



**Board Meeting**  
**Tuesday, June 23, 2026 ♦ 7:30 p.m.**  
**Boardroom**

**Trustees:**

Carol Luciani (Chair), Bill Chopp (Vice-Chair), Dennis Blake, Dan Dignard, Toni Poirier, Rick Petrella (on leave), Mulan How (Student Trustee) Riley O'Brien (Student Trustee)

**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)

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**1. Opening Business**

**1.1 Opening Prayer**

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

**1.2 Attendance**

**1.3 Approval of the Agenda**

Pages 1–3

**1.4 Declaration of Interest**

**1.5 Approval of Board Meeting Minutes – May 26, 2026**

Pages 4-7

**1.6 Approval of Special Meeting of the Board Minutes – June 9, 2026**

Pages 8-9

**1.7 Business Arising from the Minutes**

**2. Presentations**

**2.1 Retirement Recognition**

- Karen Wilkinson, Principal, St. Mary Catholic Elementary School Haldimand

**2.2 Farewell, Thanks, and Recognition of Phil Wilson, Superintendent of Education**

**2.3 Student Trustee Recognition**

- Riley O'Brien, Outgoing Student Trustee 2025/2026
- Mulan How, Outgoing Student Trustee 2025/2026
- Joshua Ocampo, Incoming Student Trustee 2027/2028
- Jenna Ugwu, Incoming Student Trustee 2027/2028

**3. Delegations**



**4. Consent Agenda**

- 4.1** Unapproved Minutes from the Committee of the Whole Meeting – May 26, 2026 Pages 10-14

**5. Committee and Staff Reports**

- 5.1** Unapproved Minutes and Recommendations of the Committee of the Whole Meeting - June 23, 2026 Pages 15-35  
Presenter: Bill Chopp, Vice- Chair of the Board
- Brantford Elementary School Attendance Boundary Review
  - Attendance Support Program Policy #300.47
- 5.2** Student Trustee Update Pages 36-37  
Presenter: Mulan How, Riley O'Brien, Student Trustees
- 5.3** Issuance of Tender #T-2726 Page 38  
Presenter: Rajini Nelson, Superintendent of Business & Treasurer
- 5.4** Strategic Plan Update 2023-2027 Pages 39-81  
Presenter: Mike McDonald, Director of Education & Secretary

**6. Information and Correspondence**

- 6.1** School Climate Survey

**7. Notices of Motion**

**8. Notices of Motion Being Considered for Adoption**

Trustee Chopp submitted the following notice of motion,

THAT the Brant Haldimand Norfolk Catholic District School Board rename the Catholic Secondary School on Powerline Road in Brantford, ON currently known as St. Padre Pio Catholic Secondary School;

AND

THAT the Brant Haldimand Norfolk Catholic School Board, starting in the fall of 2026, use the process as outlined in the Naming of Schools Policy OPS #400.17.P, updated in February 2026, to determine a new name prior to going to the Minister of Education and Bishop at the Diocese of Hamilton for final approval.

**9. 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.

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

- 11. Future Meetings and Events** Page 82



## BRANT HALDIMAND NORFOLK Catholic District School Board

## Agenda

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

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### 12. 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*

### 13. Adjournment

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**Next meeting:** Tuesday, September 22, 2026, 6:30 p.m. – Boardroom



# BRANT HALDIMAND NORFOLK Catholic District School Board

## Minutes

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

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### Board Meeting May 26, 2026 ♦ 6:30 p.m. Boardroom

#### Trustees:

Carol Luciani (Chair), Bill Chopp (Vice-Chair), Dennis Blake, Dan Dignard, Toni Poirier  
Mulan How (Student Trustee), Riley O'Brien (Student Trustee)

**Regrets:** Rick Petrella (Trustee)

#### 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)

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## 1. Opening Business

### 1.1 Opening Prayer

The meeting was opened with prayer by Chair Luciani.

### 1.2 Attendance

Attendance was as noted above.

### 1.3 Approval of the Agenda

Moved by: Dan Dignard

Seconded by: Toni Poirier

THAT the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the May 26, 2026, Board meeting.

**Carried**

### 1.4 Declaration of Interest

### 1.5 Approval of Board Meeting Minutes – April 28, 2026

Moved by: Dennis Blake

Seconded by: Bill Chopp

THAT the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the April 28, 2026, Meeting of the Board.

**Carried**

### 1.6 Business Arising from the Minutes - Nil

## 2. Presentations

2.1 The board recognized Liya Edwards, a grade 11 student at Assumption College School who earned national recognition through the Theatrical Arts Education Associations' (TAEA) STAR Fest. Liya was named a national award recipient in the *Outstanding Student Written Short Plays in Canada* category for her original script, *The Job*, submitted through the TAEA STAR Short Play Program. As part of this recognition, Liya will work alongside professional playwrights to further develop her script. *The Job* will be workshopped and presented at the STAR Fest national event.

2.2 The board recognized Madison Davey, a grade 12 student at Assumption College who was recently named a prestigious Loran Scholar. As a recipient of this honor, she was awarded \$100,000 over four years of undergraduate study and puts her in the 2026 Class of exceptional youth who have been chosen to receive the scholarship from among more than



5,400 applicants from across Canada. In addition to her extracurricular activities which include theatre and band, she is also a member of the Indigenous education council which helped create videos that are shown to Grade 7&8 students in which she shared her own experience and challenges adjusting to an off-reserve high school. She has also previously been honoured by the National Centre for Truth and Reconciliation for her leadership in the national “Imagine a Canada” program. The initiative invites youth across the country to share their vision for reconciliation through art, writing, or community projects. Working with students from Assumption College and St. John’s College, Davey helped create a mural inspired by the Haudenosaunee Thanksgiving Address, which is housed at St. John’s.

**3. Delegations -Nil**

**4. Consent Agenda**

**4.1 Unapproved Minutes form the Committee of the Whole Meeting – April 28, 2026**

Moved by: Dan Dignard

Seconded by: Toni Poirier

THAT the Brant Haldimand Norfolk Catholic District School Board receives the minutes of the Committee of the Whole meeting of April 28, 2026.

**Carried**

**5. Committee and Staff Reports**

**5.1 Unapproved Minutes and Recommendations from the Committee of the Whole Meeting - May 26, 2026**

Vice-Chair of the Board, Trustee Chopp presented a summary of May 26, 2026, Committee of the Whole meeting along with the recommendations which include:

Moved by: Dan Dignard

Seconded by: Dennis Blake

**THAT** the Brant Haldimand Norfolk Catholic District School Board approve the amended Board-Wide Secondary school attendance boundaries, as outlined in Figure 2 and Figure 3, effective September 2027.

**Carried**

Moved by: Dan Dignard

Seconded by: Dennis Blake

**THAT** the Brant Haldimand Norfolk Catholic District School Board approve legacy provisions be implemented to permit currently enrolled Grade 9 and 10 students (2025-26 school year) at affected schools to remain at their existing school through to Grade 12, including those that reside within the identified areas subject to transportation eligibility changes.

**Carried**

Moved by: Dan Dignard

Seconded by: Dennis Blake

THAT the Brant Haldimand Norfolk Catholic District School Board approves the recommendations of the Committee of the Whole Meeting of May 26, 2026.

**Carried**

**5.2 Student Trustee Report**

Student Trustees Mulan How and Riley O’Brien and Ryan Toft presented the student trustee report for the month of May. Some of the highlights across the three schools included Spring dances, Spring concerts, coffee houses, proms, spirit weeks, and pep rallies. The vocal ensemble bands from ACS and SJC will be going to Canada’s Wonderland to compete in the



Festival of Music. In sports, teams representing the three high schools captured their respective AABHN championship titles in the The Bantam Boys' Rugby, Jr. Boys' Rugby, Sr. Boys' Rugby, and Girls' and Boys Varsity Soccer. Many athletes also competed at CWOSSA for Track and Field events. At Assumption College Red Shirt Day was recognized, to commemorate missing and murdered Indigenous women, was held on May 5 and Faith Night was held on May 7. The newly established Politics Club is now hosted every Wednesday as an avenue for members to explore the pressing issues of the world and the Grade 12 Drama class is performing an adaptation of "Dead Poet's Society". At Holy Trinity, the Drama Club has been meeting regularly, and the Knitting Club recently visited the local hospital. Additionally, many classes participated in Drop Everything and Read (D.E.A.R.), a campaign encouraging students to explore the love of reading, and the Spirit of the Titan Awards recognized students that make the community a better place. At St. Mary's Catholic Learning Center, students had many opportunities to learn, connect with others, and participate in activities focused on wellness, culture, and community during Catholic Education and Mental Health week. At St John's College, the Amazing Race was held and The STEM Club invited guest speaker and astrophysicist Dr. Damian Pope to talk about black holes, and the 100 Person Prayer Challenge is currently at person 95. The upcoming car show at Holy Trinity was noted as a fundraiser for the United Way, and students from Assumption College School are competing at Skills Canada after winning Skills Ontario.

Moved by: Dennis Blake

Seconded by: Toni Poirier

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

**Carried**

**6. Information and Correspondence**

**6.1** The BHNCD SB is hosting the Indigenous Leads Conference from Monday June 1-Wednesday June 3 and the Have-A-Go event will run in Burford, ON promoting activities for BHNCSB Special Education students.

**7. Notices of Motion – Nil**

**8. Notices of Motion being Considered for Adoption**

**8.1 Chair Luciani submitted the following Notice of Motion:**

THAT In order to facilitate the new structure for the BHNCD SB to recognize staff with 25 years of service, the June 2026 Committee of the Whole starting time will change from 4:30pm to 5:30pm and the Board meeting time will change from 6:30pm to 7:30pm.

Moved by: Carol Luciani

Seconded by: Bill Chopp

**Carried unanimously**

**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: Toni Poirier

Seconded by: Dan Dignard



## **BRANT HALDIMAND NORFOLK Catholic District School Board**

## **Minutes**

Catholic Education Centre  
322 Fairview Drive  
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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: Bill Chopp

Seconded by: Dennis Blake

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the May 26, 2026, Board meeting.

**Carried**

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**Next meeting:** Tuesday, June 23, 2026, 6:30 p.m. – Boardroom



# BRANT HALDIMAND NORFOLK Catholic District School Board

## Minutes

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

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### Special Meeting of the Board Tuesday June 9, 2026 ♦ 3:00 p.m. Haldimand Room /TEAMS

#### Trustees:

Carol Luciani (Chair), Bill Chopp (Vice-Chair), Dennis Blake, Dan Dignard, Toni Poirier

#### Regrets:

Rick Petrella (on-leave), Mulan How (Student Trustee), Riley O'Brien (Student Trustee)

#### Senior Administration:

Mike McDonald (Director of Education & Secretary), Rajini Nelson (Superintendent of Business & Treasurer), John Della Fortuna (Superintendent of Education)

#### Regrets:

Kevin Greco, Michael Lawlor, Phil Wilson (Superintendents of Education)

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## 1. Opening Business

### 1.1 Opening Prayer

The meeting was opened with prayer led by Trustee Poirier.

### 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 June 9, 2026, Special Meeting of the Board.

**Carried**

### 1.4 Declaration of Interest - Nil

## 2. Committee and Staff Reports

## 3. Business In-Camera

Moved by: Toni Poirier

Seconded by: Dennis Blake

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

**Carried**

## 4. 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**

## 5. Closing Prayer

The closing prayer was led by Chair Luciani.



## **BRANT HALDIMAND NORFOLK Catholic District School Board**

## **Minutes**

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

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### **6. Adjournment**

Moved by: Toni Poirier

Seconded by: Dennis Blake

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the February 26, 2026, Special Meeting of the Board.

**Carried**

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**Next meeting:** Tuesday, June 23, 2026, 7:30 p.m. – Boardroom



**BRANT HALDIMAND NORFOLK  
Catholic District School Board**

**Minutes**

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

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**Committee of the Whole  
Tuesday, May 26, 2026 ♦ 4:30 pm  
Boardroom**

**Trustees:**

Carol Luciani (Chair), Bill Chopp (Vice Chair), Dennis Blake, Dan Dignard, Toni Poirier  
Rick Petrella (on-leave) Mulan How (Student Trustee), Riley O'Brien (Student Trustee)

**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)

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**1. Opening Business**

**1.1 Land Acknowledgement**

The meeting was opened with a land acknowledgement by Student Trustee, Riley O'Brien.

**1.2 Opening Prayer**

The meeting was opened with prayer led by Trustee Blake.

**1.3 Attendance**

Attendance was as noted above.

**1.4 Approval of the Agenda**

Moved by: Dan Dignard

Seconded by: Dennis Blake

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the May 26, 2026, meeting.

**Carried**

**1.5 Declaration of Interest – Nil**

**1.6 Approval of Committee of the Whole Meeting Minutes – April 28, 2026**

Moved by: Bill Chopp

Seconded by: Dennis Blake

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the April 28, 2026, meeting.

**Carried**

**1.7 Business from the Minutes - Nil**

**2. Presentations – Nil**

**3. Delegations- Nil**



**4. Consent Agenda**

**4.1 Unapproved Minutes from the Regional Catholic Parent Involvement Committee Meeting – March 30, 2026**

Moved by: Dan Dignard

Seconded by: Dennis Blake

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Regional Catholic Parent Involvement Committee Meeting of March 30, 2026.

**Carried**

**4.2 Unapproved Minutes from the Faith Advisory Committee – April 16, 2026**

Moved by: Dan Dignard

Seconded by: Dennis Blake

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Faith Advisory Committee Meeting of April 16, 2026.

**Carried**

**4.3 Unapproved Minutes from the Special Education Advisory Committee – April 21, 2026**

Moved by: Dan Dignard

Seconded by: Dennis Blake

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Special Education Advisory Committee Meeting of April 21, 2026.

**Carried**

**5. Committee and Staff Reports**

**5.1 Student Trustee Election Results**

Superintendent Lawlor presented the 2026/2027 Student Trustee Election results. The criteria for a student trustee was noted, along with the election process. The Brant Haldimand Norfolk Catholic District School Board (BHNCD SB) elected its two Student Trustees, Jenna Ogwu and (Pip) Joshua Ocampo, for the 2026-2027 school year on May 5, 2026. Jenna and Joshua are high achieving students who have demonstrated great leadership at the system and school level. Jenna, a Grade 11 student at Assumption College School, is a current Student Senator and has been a member of her secondary school's Student Council since Grade 9. Joshua, a Grade 10 student at Assumption College School is an engaging leader who currently serves on the BHNCD SB Student Senate and has been a member of his school's Student Council for two years.

Moved by: Dennis Blake

Seconded by: Bill Chopp

THAT the Committee of the Whole refers the Student Trustee 2026-2027 Election Report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

**Carried**

**5.2 Artificial Intelligence in Teaching, Learning and Operations Report**

Superintendent Della Fortuna and Superintendent Wilson presented the Artificial Intelligence in Teaching, Learning and Operations Report. The Board has developed and shared both the AI Guidelines – Corporate and the AI Guidelines – For Educators to support the responsible implementation of Artificial Intelligence across the system. These documents provide direction regarding the ethical and appropriate use of AI, protection of student privacy, cyber safety and



cyber security, academic integrity, and the professional use of AI tools, while also ensuring alignment with Ministry of Education expectations. The guidelines are intended to support both operational and instructional applications of AI and ensure that the Board's approach remains grounded in Catholic values, responsible digital citizenship, and a continued commitment to student well-being.

Discussion was had around digital literacy and the importance of teaching students how to operate in the world they live in, as well as career planning and the implications of AI on future employment opportunities. A question was asked if the AI guidelines should be a policy. It was noted that a policy was considered, however the board undertook the stance of using guidelines as a policy would be out of date upon issue, given how quickly AI is changing. Staff noted that the Board remains committed to ensuring Artificial Intelligence is used in ways that enhance learning, support staff, and reflect the values and mission of Catholic education.

Moved by: Toni Poirier

Seconded by: Dennis Blake

THAT the Committee of the Whole refers the Artificial Intelligence in Teaching, Learning and Operations report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

**Carried**

### **5.3 Brantford Secondary School Attendance Boundary Review**

Superintendent Nelson presented the Brantford Secondary School Attendance Boundary Review. Over the past decade, the BHNCDSB has experienced significant population growth across both elementary and secondary panels, particularly within and surrounding the City of Brantford. As a result, secondary schools within the Board are experiencing increasing enrolment pressures and imbalances. To address these accommodation challenges, the Ministry of Education approved funding for the construction of the new Catholic Secondary School (St. Padre Pio), located in northern Brantford on Powerline Road. The primary purpose of the Secondary Board-Wide Attendance Boundary Review was to establish attendance boundaries for the new Catholic secondary school and rebalance enrolment across the Board's secondary system to enhance the efficient use of existing facilities, reduce reliance on portable classrooms and support long-term sustainability across the Board. In accordance with OPS 400.24. AP – Attendance Boundary Reviews, an Attendance Boundary Review Committee (ABRC) was established. The committee included administrative and parent representatives from affected schools. The committee mandates, committee meeting dates and public open-house consultation process were noted in addition to the public engagement feedback. At its February 23, 2026, meeting, the ABRC reached consensus recommending Option B on a boundary adjustment for secondary feeder school alignment based on the balancing of enrollment and public consultation and concerns. Figure 2 and Figure 3 in the report represent the final recommendation from the Attendance Boundary Review Committee.

Concerns were noted regarding the Caledonia students drive time. It was noted that the distance is further, however the bus travel time will likely be shorter for many because of the route. Express busses were also noted as a possibility to reduce the time on the bus for Caledonia students. A question was posed inquiring if staff will consider providing a late bus to bring students home from after school events in Brantford to Caledonia which was confirmed that after school transportation will be the same at the new Catholic secondary school as it is at the other high schools. Another question was posed regarding the projected enrollment. It was noted that the new Catholic Secondary School is scheduled to open as a grade 9 & 10 school only in the 2027/2028 school year and when the school is up and running as a grade 9-12 secondary school in 2029/2030, both Assumption College School and the new Brantford Catholic Secondary



School are anticipated to have a student population of approximately 1100 to 1300 students each.

Moved by: Dan Dignard

Seconded by: Bill Chopp

THAT the Brant Haldimand Norfolk Catholic District School Board approves the amended Board-Wide Secondary school attendance boundaries, as outlined in Figure 2 and Figure 3, effective September 2027.

**Carried**

Moved by: Dan Dignard

Seconded by: Bill Chopp

THAT legacy provisions be implemented to permit currently enrolled Grade 9 and 10 students (2025–26 school year) at affected schools to remain at their existing school through to Grade 12, including those that reside within the identified areas subject to transportation eligibility changes.

**Carried**

## **6. Information and Correspondence**

### **6.1 New School Build Updates**

Superintendent Nelson provided an update on the new Catholic high school. Construction is continuing as planned and a PowerPoint presentation with photos from the construction site highlighting the progress was shared.

### **6.2 Catholic Education Week Update**

Superintendent Lawlor provided a photo show of the highlights from Catholic Education Week including the Catholic Student Leadership awards that were presided over by Bishop Fabbro from the Diocese of London, the Celebration of the Arts held at the Sanderson Centre, and the school visit by Bishop Dabrowski, of the Diocese of Hamilton.

### **6.3 Update on Recent Cyber Simulation Results**

Chief Information Officer, Norm Cicci, provided an update on the steps that the board is taking to be better at preventing cyber-attacks. Data was provided to the board regarding the risks to the organization from cyber-attacks which come in the form of phishing scams. Highlights of the multiple ways that the board is protecting itself from cyber-attacks were noted including mandatory annual training for staff and multiple cyber-attack simulations.

## **7. Business In-Camera**

Moved by: Bill Chopp

Seconded by: Dennis Blake

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

**Carried**

## **8. Report on the In-Camera Session**

Moved by: Toni Poirier

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**

## **9. Future Meetings and Events**



## BRANT HALDIMAND NORFOLK Catholic District School Board

## Minutes

Catholic Education Centre  
322 Fairview Drive  
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Chair Luciani drew attention to the upcoming meetings and events.

### 10. Closing Prayer

The closing prayer was led by Chair Luciani.

### 11. Adjournment

Moved by: Dan Dignard

Seconded by: Dennis Blake

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board adjourns the May 26, 2026, meeting.

**Carried**

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**Next meeting:** Tuesday, June 23, 2026, 4:30 p.m. – Boardroom

**RECOMMENDATIONS FOR THE BOARD FROM THE  
COMMITTEE OF THE WHOLE**  
June 23, 2026

<b>AGENDA ITEM</b>	<b>MOTION</b>
5.1	<p>THAT the Brant Haldimand Norfolk Catholic District School Board approves the Attendance Support Program Policy #300.47.</p> <p>THAT the Brant Haldimand Norfolk Catholic District School Board approves the amended City of Brantford elementary school attendance boundaries, as outlined in Figure 4 and Figure 5, effective September 2028.</p> <p>THAT the Brant Haldimand Norfolk Catholic District School Board approves the legacy provisions to be implemented that permit Grade 7 and 8 students (currently enrolled Grade 4 and 5 students as of the 2025–26 school year) and their siblings at affected schools to remain at their existing school through to Grade 8.</p>

**RECOMMENDATIONS:**

THAT the Brant Haldimand Norfolk Catholic District School Board approves the recommendations of the Committee of the Whole Meeting of June 23, 2026.



## **Attendance Support Program #300.47**

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<b>Adopted:</b>	June 2026
<b>Last Reviewed/Revised:</b>	NEW
<b>Responsibility:</b>	Superintendent of Education
<b>Next Scheduled Review:</b>	2030

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### **POLICY STATEMENT:**

The Brant Haldimand Norfolk Catholic District School Board (“the Board”) is committed to fostering healthy, productive, and collaborative working and learning environments that contribute to student and staff well-being. Consistent attendance of educators and support staff is essential to ensuring that students receive responsive and personalized instruction, which directly impacts their academic success. A stable classroom environment, supported by the regular presence of school staff, contributes to the well-being of both students and the school community.

### **APPLICATION AND SCOPE:**

The BHNCD SB Attendance Support Program (ASP) applies to all employees of the Board. Attendance expectations for casual and occasional employees are managed separately in accordance with their employment status. Attendance Support is a crucial component of our broader, holistic Staff Wellness and Engagement Strategy that aims to ensure that employees are not only supported when facing barriers to attendance but are also encouraged to maintain their overall health and well-being.

### **REFERENCES:**

- [Policy/Program Memorandum 171 – Attendance Support Program](#)
- [Accessibility for Ontarians with Disabilities Act](#)
- [Education Act](#)
- [Employment Standards Act](#)
- [Ontario Human Rights Code](#)
- [Occupational Health and Safety Act](#)
- [Workplace Safety and Insurance Act](#)
- [Municipal Freedom of Information and Protection of Privacy Act](#)
- BHNCD SB Collective Agreements
- BHNCD SB Policy and Administrative Procedure 300.16 – Health and Safety
- BHNCD SB Policy and Administrative Procedure 300.20 – Workplace Violence Prevention
- BHNCD SB Policy and Administrative Procedure 300.45 – Respectful Workplace
- BHNCD SB Policy and Administrative Procedure 300.01– Workplace Harassment
- BHNCD SB Policy and Administrative Procedure 300.19 – Progressive Discipline - Employees



**FORMS:**

- N/A

**APPENDICES:**

- N/A

**DEFINITIONS:**

**Non-Culpable Absence (Innocent Absenteeism):** An absence from work that is beyond an employee's control. These absences typically include the following:

- Personal illness or injury; absences arising from legitimate health reasons.
- Medical appointments.
- Dental appointments (only where applicable).
- Other legitimate health-related reasons.

**Culpable Absenteeism:** An unauthorized absence from work that is within the control of the employee. These absences include but are not limited to:

- lateness/tardiness;
- leaving work early without authorization and/or notification;
- absence without leave or failure to notify;
- misuse of leave (e.g., using sick leave for absences unrelated to employee illness or injury);
- unsubstantiated and unapproved absences or leaves not authorized by the employer.
- patterned absenteeism where evidence demonstrates avoidable or intentional conduct; and
- false explanation for absence.

**Accommodation / Duty to Accommodate:** Reasonable adjustments to duties, schedule, tools, or environment to enable safe, productive work based on functional limitations, up to undue hardship under the Ontario Human Rights Code.

**Employee:** All individuals who agree to work on a full or part-time basis for BHCNDSB for a specified or indeterminate period.

**Medical Documentation:** Information from a licensed healthcare provider confirming functional abilities/limitations, expected duration or frequency, and fitness for work; a diagnosis is not required. Documentation is used to coordinate supports, accommodation, or return-to-work planning.

**Monitoring Period:** The period of time in which an employee's attendance is under review.

**Occurrences:** Any episode of absence (leave early or absent) on consecutive day, regardless of the length, related to a specific non-occupational illness or injury.

**Rolling 12 Month Calendar:** A continuously updated review window used to evaluate attendance: 12-month employees are reviewed over 12 consecutive working months; 10-month employees are reviewed over 12 working months spanning approximately 14 calendar months.

**Threshold:** Refers to the specific level that triggers a review or intervention under the Attendance Support Program. It serves as an objective benchmark to ensure consistency, fairness, and transparency in how attendance issues are addressed.

**Wellness and Abilities Department:** The Board department that receives and reviews medical documentation, supports accommodation and return-to-work planning, and determines whether absences are managed within Wellness & Abilities or within the Attendance Support Program.



## **ADMINISTRATIVE PROCEDURES**

### **1.0 STATEMENT OF PRINCIPLES AND OBJECTIVES**

The Board's Attendance Support Program (ASP) is designed to provide a supportive, non-disciplinary approach to addressing attendance concerns. The overarching goal of the program is to enhance employee well-being and promote regular attendance.

- 1.1 The BHNCD SB Attendance Support Program is based on the following principles.
  - 1.1.1 **Commitment to Compliance:** The Board recognizes its obligations under the Ontario Human Rights Code (OHRC), the Employment Standards Act (ESA), other applicable legislation and collective agreements and terms of employment. The Board will operate in compliance with these obligations.
  - 1.1.2 **Alignment:** The BHNCD SB Attendance Support Program aligns closely with the goals and values of the Board's Multi-Year Strategic Plan.
  - 1.1.3 **Transparency and Communication:** Clear and consistent communication and messaging will help ensure that all employees understand the program's objectives, processes, and their role within it. Employees will be provided with opportunities to raise questions or concerns. Aspects of the program will be communicated openly consistently reinforcing a shared commitment to a supportive and healthy workplace.
  - 1.1.4 **Fairness and Equity:** The Attendance Support Program will be responsive to the diverse needs of all employees, ensuring that no group is disproportionately affected. The Board recognizes that each employee may have unique circumstances. All employees, regardless of their role, have access to the same resources, support systems, and opportunities for feedback.
  - 1.1.5 **Consistency:** The Board will ensure that the program is applied fairly across all groups and individuals, without bias. The expectations are clear, procedures are followed uniformly, outcomes are predictable, and the expectation of regular attendance at work applies to all employees, subject to applicable accommodation and legal obligations.
  - 1.1.6 **Confidentiality:** Exercising discretion, upholding confidentiality of employee information and respecting the privacy of all employees involved.
- 1.2 The objectives of the program are to:
  - 1.2.1 foster safe, healthy, and stable learning and working environments that ultimately support student well-being and student achievement;
  - 1.2.2 provide education, support, and resources to assist employees in maintaining regular and consistent attendance while addressing any barriers they may be facing;
  - 1.2.3 promote staff wellness and engagement where every member of our community feels supported and valued;
  - 1.2.4 assist employees in understanding that all school board employees play an important role in contributing to a supportive, positive, and healthy community;
  - 1.2.5 work together and value all voices to promote a healthy and supportive work environment; and,
  - 1.2.6 treat absences in a fair and consistent manner in compliance with applicable laws and consistent with collective agreements.

### **2.0 COMPONENTS OF THE ATTENDANCE SUPPORT PROGRAM**

- 2.1 Attendance support is a supportive and proactive program designed to assist employees who face challenges with consistent work attendance. The program is centered around setting clear attendance thresholds, diligently recording and tracking attendance, and engaging in supportive dialogue and/or coaching with employees.
- 2.2 The ASP focuses on supporting employees with non-culpable absences by identifying and tracking absence usage, providing resources, and offering guidance to improve attendance.



- 2.3 Absences covered under approved Wellness and Abilities Management programs or supported by medical documentation for long-term recovery may be excluded from ASP thresholds, with discretion applied on a case-by-case basis.
- 2.4 While the Board's ASP focuses primarily on excessive non-culpable absenteeism, it regularly reviews all absenteeism holistically to establish the best support strategies for employees. Culpable absences are managed through alternative measures as outlined in collective agreements/terms of employment and Board policies including Board Policy Progressive Discipline - Employees # 300.19. However, if an absence initially appears to be non-culpable, it may be reviewed within the ASP until further information clarifies that it is culpable in nature.
- 2.5 Absences for pre-approved personal leaves, statutory leaves, or other authorized purposes are excluded from ASP thresholds.
- 2.6 Through consistent monitoring and data collection, the ASP enables the Board to identify employees who may benefit from further assistance, such as referrals to Wellness and Abilities Management Services, workplace accommodations, Employee Assistance Programs, or other relevant support programs. Early intervention is key, as timely support can often prevent small issues from escalating into long-term challenges.

### **3.0 ROLES AND RESPONSIBILITIES**

#### **3.1 Trustees**

- 3.1.1 Approve policies and governance frameworks, including approving the ASP as part of broader employee well-being and operational strategies.
- 3.1.2 Ensure the program aligns with legal obligations, collective agreements, and other board policies.

#### **3.2 Senior Administration**

- 3.2.1 Oversee program design, implementation, and ongoing evaluation of the Attendance Support Program (ASP), in consultation with relevant departments and stakeholders.
- 3.2.2 Ensure employees are informed of the purpose and expectations of the ASP.
- 3.2.3 Ensure the program is administered consistently and in compliance with applicable legislation, collective agreements, and Board policy.

#### **3.3 Principals, Vice-Principals, Managers and Supervisors**

- 3.3.1 Apply the Attendance Support Program by monitoring attendance and addressing attendance concerns in a fair, consistent, and supportive manner in accordance with this policy.
- 3.3.2 Support employees by facilitating access to appropriate resources to promote regular and consistent attendance.
- 3.3.3 Ensure the accurate and timely recording and maintenance of staff attendance records.

#### **3.4 Human Resource Services (HRS)**

- 3.4.1 Provide leadership, oversight, and guidance in the administration of the ASP.
- 3.4.2 Support employees by facilitating access to appropriate resources and intervention to promote regular and consistent attendance.
- 3.4.3 Provide orientation and related information to all staff on the ASP
- 3.4.4 Support the application of the program across all departments, ensuring consistency, fairness, and avoiding bias.

#### **3.5 Employees**

- 3.5.1 Attend work regularly and on time and maintain open communication regarding any absences.
- 3.5.2 Attending personal appointments outside of regular working hours, where possible.
- 3.5.3 Ensuring all absences are reported and recorded in the reporting software as required, as per the relevant Collective Agreement or employment contract.



- 3.5.4 Indicate, in general terms, the reason for the absence (i.e., illness, bereavement, etc.).
- 3.5.5 Cooperate and participate in the ASP in accordance with Board processes, including accessing required support and resources as required.
- 3.5.6 Provide documentation when requested. Employees are not required to disclose personal diagnoses but may need to provide general documentation to support their absences.

### **3.6 Union/Association Representatives**

- 3.6.1 Ensure that Collective Agreement provisions are understood and followed.
- 3.6.2 Foster a collaborative partnership between management and employees.
- 3.6.3 Encourage and support employees in actively participating in the program, setting attendance goals, and following recommended support measures.

## **4.0 ATTENDANCE SUPPORT PROCESS**

- 4.1 The attendance statistics of all employees will be monitored and reviewed monthly.
- 4.2 Attendance support is a leveled approach consisting of five (5) levels designed to support employees in attending work regularly.
- 4.3 The review period for each level will be three (3) months.
- 4.4 The Program is based on a twelve (12) month rolling calendar for year-round employees and a fourteen (14) month rolling calendar for 10-month employees.
- 4.5 Each level of the process has a goal and threshold for progression to the next phase.
- 4.6 Each process allows reasonable time for the employee to access support and where reasonably possible, improve their attendance.
- 4.7 An employee will enter the Attendance Support Program when they:
  - 4.7.1 meet or exceed the identified *threshold* in the ASP Protocol within a twelve (12) month or fourteen (14) month rolling calendar period, where the absences have not been excluded from the threshold through the Wellness and Abilities Management Services.
- 4.8 Attendance thresholds are reviewed and revised regularly and may be adjusted based on current data and at the discretion of the Board.
- 4.9 Employees progress through Levels 1-5 of the Attendance Support Process when their absenteeism rate continues to meet/exceed the identified thresholds.
- 4.10 Where attendance cannot reasonably be assessed due to protected leave, medically supported absence, or accommodation assessment, monitoring under the Attendance Support Program may be temporarily suspended, consistent with human rights and employment legislation
- 4.11 If at any time in the process information is revealed to suggest that an absence(s) is culpable, absenteeism may be referred to a disciplinary process in accordance with the principle of progressive discipline.
- 4.12 **The Attendance Support Program Levels**

The employee enters the program at Level 1. If the employee cannot demonstrate improved attendance as required, they will progress to the next level. The goals, expectations, staff responsibilities, thresholds, and monitoring periods are clearly communicated at each level of the program.

A union or association representative may accompany the employee at any ASP meeting. The employee's union/association representative will be copied on notifications, including invitation meetings at Levels 3 - 5. The board will provide reasonable notice to the employee's union or association representative so they can attend the meeting.



- **Pre-Entry Communication**
  - Employees will receive a record of absences and notification that their level of absenteeism is approaching the Board's threshold for potential entry into the ASP, should additional absences occur. Communication is intended to promote awareness of attendance patterns and to offer support before any further steps are required. It is designed to foster a supportive environment in which employees feel informed and aware of available resources. Receipt of a pre-entry notification does not constitute entry into the ASP.
- **Level 1: Notification of Absenteeism Concern and Entry to the Attendance Support Program**
  - Employees will receive a record of absences and notification that their absenteeism rate meets/exceeds the Board's threshold, along with supportive information about the program, available support mechanisms, and resources to assist them in achieving regular and consistent attendance.
- **Level 2: Coaching Meeting**
  - Employees will receive a record of absences and notification that their absenteeism rate meets/exceeds the Board's threshold along with supportive information about the program, available support mechanisms, and resources to assist them in achieving regular and consistent attendance.
  - A meeting will be conducted between the employee and their immediate supervisor. The employee will be responsible for inviting their union representative, if applicable.
- **Level 3: Formal Attendance Meeting**
  - Employees will receive a record of absences and notification that their absenteeism rate meets/exceeds the Board's threshold along with supportive information. The Supervisor, Union representative (if applicable) and a representative from Human Resource Services will meet with the employee to discuss the Board's continued and heightened concern regarding the employees' record of absences and continue to provide support. The employee will be notified that continued high levels of absences in the future may lead to further action up to and including termination of employment for non-culpable (innocent) absenteeism, in accordance with applicable collective agreements and Board policy.
- **Level 4: Comprehensive Attendance Review**
  - Employees will receive a record of absences and notification that their absenteeism rate meets/exceeds the Board's threshold along with supportive information.
  - At this stage, due to the ongoing impact of absenteeism and lack of sustained improvement, a comprehensive attendance review is undertaken to assess next steps, reinforce expectations, and determine appropriate supports moving forward.
  - A formal Attendance Review Meeting will be scheduled and led by Human Resource Services. The meeting will include the employee, the principal/manager/supervisor and Union representative, if applicable.
- **Level 5: Final Review**
  - The file will be referred to the Superintendent of Human Resource Services or designate. The Superintendent or designate will complete a comprehensive review of the employee's attendance records, information, and documentation from each level of the process. The review will assess whether the employee is likely to be able to attend work regularly now and in the foreseeable future. The review may result in further action, up to and including termination of employment for non-culpable (innocent) absenteeism.



## **5.0 EXITING ATTENDANCE SUPPORT**

An employee will exit the Attendance Support Program (ASP) when they have demonstrated improvement, and their absenteeism rate falls below the established absenteeism threshold over the twelve (12) month rolling calendar period or fourteen (14)-month rolling calendar period. An employee may also exit the Attendance Support Program where it is determined that their absences are excluded under Section 2.3, and the employee's remaining absenteeism no longer meets ASP thresholds.

## **6.0 RE-ENTERING ATTENDANCE SUPPORT**

An employee who exits the Attendance Support Program and subsequently meets or exceeds the absenteeism threshold during the following rolling twelve (12) month or fourteen (14) month rolling calendar period will re-enter the program at one level below the level they were in immediately prior to exit, with the same thresholds and expectations applying.

## **7.0 MONITORING, EVALUATION AND REVIEW**

- 7.1 The Board is committed to continuous Improvement. The Policy and Administrative Procedure will be regularly reviewed and updated within the Board's regular policy review cycle or sooner.
- 7.2 The review will consider program success metrics, current attendance data, changing needs, new legislation, policy and program memoranda, and staff feedback.

# REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Rajini Nelson, Superintendent of Business and Treasurer  
Presented to: Board of Trustees  
Submitted on: June 23, 2026  
Submitted by: Mike McDonald, Director of Education & Secretary

## CITY OF BRANTFORD-WIDE ELEMENTARY SCHOOL ATTENDANCE BOUNDARY REVIEW

Public Session

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### **BACKGROUND INFORMATION:**

Over the past decade, the Brant Haldimand Norfolk Catholic District School Board (BHNCDSB) has experienced significant enrolment growth across both elementary and secondary panels, particularly within and surrounding the City of Brantford. As a result, several elementary schools within the Board are facing increasing accommodation pressures and enrolment imbalances.

To address these accommodation challenges, the Ministry of Education approved funding for a new Catholic elementary school in Southwest Brantford. The primary purpose of the elementary Brantford wide Attendance Boundary Review was to establish attendance boundaries for the new Southwest Brantford Catholic elementary school and to adjust attendance across the city in order to rebalance enrolment throughout elementary system.

The review was guided by the following objectives:

- Enhance the efficient use of existing facilities;
- Reduce reliance on portable classrooms; and
- Support long-term sustainability of the Board's elementary schools

As of October 31, 2025, Christ the King CES, Holy Cross CES, St. Basil CES, St. Gabriel CES, St. Leo CES, and St. Peter CES are operating above their on the ground capacities relying on portable classrooms to accommodate student enrolment, as shown in **Table 1**. Board projections indicate that enrolment pressures at these schools are expected to intensify over the next several years.

In contrast, Resurrection CES and St. Patrick (Brantford) CES are currently operating below capacity. Enrolment at both schools is projected to remain relatively stable over the coming years, with utilization rates continuing below their available capacities.

Current and projected enrolment pressures are summarized in Tables 1 and 2. In **Table 1**, on the ground capacity refers to the permanent pupil places available within the school building and excludes portable classrooms. The table also identifies the current number of portables in use at each site. Enrolment figures are based on October 31, 2025, data, and existing portables are assumed to remain in place throughout the projection period.

**Table 1:** 2025-26 Status Quo Enrolment/Utilization

2025-26 Status Quo Enrolment / Utilization				
School	OTG	Enrolment (Oct 2025)	Utilization %	# of Portables (2025)
Notre Dame (Brantford)	429	307	72%	2
Our Lady of Providence	340	285	84%	0
Resurrection	187	136	73%	0
St Patrick (Brantford)	164	143	87%	0
St. Leo	288	377	131%	6
St. Peter	167	187	112%	2
St Pius	337	302	90%	0
Christ the King	187	269	144%	4
Holy Cross	236	308	131%	3
Madonna Della Libera	466	359	77%	0
St. Basil	484	674	139%	10
St. Gabriel	389	515	132%	6
<b>Total</b>	<b>3,674</b>	<b>3,862</b>	<b>105%</b>	<b>33</b>

**Note:** Enrolment based on October 31, 2025 enrolment data. Number of portables as of September 2025.

**Table 2** below presents the projected enrolment for the 2028-29 school year and the corresponding portable classroom requirements assuming the new Southwest Brantford Catholic elementary school is not opened. The projections illustrate the increasing accommodation pressures that would occur across the Brantford elementary system without the additional pupil places provided by the new school.

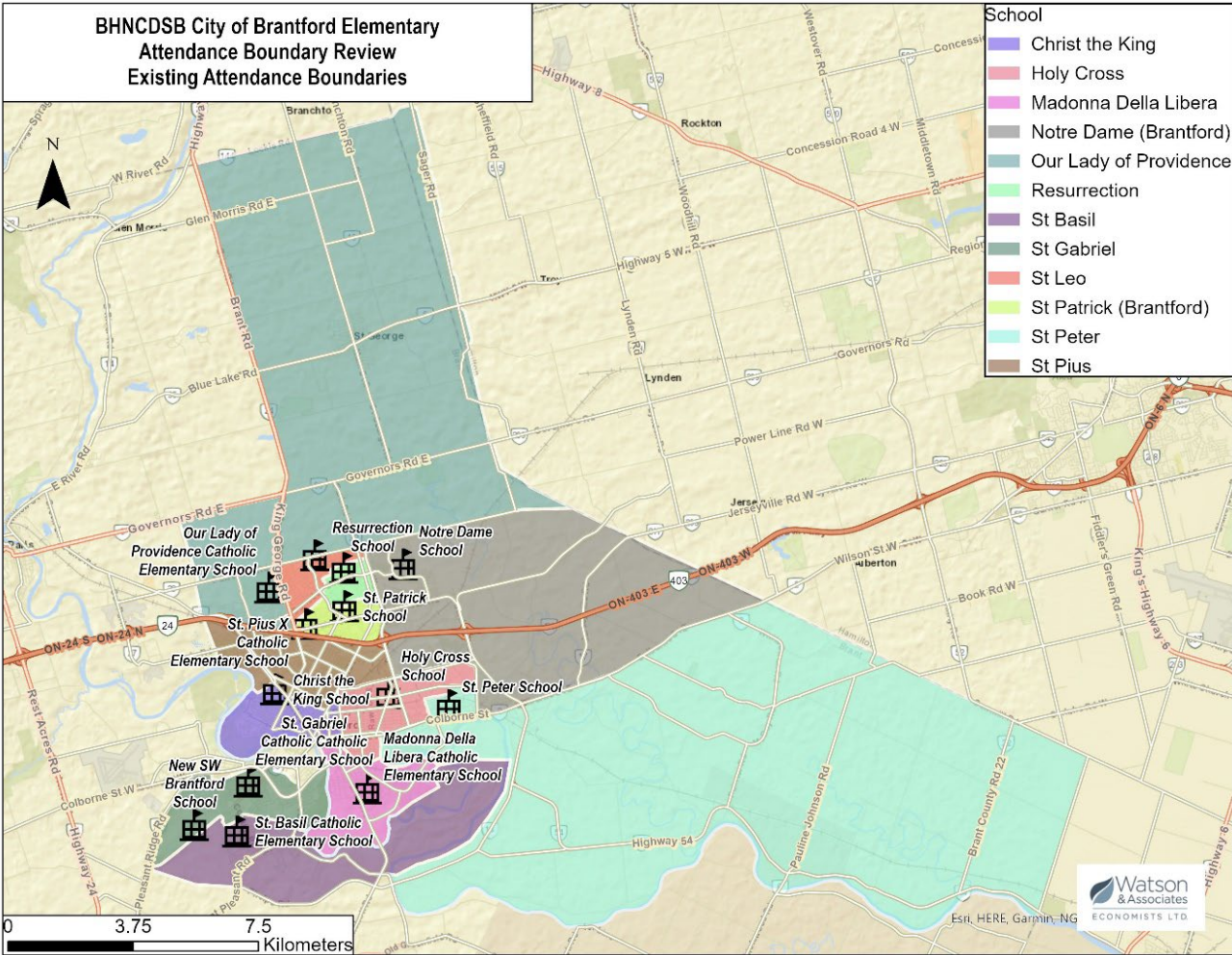
**Table 2:** 2028-2029 Year of Implementation Status Quo Enrolment/Utilization

2028-29 Year of Implementation Enrolment / Utilization				
School	OTG	Projected Enrolment	Utilization %	# of Portables Needed
Notre Dame (Brantford)	429	322	75%	2
Our Lady of Providence	340	377	111%	2
Resurrection	187	125	67%	0
St Patrick (Brantford)	164	136	83%	0
St. Leo	288	414	144%	6
St. Peter	167	195	117%	2
St Pius	337	313	93%	0
Christ the King	187	284	152%	4
Holy Cross	236	334	142%	4
Madonna Della Libera	466	387	83%	0
St. Basil	484	822	170%	15
St. Gabriel	389	582	150%	8
<b>Total</b>	<b>3,674</b>	<b>4,290</b>	<b>117%</b>	<b>43</b>

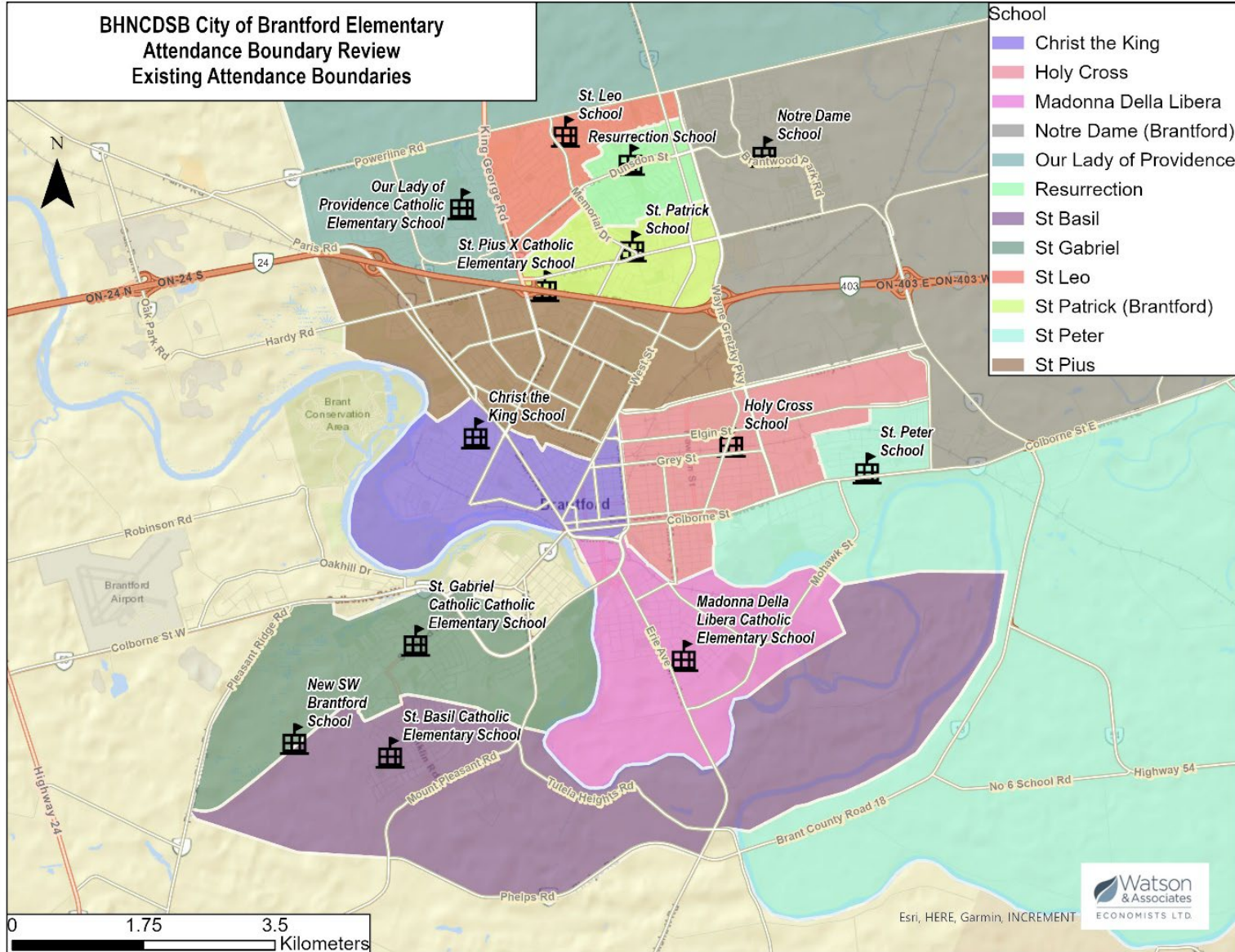
**Note:** The number of portables needed is calculated by dividing the number of pupils over capacity by the loading capacity of 23, factoring in existing portables on site that are assumed to remain at that school location.

**Figure 1** and **Figure 2** illustrate the existing elementary school boundaries in the City of Brantford. Together, this information highlights the need to adjust boundaries to rebalance enrolment across the Board.

**Figure 1:** Existing City of Brantford Elementary Attendance Boundaries



**Figure 2:** Existing City of Brantford Elementary Attendance Boundaries (Zoomed In)



## **DEVELOPMENTS:**

### ***School Attendance Boundary Review Process***

In accordance with OPS 400.24.AP – Attendance Boundary Reviews, an Attendance Boundary Review Committee (ABRC) was established. The committee included administrative and parent representatives from affected schools.

The Committee mandate included:

- reviewing enrolment data and projections;
- evaluating boundary options;
- requesting modifications and additional options;
- determining preferred options for public consultation; and
- providing recommendations to Senior Administration and the Board.

The ABRC met on:

- June 23, 2025
- September 15, 2025
- October 20, 2025
- February 10, 2026

A public open-house consultation was also held on December 1<sup>st</sup>, 2025, providing community members with the opportunity to review the information presented and share their input. A comprehensive record of the review process including meeting dates, agendas, presentations, and minutes is available on the Boundary Review website.

### ***Public Engagement Feedback***

Public consultation feedback reflected strong support to:

- Maintaining the status quo for French Immersion programming
- Minimizing travel distances
- Maintaining students in their local community
- Avoiding situations where students would need to pass a closer elementary school to reach another that would be farther away.

Concerns were raised regarding:

- Shifting enrolment pressure between schools
- Impacts of the proposed changes between Our Lady of Providence and Notre Dame
- Preferred monitoring growth at Our Lady of Providence before moving students
- Sibling separation and dividing families between schools
- Transportation eligibility impacts

Following the final committee meeting and after the committee recommendations were considered, the board received a request from a parent to retain Area 37 within the St. Peter CES attendance boundary rather than reassigning the area to Notre Dame CES.

In response, staff further examined this option and assessed its potential impact on enrolment and facility utilization. However, the analysis determined that retaining Area 37 within the St. Peter CES attendance boundary would not sufficiently address the enrolment and utilization challenges. As a result, staff concluded that the reassignment of Area 37 to Notre Dame CES remains necessary to support a more balanced distribution of students and improve the long-term utilization of available pupil places within the Brantford elementary system.

### **Attendance Boundary Review Committee Recommendation**

At its February 23, 2026, meeting, the ABRC reached consensus on the following boundary adjustments as the recommendations:

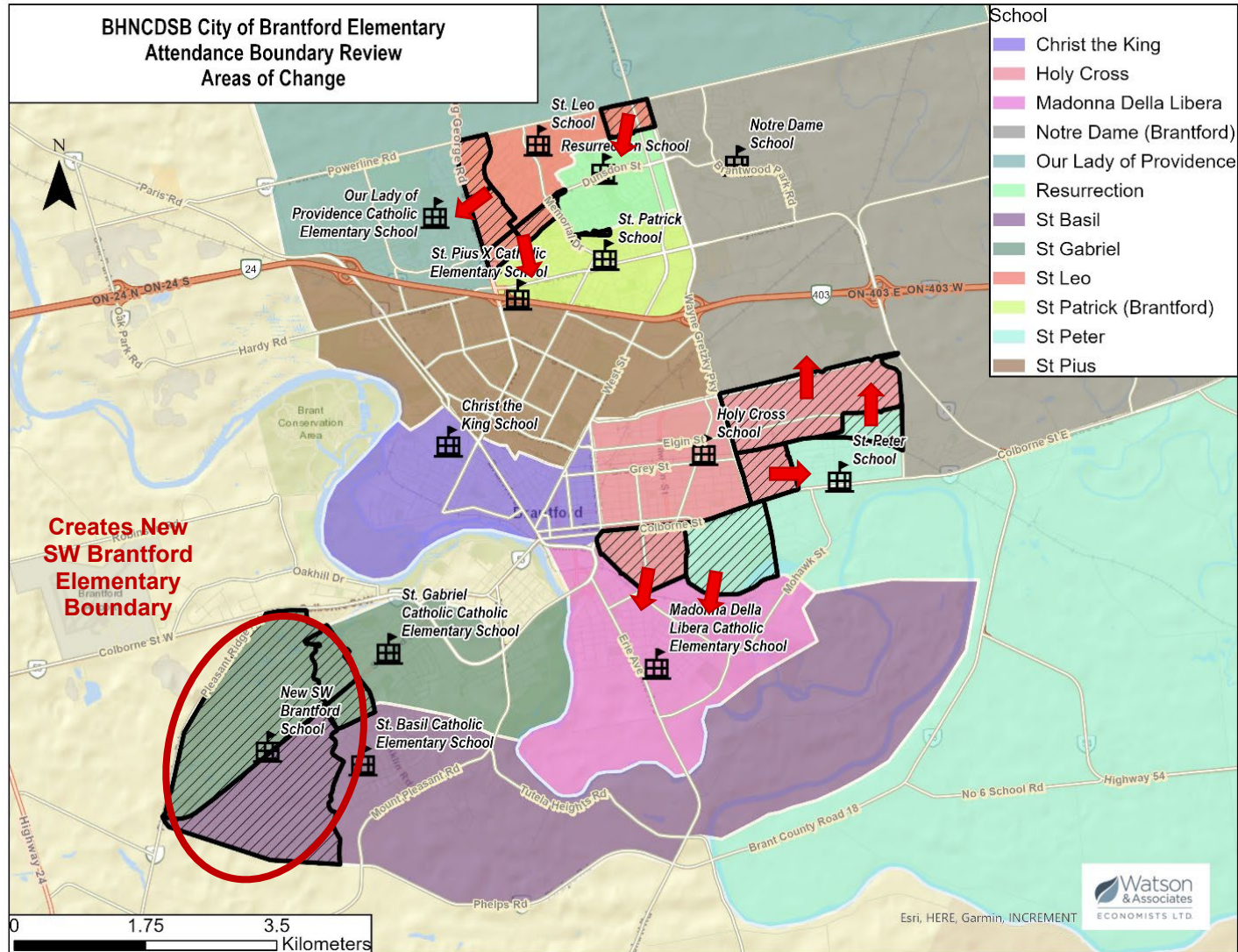
**Table 3:** ABRC Recommended Boundary Adjustments by Elementary School

<b>School</b>	<b>Boundary Change Description</b>
<b>Notre Dame (Brantford)</b>	<ul style="list-style-type: none"> <li>Boundary extended south to capture Area 37 from St. Peter and Area 40 from Holy Cross (north of the railway and Hachborn Road)</li> </ul>
<b>Our Lady of Providence</b>	<ul style="list-style-type: none"> <li>Boundary extended to capture Areas 7 and 8 (west of Francis Street/White Oaks Drive/Bernard Ave) from St. Leo</li> </ul>
<b>Resurrection</b>	<ul style="list-style-type: none"> <li>Corner of Dunsdon Street and Memorial Drive (Area 11) captured from St. Leo</li> <li>Area east of Forestwood Park captured from St. Leo (Area 13)</li> </ul>
<b>St. Patrick (Brantford)</b>	<ul style="list-style-type: none"> <li>Boundary extended north to Dunsdon Street to capture part of St. Leo's boundary (Areas 9 and 10)</li> <li>Boundary clean up for St. Patrick and Resurrection boundary to follow Blackfriar Lane and Lillian Street (Areas 14b, 14c, and 14d)</li> </ul>
<b>St. Leo</b>	<ul style="list-style-type: none"> <li>Areas 7 and 8 (west of Francis Street/White Oaks Drive/Bernard Ave) sent to Our Lady of Providence</li> <li>Areas 9 and 10 (south of Dunsdon Street) sent south to St. Patrick</li> <li>Corner of Dunsdon Street and Memorial Drive (Area 11) sent to Resurrection</li> <li>Area east of Forestwood Park sent to Resurrection (Area 13)</li> </ul>
<b>St. Peter</b>	<ul style="list-style-type: none"> <li>Capture Area 39 (South of Grey Winds, East of Wayne Gretzky Parkway, North of Colborne St, and West of James Ave) from Holy Cross</li> <li>Area 37 (north of the railway and west of Garden Ave) sent to Notre Dame</li> <li>Area 38 (south of Colborne Street and east of Iroquois St and west of Forest Road) sent to Madonna Della Libera</li> </ul>
<b>St. Pius</b>	<ul style="list-style-type: none"> <li>Status Quo</li> </ul>
<b>Christ the King</b>	<ul style="list-style-type: none"> <li>Status Quo</li> </ul>

<p><b>Holy Cross</b></p>	<ul style="list-style-type: none"> <li>• Area 39 (South of Grey Winds, East of Wayne Gretzky Parkway, North of Colborne St, and West of James Ave) sent to St. Peter</li> <li>• Area 40 (north of the railway and Hachborn Road) sent to Notre Dame</li> <li>• Area 46 (south of Colborne Street and west of Iroquois Street) sent to Madonna Della Libera</li> </ul>
<p><b>Madonna Della Libera</b></p>	<ul style="list-style-type: none"> <li>• Boundary extended North to capture Area 38 (south of Colborne Street and east of Iroquois Street and west of Forest Road) from St. Peter and Area 46 (south of Colborne Street and west of Iroquois Street) from Holy Cross</li> </ul>
<p><b>St. Basil</b></p>	<ul style="list-style-type: none"> <li>• Area 59 sent to the new SW Brantford elementary</li> </ul>
<p><b>St. Gabriel</b></p>	<ul style="list-style-type: none"> <li>• Area 60, 61 and 62 used to help create new SW Brantford elementary boundary</li> </ul>
<p><b>New Southwest Brantford</b></p>	<ul style="list-style-type: none"> <li>• Area 59 from St. Basil and Areas 60-62 from St. Gabriel were used to create new boundary</li> </ul>

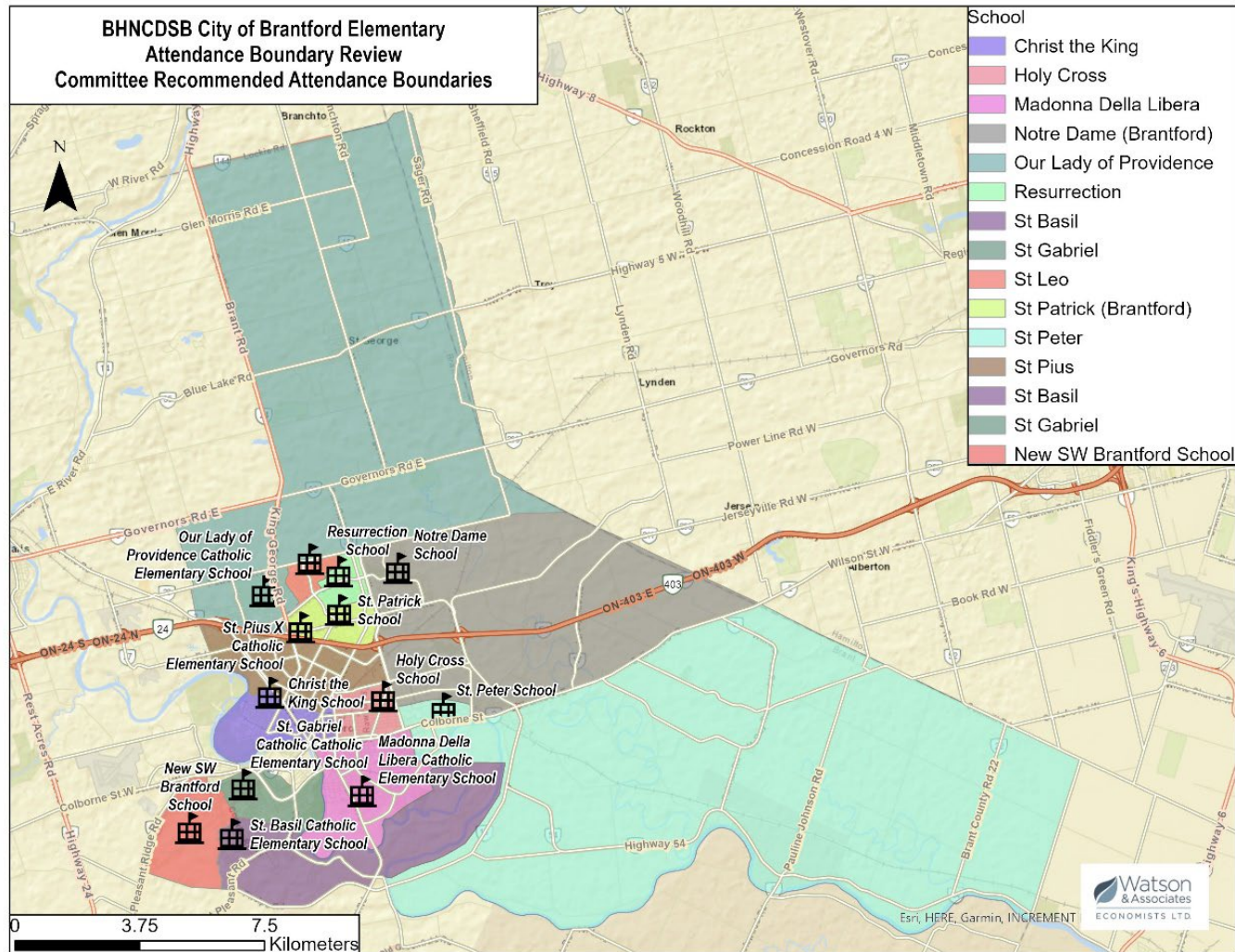
The following map in **Figure 3** outlines the areas of change in the Committee’s final recommended options.

**Figure 3: City of Brantford Elementary Review Final Recommended Option Areas of Change**

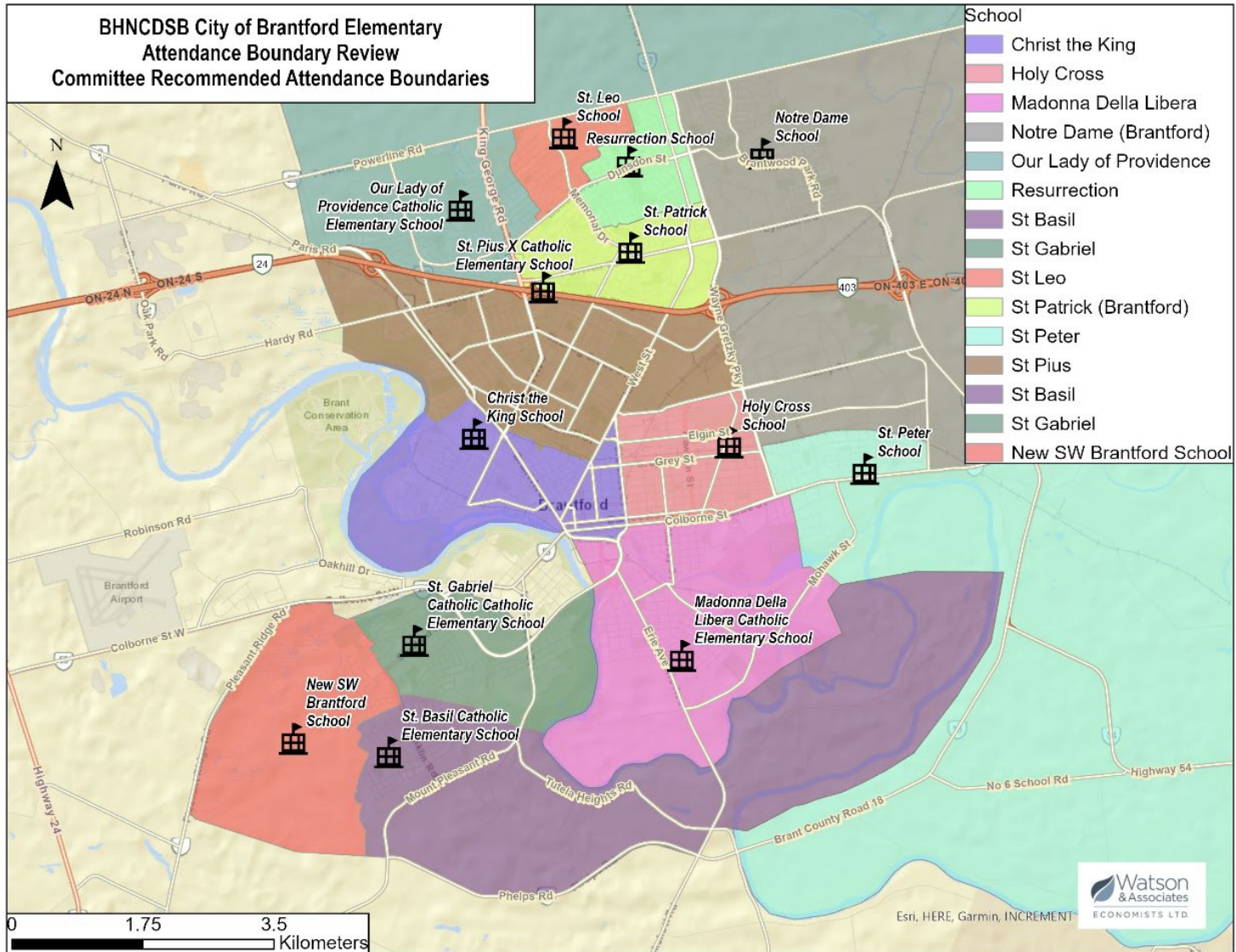


Utilizing student data from the 2025/26 academic year, the creation of the new boundary will result in the following adjustments, as outlined in the figures and tables as follows.

**Figure 4:** Final Recommended Option City of Brantford Elementary Attendance Boundaries



**Figure 5:** Final Recommended Option City of Brantford Elementary Attendance Boundaries (Zoomed In)



**Table 4** illustrates the anticipated enrolment and facility utilization impacts resulting from the proposed attendance boundary changes, assuming all students residing within the affected areas transition to their new school boundaries. The projections also assume that Grade 7 and 8 students, along with their siblings, remain at their current elementary schools under the approved legacy provision.

The projections demonstrate a significant reduction in enrolment pressures at St. Basil CES and St. Gabriel CES, resulting in improved facility utilization rates and a more balanced distribution of students across the Brantford elementary system. The establishment of the new Southwest Brantford Catholic Elementary School plays a key role in achieving this rebalancing by creating additional pupil places in a high-growth area of the city.

As a result of the proposed transition, the new Southwest Brantford Catholic Elementary School is projected to open with approximately 327 students, representing a facility utilization rate of 64%. This enrolment level provides capacity to accommodate future residential growth within the school's attendance area while supporting the long-term sustainability of the Board's elementary accommodation plan.

**Table 4:** 2028-29 Year of Implementation Enrolment/Utilization including Grade 7&8 and siblings Legacy Provisions

School	OTG	Status Quo		Boundary Changes Implemented with Grade 7&8 and siblings legacy provisions		Difference
		Projected Enrolment	Utilization %	Projected Enrolment	Utilization %	Net Enrolment Change (+/-)
Notre Dame (Brantford)	429	322	75%	342	80%	20
Our Lady of Providence	340	377	111%	388	114%	11
Resurrection	187	125	67%	135	72%	10
St Patrick (Brantford)	164	136	83%	159	97%	23
St. Leo	288	414	144%	371	129%	-43
St. Peter	167	195	117%	178	107%	-17
St Pius	337	313	93%	313	93%	0
Christ the King	187	284	152%	284	152%	0
Holy Cross	236	334	142%	260	110%	-74
Madonna Della Libera	466	387	83%	459	99%	73
St. Basil	484	822	170%	618	128%	-204
St. Gabriel	389	582	150%	459	118%	-123
<b>New Southwest Brantford Elementary</b>	<b>513</b>	<b>0</b>	<b>0%</b>	<b>327</b>	<b>64%</b>	<b>327</b>
<b>Total</b>	<b>4,187</b>	<b>4,290</b>	<b>102%</b>	<b>4,290</b>	<b>102%</b>	<b>-</b>

The following **Table 5** consolidates the projected enrolment and utilization outcomes for the 2028–29 implementation year into a single comparative summary. The table compares the status quo scenario with the boundary change implementation scenarios:

- Boundary changes implemented with no legacy provision;
- Boundary changes implemented with a Grade 7 and 8 legacy provision; and
- Boundary changes implemented with a Grade 7 and 8 sibling legacy provision.

**Table 5:** 2028-29 Year of Implementation Enrolment / Utilization Comparison

		Status Quo		Boundary Changes Implemented (No Legacy)			Boundary Changes Implemented (7/8 Legacy)			Boundary Changes Implemented (7/8 and Sibling Legacy)		
School	OTG	Projected Enrolment	Utilization %	Projected Enrolment	Utilization %	Net Enrolment Change (+/-)	Projected Enrolment	Utilization %	Net Enrolment Change (+/-)	Projected Enrolment	Utilization %	Net Enrolment Change (+/-)
Notre Dame (Brantford)	429	322	75%	364	85%	42	348	81%	26	342	80%	20
Our Lady of Providence	340	377	<b>111%</b>	391	115%	14	389	<b>114%</b>	12	388	<b>114%</b>	11
Resurrection	187	125	67%	139	74%	14	136	73%	11	135	72%	10
St Patrick (Brantford)	164	136	83%	161	98%	25	159	97%	23	159	97%	23
St. Leo	288	414	<b>144%</b>	361	125%	-53	368	128%	-46	371	<b>129%</b>	<b>-43</b>
St. Peter	167	195	<b>117%</b>	155	93%	-40	170	102%	-25	178	<b>107%</b>	<b>-17</b>
St Pius	337	313	93%	313	93%	0	313	93%	0	313	93%	0
Christ the King	187	284	<b>152%</b>	284	<b>152%</b>	0	284	<b>152%</b>	0	284	<b>152%</b>	0
Holy Cross	236	334	<b>142%</b>	226	96%	-108	249	106%	-85	260	<b>110%</b>	<b>-74</b>
Madonna Della Libera	466	387	83%	492	106%	105	470	101%	83	459	98%	72
St. Basil	484	822	<b>170%</b>	477	99%	-345	572	<b>118%</b>	-250	618	<b>128%</b>	<b>-204</b>
St. Gabriel	389	582	<b>150%</b>	434	112%	-148	459	118%	-123	459	<b>118%</b>	<b>-123</b>
<b>New Southwest Brantford Elementary</b>	<b>513</b>	<b>0</b>	<b>0%</b>	<b>492</b>	<b>96%</b>	<b>492</b>	<b>373</b>	<b>73%</b>	<b>373</b>	<b>327</b>	<b>64%</b>	<b>327</b>
<b>Total</b>	<b>4,187</b>	<b>4,290</b>	<b>102%</b>	<b>4,289</b>	<b>102%</b>	<b>-</b>	<b>4,290</b>	<b>102%</b>	<b>-</b>	<b>4,290</b>	<b>102%</b>	<b>-</b>

In addition to presenting the projected enrolment and utilization rates under each scenario, the table illustrates the net enrolment change relative to the status quo. This comparison provides a clear assessment of the impact of each implementation option on school enrolment distribution and facility utilization across the Brantford elementary system. Positive outcomes, including improvements in utilization rates and enrolment balance, are highlighted in green.

**Legacy Provisions**

To support student stability, minimize disruption, and maintain continuity for families, Senior Administration recommends the following legacy provisions:

- Current Grade 7 and 8 students (Grades 4 and 5 during the 2025–26 school year) attending an affected school be permitted to remain at their current school when the attendance boundary changes take effect in September 2028.
- Legacy provisions to allow siblings of Grade 7 and 8 students to remain at their current schools.
- Students who were previously impacted by attendance boundary changes resulting from an earlier boundary review and subsequently reassigned to a new school be permitted to remain at their current school, thereby avoiding a second school transition.

**Next Steps**

Pursuant to the steps outlined in OPS 400.24.AP – Attendance Boundary Reviews, based on committee consultation, Senior Administration recommends establishing the amended school boundaries, as outlined in Figure 4 and Figure 5, as well as the recommended legacy provisions, effective September 2028.

Subject to Board approval:

- final attendance boundaries will be confirmed;
- Attendance Review Implementation Committee will be established, focusing on effective implementation of the approved school boundary review;
- changes will take effect September 2028.

<p><b><u>RECOMMENDATION:</u></b></p> <p><b>THAT</b> the Committee of the Whole refers the amended City of Brantford elementary school attendance boundaries, as outlined in Figure 4 and Figure 5, effective September 2028 to the Brant Haldimand Norfolk Catholic District School Board for approval.</p> <p><b>THAT</b> the Committee of the Whole recommends that legacy provisions be implemented to permit Grade 7 and 8 students (currently enrolled Grade 4 and 5 students as of the 2025–26 school year) and their siblings at affected schools to remain at their existing school through to Grade 8 to the Brant Haldimand Norfolk Catholic District School Board for approval.</p>
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## REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Riley O'Brien, Mulan How, Student Trustees  
Presented to: Board of Trustees  
Submitted on: June 23, 2026  
Submitted by: Mike McDonald, Director of Education & Secretary

### STUDENT TRUSTEE REPORT

Public Session

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#### **DEVELOPMENTS:**

The Student Senate gathered at the Catholic Education Centre for the annual year-end Student Senate banquet to celebrate the conclusion of the 2025-2026 school year.

#### **SCHOOL NEWS:**

Assumption College School (ACS) students have been busy preparing for the end of the school year. Student Council has facilitated Staff Appreciation Day, Spring Spirit Week, and a Pep Rally in the final month of the school year. Assumption also held a dance showcase displaying several students' talents. The Grade 12 Drama class performed *Dead Poets Society*, the major theatrical production of the school year. ACS also held a final school mass for the year. The Assumption graduating class went on a retreat and attended their prom – both events a resounding success.

ACS's Girls' Rugby team won the AABHN City Championship and competed at CWOSSA. The Boys' Varsity Soccer team also won AABHN and went on to CWOSSA.

Holy Trinity (HT) has hosted several activities to celebrate the year-end. The student body celebrated Catholic Education Week with its annual liturgy and the presentation of the Titan Awards. The graduating class attending their prom which attracted nearly 300 attendees. The school also hosted a Coffee House at the end of May where students displayed their talents. Many HT students travelled to the Stratford Festival to experience a live theatrical performance. A year-end mass was celebrated in early June followed by the annual school-wide photo. Several HT co-curricular activities have had noteworthy accomplishments or commemorations including the Knit Club creating blankets for NICU babies, the Book Club having its year-end pizza celebration, and the Healthcare Club hosting local paramedics to discuss career opportunities with students. The school's Graduation Ceremony will be held on June 25 following a day that will include a grad mass and breakfast.

The Titan Track and Field team qualified eight athletes to OFSAA where one HT student broke two AABHN records. The Boys' Soccer team won CWOSSA and the Senior Boys' Rugby team advanced to OFSAA and won the consolation championship. The Angling team was established this year and participated in the Backus Mill Fishing Tournament. The Athletic Banquet was held on June 8 to commemorate all the athletes who participated in sport this year.

Holy Trinity students mourned the death of a fellow Titan, Andrew Eastman, at the end of the school year. Students created a condolence book and memorial rocks in his honour. They extend their sincerest condolences to the Eastman family.

As the year ends, so too do the activities at St. John's College (SJC). With the help of new members, the Student Council hosted the last event of the school year on June 3: the Coffee House. It was a sentimental last event for the graduating Student Council members who performed "Don't Stop Believing" by Journey, a tradition that always concluded every school dance. St. John's College held their closing liturgy on June 11 where they reflected on the past year and congratulated long-time secretary Mrs. Padmore on her retirement. That same day, Grade 12's signed each others' dress shirts as an act to remember their graduating peers. Grade 12 students are preparing to write their final exams which took place in late June. The Graduation Brunch will be held on June 23 and the Graduation Ceremony will take place on June 25.

Several SJC student teams were successful in the Spring season. The Girls' Soccer Team, Bantam Boys' Rugby Team, Junior Boys' Rugby Team, and Senior Boys' Rugby Team all medalled at CWOSSA. Additionally, eleven athletes on the Track and Field Team advanced to compete at the OFSAA level. To celebrate the accomplishments and hard work of the athletes, the Athletic Department held their annual Athletic Banquet at the Brantford Golf and Country Club on June 8.

**RECOMMENDATION:**

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

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

Prepared by: Rajini Nelson, Superintendent of Business & Treasurer  
Presented to: Board of Trustees  
Submitted on: June 23, 2026  
Submitted by: Mike McDonald, Director of Education & Secretary

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**Snow Removal Services Tender # T-2726**

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Public Session

**BACKGROUND INFORMATION:**

The Brant Haldimand Norfolk Catholic District School Board (the “Board”) requires renewal of competitively procured snow removal services across the Board’s district.

In accordance with Board Policy #700.01 – Procurement, the purpose of this report is to obtain approval for the issuance of Tender #T-2726.

**DEVELOPMENTS:**

Tender #T-2726 invites contractors to bid for the supply of all labour, tools, materials, and equipment necessary to complete snow removal for all Board locations for a three-year period.

The areas to be serviced are restricted to driveways, parking lots, paved play areas, sidewalks, walkways, fire access lanes and access to portables.

Contractors will be required to enter into an agreement upon award.

The following outlines the proposed updated schedule for the projects (dates are approximate):

- |                         |                |
|-------------------------|----------------|
| • Issue of Tender       | July 2026      |
| • Closing of Tender     | August 2026    |
| • Award of Tender       | September 2026 |
| • Execution of Contract | September 2026 |

**RECOMMENDATION:**

THAT the Brant Haldimand Norfolk Catholic District School Board approve the issuance of Tender #T-2726

**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 23, 2026  
Submitted by: Mike McDonald, Director of Education & Secretary

**Strategic Plan Progress Report 2026**  
Public Session

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**BACKGROUND:**

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 Brant Haldimand Norfolk Catholic District School Board announced that a process to develop a new strategic plan would commence early in the new year of 2023. Starting in January, and throughout the course of the subsequent months of 2023, the Board went through the process of establishing a committee and collecting data, analysing and categorizing the data and convening committee meetings to use the data to inform our plan. On June 27, 2023, the Board of Trustees approved the plan which was subsequently rolled out to the staff and BHNCD SB community in September of 2023.

Since that time, the BHNCD SB Strategic Plan has been the foundation by which change, and growth has occurred in our Board. Until a new plan is in place, in June of 2027, this plan 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 continue reflect the diverse geography, communities and stakeholders who make up the BHNCD SB learning community.

**DEVELOPMENTS:**

Throughout the course of the year the senior team frequently re-visits the plan to ensure adherence to the goals and timelines, as well as ensuring that Board priorities remain the focus. On an annual basis the senior team formally critiques and reviews the goals set out in the plan in the form of a monitoring document. This 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.

**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
<p>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.</p>	<p>Class Profiles Individual Student Profiles Review and reflect on EQAO student questionnaire response. Modelling of Essential Practices by all SAT members</p>	<p>Superintendent of Student Achievement</p>		<p>This Action Item has been completed and School Action Plans are monitored by Senior Team and discussed in PLC's</p>
<p>Further promotion of the Digital Citizenship Tools in Brightspace and created for the Province by Keri</p>	<p>Brightspace,D2L communication to all Shared with parents in September</p>	<p>Superintendent of Student Achievement</p>		<p>This action has been completed. School administrators review Brightspace expectation swith staff every September.</p>


<p>Strengthen inclusive and culturally responsive and relevant teaching, curriculum, assessment, and resources so that all learners see themselves reflected in materials and learning environments</p>	<p>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</p>	<p>Superintendent of Equity and Inclusion</p>		<p>In 2025-2026, principals and their teams facilitated four sessions of equity and anti-Black Racism training in their schools as a professional development focus with staff. The sessions featured the work of Dr. Nicole West-Burns who has created equity modules/capsules covering the following topics: the social identity mosaic, understanding oppression, examining systemic oppression in a Canadian context, reflecting on biases, attitudes, and beliefs and key equity and social justice concepts. During the previous school year, schools conducted equity audits and synthesized their results and needs. 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.</p> <p>Additionally, at ACCs school administrators explored Dreams Delayed, the Ontario Human Rights Commissions report, the OCT professional advisory on Hate and Discrimination, and received two training modules on the Dignity of the Human Person (a Catholic perspective on equity and anti-Black Racism) from the Ontario Catholic School Trustees' Association.</p>

<p>Provide space for student voice through BHCNDSB Student Senate</p>	<p>Collaborate and seek student input in monthly meetings. Analyze data obtained through Student Senate meetings.</p>	<p>Superintendent responsible for Student Senate</p>		<p>Monthly Student Senate meetings allowed for representation of student voice. Student Trustees presented monthly reports to the Board. Two Student Senate and Student Council Retreats were held this year (December 2025 at Holy Trinity CSS and May 2026 at the Toronto Zoo) with the objective of strengthening student leadership skills in the BHCNDSB. The second retreat held at the Toronto Zoo was notable and innovative in that the students engaged a leadership program delivered through a facilitator at the Zoo.</p>
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<p>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.</p>	<p>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</p>	<p>Superintendent responsible for Student Support Services</p>		<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> <p>25-26 update: All three Secondary Schools are in various stages of supporting Jack Chapters. Jack Chapters are youth-led groups that create spaces where young people can connect and feel a sense of belonging. Chapters provide safe, inclusive spaces for youth to connect with one another, learn about mental health, and advocate for mental health issues that matter to them.</p> <p>Planet Youth student survey administered to Grade 10 students at Holy Trinity Catholic Highschool in January 2026. Response rate of 88% (220 respondents. Data to be used for school level and district planning.</p> <p>School climate survey administered in the Spring of 2026. Data to inform school and district planning.</p> <p>Parent print resources in multiple languages continue to be made available at in person parent events.</p>
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				<p>Parent voice solicited through referral process and through clinical team.</p> <p>Parent voice re: mental health supports and services solicited through budget surveys.</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 BHNCDSD 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.
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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>Educators play a critical role in Tier 1 of mental health promotion by creating welcoming spaces where students feel like they belong. Educators are encouraged to utilize resources from School Mental Health Ontario including Wayfinder.</p> <p>Child and Youth Workers support the Tier 1 work of Mental Health Promotion and Prevention by delivering SEL classroom engagement sessions and daily support within the students lifespace in elementary schools.</p> <p>For students with Tier 2 needs and higher, a centralized intake process is implemented and supports the framework of <i>right care right time</i> mental health services for students.</p>
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<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>No changes in this section- our pre and post screens continue to support students in discussing areas of concern within their individual counseling sessions. If students disclose addictions the Social Worker can provide counseling, if the concerns are assessed to require specialized services the Social Worker will refer to community agencies for specialized support as part of the Right Time, Right Care streaming process.</p> <p>Social Workers have had the opportunity to attend Play Therapy training through the Canadian Association of Play Therapy. This has been a helpful addition to their counseling repertoire, providing greater service for our younger students. With the increased concerns about suicide ideation, our Social Workers have had the opportunity to attend Dialectical Behavior Therapy (DBT) through School Mental Health Ontario in partnership with Dr. Jennifer McTaggart; a clinical psychologist in the Child and Youth Mental Health Program at McMaster Children's Hospital. DBT is an evidence-based talk therapy adapted from Cognitive Behavioral Therapy (CBT). It is specifically designed to help people who experience and process emotions with extreme intensity. The core goal is to teach practical skills for regulating emotions, managing distress, and improving relationships to build a meaningful life.</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>Balanced Device use programming delivered to Grade 8 students through CYW team (SMH-ON resource).</p> <p>The Balanced Device Use program is a three-session program for students in grades 7 and 8 that helps students reflect on and build skills to support balanced use now and in the future. This program explores strategies to build balanced habits and the identification of tools to address features and functions of personal devices that impact use.</p> <p>Session 1: What does balanced device use look like?  Session 2: How to notice when the balance is tipping.  Session 3: Building balanced device habits</p>


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		The superintendent in collaboration with other Superintendents and principals assessed the classroom needs based on enrolment. Temporary accommodation plans are in place to utilize the maximum space.  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.




**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.

<b>Action Item (What are you going to do?)</b>	<b>How are you going to measure it? (What are the indicators of success... this is the TARGET)</b>	<b>Who is responsible for this? (Team/person/SO)</b>	<b>Measurement Indicator</b>	<b>Comments</b>
Faith Day PD day- community partnerships for each school  Collaboration in bringing to life the Pastoral/Spiritual Plan Foster support and further development of Board Pastoral Team	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.)  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  Superintendent responsible for Faith Formation	  	Faith Day was held on October 7, 2025. Staff began the day attending mass at a local parish. In the afternoon, staff explored the spiritual meaning of “pilgrimage” and engaged in their own staff pilgrimage. School communities collaborated with service agencies such as Brant Food for Thought and St. Vincent de Paul Society to create service opportunities for staff and students.  The 2025-26 pastoral/spiritual theme was “Pilgrims of Hope: On the Path to Holiness” as adopted from the Ontario Catholic School Trustees’ Association’s Catholic Education Week theme. The BHNCD SB pastoral plan continued to evolve adding resources connected with the theme for use in the classroom and school-wide settings (eg. Prayers, liturgies of the Word).


				<p>New this year, staff were introduced to a variety of faith formation opportunities that they could freely engage. Additionally, the BHCDSB continued its commitment to staff faith formation by sponsoring three candidates to enroll in the Certificate in Catholic Leadership program at St. Jerome's University and three candidates for the Information to Transformation program.</p> <p>Faith Advisory Committee meetings and Pastoral Team meetings were continually used as a vehicle to celebrate and highlight the faith.</p>
<p>Experiential Learning, OYAP and Co-Op learning experiences and shared goals</p>	<p>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</p>	<p>Superintendent responsible for Student Achievement</p>		<p>Experiential learning and Skilled trades opportunities are promoted across the system for all students.</p>
<p>Promotion and celebration of the Essential Practices- Knowing the Learner (SAP work)</p>	<p>Monitored at SAP visits</p>	<p>Superintendent responsible for Student Achievement</p>		<p>We continue to monitor the SAP plans via visits, data collection, and tracking. Through Student Achievement, Superintendents monitoring and PLC implementation, SAP plans have been monitored for effective implementation.</p>
<p>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.</p>	<p>Student Achievement Plan Student work at the table SAT modelling and leading PLCs</p>	<p>Superintendent responsible for Student Achievement</p>		<p>SAP planning was fully implemented, with student work regularly analyzed and discussed during monitoring meetings to inform school improvement efforts. This practice became an established component of the school monitoring process. Continued attention to strengthening Professional Learning Communities (PLCs) has been identified as the next area of focus.</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 BHNCD SB are visible in classrooms and schools.	Superintendent responsible for Student Achievement		Progress was made in supporting teacher capacity, curriculum implementation, assessment practices, and resource selection through creative approaches in the context of limited professional development opportunities. Inclusive and equitable materials, resources, and curriculum were shared and promoted, and all central resources were vetted through an equity lens. Further work is needed to continue building staff capacity and embedding these practices consistently across schools.
Build foundations in equity and anti-oppression education through Catholic Equity Leads and administrators.	Staff participation rates in professional development	Senior Team		<p>There was a continued focus on considerations of how oppression plays out in schools and respond to scenarios to practice disrupting inequities. At ACCs school administrators explored Dreams Delayed, the Ontario Human Rights Commissions report, the OCT professional advisory on Hate and Discrimination, and received two training modules on the Dignity of the Human Person (a Catholic perspective on equity and anti-Black Racism) from the Ontario Catholic School Trustees' Association.</p> <p>The role of Catholic Equity Lead was re-envisioned during the 2025-26 school year as part of a project to incorporate their advocacy and work into the larger directional focus of the BHNCD SB. Catholic Equity Leads assisted school administrators to deliver equity and anti-Black Racism professional development to school staffs four times this year.</p>

<p>Provide professional development opportunities aligned with the BHNCD SB Equity Action Plan to Ensure Inclusive, Equitable and Welcoming Spaces</p>	<p>Number of PD opportunities offered to staff</p> <p>Staff participation rates in professional development.</p>	<p>Superintendent of Equity and Inclusion</p>		<p>Staff through school-based professional development attended EDI training through Dr. Nicole West-Burns. The series of trainings (4) were intended for staff to learn and share their EDI journey and work by collaborating in discussion and activities with colleagues.</p> <p>Modules were created by Dr. Nicole West Burns; these modules are intended for administrators to use to facilitate learning for school staff. <del>Planning is underway to determine ways to transfer the learning from the principals to the teaching staff.</del></p>
<p>Support an increased role for board-led regional equity networks in implementing equity initiatives linked to SAP.</p>	<p>Staff participation rates in Catholic Equity Lead network</p> <p>Student Achievement Plans contain equity goals/initiatives</p>	<p>Superintendent of Equity and Inclusion</p>		<p>Professional development in EDI has been offered to staff over four mandatory professional development sessions as described in previous sections. School Administrators facilitated these sessions. Principals and Vice—Principals were supported in their facilitation at ACCs that aimed to walk school administrators through the modules they delivered to staff. Furthermore, Principals and Vice-Principals were provided with ongoing professional development in EDI (i.e. Dreams Delayed session, OCT professional advisory on Hate and Discrimination session, OCSTA Dignity of the Human Person modules) to strengthen their abilities and knowledge as facilitators to their staffs.</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>
<p>Provide educators professional learning opportunities and best practices regarding culturally responsive pedagogy in teaching First Nations, Métis, and Inuit learners.</p>	<p>Number of PD opportunities offered to staff</p> <p>Staff participation rates in professional development</p>	<p>Superintendent Responsible for Indigenous Education</p>		<p>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.</p>








	<p>Improved scores on the School Climate Survey Continued...</p>	<p>Superintendent Responsible for Student Support Services</p>		<p>Trauma Informed Leadership (4 sessions: 6 hours) with Dr. Kristen McLeod from the Attune Trauma Centre. Providing school principals with professional development in trauma-informed leadership is essential to effectively respond to the increasing prevalence of trauma experienced by students and staff. Trauma can significantly impact behavior, learning, relationships, and overall well-being, which in turn affects school climate and student outcomes.</p> <p>This year, school Administrators deepened their understanding of Trauma Informed Leadership through professional development – facilitated by Dr. Kristen McLeod from the Attune Trauma Centre.</p> <p>The goal of this work, over the course of 4 sessions (over 6 hours) was to:</p> <ul style="list-style-type: none"> <li>• Support administration in supporting their staff through trauma informed change.</li> <li>• Support administrators to model and lead through complicated and challenging situations.</li> </ul> <p>Through this learning Administrators became better equipped to lead schools that foster safe, supportive, and inclusive environments. This approach enables leaders to implement policies and practices that prioritize emotional regulation, build strong relationships, and reduce re-traumatization. As a result, schools can see improvements in student engagement, attendance, behavior, and academic achievement.</p> <p>In June, Administrators shared how they utilize their Child and Youth Workers in their schools – supporting the trauma informed approach to creating mentally healthy schools.</p> <p>School climate survey administered in Spring 2026.</p> <p>School Climate Survey Results</p> <ul style="list-style-type: none"> <li>• 60.9% of students feel a high connection to the adults at their school, while 29.2% feel a medium connection, and 9.9% feel a low connection (N=5391)</li> </ul>
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	Improved scores on the School Climate Survey Continued...	Superintendent Responsible for Student Support Services		<ul style="list-style-type: none"> <li>57.2% of students agreed a lot or a little to the statement <i>“Teachers and students treat each other with respect in this school”</i>, while 21.1% disagreed a lot or a little with this statement (21.6% of students responded that they didn’t agree or disagree) (N=5347)</li> <li>54.1% of students have at least one adult at school who is important to them (N=5519)</li> </ul>
Develop a plan on users of business services to access the needs of the 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>

**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.

<p>Increase parent engagement in equity and inclusive education.</p>	<p>Increased parent attendance</p>	<p>Superintendent responsible for Equity and Inclusion</p>		<p>EDI was a topic at two in-person Catholic School Advisory Committee (CSAC) orientation meetings and was discussed at a Regional Catholic Parent Involvement Committee (RCPIC) session.</p> <p>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.</p>
<p>Enhance the focus on equity and inclusive education, making it a priority for Parent Reaching Out grants.</p>	<p>Number of PRO grants focused on equity and inclusion.</p>	<p>Superintendent responsible for Equity and Inclusion</p>		<p>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. Principals were also encouraged to submit Parent Reaching Out grants that strengthen the home-school-parish triad which lends itself to a discussion of student equity in the lens of our Catholic faith.</p>
<p>Identify more intentional strategies for reaching out and ensuring representation of diverse communities on RCPIC and school councils.</p>	<p>Increase in participation of parents from diverse populations in education.</p>	<p>Superintendent responsible for Equity and Inclusion</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"> <li>• Student mental wellness</li> <li>• Student self-regulation,</li> <li>• Artificial intelligence in the classroom</li> </ul> <p>Additional activities to engage caregivers included:</p> <ul style="list-style-type: none"> <li>• Caregiver Information Night: Online Exploitation: Trends &amp; Safety Planning, BHCNDSB, GEDSB, May 7, 2024.</li> <li>• May and June 2024 – BHCNDSB hosted several booths at community events for parents and service providers, including Mental Health Week.</li> </ul> <p>Two in-person sessions (i.e. an orientation and check-in) with Catholic School Advisory Council Chairpeople and</p>

<p>Identify more intentional strategies for reaching out and ensuring representation of diverse communities on RCPIC and school councils continued...</p>	<p>Increase in participation of parents from diverse populations in education continued...</p>	<p>Superintendent responsible for Equity and Inclusion</p>		<p>Vice-Chair people were held focusing on providing diverse groups of parents with direct information about school council governance, BHNCD SB multi-year strategic plan and student achievement plan, and equity action plan.</p> <p>In 2025-2026, the role of Regional Catholic Parent Involvement Committee (RCPIC) chair was twinned and a co-Chair from an equity-deserving background was chosen to provide a more accurate representation of students and parents in the BHNCD SB.</p>
<p>Identify strategies for reaching out to parents who are disengaged from the education system for a variety of reasons.</p>	<p>Survey results</p>	<p>Superintendent of Equity and Inclusion</p>		<p>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.</p>
<p>Engage SEAC members to contribute to the development and delivery of the special education model.</p>	<p>SEAC member participation in monthly meetings Community member feedback toward Annual Special Education Plan</p>	<p>Superintendent of Special Education</p>		<p>SEAC was comprised of 19 community and board partners during the 2024–25 school year. Throughout the year, representatives from participating community agencies presented overviews of their organizations' mandates, services, and supports, enhancing members' understanding of available resources and fostering collaboration. This initiative was successfully implemented and established as a regular component of SEAC meetings, providing valuable opportunities for knowledge-sharing among partners.</p>
<p>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</p>	<p>Student attendance of programs</p>	<p>Superintendent of Special Education</p>		<p>The Board successfully maintained strong partnerships with Haldimand Norfolk REACH, Lansdowne Children's Centre, daycare providers, and previous school personnel to support the transition of incoming students into both elementary and secondary classrooms. Comprehensive transition planning, including case conferences involving families, school staff, system personnel, and community partners, ensured that school teams were well prepared to meet student needs. As a</p>



	Increase in the number of opportunities for family engagement in Mental Health literacy initiatives continued...	Superintendent Responsible for Student Support Services		As part of the Planet Youth collaborative, caregivers were invited to attend a community session focused on Resilience with Dr. Michael Ungar, hosted at Holy Trinity Catholic High school. This event was well received with 100 people attending in person and 57 joining online. Activities for children was provided through the Young Carers association with 26 attending, and all those who attended in person enjoyed a meal before the presentation began. Agency information booths were present, and caregiver resources in multiple languages were available.
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		Ongoing. Educational and Third-Party Partnership agreements revised with community partners on an on-going basis.  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.
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		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.  Offer training sessions to secretaries on finance related procedures in September of each year.

## 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
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<p>Continue to provide experiential learning opportunities for staff and students.</p>	<p>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.</p> <p>Track number of applications and use all the money allotted for experiential learning opportunities</p>	<p>Superintendent of Student Achievement and OYAP, SHSM Leads</p>		<p>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.</p>
<p>Continued focus on STEM in classrooms bringing real life, experiential learning opportunities to the classrooms.</p>	<p>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.</p>	<p>Superintendent of Student Achievement; STEM Principal Lead</p>		<p>The Board successfully provided a strong range of STEM programming opportunities during the 2025–26 school year. Programming was enhanced through the addition of coding and arts-based learning experiences, expanding student engagement and access to innovative, interdisciplinary learning opportunities. These enhancements strengthened the overall STEM program and supported the development of critical thinking, creativity, collaboration, and problem-solving skills.</p>
<p>Continuing Education/Alternative Education program will continue to expand with the goal of offering a variety of credit bearing courses to students across the system.</p>	<p>An increase in credit-bearing courses offered to students enrolled in Continuing Education.</p> <p>Analyze feedback/exit survey data from all stakeholders to assess engagement and direct next steps.</p>	<p>Superintendent of Continuing Education</p>		<p>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 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 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</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>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</p>	<p>Superintendent responsible for Student Achievement</p>		<p>pathways for credit accumulation and graduation success.</p> <p>The Grade 9 Literacy Transition Program, Ready Set Go, continues to provide valuable transition support for students entering secondary school. Offered during the final week of August across all secondary schools, the program helps students build literacy skills, confidence, and connections as they prepare for a successful start to Grade 9.</p> <p>The International and Indigenous Languages Elementary program continues to experience growth in both enrollment and the range of languages offered. Expansion efforts remain focused on reflecting the diverse linguistic and cultural backgrounds of our communities while fostering engagement, identity, and belonging among students and families.</p>
<p>Using coaches for literacy, math facilitators, de-streaming coaches, and transition teachers to model these strategies as they work with students.</p>	<p>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</p>	<p>Superintendent responsible for Student Achievement</p>		<p>Significant progress was made in building the capacity of Grades 7–10 educators through professional learning focused on high-impact instructional practices. Educators engaged in learning related to Thinking Classroom strategies and the development of critical thinking skills, resulting in increased awareness and implementation of these approaches in classrooms. While approximately 75% of the intended work was achieved, ongoing professional learning and support are required to further embed these practices consistently across all Grade 7–10 learning environments.</p> <p>Instructional leadership and capacity-building were intentionally supported through Administrator Advisory Committee (AAC) meetings, where high-impact instructional strategies were consistently modeled and opportunities for collaboration, professional dialogue,</p>


				<p>and sharing of effective practices were embedded. A strong emphasis was placed on developing PLC leadership capacity, enabling school leaders to facilitate evidence-informed conversations, monitor student learning, and support continuous improvement within their schools.</p> <p>These instructional approaches were also modeled through all Student Achievement professional learning opportunities, ensuring consistent messaging and support across the system. System consultants strengthened the use of data-informed decision-making by emphasizing the collection, analysis, and monitoring of student achievement data in key priority areas, including literacy, numeracy, Specialist High Skills Major (SHSM), and the Ontario Youth Apprenticeship Program (OYAP).</p> <p>Diagnostic assessment tools for literacy and numeracy were implemented and modeled for educators to support responsive instruction and targeted interventions. In addition, the Early Reading Screener was successfully introduced and implemented across the system during the 2024–25 school year, further strengthening early identification and support for student learning needs.</p>
<p>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.</p>	<p>Monitoring student progress.</p> <p>Monitoring number of schools and student participants over the years</p>	<p>Superintendent of Special Education</p>		<p>The Empower Reading program was successfully expanded and implemented across all eligible schools within the system. Trained Empower instructors were in place to deliver the program, ensuring that students who could benefit from this evidence-based intervention had access to targeted reading support. As a result, Empower Reading became an established component of the Board’s literacy intervention strategy, strengthening support for students requiring additional assistance in developing foundational reading skills.</p>
<p>Use a variety of assessments (e.g., Key Math) to determine</p>	<p>Tracking of assessments</p> <p>Tracking the changes to modified IEP’s</p>	<p>Superintendent of Special Education</p>		<p>Key Math is used in every school. We have conducted 319 Math Modification Audits and numeracy assessments for students with SEN’s</p>

<p>achievement gaps and develop instructional next steps for students in reading and mathematics.</p> <p>Use of screeners and diagnostic data, modelled and shared by SAT, across K-9 to determine instruction.</p>	<p>Tracking the number of students receiving modifications</p> <p>Tracking pre and post data, numbers of diagnostics being administered. Use of EQAO data to note trends and success for literacy and numeracy.</p>	<p>Superintendent of Student Achievement</p>		<p>utilized Key Math to ascertain student strengths and needs in math.</p> <p>A comprehensive assessment framework was implemented to identify student strengths and needs, determine achievement gaps, and inform instructional next steps. Special education staff effectively utilized a variety of assessment tools to support targeted programming and intervention planning.</p> <p>The Board saw a significant reduction in the number of modified mathematics Individual Education Plans (IEPs) despite increased student enrolment, demonstrating the successful implementation of tiered supports, accommodations, and responsive instructional practices. This reflects improved student access to grade-level curriculum expectations through appropriate and sustained supports.</p> <p>Screening and diagnostic assessment data were consistently modeled and utilized across Kindergarten to Grade 9 to inform teaching, learning, and intervention planning. The successful implementation of the Early Reading Screener further strengthened the Board's ability to identify student needs early and provide timely supports.</p> <p>Capacity-building efforts equipped educators with the knowledge and skills to regularly collect, analyze, and respond to diagnostic data. Board-supported diagnostic assessment tools were promoted and embedded in</p>
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				<p>classroom practice to support evidence-informed instruction.</p> <p>The use of EQAO data and released assessment items was integrated into literacy and numeracy improvement efforts across Grades 3, 6, and 9, supporting educators in aligning instruction with provincial expectations and strengthening student achievement outcomes.</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. All Grade 10s provided with No Problem Too Big or Too Small via school social worker during first month of school.</p> <p>Grade 8 students provided with Ready to Launch classroom engagement session through Child and Youth Worker.</p>

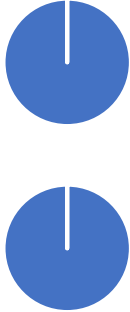
				<p>Grade 7 and 8 Students received mandatory mental health modules through Health and Phys Ed. Elementary children aware of CYW as part of their community via student wellness clubs or classroom engagement sessions.</p> <p>Data obtained through EQAO , not yet available. Efforts to ensure students are aware of available resources are on-going. This year saw a number of initiatives focused on student engagement and mental health promotional activities.</p> <p>Wellness fairs held at Holy Trinity Catholic Highschool and Assumption College. Jack Talk hosted at St. John’s College.</p> <p>Jack Chapters present in all 3 high schools.</p> <p>CheWE (Chess and Wellness) event hosted at Notre Dame School in Brantford. 200 students in attendance. Agency booths present: shared information and resources.</p> <p>EQAO data- in 2024-2025 (most recent data), 59% of students in Grades 6, 9, and 10 report being aware of Mental Health supports and services in order to seek support for Mental Health</p> <p>School Climate Survey</p> <ul style="list-style-type: none"> <li>• Students were asked <i>“how often do you learn about mental health at school?”</i> 67.8% said sometimes or often, while 15.4% of students said almost never, and 12.6% said very often or almost always.</li> <li>• Students were asked the extent to which they agreed or disagreed with the statement <i>“From school, I have learned how to deal with difficult experiences or feelings I have.”</i> 44.4% agreed a lot or a little, while 22.2% disagreed a lot or a little (25.9% did not agree or disagree).</li> <li>• Students were asked the extent to which they agreed or disagreed with the statement <i>“I know how to get help at school if I am having trouble dealing with difficult experiences.”</i> 55.4% agreed a lot or a little, while 21.5% disagreed a lot or a little (23.1% did not agree or disagree).</li> </ul>
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<p>Improve students' participation in class time and learning. And engagement of instruction and assessment to support learning in classrooms.</p>	<p>Increase % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90%  Decrease % of students in Grades 4-12 who were suspended at least once</p>	<p>Superintendent responsible for Student Support Services</p>		<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> <p>This year the SO of Student Support Services shared KPI with school leadership and met with them 3 times each. Key ideas were shared and areas of improvement identified. Year end data will be compared for previous 2 years by SO and School leadership teams to find areas of improvement in KPI's.</p> <p>25-26  Increased presence of CYW staff in schools allowed for increased opportunities for connection and engagement. The Attendance Counsellor was assigned to 61 elementary students who had exceeded the threshold of 11 consecutive missed school days. Through collaborative problem-solving with students, families, school staff, and community partners, the majority of these students were successfully supported in remaining enrolled and engaged in their education. The Attendance Counsellor played a critical role in identifying and addressing the complex factors contributing to absenteeism, including parenting challenges, family circumstances, mental health concerns, school avoidance, and other barriers to engagement.</p>
<p>Promote and support activities for staff and students that promote mental wellness; with a focus on Faith and Wellness, MindUp, and additional SMHO</p>	<p>Increase in staff engaging in Mental Health Curriculum and activities.  Successful embedment of mandatory grade 7 and 8 Mental Health Literacy Curriculum</p>	<p>Superintendent responsible for Student Support Services</p>		<p>Ongoing. SMHO-ON resource Wayfinder promoted to all staff. <a href="https://www.smho-smsso.ca">Wayfinder: Your grade-by-grade guide to teach about mental health - School Mental Health Ontario (smho-smsso.ca)</a> .  Mind Up memberships provided to 25 primary educators this year.</p>




<p>resources. In effort to increase Mental Health Literacy and Capacity.</p>				<p>Grade 7 &amp; 8 educators were supported by a board implementation 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> <p>NTIP sessions provided on mental health resources including Mind Up, Wayfinder, Self regulation, emotional validation.</p> <p>SMHO resources like Wayfinder continue to be shared and promoted to educators, and in particular through increased CYW complement.</p> <p>All CYWs trained in Physical Activity Leaders Program in Schools (PALS)</p> <p>Balanced Device Use program delivered to Grade 8 students via CYWs</p> <p>Mandatory MH literacy modules in Grade 7, 8 Health and PhysEd and Grade 10 Career Studies Course.</p>
<p>Assess existing infrastructure (technology and facilities) including availability and adjust as required through budgeting cycle.</p>	<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>	<p>Superintendent responsible for Information Technology</p>		<p>We have continued to share the minutes of ITGC with the broader community. We have reflected purchases to match that of the MYSP</p> <p>This year there was the creation of IT focus groups to reach school level leadership at a grassroots level.</p> <p>The creation of a tech innovation fund was shared and implemented to support student needs in developing areas.</p>


**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>Special Education successfully advanced its focus on improving student achievement and reducing achievement gaps through the implementation of targeted interventions and evidence-based instructional supports. Student achievement data collected through pre- and post-assessments associated with programs and tools such as Lexia, Empower Reading, Achievement Tests, KeyMath, and other diagnostic measures demonstrated measurable growth in student learning outcomes. These results reflected the effectiveness of targeted interventions, informed instructional planning, and a continued commitment to supporting student success through data-driven practices.</p> <p>2 of 3 secondary schools have established Black student associations that have the support of dedicated staff members. The purpose is to listen to student voice and to assist Black students with social and academic needs.</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>
				<p style="text-align: right;">Page 65 of 82</p>



<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>	<p>Number of PD opportunities offered to staff</p> <p>Staff participation rates in professional development</p>	<p>Superintendent of Special Education and Superintendent of Student Achievement</p>		<p>Through professional learning in Special Education Community of Practice meetings, staff further developed their skill sets and deepened their understanding of best practices to help close achievement gaps.</p> <p>The Student Achievement Team (SAT) focused on building educator capacity to support student achievement at both the school and classroom levels while working alongside Special Education Resource Teachers (SERTs).</p> <p>SAT employed creative and strategic approaches to build educator capacity across the system.</p> <p>Throughout the years of this Multi-Year Strategic Plan, SAT presented at Community of Practice (COP) meetings to support Tier 3 instruction and strengthen educator understanding of effective instructional practices.</p>
<p>Build the instructional capacity of staff across the system in their use of specialized equipment for students with exceptional needs.</p>	<p>Number of PD opportunities offered to staff</p> <p>Staff participation rates in professional development</p>	<p>Superintendent of Special Education</p>		<p>Through Community of Practice meetings, professional development was provided to all Special Education Resource Teachers (SERTs) and specialists. Job-embedded professional learning also occurred at the school level to support implementation and build educator capacity.</p> <p>Training was offered in areas including word processing, text-to-speech, word prediction, concept mapping and graphic organizers, vision supports, and other assistive technology tools. Participation in Special Equipment Amount (SEA) training increased year over year, strengthening staff capacity to support students with diverse learning needs.</p> <p>During the term of the Multi-Year Strategic Plan, the SEA training model was revised to have Special Education Consultants lead the training. This approach further strengthened system-wide capacity, enhanced consistency of practice, and expanded expertise across</p>


				the district, enabling schools to better support student learning through the effective use of assistive technology.
Build the capacity of teaching staff in processes related to accommodations, modifications, assessment recommendations, and IEP development.	Number of PD opportunities offered to staff Staff participation rates in professional development	Superintendent of Special Education		<p>Through Community of Practice meetings, professional development was provided to all Special Education Resource Teachers (SERTs) and specialists. Job-embedded professional learning also occurred at the school level to support implementation and build educator capacity.</p> <p>This work has established a strong foundation for continued system-wide learning. Building on these efforts, a district-wide professional development focus has been planned for the September 3 PD Day, where all educators will engage in learning designed to further strengthen instructional practices and support student achievement across the district.</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 learning for all Special Education Resource Teachers (SERTs) was provided through monthly Community of Practice meetings, strengthening knowledge, collaboration, and effective instructional practices across the system.</p> <p>Comprehensive onboarding and professional development were also provided for new SERTs to support their transition into the role and build their capacity to meet the diverse needs of students.</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>Reading progress for more than 500 students was consistently monitored and tracked using diagnostic, formative, and summative assessment data to inform instruction and support student achievement.</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>The Early Reading Screener was fully implemented for all Kindergarten to Grade 2 students during the 2024–2025 school year, providing educators with timely and reliable data to identify student needs and target interventions.</p> <p>Diagnostic assessment tools continued to be utilized in Grades 3 and 6, with pre- and post-intervention data collected and analyzed to measure the effectiveness of targeted interventions and small-group instruction.</p> <p>The Superintendent of Student Achievement tracked educator touchpoints and the number of students impacted through explicit instruction, coaching, and direct support provided by members of the Student Achievement Team. This monitoring helped ensure that resources and supports were aligned with student needs and system priorities.</p>
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<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>This topic was also covered philosophically (i.e. why exposing students to diverse resources) in the modules developed by Dr. Nicole West-Burns and facilitated by Principals to their staffs during three professional development days.</p>
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<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>
<p>Bolster the use of evidence-based Mental Health and Addictions quality programming across the tiers (for students, staff, and caregivers).</p>	<p>Student Focus Group</p>	<p>Superintendent Responsible for Student Support Services</p>		<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</p> <p>Ongoing training available for educators in Mind Up.</p> <p>CYW training in :</p> <ul style="list-style-type: none"> <li>Prepare Prevent Respond</li> <li>Self Reg a Transformational Process</li> <li>PALS</li> <li>Balanced Device Use</li> <li>Restorative Practices 101</li> <li>Balanced Device Use program delivered to Grade 8 students.</li> <li>Continued use of Kids Have Stress Too</li> <li>Social worker team received training in: <ul style="list-style-type: none"> <li>DBT Skills for Anger and Shame</li> <li>Suicide Risk Assessment Management (3 Part Series)</li> <li>DBT Suicide Risk Assessment Management</li> <li>OACAS Training for Attendance</li> <li>Cognitive Behaviour Therapy for Schools</li> <li>Screening Brief Intervention and Referral to Treatment</li> <li>EARL V-3</li> <li>Tier 2 Evidence-Based Treatments</li> </ul> </li> </ul>

				<ul style="list-style-type: none"> <li>• 6.5% of contacts (meetings with/or about students' cases) consisted of delivery of evidence-based intervention</li> <li>• 1.4% of contacts (meetings with/or about students' cases) consisted of delivery of suicide intervention</li> </ul> <p>Caregiver resource By Your Side shared.  Caregiver presentation: Resilience with Dr. Michael Ungar hosted in partnership with Planet Youth Coalition.  Additionally, many school hosted caregiver nights with key note speakers on cyber security and well-ness.</p>
<p>Track, monitor, and evaluate the delivery of mental health services delivered by Student Support Services across tiers.</p>	<p>School Mental Health Data Capture</p>	<p>Superintendent Responsible for Student Support Services</p>		<p>Ongoing. Tier 1 classroom programming evaluated. Most students reported achieving learning outcomes and gaining skills from participation. 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> <p>25-26  There was a 47.0% increase in the number of students who received individual service:  700 as of June 11, 2025, compared to 1029 as of June 8, 2026  CYWs: 260.8% increase, from 74 as of June 11, 2025, to 267 as of June 8, 2026  SWs: 21.7% increase, from 626 as of June 11, 2025, to 762 as of June 8, 2026  There were notable changes in the top three reasons for referral compared to 2024-2025. Self-regulation was the top reason for referral, but was not in the Top Three reasons for referral last year (2024-2025) This result is likely driven by the significant increase in referrals to CYW for self-regulation support.</p>


				Next year will see the Implementation of formal Measurement Based Care processes and data captures through Green Space.
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		<p>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</p>

<p>Continued connection with community partners started on the Faith Day.</p> <p>Continued invitations to community partners to enhance and promote experiential learning, outdoor education and skilled trades opportunities for learning for both staff and students.</p>	<p>Celebrate partnership opportunities on social media. Track and report using surveys on when this happens.</p> <p>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)</p>	<p>Superintendent with responsibilities for Faith Formation.</p> <p>Superintendent of Student Achievement</p>		<p>Kickstart to Kindergarten events, Entry to School Case Conferences, and the Child Care Partnership Meetings. In particular, before and after care partners have been invited to three sessions in 2025-2026: one on an early learners approach to numeracy, one about the new Kindergarten curriculum, and one about self-regulation.</p> <p>Faith Day focused on the theme “Pilgrims of Hope: On the Pathway to Holiness” and many schools explored the concept of pilgrimage from the lens of faithful service to others by engaging partners such as Brant Food for Thought and St. Vincent de Paul Society in charitable opportunities.</p> <p>We continue to offer many and varied experiential learning opportunities focused on outdoor education and skilled trades.</p>
<p>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.</p>	<p>Consistent use of a District Vetting Tool for resources.</p>	<p>Superintendent Responsible for Indigenous Education</p>		<p>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.</p>
<p>Collaborate with community partners to review and enhance the Board’s Violence Threat Risk Assessment Protocol.</p>	<p>Consistent and streamlined implementation of the protocol and pathway planning for students engaged in the process.</p>	<p>Superintendent responsible Students Support Services and Safe and Accepting Schools.</p>		<p>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.</p>



				<p>During the 2025–2026 school year, Social Work staff participated in six formal VTRAs, compared to twenty-four during the 2024–2025 school year. In addition, staff supported five Worrisome Behaviour Reports and provided four consultations that, following review, did not require further intervention.</p> <p>In June 2026 all administrators participating in advanced VTRA training through the Center for Trauma-Informed Practices, reinforcing a shared responsibility for school safety, trauma-informed practice, and early intervention across the system.</p>
<p>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).</p>	<p>Administrators and other trained staff will state an increased comfort and ability to support students/schools in times of crisis.</p> <p>Students will feel supported as reported on the School Climate Survey</p>	<p>Superintendent Responsible for Student Support Services</p>		<p>Social Work staff are engaged in the assessment and management of risk when school administrators determine that a situation warrants a Violent Threat Risk Assessment (VTRA) consultation following their investigation of behaviours or incidents that may pose a threat to the safety of the school community.</p> <p>This year, the Safe, Inclusive and Engaging Schools Lead introduced the use of the PBA screening framework (Plausibility, Baseline Behaviour, and Attack-Related Behaviours) as an initial threat assessment measure. The implementation of this evidence-informed screening process significantly reduced the number of formal VTRAs required while maintaining a strong focus on school safety and appropriate risk management.</p> <p>During the 2025–2026 school year, Social Work staff participated in six formal VTRAs, compared to twenty-four during the 2024–2025 school year. In addition, staff supported five Worrisome Behaviour Reports and provided four consultations that, following review, did not require further intervention.</p> <p>When a VTRA is deemed necessary, the Social Worker collaborates with the multidisciplinary threat assessment team to evaluate the level of risk, identify contributing factors, and develop comprehensive safety and intervention plans. This includes completing an At Risk to</p>




<p>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).</p>	<p>Administrators and other trained staff will state an increased comfort and ability to support students/schools in times of crisis.</p> <p>Students will feel supported as reported on the School Climate Survey cont...</p>	<p>Superintendent Responsible for Student Support Services</p>		<p>Others (ARTO) assessment and implementing strategies designed to ensure the safety and well-being of the individual of concern, affected students, staff, and the broader school community.</p> <p>Reasons for referral this year included possession of weapons with intent to harm, significant psychiatric and mental health crises, and serious verbal threats. Regardless of the presenting concern, all threats are taken seriously and assessed using established protocols.</p> <p>Safety planning extends beyond risk mitigation and includes identifying supports, interventions, and pathways to help the individual of concern successfully reintegrate and engage positively within the school environment. This balanced approach promotes both community safety and the provision of compassionate, individualized support aimed at reducing future risk and fostering positive outcomes.</p> <p>This version emphasizes both the reduction in VTRAs through effective screening and the dual focus on safety and student support. This commitment to continuous improvement will continue into next year, with all administrators participating in advanced VTRA training through the Center for Trauma-Informed Practices, reinforcing a shared responsibility for school safety, trauma-informed practice, and early intervention across the system. Our full Administrator group will be attending targeted VTRA training offered through the Center for Trauma-Informed</p>
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# 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		<p>SMHO-ON resource Wayfinder promoted to all staff. <a href="https://www.smho-smsso.ca">Wayfinder: Your grade-by-grade guide to teach about mental health - School Mental Health Ontario (smho-smsso.ca)</a></p> <p>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.</p> <p>SMHO-ON resource Wayfinder promoted to all staff. <a href="https://www.smho-smsso.ca">Wayfinder: Your grade-by-grade guide to teach about mental health - School Mental Health Ontario (smho-smsso.ca)</a></p> <p>Trauma Informed Leadership sessions (6 hours) provided to administrators.</p>




				Prepare Prevent Respond training for all CYWs NTIP training for new staff regarding best practices to support student mental health across the tiers.
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. Ongoing partnership. Restorative Practice training provided to all CYW staff through John Howard Society.
Continue and enhance partnerships with external agencies that provide Trauma-informed practices support for school teams. Continued use of digital tool resources as noted earlier and further promotion and obtainment of digital tools across many subject areas for learning.	School Climate Survey Student Focus Groups  Digital resources used on the Brightspace page.  Purchase of digital resources and continued use of those already in schools (MathUp)	Superintendent Responsible for Student Support Services		Ongoing On going work with community partners. Continued collaboration with Dr. Kristen McLeod  Board training in Trauma Informed Leadership and the Third Path through Dr. David Tranter  On going with community partners. Trauma Informed Leadership training through Dr. Kristen McLeod at AAC (6 hours) and on-going support available to school teams.
Build awareness and capacity in staff, students, and caregivers in suicide prevention and intervention.	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.	Superintendent Responsible for Student Support Services		Suicide Administrative Procedure training video posted in each employee's portal and training time allocated on April PD Day. 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. 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".  All Grade 10 students provided with No Problem Too Big or Too Small <a href="#">Pocketbook-3D.pdf (smho-smsso.ca)</a> during Suicide Awareness Day.





				<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>Onboarding of new staff includes Board Suicide Intervention Policy video released in April 2024. After 2 years, staff are prompted to view the video again. CYWs trained in Prepare Prevent Respond. All Grade 10 students provided with No Problem Too Big or Too Small <a href="#">Pocketbook-3D.pdf (smho-smsoc.ca)</a> 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>Promote Bullying Awareness and Prevention</p>	<p>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</p>	<p>Superintendent Responsible for Safe Schools</p>		<p>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.</p> <p>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.</p> <p>School Climate Survey</p> <ul style="list-style-type: none"> <li>• 66.8% of students report feeling safe at school</li> <li>• School Belonging – there is an increase in the proportion of students who feel a high degree of belonging to their schools from the School</li> </ul>

				<p>Climate Survey in 2023-2024 to 2025-2026, respectively</p> <ul style="list-style-type: none"> <li>○ High Belonging: from 44.6% to 50.8%</li> <li>○ Medium Belonging: from 29.1% to 27.0%</li> <li>○ Low Belonging: 26.3% to 22.3%</li> </ul>
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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		<p>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 their life.</p>
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		<p>This year saw an increase in the CYW complement of 10 FTE from the previous school year to 28.5 FTE. This increase in staffing resulted in many schools receiving full time CYW support; bolstering the mental health literacy and coping skills of elementary students within the life space, while supporting and modelling self reg for educators. A year end survey gathered Administrators' impressions of</p>

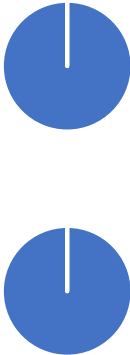

				the CYWs contributions to their schools. Overall, responses from 23 administrators indicated a positive impact of increased CYW support in their schools.
Continue to provide Self-Regulation Foundations Certification for staff.	Number of staff certified.	Superintendent Responsible for Student Support Services		Self Reg a Transformational Process – full day PD Day for Child and Youth Workers provided an opportunity to learn about and/or re-visit self reg concepts and practices.
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
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<p>Connect and engage in active partnerships with community partners to provide innovative and responsive community support to students, families, and staff.</p>	<p>Community partner participation rates</p> <p>Community partner feedback</p> <p>Community partner involvement on SEAC</p>	<p>Superintendent of Special Education</p>		<p>The Board maintained strong and ongoing partnerships with community agencies, educational organizations, and service providers to research, develop, and implement innovative and responsive supports for students and families.</p> <p>Meaningful collaboration was sustained through regular engagement with a wide range of partners, including our conterminous school board, members of the Special Education Advisory Committee (SEAC), and numerous community organizations and agencies such as RCPIC, Cornerstones, Bartimaeus Inc., W. Ross MacDonald School, Conestoga College, Contact Brant, Open Doors, Amethyst, Crossing All Bridges, CPRI, Lansdowne Children’s Centre, and Haldimand-Norfolk REACH. These partnerships strengthened access to services, resources, and expertise to support student achievement and well-being.</p> <p>The Student Achievement Leader actively participated on the Coordinated Service Planning Steering Committee, contributing to system-level recommendations and collaborative approaches designed to improve coordinated service delivery and better meet the needs of students and their families.</p> <p>Members of the Specialist Team also provided leadership and a Special Education perspective on a variety of key district committees, including the Accessibility Committee, Mental Health Committee, and District Safe and Accepting Schools Committee. Through this work, the Board strengthened cross-departmental collaboration and ensured that the needs of students with exceptionalities were considered in district planning, decision-making, and program implementation.</p> <p>Collectively, these partnerships and collaborative structures enhanced the Board’s capacity to provide</p>
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<p>Further enhance connections made on Faith Day to support transformational, faith-filled opportunities for learning social justice and Catholic Social Teachings.</p> <p>Further engage community partners with a focus on skilled trades in OYAP and SHSM for both students and educators.</p>	<p>Survey Tracking of partnerships and connection on social media.</p> <p>Number of opportunities. Attendance</p>	<p>Superintendent of Student Achievement</p> <p>Superintendent of Student Achievement</p>		<p>inclusive, responsive, and student-centered supports across the district.</p> <p>Offered opportunities to enhance connections with community partnerships (eg. Brant Food for Thought, St. Vincent de Paul Society) created on the Faith Day as wells built Catholic learning communities within schools and board departments. We continue to celebrate successes on social media.</p> <p>We continue to engage community partners with a focus on skilled trades in OYAP and SHSM. We will continue to build partnerships and opportunities.</p>
<p>Explore opportunities for educators to engage with Indigenous partners on reserve.</p>	<p>Number of participants.</p>	<p>Superintendent Responsible for Indigenous Education</p>		<p>Board staff have engaged knowledge keepers from both Six Nations and MCFN to help build capacity of educators.</p>

**2025-2026**  
**Trustee Meetings and Events**

<b>Date</b>	<b>Time</b>	<b>Meeting/Event</b>
June 23, 2026	1:00 pm	Accessibility Steering Committee
<b>June 23, 2026</b>	<b>4:30 pm</b>	<b>Committee of the Whole</b>
<b>June 23, 2026</b>	<b>6:30 pm</b>	<b>Board Meeting</b>
June 25, 2026	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