will be competing at CWOSSA soon. St. Mary's continued with their spring spirit as they transitioned from April to May. Some of the activities included chalk it up for mental health, the start of cooking and baking classes, an ecology initiative along with continued academic and social success.



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Moved by: Dennis Blake

Seconded by: Dan Dignard

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

Carried

6. Information and Correspondence- Nil

- 6.1** All of the Superintendents provided updates on the initiatives and success stories from their various departments. A request was made for communication updates to be included in the next update.

Moved by: Dan Dignard

Seconded by: Bill Chopp

Carried

7. Notices of Motion – Nil

Trustee Blake put forward the following motion:

THAT the Brant Haldimand Norfolk Catholic District School Board rescinds the following from Item 6.10.2.4 in the Board By-Laws, *"Copies of the presentation shall be shared with the Board or Committee 15 days in advance of the proposed date of presentation, failure to do so will result in the cancellation of the scheduled presentation"*

8. Notices of Motion being Considered for Adoption - Nil

9. Trustee Inquiries- Nil

10. Business In-Camera

Moved by: Dennis Blake

Seconded by: Dan Dignard

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

Carried

11. Report on the In-Camera Session

Moved by: Bill Chopp

Seconded by: Dan Dignard

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

Carried

12. Future Meetings and Events

Chair Luciani drew attention to the upcoming meetings and events.

13. Closing Prayer

The closing prayer was led by Chair Luciani.

14. Adjournment

Moved by: Dennis Blake

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns May 27, 2025, Board meeting.

Carried

RECOMMENDATIONS FOR THE BOARD FROM THE COMMITTEE OF THE WHOLE

June 24, 2025

AGENDA ITEM	MOTION
5.1	<p>THAT the Committee of the Whole refers the Workplace Violence Prevention policy #300.20 to the Brant Haldimand Norfolk Catholic District School Board for approval.</p> <p>THAT the Committee of the Whole refers the Workplace Harassment Policy #300.02 to the Brant Haldimand Norfolk Catholic District School Board for approval.</p> <p>THAT Committee of the Whole refers the Duty to Report Policy #300.23 to the Brant Haldimand Norfolk Catholic District School Board for approval.</p> <p>THAT Committee of the Whole refers the Use of Service Animals in School Facilities Policy #200.40 to the Brant Haldimand Norfolk Catholic District School Board for approval.</p> <p>THAT Committee of the Whole refers the Purchasing Cards Policy #700.01 to the Brant Haldimand Norfolk Catholic District School Board for approval.</p> <p>THAT the Committee of the Whole refers the By-law changes including the preamble and sections 4.1.1, 5.4.1(l), 5.4.1(m), 6.2.1.1, 6.2.2.1, 6.2.2.2, 6.4.14, 6.4.16, 6.4.16.1, 6.4.16.2, 6.4.16.3, 6.4.16.4, 6.4.16.5, 6.4.16.6, 6.5.2, 6.5.3, 6.5.4, 6.5.5, 6.7, 6.9.2, 6.9.2.4, 7.1, 8.0.(b), 8.0.(d), 8.0.(h), 8.2, 8.2.2, 8.2.3, 8.2.5, 8.2.6, 8.2.7, 9.2, 11.3, 15.0, 15.1, 16.0, 16.2, 16.3, 16.4, 16.5, 16.6, 16.7, 16.8, 17.0 to the Brant Haldimand Norfolk Catholic District School Board for approval.</p> <p>THAT the Committee of the Whole refers the Trustee Expenses Policy #100.10 to the Brant Haldimand Norfolk Catholic District School Board for approval.</p> <p>THAT Committee of the Whole refers the Trustee Code of Conduct #100.04 to the Brant Haldimand Norfolk Catholic District School Board for approval.</p> <p>THAT Committee of the Whole refers the Access to Legal Counsel Policy #100.09 to the Brant Haldimand Norfolk Catholic District School Board for rescinding.</p>

RECOMMENDATIONS:

THAT the Brant Haldimand Norfolk Catholic District School Board receives the minutes of the Committee of the Whole Meeting of June 17, 2025.

THAT the Brant Haldimand Norfolk Catholic District School Board approves the recommendations of the Committee of the Whole Meeting of June 17, 2025.



Workplace Violence Prevention

#300.20

Adopted:	June 22, 2010
Last Reviewed/Revised:	June 24 2025
Responsibility:	Superintendent of Education
Next Scheduled Review:	May 1, 2029

POLICY STATEMENT:

The Brant Haldimand Norfolk Catholic District School Board (the Board) is committed to fostering a Christ-centered, safe, respectful, and healthy working and learning environment for all staff, students, volunteers, visitors, and community members. This policy is enacted in accordance with the principles of Catholic Social Teaching, and compliance with the Ontario Human Rights Code, Occupational Health and Safety Act, R.S.O. 1990, c. O.1 (OHSA), the Education Act, R.S.O. 1990, c. E.2, and associated regulations.

The Board recognizes that the inherent right of all individuals to be treated with dignity and respect is central to Catholic values and beliefs and supports a safe and nurturing environment for all staff and students. As a Catholic Learning Community, we believe in the prevention of workplace violence and promoting a workplace in which all people including employees, supervisors, and members of the public respect one another and work together to achieve common goals. The Board is committed to protecting employees from workplace violence from all sources. Violent behaviour in the workplace is unacceptable conduct and erodes the mutual trust and confidence that is essential to the well-being of our staff.

APPLICATION AND SCOPE:

The Board has a legal, ethical and moral responsibility to investigate threats and acts of violence against any employee. The purpose of this policy is to define and communicate expectations, roles, and responsibilities in preventing, reporting, and addressing workplace violence within our school board community. This policy applies to all employees, trustees, students, parents/guardians, volunteers, contractors, and members of the public who interact with the Board at Board workplaces, during Board-sponsored activities, and offsite Board business.

It is Policy of the Board that:

- Every reasonable precaution in the circumstances is taken to protect employees from all sources of workplace violence; this includes protecting employees from the hazard of workplace violence [section 25(2)(h) OHSA].
- Information and instruction on the contents of this policy and the accompanying administrative procedure are provided to the employee to protect the health and safety of the employee [section 25(2)(a) OHSA];
- Equipment, materials and protective devices provided by the Board are maintained and in good condition [section 25(1)(b) OHSA]
- The Board's responsibilities relating to workplace violence are identified in terms of awareness, prevention and response;
- Assessment(s) reviewing the risks of violence in the workplace are conducted annually on or before November 30, and as often as necessary thereafter in accordance with the provisions of the OHSA to ensure protection of employees from workplace violence;
- Assistance and cooperation are provided to the Joint Health and Safety Committee(JHSC); and
- The person reporting a violent incident or any person who is negatively impacted by a violent act in the workplace is supported and will not be criticized or reprimanded for having made the report.

REFERENCES:

- Occupational Health and Safety Act and Regulations
- Ontario Human Rights Code
- Education Act
- Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)



- 200.09 Catholic Code of Conduct: Positive Student Behaviour, Progressive Discipline and Safety
- 200.13 Notification of Risk of Injury and Student Safety Plan Policy and Administrative Procedure
- 300.01 Workplace Harassment Policy and Administrative Procedure
- 300.16 Health and Safety Policy and Administrative Procedure
- 300.21 Work Refusal Administrative Procedure
- 400.04 Emergency Response Plan Policy
- 400.06 Security of Schools, Buildings and Grounds Policy
- 400.11 Video Security Surveillance Policy
- 400.15 Protection of Property Policy

FORMS:

- Violent Incident Report – Form 1 (located in the BHNCDSB Online Reporting Tool)

APPENDICES:

- N/A.

DEFINITIONS:

Bullying: aggressive and typically repeated behaviour (includes the use of any physical, verbal, electronic, written, or other means) where:

- a) The behaviour is intended to have the effect of or ought to reasonably be known that the behaviour would be likely to have the effect of:
 - i. Causing harm, fear or distress to another individual, including physical, psychological or social harm, harm to the individual's reputation or harm to the individual's property, or
 - ii. Creating a negative environment for another individual, and
- b) The behaviour occurs in the context where there is a real or perceived power imbalance based on factors such as size, strength, age, intelligence, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race or disability

Complainant: a person who considers that he/she has been subjected to workplace violence related reprisal even though that individual may not lay a formal written complaint. Similarly, a person named as harasser in a complaint will be referred to as the Respondent.

Critical Injury: as defined in the OHSA, means an injury of serious nature that,

- a) Places life in jeopardy
- b) Produces unconsciousness
- c) Results in substantial loss of blood
- d) Involves the fracture of a leg or arm but not a finger or toe,
- e) Involves the amputation of a leg, arm, hand or foot but not a finger or toe,
- f) Consists of burns to a major portion of the body, or
- g) Causes the loss of sight in an eye.

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

Resource Person: Principals, Managers, Supervisors, Supervisory Officer responsible for Human Resources or the Director of Education.

Sexual Violence: any sexual act, or act targeting a person's sexuality, gender identity, or gender expression, whether the act is physical or psychological in nature; that is committed, threatened, or attempted against a person without the



person's consent, and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism, and sexual exploitation.

Workplace: any place where employees perform work or work-related duties or functions. Schools and school-related activities such as extracurricular activities and excursions comprise the workplace, as do the Board office and facilities. In addition, conferences and training sessions fall within the scope of the workplace.

Worker: Any person defined as a worker under the OHSA, including staff, volunteers, and interns

Workplace Violence: as defined in the OHSA, means:

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

ADMINISTRATIVE PROCEDURES:

This Administrative Procedure was developed to support and implement Policy 300.20; to clarify roles and responsibilities, and to assist employees and their supervisors in preventing, responding to, reporting and managing workplace violence.

This policy applies to all Board employees, trustees and other users of the Board's facilities, such as members of consultative committees, parents, volunteers, contractors and employees of other organizations not related to the Board, but who work on or are invited onto Board premises. This policy also covers workplace violence by such persons which are proven to have repercussions that adversely affect the Board's learning and working environment.

This policy addresses workplace violence under the OHSA and applies to all employees. The policy addresses workplace violence from all sources which may include: employees, supervisors, trustees, students, parents, suppliers and members of the public.

The rights of students to a respectful working and learning environment, free from violence, are dealt with separately under applicable policies, legislation or regulations including, but not limited to, the Education Act, Ontario Schools Code of Conduct and codes of behaviour.

1.0 RESPONSIBILITIES

1.1 Shared Responsibility: Every Person involved with or working for the Board must:

- Treat co-workers, students and the public with respect and dignity;
- Reduce incidents of workplace violence, domestic violence and workplace sexual violence by practicing principles of prevention;
- Understand and comply with the Workplace Violence Prevention Policy, 300.20 and all related procedures; and
- Maintain confidentiality.

1.2 Trustee Responsibilities:

- Approve and support the implementation of this policy.

1.3 Director of Education and Senior Administration Responsibilities:

- Ensure compliance with the OHSA and the Education Act.
- Allocate necessary resources for training and program implementation.

1.4 Management Responsibilities:

- Implement preventative measures and promote safe work environments.
- Ensure an employee works in a manner and with the protective devices, measures and procedures required by OHSA and its regulations [section 27(1)(a) OHSA];



- Ensure an employee uses or wears the equipment, protective devices or clothing that the employer requires to be used or worn [section 27(1)(b) OHSA];
- Identify and manage risks, and develop and implement prevention strategies that eliminate or reduce the risk;
- Create safe work plans;
- Advise an employee of the existence of any actual or potential danger to the health and safety of the employee of which the supervisor is aware [section 27(2)(a) OHSA];
- Take every precaution reasonable in the circumstances to protect employees [section 27(2)(c) OHSA];
- Investigate all cases of alleged violence reported by employees in a fair and timely manner; and
- Promote codes of conduct during each school year and provide employees with appropriate training related to the tasks they perform, in order to assist with recognizing the potential for violent acts and understanding how to deal with violent acts in the workplace.
- Conduct workplace violence risk assessments.
- Investigate reported incidents promptly.
- Communicate risks and updates to Joint Health and Safety Committees (JHSCs).

Principals/Supervisors are reminded to inform their staff about:

- Policies and guidelines related to workplace violence and harassment.
- How to access or summon immediate assistance.
- Potential violent situations.
- Individuals with a violent past in circumstances where the employee can be expected to encounter the violent person in the course of his or her work and the risk of workplace violence is likely to expose the employee to physical injury.
- Safe work plans.
- Workplace violence and harassment reporting procedures as outlined in the Workplace Violence Prevention Policy and Administrative Procedure and Workplace Harassment Policy and Procedure.
- Workplace violence and harassment investigation procedures as outlined in the Workplace Violence Prevention Policy and Administrative Procedure and Workplace Harassment Policy and Procedure.

1.5 Employee Responsibilities:

- Work in compliance with the OHSA and its regulations [section 28(1)(a) OHSA];
- Use or wear equipment, protective devices or clothing required by the employer [section 28(1)(b) OHSA];
- Report the absence of, or defect in, any equipment or protective device of which the employee is aware [section 28(1)(c) OHSA];
- Report any contravention of the OHSA or its regulations, or the existence of any hazard the employee knows of, to the employer or Supervisor [section 28(1)(d) OHSA];
- Not engage in any prank, contest, feat of strength, unnecessary running or rough and boisterous conduct [section 28(2)(c) OHSA]. While this type of behaviour may not constitute workplace violence, it must not be allowed. If allowed to continue, this behaviour may escalate into workplace violence; and
- Complete the mandatory Violence and Harassment in the Workplace online training module within one month of date of hire.
- Cooperate with investigations.

Employees must know how to:

- summon immediate assistance;
- report incidents of workplace violence to the Board and/or their Supervisor;
- work with the employer to investigate and deal with incidents, threats or complaints;
- carry out the measures and procedures that are in place to protect them from workplace violence; and
- carry out any other procedures that are part of this administrative procedure.

1.6 Joint Health and Safety Committee Responsibilities:

- Review reports of workplace violence.
- Recommend improvements to prevent workplace violence.
- Be consulted in risk assessments and program reviews.



1.7 Responsibilities Related to Domestic Violence:

- 1.7.1** Employees must be informed that they can report their concerns to the Principal/Supervisor if they fear domestic violence may enter the workplace. If this occurs, the Principals/Supervisors are responsible for creating an individual safety plan for the employee while they are at work. The safety plan should be developed in consultation with the employee.
- 1.7.2** An employer can become aware of domestic violence when an incident takes place at work or when concern is raised by an employee, co-worker, or someone else. Other indications could be threatening emails or phone calls at work or unwanted visits to the workplace by the aggressor. An employee must advise their Principal/Supervisor if they have applied for or obtained a restraining order that lists a work location as a protected area or requires a person to remain a certain distance from the employee at all times.
- 1.7.3** The Ministry of Labour states that even if the employee does not want any steps taken, the employer may still be required to take some action to protect the employee, depending on the circumstances. Principals and supervisors should work closely with a targeted employee to develop reasonable precautions to address the situation while attempting to respect the employee's privacy and sensitivity of the issue.

2.0 INFORMATION

2.1 Legislative Requirements

- 2.1.1** The OHSA includes workplace violence and workplace sexual violence as a hazard for which employers must develop prevention and response strategies.
- 2.1.2** These procedures support this legislated requirement and the Board's commitment to providing a safe working environment.
- 2.1.3** Under the OHSA, an employer must take every reasonable precaution under the circumstances for the protection of workers, when they are aware, or ought reasonably to be aware, that domestic violence may occur in the workplace and that it would likely expose a worker to physical injury.

2.2 Work Refusal

- 2.2.1** Under the OHSA, an employee can refuse to work if he or she has reason to believe he or she may be endangered by workplace violence [section 43(3)(b.1) OHSA].
- 2.2.2** The Act sets out a specific procedure that must be followed in a work refusal. It is important for all employees, supervisors and Joint Health and Safety Committees representatives to understand and follow this procedure. Teachers, however, cannot refuse work when a pupil's life, health or safety is in imminent jeopardy [section 3(3) of Regulation 857 (Teachers)]. For more information regarding Work Refusal, please refer to the Board's Work Refusal Administrative Procedure 300.21.

2.3 Personal Information Limits

- 2.3.1** The Occupational Health and Safety Act clarifies that employers and supervisors must provide employees with information, including personal information, related to a risk of workplace violence from a person with a history of violent behaviour [section 32.0.5(3)]. However, this duty is limited and applies only when the:
 - Employee can be expected to encounter the violent person in the course of his or her work; and,
 - The risk of workplace violence is likely to expose the employee to physical injury.
- 2.3.1** Employers and supervisors must not disclose more information than is reasonably necessary for the protection of an employee from physical injury.

3.0 Summoning Immediate Assistance

- 3.1** Each school/site of the Board must develop and implement procedures for summoning immediate assistance when an employee is the victim or witness of a violent incident in the workplace, or when a violent incident in the workplace is likely to occur.



- 3.2 Procedures for summoning immediate assistance may vary depending on the circumstances. For example, summoning immediate assistance on a field trip may differ from summoning immediate assistance in a classroom.
- 3.3 Means of summoning immediate assistance include but are not limited to public address (PA) systems, handheld radios (walkie-talkie), phone/cellphone, panic buttons, code words, yelling for assistance from co-workers, and depending on the severity of the actual, attempted, or threatened workplace violence, it may be necessary to contact police or emergency services.
- 3.4 All employees who are expected to respond to the need for immediate assistance must be given instruction on their roles and responsibilities when responding to a violent incident.
- 3.5 The principal/supervisor will ensure that their school/site has sufficient procedures for summoning immediate assistance. If communication devices are used, they must be tested regularly to ensure they are operational and maintained as required.

4.0 Responding to an Act of Violence that Requires Immediate Assistance

4.1 The following immediate action needs to be taken when an Act of Violence occurs that poses an immediate risk of physical injury:

- 4.1.1 Control workplace access.
- 4.1.2 In the case of a critical injury, immediately report the incident to the Health and Safety Coordinator, or in their absence, another member of the Human Resources Department in accordance with the Incident/Accident Reporting procedures. The incident scene is to be preserved until an Inspector from the Ministry of Labour has had an opportunity to view it or to instruct you otherwise. A Joint Health and Safety representative may inspect the place where the injury occurred as indicated in the OHSA [section 8(14)].
- 4.1.3 Call the police when an act or threat of violence in the workplace presents imminent danger.
- 4.1.4 All incidents of violence/threat must be reported to the school's Supervisory Officer.
- 4.1.5 All incidents need to be documented via the Board's Online Reporting System.
- 4.1.6 Consideration must be given as to who needs to be immediately informed (i.e., family members).
- 4.1.7 A list of potential witnesses needs to be developed.
- 4.1.8 In consultation with the Supervisory Officer, or with Senior Management, an initial analysis ought to be conducted which will include a plan for the incident investigation.

5.0 Reporting Workplace Violence – Non-Immediate Assistance

- 5.1 Employees with concerns regarding workplace violence (actual violence, attempted violence, threatened violence) that do not require an immediate response (including concerns about domestic violence that may flow into the workplace) should follow the procedure below:
 - 5.1.1 A person (Complainant) who considers that he/she has been subjected to or witnessed workplace violence, domestic violence, or sexual violence in the workplace, is required and encouraged to report an act of violence and should report the incident via the Board's Health and Safety Reporting System, and to their direct Supervisor immediately and seek any medical or emergency attention if required.
 - 5.1.2 Where a person (Complainant) does not feel comfortable in reporting the matter to their direct supervisor, or in the case where the direct supervisor is alleged to have perpetrated the violent act, the Complainant should report the violence to the next higher level of management, who is in position to provide guidance and assistance with the complaint (i.e. Supervisor, Principal, Manager, Superintendent, Director, Ministry of Labour).
 - 5.1.3 The Resource Person assisting the Complainant will advise the Complainant of the following:
 - 5.1.3.1 The option of requesting the assistance of his/her principal, supervisor, in resolving the complaint. If the principal/supervisor is the person named by the Complainant, the Complainant should request assistance from the next higher level of management.
 - 5.1.3.2 The option of other avenues of recourse such as the right to utilize any applicable provisions of the Collective Agreement, file a complaint with the Ministry of Labour, file a complaint with the Ontario Human Rights Commission, take civil action, or where appropriate, the right to file charges under the Criminal Code.
 - 5.1.3.3 The availability of counseling and other support services provided by the Board;
 - 5.1.3.4 The right to file a formal written complaint under the Workplace Violence Prevention Policy 300.20 when the alleged perpetrator is an employee of the Board;
 - 5.1.3.5 The right to be represented or assisted by a union representative (as outlined in the applicable Collective Agreement) throughout the process;



- 5.1.3.6** The right to withdraw from any further action in connection with the complaint, at any stage (even though the Board may need to continue to investigate the complaint).
- 5.1.4** All incidents or complaints of workplace violence will be kept confidential except to the extent necessary to protect employees, to investigate the complaint, to take corrective action or as otherwise required by law.

6.0 Conducting the Investigation

- 6.1 Following a violent event, the investigation process must be implemented immediately. The immediate supervisor (Principal/Supervisor/Superintendent) of the employee will conduct an investigation and may consult the Health & Safety Coordinator;
- 6.2 Where the immediate supervisor is the subject of the complaint, the next level of management will be responsible for conducting the investigation in consultation with the Health & Safety Coordinator;
- 6.3 The investigation must be fair, impartial and timely.
- 6.4 The principal/supervisor in consultation with Senior Management and, if applicable, the Ministry of Labour will determine whether it is reasonable to reassign employees or students (who may be victims of violent behaviour) while the investigation is in progress. Such transfers and reassignments are administrative measures and are not disciplinary in nature. These decisions may be necessary to ensure the safety of the employee in the workplace and also to ensure the integrity of the investigation.
- 6.5 Until the investigation is completed, the employee shall remain in a safe place as near as possible to his or her workstation and, if applicable, be available to the Ministry of Labour Inspector for the purposes of the investigation.
- 6.6 The Board will provide medical, and counseling support as deemed necessary in the circumstances, consistent with programs described in collective agreements or by Board policy applicable to non-unionized staff.
- 6.7 During the investigation, unionized employees will be advised of their collective agreement rights.
- 6.8 It is critical that all relevant information be obtained; this means that a violent incident or unusual and threatening behaviour needs to be investigated with the people directly involved. This will include the person who reports the violence or the potentially violent circumstances, those to whom the violent behaviour was directed, other witnesses and the person or persons who are alleged to have engaged in violent conduct.
- 6.9 The investigation results should be able to determine:
- What happened (series of events)
 - What provoked the incident
 - If the procedures in place were correctly followed
 - If the intervention measures were appropriate
 - If the existing safety procedures were adequate
 - If the lines of communication were effective
 - If other preventative measures should be implemented
 - If the situation could have been prevented
- 6.10 In conjunction with any discipline that may be imposed, the Board may reassign an employee during or after the Board's investigation, as deemed reasonable under the circumstances.

7.0 Communicating the Results of an Investigation

- 7.1 The results of the investigation will be communicated to the person who reported the circumstances and to others involved in the investigation that reasonably ought to be informed of the results.



- 7.2 The results of the investigation and any report created in the course of or for the purpose of the investigation is not considered a report relating to occupational health and safety, for the purposes of subsection 25(2) of the OHSA.

8.0 Training and Education

8.1 All employees must complete Workplace Violence Prevention Training annually.

8.2 New employees must complete training during onboarding. Training includes:

- 8.2.1 Recognizing warning signs;
- 8.2.2 Strategies for de-escalation;
- 8.2.3 Reporting and response protocols;
- 8.2.4 Legal rights and responsibilities under the OHSA and Education Act.

9.0 Confidentiality and Protection from Reprisal

9.1 Confidentiality of all parties involved in a report or investigation must be maintained, except where disclosure is necessary for investigation or corrective action.

9.2 Retaliation against any individual who reports workplace violence in good faith is strictly prohibited.

11.0 Corrective Actions

11.1 In the case where the perpetrator of a violent incident is a staff member, corrective measures may include:

- 11.1.1 Verbal/written warnings;
- 11.1.2 Mandatory training or counseling;
- 11.1.3 Reassignment or modification of duties;
- 11.1.4 Disciplinary action up to and including termination;
- 11.1.5 Reporting to police when applicable.



Workplace Harassment

#300.01

Adopted:	April 23, 2002
Last Reviewed/Revised:	June 24, 2025
Responsibility:	Superintendent of Education
Next Scheduled Review:	November 1, 2029

POLICY STATEMENT:

The Brant Haldimand Norfolk Catholic District School Board (the “Board”) recognizes that the inherent right of all individuals to be treated with dignity and respect is central to Catholic values and beliefs and supports a safe and nurturing environment for all staff and students. As a Catholic Learning Community, the Board believes that all of its employees should work and learn in a respectful, non-threatening environment that is free from harassment in all of its forms and from all sources, including but not limited to employees, supervisors, parents, visitors, members of the public and any other individuals who come into contact with employees of the Board.

APPLICATION AND SCOPE:

The Board has specific duties regarding Workplace Harassment and Workplace Sexual Harassment under the Ontario *Human Rights Code and Occupational Health and Safety Act*. This Policy and Administrative Procedure clarifies roles and responsibilities regarding workplace harassment, to assist employees with their complaint and to provide direction to school administration, managers and supervisors in receiving and responding to a complaint.

Employees are encouraged to report workplace harassment. The Board will investigate and address all complaints or incidents of workplace harassment in a fair and timely manner. Information about a complaint or incident will not be disclosed except to the extent necessary to protect employees, to investigate the complaint or incident, to take corrective action or as otherwise required by law.

An employee will not be penalized for reporting an incident or participating in a workplace harassment investigation.

This Policy and Administrative Procedure includes measures for:

- a working environment that is free from harassment.
- all employees to be educated on harassment in the workplace, to ensure an understanding of the importance of the policy and to be made aware that harassment is not acceptable and will not be tolerated.
- all those working for the Board, and those using the services of the Board, to be informed that harassment in the workplace or in the provision of services (i.e., educational and other) may be an offence under the law.
- employees to be made aware of the types of behaviour that may be considered harassment.
- the Board’s responsibilities relative to harassment, identified in terms of awareness, prevention and response.
- an impartial external investigator to receive and investigate a report of workplace harassment, if the alleged respondent(s) are in a position of authority or perceived authority.



REFERENCES:

- Education Act
- Ontario Human Rights Code
- Criminal Code of Canada
- Canadian Charter of Rights and Freedoms
- Occupational Health and Safety Act
- Board Policy 300.12 Volunteers
- Board Policy 300.16 Health and Safety
- Board Policy 300.20 Workplace Violence Prevention

FORMS:

- Brant Haldimand Norfolk Catholic District School Board's Workplace Harassment Complaint Form

APPENDICES:

- N/A

DEFINITIONS:

Complainant: A person who considers that they have been subjected to harassment or harassment related reprisal even though that individual may not lay a formal written complaint.

Disability: A person that has or has had, or is believed to have or have had:

- any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device;
- a condition of mental impairment or a developmental disability;
- a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;
- a mental disorder; or,
- an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*.

Discrimination: The Ontario Human Rights Code states that "Every person who is an employee has a right to freedom from harassment in the workplace by the employer or agent of the employer or by another employee because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sexual orientation, gender identity, gender expression, age, record of offences, marital status, family status or disability."

Harassment: The *Ontario Human Rights Code* defines Harassment as "engaging in a course of vexatious comment or conduct against a worker, in a workplace, that is known, or ought reasonably to be known to be unwelcome". This includes among other things, disparaging comments (i.e., inappropriate gender-related comments), distribution of discriminatory materials, behaviour intended to incite hatred or other verbal or physical conduct of a nature, which is known or ought reasonably to be known to be unwelcome, or where such conduct involves any of the prohibited grounds of discrimination as defined by the *Ontario Human Rights Code*.



Investigator: An Investigator may include a member of Human Resource Services, a Superintendent of Education, the Superintendent of Business, the Director of Education, or an external investigator.

Prohibited Grounds: Under the Ontario Human Rights Code (OHRC), prohibited grounds refer to the personal characteristics that are legally protected from discrimination and harassment in areas such as employment, housing, services, and contracts. The prohibited grounds of discrimination are:

1. Age
2. Ancestry
3. Colour
4. Race
5. Citizenship
6. Ethnic origin
7. Place of origin
8. Creed
9. Disability
10. Family Status
11. Marital status
12. Gender identity
13. Gender expression
14. Receipt of Public Assistance
15. Record of offences (in employment - a conviction for an offence under provincial law or a conviction under the *Criminal Code* for which a pardon has been granted and not revoked)
16. Sexual orientation
17. Sex

Reprisal: A reprisal is an action, or threat, that is intended as retaliation for claiming or enforcing a right under the Ontario Human Rights Code or the Occupational Health and Safety Act.

Respondent: A person who is alleged to have engaged in workplace harassment as defined in *Definitions* of the Workplace Harassment Policy.

Sexual Solicitation or Advances: Section 7(3)(a) of the *Ontario Human Rights Code* sets out a person's right to be free from a sexual solicitation or advance made by a person in a position to confer, grant or deny a benefit or advancement to the person where the person making the solicitation or advance knows or ought reasonably to know that it is unwelcome. This provision of the *Ontario Human Rights Code* is violated when the person making the solicitation or advance knows, or should reasonably know, that such behaviour is unwelcome.

Supervisors: The Occupational Health and Safety Act defines a supervisor as a person who has charge of a workplace or authority over a worker.

Workplace Harassment: The *Occupational Health and Safety Act* defines workplace harassment as “engaging in a course of vexatious comment or conduct against a worker in a workplace, [including virtually through the use of information and communications technology](#), that is known or ought reasonably to be known to be unwelcome. The definition of workplace harassment includes workplace sexual harassment.

Behaviours that may be considered workplace harassment include:

- bullying;
- teasing;
- intimidating or offensive jokes or innuendos;
- displaying or circulating offensive pictures or materials;
- offensive or intimidating telephone calls, email or text messages.



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

Reasonable action taken by an employer or supervisor relating to the management and direction of a worker or the workplace is not workplace harassment.

Workplace Sexual Harassment: The *Occupational Health and Safety Act* defines workplace sexual harassment as:

- Engaging in a course of vexatious comment or conduct against a worker in the workplace, including virtually through the use of information and communications technology, because of sex, sexual orientation, gender identify or gender expression, where the course of comment or conduct is known, or ought reasonably to be known, to be unwelcome; or
- Making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

Carol Luciani, Chair of the Board

Date



ADMINISTRATIVE PROCEDURES:

1.0 Purpose:

- 1.1 The Board has a legal, ethical and moral responsibility to investigate allegations of [workplace harassment](#). This policy applies to and addresses workplace harassment from all sources, including but not limited to employees, supervisors, parents, visitors, members of the public and any other individuals who come into contact with employees of the Board during the course of employment.

2.0 Responsibilities:

2.1 School Board Administration is responsible for:

- discouraging and preventing employment-related harassment and harassment in the provision of services;
- promoting the Board's commitment to providing a harassment-free environment and the existence of the procedures available under the Policy;
- ensuring that an investigation is conducted into incidents and complaints of workplace harassment that is appropriate in the circumstances;
- ensuring that the employee who has allegedly experienced workplace harassment (the "Complainant") and the alleged harasser (the "Respondent"), if he or she is an employee of the Board, are informed in writing of the results of the investigation and of any corrective action that has been taken or that will be taken as a result of the investigation;
- imposing appropriate remedial and preventive measures, which may include discipline up to and including dismissal of an employee(s) when a complaint of harassment is found to have been substantiated;
- providing appropriate procedural assistance and response to a Complainant(s), as well as to Respondent(s);
- formally acknowledging to a person found to have been harassed that harassment has taken place and to provide them with support and assistance as appropriate;
- formally acknowledging to a person who has been named as a harasser if harassment is not found to have taken place;
- regularly reviewing the Workplace Harassment Policy and Administrative Procedure
- maintaining confidential records as required;
- providing training and resources for all those working for and providing services to the Board to fulfill their responsibilities under the Workplace Harassment Policy; and
- providing any additional training related to harassment in the workplace as required by the Board or through changes in legislation.

2.2 Employees are responsible for:

- promoting a working and learning environment that is free from harassment and assisting anyone who believes they are being or may have been harassed;
- notifying the supervisor or principal if they believe that a colleague or another person employed by the Board has been the victim of harassment; and
- completing the mandatory *Violence and Harassment in the Workplace* online training module within one month of date of hire.



3.0 Workplace Harassment

3.1 The Ontario *Human Rights Code* requires that employers have procedures to prevent and respond to allegations of harassment or discrimination. The *Occupational Health and Safety Act* has been amended to include workplace harassment (including sexual harassment) as a hazard for which employers must develop prevention and response strategies. These procedures support the legislated requirements and the Board's commitment to providing a safe working environment.

3.2 The *Occupational Health and Safety Act* defines workplace harassment as engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome or workplace sexual harassment. Harassment may also be a form of discrimination if based on one of the Prohibited Grounds as outlined in the Ontario *Human Rights Code*.

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

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

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

- leering (prolonged and intense staring);
- sexually suggestive or obscene comments or gestures;
- unwelcome sexual flirtations, advances, propositions;
- sexual solicitation or advance from a person in a position to confer, grant or deny a benefit;
- unwanted gifts;
- unwanted and persistent requests for dates;
- requests for sexual favors;
- unwanted touching;
- verbal abuse or threats of a sexual nature;
- bragging about sexual prowess;
- questions or discussions about sexual activities;
- stalking;
- gender-based remarks about a person's physical appearance or behaviour;
- persistent unwanted contact or attention after the end of a consensual relationship;
- sexual assault;
- any comments, gestures or above-identified behaviour in relation to sexual orientation or gender identity
- reprisal or threat of reprisal for rejection of a sexual solicitation or advance made by a person in a position to confer, grant or deny a benefit.



3.5 Other Types of Harassment:

- 3.5.1 **Poisoned Work Environment:** The notion/concept of a poisoned environment is one which is created when a workplace is hostile or unwelcoming because of insulting or degrading comments or offensive actions aimed at an employee or others within the workplace. Negative comments or conduct which humiliates, demeans, ostracizes and is devaluing of members of groups targeted by the unwelcome behaviour can be considered to poison a work environment.
- 3.5.2 **Parental and Community Member Harassment:** Harassment may be understood as persistent parental or community criticism of, or interference with, school programs or teacher performance or a course of interaction that is vexatious, unwarranted or unsubstantiated. Parental harassment does not include the normal interaction of parents with school staff regarding their children. A staff member who believes they have been subjected to harassment by a parent or community member should follow the procedures for reporting workplace harassment as outlined in this Administrative Procedure.

- 3.6 A reasonable action taken by an employer or supervisor relating to the management and direction of workers or the workplace is not workplace harassment.
- 3.7 Harassment or discrimination involving a student of the Board will be addressed under the *Safe Schools Act* and should be reported to the appropriate School or Board Administration.

4.0 Reporting Workplace Harassment

- 4.1 Any employee of the Board has the right to file a complaint about situations which they believe to be discriminatory or harassing behaviour, whether they are directly involved as the victim of the behaviour or have observed the behaviour exercised against another or others.
- 4.2 Employees can report incidents or complaints of workplace harassment and/or discrimination verbally or in writing.
- 4.3 When submitting a written complaint, the Complainant should provide the details of their complaint in writing or by completing the *Brant Haldimand Norfolk Catholic District School Board's Workplace Harassment Complaint Form* (Form 1). Employees can provide additional documentation with the form.
- 4.4 If submitting a written complaint outside of the prescribed form, employees will include the following:
- Name of the Complainant(s) and contact information;
 - Name of the Respondent(s), position and contact information (if known);
 - Names of the witness(es) (if any) or other person(s) with relevant information to provide about the incident (if any) and contact information (if known);
 - Details of what happened including date(s), frequency and location(s) of the alleged incident(s);
 - Any supporting documents the Complainant(s) may have in their possession that are relevant to the complaint; and
 - A list of any documents a witness, another person or the Respondent(s) may have in their possession that are relevant to the complaint.
- 4.5 Completed forms/ written complaints and any supporting documentation should be forwarded in confidence to the Manager of Human Resource Services at hmanager@bhncdsb.ca
- 4.6 When reporting verbally, the reporting contact, along with the Complainant, will record the necessary information.

5.0 Complainant Responsibilities: Bringing Forward a Complaint

5.1 Step 1: Informal Resolution

- i. A Complainant is encouraged to bring the matter to the attention of the Respondent by making direct and clear objection to the respondent(s) indicating that the comment or conduct is not acceptable. This may resolve the issue.



- ii. It is important that the Complainant document (note the details of) any communication they have with the Respondent (i.e., what was said, date, time, place, witnesses, etc.).
- iii. Where such an approach is attempted and does not produce a satisfactory result or where the Complainant does not feel able to bring the matter directly to the attention of the Respondent, the Complainant should report the harassment to their direct supervisor.
- iv. The supervisor will support the complainant and assist in determining the best way to resolve the issue.
- v. In the case where the Respondent is the Complainant's direct supervisor, the Complainant should report the harassment to the next level of management, Human Resources Services or another Board employee who is in a position to provide guidance and assistance with the complaint. This may include another Supervisor, Principal, Manager, Superintendent or Director of Education. This person will assist in determining the best way to support the complainant and assist them in resolving the issue.

5.2 Supervisor Responsibilities: Responding to a Complaint

- 5.2.1 Where an allegation of harassment and/or discrimination is brought forward by an employee, the Supervisor ~~or Board~~ receiving the receiving the complaint will advise the Complainant of the following:
 - the availability of counseling and other support services provided by the Board, such as the Employee and Family Assistance Program (EAP);
 - the right to withdraw from any further action in connection with the complaint at any stage. The Complainant should be advised that the Board has a legal obligation to investigate allegations of harassment and may continue to investigate the complaint even if they choose to withdraw from any further action;
 - there may be times when the Board is legally required or determines it is necessary to conduct an investigation even if someone does not want to file a formal complaint. In that case, it would be considered an employer-initiated complaint.
 - all incidents or complaints of workplace harassment, including identifying information about any individuals involved, shall be kept confidential by all parties involved in an investigation, except to the extent where it is necessary to reveal details in order to protect employees, to investigate the complaint, to take corrective action or otherwise as required by law.
 - to follow the same procedures if they have been the subject of any act of reprisal for bringing an instance of discriminatory or harassing conduct to the attention of the Board through these procedures or otherwise.
- 5.2.2 The Supervisor will consult with Human Resource Services and discuss options for resolution with the Complainant:
 - i. Step 2: The Principal/Supervisor (or next higher level of management if the Principal/Supervisor is the Respondent), will assist in resolving the complaint informally. This may include meeting with all parties to discuss the matter, exploring the notion of conflict resolution, mediation or any other options to affect a satisfactory solution. Human Resource Services will assist the supervisor in this process.
 - ii. Step 3: Submit a formal written complaint under Policy 300.01. If the Complainant chooses to file a formal written complaint, the Complainant should be advised that their complaint will be forwarded to the Manager of Human Resources to initiate the formal investigation process. The supervisor will advise the Complainant that the Respondent is entitled to receive the written complaint regarding the allegations made against them so that they can respond appropriately.
- 5.2.3 A complaint should be brought to the attention of the Board within six (6) months of the occurrence of the events which gave rise to the complaint. However, where a reasonable



circumstance exists for failing to bring the complaint within six (6) months and the delay would not result in any prejudice to the Respondent, a complaint may be accepted beyond the six (6) month limit.

6.0 Step 2: Informal Resolution: Supervisor Facilitated

- 6.1 Failing resolution at step one the Principal/Supervisor (or next higher level of management if the Principal/Supervisor is the Respondent), will assist in resolving the complaint informally.
- 6.2 The Principal/Supervisor will:
 - i. Consult with Human Resources Services where assistance is required.
 - ii. Meet with the Complainant to gather information and clarify the details of the complaint.
 - iii. Meet with the Respondent(s)
 - iv. Meet with any identified witnesses to corroborate information.
 - v. Inquire in any other ways to gather relevant and necessary information.
 - vi. Collaborate with the Complainant on how they would like to proceed to remedy the situation (informal discussion with the Complainant and Respondent (i.e., mediation, conflict resolution, education).
- 6.3 All parties will be advised that they may be accompanied by a union representative (if applicable). The union representative will be advised that their participation in the investigation is to support the employee through the process.
- 6.4 All parties involved will be advised that confidentiality and professionalism must be maintained by all parties throughout and following the investigation process. Failure to maintain confidentiality may result in disciplinary action.
- 6.5 Comprehensive and confidential notes will be kept by the supervisor/principal.
- 6.6 The principal/supervisor will prepare a written summary for all parties that may include recommendations to restore and maintain the professional relationship.

7.0 Step 3: Formal Complaint

- 7.1 The complaint may proceed to Step 3 in the following circumstances:
 - i. In lieu of Step 1 or Step 2, if it is determined by Human Resource Services that the most appropriate avenue, given the circumstances surrounding the complaint, is to proceed to Step 3 (e.g., if the source of the complaint is the Complainant's Supervisor);
 - ii. If Step 1 and/or Step 2 does not resolve the complaint;
 - iii. In the case of Sexual Harassment.
 - iv. In lieu of Step 1 and/or 2, at the option of the Complainant
- 7.2 Where the Complainant wishes to bring forward a formal written complaint, they may do so by providing the details of their complaint in writing or by completing the *Brant Haldimand Norfolk Catholic District School Board's Workplace Harassment Complaint Form* (Form 1).
- 7.3 Once completed, the complaint, completed form and any supporting documentation should be forwarded in confidence to the Supervisor and the Manager of Human Resource Services at hrmanager@bhncdsb.ca.
- 7.4 Where other board personnel receive the complaint they will inform the Manager of Human Resource Services of the formal written complaint. This should be done within 24 hours of receiving the complaint.
- 7.5 The Manager of Human Resource Services will assign the investigation to the appropriate Board personnel who will conduct an impartial investigation into the complaint. Investigations may be conducted by a member of Human Resource Services, a Superintendent of Education, the Superintendent of Business, the Director of Education or an external investigator, dependent upon the position of the Complainant or Respondent and at the discretion of the Manager of Human Resource Services.
- 7.6 While the investigation is on-going, the Complainant, the Respondent, and any witnesses will be instructed not to discuss the complaint, incident(s) or the investigation with other employees or witnesses unless necessary to obtain advice about their rights.



- 7.7 The investigator may identify in-term measures to be implemented throughout the investigation for the safety and wellbeing of the parties involved.
- 7.8 The assigned Investigator will meet with the Complainant and Respondent individually and will outline the formal complaint process as outlined in the following stages.
- 7.9 The Board recognizes that anonymous complaints are difficult to investigate while still providing procedural fairness. Available options may be limited.

8.0 Formal Complaint Investigation Procedure

8.1 Stage 1: Documentation and Notification Process

- 8.1.1 The Investigator will advise the Complainant of their right to take other avenues of recourse such as:
- utilizing any applicable provisions of the Collective Agreement;
 - filing a complaint with the Ontario Human Rights Commission;
 - filing a complaint with the Ministry of Labour;
 - resolving the issue through federation/union mechanism if both Complainant and Respondent are members of the same bargaining unit;
 - taking civil action;
 - reporting the incident to the police and taking action under the *Criminal Code*.
- 8.1.2 The Investigator will advise the Complainant that the Respondent is entitled to receive information regarding the allegations made against them so that they can respond accordingly.
- 8.1.3 Both parties will be advised that even if the matter is resolved to the satisfaction of the Complainant, the Board is obliged under the *Occupational Health and Safety Act* and the Ontario *Human Rights Code* to continue the inquiry into the complaint and to take whatever remedial action is appropriate.

8.2 Stage 2: Investigation

- 8.2.1 The assigned Investigator will collect evidence by meeting with the Complainant and Respondent (separately), interview witnesses and otherwise investigate all aspects of the matter that are relevant in determining whether or not the allegations of harassment are substantiated.
- 8.2.2 All individuals who are interviewed will be advised that they may be accompanied by a union representative (if applicable). The union representative will be advised that their participation in the investigation is to support the employee through the process.
- 8.2.3 All parties involved in the investigation including the Complainant, Respondent and any witnesses will be advised that confidentiality must be maintained by all parties throughout and following the investigation process.
- 8.2.4 Comprehensive, confidential notes will be kept by the Investigator.

8.3 Stage 3: Report and Conclusion

- 8.3.1 At the conclusion of the investigation, the Investigator will prepare a summary of the investigation findings.
- 8.3.2 Both the Complainant and the Respondent will be informed in writing whether the allegations of harassment are substantiated or unsubstantiated.
- 8.3.3 The Investigator will recommend appropriate remedial action which should be taken in the circumstances. It should be noted that remedial action may be recommended regardless if the allegations of harassment are substantiated or unsubstantiated.
- 8.3.4 Such remedial action may include, but not be limited to:
- counseling;
 - education or training related to harassment;
 - formal written apology;
 - change of work assignment of the Complainant and/or Respondent;
 - disciplinary action up to and including dismissal.



- 8.3.5 The Investigator will advise the appropriate Supervisor of the investigation findings in writing, and recommend any disciplinary and/or remedial action to be taken. The Supervisor, in consultation with a member of Senior Administration is responsible for determining the level of disciplinary action and/or remedial action to be taken, based on the investigative findings.

8.4 Stage 4: Review of the Decision

- 8.4.1 The Complainant and/or Respondent may request a review of the investigation process to the Director of Education within 10 days of the receipt of the investigation findings. The Director will conduct a review of the investigation to determine whether:
- i. the investigators failed to comply with these procedures.
 - ii. new relevant evidence becomes known after the final decision and before the expiry of the ten working days.
- 8.4.2 This process does not include a review of the final decision regarding a claim that the conclusions drawn by the investigator(s) were incorrect.
- 8.4.3 Based on the appeal review, the Director may recommend an additional investigation be conducted either by another Investigator employed by the Board or by an external investigator.

8.5 Retention of Records

- 8.5.1 Records of the investigation will include:
- a. a copy of the complaint or details about the incident;
 - b. a record of the investigation including notes;
 - c. a copy of witness statements, if taken;
 - d. a copy of the investigation report;
 - e. a summary of the results of the investigation that was provided to the Complainant and to the Respondent, if an employee of the Board;
 - f. a record of any corrective action taken to address the complaint or incident of workplace harassment;
 - g. a copy of any appeal related records;
 - h. a copy of any corrective action taken to address the complaint or incident of workplace harassment.
- 8.6 All documentation collected during the formal process must be kept confidential and maintained in a filing system in accordance with the Municipal Freedom of Information and Protection of Privacy Act. All written documents must be kept in a sealed envelope and stored in the office of the Manager of Human Resources.
- 8.7 The results of an investigation, and any report created in the course of, or for the purposes of the investigation, are not a report respecting occupational health and safety for the purposes of subsection 25(2) in the Occupational Health and Safety Act, and therefore are not required to be shared with the Joint Health and Safety Committee.
- 8.8 For the purposes of the Occupational Health and Safety Act, records must be kept for at least one year from the conclusion of the investigation.

9.0 Reprisal

- 9.1 The Ontario *Human Rights Code* (Section 8) and the *Occupational Health and Safety Act* (Section 50), require that employers protect employees from reprisal or threats of reprisal. A reprisal is an action, or threat, that is intended as retaliation for claiming or enforcing a right under the *Code*.
- 9.2 Employees who file a complaint under the Workplace Harassment policy or who are involved in an investigation related to Workplace Harassment will be protected against reprisal and retaliation.



- 9.3 Under the Ontario *Human Rights Code* and the *Occupational Health and Safety Act*, reprisal against an individual will be treated as harassment when such actions occur, for;
- a) having invoked the Policy (whether on behalf of oneself or another individual);
 - b) having participated or cooperated in an inquiry or investigation process under the Policy; or
 - c) having associated with a person who has invoked the Policy or participated in these Administrative Procedures.
- 9.4 In the event that an employee is shown to have not acted in good faith and has initiated a complaint under the Workplace Harassment policy in a frivolous or malicious manner, the Board may take formal disciplinary action against the Complainant. Such discipline is not considered reprisal or a breach of this policy. Documentation regarding the disciplinary action will be placed in the employee's personnel file.

10.0 Consequences of Engaging in Harassment

10.1 Under Statute

- 10.1.1 Persons who engage in harassment prohibited by the Ontario *Human Rights Code* are liable under the *Code* for damages payable to the Complainant. In addition, a person who violates the *Code* or who obstructs a Human Rights investigation may also be liable to prosecution under the *Code* and, on conviction, subject to a monetary fine as determined by the Ontario Human Rights Commission.
- 10.1.2 Persons who engage in workplace harassment prohibited by the *Occupational Health and Safety Act* are liable for disciplinary action up to and including dismissal.
- 10.1.3 Persons who have knowledge of, or who acquiesce in harassment may be found in violation of the *Ontario Human Rights Code*, or the *Occupational Health and Safety Act*, as having indirectly engaged in prohibited activity and are subject to the same consequences as those who directly engage in discrimination or harassment.

10.2 At Common Law

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

10.3 In Employment

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

11.0 Confidentiality

- 11.1 The Board understands that it is difficult to come forward with a complaint of harassment and recognizes a Complainant's interest in keeping the matter confidential.
- 11.2 To protect the interests of the Complainant, the Respondent and any others who may report incidents of harassment, confidentiality will be maintained throughout the investigation process to the extent practicable and appropriate under the circumstances.



Duty to Report #300.23

Adopted:	June 2025
Last Reviewed/Revised:	NEW
Responsibility:	Superintendent of Education
Next Scheduled Review:	2029

POLICY STATEMENT:

The Brant Haldimand Norfolk Catholic District School Board ("the Board") is committed to fostering safe and inclusive school communities that promote and support student well-being and achievement. The Board believes all staff have an obligation to contribute to building a culture of care and are equipped to respond to safety risks, including their duty to report any child in need of protection to the local Child and Family Services.

APPLICATION AND SCOPE:

The duty to report a child in need of protection to the local Child and Family Services (CFS) applies to all employees, volunteers, and parents/guardians of the Board. All employees, volunteers, and parents/guardians of the Board are directed to follow the *Joint Child Protection Protocol* at the link in the References section.

Child and Family Services help to protect infants, children and youth who are experiencing abuse or are at risk of experiencing abuse, physically, sexually, emotionally or through neglect or abandonment. Section 125(1) of the *Child, Youth and Family Services Act* (CYFSA) provides direction for reporting a child in need of protection to Child and Family Services. This includes a child that is or may be suffering from abuse or neglect by a caregiver, or by a person having charge of the child. Every person who has reasonable grounds to suspect that a child is "in need of protection" shall immediately report the suspicion and the information upon which it is based to Child and Family Services. The Ontario Ministry of Education's Policy/Program Memorandum No. 9 *Duty to report children in need of protection* further emphasizes this duty, requiring all school staff to be aware of their responsibilities under the CYFSA and ensuring that school board policies conform to the Act's provisions.

REFERENCES:

- Child, Youth and Family Services Act (2017) (amended, 2021)
- Policy/Program Memorandum 9, Duty to report children in need of protection
- Erin's Law (Child Sexual Abuse Prevention and Reporting), 2024, S.O. 2024, c. 33 - Bill 123 - An Act to amend the Education Act with respect to child sexual abuse prevention and reporting
- Joint Child Protection Protocol
- BHNCDSB Policy 200.23 Equity and Inclusive Education
- BHNCDSB Policy 200.07 Voluntary Indigenous Self-Identification
- BHNCDSB Policy 200.51 Anti-Human Trafficking
- BHNCDSB Police School Board Protocol



FORMS:

- Report of Reasonably Suspected Child Protection Concern Form – Form 1
- Child and Family Services School Visits Log – Form 2

APPENDICES:

- N/A

DEFINITIONS:

Child and Family Services (CFS): also known as Children's Aid Societies, or Child Welfare Agencies, are government or non-profit organizations that focus on the well-being of children and families, particularly those facing difficult situations, by providing services like child protection, family support, and placement options.

ADMINISTRATIVE PROCEDURES:

1.0 Responsibilities

- 1.1 All staff play an important role in safeguarding the physical and mental health and well-being of children and youth by recognizing, preventing, and responding to children who may be in need of protection.
- 1.2 Detailed staff responsibilities, legal requirements, procedures, child protection protocols, referrals and investigations are outlined in the Board's *Joint Child Protection Protocol*.

2.0 Requirements

- 2.1 Section 125(1) of the Act confirms that if a person, including a person who performs professional or official duties with respect to children and youth, has reasonable grounds to suspect that a child is, or may be in need of protection, the person shall immediately report the suspicion and the information on which it is based to Child and Family Services. This includes a child that is or may be suffering from all types of abuse, emotional harm, exploitation, and/or neglect by a caregiver, or by a person having charge of the child. Therefore, teachers, principals, and other professionals in the course of performing their professional duties must report this information without delay to Child and Family Services.
- 2.2 Upon making a report to the Child and Family Services, the principal and/or school personnel shall record the information including the name of the intake worker and the date and time of the report in the *Report of Reasonably Suspected Child Protection Concern Form (Form 2)*.

3.0 Record of Visits

- 3.1 In cases where the Child and Family Services worker must visit the school as part of an investigation, the principal will make the student and the person who made the report available for an interview in a discrete location.
- 3.2 Upon arrival at school, the investigating CFS Worker shall produce proper identification and complete the *Child and Family Services School Visits Log (Form 1)*.



4.0 Human Trafficking

- 4.1 All school board staff, volunteers and families work together to safeguard the physical and mental health and well-being of children and youth by recognizing, preventing, and responding to human trafficking in culturally sensitive ways.
- 4.2 Staff will identify the warning signs of human trafficking and safely connect those who have been, or are at risk of being trafficked, to the appropriate responsive school and community programs and services. The Board's Anti-Human Sex Trafficking Policy 200.51 guides the ongoing response to students who may be at risk of trafficking.

5.0 Indigenous Peoples

- 5.1 The duty to report extends to all students. However, as members of distinct, self-determining Nations, Indigenous Peoples have the right to be consulted in determining best approaches to the care and response in duty to report scenarios and incidents of human trafficking. The Board recognizes the importance of consultation and outreach with Indigenous rightsholders, in the work to prevent and respond to human trafficking in Indigenous communities.

6.0 Confidentiality

- 6.1 Board staff will respect confidentiality, privacy, and related requirements when they respond to students who are at risk. The Board acknowledges the limits of confidentiality under the law, in particular section 125(1) of the Child, Youth and Family Services Act that requires all adults to immediately report to the local Child and Family Services any reasonable grounds to suspect that a child below the age of 16 is in need of protection, including incidents of human trafficking.

7.0 Ongoing Reporting

- 7.1 Subsection 125(2) of the act states that the duty to report is an ongoing obligation. If a person has made a report about a child to Child and Family Services and has additional reasonable grounds to suspect that the child is or may be in need of protection, that person must make a further report to Child and Family Services.

8.0 Older Children

- 8.1 Subsection 125(4) of the act clarifies that, if the child is 16 or 17 years old, there is no duty to make a report, but there are circumstances where a person may make a report concerning older children as described in paragraphs 1 to 11 of subsection 125(1).

9.0 Consequences of Failure to Report

- 9.1 Subsection 125(5) of the act makes it an offence where a person performing professional or official duties with respect to children fails to report a child who they suspect is or may be in need of protection. Subsection 125(6) expressly identifies teachers, designated early childhood educators, and school principals as such persons. If such professionals obtain information, in the course of performing their professional or official duties, that leads them to suspect that a child is or may be in need of protection, they must report this suspicion. If they do not report the suspicion, they are liable, upon conviction of the offence, to a fine of up to \$5000.



10.0 Protection for Persons Making Reports

- 10.1 The Board supports subsection 125(10) of the Child and Family Services Act which confirms that no action for making a report will be instituted against a person who acts in accordance with the duty to report in section 125, unless the person acts maliciously or without reasonable grounds for the suspicion.

11.0 Erin's Law (Child, Sexual Abuse Prevention and Reporting)

- 11.1 The Board will ensure that information regarding child sexual abuse prevention and reporting, and available counselling and resources for children who are sexually abused, is made available to all students, staff, parents and guardians of students in its schools.
- 11.2 The Board will ensure that students in its schools are engaged annually, in a developmentally appropriate manner, regarding the topics of child sexual abuse prevention and reporting, including age-appropriate techniques to recognize child sexual abuse and telling a trusted adult.



REPORT OF REASONABLY SUSPECTED CHILD PROTECTION CONCERN FORM

To be used in preparation of making a report to child welfare.

Not all information is required but can be useful.

Child and Family Services of Grand Erie 519-753-8681

Ogawadeni:deo 519-445-1864

Student's Last Name	First Name	Gender	Date of Birth (DD/MM/YYYY)
<input type="text"/>	<input type="text"/>	<input type="radio"/> Female <input type="radio"/> Male <input type="radio"/> Trans/Other	<input type="text"/>

Date of Report	Time of Report	Grade / Class	Teacher
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

School	School Address	School Telephone
<input type="text"/>	<input type="text"/>	<input type="text"/>

Home Address (Street No. / Apt)	City	Postal Code	Home Telephone
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Religion or Culture (if known):	Languages Spoken at Home:
<input type="text"/>	<input type="text"/>

Indigenous identity (if known):

Is the student Indigenous? ☐ Yes ☐ No ☐ Unsure

If yes, indicate: ☐ Status ☐ Non-Status ☐ Inuit ☐ Metis

If known, indicate the student's First Nation or other membership/affiliation:

Medical Concerns or Relevant Special Needs

Siblings

Last Name	First Name
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Mother / Guardian Last Name	First Name	Business No.	Home or Cell No.
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Father / Guardian Last Name	First Name	Business No.	Home or Cell No.
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



**Keep your consultation to the minimum.
This report form and any other written records may be subpoenaed in subsequent legal proceedings.**

- What the child said and to whom
- The alleged offender (s) and relationship to the child
- When and where the incident occurred
- Names of any other children who might be involved
- Brief description of easily visible marks or injuries or evidence of neglect

Details of Reasonably Suspected Abuse / Neglect (use an additional form if further space is required)

Person Making the Report :

Last Name

First Name

Position

Name of Child Welfare Agency

Name of the Person to Whom the Information was Reported

Investigation outcome:

Investigation Undertaken? ☐ YES ☐ NO ☐ UNKNOWN

Follow up received? ☐ YES ☐ NO ☐ UNKNOWN

If yes, note date of follow up
in this format DDMMYYYY:

Status of file

Retention: E+1 (E = case resolved)

**Principal / Supervisor
or Designate Signature**

Print Name

Principal to retain this record in Child Welfare Agency Log Book file in a secure location.

Child Protection Protocol - February 2025

Child and Family Services of Grand Erie, Brant Haldimand Norfolk Catholic DSB, Grand Erie DSB



Service Animals in School Facilities #200.40

Adopted:	June 7, 2011
Last Reviewed/Revised:	June 24, 2025
Responsibility:	Superintendent of
Next Scheduled Review:	Education 2029

POLICY STATEMENT:

The Brant Haldimand Norfolk Catholic District School Board believes that all persons are created in God's image and possesses inherent worth and dignity. We are committed to fostering a safe, caring, inclusive, and accepting Catholic learning environment that enables each student to reach their full potential. The use of a Service Dog¹ may be an appropriate accommodation to support students with disability-related needs.

APPLICATION AND SCOPE:

This policy applies to all students in board-operated schools who may require the support of a Service Dog as an accommodation for a disability, in accordance with the Ontario Human Rights Code, the Education Act, and other applicable legislation.

REFERENCES:

- Education Act
- Accessibilities for Ontarians with Disabilities Act, (2005)
- Human Rights Code (Ontario)
- Blind Person's Rights Act
- PPM 163: School Board Policies on Service Animals
- Special Education in Ontario Schools: Kindergarten to Grade 12 (2017)
- Multi-Year Integrated Accessibility Plan
- Related Board Policies and Procedures (e.g., Transportation, Field Trips, Admission of Students)

DEFINITIONS:

Service Dog: A dog trained to assist a person with a disability with daily living tasks and/or accessing the curriculum. Training must be from a school accredited by the International Guide Dog Federation or Assistance Dogs International.

Handler: The individual with the disability (typically the student) who manages the Service Dog.



Support Person: A trained adult who may be required to assist in handling the dog if the student is unable.

Competing Rights: Situations where the rights of one individual (e.g., use of a Service Dog) may affect the rights of others (e.g., severe allergies).

¹ For the purposes of the Board's policy and administrative procedure, a Service Dog refers to a dog trained by an organization accredited by the International Guide Dog Federation or Assistance Dogs International, used to support a student with a disability in performing daily living tasks and/or in accessing the Ontario curriculum. Where the student cannot independently manage the dog, a trained adult may assist as a support person.



Service Animals in School Facilities #200.40

Adopted:	June 7, 2011
Last Reviewed/Revised:	
Responsibility:	Superintendent of Education
Next Scheduled Review:	

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APPENDICES:

- Appendix A – Information for Parents/Guardians Requesting a Service Dog in the School
- Appendix B – Request for Service Dog Involvement with a Student
- Appendix C – Administrative Checklist for Implementation of a Service Dog in a School Environment
- Appendix D – Management Plan for the Care of the Service Dog
- Appendix E – Sample Letter to School Community
- Appendix F – Sample Letter to the Families of Children in the Class(es)
- Appendix G – Sample Letter to those Sharing Transportation



DEFINITIONS:

Service Dog: A dog trained to assist a person with a disability with daily living tasks and/or accessing the curriculum. Training must be from a school accredited by the International Guide Dog Federation or Assistance Dogs International.

Handler: The individual with the disability (typically the student) who manages the Service Dog.

Support Person: A trained adult who may be required to assist in handling the dog if the student is unable.

Competing Rights: Situations where the rights of one individual (e.g., use of a Service Dog) may affect the rights of others (e.g., severe allergies).

ADMINISTRATIVE PROCEDURES:

Purpose:

To provide direction for school administrators in supporting the admission and integration of a Service Dog in schools as a disability-related accommodation.¹

Responsibilities:

- **Superintendent of Education:** Oversees implementation board wide.
- **Principal:** Coordinates request and integration process and support inclusive practices and implement procedures.
- **Parents/Guardians:** Submit required documentation, comply with policy and support dog care.

Student: Participate in the care and management of the Service Dog as appropriate.

Information:

The Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act (AODA) provide the legal foundation for students with disabilities to receive appropriate accommodations, which may include the use of a service animal. While school buildings are not considered public spaces under the Education Act, the Brant Haldimand Norfolk Catholic District School Board recognizes that service animals may be a necessary accommodation to support a student's access to the Ontario curriculum and participation in school activities. In accordance with Policy/Program Memorandum No. 163 (2019), the Board will consider requests for service animals on a case-by-case basis, taking into account the duty to accommodate to the point of undue hardship.

¹ For the purposes of the Board's policy and administrative procedure, a Service Dog refers to a dog trained by an organization accredited by the International Guide Dog Federation or Assistance Dogs International, used to support a student with a disability in performing daily living tasks and/or in accessing the Ontario curriculum. Where the student cannot independently manage the dog, a trained adult may assist as a support person



A service animal is one that is individually trained to perform tasks that support a student's disability-related needs. The student (or their parent/guardian) will be asked to provide documentation confirming the animal's training and how it assists with the student's functional needs at school. While emotional support animals and therapy animals are not recognized as service animals under current Ontario law, the Board may consider such requests where there is clear evidence of a demonstrated disability-related need and when no other accommodation is appropriate.

Parents/guardians considering a service animal for their child are encouraged to meet with the school principal, the Student Achievement Leader of Special Education, and the Superintendent of Special Education to explore options and review the required process before making any formal commitments.

Procedure:

Both the Service Dog and the Handler must receive training to ensure that the dog provides the Handler with accommodation services in an appropriate manner irrespective of the environment.

A Service Dog and the dog's Handler must be trained and the dog must be certified by an accredited provider.

Service Dogs may be given to students with disabilities including: Physical, Blind or Low Vision, Deaf/Hearing Impaired, Autism Spectrum Disorder, Post-traumatic Stress Disorder or a seizure disorder.

Initiating the Process:

- Parents/guardians submit a formal written request to the school outlining the purpose and benefits of having a Service Dog attend the school with their child, including details how the Service Dog will accommodate the student's demonstrated disability related needs.
- A case conference is convened to review documentation, including:
 - Letter from a regulated health professional recommending the Service Dog.
 - Proof of training and certification from an accredited provider.
 - Annual proof of up-to-date vaccinations, municipal license, and insurance.
- The admittance of a Service Dog in school is determined on a case-by-case basis through a thorough consultation process. When a parent requests the use of a dog, the principal must first confirm it is a Service Dog and consult with the Superintendent of Education: Special Education. Decisions considering the specific needs of the student and, when necessary, balance the rights and needs of all individuals involved.
- As part of the approval process, the principal will hold a school conference and council meeting. Parent(s)/guardian(s) are expected to attend and contribute to support a safe, smooth transition.

Considerations:

- The school team will assess:
 - Student needs and IEP recommendations.



- Staff and student allergies, phobias, and cultural concerns.
- Emergency protocols and signage.
- Transportation requirements.
- Exclusion of a Service Dog
 - Once the use of a Service Dog in a school has been approved, exclusion of the animal from the school or specific areas within the school may only occur under the following circumstances:
 - **Health or Safety Risks:**

The presence of the Service Dog poses a demonstrable risk to the health, safety, or physical or mental well-being of students or staff. This includes situations such as medically documented severe allergies or psychological harm.
 - **Statutory Requirements:**

Exclusion is required by applicable legislation. Examples include:

 - *Health Protection and Promotion Act* and *Food Safety and Quality Act*, which prohibit service animals from areas where food is prepared, processed, or handled (e.g., school kitchens or culinary classrooms). However, Service Dogs are permitted in areas where food is served or sold (e.g., cafeterias or lunchrooms).
 - **Prohibited Breeds:**

The Service Dog belongs to a breed prohibited by law, such as those restricted under the *Dog Owners' Liability Act* (e.g., pit bull terriers).
 - **Material Change in Circumstances:**

There has been a significant change in the circumstances that led to the original approval of the Service Dog (e.g., changes in the student's needs, dog behavior, or school environment).
 - **Legal Obligations:**

Exclusion is otherwise required by applicable federal, provincial, or municipal law.
 - **Duty to Consider Alternatives:**

Before a decision to exclude is made, reasonable efforts must be undertaken to explore alternative arrangements or accommodations that would allow continued access for the Service Dog without compromising health, safety, or legal obligations.
 - **Continuous Progress Monitoring and Support Review**

Data-informed assessment by the school team indicating that the Service Dog is not contributing meaningfully to the student's support goals or



academic and/or social-emotional outcomes. Ongoing tracking of effectiveness using measurable indicators (e.g., behavior logs, attendance data, engagement rubrics) must inform this evaluation. Where consistent data collection is lacking or not implemented by staff, this absence of evidence may hinder the ability to justify the continued presence of the Service Dog and should prompt a review of the support plan.

- Service Dogs for Students Who Are Not the Handler:
 - When a student cannot independently handle a Service Dog, the dog is not considered a Service Dog under this procedure. However, the student may still benefit from having the dog as an accommodation. In such cases, a trained adult must supervise and handle the dog. Each request will be assessed individually under the Human Rights Code, considering:
 - The student's disability-related needs;
 - How the Service Dog supports those needs;
 - Availability of alternative accommodations;
 - Impact on the classroom and school environment.

Communication:

- **Inform:**
 - School community (Appendix E).
 - Class-specific families (Appendix F).
 - Transportation families (Appendix G).
 - Post signs on each entry door of the school advising visitors of the presence of a working Service Dog.

Staff Training:

- All Educational Assistants (EAs), classroom teachers, Special Education Resource Teachers (SERTs), and principals who may be involved with a student supported by a Service Dog shall receive training on the role, function, and integration of Service Dogs within the school environment. This training is essential to ensure a safe, consistent, and inclusive educational experience for the student. Furthermore, a minimum of three Educational Assistants shall be trained and certified as Service Dog handlers. Assigning multiple trained handlers is required to ensure uninterrupted support for the student, particularly in the event of staff absences or leaves. Schools should prioritize building a team of trained staff to guarantee that the student has consistent access to their Service Dog and the support they require throughout the school day. Schools that are allocation less than three Educational Assistants should have all Educational Assistants trained.

Ongoing Review:

- Annual update of documentation is required (e.g., IEP, vaccinations, certifications, insurance).



- Principal to notify Superintendent when a Service Dog is introduced or withdrawn.

Parent/Guardian Responsibilities:

The Parent/Guardian shall:

- Submit a formal written request to the school outlining the purpose and benefits of having a Service Dog attend the school with their child, including details how the Service Dog will accommodate the student's demonstrated disability related needs.
- Pay for any financial implications regarding the use and care of the Service Dog, which may include additional training from time to time for the Service Dog and the Handler.
- Submit and annually update the school with documentation confirming current vaccinations, a valid municipal Service Dog license, and verification of the dog's good health.
- Ensure the Service Dog's personal care and physical needs are met, including a daily bio-break routine as required.
- Annually provide proof of general liability insurance coverage in the amount of \$2,000,000.00 to cover any injuries or damages that may arise from the Service Dog accompanying the Handler at school.
- May wish to obtain insurance coverage in the unfortunate event that the dog is stolen or injured through no fault of the board.
- Ensure full compliance with the BHNCD SB Service Animals in Schools Facilities (200.40) policy.

Service Dog Handler Responsibilities

The Service Dog handler shall:

- Maintain the Service Dog's calm and controlled behaviour, ensuring it remains focused on the handler (e.g., no aggression, excessive barking or whining, jumping on or sniffing others, or begging for food).
- Ensure the Service Dog remains quietly at rest (e.g., lying under a table or beside the handler) without unnecessary movement when not actively working.
- Ensure the Service Dog responds promptly and consistently to the handler's commands, cues, or directions.
- Ensure the Service Dog behaves appropriately in the presence of other dogs or animals.

Principal/Vice-Principal/Designate Responsibilities

The principal, vice-principal, or designate shall:

- Confirm that the dog is a Service Dog and that its use by the student handler aligns with the recommendations and needs identified through the IPRC and/or IEP process. If the dog is not certified or the student is not the handler, and alternative accommodations are



determined to meet the student's demonstrated disability-related needs, the Superintendent shall provide written rationale for the decision.

- Consult with the appropriate Superintendent before arranging a meeting regarding the use of a Service Dog.
- Inquire about any significant allergies or anxieties related to the Service Dog and consider appropriate accommodations to address competing rights.
- Organize a meeting with the parent(s)/guardian(s)/adult student, classroom teacher(s), Superintendent of Special Education, a representative from the Service Dog Training Provider, the student (as appropriate), and other relevant staff or resource personnel to develop a comprehensive plan addressing:
 - The role and function of the Service Dog.
 - Training provided to the student handler.
 - Care and physical needs of the Service Dog, including:
 - Designated relief area on school property.
 - Procedures for waste removal and disposal.
 - Accessible waste disposal container for the handler.
 - Seasonal and weather-related considerations.
 - Classroom arrangements, including seating.
 - Any required changes to routines, procedures, or programming.
 - Pre-entry visits for the Service Dog to acclimate to the school.
 - Transition planning for the student and dog.
 - Schedule for introducing the dog to the school community.
 - Training plan for school staff (e.g., principal, teachers, EAs).
 - Behavioural expectations and conduct guidelines regarding the dog for students, staff, and visitors.
 - Communication and enforcement strategies for these rules.
- Notify all school staff and the school council of the Service Dog's presence.
- Collaborate with the appropriate Superintendent and the Student Achievement Lead: Special Education to address any concerns related to the dog's presence.
- Coordinate demonstrations or educational sessions by the Service Dog provider for students, staff, and/or the school community, as needed.
- If applicable, inform Brant Haldimand Norfolk Student Transportation Services about any transportation requirements.
- Post signage at all school entry points informing visitors of the presence of a working Service Dog.
- Update emergency protocols (e.g., notify the Fire Department about the Service Dog).
- Inform the school's Superintendent when the Service Dog begins attending the school and if/when the dog is no longer present.
- Communicate with stakeholders, letters will be distributed as follows to inform:



- The school community of the arrival of the Service Dog, its purpose and rules regarding conduct around the Service Dog (Appendix E).
- The families of the students in any of the classes where the Service Dog will be present to elicit information concerning allergies or anxiety from student's families (Appendix F).
- The families of any students who will be sharing transportation where the Service Dog will be present, where applicable (Appendix G).
- All information regarding the Service Dog will be retained in the student's OSR.



Information for Parents/Guardians Requesting a Service Dog in the School

1. The success of the implementation of a Service Dog into a school setting depends on clear communication, a well-informed school community and careful planning. The information you provide will assist the principal to make the best possible decisions for your child and other students, as well as for the staff, volunteers and visitors in the school. The information will be filed in your child's Student Record (OSR).
2. The use of a Service Dog is considered to be an accommodation to help your child learn and to develop the necessary skills to achieve success at school. The use of a companion dog is generally not considered to be an accommodation under the Ontario Curriculum. If your child already has an Individual Education Plan, it will be reviewed at a case conference or one will be developed in consultation with you. The principal will invite you, your child's teacher(s), a representative from an accredited provider of Service Animals, the Special Education Resource Teacher (SERT), Special Education Consultant and the Student Achievement Leader of Special Education to the case conference to discuss your child's needs, the accommodations that are already in place for your child as well as the additional assistance provided by the dog.
3. The information you provide will help the principal to implement your request. It is important that you provide the information that addresses the safety of the students and staff. For example, the principal needs to know that the dog has no history of nipping, biting or growling at children or adults nor exhibits aggressive protective behaviours.
4. Provide proof of general liability insurance coverage in the amount of \$2,000,000.00 in the event of injury and/or damages resulting when the dog is attending with the student handler at school.
 - a. Service Dogs are generally very expensive. We also recommend confirmation that the owner has coverage in the unfortunate situation if the dog were to be stolen or injured at no fault of the Board.
5. It is important that you reinforce information about the standards in place through the accredited assistance dog school that address the safety of the students and staff.
6. The principal will investigate if any student or member of staff has severe medical or psychological reactions to dogs that may impact the involvement of the Service Dog at school.
7. The well-being of the dog is very important. Its care, handling and training needs will be addressed and your input as a trained handler is valuable. The principal also needs to know what other resources are available to facilitate the transition to school and the implementation of the plan. Strategies for becoming familiar with the building and school grounds, introduction to assemblies/concerts, recess and informing the staff about interacting with the dog will need to be included in the planning.
8. The principal, with your assistance, will develop a communication plan to inform students, staff and community members as appropriate.



9. A school assembly presented by an accredited provider of Service Animals is required to ensure practical understanding of an assistance dog in the school community. Important information shared in this way facilitates understanding and acceptance of new practices at the school. You will be asked to participate in the information session/assembly.
10. After all the discussion is in place, the goal will be to implement the plan as soon as possible. Your responsibilities include:
 - a. Transporting or walking the dog to and from school or facilitating the use of bus Transportation.
 - b. Providing the required equipment and dog care items.
 - c. Working cooperatively with the school staff to make this accommodation a success.
 - d. Assisting the principal to communicate relevant information to the school community.
 - e. Providing the principal with required documentation in a timely fashion.
 - f. Informing the principal of all relevant information that may affect the students and staff.
11. Once the necessary information has been discussed, the principal will consult with the Superintendent of Education and the Student Achievement Leader of Special Education Lead prior to the admittance and the implementation of the service or guide dog into the school.



Request for Service Dog Involvement with a Student

School:	
Name of Student:	D.O.B.
Address:	
Name(s) of parent(s)/guardian(s):	
Telephone(s) Home:	Cell

a) Type of Service Dog:

b) The Service Dog will provide the following assistance with:

c) Name and contact information of the accredited Service Dog school that provided the dog, training and will provide follow-up support for the school community. I/we understand that it is our responsibility to:

- Provide the principal required documentation regarding training, certification, registration, municipal licensing, vaccinations and health of the dog in a timely fashion.
- Provide required documentation and information regarding disability-related needs and accommodations to be provided by the dog in a timely fashion.
- Facilitate transportation of the dog to and from the school.
- Provide general liability insurance coverage in the event of injury and/or damages resulting from use of the dog in school.
- Assume financial responsibility of the dog's training, veterinary care, city/county license and all other related costs.
- Work cooperatively with the school staff and provide and communicate information relevant to the school and school community.
- Provide the required equipment and dog care items.
- Attend to the daily care needs of the dog; and
- Work cooperatively with the school staff to make this accommodation a success.

I/we give permission for this information to be shared with the school community.

Signature of student (if over 18) or parent(s)/guardian(s)

Date

Signature of student (if over 18) or parent(s)/guardian(s)

Date



Checklist for Implementation of a Service Dog into a School	Date of Completion and Notes
Advise parent/guardian/adult student (18 years and older) making the request that the Board has a procedure to follow before a decision is made.	
Provide parent(s)/guardian(s)/adult student with the form Request for a Service Dog Involvement with a Student and Information for Parents/Guardians Requesting a Service Dog in the School.	
Inform Superintendent Responsible for Special Education and Student Achievement Lead of Special Education Lead as well as the Superintendent responsible for the school request.	
Ensure that the parent/guardian/adult student submits copies of the following documentation: <ul style="list-style-type: none">• A professional diagnosis of a disability which can be accommodated through the use of a Service Dog• A current letter from a regulated health professional recommending the Service Dog and confirming the diagnosis and recommended accommodations to be facilitated by the Service Dog support• Copy of certificate or letter from an accredited training program for dog's and handler's training• Copy of current, official vaccinations certificate for the dog and letter of good health• Proof the dog is registered in Canada through an accredited dog training school• Proof of municipal dog license• Liability Insurance	
Inquiries made regarding any potential severe allergies, anxieties with respect to dogs and possible accommodation plans to meet competing rights of students in the school. AND on busses (considering students from other schools) regarding: <ul style="list-style-type: none">• Allergies• Phobia of Dogs• Cultural sensitivities and other issues• Plan for required accommodations	
Convene a case conference with the following in attendance: <ul style="list-style-type: none">• Parents/Guardians and/or student over the age of 18• Classroom teacher(s), if available	



<p>The case conference discusses and develops a plan for:</p> <ul style="list-style-type: none">• The purpose and function of the Service Dog• Training provided for the Handler (student) and the Service Dog• Personal Care and physical needs of the Service Dog• Classroom considerations such as seating arrangements• Any necessary changes in routine and procedures and program changes• A transition plan for both the Service Dog and the student• A timetable for introduction of the Service Dog to the school and class(es)• A timetable for training of the student's school team• Rules of conduct around the Service Dog for students, staff• Arrange a time for the Service Dog to visit the school without students present in order to familiarize it with the school site	
<p>Review the request with respect to its consistency with the IEP and/or recommendations from the IPRC.</p>	
<p>Inform school staff that a request has been made and receive their input.</p>	
<p>Inform appropriate bus contact that a request has been made and receive input. If transportation is being used through the consortium and the transportation is shared with another Board(s) then those Boards must be contacted so that they can also complete their assessments and communicate with school community members.</p>	
<p>Inform School Council and community at a School Council meeting and receive their input.</p>	
<p>Contact the Fire Marshall and with assistance, create a plan for fire and emergency exit. Plan must be included with school fire plan.</p>	
<p>Meet with the parent(s)/guardian(s)/adult student, to inform them of the information, you have received and if the Service Dog is approved,</p>	
<p>develop the implementation plan, including fire and emergency exit plans and Management Plan for the Care of the Dog.</p>	
<p>Advise the Superintendent and the Student Achievement Leader of Special Education of your actions.</p>	
<p>IEP should be updated as needed along with any behaviour plans.</p>	
<p>Develop a communication strategy to inform students, staff, community and relevant employee representatives. Include information in registration packages.</p>	



Post signs on the entrance doors and at any other appropriate places to advise visitors of the dog's presence.	
Monitor and review the implementation on a regular basis. Including updated medical information for the Service Dog and records of re-training and updating.	
File relevant documentation and correspondence in the documentation file of student's OSR.	
Update plan and documentation yearly as required (IEP, certification, vaccinations, Fire and Emergency plan, good health records, etc.)	
Inform the Superintendent that a Dog is in place at the school and when/if the Dog is no longer going to be at the school.	



Management Plan for the Care of the Service Dog

Student Name: _____ DOB: _____

Student Number: _____ School Year: _____

Name of Dog: _____

School: _____

Note: Where possible and feasible, these responsibilities should be handled by the student in the same manner as at home.

Dietary Needs: _____

Water Needs: (e.g. provision of water bowl, procedures for use, cleaning, etc.)

Bladder/Bowel Needs of Dog (e.g. frequency, location, disposal, etc.)

Other considerations:

1. Hot weather: _____

2. Winter weather: _____

3. Additional considerations: _____

Signature Student: _____

Date: _____

Signature Parent/Guardian: _____

Date: _____

Signature Principal: _____

Date: _____



[School Letterhead]

[Insert Date]

Re: Service Animals in School Facilities

Dear Parent/Guardian:

This letter is to inform you that there will be a Service Dog in our school assisting one of our students.

This Service Dog is a highly trained Service Dog for our student and is able to assist in many of the routine activities, which may pose some challenges for this student. This child's right to have a Service Dog is protected under Human Rights legislation.

There will be an information session at the school to integrate the Service Dog into our daily routines and all our students will be instructed as to the proper procedure regarding the Certified Service Dog. They will be informed that the Service Dog is a working Service Dog and not a pet while at school.

We anticipate the Service Dog being a benefit to the student's learning and we look forward to this new addition to our school community.

Thank you for your understanding and support.

Sincerely,

Full Name
Title

c: Name – Title, Location (if applicable) *(names are listed alphabetically by last name)*
Superintendent of Education: Family of Schools, Special Education
OSR

Attachment or Enclosure (if applicable)
XX:xx (AUTHOR INITIALS:your initials)



[School Letterhead]

[Insert Date]

Re: Service Animals in School Facilities

Dear Parent/Guardian:

This letter is to inform you that there will be a Service Dog in our school assisting one of our students and this student and the Service Dog will be a part of your child's class.

This Service Dog is a highly trained Service Dog for our student and is able to assist in many of the routine activities, which may pose some challenges for this student. This child's right to have a Service Dog is protected under Human Rights legislation.

There will be an information session at the school to integrate the Service Dog into our daily routines and all our students will be instructed as to the proper procedure regarding the Service Dog. They will be informed that the Service Dog is a working Service Dog and not a pet while at school.

If you have any specific concerns regarding the presence of the Service Dog in your child's class, please contact me at the school.

Thank you for your understanding and support.

Sincerely,

Full Name
Title

c: Name – Title, Location (if applicable) (*names are listed alphabetically by last name*)
Superintendent of Education: Family of Schools, Special Education
Classroom Teacher (s)
OSR

Attachment or Enclosure (if applicable)
XX:xx (AUTHOR INITIALS:your initials)



[School Letterhead]

[Insert Date]

Re: Service Animals in School Facilities

Dear Parent/Guardian:

This letter is to inform you that there will be a Service Dog in our school assisting one of our students and this student and the Service Dog will be a part of your child's transportation.

This Service Dog is a highly trained Service Dog for our student and is able to assist in many of the routine activities, which may pose some challenges for this student. This child's right to have a Service Dog is protected under Human Rights legislation.

There will be an information session at the school to integrate the Service Dog into our daily routines and all our students will be instructed as to the proper procedure regarding the Service Dog. They will be informed that the Service Dog is a working Service Dog and not a pet while at school.

If you have any specific concerns regarding the presence of the Service Dog on your child's mode of transportation, please contact me at the school.

Thank you for your understanding and support.

Sincerely,

Full Name
Title

c: Name – Title, Location (if applicable) *(names are listed alphabetically by last name)*
Superintendent of Education: Family of Schools, Special Education
Classroom Teacher (s)
OSR
Transportation

Attachment or Enclosure (if applicable)
XX:xx (AUTHOR INITIALS:your initials)



Purchasing Cards

#700.07

Adopted:	June 26, 2007
Last Reviewed/Revised:	June 24, 2025
Responsibility:	Superintendent of Business Services & Treasurer
Next Scheduled Review:	2027-2028

POLICY STATEMENT:

The Brant Haldimand Norfolk Catholic District School Board (the "Board") is committed to a high level of stewardship and accountability with respect to all decisions and practices. The Board recognizes the need for staff to purchase certain low dollar goods and services in an efficient and timely manner.

APPLICATION AND SCOPE:

A Purchasing Card (or "P-Card") is intended to facilitate the purchase and payment of a large volume of low value purchases. To minimize risk and financial expense to the Board, P-Cards will only be issued to authorized individuals who have a legitimate business reason for having a P-card and who need to use the P-Card on a regular basis in carrying out their assigned duties.

The purpose of this Policy and Administrative Procedure outlines the expectations pertaining to the use of P-Cards and includes information on the acceptable use and limitations of Board P-Cards.

REFERENCES:

- [Broader Public Sector Accountability Act](#)
- [Broader Public Sector Procurement Directive and Implementation Guidebook](#)
- [Broader Public Sector Perquisites Directive](#)
- [Broader Public Sector Expenses Directive](#)
- [GOV 100.10.P - Trustee Expenses](#)
- [FIN 700.01.P - Procurement](#)
- [FIN 700.04.P - Employee Expenses](#)
- Purchasing Card Handbook (staff only)

FORMS:

- N/A

DEFINITIONS:

Budget Holder: a person who is accountable for the spending decisions in their area of responsibility.

Cardholder: authorized Board staff who hold a Board-issued P-Card in their name.

Merchant Category Classification (MCC): classification of business by the type of goods or services provided. Classification can be assigned or blocked to restrict P-Card usage. They also are used for reporting purposes.

Monthly Spend Limit: the maximum dollar threshold, including taxes, allowed on a P-Card for a one-month statement period.

Purchasing Card (P-Card): a commercial card that allows organizations to purchase goods and services in lieu of a traditional purchasing process and up to specified amounts for approved business purposes.



Purchasing Card Administrator: administers the P-Card program (system administration, card management, process and procedure development, education, user support, compliance review, reporting, etc.). Typically, the P-Card Administrator is the Manager of Procurement and Risk Management Services (or delegate).

Transaction Limit: A maximum per transaction dollar limitation placed on each card charge.

ADMINISTRATIVE PROCEDURES:

Any new P-Cards issued to staff must have the approval of their Principal/Manager or Superintendent, as well as final approval from the Superintendent of Business & Treasurer before the card is ordered. Any changes to P-Card limits must also receive formal approval from the Manager of Procurement and Risk Management Services.

RESPONSIBILITIES

Cardholder

- i) Review, agree and sign a Purchase Card Agreement outlining cardholder responsibilities.
- ii) Ensure each purchase remains within the individual's transaction limit and monthly credit limit.
- iii) Ensure compliance to Board policies and procedures.
- iv) Verify accuracy of monthly statements and take appropriate, immediate action to correct any errors.
- v) Retain original transaction receipts for reconciliation and audit purposes (photocopies not acceptable).
- vi) Reconcile the monthly statement using the prescribed transaction log, obtain approval from applicable supervisor and submit to Financial Services within ten business days of receipt of the statement.
- vii) Immediate notification to the P-Card Administrator in the event of a lost or stolen card.
- viii) Notify supervisor and P-Card Administrator of any changes in circumstance (name, address, role, department, etc.).
- ix) Ensure sufficient budget is available to support the purchases on the P-Card.

Cardholder's Supervisor

- i) Ensure each Cardholder has read and understood their responsibilities as outlined in this Policy and Administrative Procedure and Purchasing Card Handbook regarding the use of the P-Card.
- ii) Review and approve (where applicable) the monthly statement and transaction log within the timelines established by Financial Services.
- iii) Ensure the Cardholder is compliant with policies and procedures in the use of the P-Card.

P-Card Administrator

- i) Under the authority of the Superintendent of Business & Treasurer, issue, cancel or revoke the P-Card in accordance with policies and procedures.
- ii) Provide Cardholder(s) with training and support in the appropriate use of the P-Card.
- iii) Authorize changes to Cardholder information, card limits and MCC codes.
- iv) Maintain list of P-cards issued and monitor the usage of P-Cards.
- v) Conduct a regular review, audit, and verify compliance with the policy.
- vi) Provide a report to the Superintendent of Business & Treasurer on usage of all P-Cards monthly highlighting details such as the maximum amounts used, irregular transactions, activities on cancelled P-Cards and or any compliance oversight.

USE AND RESTRICTIONS

The P-Card is intended to facilitate the purchase and payment of low value goods and services required for Board business. It is the expectation that eligible and authorized staff will use a Board issued P-Card, as opposed to a personal credit card. The use of a personal credit card may result in a denial or delay in reimbursement.

Each P-Card is established with an individual transaction limit and a monthly credit limit, which can be found on the P-Card agreement.



P-Cards **may not** be used to:

- i) Bypass an existing Board contract, policy, or procedure.
- ii) Purchase furniture, equipment (including any technology items), software or other tangible capital asset unless prior approval from Procurement Services has been obtained.
- iii) Transact any personal expenses; such use may be deemed fraudulent and could result in disciplinary action up to and including dismissal.
- iv) Purchase gift cards unless prior approval from Procurement and/or Financial Services has been obtained.
- v) Split purchases into multiple transactions to circumvent approved Cardholder limits.
- vi) Obtain cash advances.
- vii) Honoraria (payments of fees for services performed by individuals not employed by the Board).
- viii) Payments to other schools or other Board departments.
- ix) Alcohol.
- x) Employee gifts (e.g., flowers for assistant's day, retirement gifts, etc.).
- xi) Gift for trustees, government employees or other Broader Public Sector organizations.

Certain types of merchants, including (but not necessarily limited to) liquor stores and cannabis outlets have been blocked on Board issued P-Cards. Attempts to purchase items from these vendors will be declined when the P-Card is presented at these restricted vendors. This blocking is applied on a vendor-by-vendor basis based on the assigned MCC. As a result, some otherwise legitimate purchases from blocked vendors will not be able to be made by using the P-Card.

Board P-Cards must not be tied to a "PayPal" or like payment service account. If no other payment option exists, contact Procurement and Risk Management Services.

Exceptions are subject to the approval of the Superintendent of Business & Treasurer.

Circumstances not specifically noted in this Policy and Administrative Procedure must be brought to the attention of the P-Card Administrator for review and recommendation of the most cost effective and compliant method for the purchase of the material or service in question.

ISSUANCE OF P-CARDS

In general, P-Cards are issued to individuals where there is an ongoing and/or frequent need to purchase goods and services that fall under their responsibilities and/or brings efficiency to the procurement process. The following roles are eligible to use a P-Card:

Role	Maximum Credit Limit
Director and Superintendents	\$5,000
Manager of Procurement and Risk Management Manager of Information Technology Manager of Facility Services	\$5,000
Executive Assistants	\$3,000
Manager of Financial Services Manager of Human Resource Services Manager of Communication Services	\$3,000
Facility Services Supervisors and Coordinators	\$3,000
Student Achievement Leads – Curriculum and Special Education	\$3,000

Any changes to the above chart are subject to the approval of the Superintendent of Business & Treasurer.

Purchasing cards are issued to individuals upon full approval of a P-card application. Any new P-Cards issued to staff must have the approval of their Principal/Manager or Superintendent, as well as final approval from the Superintendent of Business & Treasurer before the card is ordered.



CHANGES AND CANCELATION

Any changes to P-Card limits and/or MCC permissions must also receive formal approval from the Manager of Procurement and Risk Management Services.

Cards will be cancelled in the following circumstances:

- i) Upon termination of employment with the Board.
- ii) When specifically requested to do so by the supervisor.
- iii) When a change in job responsibility dictates that a card is no longer required.
- iv) When repeated misuse has occurred and at the discretion of the Superintendent of Business & Treasurer.

Brant Haldimand Norfolk Catholic District School Board

BOARD BY-LAWS

Relating generally to the conduct of the
operational and procedural affairs
of the Board

Enacted:	June 8, 1998
Amended:	June 10, 2003
	January 25, 2005
	October 23, 2007
	February 26, 2008
	April 29, 2009
	May 25, 2010
	October 22, 2013
	June 24, 2014
	January 27, 2015
	April 28, 2015
	January 26, 2016
	June 28, 2016
	April 25, 2017
	March 6, 2019
	April 23, 2019
	October 22, 2019
	June 27, 2022
	February 27, 2024
	April 23, 2024
	June 24, 2025

Chair of the Board:	Carol Luciani
Secretary of the Board:	Mike McDonald

TABLE OF CONTENTS

1. Preamble	1
2. Interpretation.....	1
2.1 Definitions and Meaning of Terms	1
2.2 Calculation of Majorities	2
3. Name and Jurisdiction of the Board	2
4. Structure of the Board	2
4.1 Board of Trustees	2
4.2 Executive Council	2
4.3 Committee of the Whole	2
5. Officers of the Board	2
5.1 Officers of the Board.....	2
5.2 Election of Chair	3
5.3 Election of Vice Chair.....	3
5.4 Officers' Duties and Rights	3
6. Meetings of the Board	5
6.1 Inaugural and Annual Meetings	5
6.2 Regular Meetings of the Board	6
6.3 Special Meetings of the Board	6
6.4 Electronic Meetings	7
6.5 Quorum for Meetings.....	8
6.6 Notice of Meetings	8
6.7 Maximum Length of Meetings.....	9
6.8 Seating Arrangements.....	9
6.9 Access to Meetings	9
6.10 Delegations.....	10
7. Conduct of Business for Regular Board and Committee of the Whole Meetings	10
7.1 Order of Business	10
7.2 Rules of Order.....	11
7.3 Motions and Debate	12
7.4 Amendment(s) to Motion	13
7.5 Notices of Motion	13
7.6 Protocol for Debate	14
7.7 Voting Procedures.....	15
8.1 Governance Committees of the Board	17

8.1.1 Accommodations Committee	17
8.1.2 Audit Committee.....	17
8.1.3 Budget Committee.....	17
8.1.4 Policy Committee.....	17
8.1.5 School Year Calendar Committee	17
8.1.6 Student Discipline Committee	17
8.1.7 Student Transportation Services Brant Haldimand Norfolk Board of Trustees	18
8.1.8 Supervised Alternative Learning (SAL) Committee.....	18
8.2 Advisory Committees of the Board.....	18
8.2.1 Faith Advisory Committee	18
8.2.2 Communications and Information Technology Advisory Committee	18
8.2.3 Legal Expenses Review Committee.....	18
8.2.4 Special Education Advisory Committee	18
8.2.5 Teacher-Trustee Committee	19
8.2.6 Capital Project Review Committee	19
8.2.7 Vendor/ Supplier Performance Evaluation	19
8.3 Ad-Hoc Committees of the Board.....	19
9. District and Interjurisdictional Committees with Trustee Representation.....	19
9.1 Accessibility Steering Committee	19
9.2 Educational Archives Committee	19
9.3 Joint Use Committee	19
9.4 Mental Health Steering Committee	19
9.5 Regional Catholic Parent Involvement Committee.....	20
10. Access to Records	20
11. Execution of Documents	20
11.1 Signing Authorities	20
11.2 Bank Signing Officers.....	20
11.3 Board Seal.....	21
11.4 Board Minutes.....	21
12. Other Professional Services	21
13. Conflict of Interest Guidelines.....	21
14. By-law Amendments	21
15. Director of Education Performance Appraisal.....	22
15.1 Suspension or Dismissal	22
16. Policy Renewal Process	22
17. Reviews.....	23

1.0 PREAMBLE

- 1.1 As a Catholic Learning Community, the Brant Haldimand Norfolk Catholic District School Board provides faith formation and academic excellence, which enables our graduates to live a life of love and service in Christ. These bylaws ensure that the Brant Haldimand Norfolk Catholic District School Board is able to do this in an organized, equitable and fair manner. Pursuant to the provisions of the Education Act and regulations thereunder, the By-laws of the Brant Haldimand Norfolk Catholic District School Board shall regulate the powers and responsibilities of the Board, its officers and committees, and shall be observed for the procedure and dispatch of business at the meetings of the Board and its committees.
- 1.2 Procedural By-Laws of the Brant Haldimand Norfolk Catholic District School Board shall be approved by the Board and reviewed from time to time as directed by the Board or recommended by the Director of Education and Secretary.

2.0 INTERPRETATION

2.1 Definitions and Meaning of Terms

For this By-Law and all other By-Laws of the Board, unless the context otherwise requires:

- 2.1.1 the singular includes the plural;
- 2.1.2 “ACT” means the *Education Act* as amended from time to time;
- 2.1.3 “ANNUAL MEETING” means the first meeting held in December of each year, which is not a municipal election year;
- 2.1.4 “BOARD” means the Brant Haldimand Norfolk Catholic District School Board which, in accordance with the Education Act, is a Roman Catholic School Board in union with the See of Rome;
- 2.1.5 “CHAIR” means the Chair of the Board, any Committee or Sub-committee established by the Board;
- 2.1.6 “COMMITTEE” means Committee of the Whole, any special or ad hoc Committee established by the Board;
- 2.1.7 “DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD” means the Chief Executive Officer of the school Board;
- 2.1.8 “EX-OFFICIO” means by “virtue of office”. The Chair of the Board, when acting as “Ex-Officio” to a committee, is counted in the quorum of any committees and has the right to make motions, discuss motions and vote on all questions;
- 2.1.9 “INAUGURAL MEETING” means the first meeting of a newly elected board to be held following a municipal election and the commencement of the term of office;
- 2.1.10 “IN-CAMERA MEETING” means a private meeting of the whole board or a committee from which the public is excluded, as per the Education Act, Section 207 (2);
- 2.1.11 “MEETING” includes a meeting of the Board and of Committees;
- 2.1.12 “OFFICERS” means the Chair of the Board, the Vice Chair of the Board, the Secretary of the Board, and the Treasurer of the Board.
- 2.1.13 “STATUTORY COMMITTEE” means any committee that, by statute, the Board is required to appoint;
- 2.1.14 “STUDENT TRUSTEE” means the person designated as a non-voting

trustee of the Board, representing the interests of pupils within the Board on any matters before the Board of Trustees, including but not limited to government legislation and policies or operational practices.

2.1.15 “TREASURER” means the person appointed within the Act to fulfill the responsibility of the Treasurer to the Board;

2.1.16 “TRUSTEE” means a person elected, acclaimed or appointed to the office of Trustee of the Board pursuant to the provisions of the Municipal Elections Act;

2.1.17 “VICE CHAIR” means the Vice Chair of the Board; any Committee or Sub-committee established by the Board;

2.1.18 “YEAR” means, unless qualified by word “calendar” or “school year”, the period commencing on the first day of December, and ending on the last day of November next following.

2.2 Calculation of Majorities

Whenever in the By-laws of the Board there is provision for a majority of Trustees present or a majority of all Trustees, such majorities shall be calculated as the simple majority, unless otherwise specified.

3.0 NAME AND JURISDICTION OF THE BOARD

The name of the Board shall be the “Brant Haldimand Norfolk Catholic District School Board” and it shall have jurisdiction as is provided by the *Education Act* and Regulations.

4.0 STRUCTURE OF THE BOARD

The structure of the Board and its committees will be structured according to the descriptions that follow:

4.1 Board of Trustees

4.1.1 Composed of six (6) voting Trustees and two non-voting Student Trustee(s). The Board performs duties according to the Education Act and Regulations.

4.2 Executive Council

4.2.1 Composed of the Chair of the Board, the Vice Chair of the Board, the Director of Education and Secretary of the Board, and the Superintendent of Business and Treasurer. Functions include reviewing and assisting with the preparation of agendas for Board and Committee of the Whole meetings and system planning, coordination and communication.

4.3 Committee of the Whole

4.3.1 Composed of all Trustees of the Board, the Director of Education and Superintendents, as required. The Chair of this Committee will be the Chair of the Board. Functions include reviewing educational, operational, policy and financial issues and making recommendations, as necessary, to the Board for approval, unless there are strict timelines that will inherently cost the Board money by delaying passage or said motion needs to meet Provincial timelines

5.0 OFFICERS OF THE BOARD

5.1 The Officers of the Board shall consist of:

- the Chair;
- the Vice Chair;
- the Director of Education and Secretary of the Board; and
- the Superintendent of Business and Treasurer.

5.2 Election of Chair

5.2.1 Appointment of Scrutineers

The presiding officer shall name two (2) scrutineers for the election of officers.

5.2.2 Nomination and Election of Chair

The Presiding Officer shall conduct the election for the office of the Chair of the Board, which shall be as follows:

5.2.3 Nomination shall be by secret ballot.

5.2.4 The Presiding Officer shall announce the result of the nominations by declaring the names of those nominated. The nominees will declare their intention. The count shall not be declared.

5.2.5 Voting shall be conducted by secret ballot.

5.2.6 The Trustee receiving a clear majority of the votes cast by all Trustees present shall be declared elected.

5.2.7 Should no candidate receive a clear majority of the votes cast, the name of the candidate receiving the smallest number of votes shall be dropped and the Board shall proceed to vote anew and so continue until the Chair is elected.

5.2.8 In case of equality of votes (with only two candidates remaining), one more vote shall be taken. If after this vote there is still a tie, the candidates shall draw lots to fill the position as per Section 208(8) of the Education Act.

5.2.9 The Presiding Officer shall announce the result of the ballot by declaring the name of the Trustee who has received a clear majority of the votes cast and shall not declare the count.

5.3 Election of Vice Chair

5.3.1 The Chair shall then take the Chair and shall conduct the election for the office of Vice Chair using the same procedures as set out for the election of the office of the Chair.

5.3.2 At the first meeting after a vacancy occurs in the office of Vice Chair, the vacancy shall be filled by the same method used for the election at the inaugural meeting

5.4 Officers' Duties and Rights

5.4.1 Duties of the Chair (as per Education Act 218.4, 2009, c. 25, s. 25)

- (a) preside over meetings of the board;
- (b) conduct the meetings in accordance with the board's procedures and practices for the conduct of board meetings;
- (c) establish agendas for board meetings, in consultation with the board's director of education or the supervisory officer acting as the board's director of education;
- (d) ensure that members of the board have the information needed for informed discussion of the agenda items;
- (e) act as spokesperson to the public on behalf of the board, unless otherwise determined by the board;
- (f) convey the decisions of the board to the board's director of education or the supervisory officer acting as the board's director of education;
- (g) provide leadership to the board in maintaining the board's focus on the multi-year plan;

- (h) provide leadership to the board in maintaining the board's focus on the board's mission and vision; and
- (i) assume such other responsibilities as may be specified by the board.

In addition to the duties assigned under provincial legislation, and these By-Laws, the Chair shall:

- (j) be a signing officer of the Board as prescribed in the By-Laws; and
- (k) call special meetings of the Board.
- (l) If eligible by law to vote on a matter, the Chair of the Board, when present, shall:
 - be an ex-officio member of all Committees;
 - be counted in determining the quorum; and
 - have the right to vote at all Committee Meetings; however, the intention to vote must be declared when the item is first on the floor.
- (m) In the limited circumstances where the Chair engages legal counsel for Board business, the Chair in consultation and consensus with the Vice-Chair, shall consult with the Director and if appropriate the Board of Trustees.

5.4.3 Duties of the Vice Chair

The Vice Chair, in addition to those duties assigned under provincial legislation and the By-laws, shall:

- in the absence of the Chair, or in the event of the inability of the Chair to act, assume any or all of the duties of the Chair, except those that are precluded by law, By-law, or regulation;
- be a signing officer of the Board as prescribed by the By-laws; and
- perform duties as outlined from time to time by the Chairperson.

5.4.4 Rights of the Vice Chair

The Vice Chair, when delegated by or in the absence of the Chair, shall have all powers of the Chair, including the right to vote, if eligible by law to vote on a matter, provided that whenever the Vice Chair exercises any of the powers of the Chair, the absence of, or the delegation by, the Chair shall be presumed.

5.4.5 Duties of the Secretary of the Board

The Secretary of the Board, in person or by designate, in addition to those duties assigned under the provincial legislation and the By-laws, shall:

- attend all meetings of the Board and meetings of Committees;
- prepare minutes of all meetings;
- keep records as required by law and subject to the directions of the Board;
- conduct the official correspondence of the Board;
- receive and pass on to the Board, Committee of the Whole, or the relevant Committee, all correspondence, petition and reports of other officials;
- prepare, in consultation with Executive Council, the draft agenda of all Board, Committee of the Whole, and Committee meetings;
- maintain an up-to-date policy register;
- maintain charge of all correspondence, reports, and other documents;
- promulgate all orders, policies and other directions of the Board and other matters in accordance with requirements of the law;

- bring to the attention of the Board any matter in respect of which, in the opinion of the Secretary, it may be necessary or useful for the Board to be aware; and
- issue verbal or written statements on administrative matters coming under his/her duties and responsibilities; press releases may be issued.

5.4.6 Duties of the Treasurer of the Board

The Treasurer of the Board, in addition to those duties assigned under provincial legislation and the By-laws, shall:

- submit to the Board annually a statement of estimated revenue and expenditures;
- have prepared for submission to the Board the annual financial statements and the auditor's report;
- report annually to the Board particulars of existing insurance bonds expiring during such year with recommendations for renewal; and
- report to the Board from time to time and as required by the Board on all financial matters.

6.0 MEETINGS OF THE BOARD

6.1 Inaugural and Annual Meetings

6.1.1 Presiding Officer

The Presiding Officer at the Inaugural Meeting and Annual Meeting shall be the Director of Education and Secretary of the Board or designate until the Chair is elected.

6.1.2 Meeting Proceedings

6.1.2.1 Inaugural Meeting

- The Inaugural Meeting to be held in the calendar year in which all Trustees are elected or acclaimed at the regular Municipal Election under the Municipal Elections Act shall be held in accordance with the Act.
- The Inaugural Meeting shall include an Inaugural Liturgy
- At the Inaugural Meeting of the Board, the Chief Executive Officer shall read the returns of the election as certified by the Municipal Clerks.
- At the Inaugural Meeting of the Board, every Trustee elected to the Board shall make and sign the Declaration of Office and Oath of Allegiance before the Secretary of the Board or before such person authorized to administer an oath.

6.1.2.2 Annual Meeting

- The Annual Meeting of the Board, to be convened in the years between Municipal Elections, shall be held in accordance with the Act.
- The Annual Meeting shall include a Liturgy.

6.1.3 Additional Business

The Inaugural and Annual meetings shall include further business as follows:

6.1.3.1 the appointment of the Auditors for the Board;

6.1.3.2 any urgent business of the Board.

6.2 Regular Meetings of the Board

6.2.1 Board Meeting

6.2.1.1 Schedule and Location of Meetings

Unless otherwise ordered by special motion, the Brant Haldimand Norfolk Catholic District School Board will conduct regular meetings of the Board at 6:30 p.m. on the fourth Tuesday of each month prior to the board meeting at 322 Fairview Drive, in the City of Brantford.

6.2.1.2 School Holidays

During the months of March and December, school holidays impact on the regularly scheduled meeting dates. In December, there will be two meetings: The last and second last Tuesday prior to Christmas break. In March, both the Committee of the Whole Meeting and the Board Meeting will be scheduled after the planned March Break.

6.2.1.3 Summer Meetings

The Board will recess from its regular meeting schedule from July 1st to August 31st of each year. The Chair of the Board is authorized to schedule any meetings during July and August as required.

6.2.2 Committee of the Whole Meeting

6.2.2.1 The Committee of the Whole shall be composed of all six trustees and will meet at 4:30 p.m. on the fourth Tuesday of each month at 322 Fairview Drive, in the City of Brantford, other than the exceptions noted in section 6.2.1.2.

6.2.2.2 The Committee of the Whole will report directly to the Board on a monthly basis during the school year, except for the month of November in years with an Inaugural meeting and the month of December in years with an Annual meeting.

6.2.3 Board meetings between a municipal election resulting in the acclamation/election of new Trustees constituting one-third or more of the total number of Trustees, and the Inaugural Meeting of the Board.

6.2.3.1 In the instance that one-third or more of the total number of trustees is new to the Board as a result of the acclamation/election from a municipal election, the Board shall cancel all regular meetings of the Board of Trustees between the election and the Inaugural Meeting of the Board. This does not preclude the Board from calling a Special Meeting of the Board as per Section 6.3.

6.3 Special Meetings of the Board

6.3.1 Special meetings of the Board shall be held by order of the Board, on the written request of three (3) Trustees to the Chair or the Director; on the call of the Chair; or at the request of the Director of Education.

6.3.2 The Trustees shall be given a 24-hour notice for special meetings, except in emergency situations.

6.3.3 Such meetings shall be called for specific reasons. Such subjects shall be stated in the notice calling the meeting. Notwithstanding any other provisions to the Board's By-laws, no other business shall be considered.

6.4 Electronic Meetings

(as per Education Act s.208.1, O. Reg. 463/97, O. Reg. 268/06, O. Reg. 234/04)

- 6.4.1 The Board may hold a meeting of the board or committee meetings (including Committee of the Whole) using electronic means.
- 6.4.2 The public will be notified about electronic meetings at Board designated sites through postings on the Board's website.
- 6.4.3 The electronic means by which the meeting will be held may be one of teleconference, videoconference or webconference. The electronic means must provide for a manner to verify that a trustee has left the meeting in the case that the trustee declares a conflict of interest.
- 6.4.4 At the request of any board member or student trustee, the board shall provide the member or student trustee with electronic means for participating in meetings of the board or of a committee of the board. The electronic means shall permit the member or student trustee to hear and be heard by all other participants in the meeting.
- 6.4.5 Subject to any conditions or limitations provided for under the Education Act or under Regulations, a member of a board who participates in a meeting through electronic means shall be deemed to be present at the meeting.
- 6.4.6 Roll call for all electronic meetings will be taken verbally and duly recorded to ensure Board members and the student trustee are recognized as in attendance.
- 6.4.7 Board members or the student trustee participating in an electronic meeting will notify the Chair of their departure (either temporary or permanent) from the meeting before absenting themselves in order to ensure a quorum is maintained.
- 6.4.8 Whatever the electronic means, where a trustee declares a conflict of interest, the trustee shall excuse himself from the meeting and follow the procedures noted in the Trustees' Code of Conduct policy 100.04 by leaving the electronic conference.
- 6.4.9 At every meeting of the board or of a committee of the whole board (including electronic meetings), the following persons be physically present in the meeting room of the board:
 - a) The chair of the board or his or her designate.
 - b) At least one additional member of the board.
 - c) The director of education of the board or his or her designate.
- 6.4.10 At every meeting of a committee of the board, except a committee of the whole board, the following persons are to be physically present in the meeting room of the committee:
 - a) The chair of the committee or his or her designate.
 - b) The director of education of the board or his or her designate.
- 6.4.11 The meeting room of the board or of a committee of the board, as the case may be, shall be open to permit physical attendance by members of the public at every meeting of the board or of the committee of the board.
- 6.4.12 The chair of the board, in consultation with the director of education, shall determine whether electronic means should be provided at one or more locations within the area of jurisdiction of the board, to permit participation by members of the public in meetings.

- 6.4.13 Where the board determines that electronic means should be provided under this section, the board shall:
- a) provide for the extent and manner of participation by members of the public through electronic means; and
 - b) ensure that members of the public who are participating through electronic means do not participate in any proceedings that are closed to the public in accordance with the Act.
- 6.4.14 Should there be technical difficulties and the electronic portion of the meeting is interrupted, the meeting shall be recessed for a period not exceeding thirty (30) minutes as determined by the chair of the meeting.
- 6.4.15 Should there be technical difficulties and the electronic portion of the meeting cannot be reconvened before the end of the recess provided in subsection 6.4.15:
- 6.4.15.1 Subsection 6.5.3 shall apply if there is no quorum;
 - 6.4.15.2 The minutes of the meeting shall indicate the time of any electronic disruption and the recess determined by the chair of the meeting, and the name of any trustee who thereby ceases to be present.
- 6.4.16 All trustees will be required to be physically present for every regular Meeting of the Board and every meeting of the Committee of the Whole in each year of the term of office, unless one of the exceptions to the requirement for in-person attendance applies. Failure to attend in person as required would result in the trustee's seat being vacated pursuant to the clause 228(1)(e) of the Education Act. Trustees are eligible to attend a regular Board Meeting or Committee of the Whole Meeting electronically/ virtually when they receive prior written approval from the Chair and;
- 6.4.16.1 The distance from the Trustee's primary residence to the meeting location is 125 kilometers or more;
 - 6.4.16.2 Weather conditions do not allow the Trustee to travel to the meeting location safely;
 - 6.4.16.3 The Trustee cannot be physically present at a meeting due to health-related issues;
 - 6.4.16.4 The Trustee has a disability that makes attending meetings in person more challenging; or
 - 6.4.16.5 The Trustee is unable to attend in person due to family responsibilities.
 - 6.4.16.6 If the Trustee making a request is the Chair of the Board, the Chair shall submit the request and reasons to the Vice-Chair of the Board.

Quorum for Meetings

- 6.4.17 Subject to the Municipal Conflict of Interest Act, a majority of the Trustees of the Board shall constitute a quorum for meetings of the Board and of the Committee of the Whole Board.
- 6.4.18 A majority of Trustees eligible to vote who are members of the Committee shall constitute a quorum for Meetings of the Committee when a committee is composed of only Trustees.
- 6.4.19 If a quorum is not present within fifteen (15) minutes after the time appointed for any Meeting (or such longer time as may be agreed upon by the Trustees eligible to vote then present), the person assigned as Recording Secretary shall record the names of the persons present and the meeting shall stand adjourned, to be reconvened within seven (7) days at the call of the Chair.

6.5 Notice of Meetings

- 6.5.1 Written notices of all meetings of the Board shall be transmitted, along with the Agenda of the Meeting, at least forty-eight hours before the time of meeting. The agenda may be amended at the opening of a meeting with the consent of the majority of Trustees present at the meeting.
- 6.5.2 Agendas for the regular meetings shall be made available on the board website and also provided to the following:
- Supervisory Officers of the Board;
 - Principals;
 - President or Chairs of the local employee groups who have requested the public agenda;
 - Upon request, members of the local news media; and
 - public in attendance -
- 6.5.3 Portions of the agenda dealing with in-camera shall be distributed only to Trustees and, to senior staff and to the Manager of Communications.

6.6 Maximum Length of Meetings

No meeting shall continue in session for more than three and one-half (3½) hours. A meeting may be extended beyond the limits established with consent of two-thirds of Trustees present.

6.7 Seating Arrangements

As far as practical, at all Board and Committee of the Whole Meetings the seating arrangement will be as follows:

- Horseshoe configuration
- At the head table the seating is from left to right, Vice-Chair, Chair, Director, Superintendent of Business
- At the table to the right will be the trustees and student trustees
- At the table to the left will be the senior administration
- The setting plan will be determined by the Chair and Vice-Chair of the board.

6.8 Access to Meetings

- 6.8.1 In accordance with the Education Act, Section 207(2), a meeting of the Board may be closed to the public (in camera) when the subject matter under consideration involves:
- the security of the property of the Board;
 - the disclosure of intimate, personal or financial information in respect of:
 - a member of the Board,
 - an employee or prospective employee of the Board,
 - a pupil or his or her parent or guardian;
 - the acquisition or disposal of a school site;
 - decisions in respect of negotiations with employees of the Board; or
 - litigation affecting the Board.
- 6.8.2 The Presiding Officer may expel or exclude from any meeting any person who, at the determination of the Presiding Officer, has exhibited improper conduct at the meeting; for example, use of profanity, threatening language and/or action(s), etc.

6.9 Delegations

- 6.9.1 Any Catholic School elector or group may request to address the Board as a delegation.
- 6.9.2 The delegation must provide the request in writing to the Director of Education of the Chair of the Board 7 days prior to the meeting which the Delegation wishes to be heard.
 - 6.9.2.1 The request shall contain the topic to be discussed and the identity of the Spokesperson(s).
 - 6.9.2.2 The person(s) wishing to address the Board or Committee shall be notified of the date, time and location of the meeting at which the presentation will be made.
 - 6.9.2.3 Delegations will, upon notification, have these regulations shared with them prior to their presentation.
 - 6.9.2.4 Copies of the presentation shall be shared with the Board or Committee 7 days in advance of the proposed date of presentation, failure to do so will result in the cancellation of the scheduled presentation. The board may also cancel said meeting request should the proposed content of the presentation should it be deemed inappropriate or contrary to the Catholic values of the Board.
 - 6.9.2.5 In any case, the subject matter of the Delegation will not be discussed, or debated, nor will a decision be made at the meeting at which the presentation is made unless the matter is on the agenda as pre-determined.
 - 6.9.2.6 Delegations will be advised that the Chair will not allow content or language which is not consistent with the values of the Board, and any violations or inappropriate conduct will result in the immediate cessation of the presentation at the discretion of the Chair.
 - 6.9.2.7 Following the presentation by the Delegation, questions of clarification only will be allowed through the Chair.
- 6.9.3 A delegation's presentation will be limited to 10 minutes. Amendments as to the length of time are at the discretion of the Chair.
- 6.9.4 In-Camera rules shall apply to Delegations of an In-Camera nature.
- 6.9.5 Notwithstanding the above, the Board retains discretion to decide all matters concerning delegations.

7.0 CONDUCT OF BUSINESS FOR REGULAR BOARD AND COMMITTEE OF THE WHOLE MEETINGS

7.1 Order of Business

The order of business for meetings of the Board that are open to the public shall appear as follows:

- 1. Opening Business
 - 1.1 Land Acknowledgement- Committee of the Whole
 - 1.2 Opening Prayer
 - 1.3 Attendance *
 - 1.4 Approval of the Agenda
 - 1.5 Declaration of Conflict of Interest
 - 1.6 Approval of Minutes from Previous Meetings(s)
 - 1.7 Business Arising

2. Presentations
3. Delegations
4. Consent Agenda
 - 4.1 Any Reports/Minutes that are information only.
5. Committee and Staff Reports
6. Information and Correspondence
7. Notices of Motion for Consideration at Next Board Meeting (Board meetings only)
8. Notices of Motion Being Considered for Adoption (Board meetings only)
9. Business In-Camera
10. Report on the In-Camera Session
11. Future Meetings and Events
12. Closing Prayer
13. Adjournment

* Late arrivals or early departure times of Trustees will be noted by the recording secretary

7.2 Rules of Order

- 7.2.1 The rules of order to be observed at meetings shall be in accordance with the provision of these By-laws.
- 7.2.2 In all cases for which no specific provision is made in these By-laws, the rules and practice of Robert's Rules of Order, Newly Revised 11th Edition, (Henry M. Robert III, William J. Evans, Daniel H. Honeyman, Thomas J. Blach, Perseus Publishing 2000) shall govern so far as applicable.
- 7.2.3 The Chair or other Presiding Officer shall preserve order and decorum and decide upon all question of order.
- 7.2.4 In the absence of the Chair and Vice Chair for any case, the Board may, from the members present thereof, appoint a Presiding Officer who, during such absence, shall have the powers of the Chair of the Board.
- 7.2.5 The Chair or person presiding may vote on all questions and shall declare this intention after the motion is put to the floor.
- 7.2.6 A tie vote is a lost motion.
- 7.2.7 Should the Chair elect to vacate the chair to take part in any debate or discussion or for any other reason, he/she shall call upon the Vice Chair or in his/her absence, one of the members to fill his/her place until he/she resumes it.
- 7.2.8 Where a question is before the Board, the mover may speak first and the seconder may speak next, and the Chair will make every attempt to allow each person wishing to speak, the opportunity to speak once before any member may speak for a second time. The mover also has the prerogative to be the last speaker before the question is decided and the seconder shall be the second to last speaker.
- 7.2.9 No member shall speak for more than five minutes or more than three times on the same question without the permission of the Chair.
- 7.2.10 Whenever an adjournment takes place in consequence of there not being a quorum present, the time of adjournment and the names of the members present shall be entered in the records of the Board.

7.3 Motions and Debate

- 7.3.1 All motions shall be recorded in the minutes of the meeting and shall be seconded before being stated by the Chair, whereupon the Chair shall ask if there is any further discussion on the motion before the vote.

- 7.3.2 When a motion has been stated by the Chair, it shall be open to debate and shall be disposed of only by a vote, unless the mover, by permission of the seconder, withdraws it, in which case such motion shall not appear in the minutes of the meeting.
- 7.3.3 Any Trustee of the Board may require the question under discussion to be read at any part of the debate, but not so as to interrupt a speaker.
- 7.3.4 A Trustee, prior to speaking to any question or motion, shall address the Chair. The Trustee shall confine remarks to the question at hand.
- 7.3.5 When two or more Trustees wish to speak at the same time, the Chair shall name the Trustee who is to speak.
- 7.3.6 No Trustee shall be interrupted while speaking, except in a case where the Trustee is called to order by another Trustee for a transgression of rules of the Board, in which case the Trustee shall remain silent until the point of order has been decided by the Chair.
- 7.3.7 Where a Trustee wishes to make a point of order or to seek clarification, he or she should so indicate in addressing the Chair and the Chair will rule on such matters before the next speaker is allowed to speak.
- 7.3.8 When the question under consideration contains two or more distinct propositions, any particular proposition, upon the request of any member, shall be considered and voted upon separately.
- 7.3.9 No question, once decided by the Board at a regular meeting, shall be reconsidered during that meeting unless someone on the affirmative side requests by motion that Trustees reconsider the pass motion, which is seconded and will take a two-thirds majority to reconsider.
- 7.3.10 If it is desired to defer action on a question until a particular time, the proper motion to make is "to postpone it to that time". This motion allows limited debate, which must be confined to the propriety of the postponement to that time; it can be amended by altering the time, and this amendment allows the same debate.
- 7.3.11 Whenever a motion has been made and seconded, it is the duty of the Chair, if the motion is in order, to state the question, so that the members may know what question is before them.
- 7.3.12 In stating the question on an amendment, the Chair should read the passage to be amended; the words to be struck out, if any, the words to be inserted, if any; and the whole passage as it will stand if the amendment is adopted.
- 7.3.13 The motion to adjourn is not debatable, it cannot be amended, or have any other subsidiary motion applied to it, nor can a vote on it be reconsidered.
- 7.3.14 If a Trustee does not put new motions or amendments in writing for the Chair, the motion as stated by the Chair and recorded by the secretary shall be the motion.
- 7.3.15 When a motion is under debate, the only motion in order shall be:
- to adjourn,
 - to lay on the table,
 - to put the previous question,
 - to postpone,
 - to refer,

- to amend, and
- to vote on the present motion.

Such motion shall have precedence in the order above named; and the first, second and third shall be decided without debate.

A question having been postponed indefinitely shall not be taken up again at the same meeting without a two-thirds (2/3) vote in favour.

7.4 Amendment(s) to Motion:

7.4.1 An amendment may be in any of the follow forms:

- a) to “add” or “insert” certain words or paragraphs;
- b) to “strike out” certain words or paragraphs, and if this fails it does not preclude any other amendment than the identical one that has been rejected;
- c) to “strike out certain words and insert others”, which motion is indivisible, and if lost does not preclude another motion to strike out the same words and insert different ones;
- d) to “substitute” another resolution or paragraph on the same subject for the one pending; or
- e) to “divide the question” into two or more questions as the mover specifies, so as to get a separate vote on any particular point or points;

If an amendment is defeated, vote on the motion. If an amendment is carried, vote on the amended motion.

7.4.2 No more than three (3) amendments can be made to a motion.

7.5 Notices of Motion

7.5.1 Notices of motion on new matters are required from trustees to give trustees the benefit of advance consideration by themselves and administration before any decision is to be made. No new decisions will be entertained unless a written notice of motion has been provided on new matters at a previous meeting or by way of inclusion in the agenda, at least seven days in advance of the Board meeting. Notices of Motion will be given to the Secretary and Chairperson of the Board to include as an item in the agenda of the next regular Board meeting.

7.5.2 A Notice of Motion may be brought directly to the next regularly scheduled Board meeting, verbally or in writing, and may be passed by unanimous decision. If the decision is not unanimous, the motion may be brought forward to the next regularly scheduled Board meeting for further discussion.

7.5.3 A member of the Board must give notice of motion if he/she wishes to:

- a) repeal or make permanent amendment to any of the Board’s By-laws;
- b) recommend an action, which has not been considered and recommended to the Board by a Committee of the Board;
- c) consider a matter by the Board without reference to a Committee.

7.5.4 Regulations regarding Notice of Motion

7.5.4.1 A Notice of Motion shall not be seconded at the meeting at which it is initially presented.

7.5.4.2 A Notice of Motion is not debatable.

- 7.5.4.3 Before any discussion shall take place at the meeting at which a Notice of Motion is presented as a Proposed Resolution, a Trustee must second it. The number of Notices of Motion, which are presented as Proposed Resolutions at any single meeting, shall be limited in number at the discretion of the Chair.
- 7.5.4.4 Notices of Motion, which are not presented for discussion as Proposed Resolutions at the meeting, shall be presented at the next regular meeting.
- 7.5.4.5 Notices of Motion, which require reports or information, shall be presented to the Board without any written reports by any of the senior officials. However, such persons may be permitted to make oral statements relating to these Notices of Motion at the time of presentation.
- 7.5.4.6 The officials may make written reports and/or recommendations supporting or opposing Notices of Motion, when they are presented as Motions, and which if carried will require direct action by the Board or its officials.

7.6 Protocol for Debate

- 7.6.1 When, at a meeting, any member wishes to speak in debate, the member shall raise a hand and await recognition by the Chair.
- 7.6.2 Trustees may speak when recognized by the Chair and may not speak to the issue again:
- unless the Chair of the meeting allows further debate; and
 - only after all other Trustees who wish to speak have been recognized by the Chair.
- 7.6.3 After recognition by the Chair, a member shall at all times during debate:
- maintain a courteous tone;
 - avoid personalities;
 - avoid allusion to motives of other members;
 - address all debate, remarks, questions and the like to the Chair;
 - confine all remarks, questions and the like to the motion, which is the subject of debate.
- 7.6.4 No Trustee who does not have the floor shall interrupt a Trustee who does have the floor except:
- on a point of order;
 - on a question of privilege;
 - to request permission to withdraw a motion;
 - to appeal a ruling of the Chair;
 - on a motion to extend the time limit; and
 - in the event that a Trustee interrupts a speaker pursuant to the authority given in this section, the Trustee shall confine all remarks to the particular point.
- 7.6.5 A Trustee may rise on a point of information, that is, a request for information relevant to the matter on the floor but not related to preliminary procedure, only if the member then speaking consents to the interruption, in which case the time consumed in responding to the point of information will be included as part of the speaker's allotted time.
- 7.6.6 Any member of the Board may require the question/motion under discussion to be read at any time in the debate, but not so as to interrupt

any member while speaking.

7.7 Voting Procedures

7.7.1 Every matter considered by the Board shall be disposed of by a vote of all those present and eligible to vote on the matter in one of the following ways, with preference being given in the following sequence:

- a) By general or unanimous consent, in which the Chair, exercising discretion, states that the motion will be adopted in the absence of objection.
- b) By show of hands, in which each Trustee present and eligible to vote raises a hand in response to the request of the Chair for the votes, in the affirmative and in the negative, as the case may be, until the votes are counted.
- c) By rising, in which each Trustee present and eligible to vote stands in response to the requests of the Chair for the votes, in the affirmative and in the negative, as the case may be, until the votes are counted.
- d) By individual recorded vote, in which each Trustee present and eligible to vote raises a hand or stands in place in response to the request of the Chair for the votes in the affirmative and in the negative, as the case may be, until the Chair has called the name of each Trustee as voting, respectively.
- e) By ballot, in which each Trustee eligible to vote shall mark on a ballot provided by the Secretary of the Board, the Trustee's choice from among the available alternatives, the ballots being collected and counted immediately thereafter.

7.7.2 Although the method requested by any Trustee eligible to vote should be used to the extent practicable, the particular method of voting to be used to dispose of any matter shall be governed by the following rules:

- a) Determination by general or unanimous consent will be used only when no trustee eligible to vote objects or requests another method.
- b) Notwithstanding that a show of hands vote has been called for and has been taken, on the request of any Trustee eligible to vote, including the Chair, a rising vote will be taken whenever there is any doubt as the accuracy of the count on the show of hands; and
- c) Voting by ballot shall be used only when ordered by majority vote or general consent.

7.7.3 Votes Lost on Equality

Any motion on which there is an equality of votes, is lost.

7.7.4 Declaration of Votes

The Chair shall declare the result of all votes.

7.7.5 Recording of Votes

The vote on any question shall be recorded in the minutes as "carried" or "defeated".

8.0 GOVERNANCE, AD-HOC AND ADVISORY COMMITTEES OF THE BOARD

- a) All Governance, Ad-Hoc and Advisory Committees shall be established by the Board or by statute or regulation. Trustee representation for each Governance, Ad-Hoc and Advisory Committee shall be determined by the Chair of the Board. The Chair of the Board, after the annual or inaugural meeting of the Board, will request

and receive within a reasonable amount of time requests from each Trustee on which committees they wish to be members of and/or Chair. The Chair of the Board will assign the trustees membership and/or the position of Chair of the committee, as decided by the Chair each year after the annual or inaugural meeting of the Board. Each Governance, Ad-Hoc and Advisory Committee of the Board shall have a staff resource assigned by the Director of Education.

- b) Governance, Ad-Hoc and Advisory Committees of the Board shall be composed of not less than one (1) nor more than three (3) Trustees, unless otherwise provided by resolution of the Board. Committees that are composed of more than (3) Trustees are the Policy Committee, Accommodations Committee. In the instance where there is an option for more than three (3) Trustees on a committee, it will be the discretion of the Chair to determine the number of trustees to serve on that committee.
- c) Sub-Committees may be established by any Committee to consider any matter within the Terms of Reference of the Committee.
- d) Only members of a Governance, Ad-Hoc and Advisory committee are required to attend that committee's meeting. However, all members of the Board shall receive notice of all Governance, Ad-Hoc and Advisory committee meetings, if requested. All Board members shall be permitted to attend Governance, Ad-Hoc and Advisory committee meetings except for:
 - Audit Committee
 - Student Discipline Committee
 - Supervised Alternative Learning Committee
 - Director of Education Performance Appraisal Committee

For all other Governance, Ad-Hoc, and Advisory Committees of the Board, all trustees may attend and may take part in discussion, but only members of the Committee and the Chair of the Board or ex-officio designate, if present, shall have voting power.

- e) Governance, Ad-Hoc and Advisory Committee reports shall be considered public documents, except reports presented to the In-Camera session.
- f) In dealing with Governance, Ad-Hoc and Advisory Committee reports at the Board meeting, it shall be the prerogative of the Chair to rule on a request by a Trustee to have the recommendations dealt with item by item or as a whole.
- g) Governance, Ad-Hoc and Advisory Committee minutes shall be considered public documents except when the subject matter under consideration involves:
 - the security of the property of the Board;
 - the disclosure of intimate, personal or financial information in respect of a member of the Board, an employee or prospective employee of the Board, a pupil or his/her parent or guardian;
 - the acquisition or disposal of a school site;
 - decisions in respect of negotiations with employees of the Board; and
 - litigation affecting the Board.
- h) With the exception of meetings of the Student Discipline Committee and Supervised Alternative Learning Committee, which are called by the Director of Education or designate, meetings of a Governance, Ad-Hoc and Advisory Committee shall be called by the Chair of the Committee in consultation with the Director of Education. All meetings shall be called or cancelled through the Office of the Director of the Board. In the absence of the Chair, providing there is a quorum, the members present will elect an interim Chair for that meeting.
- i) The Chair of the Board shall be an ex-officio member of all Governance, Ad-Hoc

and Advisory Committees of the Board. The Chair may delegate some of the ex-officio duties to the Vice Chair of the Board.

8.1 Governance Committees of the Board

All Governance Committees of the Board report to the Committee of the Whole with a report of their minutes and motions for approval for the Board of Trustees except:

- Student Discipline Committee, and
- Supervised Alternative Learning Committee

8.1.1 Accommodations Committee

Composed of three (3) or more Trustees, the Superintendent of Business and the Director of Education or designate. Functions include providing recommendations to the Board regarding the use of pupil places for schools in the Board.

8.1.2 Audit Committee

Composed of two (2) trustees, the Superintendent of Business & Treasurer, and two external members (3-year term). Established as per Section 253.1(1) of the Education Act and Regulation 361/10. Meets three times annually, at a minimum. Functions include assisting the Board of Trustees in fulfilling its duties related to governance and oversight. Duties fall under the following key areas: financial reporting process, internal control framework, risk management practices, performance and function of the Board's internal and external auditors, and the Board's compliance with its obligations under legislation.

8.1.3 Budget Committee

Composed of three (3) Trustees, the Superintendent of Business, and the Manager of Finance. Functions include to review the budget and refer the budget to the Board for approval.

8.1.4 Policy Committee

Composed of three (3) or more Trustees and the Director of Education or designate. Functions include reviewing and referring Board policies to the Board for approval.

8.1.5 School Year Calendar Committee

One (1) Trustee, the Director of Education or designate, union representation, the Chair of the RCPIIC, and other staff representation as determined by the Director of Education. Function includes making recommendations to the Board for approval of the school year calendar as per the Education Act.

8.1.6 Student Discipline Committee

Composed of three (3) trustees and the Director of Education or designate that acts as a resource for the committee. Established annually and meets as necessary. Functions include hearing suspension appeals and expulsion requests as per the Board Policy.

8.1.7 Student Transportation Services Brant Haldimand Norfolk Board of Directors

Terms of reference and membership are determined by the Student Transportation Services Brant Haldimand Norfolk (Consortium) By-Laws and Board policy. One (1) Trustee and the Superintendent of Business represent the interests of the Board at the Transportation Consortium.

The Consortium makes recommendations to the Board regarding Policy and Procedures related to student transportation.

8.1.8 Supervised Alternative Learning (S.A.L.) Committee

Composed of at least one (1) Trustee of the Board, one (1) Supervisory Officer or designate, and one (1) Community Representative (non-employee) appointed by the Supervisory Officer. In accordance with Ontario Regulation 374/10, the function of the S.A.L. Committee is to make decisions at meetings regarding Supervised Alternative Learning by pupils of the Board.

8.2 Advisory Committees of the Board

All Advisory Committees of the Board report to the Committee of the Whole with a report of their minutes for the Board of Trustees

8.2.1 Faith Advisory Committee

Composed of at least one (1) or more Trustees, the Director of Education or designate and community members as determined by the Director of Education or designate as per the terms of reference for the committee. Functions include advising the Board on matters of Catholic faith formation and catechesis.

8.2.2 Special Education Advisory Committee

Composed of one Trustee of the Board, Superintendent of Education (responsible for Special Education), and community representatives. (The composition of the Special Education Advisory Committee is outlined in Reg. 464/97, Section 2). Functions include examining, reviewing and making recommendations, as appropriate, relative to the provision of special education programs and services.

8.3 Ad-Hoc Committees of the Board

The Board may establish ad-hoc committees as deemed appropriate. The establishing motion shall indicate the mandate of the committee, the membership of the committee, and the due date of the final report.

- 8.3.1 All Trustees shall be entitled to notice of, to attend and to speak at all meetings of all Committees composed only of Trustees, except those Ad-Hoc committees that deal specifically with salary negotiations and collective bargaining.

9.0 DISTRICT AND INTERJURISDICTIONAL COMMITTEES WITH TRUSTEE REPRESENTATION

- a) District and Interjurisdictional Committees with Trustee Representation are staff or community committees that require trustee representation at the request of the Chair of the committee according to statute, regulation, policy or committee bylaws. These committees are advisory in nature and report to the Committee of the Whole, Board, or to Executive Council (as indicated), for information.
- b) Trustee representation for each District and Interjurisdictional Committee shall be determined by the Chair of the Board. The Chair of the Board, after the annual or inaugural meeting of the Board, will request and receive within a reasonable amount of time requests from each Trustee on which committees they wish to be representatives of and/or Chair. The Chair of the Board will assign the trustees as decided by the Chair each year after the annual or inaugural meeting of the Board.

- c) Only Trustee representatives of a District and Interjurisdictional Committees are required to attend that committee's meeting.

9.1 Accessibility Steering Committee

One (1) Trustee representative and staff as determined by the Director of Education or designate. This committee is chaired by the Director of Education or designate. Its functions include overseeing compliance with the Accessibility for Ontarians with Disabilities Act in accordance with the AODA and Board Policy. This committee reports to the Committee of the Whole with minutes and reports for information.

9.2 Joint Use Committee

The Superintendent of Business, the Director of Education or designate, and the two City of Brantford Trustees are asked, from time to time, to meet with City officials and the Grand Erie District School Board related to the joint use protocols for which the Boards and the City are parties. This committee reports to Executive Council, for information.

9.3 Mental Health Steering Committee

One (1) Trustee representative and the Director of Education or designate, staff and community members as determined by the Director of Education or designate. Functions as an advisory group related to initiatives of the Board's mental health strategy. This committee reports to the Committee of the Whole with minutes and reports for information.

9.4 Regional Catholic Parent Involvement Committee

One (1) or more Trustees and the Director of Education or designate, parent council representatives and other members as determined by the Director of Education or designate. Functions include disseminating information, program information for parents, and seeking advice for education initiatives (see Board Policy). This committee reports to the Committee of the Whole with minutes and reports for information.

10.0 ACCESS TO RECORDS

- 10.1 Any person may, at all reasonable hours, at the Catholic Education Centre, inspect the minute book, the audited annual financial report and the current accounts of the Board and, upon written request by any individual or group, a copy of a requested section of minute books, audited financial reports, and the current accounts of the Board will be furnished at a cost as determined under the Freedom of Information and Protection of Privacy Act, 1990.
- 10.2 All other materials made available to the public under the Freedom of Information and Protection of Privacy Act will be made available at a similar fee.

11.0 EXECUTION OF DOCUMENTS

11.1 Signing Authorities

11.1.1 All deeds, conveyances, mortgages, bonds, debentures, agreements, documents, and contracts approved by the Board shall be sealed with the seal of the Board and signed by:

- the Director of Education/Secretary of the Board
- together with one of:
- the Chair of the Board; or
 - the Vice Chair of the Board; or
 - the Superintendent of Business and Treasurer of the Board.

11.1.2 In the event of a prolonged absence by the Director of Education / Secretary of the Board, a delegate can be appointed by the Director in charge.

11.2 Bank Signing Officers

11.2.1 The signatures of the Superintendent of Business and Treasurer, together with one of:

- the Chair of the Board;
- the Vice Chair of the Board; or
- the Director of Education and Secretary

are required when:

- making, drawing, accepting, endorsing, negotiating, lodging, depositing or transferring all or any cheques, promissory notes, drafts, acceptances, bills of exchange, order for payment of money, contracts for letters of credit and foreign exchange;
- issuing cheques, drafts or orders for payment drawn on the bank accounts of the Board.

11.2.2 The Treasurer of the Board, by signature or by rubber stamp endorsement, may negotiate or deposit with or transfer to the bankers for the Board, but for the credit only of the account of the Board, all or any cheques, promissory notes, drafts, acceptances, bills of exchange and orders for the payment of money.

11.2.3 Signatures of persons authorized to sign may be printed, lithographed or otherwise mechanically reproduced as provided by the regulations.

11.3 Board Seal

11.3.1 The Seal of the Board shall be in custody of the Treasurer of the Board who shall be responsible for affixing it to such documents as may be required.

11.3.2 The Treasurer shall keep a record in a special book of the date and the particulars of each use of the seal.

11.4 Board Minutes

The Chair or other presiding member and the Secretary shall sign the minutes of all Board meetings.

12.0 OTHER PROFESSIONAL SERVICES

The Board will periodically issue calls for proposals for various professional services. The call for proposals will specify the term and specifications of the proposal, which will be presented for approval to the Board.

13.0 CONFLICT OF INTEREST GUIDELINES

According to current Provincial Legislation regarding the Municipal Conflict of Interest Act.

14.0 BY-LAW AMENDMENTS

14.1 By-laws of the Board may be amended from time to time at a meeting of the Board (such meeting, hereinafter referred to as the "later meeting") upon the affirmative vote of a two-thirds (2/3) majority of all members of the Board, provided:

- a) written notice of motion proposing the amendment shall have been given at a meeting held prior to the later meeting; and

- b) the text and a brief statement of intended purpose of the amendment shall have been included in the notice of motion.

- 14.2 At any time the By-laws may be amended without notice upon the unanimous vote of all the members of the Board entitled to vote thereon.
- 14.3 In the absence of a By-Laws Committee, the Policy Committee may serve as a mechanism for by-law amendments to be proposed prior to being recommended to the Committee of the Whole and subsequently to the Board for consideration.

15.0 DIRECTOR OF EDUCATION PERFORMANCE APPRAISAL

The Directors performance appraisal will be conducted annually as per the process outlined in Director of Education Performance Appraisal Regulation 83/24.

16.0 POLICY RENEWAL PROCESS

- 16.1 Policies and Procedures are to be reviewed on a four-year schedule.
- 16.2 The meeting sequence for policy revision is Executive Council, Policy Committee, Committee of the Whole, then Board Meeting.
- 16.3 Prior to any policy going out for circulation to stakeholders it is brought to the Executive Council for review along with legal consultation if required.
- 16.4 Any policy being reviewed will go out to stakeholder input for 30 days. The superintendent with oversight of the policy will consider feedback and make changes prior to coming to the policy committee. By-laws are not circulated for input.
- 16.5 Revised policies are presented at policy committee then brought Committee of the Whole then Board meeting for approval.
- 16.6 If it has been determined that the review has resulted in significant changes to the policy, it will go back out for stakeholder input again then come back to Policy Committee.
- 16.7 Once a policy has been approved it will be communicated to staff and the community via the website and posted in a prominent location with executive summaries to ensure the policies are accessible and user-friendly.
- 16.8 At policy committees there will be a standing agenda item called policy considerations.

17.0 REVIEWS

In consultation with the Director of Education, the Superintendent of Business and the Chair of the Board, the Board will hire a third-party company to conduct an expense and governance review every two years.



Trustees' Code of Conduct #100.04

Adopted:	July 4, 2022
Last Reviewed/Revised:	June 24, 2025
Responsibility:	Human Resources Services
Next Scheduled Review:	September 2028

POLICY STATEMENT

The Brant Haldimand Norfolk Catholic District School Board ("the **Board**" or "**BHNCDSB**") is committed to effective, accountable, and transparent governance. Trustees shall therefore conduct themselves in a manner which is in keeping with the trust that has been placed in them as public officials.

It is the expectation of the community the Board serves, that Trustees will promote and model the Catholic values and beliefs of the Board, and the Catholic Church. When acting or holding themselves out as a board member, a Trustee shall conduct themselves in a manner that recognizes and affirms that Catholic schools are an expression of Catholic Church teachings, and they shall model in word and deed their commitment to the teachings of the Church.

This Code of Conduct is intended to support effective governance and leadership, and each Trustee's commitment to excellence in Catholic education.

APPLICATION AND SCOPE

This Code of Conduct (the "**Code**") applies to all municipally elected Trustees, and governs their conduct while acting, or holding themselves out as acting, as a Trustee of the Board.

Student Trustees are not subject to the Code but are encouraged to be guided by it in their conduct while in office.

CODE OF CONDUCT REQUIREMENTS

BHNCDSB Trustees shall comply with applicable legislation, Board policies, procedures and By-law, Ministry of Education directives and guidelines, the Board's Statement of Board Values and Responsibilities, and this Code of Conduct.

Trustees shall:

- Act in the best interests of the BHNCDSB;
- Foster and exemplify the values of inclusion, integrity, respect, reconciliation, and justice;
- Conduct the affairs of the Board of Trustees in a spirit of collaboration, openness, and compassion;
- Uphold the declaration and oath or affirmation taken when assuming the office of Trustee.
- Adhere to the Board of Trustee's duty to meet in public, unless an exception under Section 207(2) of the *Education Act* applies;
- Act with decorum and show respect for other Trustees, the Director of Education, staff, members of the BHNCDSB community, and the public;
- Keep in strict confidence information obtained or made available to a Trustee by virtue of their office, which a Trustee knows, or ought to know, is confidential to the Board, except as required by

law to disclose;

- h. Comply with all statutes and regulations, including but not limited to the *Education Act*, the *Ontario Human Rights Code*, the *Municipal Conflict of Interest Act*, the *Municipal Freedom of Information and Protection of Privacy Act*, and the *Occupational Health and Safety Act*;
- i. Focus on the board's strategic plan and policies of the Board, and entrust the day-to-day management of the Board to its staff, through the Director of Education;
- j. Adhere to the Board's policies regarding communications and acceptable use of technology, demonstrating professionalism in communications and online interactions;
- k. When acting or holding oneself out as a board member, treat persons equally without discrimination based on a person's race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability;
- l. Comply with attendance requirements as outlined in the *Education Act* and Regulation 463/97;
- m. Comply with the Board's responsibilities with respect to privacy and the collection, use, disclosure and storage of personal information, as outlined in the *Municipal Freedom of Information and Protection of Privacy Act*, and decisions of the Information and Privacy Commissioner;
- n. Adhere to the BHNCD SB Trustee Conflict of Interest Policy SBG 100.05.P;
- o. Report any inquiries or communications regarding the procurement of goods and services and the awarding of contracts to the Director of Education, and refrain from any communications or participation in the procurement process;
- p. publicly uphold resolutions approved by the Board; and
- q. Adhere to the requirements of Section 218.1 of the *Education Act* setting out the duties of individual Trustees.

Trustees shall not:

- a. Make disparaging or offensive remarks regarding the Board, staff, students, or fellow Trustees;
- b. use or permit the use of board resources for any purpose other than the business of the Board;
- c. use information available to Trustees in a manner that would be detrimental to the interests of the BHNCD SB or for the purpose of personal gain or for the gain of the member's parent, spouse, or child;
- d. act as a spokesperson to the public on behalf of the board unless authorized to do so by resolution of the Board;
- e. exercise influence, or attempt to exercise influence, in order to gain or advance the interests of any individual or group involved in a procurement process;
- f. accept a gift from any person, group or entity that has dealings with the board if a reasonable person might conclude that the gift could influence the member when performing their duties unless,
 - i. the gift is of nominal value,
 - ii. the gift is given as an expression of courtesy or hospitality, and
 - iii. accepting the gift is reasonable in the circumstances.
- g. attempt to assert individual authority, over Board staff, volunteers, students, or other Trustees;
- h. give notice of an alleged breach of the Code of Conduct that is frivolous, vexatious, or brought forward in bad faith;
- i. engage in reprisal (or threatening reprisal) against a person who gives notice of an alleged breach of the code of conduct or provides information about an alleged breach to an integrity commissioner appointed to investigate the alleged breach;
- j. engage in any behaviour which would constitute governance overreach, which includes when a Trustee:

- i. Interferes with day-to-day operational matters;
- ii. Attempts to individually direct staff;
- iii. Attempts to exercise individual authority in any manner not approved by resolution of the Board;
- iv. Engages in activities not related to governance; or
- v. Exceeds the statutory authority of a Trustee, as described in Section 169.1 of the *Education Act*.

Any person may submit a complaint of governance overreach. If the Chair, or where pertaining to the Chair by the Vice Chair, in consultation with the Director, determines that the complaint is not frivolous, vexatious, or made in bad faith, the complaint will be subject to the enforcement provisions below, as if it had been submitted by a Trustee.

CODE OF CONDUCT ENFORCEMENT PROCESS

Report of Alleged Breach

A Trustee who has reasonable grounds to believe that a Trustee of the Board has breached the Board's Code of Conduct, and wishes to seek redress of the breach, shall notify the following persons in writing of their complaint:

- a. the Chair of the Board; or
- b. the Vice Chair of the Board, if the notice is related to the conduct of the Chair;
- c. another Trustee of the Board, who is neither the complainant nor the subject of the complaint, if the notice relates to both the conduct of the Chair and the Vice-Chair.

The Trustee who has given notice of an alleged breach of the Board's Code of Conduct (hereinafter the **"Complainant"**) shall provide a copy of the notice to the Director of Education.

The person to whom the notice is given shall immediately provide a copy of the written notice to the Trustee whose conduct is the subject of the alleged breach (hereinafter the **"Respondent"**) and the Board of Trustees.

The written notice of a breach of the Code shall include:

- a. the name and contact information of the Complainant
- b. the name and contact information of the Respondent;
- c. the date of the alleged breach;
- d. a description of the conduct alleged to have constituted a breach;
- e. the provision of the Code that was allegedly breached;
- f. the date on which the Trustee alleging the breach first knew that the alleged breach occurred;
- g. the names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.

Notice of a complaint lacking any of these required elements will be returned and will not be treated as having been submitted to the Board.

A complaint of an allegation of a breach of the Code should generally be made within 60 days after the alleged breach occurred or was discovered, whichever is later.

Informal Resolution

In the interests of the Board, and consistent with principles of good governance, the Complainant and Respondent are strongly encouraged to pursue an informal and collaborative resolution process.

The informal resolution process shall be rooted in reconciliation, dignity, and subsidiarity, aligned with Catholic

teachings on conflict resolution and community, and respectful of Trustees' individual conscience, while ensuring unity of purpose.

An informal resolution process will be particularly appropriate where the complaint involves a contravention of the Code of Conduct which may be characterized as trivial, committed through inadvertence, or having arisen from an error in judgment made in good faith.

If both parties agree, the Board Chair or Vice-Chair, or another Trustee, may be invited by to assist with facilitating the informal resolution process.

Alternatively, or if the complaint involves the Chair or Vice Chair, either party may request an external mediator, whose appointment shall be at the discretion of the Director of Education.

Resolution may include a verbal or written agreement to engage in professional development, an apology, a commitment to review board policies, By-law and/or Code of Conduct, or other measures as may be agreed upon by the parties.

The Board of Trustees will be advised if a complaint has been resolved and if the parties have agreed upon any remedial measures.

If the complaint is not resolved within twenty (20) business days after the Respondent received notice of the Complaint, the person to whom the notification of the breach was given shall refer the complaint to an Integrity Commissioner.

Appointment of Integrity Commissioner

If a roster of Integrity Commissioners has been created by the Minister of Education, the Board shall appoint an Integrity Commissioner who shall be from the roster of Integrity Commissioners.

If a roster of Integrity Commissioners has not been created by the Minister of Education, the Chair (or Vice-Chair or other Trustee, as the case may be), in consultation with the Director of Education, shall recommend for appointment an external independent person who has the qualifications set out in Regulation 306/24 *Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct*.

In selecting an Integrity Commissioner, the Board shall take into account experience, availability, and cost.

Investigation

The Integrity Commissioner appointed by the Board shall commence an investigation into the alleged breach of the Code of Conduct no later than 14 days after being appointed by the Board, provided that they may refuse to conduct an investigation if:

- a. the complaint was submitted more than sixty (60) days after the later of the date that the alleged breach occurred, or was discovered, unless the Integrity Commissioner is satisfied that the delay was in good faith and no substantial prejudice will result to any person affected by the delay; or
- b. in the opinion of the Integrity Commissioner, the complaint was made in bad faith, or is frivolous or vexatious,

A breach is deemed to have been discovered on the earlier of:

- a. The day on which the Trustee notifying the Board first knew that the breach had occurred; and
- b. The day on which a reasonable person with the abilities and in the circumstances of the Trustee notifying the Board ought to have known of the occurrence.

If a breach relates to a series of incidents, the 60-day period above runs from the day the last incident in the series occurred or was discovered.

The decision of the Integrity Commissioner to refuse to conduct an investigation is final.

The Integrity Commissioner may define the scope of the investigation, and in the course of conducting their investigation, may:

- a. require the production of any records that may in any way relate to the investigation;
- b. examine and copy any records required under paragraph (a) above; and
- c. require any officer of the Board or any other person to appear before them and give evidence, an oath or affirmation, relating to the investigation.

The Trustee alleged to have breached the Code shall be provided with the opportunity to respond to the allegations, as well as a right of reply, where appropriate. The Integrity Commissioner shall determine this, the timelines, and form of such a response.

Section 33 of the *Public Inquiries Act, 2009* applies to an investigation.

Integrity Commissioner's Decision

The Integrity Commissioner shall make any determination with respect to a complaint of alleged breach of the Code no later than 90 days after commencing the investigation, or within such other time period as may be prescribed by regulation, unless the Integrity Commissioner notifies the Board and the Respondent that an extension is necessary and of the reasons for the extension.

Sanctions

If the Integrity Commissioner determines, following an investigation, that the Respondent Trustee has breached the Code, the Integrity Commissioner may impose one or more of the following sanctions:

- a. Censure the Trustee;
- b. Requiring the Board to reduce the Trustee's honorarium by an amount not exceeding the amount prescribed in Regulation 357/06 *Honoraria for Board Members* which currently is 25% of the Trustees combined base and enrollment amount for the year of the term of office in which the breach occurred;
- c. Barring the Trustee from attending all or part of one or more meetings of the Board or one or more meetings of a committee of the Board, for the period of time specified by the Integrity Commissioner up to a maximum of 90 days or the balance of the Trustee's term of office, whichever is less;
- d. Barring the Trustee from sitting on one or more committees of the Board, for the period of time specified by the Integrity Commissioner, up to a maximum of 90 days or the balance of the Trustee's term of office, whichever is less;
- e. Barring the Trustee from becoming the chair or vice-chair of the Board or of any committee of the Board, or removing the Trustee from any other positions;
- f. Barring the Trustee from exercising the privileges of a Trustee or acting as a Board representative, or removing the Trustee from a position the Trustee holds as a Board representative;
- g. Subject to any other limits set out in the above paragraphs (a) to (f) any other sanction that, in the opinion of the Integrity Commissioner, is reasonable and appropriate in the circumstances;
- h. Subject to any other limits set out in the above paragraphs (a) to (f) any other sanction that, in the opinion of the Integrity Commissioner, would promote compliance with the Board's Code.

The imposition of a sanction barring a Trustee from attending all or part of one meeting of the Board shall be deemed, for the purpose of clause 228(1)(b) of the *Education Act* to be authorization for the Trustee to be absent from the meeting.

Any Trustee who is barred from attending all or part of the meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that are part of the meeting and that are not available to members of the public.

The Integrity Commissioner shall provide the Respondent Trustee and the Board written notice of a determination that the Respondent has or has not breached the Code, and of any sanctions imposed. The written notice must include:

- a. The reasons for the determination;
- b. The reasons for any sanctions; and
- c. Information about the right to appeal

Appeal

Either the Board or the Respondent may appeal the Integrity Commissioner's decision, the sanctions imposed, or both. The Board and the Trustee shall be parties to the appeal.

The Respondent shall not vote on the Board resolution to determine whether the Board will appeal the Integrity Commissioner's decisions on breach or sanctions.

The Appealing party shall give written notice of the appeal to the other party and the Deputy Minister of Education no later than 15 business days after receiving written notice of the Integrity Commissioner's determination.

The appeal shall be heard by a panel of three Integrity Commissioners appointed by the Deputy Minister of Education or their delegate, by no later than 15 business days after the Deputy Minister or delegate receives the notice of appeal. The panel shall not include the Integrity Commissioner whose determination is the subject of the appeal.

The Appeal Panel may,

- a. Define or narrow the scope of the appeal;
- b. Limit the length of submissions from the parties;
- c. Make interim decisions and orders; and
- d. On its own motion, and without holding a hearing, dismiss an appeal as frivolous or vexatious or commenced in bad faith.

The chair of the Appeal Panel shall notify the parties of any decisions made by the panel with respect to the foregoing.

Appeals shall be held in writing, as follows:

- a. The appellant shall provide written submissions to the Appeal Panel and the respondent no later than twenty (20) business days after receiving notice that the Panel has been appointed.
- b. The respondent shall provide written submissions to the Appeal Panel and the appellant no later than twenty (20) business days after receiving the appellant's submissions.
- c. The appellant shall provide their written reply to the respondent's submissions no later than ten (10) business days after receiving the respondent's submissions.
- d. The chair of the Appeal Panel may extend any of the above timelines at the written request of a party in order to provide for the fair, just and expeditious resolution of the appeal.
- e. A decision to extend a timeline shall be provided to the parties in writing and a copy of the decision shall be provided to the Deputy Minister.

Appeal Decision

The panel shall provide its decision and its reasons, including any dissent, to the parties in writing no later than 30 business days after receiving the Respondent's submission.

The panel shall provide a copy of the decision, reasons and dissent to the Deputy Minister of Education.

If the panel overturns the determination as to whether there is a breach of the Code made by the Integrity Commissioner, any sanction imposed by the Integrity Commissioner is revoked.

If the panel upholds the determination made by the Integrity Commissioner, the panel shall, within 30 business days after receiving the Respondent's submissions on the appeal, uphold, vary or overturn the sanction.

If a sanction is varied or overturned, the variation or overturning shall be deemed to be effective as of the date of the original determination made by the Integrity Commissioner.

The decision of the panel respecting the determination of the Integrity Commissioner is final.

Public Records

A board shall keep records and publish information on its website regarding:

- a. any matter referred to an Integrity Commissioner for investigation and determination;
- b. any decision of the Integrity Commissioner to refuse to commence an investigation under *Refusal to Commence Investigation* above;
- c. any determination of an Integrity Commissioner that a Trustee has or has not breached the Code and any sanction(s) imposed; and
- d. a determination by a panel upholding or overturning an Integrity Commissioner's determination including any variation of a sanction.

Where the alleged breach involves any of the matters described in clauses 207(2)(a) to (e) of the *Education Act*, the Board shall limit publication to information that may be made public.

Code of Conduct Review

The board shall periodically review its code of conduct for its compliance with the *Education Act* and Regulations made under the Act, and shall pass a board resolution setting out the required changes, or if no changes are required, confirming the code of conduct.

The first review shall take place no later than May 15, 2027.

Each subsequent review shall be completed in the fourth year following the previous review and no later than May 15 in that year.

If one or more changes are required, the board shall update its code of conduct to reflect the changes by no later than August 31 in the year of the review.

Publication

The Trustee Code of Conduct shall be made publicly available on the Board's website. The Board shall indicate the effective date of every change it makes to its Code of Conduct, other than changes of a typographical or similar nature. The Board shall maintain an archive of all previous versions of its Code of Conduct, indicating the period during which each version applied, and shall ensure that the versions are publicly accessible.

REFERENCES:

- Education Act
- O. Reg. 312/24 Members of School Boards Code of Conduct
- O. Reg. 463/97: Electronic Meetings and Meeting Attendance
- O. Reg. 357/06: Honoraria for Board Members
- O. Reg. 306/24: Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct
- Ontario Human Rights Code
- Municipal Conflict of Interest Act
- Municipal Freedom of Information and Protection of Privacy Act
- Occupational Health and Safety Act
- BHNCD SB Board By-laws
- 100.01.P Board Governance
- 100.05.P Trustee Conflict of Interest
- 100.06.P Trustee Honoraria
- 100.07.P Student Trustee
- 100.08.P Trustee Communication
- 100.10.P Trustee Expenses



Trustee Expenses

#100.10

Adopted:	March 29, 2005
Last Reviewed/Revised:	June 24, 2025
Responsibility:	Superintendent of Business & Treasurer
Next Scheduled Review:	2027-28

POLICY STATEMENT

It is the expectation of the community that Trustees of the Brant Haldimand Norfolk Catholic District School Board will promote and model the Catholic values and beliefs of the Board, and the Catholic Church In keeping with the Mission, Vision and Values of the Brant Haldimand Norfolk Catholic District School Board (the "Board"), the Trustee Expense and Reimbursement Policy is in compliance with the Ontario Education Act, Regulations, other relevant legislation and the Board's Mission Statement. The Board's Trustee Expense Policy and Procedure incorporates the four key principles adopted by the Broader Public Sector Expenses Directive: accountability, transparency, value for money, and fairness.

APPLICATION AND SCOPE

The *Education Act* provides that a Board of Trustees may establish a policy under which Trustees may be reimbursed for out-of-pocket expenses "*reasonably incurred in connection with carrying out the responsibilities of a board member*".

This Policy and Administrative Procedure outline the circumstances under which a Trustee may be reimbursed for expenses incurred while fulfilling their statutory duties, pursuant to the *Education Act*, the Trustee Expense Guideline issued by the Ministry of Education, and the directives issued by Management Board of Cabinet under the *Broader Public Sector Accountability Act*.

REFERENCES

- The Education Act, Section 191.2
- Broader Public Sector Accountability Act
- Broader Public Sector Expenses Directive 2020 Broader Public Sector Travel, Meal and Hospitality Expenses Directive
- Broader Public Sector Perquisites Directive
- Ministry of Education Trustee Expense Guideline

APPENDICES

- N/A

ADMINISTRATIVE PROCEDURES:

General Requirements

This Procedure applies to all Trustees and provides direction to staff responsible for receiving, reviewing and processing Trustee expense claims.

Trustee expenses shall only be reimbursed in accordance with this Administrative Procedure. Expenses that are not allowable under this Administrative Procedure may be reimbursed if they have been pre-approved.

The Treasurer of the Board or Designate shall be responsible for approving Trustee expense claims. In certain circumstances, this will include consultation with the Chair of the Board. All expense claims are subject to review by the Audit Committee of the Board.



Any dispute regarding the eligibility for reimbursement shall be referred to the external members of the Audit Committee, and if satisfactory resolution is not reached, the affected party may contest the decision at a public meeting of the Board.

Any overpayment of a Trustee's expenses will be reimbursed to the Board by the Trustee who received the overpayment.

A summary of Trustee expenses will be brought to the board quarterly and posted on the Board website.

Annual Trustee expenses will also be posted on the Board's website following the close of the previous school year's financial records.

Service Equipment

As per the Information Technology Schedule, Trustees will be provided with the following equipment for their use in fulfilling their duties as a Trustee:

- Cell phone
- Laptop and printer/scanner/copier, to a maximum value of \$3,000.
- Data through the Board's corporate plan.

Trustees can claim monthly charges for internet provision.

Trustees are encouraged to work on a paperless basis. Printer paper and office supplies will be supplied as needed.

Any equipment provided for Trustee use remains the property of the Board. All items supplied to the Trustee must be returned to the Board when the Trustee ceases to hold office.

If a Trustee wishes to retain any equipment provided during their tenure, the Treasurer of the Board will determine the process. In addition, a trustee is responsible for any unamortized cell phone/smart phone costs should they wish to retain it. Should the trustee not wish to retain the cell phone it is returned at the end of their term.

Trustees shall treat all Board technology and equipment with care and shall bring any maintenance issues to the prompt attention of Board staff. Under no circumstance shall a Trustee allow a third party to have access, for repairs or otherwise, to a Board-provided device.

Permission for use of a board device while out of the country must be sought in advance. Roaming charges will not be reimbursed by the Board, and it will be the responsibility of a Trustee travelling outside of Canada to ensure that such charges are not incurred.

Additional mobile charges in excess of the Board's standard coverage (for example, personalized ringtones, streaming charges) shall be at the Trustee's expense.

A Trustee may opt out of the Board's corporate data plan, and submit a claim for reimbursement for the cost of a private plan, to an amount that does not exceed the per person rate of the Board's corporate plan.

Travel

A Trustee may claim mileage from their primary residence to and from a Board or committee meeting held within the jurisdiction of the Board, paid at a per kilometer rate approved by the Board.



Additional mileage within the jurisdiction of the Board may be claimed if travel is required in order for the Trustee to perform their duties as a Board member.

Mileage to and from an event outside the jurisdiction of the Board must be approved in advance by resolution of the Board of Trustees. Any International travel must be pre- approved by the Minister.

Travel must be by the most economical method available. Carpooling is strongly encouraged wherever feasible.

Professional Development

A Trustee wishing to attend a conference or professional development event held outside the jurisdiction of the Board shall, in advance of incurring any expenses for which they intend to seek reimbursement, secure the approval of the Board of Trustees and Treasurer of the Board.

Request for approval shall include a detailed list of anticipated expenses, and an explanation of how the professional development relates to the Trustee's statutory duties.

Attendance at the Annual General Meeting and Regional Meetings sponsored by the Ontario Catholic School Trustees' Association (OCSTA) and When Faith Meets Pedagogy Conference are deemed to be approved, provided that these events are held in Ontario.

Attendance at the Annual Chair and Vice- Chair Conference is deemed approved for the Chair and Vice-Chair of the Board, when held in Ontario

Where attendance is approved, a Trustee may claim reimbursement for:

- Registration fee;
- Accommodation (standard room, conference rate where available);
- Meals if not provided at the event;
- Travel, using the most reasonable, cost-effective means possible;
- Parking

The following expenses are not eligible for reimbursement:

- Room upgrades
- Room service
- Movies/entertaining/recreation charges
- Fitness club fees;
- Charges incurred by a family member/guest;
- Alcoholic beverages;
- Parking violations;

Meals

Meals which are necessary because a Trustee is attending a meeting or event on behalf of the Board, at events where a meal is not otherwise provided, shall be reimbursed in accordance with the following meal allowance rates (taxes and gratuities included):

- Breakfast - \$10.00
- Lunch - \$12.50
- Dinner - \$22.50



Meals with Board staff, other Trustees, constituents and community members are not necessary to conduct Board business and will not be reimbursed.

Under no circumstances can alcohol be consumed or reimbursed when conducting board business.

Hospitality

Hospitality is the provision of food, beverage, accommodation, transportation and other amenities at Board expense to people who are not engaged in work for the school board.

Hospitality shall not be offered at Trustee expense unless approved in advance by resolution of the Board.

Perquisites

A perquisite (or “perk”) refers to a privilege that is afforded to an individual or to a group of individuals, provides a benefit, and is not generally available to others.

Trustees are prohibited from providing or receiving perks.

A Trustee who is offered a perk, regardless of value, should report the offer to the Chair of the Board and the Director of Education.

Ineligible Expenses

Expenses for which Trustees will not be reimbursed include:

- Tickets to community or fundraising events, unless the Trustee is invited to represent the Board, and attendance has been approved by resolution of the Board.
- Gifts and donations given and/or made by any Trustee to groups or individuals
- Advertising, sponsorships, promotions and political advocacy
- Fees related to the development and maintenance of a personal website or social media platform
- Home office expenses, such as phone line, furnishings
- Mobile device accessories (i.e., wireless accessories, car chargers, or holsters) Reporting Requirements

Claim Process

A claim for reimbursement must be submitted to Financial Services using the Board’s online process, and be accompanied by:

- Original receipt including proof of payment (a credit card statement alone is insufficient)
- Itemized list of purchases
- Business reason for the expenditure
- List of individuals and roles of those in attendance
- Signature of the claimant
- For travel: means, purpose, destination, and distance to and from primary residence.

Expense claims must be submitted within ninety (90) days of incurring the expense, provided that all expense claims (including mileage) incurred within a fiscal year (September 1 to August 31) must be submitted by no later than September 10th of the following fiscal year, or the following business day should the 10th fall on a weekend. Reimbursement requests for prior year expenses received after that date will be refused without exception.



**Brant Haldimand Norfolk
Catholic District School Board**

Policy: Access to Legal Counsel

		Policy Number:	100.09
Adopted:	October 26, 2004	Former Policy Number:	n/a
Revised:	December 10, 2013	Policy Category:	Board Governance
Subsequent Review Dates:	n/a	Pages:	1

Policy Statement:

It is the policy of the Board to seek the advice of legal counsel from time to time on complex matters in a prudent and cost-efficient manner. Advice should be obtained from legal counsel on matters of probable litigation. Legal counsel must be consulted on all real estate transactions. Access to legal counsel must be approved by the Director of Education, the Superintendent of Business, the Chair of the Board, or the Board of Trustees. Matters involving litigation must be reported to the Board.

Glossary of Key Policy Terms: N/A

References: N/A



Access to Legal Counsel AP 100.09

Procedure for: Director of Education, Superintendent of Business
Chair of the Board, Board of Trustees

Adopted: October 26, 2004

Submitted by: Director of Education

Revised: December 10, 2013; April 25, 2017

Category: Board Governance

Purpose

The purpose of this Administrative Procedure is to provide direction to the Director of Education, the Superintendent of Business, the Chair of the Board and the Board of Trustees in relation to accessing legal counsel.

Responsibilities

This Administrative Procedure applies to the Director of Education, the Superintendent of Business, the Chair of the Board and the Board of Trustees.

Procedures

1.0 Matters on which legal services should be sought include, but are not limited to:

- Probable or pending litigation
- Labour relations or other human resources issues
- Preparation of certain contracts and agreements
- Real estate transactions
- Other issues involving complex legislation.

2.0 The use of legal counsel is restricted to matters involving the corporate issues of the Board, or trustees and employees in the performance of their corporate duties. Approval to seek legal counsel is required as follows:

- Matters involving the interests of the Trustees must be approved by the Board of Trustees, but can be initiated at any time at the discretion of the Chair of the Board;
- The Chair of the Board shall have the right to retain independent legal counsel at his/her discretion on all matters related to the Brant Haldimand Norfolk Catholic District School Board, and must inform trustees at the next meeting of the Board.
- School issues, such as attendance, custody, possible litigation involving school personnel, or other matters involving students, must be approved by the Director of Education.
- Real estate, construction, contracts, labour relations and human resources issues must be approved by the Superintendent of Business or by the Director of Education.
- All other matters must be approved by the Director of Education or the Board of Trustees.

3.0 The Director of Education or the Chair of the Board will determine the appropriate legal counsel to consult depending on the matter(s) involved.

4.0 Invoices from law firms will be approved by the Director of Education, the Superintendent of Business, or the Chair of the Board, as appropriate.



- 5.0** Copies of invoices for legal services submitted to the Accounting Department for payment shall not contain personal or confidential information. Employee or labour relations information to support invoices shall be kept in a confidential file by the Manager of Human Resources. Confidential information regarding contracts, real estate transactions and other business issues shall be maintained by the Superintendent of Business. All other confidential information submitted to support invoices shall be maintained in a confidential file by the Director of Education.
- 6.0** The Board will not accept responsibility for legal services obtained by staff who have not obtained approval as required herein. The Superintendent of Business & Treasurer may advise law firms to refrain from undertaking legal services that have not been properly authorized.
- 7.0** The Board will be kept apprised of matters that require the Chair to seek legal advice. The Board will receive bi-annual updates on legal matters and related costs.

Definitions – N/A

References – N/A



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

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

Committee of the Whole Tuesday, June 17, 2025, ♦ 7:00 pm Boardroom

Trustees:

Carol Luciani (Chair), Dan Dignard (Vice Chair), Dennis Blake, Bill Chopp, Mark Watson, Riley O'Brien (Student Trustee), Ryan Toft (Student Trustee)

Regrets: Rick Petrella (on leave)

Senior Administration:

Mike McDonald (Director of Education & Secretary), Rajini Nelson (Superintendent of Business & Treasurer)
John Della Fortuna, Kevin Greco, Michael Lawlor, Phil Wilson (Superintendents of Education)

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by Vice Chair Dignard.

1.2 Attendance

Attendance was as noted above.

1.3 Approval of the Agenda

Trustee Blake requested that the Board By-laws be separated and added as agenda item 5.5.

Moved by: Bill Chopp

Seconded by: Dan Dignard

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the June 17, 2025, meeting.

Carried as amended

1.4 Declaration of Interest – Nil

1.5 Approval of Committee of the Whole Meeting Minutes – May 20, 2025

Moved by: Dennis Blake

Seconded by: Bill Chopp

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the May 20, 2025, meeting.

Carried

1.6 Business from the Minutes - Nil

2. Presentations – Nil

3. Delegations – Nil



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

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4. Consent Agenda

4.1 Unapproved Minutes from the Regional Catholic Parent Involvement Committee – May 12, 2025

Moved by: Dan Dignard

Seconded by: Mark Watson

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Regional Catholic Parent Involvement Committee Meeting of May 12, 2025

Carried

4.2 Unapproved Minutes from the Accessibility Committee – May 20, 2025

Moved by: Dan Dignard

Seconded by: Mark Watson

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Accessibility Committee of May 20, 2025.

Carried

4.3 Unapproved Minutes from the Special Education Advisory Committee – May 20, 2025

Moved by: Dan Dignard

Seconded by: Mark Watson

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Special Education Advisory Committee Meeting of April 15, 2025.

Carried

4.4 Unapproved Minutes from the Faith Advisory Committee – June 10, 2025

Moved by: Dan Dignard

Seconded by: Mark Watson

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Faith Advisory Committee of June 10, 2025.

Carried

4.5 Unapproved Minutes from the Budget Committee – June 11, 2025

Moved by: Dan Dignard

Seconded by: Mark Watson

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Budget Committee of June 11, 2025.

Carried

5. Committee and Staff Reports

5.1 Unapproved Minutes and Recommendations from the Policy Committee Meeting – June 10, 2025, 2025

Vice-Chair Dignard presented the unapproved minutes and recommendations from the Policy Committee meeting which include;

- THAT the Committee of the Whole refers the Workplace Violence Prevention Policy #300.20 to the Brant Haldimand Norfolk Catholic District School Board for approval.
- THAT the Committee of the Whole refers the Workplace Harassment Policy #300.01 to the Brant Haldimand Norfolk Catholic District School Board for approval.
- THAT Committee of the Whole refers the Duty to Report Policy #300.23 to the Brant Haldimand Norfolk Catholic District School Board for approval.



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

Catholic Education Centre
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Brantford, ON N3T 5M8

- THAT Committee of the Whole refers the Use of Service Animals in School Facilities Policy #200.40 to the Brant Haldimand Norfolk Catholic District School Board for approval.
- THAT Committee of the Whole refers the Purchasing Cards Policy #700.01 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Moved by: Bill Chopp

Seconded by: Dennis Blake

THAT the Committee of the Whole refers the recommendations of the Policy Committee Meeting of June 10, 2025, to the Brant Haldimand Norfolk Catholic District School Board for approval

Moved by: Bill Chopp

Seconded by: Dennis Blake

THAT the Committee of the Whole refers the unapproved minutes of the Policy Committee Meeting of June 10, 2025, to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

5.2 Unapproved Minutes and Recommendations from the Policy Committee Meeting – June 16, 2025

Vice-Chair Dignard presented the unapproved minutes and recommendations from the Policy Committee meeting excluding the Board by-laws;

- THAT the Committee of the Whole refers the Trustee Expenses Policy #100.10 to the Brant Haldimand Norfolk Catholic District School Board for approval.
- THAT Committee of the Whole refers the Trustee Code of Conduct #100.04 to the Brant Haldimand Norfolk Catholic District School Board for approval.
- THAT Committee of the Whole refers the Access to Legal Counsel Policy #100.09 to the Brant Haldimand Norfolk Catholic District School Board for rescinding.

Moved by: Dennis Blake

Seconded by: Dan Dignard

THAT the Committee of the Whole refers the recommendations of the Policy Committee Meeting of June 16, 2025, to the Brant Haldimand Norfolk Catholic District School Board for approval with the exception of the Board By-Laws.

Moved by: Dennis Blake

Seconded by: Dan Dignard

THAT the Committee of the Whole refers the unapproved minutes of the Policy Committee Meeting of June 16, 2025, to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

5.3 Special Education Annual Report – 2024/2025

Superintendent Wilson introduced Sandra DeDominicis, Student Achievement Leader Special Education to present the Special Education Bi-Annual report for 2024-25. The report underscores the broad array of supports and initiatives that enhance learners' access to the curriculum and promote their active engagement in both academic and personal development. In 2024-2025, the Special Education team initiated intentional, system-wide changes to improve literacy and numeracy outcomes for all students. This report outlines key special education initiatives and



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

Catholic Education Centre
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projects, along with the strategic implementation of professional learning and training designed to ensure staff are well-prepared to deliver effective, individualized programming for all students. Guided by the Multi-Year Strategic Plan and rooted in Catholic faith, the board is committed to walking with our students and fostering inclusive, barrier-free learning environments that promote improved student achievement and well-being. The various supports for students as they enter the school system in kindergarten and age out of the system were highlighted. The realignment of supports ensures students receive the right supports at the right time.

Moved by: Bill Chopp

Seconded by: Dennis Blake

THAT the Committee of the Whole refers the Special Education Annual Report 2024-25 report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

5.4 Student Achievement Annual Report

Superintendent Wilson introduced Chandra Portelli, Student Achievement Leader: School Effectiveness K-12 to present the Student Achievement Annual Report. The Student Achievement Team, aligned with Ministry of Education priorities, focuses on building literacy and numeracy skills from Kindergarten to Grade 12. This work is informed by an understanding of the diverse strengths, needs, and identities of our students. In 2024-2025, significant efforts focused on literacy and numeracy development, early intervention, and building educator capacity across all grade levels which included the introduction of the early reader screener, continuation of the math achievement action plan, EQAO readiness, and the launching of the new Board Student Achievement Plan. It was noted that the number of English as Second Language learners have continued to grow across the system, continuous supports are in place for NTIP (New Teacher Induction Program) and the Arts, as well the growing success of the high skills major program and skilled trades were noted. Further, in June 2025, 65 BHNCDSB students are graduating with the DELF (Diplôme d'Etudes en Langue Française) certification which is widely recognized as proof of French proficiency by institutions and organizations globally.

Moved by: Dennis Blake

Seconded by: Dan Dignard

THAT the Committee of the Whole refers the Student Achievement Annual Report 2024-25 report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

5.5 Board By-Laws

Trustee Blake spoke on the areas that he would like to see reinstated or changed in the by-laws with regards to motions made at the Policy committee. These include relaxing the provisions around providing information prior for delegations, returning the Committee of the Whole to the third Tuesday of the month and the reinstatement of Trustee Inquiries.

5.5.1 Trustee Blake made a motion to have a separate vote on Board By-laws #7.1 Item 9 – Trustee Inquiries

THAT the Brant Haldimand Norfolk Catholic District School Board reinstates the Trustee Inquiries as item 9 as part of the order of business.

Moved by: Dennis Blake

Seconded by: Bill Chopp

Discussion regarding the rationale for the removal of Trustee Inquiries and the avenue for submitting and obtaining answers to Trustee questions was had. For general inquiries,



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

Catholic Education Centre
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Trustees are encouraged to submit their questions to the Chair of the Board who will reach out to the Director of Education and the answer will be provided at the next Board meeting as part of the information and correspondence. For urgent inquiries, Trustees are encouraged to reach out to the Chair of the Board who will communicate with the Director of Education and respond back in a timely manner.

Trustee Watson called the question.

THAT the Brant Haldimand Norfolk Catholic District School Board reinstates the Trustee Inquiries as item 9 as part of the order of business.

Moved by: Dennis Blake

Seconded: Bill Chopp

Defeated

5.5.2 Trustee Blake made a motion to have a separate vote on Item 6.2.1.1

THAT the Brant Haldimand Norfolk Catholic District School Board reinstates the previous schedule and location of Board and Committee of the Whole meetings.

There was no seconder.

5.5.3 Chair Luciani put the original motion to a vote. A roll call recorded vote was requested by Trustee Blake

Moved by: Dan Dignard

Seconded by: Mark Watson

THAT the Committee of the Whole refers the By-law changes including the preamble and sections 4.1.1, 5.4.1(l), 5.4.1(m), 6.2.1.1, 6.2.2.1, 6.2.2.2, 6.4.14, 6.4.16, 6.4.16.1, 6.4.16.2, 6.4.16.3, 6.4.16.4, 6.4.16.5, 6.4.16.6, 6.5.2, 6.5.3, 6.5.4, 6.5.5, 6.7, 6.9.2, 6.9.2.4, 7.1, 8.0.(b), 8.0.(d), 8.0.(h), 8.2, 8.2.2, 8.2.3, 8.2.5, 8.2.6, 8.2.7, 9.2, 11.3, 15.0, 15.1, 16.0, 16.2, 16.3, 16.4, 16.5, 16.6, 16.7, 16.8, 17.0 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Trustee	Vote
Dan Dignard	Yes
Carol Luciani	Yes
Mark Watson	Yes
Dennis Blake	No
Bill Chopp	Abstain

Result

The motion **passed** with 3 in favor, 1 opposed, and 1 abstention
Carried

6. Information and Correspondence

6.1 Pastoral Theme

Superintendent Lawlor presented the 2025/2026 BHNCD SB Pastoral Theme Pilgrims of Hope: On the Path to Holiness. Catholic Education Week aims to celebrate the unique identity and distinctive contributions of our Catholic schools and programming in Ontario. The Ontario Catholic Schools Trustees Association (OCSTA), leading our Ontario school boards, have been the caretakers of Catholic Education Week in Ontario for several decades. Next year's celebration will occur during the week of May 3 – May 8, 2026, and is themed "Catholic



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

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Education: Pilgrims of Hope: On the Path to Holiness.” The Catholic Education Week theme continues to be inspired by the Jubilee year theme – Pilgrims of Hope – proclaimed in December 2024 by our late Holy Father Pope Francis. The BHNCD SB Pastoral Package and local activities for Catholic Education Week 2026 will be made available to staff early in the 2025-2026 school year.

6.2 Pope Francis Catholic Elementary School – Opening Ceremonies

Director McDonald provided an update regarding the Opening Ceremonies for Pope Francis Catholic Elementary School. The opening ceremonies will be held jointly with the coterminous board on Monday October 6, 2025.

6.3 Hold and Secure

Director McDonald provided clarification regarding a Hold and Secure that was issued on Tuesday June 17, 2025.

Moved by: Dennis Blake

Seconded by: Dan Dignard

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

8. Business In-Camera

Moved by: Mark Watson

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: Mark Watson

Seconded by: Bill Chopp

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 Luciani drew attention to the upcoming meetings and events.

11. Closing Prayer

The closing prayer was led by Chair Luciani.

12. Adjournment

Moved by: Dan Dignard

Seconded by: Bill Chopp

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board adjourns the June 17, 2025, meeting.

Carried

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD SPECIAL MEETING OF THE BOARD

Prepared by: Mike McDonald, Director of Education & Secretary
Presented to: Board of Trustees
Submitted on: June 24, 2025
Submitted by: Mike McDonald, Director of Education & Secretary

Ministerial Governance Review Recommendation Progress Report Public Session

BACKGROUND INFORMATION:

This report is submitted in alignment with our Board's commitment to transparency, continuous improvement, and accountability in response to the findings and directives issued by the Ministry of Education following the 2024–2025 governance review.

It serves to:

- Provide Trustees with a monthly update on the Board's progress toward meeting the recommendations outlined in Mr. Aaron Shull's investigation report.
- Outline the corresponding timelines and Ministerial expectations as communicated by the Honourable Paul Calandra, Minister of Education.
- Reaffirm our collective responsibility to strengthen good governance, fiduciary stewardship, and Catholic leadership within the BHNCDSB.

Pursuant to subsection 3(1)(a) of the *Provincial Interest in Education Regulation* (O. Reg. 43/10) under the *Education Act*, the Honourable Jill Dunlop, then Minister of Education, appointed Mr. Aaron Shull as an investigator in December 2024. His mandate was to conduct a comprehensive review into alleged issues surrounding governance practices and fiscal accountability at the BHNCDSB.

Following an investigation involving document reviews, interviews, and governance analyses, Mr. Shull submitted his final report to the Ministry in March 2025. The report contained several recommendations addressing issues related to Board governance, trustee conduct, financial management, transparency, and system-level oversight.

On April 23, 2025, the Honourable Paul Calandra, in his capacity as Minister of Education, issued a Ministerial Response that included a directive for the Board to submit an implementation plan and commit to measurable timelines. This response emphasized the importance of corrective action aligned with the *Education Act* and the Ministry's expectations for school board governance.

DEVELOPMENTS:

In compliance with this directive, the BHNCDSB submitted its "Response to the Governance Review and Ministerial Action Items" on May 14, 2025, which outlined:

- The Board's commitment to implementing all the recommendations in a timely and transparent manner.
- A framework for monthly monitoring updates to be brought forward to the Board of Trustees.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board approves the Ministerial Governance Review Recommendation Progress Report.

Recommendations to the Brant Haldimand Norfolk Catholic District School Board
Recommendations from Minister Calandra

#	Recommendation	Sub item #	Action	Outcome	Due Date	Date Completed
1	Fiscal Responsibility through Transparent and Accountable Management of Discretionary Expenses	i	Within 30 calendar days , trustees will repay the total amount owing for their travel expenses.	Trustees who agreed to repay the total amount did so within the 30 calendar days.	21-May-25	21-May-25
		ii	Within 30 calendar days, the Board will recoup monies spent on the procurement of the art and artifacts.	The board is continuously working with the sculptor.	21-May-25	21-May-25
2	Transparent and Accountable Governance	i	Within five business days , the Board must submit an attestation committing to conducting its business only in meetings of the board or its committees in compliance with all regulatory and legislative requirements.	The board submitted a signed attestation within the five business days.	29-Apr-25	ongoing
3	Other Governance and Organizational Recommendations	i	Within 30 calendar days , submit a professional learning plan for members of the Board that encompasses, but is not limited to, any Minister-mandated professional development and the following topics: •good governance •ethical leadership •trustees' roles and responsibilities •the school board's role as policymaker •conflict management •running effective meetings •effective financial stewardship •role and duties of the Chair •internal audit and audit committees	The board submitted a professional learning plan for members of the board within the 30 calendar days.	5/21/2025	5/21/2025
4	Implementation and Progress Reports	i	In addition to issuing these recommendations, I am directing the Board to submit the following report: •Within 30 days of receiving these recommendations, an implementation report detailing any steps that the Board has taken or proposes to take to implement the recommendations. The implementation report should include timelines, deliverables, and measurable outcomes and must include details on how the Board will recoup monies spent on the art and artifacts purchased in Italy.	The board submitted an implementation report within the 30 calendar days and continues to work through the recommendations.	5/21/2025	5/21/2025

Recommendations from Reviewer Aaron Shull

8.1 Fiscal Responsibility Through Transparent and Accountable Management of Discretionary Expenses

#	Recommendation	Sub item #	Action	Outcome	Due Date	Date Completed
8.1.1	Strengthen and Standardize Expense Policies	i	Ensure Trustee and staff expense policies adhere strictly to the Broader Public Sector (BPS) Expenses Directive. If current board policies permit broader or more lenient reimbursement rules than permitted for staff, they should be revised for consistency. Staff and Trustee policies should be equitable and consistent.	Policy amended accordingly	May	May
		ii	Require all expense claims – particularly travel, meals, and hospitality – to include original, itemized receipts and a clear statement of business purpose. Claims should explicitly confirm that no alcohol costs have been billed to the Board.	Policy amended accordingly	June	June
		iii	Implement a formalized pre-approval process for high-cost or out-of-province conference travel and any “exceptional” expenses that fall outside routine Board activities. Pre-approvals should involve both the Director of Education (or delegate) and, if necessary, the Chair of the Board.	Policy amended accordingly	June	June
8.1.2	Publish Quarterly Expense Summaries	i	Make aggregated and summarized Trustee and senior staff expense reports publicly available quarterly on the Board's website. Summaries should include nature of the expense, total amount, and any rationale provided, with appropriate anonymization for privacy (where required).	Report brought to June Board Meeting and website updated	June	June
		ii	Present expense summaries at public Board meetings or committee meetings (i.e., Audit Committee) for discussion, further reinforcing accountability.	Report brought to June Board Meeting and presented to future Audit committee.	June	June
8.1.3	Implement Robust Auditing and Oversight	i	Where feasible, appoint an external professional (i.e., a Chartered Professional Accountant) as Chair of the Audit Committee to strengthen perceived and actual independence.	A member who is a CPA has been appointed.	May	May
		ii	Conduct periodic internal or third-party reviews of Trustee and senior staff expenses. Include results in Board meeting agendas or Audit Committee reports.	Incorporated into the budget process and bylaws.	June	June
		iii	Require regular reviews of corporate purchasing cards (P-Cards) used by staff to verify compliance with policy.	Policy amended accordingly.	June	June
8.1.4	Discourage Expenditures with Poor Optics	i	While the Directive typically disallows reimbursement for alcohol, make it explicit in Board policy that Trustees and staff are strongly discouraged from hosting social gatherings involving alcohol under the auspices of Board business – irrespective of who ultimately pays.	Policy amended accordingly.	June	June
		ii	Encourage cost-effective alternatives for working sessions (i.e., on-site Board facilities or virtual meetings). Set meal reimbursement rates that mirror existing provincial or broader-public-sector guidelines, ensuring consistency across the organization.	Policy amended accordingly.	June	June

8.1.5	Reinvest in Student-Centered Initiatives	i	Where the Board’s financial statements show a sufficient surplus or contingencies, direct a portion of those funds to programs and resources that more tangibly support student well-being (i.e., special education, mental health supports, technology upgrades)	Incorporated into the budget process.	June	Final budget report in July
		ii	surplus spending (or cost savings) directly benefits student	Incorporated into the budget process.	June	report in July
8.2 Transparent and Accountable Policy Development						
#	Reccomendation	Sub item #	Action	Outcome	Due Date	Date Completed
8.2.1	Formalize Policy Review Cycles	i	Enforce a transparent four-year review cycle for all policies and procedures, as per Board by-laws, unless legislative changes or direction from the Ministry of Education require an accelerated schedule.	Incorporated into the bylaws.	June	June
		ii	Provide sufficient notice (minimum 30 days) to relevant stakeholders (i.e., unions, parent councils, parishes) for feedback on draft policies. Where significant revisions occur after consultation, reintroduce the draft to the relevant Board committee for further review before final approval.	Incorporated into the bylaws.	June	June
8.2.2	Ensure Consistency with By-laws	i	If a newly adopted policy contradicts existing Board by-laws, by-laws should prevail unless they themselves are formally amended. Review all policies to ensure alignment with core governance principles in the Board’s by-laws.	Incorporated into the bylaws.	June	June
		ii	For significant or potentially controversial policy amendments – particularly regarding financial expenditures, procurement, or trustee governance – obtain legal review to confirm compliance with the Education Act and relevant regulations.	Incorporated into the bylaws.	June	June
8.2.3	Strengthen Procurement Policies	i	Enforce a rigorous, competitive bidding process for major purchases, adhering to the Procurement Directive thresholds. All single- or sole-sourced contracts must be thoroughly justified, documented, and reported in a public forum.	Policy ammended accordingly.	May	May
		ii	Ensure compliance with the BOBIA by giving local (Ontario-based) businesses preference for eligible procurements below the prescribed threshold, following either a limited-eligibility approach or a 10% scoring advantage as the legislation directs.	Policy ammended accordingly	May	May
		iii	Where exceptions to procurement rules are invoked (i.e., “urgent” cases), require a dedicated agenda item at an open or in-camera Board meeting (as permissible) to outline the rationale, financial implications, and mitigating steps for ensuring accountability.	Policy ammended accordingly	May	May

8.2.4	Increase Accessibility of Board Policies	i	Publish all current Board policies on a dedicated, user-friendly section of the BHNCDSB website. To be clear, they are posted there now. But, it could be more accessible and there could be summaries offered.	Working through process	September	
		ii	Provide annual refresher sessions or toolkits for Trustees, senior staff, principals, and relevant stakeholders to ensure broad understanding of key policies and procedures.	Schedule established.	June	June
8.3 Fiscal Responsibility and Accountable Executive Compensation						
#	Reccomendation	Sub item #	Action	Outcome	Due Date	Date Completed
8.3.1	Maintain Compliance with BPSECA	i	Conduct periodic reviews of executive compensation levels to ensure that any adjustments comply with the BPSECA and associated frameworks. Document and publicly disclose the justifications for any adjustments that move an executive into a new salary band.	Incorporated into the budget process.	June	Final Budget report in July
		ii	Where role expansions or reorganizations lead to higher compensation levels, provide transparent evidence of new responsibilities in open Board sessions, including any external or legal opinions relied upon.	Incorporated into the budget process.	June	Final Budget Report in July
8.3.2	Align Compensation with Board Performance and Student Outcomes	i	Incorporate student achievement targets and strategic performance metrics into annual evaluation processes for the Director of Education and Superintendents. Ensure compensation aligns with how effectively these targets are met.	Communication with MOE officials	September	
		ii	At least once a year, the Director of Education should present to Trustees on key performance indicators (KPIs), including financial oversight, program success, and student well-being metrics.	Communication with MOE officials	September	
8.3.3	Ensure Clear Oversight for Compensation Decisions	i	place – that reviews and recommends any major changes to	Incorporated into the budget process.	May	May
		ii	Summaries of approved compensation structures and rationales should be accessible in Board reports and online, consistent with transparency obligations.	Incorporated into the budget process.	June	Final Budget report in July
8.4 Other Governance and Organizational Recommendations						

#	Recommendation	Sub item #	Action	Outcome	Due Date	Date Completed
8.4.1	Clarify and Respect Governance Boundaries	i	Provide ongoing training for Trustees, highlighting that governance responsibilities are strategic (policy oversight and accountability), while daily operations (hiring, procurement decisions, negotiations with vendors) rest with the Director of Education and designated staff.	Schedule established.	May	May
		ii	Reinforce that individual Trustees have no authority outside official Board meetings. Discourage unilateral action or direction to staff, ensuring all material decisions go through proper Board channels.	Incorporated into policy.	June	June
8.4.2	Implement Training on Fiduciary Duties and Conflict of Interest	i	Immediately upon election, require new Trustees to undergo orientation covering the Board's Code of Conduct, Municipal Conflict of Interest Act, and the ethical and legal dimensions of fiduciary duties.	Schedule established.	June	June
		ii	Provide periodic "refresher" workshops led by legal or governance experts, focusing on real-life scenarios (i.e., procurement conflicts, trustee-staff boundaries).	Schedule established.	June	June
8.4.3	Enhance Board Culture and Professionalism	i	Adopt and enforce a professional code of communication for Trustees and senior staff, especially in emails and other official correspondence.	Protocol completed.	June	June
		ii	Formalize procedures (i.e., through the Board's Code of Conduct or by-laws) to handle trustee disputes or instances of governance overreach.	Incorporated into policy.	June	June
		iii	Encourage collaborative processes and supportive leadership styles that respect the expertise of principals, vice-principals, and professional staff. Foster an environment where staff are comfortable voicing concerns without fear of reprisal.	Process established.	September	
8.4.4	Improve Stakeholder Engagement	i	Create user-friendly dashboards or summary reports to update parents, community members, and parish stakeholders on key initiatives, financial performance, and student achievement data.	Working through process.	September	
		ii	Hold periodic town halls or open forums to gather input on Board priorities, significant policy changes, or new school projects.	Process established.	September	
8.4.5	Establish Clear Protocols for Chair's Use of Independent Legal Counsel	i	Revisit and tighten the by-law provisions to clarify under which rare circumstances the Chair may seek independent legal counsel at Board expense.	Policy rescinded and incorporated into bylaws.	June	June
		ii	Develop a short, defined process where the Chair consults with the Director (and, if appropriate, the Board) prior to engaging external counsel. Briefly disclose in-camera the rationale for such engagement and associated costs—except in extraordinary circumstances involving legal privilege or conflict of interest.	Policy rescinded and incorporated into bylaws.	June	June

8.4.6	Periodic External Governance Reviews	i	Consider scheduling an external governance review every four years or at mid-term to evaluate how well the Board is adhering to best practices and its own policies.	Incorporated into bylaws	June	June
		ii	Require staff to report publicly or in a dedicated committee on progress made in implementing this report's recommendations, as well as any subsequent governance-review findings.	Brought to Board	June	June

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD SPECIAL MEETING OF THE BOARD

Prepared by: Mike McDonald, Director of Education & Secretary
Presented to: Board of Trustees
Submitted on: June 24, 2025
Submitted by: Mike McDonald, Director of Education & Secretary

Strategic Plan Progress Report 2025

Public Session

In 169(1) of the Education Act, it states that “every board shall develop a multi-year plan”. As per current practice, this multi-year plan is recognized as a strategic plan and Boards are legally obliged to develop this plan for a three (or greater) school year term.

In the Fall of 2022, the BHNCDSB announced that a process to develop a new strategic plan would commence early in the new year of 2023. At the January Committee of the Whole meeting the process was brought to Board as information. The process encompassed three distinct phases: information gathering, review of the previous plan, development of a new plan, implementation and finally monitoring of the plan.

DEVELOPMENTS

January 24 – February 14.	Data collection process and committee invitation
February 15 – March 29	Data analysis and categorization
March 30 – May 30	Committee meeting(s) to revise and complete plan
June 27 -2023	Board approval of the plan
September, 2023	Strategic Plan roll out

Now that the plan has been developed and approved by the Board, the implementation and monitoring process has begun. The role of the senior team now, will be to ensure that this plan will form the foundation of the Board Student Achievement Plan, School Student Achievement Plans, and any other plans of the Board.

The BHNCDSB Strategic Plan will remain as the foundation by which change, and growth will occur in our Board. It will continue to be the vehicle by which the mission and vision of the Board are operationalized by all staff and understood by our community. The plan will reflect the diverse geography, communities and stakeholders who make up the BHNCDSB learning community.

The monitoring document (Appendix A) is the avenue through which senior team assesses the overall success of the plan through the monitoring of the goals as indicators of success. This assessment is critical to inform next steps and further action. Action items and responsibilities, along with indicators for success and criteria for measurement, are included in this plan.

DEVELOPMENTS:

The document in appendix A outlines the progress with respect to timelines that the Board has made to address the recommendations as noted above.

RECOMMENDATION:



THAT the Brant Haldimand Norfolk Catholic District School Board receives the Strategic Plan Progress Report.


2024-2027 Strategic Plan Goals



Belonging




Students

- Provide safe spaces for acceptance, curiosity, opportunities for growth, and development of resilience.
- Ensure student voices are welcomed, heard, supported, and responded to.
- Recognize and celebrate differences and unique talents.

Action Item (What are you going to do?)	How are you going to measure it? (What are the indicators of success. this is the TARGET)	Who is responsible for this? (Team/person/SO)	Measurement Indicator	Comments
Create regular opportunities for students to reflect on and share their learning strengths, areas for growth, and next steps using data from diagnostic assessments. These reflections will be supported through teacher modelling, aligned with School Action Plans (SAPs), and grounded in essential instructional practices. As part of this process, students will complete EQAO student questionnaires, and staff will intentionally review and honour this feedback to inform instructional decisions, enhance student voice, and foster a deeper sense of belonging.	Class Profiles Individual Student Profiles Review and reflect on EQAO student questionnaire response. Modelling of Essential Practices by all SAT members	Superintendent of Student Achievement		We have conducted surveys of students and staff for literacy and numeracy. We have promoted the Essential Practices in a varitey of ways.
Further promotion of the Digital Citizenship Tools in Brightspace and created for the Province by Keri	Brightspace,D2L communication to all Shared with parents in September	Superintendent of Student Achievement		Plans for 2024-2026 to work on the Digital Citizenship tools. Began this year.

Strengthen inclusive and culturally responsive and relevant teaching, curriculum, assessment, and resources so that all learners see themselves reflected in materials and learning environments	Monitor engagement through equity walks, student surveys, conferencing, parental feedback, Catholic Equity Lead feedback, level of engagement of Catholic Equity Leads, documentation of student learning	Superintendent of Equity and Inclusion		Over the 2024 school year the district began engaging in equity audits at every school during the April PD Day. The audits were focussed on exploring the area of school climate. Each school analyzed and discussed key classroom and school level indicators to set school-based equity goals for the Student Achievement Plan. 24-25 Working with Dr. Nicole West Burns, modules were created to support administrative staff to have an opportunity to facilitate training for school staff, moving forward on the Equity, Diversity and Inclusion journey within the school board.
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Provide space for student voice through BHNCD SB Student Senate	Collaborate and seek student input in monthly meetings. Analyze data obtained through Student Senate meetings.	Superintendent responsible for Student Senate		Monthly Student Senate meetings allowed for representation of student voice. Student Trustees presented monthly reports to the Board.
Solicit and utilize student and parent voice, in addition to student demographic data information to plan and implement identity affirming mental health resources and supports.	Students and families report being able to access to the right supports at the right time via School Mental Health Data Capture and Student Focus Groups	Superintendent responsible for Student Support Services		<p>Student wellness groups created in Elementary schools and 1 Secondary school where student voice is solicited. ACE groups provided guidance and direction to the work of the board Mental Health action plan. All students and parents were provided with a referral package when working with Student Support Services. The initial screen includes a demographic summary. Student Demographic Survey data collected and used to inform system planning.</p> <p>Next steps- considering the information we have collected - we are looking to ensure we are providing supporting Mental Health services for historically marginalized groups.</p> <p>In the 2024-2025 school year, Mental health print resources were provided to students and families in various languages. BHNCD SB continues to meet with community mental health partners regarding Right Time Right Care and shared case management.</p>





Supporting successful transitions for First Nation, Métis, and Inuit students by partnering with Federal schools and community partners to reduce achievement gaps.	Improved academic achievement and attendance in Grade 9 core courses.	Superintendent Responsible for Indigenous Education		Indigenous Education Services have partnered with Federal school staff in a number of meetings and workshops to begin planning for successful transitions. School staff have facilitated transition meetings for students intending to register either BHNCDSB and conducted surveys of students and parents.
Through board planning processes and community research, collect parent and community voice to identify resources and supports that will help improve the engagement and well-being of First Nation, Métis, and Inuit students.	Increased grad rates, attendance, and Extra-curricular participation.	Superintendent Responsible for Indigenous Education		Indigenous Education Services through their work with the research associate have begun to collect and analyze data. Data and feedback from students and families is being used to enhance plans for success. Student voice has been enhanced through the inclusion of student reps on the Indigenous Education Council and Indigenous Student Advisory Council.
Effectively respond to the mental health and addiction needs of students using evidence-based practices across the tiers of intervention	Improved Pre and Post-screen scores used by Social Workers	Superintendent Responsible for Student Support Services		<p>From last year and continues for this year, Educators play a critical role in Tier 1 of mental health promotion by creating welcoming spaces where students feel like they belong. Educators were encouraged to utilize resources from School Mental Health Ontario including Wayfinder.</p> <p>Child and Youth Workers supported the Tier 1 work of Mental Health Promotion and Prevention by delivering SEL classroom engagement sessions in elementary schools.</p> <p>For students with Tier 2 needs and higher, a centralized intake process was implemented and supported the framework of <i>right care right time</i> mental health services for students.</p> <p>The HEADS ED screening tool was/continues to be implemented for students receiving school based mental health services: supporting an initial assessment and ensuring the appropriate level of support.</p>




<p>Effectively respond to the mental health and addiction needs of students using evidence-based practices across the tiers of intervention continued...</p>	<p>Improved Pre and Post-screen scores used by Social Workers continued...</p>	<p>Superintendent Responsible for Student Support Services</p>		<p>Clinical interventions using various therapeutic modalities (including ACT, BDI, Brisk, brief interventions) implemented for students receiving school based Social Work support.</p> <p>In 2024-2025, PreVenture (substance use prevention) program piloted at Madonna Della Libera in partnership with Woodview Mental Health & Autism Services. Program provided to Grade 7-8 student in English and French. Caregiver information session provided at the beginning and conclusion of the sessions.</p> <p>Media Literacy and Mental Health Field Test for Grade 7-8 Holy Cross. Programming developed by School Mental Health Ontario (SMH-ON) in partnership with <u>MediaSmarts</u> - delivered by Child and Youth Worker staff.</p> <p>Session topics include:</p> <ul style="list-style-type: none"> · building awareness of balanced technology use and social media, · dealing with digital stress, and · building better device habits. <p>I-think piloted in 4 classes in 4 schools. Educators provided with access to the CAPSA eLearning Modules; an interactive and self-paced modular program about substance use health, compassionate care and the harmful effects of substance use stigma.</p> <ul style="list-style-type: none"> •Educators received training from I-Think on the problem-solving methodology called Integrative Thinking; promoting student inquiry to tackle real-world problems in many topics/subjects. •Students engaged in problem-solving, generating ideas, and collaborating with their peers on a real-world problem. They also learned about substance use and addictions as part of the Ontario curriculum. •Students informed the creation of SMHO-OH resources re substance use health and balanced digital technology use; to be distributed by boards.
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Effectively respond to the mental health and addiction needs of students using evidence-based practices across the tiers of intervention continued...	Improved Pre and Post-screen scores used by Social Workers continued...	Superintendent Responsible for Student Support Services		Through I-Think's approach to student engagement, students will have the opportunity to engage in problem-solving for a real-world issue, learn more about addiction prevention literacy and provide their school and province with valuable insights to inform future resource development. The students will then get to see their insights and recommendations come to life in the development of addiction prevention education materials (e.g., toolkit) and a campaign for students across the province that SMH-ON plans to release to the field in the fall.
Review and assess the use of school spaces to address increasing school population.	Capacity review by school Creation of an updated room inventory for schools. Number of space audits performed.	Superintendent of Business		<p>The superintendent in collaboration with another Superintendents and principals assessed the classroom needs based on enrolment. Temporary accommodation plans are in place to utilize the maximum space.</p> <p>The superintendent working with the senior manager of facilities and facilities staff have been visiting schools to audit the number of available classroom space available to ensure efficient use and cost savings.</p>

Staff


- Provide meaningful opportunities for staff to share innovative ideas and initiatives.
- Recognize staff actions that celebrate positive relationships and inclusion.
- Provide equitable and timely opportunities for staff growth and Catholic leadership.

Action Item (What are you going to do?)	How are you going to measure it? (What are the indicators of success... this is the TARGET)	Who is responsible for this? (Team/person/SO)	Measurement Indicator	Comments
Faith Day PD day- community partnerships for each school	Each school needs to have a community connection for social justice outreach (Brant Food for Thought, St Vincent de Paul, Knights of Columbus, Catholic Women’s League, etc.)	Superintendent responsible for Faith Formation		We had a 100% participation across the system with Faith Day Community Partnerships that continued all year long in 2023-2024.
Collaboration in bringing to life the Pastoral/Spiritual Plan Foster support and further development of Board Pastoral Team	Bi-Monthly Meetings PD for Catholic Leadership Growth at these meetings Attendance FAC meetings to share and celebrate the work (Four times per year)	Superintendent responsible for Faith Formation		We have met those goals for supporting brining the Spiritual Theme to life. We want to expand our Faith Formation activities. In 2024-25 during Catholic Education Week/Mental Health week, Faith and Wellness pilgrimage walk. Tying in Pilgrams of Hope with wellness.
Experiential Learning, OYAP and Co-Op learning experiences and shared goals	That it continues to happen (Sessions for Guidance Learning) Track number of events and attendance and target audience Celebrate on social media Celebrate on website Posters in every classroom	Superintendent responsible for Student Achievement		We continue to build our experiential learning options, working with educators, tracking and data of who attends (students and staff). We continue to work at promoting on social media platforms (website, posters, social media).
Promotion and celebration of the Essential Practices- Knowing the Learner (SAP work)	Monitored at SAP visits	Superintendent responsible for Student Achievement		We continue to monitor the SAP plans via visits, data collection, and tracking.

AAC structure with collaborative working time and modelling of high impact, explicit, instructional strategies used to deliver information to model for staff meetings and for educators in classroom.	Student Achievement Plan Student work at the table SAT modelling and leading PLCs	Superintendent responsible for Student Achievement		<p>Continue to work at SAP planning and having student work at the table for school monitoring. We have work to do in this area in regards to PLCs.</p> <p>In 2024-25, 60 minutes of Mental Health at each AAC meeting. Featured MH Lit in Action for administrators course and aligned with board initiatives.</p>
Support staff in implementing teaching practices, curriculum and assessment that are culturally reflective of and responsive to the students they teach, so that all students see themselves, and their own and their classmates' lived experience, reflected in what and how they are learning.	Classroom materials, resources and curriculums will reflect the greater population of BHNCDSB are visible in classrooms and schools.	Superintendent responsible for Student Achievement		<p>With limited PD we have been creative around how best to support teacher capacity, curriculum and assessment and appropriate resources.</p> <p>We continue to learn about and share materials, resources, and curriculum that are inclusive and equitable. All central resources are vetted from an equity lens.</p>
Build foundations in equity and anti-oppression education through Catholic Equity Leads and administrators.	Staff participation rates in professional development	Senior Team		<p>All Catholic equity Leads and Administrators participated in a professional development series that engaged staff to support reflection of themselves and to promote thinking about the social identities and experiences of the populations that they serve.</p> <p>There was a focus on considerations of how oppression plays out in schools and respond to scenarios to practice disrupting inequities.</p>




Provide professional development opportunities aligned with the BHNCD SB Equity Action Plan to Ensure Inclusive, Equitable and Welcoming Spaces	<p>Number of PD opportunities offered to staff</p> <p>Staff participation rates in professional development.</p>	Superintendent of Equity and Inclusion		<p>All Administrators attended EDI training through Dr. Nicole West-Burns, the series of trainings were intended for Administrators to learn and share their Leadership in EDI work through sharing information in staff meetings.</p> <p>Modules were created by Dr. Nicole West Burns; these modules are intended for administrators to use to facilitate learning for school staff. Planning is underway to determine ways to transfer the learning from the principals to the teaching staff.</p>
Support an increased role for board-led regional equity networks in implementing equity initiatives linked to SAP.	<p>Staff participation rates in Catholic Equity Lead network</p> <p>Student Achievement Plans contain equity goals/initiatives</p>	Superintendent of Equity and Inclusion		<p>Both Elementary and Secondary Schools had Catholic Equity Leads (CEL) represent their schools in attending Superintendent led Equity, Diversity, and Inclusion sessions. Each CEL formed groups to take on CCPI projects where they took on projects to create more inclusive schools. All staff attended training at the April 2024 PD Day training on EDI, this allowed for an Equity Walk with an evaluation tool to review needs of each school to promote equity, this information would be used for the SAP.</p> <p>Equity Lead attends community groups in an effort to partner on community equity projects, these include: The Brantford Equity Counsel, BRAVE, The Bridge Brantford, Brantford Immigration Partnership.</p>
Provide educators professional learning opportunities and best practices regarding culturally responsive pedagogy in teaching First Nations, Métis, and Inuit learners.	<p>Number of PD opportunities offered to staff</p> <p>Staff participation rates in professional development</p>	Superintendent Responsible for Indigenous Education		Both Elementary and Secondary administrators have engaged in professional learning opportunities through AAC and regular distribution of resources to support responsive pedagogy. Schools had implemented Indigenous Education Leads to help build capacity of staff.
Build educator capacity to promote mentally healthy classrooms with an emphasis on building relationships, restorative practices, understanding and practicing self/co-regulation, and responding compassionately to those impacted by trauma.	Improved scores on the School Climate Survey	Superintendent Responsible for Student Support Services		<p>CYWs delivered 133 Restorative Practice/Community Building sessions in elementary schools where students and educators reported learning strategies on how to get along with classmates, how to support friends and how to repair relationships.</p> <p>Restorative Justice Conferencing Training (IIRP) provided to 21 Student Support Services Staff and 11 administrators. All educators were provided with an opportunity to attend 1 of 6 Trauma Informed</p>



Build educator capacity to promote mentally healthy classrooms with an emphasis on building relationships, restorative practices, understanding and practicing self/co-regulation, and responding compassionately to those impacted by trauma continued...	Improved scores on the School Climate Survey Continued...	Superintendent Responsible for Student Support Services		<p>Leadership Trainings through Dr. David Tranter on the Equity and Well Being Pd Day, with access to the remainder of the series. Most respondents felt that the video helped them find a strategy they could implement to help make their work or practice more trauma informed.</p> <p>Training in self-regulation continued this year, with 54 staff completing various Levels in the Self-Regulation Foundations Course through the Mehrit Centre.</p> <ul style="list-style-type: none">F1-33, F2-12, F3-8, and F4-1. <p>In 2024-25</p> <p>Intentional uptake of Wayfinder – to increase everyday mental health social emotional learning.</p> <p>As of May 29 - <u>Wayfinder stats</u>:</p> <ul style="list-style-type: none">126 active (confirmed) subscribers with “bhncdsb.ca” in their email address<ul style="list-style-type: none">70 classroom educators23 school administrators5 other school staff6 SERTs9 student support staff2 mental health leaders3 other school mental health professional2 Elementary students1 secondary student <p>Mental Health and Well-Being Pd day</p> <p>Trauma informed schools</p> <p>Mentally Healthy Classrooms and Schools</p> <p>Self in Self Reg</p> <p>Staff mental health.</p> <p>Mental Health Lit for Guidance Educators course</p> <p>13 staff - Guidance educators, chaplains and student success teachers participated in the MH lit for Guidance Educators (pilot) course. Course material was reviewed independently with the opportunity to meet for one hour over the course of 3 sessions for interactive and more in-depth review of the content.</p>
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Develop a plan on users of business services to access the needs of the users. system.	Schedule meetings with key stakeholders to identify areas for improvement.	Superintendent of Business Services		<p>Starting with the senior team meet to identify areas on business flows that would enhance efficiency.</p> <p>Meet with Principals and Vice principals to identify areas of bottlenecks in servicing the schools.</p>
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Community

- Recognize the importance of and provide opportunities for all to share their voice.
- Foster strong partnerships with community support agencies.
- Increase access to and the availability of supports for our Catholic learning community.

Action Item (What are you going to do?)	How are you going to measure it? (What are the indicators of success... this is the TARGET)	Who is responsible for this? (Team/person/SO)	Measurement Indicator	Comments
Enhance partnerships with Federal School Staff and community services on Six Nations and MCFN. Truth and Reconciliation Day and other Acknowledgments.	Increase in number of partnerships.	Superintendent Responsible for Indigenous Education		The Student Achievement Team and Indigenous Services have partnered to facilitate a number of meetings with federal school staff in order to close achievement gaps in literacy and numeracy. Indigenous Education Council has expanded representation on the council having various partners from Six Nations and Mississaugas of the Credit represented..
Expand Experiential Learning Options via Application Process for access to funds. Continue Outdoor Ed opportunities.	Application process- events and activities happen to showcase experiential learning. Track classes that access this, also via Experiential Learning.	Superintendent responsible for Student Achievement		We continue to offer a variety of experiential learning opportunities via the application process that begins in the Fall. We continue to offer a robust Outdoor Education program across the entire district.
Increase parent engagement in equity and inclusive education.	Increased parent attendance	Superintendent responsible for Equity and Inclusion		Committee work within the community and provincially opens opportunity to support parent involvement with community and school. Representation on the Brantford Immigration Partnership, the Community Equity Council, the Catholic Equity Network (Provincial) support new strategies for engaging with parents.Each school is encouraged to consider the ways they can support

				increased parent attendance in light of their new learning through Dr. Nicole West-Burns.
Enhance the focus on equity and inclusive education, making it a priority for Parent Reaching Out grants.	Number of PRO grants focused on equity and inclusion.	Superintendent responsible for Equity and Inclusion		Part of the 2023-2027 Equity Action Plan is focussed on engaging Catholic School Councils to focus on sustained and intentional engagement of parents from diverse populations and utilize Parent reaching Out Grants to remove barriers that prevent parents from participating fully in their child’s learning.
Identify more intentional strategies for reaching out and ensuring representation of diverse communities on RCPIC and school councils.	Increase in participation of parents from diverse populations in education.	Superintendent responsible for Equity and Inclusion		<p>The role has shifted to role of Superintendent of Student Support Services.</p> <p>RCPIC sessions created in response to parent voice and advertised to all caregivers. Sessions hosted virtually to remove barriers to access.</p> <ul style="list-style-type: none">• Parenting your Anxious Child, BHNCDSB & Woodview Mental Health, March 25, 2024.• Online Safety and Social Media Awareness, April 29, 2024. <p>Additional activities to engage caregivers included:</p> <ul style="list-style-type: none">• Caregiver Information Night: Online Exploitation: Trends & Safety Planning, BHNCDSB, GEDSB, May 7, 2024.• May and June 2024 – BHNCDSB hosted several booths at community events for parents and service providers, including Mental Health Week. <p>August 2023</p> <ul style="list-style-type: none">• BHNCDSB partnered with over 40 local service providers at the Newcomer Welcoming Event. Over 200 participants attended, BHNCDSB provided an information booth to offer information about mental health services at our schools. <p>In 2024-25</p> <p>RCPIC sessions created as per caregiver feedback</p> <p>RCPIC: Feb. 4th – vaping</p> <p>April 14th cyber bullying</p> <p>May- mental heath resources: By your side smho caregiver tool, Woodview, REACH</p> <p>Preventure caregiver information nights</p> <p>Feb and March, saw close to 40 participants each night.</p>




Identify more intentional strategies for reaching out and ensuring representation of diverse communities on RCPIC and school councils continued...	Increase in participation of parents from diverse populations in education continued...	Superintendent responsible for Equity and Inclusion		Information shared about Preventure, community partners present (Grand Erie Public Health, Woodview, SOAR). Students presented their learnings on their final night.
Identify strategies for reaching out to parents who are disengaged from the education system for a variety of reasons.	Survey results	Superintendent of Equity and Inclusion		Supporting the creation of warm and welcoming school systems has been key in assisting in reaching out to parents who are disengaged from the education system. Administrators are more connected with understanding ways to know their students/families and best understand why disengagement happens.
Engage SEAC members to contribute to the development and delivery of the special education model.	SEAC member participation in monthly meetings Community member feedback toward Annual Special Education Plan	Superintendent of Special Education		19 community and board partners made up SEAC this year. Throughout this past school year, representatives from various community agencies presented an overview of the mandate of their agencies. This will continue in 2025-26 as new members will have the opportunity to represent their respective agencies.
Partner with agencies/community partners to facilitate transition planning for students (Entry to School Case Conferences, transition to secondary school) and various programs such as 'After School Skills Development Program (ASSPD)' and Summer Learning for Students with Special Education Needs	Student attendance of programs	Superintendent of Special Education		The Board continues to successfully partner with Haldimand Norfolk REACH and Lansdowne Children's Centre as well as daycare providers and previous school personnel to learn about incoming students in order to provide a smooth transition into our classrooms at both the elementary and secondary levels. Case conferences involving families, school personnel, system personnel and outside community partners allows school teams to be well prepared for a successful transition and ensure services and supports are in place to support all learners.
Support meaningful engagement with families by making available culturally responsive family mental health literacy resources to ensure that families have access to high quality information about how	Increase in the number of opportunities for family engagement in Mental Health literacy initiatives.	Superintendent Responsible for Student Support Services		August 2023 – BHNCDSB partnered with over 40 local service providers at a Newcomer Welcoming Event. Over 200 participants attended, BHNCDSB provided an information booth to offer information about mental health services at our schools.


best to notice and respond when their child may be struggling with their mental health, reduce the stigma that surrounds mental health and mental illness, and provide appropriate supports for their child’s individual needs continued...	Increase in the number of opportunities for family engagement in Mental Health literacy initiatives continued...	Superintendent Responsible for Student Support Services		<p>Information resources were provided to Administrators and ESL Consultants.</p> <p>Introduction of the One Stop Talk community resource has been provided to Administrators, with promotional materials available to students. This resource is a Provincial mental health support with capabilities to provide multi-language services through telephone and virtual sessions.</p> <p>Our Board website is multi-linguistic, including information about the MH services we offer.</p> <p>Caregiver information related to the Mental Health modules delivered through the Grade 7 & 8 Health and Phys ed curriculum was available in multiple languages and distributed through the educator.</p> <p>This being our first year tracking this information we will be able to compare year to year following next years data collection pertaining to student demographics.</p> <p>2024-25 Preventure information night as listed above.</p>
Increase, nurture and cultivate partnership agreements with community agencies to enhance system coordination and pathways to care and ensuring effective collaboration for students to access available supports	All community partner agreements are up to date, accurate and implemented effectively.	Superintendent Responsible for Student Support Services		<p>Ongoing. Educational and Third-Party Partnership agreements revised with community partners on an on-going basis.</p> <p>Ongoing collaboration between both school boards and lead Children’s Mental Health agencies (HN REACH, Woodview) with intentional focus on <u>Right time, right care: (cmho.org)</u>, services and coordination.</p>
Develop methods to gather innovative ideas and initiatives. Bring more collaborative business work environment including schools.	Offer training sessions on an annual basis to ALL staff on existing processes and improved procedures.	Superintendent of Business		<p>Schedule training sessions to Principal and vice principals in August on School generated funds, mileage claims and donations, fundraising events, payroll matters and procurement processes.</p> <p>Offer training sessions to secretaries on finance related procedures in September of each year.</p>

Teaching and Learning






Students



- Provide opportunities to demonstrate learning in a variety of ways.
- Promote the meaningful and responsible use of technology.
- Support the development of perseverance and advocacy skills.


Action Item (What are you going to do?)	How are you going to measure it? (What are the indicators of success... this is the TARGET)	Who is responsible for this? (Team/person/SO)	Measurement Indicator	Comments
Continue to provide experiential learning opportunities for staff and students.	Utilize the funds allocated for experiential learning for Guidance educators and for experiential learning to offer opportunities to expand educator knowledge of the Skilled Trades and student experiences using an application process for experiential learning activities. Track number of applications and use all the money allotted for experiential learning opportunities	Superintendent of Student Achievement and OYAP, SHSM Leads		We continue to provide many and varied opportunities for experiential learning. We have supported Guidance counsellor learning and training via funding from the Ministry. We supported Skills, over 25 experiential learning applications and a variety of skilled trades events such as Epic Jobs and Jill of All Trades.
Continued focus on STEM in classrooms bringing real life, experiential learning opportunities to the classrooms.	STEM educators sharing coding learning (with both staff and students) as well as real world problem activities as they do cycles of learning in the classrooms across the system.	Superintendent of Student Achievement; STEM Principal Lead		We continue to offer good STEM programming and have added more coding and Arts opportunities to make the programming in STEM for 2024-2025.
Continuing Education/Alternative Education program will continue to expand with the goal of offering a variety of credit and non-credit bearing courses to students across the system.	An increase in credit-bearing courses offered to students enrolled in Continuing Education. Increase in student participation and completion rates in non-credit programs. Analyze feedback/exit survey data from all stakeholders to assess engagement and direct next steps.	Superintendent of Continuing Education		We have had a 15% increase in the number of students accessing courses through Continuing Education via Summer School. In fact, nearly half of all secondary students—almost 2,000—are participating in Summer School eLearning, which is a significant testament to the demand and impact of these offerings. We are also exploring ways to expand our Reach-Ahead opportunities for Grade 7 and 8 students throughout the school year. This includes the launch of the first-ever in-person Reach-Ahead Continuing Education Technology course, which supports students in meeting the new graduation requirement. This course is being offered

<p>Continuing Education/Alternative Education program will continue to expand with the goal of offering a variety of credit and non-credit bearing courses to students across the system continued....</p>	<p>An increase in credit-bearing courses offered to students enrolled in Continuing Education.</p> <p>Increase in student participation and completion rates in non-credit programs.</p> <p>Analyze feedback/exit survey data from all stakeholders to assess engagement and direct next steps continued...</p>	<p>Superintendent of Continuing Education</p>		<p>through both Summer School and Night School, with an eLearning option that includes in-person practicums to accommodate diverse learner needs.</p> <p>We are in the early stages of developing a non-credit-bearing Saturday Literacy Program for elementary students. There is strong interest in launching it in the upcoming year, particularly as we continue to strengthen our ties with communities and provide targeted support to learners.</p> <p>Our Ready-Set-Go transition program has continued to grow. Secondary transition teams collaborate closely with Grade 8 teachers and elementary administrators to identify students who would benefit from literacy support during the three-day transition period. The third day remains a welcome and orientation experience for all incoming Grade 9 students.</p> <p>Our International and Indigenous Languages Elementary (IILE) program also continues to expand. We are intentionally adding languages that reflect the needs of our diverse communities, including African languages that have not previously been offered.</p> <p>We remain committed to developing innovative, inclusive, and responsive programming that meets the needs of all learners and strengthens relationships across our school communities.</p>
<p>Continued focus on Thinking Classroom instruction and high impact strategies in mathematics, critical teaching strategies as we model instruction at AAC, when in schools, and elbow to elbow with educators.</p>	<p>Created a plan for the AAC instruction and focus on critical thinking and problem solving- ensuring it happens bi-monthly at our AAC meetings.</p> <p>Tracking touchpoints of SAT members using instruction and via PD opportunities focusing on these skills.</p> <p>Focus on PD days to ensure utilization of these strategies when curriculum topics are the focus.</p>			<p>We have worked with Grade 7-10 educators building capacity around high impact instructional practices, including focus on Thinking Classroom and critical thinking.</p>

Using coaches for literacy, math facilitators, destreaming coaches, and transition teachers to model theses strategies as they work with students.	Use of pre and post screening materials with questions focused on the use of critical thinking skills, making learning visible, to track progress of use and attainment of these skills. Also trend and skill data shared by EQAO	Superintendent responsible for Student Achievement		We have been purposeful at AACs to model these instructional strategies and allow for collaboration and sharing of practices to build capacity for monitoring. We continue to model these strategies at every PD opportunity we offer through Student Achievement. We emphasized the use of data for tracking success with all consultants across the system with a focus on literacy, numeracy, SHSM and OYAP. We continue to use diagnostic tools for numeracy and literacy and model those for educators. In 2024-2025 we rolled out the early reading screener.
Expand the implementation of the Empower Reading Program to further assist students that are having significant difficulties acquiring age-appropriate reading skills, particularly decoding, word identification and spelling skills.	Monitoring student progress. Monitoring number of schools and student participants over the years	Superintendent of Special Education		Empower reading is offered at 27 out of 29 schools by 28 Empower instructors. Our goal is to have every school will have the Empower Reading program running in October 2025.
Use a variety of assessments (e.g., Key Math) to determine achievement gaps and develop instructional next steps for students in reading and mathematics.	Tracking of assessments Tracking the changes to modified IEP's Tracking the number of students receiving modifications	Superintendent of Special Education		Key Math is used in every school. We have conducted 319 Math Modification Audits and numerous SERT's utilized Key Math to ascertain student strengths and needs in math. Other assessments are utilized by special education staff to determine achievement gaps and develop instructional next steps. Our modified math IEPs went from 319 last school year down to 247 despite an increase in enrollment of 10% , our students are being provided the correct tiered supports and accommodations for sustained periods of time.




Use of screeners and diagnostic data, modelled and shared by SAT, across K-9 to determine instruction.	Tracking pre and post data, numbers of diagnostics being administered. Use of EQAO data to note trends and success for literacy and numeracy.	Superintendent of Student Achievement		<p>We have been successful modelling and using screener and diagnostic data in our key areas across K-9 and will continue this focus in 2024-2025 with our early reading screener.</p> <p>We continue to build capacity for our educators to use diagnostic data regularly. We continue to share the diagnostic tools that are board supported for use in classrooms.</p> <p>Using EQAO data and sample questions is a continued focus for literacy and numeracy in Grade 3,6 and 9.</p>
Provide Non-Indigenous and Indigenous students opportunities to build knowledge, awareness, and relationships with/of Indigenous pedagogies and the Indigenous community.	Tracking the number of students participating in experiences.	Superintendent Responsible for Indigenous Education		The number and variety of opportunities for students continues to grow in the elementary and secondary panel.
Indigenous students will have the opportunity to reconnect with their language and create a greater sense of personal identity.	Tracking the number of students participating in language courses.	Superintendent Responsible for Indigenous Education		Indigenous focussed courses continue to expand across the secondary schools.
Provide educational opportunities for students to engage in experiential learning on Six Nations and MCFN.	Number of classes participating.	Superintendent Responsible for Indigenous Education		Experiential learning opportunities continue to increase.
Students are aware of supports and services in order to seek supports for mental health.	Increase % of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health.	Superintendent responsible for Student Support Services		<p>Ongoing. All secondary students informed of school mental health supports during first week of school.</p> <p>All Grade 10s provided with No Problem Too Big or Too Small via school social worker during first month of school.</p>





Students are aware of supports and services in order to seek supports for mental health continued....	Increase % of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health continued....	Superintendent responsible for Student Support Services		<p>Grade 8 students provided with Ready to Launch classroom engagement session through Child and Youth Worker.</p> <p>Grade 7 and 8 Students received mandatory mental health modules through Health and Phys Ed. Elementary children aware of CYW as part of their community via student wellness clubs or classroom engagement sessions.</p> <p>Data obtained through EQAO , not yet available. 2024-25</p> <p>In addition to the above</p> <p>Grade 10 Careers- Mandatory MH modules</p> <p>ACS wellness fair – 14 agency booths including school support staff.</p>
Improve students’ participation in class time and learning. And engagement of instruction and assessment to support learning in classrooms.	<p>Increase % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90%</p> <p>Decrease % of students in Grades 4-12 who were suspended at least once</p>	Superintendent responsible for Student Support Services		<p>In March of 2024 a full-time attendance counsellor was hired on by the Board. The attendance counsellor will target the elementary panel of students who have struggled with chronic absenteeism. This new position and the re-structuring of the responsibility of our secondary school panel allows for focused work supporting the earlier intervention with a goal of effective change throughout a student’s academic career (paving the way for improved attendance and greater success).</p>
Promote and support activities for staff and students that promote mental wellness; with a focus on Faith and Wellness, MindUp, and additional SMHO resources. In effort to increase Mental Health Literacy and Capacity.	<p>Increase in staff engaging in Mental Health Curriculum and activities.</p> <p>Successful embedment of mandatory grade 7 and 8 Mental Health Literacy Curriculum</p>	Superintendent responsible for Student Support Services		<p>Ongoing. SMHO-ON resource Wayfinder promoted to all staff. <u>Wayfinder: Your grade-by-grade guide to teach about mental health - School Mental Health Ontario (smho-smsso.ca)</u></p> <p>Mind Up memberships provided to 29 primary educators this year.</p> <p>Grade 7 & 8 educators were supported by a board implantation team to assist with successful implementation.</p> <p>All students were provided with print copies of the student handbook, and content was delivered by educators.</p> <p>Faith and wellness pilgrimage walk as noted above.</p> <p>Professional development provided to Careers educators for new MH modules.</p>




				NTIP sessions provided on mental health resources including Mind Up, Wayfinder, Self regulation, emotional validation.
Assess existing infrastructure (technology and facilities) including availability and adjust as required through budgeting cycle.	<p>Agenda/minutes of Information Technology Governance Committee and investments reflected in the IT strategic plan and budget.</p> <p>Monitor new builds/remodels playgrounds, new schools, renovated facilities.</p>	Superintendent responsible for Information Technology		We have continued to share the minutes of ITGC with the broader community. We have reflected purchases to match that of the MYSP




Staff

- Allow for academic, social, and emotional learning for all students.
- Understand and celebrate individual needs - meeting students where they are.
- Welcome the use of innovative integrated technology as a teaching and learning tool.

Action Item (What are you going to do?)	How are you going to measure it? (What are the indicators of success... this is the TARGET)	Who is responsible for this? (Team/person/SO)	Measurement Indicator	Comments
<p>Improve level of student achievement, access to curriculum, and reduce gaps in student achievement.</p> <p>Use of Essential Practices in our PD (memos on reporting) to further encourage use of good instructional strategies that impact student achievement.</p>	<p>Report card data</p> <p>Credit accumulation</p> <p>Triangulation of Data (Conversations with students, Observations of students and Product)</p> <p>PD on instruction and assessment (track those opportunities).</p> <p>Use of screeners and diagnostic data.</p>	<p>Superintendent of Equity and Inclusion and Special Education</p> <p>Superintendent of Student Achievement</p>	 	<p>Special education continues to focus in improving levels of student achievement and reducing achievement gaps. Pre and Post test student achievement data when students participate in Lexia, Empower, Achievement tests, Key Math etc. shows increased improvement.</p> <p>We continue to use a variety of data to inform our practices, modelling this practice for educators and Administrators.</p> <p>We continue to build educator capacity for use of diagnostic tools and screeners to inform instruction.</p>
Further develop an understanding of existing achievement gaps and continue focusing on best practice to support literacy and numeracy of special education students.	<p>Number of PD opportunities offered to staff</p> <p>Staff participation rates in professional development</p>	Superintendent of Special Education and Superintendent of Student Achievement		<p>Through professional learning in special education Community of Practice meetings staff have further developed their skill sets and understanding of best practices to close achievement gaps.</p>




Further develop an understanding of existing achievement gaps and continue focusing on best practice to support literacy and numeracy of special education students continued...	<p>Number of PD opportunities offered to staff</p> <p>Staff participation rates in professional development continued....</p>	Superintendent of Special Education and Superintendent of Student Achievement		<p>SAT continues to focus on building educator capacity to support student achievement in the schools and at the classroom level working alongside SERTs.</p> <p>We continue to be creative and strategic about how to build educator capacity.</p> <p>SAT has presented at COP meetings over the years of this MYSP and will continue this practice to support the Tier 3 instruction.</p>
Build the instructional capacity of staff across the system in their use of specialized equipment for students with exceptional needs.	<p>Number of PD opportunities offered to staff</p> <p>Staff participation rates in professional development</p>	Superintendent of Special Education		<p>Through Community of Practice Meetings, professional development was implemented to all SERT's and Specialists. Job embedded professional development also happened at the school level.</p> <p>Training was offered around word processing, text to speech, word predication, concept mapping/graphic organizers, vision support etc. SEA training continues to increase year over year.</p>
Build the capacity of teaching staff in processes related to accommodations, modifications, assessment recommendations, and IEP development.	<p>Number of PD opportunities offered to staff</p> <p>Staff participation rates in professional development</p>	Superintendent of Special Education		<p>Through Community of Practice Meetings, professional development was implemented to all SERT's and Specialists. Job embedded professional development also happened at the school level.</p>
Implement ongoing and precise professional learning and support for Special Education Resources Teachers.	Increase capacity of comfort and confidence of SERT's and classroom teachers. Data obtained through surveys and exit tickets from training.	Superintendent of Special Education		<p>Ongoing professional developing for all SERT's in our Community Practice meetings happen monthly. There has been professional development for new SERT training. We have digitized the EA lending library.</p>
Use tiered approaches to support literacy, numeracy, and behaviour through early intervention and ongoing data collection and assessment.	Analysis of assessment data (reading/mathematics/behaviour) for special education students	Superintendent of Special Education		<p>We continually monitor and track the reading progress of over 500 students using diagnostic, formative and summative data.</p> <p>Fully implemented the early reading screener in 2024-2025 for K-2.</p>




<p>Use tired approach to support literacy and numeracy skills in the classroom through coaches in literacy and math facilitators working with educators and students.</p>	<p>Early screeners in primary for reading and screeners in Grades 3 and 6 for numeracy. Measuring pre and post data.</p> <p>Tracking touchpoints with educators and students having access to SAT support.</p>	<p>Superintendent of Student Achievement</p>		<p>We continue to use diagnostic tools in Grade 3 and 6 and measuring the pre and post data for interventions and small group instruction.</p> <p>Superintendent of Student Achievement continues to track educator touchpoints and students impacted by explicit teaching and interaction with members of Student Achievement.</p>
<p>Support staff in assessing learning resources (both traditional and electronic) to ensure they are accessible and that they reflect diversity.</p> <p>Continue to review and support the development and use of a tool to support the choice of learning materials for our system.</p>	<p>Classroom materials, resources and curriculums will reflect the greater population of BHNCD SB</p> <p>Review and enhance tool for critical choices of learning materials. Working alongside the Equity team to create a list of culturally relevant and diverse materials for our Catholic system and PD on the resource (tracking when and who attended).</p>	<p>Superintendent of Equity and Inclusion and Superintendent of Student Achievement</p>		<p>We continue to review materials and resources to ensure they are up to date and current to support the learning of all students and create a list if culturally responsive materials.</p>
<p>Indigenous Education Staff will collaborate with all system leads and departments and committees to provide an Indigenous lens for planning forward and for district initiatives. Staff will advise on culturally relevant academic and non-academic intervention models and supports for Indigenous students.</p>	<p>Documented embedment of mandatory Indigenous Education content in Ontario curriculum.</p> <p>Participation of Indigenous staff of system committees.</p>	<p>Superintendent Responsible for Indigenous Education</p>		<p>Indigenous Education curriculum Staff have collaborated with all system leads and departments and community experts to accurately embed new mandatory Indigenous Education curriculum. .</p>

Bolster the use of evidence-based Mental Health and Addictions quality programming across the tiers (for students, staff, and caregivers).	Student Focus Group	Superintendent Responsible for Student Support Services		<p>Staff received training on evidence-based programs and strategies for classroom implementation (e.g., Self-Reg, MindUP).</p> <p>Tier 1 classroom programs include evidence-based programming for students (e.g., Kids Have Stress Too, MindUP).</p> <p>Tier 2 services include evidence-based treatment, with up to 7.5% of students receiving evidence-based treatment (e.g., BDI, ACT) as part of their care 2024-25</p> <p>As noted above</p> <p>Preventure-community partner led</p> <p>ithink -educator led</p> <p>Balanced Device use- Child and Youth Worker led</p>
Track, monitor, and evaluate the delivery of mental health services delivered by Student Support Services across tiers.	School Mental Health Data Capture	Superintendent Responsible for Student Support Services		<p>Ongoing. Tier 1 classroom programming evaluated. Most students reported achieving learning outcomes and gaining skills from participation.</p> <p>Tier 2 and 3 services assessed using pre/post service survey. Individual service provided by SWs resulted in a significant improvement in students' wellness (24% improvement), a reduction in their worries (11% improvement) and problematic behaviours (13% improvement).</p>
Develop a leadership program specific to Managers, Supervisors, or those identified through succession planning.	<p>Launch of new Business Services modules.</p> <p>Integrate other departments into business services on a monthly basis to create transparent learning.</p>	Superintendent of Business		<p>Training is in place and leadership opportunity is provided to the Finance, procurement and facilities staff through succession planning.</p> <p>Professional development and training opportunities were identified and scheduled.</p> <p>Interdepartmental and cross training within functions is ongoing currently.</p> <p>Human Resources department meets with Finance and payroll on a monthly basis leveraging learning opportunities for everyone.</p> <p>Procurement, facilities and IT will be included starting in September on a rotational model.</p> <p>Will extend and explore more specific leadership programs towards the managers.</p>

Community

- Connect community partners and support agencies with students and families in need.
- Utilize the skills and talents of community support agencies as partners in our Catholic learning community.
- Provide opportunities for community partners to be included in student and staff learning.




Action Item (What are you going to do?)	How are you going to measure it? (What are the indicators of success... this is the TARGET)	Who is responsible for this? (Team/person/SO)	Measurement Indicator	Comments
Offer shared learning opportunities with before and after-care partners.	Before and after care partners consistently attend learning opportunities	Superintendent of Special Education		Early Years and the Special Education Department continue to work collaboratively to educate our before and after school care providers about the services and supports we offer. Ongoing communication and invitations to meetings involving mutually supported students ensures alignment and the utilization of best practices and strategies. This is most evident during our Kickstart to Kindergarten events, Entry to School Case Conferences, and the Child Care Partnership Meeting that we held with our providers in June 2024. 2024-25 Mental Health and well-being PD day re: trauma informed schools offered to before and after care partners.
Continued connection with community partners started on the Faith Day.	Celebrate partnership opportunities on social media. Track and report using surveys on when this happens.	Superintendent with responsibilities for Faith Formation.		100% of our sites had partnerships for Faith Day
Continued invitations to community partners to enhance and promote experiential learning, outdoor education and skilled trades opportunities for learning for both staff and students.	Number of experiential learning opportunities happening via application process. Support and promotion of the Toolbox initiative at Grade 7 and 8 (track schools participating and number of students)	Superintendent of Student Achievement		We continue to offer many and varied experiential learning opportunities focused on outdoor education and skilled trades.

Selection of Indigenous Education resources will be intentional, accurate and respect self-determinism of the Indigenous community and will be vetting through Indigenous Education Council.	Consistent use of a District Vetting Tool for resources.	Superintendent Responsible for Indigenous Education		An Indigenous Education resource list has been created and vetted appropriately for all schools to access to ensure accuracy and cultural appropriateness and respect self-determinism.
Collaborate with community partners to review and enhance the Board's Violence Threat Risk Assessment Protocol.	Consistent and streamlined implementation of the protocol and pathway planning for students engaged in the process.	Superintendent responsible Students Support Services and Safe and Accepting Schools.		Meetings with the community partners of the Violence Risk Threat Assessment protocol have been initiated. The community is interested in creating one collaborative and wholesome protocol. In the meantime the Board is working within the existing protocol.
Ensure potentially high-risk behaviour of students is properly assessed and supported by providing ongoing training for all principals and staff (Violent Threat Risk Assessment Protocol, Trauma Response Education, NVCI, SafeTalk and ASIST training).	Administrators and other trained staff will state an increased comfort and ability to support students/schools in times of crisis. Students will feel supported as reported on the School Climate Survey	Superintendent Responsible for Student Support Services		Through partnerships with our community partners trainings are offered to our staff in VTRA. We have internal capacity to provide training in ASIST, NVCI and have also provided trauma focused training to administrators and staff during our PA Day in April 2024.


Wellness

Students

- Provide students with accessible supports.
- Leverage the benefits and unpack the challenges of the increasing use of digital technology.
- Provide opportunities for student collaboration, wellness support and spiritual development for personal growth.



Action Item (What are you going to do?)	How are you going to measure it? (What are the indicators of success... this is the TARGET)	Who is responsible for this? (Team/person/SO)	Measurement Indicator	Comments
Internet support to enable equitable access to online Learning for Indigenous students with limited or no internet access on the Six Nations/MCFN reserve.	Increased participation of Indigenous students on reserve in classroom online learning components.	Superintendent Responsible for Indigenous Education		Access to reliable technology and network has been provided where necessary.
Increase awareness, knowledge and skills of staff regarding best practices to support the mental health needs of students of every social and cultural identity; focusing on those with marginalized identities	School Mental Health Data Capture Student Focus Group Classroom materials, resources and curriculum will reflect the greater population of BHNCD SB	Superintendent Responsible for Student Support Services		SMHO-ON resource Wayfinder promoted to all staff. <u>Wayfinder: Your grade-by-grade guide to teach about mental health - School Mental Health Ontario (smho-smso.ca)</u> Educators provided with Trauma Informed Leadership training session during April PD Day. All staff completed EDI training on the April PD Day reflecting on their school environment and the areas rating the various ways the demographics of the school community reflects within the school environment. In 2024-25 As per above. Ithink, Preventure, Mental Health and Wellbeing PD Day.
Continue and enhance partnerships with external agencies that provide Restorative Practice support for school teams.	School Climate Survey Student Focus Groups	Superintendent Responsible for Student Support Services		Ongoing. Ongoing partnership with John Howard Society with work occurring in 3 schools.





<p>Continue and enhance partnerships with external agencies that provide Trauma-informed practices support for school teams.</p> <p>Continued use of digital tool resources as noted earlier and further promotion and obtainment of digital tools across many subject areas for learning.</p>	<p>School Climate Survey</p> <p>Student Focus Groups</p> <p>Digital resources used on the Brightspace page.</p> <p>Purchase of digital resources and continued use of those already in schools (MathUp)</p>	<p>Superintendent Responsible for Student Support Services</p>		<p>Ongoing</p> <p>On going work with community partners.</p> <p>Continued collaboration with Dr. Kristen McLeod</p> <p>Board training in Trauma Informed Leadership and the Third Path through Dr. David Tranter</p>
<p>Build awareness and capacity in staff, students, and caregivers in suicide prevention and intervention.</p>	<p>Students who are having suicidal ideation and self-harm are connected to appropriate support and families will feel supported and have increased knowledge with regards to suicide prevention as reported on Post screen surveys.</p>	<p>Superintendent Responsible for Student Support Services</p>		<p>Suicide Administrative Procedure training video posted in each employee’s portal and training time allocated on April PD Day.</p> <p>Survey responses indicated training was successful in helping participants understand the role they play in suicide prevention and life promotion at their school. A total of 91.7% (365/398) of the participants answered “strongly agree” or “agree” when questioned if they understand the role, they play in suicide prevention/life promotion.</p> <p>Similarly, most participants felt confident they knew what to do if they had a student who was contemplating suicide, with 73.5% (294/400) responding “strongly agree” or “agree”.</p> <p>All Grade 10 students provided with No Problem Too Big or Too Small Pocketbook-3D.pdf (smho-smso.ca) during Suicide Awareness Day.</p> <p>And all secondary students made aware of school mental health support during first month of school- Suicide Awareness Month.</p> <p>Where students presented with self-harm or suicidal ideation, caregivers were linked to resources and community service providers.</p> <p>In 2024-25</p> <p>Onboarding of new staff includes Board Suicide Intervention Policy video released in April 2024</p>

Promote Bullying Awareness and Prevention	School participation in Bullying Awareness and Prevention Week 2023-2024 Schools will share information with families via Twitter and school correspondence leading up to and during Anti-Bullying Awareness week. Anti-bullying anonymous reporting systems to be available to all students and parents within school websites to reinforce a commitment to protect students from victimization. Reduce underreporting and increase rate of use of online reporting mechanism. Evidence of staff and student participation in Bullying Awareness and Prevention Week. Increase in percentage of students reporting they feel safe and well at school on the School Climate/MDI Survey	Superintendent Responsible for Safe Schools		Schools were provided with resource materials to participate in Bullying Awareness and Prevention Week, schools were invited to share resources and information through various social media platforms and newsletters. Anonymous reporting tool launched following a pilot in a small number of schools. This reporting tool acts as a mechanism for members of our community who may not have developed relationships with their school staff to allow for more comfortability in reporting areas of concern within the school. The School Climate survey has been administered and the evaluation of results are underway.
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Staff



- Develop a school board workforce that reflects the diversity of all community members.
- Through a wellness lens, create board policies, procedures, and protocols.
- Connect staff with supports to promote work-life balance, stress reduction, and innovate wellness practices.



Action Item (What are you going to do?)	How are you going to measure it? (What are the indicators of success... this is the TARGET)	Who is responsible for this? (Team/person/SO)	Measurement Indicator	Comments
Leverage staff voice to improve workplace safety, wellness, and engagement	Increase in the number of staff reporting they feel safe and well in the workplace as compared to the baseline data.	Superintendent responsible for Human Resource Services		A staff wellness committee has been established. Board staff have begun a comprehensive staff consultation strategy.
Apply a co-regulation approached to staff and student wellness.	Increase the number of staff reporting they feel safe and well in the workplace as compared to the baseline data.	Superintendent Responsible for Student Support Services		Student Support Services staff work with school teams to reflect on the 5 domains of stress for students through a self regulation lens and plan accordingly. During the April 2024 PD Day, a staff wellness component was provided through a keynote presentation with Angela Rolleman, promoting the Science of Happiness. Staff were taught to apply the science of positive psychology on- various aspects of

Apply a co-regulation approach to staff and student wellness continued...	Increase the number of staff reporting they feel safe and well in the workplace as compared to the baseline data continued....	Superintendent Responsible for Student Support Services		<p>their life. Topics covered in the training included the following:</p> <p>Factors that determine one's happiness level:</p> <ul style="list-style-type: none"> • The 5 Pillars of Psychological Well-being and Happiness • The Positivity Ratio • Happiness in the workplace • Scientifically proven interventions and habits that lead to increased happiness, resilience, fulfillment and well-being. <p>April PD day: Session provided: the 'self' in Self reg. Topics covered including 'self regulation' as defined in the Provincial report cards vs. Shanker Self reg.</p>
Continue to provide Self-Regulation Foundations Certification for staff.	Number of staff certified.	Superintendent Responsible for Student Support Services		Training in self-regulation continued this year, with 54 staff completing various Levels in the Self-Regulation Foundations Course through the Mehrit Centre. F1-33, F2- 12, F3-8 F4-1.
Review and revise the current Employee Assistance Program	Increased staff satisfaction with the program's effectiveness.	Superintendent responsible for HRS		Board staff are engaged in a process to review the existing program and investigate potential for enhancements.
Improve staff safety, engagement, and wellness through collaboration with all stakeholders.	Number of staff involved in the process. Increase in staff engagement. Increase in staff wellness indicators.	Superintendent responsible for HRS		A staff wellness committee has been established. Board staff have begun a comprehensive staff consultation strategy.
Provide opportunities to engage and mentor First Nation's Language educators in teaching Board offered courses.	Increase in number of qualified Indigenous language teachers.	Superintendent Responsible for Indigenous Education		Staff are working with community partners in succession planning.

Community

- Highlight specific community agencies and have them visible in our schools and buildings.
- Foster strong integrated support with agency partnership so they become woven into the district.
- Reach out and discover innovative and responsive community supports.

Action Item (What are you going to do?)	How are you going to measure it? (What are the indicators of success... this is the TARGET)	Who is responsible for this? (Team/person/SO)	Measurement Indicator	Comments
Connect and engage in active partnerships with community partners to provide innovative and responsive community support to students, families, and staff.	Community partner participation rates Community partner feedback Community partner involvement on SEAC	Superintendent of Special Education		The Board is in constant liaison with community partners to research, learn, and implement innovative and responsive solutions to support our students and families. Evidence of this engagement includes but is not limited to discussions and meetings with our conterminous Board, our work with our SEAC committee members who represent a range of services and agencies in our community, our ongoing collaboration with RCPIC, Cornerstones, Bartimaeus Inc., W. Ross MacDonald, Conestoga, Contact Brant, Open Doors, Amethyst, Crossing All Bridges, CPRI, Lansdowne, Haldimand-Norfolk REACH etc. In addition, the Student Achievement Leader is a member of the Coordinated Service Planning Steering Committee which aims to provide recommendations on how to best meet the needs of our students and their families through coordinated service efforts. Members of the Specialist team sit on a variety of key committees to provide responsive support from a Special Educations lens such as the Accessibility Committee, Mental Health Committee, District Safe and Accepting Schools Committee etc.
Further enhance connections made on Faith Day to support transformational, faith-filled opportunities for learning social justice and Catholic Social Teachings.	Survey Tracking of partnerships and connection on social media.	Superintendent of Student Achievement		Offered opportunities to enhance connections with community partnerships created on the Faith Day as wells built Catholic learning communities within schools and board departments. We continue to celebrate successes on social media.

Further engage community partners with a focus on skilled trades in OYAP and SHSM for both students and educators.	Number of opportunities. Attendance	Superintendent of Student Achievement		We continue to engage community partners with a focus on skilled trades in OYAP and SHSM. We will continue to build partnerships and opportunities.
Explore opportunities for educators to engage with Indigenous partners on reserve.	Number of participants.	Superintendent Responsible for Indigenous Education		Board staff have engaged knowledge keepers from both Six Nations and MCFN to help build capacity of educators.

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD SPECIAL MEETING OF THE BOARD

Prepared by: Mike McDonald, Director of Education & Secretary
Presented to: Board of Trustees
Submitted on: June 24, 2025
Submitted by: Mike McDonald, Director of Education & Secretary

Senior Team and Trustee Expense Report Public Session

BACKGROUND:

In December 2024, under the authority of subsection 3(1)(a) of the *Provincial Interest in Education Regulation* (O. Reg. 43/10) of the *Education Act*, the Honourable Jill Dunlop, then Minister of Education, appointed Mr. Aaron Shull to conduct an independent investigation into concerns related to governance practices and fiscal accountability at the BHNCDSB. The investigation, which included a comprehensive review of documents, interviews, and governance evaluations, culminated in the submission of a final report to the Ministry in March 2025. The report presented a series of recommendations aimed at addressing matters of Board governance and financial management.

On April 23, 2025, the Honourable Paul Calandra, Minister of Education, issued a formal Ministerial Response. This response included a directive for the Board to submit an implementation plan with measurable timelines, underscoring the necessity of corrective action in alignment with the *Education Act* and the Ministry's vision for effective school board governance.

DEVELOPMENTS:

The report spoke to the need for fiscal responsibility through transparent and accountable management of discretionary expenses, and contained a recommendation to present quarterly expense summaries at public meetings.

In compliance with this, Appendix A represents the expenses of the trustees and senior team of the Board from September 2024 to May of 2025.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board receives the Senior Team and Trustee Expenses report for expenses incurred from September 2024 to May 2025.

Appendix A

Q1 to Q3 2024-25 Trustee & S.O. Expense Report

for the Period:

September 1, 2024 to May 31, 2025

Trustee	Mileage	Communications	Professional Development / Conferences / Travel	Supplies/ Other	Total Expenses
Carol Luciani, Chair	1,468.21	1,232.74	30.65	18.39	2,749.99
Dan Dignard, Vice-Chair	587.33	1,365.43	776.42	18.39	2,747.57
Dennis Blake	1,076.95	891.52	1,482.61	0.00	3,451.08
Bill Chopp	128.83	723.25	0.00	469.10	1,321.18
Mark Watson	37.17	1,443.51	0.00	0.00	1,480.68
Rick Petrella	0.00	431.12	132.81	0.00	563.93
TOTAL EXPESES Trustees	3,298.49	6,087.57	2,422.49	505.88	12,314.43

Senior Administration	Mileage	Communications	Professional Development / Conferences / Travel	Supplies/ Other	Total Expenses
Mike McDonald	228.70	641.17	3,319.94	0.00	4,189.81
John Della Fortuna	2,369.99	877.29	2,972.73	51.07	6,271.08
Lori Temple	1,659.45	663.91	621.09	0.00	2,944.45
Kevin Greco	1,257.89	713.88	2,085.95	93.46	4,151.18
Mike Lawlor	1,423.64	135.00	678.06	46.30	2,283.00
Rajini Nelson	611.89	88.29	3,122.05	0.00	3,822.23
Phil Wilson	1,361.22	850.00	3,125.18	278.87	5,615.27
Cherly Dalrymple	0.00	107.84	0.00	0.00	107.84
TOTAL EXPENSES Senior Administration	8,912.78	4,077.38	15,925.00	469.70	29,384.86

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: John Della Fortuna, Superintendent of Education
Presented to: Board of Trustees
Submitted on: June 24, 2025
Submitted by: Mike McDonald, Director of Education & Secretary

STUDENT SUPPORT SERVICES AND MENTAL HEALTH AND ADDICTIONS STRATEGY ANNUAL REPORT 2024-25

Public Session

BACKGROUND INFORMATION:

Under the direction of the Ministry of Education, school boards are required to implement a Mental Health and Addiction Strategy and an Annual Action Plan. The Annual Report summarizes the strategy and the provision of the programs and services offered by the Brant Haldimand Norfolk Catholic District School Board (the Board), schools and the Student Support Services Team. The Annual Report was compiled from information provided by members of the Student Support Services Team as well as data captured through various initiatives.

DEVELOPMENTS:

The Board is dedicated to creating safe, inclusive and welcoming learning environments for all students. Schools play an important role in the broader provincial comprehensive mental health and addictions system and are the ideal place for mental health promotion, the prevention of mental health problems, and the early identification of mental health concerns.

The Student Support Services Team is but one part of a multi-tiered system of care for student mental health and are trained to work with students individually, in groups, or in classroom settings on emotional, social, and/or behavioural issues, which are affecting their academic achievement and well-being. Our Social Workers and Child and Youth Workers collaborate with school staff, students and families to support wellbeing, advocating for equity and enhancing system coordination.

This report outlines the preventive mental health and wellbeing programs, school-wide supports and interventions for students experiencing mental health challenges.

The Mental Health Advisory Committee, formerly the Mental Health Steering Committee, along side the Mental Health Leadership Team plays a crucial role in supporting student mental health, with a focus on teaching and learning, wellness and belonging

The Mental Health Advisory Committee, and the Board Mental Health Leadership Team develops, implements and monitors the Board's Mental Health Strategy and its annual action plans. Meeting regularly, the Advisory Committee reviews trends and suggests cross-sectoral plans to support student wellness. Ad hoc working groups advance the strategy, focusing on equipping educators through mental health literacy training and promoting evidence-based practices.

Effective January 1, 2024, PPM 169, *Student Mental Health*, required school boards to provide culturally responsive, evidence-informed mental health services that respect students' diverse needs. The memorandum emphasizes the importance of working within the broader provincial system of care to ensure clear pathways to community and hospital-based services. The Board continues to be well-positioned to meet these requirements.

The report highlights the strategic implementation of system-wide professional learning and training, implementation of evidence-informed programming and curriculum and support offered throughout the three tiers of intervention.

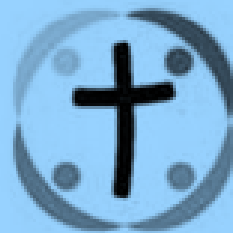
RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board receives the Student Support Services and Mental Health and Addiction Strategy Annual Report 2024-25.



BRANT HALDIMAND NORFOLK
Catholic District School Board

2024-25 Student Support Services Board Report



Catholic
Education | 
**PILGRIMS
OF HOPE**

**"We must fan the flame of hope
that has been given to us."**

Letter on the Jubilee Year of Hope, February 11, 2022





Student Support Services and Mental Health and Well-Being 2024-25

Annual Report to the Board

INTRODUCTION

The mental health and well-being of students continues to be a critical priority for the provincial government, the Ministry of Education, and the Brant Haldimand Norfolk Catholic District School Board. Our Board is aligned with the Ministry's emphasis on:

- Promoting wellness during challenging times.
- Supporting student mental health learning.
- Encouraging early help-seeking when mental health problems arise.

PPM 169: Policy/Program Memorandum on Student Mental Health Memorandum (January 1, 2024) – continues to guide the work of the BHNCDSB approach to school mental health.

This memorandum outlines requirements for school boards to provide culturally responsive, evidence-informed student mental health promotion, prevention and early intervention services that respect students as complex individuals and provide appropriate supports for their diverse needs. This memorandum also outlines the importance of school boards working within the broader provincial system of care to help provide clear pathways to and from more intensive community and hospital-based mental health services, when needed. The [Policy/Program Memorandum 169 | Education in Ontario: policy and program direction | ontario.ca](https://www.ontario.ca/policy-program-memorandum-169-education-in-ontario-policy-and-program-direction) highlights 11 requirements to which BHNCDSB is well positioned.

MENTAL HEALTH ADVISORY COMMITTEE (formerly the Mental Health Steering Committee)

The Mental Health Advisory Committee exists to assist the Board in developing, implementing, implementing, monitoring, evaluating, and reporting on the achievement of the Board Mental Health Strategy and its annual Action Plans. The committee meets three to four times per year to review trends and make cross-sectorial plans to support student wellness. Ad hoc working groups are formed to propel the strategy forward.

Key messages of the 2024-25 annual action plan are rooted in the prioritization of mental health and well-being as a key condition for every student to learn and flourish. We do this through:

Relationships: We take the time to create and nurture relationships.

Belonging: We strive to ensure students see their cultures and identities reflected in their school experience.

Teaching and Learning: Staff are provided with training and resources to teach, model and embed mental health promotion and literacy skills with confidence in the classroom.

Engagement: We engage students, parents and caregivers, using cultural humility to lead the way.

Student Leadership: Students are provided with meaningful mental health leadership opportunities which foster a culture of respect, communication, and active listening. Students feel their ideas and opinions are valued and supported.

2024-25 MENTAL HEALTH & WELL-BEING ACTION PLAN PRIORITIES

Teaching and Learning

1. Mental health literacy for all.

Wellness

2. Evidence-based mental health & addictions programming across the tiers.
3. Multi-tiered, coordinated system of care.

Belonging

4. Elevating student and caregiver participation and leadership.
5. Equity and support for specific populations.

The following Mental Health Steering Committee Members, 2024-25 have played an integral part in supporting student mental health and well-being.

Senior Administration, Board	
John Della Fortuna	Superintendent of Education
Bill Chopp	Trustee
Mental Health	
Dianne Wdowczyk-Meade	Mental Health Lead, Manager of Student Support Services
Razak Aziz	Social Work
Meghan Adams	Child and Youth Work
Thanh-Thanh Tieu	Mental Health Research Associate
April Taylor	Senior Social Worker, Safe Inclusive and Engaging Schools Lead

Principals	
Jennifer Rudyk	Elementary Administrator
Giovanna Oveida	Elementary Administrator
Tanya Flynn	Secondary Administrator
Amy Pimentel / Jennifer Finnie	Alternative Education Administrator
Achievement	
Sandra DeDominicis / Tracie Witteveen	Special Education Lead
Chandra Portelli	Achievement Lead K-12
Andrea Perras	Early Years
Keri Calvesbert	Religion & Family Life
Additional Board Supports	
Diane Bowie, Ria Martinia	System Teacher: English-as-a-Second Language
Lori Skye-Laforme	Indigenous Advisor
Jillian Marranca	Guidance
Community Members	
Christina Farrell	Woodview Mental Health & Autism Services
Irene Perro	Halidmand-Norfolk REACH

MENTAL HEALTH AND WELL-BEING STRATEGY

The Mental Health and Well-being Strategy 2023-26 is designed to improve the mental health and well-being of the students of the Brant Haldimand Norfolk Catholic District School Board. This strategy is part of a larger Board vision to create safe, healthy, engaging, and inclusive schools and aims to support the overall Board Improvement Plan for Student Achievement. Guidance and implementation support for the strategy is provided through School Mental Health Ontario (SMHO).

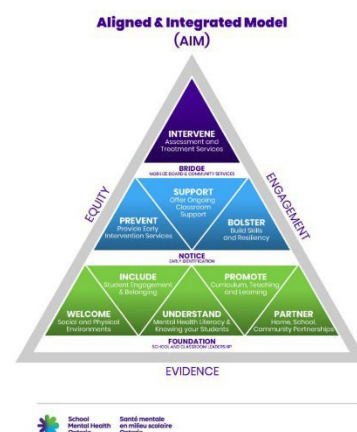
The strategy meets many of the requirements laid out in PPM 169.

The 2025-26 school year is considered an evaluative and 'writing year' for the 2026-29 Mental Health and Well-being Strategy.

TIERS OF SUPPORT/PROGRAMS AND SERVICES

Schools are ideal places to support and promote mental health and well-being.

Foundationally: Educators are well positioned and equipped to welcome, include, understand, promote, and partner with our students and their families.



What Does Tier 1 Support Look Like?

- Child and Youth Workers (CYWs) are well trained in areas of mental health promotion and provide support to educators in their classrooms where requested. This year, there continued to be a focus on bolstering the mental health literacy skills of all elementary students, to aid in the prevention of mental health challenges.
- Moving up the Tiers: CYWs play an integral role in linking students to mental health services and play an essential role in the circle of support for students with mental health needs.
- Social Workers provide brief counselling services to students, attendance support, suicide, risk assessments and link students and their families to community resources where needed.

What Does Tier 2 Support Look Like?

- Mental health prevention and early intervention services (Tier 2) are provided to students who are at risk for or experiencing mild to moderate mental health and/or substance use concerns. Such services involve a therapeutic connection with a student and include assessment, engagement and service planning, attendance support, and brief individual or group structured intervention. Crisis intervention can occur at any tier of service. Although school mental health professionals may be called on to do many things, prevention and early intervention services are a critical primary mandate for school mental health professionals.

What Does Tier 3 Support Look Like?

- Intensive mental health intervention services (Tier 3 and above) are individualized therapeutic supports designed to meet the complex needs of children and youth who are already displaying more severe mental health and/or substance use concerns, associated with significant functional impairment and distress. The focus for school mental health professionals with respect to Tier 3 services is on supportive counseling and service planning to help students and families to, from and through community-based intensive treatments. This may include psychoeducational assessment, crisis intervention, treatment follow-up, and focused intensive interventions for school concerns. Tier 3 is typically facilitated by regulated mental health professionals (MSW) with some support being provided by non-regulated mental health professionals (CYW) where other support is often also in place.

PRIORITY HIGHLIGHT!

Elevating Student and Caregiver Participation and Leadership

Student Support Services staff assisted in elevating student and caregiver participation and leadership by engaging in a variety of programming.

Roots of Empathy



The Roots of Empathy program was delivered in six elementary schools by CYW staff trained in the program. Children are coached to recognize and connect with the vulnerability and humanity of a baby who visits their classroom throughout the school year with their parent(s), using a specialized curriculum. Experiential learning with the neighbourhood parent and infant is biologically embedded in the student's brains as they observe this secure attachment relationship. Through guided observation, the children label the baby's feelings and intentions, learning the affective aspect of empathy (emotion) and the cognitive aspect of empathy (perspective-taking). In Roots of Empathy, emotional literacy develops as children begin to identify and label the baby's feelings, reflect on and understand their own feelings, then bridge to understand the feelings of others. Special thanks to KidsCanFly for supporting this initiative.

Playground Activity Leaders in Schools (PALS)



Teams of approximately 8-10 students (typically Grades 4-7) were trained to become PALS Leaders and ran low-organizational games on designated PALS recesses for students in primary grades.

PALS builds leadership skills, increases students' physical activity, teaches students new simple games, promotes inclusion and can reduce behavioural issues at recess.

Child and Youth Workers facilitated PALS training in 11 schools this year, impacting hundreds of children!

Girls at Bat, Jays Care Foundation

Facilitated by a Child and Youth Worker, Girls at Bat is an introductory baseball or softball program designed and delivered to create spaces that empower and center the leadership and voices of girls while making it easy to build belonging. Baseball/softball is used as the vehicle to enhance four main program objectives: connection, courage, leadership and love of sport.



Award Winning Effort! Out of hundreds of dedicated facilitators across the country, Lisa Maskell, CYW was selected as this year's *Jays Care Affiliate School Coach of the Year!*

Student Support Services

The Student Support Services Team consists of non-regulated (Child and Youth Workers) and regulated (Social Workers) mental health professionals who are trained to work with students on emotional, social, and/or behavioural issues, which are affecting their academic achievement and well-being. With input and consent from the caregiver and student, and depending on need, either the school Social Worker (SW) or the Child and Youth Worker (CYW) may be assigned for students requiring individual support. Social Workers also serve in the role of Attendance Counsellor, and alongside the CYWs, support matters pertaining to Safe and Inclusive Schools. The team now includes two SWs with Indigenous Specialization and is also supported by a Secretary and Research Associate and supervised by the Mental Health Lead and Safe, Inclusive and Engaging Schools Lead.

Attendance Counsellor

At BHNCD SB, although Social Workers also act in the capacity of Attendance Counsellors in our secondary schools, we also have an Attendance Counsellor to support both prolonged and chronic student absenteeism. The Attendance Counsellor is an experienced Social Worker responsible for the elementary school panel. The goal of servicing the elementary school panel is to work upstream with the hopes of rectifying student absenteeism early on in students' academic career.

Attendance continues to be one of our primary reasons for referral with children, youth and families at the elementary school level and is a concern across the province. A designated Attendance Counsellor with a focus on elementary attendance exclusively, is able to support Tier Two intervention including brief intervention/counselling for students. There continues to be positive feedback regarding the usefulness of this role, with close monitoring of students with chronic and prolonged absenteeism.

Centralized Intake Process-Alignment with Right Time Right Care

This year, elementary student referrals continued to be submitted through a centralized intake process whereby referrals were reviewed by the Mental Health Lead and Safe, Inclusive and Engaging Schools Lead on a weekly basis and assigned to the discipline most aligned with supporting the students' needs.

Once assigned, the mental health professional completed the HEADS ED with the student and family. This is a validated interview/screening tool used to identify mental health and addictions needs for children and youth. This tool is also used by our community children's mental health agencies, allowing for seamless support for families coming in, through and out of service.

Wellness, Re-Engagement and Transitions Teacher

This year, there was an intentional linkage between our Alternative Education team and the Attendance Counsellor and/or Social Work team, with a shift in practice, resulting in individualized treatment and educational plans; providing a wholesome education experience for students who struggle with typical classroom experiences.

The support of the Re-Engagement Teacher brings focused expertise in attendance: building trusted relationships, monitoring, early outreach, connecting students to supportive resources, coordinating interventions, and celebrating progress. The combined effect is a powerful boost to attendance, engagement, academic outcomes, and student well-being.

Child and Youth Worker and Social Work Support

Secondary schools are each supported by a minimum of one Social Worker. These Social Workers also provide support to two to four elementary schools as needed. The remainder of the elementary schools are supported by other social workers on the team. All elementary schools receive at least one day of support/week from a Child and Youth Worker.

NEW!

The Simcoe Satellite Campus Alternative Education Program received full-time support from a Child and Youth Worker. The CYW provided programming to students daily and reflected the following:

- Mindfulness practices.
- Goal setting (incentive programs).
- Life skills (cleaning, cooking, baking, gardening).
- Nature (Propagating plants, repotting plants, caring for plants, decorating pots).
- Group cohesion.
- Friendship.
- Self-esteem and self-appreciation.
- Emotional regulation (via teachable moments, MindUP curriculum).
- Linkages to services.

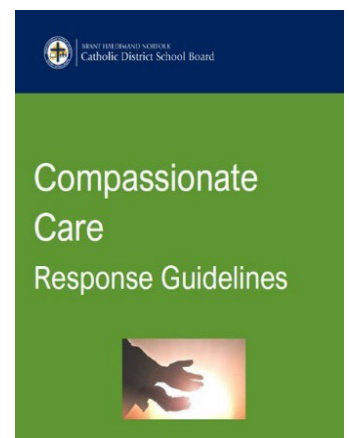
Violent Threat Risk Assessment (VTRA)

Social Work staff become involved in the assessment of risk when an Administrator deems a situation to require a VTRA. Risk assessment involves consulting with members of the school team, including the CYW where applicable, and at times, with community partners. Board-wide, we have been involved in 24 VTRA's throughout this school year. The social worker reviews the level of risk and develops a safety plan (At Risk to Others (ARTO) assessment) to ensure the safety of students involved and the school community as a whole. The reason for referral ranged from a – physical assault, bullying using social media forums and possession of weapons (primarily knives) at the school. All VTRA assessments are taken seriously with attention to details within a safety plan with the goal of having harmony within the school environment. Often, intervention is the best preventor in these situations.

Compassionate Care Response / Tragic Events Response

When tragedy occurs, the Compassionate Care Response Team (CCRT) is deployed to school communities that are most impacted; at times resulting in multiple sites. In managing the crisis for both students and staff, the team consists primarily of Social Work and Child and Youth Work staff and is managed by the Mental Health Lead. In particular this year, Chaplaincy and System Educators, were called upon where tragedy greatly impacted the teaching community.

The intent of these guidelines is to provide a helpful resource when emotions are heightened due to a crisis or traumatic experience. The Guidelines allow us to review pre-established planning to ensure the best possible care during traumatic events.

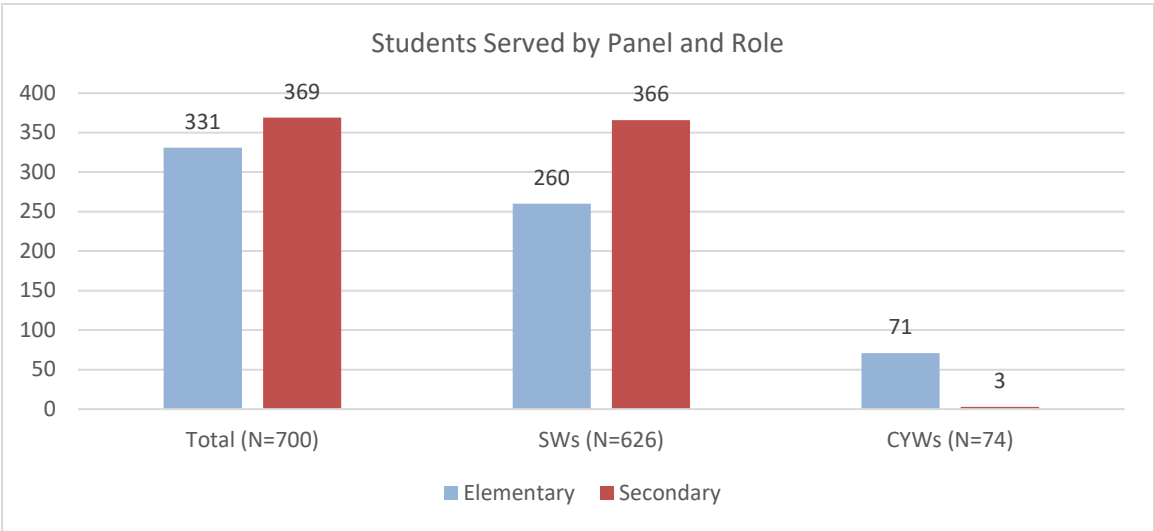


Scope of Practice

Policy/Program Memorandum 169 | Education in Ontario: policy and program direction | ontario.ca clarifies roles and responsibilities of those working in education; including educators and regulated and non-regulated mental health professionals.

- As per PPM 169, Regulated School Mental Health Professionals, including Social Workers, Psychologists and Psychotherapists support students with mild to moderate mental health concerns and provide brief evidence-informed early interventions. For students with more intensive mental health concerns, regulated school mental health professionals will refer students to community-based child and youth mental health services. However, regulated school mental health professionals will support students with intensive mental health concerns and/or students in crisis, as appropriate, when intensive mental health services are not readily available in the community.
- Non-regulated School Mental Health Professionals (Student Support Staff), Non-regulated School Mental Health Professionals, (e.g., Child and Youth Workers) support all students in the classroom or in small groups with evidence-informed mental health literacy and universal mental health promotion activities.
- In alignment with the parameters set in PPM 169, there continues to be a focus of Child and Youth Workers supporting students within the context of the classroom and their life space and Social Workers supporting mild to moderate mental health concerns within the context of a more traditional office-based setting.

Number of Students Served Individually by Student Support Services (data as of June 11, 2025)

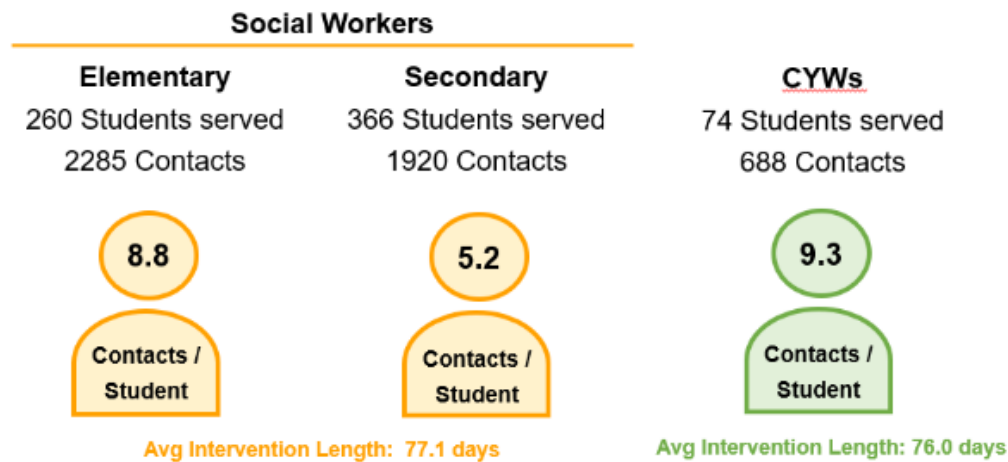


There was a 13.6% decrease in the number of students who received individual service:

- 1,469 as of June 3, 2024, compared to 700 as of June 11, 2025.
- CYWs: 47.1% decrease, from 140 as of June 3, 2024 to 74 as of June 11, 2025.
- SWs: 6.6% decrease, from 670 as of June 3, 2024, to 626 as of June 11, 2025.

Number of Contacts

A contact is defined as a meeting with or about a student who is receiving individual services through the Student Support Services Team.



Decrease in number of overall contacts:

- SWs: from 4,658 as of June 4, 2024 to 4205 as of June 11, 2025 – 9.7% reduction.
 - This reduction would be consistent with the reduction in the number of students served.
- CYWs: from 989 as of June 4, 2024 to 688 as of June 11, 2025 – 30.4% reduction.
 - This reduction would be consistent with the reduction in the number of students served.

Average Time Spent per Student Case

- The number of contacts per elementary student conducted by SWs decreased from last year:
 - 10.4 contacts/student (June 4, 2024) versus 8.8 contacts/student (June 11, 2025).
- The number of contacts per secondary student conducted by SWs increased from last year:
 - 4.4 contacts/student (June 4, 2024) versus 5.2 contacts/student (June 11, 2025).
- The number of contacts per student conducted by CYWs increased from last year:
 - 7.1 contacts/student (June 4, 2024) versus 9.3 contacts/student (June 11, 2025).
- The average intervention length increased from last year (June 4, 2024 versus June 11, 2025, respectively):
 - SWs: 70.1 days versus 77.1 days.
 - CYWs: 74.8 days versus 76.0 days.

Top Three Reasons for Referral for Individual Service (as of June 11, 2025)

- For individual service.
- Combined across Elementary and Secondary Panels.
- Combined across Social Workers and Child and Youth Workers.
- Counted at the contact level.



- The top three reasons of referral are the same top three reasons of referral for 2023-24.
- There was a reduction in the percentage of contacts that consist of the top three reasons:
 - Attendance/Engagement: from 29.9% on June 4, 2024 to 19.3% on June 11, 2025.
 - Anxiety/Worry: from 27.9% on June 4, 2024 to 15.9% on June 11, 2025.
 - Family Issues/Caregiver Strategies: from 23.0% on June 4, 2024 to 12.5% on June 11, 2025.

Key Findings

- There was a general reduction in the number of cases, possibly resulting from staff shortages experienced at points during the academic year.
- Decrease in the number of students served individually by CYWs is consistent with changes implemented in 2023-24 within the Student Support Services Department consistent with PPM169. Over the past two years, the focus on CYW service provision has shifted to be more focused on facilitating classroom social-emotional learning, mental health programming and in-class support, as opposed to individual service provision.

Social-Emotional Learning Skills

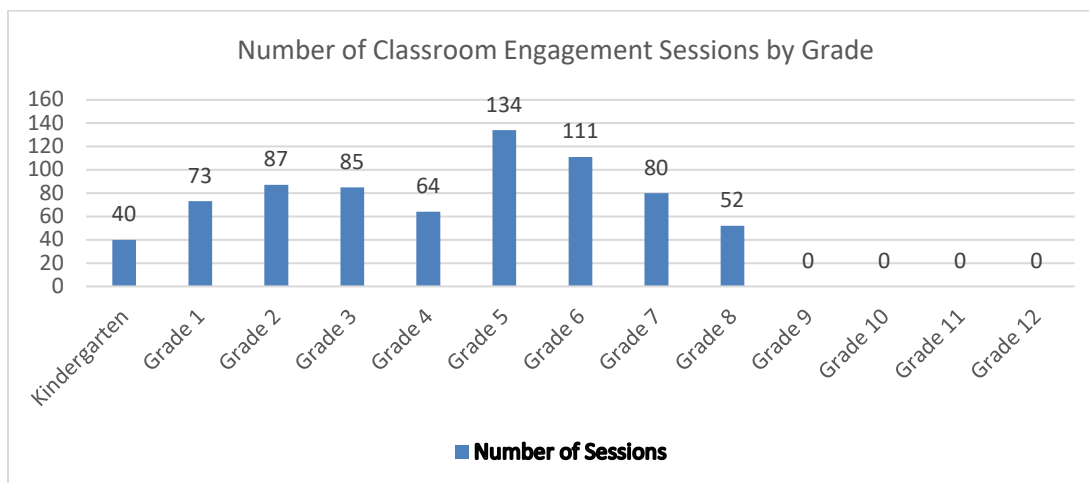
Social-emotional learning skills help students foster overall health and well-being, good mental health, and support the ability to learn and thrive. The social-emotional learning skills that are embedded in the Ontario curriculum include: identification and management of emotions, recognizing sources of stress and coping with challenges, maintaining positive motivation and perseverance, building healthy relationships, developing self-awareness and confidence, and thinking critically and creatively.



Kelso's Choice- Conflict Resolution program facilitated by Child and Youth Workers.

Tier 1 Classroom Engagement Programs

CYW's delivered 463 Classroom Engagement Programs (as of June 12, 2025), with more entries expected as data entry is completed before the end of the year.



NOTE: The number of sessions depicted in the graph above is greater than 463 due to split classes. Presentations done in split classes are counted twice, once for each grade.

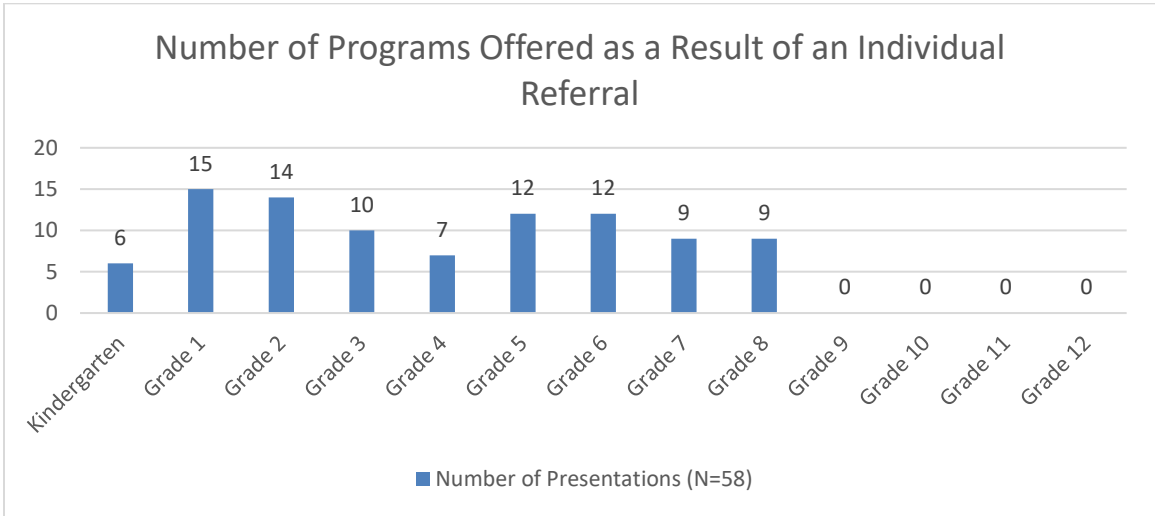
At the time of this report, there was a 39.2% decrease in Tier 1 Classroom Engagement Programs delivered, from 762 as of June 5, 2024 to 463 as of June 12, 2025. The decrease is reflective of staff re-assignment to alternative education programs, staff vacancies, and an increase in the amount of support provided in real time in the classroom, and within the students' life space (classroom, playground, etc.).c

Top Five Programs Delivered

- 1 •Restorative Practices – Community Building (19.9%)
- 2 •Mental Health LIT (5.4%)
- 3 •Kindergarten to Grade 1 Series (5.2%)
- 4 •Kids Have Stress Too, Full Version – Gr 1-3 (4.3%)
- 5 •Kids Help Phone & Stress Response (4.1%)

Tier 1 Programs: Essential for One Student, Good for the Entire Class

The goal with Tier 1 Programming is to provide opportunities for all students to learn and develop skills that foster positive mental health and well-being. When possible, **targeted** programming that could benefit one student will be delivered to the entire class, so all students can learn and participate. This principle is demonstrated by tracking the number of Tier 1 Programs that originated from an individual referral for service (see graph below). In total, there were 58 programs offered because of an individual referral.



PRIORITY HIGHLIGHT!

Mental Health Literacy: Teaching and Learning for ALL

In addition to increasing the Mental Health Literacy of our students, the 2024-25 Mental Health Action Plan saw a focus on enhancing the Mental Health Literacy of educators, support staff and administrators in an effort to build mentally healthy classrooms.

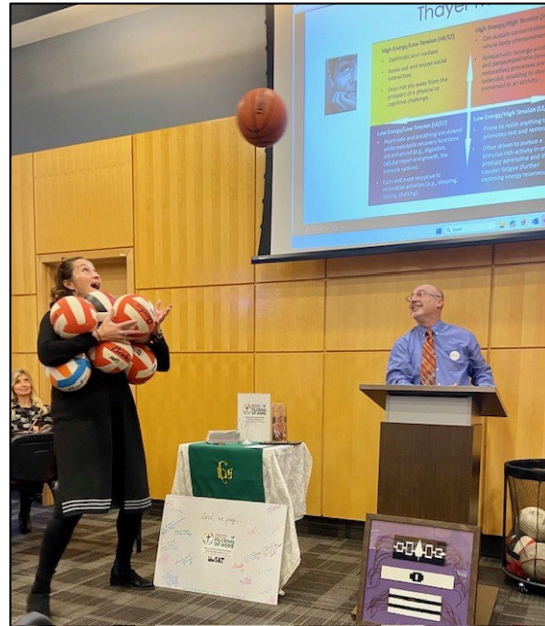
Mental Health Literacy in Action for Administrators Course – Leading Mentally Healthy Schools

The Mental Health Literacy course for School Administrators course covered foundational information to support the mental health and well-being of students from a leadership perspective. Administrators reviewed the course material independently and had 60 minute in-person opportunities monthly to reflect on the material regarding our local context.

The course consisted of six modules and were directly linked to Board initiatives, practices and protocols. The course was facilitated by the Mental Health Leadership team and is often called upon by administrators to share their respective areas of expertise.



Principal Oviedo demonstrating the mental health multi-tiered system of support.



Principals Persia and Davidson demonstrating stress loads with respect to Self-Regulation.

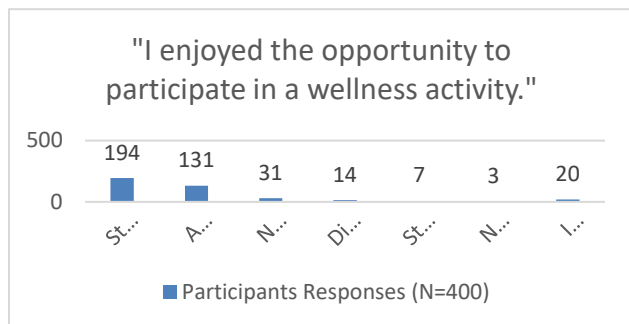
District Wide Mental Health and Well-being PD Day – April 2025

The Mental Health Literacy for Administrators course focused on *Leading Mentally Healthy Schools*, and as a culminating project, administrators facilitated parts of the Mental Health and Well-being Professional Development (PD) Day with their staff.

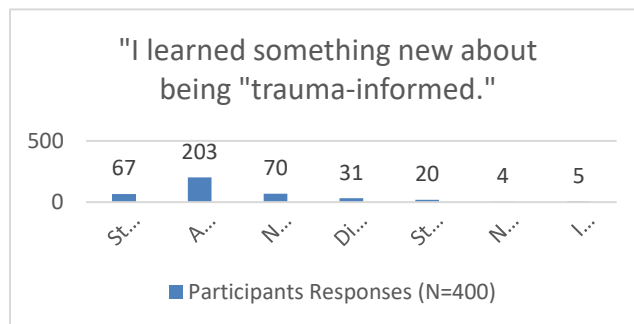
The April PD Day was dedicated to topics related to mental health and well-being for all, including staff who are at the core of student achievement and well-being. Activities during this PD Day focused on student and staff mental health, well-being and resilience.

The morning's program started with a keynote address by Dr. Kristen McLeod from the Attune Trauma Centre, regarding Trauma-Informed Schools and strategies to support students and staff. Next, staff at each school reflected on classroom and school strategies that promote and support wellness, belonging, and teaching and learning using Classroom and School Reflection tools. The afternoon session focused on staff wellness, beginning with a session on self-regulation. Staff received wellness resources to support their own well-being, then participated in wellness promotion activities planned for them by their supervisor/administrator. Lastly, participants were given time to engage in an activity of their choosing that prioritized their ongoing commitment to their own wellness.

The feedback from the day was extremely positive with an overwhelming appreciation for the opportunity to promote staff wellness.



Generally, the results were positive. There were 67.5% (270/400) of participants who strongly agreed or agreed that they learned something new about being trauma informed.



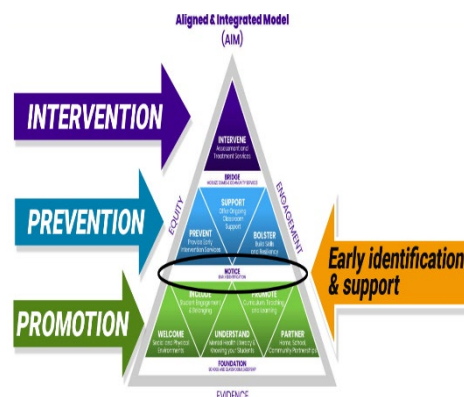
Overall, the chance to take part in a wellness activity was positively received, with 81.3% (325/400) of participants indicating that they strongly agreed or agreed that they enjoyed the opportunity.

Mental Health Literacy for Guidance Educators (and Chaplains and Student Success)

Guidance educators along with Chaplains and Student Success teachers play a key role in nurturing and supporting conditions that promote student learning, mental health and well-being. The MH LIT for Guidance Educators course was designed to help enhance the knowledge and confidence of guidance educators in supporting the mental health and well-being of students. The course consisted of three one-hour in-person modules facilitated by the Mental Health Lead and Safe, Inclusive and Engaging Schools Lead covering the following topics:

- Mental Health Foundations
- The Role of the Guidance Educator in Mental Health Promotion and Early Identification and Support
- Supporting Students with Mental Health Concerns in the Guidance Office.

Guidance teacher-counsellors support career counselling as well as student well-being and make connections to supports for student mental health (PPM 169).



As this was a pilot year for the Mental Health Literacy in Action for Guidance Educators course, BHNCDSB participants provided valuable feedback to SMHO-ON regarding course content and considerations for revisions. At the time of this report, 13 staff from Guidance, Chaplaincy and Student Success completed the course.

Tier 1: Mental Health Literacy for Students

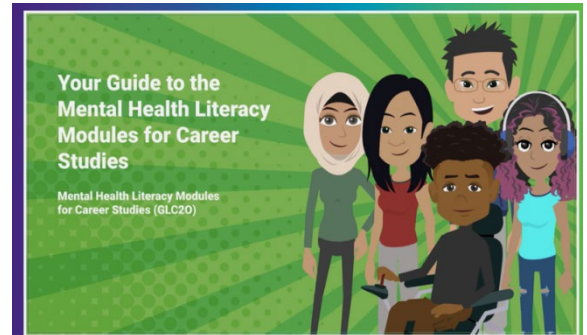
Careers Studies

In addition to the mandatory Grade 7 and Grade 8 Mental Health modules positioned in the Health and Physical Education curriculum, the Ministry of Education implemented mandatory revised mental health modules in the Grade 10 Career Studies Course in the fall of 2024.

The two, 60-minute modules cover:

- Strategies for Managing Stress and Navigating Balance
- Knowing When, Where and How to Seek Support

To support implementation, Professional Development was provided early in the school year to Careers course teachers, guidance counsellors (department heads) and administrators.



Media Literacy and Mental Health Field Test

Balanced Device Use is a new tier 1 program for students in Grade 7 and Grade 8 developed by School Mental Health Ontario (SMH-ON) in partnership with MediaSmarts.

This three-session program was designed to be delivered by Student Support Staff (CYW) in either a class-wide or a small group setting. The program focuses conversations on student agency and choice rather than a fear-based approach making messages more credible to students.

Fostering critical awareness and self-reflection of our device use leads to students making informed choices. Topics include:

- building awareness of balanced technology use and social media.
- dealing with digital stress.
- building better device habits.

This program was field tested by the CYW at Holy Cross School with the Grade 7-8 class, where the educator was an active participant.

As this is a pilot phase, BHNCD SB provided feedback to SMHO-ON to assist in the assessment of the fit and feasibility of the reviewed and translated three sessions within the school context.

Substance Use Education

In the spring of 2025, educators from three schools (St. Theresa, Holy Family and St. Patrick's Schools) volunteered to collaborate with the Addictions Prevention & Literacy team at SMH-ON for a pilot project through SMH-ON and I-Think Together. The task was to engage students in sharing their perspectives on messaging regarding making healthy lifestyle choices and raising awareness about substance use health.

- Educators were provided with access to the CAPSA eLearning Modules; an interactive and self-paced modular program about substance use health, compassionate care and the harmful effects of substance use stigma.
- Educators received training from I-Think on the problem-solving methodology called Integrative Thinking; promoting student inquiry to tackle real-world problems in many topics/subjects.
- Students engaged in problem-solving, generating ideas and collaborating with their peers on a real-world problem. They also learned about substance use and addictions as part of the Ontario curriculum.
- Students informed the creation of SMHO-OH resources regarding substance use health and balanced digital technology use; to be distributed by school boards.

Through I-Think's approach to student engagement, students had the opportunity to engage in problem-solving for a real-world issue, learn more about addiction prevention literacy and provide their school and province with valuable insights to inform future resource development. The students will get to see their insights and recommendations come to life in the development of addiction prevention education materials (e.g., toolkit) and a campaign for students across the province that SMH-ON plans to release to the field in the fall.



PreVenture®



In partnership with Woodview Mental Health and Autism Services and the Student Support Services Department, the Grade 7/8 classes at Madonna Della Libera Catholic Elementary School piloted the PreVenture® Program, an evidence-based workshop for youth aged 12-17 that helps young people explore different personality traits, coping strategies and set long-term goals, aimed at reducing the risk of substance use.

Through the four-session program (offered in English and French respectively), students were provided with tools to recognize and manage stress, make informed decisions and develop positive mental health habits to foster a safe and supportive school environment. By addressing mental health proactively, the goal of the PreVenture workshops is to decrease the likelihood of substance use, its associated risks and contribute to the overall well-being and success of students.



Caregivers were invited to a pre- and post-PreVenture workshop to first learn what to expect from the program and ask any questions, and later, to hear what the students had learned. Community partners and resources were also available from Grand Erie Public Health, SOAR and Woodview Mental Health and Autism Services.

Parent Engagement Highlights

RCPIC: Understanding the Impacts of Vaping, February 3, 2025.

Topics covered:

- Board Code of Conduct on Vaping: Superintendent of Education.
- Legal Aspects of Vaping: Brantford Police Services.
- Health Effects of Vaping, along with Supports and Strategies for Families: Grand Erie Public Health.

Preventure: Caregiver Information and Resource Night, Madonna Della Libera Catholic Elementary School, February 27, 2025.

Preventure: Caregiver Information, Student Showcase Night, Madonna Della Libera Catholic Elementary School, March 26, 2025

RCPIC: Cyber Safety/Internet and Use, Brant OPP, April 14, 2025

Topics covered:

- Online Safety Awareness: Addressing safety concerns from general awareness to severe issues, targeting youth from middle school to high school.
- Understanding Online Relationships: Exploring the development of appropriate and inappropriate relationships online.

RCPIC: Mental Health and Achievement, May 14, 2025

Topics covered:

- Review resources available to parents and caregivers, including By Your Side – SMHO-ON to aid in promoting and supporting their child's mental health.
- Explore community resources available to support child and youth mental health.
- Review and provide feedback to the Board's Student Achievement Plan.
- May and June 2025 – BHNCDSD hosted a number of booths at community events for parents and service providers, including Mental Health Week.

Utilizing a tiered approach to Mental Health Literacy, the following training courses have been accessed during the 2024- 25 school year.

Student Support Services Training Log - 2024-25

Training	Number of Student Support Services Staff
Emotion Validation for Support Staff	14
Group Facilitation for Support Staff	14
Roots of Empathy, CYW	11
CAPSA	12
EARL V-3	6
Planet Youth	2
PreVenture	1
Addressing Trauma and Attachment in the Classroom Environment	12
Executive Functioning	11
Introduction to Play Therapy	5
Sand Tray Play Therapy	5
Trauma Play Therapy	5
ACT Brief Intervention	6
Making Waves in School Attendance: A National Virtual Conference	1

Equity Diversity and Inclusion

1. In September 2024, the Mental Health Team participated in the Brantford Immigration Partnership Newcomer Event hosted by the City of Brantford. At this event, the following resources were provided to attendees: My Circle of Support pamphlets, Anonymous Reporting Tool Awareness for Bullying Prevention, No Problem Too Big or Too Small pamphlets, One Stop Talk Brochures/promotional resources.
2. In October 2024, the Mental Health Team attended the Laurier and Youth Community Connections Booth to promote available resources available to a diverse population of students throughout the Brantford community.

3. In November 2024, the Mental Health Team hosted a Newcomers Parent Engagement event in partnership with Immigration Settlement Services. At this event, the following resources were offered to parents and caregivers: My Circle of Support pamphlets, Anonymous Reporting Tool Awareness for Bullying Prevention, No problem Too Big or Too Small pamphlets, One Stop Talk Brochures/promotion.
4. In February 2025, in celebration of Black History Month, resources were provided to principals and staff districtwide. The theme was *Black Legacy and Leadership: Celebrating Canadian History and Uplifting Future Generations*.
5. In June 2025, BHNCDSD celebrated Pride Month. The Progress Pride Flag flew at our secondary schools. Resources for both non-classroom staff education and classroom resources were provided for staff to use within their lesson planning.
6. Modules focusing on Equity Diversity and Inclusion have been completed with Dr. Nicole West Burns. We are currently in the process of making these modules available to principal staff as the facilitators of training for school staff.
7. Our Safe, Inclusive and Engaging Schools lead represents our Board and Mental Health Team on the following community committees in an effort to collaborate on EDI work: BRAVE, Brantford Community Equity Counsel, Brantford Immigration Partnership and the Provincial Catholic Equity Leads Committee.

Community VTRA Protocol

We recognize that our current community protocol is outdated, which has made developing a more effective framework challenging. Currently, we consistently attend VTRA meetings whenever the principal identifies a situation that warrants intervention. From our initial meeting, a social worker is assigned and an ARTO assessment is conducted to ensure the safety of both students and the school community. Ideally, we would like to collaborate with local community partners to establish a formal, updated community protocol. However, at this time, such a partnership is not feasible.

Stability and Transportation Funding

In collaboration with our local child welfare agency, we have leveraged Stability and Transportation funding to significantly enhance the educational experiences and outcomes of children and youth in care. This targeted support ensures they maintain positive and stable connections to school—even during periods of instability and transition—by providing essential transportation, technology and assessments. Throughout the academic year, students with specialized needs—such as customized transportation, academic assessments and access to technology—received consistent support, enabling them to remain engaged in learning and connected to their school communities.

Summer Mental Health Funding

Summer Mental Health dollars have once again been made available this year from the Ministry of Education. Projects planned for this summer include:

- Mental Health Literacy and Social Emotional Learning at Camp Blast.
- Summer Wellness Camp in partnership with Child and Family Services of Grand Erie.
- Summer Mental Health Support Phone Line.

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Riley O'Brien, Ryan Toft, Student Trustees
Presented to: Board of Trustees
Submitted on: June 19, 2025
Submitted by: Mike McDonald, Director of Education & Secretary

STUDENT TRUSTEE REPORT

Public Session

BACKGROUND INFORMATION:

St. John's College (SJC), Assumption College School (ACS), Holy Trinity Catholic High School (HT), and St. Mary's Catholic Learning Center (SMCLC) have begun to wind down as they prepare to wrap up the school year.

DEVELOPMENTS:

On June 10th, 2025, the 2024-2025 Student Senate joined for their final meeting of the school year, where they continued to discuss school events and reflect on the Senate's activities that were held this year. Furthermore, the 2025-26 senator-elects were provided with an orientation and opportunity to meet with the current student senators.

SCHOOL NEWS:

Assumption College School is slowing down as we approach the end of the year and final exams. The 2025-26 Student Council has been assembled with approximately 15 students per grade. Student Council's spirit wear was distributed at the final meeting of the year. Leads for next year's Colour Night have been chosen and they will begin planning over the summer. Registration for the 2025-26 March Break trip to Italy is in progress. Assumption recently had their Prom which was a success with tickets selling out very quickly. As well, Assumption's Grade 12 Drama class presented their play, *The Outsiders*.

Assumption had their Athletic Banquet at the Brantford Golf and Country Club to celebrate a great year of sports. Registration is also in progress for the New York City Art trip which will happen in 2025-26. As well, Grade 12 students were recently invited to wear spirit wear from the post-secondary destination that they are attending next year. Assumption also had its end of the year mass. Graduation is taking place on June 26th.

St. John's College has had a busy year-end of athletic, club/group, and Student Council activities. Student Council wrapped up their year with a trip to Canada's Wonderland. Student Council also hosted Senior Sunset, an opportunity for senior students to watch the movie High School Musical 3 together and play lawn games from 7:00 p.m. to 10:00 p.m. SJC also had their Spring Coffee House which was their first event with their new Student Council. SJC also had their senior spirit week featuring a variety of fun events for senior students. The 2025-26 Student Council was also invited to attend a current Student Council meeting for orientation purposes. In addition, SJC's STEM team attended STEM Olympics at the University of Western Ontario. SJC's ACE Committee hosted a Bubble Tea Day and Rainbow Shirt Day. Additionally, the Concert Band performed at Canada's Wonderland on May 27th. SJC's Junior Worship Band was interviewed by Salt and Light TV. Campus Ministry had their final meeting and had an UNO card tournament. SJC also hosted a Relay for Life event raising over \$26,000. Grade 12 Drama

students directed and performed their own production. SJC also had Freezes for Furry Friends where participants were encouraged to bring a pet toy or a dollar for a Freeze. SJC's Guitar class hosted a concert at lunch where students in Grade 11 performed songs that they had learned this year.

SJC had their Athletic Banquet at the Brantford Golf and Country Club on June 9. The Junior Boys' Rugby team won the AABHN championship against Assumption, went on to win the CWASSA championship, and competed in the Barbarian Cup. The Senior Boys' Rugby team also competed in the AABHN championship. The Bantam Boys' Rugby team won the AABHN championship against Assumption and they participated in CWASSA. Additionally, Track and Field athlete Will Kormos placed third in the Senior Javelin Throwing event at CWASSA.

Activities at Holy Trinity have started to wind down as the end of the school year approaches. The Senior Drama class took the stage to perform their spring production, *Among Friends and Clutter*, from May 27-29th. On June 4th, the school gathered for the annual closing mass to mark the end of another faith-filled academic year. The Athletic Banquet followed on June 9th, celebrating Holy Trinity's student-athletes' dedication and achievements. Award winners were highlighted on the school's athletic Instagram page. June 11th marked the final casual dress day of the school year, and on June 13th, Grade 12 students proudly wore spirit wear representing the post-secondary destination that they will be attending in the Fall. As a fun and supportive gesture, Student Council also created a "senior advice" video that featured senior students giving advice to students in younger grades.

Holy Trinity's Senior Boys' Rugby team earned a spot in the consolation bracket at OFSAA, a notable achievement at the provincial level. Junior Boys' Football ran a short spring session to prepare for the upcoming fall season. Both the Girls' and Boys' Soccer teams advanced to CWOSSA qualifying matches, with the Boys' team going on to compete at CWOSSA continuing their strong athletic representation on behalf of HT.

At St. Mary's, students have continued participated in a variety of meaningful and engaging activities throughout the month of June. One highlight was an experiential learning opportunity at Cake & Crumb Bakery, where students learned new recipes, explored baking theory, developed entrepreneurial skills, and discussed the importance of making healthy choices. St. Mary's Wellness Fair, organized by their Child and Youth Worker and Social Worker, brought students together with community partners to support mental health and well-being. Additionally, students have been enjoying Tuesday Hot Breakfasts, especially as they work hard to complete their courses before the end of the school year. The students of St. Mary's look forward to continuing and expanding these valuable initiatives in the new school year.

RECOMMENDATION:

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

2024-25

Trustee Meetings and Events

Date		Time	Meeting/Event
June 18, 2025		7:00 pm	Committee of the Whole
June 25, 2025		7:00 pm	Board Meeting
June 27, 2025		4:45 pm 6:30 pm 7:00 pm	Assumption College Graduation Holy Trinity Graduation St. John's College Graduation

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