BRANT HALDIMAND NORFOLK
Catholic District School Board

Agenda

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

Committee of the Whole
Tuesday, September 22, 2026 ♦ 4:30 pm
Boardroom

Trustees:
Carol Luciani (Chair), Bill Chopp (Vice-Chair), Dennis Blake, Dan Dignard, Toni Poirier
Joshua Ocampo (Student Trustee), Jenna Ugwu (Student Trustee)

Senior Administration:
Mike McDonald (Chief Executive Officer & Secretary)
Rajini Nelson (Superintendent of Business & Treasurer)
John Della Fortuna, Kevin Greco, Michael Lawlor, Jennifer Varnam (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 Mississauga's 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, forever. ***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 – June 23, 2026 — Pages 3-9

1.7 Business Arising from the Minutes

2. Presentations

3. Delegations

4. Consent Agenda

4.1 Unapproved Minutes of the Special Education Advisory Committee Meeting — Pages 10-12
- June 15, 2026

4.2 Unapproved Minutes of the Accessibility Committee Meeting — Pages 13-14
- June 23, 2026

5. Committee and Staff Reports

5.1 Summary of 2025-2026 Reports to Board — Pages 15-16
Presenter: Mike McDonald, Director of Education & Secretary

5.2 Summary of School Suspension Data 2025-2026 — Pages 17-18
Presenter: John Della Fortuna, Superintendent of Education

5.3 Ontario Curriculum, Assessment and Evaluation Changes 2026-27 — Pages 19-25
Presenter: John Della Fortuna & Michael Lawlor, Superintendents of Education

5.4 Q4 Senior Team and Trustee Expenses — Pages 26-27
Presenter: Rajini Nelson, Superintendent of Business & Treasurer

5.5 Student Support Services and Mental Health and Addictions Strategy Annual Report — Pages 28-55
Presenter: John Della Fortuna, Superintendent of Education

5.6 Capital Borrowing Facility Credits — Pages 56-58
Presenter: Rajini Nelson, Superintendent of Business & Treasurer

5.7 Bank Operating Credit — Pages 59-60
Presenter: Rajini Nelson, Superintendent of Business & Treasurer

5.8 Audit Committee Terms of Reference — Pages 61-63
Presenter: Rajini Nelson, Superintendent of Business & Treasurer

6. Information and Correspondence

6.1 Start-up Enrolment and School Organizations Update

6.2 Kindergarten Registration Update

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 64-65

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, October 27, 2026, 4:30 p.m. – Boardroom

BRANT HALDIMAND NORFOLK
Catholic District School Board

Minutes

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

Committee of the Whole
Tuesday, June 23, 2026 ♦ 5:30 pm
Boardroom

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

Regrets:
Dan Dignard, Rick Petrella (on-leave)

Senior Administration:
Mike McDonald (Director of Education & Secretary), Rajini Nelson (Superintendent of Business & Treasurer)
Kevin Greco, Michael Lawlor, Phil Wilson (Superintendents of Education)

Regrets:
John Della Fortuna (Superintendent of Education)

1. Opening Business

1.1 Land Acknowledgement

The meeting was opened with a land acknowledgement by Superintendent Wilson.

1.2 Opening Prayer

The meeting was opened with prayer led by Chair Luciani.

1.3 Attendance

Attendance was as noted above. Chair Luciani shared that she received regrets from Trustee Dignard who submitted a written request to be excused as per *Ontario Regulation 463/97, Section 7 subsection 5.*

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 absence of Trustee Dan Dignard as per *Ontario Regulation 463/97, section 7 sub-section 5* from the June 23, 2026, Committee of the Whole meeting.
Carried

1.4 Approval of the Agenda

Moved by: Bill Chopp
Seconded by: Dennis Blake
THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the June 23, 2026, meeting.
Carried

1.5 Declaration of Interest – Nil

1.6 Approval of Committee of the Whole Meeting Minutes – May 26, 2026

Moved by: Dennis Blake
Seconded by: Bill Chopp
THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the May 26, 2026, meeting.
Carried

1.7 Business from the Minutes - Nil

2. Presentations

2.1 BHNCDSB 25 Years of Service Recognition

The Board recognized BHNCDSB staff with 25 years of service with the Brant Haldimand Norfolk Catholic District School Board.

3. Delegations

3.1 City of Brantford Attendance Boundary Review Concern

Catholic Rate Payer, Kristina Durka presented a delegation regarding the City of Brantford Elementary Attendance Boundary Review. Clarification was sought by the Trustees regarding the geographical area (Mission Estates) being presented.

4. Consent Agenda

Trustee Blake requested that 3.1 policy committee meeting minutes be reviewed, specifically item 3.1 succession planning. Trustee Blake will bring this back to a future policy committee meeting for further discussion.

4.1 Unapproved Minutes from the Regional Catholic Parent Involvement Committee Meeting – May 11, 2026

Moved by: Toni Poirier
Seconded by: Bill Chopp
THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Regional Catholic Parent Involvement Committee Meeting of May 11, 2026.
Carried

4.2 Unapproved Minutes from the Budget Committee Meeting – May 11, 2026

Moved by: Toni Poirier
Seconded by: Bill Chopp
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 May 11, 2026.
Carried

4.3 Unapproved Minutes from the Special Education Advisory Committee –May 19, 2026

Moved by: Toni Poirier
Seconded by: Bill Chopp
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 May 19, 2026.
Carried

4.4 Unapproved Minutes from the Policy Committee Meeting – May 19, 2026

Moved by: Toni Poirier
Seconded by: Bill Chopp
THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Policy Committee Meeting of May 19, 2026.
Carried

4.5 Unapproved Minutes from the Accessibility Committee Meeting – May 26, 2026
Moved by: Toni Poirier
Seconded by: Bill Chopp
THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Accessibility Committee Meeting of May 26, 2026.
Carried

4.6 Unapproved Minutes from the Faith Advisory Committee – June 9, 2026
Moved by: Toni Poirier
Seconded by: Bill Chopp
THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Faith Advisory Committee Meeting of June 9, 2026.
Carried

5. Committee and Staff Reports

5.1 Unapproved Minutes and Recommendations from the Policy Committee Meeting - June 16, 2026

Trustee Dignard presented the unapproved minutes and recommendations from the Policy Committee meeting.

THAT the Committee of the Whole refers the Attendance Support Program Policy #300.47 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Moved by: Dennis Blake
Seconded by: Toni Poirier
THAT the Committee of the Whole refers the recommendations of the Policy Committee Meeting of June 16, 2026, to the Brant Haldimand Norfolk Catholic District School Board for approval
Carried

Moved by: Dennis Blake
Seconded by: Toni Poirier
THAT the Committee of the Whole refers the unapproved minutes of the Policy Committee Meeting of June 16, 2026, to the Brant Haldimand Norfolk Catholic District School Board for receipt.
Carried

5.2 City of Brantford -Wide Elementary School Attendance Boundary Review

Superintendent Nelson presented the City of Brantford wide elementary school attendance boundary review. In accordance with OPS 400.24.AP – *Attendance Boundary Reviews*, an Attendance Boundary Review Committee (ABRC) was established. The committee included administrative and parent representatives from affected schools. Following the final committee meeting and after the committee recommendations were considered, the board received a request from a parent to retain Area 37 within the St. Peter CES attendance boundary rather than reassigning the area to Notre Dame CES. In response, staff further examined this option and assessed its potential impact on enrolment and facility utilization. However, the analysis determined that retaining Area 37 within the St. Peter CES attendance boundary would not

sufficiently address the enrolment and utilization challenges. As a result, staff concluded that the reassignment of Area 37 to Notre Dame CES remains necessary to support a more balanced distribution of students and improve the long-term utilization of available pupil places within the Brantford elementary system

Moved by: Toni Poirier
Seconded by: Dennis Blake
THAT the Committee of the Whole refers the amended City of Brantford elementary school attendance boundaries, as outlined in Figure 4 and Figure 5, effective September 2028 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Moved by: Toni Poirier
Seconded by: Dennis Blake
THAT the Committee of the Whole recommends that legacy provisions be implemented to permit Grade 7 and 8 students (currently enrolled Grade 4 and 5 students as of the 2025–26 school year) and their siblings at affected schools to remain at their existing school through to Grade 8 to the Brant Haldimand Norfolk Catholic District School Board for approval.

Trustee Chopp put forward the following amendment to the original motion,

THAT Area 37 be removed from the City of Brantford Elementary Attendance Boundary review process and remain at St. Peter School.

Moved by: Bill Chopp
Seconded by: Dennis Blake

The motion was on the floor for debate.

School board staff noted that the goal of the boundary review is to create a school boundary for the new southwest Brantford Catholic elementary school, create more efficient boundaries in Central Brantford at Holy Cross and St. Peter school and address enrolment pressures at St. Leo, and other schools. Trustees shared their concerns regarding not being part of the school attendance boundary committees and responsibility to constituents. Staff spoke to parliamentary integrity under Roberts Rules and administrative principles of procedural fairness and apprehension of bias dictate that the decision making needs to remain within the confines of the board meeting. The slides were provided to the Board of Trustees one week prior to the Committee of the Whole meeting, allowing trustees time to seek clarification and have questions addressed by the senior team. Parents are welcome to and encouraged to reach out to the senior team and committee during the process and make delegations. It was reconfirmed that Trustees do not participate in Attendance Boundary Review Committees to avoid any perception that the final decision-makers have been influenced through lobbying. It was also noted that staff, parent committee members, and school board planning consultants kept students' emotional needs and best interests at the forefront throughout the review. The process seeks to distribute resources more equitably, including addressing situations where a school built for 300 students serves approximately 800. Although the boundary changes will disrupt some families and require students to leave their current schools, staff noted that the changes are necessary to meet student needs and respond to enrolment growth. It was confirmed that only siblings who are currently enrolled in school will be part of the legacy provision, not future siblings.

Chair Luciani called the original motion with the amendment to a vote;

Moved by: Dennis Blake
Seconded by: Bill Chopp
THAT the Committee of the Whole refers the amended City of Brantford elementary school attendance boundaries, as outlined in Figure 4 and Figure 5, with the removal of area 37 to remain at St. Peter School, effective September 2028 to the Brant Haldimand Norfolk Catholic District School Board for approval.
Carried

Moved by: Dennis Blake
Seconded by: Bill Chopp
THAT the Committee of the Whole recommends that legacy provisions be implemented to permit Grade 7 and 8 students (currently enrolled Grade 4 and 5 students as of the 2025–26 school year) and their siblings at affected schools to remain at their existing school through to Grade 8 to the Brant Haldimand Norfolk Catholic District School Board for approval.
Carried

5.3 Trustee and Senior Team Expenses (Q3 2025-26)

Superintendent Nelson presented the senior team and trustee Q3 report. In compliance with governance review requirements, aggregate Q3 expenses for the senior leadership team and trustees are summarized in this report and will be made publicly available on the Board's website. These expenses are also publicly disclosed on an ongoing quarterly and annual basis

Moved by: Bill Chopp
Seconded by: Toni Poirier
THAT the Committee of the Whole refers the Trustee expense and Senior team expense Report to the Brant Haldimand Norfolk Catholic District School Board for receipt.
Carried

5.4 Student Achievement Team Annual Report 2024/2025

Superintendent Wilson introduced Chandra Portelli, Vice Principal of Curriculum, Assessment and Instruction and commended her leadership in revisioning the department and the tremendous success that the Student Achievement team has had in the 2025/2026 school year.

The purpose of this report is to provide the Board of Trustees with an update on the initiatives, programming, and supports led by the Student Achievement Team (SAT) throughout the 2025-2026 school year. Student achievement staff are a broad and diverse team that support students from kindergarten to grade 12. This update highlights the collaborative work completed across all BHNCDSB schools to enhance student learning and achievement through faith-based education, research-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.

Some of the highlights and successes include the reformatting of elementary math and literacy consultants to work 100% in priority schools with targeted interventions in math and literacy at the grade one and grade six levels. Consultants spend their mornings in grade one followed by afternoons in grade six classrooms. In a recent survey, 94% of students reported more confidence in math abilities with 100% teacher confidence. Grade nine math consultants were

assigned to the three high schools and are supporting new and experienced teachers along with targeted student interventions. In grade 10, Intermediate literacy consultants are individually assigned to each of the high schools to work with groups of grade 10 students at risk of not passing the OSSLT and work collaboratively with grade 9 and 10 teachers to embed effective literacy instruction in all subjects. Additional highlights include expanded programs in the arts, skilled trades, Indigenous education, DELF programming and ESL supports.

Professional development for new teachers through the New Teacher Induction Program and new Educational Assistants through the New Education Assistant Induction Program were highlighted, along with professional learning communities for principals and school communities, professional development for secondary department heads, and professional development on artificial intelligence.
The priorities for the 2026–2027 school year include implementing the new Kindergarten curriculum, strengthening early literacy and mathematics, introducing revised history and mental health requirements, expanding faith-based programming, adding a financial literacy graduation requirement, updating secondary assessment policies, and implementing the Edwin digital learning platform.

Moved by: Dennis Blake
Seconded by: Toni Poirier
THAT the Committee of the Whole refers the Student Achievement Department Report to the Brant Haldimand Norfolk Catholic District School Board for receipt.
Carried

6. Information and Correspondence

6.1 New School Build Updates

Superintendent Nelson provided an update on the new Catholic high school. It was noted that 90% of storm drains have been completed and an updated report will be brought in September.

6.2 Pastoral Theme

Superintendent Lawlor was pleased to share the 2026/2027 Pastoral theme, Artisans of Peace which aligns with the Ontario Catholic School Trustees Association.

6.3 Letter Regarding City of Brantford Attendance Boundary Review

Chair Luciani noted that the letter received was noted prior to the delegation taking place at the beginning of the meeting.

7. Business In-Camera

Moved by: Toni Poirier
Seconded by: Dennis Blake
THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board moves to an In-Camera session.
Carried

8. Report on the In-Camera Session

Moved by: Bill Chopp
Seconded by: Toni Poirer
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: Bill Chopp
THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board adjourns the June 23, 2026, meeting.
Carried

Next meeting: Tuesday, September 22, 2026, 4:30 p.m. – Boardroom

SPECIAL EDUCATION ADVISORY COMMITTEE
Monday, June 15, 2026 – 1:00 pm
Catholic Education Centre or Microsoft Teams

Members: Dennis Blake (Trustee), Melanie Caldwell (Contact Brant), Michelle Drake (Crossing All Bridges), Shannon Korber (Child and Family Services of Grand Erie), Patti Mitchell (Parent, County of Brant), Lauren Moulton (Woodview Mental Health and Autism Services), Tammy West (Haldimand Norfolk REACH)

Regrets: Simon Jennions (Community Living Brant), Kerri Lomax (Principal, Elementary), Judy McCaffrey (Lansdowne Children's Centre), Marilyn Noi (Autism Ontario), Jennifer Rudyk (Principal, Elementary)

Resources: Sandra DeDominicis (Vice-Principal of Inclusive and Special Education) and Phil Wilson (Superintendent of Education)

1. **Welcome and Opening Remarks**

   Lauren Moulton welcomed the committee.

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: Shannon Korber
   Seconded by: Patti Mitchell
   THAT the Special Education Advisory Committee approves the agenda of the June 15, 2026, meeting.

   Carried

5. **Approval of the Minutes**

   Moved by: Dennis Blake
   Seconded by: Tammy West
   THAT the Special Education Advisory Committee approves the minutes of the May 19, 2026, meeting.

   Carried

6. **Correspondence – Nil**

7. **Community Agency Updates**

Melanie Caldwell

Contact Brant provided several updates including that the program at Madonna Della Libera is going very well, with strong collaboration among those involved. Contact Brant will be attending Pride in the Park June 20-21, 2026, and will host a lemonade stand on June 18, 2026.

Shannon Korber

Child and Family Services of Grand Erie provided an update that the term “Transportation Stability Funds” has been replaced with “Children and Youth in Care Funding.” This funding supports positive and stable connections to school during times of instability and has also been used for transportation to services and activities, such as psychological assessments and camps.

Patti Mitchell

Positive feedback has been received from parents regarding BHNCDSB secondary schools. It was also noted that many students are advancing to provincial and national competitions in events including track, shot put, and standing long jump.

Lauren Moulton

Woodview Mental Health and Autism Services shared that they are continuing to offer several of the groups that were available last year. They also provided an update on Duck Fest, a two-day festival that supports Woodview and includes an opportunity to win a cash prize.

Tammy West

Haldimand Norfolk REACH shared that it will be expanding its before and after school programming to St. Francis Cabrini Catholic Elementary School, with the program expected to be fully operational in Delhi in September. It was noted that this is not a recreational program and therefore has specific ratios and commitments.

Haldimand Norfolk REACH is also expanding its summer camp program in Caledonia from thirteen to twenty-six spaces for children entering Junior Kindergarten, as well as adding four infant program spaces. An update was also provided on the Positive Discipline in Everyday Parenting program.

8. Vice-Principal of Inclusive and Special Education and the Superintendent of Education

The Special Education Department provided several updates:

- Educational Assistant (EA) allocations for the 2026–2027 school year have been distributed, with over 200 EAs placed, including nine full-time contracts.
- The overall Special Education Resource Teacher (SERT) allocation has increased by more than five positions.
- The Special Education Plan will be distributed to SEAC members for feedback.
- The Primary Learning Strategies Class open house was held on May 20, 2026. Families attended to visit the program, and students have since enrolled. Staff and Bartimaeus will be returning to support the program.
- Have a Go was held on June 2, 2026, and was facilitated by the St. John’s College Leadership class, with just over 100 participants.
- Identification, Placement and Review Committee’s for Spectrum Abilities students will be

held the week of June 22, 2026.

- Specialized transportation trials are underway for students.
- The Board has received Ministry budget information regarding core funding for Special Education.

9. Closing Remarks/Adjournment

Lauren Moulton thanked everyone. The meeting adjourned at 1:55 p.m. The next meeting will be held on Tuesday, September 22, 2026.

BRANT HALDIMAND NORFOLK
Catholic District School Board

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

Accessibility Steering Committee
Tuesday, June 23, 2026–1:00p.m.
Microsoft Teams

Present: Rajini Nelson (Chair), Toni Poirier (Trustee), April Taylor, Darren Duff, Dave Buist, Humberto Cacilhas, Kevin McQuaid, Mirona Dragicevic, Nancy Sauve, Philip Kuckyt, Rachel Moreau, Steven Docherty, Tom Krukowski, Velinda Bean, Katherine Reddicliffe (Recording Secretary)

Regrets: Amy Pimentel, Carlee Webb, Carlo Fortino, Gianni Silvestri, Jared Boughner, Lisa Whelan, Morlaye Camara, Nicole Swayze, Rita Raposo, Sandra DeDominicis, Tracey Austin

1. Opening Business

1.1 Land Acknowledgement
The meeting was opened with a Land Acknowledgement led by Katherine Reddicliffe.

1.2 Opening Prayer
The meeting opening prayer was led by Toni Poirier.

1.3 Attendance
Attendance was noted as above.

1.4 Approval of the Agenda of June 23, 2026
Moved by: Toni Poirier
Seconded by: Kevin McQuaid
THAT the Accessibility Steering Committee approves the Agenda of June 23, 2026
Carried

1.5 Approval of the Minutes – May 26, 2026
Moved by: Steven Docherty
Seconded by: Toni Poirier
THAT the Accessibility Steering Committee approves the Minutes of May 26, 2026
Carried

1.6 Additions to Agenda – NIL

2. Standing Items

2.1 Administrative Procedures Review and Feedback

As a follow-up to the previous meeting, the committee was informed of where the policies and procedures are available and asked to review them within their scope. Members were encouraged to review these items on an ongoing basis and identify any additions, revisions, or updates related to their area of expertise. Feedback should be shared with the Committee Chair for consideration and documentation as part of future policy reviews and renewals.

3. Committee Updates

3.1 Committee Member Addition

Procurement staff have been formally included in the meetings going forward. Velinda has been designated as the primary point of contact for all related queries and concerns.

4. Other Business

4.1 Wheelchair Access

A work order has been submitted for Assumption to repair a sunken concrete issue at the main community use entrance to the gym. The 2-inch drop does not meet accessibility standards and creates difficulties for wheelchair users. A meeting with contractors has been scheduled for the coming week to assess the work required. Two to three accessible doors remain available to the public in the interim. The repair will be funded through capital funding allocated to AODA compliance, with an estimated completion date prior to September.

4.2 Accessibility Feedback Form

An Accessibility Feedback Form may be developed in the future, and it was agreed that the best place to have this would be on the organization's public-facing website for the public to access easily.

5. Future Meetings

Tentative Schedule:

- September 2026
- February 2027
- May 2027

6. Adjournment

Moved by: Velinda Bean
Seconded by: Phil Kuckyt
THAT the Accessibility Steering Committee adjourns the meeting of June 23, 2026.
Carried

Next Meeting: September 2026

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

Prepared by: Mike McDonald, Chief Executive Officer & Secretary
Presented to: Committee of the Whole
Submitted on: September 22, 2026
Submitted by: Mike McDonald, Chief Executive Officer & Secretary

2025-26 REPORTS TO BOARD SUMMARY

Public Session

BACKGROUND INFORMATION:

Through committee work each year, the trustees and senior administration complete and submit numerous reports to the Board. In an effort to highlight the accomplishments of the Board, staff have prepared a summary of all the public session reports that came before the Board during the 2025-26 school year.

DEVELOPMENTS:

The following is a summary of the reports that came before the Board during the 2025-26 school year:

Date of Report	Report Name
September 23, 2025	• Summary of 2024-25 Reports to Board • Governance Review Update • Summer Programs Update • Summary of School Suspension Data 2024-25 • Quarterly Senior Team and Trustee Expenses • OCSTA Fees • Issuance of RFSQ #1725
October 28, 2025	• Health and Safety Update • Trustee Honoraria • Contract Summary • Mental Health Update • Student Achievement Update • Special Education Update • Student Trustee Update • Trustee Vacancy • Trustee Vacancy Process
November 25, 2025	• New Teacher Induction Program Update • Special Education Department Report - Literacy Intervention Program for Complex Learners (Readtopia) • 2025 Insurance Renewal • Trustee Appointment Process Update • Student Trustee Update
December 9, 2025	• Appointment of Board Auditors
December 16, 2025	• EQAO Update • Senior Team and Trustee Annual Expenses • Student Trustee Update
January 13, 2026	• Haldimand County Trustee Vacancy Appointment
January 26, 2026	• Nil (Cancelled due to inclement weather)
February 2, 2026	• Financial Statements – 2023/2024

February 24, 2026	• 2026/2027 School Year Calendar • Kindergarten Registration Update • International Student Tuition Fees • Manager of Information Technology Title Change • Student Trustee Update • Brantford Catholic Secondary School Update • Senior Administration & Trustee Expenses - Q1
February 26, 2026	• Financial Statements – 2024/2025
March 24, 2026	• International Excursions March 2028 • Global South Encounter – Guatemala • Trustee Determination • Student Achievement/ Math Action Plan • Issuance of Tender # P-0726 • Issuance of Tender #T-0826 • Issuance of Tender #1326 • Student Trustee Update
April 28, 2026	• Health and Safety Update • Community Use of Schools Rates and Fees • Q2 Trustee and Senior Administration Expenses • Issuance of Tender #T-2026 • Issuance of Tender #T-2126 • Student Trustee Update
May 26, 2026	• Student Trustee Election Results • Artificial Intelligence Report • Brantford Secondary School Attendance Boundary Review • Student Trustee Update
June 23, 2026	• City of Brantford Elementary School Attendance Boundary Review • Trustee and Senior Team Expenses Q3 • Student Achievement Team Annual Report 2024/2025 • Issuance of Tender #T-2726 • Strategic Plan Update 2023-2027 • Student Trustee Update
June 29, 2026	• 2026/2027 Operating and Capital Budget
September 2, 2026	• Trustee Resignation

RECOMMENDATION:

THAT the Committee of the Whole refers the 2025-26 Reports to Board Summary 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: John Della Fortuna, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: September 22, 2026
Submitted by: Mike McDonald, Chief Executive Officer & Secretary

SUMMARY OF SCHOOL SUSPENSION DATA 2025-2026

Public Session

BACKGROUND

The attached report identifies for each school, the number of students who have had a suspension incident, the number of suspension incidents, and the total number of suspension days for the 2025-2026 school year.

In accordance with the Education Act and Ontario Regulation 440/20, students in Junior Kindergarten to Grade 3 shall not be suspended for activities described in subsection 306(1) of the Education Act. Schools are expected to utilize progressive discipline approaches and appropriate interventions to address student behaviour while promoting positive and supportive learning environments.

DEVELOPMENTS

The attached report identifies for each school, the number of students who have had a suspension incident, the number of suspension incidents and the total number of suspension days for the 2025/2026 school year.

For each incident, the Principal was required to investigate and consider all mitigating and other factors regarding the allegations before imposing any suspension on a student. As part of this process, Principals must identify and investigate whether the allegations against the student were motivated by hate, prejudice, or discrimination.

Principals continue to be required to investigate allegations involving behaviours listed in subsection 310(1) of the Education Act and may impose a suspension where required by legislation, including consideration of expulsion where applicable.

RECOMMENDATION:

THAT the Committee of the Whole refers the Summary of School Suspension Data 2025-2026 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Appendix A

District Suspension Data 2025-2026

Elementary	#of Students w/ Incident	# of Incidents	Total Number of Days
TOTAL ELEMENTARY	224	406	768
Secondary	#of Students w/ Incident	# of Incidents	Total Number of Days
TOTAL SECONDARY	463	774	2179
BOARD TOTALS	687	1180	2947

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Michael Lawlor, Superintendent of Education; John Della Fortuna, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: September 22, 2026
Submitted by: Mike McDonald, Chief Executive Officer & Secretary

ONTARIO CURRICULUM, ASSESSMENT AND EVALUATION CHANGES 2026–2027 School Year

Public Session

BACKGROUND INFORMATION:

The Ontario Ministry of Education has introduced a significant number of curriculum, assessment, evaluation and classroom resource changes for the 2026–2027 school year. The Ministry has publicly stated that its intention is to strengthen foundational learning, provide teachers with a consistent repository of educational materials, and enhance expectations for secondary student learning and assessment. As such, several curricula have been revised, a financial literacy requirement for secondary school graduation has been introduced, written final examinations in most secondary courses have been mandated, attendance and participation will be assessed in all secondary courses, and province-wide access has been granted to teachers to curriculum-aligned resources through Nelson Education's Edwin™ platform.

The Ministry has updated the *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools* policy document to replace the former Grades 9 to 12 evaluation provisions in Chapter 5. The new secondary requirements took effect at the beginning of the 2026–2027 school year.

Brant Haldimand Norfolk Catholic School Board (BHNCDSB) Principals and Vice-Principals were presented with the provincial changes in August and a corresponding local plan to action the new curriculum, assessment and evaluation, reporting, professional learning and consistent classroom resources. Subsequently, all BHNCDSB educators were similarly updated and began the implementation process during professional development days on September 2 and 3, 2026.

This report provides the Board of Trustees with an overview of the provincial changes and how they will be enacted in the BHNCDSB.

DEVELOPMENTS:

1. Curriculum Updates and Revisions

The Ministry of Education's curriculum direction for 2026–2027 places particular emphasis on foundational skills, practical knowledge and inclusive learning. Key updates relevant to Board programming include:

- implementation of the 2026 Kindergarten curriculum, with an increased focus on foundational literacy and numeracy, while maintaining the play-based learning model;
- a financial literacy graduation requirement completed through the compulsory Grade 10 Careers course. Students who entered Grade 9 in 2025–2026 or later will learn about financial literacy through modules developed by TVO and achieve at least 70% on an online assessment. The financial literacy assessment is worth 5% of a student's overall grade in the Careers course and, once completed, is recorded on the Ontario Student Transcript;

- implementing a revised Grade 10 Canadian History curriculum that includes enhanced learning expectations about the Holodomor, the Holocaust and rising antisemitism, and the contribution of Black Canadians to the development of the country;
- implementing a revised Grades 7 and 8 Social Science curriculum that includes the contribution of Black Canadians to the development of the country; and
- the continued rollout of the new *Blessed and Beloved* Family Life program to Grades 4, 5 and 6, including a mental health component for Grade 6 students.

2. Secondary Assessment and Evaluation

Beginning in 2026–2027, the Ministry of Education has revised the overall mark breakdown of all Grades 9 to 12 courses. Changes include an emphasis on mandatory culminating evaluations and the assessment and evaluation of attendance and participation. All secondary school courses will be evaluated as follows:

Grades	Course Work	Mandatory Culminating Evaluations	Attendance and Participation
9 and 10	65%	20%	15%
11 and 12	65%	25%	10%

The mandatory culminating evaluation in each subject discipline is divided between a written final examination and, where applicable, a culminating task. The subject-specific breakdowns are provided in Appendix A for Grades 9 and 10 and Appendix B for Grades 11 and 12.

Most Grade 9 to 12 courses require a written final examination during the Board-designated examination periods in January (Semester 1 courses) and June (Semester 2 courses). The EQAO Grade 9 Mathematics Assessment has now become the written final examination for Grade 9 De-streamed Mathematics and is weighted 20% of the final course mark. All e-learning courses also require an in-person written final examination which will take place at the student's home school unless otherwise arranged.

The Ministry has identified certain courses and subject-disciplines that are exempt from mandatory written final examinations. Courses include:

- Grade 9 and 10 Locally Developed credit courses;
- Grade 11 and 12 Workplace preparation courses; and
- Grade 11 and 12 open courses.

Exempted subject-disciplines include:

- Co-operative Education;
- Interdisciplinary Studies;
- American Sign Language as a Second Language; and
- Guidance and Career Education, notwithstanding the financial literacy assessment in the Grade 10 Careers course.

The aforementioned courses and subject-disciplines continue to require a culminating evaluation worth 20% in Grades 9 and 10 and 25% in Grades 11 and 12, which may include in-class written evaluations, projects, presentations or portfolios.

The Ministry has also determined that school boards may continue using current approaches to distributing secondary student report cards but must provide a paper copy if requested by a student or parents/guardians.

3. Attendance and Participation

Attendance and participation now form a distinct component of the overall mark breakdown in all secondary courses. Only absences coded as an Unexplained Absence (A) or a Truancy (T) will be included in the determination of the attendance and participation mark. Permitted absences, which will not negatively affect a student's mark, include:

- short-term illness reported by a parent or guardian;
- medical, dental, counselling, and mental health appointments;
- bereavement;
- religious and cultural observances;
- Board-approved activities;
- suspension from school;
- court appearances or legal obligations;
- recognized provincial, national, or international competitions;
- approved student activities;
- other absences as approved by the Principal.

Furthermore, the Ministry's criteria in this category combines the percentage of classes missed due to unpermitted absences with indicators of student participation. The complete criteria are provided in Appendix C.

Local implementation of the Ministry mandate began on the September 2 and 3 professional development days and included revisions to assessment and evaluation guidance, course information sheets, and mark calculation processes.

4. Elementary Reporting Considerations

There are no corresponding changes to the elementary assessment and evaluation mark structure. The Ministry of Education has, however, revised provincial reporting templates and now require school boards to distribute paper elementary report cards from Kindergarten to Grade 8. End-of-term report cards will be sent home with students through homeroom teachers. School boards may also choose to provide a paper copy during the progress period in October/November in addition to electronic versions that go out during this time. Report cards that are not collected will be mailed to students' homes.

5. Consistent Classroom Resources

The Ministry of Education is providing province-wide access to Nelson Education's Edwin™ platform for Grades 1 to 12 teachers (and students, as given access). The platform includes curriculum-aligned lesson plans, interactive tools, activities, videos and presentations. Teachers may continue to use supplementary materials approved by the school board, preserving flexibility to respond to local and diverse student needs.

Edwin™ is a continually evolving and updating repository. The platform currently has more extensive elementary than secondary content. French-language and Core French resources continue to be in development. There are currently limited resources to support Religion and Family Life programming, however, this is offset by the robust materials and resources offered by contracted publishers as part of the *Growing in Faith, Growing in Christ* Religious Education curriculum and *Blessed and Beloved* Family Life curriculum.

Teachers received initial training on Edwin™ during the September 2 professional development day. Nelson has also made available on-demand training videos and resources. Professional learning will continue as platform content and local implementation mature.

6. Board Implementation and Next Steps

The BHNCDSB Student Achievement department and school administrators are supporting the implementation of the Ministry's changes through coordinated policy, procedure, resource and professional learning work. Current priorities include:

- the development and execution of the September 2 and 3 professional development days which featured the aforementioned topics;
- revising the Board's assessment, evaluation, grading and reporting procedures and supporting guidance to align with the updated *Growing Success* requirements;
- updating secondary course information sheets, final evaluation plans and subject-specific examination and culminating task weightings;
- supporting consistent application of the attendance and participation criteria, including recognizing permitted absences and documentation of professional judgement;
- aligning PowerTeacher™ categories and report card processes with the new mark structures;
- providing professional learning for secondary administrators and teachers throughout 2026–2027;
- supporting implementation of the new Kindergarten curriculum, Family Life program for Grades 4 to 6, financial literacy requirement within the Grade 10 Careers course, and Grades 7 and 8 Social Sciences and Grade 10 History curricula through professional development and/or supplementary resources; and
- monitoring Edwin™ resource development and supplementing provincial materials with Board-approved and Catholic resources where required.

Implementation will be monitored through feedback from school administrators and educators, review of assessment and reporting practices, and ongoing Ministry guidance. Further updates will be provided to Trustees as provincial direction evolves and implementation evidence becomes available.

RECOMMENDATION:

THAT the Committee of the Whole refers the Ontario Curriculum, Assessment and Evaluation Changes: 2026–2027 School Year report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

APPENDIX A

Table 1: Grades 9 and 10 Mandatory Culminating Evaluation Breakdowns

Written Examinations and Culminating Tasks by Subject

Subject	Grade 9	Grade 10
English Mathematics Science	20% written exam Note: The EQAO Grade 9 Assessment of Mathematics counts as the written exam for MTH1W and makes up 20% of the student's mark.	20% written exam
The Arts Computer Studies Health and Physical Education Technological Education	10% written exam 10% culminating task	10% written exam 10% culminating task
Canadian and World Studies	20% written exam (Geography)	20% written exam (History, Civics and Citizenship)
Business Studies Social Sciences and Humanities	10% written exam 10% culminating task	10% written exam 10% culminating task
Classical Studies and International Languages French as a Second Language Native Languages	10% written exam 10% culminating task	10% written exam 10% culminating task
First Nations, Métis, and Inuit Studies	10% written exam 10% culminating task	10% written exam 10% culminating task
Guidance and Career Education	N.A.	Grade 10 Career Studies (GLC2O) students only: 5% financial literacy graduation requirement 15% culminating task

Source: Ontario Ministry of Education, Growing Success: assessment, evaluation and reporting, September 2026 update.

APPENDIX B

Table 2: Grades 11 and 12 Mandatory Culminating Evaluation Breakdowns

Written Examinations and Culminating Tasks by Subject

Subject	Grade 11	Grade 12
English Mathematics Science	25% written exam	25% written exam
The Arts Computer Studies Health and Physical Education Technological Education	10% written exam 15% culminating task	10% written exam 15% culminating task
Canadian and World Studies	15% written exam 10% culminating task	15% written exam 10% culminating task
Business Studies Social Sciences and Humanities	15% written exam 10% culminating task	15% written exam 10% culminating task
Classical Studies and International Languages French as a Second Language Native Languages	10% written exam 15% culminating task	10% written exam 15% culminating task
First Nations, Métis and Inuit Studies	10% written exam 15% culminating task Note: NBE3U and NBE3C require a 25% written exam.	10% written exam 15% culminating task

Source: Ontario Ministry of Education, Growing Success: assessment, evaluation and reporting, September 2026 update.

APPENDIX C

Assessment Criteria for Attendance and Participation

(Note that permitted absences do not negatively affect a student's mark)

Achievement level	Unexcused Absences	Frequency	Participation Criteria
Level 4 80% to 100%	Misses 0.0% to 2.5% of classes for unexcused absences (approximately 2 or fewer classes per semester)	Consistently	Participates in class discussions and contributes ideas Asks relevant questions Respects the contributions of others and demonstrates positive leadership Contributes to fostering a positive classroom culture
Level 3 70% to 79%	Misses 2.5% to 5% of classes for unexcused absences (approximately 2.5 to 4.5 classes per semester)	Generally	Participates in class discussions and contributes some ideas Asks relevant questions Respects the contributions of others Contributes to fostering a positive classroom culture
Level 2 60% to 69%	Misses 5% to 7.5% of classes for unexcused absences (approximately 5 to 7 classes per semester)	Occasionally	Participates in class discussions and sometimes contributes ideas Asks relevant questions Respects the contributions of others Contributes to fostering a positive classroom culture
Level 1 50% to 59%	Misses 7.5% to 10% of classes for unexcused absences (approximately 7.5 to 9 classes per semester)	Infrequently	Participates in class discussions and rarely contributes ideas Asks relevant questions Respects the contributions of others Contributes to fostering a positive classroom culture
Below Level 1 Less than 50%	Misses more than 10% of classes for unexcused absences (more than 9 classes per semester)	Does not	Participate in class discussions or contribute ideas Ask relevant questions Respect the contributions of others Contribute to fostering a positive classroom culture

Source: Ontario Ministry of Education, Growing Success: assessment, evaluation and reporting, September 2026 update.

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

Prepared by: Rajini Nelson, Superintendent of Business & Treasurer
Presented to: Board of Trustees
Submitted on: September 22, 2026
Submitted by: Mike McDonald, Chief Executive Officer & Secretary

TRUSTEE AND SENIOR TEAM EXPENSES

(Q1 to Q4 2025-26 Year)

Public Session

BACKGROUND INFORMATION:

Elected Trustees play an important role in the governance and oversight of Catholic education within the Board. In carrying out their responsibilities, Trustees may be reimbursed for reasonable and eligible expenses incurred while conducting authorized Board business, in accordance with the Education Act, the Broader Public Sector Expenses Directive, and Board Policy SBG #100.10 – Trustee Expenses.

Eligible Trustee expenses may include mileage, professional development and conference costs, office supplies, and communication-related expenses, subject to the requirements and approval provisions established under Board policy.

To support transparency, accountability, and good governance, Trustee expenses are summarized and publicly disclosed on the Board's website on a quarterly basis, with an annual summary provided following the end of the fiscal year**.**

DEVELOPMENTS

Similarly, Board employees may incur reasonable and necessary expenses while carrying out authorized Board business. In accordance with Employee Expense Policy FIN #700.04, eligible expenses, including travel, meals, mileage, and hospitality, may be reimbursed where there is a clear business purpose and the expenditure meets the requirements of the policy.

As part of the Board's commitment to transparency and accountability, expenses incurred by members of the Senior Leadership Team are also publicly disclosed. Quarterly summaries, together with an annual report of aggregate Senior Leadership Team expenses, are posted on the Board's website.

Appendix A summarizes the expenses incurred by Trustees and members of the Senior Leadership Team for the period from September 1, 2025, to August 31, 2026. Trustees and Senior Leadership Team members who did not incur any reportable expenses during the reporting period are not included in the appendix.

RECOMMENDATION:

THAT the Committee of the Whole refers the Trustee expense and Senior team expense Report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Appendix A

Q1 to Q4 2025-26 Trustee & S.O. Expense Report

for the Period:

September 1, 2025 to August 31, 2026

Trustees	Mileage	Communications	Professional Development / Conferences / Travel	Total Expenses by Trustee
Carol Luciani, Chair	1,679	1,414	776	3,869
Dan Dignard, Vice Chair	833	1,296	2,442	4,571
Dennis Blake	2,183	1,265	2,247	5,696
Bill Chopp	67	1,574	1,470	3,111
Mark Watson	-	67	-	67
Toni Poirier	1,452	1,585	2,283	5,320
TOTAL TRUSTEE Expenses	**6,213**	**7,202**	**9,219**	**22,635**
2025-26 Budget	**7,000**	**8,100**	**19,000**	**34,100**

Senior Team	Mileage	Communications	Professional Development / Conferences / Travel	Total Expenses by S.O.
Mike McDonald	1,117	350	7,214	8,681
John Della Fortuna	906	276	3,675	4,857
Kevin Greco	638	275	5,053	5,966
Mike Lawlor	3,495	675	1,756	5,926
Rajini Nelson	851	257	5,616	6,724
Phil Wilson	1,234	378		1,613
TOTAL Senior Team Expenses	**8,241**	**2,211**	**23,315**	**33,767**

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: John Della Fortuna, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: September 22, 2026
Submitted by: Mike McDonald, Chief Executive Officer & Secretary

STUDENT SUPPORT SERVICES AND MENTAL HEALTH AND ADDICTIONS STRATEGY ANNUAL REPORT 2025-26

Public Session

BACKGROUND INFORMATION:

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

DEVELOPMENTS:

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

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

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

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

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

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

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

RECOMMENDATION:

THAT the Committee of the Whole refers the Student Support Services and Mental Health and Addiction Strategy Annual Report 2025-2026 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

BRANT HALDIMAND NORFOLK
Catholic District School Board

2025-26
Student Support Services Board Report

forall

Annual Report to the Board

INTRODUCTION

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

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

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

This memorandum outlines requirements for school boards to provide culturally responsive, evidence-informed student mental health promotion, prevention and early intervention services that respect students as complex individuals and provide appropriate support for their diverse needs. This memorandum also outlines the importance of school boards working within the broader provincial system of care to help provide clear pathways to and from more intensive community and hospital-based mental health services, when needed.

The Policy/Program Memorandum 169 | Education in Ontario: policy and program direction | ontario.ca highlights 11 requirements to which BHNCDSB is well positioned.

MENTAL HEALTH ADVISORY COMMITTEE

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

Key messages of the 2025-26 annual action plan are rooted in the prioritization of mental health and well-being as a key condition for every student to learn and flourish. We do this through:

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

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

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

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

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

2025-26 MENTAL HEALTH & WELL-BEING ACTION PLAN PRIORITIES

Teaching and Learning for All
1. Identity Affirming Mental Health and Addictions - Literacy.

Wellness For All
1. Safe and Mentally Healthy Schools
2. Early Identification, Prevention and Intervention

Belonging for All
1. Partnerships, Student Leadership and Strategic Planning

The following Mental Health Steering Committee Members, 2025-26 have played an integral part in supporting student mental health and well-being.

Senior Administration, Board	
John Della Fortuna	Superintendent of Education, Student Support Services and Alt Ed.
Carol Luciani	Trustee

Mental Health	
Dianne Wdowczyk-Meade	Mental Health Lead, Manager of Student Support Services
Razak Aziz	Social Work
Meghan Adams	Child and Youth Work
Thanh-Thanh Tieu	Mental Health Research Associate
April Taylor	Senior Social Worker, Safe Inclusive and Engaging Schools Lead

Principals	
Jennifer Rudyk	Elementary Administrator
Giovanna Oveida	Elementary Administrator
Marcia DeDominicis	Elementary Administrator
Tania Flynn	Secondary Administrator

Achievement	
Tracie Witteveen	System Special Education Consultant
Chandra Portelli	Achievement Lead K-12
Barb Mitchell	Early Years
Keri Calvesbert	Religion & Family Life

Additional Board Supports	
Lori Skye-Laforme	Indigenous Advisor
Jillian Marranca	Guidance

Community Members	
Christina Farrell	Woodview Mental Health & Autism Services
Irene Perro	Haldimand-Norfolk REACH

MENTAL HEALTH AND WELL-BEING STRATEGY

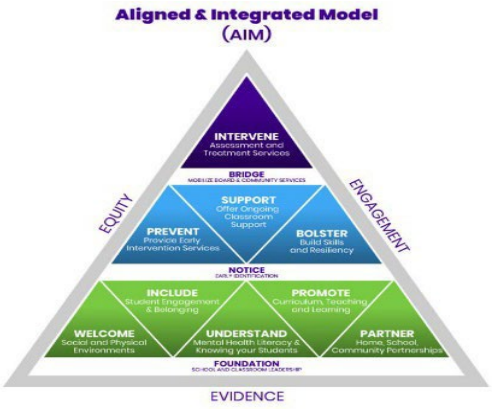
The Mental Health and Well-being Strategy 2023-26 is designed to improve the mental health and well-being of the students of the Brant Haldimand Norfolk Catholic District School Board. This strategy is part of a larger Board vision to create safe, healthy, engaging, and inclusive schools and aims to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

The strategy meets many of the requirements laid out in PPM 169.
The 2025-26 school year is considered an evaluative and 'writing year' for the 2026-29 Mental Health and Well-being Strategy.

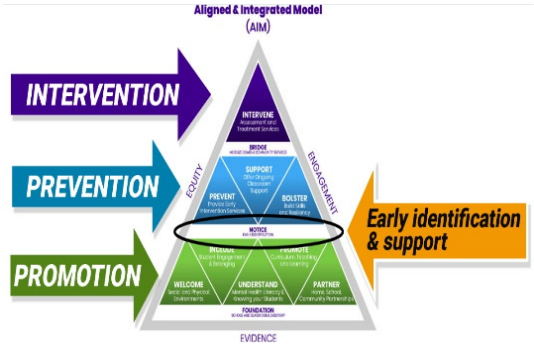
TIERS OF SUPPORT/PROGRAMS AND SERVICES

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

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



School Mental Health Ontario | Santé mentale en milieu scolaire Ontario



What Does Tier 1 Support Look Like?

- Child and Youth Workers (CYWs) are trained in areas of mental health promotion and are well positioned to assist schools in becoming mentally healthy learning environments; providing opportunities for mental health literacy, student engagement and support.
- Social Workers are regulated mental health professionals available to provide psychoeducation and consultation.

What Does Tier 2 Support Look Like?

- Mental health prevention and early intervention services (Tier 2) are provided to students who are at risk for or experiencing mild to moderate mental health and/or substance use concerns.
- Such services involve a therapeutic connection with a student and include assessment, engagement and service planning, attendance support, and brief individual or group structured intervention.
- Crisis intervention can occur at any tier of service.
- Although school mental health professionals may be called on to do many things, prevention and early intervention services are a critical primary mandate for school mental health professionals.
- CYWs play an integral role in linking students to mental health services and play an essential role in the circle of support for students with mental health needs.
- Social Workers provide brief counselling services to students, case management, attendance support, suicide, risk assessments and link students and their families to community resources where needed.

What Does Tier 3 Support Look Like?

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

PRIORITY HIGHLIGHT!

Partnerships and Student Leadership: Promoting Mental Health Awareness and Literacy through Student Engagement

Meaningful student engagement at school is a primary protective factor for students' overall well-being. Outcomes for **students** include:

- Increase social connectedness and sense of belonging.
- Feeling heard, listened to, and validated by caring adults; more positive relationships with adults.
- Increased self-esteem and self-confidence.
- Increased sense of agency.
- Experiential learning opportunities and skill development.
  (Dworkin et al., 2023; Griebler et al., 2017; McCabe et al., 2023; Mitra, 2004; Sprague Martinez et al., 2016)

This year, several initiatives took place, highlighting the readiness for student engagement and leadership, and the willingness of community partners to share information and resources.

Jack is back!

Jack Talks are mental health presentations that use the power of personal stories and peer-to-peer connections to spark open dialogue about mental health challenges, support, and resources. This year, **St. John's College** hosted a Jack Talk for its students in the fall, which led to the formation of an official Jack Chapter in the Spring.

The SJC Jack Chapter brightened up student's days with lollipops during Mental Health Awareness Week. Students were invited to leave aspirational messages on the Guidance bulletin board.

The Leadership class at Holy Trinity Catholic High School hosted a wellness fair in the fall of 2026 with representatives from 8 local community agencies. Booths were informative and interactive in nature; encouraging students to become familiar with community agencies, gain useful information and have fun! Holy Trinity was pleased to announce the return of its Jack Chapter in May 2026!

Assumption College School's Jack Chapter once again captured the attention of its students by hosting its Annual Wellness Fair during Catholic Education and Mental Health Week with 14 community agencies in attendance. This year, buttons were created by a Jack Chapter student member and shared with students.

Chess and Wellness – CheWE tournament

Organized by lead staff- Jennifer Jager (teacher at Our Lady of Providence), Lisa Maskell (CYW at Notre Dame), Principal's Danielle Beks and Kerri Chartrand, Dianne Wdowczyk-Meade, Mental Health Lead and assisted by Herman Kruis (Community Chess Representative), two hundred Junior and intermediate students from 16 schools across the district participated in the CheWE tournament hosted at Notre Dame Catholic Elementary School in Brantford during Catholic Education Week and Mental Health Week

Engaging students in activities that appeal to them, while building their mental health literacy and coping skills is the ultimate goal of the Mental Health and Well-being strategy. Chess clubs across the district and tournaments such as this provide students with opportunities to connect with like-minded peers, fostering a strong sense of belonging. They also help students develop resilience, perseverance, and healthy coping strategies as they learn to navigate the challenges, pressures, and rewards that come with mastering and competing in the game of chess.

It takes a village!

Nine community agencies staffed information booths and interactive activities while students were in between matches. Here, students learned a little bit more about mental health and coping strategies and also learned there's a whole community of support available when needed.

Amplifying Student Voice - School Mental Health Ontario Provincial Leadership Conference

Ayomide Amole, Grade 7 student from Madonna Della Libera Catholic Elementary School represented SMH-ON's ThriveSMH student reference group, by offering a speech and sharing the group's resources to over 200 school mental health professionals and leaders in education at the School Mental Health Ontario Provincial Leadership Conference in the Spring of 2026. Ayomide passionately shared the importance of 'Belonging' and the direct link to student achievement and well-being by posing the question:

HAVE YOU EVER FELT LIKE WHO YOU ARE
MATTERS LESS THAN WHAT YOU ACHIEVE?

When students feel seen, heard, and valued for who they are -
They engage.
They participate.
They connect.
They take ownership of their learning.

Schools will know they're doing well when students feel safe to speak up.
When they ask for help without fear.
And when they are truly engaged—not because they have to be, but because they want to be.
Because they feel like they belong.

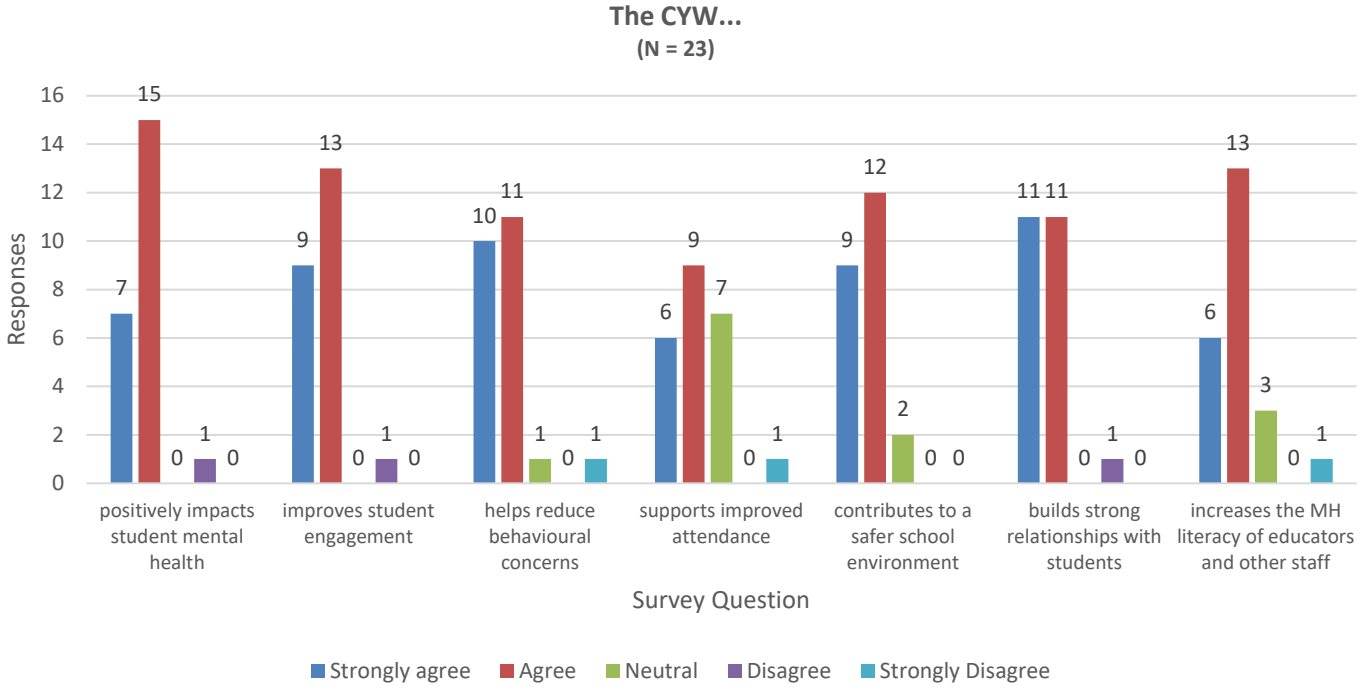
Ayomide Amole, Grade 7 Madonna Della Libera Student and ThriveSMH member, SMHO Provincial Mental Health Leadership Meeting, Spring 2026.

Visit: Why student voice matters: shaping mental health in schools together - School Mental Health Ontario or Ayomide's speech

STUDENT SUPPORT SERVICES

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

This year saw an increase in the CYW complement of 10 FTE from the previous school year to 28.5 FTE. This increase in staffing resulted in many schools receiving full-time CYW support; bolstering the mental health literacy and coping skills of elementary students within the life space. A year-end survey gathered Administrators' impressions of the CYWs' contributions to their schools. Overall, responses from 23 administrators indicated a positive impact of increased CYW support in their schools. A review of the data shows that the negative responses were from one administrator and could be considered an outlier. This suggests that these negative responses could be due to specific circumstances and likely are not a reflection of the service model.



ATTENDANCE COUNSELLOR

Recognizing the provincial priority of addressing chronic absenteeism and prolonged attendance concerns, the Board has established a dedicated Social Worker position focused exclusively on student attendance. This role provides intensive support to students, families, and schools by identifying and addressing barriers to attendance, coordinating interventions, and promoting strategies that strengthen student engagement and school connectedness.

A key aspect of the position involves supporting elementary school principals in the consistent implementation of the Board's attendance procedures, ensuring that attendance concerns are identified early and addressed through timely, collaborative interventions. The role emphasizes a tiered approach to support, working closely with school-based teams, including Child and Youth Workers (CYWs), to maximize existing resources and establish a strong foundation for positive change before more intensive interventions are required. By building the capacity of school teams, strengthening home-school partnerships, and coordinating targeted supports, the role contributes to sustainable improvements in student attendance and overall well-being.

During the reporting period, the Attendance Counsellor was assigned to 61 elementary students who had exceeded the threshold of 11 consecutive missed school days. Through collaborative problem-solving with students, families, school staff, and community partners, the majority of these students were successfully supported in remaining enrolled and engaged in their education. The Attendance Counsellor played a critical role in identifying and addressing the complex factors contributing to absenteeism, including parenting challenges, family circumstances, mental health concerns, school avoidance, and other barriers to engagement. This proactive and relationship-based approach has been instrumental in supporting students and families while providing consultation and guidance to school staff in their efforts to improve attendance outcomes.

CENTRALIZED INTAKE PROCESS ALIGNMENT WITH RIGHT TIME RIGHT CARE.

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

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

WELLNESS, RE-ENGAGEMENT AND TRANSITIONS TEACHER

Continuing with the important work from the previous year, there continues to be an intentional linkage between our Alternative Education team and the Attendance Counsellor and/or Social Work team, resulting in individualized treatment and educational plans; providing a wholesome education experience for students who struggle with typical classroom experiences.

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

CHILD AND YOUTH WORKER AND SOCIAL WORK SUPPORT

Secondary schools are each supported by a minimum of one Social Worker per school. These Social Workers also provide support to two to four elementary schools as needed. The remainder of the elementary schools are supported by other social workers on the team.

The increase in CYW complement allowed for the following supports in the elementary panel:

- 13 schools supported by 1 FTE CYW each
- 3 schools supported by 2 FTE CYW each
- 1 school supported by .5 FTE CYW
- 12 schools supported by 4 itinerant FTE CYWs
- Secondary schools were supported through the itinerant CYW staffing complement where deemed appropriate
- Alternative Education and Safe Schools programming is supported by 2 FTE CYWs.

VIOLENT THREAT RISK ASSESSMENT (VTRA)

Social Work staff are engaged in the assessment and management of risk when school administrators determine that a situation warrants a Violent Threat Risk Assessment (VTRA) consultation following their investigation of behaviours or incidents that may pose a threat to the safety of the school community.

This year, the Safe, Inclusive and Engaging Schools Lead introduced the use of the PBA screening framework (Plausibility, Baseline Behaviour, and Attack-Related Behaviours) as an initial threat assessment measure. The implementation of this evidence-informed screening process significantly reduced the number of formal VTRAs required while maintaining a strong focus on school safety and appropriate risk management.

When a VTRA is deemed necessary, the Social Worker collaborates with the multidisciplinary threat assessment team to evaluate the level of risk, identify contributing factors, and develop comprehensive safety and intervention plans. This includes completing an At Risk to Others (ARTO) assessment and implementing strategies designed to ensure the safety and well-being of individuals of concern, affected students, staff, and the broader school community.

Safety planning extends beyond risk mitigation and includes identifying supports, interventions, and pathways to help the individual of concern successfully reintegrate and engage positively within the school environment. This balanced approach promotes both community safety and the provision of compassionate, individualized support aimed at reducing future risk and fostering positive outcomes.

This version emphasizes both the reduction in VTRAs through effective screening and the dual focus on safety and student support. This commitment to continuous improvement will continue next year, with all administrators participating in advanced VTRA training through the Center for Trauma-Informed Practices, reinforcing a shared responsibility for school safety, trauma-informed practice, and early intervention across the system. Our full Administrator group attended a VTRA training offered through the Center for Trauma-Informed on the final days of June.

BHNCDSB administrators – VTRA training

COMMUNITY VTRA PROTOCOL

Over the past year, significant progress has been made to strengthen our community response framework. In partnership with the Grand Erie District School Board and numerous community agencies, revisions to the Violent Threat Risk Assessment Community Protocol have been completed.

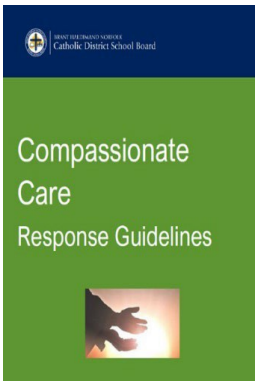
Community partners signing off on the VTRA protocol.

This collaborative work has resulted in a comprehensive, community-informed protocol that reflects current best practices and clarifies the roles and responsibilities of all participating partners. Community organizations formally endorsed the revised protocol during a signing ceremony in June 2026, demonstrating a shared commitment to
student safety, collaboration, and early intervention across our communities.

COMPASSIONATE CARE RESPONSE / TRAGIC EVENTS RESPONSE

When tragedy occurs, the Compassionate Care Response Team (CCRT) is deployed to school communities that are most impacted; at times resulting in multiple sites.

In managing the crisis for both students and staff, the team consists primarily of Social Work and Child and Youth Work staff and is managed by the Mental Health Lead. In particular this year, Chaplaincy and System Educators were called upon where tragedy greatly impacted a number of school communities. This year, sadly, the CCRT team was dispatched to respond 5 times.



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

In addition to the Compassionate Care Response Guidelines, Memorialization Guidelines have been drafted and are slated for completion early in the next school year.

Scope of Practice:

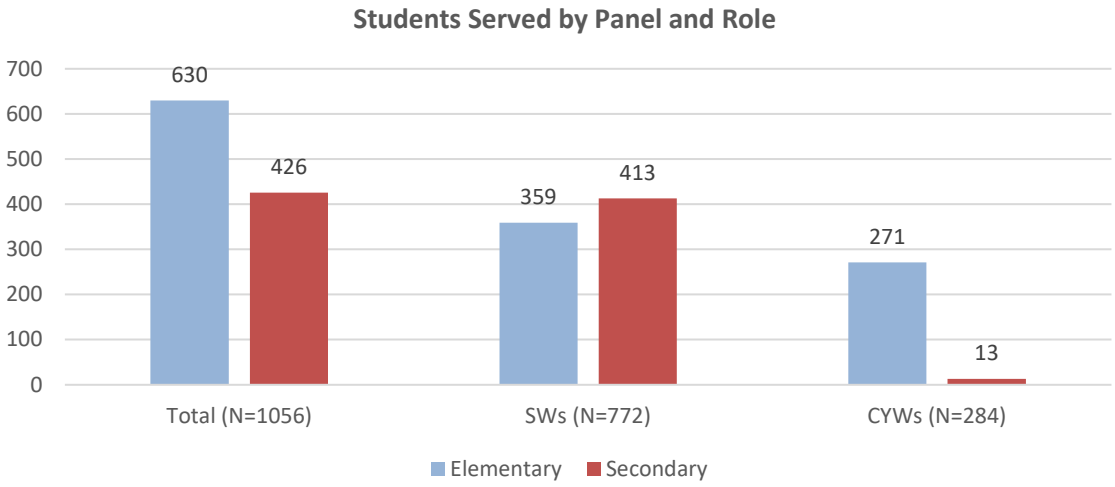
Policy/Program Memorandum 169 | Education in Ontario: policy and program direction | ontario.ca clarifies roles and responsibilities of those working in education; including educators and regulated and non-regulated mental health professionals.

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

NUMBER OF STUDENTS SERVED INDIVIDUALLY BY STUDENT SUPPORT SERVICES (DATA AS OF AUGUST 20, 2026)

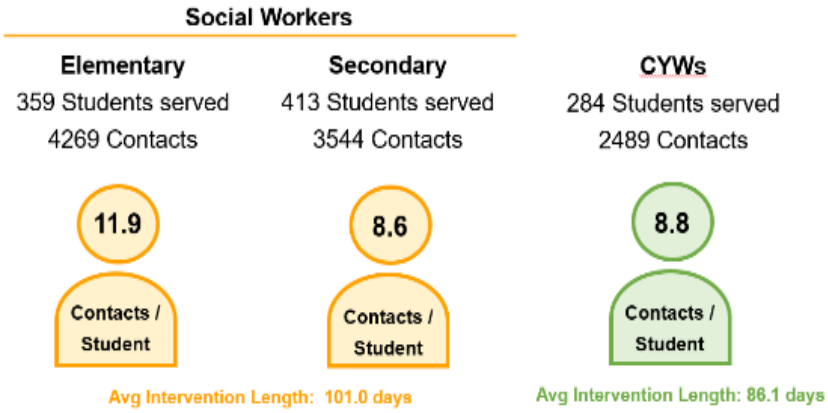
There was a 50.6% increase in the number of students who received individual service:

- 700 as of June 11, 2025, compared to 1056 as of August 20, 2026
- CYWs: 283.8% increase, from 74 as of June 11, 2025, to 284 as of August 20, 2026
- SWs: 23.3% increase, from 626 as of June 11, 2025, to 772 as of August 20, 2026



Number of Contacts

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



Increase in number of overall contacts

- SWs: from 4205 as of June 11, 2025, to 7813 as of August 20, 2026 – 85.8% increase.
    - The increase in number of contacts is proportionately higher than the increase in number of students served.

- CYWs: from 688 as of June 11, 2025, to 2489 as of August 20, 2026 – 261.8% increase.
    - This increase is consistent with the increase in the number of students served, and the change in the CYW service model.
    - The CYW data shown above reflects individual cases tracked through case files. It does not reflect the work done in classrooms on an individual level or Tier 1 work done with entire classes.

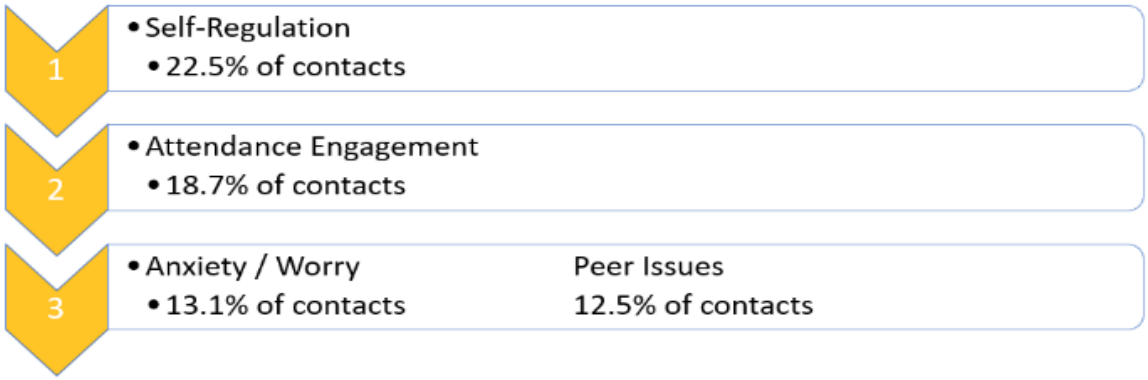
Average Time Spent per Student Case

- The number of contacts per elementary student conducted by SWs increased from last year.
  - 8.8 contacts/student (June 11, 2025) versus 11.9 contacts/student (August 20, 2026)
- The number of contacts per secondary student conducted by SWs increased from last year.
  - 5.2 contacts/student (June 11, 2025) versus 8.6 contacts/student (August 20, 2026)
- The number of contacts per student conducted by CYWs decreased from last year.
  - 9.3 contacts/student (June 11, 2025) versus 8.8 contacts/student (August 20, 2026)
- The average intervention length increased from last year (June 11, 2025 versus August 20, 2026, respectively):
  - SWs: 77.1 days (2025) versus 101.0 days (2026)
  - CYWs: 76.0 days (2025) versus 86.1 days (2026)

Top Three Reasons for Referral for Individual Service (25-26 school year)

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

Top Three Reasons for Referral 2025-2026



- There were notable changes in the top three reasons for referral compared to 2024-2025.
- Self-regulation was the top reason for referral, but was not in the Top Three reasons for referral last year (2024-2025)
- This result is likely driven by the significant increase in referrals to CYW for self-regulation support (see below)

Top Three Reasons for Referral 2024-2025

1. Attendance / Engagement
   - 19.3% of contacts
2. Anxiety / Worry
   - 15.9% of contacts
3. Family Issues / Caregiver Strategies
   - 12.5% of contacts

- Anxiety/worry and peer issues approximately tied for third
- Peer issues were not among the top three reasons for referral last year.
- Peer issues displaced Family Issues / Caregiver Strategies, which was the third most common reason for referral last year in 2024-2025.

Key Findings

- There was an increase in the number of students seen individually by social workers and child and youth workers
  - Increase cases for child and youth workers are consistent with the change in CYW service delivery and the resulting increase in the number of CYWs overall

- CYW work in classrooms at the Tier 1 level, and on an individual basis in classrooms are not reflected in the data above. A process for collecting this data is being developed for 2026-2027.

SOCIAL-EMOTIONAL LEARNING SKILLS

Social-emotional learning (SEL) skills help students foster overall health and well-being, good mental health, and support the ability to learn and thrive. The social-emotional learning skills that are embedded in the Ontario curriculum include: identification and management of emotions, recognizing sources of stress and coping with challenges, maintaining positive motivation and perseverance, building healthy relationships, developing self-awareness and confidence, and thinking critically and creatively. Kids Have Stress Too is but one evidence program utilized in our schools, specifically through the Child and Youth Workers. Other SEL programs like Mind Up© continue to be utilized by educators, particularly in primary grades.

School bulletin board featuring content from Kids Have Stress Too.

PRIORITY HIGHLIGHT!

MENTAL HEALTH LITERACY: TEACHING AND LEARNING FOR ALL

In addition to increasing the Mental Health Literacy of our students, the 2025-26 Mental Health Action Plan saw a focus on enhancing the Mental Health Literacy of educators, support staff and administrators in an effort to build mentally healthy classrooms.

TRAUMA INFORMED LEADERSHIP

Providing school principals with professional development in trauma-informed leadership is essential to effectively respond to the increasing prevalence of trauma experienced by students and staff. Trauma can significantly impact behavior, learning, relationships, and overall well-being, which in turn affects school climate and student outcomes.

This year, school Administrators deepened their understanding of Trauma Informed Leadership through professional development – facilitated by Dr. Kristen McLeod from the Attune Trauma Centre.
The goal of this work, over the course of 4 sessions (over 6 hours) was to:

- Support administration in leading their staff through trauma informed change.
- Support administrators to model and lead through complicated and challenging situations.

Through this learning, Administrators became better equipped to lead schools that foster safe, supportive, and inclusive environments. This approach enables leaders to implement policies and practices that prioritize emotional regulation, build strong relationships, and reduce re-traumatization. As a result, schools can see improvements in student engagement, attendance, behavior, and academic achievement.

In June, Administrators shared how they utilize their Child and Youth Workers in their schools – supporting the trauma informed approach to creating mentally healthy schools.

Principal Assettino demonstrating the role of Child and Youth Workers in promoting student engagement and attendance

Principal Chartrand demonstrating the role of Child and Youth Workers in building positive school environments

MENTAL HEALTH LITERACY FOR KINDERGARTEN EDUCATORS- SELF-REGULATION AND WELL-BEING (2026 KINDER CURRICULUM)

The revised 2026 Kinder curriculum dedicates one of four strands to Self-Regulation and Well-Being and with that, kinder educators from across the district received professional development on the new content.

Joining Early Years System Leads Andrea Perras and Barb Mitchell, Mental Health Lead Dianne Wdowcyzk-Meade shared ways educators can support student mental health and well-being across the tiers; emphasizing the importance of partnering with parents and caregivers for optimum growth.

Goals of the revised curriculum is for children to:

- develop an understanding of how they focus and learn best
- respect themselves and others
- start to learn about physical and mental health and well-being in themselves and others.

Children will develop the ability to:

- manage their own feelings and emotions
- realize that others may have different thoughts and feelings, and to respect those differences
- deal with distractions
- advocate for themselves
- understand consequences of actions
- be aware of their physical and mental health and wellness
- participate actively and regularly in physical activities and
- develop movement skills

Tier 1: Mental Health Literacy for Students – Connected in curriculum

The Ministry of Education now has 3 mandatory Mental Health Literacy units positioned within the Grade 7 and Grade 8 Health and Physical Education curriculum, and the Grade 10 Career Studies Course.
Newly released this year are the Grade 6 mental health modules also linked to the Health and Physical Education curriculum.

These two modules focus on the single goal of making healthy choices and cover the following content:

- Digital Safety: Safe and healthy personal choices
- Substance Use: Addictions and related behaviors

To support the anticipated mandatory implementation in the upcoming school year, and in partnership with the Board Religion and Family Life Department, professional development is planned for Grade 6 educators next year!

MEDIA AND MENTAL HEALTH LITERACY - PILOT

Balanced Device Use is a new tier 1 program for students in Grade 7 and Grade 8 developed by School Mental Health Ontario (SMH-ON) in partnership with MediaSmarts.

In the fall of this year the program was piloted at Madonna Della Libera and Holy Cross Catholic Elementary School's Grade 7/8 classes. Once fully released to the province, Child and Youth Workers were trained in the delivery of this program at the Artificial Intelligence PD Day in April 2026 and tasked with delivering the program to Grade 8 students before the end of the school year.

This three-session program is designed to be delivered by Student Support Staff (CYW) in either a class-wide or a small group setting. The program focuses conversations on student agency and choice rather than a fear-based approach; making messages more credible to students. Fostering critical awareness and self-reflection of our device use leads to students making informed choices.

Topics include:

- Building awareness of balanced technology use and social media.
- Dealing with digital stress.
- Building better device habits.

This program was field tested by the CYW at Holy Cross School with the Grade 7-8 class, where the educator was an active participant.

Substance Use Education

As part of the ongoing commitment to enhancing staff knowledge in substance use health, School Mental Health Ontario provided CAPSA e learning modules to student support staff and administrative leads.

CAPSA's six interactive and self-paced e-learning modules support learning on:

- stigma and its effects on friends, families and communities
- personal attitudes and biases on substance use
- societal stigma and health care systems
- stigma and language
- substance use health
- compassionate care

Week of Coping – Substance Use Awareness

Students enrolled in Alternative learning programs in Brantford and Simcoe participated in a week-long educational and wellness campaign designed to increase student awareness of the risks and realities associated with substance use while also introducing and encouraging healthy, sustainable coping alternatives.

Psychoeducation highlighted the prevalence of substance use among youth and examined the harmful effects on the adolescent brain and emotional development. Educational sessions explored the negative impacts substance use has on academic performance, school attendance, physical and mental health, motivation, decision-making, and relationships; helping students understand both the short and long-term consequences of substance use.

Students increased their awareness not only on the potential harms of drugs, vaping, and tobacco, but felt supported in exploring healthier ways to manage stress, emotions, or life challenges.

PLANET YOUTH®- SUBSTANCE USE PREVENTION

PLANET Youth®
PARTNER Haldimand & Norfolk

Capturing and Reflecting Student Voice.
Grade 10 students from both school boards participated in Planet Youth surveys which will guide planning at the school, board and community levels.

To view the community-based report visit
Survey Findings - Planet Youth Haldimand-Norfolk

Planet Youth is not a 'program' — it's a method to identify and establish long-term, community-driven strategies that promote social and environmental change.

Designed and proven to reduce or prevent drug and substance abuse and misuse among youth — while helping to build and strengthen communities. It was pioneered in Iceland in the 1990s and is now used in countries worldwide.

The Planet Youth model shifts the focus of substance use prevention from individual responsibility to community involvement and calls on adults in a child's life — parents, educators, and community leaders — to create a supportive environment that reduces the risk factors for substance use.

The Haldimand-Norfolk Health Unit has been awarded a grant from the Public Health Agency of Canada to implement the Planet Youth model in the Haldimand and Norfolk counties. This will support community engagement, coalition building and the development of surveys of local students, which provide the data essential to the model's success.

BHNCDSB is proud to be a partner in this collaborative!

Mental Health Literacy for Caregivers and Parent Engagement Highlights

As part of the Planet Youth collaborative, caregivers were invited to attend a community session focused on Resilience with Dr. Michael Ungar, hosted at Holy Trinity Catholic High school. This event was well received With 100 people attending in person and 57 joining online.

Activities for children was provided through the Young Carers association with 26 attending, and all those who attended in person enjoyed a meal before the presentation began.

Regional Catholic Parent Involvement Committee's provide an opportunity for parental engagement in their children's education, participate in activities to help parents support their children's learning and offer valuable information to school boards on parent engagement. This year, caregivers were offered a number of learning opportunities related to their children's achievement and well-being.

RCPIC: Mental Health and Achievement, November 10, 2025
Topics covered:
Religion and the Family Life Programming

- The Student Achievement Plan
- Mental Health and Wellness
- Catholic School Advisory Council Grant Ideas

RCPIC: Youth Vaping, January 19, 2026
Topics covered:

- Planet Youth, an initiative of Grand Erie Public Health that focuses on substance abuse prevention
- Discussing the escalating trend of youth vaping

RCPIC: Self Reg; Together, Strengthening Health School Communities for All Students, March 30, 2026
Topics covered:

- Through the lens of Self-Reg's practices, Susan Hopkins explores the pressing questions: Why? And Why now?
- Reframing, and improving understanding of behaviours
- the role of co-regulation
- the importance of community cohesion
- the well-being of adults.

RCPIC: Foundations of Artificial Intelligence, May 11, 2026
Topics covered:

- Demystify AI and explore its practical role in your child's learning journey.
- Learn what AI actually is, moving past the science fiction
- Understand the tools students are seeing every day
- Address the essential pros and cons regarding academic integrity and critical thinking.
- Learn how AI can be transformed from a simple shortcut into a powerful personal tutor that helps students brainstorm ideas, simplify complex concepts, and build future-ready skills.
- Strategies to help your child use these tools responsibly and effectively.

MENTAL HEALTH LITERACY FOR SUPPORT STAFF

Utilizing a tiered approach to Mental Health Literacy, the following training courses have been accessed during the 2025-26 school year.

Student Support Services Training Log – 2025-26

.

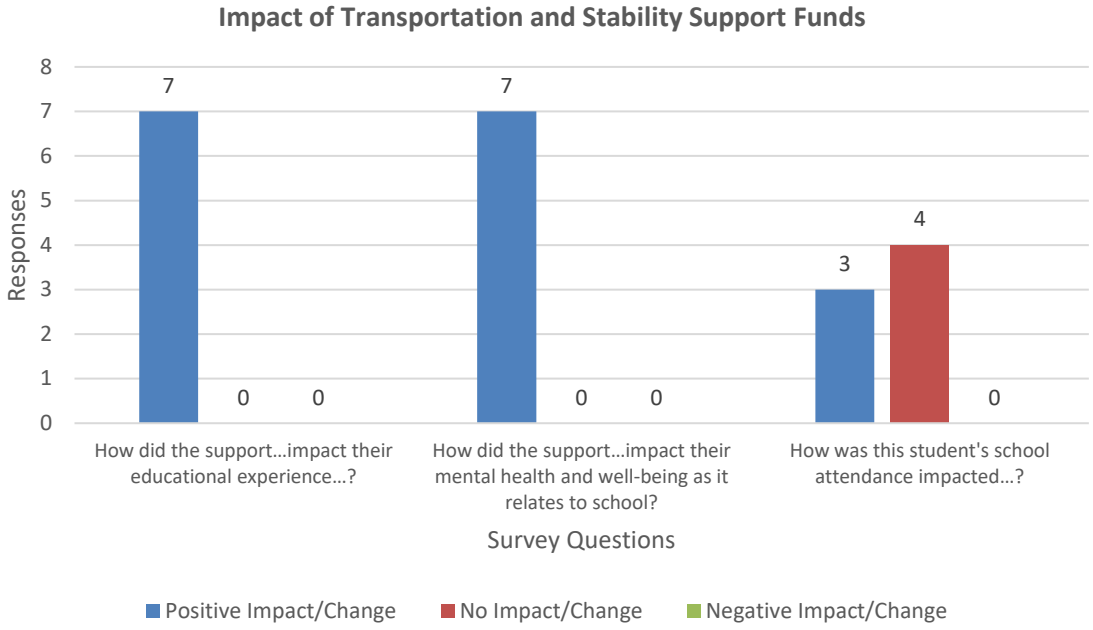
Training	Number of Student Support Services Staff
Restorative Practices 101	29
Balanced Device Use	29
Prepare Prevent Respond	30
PALS- Physical Activity Leaders Program in Schools	29
Self Reg- a Transformational Process	29
DBT Skills for Anger and Shame	8
Suicide Risk Assessment Management (3 Part Series)	10
DBT Suicide Risk Assessment Management	7
OACAS Training for Attendance	4
Cognitive Behaviour Therapy for Schools	1
Screening Brief Intervention and Referral to Treatment	3
CAPSA Community Addictions Peer Support Association	12
EARL V-3	5

Stability and Transportation Funding

Through our ongoing partnership with the local child welfare agency, Stability and Transportation funding has played a vital role in supporting children and youth in care to remain connected to their educational environments. These resources help reduce barriers that can arise during periods of placement changes, family transitions, or other disruptions, promoting continuity in learning and school engagement.

Over the course of the school year, funding supported a range of student needs, including transportation to maintain school placement, access to technology, and specialized assessments. By providing timely and individualized support, students were better able to experience stability in their education, strengthen connections with their school communities, and access opportunities that contribute to their academic success and overall well-being.

A survey was distributed to workers at community agencies in our catchment who had students receiving transportation and stability funding. Results from the survey support anecdotal feedback in illustrating the positive impact of the Stability and Transportation Funds, with workers reporting that it made a positive impact on students' educational experience, mental health and well-being. For most of these students (57.1%, 4/7), the support provided through this funding also increased their school attendance.



Summer Mental Health Funding

Summer Mental Health dollars were once again made available this year from the Ministry of Education. Projects planned for this summer included:

- Mental Health Literacy and Social Emotional Learning at Camp Blast.
- Summer Wellness Camp in partnership with Child and Family Services of Grand Erie.
- Summer Mental Health Support Phone Line.
- Play Therapy training for Social Work staff
- Non-Suicidal Self Injury (NSSI) training for Social Workers
- Trails Group preparation work throughout the summer months.
- Child and Youth Worker transitional support for students- fall 2026

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

Prepared by: Rajini Nelson, Superintendent of Business and Treasurer
Presented to: Committee of the Whole
Submitted on: September 22, 2026
Submitted by: Mike McDonald, Chief Executive Officer & Secretary

CAPITAL BORROWING FACILITY CREDITS

Public Session

BACKGROUND INFORMATION:

The Ministry of Education has approved capital projects for the construction of two new Catholic elementary schools: one in Southwest Brantford and one in Paris. The new schools represent significant investments in Catholic education and will provide additional permanent pupil accommodation to support current and projected enrolment growth in these communities.

The Ministry of Education approved funding for the design and construction of the new Catholic elementary school and childcare centre on January 27, 2025. The Board has subsequently advanced (in the process there of) the acquisition of a suitable school site and related planning required to support construction of the new facility.

As these capital projects proceed through design and construction, the Board will incur significant expenditures before the corresponding Ministry capital funding is received. As a result, temporary capital financing is required to provide sufficient cash flow to meet construction related obligations as they become due.

DEVELOPMENTS:

Capital funding for approved school construction projects is generally received over the life of the project based on eligible expenditures and applicable Ministry reporting and funding requirements. The timing of these funding receipts does not necessarily correspond with the timing of payments required under construction contracts.

Under section 247 of the Education Act, district school boards may, subject to the applicable legislative and regulatory requirements, borrow money or incur debt for permanent improvements.

The Ministry of Education's capital funding framework also recognizes short-term financing costs associated with approved capital projects. Where external financing is required, eligible short-term interest costs may be recognized in accordance with applicable Ministry capital funding policies and requirements.

During active construction, the Board will be required to make substantial progress payments to contractors, consultants and other service providers. These payments may be required before the Board receives the related capital funding from the Ministry of Education.

To appropriately manage this timing difference and maintain sufficient liquidity throughout construction, administration recommends establishing temporary capital borrowing facilities with the Canadian Imperial Bank of Commerce (“CIBC”) of up to $24.5 million for each project, as follows:

New Southwest Brantford Catholic Elementary School	$24,500,000
New Paris Catholic Elementary School	$24,500,000
Total Maximum Capital Borrowing Authorization	**$49,000,000**

The proposed facilities credit represents maximum borrowing limits and does not mean that the full $49.0 million will be borrowed at any one time. Administration will draw on the facilities only as required to meet temporary project cash flow requirements.

The proposed borrowing facilities are intended to provide short-term bridge financing for approved capital expenditures and are not intended to fund expenditures beyond the approved funding sources available for the projects. Establishing borrowing facilities of up to $24.5 million for each project will provide the Board with sufficient financial flexibility to meet its contractual obligations while maintaining appropriate cash flow throughout construction.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board approves the following:

A RESOLUTION AUTHORIZING THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD (the "Board") TO BORROW MONEY PURSUANT TO THE PROVISIONS OF THE EDUCATIN ACT (the "Act") TO FINANCE CAPITAL PROJECT COSTS FOR THE CONSTRUCTION OF THE TWO NEW CATHOLIC ELEMENTARY SCHOOLS:

WHEREAS the Ministry of Education has approved capital projects for the construction of a new Catholic elementary school in Southwest Brantford and a new Catholic elementary school in Paris;

AND WHEREAS the Board will incur eligible capital expenditures during the design and construction of these projects prior to the receipt of all applicable Ministry of Education capital funding and other approved project revenues;

AND WHEREAS the Board considers it necessary and prudent to establish temporary capital borrowing facilities to provide sufficient cash flow to meet project-related financial obligations as they become due;

NOW THEREFORE BE IT RESOLVED THAT:

1. The Brant Haldimand Norfolk Catholic District School Board is authorized to borrow from the Canadian Imperial Bank of Commerce ("CIBC"), from time to time, amounts not exceeding Twenty-Four Million Five Hundred Thousand Dollars ($24,500,000) for the construction of the new Southwest Brantford Catholic Elementary School.

2. The Brant Haldimand Norfolk Catholic District School Board is authorized to borrow from CIBC, from time to time, amounts not exceeding Twenty-Four Million Five Hundred Thousand Dollars ($24,500,000) for the construction of the new Paris Catholic Elementary School.

3. The total borrowing authorized under this Resolution shall not exceed Forty-Nine Million Dollars ($49,000,000) in aggregate.

4. The borrowing authorized under this Resolution shall be used solely to provide temporary financing for eligible capital expenditures associated with the two approved capital projects, pending receipt of applicable Ministry of Education capital funding and other approved project revenues.
5. The Superintendent of Business & Treasurer is authorized to draw upon, administer and repay the borrowing facilities from time to time, as required, based on the cash flow requirements of the respective capital projects and in accordance with the Education Act, applicable Ministry of Education requirements and Board policies.

6. The Chair or Vice-Chair and the Superintendent of Business & Treasurer are authorized, on behalf of the Board, to execute all promissory notes, banking agreements, borrowing agreements, certificates and other documents necessary to establish, maintain and administer the borrowing facilities with CIBC.

7. All amounts borrowed under this Resolution, together with applicable interest and related charges, shall be repaid from the Ministry of Education capital funding and other approved revenues associated with the respective capital projects, as those funds are received.

8. The Superintendent of Business & Treasurer shall continue to monitor the borrowing requirements, interest costs, capital expenditures and funding receipts related to each project and shall ensure that borrowings are limited to amounts required to meet temporary project cash flow needs.

9. This Resolution shall remain in effect until the borrowing facilities are no longer required for the completion and financing of the Southwest Brantford Catholic Elementary School and Paris Catholic Elementary School capital projects, unless otherwise amended or rescinded by the Board.

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

Prepared by: Rajini Nelson, Superintendent of Business and Treasurer
Presented to: Committee of the Whole
Submitted on: Sept 22, 2026
Submitted by: Mike McDonald, Chief Executive Officer & Secretary

BANK OPERATING CREDIT

Public Session

BACKGROUND INFORMATION:

In accordance with the Education Act, the Board is required to approve an annual borrowing resolution authorizing the Board to borrow funds, as required, to meet current operating expenditures until anticipated revenues are received.

In 2010, the Board established an operating credit facility with Canadian Imperial Bank of Commerce (CIBC), and the current borrowing limit is a revolving credit of $12M.

This operating credit facility provides the Board with short-term liquidity to manage timing differences between the payment of operating expenditures and the receipt of revenues, including grants and other funding from the Ministry of Education.

DEVELOPMENTS:

Since the operating credit facility was originally established, the Board's annual operating expenditures and cash flow requirements have increased significantly. These changes reflect a number of factors, including inflationary pressures, salary benchmark increases, enrolment and operational growth, and increasing costs associated with delivering programs and services across the Board.

Although the Board continues to carefully manage its cash flow, the timing of Ministry grant payments and other revenues does not always align with the timing of the Board's financial obligations. The operating credit facility therefore serves as an important short-term cash management tool, providing sufficient liquidity to meet payroll, vendor payments and other current obligations during periods when expenditures temporarily exceed available cash balances.

Given the growth in the Board's current operating requirements Administration recommends increasing the operating line by $3.0 million, to $15.0 million. The increase will provide additional flexibility to manage temporary cash flow requirements and ensure that the Board can continue to meet its financial obligations as they become due while awaiting the receipt of anticipated revenues.

The total credit is as follows:

Operating Line	$15, 000,000
Purchase Card	300,000
TOTAL:	**$15,300,000**

The credit facility has a renewal date of September 1, 2026. The Board's Purchase Card credit is underwritten by US Bank.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board approves:

A RESOLUTION AUTHORIZING THE BORROWING OF MONEY TO MEET CURRENT EXPENDITURES OF THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD (THE "Board")

A. In accordance with Subsection 243(1) of the Education Act (R.S.O. 1990) (the "Act"), the Board considers it necessary to borrow the amount of up to Fifteen Million, Three Hundred Thousand Dollars ($15,300,000) to meet, until current revenue is received, the current expenditures of the Board for the period commencing on September 1, 2026, and ending on August 31, 2027 (the "Period").

B. Pursuant to Subsection 243(3) of the Act, the total amount borrowed pursuant to this Resolution together with the total of any similar borrowings and any accrued interest on those borrowings is not to exceed the unreceived balance of the estimated revenues of the Board for the Period.

C. The total amount previously borrowed by the Board pursuant to Section 243 that has not been repaid is $0.

D. The amount borrowed for current expenditures is within the Board's Debt and Financial Obligation Limit as established by the Ministry of Education and Training from time to time.

RESOLVED THAT:

1. The Chair or Vice-Chair and the Treasurer are authorized, on behalf of the Board, to borrow from time to time, by way of promissory note, overdraft or bankers' acceptance, from the Canadian Imperial Bank of Commerce ("CIBC"), as authorized for borrowing purposes in accordance with Section 243 of the Act, a sum or sums not exceeding in the aggregate Fifteen Million, Three Hundred Thousand Dollars ($15,300,000) to meet, until current revenues are received, the current expenditures of the Board for the Period, including amounts required for the purposes identified in Subsections 243(1) and 243(2) of the Act.

   The Chair or Vice-Chair and the Treasurer are further authorized to provide CIBC with promissory notes or bankers' acceptances, as applicable, sealed with the corporate seal of the Board and signed by any two of the Chair, Vice-Chair and Treasurer, for the sums borrowed together with interest at a rate agreed upon from time to time with CIBC.

2. The interest charged on all sums borrowed pursuant to this Resolution, together with any related charges, shall not exceed the interest that would be payable at the prime lending rate of the chartered banks listed in Schedule I of the Bank Act (Canada) on the date of borrowing.

3. The Treasurer is authorized and directed to apply, in payment of all sums borrowed together with applicable interest, all monies collected or received in respect of the current revenues of the Board.

4. The Treasurer is authorized and directed to provide CIBC, from time to time and upon request, with a statement showing:

   (a) the total amount of unpaid previous borrowings of the Board for current expenditures, together with any applicable debt charges; and

   (b) the uncollected balance of the estimated revenues for the current year or, where the estimates have not yet been adopted, the estimated revenues of the previous year, less any current revenues already collected.

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: Sept 22, 2026
Submitted by: Mike McDonald, Chief Executive Officer & Secretary

Audit Committee Terms of Reference

Public Session

PURPOSE:

The purpose of this report is to seek formal approval from the Board of Trustees for the updated Audit Committee Terms of Reference.

BACKGROUND:

Audit Committee Terms of Reference requires annual review by the audit committee itself followed by final approval from the Board of Trustees.

Under Ontario Regulation 361/10 (Audit Committees), Ontario school boards are legislatively mandated to maintain a statutory Audit Committee. To ensure governance practices remain compliant, efficient, and aligned with provincial oversight mandates, the committee's Terms of Reference must undergo regular structural review.

The Audit Committee conducted a comprehensive review of its current Terms of Reference at its meeting on September 14, 2026. The committee voted to recommend the attached updated document to the Board for final authorization.

Terms of Reference consists of the following main categories:

- Mission / purpose of the audit committee
- Composition of committee members
- Meetings and administrative processes
- Mandated duties and responsibilities
- Code of conduct

RECOMMENDATION:

THAT the Committee of the Whole refers the approved Audit Committee Terms of Reference for the 2026-27 school year to the Brant Haldimand Norfolk Catholic District School Board for approval.

BRANT HALDIMAND NORFOLK
Catholic District School Board

Audit Committee
Terms of Reference
~~2025-26~~2026-27

Mission

1. To provide independent advice to the Board of Trustees in the areas of financial reporting, external audit process, risk management and internal controls and compliance matters.

Membership

2. The Audit Committee will be comprised of the following voting members:
   a. Two Trustees as appointed by the Chair of the Board of Trustees.
   b. Two external community members recommended by the Selection Committee.

3. External community members are identified, through an application process, by a Selection Committee as potential candidates for appointment to the Audit Committee. The Selection Committee shall be comprised of at least:
   a. Chair of the Board of Trustees or Trustee designated by the Chair.
   b. Chief Executive Officer and Secretary. ~~Director of Education & Secretary.~~
   c. Superintendent of Business & Treasurer or designated alternate.

4. The Selection Committee shall recommend to the Board of Trustees the external community members as potential candidates. The Board of Trustees approves the appointment of the external community members.

5. An external community member appointed to the Audit Committee must:
   a. Hold an appropriate accounting designation (CPA – CA, CMA, CGA).
   b. Not be employed or an officer of the Brant Haldimand Norfolk Catholic District School Board (the "Board").
   c. Not have a parent, child, or spouse employed or be an officer of the Board.
   d. Not be employed with the current auditor of record for the Board (KPMG LLP).
   e. Be a Catholic School ratepayer and support the values of the Catholic school system.

6. External community members are volunteers and will not receive any remuneration. Any incidental expenses (mileage, parking, etc.) will be reimbursed in accordance with current Board policy.

7. The Manager of Financial Services, reporting directly to the Audit Committee for audit matters, will act as its primary resource. The Chief Executive Officer ~~Director of Education~~ & Secretary and the Superintendent of Business & Treasurer will also be resources to the Audit Committee as required.

8. At the first meeting of the Audit Committee in each fiscal year, the Chair of the Board will appoint the Chair of the Audit Committee. The Chair of the Audit Committee will establish the agenda of the meetings, based on the work plan developed by the Audit Committee.

Term of Office

9. The term of office of an external community member shall be a period of three (3) years; with the possibility of extension to a maximum of one additional term, unless:
   a. The Board advertised the position for at least 30 days, and
   b. After 30 days, the Selection Committee did not identify any potential candidates.
   c. The external community member is willing to remain as a volunteer on the committee.
   d. When the term of the external community member expires, they can continue to be a member of the Audit Committee or until a successor is appointed or the external community member is reappointed.
   e. The community member can resign from this appointment at any time. The ask is that a minimum of two months' notice be given. Should circumstances arise where the external member needs to vacate the position immediately, they should provide notification as soon as possible to the Audit Committee Chair.

Meetings

10. The Audit Committee will meet at least three (3) times per year. Meetings should coincide with the significant financial reporting dates of the Board, including estimates, revised estimates, seven-month financial reporting, and year-end reporting. Additional meetings may be scheduled at the Call of the Chair of the Audit Committee, if deemed necessary to carry out its responsibilities effectively and efficiently.

11. Minutes will be taken at each meeting and will be presented to the Board of Trustees as part of a consent agenda.

12. At least one external Community Member is required for a quorum to be achieved.

Responsibilities

Financial Reporting

13. Review and recommend to the Board, if the Audit Committee considers it appropriate to do so, that the Board approves the annual audited financial statements and any other financial monitoring report.

External Audit Process

14. Recommend to the Board the appointment of the external auditor for a term not exceeding five years. The selection process must also be in accordance with Board procurement procedures.

15. Review all matters, which the external auditor is required to communicate to the Audit Committee, including:
   a. The external auditor's audit plan and audit findings.
   b. The external auditor's engagement letter and independence letter.
   c. Any management representations made to the external auditor and those representations not obtained from management, if any.

16. Meet on a regular basis with the external auditor to discuss any matters that the Audit Committee or the external auditor believes should be discussed.

17. Review at least once in each fiscal year, the performance of the external auditor and make recommendations to the Board on the appointment, replacement or dismissal of the external auditor and on the fee and fee adjustment for the external auditor.

18. Recommend to the Board, the pre-approval of all audit and non-audit services to be performed by the external auditor.

Risk Management and Internal Controls

19. A regional internal auditor will perform activities related to the oversight of the Board's risk management issues or financial matters, as requested by the Board.

20. Review and recommend to the Board the content of the annual or multi-year Internal Audit Plan as prepared by the regional internal auditor.

21. Review at least once in each fiscal year the performance of the regional internal auditor and provide the Superintendent of Business Services & Treasurer with comments regarding their performance.

22. Meet on a regular basis with the regional internal auditor and management to discuss any matters that the Audit Committee or regional internal auditor believes should be discussed.

Compliance Matters

23. Review the effectiveness of the Board's system for monitoring compliance with legislative requirements and with the Board's policies and procedures, and where there have been instances of non-compliance, to review any investigation or action taken by management to address the non-compliance.

24. Review any significant findings of regulatory entities and any observations of the internal auditor or external auditor related to those findings.

Code of Conduct

25. As part of fulfilling its responsibilities, the Audit Committee must:
    a. Uphold and respect the mission of the Board.
    b. Declare any conflicts of interest that would impede their independence.
    c. Review its mandate annually.
    d. Be accountable to the Board of Trustees, representing the interest of all stakeholders.
    e. Act ethically and independently.
    f. Communicate effectively with staff, management, other committee members and advisors to ensure that they have sufficient knowledge regarding current and perspective audit issues.

2026-2027
Trustee Meetings and Events

Date	Time	Meeting/Event
September 10, 2026	3:00 pm	Executive Council
September 14, 2026	5:30 pm	Audit Committee
September 16, 2026	4:00 pm	Diocesan Celebration of Catholic Education
September 22, 2026	**4:30 pm**	**Committee of the Whole**
September 23, 2026	**6:30 pm**	**Board Meeting**
September 28, 2026	9:00 am	Mental Health Steering Committee
September 29, 2026	9:30 am	OCSTA Virtual Fall Regional Meeting
October 14, 2026	3:00 pm	Accommodations Committee
October 15, 2026	3:00 pm	Executive Council Meeting
October 20, 2026	3:00 pm	Policy Committee
October 20, 2026	1:00 pm	Student Transportation Services BHN
October 27, 2026	1:00 pm	Special Education Advisory Committee
October 27, 2026	**4:30 pm**	**Committee of the Whole**
October 27, 2026	**6:30 pm**	**Board Meeting**
November 2, 2026	6:00 pm	Regional Catholic Parent Involvement Committee
November 3, 2026	1:00 pm	Faith Advisory Committee Meeting
November 17, 2026	**6:30 pm**	**Inaugural Meeting of the Board**
November 19, 2026	3:00 pm	Executive Council
November 23, 2026	5:30 pm	Audit Committee
November 24, 2026	1:00 pm	Special Education Advisory Committee
November 24, 2026	**4:30 pm**	**Committee of the Whole**
November 24, 2026	**6:30 pm**	**Board Meeting**
December 1, 2026	3:00 pm	Student Transportation Services BHN
December 2, 2026	3:00 pm	Accommodations Committee
December 3, 2026	3:00 pm	Executive Council
December 8, 2026	3:00 pm	Policy Committee Meeting
December 9, 2026	2:30 pm	Budget Committee Meeting
December 15, 2026	1:00 pm	Special Education Advisory Committee
December 15, 2026	**4:30 pm**	**Committee of the Whole**
December 15, 2026	**6:30 pm**	**Board Meeting**
December 21, 2026-January 1, 2027		*CHRISTMAS BREAK*
January 14, 2027	3:00 pm	Executive Council Meeting
January 16, 2027	*TBD*	*OCSTA Trustees Seminar*
January 18, 2027	6:00 pm	Regional Catholic Parent Involvement Committee
January 19, 2027	1:00 pm	Faith Advisory Council Meeting
January 19, 2027	3:00 pm	Policy Committee
January 26, 2027	1:00 pm	Special Education Advisory Committee
January 26, 2027	**4:30 pm**	**Committee of the Whole**
January 26, 2027	**6:30 pm**	**Board Meeting**
February 11, 2027	3:00 pm	Executive Council Meeting
February 16, 2027	2:00 pm	Accessibility Steering Committee
February 16, 2027	3:00 pm	Policy Committee
February 22, 2027	9:00 am	Mental Health Steering Committee
February 23, 2027	1:00 pm	Special Education Advisory Committee
February 23, 2027	1:00 pm	Student Transportation Services BHN
February 23, 2027	**4:30 pm**	**Committee of the Whole**
February 23, 2027	**6:30 pm**	**Board Meeting**
March 9, 2027	3:00 pm	Policy Committee
March 11, 2027	3:00 pm	Executive Council Meeting
March 16-20, 2026		*MARCH BREAK*
March 23, 2027	1:00 pm	Special Education Advisory Committee
March 23, 2027	**4:30 pm**	**Committee of the Whole**
March 23, 2027	**6:30 pm**	**Board Meeting**

March 29, 2027	6:00pm	Regional Catholic Parent Involvement Committee
April 7, 2027	3:00 pm	Accommodations Committee Meeting
April 14, 2027	3:00 pm	Executive Council Meeting
April 20, 2027	1:00 pm	Student Transportation Services BHN
April 20, 2027	1:00 pm	Faith Advisory Committee
April 20, 2027	3:00 pm	Policy Committee
April 27, 2027	1:00 pm	Special Education Advisory Committee
April 27, 2027	**4:30 pm**	**Committee of the Whole**
April 27, 2027	**6:30 pm**	**Board Meeting**
May 1, 2027	*TBD*	*OCSTA AGM & Conference*
May 2-7, 2027		*Catholic Education Week*
May 3, 2027	5:00 pm	Catholic Student Leadership Awards
May 12, 2027	3:00 pm	Executive Council
May 17, 2027	6:00 pm	Regional Catholic Parent Involvement Committee
May 18, 2027	2:00 pm	Accessibility Steering Committee
May 18, 2027	3:00 pm	Policy Committee
May 19, 2027	2:30 pm	Budget Committee
May 25, 2027	1:00 pm	Special Education Advisory Committee
May 25, 2027	**4:30 pm**	**Committee of the Whole**
May 25, 2027	**6:30 pm**	**Board Meeting**
June 2027	*TBD*	*CCSTA AGM*
June 15, 2027	3:00 pm	Student Transportation Services BHN
June 10, 2027	3:00 pm	Executive Council
June 15, 2027	1:00 pm	Faith Advisory Committee
June 22, 2027	1:00 pm	Special Education Advisory Committee
June 15, 2027	3:00 pm	Policy Committee
June 16, 2027	2:30 pm	Budget Committee
June 22, 2027	**4:30 pm**	**Committee of the Whole**
June 22, 2027	**6:30 pm**	**Board Meeting**
June 28, 2027	7:00 pm	St. John's College
June 29, 2027	4:45 pm 6:30 pm	Assumption College Graduation Holy Trinity Graduation

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