



# BRANT HALDIMAND NORFOLK Catholic District School Board

## Agenda

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

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### Committee of the Whole Tuesday, May 21, 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:

Mike McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer), Michelle Shypula and Leslie Telfer (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, 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 – April 16, 2019

Pages 3 - 6

### 1.6 Business Arising from the Minutes

## 2. Presentations

## 3. Delegations

## 4. Consent Agenda

### 4.1 Approved Joint Use Agreement Task Force Meeting Minutes - March 19, 2019

Pages 7 - 9

### 4.2 Unapproved Special Education Advisory Committee Meeting Minutes – April 16, 2019

Pages 10 - 27

## 5. Committee and Staff Reports

### 5.1 Extension of Budget Submission Date

Page 28

Presenter: Mike McDonald, Director of Education & Secretary

### 5.2 Surplus Accommodation – Grand Erie District School Board

Page 29

Presenter: Scott Keys, Superintendent of Business & Treasurer

## 6. Information and Correspondence

## 7. Trustee Inquiries

## 8. Business In-Camera



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- 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 30

### 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

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### Committee of the Whole Tuesday, April 16, 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:

Mike McDonald (Director of Education & Secretary), Michelle Shypula and Leslie Telfer (Superintendents of Education), Jim LoPresti (Corporate Services Advisor)

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## 1. Opening Business

### 1.1 Opening Prayer

The meeting was opened with prayer led by Chair Petrella.

### 1.2 Attendance

As noted above.

### 1.3 Approval of the Agenda

Moved by: Dan Dignard

Seconded by: Carol Luciani

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the April 16, 2019 meeting.

**Carried**

### 1.4 Declaration of Interest – Nil

### 1.5 Approval of Committee of the Whole Meeting Minutes – March 19, 2019

Moved by: Carol Luciani

Seconded by: Cliff Casey

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the March 19, 2019 meeting.

**Carried**

### 1.6 Business Arising from the Minutes – Nil

## 2. Presentations

### 2.1 New PowerSchool Special Education IEP Engine

Superintendent Shypula thanked Dave Szuty, Jennifer Bergsma, and Gianni Silvesteri for their work in the implementation of the new Spec Ed IEP engine. She provided data from the system, including the approximate number of students throughout the district on an IEP. Mr. Szuty explained how the data was easily pulled from the new program. He explained the differences between the system that was being used and the new system. Mrs. Bergsma explained the implementation and training process for the new system in both the elementary and secondary panels.



**2.2 Communications & Community Relations Update**

Tracey Austin, Communications & Community Relations Manager, provided a breakdown of functions that are covered through her office. She reviewed duties that are completed under each function. There was a trustee request to receive notification when the Board receives a Freedom of Information (FOI) request regarding Catholic education.

**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 March 19, 2019 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 Regional Catholic Parent Involvement Committee Meeting of March 25, 2019 to the Brant Haldimand Norfolk Catholic District School Board for receipt.
- 4.3** THAT the Committee of the Whole refers the unapproved minutes of the Accessibility Committee Meeting of March 26, 2019 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Moved by: Carol Luciani

Seconded by: Bill Chopp

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 Unapproved Minutes and Recommendations from the Policy Committee Meeting – March 21, 2019**

Trustee Casey, Chair of the Policy Committee, provided a brief overview of the business of the March 21, 2019 meeting. The following motions were brought forward:

THAT the Committee of the Whole refers the revised Catholic School Advisory Councils Policy 200.31 to the Brant Haldimand Norfolk Catholic District School Board for approval.

THAT the Committee of the Whole refers the Service Animals in School Facilities Policy 200.40 to the Brant Haldimand Norfolk Catholic District School Board for approval.

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the rescinding of the Director of Education Performance Appraisal Policy 100.02.

Moved by: Cliff Casey

Seconded by: Dan Dignard

THAT the Committee of the Whole refers the unapproved minutes of the Policy Committee Meeting of March 21, 2019 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

**Carried**



THAT the Committee of the Whole refers the recommendations of the Policy Committee Meeting of March 21, 2019 to the Brant Haldimand Norfolk Catholic District School Board for approval.

**Carried**

Moved by: Cliff Casey

Seconded by: Bill Chopp

THAT the Committee of the Whole refers the revised Board By-Laws to the Brant Haldimand Norfolk Catholic District School Board for approval, which includes the imbedding of the Director of Education performance appraisal into the By-Laws and the ability of a Notice of Motion to be passed by unanimous consent, as amended.

**Carried**

## **5.2 Board Enrolment Update as of March 31, 2019**

Director McDonald indicated that Board enrolment numbers are up in both the elementary and secondary panels. He indicated that the increased enrolment would result in more Ministry funding, but further discussion would have to occur with the Finance department.

Moved by: Dan Dignard

Seconded by: Carol Luciani

THAT the Committee of the Whole refers the Board Enrolment Update as of March 31, 2019 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

**Carried**

## **5.3 Health & Safety Update**

Director McDonald presented the report, which includes the names of all members on the Joint Health & Safety Committee. He indicated that the information provided gives a breakdown of incidents per employee group. As seen throughout the province, the highest number of incidents reports are for educational assistants and elementary teachers.

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Committee of the Whole refers the Health and Safety Update to the Brant Haldimand Norfolk Catholic District School Board for receipt.

**Carried**

## **6. Information and Correspondence**

Chair Petrella drew attention to the invitation from Holy Trinity Catholic High School to attend the Spirit of the Titan Award Breakfast. Director McDonald indicated that he would be sending out information to the trustees for various events throughout the system.

Moved by: Carol Luciani

Seconded by: Bill Chopp

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

**Carried**

## **7. Trustee Inquiries**

There was a trustee inquiry about the Epic Jobs information received. Director McDonald indicated that there will be more information forthcoming regarding the Epic Jobs information.



**8. Business In-Camera**

Moved by: Carol Luciani

Seconded by: Mark Watson

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: Carol Luciani

Seconded by: Dan Dignard

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 trustee attention to the list of upcoming meetings and events.

**11. Closing Prayer**

The closing prayer was led by Chair Petrella.

**11. Adjournment**

Moved by: Bill Chopp

Seconded by: Dan Dignard

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board adjourns the April 16, 2019 meeting.

**Carried**



JOINT USE AGREEMENT  
TASK FORCE MINUTES

Tuesday, March 19, 2019  
2:00 p.m.

Charlie Ward Room,  
Brantford City Hall

Councillor Carpenter in the Chair

**1. ROLL CALL**

City of Brantford

Members: Councillor Weaver, Councillor Carpenter, Sandy Jackson (General Manager of Community Programs)

Regrets: Darryl Lee, Mayor Davis

Staff: Lori-Dawn Cavin, Julia Sippel

Grand Erie District School Board

Members: Brenda Blancher (Director of Education & Secretary), Rafal Wyszynski (Superintendent of Business & Treasurer), Trustee David Dean, Trustee and Chair of the Board Greg Anderson,

Staff: Kathryn Underwood (Executive Assistant to the Superintendent of Business)

Brant Haldimand Norfolk Catholic District School Board

Members: Tracey Austin (Manager of Communications & Community Relations), Jim LoPresti (Corporate Services Advisor), Trustee Bill Chopp, Trustee and Chair of the Board Rick Patrella,

**2. DECLARATIONS OF CONFLICTS OF INTEREST**

None

**3. PRESENTATIONS/ DELEGATIONS**

None

## **4. ITEMS FOR CONSIDERATION**

### **4.1 Brant, Haldimand, Norfolk Catholic District School Board Participation in the Joint Use Agreement**

Rick Patrella, Chair of the Brantford, Haldimand, Norfolk Catholic District School Board addressed the Task Force regarding the concerns the Catholic Board has with the current agreement. Specifically he expressed concerns how the Community Use of Schools Funding is changing and the agreement is financially unsustainable under the current program.

The Catholic Board considers the agreement one sided and no longer sustainable. R. Patrella explained that the Board has negotiated a new agreement with the County of Brant and are in the process of doing so with Haldimand. R. Patrella expressed concerns with the damage costs associated with the agreement as there have been instances where damages were not paid for. There are further concerns that the City sites have some restrictions and the Sanderson Centre and golf courses are excluded completely. The Board has attempted to include a \$5 maintenance fee to cover damages that occur with site use and this has been turned down. They would like to see the \$5 maintenance fee be included in the agreement negotiations.

R. Patrella further explained that there are further concerns with affiliates being included in the agreement and if affiliates remain in the agreement, the Catholic Board will formally notify the City of their withdrawal. R. Patrella informed that the Neighbourhood Associations would be exempt from the affiliates restrictions.

R. Patrella stated that the primary goal is to negotiate a new agreement that is fair. If an agreement is not reached, the City risks childcare space. Financially, dissolving the agreement would cost the City approximately \$135,000 compared to \$25,000 for the Catholic Board.

Councillor Weaver asked for a list of grievances from the Board staff so that City staff can investigate the occurrences. Further, a request was made for a list of the rentals to be reviewed as well. R. Patrella informed this could be provided and further response to the grievances can be routed through Tracey Austin and Jim LoPresti.

Councillor Weaver asked to see the agreements that have been negotiated in other areas. It was confirmed that the agreement with the County of Brant can be provided however, they are not seeking a duplication of that agreement but a Brantford Community agreement.

The Task Force suggested that they reconvene in a month for further discussion. This was agreed upon however the Catholic Board will need to know if affiliate groups are going to be kept on the table as this is a non-starter for them and they will have to withdraw from the agreement.



Kathryn Underwood of the Public Board informed the Task Force that they have not had many issues with the affiliate groups and if they did, they dealt directly with the affiliate groups. The system in place for the Public School Board has been working.

Raf Wyszynski explained that the agreement is working from the Public Board perspective.

K. Underwood informed that there are some joint facilities that would need to be considered if separate agreements are sought with the City and the Boards.

David Dean expressed concern that the Public Board has not heard of any of these concerns from the Catholic Board and would like time to take this back to provide an update on the negotiations.

**5. CONSENT ITEMS**

None

**6. RESOLUTIONS**

None

**7. NOTICES OF MOTION**

None

**8. ADJOURNMENT**

The meeting adjourned at 3:08 p.m.



**SPECIAL EDUCATION ADVISORY COMMITTEE  
Tuesday, April 16, 2019 – 9:30 a.m. – Boardroom**

- Present:** Bill Chopp (*Trustee*), Susan Battin, Jennifer Chapman, Christine Dragojlovich (*Co-Chair*), Nil Woodcroft
- Resources:** Debbie Fullerton (*Principal and Principal Lead: Special Education Staffing*), Carmen McDermid (*Student Achievement Lead: Special Education*), Patti Mitchell (*Parent, County of Brant*), Michelle Shypula (*Superintendent of Education*)
- Regrets:** Laura Bergeron (*ad hoc*), Jill Esposto, Lauren Freeborn, Tracey Taylor, Teresa Westergaard-Hager (*Co-Chair*)
- Guest:** Debbie Dignan (*Itinerant Special Education Resource Teacher (SERT)*), Sarah McDade (*Job Skills World of Work Teacher*), Kevin O'Sullivan (*Special Education Department Lead*), Dennis Perras (*Job Skills Construction Teacher*)
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**1. Opening Prayer**

Carmen McDermid led the group in the opening prayer.

**2. Welcome and Opening Comments**

Superintendent Shypula welcomed guests and members and a round of introductions were led for the benefit of all in attendance.

**3. Approval of Agenda**

Moved by: Jennifer Chapman

Seconded by: Susan Battin

THAT the SEAC approves the agenda of the April 16, 2019 meeting.

**Carried**

**4. Approval of Minutes – March 19, 2019**

Moved by: Susan Battin

Seconded by: Nil Woodcroft

THAT the SEAC approves the minutes of the March 19, 2019 meeting.

**Carried**

**5. Presentations**

**5.1 Job Skills: World of Work and Co-op**

Kevin O'Sullivan, Special Education Department Lead for St John's College, led the presentation on the Job Skills: World of Work and Co-op by providing goals of the program. Students received an opportunity to create a work related portfolio in the course that includes resumes and cover letters. Examples of student portfolios were then passed around to members. Students learned about work hazards in the course and SEAC members received an opportunity to ask students for examples of work hazards that they have learnt through their



own personal experiences. Kevin described the World of Work (WOW) Skills that students learn and members were then invited to ask interview questions directly to students. Students role-played how they would respond in a real life interview. Sarah McDade, Job Skills World of Work Teacher, updated on the community partnership with *Crossing All Bridges* where students are working to complete their co-op placement with a potential for employment after graduation. Members received information from students on the assignments they completed at *Crossing All Bridges* such as: laundry, dishes and various other life skills.

## **5.2 Job Skills – Construction**

Dennis Perras, Job Skills Construction Teacher at St. John's College, provided an overview on the Job Skills Construction class and learning opportunities offered to students. Students are learning how to work safely with construction equipment, what a medical emergency is and what they would do in a medical emergency. Dennis shared examples of the projects students completed this year and students demonstrated their work by recounting what equipment they used such as: nail guns, glue, etc. In the second project students completed, Dennis described how they tied in literacy from their first semester classes by utilizing ideas from the book they read. Methods used working with students and construction equipment include hand over hand to ensure student safety.

## **5.3 Role of the Itinerant SERT – Supporting Special Classes**

Debbie Dignan, Itinerant Special Education Resource Teacher (SERT) provided an overview of her role in the Board and described how she is supporting learning in elementary and secondary special classes. Debbie's role can be divided into four pillars as follows (See Appendix A):

- 1. Improving Student Achievement:** Looking at students' assessments and using an appropriate assessment tool to then develop the IEP while monitoring and evaluating student learning.
- 2. Building Staff Capacity through Professional Development and Collaboration:** Providing training and implementation of Alternative Curriculum and assessment. Professional development for staff working with students with special needs. Connecting staff to resources through community agencies and schools and building resources to share across the district.
- 3. Building Parent Confidence – Helping families make informed decisions:** Providing clear and consistent messaging to parents regarding the programs, reporting of students' progress and transition planning. See Appendix B for an example of an information session that Debbie organized for parents of Grade 8 students with special needs who are transitioning to high schools.
- 4. Creating Community Partnerships:** Connecting students and families to services and programs offered in their communities.

Debbie reviewed the Special Education Programs offered within our Board in both elementary and secondary. With a class size of up to 16 students, both elementary schools, Notre Dame in Brantford and St Joseph's in Simcoe, offer transition classes for students who are identified with an intellectual exceptionality or multiple exceptionality. In secondary, the job skills programs are offered at all three high schools and both Holy Trinity Catholic High School in Simcoe and Assumption College in Brantford also offer Personal Active Learning (PAL) and Community Living alternative programs. Debbie shared the work she has created in writing a curriculum for three of the alternative courses offered at the high school such as: KGW – Exploring the World



of Work. Working with the special education department teams, the curriculums contain a course framework and competencies that students will have developed by the end of the course.

## **6. Correspondence**

### **6.1 Letter from Durham Catholic District School Board**

Superintendent Shypula shared the letter received from the Durham Catholic District School Board's SEAC to the Minister of Education, Lisa Thompson, regarding their concerns with recent changes to the provincial funding model for Autism services and the impact that these will have on children, families and school boards (See Appendix C). It was determined that Chairs Christine Dragojlovich and Teresa Westergaard-Hager would create a letter on the behalf of the Board SEAC asking for clarification from the Minister speaking to transition planning and funding for students with ASD going forward into September 2019.

### **6.2 Letter from Conseil Scolaire Viamonde**

Superintendent Shypula indicated that Chair Teresa Westergaard-Hager sent communication on behalf of the Board SEAC to the Minister of Education, Lisa Thompson on November 21, 2018 similar to the letter received from the Conseil Scolaire Viamonde (See Appendix D). This correspondence detailed our support in amending the education act to promote awareness and understanding of Fetal Alcohol Syndrome Disorder.

## **7. Community Agency Updates**

### ***Nil Woodcroft – Manager of Early Childhood Intervention Programs, Haldimand-Norfolk REACH***

Nil updated that due to changes with autism services made by the Ministry of Children, Community and Social Services (MCSS), Haldimand-Norfolk REACH is holding Family Nights to meet with parents to review what services they are looking for. Autism Services at REACH is looking into a new model of service in response to the recent Ministry changes.

Updates to the Infant and Child Development Program Guidelines by the MCSS has created a shift in program eligibility. The agency will now be providing services to children until school entry.

Nil shared that HN REACH still has spaces available in their children's Bramble Retreat program. Bramble Retreat is a respite home designed for children under the age of 18 who are diagnosed with a physical or developmental handicap, medically fragile and/or technology dependent requiring nursing supports.

### ***Susan Battin – Senior Therapist and Parent Representative, Lansdowne Children's Centre***

Lansdowne Children's Centre is navigating through the changes to the Ontario Autism Program set out by the MCSS. The agency will be moving to a system where Lansdowne no longer receives direct funding. Lansdowne will operate on a fee-for-service model with families choosing the services they wish to purchase with their new childhood budgets. They are actively exploring the types of services they will be able to offer. Lansdowne is focused on supporting the children, youth, families and employees through the changes while they explore and plan what services can be offered in the future.



On April 24, 2019 at 1:30 pm, there is a parent information session along with other community partners to assist families on working with their new budgets.

On Saturday, May 11, 2019, Lansdowne will be hosting their 15<sup>th</sup> Annual Charity Motorcycle Ride to support the Lansdowne Children's Centre Foundation. Visit <http://www.lansdownemotorcycleride.com/> for additional details.

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

Jennifer updated on the success of the Haldimand-Norfolk Children's Aid Society annual Easter dinner. Youth have been planning a 'Kindness Rocks' project where they paint rocks and inscribe inspirational quotes then distribute around the city. The hope behind the pay-it-forward project is to spark joy in people's everyday lives. Jennifer will provide additional information at a later date on how the recent Provincial Budget to services from the MCSS over the next three years will affect their agency. The agency will be hosting their annual staff recognition event in May.

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

Christine updated on the teams that will be housed in Woodview's new Harmony Square location and that the hope is to officially open on mental health week on May 5. Bereavement Outreach will be held at this location and the agency hopes to hire another two staff for the location. The suicide coordinator will also work from this office. On Sunday, May 5, 2019, Woodview will be hosting their fourth annual Hook, Line and Thinker Fishing Derby from 10 am to 5 pm at the Mt. Pleasant Ponds. The cost is \$5 to enter the event and there are various prizes to win. The annual Coffee House and Art Show presented by Fortitude Youth View, Woodview's youth engagement group, will be taking place on Friday May 17, 2019 from 6 pm to 8 pm at Freedom House in the old Eaton Centre. The event will hold silent auction items, crafts and opportunities to purchase coffee and snacks. Additional information can be found at <https://www.facebook.com/events/188199461905383/>.

***Bill Chopp – Trustee representing City of Brantford***

Trustee Chopp shared that the Board is currently waiting to hear back on how the changes within the government will affect our Board and will update the committee at a future date. Trustee Chopp thanked Debbie Dignan for all her hard work and to the presenters and students for sharing their experiences with SEAC.

**7. Reports**

**7.1 Student Achievement Leader: Special Education**

Carmen updated on the secondary PD Day, which was planned and organized by Debbie Dignan, and held on Friday, March 29 at Crossing All Bridges Learning Centre in Brantford. Crossing all Bridges is a not-for-profit agency dedicated to providing meaningful educational opportunities to adults with developmental challenges. Educational Assistants were able to experience firsthand the unique programs the organization has to offer to help build participants self-confidence while participating in social inclusion and gaining experience to develop the skills necessary to function as informed members of society. Carmen updated on the presentation provided by Rachel Moreau, Orientation & Mobility Educational Assistant with the Board. Rachel introduced and discussed various eye conditions and demonstrated specific



Orientation and Mobility techniques. Educational Assistants had the opportunity to experience what it is like to be blind or have low vision through various simulations using equipment and games, such as goalball. Rachel also provided tips and a handout on how to keep your eyes healthy (See Appendix E.) Beth Conly-Edwards, Coordinator of the Vision Resource Services and Outreach Department at the W.Ross Macdonald School for the Blind shared a presentation on Cortical Visual Impairment (CVI). CVI is a unique visual impairment caused by neurological damage (from shaken baby syndrome, accidental head injuries and infections such as viral meningitis to name a few) that affects the visual parts of the brain. Beth described the visual and behavioural characteristics of CVI as well as specific interventions that can be used when programming for these students. See Appendix F for the handout supplied.

Carmen updated that Lansdowne Children's Centre offered a 'Parents as Partners' event at St Basil Catholic Elementary School in Brantford on Saturday, April 6, 2019. The purpose of the event is to connect parents with community partners and educate parents on services that the agencies have to offer. The event was hosted in collaboration with the Grand Erie District School Board and BHNCD SB. Sandra DeDominicis (System SERT) is the lead for our Board and assisted with the planning and presenting at the workshop. Carmen inquired to the group on suggestions and ideas on how to increase family participation.

On Friday, April 12, 2019, the Board held their Mental Health PA Day event at Assumption College School in Brantford. Teachers, Educational Assistants (EAs), Early Childhood Educators (ECEs), Special Educational Resource Teachers (SERTs), Library Technician's and Mental Health staff were amongst the staff who participated. Educators received presentations by Dr. Kristen McLeod in the morning on '*Calming the Storm: Trauma Informed Classrooms*' and by Mary Lachapelle in the afternoon on Mental Health Well-Being in the Workplace. Dr. McLeod is a registered clinical developmental psychologist and founder of the Attune Trauma and Regulation Centre in Guelph, Ontario. Mary Lachapelle has been a teacher for over 25 years with qualifications on both elementary and secondary levels and has worked as a Senior Staff Officer at the Ontario English Catholic Teachers' Association Provincial Office (OECTA) in the Counselling and Member Services Department.

## **7.2 Superintendent of Education**

Superintendent Shypula updated that at the recent Regional Catholic Parent Involvement Committee (RCPIC) meeting held on Monday, March 25, 2019 and based on parent feedback obtained from surveys, Carmen McDermid, Student Achievement Lead: Special Education, Nancy Smykaluk, Itinerant Special Education Resource Teacher and Holy Cross School Special Education Resource Teachers Nancy Mulroy and Tara Spangenberg, presented an information session on self-regulation strategies being implemented across the district. Background was provided describing the inception of self-regulation as a focus for the Special Education Department since 2016 and an overview of the resources that have been provided to each elementary and secondary school to support the creation and effective use calming room/spaces within schools and classrooms. Additionally, the Zones of Regulation resource was shared with members along with a number of evidence-based strategies to assist with regulating student behaviour. Guests were invited to explore, build and take home self-regulation items/tools that are used within our schools.



Superintendent Shypula informed members on changes with the Council for Exceptional Children Chapter 834. The Council for Exceptional Children is an organization involved in raising awareness of special education and local initiatives to support special education. Part of the Executives role is to provide workshops or information sessions for families and educators. Additionally, the Executive hosts an annual Awards Gala to recognize the efforts of students, staff and volunteers who support students with special education needs.

All events and fundraising have been done locally through the chapter. School Boards have not directly supported the chapter with monetary funds. All members volunteer their time and support events and promote the local chapter.

Judith Lapierre, a dedicated and passionate lead on the Executive, initiated this local chapter over 30 years ago. In the past number of years, following Judith's passing, the membership has dropped considerably and the only current participants are Jennifer McLaren Gibbons from the Board and Stephanie Slaman from the Grand Erie District School Board (GEDSB).

This year, the GEDSB has chosen not to proceed with representation on the current Executive due to low membership and has therefore chosen not to be involved in leading and supporting the Awards Gala. It was presented to our Senior Administration Team, that without the partnership with the GEDSB, the Board can not support this event independently and a decision was made that we would not proceed.

Although we know this evening is going to be missed, we are confident that within the district we can continue to recognize and celebrate the gifts and talents of our students, staff and volunteers.

## **8. Closing Remarks/ Adjournment**

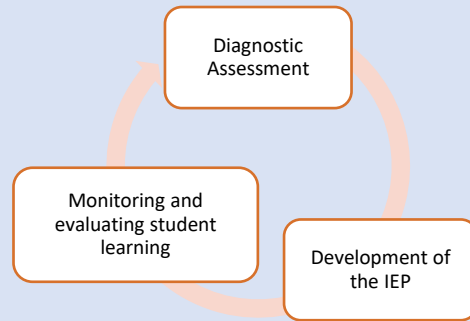
The meeting adjourned at 11:40 am and Carmen McDermid led a closing prayer. Superintendent Shypula thanked members for their contributions to the meeting.

## Role of Itinerant SERT: Supporting Learning in Elementary and Secondary Special Classes



### Improving Student Achievement

**Individual instruction/curriculum to derive from an appropriate assessment tool, regardless of exceptionality**



- All students to be assessed using an appropriate assessment tool.
- Evidence that achievement is derived from either modified expectations from the Ontario Curriculum and/or Alternative Curriculum.
- Ensure that IEP expectations are individualized, specific, and measurable and tracking of progress is in place.

Alternative Curriculum and assessment tools used in Special Education Programs are:

- **HELP** – Hawaii Early Learning Profile
- **FISH** – Functional Independence Skills Handbook
- **Brigance** Comprehensive Inventory of Basic Skills
- **AFLS** – Assessment of Functional Living Skills
- Update and rewrite all Alternative (K) course descriptions.
- Research and write a framework of learning outcomes for all Alternative (K) courses based on the learning profiles of students in the 3 Secondary Special Education Programs.



### Building Staff Capacity through Professional Development and Collaboration

**Professional Development for Special Class Teachers, Educational Assistants, Elective Teachers, and Special Education Department Heads**

Professional Development offered:

- Training and implementation of Alternative Curriculum and assessment.
- Awareness of Social Media sites and Assistive Technology.
- Role of the Educational Assistant in Special Classes.
- Tour of Brantwood Community Services and Crossing All Bridges.
- Community guest speakers from Mohawk College: Carrie Leo - CICE (Community Integration Through Cooperative Education) and Elisabeth Sykes - Career Pathways Program.
- Tour of CICE Program at Mohawk College for core teachers and Department Heads.
- Self-regulation tips and creating sensory rooms.
- Creation of resource binder for every teacher (core and elective).
- Training and support on new IEP engine (PSSE)

**Individual Training (core and elective teachers):**

- Course pedagogy
- IEP writing
- IPRC paperwork and packages
- Transition Plans
- Tracking of student progress

**Collaboration:**

- Creation of an on-line site to share resources.



### Building Parent Confidence – Helping families make informed decisions

**Provide clear and consistent messaging to parents regarding the IEP, IPRC paperwork, reporting of student progress, and transition planning**

- Belief in our Alternative Curriculum and assessment tools.
- Tracking methods and tools that allows for precise data collection of IEP expectations.
- Reporting to parents of student progress is ongoing and flexible, i.e. videos, pictures, auxiliary reports.
- Provide classroom tours to families and potential students.
- Assist schools who are making an application to Special Classes with IPRC paperwork.
- Representative at each System Special Education Class IPRC: Initial and Review.
- Liaison with Brantwood Community Services to offer a parent information night.
- Provide parents with literature regarding community programs, financial services: ODSP, and transition planning at each System IPRC.
- Attend all student case conferences for special classes.
- Offer an information session at Elementary Transition Program for grade 8 students and their families to assist with the transition and make informed decisions regarding Secondary Special Education Programs.
- Creation of a Secondary Pathways information chart for parents and teachers to gain an understanding of the most appropriate pathway based on student strengths and needs.



### Creating Community Partnerships

**Connect students and families to services and programs offered in the community**

- Partnership between Brantwood Community Services and the Job Skills Programs at St. John's College and Community Living Program at Assumption College School. Students received training from qualified instructors on topics that included Date Smart, Pre-Employment Readiness, Advocacy, and Self-awareness.
- Partnership with Crossing All Bridges for Co-op placements for Job Skills students at St. John's College.
- Educational material was gathered and distributed to parents and schools on post-secondary programs at Mohawk College, Fanshawe College, and Niagara College.
- Distribute literature to parents on available community agencies.
- Former Board of Director at Contact Brant and current committee member of FASD Working Committee.







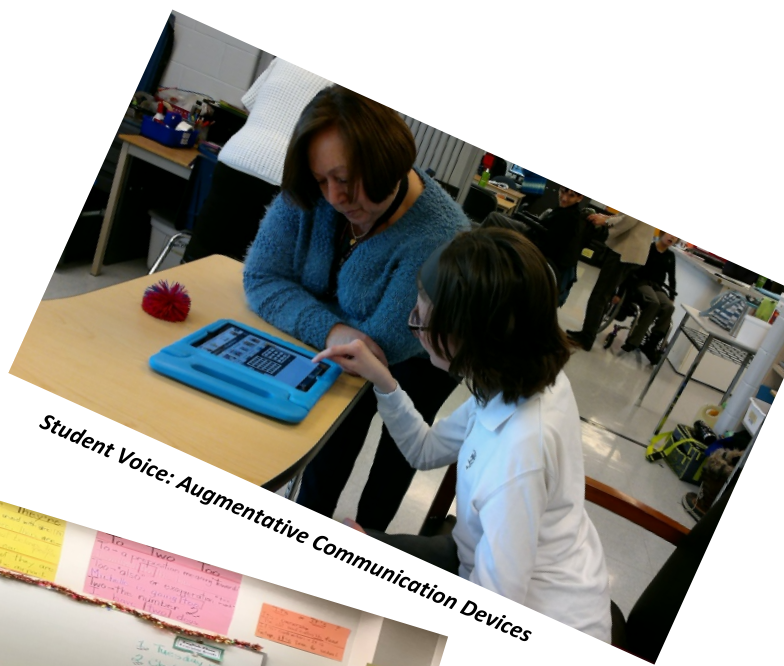
Assistive Technology



Crossing All Bridges hosts a PD day for Secondary EAs



Guest speakers at ACS: Learning about politics and the importance of advocacy



Student Voice: Augmentative Communication Devices



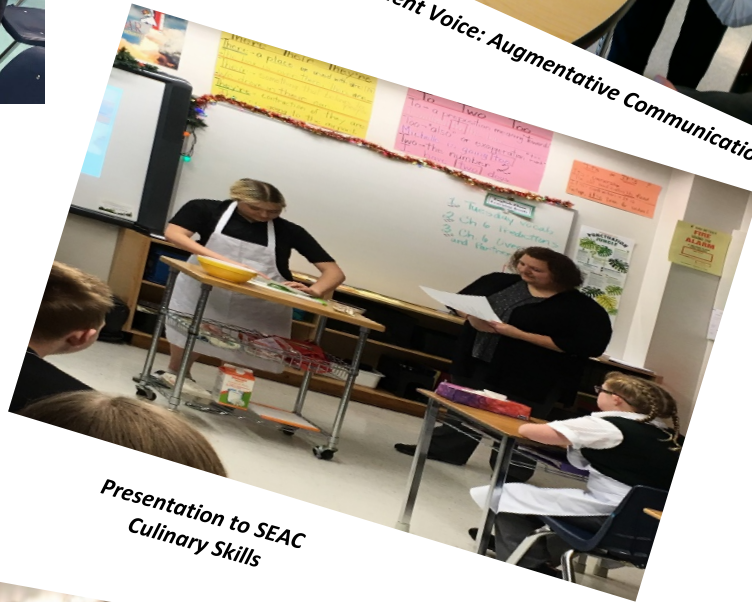
Spring Fling at Assumption College School



In-School Cooperative Education at Holy Trinity



First Construction Course offered at SJ



Presentation to SEAC Culinary Skills



Student Achievement-Numeracy



Friendships



Cosmo at St. John's College



Shopping at the Market Experiential Learning

**YOU ARE INVITED TO AN INFORMATION  
EVENING TO LEARN MORE ABOUT**

**PATHWAYS TO  
SPECIAL EDUCATION  
PROGRAMS AT  
SECONDARY  
SCHOOLS**



**WHEN**

**November 1, 2018  
6:00 pm – 7:30 pm**

**WHERE**

**Notre Dame School  
238 Brantwood Park Road  
Brantford**

**FOR MORE INFORMATION PLEASE CONTACT  
Debbie Dignan at [ddignan@bhncdsb.ca](mailto:ddignan@bhncdsb.ca)**

**FOR**  
**All grade 8  
students from the  
transition class  
and their parents  
or guardians**

**GUEST  
SPEAKERS**  
**Mary Bradford,  
Special Education  
Department Head  
at Assumption  
College**

**Kevin O'Sullivan,  
Special Education  
Department Head  
at St. John's  
College**

**LEARN MORE  
ABOUT**  
**Special Education  
Programs offered  
at Assumption  
College and St.  
John's College as  
your child  
transitions to  
Secondary  
School.**



**Assumption**  
College School



**St. John's College**



**Holy Trinity**  
Catholic High School

## Alternative (Non-Credit) Pathways in Secondary Schools for Students with Intellectual Disabilities, Autism, and/or Multiple Needs

The Special Education Department offers three non-credit programs in secondary schools to support academic, vocational, spiritual, and personal growth for students with special education needs. These programs are designed to prepare students for independent or supported living environments and employment.

### **Personal Active Learning (PAL)**

Offered at Holy Trinity Catholic High School and Assumption College School

This program is aimed at developing functional academics, self-help skills, functional communication, daily living skills, motor skills, and choice making in a self-contained environment with planned supportive integration opportunities within the school. Students require extensive supports from school staff and community agencies due to their complex needs.

Non-Credit Program – Certificate of Accomplishment

### **Community Living**

Offered at Holy Trinity Catholic High School and Assumption College School

This program teaches and fosters the skills necessary for students whose ultimate post-secondary goal is to seek to supported living and employment in the community. The program offers a self-contained environment with opportunity for integration within the school. Students require some supervision due to their moderate level of needs.

Non-Credit Program – Certificate of Accomplishment

### **Job Skills**

Offered at Holy Trinity Catholic High School, Assumption College School, and St. John's College

This program teaches and fosters the skills necessary for students to continue education and/or seek independent living and employment in the community. This program offers a self-contained environment with an opportunity to obtain credit courses (partially integrated) combined with on-the-job training either within the school or community. The Job Skills teacher and Special Education Department Head work closely with families and students to assess the readiness for credit courses and potential co-op placements within the school and community. Students are independent other than physical needs due to medical diagnoses.

Non-Credit Program  
Certificate of Accomplishment

Ontario Secondary School  
Certificate (OSSC)  
Upon completion of 14  
Ministry Credits

### Certificate Options for Alternative Pathways in Secondary Schools

Upon graduation, students in non-credit programs or combination of non-credit/credit courses will receive either:

#### Ontario Secondary School Certificate (OSSC):

To receive the OSSC, a student must earn a minimum of 14 credits consisting of 7 compulsory credits and 7 optional credits.

The 7 compulsory credits are:

- \*2 credits in English
- \*1 credit in Mathematics
- \*1 credit Science
- \*1 credit in Canadian History or Canadian Geography
- \*1 credit in Health and Physical Education
- \*1 credit in the Arts, Computer Studies, or Technological Education

The 7 optional credits are selected by the student

#### Certificate of Accomplishment:

Students receive the Certificate of Accomplishment after completing non-credit alternative courses in a special education program. Students have not earned the requirements for the Ontario Secondary School Certificate (minimum of 14 credits).

For more information please contact the Special Education Department Head at the High School your child will be attending:

**Assumption College School:** Mary Bradford (519-751-2030)

**St. John's College:** Kevin O'Sullivan (519-759-2318)

**Holy Trinity Catholic High School:** Kerri Lomax (519-429-3600)



**DURHAM CATHOLIC  
DISTRICT SCHOOL BOARD**  
*Learning and Living in Faith*



**RECEIVED**  
GRANT HALDIMAND NORFOLK CATHOLIC DSB

**MAR 22 2019**

**Michelle Shypula**  
**Superintendent of Education**

Wednesday March 6, 2019

Dear Minister Lisa Thompson  
Minister of Education  
Mowat Block 22<sup>nd</sup> Floor  
900 Bay Street  
Toronto, ON M7A 1L2

I am writing today, on behalf of the Durham Catholic District School Board Special Education Advisory Committee, to express our concern about the recent changes to the provincial funding model for Autism services and the impact that it will have on children, families and school boards.

We know that parents of children with special needs, regardless of the diagnosis, require significant support from both the government and the school system in order for their children to have meaningful access to education. Parents in our school communities have shared the devastating impact the changes to financial support are having on their children. They are also being challenged by the level of uncertainty that this new plan leaves families facing due to the lack of opportunities for transitional planning.

In keeping with our philosophy of inclusion, staff are prepared to support the children with autism who will be returning to our school system earlier than their parents had intended. However, the lack of clarity around the process is presenting a difficulty to our Student Services department. Educators in the Durham Catholic District School Board are committed to providing a safe and nurturing environment to all of our students, but without any clear details this task becomes even more difficult. Almost four weeks have passed since the changes were announced and there has been no contact with the school boards made by the Ministry of Education. The board has no clear understanding of which students will be returning or when, nor has there been any indication from you or the Ministry of Education as to what your promised increased support to school systems will look like. The Durham Catholic District School Board SEAC would like to know when the board will be given, or when the Board will hear about, the funding to support the influx of students into our system on April 1, 2019. Furthermore, what will the funding look like going forward into September 2019? Without this information, staff are unable to develop a plan to support these students who generally require intensive support and comprehensive planning around transitions.

Students with Autism Spectrum Disorder, regardless of where they are on the Autism Spectrum, require effectively planned transitions. The changes to the Autism Ontario program are the exact opposite of effectively planned transitions. We strongly request that the Ministry of Education informs us immediately as to the funding and transitional support that they are going to provide so that the staff of the Durham Catholic District School Board is able to provide a safe and accepting environment to meet the needs of all of these students.

Sincerely,

Valerie Adamo  
Chair of Special Education Advisory Committee (SEAC)

cc: Anne O'Brien, Director of Education DCDSB  
John Rinella, Chair DCDSB  
Chairs of Ontario Special Education Advisory Committee  
Members of Provincial Parliament for Durham Region

Toronto, le 5 février 2019

L'honorable Lisa Thompson  
Ministre de l'Éducation  
900, rue Bay  
Édifice Mowat, 22<sup>e</sup> étage  
Toronto (Ontario)  
M7A 1L2

Madame la Ministre,

Le Conseil scolaire Viamonde désire apporter son appui au projet de loi 44. En effet, nos membres du Comité consultatif de l'enfance en difficulté (CCED) appuient le projet de loi qui modifie la *Loi sur l'éducation* pour prévoir que les conseils scolaires doivent mener des activités afin de faire la promotion de la sensibilisation à l'ensemble des troubles causés par le syndrome alcoolisation fœtale (SAF) et de la compréhension de ces troubles, y compris des pratiques exemplaires qui permettent d'appuyer les élèves susceptibles d'en être atteints.

De plus, nous demandons que les troubles d'alcoolisation fœtale soient reconnus comme anomalie d'ordre neurologique, sous le diagnostic et type de difficulté : trouble d'alcoolisation fœtale.

Dans l'attente de votre réponse, nous vous prions d'agréer, Madame la Ministre, l'expression de nos sentiments distingués.

La présidente du Conseil,    La coprésidente du CCED,    Le coprésident du CCED,



Sylvie A. Landry



Manoushka Aimable



Benoit Fortin

c. c. Membres du Comité consultatif de l'enfance en difficulté  
Monsieur Martin Bertrand, directeur de l'éducation  
Présidences des CCED des conseils scolaires de l'Ontario





In the hustle and bustle of everyday life, it's easy to take our eyesight for granted. But good vision isn't a guarantee. Protect your vision by making smart decisions every day with these quick tips:

1. **Watching lots of movies?** Sit at a distance equivalent to at least five times the width of your TV screen.
2. **Include eye healthy foods in your meal** Foods containing vitamin C (papayas, red bell peppers, kiwi, strawberries, and oranges) or antioxidants such as lutein and beta-carotene (carrots, sweet potatoes, squash, spinach, kale, and broccoli) can help reduce the risk of developing age-related macular degeneration (AMD).
3. **Get regular...with your eye exams!** There is no better way to protect your vision than an eye exam, as many eye diseases have no easily detectable symptoms. The Canadian Association of Optometrists recommends children have their first eye exam between ages six and nine months, and annually after that. Adults should have eye exams every two years, or at the direction of their optometrist.
4. **Butt out!** Smoking contributes to a number of eye related health issues, learn more [here](#).
5. **Take 20.** Take a 20 second break from your computer screen every 20 minutes and focus your eyes on something at least 20 feet away.
6. **Protect your baby blues (or greens or browns).** Wear proper protective eyewear when undertaking major indoor or outdoor work, and wear sunglasses outside even when the sun isn't shining – UV rays are harmful to your eyes year round.
7. **Have the conversation.** If you have eye irritation from allergies, inflammation, infection or injury, don't assume it will go away on its own. Unusual visual symptoms can require treatment to resolve, or, in some cases, indicate a more serious vision problem. For eye care emergencies, be sure to ask your optometrist if emergency appointments are available – it's often faster than going to the ER.

**Did you know?** Anyone can book an appointment with a doctor of optometry without a referral. Contact your optometrist to find out which eye-care services they offer, or visit <https://opto.ca/find-an-opto> to find a doctor near you.



Your eyes, like the rest of your body, benefit when you eat well. There are some foods that are particularly good for your eyes and offer nutrients and vitamins your eyes need to stay healthy. If your diet includes orange peppers, kale, spinach, berries, and kiwis, you're on the right track.

### **Quick Facts About Eyes and Food**

- Foods rich in lutein, zeaxanthin, and vitamin C, like orange peppers can keep eyes sharp.
- Kiwi is the highest fruit source of vitamin C, making it the top eye food in the fruit category.
- Fish with high levels of omega-3 fatty acids can help prevent Age-Related Macular Degeneration.
- Diets excessively high in sugar and refined carbohydrates are a risk factor for cataracts.
- Try to mix 1 tablespoon of ground flax seed or wheat germ into your daily diet for a big boost of eye nutrients.

Resource: <https://opto.ca/>



Just as we drink water to stay hydrated or fill up on fruits and veggies to maintain our health, it's also important to nurture our eyes with food.

Keep your eyes in tip top shape with these great go-to snack ideas that are packed with nutritious foods for your eyes.

- Eat your leafy greens – Fresh spinach and kale are loaded with two antioxidants called lutein and zeaxanthin. These antioxidants help protect against the damaging effects of UV rays – pack an extra-large salad on those sunny days!
- Fruits and veggies – Fill your lunch bag with colourful Vitamin C rich foods, such as grapefruit, strawberries, bell peppers and broccoli. Vitamin C is another vitamin that acts as an antioxidant by helping to absorb some of harmful rays generated by the sun.
- Hummus – Enjoy some hummus with your veggies! Chickpeas, as well as other legumes, contain Zinc which helps your liver release and drive Vitamin A to the retina to produce melanin – melanin helps protect your eyes from ultraviolet light.
- Visit the docks – Most know that Omega 3 fats have many disease fighting powers, but did you know that they can also help protect against age-related macular degeneration and dry eye? Cook up your favourite salmon salad recipe or order some sushi to-go.
- Think Orange – Carrots, yams and sweet potato are packed with beta-carotene, an antioxidant that can help reduce the risk of age-related macular degeneration and cataracts.
- Use leftover turkey – Planning a picnic? Pack your sandwiches full of this zinc and niacin filled protein. In addition to helping fill your zinc quota for the day, turkey contains b-vitamin niacin, which can help protect against [cataracts](#).



# 10 CHARACTERISTICS OF CORTICAL VISUAL IMPAIRMENT

CVI stands for cortical visual impairment, a brain based visual impairment. The condition has the great possibility for improvements when a child has carefully crafted environmental and learning strategies to support increased vision use and discrimination.

## CVI Phases

Dr. Roman-Lantzy uses the CVI Range to assess children. The skills are measured on a scale from 1–10 around each of the characteristics:

1. Colour
2. Movement
3. Latency
4. Visual fields
5. Complexity
6. Light gazing/non purposeful gaze
7. Distance Viewing
8. Visual Reflexive Responses
9. Visual Novelty
10. Visual Guided Reach

Depending on the assessment, the child is categorized as:

Phase I

Phase II

Phase III

*Each Phase has unique instructional goals and environmental supports needed.*

**Phase I: Goal: Building Visual Behaviors. Getting the child to look**

- The child has a favorite color and will only look at simple one colored items. (Color)
- The child looks at movement or shiny items but does not seem interested in stable objects. (Movement)
- There is no or little reaction to visual threat or touch between the eyes. (Visual Reflexive Responses)

- The child fixates briefly but likes light, ceiling fans and movement. (Light gazing and Movement)
- The child sees things in the peripheral fields but does not react to items in central vision positions. (Visual Fields)
- There is visual attention in near space only within 2 feet. (Distance and Complexity)
- The child rarely looks to faces (Complexity).
- The child sees best in uncluttered, quiet places. (Complexity)
- The child only looks at familiar and favorite toys. (Novelty)
- The child has a long delay before they turn to look. (Latency)

**Phase II: Goal: Integrating Vision with function. Be aware of environmental adaptations the child requires.**

- Objects can be 2–3 colors but the child likes the favorite color included. (Color)
- The child can look at patterns. (Complexity)
- Light does not always distract the child. (Light Gazing)
- The child takes a while to look but mostly only when sick or tired. (Latency)
- The child still needs items to move to draw visual attention. (Movement)
- Some noise in the room is tolerated. (Complexity)
- The child will blink when you touch them between the eyes. (Visual Reflexive Responses)
- Sometimes the child blinks to visual threat. (Visual Reflexive Responses)
- The child sees things 4–6 feet away. (Distance and Complexity)
- The child looks to faces if the person is not talking. (Complexity)
- The child can look and reach to a very familiar object. (Visual Motor and Novelty)
- The child can look at simple pictures. (Complexity)
- The child can look at musical toys. (Complexity)

**Phase III: Goal: Resolving Characteristics**

- The child looks at all kinds of items, familiar and unfamiliar, colorful or not. (Color, Complexity and Novelty)
- The child can tolerate most kinds of sensory input and maintain visual gaze. (Complexity)
- Blink and touch reflexive responses are always present. (Visual Reflexive Responses)
- The child does not take extended extra time to look. (Latency)
- The child looks beyond 10– 20 feet for moving items. (Movement, Complexity and Distance) Distance is often one of the last areas to resolve.
- The child looks at near items that are not moving. (Movement and Complexity)
- The child smiles at familiar and unfamiliar faces. Facial recognition is often one of the last areas to resolve. (Novelty and Complexity)
- The child will look at themselves in a mirror. Real eye to eye contact not just looking at the reflected light or the movement in the mirror. (Complexity and Novelty)

- The child will look at pages in a book or pictures. Really looking at the pages not just enjoying the movement of the turning page. (Complexity and Novelty)
- The child imitates the visual action. (Distance from the model may still be an area of concern.)
- The child sees a visual item and understands the implications. (Sees people getting their coats looks for theirs, Sees someone approaching with arms outstretched and puts their arms up to be picked up). (Complexity and Distance Viewing)
- Sees a group of parents and sorts out their parent from the others visually with no voice cues. Smiles to favorite people not at strangers. Facial recognition is often one of the last areas to resolve. (Complexity)
- The child sees in all visual fields. (Visual Fields)
- The child looks and reaches to items to play and plays while looking. (Visual Motor)

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

Prepared by: Mike McDonald, Director of Education & Secretary  
Presented to: Committee of the Whole  
Submitted on: May 21, 2019  
Submitted by: Mike McDonald, Director of Education & Secretary

### EXTENSION OF BUDGET SUBMISSION DATE

Public Session

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#### **BACKGROUND INFORMATION:**

The Grants for Student Needs (GSN) grant received from the Ministry of Education is the major source of funding for school boards throughout Ontario. It is from this funding and some other sources that school boards are able to build their staffing needs and determine budget estimates to be submitted to the Ministry.

#### **DEVELOPMENTS:**

Typically these grants, and the subsequent technical papers which provide the specific amounts, formulas and uses for these monies, are received by school boards by the end of March and into early April. With the delayed release of the provincial budget this year, the GSN grants were not released until April the 26 through the 2019:B14 memo. Although there is not a confirmed date of the release of the technical papers, they are rumored to be released on May 17<sup>th</sup>.

In the aforementioned 2019:B14 memo, in recognition of the late release of this important funding information, school boards were given the option of extending the submission date four weeks, from June, 28<sup>th</sup>, 2019 until July 24<sup>th</sup> 2019. In order to ensure that the Brant Haldimand Norfolk Catholic District School Board has adequate time to complete an accurate and comprehensive budget submission, it is recommended that the Board take advantage of this extra time, and accept the four week extension to submit the 2019-20 EFIS Estimates file.

#### **RECOMMENDATION:**

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk District School Board approve that the timeline for the 2019/2020 budget estimates submission to the Ministry of Education be extended to July 24, 2019.

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

Prepared by: Scott Keys, Superintendent of Business & Treasurer  
Presented to: Committee of the Whole  
Submitted on: May 21, 2019  
Submitted by: Mike McDonald, Director of Education & Secretary

### SURPLUS ACCOMMODATION – GRAND ERIE DISTRICT SCHOOL BOARD Public Session

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#### **BACKGROUND INFORMATION:**

In accordance with Regulation 444/98 under the Education Act, the Grand Erie District School Board has issued a proposal to certain publicly-funded organizations to dispose of property, which they have declared surplus. The Grand Erie District School Board has requested that we reply within 90 calendar days regarding our interest in the property.

#### **DEVELOPMENTS:**

The property, which the Grand Erie District School Board has declared as surplus is:

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

The Board does not have need of a school building in this area; therefore, management recommends that the Board advises the Grand Erie District School Board that we have no interest in this property.

#### **RECOMMENDATION:**

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

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

**2018-19**  
**Trustee Meetings and Events**

<b>Date</b>	<b>Time</b>	<b>Meeting/Event</b>	<b>New / Revised</b>
May 15, 2019	3:00 pm	Executive Council Mtg.	
<b>May 21, 2019</b>	<b>9:30 am</b> <b>7:00 pm</b>	SEAC Meeting <b>Committee of the Whole</b>	
<b>May 28, 2019</b>	9:00 am <b>7:00 pm</b>	STSBHN Meeting <b>Board Meeting</b>	
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	
<b>June 18, 2019</b>	9:30 am <b>7:00 pm</b>	SEAC Meeting <b>Committee of the Whole</b>	
<b>June 25, 2019</b>	<b>7:00 pm</b>	<b>Board Meeting</b>	
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