



BRANT HALDIMAND NORFOLK Catholic District School Board

Agenda

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

Committee of the Whole Tuesday, October 28, 2025 ♦ 4:30 pm Boardroom

Trustees:

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

Senior Administration:

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

1. Opening Business

1.1 Land Acknowledgement

We acknowledge that the land upon which we gather is the traditional territory of the Haudenosaunee and Anishinaabe Nations. We recognize that the Brant Haldimand Norfolk Catholic District School Board and its schools have many ties to Six Nations of the Grand Rivier and Mississaugas of the Credit First Nations, situated on the traditional land of the Haudenosaunee and Anishinaabe, within the Two Row Wampum and the One Dish One Spoon Treaty areas. As a Catholic learning community and as Treaty People ourselves, we strive to build the Kingdom of God; where all people are treated with respect and dignity as we move forward, as allies towards truth and reconciliation.

1.2 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

1.3 Attendance

1.4 Approval of the Agenda

Pages 1-2

1.5 Declaration of Interest

1.6 Approval of Committee of the Whole Meeting Minutes – September 23, 2025

Pages 3-8

1.7 Business Arising from the Minutes

2. Presentations

3. Delegations

4. Consent Agenda

4.1 Unapproved Minutes of the Special Education Advisory Committee

Pages 9-11

- September 16, 2025

4.2 Unapproved Minutes of the Mental Health Steering Committee

Pages 12-14

- September 29, 2025

4.3 Unapproved Minutes of the Accommodations Committee

Pages 15-17

- October 1, 2025



5. Committee and Staff Reports

- 5.1** Unapproved Minutes and Recommendations from the Policy Committee Meeting Pages 18-51
October 21, 2025
- Catholic Family Life Program #200.03
 - Volunteer and Staff Trip Drivers #200.21
 - Progressive Discipline #300.19
 - Educational Partnerships Including Third Party Professional and Paraprofessional Service Providers # 400.36
- 5.2** Health and Safety Update Pages 52-56
Presenter: Kevin Greco, Superintendent of Education
- 5.3** Trustee Honoraria Pages 57-58
Presenter: Rajini Nelson, Superintendent of Business & Treasurer
- 5.4** Contract Summary Pages 59-61
Presenter: Rajini Nelson, Superintendent of Business & Treasurer
- 5.5** Mental Health Update Pages 62-69
Presenter: John Della Fortuna, Superintendent of Education
- 5.6** Student Achievement Update Pages 70-73
Presenter: Phil Wilson, Superintendent of Education
- 5.7** Special Education Update Pages 74-77
Presenter: Phil Wilson, Superintendent of Education

6. Information and Correspondence

- 6.1** New School Build Updates

7. 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 negotiations with employees of the board; or
 - e. Litigation affecting the board.

8. Report on the In-Camera Session

9. Future Meetings and Events

Pages 78-79

10. 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

Next meeting: Tuesday, November 25, 2025, 4:30 p.m. – Boardroom



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

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**Committee of the Whole
Tuesday, September 23, 2025 ♦ 7:00 pm
Boardroom**

Trustees:

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

Regrets: Rick Petrella (on leave)

Senior Administration:

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

1. Opening Business

1.1 Land Acknowledgement

The meeting was opened with a land acknowledgement by Chair Luciani.

1.2 Opening Prayer

Trustee Dignard led the meeting in prayer.

1.3 Attendance

Attendance was as noted above.

1.4 Approval of the Agenda

Moved by: Dennis Blake

Seconded by: Bill Chopp

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the September 23, 2025, meeting.

Carried as amended

1.5 Declaration of Interest – Nil

1.6 Approval of Committee of the Whole Meeting Minutes – June 17, 2025

Moved by: Dan Dignard

Seconded by: Bill Chopp

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

Carried

1.7 Business from the Minutes - Nil

2. Presentations – Nil

3. Delegations – Nil



4. Consent Agenda

**4.1 Unapproved Minutes from the Mental Health Steering Committee
– May 26, 2025**

Moved by: Mark Watson

Seconded by: Dennis Blake

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Mental Health Steering Committee Meeting of May 26, 2025.

Carried

4.2 Unapproved Minutes from the Special Education Advisory Committee – June 17, 2025

Moved by: Mark Watson

Seconded by: Dennis Blake

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

Carried

4.3 Unapproved Minutes from the Budget Committee – July 22, 2025

Moved by: Mark Watson

Seconded by: Dennis Blake

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Budget Committee Meeting of July 22, 2025

Carried

Carried

5. Committee and Staff Reports

**5.1 Unapproved Minutes and Recommendations from the Policy Committee Meeting
– September 16, 2025**

Vice-Chair Dignard presented the unapproved minutes and recommendations from the Policy Committee meeting which includes:

- THAT the Committee of the Whole refers the Students with Prevalent Medical Conditions policy #200.05 to the Brant Haldimand Norfolk Catholic District School Board for approval.
- THAT the Committee of the Whole refers the Administration of Oral Medication policy #200.19 to the Brant Haldimand Norfolk Catholic District School Board for approval.
- THAT Committee of the Whole refers the Electronic Participation at Meetings policy #100.09 to the Brant Haldimand Norfolk Catholic District School Board for approval.
- THAT Committee of the Whole refers the Emergency Preparedness and Response policy #400.04 to the Brant Haldimand Norfolk Catholic District School Board for approval.
- THAT Committee of the Whole refers the Threat to School Safety: Bomb Threat administrative procedure #400.23 to the Brant Haldimand Norfolk Catholic District School Board for approval.
- THAT Committee of the Whole refers the Threat to School Safety: Evacuation administrative procedure #400.27 to the Brant Haldimand Norfolk Catholic District School Board for approval.



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- THAT Committee of the Whole refers the Threat to School Safety: Hold and Secure administrative procedure #400.32 to the Brant Haldimand Norfolk Catholic District School Board for approval.
- THAT Committee of the Whole refers the Threat to School Safety: Shelter in Place administrative procedure #400.33 to the Brant Haldimand Norfolk Catholic District School Board for approval.
- THAT Committee of the Whole refers the Threat to School Safety: Lockdown administrative procedure #400.34 to the Brant Haldimand Norfolk Catholic District School Board for approval.
- THAT the Committee of the Whole refers the Employee Assistance Program policy #300.13 to the Brant Haldimand Norfolk Catholic District School Board for approval.
- THAT the Committee of the Whole refers the Health and Safety policy #300.16 to the Brant Haldimand Norfolk Catholic District School Board for approval.
- THAT Committee of the Whole refers the Work Refusal policy #300.21 to the Brant Haldimand Norfolk Catholic District School Board for approval.
- THAT Committee of the Whole refers the Transfers Related to School Safety policy #200.52 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Moved by: Dan Dignard

Seconded by: Mark Watson

THAT the Committee of the Whole refers the recommendations of the Policy Committee Meeting of September 16, 2025, to the Brant Haldimand Norfolk Catholic District School Board for approval.

Moved by: Dan Dignard

Seconded by: Mark Watson

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

Carried

5.2 Summary of 2024-2025 Reports to Board

Director McDonald presented the 2024-2025 reports to board report. Through committee work each year, the trustees and senior administration complete and submit numerous reports to the Board. To highlight the accomplishments of the Board, this report provides a summary of all the public session reports that came before the Board during the 2024-25 school year.

Moved by: Dennis Blake

Seconded by: Mark Watson

THAT the Committee of the Whole refers the 2024-25 Reports to Board Summary to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried



5.3 Summary of School Suspension Data 2024-2025

Superintendent Greco presented the summary of school suspension data report for the 2024-2025 school year. Appendix A identifies the number of students who have had a suspension incident, the number of suspension incidents and the total number of suspension days for the 2024/2025 school year. For each incident, the principal is required to conduct an investigation and consider all mitigating and other factors regarding the allegations, before imposing any suspension on a student. There was discussion with regards to suspension data as it pertains to special education students.

Moved by: Bill Chopp

Seconded by: Mark Watson

THAT the Committee of the Whole refers the Summary of School Suspension Data 2024-2025 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

5.4 Governance Review Update

Director McDonald presented the Governance Review Update. This report reflects the Board's ongoing commitment to transparency, accountability, and continuous improvement following the Ministry of Education's 2024–2025 governance. This report represents the second update on progress. Since the June report, the chart has been updated and any action items remaining have or will be completed by the end of September. Discussion was had regarding item 8.3.2 - aligning compensation with board performance and student outcomes. It was noted that on October 21, 2025, senior team will meet with representatives from all Catholic School Advisory Council's in the Board. As part of this meeting, Principals, Catholic School Advisory Chairs and Vice-Chairs will have the opportunity to bring forward any questions or concerns from their school communities. Further dialogue will continue to happen at the school's parent council meetings and further questions or concerns will be brought forward at a future Catholic School Advisory Council meeting in February 2026. A question was asked if the budget process will have a similar feedback process and it was noted that as part of the annual budget process, a survey is sent out annually to all stakeholders seeking input for the future school year budget.

Moved by: Dan Dignard

Seconded by: Mark Watson

THAT the Committee of the Whole refers the Governance Review Update to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

5.5 Quarterly Reporting - Senior Team and Trustee Expenses

Director McDonald presented the quarterly senior team and trustee expense report. The report spoke about the need for fiscal responsibility through transparent and accountable management of discretionary expenses and contained a recommendation to present quarterly expense summaries at public meetings. At the Board meeting on June 24, 2025, the first expense summary was submitted. In compliance with this, Appendix A represents the expenses of the trustees and senior team of the Board from September 2024 to August 2025. Director McDonald noted that these are expenses submitted from June – August 2025. Some expenses may have occurred prior to June 2025 but were not submitted in the noted timeframe.

Moved by: Dennis Blake

Seconded by: Dan Dignard

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

Carried



5.6 Summer Programs Update

Superintendent Della Fortuna presented the summer programs update for the 2024-2025 school year. The Continuing Education program offered a wide range of summer learning opportunities to support student achievement, engagement, and well-being across the district. These included Night School Reach Ahead Grade 9 Tech Semester 2, Summer School eLearning, Summer School Coop, Summer School In-Person Tech Reach Ahead, Summer School Reach Ahead eLearning, SMCLC Satellite Campus In-person Learning, Focus on Youth, Camp Blast, Ready Set Go, International and Indigenous Languages, Elementary PLAR (Prior Learning Assessment and Recognition). The success of these programs was highlighted to the board.

Moved by: Mark Watson

Seconded by: Dan Dignard

THAT the Committee of the Whole refers the Summer Programs Update Report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

6. Information and Correspondence

6.1 Start Up Enrollment and School Organizations Update

Superintendent Greco provided an update regarding the startup enrollment and school organizations for the 2025-2026 school year. The BHNCDSB continues to see tremendous growth year over year as the board has added an additional 500 students from the previous year. It was noted that the Board is in compliance with ministry classroom sizes in both elementary and secondary and the average size of a full day kindergarten classroom is 23 students, with only a few classes over 30 students.

6.2 New School Build Updates

Director McDonald provided some updates on the new school build capital projects. The tremendous work of Rajini Nelson, Superintendent of Business, Lou Citino, Senior Manager of Facility and Construction Services, Nancy Sauve, Manager of Procurement and Risk Management Services, Norm Cicci Manager of Information Technology Services and their teams, along with Kerri Lomax, Principal at Pope Francis Catholic Elementary School and all of her staff were highlighted for opening the school on time and for how smoothly everything ran on the first day of school.

The approval to proceed was received from the Ministry for the future Brantford Catholic Secondary School (St. Padre Pio Catholic Secondary School) and the next steps include waiting for current tenders to close and be awarded.

The future sites for the Southwest Brant and Paris Catholic Elementary schools are in the works. Board staff have been working with both County and City officials working through the process of purchasing the land. Several boundary review committee meetings are currently in progress and Trustees will receive a final report from the committees and ultimately vote on the recommendations.

Moved by: Dan Dignard

Seconded by: Mark Watson

THAT the Committee of the Whole receives the information and correspondence since the last meeting.



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7. Business In-Camera

Moved by: Dennis Blake

Seconded by: Dan Dignard

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

Carried

8. Report on the In-Camera Session

Moved by: Bill Chopp

Seconded by: Mark Watson

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

Carried

9. Future Meetings and Events

Chair Luciani drew attention to the upcoming meetings and events.

10. Closing Prayer

The closing prayer was led by Chair Luciani.

11. Adjournment

Moved by: Dennis Blake

Seconded by: Dan Dignard

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board adjourns the September 23, 2025, meeting.

Carried

Next meeting: Tuesday, October 28, 2025 - 4:30 p.m. – Boardroom



**SPECIAL EDUCATION ADVISORY COMMITTEE
Tuesday, September 16, 2025 – 1:00pm
Catholic Education Centre and Microsoft Teams**

- Members:** Dennis Blake (Trustee), Melanie Caldwell (Contact Brant), Mischa Dinsmore (Lansdowne Children’s Centre), Michelle Drake (Crossing All Bridges), Shannon Korber (Child and Family Services of Grand Erie), Judy McCaffrey (Lansdowne Children’s Centre), Lauren Moulton (Woodview Mental Health and Autism Services), Tammy West (Haldimand Norfolk REACH)
- Regrets:** Simon Jennions (Community Living Brant), Patti Mitchell (Parent, County of Brant), Marilyn Noi (Autism Ontario)
- Resources:** Sandra DeDominicis (Vice-Principal of Inclusive and Special Education), Kerri Lomax (Principal, Elementary), Jennifer Rudyk (Principal, Elementary), Phil Wilson (Superintendent of Education)
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1. Welcome and Opening Remarks

Phil Wilson welcomed the committee, and all members introduced themselves.

2. Land Acknowledgement

Superintendent Wilson read the board’s land acknowledgement.

3. Opening Prayer

Sandra DeDominicis shared an opening prayer.

4. Approval of Agenda

Moved by: Mischa Dinsmore

Seconded by: Dennis Blake

THAT the Special Education Advisory Committee approves the agenda of the September 16, 2025, meeting.

Carried

5. Approval of the Minutes

Moved by: Lauren Moulton

Seconded by: Mischa Dinsmore

THAT the Special Education Advisory Committee approves the minutes of the June 17, 2025, meeting.

Carried

6. Correspondence – Nil

7. SEAC Elections

Lauren Moulton has been named the Chair of SEAC and Shannon Korber is the Vice-Chair.

8. Community Agency Updates

Shannon Korber

Child and Family Services reported the opening of a new bed facility in collaboration with SOAR Community Services. They have also been actively working with BHNCDSD throughout the school start-up period to support students and families.

Tammy West

Haldimand-Norfolk REACH reported that access to all programs, including walk-in clinics, has been expanded to support student and family transitions. There has been an increase in the number of families accessing Child and Family Services programs. Challenges remain regarding the cost of before- and after-school programs for children over six years of age. HN REACH has also expanded Autism and Behavioural Services by adding a therapist to provide additional mental health supports.

Mischa Dinsmore

Lansdowne Children's Centre reported that construction of a new building site adjacent to the current location is scheduled for completion in 2027. The annual Heroes Rock and Roll event will take place on October 4, 2025, with participants walking or rolling to raise funds in support of Lansdowne's programs and services.

Lauren Moulton

Woodview Mental Health and Autism Services reported that they will be hosting a Family Fair and Woodview's first-ever community walk. Autism Services are currently offering a variety of group programs, including Pantastic Chefs and Youth Community Connections, to support skill development and engagement.

Melanie Caldwell

Contact Brant reported that the 25th Annual General Meeting will be held on September 23, 2025. Additionally, changes are forthcoming to the Coordinated Services program. The agency is continuing efforts to implement the Extensive Needs program, which currently has a waitlist.

Michelle Drake

Crossing All Bridges reported that they are accepting registrations for students seeking opportunities during Professional Activity (PA) Days and throughout the summer months. Upcoming events include the annual Witch's Night Out, social club activities, and Saturday coffee gatherings.

Dennis Blake

Trustee Blake thanked the committee for being part of SEAC.

Kerri Lomax and Jennifer Rudyk

Principals reported that elementary schools have been focusing on welcoming new learners and supporting student transitions. They have also begun reviewing and updating safety plans and Individual Education Plans (IEPs) for the year.

9. Student Achievement Lead and Superintendent of Education

BHNCDSB Special Education Department updated that they:

- Welcomed members back for the new school year and expressed appreciation to principals and vice principals for their support of SEAC.
- Introduced Josie Urquhart as System Special Education Consultant, replacing Jennifer Bergsma who retired in June.
- Specialists and six consultants are actively supporting schools, assessing high-needs students, and adjusting EA allocations as required.
- Transitioned to a new CYW support model with some staff assigned full-time to schools or students; principals responding positively.
- Provided NVCI training to 23 CYWs and SWs.
- Bartimaeus services continue in five schools: ACS, HT, SJC, Holy Cross, and Notre Dame Brant.
- Entry-to-School case conferences are ongoing for complex-needs students.
- Projects underway this year include continued rollout of Story Champs (presentation to SERC in November), full launch of Complex Communicator Guidebooks, a direct support pilot for students with DLD, implementation of Readtopia literacy curriculum for SAP, PAL, and CL, and new achievement test training.
- Empower training begins October 1 for eight new SERTs; not offered at Courtland, Langton, Pope Francis, or Resurrection due to staffing constraints.
- Met with nursing partners to review protocols for nursing supports in schools.
- Held New SERT Training with five new SERTs, attended by Superintendent Wilson.
- Hosted a Mentorship for Mentors session at the CEC with Jim Strachan for staff developing mentorship and leadership skills.
- Planning a Parent Engagement & Community Resource Night in support of Special Education Goal #9 (transitional supports). Agencies participating include SOAR, Special Olympics, Conestoga, Mohawk CICE, Contact Brant, Willowbridge, Brantwood, and Developmental Services Ontario.

10. Closing Remarks/Adjournment

Superintendent Wilson thanked everyone. The meeting adjourned at 2:10 p.m. The next meeting will be held on Tuesday, October 21, 2025.



**Mental Health Steering Committee
September 29, 2025
9:00 am – 11:00 am**

Present: Dianne Wdowczyk-Meade (Chair), Meghan Adams, Razak Aziz, Keri Calvesbert, Marcia DeDominicis, John Della Fortuna (Superintendent of Education), Tania Flynn, Jillian Marranta, Giovanna Oviedo, Andrea Perras, Chandra Portelli, Thanh-Thanh Tieu, Tracie Whitteven

Regrets: Sandra DeDominicis, Christina Farell, Carol Luciani, April Taylor, Irene Perro, Lori Skye-Laforme

1. Land Acknowledgment

Razak Aziz provided the Land Acknowledgement.

2. Opening Prayer

Keri Calvesbert opened the meeting with a reflection on the fall season followed by prayer.

3. Introductions and Welcome

A round of introductions was conducted

4. Approval of the Agenda

The Agenda of September 29, 2025 was approved by consensus.

5. Approval of Minutes

The Minutes from the May 26, 2025 meeting were approved by consensus.

6. Information Items

6.1 Superintendent Della Fortuna provided the following updates:

- Brief updates pertaining to funding models and CYW (Child and Youth Worker) allocations.
- Encouragement for the committee members to submit ideas for summer mental health initiatives, involving elementary and secondary schools. Topics mentioned include partnership BHNCDSB camps, extending Camp Blast, and sports drop-in events.
- Dianne and Andrea mentioned that initial conversations are underway regarding a readiness for kindergarten program offered through Woodview Mental Health and Autism Services.
- An overview provided around the expansion of CYW staffing. 16.5 additional CYW positions were approved, ensuring full-time support in all but 12 elementary schools- those of which will be supported by 3 itinerant CYW staff. Currently 3 schools have 2 CYW staff. CYW allotment to schools was determined by student needs. Committee members highlighted the importance of the need for consistent support for Mental Health and trauma-affected students from the CYW staff.

Next steps include, having committee members brainstorm ideas for use of summer mental health funding for next year and submit to Dianne and April.



6.2 Mental Health & Well Being Annual Report

- Dianne presented the 2023-24 Annual Report and provided an overview and explained emphasis on Promoting wellness during challenging times, supporting student mental health learning, and encouraging early help-seeking when mental health problems arise.
- The report was submitted to the board at the end of the school year and will be posted on the Website.
- Request for committee members to share stories, stats, or photos to Dianne for inclusion in next years report.

6.3 Summer Mental Health Services

- Dianne and Chandra provided an update regarding 2025 Camp Blast supported by CYWs with emotional learning and regulation programs. Positive feedback was received from families and students.
- Razak provided feedback relating to the summer support phone line, and indicated few students called the line over the summer. Razak explained that over the summer, some students reach out to the social worker who supported them during the school year, however they do this through their school phone or email and not through the support line. Suggestion to better advertise the service and ensure students on school social work caseloads know whom they can contact over the summer; assisting in teaching students about boundaries and the importance of utilizing available resources (in preparation for life once school is done).
- Dianne indicated summer funding was provided (as was last year) for summer camp opportunities in partnership with Child and Family Services of Grand Erie. This year funds went to hiring staff, providing food and programming for two sites.
- Funds were also used for lunch drop in's at St. Mary's Catholic Learning Centre.

7. Discussion Items

7.1 Review of Terms of Reference

- Dianne presented the most recent Terms of Reference for review. Andrea suggested Chandra and Sandra's positions be revised to reflect their new titles.
- Recommendation to include child care partner representation (ie Barb Mitchell from our Board).
- Terms of Reference approved pending Title and representation changes.

7.2 Review and Approval of forward-facing MH Action Plan

- Dianne provided an overview of the Mental Health Action Plan 25-26 with the following priorities:
 - Identify Affirming Mental Health and Addictions Literacy (Teaching and Learning)
 - Safe and Mentally Healthy Schools (Wellness for All)
 - Early Identification, prevention and intervention (Wellness for All)
 - Partnerships, Student Leadership, and Strategic Planning (Belonging for All)
- Dianne indicated a working group is recommended to develop a Memorization policy.
- Pending revisions noted below, the Action Plan 25-26 is approved.

Next steps include sharing the draft memorialization policy with Keri and Giovanna for review prior to the working group meeting and updating the advisory committee listing to include Guidance representation.



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Next steps include, submitting any revisions or additions to the Action Plan to Dianne by the end of the week. Any new revisions to be sent to the committee for review and approval along with revising DARE content to reflect Grade 9 resources

7.3 Considerations for Mental Health and Well-Being Strategic Plan

- Dianne shared planning is required for the creation of the next Mental Health and Well-Being Strategic Plan.
- Emphasis on student and parent voice possibly through surveys, town halls, and parent-teacher nights.
- Declining attendance at parent-teacher nights noted by the group; alternative engagement strategies discussed. Feedback from schools to be incorporated into future planning.
- Chandra shared that the Student Support Services 2023-2026 Mental Health and Wellness Strategy reflects the tools utilized to inform the previous plan.
- Dianne shared this is also a school climate year and the third round of using the same tool for capturing data which should aid in measuring impact of the strategy.
- Track trends from 2024-2025 EQOA results
- Dianne indicated a working group may also need to be formed to aid in the development of the next strategy; and anticipates the group would need to meet prior to the next Advisory meeting scheduled in February.

8. Adjournment

Meeting adjourned at 11:01 am

Next Meeting: 9:00 am -11:00 am, February 19, 2026
Catholic Education Centre, 322 Fairview Drive, Brantford, ON



Accommodations Committee
Wednesday, October 1, 2025 – 3:00 p.m.
Boardroom and Microsoft Teams Meeting

Trustees: Carol Luciani (Chair), Bill Chopp, Dan Dignard, Dennis Blake, Mark Watson

Senior Administration:

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

Staff and Other Resources:

Adam Brutto (Watson & Associates Economists Ltd.)
Jack Ammendolia (Watson & Associates Economists Ltd.)
Lou Citino (Manager of Facilities and Construction Services)
Katherine Reddicliffe (Recording Secretary)

1. Opening Business

1.1 Land Acknowledgement

The meeting was opened with land acknowledgement led by Superintendent Greco.

1.2 Opening Prayer

Superintendent Nelson led opening prayer.

1.3 Attendance

Attendance was noted as above.

1.4 Approval of the Agenda

Moved by: Dennis Blake

Seconded by: Dan Dignard

THAT the Accommodations Committee approves the Agenda of October 1, 2025.

Carried

1.5 Declaration of Interest: Nil.

1.6 Approval of the Minutes:

Moved by: Mark Watson

Seconded by: Dan Dignard

THAT the Accommodations Committee approves the Minutes of April 29, 2025.

Carried

1.7 Business Arising from the Minutes: Nil.



2. Staff Reports & Information Items:

2.1 Accommodations Planning Update

Mr. Jack Ammendolia, Managing Partner, Watsons & Associates Economists Ltd. provided a high-level overview for the committee including the Board's current and near future for Accommodation Planning.

A brief overview of the previously completed Attendance Boundary Reviews to date and the approved capital build projects set the foundation of his presentation. Mr. Amendolia provided data and information regarding both historical and projected enrolments. Projecting some very sustained trends with the Boards enrolment. Areas in the region continue to grow in our Boards area both at the elementary and secondary levels.

Mr. Ammendolia explained what is occurring behind the scenes with the planning department. The involvement of Watson & Associates Economists Ltd. in communication on behalf of the Board and being the primary point of contact for all municipal circulations. Board staff are included in these responses and are kept abreast of these situations.

Highlights from Mr. Ammendolia's presentation regarding Development Tracking and Municipal Partners include:

- Circulation inbox planning@bhncdsb.ca
- Maintaining a comprehensive database
- Communication on behalf of the board on items that may impact BHNCD SB schools.

Upcoming Municipal Partner Meeting to assist with strengthening the relationships with our municipalities. By sharing the information virtually and developing tracking of changes this will improve communication and planning for BHNCD SB's future.

The goal of this meeting is to highlight:

- Student accommodation planning
- Enrolment projections
- Dynamic legislation and conditions
- Official / secondary plans
- Agency comments
- Partnership opportunities

With the success of obtaining approval for capital builds, boundary reviews are required to help plan for the best utilization of all the facilities. Currently three consecutive Attendance Boundary Reviews are in progress. The committee members are meeting and providing insight into the specifics of their communities and schools. New boundaries are to be created for the new builds, and during this time brainstorming ideas which may include transportation, program relocation, and boundary adjustments. Timelines have been set out, and the Board of Trustees will be presented with the considerations prior to public consultations. The timeframe for the final decision by the Board of Trustees is planned for the Spring 2026.



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322 Fairview Drive
Brantford, ON N3T 5M8

Suggestions for the future to begin thinking about:

- Potential review of Haldimand Education Development Charges (EDC) Eligibility
- Potential capital priority submissions for Simcoe/City of Brantford/Caledonia/Paris
- Data Dashboard implementation

Moved by: Dennis Blake

Seconded by: Dan Dignard

THAT the Accommodations Committee recommends that the Brant Haldimand Norfolk Catholic District School Board receives the Accommodation Planning Update for information.

Carried

3. Business of the In-Camera Session: N/A

4. Report on the In-Camera Session: N/A

5. Adjournment

Moved by: Mark Watson

Seconded by: Bill Chopp

THAT the Accommodations Committee adjourns the meeting of October 1, 2025.

Carried

Next Meeting: Monday, December 8, 2025 at 3:00 p.m.

PENDING RECOMMENDATIONS FOR THE COMMITTEE OF THE WHOLE FROM THE POLICY COMMITTEE

October 28, 2025

AGENDA ITEM	MOTION
5.1	THAT the Committee of the Whole refers the Catholic Family Life Program Policy #200.03 to the Brant Haldimand Norfolk Catholic District School Board for approval. THAT the Committee of the Whole refers the Volunteer and Staff Trip Drivers Policy #200.21 to the Brant Haldimand Norfolk Catholic District School Board for approval. THAT Committee of the Whole refers the Progressive Discipline Policy #300.19 to the Brant Haldimand Norfolk Catholic District School Board for approval. THAT Committee of the Whole refers the Educational Partnerships Including Third Party Professional and Paraprofessional Service Providers #400.36 to the Brant Haldimand Norfolk Catholic District School Board for approval.

RECOMMENDATIONS:

THAT the Committee of the Whole refers the unapproved minutes of the Policy Committee Meeting of October 21, 2025, to the Brant Haldimand Norfolk Catholic District School Board for receipt.

THAT the Committee of the Whole refers the recommendations of the Policy Committee Meeting of October 21, 2025, to the Brant Haldimand Norfolk Catholic District School Board for approval.

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD POLICY COMMITTEE

Prepared by: Michael Lawlor, Superintendent of Education
Presented to: Policy Committee
Submitted on: October 21, 2025
Submitted by: Mike McDonald, Director of Education & Secretary

Catholic Family Life Program Policy #200.03

BACKGROUND INFORMATION:

The Catholic Family Life Program utilized by the Brant Haldimand Norfolk Catholic District School Board (BHNCDSB) is developed and provided by the Assembly of Catholic Bishops of Ontario (ACBO) through its sub-agency the Institute for Catholic Education (ICE). ICE is the author of the *Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8, Family Life Education* (2023) and the *Ontario Catholic Secondary Curriculum Policy Document, Grades 9-12, Religious Education* (2016) which also has elements of family life programming within it. Catholic family life education, however, plays a significantly different role from the religious education curriculum, as developed by ICE and offered across all grades, as it “addresses matters of deep meaning and practical relevance for how we are called to live our lives: issues relating to sexuality, marriage, physical and emotional well-being, the procreation and raising of children, the nature of the family and its place in human society and the Church” (Ontario Family Life Curriculum Policy Document, 2023, p.2). Whereas the objective of Ontario’s religious education curriculum is to have students academically develop the knowledge and disciplinary skills of the faith, the family life curriculum aims to form our young people as mature Catholics in the image of Christ who can apply faith teachings to their conduct in daily life. To support the family life curriculum, ICE has developed programs of study which include lessons, activities, worksheets and more to bring the curriculum “alive” for students.

DEVELOPMENTS:

The ACBO is gradually replacing the current Catholic family life program, *Fully Alive*, on a grade-by-grade basis with the newly published *Blessed & Beloved* in response to the 2023 release of the *Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8, Family Life Education*. The Grade 1 program was released last year. In 2025-26, the Grades 2 and 3 programs have been published for teacher and student use. These initial offerings of the *Blessed & Beloved* family life program improve significantly upon *Fully Alive* featuring 21st century learning modes such as inquiry, differentiated instruction and the use of technology. Furthermore, *Blessed & Beloved* is properly aligned with the Ontario Family Life Education curriculum’s three strands Families: A Living Communion of Love, Families: Called to be in Relationship and Families: Created in Love, Wonderfully Made, providing students a more comprehensive understanding of self, prayer, worship and sacramental life as reflected in the liturgical seasons of the Church.

Although policy #200.03 Catholic Family Life Program was recently reviewed (2024-25), updates and changes were necessary to reflect the ongoing replacement of *Fully Alive* by *Blessed & Beloved*. Furthermore, the following amendments were made to the policy to enhance clarity and comprehension:

- The Policy Statement has been revised removing unnecessary prose and adding concise language that directly addresses the circumstances and background that necessitate the creation of a Catholic Family Life Program policy;
- The addition of necessary documents to the Reference section of the policy;
- The addition of key terms and meanings to the policy under the Definitions section;
- Updates to the important roles played by various student education stakeholders in the Administrative Procedure;
- The edit or removal of incomplete or unnecessary sentences in the entirety of the policy.

Ultimately, these amendments aim to decrease any ambiguity and allow for the further adoption of *Blessed & Beloved* without the necessity of revising the policy again until its schedule review.

RECOMMENDATION:

That the Policy Committee recommends that the Committee of the Whole refers the Catholic Family Life Program Policy #200.04 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Catholic Family Life Program #200.03

Adopted:	September 23, 2020
Last Reviewed/Revised:	August 28, 2024 August 15, 2025
Responsibility:	Superintendent of Education for School Effectiveness
Next Scheduled Review:	April 2028 April 2029

Policy Statement

The Brant Haldimand Norfolk Catholic District School Board is committed to supporting **providing** young people with a **distinctly Catholic** vision of human life, marriage, family, and sexuality based on the tenets of our Catholic faith. Amid an ever-changing world, our students require a Catholic vision of who they are and how they are meant to live. The **Assembly of Catholic Bishops of Ontario (ACBO)** have embraced this mission through their ongoing commitment to, the Family Life program used in Catholic Elementary schools and the Religious Education courses used in Catholic high schools **has commissioned a Family Life Education (2023) curriculum, Grades 1-8, that recognizes that “every individual is a child of God, to be welcomed, and to be treated with love, respect, compassion and sensitivity” and that it is the role of Catholic schools to “accompany parents and support them in their role as teachers of the faith.”** Furthermore, the ACBO has introduced several Catholic family life principles in the Religious Education (2016) curriculum, Grades 9-12, which they have authored. The elementary and secondary curricula are both endorsed by the Ontario Ministry of Education and have been adopted by the Brant Haldimand Norfolk Catholic District School Board.

In union with the Bishops of Ontario, the Brant Haldimand Norfolk Catholic District School Board recognizes the importance of providing our students with knowledge and moral guidance to help them **develop a closer relationship with God and to better understand themselves and others, and ultimately develop a closer relationship with God their lives and their impact on others.** Through this policy, the Board affirms its **It is the expectation that all students shall have the opportunity to participate in a the Family Life education program throughout their elementary and secondary school years. It is the policy of the Brant Haldimand Norfolk Catholic District School Board to provide a program in Catholic Family Life education to all students in its schools. The inclusion of Family Life education will help students to achieve the Catholic Graduate Expectations, the desired qualities and attributes that Catholic school students strive to realize the fullness of humanity, commissioned by the ACBO in 1999.**

In a letter from the Catholic Bishops, it was shared that the release of a new Family Life Education Curriculum in the Catholic schools of Ontario is an occasion of both hope and opportunity. The new publication, shared in Advent of 2023, coincides with a season of hope when the Church is filled with longing and expectation, focused on the coming of the Lord. It is also a season when we look to the Holy Family of Jesus, Mary and Joseph, reminding us of the crucial place of the family in God’s plan of salvation. In his Apostolic Exhortation, *Amoris Laetitia*, Pope Francis invited the Christian community “to value the gifts of marriage and family, and to persevere in a love strengthened by the virtues of generosity, commitment, fidelity and patience.” **It is the hope that this new The intention of the Family Life Curriculum education program is for students to witness the beauty of God’s gift of family, marriage, and sexuality may contribute to while developing a true appreciation of all that the Catholic Church’s teaches teachings about love, relationships, and humanity. what it means to be human, how God calls us to live in relationship, and the nature and significance of our respective vocations. In addition to the content of what is to be taught in each grade, this Curriculum document lays out “Hope-Expectations” for all students, with the understanding that Family Life Education is not simply a matter of relating knowledge—above all, we hope that students will come to see the beauty of God’s gift of family, marriage, and sexuality.**



Application and Scope

All students of the Board shall have the opportunity to participate in Catholic Family Life education programs.

1.1 Elementary

- 1.1.1 “Fully Alive” remains the approved Family Life education program **that aligns with the Family Life Education (2023) curriculum, Grades 1-8**, to be used in Elementary schools of the Brant Haldimand Norfolk Catholic District School Board until ~~such time that~~ the ACBO releases the new Family Life Education program, “Blessed & Beloved”, by grade level. Beginning in September 2024, Grade 1 educators will be using the new program entitled, “Blessed & Beloved” by the publisher RCL Benzinger.
- 1.1.2 A summary of the “Blessed & Beloved” and “Fully Alive” education programs, including an approximate timeline of when specific units are to be taught, shall be shared with families on an annual basis.
- 1.1.3 Family Life letters shall be forwarded to families before each unit starts outlining what topics will be covered and suggestions for parental involvement.

1.2 Secondary

- 1.2.1 Family Life education shall be taught as a strand within the Religious Education program using the ~~€~~ curriculum ~~€~~ expectations outlined in the Ontario Catholic Secondary Curriculum Policy Document for Religious Education (2016).

1.3 Elementary ~~and~~ Secondary

- 1.3.1 ~~Families/ parent or guardian/caregiver~~ **Parents/Guardians** may submit a request in writing to the ~~Administrator~~ Principal that their child be exempted from the units that teach Human Development and Sexual Health ~~curriculum €~~ expectations ~~from HPE-2019 in the elementary Health and Physical Education (2019) curriculum and in the secondary Health and Physical Education (2015).~~

References

- [Amoris Laetitia, Post-Synodal Apostolic Exhortation, 2016](#)
- Assembly of Catholic Bishops of Ontario, [Bishop Miehm Letter to the Education Community](#)
- [Family Life Education curriculum, Grades 1-8, 2023](#)
- Institute for Catholic Education, [Ontario Catholic School Graduate Expectations](#)
- Ministry of Education, [Exemption from Instruction related to the Human Development and Sexual Health \(Expectations in The Ontario Curriculum: Health and Physical Education, Grades 1-8, 2019\)](#)
- [Religious Education, Ontario Catholic Secondary Curriculum Policy Document, Grade 9-12](#)
- ~~<https://iceont.ca/elementary-resources/>~~

Forms – There are no forms attached to this policy.

Appendices

- N/A

Definitions

Amoris Laetitia (The Joy of Love): A post-synodal apostolic exhortation written in 2016 by Pope Francis addressing the pastoral care of families.

Assembly of Catholic Bishops of Ontario (ACBO): The association of Catholic bishops in the Province of Ontario.



The ACBO is one of four regional assemblies of the Canadian Conference of Catholic Bishops (CCCB), the national association of all Catholic bishops of Canada. Diocesan Bishops are recognized as the primary teachers of the Catholic faith by the Holy See. The ACBO is a forum where the Bishops of Ontario reflect together and collaborate on projects that advance the faith and Catholic Education.

Blessed & Beloved: A Catholic Family Life education program for Grade 1-8 students that is endorsed by the ACBO and accepted by the Ministry of Education. Blessed & Beloved was introduced to schools in September 2024, beginning with implementation in Grade 1 classrooms. Additional grade-level curriculum will be introduced and implemented annually.

Catholic Graduate Expectations: A framework of objectives that outline the desired qualities and attributes of students graduating from Catholic schools. Created by the ACBO in 1999, these expectations are rooted in the Catholic faith and emphasize the development of well-rounded individuals. The Catholic Graduate Expectations call students to be: discerning believers; effective communicators; reflective, creative and holistic thinkers; self-directed, responsible, lifelong learners; collaborative contributors, caring family members, and responsible citizens.

Fully Alive: A Catholic Family Life education program for Grade 1-8 students that is endorsed by the ACBO and accepted by the Ministry of Education. Fully Alive will be phased out with the introduction of the new Catholic Family Life education program Blessed & Beloved.

Administrative Procedures

Director of Education

- To oversee compliance of the Catholic Family Life Program Policy.
- To ensure that programs in Catholic Family Life education used in schools within the Board comply with Diocesan guidelines.

Superintendent

- To ensure that appropriate funds are allocated for the provision of Catholic Family Life education resources.
- To ensure that Catholic Family Life education sessions are offered annually on an as needed basis.
- To collaborate with school administrators and the Student Achievement Consultant: Religion and Family Life to ensure that the Catholic Family Life education programs are implemented in schools.

Student Achievement Consultant: Religion and Family Life:

- To provide leadership in the provision of Catholic Family Life education programs.
- To support ~~teachers~~ educators in the delivery of Catholic Family Life education programs.

Administrators

- To establish the Catholic Graduate Expectations as the model objectives that all students should strive to meet.
- To monitor the delivery of Catholic Family Life education programs.
- To work in partnership with ~~teachers~~ educators in the delivery of Catholic Family Life education programs and follow up with parents/families where necessary.
- To ensure that educators teach the Catholic Family Life education programs using only the prescribed curriculum and resources, which includes approved presenters for staff and/or students.



- To integrate Catholic values and teachings in all subject areas.
- To **ensure that teachers** share a summary of the **Fully Alive or Blessed & Beloved Family Life** education programs, including an approximate timeline of when specific units are to be taught, with parents/families annually.
- To **ensure that teachers** send Family Life Unit letters to parents/families before each unit begins outlining what topics will be covered and suggestions for parent/family involvement.

Parents and Families

- **To encourage their children to realize the Catholic Graduate Expectations.**
- To become familiar with the Family Life education program **so that they can have supportive discussions with their children.** ~~enhance their ability to discuss their child(ren)'s learning.~~
- **To support their children's learning by encouraging critical thinking, faith exploration, and good work/study habits.**
- To communicate **and positively collaborate** with their child's educators.
- To ask relevant questions about their children's progress.
- ~~illegal act.~~
- ~~Upon finding a possible security lapse of any kind on any system, all users are obliged to report the security lapse to the system administrator who will investigate the problem.~~

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD POLICY COMMITTEE

Prepared by: Michael Lawlor, Superintendent of Education
Presented to: Policy Committee
Submitted on: October 21, 2025
Submitted by: Mike McDonald, Director of Education & Secretary

Volunteer and Staff Trip Drivers Policy #200.21

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board (BHNCD SB) maintains a policy about volunteer and staff trip drivers to protect the safety and wellbeing of its students while they are being transported. Pupils may require transportation in a wide variety of circumstances including, but not limited to, attending class educational trips, athletics events, and overnight excursions. Although the BHNCD SB prefers that students are transported by a school bus operated by a qualified driver employed by a properly licensed company, from time to time, it may be necessary for a school administrator to approve volunteer and/or staff drivers to be used in the transportation of students for school-approved activities. Specifically, the utilization of volunteer or staff trip drivers is crucial where small pupil numbers or burdensome costs make the rental of a school bus prohibitive.

The BHNCD SB expects all volunteer and staff drivers to consistently demonstrate road safety and be properly licensed and insured to drive an automobile in the province of Ontario. In order for an individual not employed by the BHNCD SB to act as a volunteer driver, they shall qualify to become a volunteer and adhere to the board policy on *Volunteers* 300.12 and board policy on *Police Records Checks* 300.15. All volunteer and staff drivers must recognize that the safety and wellbeing of the students they transport is being entrusted to them by parents/guardians and the Board.

DEVELOPMENTS:

Policy #200.21 *Volunteer and Staff Trip Drivers* recently became eligible for review based on the BHNCD SB instituted 4-year review cycle. The review of this policy focused on clarity, comprehension and accurate alignment with current legislation and practices in Ontario. Amendments to the policy included:

- The Policy Statement has been revised to further clarify and state the overall expectations that the BHNCD SB has of volunteer and staff trip drivers;
- The Application and Scope were brought into alignment with current legislative language in Ontario;
- The References were updated to include Ontario Physical and Health Education Association (OPHEA) guidance and new provincial regulations and information about the prohibition of distracted driving in Ontario;
- The addition of key terms and meanings to the policy under the Definitions section;
- The edit or removal of incomplete or unnecessary sentences in the entirety of the policy;
- The policy was transferred to the new policy template recently adopted by the BHNCD SB.

As Ontario's driving legislation has seen considerable updating in the past decade, policy 200.21 *Volunteer and Staff Trip Drivers* will likely require continuous review to maintain its accuracy and relevance. Forthcoming regulations about, but not limited to, speeding, distracted driving (as technology changes), and battery-operated vehicles will significantly change the landscape of our roads and highways. The BHCNDSB is committed to ensuring the ongoing safety of our students as they are transported by volunteer and/or staff drivers.

RECOMMENDATION:

That the Policy Committee recommends that the Committee of the Whole refers the Volunteer and Staff Trip Drivers Policy #200.21 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Volunteer and Staff Trip Drivers # 200.21

Adopted:	September 24, 2002
Last Reviewed/Revised:	October 27, 2020 October 2025
Responsibility:	Human Resources Superintendent of Education
Next Scheduled Review:	2023-2024 2029-2030

~~POLICY STATEMENT~~ **Policy Statement:**

The Brant Haldimand Norfolk Catholic District School Board ~~Recognizing~~ **recognizes** that the best means of transporting students is by a Board approved school bus ~~operated by a qualified school bus driver transportation.~~ **operated by a qualified school bus driver**. ~~the Brant Haldimand Norfolk Catholic District School Board understands that in certain circumstances~~ **From time to time**, it may be necessary for a school administrator to approve volunteer **and staff trip** drivers to ~~be used in the transportation of~~ **transport** students for school-approved activities. **The Board expects all volunteer and staff trip drivers to consistently demonstrate road safety and be properly licensed and insured to drive an automobile in the province of Ontario. All volunteer and staff trip drivers must recognize that the safety and wellbeing of the students they transport is being entrusted to them by parents/guardians and the Board.**

In order for an individual, not employed by the Board, to act as a volunteer **trip** driver, they shall qualify to become a volunteer and adhere to the Board Policy on Volunteers 300.12 and Board Policy on Police Records Checks 300.15.

Application and Scope

All ~~volunteer and staff~~ trip drivers, ~~including staff and volunteer drivers~~ shall:

- **Use a licensed automobile which carries valid automobile Third Party Liability insurance as required under Ontario legislation**
- Have adequate personal liability insurance coverage (minimum \$1,000,000)
- Have a valid Ontario driver's license
- Have a driving record that is free from Criminal Code violations in the last three years and from Ontario Highway Traffic Act offences of five demerit points or more
- Be 21 years of age or older

The only person who will drive the volunteer or staff trip driver's automobile is the volunteer or staff trip driver. Students are not authorized to act as trip drivers nor should they operate the volunteer or staff trip driver's automobile.

REFERENCES: References

300.12 Volunteers Policy

300.15 Police Records Checks Policy

Criminal Code of Canada, **1985**

Ontario Insurance Act, **1990**

Ontario's Highway Traffic Act, **1990**

Ontario Regulation 366/09: Display Screens and Hand-held Devices

Ontario's Distracted Driving Information

OPHEA: Healthy Schools, Health Communities, *Outdoor Education (General Procedures)*



FORMS: **Forms**

[Volunteer Trip Driver Form](#) [Volunteer Driver Authorization to Transport Students Form](#)

DEFINITIONS: **Definitions**

Automobile: A motorized vehicle as defined under the Highway Traffic Act and Insurance Act of Ontario. For the purposes of this policy, the term automobile more specifically refers to a car, van, pick-up truck, or sports utility vehicle.

OSBIE: The Ontario School Boards' Insurance Exchange, or OSBIE, is a non-profit insurance reciprocal representing 80 school boards/school authorities and 40 Joint Ventures in Ontario. The primary goals of the Exchange are to insure member school boards against losses and to promote safe school practices.

Staff Trip Driver: Any person employed and authorized by the Board to drive students or staff to a trip/excursion in an automobile that they own or in a licensed automobile owned by another person. This includes, but is not limited to, trustees, contract workers, and long-term occasional employees.

~~**Trip Driver:** Any person authorized by the Board who has agreed to carry students or staff to a trip/excursion while they are driving their own or another licensed automobile. This includes, but is not limited to, trustees, Board employees and volunteers.~~

Third Party Liability Insurance: A type of insurance coverage that financially protects a driver if they are considered responsible for damages or injuries to another person or their property. All drivers in Canada must have third-party liability coverage on their vehicle as part of their car insurance policy.

~~**Volunteer Trip Driver:** A trip driver that~~ **Any person who** is not an employee of the Board ~~or a trustee who volunteers to carry drive~~ students or staff to a trip/excursion ~~while they are driving their~~ **in an automobile that they own or another** in a licensed automobile **owned by another person.**



~~ADMINISTRATIVE PROCEDURES:~~ **Administrative Procedures**

Purpose:

To provide direction to Board Staff and Schools regarding the use of volunteer and staff trip drivers.

RESPONSIBILITIES: **Responsibilities**

All Board staff shall adhere to this administrative procedure. Specific direction is provided for principals, volunteers, and teachers.

PROCEDURES: **Procedures**

- 1.0 All ~~trip drivers, including~~ staff and volunteer **trip** drivers shall complete the Volunteer Driver Authorization to Transport Students form (~~Appendix A~~) and seek approval from the school principal before transporting students.
- 2.0 **The Board's Excess Liability Insurance can only be triggered when** All ~~trip drivers, including~~ staff and/or volunteer **trip** drivers: ~~are advised that, in order to bring into effect, the Board's Excess Liability Insurance, they shall~~
 - Use a licensed automobile which carries valid automobile Third Party Liability insurance as required under Ontario legislation;
 - Provide the Board with prompt written notice, with particulars, of any accident arising ~~out of~~ **from** the use of a licensed automobile during a trip on Board-related business;
 - **Have exhausted** ~~Be aware that the Board's Excess Liability insurance comes into effect only after the vehicle owner's primary Third Party Liability insurance limit has been exhausted;~~
- 3.0 **All staff and volunteer trip drivers must be aware of the following:**
 - ~~Be aware t~~That any damage to the **staff or volunteer's trip driver's** vehicle, **and** the cost of any insurance deductible or premium adjustment as the result of an accident while the vehicle is being used on Board-related business is NOT covered by the Board's Excess Automobile Liability insurance;
 - ~~Be aware t~~That if the vehicle is equipped with passenger-side airbags, children under 12 years should not be permitted to ride in the front seat; (~~See vehicle manufacturer's recommendation.~~)
 - ~~Be aware t~~That legislation strictly prohibits the use and operation of hand-held communication and electronic entertainment devices; including but not limited to cell phones, GPS, smart phones, iPods, laptops, DVD players, etc., while driving and prohibits viewing display screens unrelated to operating the automobile (~~see attached in red~~) (**see Ontario Regulation 366/09**);
 - ~~Be aware t~~That seat belts must be in working condition and used by all passengers and that the volunteer driver is responsible to ensure that children from the age of 5 to 16 years of age are buckled up;
 - ~~Be aware t~~That the Ontario's Highway Traffic Act requires children to use a booster seat when they weigh 18 kg to 36 kg (40-80 lb.), are less than 145 cm (4 feet 9 inches) tall and are under the age of 8.
- 4.0 In order for an individual to act as a volunteer driver they shall qualify to become a volunteer and adhere to the Board Policy on Volunteers 300.12 and Board Policy on Criminal Reference Checks 300.15.



- 5.0 The Board will consider the following risk factors when assigning **staff and volunteer** trip drivers for particular activities:
- Driver experience
 - Driving record, i.e., accident and conviction record
 - Vehicle condition
 - Weather conditions
 - Distance
 - Traffic density
- 6.0 **Staff and volunteer trip drivers must annually submit** ~~The Volunteer Driver Authorization to Transport Students form (see Appendix) needs to be submitted annually.~~ the Volunteer Driver Authorization to Transport Students form (see Appendix) needs to be submitted annually.
- 7.0 Rented Vehicles Used for Board-approved Business (vehicles rented for less than 30 days).
- 7.1 Priority of coverage is as follows:
- Primary Auto Liability - Personal auto policy of driver who rents the vehicle
 - Excess Auto Liability #1 - OSBIE Fleet Policy
 - Excess Auto Liability #2 - Rental Agency
- 7.2 Rental Vehicle Insurance Endorsement or OPCF 27
- The Board has purchased Rental Vehicle Insurance Endorsement or OPCF 27, which, in the event of a third-party liability loss, the fleet policy is the primary coverage. ~~What this means is that~~ **That is**, if a rented vehicle is involved in an accident, OSBIE's Fleet Policy will pay for liability as a result of the accident and the driver's personal auto policy will pay any liability in excess of OSBIE's insurance.
- 7.3 To avoid personal liability, the rental contract must clearly show the Brant Haldimand Norfolk Catholic District School Board as the Renter, followed by the ~~S~~school name **and the name of the staff or volunteer trip driver(s)** ~~then the teacher(s),~~ (i.e., Brant Haldimand Norfolk Catholic District School Board, Mother Theresa Catholic High School, Mark Smith, John Hill, etc.).
- 7.4 ALL individuals who will be driving the rented vehicle **must be named in the rental contract.** ~~otherwise the~~ **An** unlisted drivers will not be covered by OSBIE's endorsement **and is not endorsed as a staff or volunteer trip driver by the Brant Haldimand Norfolk Catholic District School Board.** ~~As a result, if a person is not listed on the rental agreement, they cannot drive the rented vehicle.~~
- 7.5 Renters who rent vehicles in Ontario under their own name for Board-approved use may be exposing their own insurance policies to a claim for any damage or injury, which may occur while the vehicle is in their custody or control.
- 7.6 Under no circumstances are students permitted to drive a vehicle which has been rented for purposes of the Board.

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

Prepared by: Kevin Greco, Superintendent of Education
Presented to: Policy Committee
Submitted on: October 21, 2025
Submitted by: Mike McDonald, Director of Education & Secretary

Progressive Discipline (Employees) #300.19
Public Session

BACKGROUND INFORMATION:

The Board believes that it is essential that all employees carry out their duties and responsibilities in a professional and collaborative manner in accordance with Board policies and procedures. It is the policy of the Brant Haldimand Norfolk Catholic District School Board to apply progressive discipline as a corrective measure to ensure that employees maintain appropriate behaviour and perform their job duties in a responsible, effective and diligent manner.

DEVELOPMENTS:

This progressive discipline policy applies to all employees of the Board and provides a procedural framework to promote consistent application of the progressive discipline across BHNCD SB. All employees are expected to comply with Board policy and procedures, the Education Act and other related statutes and regulations.

The revised policy includes the responsibility of the Board for providing guidance, support, and supervision to enable employees to always conduct themselves appropriately and to succeed in the performance of their duties.

The revised policy states that there is a continuum of formal responses the Board uses to assist the employee in correcting unacceptable conduct and/or achieving performance standards. It also states that discipline is proportionate to the circumstances and that the Board's response does not necessarily follow a prescribed order of steps. Inaccurate language was also removed (e.g., "Supervisors invoking a progressive discipline procedure").

The revised policy is streamlined. Management staff can access more detailed internal processes in the Progressive Discipline Resource Manual for Management Staff.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the Progressive Discipline (Employees) Policy & AP #300.19 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Progressive Discipline (Employees)

300.19

Adopted:	April 22, 2008
Last Reviewed/Revised:	October 2025
Responsibility:	Superintendent of Education
Next Scheduled Review:	2029

POLICY STATEMENT:

Employees of the Board occupy positions of public trust and confidence. It is the expectation of the Brant Haldimand Norfolk Catholic District School Board that all employees carry out their duties and responsibilities at a professional standard in accordance with Board policies and procedures, collective agreements, terms and conditions of employment and all relevant legislation. It is the policy of the Brant Haldimand Norfolk Catholic District School Board to apply progressive discipline as a corrective measure to ensure that employees maintain appropriate behaviour and perform their job duties in a responsible, effective and diligent manner.

APPLICATION AND SCOPE:

This progressive discipline policy applies to all employees of the Board and provides a procedural framework to promote a consistent application of progressive discipline across BHNCD SB. All employees shall comply with Board policy and procedures, the Education Act and other related statutes and regulations.

Policy Criteria:

- ~~• Ensure employees meet standards set by the Board.~~
- ~~• Ensure employees comply with Board policies, procedures and applicable legislation.~~
- ~~• Provide assistance to supervisors to identify and correct inappropriate behaviour.~~
- ~~• Identify process to apply discipline fairly and uniformly for all employees.~~

REFERENCES:

- [Education Act](#)
- [Ontario College of Teachers Act, 1996](#)
- [The Ontario Human Rights Code | Ontario Human Rights Commission \(ohrc.on.ca\)](#)
- [Employment Standards Act | ontario.ca](#)
- [HRS 300.17.P - Professional Standards and Conflict of Interest - Employees.pdf](#)
- [Early Childhood Educators Act](#)

FORMS:

N/A

APPENDICES:

N/A

DEFINITIONS:

Employee: is an individual employed by the Board in a permanent, temporary or casual position.



Supervisor: a person who is in charge of a workplace or has authority over a worker.

Workplace: is any location in or near where an employee works. This includes Board Offices, Schools, Board Properties, vehicles used to complete work and travel between work sites, virtual platforms including Microsoft Teams, cell phones where employees interact in a professional capacity, school related activities, conferences, training sessions, workshops or other related functions.

Progressive Discipline: is a structured approach to managing staff performance or conduct issues. It provides a fair, consistent, and constructive process for when an employee fails to meet workplace standards for conduct, attendance, or performance. The goal is to give the staff member clear expectations, guidance, and opportunities to improve before more severe consequences are applied.

ADMINISTRATIVE PROCEDURES:

- 1.0 All employees are expected to carry out their duties and responsibilities in a collaborative and professional manner and shall comply with all Board policies and procedures, the Education Act and other related statutes and regulations. Employees are expected to act responsibly, maintain appropriate behaviour and act with integrity, honesty, and support Catholic values.
 - 2.0 The Board is responsible for providing guidance, support and supervision to enable employees to conduct themselves appropriately at all times and to succeed in the performance of their duties.
 - 3.0 The Board seeks to resolve conduct and performance concerns in the ~~most~~ a positive and proactive manner where possible. ~~possible through initiatives such as counseling, additional training or increased supervision. It is recognized that most employees need only to be properly trained and be informed of the rules in order to be positive, productive employees.~~
 - 4.0 The Board is committed to ensuring that employees maintain appropriate behaviour and carry out their duties in a responsible, effective and diligent manner. ~~Employees who engage in conduct or whose behaviour conflicts with Board policy and procedures or acceptable standards of professionalism will be subject to progressive discipline. There are times, however, when an employee's performance or behaviour is unsatisfactory and disciplinary action becomes a necessary means of modifying undesirable conduct.~~
 - 5.0 Progressive Discipline provides a continuum of responses ~~procedures provide for sanctions to be imposed on an employee to correct inappropriate behaviour and/or achieve performance standards. Discipline is proportionate to the circumstances. The Board reserves the right to impose discipline in any order. The level of discipline doesn't have to be applied in sequential order. whether the behaviour is a single offence, repeated offences of a similar nature, or multiple offences.~~
 - 6.0 Progressive discipline may start with a verbal caution and may culminate in suspension or termination.
 - 7.0 Providing corrective measures through this policy of progressive discipline is not considered harassment or workplace harassment.
 - 8.0 The principles of due process and fairness will be followed and discipline will be proportionate to the circumstances.
 - 9.0 Where an employee is a member of a regulatory body and has been the recipient of discipline, a report may be made by BHNCDNB to the appropriate regulatory body where required, or by the direction of the governing body or if required under legislation.
1. ~~Supervisors shall refer to the "Progressive Discipline Resource Manual for Management Staff" when handling an issue that may lead to disciplinary action.~~
 2. ~~Supervisors shall contact the appropriate Supervisory Officer before invoking a progressive discipline procedure.~~
 3. ~~The steps in progressive discipline include;~~
 - a. ~~Recorded verbal warning~~



- b. ~~Written warning~~
- c. ~~Suspension without pay~~
- d. ~~Dismissal~~

~~It is not necessary to use all the above noted discipline steps or use them sequentially. The actual starting point of disciplinary procedures will depend entirely upon the severity of the misconduct or infraction.~~

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

Prepared by: John Della Fortuna, Superintendent of Education
Presented to: Policy Committee
Submitted on: October 21, 2025
Submitted by: Michael McDonald, Director of Education & Secretary

**Educational Partnerships Including Third Party Professional and
Paraprofessional Service Providers # 400.36**

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board (hereinto referred to as "The Board") is committed to promoting effective working relationships with external agencies that foster continuous improvement in the delivery of programs and services for all students, including students with special education needs. The goal of any educational partnership must be to positively impact student learning and well-being. Closing achievement gaps for all students continues to be a Board priority. The Brant Haldimand Norfolk Catholic District School Board recognizes that partnerships are integral to the education of its students. The Board supports the implementation of educational partnerships with parishes, community groups, government agencies, business, and industry. The Board will continue to engage in mutually beneficial partnerships with those who respect the Catholic vision of the Board's Multi-year Strategic Plan.

DEVELOPMENTS:

The policy regarding guest speakers in schools has been updated, specifically within the administrative procedures section, to align with the requirements of Policy/Program Memorandum 170. Starting in the 2024–2025 school year, schools are now required to notify staff, students, and parents about any events or activities involving guest speakers or performances at least 14 calendar days in advance. This notification must include the date, time, location, title, topic, curriculum connections, names of presenters, and details of any materials to be provided. Exceptions apply to third-party groups or individual's integral to the school's daily operations, such as local Parish visits and liturgical events. If any event details change, schools must communicate these updates promptly.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers Educational Partnerships Including Third Party Professional and Paraprofessional Service Providers #400.36 to the Brant Haldimand Norfolk Catholic District School Board for approval.



**Educational Partnerships Including Third Party Professional and
Paraprofessional Service Providers**

400.36

Adopted:	March 23, 2010
Last Reviewed/Revised:	August 28, 2024
Responsibility:	Superintendent of Education
Next Scheduled Review:	To be reviewed annually

Policy Statement:

The Brant Haldimand Norfolk Catholic District School Board (the Board) is committed to promoting effective working relationships with external agencies that foster continuous improvement in the delivery of programs and services for all students, including students with special education needs. The goal of any educational partnership must be to positively impact student learning and well-being. Closing achievement gaps for all students continues to be a Board priority.

The Brant Haldimand Norfolk Catholic District School Board recognizes that partnerships are integral to the education of its students. The Brant Haldimand Norfolk Catholic District School Board supports the implementation of educational partnerships with parishes, community groups, government agencies, business and industry. The Board will continue to engage in mutually beneficial partnerships with those who respect the Catholic vision of the Board’s Multi-year Strategic Plan.

The Brant Haldimand Norfolk Catholic District School Board committed to:

1. Partnerships that:
 - Are consistent with Catholic Graduate Expectations
 - Assist the Board in providing equity of outcome for all students
 - Provide ‘preferential option for the poor’
 - Empower students to achieve excellence and enhance student wellbeing
 - Motivate students to remain faithful to gospel values
 - Provide resources, expertise and personnel
 - Provide opportunities for whole school learning and development
 - Demonstrate real-world curriculum applications
 - Give students access to appropriate and extended resources
2. Partnerships that are mutually beneficial to all parties; therefore, all parties have the same rights.
3. Partnerships which are consistent with the mission and vision statements of the Brant Haldimand Norfolk Catholic District School Board and existing policies and procedures.
4. Effective and fiduciary responsibility when procuring partnership agreements.
5. The monitoring and evaluating of partnerships. Data will be collected, collated, and assessed by the school Board in collaboration with the partner to determine the impact on student learning and well-being.

Application and Scope

Educational Partnerships can provide programs, services and/or experiences for students to enhance learning and well-being. Partnerships can also be commercial in nature and provide goods or services required by the Board. The Board may also enter a service partnership that provides support based on the holistic needs of a student. This policy and administrative procedure apply to situations in which an organization, business or community service provider applies to offer programs/services within a school(s) of the Board and, individual or small group programs/ services (e.g., counselling, consultation, assessment, social skills training, anger management) that may augment or enhance, not duplicate the work of the existing Student Support Services staff.



Third party services are defined as services delivered by individuals who are not employees, volunteers, or agents of the Board. They do not perform the work of Board employees.

All such persons are required to act in accordance with the Education Act and the Board's Code of Conduct and all other safe and accepting schools' policies. Failure to follow these expectations will result in the request that the individual leave the premises and prompt an immediate review of the status of the current partnership agreement.

References:

- Ontario Ministry of Education Policy/Program memorandum No. 149: Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149).
- Police Records Check Policy 300.15
- Distribution of Materials Policy 400.08
- Volunteers Policy 300.12
- Equity and Inclusive Education Policy 200.23
- Fundraising and School Generated Funds Policy 700.05
- Education Act
- Provisions of Health Support Services in School Settings – P/PM81
- Incorporating Methods of Applied Behaviour Analysis (ABA) Into Programs for Students with Autism Spectrum Disorders (ASD) – P/PM149
- Municipal Freedom of Information and Protection of Privacy Act
- Personal Health Information Protection Act
- Freedom of Information and Protection of Privacy Act BD-2031
- BHNCD SB Special Education Plan

Forms:

- Form 1: Parental/Guardian Consent to Access Community Partner Services within Brant Haldimand Norfolk Catholic District School Board (OPS 400.36.F01)
- Form 2: Authorization for Exchange of Information (OPS 400.36.F02)
- Form 3: Partnership Agreement (OPS 400.36.F03)

Appendices:

- Appendix A: Procedure for External Service Providers

Definitions:

External Partner/Agency: an organization not internal to the Board that provides goods, programs, services and/or experiences for students required by the Board to enhance learning and well-being including those agencies that employ regulated health professionals, regulated social service professionals and paraprofessionals.

Professional and Paraprofessional Service Providers: may include, but are not limited to, Behaviour Consultants, Child and Youth Counsellors, Early Interventionists, Educational Assistants, Family Service Workers, ABA Therapists/Experts, Physiotherapists, Psychologists, Nurses, Occupational Therapists, Reading Specialists, Social Workers, Speech-Language Pathologists, etc.



ADMINISTRATIVE PROCEDURES:

When considering guest speakers to promote mental health, well-being, resiliency, matters of equity and diversity, race, lived experience, etc., careful consideration should be given to ensure the presentation is safe for every student, aligned with board strategies, Catholic teachings and curriculum.

The board has several resources available to assist administrators and educators in making informed decisions regarding speakers and presentations.

When considering guest speakers, refer to the tool of best fit to assist in ensuring presentations meet the intended outcome.

-Indigenous Education Council – Resource Screening Tool

-BHNCD SB CONSIDER Resource Reflection Tool (attached)

-BHNCD SB Decision Support Tool (for mental health and well-being) the [BHNCD SB Decision Support Tool for Administrators Fillable FINAL Aug 2017](#)

Refer to [School Mental Health Decision Support Tool: Student Mental Health Awareness Initiatives – Version for School Administrators - School Mental Health Ontario \(smho-smso.ca\)](#) to better understand the importance of ensuring a full understanding of what to expect from presenters.

This tool will help to support the school decision-making process related to particular mental health awareness products or services and aims to ensure alignment with the board/school mental health strategy and action plan.

When considering speakers or third parties related to the work of board support staff, consult with the relative board support staff to explore if the content can be delivered internally, and or if board staff should be present to provide support/collaborate.

1. Protocol for Guest Speakers

Guest Speakers in Schools: *As of the start of the 2024–2025 school year, the school will inform caregivers about events and activities with guest speakers or performances at least 14 calendar days before the activity.*

If the school needs to arrange for an event in less than 14 days, they will provide caregivers with details as soon as they are confirmed. This information must include these details about the activity:

- Date, time, and location*
- Title and topic or focus*
- Connections to the curriculum and/or purpose*
- Name(s) of the presenter(s), performer(s), and guest speaker(s) and the organization(s) they represent (if any)*
- Details of any handout materials, giveaways, or literature to be provided*

If details change, the school will notify caregivers as soon as possible.

This does NOT apply to third-party groups or individuals that are part of a school's community and daily operations and/or learning activities and would therefore be exempt from this policy, such as visits



from the local Parish, Catholic Masses, and liturgical events. This also applies to members of the school community who contribute to faith formation within our Catholic school boards.

1. Protocol for General Partnerships

- 1.0 All outside organizations/ individuals requesting direct access to work with students within a school or classroom setting, on more than one occasion, must have a completed Parental/Guardian Consent to Access Community Partner Services within Brant Haldimand Norfolk Catholic District School Board (Form 1).
- 1.1 Partnerships shall be formalized through written agreements, stating clearly stating the conditions and benefits to the parties, and where appropriate detailing the specifics outlined in the Parental/Guardian Consent to Access Community Partner Services within Brant Haldimand Norfolk Catholic District School Board (Form 1) and signed by appropriate personnel including the Superintendent in whose portfolio the partnership is shaped. See Appendix A and Appendix B.
- 1.2 It is the responsibility of both parties to ensure that all their pertinent staff have a copy of any agreement and adheres to its guidelines and intent.
- 1.3 When a service partnership is being considered, discussion with union representatives and non-union representatives will assist in clarifying role expectations and generate ideas about how existing staff can facilitate the implementation of the proposed service delivery model. Ongoing consultation with the appropriate union representatives and the partner will assist in the referral, intervention, and termination process.
- 1.4 The community partners will obtain and/or maintain, at their own expense, commercial general liability insurance with a limit of not less than \$2,000,000 per occurrence without an aggregate, or such greater amount as the BHNCD SB may reasonably require. The policy will remain in effect for the duration of this agreement and shall include the following:
 - the Board as additional insured
 - a cross-liability clause
 - contractual liability coverage
 - automobile coverage for owned, hired, and non-owned vehicles
 - 30 day written notice of cancellation

A copy of the Insurance Certificate, including professional liability (errors and omissions) and general liability, will be kept on file at the school and/or Board Department depending upon the affiliation, and a copy forwarded to the Superintendent responsible for the partnership and to the Superintendent of Business Services.

- 1.5 The Board is not responsible for any loss arising from any act or omission on behalf of the partnership organization.
- 1.6 All partnerships must be transparent, with expectations and timelines clearly articulated within the project plan. The project supervisors maintain a copy of the project plan.
- 1.7 Consent/Confidentiality – Before any service is provided, it is important that written consent be obtained from parents when service involves student specific information sharing if the student is under 18 years of age, and from students themselves if they are over 18 years. (Please note that this may vary depending upon the legislation governing the external agency). Consent must be informed and time-limited with parents/students being advised about the type of service offered, who is delivering it, the timelines involved and their ability to access information. If the service providers require access to specific student information, informed consent must be completed for this as well. In any and all circumstances, confidentiality will be maintained.
- 1.8 Police Records Checks are required before any service is provided. Please reference Board Policy 300.15.
- 1.9 The Board will continually assess the number and type of partnerships within which it will engage, in order that we meet the needs of all students and availability of staff budget permits. Some partnerships have limited time involvement while others will require intensive involvement for a longer period of time.



- 1.10 In an educational partnership with a commercial enterprise, there will be a clear understanding that the purpose is the education of students with no promotion of brand names or products.
- 1.11 Governance of the schools will remain firmly and clearly with the trustees and administrators of the Board and all agreements will follow Board policy.
- 1.12 There shall be a clear statement of the nature and intent of the partnership with appropriate means of disengagement through a memorandum of agreement signed by both (or all) parties.
- 1.13 The Superintendent responsible for the partnership will ensure the partnership agreement is monitored and kept up to date.
- 1.14 A report will be provided to the Board annually of all such partnerships.
- 1.15 When entering the school on any occasion, the external partner, professional or paraprofessional service provider must sign in at the school office, present agency identification and wear Board visitor identification. When a visit to the school has been scheduled for a mutually convenient time, the external partner, professional or paraprofessional service provider should ensure that his/her visit agrees with the agreed-upon schedule.

2.0 Additional Procedure for Third Party Partnerships with Professional and Paraprofessional Service Providers

The following procedures are to be followed in addition to procedures above in 1.0 Protocol for General partnerships. The professional or paraprofessional service providers in these cases could include, but are not limited to, Behaviour Consultants, Child and Youth Counsellors, Early Interventionists, Educational Assistants, Family Service Workers, ABA Therapists/Experts, Physiotherapists, Psychologists, Nurses, Occupational Therapists, Reading Specialists, Social Workers, Speech-Language Pathologists, etc.

Superintendent of Education will:

- ensure that the administrative procedure is followed and aligned with Policy/Program Memorandum (P/PM) 149.

Principal/Vice Administrator will:

- be responsible for the organization and management of the school, per the Education Act; and ensure that the procedures outlined in this Administrative Procedure are followed when working with third party professional or paraprofessional service providers.

Procedures

- 2.1 Board staff will develop collaborative working relationships with those external agencies that provide services by regulated health professionals, regulated social services professionals and paraprofessionals within the Board's schools.
 - 2.2 A request for service is initiated either by school staff or by a parent/guardian for a student to have access to external services provided by a professional (see Appendix A - Procedure for Service Providers).
 - 2.3 Consent/Confidentiality- Before any service is provided in the school, it is important that written consent be obtained by school personnel (e.g., Administrator, SERT, ABA Lead, Student Support Services) from parent(s)/guardian(s) if the student is under 18 years of age, and from students themselves if they are over the age of 16 years.
 - 2.4 Informed consent for the student to participate in and receive service(s) is completed between the agency delivering the service and the student. The agency will maintain the record of service and will deliver services confidentially to the student in accordance with legal requirements. Questions may be directed to the agency for further clarification
 - 2.5 If the service providers require access to specific student information, a completed **Authorization for Exchange of Information** (Form 2) must be completed, and confidentiality will be maintained.
 - 2.6 Where a Partnership Service Agreement is not in place, a **Partnership Service Agreement** (Form 3) will be prepared after the proposed program has been reviewed by the Board and found to be consistent with the Board's policies and procedures and then forwarded to the organization/individual for signature. A list of current Agency Partnership Service Agreements can be obtained from the Executive Assistant to the Superintendent of Education responsible for Special Education.
 - 2.7 The organization/individual must return the Partnership Service Agreement with Certificate of Liability Insurance and ensure all third party professional or paraprofessional service providers' staff have been screened for Police Records; including vulnerable sector queries before being permitted to work within schools
- 400.36 – Establishing Educational Partnerships Including Third Party Professional and Paraprofessional Service Providers



of the Board and that annual offence declarations are submitted to the appropriate supervisor on a regular basis. The agency shall provide, at the request by the Board, written documentation satisfactory to confirm such compliance as per the Board's Policy HRS 300.15.P, Section B - Police Records Checks for Service Providers and Section C - Police Records Checks for Others Having Direct and Regular Contact with Students.

- 2.8 The appropriate Superintendent will sign the Partnership Service Agreement, with a copy returned to the organization/individual once the required documentation has been received.
- 2.9 The organization/individual will receive approval for the program to commence once all documentation has been received and is subject to the approval of the principal at each proposed location.
- 2.10 It is the responsibility of both parties to ensure that all of their pertinent staff have a copy of any agreement and adheres to its guidelines and intent.
- 2.11 Organization/individuals who have a signed Partnership Service Agreement will have the opportunity to renew their agreements annually. Organizations/ individuals will be invited to submit any proposed changes to their existing agreements. The amended agreement will be returned for signature. The signed amended agreement will be returned with updated documentation including criminal background checks and current certificate of liability insurance.
- 2.12 The Executive Assistant to the Superintendent of Education responsible for Special Education will file the original signed agreement.

3.0 Possible Outcomes for Third Party Partnerships with Professional and Paraprofessional Service Providers

3.1 Consultation

- 3.1.1 Principal, parent/guardian, professional or paraprofessional service provider, school personnel and central staff personnel meet at the school on a mutually convenient day and time.
- 3.1.2 Principal reviews procedures for involvement of professional or paraprofessional service provider, the roles of the Principal, school staff, central staff personnel and the parent/guardian, as well as the purpose and focus of the meeting.
- 3.1.3 Professional or paraprofessional service provider shares information about student, which has been gained through assessment, counseling, therapy, etc.
- 3.1.4 Information is discussed by those in attendance at the meeting.
- 3.1.5 Based on the information provided and the ensuing discussion, the Principal determines the need for:
 - 3.1.5.1 development of, or change to, the student's IEP.
 - 3.1.5.2 an observation and/or a demonstration by the third party; and
 - 3.1.5.3 future meetings and frequency of those meetings.

3.2 Observation

- 3.2.1 If observation has been agreed to, it will be done in the school setting with pertinent staff involved.
- 3.2.2 Classroom observation will be kept to a minimum at the discretion of the teacher or/ or Principal.
- 3.2.3 Professional or paraprofessional service providers are limited to arrival at school on the appropriate day and time.
- 3.2.4 Principal reviews observation procedures with professional or paraprofessional service provider and approves observation form/format to be used.
- 3.2.5 If a professional or paraprofessional service provider fails to comply with the Board's procedures, access is denied.
- 3.2.6 The professional or paraprofessional service provider conducts observation for agreed-upon length of time.
- 3.2.7 Any school observations/impressions to be included in the written report should be reviewed by the Principal or teacher prior to finalization and distribution of the final report.
- 3.2.8 Demonstration may be done in the classroom or outside of the classroom.
- 3.2.9 Staff, in collaboration with the professional or paraprofessional service provider, determine:
 - 3.2.9.1 the date and time of the demonstration;



- 3.2.9.2 the school/Board personnel to be involved;
- 3.2.9.3 the strategy/technique to be demonstrated;
- 3.2.9.4 the goal of the demonstration session; and
- 3.2.9.5 the process of implementation of demonstrated strategy/technique.
- 3.2.10 Professional or paraprofessional service provider arrives at school on appointed day and time.
- 3.2.11 Administrator reviews demonstration procedures with the professional or paraprofessional service provider, as well as the role of the Administrator, school personnel and Board staff.
- 3.2.12 If a professional or paraprofessional service provider fails to comply with Board procedures, demonstration is not conducted.
- 3.2.13 A professional or paraprofessional service provider conducts a demonstration and answers questions which school personnel and/or Board staff may have about the strategy/technique.
- 3.2.14 Based on the discussion of the demonstration, Principal determines if the strategy/technique may be used by the school personnel and, therefore, becomes a component of the student's IEP, where appropriate.
- 3.2.15 A written summary of the proceedings of the demonstration, including the names of those in attendance, decisions made and plans for follow up will be distributed by the Principal to all those in attendance.
- 3.2.16 Principal may ask a member of the central staff to attend the demonstration and to give advice concerning the appropriateness of the strategy/technique, which the professional or paraprofessional service provider is demonstrating for use in the school context.

3.3 Direct Service

In a few cases, short term, direct counselling, and/or intervention is provided for students by professional or paraprofessional service providers in the school setting.

3.4 Transition Planning and Support

The community professional or paraprofessional service provider will work collaboratively with Board staff to promote the successful transition to the school setting for students with complex needs and/or those returning from care and treatment programs.

A list of current Agency Partnership Services Agreements can be obtained from the Executive Assistant to the Superintendent of Education responsible for Special Education.



Parental/Guardian Consent to Access Community Partner Services within Brant Haldimand Norfolk Catholic District School Board

The Brant Haldimand Norfolk Catholic District School Board facilitates access for students to select community partner services for the purposes of supporting students in accessing personal well-being support.

I/we, _____ Parent(s)/Guardian Name(s), agree to _____ Student
Name, _____ Date of Birth, to access service from the following agency during the school day:

Please check selections

Brantford and Brant County Services:

- CONTACT Brant - information, referral and screening for mental health and well-being services
- John Howard Society of Hamilton, Burlington & Area- independent restorative practices facilitator, facilitate formal circles, coordinate and establish school circles, engaging at risk youth ages 12 to 21 engaged in conflict
- SOAR (formerly St. Leonard’s Community Service) – integrated crisis services, counselling services for youth related to mental health and well-being and/or addictions
- Young Women’s Program through Sexual Assault Centre of Brant - healthy relationship focused counselling services for well-being and support
- Woodview Mental Health & Autism Services - mental health and well-being counselling support programs
- Other: _____

Haldimand and Norfolk County Services:

- CONTACT Haldimand-Norfolk REACH - information, referral and screening for mental health and well-being services
- South Coast Wellness (formerly CAMHS) of Haldimand and Norfolk - counselling services for youth related to mental health and well-being and/or addictions
- Haldimand-Norfolk REACH- crisis support and mental health and well-being counselling support programs
- Haldimand and Norfolk Women’s Services - healthy relationships focused counselling services for well- being and support
- John Howard Society of Hamilton, Burlington & Area- independent restorative practices facilitator, facilitate formal circles, coordinate and establish school circles, engaging at risk youth ages 12 to 21 engaged in conflict
- Other: _____

Indigenous Services - Brant, Haldimand, Norfolk:

- Six Nations of the Grand River Child and Family Services, Child and Youth Mental Health Program- mental health and well-being counselling support programs
- Other: _____

My child may participate in services during:

- Instructional time
- Nutrition Times
- Before or After School, within regular school day 8:30 am to 4:30 pm

Consent Process:



Informed consent for the student to participate in and receive service(s) is completed between the agency delivering the service and the student. The agency will maintain the record of service and will deliver services confidentially to the student in accordance with legal requirements. Questions may be directed to the agency for further clarification.

Parent/Guardian Name: _____ **Parent/Guardian Signature:** _____

Date: _____ **Consent valid until:** _____ If not indicated, until the end of the school year.

c: OSR - Original copy; parent copy available upon request

Disclaimer

Information on this form is collected pursuant to the board's responsibilities set out in the Education Act and protected in accordance with the Municipal Freedom of Information and Protection of Privacy Act. Information on this form will be used to administer the Access to Community Partner Services Program. Questions regarding the collection of this information should be directed to Tracey Austin, Manager of Communications x11234.



Authorization for Exchange of Information

Student:	Date of Birth:
Student's current or last Brant Haldimand Norfolk Catholic District School:	

I, the undersigned parent or guardian (or student if 18 years or older,) authorize Brant Haldimand Norfolk Catholic District School Board to:

- (check one)
- Forward information concerning the above named student to:
- Receive information concerning the above named student from the following professional person, agency school board:

Name:	Phone:
Address:	City:
Postal Code:	

The information I agree to release may be (check as many as apply):

- | | |
|-----------------------------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> Psychological | <input type="checkbox"/> Physio/Occupational Therapy |
| <input type="checkbox"/> Psychiatric | <input type="checkbox"/> Social Work |
| <input type="checkbox"/> Cognitive/Educational Assessment | <input type="checkbox"/> Medical |
| <input type="checkbox"/> Behavioural | <input type="checkbox"/> Vision/Hearing |
| <input type="checkbox"/> Speech and/or Language | <input type="checkbox"/> Other (Specify): _____ |

I understand that any relevant information received by Brant Haldimand Norfolk Catholic District School Board will be shared with appropriate school board staff as per the Freedom of Information and Protection of Privacy Act.

Signature of parent or guardian, or student if 18 years or older

Date

(Unless revoked, this permission is valid for on year from date signed)

Distribution: Parent / Guardian OSR Other

Disclaimer

Information on this form is collected pursuant to the board's responsibilities set out in the Education Act and protected in accordance with the Municipal Freedom of Information and Protection of Privacy Act. Information on this form will be used to administer the Access to Community Partner Services Program. Questions regarding the collection of this information should be directed to Tracey Austin, Manager of Communications x11234.



Partnership Service Agreement

BETWEEN

Brant Haldimand Norfolk Catholic District School Board, BHNCDSB
(Name of School)

AND

(Name of External Provider)

This Partnership Service Agreement is a mutually supportive reciprocal contract between the Brant Haldimand Norfolk Catholic District School Board and _____ to provide the following service:

_____ agrees to abide by the mission and vision statements of the Brant Haldimand Norfolk Catholic District School Board.

_____ agrees that no fees are payable to it by the Board, and neither the Board, students/parents or staff of the Board are responsible for any expenses of _____ in connection with this provision of service.

Both parties acknowledge and agree that _____ is not an agent of the Board and that none of the service providers are employees or agents of the Board.

Timeline: The service will be provided by _____ effective from _____ until _____ however, either the Brant Haldimand Norfolk Catholic District School Board or _____ may terminate this agreement for any reason with reasonable notice to the other. Reasonable notice shall be 30 days.

During the time of this agreement, the following responsibilities are agreed upon:

EXTERNAL PARTNER

1. **Procedures**

Operates within the context of the Brant Haldimand Norfolk Catholic District School Board policies, operating procedures and collective agreements including, but not limited to, the Certificate of Insurance [professional liability (errors and omissions) and general liability], Criminal Background Checks, Reporting Children in Need of Protection, and the school's and Board's Code of Conduct. The Board's policies are available on the Board's website at www.bhncdsb.ca.

2. **Accountability**

Provide access to credentials and the required criminal background check of service providers to the school upon request and ensure that they comply with the rules of professional conduct for their profession.



3. **Liability**
Provide the Board with a copy of a current Certificate of Insurance for a minimum of two million dollars relating to professional liability (errors and omissions) coverage and general liability. The Brant Haldimand Norfolk Catholic District School Board must be named on the Certificate of Insurance as additional insured.
4. **Loss**
The Brant Haldimand Norfolk Catholic District School Board is not responsible for any loss arising from any act or omission on behalf of the partnership organization.
5. **Location**
Service providers meet with students on school premises only in a specified location unless prior written consent is obtained from the parent/guardian of the student, and the Principal is given prior notice.
6. **Identification**
Service providers must sign in at the school office for each visit, present agency identification and wear board visitor identification.
7. **Records**
Partners maintain a record of services provided and monitor access.
8. **Evaluation**
Partners cooperate with the Board in evaluating the effectiveness of the partnership.

SCHOOL

1. **Consent**
Obtains appropriate written informed consent/release of information (Appendix B and/or C).
2. **Location**
Provides a private room for the provision of service recognizing the need to co-ordinate the use of space with staff allocated to the school.
3. **Monitor**
Monitors, along with the partner, the service and provides advice to service providers and to the school team when necessary.
4. **Evaluation**
Cooperates with the external partner in evaluating the effectiveness of the services provided.

Both the Brant Haldimand Norfolk Catholic District School Board and (Name of External Provider) agree that all information obtained during the provision of services will remain confidential.

Administrator

Director of Education
(or designate)

External Partner

Date

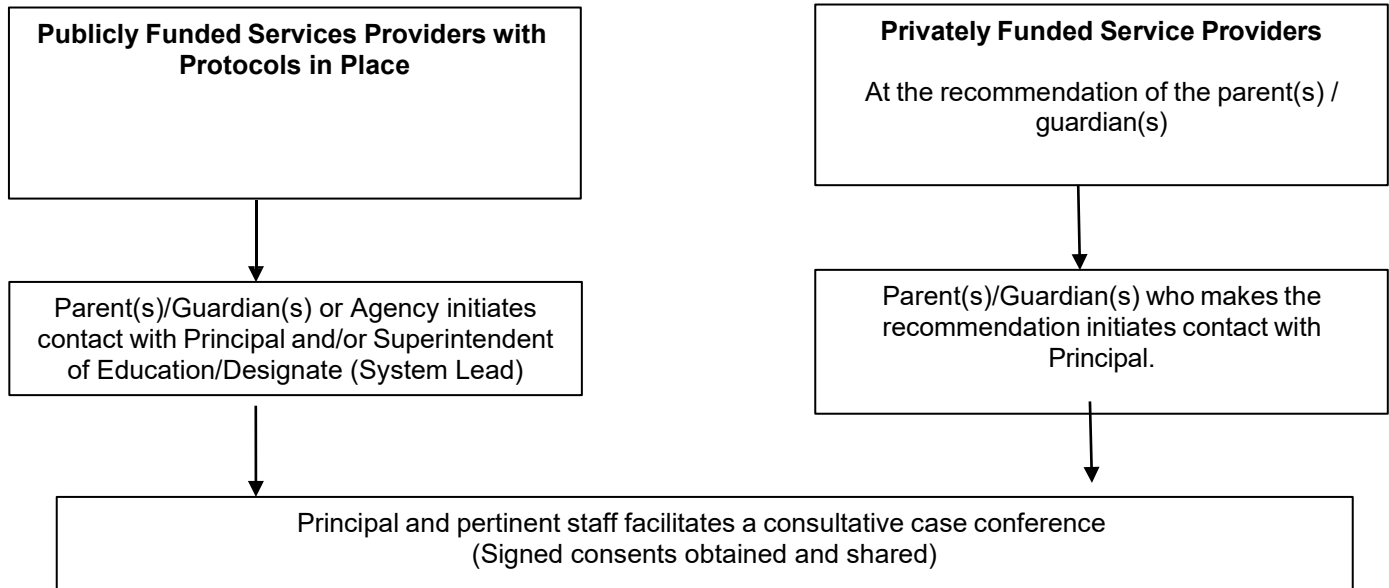
Date

Date

c: Superintendent of Education



Procedure for External Service Providers



Possible Outcomes	
1. Consultation	<ul style="list-style-type: none"> Meeting with school and Board staff Share information
2. Observation	<ul style="list-style-type: none"> School/Board staff may be present Observations/impressions reviewed with teacher or principal
3. Demonstration	<ul style="list-style-type: none"> Done inside or outside the classroom
4. Direct Service (Only applicable for Publicly Funded Service Providers)	<ul style="list-style-type: none"> Short term duration Share information
5. Transition Support	<ul style="list-style-type: none"> Support for transitioning to school Return from care and treatment centres



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

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

Policy Committee Meeting Tuesday October 21, 2025 ♦ 3:00 p.m. Board Room/ Microsoft Teams

Trustees:

Dan Dignard (Chair), Dennis Blake, Carol Luciani, Mark Watson, Bill Chopp

Regrets: Rick Petrella (on leave)

Senior Administration:

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

Regrets:

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by Chair Dignard.

1.2 Attendance

Attendance was noted as above.

1.3 Approval of the Agenda

Moved by: Carol Luciani

Seconded by: Dennis Blake

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the October 21, 2025, meeting.

Carried

1.4 Approval of Minutes from the Policy Committee Meeting – September 16, 2025

Moved by: Dennis Blake

Seconded by: Carol Luciani

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the September 16, 2025, meeting.

Carried

1.5 Business Arising from the Minutes - Nil

2. Committee and Staff Reports

2.1 Catholic Family Life Program #200.03

Superintendent Lawlor presented the Catholic Family Life Program Policy. The Catholic Family Life Program utilized by the Brant Haldimand Norfolk Catholic District School Board (BHNCD SB) is developed and provided by the Assembly of Catholic Bishops of Ontario (ACBO) through its sub-agency the Institute for Catholic Education (ICE). The ACBO is gradually replacing the current Catholic family life program, *Fully Alive*, on a grade-by-grade basis with the newly published *Blessed & Beloved* in response to the 2023 release of the Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8, Family Life Education.

Although the policy was recently reviewed in 2024-2025, updates and changes were necessary to reflect the ongoing replacement of *Fully Alive* by *Blessed and Beloved* along with a few



additional amendments to the policy to enhance clarity and comprehension. A minor grammatical change was made to the policy.

Moved by: Dennis Blake

Seconded by: Carol Luciani

THAT the Policy Committee recommends that the Committee of the Whole refers the Catholic Family Life Program Policy #200.03 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.2 Volunteer and Staff Trip Drivers Policy #200.21

Superintendent Lawlor presented the revised Volunteer and Staff Trip Drivers Policy #200.21. The review of this policy focused on clarity, comprehension and accurate alignment with current legislation and practices in Ontario. Amendments to the policy included an updated policy statement to further clarify and state overall expectations that the BHNCD SB has of volunteer and staff trip drivers and the application and scope were brought into alignment with current legislative language in Ontario. Additionally, the references were updated to include Ontario Physical and Health Education Association (OPHEA) guidance and new provincial regulations and information about the prohibition of distracted driving in Ontario along with the addition of key terms and meanings to the policy under the Definitions section. Discussion regarding the Board preference of the use of school buses for transporting students to and from events in the policy was highlighted.

Moved by: Dennis Blake

Seconded by: Carol Luciani

THAT the Policy Committee recommends that the Committee of the Whole refers the Volunteer and Staff Trip Drivers Policy #200.21 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

2.3 Progressive Discipline (Employees) #300.19

Superintendent Greco presented the Progressive Discipline for Employees policy. The Board believes that it is essential that all employees carry out their duties and responsibilities in a professional and collaborative manner in accordance with Board policies and procedures. This progressive discipline policy applies to all employees of the Board and provides a procedural framework to promote consistent application of the progressive discipline across BHNCD SB. All employees are expected to comply with Board policy and procedures, the Education Act and other related statutes and regulations. The revised policy was streamlined and includes the responsibility of the Board for providing guidance, support, and supervision to enable employees to always conduct themselves appropriately and to succeed in the performance of their duties. Further updates include a continuum of formal responses the Board uses and a statement that discipline is proportionate to the circumstances.

Moved by: Carol Luciani

Seconded by: Dennis Blake

THAT the Policy Committee recommends that the Committee of the Whole refers the Electronic Progressive Discipline (Employees) Policy #300.19 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried



2.4 Educational Partnerships Including Third Party Professional and Paraprofessional Service Providers #400.36

Superintendent Della Fortuna presented the Educational Partnerships Including Third Party Professional and Paraprofessional Service Providers policy. The policy regarding guest speakers in schools has been updated, specifically within the administrative procedures section, to align with the requirements of Policy/Program Memorandum 170. As per PPM 170, schools are now required to notify staff, students, and parents about any events or activities involving guest speakers or performances at least 14 calendar days in advance. This notification must include the date, time, location, title, topic, curriculum connections, names of presenters, and details of any materials to be provided. Exceptions apply to third-party groups or individual's integral to the school's daily operations, such as local Parish visits and liturgical events. If any event details change, updates must be communicated.

Moved by: Carol Luciani

Seconded by: Dennis Blake

THAT the Policy Committee recommends that the Committee of the Whole refers the Educational Partnerships Including Third Party Professional and Paraprofessional Service Providers Policy #400.36 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

3.0 Adjournment

Moved by: Dennis Blake

Seconded by: Carol Luciani

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board adjourns the October 21, 2025, Policy committee meeting.

Carried.

Next meeting: October 18, 2025 at 3:00pm – Boardroom

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

Prepared by: Kevin Greco, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: October 28, 2025
Submitted by: Mike McDonald, Director of Education & Secretary

HEALTH AND SAFETY UPDATE
Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board (the “Board”) is committed to the health and safety of all staff. The Board works closely with the Joint Health and Safety Committee (JHSC) fostering employee health and safety in the workplace through cooperation and joint efforts in the design and implementation of educational programs for employees; investigation and resolution of safety problems; training and support of committee members; and development and promotion of enhanced awareness of occupational health and safety matters.

Semi-annual reports are presented to the Board providing a summary of the types of employee accidents and/or incidents for the preceding six-months. These reports are presented to the Board of Trustees two times per school year (as of February 28 and August 31).

DEVELOPMENTS:

The 2025-26 JHSC is comprised of the following members:

NAME	BOARD POSITION	JHSC POSITION
Amber Martin	Elementary Teacher (OECTA)	Worker Representative
Christopher Fleming	Maintenance (OSSTF – PSS)	Worker Representative
Danielle Malboeuf	Educational Assistant (OSSTF – ESS)	Worker Representative
Heidi Pasztor	Principal	JHSC Management Co-Chair
Jacqueline May	Elementary Teacher (OECTA)	JHSC Worker Co-Chair
Jared Boughner	Health & Safety Coordinator	Resource
Lou Citino	Senior Manager of Facilities	Management Representative
Rajini Nelson	Superintendent of Business	Management Representative
Salvatore Faieta	Vice-Principal	Management Representative
TBD	TBD	Recording Secretary

The following summarizes the employee accidents and/or incidents statistics for the Board:

- Appendix A: March 1, 2025 – August 31, 2025
- Appendix B: September 1, 2024 – February 28, 2025
- Appendix C: March 1, 2024 – August 31, 2024
- Appendix D: September 1, 2023 – February 29, 2024

RECOMMENDATION:

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

Appendix A

BHNCDSB Accident/Incident Statistics

March 1, 2025 to August 31, 2025

INCIDENT TYPE	Caretaker	Cleaner	CYW	EA	ECE	Elementary Secretary	Elementary Teacher	Facilities	Library Technician	Student Monitor	Other	Principal/VP	Secondary Secretary	Secondary Teacher	Grand Totals	Days Lost
Struck or Contact By	1	0	0	5	0	0	14	0	0	0	0	0	0	1	21	26.82
Struck Against/Contact With	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0
Slip, Trip, Fall - Exterior	1	0	0	3	0	0	4	0	0	0	0	0	0	0	8	2
Slip, Trip, Fall - Interior	4	0	0	4	0	0	1	0	0	0	1	0	0	1	11	35
Slip/No Fall	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Caught In, Under, On or Between	0	0	0	3	0	0	0	0	0	0	0	0	0	1	4	0
Exposure	1	0	0	2	0	0	0	0	0	0	0	0	0	0	3	19
Over Exertion	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Traumatic Event	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Repetitive Body Movement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Aggression	0	0	3	155	17	0	62	0	0	0	0	0	0	4	241	17.98
Other	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0
Bee Sting	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sprain/Strain	2	1	0	5	1	0	2	1	0	0	0	0	0	0	12	22.06
Laceration/Cut	3	0	0	1	0	0	0	1	0	0	0	0	0	0	5	1
Grand Total(s)	12	1	3	179	18	0	83	2	0	0	1	1	0	7	307	123.86
Days Lost	38.56	0	0	38.3	0	0	13	0	0	0	0	0	0	34	123.86	

Appendix B
BHNCDSB Accident/Incident Statistics
 September 1, 2024 to February 28, 2025

INCIDENT TYPE	Caretaker	Cleaner	CYW	EA	ECE	Elementary Secretary	Elementary Teacher	Facilities	Library Technician	Student Monitor	Other	Principal/VP	Secondary Secretary	Secondary Teacher	Grand Totals	Days Lost
Struck or Contact By	0	0	1	5	1	0	7	0	0	0	0	0	0	0	14	133.44
Struck Against/Contact With	0	0	0	3	1	0	3	0	0	0	0	0	0	1	8	3
Slip, Trip, Fall - Exterior	1	0	0	5	0	0	3	0	1	0	0	0	0	0	10	32.56
Slip, Trip, Fall - Interior	0	0	1	6	0	0	6	0	0	0	0	1	0	2	16	1
Slip/No Fall	0	0	0	1	0	0	0	0	0	0	1	0	0	0	2	0
Caught In, Under, On or Between	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0
Exposure	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	26
Over Exertion	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Traumatic Event	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Repetitive Body Movement	1	0	0	0	0	0	1	0	0	0	0	0	0	0	2	1.5
Aggression	0	0	3	225	25	1	77	0	0	0	2	0	1	6	340	7.5
Other	0	0	0	1	0	0	1	0	0	0	0	0	0	1	3	60
Bee Sting	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sprain/Strain	0	0	0	7	0	0	6	0	0	0	0	0	0	0	13	55.86
Laceration/Cut	0	0	0	2	0	0	0	0	0	0	0	0	0	0	2	0
Grand Total(s)	2	0	5	256	27	1	105	0	1	0	3	1	1	10	412	320.86
Days Lost	0	0	14.28	243.82	0	0	60.76	0	0	0	0	0	0	2	320.86	

Appendix C

BHNCDSB Accident/Incident Statistics

March 1, 2024 to August 31, 2024

INCIDENT TYPE	Caretaker	Cleaner	CYW	EA	ECE	Elementary Secretary	Elementary Teacher	Facilities	Library Technician	Student Monitor	Other	Principal/VP	Secondary Secretary	Secondary Teacher	Grand Totals	Days Lost
Struck or Contact By	0	0	0	4	0	0	1	0	0	1	0	1	0	0	7	12
Struck Against/Contact With	0	0	0	1	0	0	1	0	0	0	0	0	0	0	2	0
Fall	1	1	0	2	1	0	7	0	0	1	0	1	0	1	15	18
Slip/No Fall	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Caught In, Under, On or Between	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	5
Exposure	5	0	0	1	0	0	0	0	0	0	0	0	0	0	6	0
Over Exertion	0	0	0	0	1	0	0	0	0	0	0	1	0	0	2	7
Traumatic Event	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Repetitive Body Movement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Aggression	0	0	0	254	25	0	39	1	1	3	1	7	0	3	334	29
Other	0	0	0	1	0	0	1	0	0	0	0	0	0	0	2	0
Bee Sting	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sprain/Strain	1	0	0	2	0	0	0	0	0	0	0	0	0	0	3	18
Laceration/Cut	1	0	0	1	0	0	1	0	0	0	0	0	0	0	3	0
Grand Total(s)	8	1	0	266	27	0	50	2	1	5	1	10	0	4	375	89
Days Lost	5	0	0	24	7	0	45	5	0	0	3	0	0	0	89	

Appendix D

BHNCDSB Accident/Incident Statistics September 1, 2023 to February 29, 2024

INCIDENT TYPE	Caretaker	Cleaner	CYW	EA	ECE	Elementary Secretary	Elementary Teacher	Facilities	Library Technician	Student Monitor	Other	Principal/VP	Secondary Secretary	Secondary Teacher	Grand Totals
Struck or Contact By	1	0	0	6	0	0	7	0	0	1	0	1	0	2	19
Struck Against/Contact With	0	0	0	1	0	0	4	0	0	0	0	0	0	0	5
Fall	0	0	0	4	1	0	6	1	0	0	0	0	1	4	16
Slip/No Fall	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Caught In, Under, On or Between	0	0	0	0	1	0	0	0	0	0	0	0	0	1	2
Exposure	0	0	0	2	0	0	1	0	0	0	0	0	0	0	3
Over Exertion	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Traumatic Event	0	0	0	0	0	0	1	0	0	0	0	0	0	1	2
Repetitive Body Movement	0	0	0	3	0	0	0	0	0	0	0	0	0	0	3
Aggression	1	0	3	408	9	0	56	0	0	1	0	6	0	23	506
Other	0	0	0	1	0	0	2	0	0	0	0	0	0	1	4
Bee Sting	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sprain/Strain	1	1	0	2	0	1	4	0	0	0	0	1	0	1	10
Laceration/Cut	1	0	0	0	0	1	1	0	0	0	0	0	0	1	5
Grand Total(s)	5	1	3	427	11	2	82	1	0	2	0	8	1	34	577

Days Lost
0
0
131.27
0
4
0
0
0
0
65.06
0
0
17
6
223.33

Days Lost	0	7	0	9	41.04	9	0	0	0	0	0	1	0	156.29	223.33
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**REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC
DISTRICT SCHOOL BOARD COMMITTEE OF THE WHOLE**

Prepared by: Rajini Nelson, Superintendent of Business & Treasurer
 Presented to: Committee of the Whole
 Submitted on: October 28, 2025
 Submitted by: Mike McDonald, Director of Education & Secretary

TRUSTEE HONORARIA
Public Session

BACKGROUND INFORMATION:

Ontario Regulation 357/06 Honoraria for Board Members establishes the methodology for calculating the limits on honoraria paid under Section 191 of the Education Act. In accordance with Board Policy #100.06 Trustee Honoraria, the annual trustee honorarium is composed of the following three components:

- Base Amount
- Enrolment Amount
- Chair/Vice-Chair Amounts

These components collectively determine the total annual compensation for trustees, ensuring consistency with provincial legislation and board policy.

DEVELOPMENTS:

There have been no changes to the base amount for trustee honoraria. For the new term of office beginning November 16, 2025, the adjustment to trustee honoraria reflects changes in student enrolment. The calculation is based on the school board’s fiscal year ADE enrolment that ends in the calendar year in which the term of office begins.

Trustees will continue to receive their honoraria bi-weekly by direct deposit, calculated as 1/26 of the total annual amount.

A detailed calculation of the trustee honoraria for the period November 16, 2025, to November 14, 2026, is provided in the accompanying chart (excluding student trustees).

	Chair	Vice-Chair	Trustee
Base Amount	\$5,900	\$5,900	\$5,900
Additional Base Amount (Chair & Vice-Chair)	5,000	2,500	
Enrolment Amount	\$3,649	\$3,649	\$3,649
Additional Enrolment Amount (Chair & Vice-Chair)	625	313	
Total	\$15,174	\$12,361	\$9,549
Trustee Honoraria (prior period)	\$14,901	\$12,108	\$9,315
Increase/(Decrease)	\$273	\$253	\$233

* The enrolment amount is calculated by multiplying the 2024–2025 Estimates ADE by \$1.75 and dividing the result by the total number of trustees. The additional enrolment amounts are calculated by multiplying the 2024–2025 Estimates ADE by \$0.025 for the Vice-Chair and by \$0.05 for the Chair.

RECOMMENDATION:

THAT the Committee of the Whole recommends approval of the Trustee Honoraria for the period November 16, 2025, to November 14, 2026, to the Brant Haldimand Norfolk Catholic District School Board.

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

Prepared by: Rajini Nelson, Superintendent of Business & Treasurer
Presented to: Committee of the Whole
Submitted on: October 28, 2025
Submitted by: Mike McDonald, Director of Education & Secretary

CONTRACT SUMMARY (2024-25)

Public Session

Purpose of the Report

The purpose of this report is to provide the Board with a summary of cooperative purchasing agreements and contracts approved in accordance with Policy 700.01 Procurement for the 2024-25 school year.

This annual reporting fulfills the Board's policy requirement for accountability and transparency in procurement activities and aligns with the principles outlined in the Broader Public Sector Accountability Act.

In particular, the policy requires that procurement activities be reviewed and reported to the Board on an annual basis, ensuring effective oversight and stewardship of public funds

BACKGROUND INFORMATION:

Policy 700.01 – Procurement sets out the framework for all procurement activities undertaken by the Board. This includes ensuring value-for-money, accountability, transparency, and compliance with provincial procurement directives.

The policy states that on an annual basis, the Manager of Procurement and Risk Management Services (or designate) will review and make available a summary report on procurement activities to the Superintendent of Business and Treasurer.

This annual summary report is then made available to the Board of Trustees. In addition, cooperative purchasing agreements are specifically exempt from normal Board approval but must be reported to the Board for information as appropriate.

This structured reporting process ensures Board oversight of procurement activities while maintaining administrative efficiency in line with legislative and policy requirements.

DEVELOPMENTS:

In accordance with Policy 700.01 and the cooperative procurement provisions within it, the Board actively participates in procurement ventures with:

- Other school boards,
- Other branches of government or their agencies and public authorities, including:
 - Ministry of Government and Consumer Services,
 - Ontario Education Collaborative Marketplace.

These cooperative arrangements and partnerships allow the Board to leverage economies of scale and shared services, resulting in cost savings and efficient procurement practices.

Cooperative purchasing agreements, such as those through OECM, are reported to the Board for information only, consistent with Section 4 of the policy on Cooperative Procurement.

The contracts listed in **Appendix A** were awarded from September 1, 2024, to August 31, 2025, in alignment with the policy's cooperative procurement and reporting provisions.

RECOMMENDATION:

THAT the Committee of the Whole refers the Contract Summary report for the 2024-25 year to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Appendix A Executed Contracts 2024-25

Contract Detail	Vendor	Contract Start Date	Contract Expiry Date	Board Approval Date	Procurement Process	Procurement value excluding taxes
Toner Cartridges & Related Services	Staples Professional Inc.	26-Sep-24	14-Jun-28	n/a	OECM 2023-448-06	\$100,000.00
Internal Courier Services	Secured Shipping and Delivery Inc.	1-Sep-24	31-Aug-27	n/a	2024-87-T collaborative Tender with Grand Erie DSB	\$115,000.00
St. Bernard asphalt Reconstruct	South Brant Excavating	1-Jul-25	15-Aug-25	22-Apr-25	Tender T-0725	\$119,648.40
Cellular Services	Rogers	17-Dec-24	31-Jul-30	n/a	TENDER_18677 Ministry Vendor of Record	\$135,000.00
Plumbing and HVAC Supplies	Noble Corporation	9-Oct-24	24-Jun-30	n/a	OECM-2024-446-01	\$200,000.00
Assumption College North Parking Lot Reconstruct	South Brant Excavating	1-Jul-25	15-Aug-25	22-Apr-25	Tender T-0625	\$288,015.25
ACS Running Track	Ancaster Court Surfaces	27-Mar-25	15-Aug-25	25-Feb-25	Tender T-0425	\$409,046.00
ERP Solutions and related Services	Edsembli Inc.	1-Sep-24	20-Dec-30	n/a	OECM-2022-383-02	\$500,000.00
St. Patrick (B) Exterior Facade Repair	BML Roofing	2-Jul-25	29-Aug-25	22-Apr-25	Tender T-0825	\$595,100.00
Natural Gas Management and Advisory Services 2019	Twin Eagle Resource Management Canada, LLC	1-Sep-24	27-May-29	n/a	OECM 2024-437-04	\$825,000.00
HVAC Upgrade - St Joseph's	Superior Boiler Works & Welding	29-Jan-25	5-Sep-25	28-Jan-25	Tender T-2024	\$959,897.00
Portable Classrooms	NRB Ltd.	4-Oct-24	30-Apr-28	n/a	OECM-2023-415-04	\$1,000,000.00
Chiller/Cooling tower Upgrade - Holy Trinity	Superior Boiler Works & Welding	29-Jan-25	5-Sep-25	28-Jan-25	Tender T-2124	\$1,033,785.00
Custodial Supplies and Equipment Services	Dominion Equipment & Chemical	1-Feb-25	31-Jan-30	n/a	RFP 2024-124-P collaborative RFP with Grand Erie DSB	\$3,000,000.00

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

Prepared by: John Della Fortuna, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: October 28, 2025
Submitted by: Mike McDonald, Director of Education & Secretary

MENTAL HEALTH AND WELL-BEING ACTION PLAN 25-26 UPDATE

Public Session

BACKGROUND INFORMATION:

Schools play an important role in the broader provincial comprehensive mental health and addictions system and are the ideal place for mental health promotion, the prevention of mental health problems, and the early identification of mental health concerns.

Effective January 1, 2024, PPM 169, *Student Mental Health*, under the direction of the Ministry of Education, school boards are required to develop and implement a three-year mental health and addictions strategy and one-year action plan that includes at a minimum, a comprehensive framework that includes the requirements outlined in PPM 169 and how each component will be evaluated and measured. The board's mental health and addictions strategy and action plan must be made publicly available and reflect input from key partners including students, families and local community-based child and youth mental health providers. [Policy/Program Memorandum 169 | Education in Ontario: policy and program direction | ontario.ca](#)

DEVELOPMENTS:

The Mental Health and Well-Being Action plan 25-26 continues to reflect the Board Strategic Plan, with a focus on Belonging, Teaching and Learning, and Wellness for all. The action plan reflects the following priorities:

- Identify Affirming Mental Health and Addictions Literacy (Teaching and Learning).
- Safe and Mentally Healthy Schools (Wellness for All).
- Early Identification, prevention and intervention (Wellness for All).
- Partnerships, Student Leadership, and Strategic Planning (Belonging for All).

The action plan highlights the Board's commitment to mentally healthy learning environments that honour, celebrate and support the identities and lived realities of every student; where meaningful connections to life at home and in the community, while promoting hope, resilience, and optimism are made.

The Board Mental Health Advisory committee includes the perspective of many partners and reviews and advises the Mental Health and Well-Being Strategy and the annual Mental Health and Well-Being Action Plans.

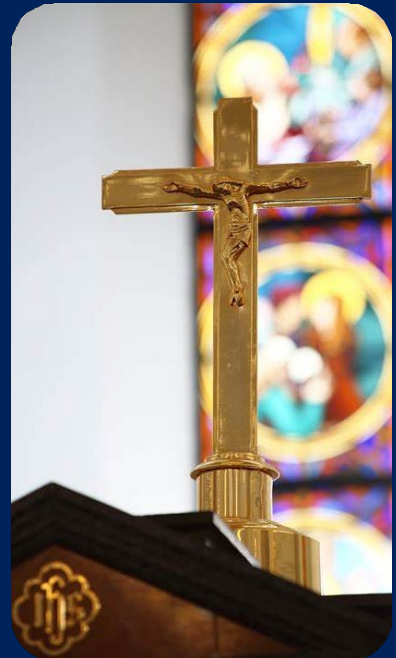
RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board receives the Mental Health and Well-Being Action Plan 2025-2026



Mental Health & Well-being Action Plan 2025-26

Teaching & Learning



Wellness



BELONGING



The one-year action plan outlines priorities and goals identified in the three-year strategy.

[Mental Health and Well-Being Strategy Plan 2023-26.pdf](#)
(bhncdsb.ca)

Commitment

We are committed to mentally healthy learning environments that honour, celebrate and support the identities and lived realities of every student.

We make meaningful connections to life at home and in the community, while promoting hope, resilience, and optimism.

Key messages for 2025-26

We prioritize mental health and well-being as a key condition for every student to learn and flourish.

We do this through:

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

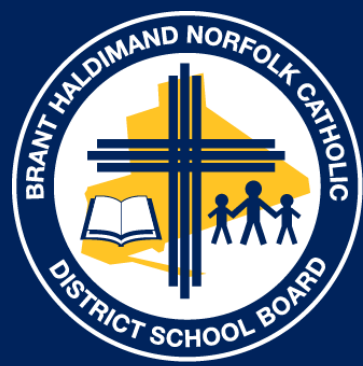
Belonging: We strive to ensure students see their cultures and identities reflected in their school experience.

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

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

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

for all




Priority Area 1: Identity Affirming Mental Health and Addictions Literacy

Teaching and Learning for All


GOAL	STRATEGIES IN ACTION	OUTCOMES & MONITORING
<p>Enhance the mental health and addictions literacy of staff.</p>	<p>Provide learning opportunities for administrators in Trauma-Informed Leadership.</p> <p>Provide Mental Health Literacy course and other related training to new Child and Youth Worker staff.</p> <p>Provide special education mental health resources to Special Education Staff available through School Mental Health Ontario (SMH- ON).</p> <p>Continue to support educators with mental health curriculum implementation.</p>	<p>85% of staff who complete the post training survey will report an increase in competency and confidence in the topics addressed.</p> <p>Staff will report an increased understanding of their role in promoting and supporting student mental health, and ways to assist students in accessing support.</p>
<p>Enhance the mental health and addictions literacy of parents and caregivers.</p>	<p>Provide evidence-based identity affirming resources and training opportunities (virtual and in person) to caregivers at the district and school level in collaboration with community partners and by using the <i>By Your Side Toolkit</i>.</p> <div data-bbox="412 1185 1109 1292" data-label="Image"> </div>	<p># of participants receiving information.</p> <p>75% of caregivers surveyed will report increased awareness and confidence in being able to support their child through conversations regarding mental health and substance use.</p>
<p>Bolster the mental health and addictions literacy of students.</p> <div data-bbox="34 1596 402 1956" data-label="Image"> </div>	<p>Students to continue to receive mental health curriculum content.</p> <p>Jack Talk hosted in secondary schools to enhance student's understanding of mental health, how to access care, and remove the barriers of stigma.</p> <p>Students in Grade 7 & 8 at two pilot schools to learn about Balanced Device Use through school CYWs (SMHO-ON resource).</p> <p>Drug Abuse Resistance Education (DARE) program for Grade 6, 7, 8 students, and information sessions for secondary students available in partnership with Haldimand Norfolk OPP.</p> <p>Expand evidence-based substance use programming (Pre-Venture) through community agencies and school CYW.</p> <div data-bbox="412 2279 1092 2483" data-label="Image"> </div>	<p>65% of students who participate will report increased competency and confidence in topics addressed.</p> <p>100% of schools will report successful implementation of mandatory Mental Health curriculum.</p> <p># of students who attend Jack Talk.</p> <p>65% of youth who participate in the pilot programs will report increased competencies.</p> <p>85% of students polled through EQAO will report they know where to turn should they have questions related to mental health.</p>

Priority Area 2: Safe and Mentally Healthy Schools

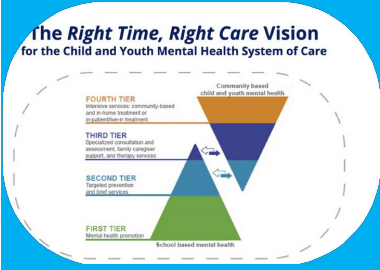
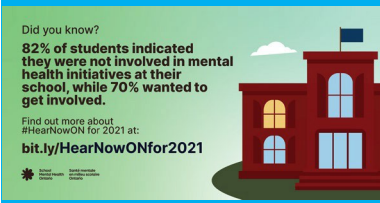
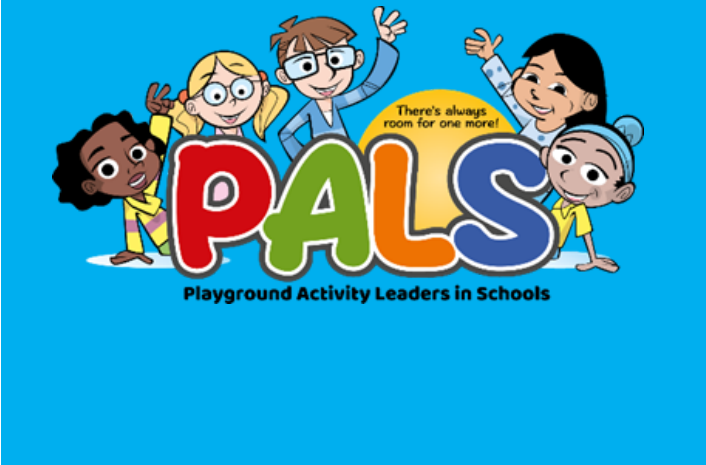
Wellness for All

GOAL	STRATEGIES IN ACTION	OUTCOMES & MONITORING
<p>Strengthen capacity of administrators to lead safe and mentally healthy schools.</p>	<p>Provide learning and consultative opportunities to administrators and support staff regarding Trauma-Informed Leadership, and Shanker Self Regulation.</p> <p>Train-the-Trainer model in Restorative Practices to be initiated, ensuring the ability to build capacity internally.</p> <p>Administrative Procedure re: memorialization to be created to ensure trauma informed, equitable practices.</p>	<p>90% of administrators and support staff will report increased confidence in supporting staff and students through a Trauma-Informed, self-regulation lens.</p> <p># of restorative training sessions delivered via new trainers.</p> <p>Administrators will report confidence in supporting their school communities through Trauma-Informed responses to loss and memorialization.</p>
<p>Enhance capacity of school staff to use approaches that support mentally healthy classrooms/schools .</p>	<p>Administrators to share their Trauma-Informed Leadership learnings with school staff through staff meetings, communications, resources, and case conferences.</p> <p>Increase implementation of Mind UP in primary classes, alongside the SMHO-Wayfinder tool across the district.</p> <p>Child and Youth worker staff to increase capacity of school staff by sharing Emotion Validation and Shanker Self-Regulation strategies and resources.</p>	<p>School staff will report an increased understanding and ability to support students through a Trauma-Informed lens.</p> <p># of schools who include Mind Up and Wayfinder in school improvement plans.</p> <p>Educators will report an increased confidence in promoting and teaching about, and supporting student mental health through year-end survey data.</p> <p>School Climate Survey data to reflect increase in sense of student wellness and belonging.</p>
<p>Increase and support Social Emotional Learning skills in students.</p>	<p>Increase in staffing complement of Child and Youth Workers to bolster and support the Social Emotional Learning Skills of students within their life space so they are better able to manage emotion, cope with stressors, develop healthy relationships, demonstrate positive conflict resolutions skills, and develop a greater sense of belonging and well-being.</p> 	<p>Educators and administrators will report an increase in pro-social actions and decrease in aggressive behaviours in students through year-end survey data.</p> <p>Students will report satisfaction in obtaining or progressing towards their mental health goals.</p> <p># of students supported per school.</p> <p># of students supported through school team collaboration and a Self-Regulation lens.</p>

Priority Area 3: Early Identification, Prevention & Intervention
Wellness for All

GOAL	STRATEGIES IN ACTION	OUTCOMES & MONITORING
<p>Enhance the knowledge of school staff to understand and recognize signs of mental health concerns in students.</p>	<p>Provide learning opportunities in Suicide Prevention utilizing SMHO-ON resource: <i>Prepare, Prevent, Respond</i> for:</p> <ul style="list-style-type: none"> -Administrators -Guidance Educators -Chaplains -Student Support Staff (CYW). 	<p>Staff will report increased confidence and competence in the ability to:</p> <ul style="list-style-type: none"> -promote daily wellness -recognize warning signs for suicide -respond if a student tells them they are having thoughts of suicide.
<p>Enhance consistent use of evidence informed, brief interventions that use standardized measurement tools.</p>	<p>School based Social Workers use a variety of evidence-based approaches to support the mental health and well-being of students, including:</p> <p>Cognitive Behavioral Therapy (CBT): Helping students recognize and shift negative thought patterns in a structured, supportive way.</p> <p>Mindfulness-Based Stress Reduction (MBSR): Teaching mindfulness techniques to reduce stress and promote emotional balance.</p> <p>Acceptance and Commitment Therapy (ACT): Guiding students to accept their thoughts and feelings while building resilience and coping skills.</p> <p>Suicide Risk Assessment and Management: Identifying students at risk, providing immediate support, and implementing safety plans in collaboration with school staff and families. To ensure students continue receiving the best possible support, the Board provides ongoing training for staff in advanced modules of these therapies and is also incorporating play therapy and Dialectical Behavior Therapy (DBT) approaches. These efforts aim to create a nurturing, responsive environment where every student's mental health is valued and supported.</p>	<p>80% of contacts will indicate use of Brief clinical interventions.</p> <p>85% of Board Mental Health Professionals will report an increased confidence in supporting students and school teams.</p> <p>75% of students who complete the end of year service survey will report satisfaction in progressing towards their mental health goals.</p> <p>100% of Regulated mental health professionals will be trained, and report increased confidence in supporting students with on-going suicidal ideation.</p>
<p>Reduce student absences by 10% year over year.</p>	<p>Revise and improve current attendance and engagement practices with administrators via our work in <i>Leading Mentally Healthy Schools</i>.</p> <p>Senior Leadership will meet with Principals three times per year to review attendance data, conduct audits, and ensure each school has a clear plan with measurable goals.</p> <p>Designated Attendance Counsellor to provide mental health services to students in need; linking up to community services where needed.</p> 	<p>85% of administrators will report increased competency and confidence in engaging students.</p> <p>100% of schools will submit updated attendance plans following each leadership meeting.</p> <p>Student absentee rate will decline 10% this year from last year.</p>

Priority Area 4: Partnerships, Student Leadership & Strategic Planning belonging for All

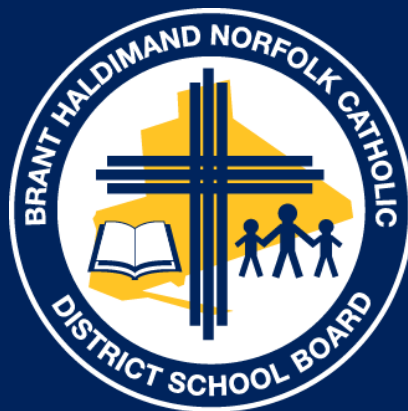
GOAL	STRATEGIES IN ACTION	OUTCOMES & MONITORING
<p>Strengthen collaboration with community mental health partners to enhance the current coordinated system of care.</p> 	<p>Increase understanding and utilization of Right time, Right Care (smho-smso.ca) at community planning tables to ensure most effective usage of Mental Health resources.</p> <p>Work with community mental health providers to create a well-articulated resource that reflects the process for students, staff, and families to access board and/or community/hospital mental health services</p> <p>Engage key community partners in Mental Health and Addictions Strategy development.</p> <p>Engage in the Planet Youth (Icelandic model of substance prevention) with public health and community partners.</p>	<p>Community mental health agencies and Student Support Services will explore and attempt to minimize gaps or overlaps in service-delivery.</p> <p>Every student will receive a 'roadmap of service' resource, outlining service options in schools and the community.</p> <p>Mental Health Strategy will reflect an integrated system of care across the tiers of intervention for Child and Youth Mental Health.</p> <p>Survey data from Grade 10 students in Haldimand and Norfolk Schools (both boards) will be utilized to inform district and community planning regarding substance use prevention.</p>
<p>Enhance opportunities for student leadership and voice in mental health initiatives and services.</p> 	<p>Jack Chapters and Wellness and/or ACE groups to be established in each school. Public Health and Student Support Services to assist where possible.</p> <p>Student focus groups and Student Climate Survey to be utilized to assist in the development of the Mental Health and Addictions Strategy and other Board and school plans.</p> <p>Students receiving school-based mental health services to complete service exit survey.</p> <p>Playground Activity Leaders in Schools (PALS) to be facilitated at participating elementary schools in partnership with school staff, CYW and Public Health partners where appropriate.</p> 	<p>85% of schools will have Jack Chapters/Wellness and/or ACE groups with 75% of participants reporting an increased sense of wellness, social connectedness and inclusion with peers and adult allies/mentors.</p> <p>School Climate Survey data to reflect increased sense of belonging since last administered.</p> <p>75% of students who complete the service exit survey will report satisfaction in progressing towards their mental health goals.</p> <p>50% of schools will participate in PALS.</p>

Contributing members of the 2025-26 Mental Health & Well-being action plan

Mental Health Advisory Committee

John Della Fortuna, Superintendent of Education
Dianne Wdowczyk-Meade, Mental Health Lead
April Taylor, Safe, Inclusive and Equitable Schools Lead
Carol Luciani, Trustee
Lori Skye-LaForme, Indigenous Education Advisor
Sandra DeDominicis, Vice-Principal of Inclusive Learning & Special Education
Tracie Witteveen, System Special Education Consultant
Jennifer Rudyk & Giovanna Oviedo, Elementary Principal
Amy Pimentel, Principal of Continuing Education
Darren Duff & Tania Flynn, Secondary Principals
Chandra Portelli, System Vice-Principal: Curriculum, Instruction, and
Assessment
Keri Calvesbert, Student Achievement Consultant: Religion and Family Life
Andrea Perras, Early Years
Diane Bowie & Rita Martini, System Teachers - ESL
Jillian Marranta, Department Head of Student Services
Razak Aziz, Social Worker
Cindy Miller & Meghan Adams, Child and Youth Workers
Thanh-Thanh Tieu, Research Associate
Christina Farrell, Woodview Mental Health & Autism Services
Irene Perro, Haldimand Norfolk REACH

The Board Mental Health Advisory Committee exists to develop, implement, assist in monitoring, evaluating, and reporting on the achievement of the Board Mental Health Strategy and its annual action plans.



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

Prepared by: Phil Wilson, Superintendents of Education
Presented to: Committee of the Whole
Submitted on: October 28, 2025
Submitted by: Mike McDonald, Director of Education & Secretary

STUDENT ACHIEVEMENT UPDATE

Public Session

BACKGROUND INFORMATION:

The purpose of this report is to provide the Board of Trustees with an update on the current initiatives, programming, and supports led by the Student Achievement Team (SAT) as of October 2025. This update highlights the collaborative work being undertaken across all BHNCD SB schools to enhance student learning and achievement through faith-based education, data-informed instructional practices, and targeted professional development. The Student Achievement Team continues to focus on key system priorities, including improving literacy and numeracy outcomes, strengthening Catholic faith formation, integrating technology to support 21st century learning, and advancing equity and inclusion for all students.

DEVELOPMENTS:

Professional Learning Communities

A key area of focus for the 2025–2026 school year is the implementation of Professional Learning Communities (PLCs) across all BHNCD SB schools. Every administrator is actively engaged in a PLC led by principal leaders, with the collective focus centered on enhancing effective assessment practices. Principal leaders meet regularly to plan and reflect on the work of their PLCs, ensuring consistency and alignment across the system. Through collaborative inquiry, PLC teams are currently assessing educators' understanding and implementation of assessment practices, exploring strategies that promote purposeful, responsive, and growth-oriented assessment. As PLCs evolve, the emphasis will continue to be on deepening instructional practice through shared reflection, goal setting, and the application of high-impact assessment strategies. This collaborative approach strengthens professional learning, builds capacity among leaders, and supports improved outcomes for both teachers and students.

New Teacher Induction Program

For the 2025–2026 school year, the New Teacher Induction Program (NTIP) has been expanded and refined to provide more structured, differentiated support for over 100 eligible teachers across BHNCD SB. Eligibility and level of support are determined in collaboration with Human Resources and are based on teaching status, prior experience, and current assignment. Three tiers of support are available: first-year permanent hires, second-year permanent hires who did not complete NTIP in their initial year, and first-year long-term occasional (LTO) teachers. Each group receives tailored mentorship, release time, professional learning sessions, and access to digital NTIP resources through the Student Achievement Team Hub. In addition, all new teachers were invited a full day of onboarding in August, in which they received

information from a variety of departments.

The program emphasizes collaboration, reflective practice, and faith-based professional growth. Mentors and mentees are provided with dedicated release days to engage in purposeful planning, co-assessment design, long-range planning, and professional dialogue grounded in BHNCDSD's mission of nurturing faith and excellence. This year's NTIP theme reflects the board's spiritual focus, encouraging participants to journey together as *Pilgrims of Hope*, supporting one another in the shared vocation of Catholic education.

Religion and Family Life

In Religion and Family Life, the new *Blessed & Beloved* Family Life Program was successfully implemented in Grades 2 and 3, supported by professional learning sessions and digital resources for educators. Ongoing support has also been provided to Grade 1 and Grades 4–8 educators implementing the *Growing in Faith, Growing in Christ* Religious Education Program, with a focus on new and new-to-grade teachers. Planning has begun for the soft launch of the Grade 9 *Growing in Faith, Growing in Christ* program. In addition, an online Adult Faith Formation site is being developed for BHNCDSD staff, and administrators participated in Faith Formation sessions as part of the September AAC meeting. The Board's new spiritual theme, "*Pilgrims of Hope: On the Path to Holiness*," was launched through a district-wide Faith Day on October 7. This event included Mass celebrations at four locations, the commissioning of new employees, and the release of a pilgrimage-themed video produced in collaboration with the Arts Consultant.

Elementary Literacy and Numeracy

In Elementary Literacy and Numeracy, SAT members supported high-needs schools at start-up and delivered Acadience literacy training for Kindergarten to Grade 2 teachers, including follow-up resources and data interpretation sessions with principals and teachers. A full-day professional learning session highlighting literacy best practices was provided for English Literacy teachers in French Immersion schools. In mathematics, a Grade 6 Math SharePoint site was created to align resources with the curriculum scope and sequence, including integrated *MathUP* and *Knowledgehook* lessons to support instructional planning and assessment. Grade 9 math support included co-teaching, modeling, and targeted student interventions based on diagnostic results. The team also participated in a Ministry of Education webinar on high-impact problem-solving instructional practices.

Secondary Literacy

The Secondary Literacy consultant facilitated Grade 10 OSSLT overview sessions for all classes at Holy Trinity Catholic School and shared a system-wide OSSLT Blitz framework that provided practice questions and mini-lessons focused on reading comprehension, writing, and grammar. Holy Trinity student responses are currently being marked to identify those requiring further support. In addition, diagnostic reading assessments were administered in Grade 9 and 10 applied courses at Holy Trinity to guide instructional adjustments.

French

French as a Second Language (FSL) teachers continue to receive specialized resources and support, coordinated by the FSL consultant. New French Immersion teachers were provided an additional day of onboarding in August to familiarize them with board-provided French resources, and new primary French Immersion teachers received a full day of PD focused on literacy instruction. All primary French Immersion teachers have been given new resources to

support structured literacy instruction from Grades 1-3. FSL and Special Education consultants are working collaboratively on guidelines for supporting students with IEPs in the FSL classroom. FSL teacher recruitment continues to be a priority.

English as a Second Language

In ESL programming, staff organized ELL alerts, conducted initial assessments, and ensured appropriate course placements and technology access for students. Collaboration with YMCA settlement workers and school secretaries helped ensure smooth transitions and communication with families. Brightspace resource pages were shared with teachers, and individual student and teacher supports were provided. The team also attended Meet the Teacher events and staff meetings to share program updates and available supports.

The Arts

The Arts portfolio has been active with six schools participating in the CBC Music Challenge, offering students opportunities to produce creative versions of Canadian songs. The upcoming *Birdsongs* art exhibit, held in partnership with Lynnwood Arts and Birds Canada, will showcase visual art and music from every school in the district. Collaboration with the Religion and Family Life portfolio supported Faith Day planning and video production, while additional work included the creation of UFLI tutorial videos for teachers and the production of the 2025 Catholic Education Week theme song video in partnership with OCSTA.

21st Century Learning & eLearning

In 21st Century Learning and eLearning, the team provided weekly technology updates, assisted secondary teachers in implementing digital gradebooks, and facilitated the introduction of the new digital secondary Progress Report. In-person and virtual supports were provided at each school. Currently, 46 sections of online courses are being managed, supporting 1,313 BHNCD SB students. The eLearning team has focused on supporting online teachers, managing course placements through Prism, creating instructional resources, and exploring the role of artificial intelligence in supporting student learning.

Specialist High Skills Major and Ontario Youth Apprenticeship Program

In SHSM and OYAP, students from three high schools participated in Manufacturing Day tours at local industry sites, while guidance and cooperative education teachers engaged with employers to explore pathway opportunities. Recruitment efforts have included class presentations, club day participation, and lunch-hour sessions. Planning is underway for several major events, including the Level Up! Career Fairs, Take Our Kids to Work Day, and construction-focused skilled trades experiences. Ongoing support has been provided for OYAP participants, including PPE distribution, Working at Heights training, ESA presentations, and participant onboarding.

Indigenous Education

Indigenous Education initiatives this fall have focused on the launch of Early Years Indigenous Education Activity bins, updated *Truth and Reconciliation* and *Orange Shirt Day* resources, and coordination of experiential learning events featuring Indigenous presenters. A group of Indigenous Student Reps has been established at St. John's College, and professional learning was provided to educators on approved Indigenous texts and funding protocols. The BHNCD SB Student Transition Plan was presented to educators from Six Nations schools to support ongoing collaboration.

Kindergarten

The Kindergarten portfolio provided intensive start-up support to classrooms at Pope Francis School and new Kindergarten teams across the district. Professional learning sessions were offered in July and August, and educators received new UFLI literacy materials, including lesson demos, sound wall resources, and reference tools. Acadience training was provided, and meetings are underway to review data and next instructional steps. Upcoming PD for early years educators will focus on mathematics and equity, diversity, and inclusion. The team also collaborated on Indigenous Education initiatives and participated in community partnerships such as Best Start and EDI committees and the Touch-A-Truck event promoting Kindergarten registration.

Overall, the Student Achievement Team continues to advance BHNCDSD's mission of nurturing faith, excellence, and learning for all by strengthening instructional practice, fostering inclusive environments, and promoting collaboration across schools. This fall's work reflects a deep commitment to supporting educators and enhancing student success across all areas of the system.

RECOMMENDATION:

THAT the Committee of the Whole refers the Student Achievement Department Report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

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

Prepared by: Phil Wilson, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: October 8, 2025
Submitted by: Mike McDonald, Director of Education & Secretary

SPECIAL EDUCATION DEPARTMENT UPDATE

Public Session

BACKGROUND INFORMATION:

The purpose of this report is to provide the Board with an update on current initiatives, staffing, programming, and supports within the Special Education Department as of October 2025. This update reflects the department's ongoing commitment to providing equitable, inclusive, and evidence-based support for students with diverse learning needs across all BHNCDSD schools.

DEVELOPMENTS:

Overview of Educational Assistant Staffing

The Brant Haldimand Norfolk Catholic District School Board currently employs 178.5 permanent Educational Assistants (EAs) to support students across the system. Since the start of the school year, several additional allocations have been made to meet identified needs, including 0.5 EA at Resurrection, and 1.0 EA each at St. Basil, St. Theresa, Christ the King, St. Joseph's, Holy Cross, and Sacred Heart in Paris. In addition to these permanent placements, emergency EA supports have been deployed where immediate assistance was required. Schools receiving temporary EA support include Christ the King, Holy Cross, St. Basil, St. Joseph's, St. Michael's (Dunnville), Pope Francis, Resurrection, St. Leo, Our Lady of Providence, Holy Trinity, and Madonna Della Libera. These flexible staffing adjustments ensure that schools can respond promptly to emerging student needs and maintain a safe and supportive learning environment for all.

Specialized Student Supports

The Board continues to benefit from the services of Bartimaeus, which provides targeted behavioural and emotional regulation support to students. Current Bartimaeus interventions are active at Holy Cross, Notre Dame Brantford's PLSC program, and PAL programs at Assumption College, Holy Trinity, and St. John's College, each serving a student with intensive needs.

Intervention Programs and Literacy Initiatives

The Special Education Department continues to invest in evidence-based interventions that align with the Right to Read Report and the Board's focus on literacy improvement for all learners. Seven new Special Education Resource Teachers (SERTs) have begun Empower Reading Program training through SickKids, representing Notre Dame Caledonia, Sacred Heart Paris, St. Cecilia, Blessed Sacrament, St. Theresa, and Madonna Della Libera. The first two training sessions were completed on October 1 and 2 at the Catholic Education Centre.

In addition, all 300 Lexia literacy licenses have been fully allocated, with 15 students currently on the waitlist. This high level of participation reflects both the demand for and the effectiveness of the program in supporting early literacy development. The department is acquiring additional Lexia licenses to guarantee equitable access to reading interventions for all students requiring support.

A significant new initiative this year is the introduction of Readtopia, a comprehensive literacy program for students in Community Living and PAL classrooms, as well as the SAP program at Madonna Della Libera. Readtopia offers an engaging and age-respectful curriculum that integrates phonics, comprehension, vocabulary, writing, and communication development. It aligns directly with the recommendations of the Right to Read Report by ensuring that all students, regardless of ability, receive access to robust and meaningful literacy instruction. The program includes more than 30 thematic units, each spanning 6–12 weeks, with built-in assessment tools and cross-curricular connections. Professional learning for Readtopia is being supported by Bridges Canada and facilitated by Stephanie Bergman (Speech-Language Pathologist), Consultant Tracie Witteveen, and the Special Education Department. Four training sessions are scheduled for October 27, November 3, December 10, and January 14.

New SERT Appointments and Professional Learning

The department welcomed several new SERTs this fall: Gerry Shea (Notre Dame Caledonia and Madonna Della Libera), Ashley Magakian (Pope Francis), Sarah McIntosh (Blessed Sacrament), James Savard (St. Basil), Tom Masschaele (St. Leo), Stefanie Garner (PLSC), and Pensiga Levai (Resurrection and Notre Dame Brantford). These educators are participating in a series of professional learning sessions designed to strengthen their understanding of the department's structure, processes, and tools. Training includes overviews of PowerSchool Special Education documentation, IEP development, and effective collaboration with consultants. Additional sessions are planned to support continued capacity building throughout the year. To support their transition, new SERTs will join the mentoring program and be partnered with experienced mentors for guidance and collaboration.

The department has also reintroduced a Professional Learning Mini-Series led by Dr. Jim Little (Consulting Psychologist to the Board), focusing on understanding psychological assessments during Case and Committee of Placement meetings. Three sessions are planned throughout the year.

Communication and Inclusion Resources

Through Speech-Language Pathologist and Transition Navigator funding, the department produced Complex Communicator Guidebooks for approximately 200 students who rely on alternative and augmentative communication. Each guidebook includes core communication boards, theme-based visuals, nutrition break placemats, and Communication Partner Books for both Stage 1 and Stage 2 communicators. Every elementary school received at least one master copy, and all secondary schools received three copies to support special class programs. This initiative represents a significant advancement in promoting inclusive communication practices and ensuring that all students can meaningfully participate in school life.

Speech-Language and Occupational Therapy Supports

Speech-Language Pathologists continue to deliver the Story Champs program to 17 classrooms across the system, including schools such as Notre Dame, Resurrection, St. Michael's, Dunnville, St. Basil, Sacred Heart, Blessed Sacrament, St. Leo, and St. Peter. This Tier 2

intervention promotes narrative development, vocabulary growth, and expressive language skills.

Occupational Therapy services, provided through Lansdowne Children's Centre, continue under a Tier 1 Universal Design for Learning (UDL) model. This rotating block approach supports classrooms in 16 schools, offering proactive strategies to enhance accessibility and student engagement. OT interventions include sensory break consultations, classroom setup guidance, and fine motor skill development related to handwriting and spatial organization. This model promotes early intervention and capacity building among classroom teachers, fostering environments where all students can thrive.

Cognitive Abilities Testing (CogAT)

Training for 26 new Grade 4 teachers and all new SERTs is scheduled for October 21, preparing them for the administration of CogAT assessments. Approximately 960 students are expected to participate, pending parental consent. This universal screening tool continues to play a vital role in identifying student strengths and supporting equitable access to programming.

Behavioural and Safety Training

To strengthen the capacity of staff in managing student safety and behaviour, the Special Education Department has continued to provide Non-Violent Crisis Intervention (NVCI) training. Twenty-three Child and Youth Workers and Social Workers were trained on September 3, with additional sessions scheduled for uncertified administrators on November 26 and 28.

Special Class Programs

Enrollment in special class programs remains steady across the secondary panel. At Assumption College School, there are 8 students in the PAL program, 10 in Community Living, and 32 in Job Skills, with several students integrating into regular classes as appropriate. St. John's College has 8 students in PAL, 10 in Community Living, and 26 in Job Skills, while Holy Trinity reports eight students in PAL, 9 in Community Living, and 16 in Job Skills. The SAP program currently serves 6 participants, and the PLSC program supports 5 students (2 new and 3 returning).

Parent Engagement

The Special Education Parent Engagement Night was well attended, with 19 families participating - representing one from Haldimand, one from Norfolk, and 17 from Brant and Brant County. The event was supported by 12 community agencies and provided families with valuable opportunities to connect with resources, learn about available supports, and engage directly with Special Education staff. Attendance data indicated that 78% of participants were families of students in Grades 7 and above, and 22% represented students in Grades 4 and below. Feedback from families was positive and highlighted appreciation for the Board's continued focus on partnership and collaboration.

Conclusion

The Special Education Department continues to demonstrate leadership in promoting inclusive education and supporting the diverse needs of learners across the district. Through targeted literacy interventions, expanded professional learning opportunities, and enhanced communication supports, the department remains aligned with the recommendations of the Right to Read Report and the Board's strategic priorities of equity, excellence, and well-being.

These collective efforts reflect BHCNDSB's ongoing commitment to ensuring that every student, regardless of need, has access to high-quality, compassionate, and faith-based education.

RECOMMENDATION:

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

2025-2026
Trustee Meetings and Events

Date	Time	Meeting/Event
October 27, 2025	6:30 pm	Regional Catholic Parent Involvement Committee
October 28, 2025	1:00 pm	Accessibility Steering Committee
October 28, 2025	4:30 pm	Committee of the Whole
October 28, 2025	6:30 pm	Board Meeting
November 10, 2025	5:30 pm	Audit Committee
November 13, 2025	3:00 pm	Executive Council
November 18, 2025	1:00 pm	Special Education Advisory Committee
November 18, 2025	3:00 pm	Policy Committee
November 25, 2025	4:30 pm	Committee of the Whole
November 25, 2025	6:30 pm	Board Meeting
December 8, 2025	3:00 pm	Accommodations Committee
December 8, 2025	3:00 pm	Executive Council
December 9, 2025	6:30 pm	Annual Board Meeting
December 11, 2025	3:00 pm	Budget Committee
December 16, 2025	1:00 pm	Special Education Advisory Committee
December 16, 2025	2:00 pm	Student Transportation Services BHN
December 16, 2025	4:30 pm	Committee of the Whole
December 16, 2025	6:30 pm	Board Meeting
<i>December 22 2025- January 2, 2025</i>		<i>CHRISTMAS BREAK</i>
January 13, 2026	1:30 pm	Faith Advisory Council Meeting
January 15, 2026	3:00 pm	Executive Council Meeting
<i>January 16-17, 2026</i>		<i>OCSTA Trustees Seminar</i>
January 19, 2026	6:30 pm	Regional Catholic Parent Involvement Committee
January 20, 2026	1:00 pm	Special Education Advisory Committee
January 20, 2026	3:00 pm	Policy Committee
January 27, 2025	4:30 pm	Committee of the Whole
January 27, 2025	6:30 pm	Board Meeting
February 10, 2026	2:00 pm	Student Transportation Services BHN
February 12, 2026	3:00 pm	Executive Council Meeting
February 17, 2026	1:00 pm	Special Education Advisory Committee
February 17, 2026	3:00 pm	Policy Committee
February 19, 2026	9:00 am	Mental Health Steering Committee
February 24, 2026	1:00 pm	Accessibility Steering Committee
February 24, 2026	4:30 pm	Committee of the Whole
February 24, 2026	6:30 pm	Board Meeting
March 10, 2026	3:00 pm	Policy Committee
March 12, 2026	3:00 pm	Executive Council Meeting
<i>March 16-20, 2026</i>		<i>MARCH BREAK</i>
March 24, 2026	1:00 pm	Special Education Advisory Committee
March 24, 2026	4:30 pm	Committee of the Whole
March 24, 2026	6:30 pm	Board Meeting
March 30, 2026	6:30 pm	Regional Catholic Parent Involvement Committee
April 1, 2026	3:00 pm	Accommodations Committee Meeting
April 9, 2026	3:00 pm	Executive Council Meeting
April 14, 2026	2:00 pm	Student Transportation Services BHN
April 16, 2026	1:30 pm	Faith Advisory Committee
April 21, 2026	1:00 pm	Special Education Advisory Committee
April 21, 2026	3:00 pm	Policy committee
April 28, 2026	4:30 pm	Committee of the Whole
April 28, 2026	6:30 pm	Board Meeting
April 30, 2026 – May 2, 2026		OCSTA AGM & Conference
<i>May 3-8, 2026</i>		<i>Catholic Education Week</i>

May 4, 2026	5:00 pm	Catholic Student Leadership Awards
May 11, 2026	3:00 pm	Budget Committee
May 11, 2026	6:30 pm	Regional Catholic Parent Involvement Committee
May 14, 2026	3:00 pm	Executive Council
May 19, 2026	1:00 pm	Special Education Advisory Committee
May 19, 2026	3:00 pm	Policy Committee
May 21, 2026	1:30 pm	Mental Health Steering Committee
May 26, 2026	1:00 pm	Accessibility Steering Committee
May 26, 2026	4:30 pm	Committee of the Whole
May 26, 2026	6:30 pm	Board Meeting
June 2026		CCSTA AGM
June 9, 2026	1:30 pm	Faith Advisory Committee
June 9, 2026	2:00 pm	Student Transportation Services BHN
June 11, 2026	3:00 pm	Executive Council
June 15, 2026	5:00 pm	Audit Committee
June 16, 2026	1:00 pm	Special Education Advisory Committee
June 16, 2026	3:00 pm	Policy Committee
June 22, 2026	3:00 pm	Budget Committee
June 23, 2026	1:00 pm	Accessibility Steering Committee
June 23, 2026	4:30 pm	Committee of the Whole
June 23, 2026	6:30 pm	Board Meeting
June 25, 2026	4:45 pm 6:30 pm 7:00 pm	Assumption College Graduation Holy Trinity Graduation St. John's College Graduation

Meetings scheduled at the Call of the Committee Chair: Accommodations Committee, Audit Committee, Budget Committee, Faith Advisory Committee, Policy Committee