



BRANT HALDIMAND NORFOLK Catholic District School Board

Agenda

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

Committee of the Whole Tuesday, February 19, 2019 ♦ 7:00 p.m. Boardroom

Trustees:

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

Senior Administration:

Michael McDonald (Director of Education Designate), Michelle Shypula and Leslie Telfer (Superintendents of Education), Jim LoPresti (Corporate Services Advisor)

1. Opening Business

1.1 Opening Prayer

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

1.2 Attendance

1.3 Approval of the Agenda

Pages 1 – 2

1.4 Declaration of Interest

1.5 Approval of Committee of the Whole Meeting Minutes – January 15, 2019

Pages 3 – 6

1.6 Business Arising from the Minutes

2. Presentations

3. Delegations

4. Consent Agenda

4.1 Educational Field Trips Summary

Pages 7 – 9

Presenter: Michael McDonald, Director of Education Designate

4.2 Accessibility Steering Committee Meeting Minutes – November 28, 2018

Pages 10 – 19

4.3 Unapproved Special Education Advisory Committee Meeting Minutes – January 15, 2019

Pages 20 – 27

4.4 Unapproved Friends of the Educational Archives Special Meeting Minutes – January 22, 2019

Pages 28 – 29

5. Committee and Staff Reports

5.1 School Year Calendar

Pages 30 – 36

Presenter: Michael McDonald, Director of Education Designate

5.2 Excursion – Hawaii Girls' Rugby Tour 2020

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Presenter: Michael McDonald, Director of Education Designate

5.3 Excursion – Italy

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Presenter: Michael McDonald, Director of Education Designate



- 5.4** Camp Blast Summer Learning Program Page 39
Presenter: Leslie Telfer, Superintendent of Education

6. Information and Correspondence

7. Trustee Inquiries

8. Business In-Camera

- 207 (2) *Closing of certain committee meetings. A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves:*
- a. *The security of the property of the board;*
 - b. *The disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;*
 - c. *The acquisition or disposal of a school site;*
 - d. *Decisions in respect of negotiation with employees of the board; or*
 - e. *Litigation affecting the board.*

9. Report on the In-Camera Session

10. Future Meetings and Events Page 40

11. Closing Prayer

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

11. Adjournment



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

Minutes

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

**Committee of the Whole
Tuesday, January 15, 2019 ♦ 7:00 p.m.
Boardroom**

Trustees:

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

Senior Administration:

Chris N. Roehrig (Director of Education & Secretary), Michael McDonald (Superintendent of Education), Jim LoPresti (Corporate Services Advisor)

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by Chair Petrella.

1.2 Attendance

As noted above.

1.3 Approval of the Agenda

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the January 15, 2019 meeting.

Carried

1.4 Declaration of Interest – Nil

1.5 Approval of Committee of the Whole Meeting Minutes – November 20, 2018

Moved by: Dan Dignard

Seconded by: Cliff Casey

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

Carried

1.6 Business Arising from the Minutes – Nil

2. Presentations – Nil

3. Delegations – Nil

4. Consent Agenda

4.1 THAT the Committee of the Whole refers the unapproved minutes of the Special Education Advisory Committee Meeting of December 11, 2018 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

4.2 THAT the Committee of the Whole refers the unapproved minutes of the Mental Health Steering Committee Meeting of December 13, 2018 to the Brant Haldimand Norfolk Catholic District School Board for receipt.



Moved by: Carol Luciani

Seconded by: Dan Dignard

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

Carried

5. Committee and Staff Reports

5.1 Goals for 2019-20 Budget

Director Roehrig explained that the goals for the 2019-20 budget are wide in nature but align with the overall goals of the Board. With limited direction from the Ministry, it would be difficult to create specific goals.

Moved by: Cliff Casey

Seconded by: Dan Dignard

WHEREAS the Board has approved the following goals in its 2018 strategic plan:

- High levels of student achievement; especially in mathematics and literacy*;
- Deepening of faith formation and catechesis for students and adults*; and
- Fostering safety and health in our schools*.

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Goals for the 2019-20 Budget.

Carried

5.2 Update to the Five-Year Facilities Renewal Plan

Director Roehrig presented an update on the five-year facilities renewal plan that was initially approved by Board in 2016. Many of the projects are being completed in phases, which we are ahead of schedule. Director Roehrig highlighted some areas in which we have made progress. He indicated that AODA changes have been occurring as the need arises as we do not get separate funding to ensure compliance. Director Roehrig explained the changes to the proceeds of disposition.

Trustee Casey requested that the plan be reviewed by the Accommodation Committee.

Moved by: Carol Luciani

Seconded by: Bill Chopp

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the Update to the Five-Year Facilities Renewal Plan.

Carried

5.3 Budget Procedures Manual

Director Roehrig presented the Budget Procedures Manual, which is to be approved by Board each year. The only change being a process added in October. This will allow the Chair of the Budget Committee to convene a meeting to allow the Board to express where they would be interested in investing or cutting funding, based on revised estimates.

Moved by: Cliff Casey

Seconded by: Carol Luciani

THAT the Committee of the Whole refers the Budget Procedures Manual Report to the Brant Haldimand Norfolk Catholic District School Board for approval of budget procedures as outlined in the 2019-20 Budget Procedure Manual (September 1, 2019 to August 31, 2020).

Carried



5.4 Revised Budget Estimates – 2018-19

Director Roehrig indicated that student enrolment was higher than projected. He clarified that the funding for the St. Mary's Satellite Campus came through a special education budget line. Director Roehrig indicated that money from the Ministry is continuing to arrive. He reviewed various items in the budget.

Trustee Chopp requested a presentation on FreshGrade software.

Moved by: Bill Chopp

Seconded by: Dan Dignard

THAT the Committee of the Whole refers the Revised Budget Estimates – 2018-19, in the amount of \$135,414,336 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

5.5 Financial Report – November 2018

Director Roehrig explained at this point in the budget process, staff try to ensure we are on track with spending. The budget is roughly 25% spent, which is where we would expect to be. There are some expenses that look high, but they are the upfront fees (i.e. membership costs). The salary, wages and benefits are doing well.

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Committee of the Whole refers the Financial Report – November 2018 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

6. Information and Correspondence – Nil

7. Trustee Inquiries – Nil

8. Business In-Camera

Moved by: Carol Luciani

Seconded by: Cliff Casey

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

Carried

9. Report on the In-Camera Session

Moved by: Cliff Casey

Seconded by: Carol Luciani

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

Carried

10. Future Meetings and Events

Chair Petrella drew attention to the upcoming meetings and events.

11. Closing Prayer

The meeting was closed with prayer led by Chair Petrella.



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

Catholic Education Centre
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11. Adjournment

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board adjourns the January 15, 2019 meeting.

Carried

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

Prepared by: Michael McDonald, Director of Education Designate
Presented to: Committee of the Whole
Submitted on: February 19, 2019
Submitted by: Michael McDonald, Director of Education Designate

EDUCATIONAL FIELD TRIPS SUMMARY
Public Session

BACKGROUND INFORMATION:

Attached is a summary of educational field trips that have been approved during the period of September 1, 2018 and January 31, 2019. Approvals for excursions completed at the final Board meeting in June 2018 will also be included on this report.

The educational field trips included are those that involve overnight or extended overnight, as well as excursions.

RECOMMENDATION:

THAT the Committee of the Whole refers the Educational Field Trips Summary report to the Brant Haldimand Norfolk Catholic District School Board for receipt.



September 2018 to January 2019 Educational Field Trips Summary

School	Destination and Type	Curriculum	Date dd/mm/year	Duration (days)	# of school days	# of Students on Trip	Cost to Student	Transportation	Superintendent
St. John's College	France and Italy - Excursion	Arts - this tour provided an opportunity for students to the rich history, art and architecture of Greece and Italy	March 7, 2019 to March 16, 2019	10	1	25	\$ 3,500.00	Plane and Tour Bus	Pat Daly
St. John's College	New York City, NY- Excursion	Arts - Art History and Architecture - understanding of modern vs contemporary art, cultures and opportunities to see various structures, museums	March 12, 2019 to March 15, 2019	4	0	40	\$ 957.00	Motor Coach Bus	Pat Daly
Assumption College School and Holy Trinity Catholic High School	New York City, NY- Excursion	Arts and Extension of Exploration of Careers Unit - Students will experience the history and culture of the city while identifying career opportunities and educational requirements	December 13, 2018 to December 16, 2018	4	2	20	\$ 1,106.00	Charter Bus	Mike McDonald
Sacred Heart, Paris	Camp Celtic, Lion's Head, ON - Overnight	Health & Physical Education - Students will participate in a variety of physical activities and demonstrate responsibility for personal safety and safety of others Arts - Students will be involved in activities such as camp crafts, dance, theater arts (performing skits) and radio broadcasting Environmental Studies - Interpretive tours, wilderness skills	May 31, 2019 to June 3, 2019	4	2	28	\$552	Motor Coach Bus	Mike McDonald
Notre Dame, Caledonia	Camp Muskoka, Bracebridge, ON - Overnight	Sports/Physical Education - working with others, fitness such as hiking, team building challenges, low ropes courses Arts - camp crafts & dance	June 7, 2019 to June 10, 2019	4	2	33	\$455	Coach Bus	Mike McDonald
St. Leo	Camp Celtic, Lion's Head, ON - Overnight	Sports/Physical Education - working with others, fitness such as hiking, team building and trust games Arts - Camp, crafts, dance theatre arts, creating and presenting songs as a skit, wilderness tours	May 31, 2019 to June 3, 2019	4	2	18	\$ 552.57	Coach Bus	Mike McDonald
St. Stephen's, Cayuga	Camp Celtic, Lion's Head, ON - Overnight	Living Skills and Leadership - Nature hikes, performing and fine arts, environmental studies, dance and improvisation, wilderness skills, orienteering, challenge rope activities, crafts, group dynamic games, etc.	May 24, 2019 to May 27, 2019	4	2	19	\$ 489.00	Bus	Mike McDonald



September 2018 to January 2019 Educational Field Trips Summary

School	Destination and Type	Curriculum	Date dd/mm/year	Duration (days)	# of school days	# of Students on Trip	Cost to Student	Transportation	Superintendent
Holy Family, Paris	Camp Celtic, Lion's Head, ON - Overnight	Health and Physical Education - daily physical activities and exercise and healthy practices contributing to healthy living Arts - camp crafts, dance, theatre arts and radio broadcasting Environmental Studies - Interpretive tours, wilderness skills, water systems (Geography and Science)	May 31, 2019 to June 3, 2019	4	2	14	\$ 552.57	Bus	Mike McDonald
St. Patrick's, Caledonia	Brock University - St Catharine's ON - Leadership Camp - Overnight	Leadership - Teambuilding, leadership workshops Physical Education - Physical low-ropes challenges, problem solving with groups, survival skills STEM - Engineering - building challenge	May 13, 2019 to May 15, 2019	3	3	34	\$ 318.88	Bus	Mike McDonald
Resurrection	Ottawa, ON - Overnight	Geography - Natural environment studies, natural events that change the environment, political and economic studies Arts - Canadian War Museum , looking at architecture, artifacts, study of armed conflict in Canadian History Language - Study of languages in a bilingual city, visiting Sussex Drive, home of several international embassy's and Byward Market History - Guided visits to the Supreme Court of Canada, Rideau Hall and Parliament, looking at historical events that shaped our country	June 2, 2019 to June 4, 2019	3	2	23	\$ 528.84	Coach Bus	Mike McDonald
Our Lady of Providence	Ottawa, ON - Overnight	History - Guided tours of the Royal Canadian Mint, the Canadian War Museum and Supreme Court of Canada, familiarizing students with their Canadian heritage Physical Education - Students will participate in guided tours both on foot and bicycle while exploring our Nation's geographical capital	June 13, 2019 to June 15, 2019	3	2	42	\$ 689.00	Coach Bus	Mike McDonald



**ACCESSIBILITY STEERING COMMITTEE
Wednesday, November 28, 2018 - 2:00 p.m. - Boardroom**

Present: Michelle Shypula (Chair), Lindsay Blasdell (Secretary), Dave Buist, Lou Citino, Lindsay Duwyn, Anah Figueiredo, Caroline Freibauer, Debbie King-Bonifacio, Philip Kuckyt, Carmen McDermid, John McDermid, Rachel Moreau-Zelem, Terre Slaght, Dianne Wdowczyk, Teresa Westergaard-Hager

Absent: Bill Chopp (Trustee), Tracey Austin, Leslie Brown, Fatima DeJesus, Christine Dragojlovich, Carlo Fortino, Tom Grice (Superintendent of Business & Treasurer), Tom Laracy, Don Maunder, Colleen Oldman, Guo Wu

1. Opening Business

1.1 Opening Prayer

Chair Shypula led the meeting with the opening prayer and a round of introductions were made for the benefit of all members.

1.2 Attendance – As noted above.

1.3 Approval of the Agenda

The agenda was approved, as distributed.

1.4 Approval of the Minutes – Tuesday, February 6, 2018

The minutes of the Tuesday, February 6, 2018 Accessibility Steering Committee meeting were approved by consensus.

2. Committee and Staff Reports

2.1 Review of the Service Animals in School Facilities Policy 200.40

Chair Shypula reviewed the drafted Service Animals in School Facilities Policy, Administrative Procedures (AP) and Appendices. A summary was provided detailing changes that supported revisions within the policy. There are currently three service dogs accommodating students within the Board and Chair Shypula detailed how the process is a case by case procedure. Further, Chair Shypula updated that there is currently no legislation or regulation that is in place to drive the decision to have service animals in school facilities. The draft policy now states a certified service dog must be from an accredited service dog agency in Canada.

Group members were then divided and asked to review and highlight sections of the policy and accompanying appendices. The policy was reviewed by the committee in its entirety where questions ensued and feedback was provided. Members were able to highlight areas in the drafted policy and Chair Shypula responded to group inquiries.

2.2 Review of Barriers to be addressed under the Multi-Year 2018-2023 Integrated Accessibility Plan

Chair Shypula updated members on the requirements of the Integrated Accessibility Regulation (see Appendix A). Chair Shypula reviewed barriers that were addressed in 2018 such as, the installation of accessible elevators, washrooms, AODA ramps and accessible doors at various schools. The Board will be installation accessible service counters and additional accessible doors at a few of our high schools while continuing to



evaluate accessibility at schools. The Board will continue to incorporate recommendations into the capital plan and work toward full compliance with AODA standards at all sites by 2025.

2.3 OHRC: Improving Education Outcomes for Students with Disabilities

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

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

The recommendations have set out actions that the government, schools and post-secondary institutions should take to ensure effective education system functions and that allows students with disabilities to thrive. The policy and its recommendations call on key players in the sector to take proactive steps to remove barriers so that all students can gain the skills and knowledge they need to succeed. The Board is taking proactive steps in responding to those recommendations ensuring that the items are being covered and welcomed feedback from members.

3. Future Meetings

The committee secretary will communicate future meeting dates to the group.

4. Closing Remarks/Adjournment

Chair Shypula thanked members for their participation and the meeting was adjourned at 3:35 pm.

November 28, 2018

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Multi-Year Integrated Accessibility Plan 2018-2023

Review of Barriers to be addressed

Type of Barrier	Location	Action	Recent Activity	Effective Date
Architectural	Board-Wide	Evaluate accessibility at schools, work sites and incorporate recommendations into the capital plan: working toward full compliance with AODA standards at all sites by 2025.	Rebuilt paved lots:	
			St. John's College	2018
			St. Joseph's	2018
			Accessible Elevator:	
			St. John's College	2018
			Sliding Doors in Main Office:	
			Assumption College	2018
			Universal/Accessible Washroom:	
			St. Frances Cabrini	2018
			Resurrection	2018
			St. Leo	2018
			St. Patrick (B)	2018
			AODA Ramp:	
			St. Frances Cabrini	2018
			Our Lady of Fatima	2018
			St. Stephen's	2018
			Front Door Handicap Operator:	
			Christ the King	2018
			Our Lady of Fatima	2018
			Resurrection	2018
			Sacred Heart Langton	2018
			St. Bernard of Clairvaux	2018
			St. Leo	2018
St. Michael's Walsh	2018			
St. Patrick (B)	2018			
St. Patrick's (C)	2018			
St. Stephen's	2018			
St. Theresa	2018			
AODA Sidewalks:				
Our Lady of Fatima	2018			
St. Stephen's	2018			



BRANT HALDIMAND NORFOLK
CATHOLIC DISTRICT SCHOOL BOARD

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Type of Barrier	Location	Action	Future Activity	Effective Date
Architectural	Board-Wide	Evaluate accessibility at schools, work sites and incorporate recommendations into the capital plan: working toward full compliance with AODA standards at all sites by 2025.	Accessible Service Counter: St. John's College Assumption College Additional Handicap Door Operators: St John's College Assumption College	To be Determined



RECOMMENDATIONS

Improving education outcomes for students with disabilities



Ontario
Human Rights Commission
Commission ontarienne des
droits de la personne

Principles

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

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

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

Recommendations to the government of Ontario

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

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

Recommendations to improve education outcomes for students with disabilities

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

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

Primary and secondary education

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

Recommendations to improve education outcomes for students with disabilities

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

University and Colleges

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

Recommendations to school boards and private educational providers

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

Recommendations to improve education outcomes for students with disabilities

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

Recommendations to colleges and universities

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



**SPECIAL EDUCATION ADVISORY COMMITTEE
Tuesday, January 15, 2019 – 9:30 a.m. – Boardroom**

- Present:** Susan Battin, Jennifer Chapman, Christine Dragojlovich, Jill Esposto, Lauren Freeborn, Debbie Fullerton, Carmen McDermid, Patti Mitchell, Michelle Shypula, Teresa Westergaard-Hager
- Regrets:** Keith Anderson, Tracey Taylor, Nil Woodcroft
-

1. Opening Prayer

Carmen McDermid led the group in the opening prayer.

2. Welcome and Opening Comments

Chair Teresa Westergaard-Hager welcomed the group.

3. Approval of Agenda

Business In-Camera added as Item 6.

Moved by: Christine Dragojlovich

Seconded by: Susan Battin

THAT the SEAC approves the agenda of the January 15, 2019 meeting, as amended.

Carried

4. Approval of Minutes – December 11, 2018

Moved by: Jennifer Chapman

Seconded by: Christine Dragojlovich

THAT the SEAC approves the minutes of the December 11, 2018 meeting.

Carried

5. Correspondence – Nil

6. Business In-Camera

The Business In-Camera was approved by consensus.

THAT the SEAC approves the business and report of the in-camera session.

Carried

7. Community Agency Updates

Susan Battin – Senior Therapist, Lansdowne Children's Centre

Susan provided two examples of the child *F-words (Fun, Family, etc.) Profile* forms (see Appendix A).

The parent friendly forms are used during the transition to school entry for school level age groups and were based on forms by CanChild. CanChild is a non-profit research and educational centre located within the School of Rehabilitation Science at McMaster University in Hamilton, ON. Their research focuses on improving the lives of children with a variety of developmental conditions and their families.

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

Norfolk Association for Community Living staff are currently completing Nonviolent Crisis Intervention Training (NVCIT) requiring four hours of both online and in-class training. The agency is fundraising with a January calendar of prizes. A new residential location that will house four residents is soon to open.



The transition from group living to supported independent living programs (SILs) is a case-by-case process looking at individual needs.

Staff will receive training on Thursday, January 17, 2019 from the Director of Hope Pharmacy and Methadone Clinic. The training is to support and protect employees working with individuals with substance abuse disorders.

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

Jill updated on the challenges for the new protection services in Ontario for 16 and 17 year olds and the costs associated for family, and children service agencies. Services for these youth include: Kinship Service; (being cared for by family, community or friends), Customary Care; (for First Nation, Inuk or Métis youth in need of a home placement) and Voluntary Youth Services Agreements (VYSA). A VYSA is an agreement with a society where the youth resides and receives services and supports, subject to all of the following required criteria¹:

- The society has determined that the youth are or may be in need of protection;
- The society has determined that the youth cannot be adequately protected through any other means such as being cared for by a family member or someone in their community; and
- The youth wants to enter into the agreement.

In Brant/Brantford, Family Counselling Centre of Brant and Contact Brant have been a big help towards finding homes for youth who have been on a VYSA who have significant developmental delays. Jill updated that Brantford has the highest hospital admissions per capita in Ontario, due to the opioid/fentanyl crisis². The agency is working with the Brant County Health Unit to provide Naloxone kits through staff to families and continue to support families struggling with addictions as best as they can.

Lauren Freeborn – Service Planning Coordinator, Contact Brant

No updates were provided for Contact Brant.

Christine Dragojlovich – Clinical Manager, Woodview Mental Health & Autism Services

Christine updated on the success of the camp offered during the Christmas break where approximately 40 children within the Respite Program, Wraparound for Complex Needs Program and Early Years/Intensive Programs received services. This helped to support a seamless transition back to school. Woodview is currently working with youths between 12 to 21 years of age and assisting them with options for their futures by providing resources with new Brief Services. The agency is reaching out to youth within the downtown core. Christine updated that Woodview is currently recruiting for Outreach and Respite Worker positions in the Brantford area and the postings can be found on their website.

Jennifer Chapman – Child Welfare Supervisor, Haldimand-Norfolk Children's Aid Society

Jennifer updated that she will be presenting alongside the new Education Liaison, Shannon Korber, working with both school boards on the Joint Protocol for Student Achievement (JPSA) at the Board's upcoming Academic Administrator's Council Meeting on February 6, 2019.

¹ http://www.children.gov.on.ca/htdocs/English/professionals/childwelfare/information_for_youth_protection_services_EN.pdf

² <https://www.cihi.ca/en/opioids-in-canada/2018/opioid-related-harms-in-canada/smaller-communities-feeling-impact-of-opioid-crisis-in-canada>



Patti Mitchell – Parent and Community Resource, County of Brant

Patti updated on her nomination as Chair for the Special Olympics in Brant this year and that she will be soon connecting with community agencies to provide additional information on the organization. Patti has been involved with the Special Olympics in Brant for several years as a parent and shared that the group has a supportive group of parent and youth volunteers. Patti shared that there is a Facebook © Page for the group and updated how youth are really enjoying some of the newest sports introduced such as basketball. They currently have four youth participating in provincials for snowshoeing.

Debbie Fullerton – Principal and Community Resource, BHNCDSB – St. Michael’s Walsh

On behalf of all administrators with the Board, Debbie thanked the committee for their continued support and input to SEAC and to Special Education Services for presenting and informing principals about key special education topics.

8. Reports

8.1 Student Achievement Leader: Special Education

Carmen provided updates on the memorandum received from the Education Quality and Accountability Office (EQAO) in November 2018. Based on feedback received on proposed updates to EQAO Accommodation and Assessment Policies, the memorandum provides details on the upcoming changes and their commitment to supporting students and educators, modernizing accommodations and ensuring that future changes are grounded in the principles of equity and inclusion. Changes include:

1. Allowing access to headphones, calming white noise or music.
2. Allowing access to digital or paper language resources (e.g., dual-language dictionary, translation tools for English – and French – language learners (i.e. ELL/PANA/ALF) in Grade 9.
3. Allowing access to virtual manipulatives via Internet tools (e.g., mathies.ca) and math applications (e.g. online calculators) for Grade 9 students, similar to what is currently allowed for the primary and junior assessments.
4. Encouraging the classroom environment to look as it would normally during an assessment. Teachers should feel confident leaving classrooms displays, student work up, and removing only that material which is instructional in nature to the reading, writing or mathematics curriculum expectations.

Carmen shared that the Reconciliation Retreat had five students with special needs who participated in the retreat on Wednesday, January 16, 2019. The retreat provides students with a better understanding of the sacrament and provides them with the confidence to know what will be expected of them. In an effort to promote inclusion for all students, parents are provided with an outline of the topics reviewed with students such as; hands-on visuals for learning.

8.2 Superintendent of Education

Superintendent Shypula updated on the changes to school-based rehabilitation services, which came into effect in January 2019. In response to feedback received directly from families, the provincial government made changes to improve the delivery of school-based rehabilitative services, which include physiotherapy, occupational therapy and speech therapy for children from birth to school exit. These changes are intended to support a more seamless service experience as children start school or move between service providers, in settings that best



meet their needs, regardless of where they live or who provides the services. The goal is for children who are currently receiving services prior to school entry to not experience gaps or be placed on additional waiting lists when they start school.

A key step in this seamless process is the transfer of contract management for the delivery of School Based Rehabilitative Services (SBRS) in publicly funded schools from the Local Health Integration Networks (LHINs) – formerly Community Care Access Centres (CCAC) to Children’s Treatment Centres (CTCs) in Ontario. Commencing January 1, 2019 in Brantford/Brant, Haldimand and Norfolk regions, Lansdowne Children Centre (LCC) will manage this contract. Lansdowne will continue to provide services in Brantford/Brant and will be working along with the two current CBI Health Group branches to provide the existing services in Haldimand and Norfolk. The contracts with CBI Health Group branches are in place until December 31, 2019.

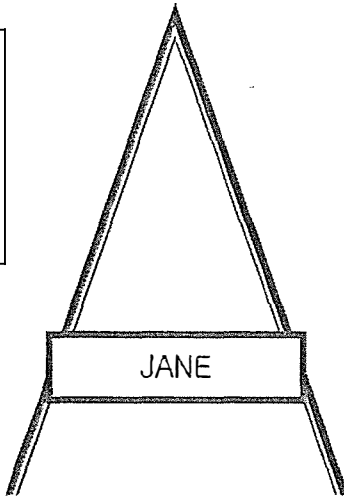
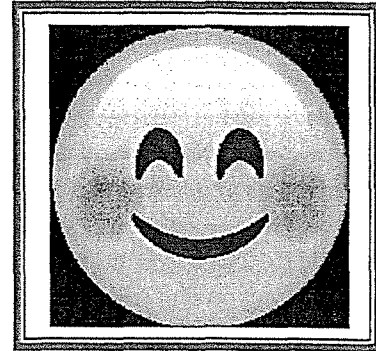
Over the past number of months, LCC has been working closely together with the Hamilton Niagara Haldimand Brant LHIN, the Southwest LHIN and District School Boards to ensure students do not experience gaps or disruptions during the 2018-2019 school year as a result of this transfer.

The change in delivery of services has been shared with school administrators, school-based special education resource teachers and members of the district special education team.

9. Closing Remarks/ Adjournment

The meeting adjourned at 10:50 am and Superintendent Shypula thanked members for their contributions to the meeting.

Name: Jane Do
 Address: 123 Happy Lane
 Date of birth: July 1 2015
 ChildCare Centre: n/a
 Home School: ABC Academy
 Diagnosis: Spina Bifida

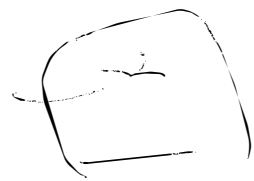


My Strengths, Interests, & Personality Traits

- I am sassy and strong willed, but I can also be slow to warm up to new people
- I am very sweet and I love playing with new toys
- I really enjoy colouring , drawing and painting
- I like to play with dolls, blocks, sand tables and water tables

My Mom's hopes and dreams for me are that I will be comfortable separating from her (this is my first time) and that I will get along with other people

My goals are to communicate better with people I don't know and to be in a standing position while holding on for longer amounts of time



My Lansdowne Children's Centre Team:

- Nicole Crone, OT
- Paula Janik, SLP
- Sharon Rich, PT
- Donna Adrian, ICDP
- Dr. Klein, Developmental Pediatrician

Please make the following School-Based Rehab Services (SBRS) referrals:

- Occupational Therapy
- Physiotherapy
- Nursing for catheterization (every 2 hours)

Jane's F-words Profile

FUNCTION

- I have really good play skills; I like playing with blocks, dolls, sand tables and water tables and I have a good attention span for play
- I am starting to fill in the blanks when my mom counts, ex: she says 1, 2... and I say 3! I'm not able to recognize letters or numbers yet or the letters of my name
- I can crawl, pull to stand and sit on the floor and armchairs with an adult being close by for help; I need full adult help getting in and out of my wheelchair
- I can stand at a table holding on with one arm (the other arm is playing) for 10-15 minutes
- I can walk using my walker (see equipment below) and I will be starting to try walking between the parallel bars in the physio room
- For dressing, I try to help by pushing my arms through the sleeves but I need full support for dressing

You can help me by:

- Modeling longer and more specific phrases ex: encourage me to say "I want bubbles" instead of "want that"
- Starting my zipper for my coat and I will work with my 2 hands to finish pulling it up or down
- Allowing me to try different positions during the day: floor play, table top play while sitting in a supportive seat (see equipment below), standing play (holding onto a table) and play using my walker

FAMILY

My family is...

- Brooklyn is my older sister...she also goes to this school
- I live at home with my mom, Brooklyn and my uncle
- My dad sees me from time to time but we don't really have a schedule

FITNESS/FUN

- I have been visiting the drop in centre at this school
- I wheel right into the room and I feel very comfortable playing around other kids and adults
- I love the sensory table at the drop in: sand and water tables

FRIENDS

- I play beside other kids but I need help playing with them
- You can help me take turns with friends and learn to play cooperatively with them (example: building a tower or block structure together, taking turns rolling a ball, doing a puzzle together)
- I am slow to warm up to new people and when I go for therapy, if there are lots of adults at my visit, it takes me some time to play and relax
- I suck on my clothes when I'm stressed out or nervous with new people

FUTURE

Needs: highlight safety and equipment (visual supports)

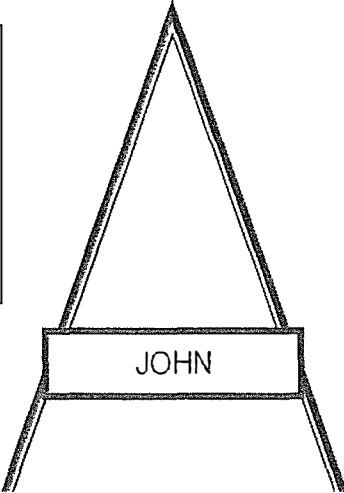
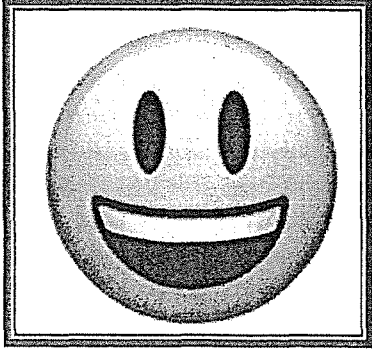
- I will need a hydraulic change table since I am catheterized every 2 hours
- I wear Knee Ankle Foot Orthoses (KAFOs); you should take them off when you empty my bladder
- Wheelchair: I use a manual wheelchair; I need full assistance to get in and out of my wheelchair; I can push myself short distances in my wheelchair but need to be pushed for longer distances; please make sure there is enough space in the classroom for me to use my wheelchair
- Walker: I use a Rifton Pacer Gait Trainer; I need full assistance to get in and out of my walker
- Stander: I use a stander at home; I am working hard at standing and stepping at home and in therapy so I may not need a stander for school
- Supportive Seating: I would benefit from the Rifton Activity Chair with a Hi Lo Base

If you have any questions or concerns, please contact Nicole Crone at 519-753-3153 ext 294.

Nicole Crone, Msc OT Reg. (Ont.)

SIGNATURE ELECTRONICALLY APPROVED on <Date>

Name: John Smith
 Address: 456 Number Lane
 Date of birth: December 25th 2015
ChildCare Centre: I love daycare
Contact: Jennifer (519) 123-4567
Home School: Fun School
Diagnosis: ASD



My Strengths, Interests, & Personality Traits

I am happy, energetic, playful and sweet

I am inquisitive and curious

I love anything that spins: vehicles, propellers

I love taking things apart and figuring out how they work; I love building things using real tools

My parents' hopes and dreams for me are that I will learn to follow directions and routines at school and learn how to control my emotions better

My parents' goals for me are that I respond better to the word "no". They also want me to do better with transitions and social interactions

- My Lansdowne Children's Centre Team:
- Nicole Crone, OT
 - Paula Janik, SLP
 - Natasha Kramer, EIP
 - Susan Battin, BT
 - Diane Williams, Waitlist
 - Marg Farrace, Respite
 - Sharon Rich, PT

- Please make the following School-Based Rehab Services (SBRS) referrals:
- Occupational Therapy

** School meeting request suggested to be

John's F-words Profile

FUNCTION

- I seek out sensory input (spinning, smells, visual, rough play, movement); I am a very active boy
- I like to walk on my toes but I can be reminded to put my heels down so my ankles don't get tight
- I can throw well and I am working on catching; I smash things when I'm mad and I need to learn when it's the right time to throw something; I can also jump, run and climb
- I know all my letters and I can identify numbers up to 10. I can count up to 10 and backwards from 10. I know all the colours and I'm working on naming shapes and animals
- I use single words at home and in more familiar places (ex: up, open, milk, juice, cookie, uh oh & starting to say help), but I am usually quieter at daycare
- I can copy 2-3 word phrases; I use PECS (picture exchange) but since I am using more words, I use the PECS less at home
- I can follow simple directions that are familiar: if you say "1, 2, 3 GO" I will come right away
- I do well with choices (ex: I like to pick which shoes I will wear)
- 'first' 'then' doesn't always work since I like to focus too much on the 'then' - I get frustrated and I won't do the 'first'; I get very obsessed when I want something...I try really hard to get it
- I can get some things I want using words but most of the time I take my mom or dad's hand towards the toy or food I want
- I like to watch the toilet flush but I won't sit on it yet; I show my parents I have a poop by lying down
- I can fully undress myself; I like to help get dress. I can pull up my pants, put my arms through sleeves, put on my rubber boots but I need help with shoes and starting my pants and shirts as well as my coat
- You can help me by using visuals for dressing, toileting and transitions
- give me lots of sensory activities during the day
- interpret my messages by modeling a word I could say when I use actions to communicate (e.g. you could say "cookie" or "want cookie" if I lead you by the hand to the cookie jar)

FAMILY

- I live with my parents and my younger brother (1 year old)
- I have 2 older sisters: one is away at university and one is a mommy with 2 girls- I'm an uncle!!!

FITNESS/FUN

- I stay fit by playing outside and lots of physical activity
- I love to run, dance and climb
- I am motivated by anything that spins: cars, vehicles and balls

FRIENDS

- I am doing much better playing in the same area as other kids at daycare; I can tolerate 1-2 kids in my space and I am working on sharing toys out of the same bucket
- Otherwise, I mostly play next to other kids but not with them; this is much better than last year when I used to have meltdowns when I was near other kids.
- I am starting to bring my brother toys and give him his soother when he needs it
- You can help me learn how to take turns with other kids playing something I like (build a tower, roll a ball)

FUTURE

- **I am a runner! I will run out of the classroom when I am all done with something. I will hide in a small space and think it's a game when you are chasing me! I am easily distracted. If you don't hold my hand, I will run away or wander. I will climb on furniture in the classroom.**
- I sometimes get upset and will push or try to hit/swat at another child/adult when I can't find the words for sharing or when someone gets in my space bubble, or when I'm told "No"
- I calm down when you reduce the sensory information (quiet, dimmed lights, less visual)

If you have any questions or concerns, please contact Nicole Crone at 519-753-3153 ext 294.

Nicole Crone, Msc OT Reg. (Ont.)

SIGNATURE ELECTRONICALLY APPROVED on November 22nd 2018

Minutes

Friends of the Educational Archives Special Meeting

Joseph Brant Learning Centre

Tuesday, January 22, 2019 6:30 pm

Present: Janice Schweder, Diane Crowdis, Lorna Thomson, Carol Ann Sloat, Jim Pond, Paula Sue Rasokas, Jean Montgomery, Bob Stevenson

Regrets: Sylvia Weaver, Dan Walker, Tracy Austin, Lisa Duwyn

1. Welcome: Janice Schweder
2. Additions to the agenda: Jim added the issue of parking and access hours at the Archives. They were assigned as 9.a) and 9.b)
3. Approval of minutes of AGM on September 28, 2019 was moved by Jim Pond and seconded by Paula Sue Rasokas. The motion was carried.
4. Declaration of Conflict of Interest – none
5. Financial Report and updates: It was reported that we are finally out of debt. Janice Schweder received an e-mail from Valerie Slawich informing her that Rafael Wyzynski, Superintendent of Finance, had written off \$4750.00 from our debt which left a balance of only \$1503.81 remaining to pay. Janice sent a letter of appreciation to the Board. The Executive passed a motion to use funds from our community account to pay off the remaining amount leaving us debt-free. A donation of \$220.00 was received by the board from the OCF Joland family and Raf designated it for our organization. Janice will arrange for an acceptance picture to be taken and she will write an article to be submitted to the local papers as per their request. This will be good publicity for us as well. Also our application for the Heritage Ontario Development Grant was accepted again this year. The cheque for \$1030.00 came in the mail and was given to Jean Montgomery for deposit.
6. Meeting dates for remainder of the year are:
Tuesday, May21, 2019 at 4:00 pm
Tuesday, September 17, 2019 at 7:00 pm will be our AGM

7. Approval and voting on by-law amendments: It was moved by Carol Ann Sloat and seconded by Jim Pond that the amendments as amended be approved. The motion was carried.
8. GEDSB Privacy Officer, Lisa Howells, has directed that all future requests for records by law enforcement officers be channelled through her for approval. Carol Ann Sloat will ask her to come and speak to us at a future meeting about privacy issues. Also she will consult with other boards who have an Archives to see how they handle privacy issues.
9. a) Parking: Jim asked if we could have 5 designated parking spots near the entrance for the Archives. Carol Ann said that on Tuesdays parking is at a premium because it is the board's day to hold meetings. Parking, especially on Tuesday, is an ongoing issue for everyone and Carol Ann said she doesn't know if there is money to expand the parking lot. It was suggested that, if work bees were once again held on Wednesday mornings, the parking problem could be solved.

b) Access hours for the archives : Jim would like to see expanded hours of access at the Archives. Carol Ann said that she would investigate the issue and report back as to what the possibilities for expanded times would be.

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

Prepared by: Michelle Shypula, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: February 19, 2019
Submitted by: Michael McDonald, Director of Education Designate

SCHOOL YEAR CALENDAR 2019-20

Public Session

BACKGROUND INFORMATION:

Regulation 304 and Policy/Program No. 151 (last revised December 5, 2017) set out the conditions governing and establishing school year calendars and outlines the following criteria that must be met:

- school year commences on or after September 1 and ends on or before June 30;
- the minimum number of school days required is 194;
- the minimum number of instructional days is 187;
- school boards must dedicate three PA days per school year to provincial education priorities and may dedicate up to four additional PA days per school year; and
- a board may designate up to ten instructional days as examination days.

Professional activities for the three mandatory PA days must be focused on teacher's professional learning with respect to the following current provincial education priorities, which are outlined in *Achieving Excellence*:

- Achieving Excellence
- Ensuring Equity
- Promoting Well-Being
- Ensuring Public Confidence

Calendar specifications:

- The school year has been set at 194 days.
- All calendars designate seven Professional Activity days (three designated as Ministry days; four designated as Board days). Of the seven days, five are shared.
- For the three Ministry-designated days, elementary and secondary calendars will share the same PA days (October 11, 2019, November 15, 2019 and April 24, 2020).
- The elementary calendar includes two PA days for report card writing (January 20, 2020 and June 5, 2020).

DEVELOPMENTS:

A School Year Calendar Committee meeting was held on January 17, 2019. The draft calendar was vetted by representatives from the Curriculum and Special Education departments, OECTA, OSSTF – Educational Support Staff/Early Childhood Educators/Plant Support Staff, the BHN Catholic Principals' Council, Senior Administration, Board trustees and Regional Catholic Parent Involvement Committee executive. As has been past practice, the proposed calendars were developed over the course of several meetings with representatives from the Grand Erie District School Board to maximize efficiencies in transportation.

Attached are the proposed 2019-20 calendars for elementary and secondary schools.

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the proposed 2019-20 School Year Calendars for Elementary and Secondary schools.

Board Name Brant Haldimand Norfolk CDSB (B67164)			
Calendar Title [2019-328007] 2019-20 Elementary School Year Calendar	Panel Elementary	Calendar Type Regular	Date Created Jan 08, 2019
Start of School Year Sep 02, 2019	End of School Year Jun 26, 2020	First Day Students Sep 03, 2019	Last Day Students Jun 25, 2020
Status Draft		Description Regular Calendar	

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week					PA days	Instr days	Exam days
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
August				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	0	0	0
September	2 H	3	4	5	6	9	10	11	12	13 P	16	17	18	19	20	23	24	25	26	27	30					1	19	0
October		1	2	3	4	7	8	9	10	11 P*	14	15	16	17	18 H	21	22	23	24	25	28	29	30	31		1	21	0
November					1	4	5	6	7	8	11	12	13	14	15 PP *	18	19	20	21	22	25	26	27	28	29	1	20	0
December	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 B	24 B	25 H	26 H	27 B	30 B	31 B				0	15	0
January			1 H	2 B	3 B	6	7	8	9	10	13	14	15	16	17	20 P	21	22	23	24	27	28	29	30	31	1	19	0
February	3	4	5	6	7	10	11	12	13	14	17 H	18	19	20	21	24	25	26	27	28						0	19	0
March	2	3	4	5	6	9	10	11	12	13	16 B	17 B	18 B	19 B	20 B	23	24	25	26	27	30	31				0	17	0
April			1	2	3	6	7	8	9	10	13 H	14 H	15	16	17	20	21	22	23	24	27	28	29	30		1	19	0
May					1	4	5	6	7	8	11	12	13	14	15	18 H	19	20	21	22	25	26	27	28	29	0	20	0
June	1	2	3	4	5 P	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26 P* P	29	30				2	18	0
July			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	0	0	0
Total															7	187	0											

Legend

P -Professional Activity Day;
 E -Scheduled Exam Day;
 B -Board Designated Day;
 H -Statutory Day;
 / -Half Day;
 P* -Professional Activity Day Devoted to Provincial Education Priorities;

Schools which will use this calendar :

School	Town or City	School	Town or City
Blessed Sacrament School	Burford	Christ the King School	Brantford
Holy Cross School	Brantford	Holy Family School	Paris
Jean Vanier Catholic Elementary School	BRANTFORD	Notre Dame Catholic Catholic Elementary School	Caledonia
Notre Dame School	Brantford	Our Lady of Fatima School	Courtland
Our Lady of Providence Catholic Elementary School	Brantford	Resurrection School	Brantford
Sacred Heart Catholic Elementary School	PARIS	Sacred Heart School	Langton
St. Basil Catholic Elementary School	Brantford	St. Bernard of Clairvaux School	Waterford
St. Cecilia's School	Port Dover	St. Frances Cabrini School	Delhi
St. Gabriel Catholic Catholic Elementary School	Brantford	St. Joseph's School	Simcoe
St. Leo School	Brantford	St. Mary's School	Hagersville
St. Michael's School	SIMCOE	St. Michael's School	Dunnville
St. Patrick School	Brantford	St. Patrick's School	Caledonia
St. Peter School	Brantford	St. Pius X Catholic Elementary School	Brantford
St. Stephen's School	Cayuga	St. Theresa School	Brantford

Board Name Brant Haldimand Norfolk CDSB (B67164)			
Calendar Title [2019-328350] 2019-20 Secondary School Year Calendar	Panel Secondary	Calendar Type Regular	Date Created Jan 14, 2019
Start of School Year Sep 02, 2019	End of School Year Jun 26, 2020	First Day Students Sep 03, 2019	Last Day Students Jun 25, 2020
Status Draft		Description Regular Calendar	

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week					PA days	Instr days	Exam days
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
August				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	0	0	0
September	2 H	3	4	5	6	9	10	11	12	13 P	16	17	18	19	20	23	24	25	26	27	30					1	19	0
October		1	2	3	4	7	8	9	10	11 P*	14	15	16	17	18 H	21	22	23	24	25	28	29	30	31		1	21	0
November					1	4	5	6	7	8	11	12	13	14	15 P*	18	19	20	21	22	25	26	27	28	29	1	20	0
December	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				0	15	0
January			1 H	2 B	3 B	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31 P	1	14	5
February	3	4	5	6	7	10	11	12	13	14	17 H	18	19	20	21	24	25	26	27	28						0	19	0
March	2	3	4	5	6	9	10	11	12	13	16 B	17 B	18 B	19 B	20 B	23	24	25	26	27	30	31				0	17	0
April			1	2	3 P	6	7	8	9	10	13 H	14 H	15	16	17	20	21	22	23	24	27	28	29	30		2	18	0
May					1	4	5	6	7	8	11	12	13	14	15	18 H	19	20	21	22	25	26	27	28	29	0	20	0
June	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19 E	22 E	23 E	24 E	25 E	26 E	29	30				1	14	5
July			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	0	0	0
Total															7	177	10											

Legend

P -Professional Activity Day;
 E -Scheduled Exam Day;
 B -Board Designated Day;
 H -Statutory Day;
 / -Half Day;
 P* -Professional Activity Day Devoted to Provincial Education Priorities;

Schools which will use this calendar :

School	Town or City	School	Town or City
Assumption College School High School	Brantford	Holy Trinity Catholic High School	Simcoe
Sprucedale Youth Centre	Simcoe	St John's College	Brantford
St. Mary Catholic Learning Centre	Brantford		



2019-20 Professional Activity Dates- Elementary

Professional Activity Day Devoted to Provincial Education Priorities

DATE	PA DAY THEME
Friday, October 11, 2019	School/Board Improvement Plans (Numeracy) FDK Teachers and ECE Teams: Inquiry-Based Learning and Pedagogical Assessment Documentation Strategies
Friday, November 15, 2019	Multiple Theme Day (PM) Occupational Health and Safety
Friday, April 24, 2020	Mental Health and Well-Being
Friday, June 26, 2020	Multiple Theme Day (AM) Fundamental Mathematics: Developing and Implementing Strategies to Improve Student Achievement in Mathematics, with a Focus on Fundamental Math Concepts and Skills

Other Professional Activity Days

DATE	PA DAY THEME
Friday, September 13, 2019	Faith Development- System Wide Faith Day
Friday, November 15, 2019	Multiple Theme Day (AM) Parent/Teacher Interviews
Monday, January 20, 2020	Report Card Preparation- Assessment, Evaluation, Grading, Reporting
Friday, June 5, 2020	Report Card Preparation- Assessment, Evaluation, Grading, Reporting
Friday, June 26, 2020	Multiple Theme Day (PM) School Improvement, Evaluation/Consolidation and Next Steps

2019-20 Professional Activity Dates- Secondary

Professional Activity Day Devoted to Provincial Education Priorities

DATE	PA DAY THEME
Friday, October 11, 2019	Board Improvement Plan for Student Achievement and Well-Being: School/Board Improvement Plans (Numeracy)
Friday, November 15, 2019	Multiple Theme Day: (AM) School/Board Improvement Plans (Using Differentiated Instruction and Assessment Strategies to Close the Age Gap) (PM) OHST – Occupational Health and Safety Training
Friday, April 24, 2020	Mental Health and Well-Being

Other Professional Activity Days

DATE	PA DAY THEME
Friday, September 13, 2019	Faith Development- System Wide Faith Day
Friday, January 31, 2020	School/Board Improvement Plans (School Improvement and Assessment)
Friday, April 3, 2020	Multiple Theme School/Board Improvement Plans – Numeracy Developing Evidence – Based Instructional Strategies
Friday, June 26, 2020	School/Board Improvement Plans (School Improvement, Consolidation/Evaluation/Next Steps)



**BRANT HALDIMAND NORFOLK
CATHOLIC DISTRICT SCHOOL BOARD**

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Excellence in Learning ~ Living in Christ

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

Prepared by: Michael McDonald, Director of Education Designate
Presented to: Committee of the Whole
Submitted on: February 19, 2019
Submitted by: Michael McDonald, Director of Education Designate

**EXCURSION – HAWAII
GIRLS’ RUGBY TOUR 2020**

Public Session

BACKGROUND INFORMATION:

St. John’s College is requesting approval for an excursion to Honolulu, Hawaii from Sunday, March 15 to Sunday, March 22, 2020 (no school days missed due to March Break). Staff supervisor will include Cristina Hutchison and staff volunteer Marcie McGeein. The cost of the trip is approximately \$3,304.00.

DEVELOPMENTS:

Approximately twenty-five (25) members of the St. John’s Eagles Girls’ Rugby Team will be travelling by air to Honolulu, Hawaii. This educational tour will provide students a unique experience to develop not only their ability to play rugby, but also their team building skills and to represent the school in an international manner that is rarely afforded by many. While abroad the students will be able to train with two different rugby clubs, compete in matches against teams from all over North America and further their skills and comprehension of the game.

The students will also have the opportunity to explore Hawaii’s capital of Honolulu, see Iolani Palace, hike Diamond Head State Monument, visit the Polynesian Cultural Centre and attend a traditional luau. Students will attend mass at a local Catholic Church before their return home on Sunday morning.

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

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the excursion request from St. John’s College for the Girls’ Rugby Team to travel to Hawaii from Sunday, March 15 to Sunday, March 22, 2020 to participate in the Girls’ Rugby Tour 2020.

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

Prepared by: Michael McDonald, Director of Education Designate
Presented to: Committee of the Whole
Submitted on: February 19, 2019
Submitted by: Michael McDonald, Director of Education Designate

EXCURSION – ITALY
Public Session

BACKGROUND INFORMATION:

Assumption College School is requesting approval for an excursion to Italy from Friday, March 13, 2020 to Sunday, March 22, 2020 (no school days missed as trip runs through March Break). Staff supervisors will include Katie Benoit, Katherine Brady-Puskas and Steven Glowala. The cost of the trip is approximately \$3,695.

DEVELOPMENTS:

Approximately twenty-five (25) Grades 9-12 students from Assumption College will be travelling by air to Italy. This tour provides an opportunity for students to study the rich history, art and culture of Italy. They will have the opportunity to visit numerous sites in Venice, Florence, Siena, Pompeii, Sorrento and Rome. They will also strengthen their faith as they visit the Vatican Museum, Sistine Chapel and St. Peter's Basilica.

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

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the request from Assumption College School for an excursion to Italy from Friday, March 13, 2020 to Sunday, March 22, 2020.

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

Prepared by: Leslie Telfer, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: February 19, 2019
Submitted by: Michael McDonald, Director of Education Designate

CAMP BLAST SUMMER LEARNING PROGRAM

Public Session

BACKGROUND INFORMATION:

Our summer learning programs are designed to reinforce literacy skills at the primary level. The intended focus of the program is to support, assist and sustain the individual skill development of the campers.

The July 2018 program represents the eighth consecutive year that The Summer Learning Program, known as Camp Blast in BHNCD SB, has been offered to our students. Camp Blast is supported by funding from the Council of Ontario Directors of Education (CODE).

DEVELOPMENTS:

The most recent program graduated 110 campers who entered grades 2 and 3 in September 2018. Campers were chosen by school teams comprised of the principal, the SERT and the classroom teacher. Once selected, a consultant from the System Student Achievement Team administered a Reading Assessment on each student to gather student entry data in relation to observable reading behaviors. This resulted in a quantitative score and qualitative notes describing student strengths and next steps for learning.

Campers attended one of four camp locations which were situated at Notre Dame - Caledonia, Holy Trinity - Simcoe, Our Lady of Providence - Brantford and Jean Vanier - Brantford. The Summer Learning Program employed 14 camp teachers who received at least two training sessions prior to the commencement of camp. These training sessions focused on building the capacity of the teachers in the area of effective instructional practices for reading. The opportunity to provide a low teacher to student ratio ensured that students received instruction that was personalized according to their most urgent learning need(s).

The three week program commenced on July 9 and finished on July 27. In the final days of camp, camp teachers administered a final DRA to measure progress in both reading level score and the reading behaviours that were being tracked. Camp teachers reported growth in almost all students' reading levels and/or the reading behaviours that they were able to demonstrate by the end of camp.

All student progress data was entered into a *Communication of Learning* report for each student, including strengths and next steps for learning. This report was shared with each student's parent/guardian as well as with the principal of the child's home school.

In October 2018, a System Student Achievement consultant and one camp teacher attended the provincial summer learning symposium in Toronto as they were invited to share the district's work in relation to the tracking and measuring of observable reading behaviours in the camp setting.

RECOMMENDATION:

THAT the Committee of the Whole refers the Camp Blast Summer Learning Program report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

2018-19
Trustee Meetings and Events

Date	Time	Meeting/Event	New / Revised
February 19, 2019	7:00 pm	Committee of the Whole	
February 25, 2019	7:00 pm	Regional Catholic Parent Involvement Committee Mtg.	
February 26, 2019	9:00 am 9:30 am 7:00 pm	STSBHN Meeting SEAC Meeting Board Meeting	
February 28, 2019	5:00 pm	Conversation with Bishop Crosby	
March 6, 2019	10:30 am 3:00 pm	SAL In-take – Holy Trinity Executive Council Mtg.	
March 7, 2019	9:00 am 1:00 pm	SAL In-take – St. John's SAL In-take – Assumption	
<i>March 11-15, 2019</i>		<i>MARCH BREAK</i>	
March 19, 2019	9:30 am 7:00 pm	SEAC Meeting Committee of the Whole	
March 26, 2019	4:00 pm 7:00 pm	Legal Expenses Committee Mtg. Board Meeting	
March 27, 2019	1:00 pm	Catholic Education Advisory Committee Mtg.	
April 5, 2019	9:00 am	Council of Catholic Service Organizations Committee Mtg.	
April 10, 2019	10:30 am 3:00 pm 7:00 pm	SAL In-take – Holy Trinity Executive Council Mtg. System-Wide Parent Council Adobe Connect Session	
April 11, 2019	9:00 am 1:00 pm	SAL In-take – St. John's SAL In-take – Assumption	
April 16, 2019	9:30 am 7:00 pm	SEAC Meeting Committee of the Whole	
April 23, 2019	7:00 pm	Board Meeting	
April 25-27, 2019		OCSTA AGM & Conference	
<i>May 5-May 10, 2019</i>		<i>Catholic Education Week</i>	
May 8, 2019	10:30 am	SAL In-take – Holy Trinity	
May 9, 2019	9:00 am 1:00 pm	SAL In-take – St. John's SAL In-take – Assumption	
May 15, 2019	3:00 pm	Executive Council Mtg.	
May 21, 2019	9:30 am 7:00 pm	SEAC Meeting Committee of the Whole	
May 28, 2019	9:00 am 7:00 pm	STSBHN Meeting Board Meeting	
May 30-June 1, 2019		CCSTA AGM	
June 5, 2019	10:30 am	SAL In-take – Holy Trinity	
June 12, 2019	3:00 pm	Executive Council Mtg.	
June 13, 2019	9:00 am 1:00 pm	SAL In-take – St. John's SAL In-take – Assumption	
June 18, 2019	9:30 am 7:00 pm	SEAC Meeting Committee of the Whole	
June 25, 2019	7:00 pm	Board Meeting	
June 27, 2019	4:45 pm 6:30 pm 7:00 pm	Assumption College Graduation Holy Trinity Graduation St. John's College Graduation	

Meetings scheduled at the Call of the Chair: Accommodations Committee, Audit Committee, Budget Committee, Communications and Information Technology Advisory Committee, Legal Expenses Review Committee, Mental Health Leadership Steering Committee, Policy Committee