

REGULAR BOARD MEETING
REVISED AGENDA

Date: November 2, 2021
 Time: 7:00 pm
 Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

	Pages
1. Call to Order	
1.1. Land Acknowledgement, Opening Prayer, National Anthem and Oath of Citizenship (K. Bowie)	
1.2. Motions Adopted In-Camera	
1.3. Information Received In-Camera	
2. Approval of the Agenda	
3. Declarations of Conflict of Interest	
4. Presentations	
5. Delegations	
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14.	In Camera	
15.	Resolution re Absentees	
16.	Adjournment and Closing Prayer (V. Iantomasi)	



Regular Board Meeting

Declined Delegation	Item 5.1
November 2, 2021	

As per Policy I-06 - Delegation to the Board, a total of one (1) delegation was declined for the November 2, 2021 Regular Board Meeting.

Submitted and approved by:

P. Murphy
Chair of the Board and Milton Trustee

MINUTES OF THE REGULAR BOARD MEETING

Date:	October 19, 2021	
Time:	7:00 p.m.	
Location:	Catholic Education Centre 802 Drury Lane, Burlington	
Trustees:	B. Agnew (Electronically) P. DeRosa (Electronically) M. Duarte, Vice-Chair N. Guzzo (Electronically) H. Karabela (Electronically)	V. Iantomasi (Electronically) P. Murphy, Chair T. O'Brien (Electronically) J. O'Hearn-Czarnota (Electronically)
Student Trustees:	K. Bowie (Electronically) G. Masri Ahmar (Electronically)	A. Tokiwa (Electronically)
Senior Staff:	E. Bakaic (Electronically) S. Balogh (Electronically) A. Cordeiro (Electronically) J. Crowell (Electronically) P. Daly, Director of Education E. Del Sordo (Electronically)	N. Dinolfo (Electronically) A. Lofts (Electronically) R. Merrick (Electronically) L. Naar (Electronically) C. Oldman (Electronically)
Also Present:	L. Collimore, Chief Officer, Research and Development Services (Electronically) S. Jayaraman, Senior Manager, Human Rights and Equity (Electronically) A. Kapur, Parliamentarian (Electronically) J. O'Reilly, Special Education Coordinator, Special Education Services (Electronically) A. Swinden, Manager, Strategic Communication Services (Electronically) B. Vidovic, Senior Manager, Planning Services (Electronically)	
Recording Secretary:	R. Di Pietro	

1. Call to Order

The Chair called the meeting to order.

1.1 Land Acknowledgement, Opening Prayer, National Anthem and Oath of Citizenship (A. Tokiwa)

The meeting opened at 7:00 p.m. with a prayer led by Student Trustee Tokiwa.

1.2 Motions Adopted In-Camera

There were no motions adopted in-camera.

1.3 Information Received In-Camera

The following information was received in-camera:

Resignations

Rosa Stanlake resigned effective October 7, 2021. Nina Alexander will resign effective October 22, 2021.

Department Head

Rabia Ballan appointed as Department Head effective October 5, 2021.

Teacher Hiring

Melissa De Sousa hired as a probationary teacher effective October 4, 2021. Michaela Tokar hired as a probationary teacher effective October 12, 2021. Daniel D'Souza and Victoria Power hired as probationary teachers effective October 13, 2021. Martina Resko hired as a probationary teacher effective October 14, 2021. Ashley Acacio hired as a probationary teacher effective October 18, 2021.

2. **Approval of the Agenda**

#294/21

Moved by: B. Agnew

Seconded by: M. Duarte

RESOLVED, that the agenda be approved.

The Chair called for a vote on **#294/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa		
M. Duarte	V. Iantomasi		
N. Guzzo	H. Karabela		
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Bowie (non- binding)			
G. Masri Ahmar (non- binding)			
A. Tokiwa (non- binding)			

The motion **CARRIED**.

3. **Declarations of Conflict of Interest**

There were no conflicts of interest declared.

4. **Presentations**4.1 **Senior Staff Updates**

Trustees provided updates on the following:

- St. Clare of Assisi Virtual School
- Faith Day 2021
- Project SEARCH
- Sustainable Schools Report

5. Delegations

5.1 Supporting HCDSB's Diverse Student Body (K. Dickinson, I. McCombe)

A delegation regarding allowing non-Catholic students the ability to run for student trustee was presented.

5.2 Exams for HCDSB Secondary Students (M. Lourenco)

A delegation regarding exams for HCDSB Secondary Students was presented.

6. Approval of Minutes

6.1 Minutes of the October 5, 2021 Regular Board Meeting

#295/21

Moved by: T. O'Brien

Seconded by: M. Duarte

RESOLVED, that the minutes of the October 5, 2021 Regular Board Meeting be approved.

The Chair called for a vote on *#295/21*:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	V. Iantomasi	P. DeRosa	
M. Duarte	H. Karabela		
N. Guzzo			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Bowie (non- binding)			
G. Masri Ahmar (non- binding)			
A. Tokiwa (non- binding)			

The motion **CARRIED**.

7. Business Arising from Previous Meetings

7.1 Summary of Outstanding Items from Previous Meetings

The Summary of Outstanding Items from Previous Meetings was received as information.

8. Action Items

8.1 Response to Delegations

#296/21

Moved by: B. Agnew

Seconded by: N. Guzzo

RESOLVED, that the Director of Education and Secretary of the Board obtain a legal opinion specifically around the legalities of having non-Catholic student trustees on our Board of Trustees. Are there LEGAL implications for not allowing or conversely for allowing non-Catholic students to run for and possibly win a student trustee position at the HCDSB? The opinion should be sought from legal counsel not affiliated with OCSTA or our board to elicit the most objective opinion as possible.

BE IT FURTHER RESOLVED, that the legal opinion be brought back to the Board of Trustees no later than the next regularly scheduled board meeting (November 2, 2021).

The Chair called for a vote on **#296/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa		
M. Duarte	V. Iantomasi		
N. Guzzo	H. Karabela		
P. Murphy	T. O'Brien		
J. O'Hearn-Czarnota			
K. Bowie (non- binding)			
G. Masri Ahmar (non- binding)			
A. Tokiwa (non- binding)			

The motion **CARRIED**.

#297/21

Moved by: H. Karabela

Seconded by: P. DeRosa

RESOLVED, that the Halton Catholic District School Board request a staff report for the next regularly scheduled board meeting (November 2, 2021), about how students are currently being helped to develop exam-writing skills and for staff to outline final assessment plans, by course, for grade 11 and 12 courses.

On a point of order, the Chair ruled the motion was germane to the delegation.

#297/21 (AMENDMENT 1)

Moved by: J. O'Hearn-Czarnota

Seconded by: M. Duarte

RESOLVED, that the Halton Catholic District School Board request a staff report for the next regularly scheduled board meeting (November 2, 2021), **about how students are currently being helped to develop exam-writing skills and for asking staff to outline final assessment plans, by subject matter, course, for Grades 9,10,11 and 12. -grade 11 and 12 courses.**

The Chair called for a vote on **#297/21 (AMENDMENT 1 -yellow highlight)**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa		
N. Guzzo	M. Duarte		
K. Bowie (non- binding)	P. Murphy		
G. Masri Ahmar (non- binding)	V. Iantomasi		
A. Tokiwa (non- binding)	H. Karabela		
	T. O'Brien		
	J. O'Hearn-Czarnota		

The amendment was **DEFEATED**.

The Chair called for a vote on **#297/21 (AMENDMENT 1 - blue highlight)**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	V. Iantomasi		
N. Guzzo			
P. DeRosa			
M. Duarte			
P. Murphy			
H. Karabela			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Bowie (non- binding)			
G. Masri Ahmar (non- binding)			
A. Tokiwa (non- binding)			

The amendment **CARRIED**.

#297/21 (AMENDMENT 2)

Moved by: T. O'Brien

Seconded by: H. Karabela

RESOLVED, that the Halton Catholic District School Board request a staff report for the next regularly scheduled board meeting (November 2, 2021), about how students are currently being helped to develop exam-writing skills and for staff to outline final assessment plans, by subject matter, for the Grades 9,10, 11 and 12.

BE IT FURTHER RESOLVED, that the Board direct the Director of Education and Secretary of the Board to mandate a final exam for every secondary Math course, starting this quadmester.

The Chair called for a vote on **#297/21 (AMENDMENT 2)**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
T. O'Brien	B. Agnew		
	N. Guzzo		
	P. DeRosa		
	M. Duarte		
	V. Iantomasi		
	P. Murphy		
	H. Karabela		
	J. O'Hearn-Czarnota		
	K. Bowie (non- binding)		
	G. Masri Ahmar (non- binding)		
	A. Tokiwa (non- binding)		

The amendment was **DEFEATED**.

#297/21 (AS AMENDED)**Moved by:** H. Karabela**Seconded by:** M. Duarte

RESOLVED, that the Halton Catholic District School Board request a staff report for the next regularly scheduled board meeting (November 2, 2021), about how students are currently being helped to develop exam-writing skills and for staff to outline final assessment plans, by subject matter, for the Grades 9,10, 11 and 12.

The Chair called for a vote on **#297/21 (AS AMENDED)**, and it **UNANIMOUSLY CARRIED**.

8.2 Policy II-07 The School Day (Daily Sessions) - Elementary & Secondary (N. Guzzo)**#298/21****Moved by:** N. Guzzo**Seconded by:** M. Duarte

RESOLVED, that the Halton Catholic District School Board request accept the recommendation of the Policy Committee that Policy II-07 The School Day (Daily Sessions) - Elementary and Secondary, be approved.

The Chair called for a vote on **#298/21**, and it **UNANIMOUSLY CARRIED**.

8.3 Policy II-11 Daily Teacher Plans (N. Guzzo)**#299/21****Moved by:** N. Guzzo**Seconded by:** M. Duarte

RESOLVED, that the Halton Catholic District School Board request accept the recommendation of the Policy Committee that Policy II-11 Daily Teacher Plans, be approved.

The Chair called for a vote on **#299/21**, and it **UNANIMOUSLY CARRIED**.

9. Staff Reports**9.1 Milton Elementary French Immersion School Boundary Review Committee Recommendation (R. Merrick)**

Trustees updated on the recommendation of the School Boundary Review Committee (SBRC) for the Milton Catholic Elementary School Boundary Review to Accommodate French Immersion Expansion.

9.2 North Oakville No. 4 Catholic Elementary School Boundary Review Committee Recommendation (R. Merrick)

Trustees updated on the recommendation of the North Oakville #4 Catholic Elementary School Boundary Review Committee (SBRC).

9.3 Expansion of Elementary Community Classrooms (S. Balogh)

Trustees provided information on how the Community Living Class can be expanded to include more sites and students.

9.4 Destreaming Grade Nine Math (P. Daly)

The report addressed questions from a June 1, 2021 delegation.

10. Information Items**10.1 Student Trustees Update (K. Bowie, G. Masri Ahmar, A. Tokiwa)**

The pillars of Achieving, Believing and Belonging were shared.

10.2 School Update (P. Daly)

Director Daly provided a school update.

#300/21

Moved by: B. Agnew

Seconded by: M. Duarte

RESOLVED, that the meeting move past 11:00 p.m.

The Chair called for a vote on **#300/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa		
N. Guzzo			
M. Duarte			
V. Iantomasi			
P. Murphy			
H. Karabela			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Bowie (non- binding)			
G. Masri Ahmar (non- binding)			
A. Tokiwa (non- binding)			

The motion **CARRIED**.

10.3 Construction Report (R. Merrick)

An update on construction projects was provided.

11. Miscellaneous Information**11.1 Minutes of the September 14, 2021 Policy Committee Meeting**

Minutes from the September 14, 2021 Policy Committee provided as information.

12. Correspondence**12.1 Ministry Memos****12.2 HCDSB Student Senate****12.3 L. Silvestri****12.4 M. Lourenco**

Correspondence provided.

13. Open Question Period

No questions were submitted.

14. In Camera

There was no follow-up In-Camera session.

15. **Resolution re Absentees**

There were no absentees.

16. **Adjournment and Closing Prayer (V. Iantomasi)**

#301/21

Moved by: M. Duarte

Seconded by: T. O'Brien

RESOLVED, that the meeting adjourn.

The Chair called for a vote on **#301/21**, and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 11:18 p.m. with a prayer led by Trustee Iantomasi.

Secretary of the Board

Chair



BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
October 20, 2020	COVID-19 Related Financial Reporting	<p><i>BE IT RESOLVED, that the Board of Trustees direct the Secretary of the Board and Director of Education to provide an ongoing financial report of the past expenditures by HCDSB and all past, current and future funding received by HCDSB from different levels of government to effectively manage COVID-19 in the form of a quarterly financial report commencing on Nov 30, 2020 and reported to the Board at the December 15, 2020 Board meeting until such a time as the Ministry of Education removes all COVID-19 related protocols and guideline and all schools have returned to a conventional full time learning model.</i></p>	A. Lofts	Quarterly Report
April 26, 2021	Supporting Our Diverse School Community	<p><i>WHEREAS, many of our students, parents, caregivers, staff and community members identify as 2SLGBTQ+.</i></p> <p><i>WHEREAS, our strategic plan emphasizes that the well-being for all of our students and staff are met through a focus on equity and inclusion.</i></p> <p><i>WHEREAS, Pope Francis has told parents of 2SLGBTQ+ children that “God loves your children as they are” and “the church loves your children as they are because they are children of God.”</i></p> <p><i>WHEREAS, Mark 10:13-16 states “People were bringing little children to Jesus for him to place his hands on them,</i></p>	P. Daly	January 4, 2022

but the disciples rebuked them. When Jesus saw this, he was indignant. He said to them, "Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these. Truly I tell you, anyone who will not receive the kingdom of God like a little child will never enter it." And he took the children in his arms, placed his hands on them and blessed them."

WHEREAS, *there are students and staff within our Halton Catholic District School Board (HCDSB) community who identify with the 2SLGBTQ+ and*

WHEREAS, *we as a Board wish to ensure all the students and staff attending our schools and their families, know that we support and are welcoming of all students, staff and community members,*

BE IT RESOLVED *that the HCDSB create a shared understanding through mandatory training for senior staff (including Superintendents and board level Senior Managers/Chiefs of Programming) on the Catholic Social Teaching on loving and accompanying students who identify as 2SLGBTQ+, denominational rights and rights of students and staff under the Ontario Human Rights Code by the start of the 2021/ 2022 school year.*

BE IT FURTHER RESOLVED, *that the HCDSB create shared understanding through mandatory training on the Catholic Social Teaching on loving and accompanying students who identify as 2SLGBTQ+, denominational rights and rights of students and staff under the Ontario Human Rights Code in schools with Principals and VPs, Teachers,*

		<p>Chaplains, Early Childhood Educations, Educational Assistants, Special Education Staff (including Social Workers, Child and Youth Workers, Speech Pathologists, Special Education Resource Teachers, Psychology department, etc.) to be started in September of the 2021/ 2022 school year.</p> <p>BE IT FURTHER RESOLVED, that HCDSB staff raise awareness around Pride month, utilizing the guidelines the Institute for Catholic Education (I.C.E.) has provided to each board through the Directors of Education (Memo dated May 19, 2020) starting June 2021.</p> <p>BE IT FURTHER RESOLVED each school be mandated safe space signage, to ensure that students in the 2SLGBTQ+ community are supported throughout the entire school year.</p> <p>BE IT FURTHER RESOLVED that the Director of Education and Secretary of the Board ensure that the mandatory training is to be completed by the 2021/ 2022 school year if not sooner and provide an updated report on the progress to the Trustees at the first meeting in January 2022.</p>		
September 16, 2021	Indigenous, Equity and Human Rights Roadmap	<p>BE IT RESOLVED that the Director of Education and the Secretary of the Board direct staff to create an Indigenous Education Action Roadmap and a separate Human Rights & Equity Roadmap on the HCDSB website in regards to Equity initiatives. These initiatives include examples such as culturally responsive and relevant pedagogy by shining light on the allocation of budget to support learning on anti-racism and anti-oppression and</p>		January 2022

		<i>tackling discrimination to build on inclusive learning and tackling discrimination in the classroom. The end goal being that all staff, students, parents, and stakeholders of HCDSB will be consistently informed of all the internal happenings regarding, by January 2022.</i>		
September 16, 2021	Indigenous, Equity and Human Rights Roadmap	<i>BE IT FURTHER RESOLVED</i> , that HCDSB and its individual schools and staff deliberately seek out the voices of students from diverse social identities to guide decision-making, e.g. forming student advisory committees, allowing for more seats for students voices to be heard in HCDSB Sub-Committees, conducting roundtable discussions, conducting outreach to student clubs and organizations, to be implemented by the first quarter of the 2021-2022 school year.		First quarter of the 2021-2022 School Year
September 16, 2021	Indigenous, Equity and Human Rights Roadmap	<i>BE IT FURTHER RESOLVED</i> , that the School Resource Officer (SRO) program be reviewed to determine whether or not the program has fulfilled its mandate, by December 1, 2021.		December 1, 2021
September 16, 2021	Indigenous, Equity and Human Rights Roadmap	<i>BE IT FURTHER RESOLVED</i> , that staff continue to create and promote mental health resources catered specifically to the unique experiences of racialized and culturally diverse students. These resources will be presented in a staff report to Trustees at the December 21, 2021 Board meeting.		December 21, 2021

OUTSTANDING POLICY ITEMS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS



<p>North Oakville #4 Catholic Elementary School Boundary Review – School Boundary Review Committee Recommendation</p>	<p>Item 8.1</p>
<p>November 2, 2021</p>	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Achieving: Meeting the needs of all learners.**

Purpose

The purpose of this report is to update the Board on the recommendation of the North Oakville #4 Catholic Elementary School Boundary Review Committee (SBRC) and to obtain Board approval for the recommended boundary change.

Background Information

1. Information Report Item 10.9 “2019 Long-Term Capital Plan Update – Final Report” from the June 18, 2019 Regular Meeting of the Board.
2. Information Report Item 10.6 “North Oakville #4 Catholic Elementary School Boundary Review” from the May 4, 2021 Regular Meeting of the Board.
3. Staff Report Item 9.2 “North Oakville #4 Catholic Elementary School Boundary Review – School Boundary Review Committee Recommendation” from the October 19, 2021 Regular Meeting of the Board.

Additional background material including the options explored, presentations and minutes of the Advisory School Boundary Review Committee can be found online at:

<https://schoolplanning.hcdsb.org/north-oakville-4-catholic-elementary-school-boundary-review/>

Comments

In the [2019 Long-Term Capital Plan \(LTCP\)](#), the Board identified North Oakville East as one of the development areas in Oakville, containing approximately 12,600 residential units of varying densities. Additionally, the Board identified North Oakville #4 CES as the next elementary school required in the North Oakville community to address accommodation pressures at St. Gregory the Great CES. On October 20, 2020, the Ministry of Education approved funding for North Oakville #4 CES.

In accordance with [Board Policy No. I-29: School Boundary Review Process](#), and following the protocols of the *New Development/Holding Area Administrative School Boundary Review Process*, based on Section 4.2 of [Administrative Procedure VI-88: School Boundary Review Process](#), staff initiated a School Boundary Review Process on May 4, 2021, for St. Gregory the Great CES to establish a school boundary for the new North Oakville #4 CES.



As part of the initiation of the School Boundary Review Process, an advisory School Boundary Review Committee was created. The School Boundary Review Committee consisted of parent representation from St. Gregory the Great CES. A list of the School Boundary Review Committee members is provided in Appendix A.

The goals of the boundary review were to:

- Review the school attendance boundaries for St. Gregory the Great CES to establish school boundaries for North Oakville #4 CES; and,
- Complete the review with implementation to take effect for September 2022, before capacity is exceeded at St. Gregory the Great CES, and to ensure that elementary students from the North Oakville new development area are directed to their home school, North Oakville #4 CES, once it opens for the 2022-2023 school year.

School Boundary Review Milestones

From June 28, 2021 to September 29, 2021, the School Boundary Review Committee met through two (2) virtual committee meetings. In addition, one (1) Virtual Public Information Meeting and a Public Feedback Survey was presented to the community through virtual methods during this time to gather feedback on the recommended boundary proposed by the Committee.

Table 1: School Boundary Review Completed Tasks

ACTIONS	DATE
Board Information Report – SBRC Initiation Report	May 4, 2021
Inaugural SBRC Working Meeting #1	June 28, 2021
Public Information Meeting & Public Feedback Survey	September 15, 2021
SBRC Working Meeting #2	September 29, 2021
Staff Report – SBRC Recommendation	October 19, 2021
Public Delegations	November 2, 2021
Action Report – SBRC Recommendation	November 2, 2021

North Oakville #4 Catholic Elementary School Boundary Review Process

As part of the School Boundary Review Committee review process, the committee reviewed various new school boundary options for North Oakville #4 CES and adjusted school boundaries for St. Gregory the Great CES. The Committee felt that Option 2 met the [six school boundary review criteria](#) and recommended that this option be shared with the community for public feedback. A map of the SBRC recommended school boundaries for North Oakville (identified as Option 2 during the boundary review process) is provided in Appendix B.



Public Feedback Comments and Concerns

On September 15, 2021, the Board hosted a virtual Public Information Meeting on the SRBC recommended option. Following the meeting, a public feedback survey was made available to the community. In addition, opportunities to submit questions to Board staff and School Boundary Review Committee parent representatives were available to members of the public throughout the Virtual Public Information Meeting and feedback survey time periods. The feedback received from the community is available through the [North Oakville #4 Catholic Elementary School Boundary Review website](#).

Feedback received through the Virtual Public Information Meeting indicated that overall, 66% of respondents supported the SBRC recommended boundary change, 6% of the respondents were neutral to the boundary change, and 29% were opposed to the boundary change.

Conclusion

The recommendation of the School Board Review Committee is to proceed with the boundary change to redirect the areas of North Oakville bounded by Sixth Line to the west, Dundas Street East to the south, Highway 407 to the north, and Ninth Line to the east, and as identified by patch numbers in the resolution below, from St. Gregory the Great CES to North Oakville #4 CES. A map of the new school boundaries for North Oakville #4 CES and St. Gregory the Great CES is provided in Appendix B. The boundary change is to take effect for September 2022 in anticipation of the opening of the new North Oakville #4 elementary school.

Students attending Grade 7 at St. Gregory the Great CES in the 2021-2022 school year, and who live within the new North Oakville #4 CES boundary will be grandfathered for the 2022-2023 school year.

Recommendation

The following recommendations are presented for Trustee consideration and approval:

Resolution#:	<i>Moved by:</i>
	<i>Seconded by:</i>
RESOLVED , that the Halton Catholic District School Board direct staff to implement the SBRC recommended boundaries for the 2022-2023 school year for St. Gregory the Great CES and North Oakville #4 CES, whereby these changes shall have the effect of altering existing attendance areas by:	
1. Re-directing patch Z14, Z15, Z16, Z24, Z25, Z26, Z27, Z28, Z29, Z30, Z31, Z32, Z33 from St. Gregory the Great CES to North Oakville #4 CES.	
RESOLVED , that students attending Grade 7 at St. Gregory the Great CES in the 2021-2022 school year and live within the new North Oakville #4 CES boundary be grandfathered for the 2022-2023 school year.	



Report Prepared by: D. Gunasekara
Planning Officer, Planning Services

B. Vidovic
Senior Manager, Planning Services

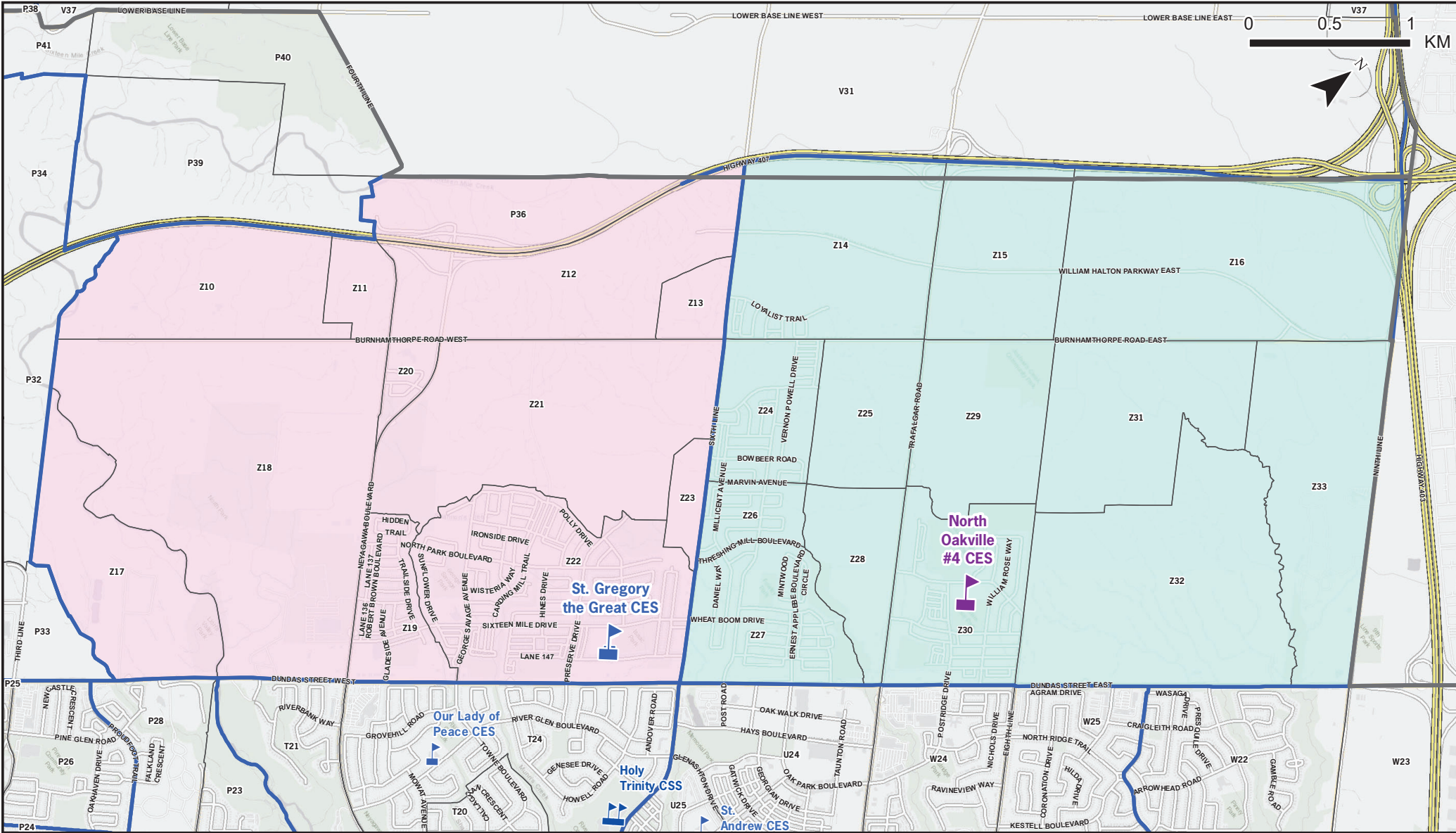
Report Submitted by: R. Merrick
Superintendent, Facility Management Services

Report Approved by: P. Daly
Director of Education and Secretary of the Board

School Boundary Review Committee (SBRC) Members

North Oakville #4 Catholic Elementary School Boundary Review

Parent Representatives	St. Gregory the Great CES	Cherish de la Cruz
		Tosin Oyebola
Board Staff	Superintendent of Education	Emi Bakaic
	Superintendent, Facility Management Services	Ryan Merrick
	Administrative Assistant, Facility Management Services	Donna Sayers
	Senior Manager, Planning Services	Branko Vidovic
	Planning Officer, Planning Services	Dhilan Gunasekara
	Planning Officer, Planning Services	Kathie Panzer



HALTON CATHOLIC DISTRICT SCHOOL BOARD **SBRC Recommended Boundary for North Oakville Community**
 2022-2023 School Year
 Town of Oakville

- North Oakville #4 CES
- St. Gregory the Great CES

The district board and its members are not liable for any errors or omissions in this map. The district board and its members are not responsible for any damage or loss resulting from the use of this map. The district board and its members are not responsible for any damage or loss resulting from the use of this map. The district board and its members are not responsible for any damage or loss resulting from the use of this map.



Proposed 2022 Facility Renewal Projects	Item 9.1
November 2, 2021	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Achieving: Meeting the needs of all learners.**

Purpose

To introduce the proposed 2022 facility renewal projects and seek approval to proceed.

Background Information

Staff presented the Long-Term Capital Plan (LTCP) as Information Report Item 10.3 at the May 4, 2021, Regular Meeting of the Board. The goal of the LTCP was to present a comprehensive school accommodation plan, along with school renewal requirements to improve school facility conditions throughout the board. The renewal portion of the plan focused on a 5-year planning window (2021-2025) and created guidelines to help determine locations that would benefit from enhancements to facility conditions.

Comments

For 2022, it is proposed that renewal needs be addressed in the following seven categories:

- **Energy Efficient Lighting Systems** – The current fluorescent lighting systems in certain schools are nearing the end of their useful life cycle and will be upgraded to a more energy efficient LED lighting system. LED lighting upgrades can involve lamp and electrical system replacements, or when combined with a full lighting controls package, including daylight sensors and central monitoring, can further optimize the efficiency of a school’s lighting system. The energy savings from LED lighting systems will directly result in operational cost savings for electricity expenditures.
- **Mechanical Systems** - Heating, ventilating, and air-conditioning (HVAC) systems are a vital component of the school learning environment. Renewing HVAC systems throughout the Board will reduce mechanical breakdowns and maintain indoor air quality and comfort. Wherever possible, the new HVAC systems will be upgraded with more energy efficient equipment to help reduce operating expenses.



- **School Refresh** - The Board has many schools that were constructed pre-2000 that now appear dated with many wear and tear items that need to be addressed as they near the end of their useful lifecycles. School Refresh projects seek to update building components to bring the school up to the Board's latest building standards. Exterior doors, lockers, washroom partitions, wall tiles, flooring, stair treads, painting, asphalt, concrete and cladding repairs are some of the items captured by school refresh projects. The scope of the school refresh work at each school will be determined based on the individual needs of the school/site.
- **Window Replacement** – Operable windows allow for additional ventilation within classrooms and are an important component of the building's energy efficiency. Windows that are no longer operable or are sources of water infiltration will be replaced to improve the building's comfort levels for the occupants and the overall energy efficiency.
- **Roof Replacement** – A weather-tight roofing system is an integral component of a school building to ensure a safe indoor environment that supports learning. Water infiltration through a roof can lead to extensive structural damage to a school building and potentially result in mold issues. A full assessment of the Board's facilities roofing systems was completed in 2019, and the consultant's recommendations have been considered in identifying roof replacement projects.
- **Turf Replacement** – All of the Board's secondary schools have artificial turf playing fields. Some of these fields appear weathered and need to be replaced. The existing artificial turf will be removed, allowing the base to be repaired, in preparation for the new artificial turf.
- **Track Replacement** – All of the Board's secondary schools have rubberized surfaces for track and field. Some of these surfaces appear weathered and need to be replaced. The existing track will be removed, allowing the base to be repaired, in preparation for the new rubberized track surface.

Board staff has identified several facility renewals projects for completion in 2022. Appendix 'A' summarizes the renewal projects proposed to be completed in 2022 and indicates the corresponding school location where the work will be completed. A description of the respective facility renewal projects at each identified school can also be found in Appendix 'A'.

Note that other facility renewal needs may arise during the remainder of the school year that require attention in the 2021-22 school year. Significant facility renewal projects to be added for summer 2022 will be presented to the Board for approval at a future meeting of the Board, if necessary.

Staff are at various stages of completing the scope of work for the proposed 2022 facility renewal projects and preparing the projects for competitive tender.

FUNDING:

All costs for the proposed 2022 facility renewal projects would be funded through the Board's available capital funding allocations and capital reserves. The Board currently has sufficient funds available to complete the proposed projects, with approximately \$14.5 million in available capital funding sources and the capital reserve to fund future school renewal projects.



Conclusion

Staff has identified a number of facility renewal projects that need to be completed in 2022. The estimated preliminary budget for the proposed 2022 facility renewal projects is \$6,750,000. Staff is in the process of preparing these projects for competitive construction tenders. It is proposed that construction work will occur during summer 2022, so that schools are ready for students and staff in September 2022.

Recommendation

The following resolutions will be presented for Trustee consideration and approval as an Action Report Item at the November 16, 2021, Regular Meeting of the Board.

<p>Resolution#:</p> <p>Resolved, that the Halton Catholic District School Board authorize staff to proceed with the proposed 2022 facility renewal projects.</p>	<p><i>Moved by:</i></p> <p><i>Seconded by:</i></p>
<p>Resolution#:</p> <p>Resolved, that the Halton Catholic District School Board authorize staff to expense funds from available capital funding and the capital reserve for the proposed 2022 facility renewal projects, and that the expenditures will not exceed \$6,750,000.</p>	<p><i>Moved by:</i></p> <p><i>Seconded by:</i></p>

Report Prepared by: C. Abrahams
 Senior Manager, Capital Projects
 S. Allum
 Manager, Energy and Environmental
 J. Duffield
 Manager, School Capital and Renewal

Report Submitted by: R. Merrick
 Superintendent, Facility Management Services

Report Approved by: P. Daly
 Director of Education and Secretary of the Board



APPENDIX “A”

School	Lighting Upgrade	Mechanical Systems	School Refresh	Window Replacement	Roof Replacement	Turf Replacement	Track Replacement	Estimated Preliminary Budget
Christ the King				X				\$ 650,000
Corpus Christi							X	\$ 300,000
Holy Rosary (Milton)	X	X	X		X			\$ 1,800,000
St. Ignatius of Loyola						X		\$ 700,000
St. John (Burlington)		X	X					\$ 1,300,000
St. Teresa of Calcutta					X			\$ 650,000
Sub Total								\$ 5,400,000
Contingencies (15%)								\$ 810,000
Professional Fees (10%)								\$ 540,000
Total								\$ 6,750,000



Christ the King Catholic Secondary School, Georgetown:

- The schools' windows are no longer fully operable and have been a source of water infiltration. Most of the windows will be replaced, increasing the energy efficiency of the building while also returning the windows to an operable state.

Corpus Christi Catholic Secondary School, Burlington:

- The schools' rubberized track surface, installed in 2008, has reached its expected lifespan and needs to be replaced. The old, rubberized track will be removed, allowing for repairs of the existing base and the installation of a new surface.

Holy Rosary Catholic Elementary School, Milton:

- Most of the roof was installed during school construction in 1999 and has surpassed its useful lifespan of 20 years. Without replacement of these roofing sections, maintenance costs will increase for both the roofing system and the resulting damage to the interior building spaces due to roof leakage. This project proposes the replacement of the entire roofing system of the school.
- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade the interior components of the school site. The upgrades will include the kindergarten classroom flooring, gymnasium flooring, lockers, and some painting.
- The current fluorescent lighting system at the school has exceeded its useful life span, which is resulting in higher maintenance repair costs as components. The lighting system will be replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and electricity consumption.
- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 1999 and have reached their 20-year useful life span. These units are susceptible to failure that could create uncomfortable learning spaces. Replacing all the heat pump units that have exceeded their life expectancy will allow the Board to take advantage of economy of scale pricing and prevent future extended disruptions to the learning environment.

St. Ignatius of Loyola Catholic Secondary School, Oakville:

- The artificial turf field was installed in 2010 and has reached its expected ten-year lifespan. The old turf will be removed, allowing for the base to be repaired and a new turf system will be installed.

St. John Catholic Elementary School, Burlington:

- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade the interior components of the school site. The upgrades will include the painting of common areas, gymnasium flooring, classroom doors, lockers, classroom flooring and some painting.
- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 1995 and have reached their 20-year useful life span. These units are susceptible to failure that could create uncomfortable learning spaces. Replacing all the heat pump units that have exceeded their life expectancy will allow the Board to take advantage of economy of scale pricing and prevent future extended disruptions to the learning environment.



- The school's boilers were installed in 1995, have surpassed their useful life span and are in need of replacement. The current boilers need to be replaced with modern, high efficiency boilers to help reduce maintenance and energy costs.

St. Teresa of Calcutta Catholic Elementary School, Oakville:

- The roof was installed during school construction in 1999 and has surpassed its useful lifespan of 20 years. Without replacement of these roofing sections, maintenance costs will increase for both the roofing system and the resulting damage to the interior building spaces due to roof leakage. This project proposes the replacement of the entire roofing system of the school.



<p>Milton #10 Catholic Elementary School Boundary Review – School Boundary Review Committee Recommendation</p>	<p>Item 9.2</p>
<p>November 2, 2021</p>	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Achieving: Meeting the needs of all learners.**

Purpose

The purpose of this report is to update the Board on the recommendation of the Milton #10 Catholic Elementary School Boundary Review Committee (SBRC).

Background Information

1. Information Report Item 10.9 “2019 Long-Term Capital Plan Update – Final Report” from the June 18, 2019 Regular Meeting of the Board.
2. Action Report Item 8.4 “Milton Secondary School Boundary Review – Ultimate Boundary and Interim Accommodation Recommendations” from the November 17, 2020 Regular Meeting of the Board.
3. Information Report Item 10.5 “Milton #10 Catholic Elementary School Boundary Review” from the May 4, 2021 Regular Meeting of the Board.

Additional background material including the options explored, presentations and minutes of the Advisory School Boundary Review Committee can be found online at:

<https://schoolplanning.hcdsb.org/milton-10-catholic-elementary-school-boundary-review/>

Comments

In the [2019 Long-Term Capital Plan \(LTCP\)](#), the Board identified the Boyne Secondary Plan as one of the development areas in Milton, containing approximately 16,900 residential units of varying housing densities. Additionally, the Board identified Milton #10 CES as the next elementary school required in the Boyne community to address accommodation pressures at St. Scholastica CES. On July 23, 2020, the Ministry of Education approved funding for Milton #10 CES.

At the November 17, 2020, the Board approved the temporary use of the Milton #10 CES building as a holding school for the new St. Kateri Tekakwitha CSS (formerly Milton #3 CSS) until the secondary school building is complete.



In accordance with [Board Policy No. I-29: School Boundary Review Process](#), and following the protocols of the *New Development/Holding Area Administrative School Boundary Review Process*, based on Section 4.2 of [Administrative Procedure VI-88: School Boundary Review Process](#), staff initiated a School Boundary Review Process on May 4, 2021, for St. Scholastica CES to establish a school boundary for the new Milton #10 CES.

As part of the initiation of the School Boundary Review Process, an advisory School Boundary Review Committee was created. The School Boundary Review Committee consisted of parent representation from St. Scholastica CES. A list of the School Boundary Review Committee members is provided in Appendix A.

The goals of the boundary review were to:

- Review the school attendance boundaries for St. Scholastica CES to establish school boundaries for Milton #10 CES; and,
- Complete the review with implementation of school attendance boundaries to take effect for September 2022, before capacity is exceeded at St. Scholastica CES, and to ensure that elementary students from the Milton new development area are directed to their home school, Milton #10 CES.

School Boundary Review Milestones

From June 22, 2021 to October 13, 2021, the School Boundary Review Committee met through two (2) virtual committee meetings. In addition, one (1) Virtual Public Information Meeting and a Public Feedback Survey was presented to the community through virtual methods during this time to gather feedback on the recommended boundaries proposed by the Committee.

Table 1: School Boundary Review Completed Tasks

ACTIONS	DATE
Board Information Report – SBRC Initiation Report	May 4, 2021
Inaugural SBRC Working Meeting #1	June 22, 2021
Public Information Meeting & Public Feedback Survey	September 16, 2021
SBRC Working Meeting #2	October 13, 2021
Staff Report – SBRC Recommendation	November 2, 2021

Table 2: School Boundary Review Next Steps

ACTIONS	DATE
Public Delegations	November 16, 2021
Action Report – SBRC Recommendation	November 16, 2021

Milton #10 Catholic Elementary School Boundary Review Process

As part of the School Boundary Review process, the committee reviewed various school boundary options for Milton #10 CES and St. Scholastica CES. The Committee felt that Option 1 and Option 2 met the [six school boundary review criterias](#) and recommended that both these options be shared with the community for public feedback.



Public Feedback Comments and Concerns

On September 16, 2021, the Board hosted a Virtual Public Information Meeting on the two (2) SRBC preferred options. Following the meeting, a public feedback survey was launched to the community. In addition, opportunities to submit questions to Board staff and School Boundary Review Committee parent representatives were available to members of the public throughout the Virtual Public Information Meeting and feedback survey time periods. The feedback received from the community is available through the [Milton #10 Catholic Elementary School Boundary Review website](#).

Feedback received through the Virtual Public Information Meeting indicated that for Option 1, 40% of respondents supported the proposed boundary change, 14% of the respondents were neutral to the boundary change, and 45% were opposed to the boundary change. For Option 2, 17% of respondents supported the proposed boundary change, 21% of the respondents were neutral to the boundary change, and 62% were opposed to the boundary change. Additionally, 76% of respondents preferred Option 1 over Option 2. Both options presented to the community are available through the [Virtual Public Information Meeting webpage](#). Respondents were also given an opportunity to provide feedback through a comment section in the feedback survey. Based on the comment section feedback, the majority of comments received were not in opposition to the boundary changes, but to the use of holding schools until the Milton #10 CES building is available after St. Kateri Tekakwitha CSS students transfer to the new secondary school building.

At the School Boundary Review Committee meeting on October 13, 2021, Committee members agreed that the use of a holding school was more of a concern to the community than the actual school boundaries presented. At this meeting, the Committee considered the public feedback for both boundary Option 1 and boundary Option 2, and recommended proceeding with boundary Option 1 for Trustee consideration and approval.

Conclusion

The recommendation of the School Boundary Review Committee is to proceed with the boundary change, as presented in boundary Option 1, to redirect the areas of the Boyne community bounded by Regional Road 25 to the west, Britannia Road to the south, Louis Saint Laurent Avenue to the north, and James Snow Parkway South to the east, and as identified by patch numbers in the resolution below, from St. Scholastica CES to Milton #10 CES. A map of the new school boundaries for Milton #10 CES and St. Scholastica CES is provided in Appendix B. The boundary change is to take effect for September 2022 and will alleviate enrolment pressures at St. Scholastica CES due to residential development and the expanding French Immersion program.

Due to the Milton #10 CES building being used temporarily as a holding school for St. Kateri Tekakwitha CSS students for the 2022-23 and 2023-2024 school years, JK-Grade 7 students in the Milton #10 CES catchment in the 2022-2023 school year and JK-Grade 8 students in the Milton #10 CES catchment in the 2023-2024 school year may be directed to a holding school temporarily until the Milton #10 CES building is available for students. Understanding that there is a lack of available classroom space at existing elementary schools in the Town of Milton, staff will determine a location



to hold Milton #10 CES students in the interim. Staff is actively looking at elementary accommodation options at this time.

Students attending Grade 7 at St. Scholastica CES in the 2021-2022 school year, and who live within the new Milton #10 CES boundary will be grandfathered for the 2022-2023 school year.

Draft Recommendation

The following draft recommendations are submitted for Trustee consideration and approval:

Resolution#:

Moved by:

Seconded by:

RESOLVED, that the Halton Catholic District School Board direct staff to implement the SBRC recommend boundaries for the 2022-2023 school year for St. Scholastica CES and Milton #10 CES, whereby these changes shall have the effect of altering existing attendance areas by:

1. Re-directing patch V50, V56, V58 and V59 from St. Scholastica CES to Milton #10 CES.

RESOLVED, that students attending Grade 7 at St. Scholastica CES in the 2021-2022 school year and live within the new Milton #10 CES boundary be grandfathered at St. Scholastica CES for the 2022-2023 school year.

Report Prepared by:

K. Panzer
Planning Officer, Planning Services

D. Gunasekara
Planning Officer, Planning Services

B. Vidovic
Senior Manager, Planning Services

Report Submitted by:

R. Merrick
Superintendent, Facility Management Services

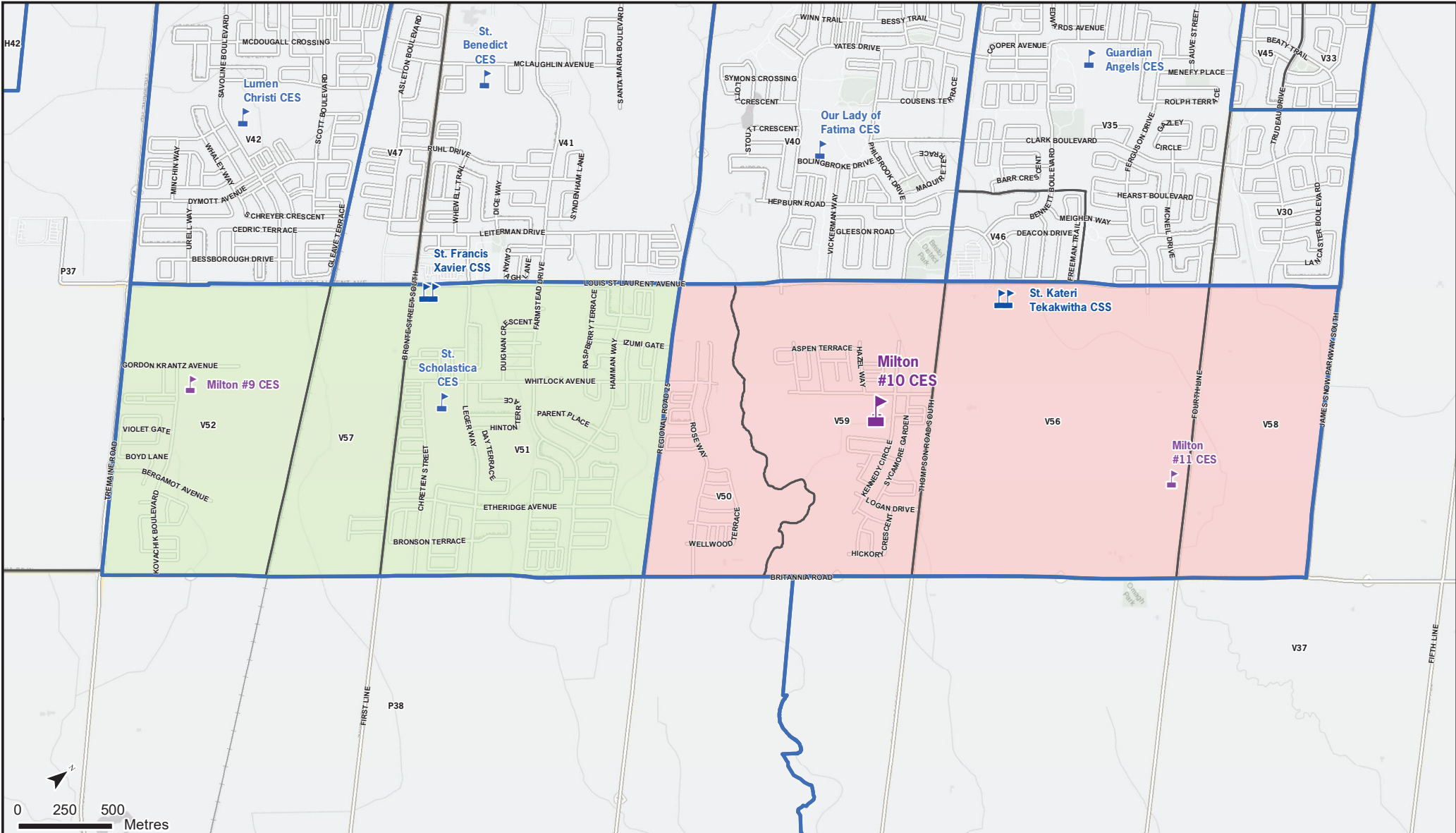
Report Approved by:

P. Daly
Director of Education and Secretary of the Board

School Boundary Review Committee (SBRC) Members

Milton #10 Catholic Elementary School Boundary Review

Parent Representatives	St. Scholastica CES	Rosie Ogang
		Elaine Cowan
Board Staff	Superintendent of Education	Emi Bakaic
	Superintendent, Facility Management Services	Ryan Merrick
	Administrative Assistant, Facility Management Services	Donna Sayers
	Senior Manager, Planning Services	Branko Vidovic
	Planning Officer, Planning Services	Dhilan Gunasekara
	Planning Officer, Planning Services	Kathie Panzer



SBRC Recommended Boundary for Milton #10 CES
Option 1
 Town of Milton

- Milton #10 CES
- St. Scholastica CES

The Service Board and its members are elected by the Regional Municipality of Halton and the Region of Waterloo on a non-partisan basis. The Board is responsible for the overall management and administration of the District School Board. The Board is responsible for the overall management and administration of the District School Board. The Board is responsible for the overall management and administration of the District School Board.



Student Trustees	Item 9.3
Tuesday, November 2, 2021	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Belonging: Embracing relationships & sustaining safe, welcome schools.**

Purpose

The attached legal opinion (to be added) is in response to the following motion adopted at the October 19, 2021 Regular Board meeting

RESOLVED, that the Director of Education and Secretary of the Board obtain a legal opinion specifically around the legalities of having non-Catholic student trustees on our Board of Trustees. Are there LEGAL implications for not allowing or conversely for allowing non-Catholic students to run for and possibly win a student trustee position at the HCDSB? The opinion should be sought from legal counsel not affiliated with OCSTA or our board to elicit the most objective opinion as possible.

BE IT FURTHER RESOLVED, that the legal opinion be brought back to the Board of Trustees no later than the next regularly scheduled board meeting (November 2, 2021).

A legal opinion is attached for Trustee information.

Report Prepared &
Submitted by:

Pat Daly
Director of Education and Secretary of the Board



Secondary School Assessment	Item 9.4
November 2, 2021	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Achieving: Meeting the needs of all learners.**

Purpose

The purpose of this report is to bring information to the Board of Trustees about Secondary Assessment and Evaluation practices which schools will be using this year to support student achievement.

Background Information

The Ministry of Education's Policy Document on Assessment and Evaluation, Growing Success, states that *'the primary purpose of assessment is to improve student learning'*. Growing Success further states that:

Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

For many years, it has been our practice in the Halton Catholic District School Board (HCDSB) for Subject Councils (made up of Department Heads, Principals, Vice-Principals, Superintendents, and Curriculum Consultants) to meet to determine the format of final assessments and to ensure consistency across the system. In early September, Subject Councils met to determine the format of the final assessment for each course for the 2021-22 school year.

Each Subject Council determined the format of their final evaluation which would be in the best interests of students and allowed students to best demonstrate their knowledge and skills in their subject areas, while also preparing students for future courses and pathways.



Summary of Final Assessments Gr. 9 – 12

Subject Area	Format of Final Assessment
Arts	Culminating Performance Task
Business	Culminating Performance Task
Canadian and World Studies	Culminating Performance Task
English/Moderns	Culminating Performance Task
Mathematics	Culminating Performance Task
Physical Education	Culminating Performance Task Note: PSE4U – Grade 12 Anatomy will be having a written exam in addition to a Culminating Performance Task
Science	Culminating Performance Task
Religious Education	Culminating Performance Task
Technological Education	Culminating Performance Task

Schools have been working diligently and collaboratively to create quality Culminating Performance Tasks to engage students and best evaluate their knowledge and understanding of overall expectations for a course.

In addition, students in all Grade 11 and 12 University, College, and University/College courses will have the opportunity to participate in timed assessments and receive feedback.

What is a Culminating Performance Task?

- Culminating Performance Tasks allow students to demonstrate achievement of Overall curriculum expectations.
- Key characteristics:
 - Relate to several or all achievement chart categories
 - Interesting and engaging for all students
 - Open-ended tasks to allow all students to achieve
 - Opportunity to integrate prior knowledge and skills
 - Real world, relevant and authentic
 - Allows for choice on the part of the student

Examples of Culminating Performance Tasks in HCDSB:

- Combination of closed and open-book assessments, including a variety of knowledge questions as well as problem-solving open-ended tasks
- Use of portfolios to represent a student's best work, including an opportunity to reflect and revise their work
- Creative projects that allow students to connect life experiences to course content: e.g., Scripture, Catholic Social Teachings, decision-making, moral development



- Lab-based activities, having students collect, analyze and interpret data and think and respond critically based on information they have learned throughout the course, and connecting to larger societal issues
- Participation in a debate, involving student collaboration, research, and student voice
- Presentations involving development of a thesis, guided analysis and reflection
- Problem-solving, open-ended tasks which students complete individually but also have opportunities to collaborate

Test Taking Strategies and Study Skills

Across the system, teachers have been working to with students to teach study skills and test-taking skills to prepare students for future courses.

Examples of how Study Skills are being taught:

- Sharing research and strategies around the importance of studying over time instead of “cramming”, including scheduling, chunking and prioritization with the end deadline in site
- Explicit teaching of memorization
- Focus on metacognition (reflecting on ourselves as learners), including habits and skills required to be successful and avoid distractions
- Stressing the importance of staying organized and time management
- Reviewing rubrics and success criteria before each task, and how to prepare review sheets before assessments
- Teaching reading and writing strategies and skills (e.g., effective highlighting and notation)
- Effective note-taking lessons (e.g., Cornell notetaking)

Examples of how Test-Taking Strategies are being taught:

- Lessons on how to respond to questions using support, and how to construct responses without repetition of ideas
- Demonstrating to students how to answer multiple choice questions and sharing effective strategies (e.g., using process of elimination, start with the answer and work backwards, answer the question before looking at the answers)
- Modelling during class the characteristics of a strong written/oral response to long-answer test questions
- Teaching students to identify the type of question that is being asked, and how to respond effectively (e.g., factual, predictive, analytical, application)
- Formative (practice) quizzes/tests/labs which are taken up as a class

Timed Assessments

As noted above, students in all Grade 11 and 12 University, College, and University/College courses will have the opportunity to participate in timed assessments and receive feedback. Examples of these types of assessments include:

- Tests and quizzes, including multiple-choice questions, and short and long answer questions, in both paper/pencil and online formats



- Lab activities
- Written responses (e.g., opinion piece, demand essay)

Conclusion

The HDCSB will continue to work with teachers to ensure that quality assessment and evaluation practices are used in our Secondary schools, and that students receive feedback to improve their learning, and prepare them for future pathways.

Report Prepared by: J. Crowell
Superintendent of Education, Curriculum Services

Report Submitted by: J. Crowell
Superintendent of Education, Curriculum Services

Report Approved by: P. Daly
Director of Education and Secretary of the Board



Regular Board Meeting

Information Report

Student Trustees Update	Item 10.1
November 2, 2021	

Alignment to Strategic Plan

This report is linked to the strategic priorities:

Achieving: Meeting the needs of all learners

Believing: Celebrating our Catholic faith & aspiring to be models of Christ

Belonging: Embracing relationships & sustaining safe, welcoming schools

Achieving:

At our October Regular Senate Meeting, our Senators from across the board signed up to join our standing committees for the year. As well, our committee chairs were elected. We would like to congratulate all the chairs and co-chairs who were elected to lead. There currently stands:

- 13 senators on the Environmental Stewardship Committee,
- 3 on the Catholic Faith in Action Committee,
- 18 on our Student Well-Being Committee,
- 18 on the Student Achievement and Leadership Committee,
- 10 on the Special Education Committee, and
- 17 on our Equity and Inclusion Committee,

which we believe highlights the concerns of our senators for the year.

The final draft of the Student Senate Constitution was also sent out to all senators and has been adopted for the remainder of the year. This document has been attached (Appendix A) for trustees' information.



Our secondary students are hard at work preparing for their final assessments, many of which are already in process. As this quadmester comes to a close, stress levels on students and staff are high, and many are looking forward to quadmester two.

Believing:

As liturgies and masses are starting to happen in school virtually and in-person, we are reminded about the great gifts that our faith gives us. These are also a great reminder to be grateful that we are all safe and able to attend liturgies and masses which connect us closer to Christ. Many schools around our board are having food drives to help people that are in need in our communities, some schools have even made it a competition to see which grade can get the most cans.

Belonging:

Our student senators and lead senators were asked to participate in a review of Policy No. II-39 Progressive Discipline & Safety in Schools. They, along with other students from their schools selected by lead senators, will be participating in this discussion this week to help to provide a student perspective on the policy.

Additionally, the Student Senate has been discussing a potential new initiative geared towards our elementary schools surrounding equity and inclusion, in conversation with the Equity and Inclusive Education Steering Committee. However, this project is still in the conception phase.

Most recently, the main concerns we've received from the Student Senate consist of:

- A decline in student mental health as the year progresses
- Disinterest and a lack of engagement in our schools
- An increased use of hate speech and discriminatory language by students
- Issues with connection and wi-fi in our schools
- Lunches being too short for students to safely leave the school

When we asked our senators to rate the level of community engagement in their schools, the highest answer was a 3/10.

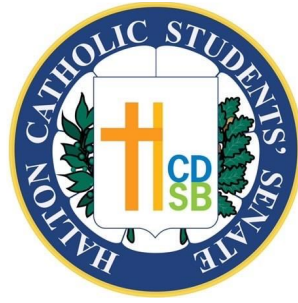


Report Prepared & Submitted by: K. Bowie
Student Trustee, Oakville

G. Masri Ahmar
Student Trustee, Burlington

A. Tokiwa
Student Trustee, North Halton

Report Approved by: P. Daly
Director of Education and Secretary of the Board



THE CONSTITUTION OF THE HALTON CATHOLIC DISTRICT SCHOOL BOARD STUDENT SENATE

As framed by:

**Malika Bhambra, Davin Caratao, Dylex Suan,
Nicholas Gubert, Kristen Kelly, and Joseph Roshdy**

XI.XXIV.MMXX

Preamble

The Halton Catholic District School Board Student Senate (“The Senate”, “Student Senate”, “Senate”) is a non-governmental student leadership organization whose aim is to further the interests of students, elect the Student Trustees, and advise the Student Trustees in their advocacy and initiatives.

The Senate’s membership is drawn from Halton Catholic District School Board (“HCDSB”, “Halton Catholic”) secondary students.

The Senate is dedicated to improving the student experience and wellbeing in the HCDSB by advancing the following principles. Senate espouses the values of *Achieving, Believing, and Belonging* in all of its endeavours. Specifically, the Senate aims to execute Board initiatives, be the voice on student issues at the Board-level, and increase student engagement and advocacy.

In pursuing these objectives, the Senate strives to provide an open and democratic structure in which all of its members and HCDSB students can obtain information regarding Board and Provincial mandates, policies, and so forth. Ultimately this information will be conveyed by the Student Trustees to the Senate who will in turn convey information to their respective school communities.

This Constitution sets forth the structure and aims of the Senate and is the document by which it is governed.

Order of Precedence

The Halton Catholic District School Board Secondary Student Senate has rules under which it is required to operate. There are five separate types of regulations:

- 1) Provincial Legislation and Board Policy
- 2) the Constitution,
- 3) the By-laws,
- 4) the Policies,
- 5) the Motions which are passed by the General Assembly

The Constitution consists of a number of Articles and is the second-most binding document of all those listed above, and the first which can be directly changed by students and members of the Senate. The Constitution contains the most foundational tenets of the Senate, clarifying and expanding on the mandate mentioned by the aforementioned laws. It states the aims of the Senate,

who the members of the Senate are, how the Senate is organized, and the actions it may take. It explains how policies and motions are enacted and amended as well as how the Constitution itself is amended.

By-laws instruct how the Senate will function within meetings. They are procedural and operational guides for the Senate. Whenever there is no formally stated by-law, the chair overseeing the meeting will ensure the agenda is followed and Senators maintain decorum.

The individual Policies passed during Regular Senate Meetings are the legislation of the Senate. Such legislation must not conflict with the Constitution, and must align with the values of the Senate.

Motions are given the lowest priority of any type of rule of the Association. They are formal requests of the Senate to the Student Trustees to enact change or address an issue during Meetings of the HCDSB.

If there is any contradiction between any two written clauses, the most recent clause will have precedence over the other.

THE CONSTITUTION OF THE HALTON CATHOLIC DISTRICT SCHOOL BOARD STUDENT SENATE

This document shall be the Constitution of the Student Senate and shall take precedence before any and all motions and internal policies enacted by the Halton Catholic District School Board Student Senate.

ARTICLE I - THE SENATE

Name

1. The Organization shall be known as the HCDSB Student Senate and shall act as a representative and advocacy body for all students enrolled in the HCDSB.

Affiliation

2. The Student Senate is affiliated with the Halton Catholic District School Board and is responsible to the Superintendent of Student Success of that Board.

3. The Student Senate is affiliated with all secondary schools of the Halton Catholic District School Board.

ARTICLE II - AIMS OF THE SENATE

Mission Statement

4. The purpose of the Student Senate is to effectively represent and advocate on behalf of Halton Catholic students before the Board, community organizations and the public. The Student Senate is an assembly for representing and furthering the student vision for the HCDSB. Its members, Student Senators, liaise between the Student Trustees and the remainder of the students in the board.

Values of Senate

5. The Student Senate must strive, in all its practices, policies, and motions, to exemplify the following values:

- (1) Achieving - Meeting the needs of all learners, and continuously striving for the achievement of excellence in all our work. Attempting to enrich the educational experience of our diverse students.
- (2) Believing - Celebrating our Catholic Faith and aspiring to be models of Christ. Members of the Senate are called to live out Gospel values and promote Catholic Social Teachings, and to always respect the dignity of the human person.
- (3) Belonging - The Senate will strive for equitable and diverse representation of students, and foster an inclusive environment throughout the Board.

- (4) Servant-Leadership - The Senate will facilitate the various ambitions, needs, and grievances of students through diverse and innovative services and initiatives. Senators act as servant-leaders amongst their peers.
- (5) Accountability - The Senate will provide transparent communication to the Students of the Board.
- (6) Democracy - The Senate is a democratic institution which accurately reflects the voices and desires of Students.
- (7) Solidarity - The Senate will unify and seek the common good of all students.

ARTICLE III - INTERPRETATION AND DEFINITIONS

Definitions

6. In this Constitution, the definition of any word shall be that contained in The Oxford Dictionary, latest edition, except the following:

- (1) "HCDSB" means the Halton Catholic District School Board
- (2) "Member" means all Advisors, Student Senators, Home Senators, or Student Trustees of the Senate.
- (3) "Observers" means any invited guests of the Senate.
- (4) "School" means a Secondary School in the HCDSB.
- (5) "Student" means a student in attendance of any HCDSB schools.
- (6) "Student Senate" or "Senate" means the Halton Catholic District School Board Secondary Students' Senate.
- (7) "Student Senator" means any and all members of the Student Senate.
- (8) "Student Trustee" means the pupil representatives, elected by the Student Senate, as per s.55 of the *Education Act, 1990*.

ARTICLE IV - MEMBERSHIP OF THE STUDENT SENATE

Members

7. All the following may be counted as members of the Student Senate:

- (1) System-Level Senators
- (2) Home Senators
- (3) Lead Senators
- (4) The Secretary of the Senate
- (5) Student Trustees

7.1 Of which all excepting the Student Trustees and Home Senators may be counted as Voting Members,

7.2 Of which all are Members Privileged to Move and Second.

Student Senators

8. Students of the HCDSB may be designated, for the duration of a school year, representatives of a school to the Student Senate, by the Student Trustees of the same year. All student representatives of the HCDSB Secondary Schools are members of the Student Senate and may be called "Student Senator" or "Senator". These Student Senators may be either

- (1) appointed by the Student Trustees of the respective year, or
- (2) elected by the student body of their respective schools

8.1 Student Senators are encouraged to collaborate and liaise with other student leadership groups within their respective schools.

Home Senators

9. Students of the HCDSB may be designated, for the duration of the school year, "Home Senators" by the Student Trustees of the same year. They are co-equal with System-Level Senators except without the duty of attending regular senate meetings and without the privilege of a vote, unless they are voting in the place of an absent System-Level Senator.

Senatorial Delegation and Lead Senators

10. The collectivity of all Senators from any one school of the Board may be called a Senatorial Delegation.

11. There shall be between one and two Student Senators, selected by consensus among the Senatorial Delegation, to be Lead Senators. The Lead Senators shall organize and manage the Senatorial Delegation of their respective schools, and may take on additional duties as declared by the Student Trustees.

Mandate and Responsibilities of Senators

12. System-Level Senators must attend all Regular Meetings of the Student Senate, and the Electoral College of the Student Senate. Home Senators may attend Regular Meetings in the absence of a System-Level Senator.

13. Senators shall represent the interests of the students of the school they represent, and must strive to uphold the values of the Student Senate.

14. Senators shall liaise and link the proceedings of the Student Senate with the concerns of their schools' students, and execute Senate initiatives at their own schools. They shall promote and further the profile of the Senate in their respective schools.

15. Every Senator must have good standing in attendance, academics, and the promotion of student voice.

16. Each school's Senatorial Delegation will have for themselves an Advisor within their school, who may direct them to fulfill various other acts and initiatives pertaining to student leadership.

Secretary and Media Representative to the Senate

17. The Executive Council may, on the advice and consent of the Senate, appoint any Member of the Senate to be the Secretary to the Senate and appoint any Member of the Senate to be Media Representative to the Senate. The Secretary shall take meeting minutes and advise Trustees of the proper procedures in accordance with this Constitution and the Policies passed by the Senate.

Observers

18. Student Groups within the Region of Halton may be invited to meetings as Observers..

Organizations may include:

- (1) Student Councils of the Schools of the HCDSB
- (2) Student Leadership Clubs of the Schools of the HCDSB
- (3) Elementary Schools of the HCDSB
- (4) The Student Senate of the HCDSB's coterminous board, the Halton District School Board's Student Senate.

19. Observers have the right to speak and inquire at Regular Meetings of the Senate.

Disqualification and Dismissal

20. A Senator is disqualified from their Office if:

- (1) They cease to be a student of the HCDSB, or;
- (2) They fail to attend any three Regular Meetings of the Student Senate, without fair reason and warning, or;
- (3) They no longer attend the school which they were designated to represent.

21. Senators may be dismissed by the Advisors of the Student Senate, with the advice and consent of the Student Trustees, who have been found to:

- (1) Act in contravention of the values of the Student Senate, as outlined in Art. II s. 5 of this Constitution, or;
- (2) Fail to uphold their duties as outlined in Art. IV s. 12-15 of this Constitution, or;
- (3) Any of the following:
 - a. Gross violation of Board or School Codes of Conduct,
 - b. Suspension or Expulsion from the Board or any of its Schools,
 - c. Any offence under the *Criminal Code of Canada*.

ARTICLE V - ORGANIZATION OF THE STUDENT SENATE

The Advisors of the Student Senate

22. There shall be no fewer than one Staff Advisor for the Student Senate, chosen by the Board, who shall be a staff member of the HCDSB.

23. There shall be an Advisor in attendance of every Regular Meeting of the Student Senate. They shall ensure adherence to the Constitution and the proper decorum of Senators. They shall direct and advise Senators and Trustees wherever appropriate.

The Student Trustees of the Student Senate

24. The Executive Body of the Student Senate shall comprise the current Student Trustees of the Halton Catholic District School Board.

25. The Student Trustees shall undertake all administrative work of the Student Senate, with the assistance and counsel of the Advisors. Most importantly, the Student Trustees will prepare the Agenda for the Regular Meetings of the Senate three days in advance. The Co-Chairs of the Senate are the current Student Trustees.

26. The Student Trustees report to the Senate as a whole and should take direction from them wherever possible.

27. The Student Trustees act as a link between the Board and the Senate.

The Executive Council of the Student Senate

28. The Executive Council of the Student Senate shall consist of the current Student Trustees, as well as all Lead Senators of each Senatorial Delegation within the Student Senate.

29. The Executive Council shall serve as a primary channel of communication between Student Senators and the Student Trustees to inform them of any concerns regarding the operation or performance of the Student Senate.

30. A primary concern for the Executive Council shall be the implementation of legislative action taken by the Senate within each individual Senatorial Delegation.

The General Assembly of the Student Senate

31. The General Assembly of the Student Senate is a forum that consists of all Student Senators.

32. Each school shall not have more than eight System-Level Senators representing them within the General Assembly.

33. The General Assembly is the primary advisory body of the Student Trustees.

34. The General Assembly is the primary advocacy group of Students in the HCDSB.

Committees to the Student Senate

35. There shall be permanent, or Standing Committees, of the Student Senate. They shall deliberate and propose solutions and actions to be taken by Senators and Student Trustees, in their respective roles. Their members shall be Student Senators, and every Student Senator (with the exception of the Executive Council) should join one of the Standing Committees. The Standing Committees are as follows:

- (1) Environmental Stewardship Committee,
- (2) Catholic Faith in Action Committee,
- (3) Student Well-Being Committee,
- (4) Student Achievement and Leadership Committee,
- (5) Special Education Committee, and;
- (6) Equity and Inclusion Committee.

35.1 Review of the standing committees will take place on an annual basis.

36. Standing committees shall be chaired by one or two Student Senators as determined by the committee, with the advice and consent of the whole Senate, by the second Regular Meeting of the Senate. They need not be Lead Senators, and ought to be only impassioned leaders in the field.

37. The Student Trustees may decide to form an *ad hoc* committee, as long as the scope of its functions is internal to this Senate and not in conflict with the mandate of any standing committee.

ARTICLE VI - MEETINGS OF THE SENATE

Regular Meetings of the Senate

38. The General Assembly of the Student Senate shall meet no fewer than three times per semester. These meetings are known as the Regular Meetings of the Senate. The dates shall be set by the Student Trustees.

38.1 Regular Meetings would ideally take place once in every month, excepting the months where Secondary Exams take place. The dates of the meetings should fall on the same Day of any month, and, wherever possible, avoid the dates of Regular Meetings of the Board, or Policy Committee Meetings of the Board.

39. Regular Meetings of the Senate shall be held in the various Secondary Schools of the Board, with minimal repetition between host locations. The Lead Senator or designate, Staff Advisor and regional Trustee will be responsible for the set-up of a room in that school for the General Assembly.

40. The Student Trustees shall serve as the co-chairs of any Regular Meetings of the Senate.

41. Guest speakers at Regular Meetings must be approved and vetted by the Advisors and Student Trustees.

Electoral Assembly of the Senate

42. The Senate shall meet, on a date in accordance with Board Policy, to elect three student trustees for each of the three regions of Halton. This special meeting of the Senate may be known as the Electoral Assembly. Motions, debates, or presentations that would normally take place during a Regular Meeting may not take place during the Electoral Assembly.

42.1 This Election must take place at St. Ignatius of Loyola Catholic Secondary School as long as the facilities are freely and readily available.

42.2 Every Senator who is not a Home Senator shall be an Elector or voting member for the purposes of the Electoral Assembly, unless they are replacing a System-Level Senator.

Committee Meetings

43. Standing or *ad hoc* Committees may meet during break-out sessions of the Regular Meetings of the Senate, or on an electronic meeting through Board-approved software.

ARTICLE VII - AMENDMENTS TO THE CONSTITUTION

Enacting Constitutional Amendments

44. This Constitution may be amended and amendments herein shall have the full force of the Constitution as originally written. Amendments can take place anytime within the regular school year with the exception of; the Senate meeting prior to the Student Trustee elections and or during the meeting in which Student Trustees are elected. The above holds true, as long as the amendments are in compliance with the below.

45. Any member of the Senate may move to propose an Amendment to the Constitution at any Regular Meeting of the Senate. The Student Trustees and Senate shall be informed of any proposals in writing, in advance from the Regular Meeting by four days.

46. Amendments to the Constitution may be passed according to a double-majority. Any Amendment will have the full force of this Constitution given that:

- (1) A simple majority of all Senators, excluding Members Abstaining, vote in favour of its addition to the Constitution.
- (2) A simple majority of all Schools' Senatorial Delegations represented in the Senate vote in favour of the Amendment's addition, representing more than half of the Secondary Student population of the Board.

46.1 If either requirement is not met, the Constitutional Amendment may still be passed given that:

- (1) Two-thirds of all Senators vote in favour of its addition to the Constitution.

Disallowing Constitutional Amendments

47. The Advisors of the Senate may, in consultation with the Student Trustees, disallow any Constitutional Amendment that runs grossly contrary to the Principles and Values of this Student Senate and or the HCDSB.

ARTICLE VIII - BY-LAWS AND MOTIONS

Enactment and Nature of By-Laws

48. Any member of the Senate, excepting Observer Members, may move to edit the bylaws at any Regular Meeting of the Senate. The Executive Council and Senate shall be informed of any proposals in writing, advance from the Regular Meeting by four days.

49. Bylaws describe the proper procedure and functioning of the Student Senate.

49.1 A Bylaw may be enacted at any meeting the Senate by a simple majority of all members voting

49.2 A Bylaw shall be effective immediately upon enactment by Senate

49.3 Amendments to Bylaws shall be enacted in the same manner as Bylaws are enacted.

Recognition

50. A Member, except the Advisors, may only speak when recognized by the Co-Chairs of the Senate.

51. After a Delegation or Presentation to the Senate, the Presenter is granted the privilege to recognize speakers for the purpose of question-and-answers.

Discussion and Debate

52. When any Member proposes an Amendment, Policy, or Motion, they may hold a question-and-answer period for no more than ten minutes.

53. Before voting on an Amendment, Policy, or Motion, the Co-Chairs will entertain at least one speaker for and against the proposal, for one minute each.

Voting and Quorum

54. Voting by the Student Senate will be overseen by the Advisors. Voting may take place by secret ballot, which must be disclosed prior to any ballot being cast. Advisors shall count and record the votes.

55. Senators may vote in favour, against, or abstain.

56. The voting record shall be made public notice.

57. In the event of a tie, the Student Trustees may cast one tie-breaking vote.

58. No less than half of all Voting Members must be present in order to have a quorum for any vote.

59. For votes regarding by-laws, motions, or policies, there must be more votes "in favour" than "opposed" to pass. For votes regarding constitutional amendments, there must be more votes "in favour" than "opposed" and "abstaining" combined.

Adopting Legislation

60. After a Policy (a set procedure on the orderly conduct of business in meetings, and or governance within the organization) is proposed to the Senate at a Regular Meeting, it will be discussed and open to amendments and revisions from Senators. It cannot be voted on to be adopted until the next Regular Senate Meeting.

60.1 Voting can be further deferred to the next Regular Meeting of the Senate but cannot be deferred to another meeting, more than twice.

61. After a Motion (a Motion is a formal proposal by a member of the General Assembly, recommending that the assembly take a certain course of action.) is proposed to the Senate at a Regular Meeting, it will be discussed and open to amendments from Senators. It will be voted on to be adopted at that same meeting.

61.1 Voting can be deferred to the next Regular Meeting of the Senate but cannot be deferred to another meeting, more than twice.

62. After a By-Law amendment or addition is proposed to the Senate at a Regular Meeting, it will be discussed and open to amendments from Senators. It will be voted on to be adopted at that same meeting.

62.1 Voting can be deferred to the next Regular Meeting but must be voted on before the end of the Semester when it was proposed, unless it was proposed at the last Regular Meeting of that semester.

Format and Arrangement

63. Policies and Motions should be published in the same manner and format as the HCDSB Policies and Procedures are published.

Public Announcement

64. Changes to this Constitution, Policies, or Motions, shall be publicly announced in an efficient matter determined by the Student Trustees and Advisors.

Nature of Policies

65. Any member of the Senate, excepting Observer Members, may move to propose a Policy at any Regular Meeting of the Senate. The Student Trustees and Senate shall be informed of any proposals in writing, advance from the Regular Meeting by four days,

66. Policies are a written statement of intent and position of the Senate. They comprise the bulk of the legislation of the Senate.

66.1 Any Policy is binding upon all members of the Senate.

67. Policies of the Senate are divided into two categories:

(1) Operational Policies give direction to all parts of the Senate on how to conduct their operations.

(2) Issue Policies outline a long-standing attitude and general public stance of the Senate, a statement of intent clarifying the values of the Senate as espoused in this Constitution.

68. Policies shall be in effect for the remainder of the school year. They will be reviewed for re-approval at the first Regular Meeting of the Senate in the next school year.

Enactments, Amendments and Repeals

69. A Policy can be proposed, amended or repealed through a motion at a Regular Meeting of the Senate by a simple majority of Senators excepting Members Abstaining.

70. A motion to amend, repeal, or enact a policy can be passed by Senate by a majority of members voting.

ARTICLE IX - MOTIONS (or RESOLUTIONS)

71. Motions shall not conflict with, or attempt to vary, any provision of the Constitution or Policies currently in force. Motions which are found to be in any way discordant with either of the aforementioned are of no force or effect.

72. Any member of the Senate, excepting Observer Members, may move to propose a Motion at any Regular Meeting of the Senate. They may, but need not, inform the Student Trustees and the Senate before the meeting.

73. Motions are formal recommendations of the Senate. They comprise the remainder of the Legislation of the Senate and wholly encompass its common law.

73.2 Any Motion is a guideline for action of all members of the Senate.

74. Motions of the Senate are divided into three categories:

- (1) Instructional Motions make a formal request to the Student Trustees to take actions within their capacities granted to them by virtue of their position.
- (2) Symbolic Motions make a specific and one-time statement of the Senate to a timely issue.
- (3) Proposals make a recommendation to pursue a Student Senate policy to be drawn up by the Trustees or an ad hoc committee.

75. Once a Motion is passed, it shall stand until any amendments or Motions to delete are presented through the process outlined in Art. IX.

ARTICLE X - RATIFICATION

76. This Constitution shall be of force and effect over the Student Senate following its adoption by a simple majority of all its members.

77. Board Policies governing or involving the Student Senate, are considered part of the Constitutional body, and overrule any contradicting provisions within this document.

BE IT RESOLVED, by the Halton Catholic DSB's Student Senate, that this Constitutional Document be Adopted by this Body to govern and regulate our operations.

Effective as of: November 24th, 2020

The recorded vote is as follows:

Christ the King CSS	In-Favour
Bishop Reding CSS	In-Favour
St. Francis Xavier CSS	In-Favour
St. Ignatius of Loyola CSS	In-Favour
Notre Dame CSS	In-Favour
St. Thomas Aquinas CSS	In-Favour
Assumption CSS	In-Favour
Corpus Christi CSS	In-Favour
Holy Trinity CSS	In-Favour

BE IT RESOLVED, by the Halton Catholic DSB's Student Senate, that this Constitutional Document be Amended by the Student Trustees to clarify language and fix other "housekeeping" issues that do not concern the spirit and overall intentions of the document.

BE IT RESOLVED, by the Halton Catholic DSB's Student Senate, that this Constitutional Document be Amended by the Student Trustees to add under Art. IV s. 21 another clause for dismissal of Senators stating "Fail to uphold their duties as outlined in Art. IV s. 12-15 of this Constitution, or;"

BE IT RESOLVED, by the Halton Catholic DSB's Student Senate, that this Constitutional Document be Amended by the Student Trustees to add under Art. V. proposed sections 25-27 concerning "The Executive Council of the Student Senate."

BE IT RESOLVED, by the Halton Catholic DSB's Student Senate, that this Constitutional Document be Amended by the Student Trustees to add under Art. V s. 31 the clause to include a new "Equity and Inclusion Committee."

BE IT RESOLVED, by the Halton Catholic DSB's Student Senate, that this Constitutional Document be Amended by the Student Trustees to strike down under Art. VII s. 40.1 stating "Amendments passed under the following procedure may be added to the foot of this document under the label : AMENDMENT (ROMAN NUMERAL): NAME OF AMENDMENT."

Effective as of: September 28, 2021

The recorded vote is as follows:

Christ the King CSS	In-Favour
Bishop Reding CSS	In-Favour
St. Francis Xavier CSS	In-Favour
St. Ignatius of Loyola CSS	In-Favour
Notre Dame CSS	In-Favour
St. Thomas Aquinas CSS	In-Favour
Assumption CSS	In-Favour

Corpus Christi CSS	In-Favour
Holy Trinity CSS	In-Favour
St. Kateri Tekakwitha CSS	In-Favour



School Update	Item 10.2
November 2, 2021	

Alignment to Strategic Plan

This report is linked to the strategic priorities:

Achieving: Meeting the needs of all learners

Believing: Celebrating our Catholic faith & aspiring to be models of Christ

Belonging: Embracing relationships & sustaining safe, welcoming schools

Purpose

The purpose of this report is to provide Trustees with updates related to the operation of Halton Catholic District School Board (HCDSB) schools.

Treaties Recognition Week

The first week of November is recognized as Treaties Recognition Week to honour the importance of treaties, to help Ontarians learn more about treaty rights and treaty relationships and to increase awareness of the treaty relationships between Indigenous and non-Indigenous communities in Ontario.

Treaties Recognition Week takes place this year from November 1 to 7, 2021. It is important for our students and for all Ontarians to understand the role treaties play in our lives and relationships with each other today as we move forward together to advance reconciliation.

Elementary Schools

Extra Curriculars

Several types of extra-curricular activities have been reintroduced both virtually and in person. Intramurals continue to roll out at Elementary Schools based on the support document provided for schools to safely operate intramural programs. Given the number of variables at each school site



(i.e. size of cohorts, available space, available equipment, student interest, etc.) schools will use the guidelines in accordance with their individual school needs.

Planning is underway to begin interschool sports in mid to late-November.

Secondary Schools

Extra Curriculars

Championships for fall competitions in Football, Girls Basketball and Boys Volleyball will take place over the next couple of weeks; championships have been completed in Field Hockey and Golf.

Winter Season

Please note that some of our interschool athletics programs are dependent on the use of Municipal Facilities, such as arenas and pools. As such, the HCDSB/HCAA are required to follow the guidelines and protocols established by these Municipalities in order to utilize their facilities for our interschool athletics programming. We also follow the advice and direction from Halton Public Health in all matters related to the prevention of COVID-19 in our community.

The Medical Officer of Health for Halton Region recently announced that any individual who is eligible to receive a COVID-19 vaccine will be required to show proof of vaccination in order to enter or participate in any organized sports or recreational fitness activities in a municipal facility. This includes players, coaches, volunteers and spectators.

As of November 26, 2021, students 12 years of age or older participating in organized sports are required to provide proof of vaccination, in order to access a municipal facility. **This includes players, coaches, volunteers and spectators.**

Providing proof of vaccination does not apply to students practicing or playing games in their school facility during the school day.

Cafeteria Service

Cafeteria Food service is scheduled to return to our Secondary Schools over the month of November.

Health and Safety

A number of measures continue in this year to help maintain a safe environment for our students and staff. These measures include daily self-assessment screening, masking, adapted school environments, hand hygiene, enhanced cleaning and updated ventilation.



A reminder that parents and guardians are to complete the [COVID-19 School Screening Tool](#) for each child every day before leaving home for school.

COVID-19 Advisory Board

Our COVID-19 Advisory Board found at [COVID-19 Advisory Board | Halton Catholic District School Board \(hcdsb.org\)](#) provides the number of active confirmed positive COVID-19 cases in connection to HCDSB schools and is updated daily. For all confirmed cases, families and staff at the school will be notified by letter. Halton Public Health will contact any close contacts directly.

It should be noted that a positive case at a school does not mean the individual was exposed to COVID-19 at the school.

Expanded COVID-19 Testing Strategy for Ontario Schools

On October 28, 2021 the Minister of Education released an expanded COVID-19 testing strategy for Ontario schools. These new approaches include:

- Expanding the deployment of Polymerase Chain Reaction (PCR) self-collection kits to all publicly funded schools across the province. Both symptomatic students and exposed/close contact asymptomatic students and staff will be able to access PCR home collection kits at school and drop them off at convenient locations in the community. This program builds on the existing asymptomatic take-home PCR collection kit pilot in place today in some school boards.
- Launching a “test-to-stay” approach in schools to avoid whole-school dismissal, which may otherwise be the recommended course of action.

The Ministry of Education will be sharing further information on implementation and we will continue to work with Halton Public Health on this expanded testing strategy

Updated Staff Rapid Antigen Screening

Also included in the announcement is a requirement that as of November 10, 2021, individuals subject to testing requirements **must now provide verification of negative test results three times per week** as an added measure to protect schools from the risk of COVID-19. We ask that you share this requirement with all affected staff immediately.

“No Hate in Halton” Awareness Campaign

In response to the increase of hate related incidents in Halton, and in consultation with several groups within Halton Region, the “No Hate in Halton” Awareness Campaign was initiated to bring attention to hate motivated incidents. The campaign is a collaborative approach involving our Police Service, the Halton and Catholic District School Boards, French Catholic Board Conseil Scolaire



Catholique MonAvenir, French School BoardConseil Scolaire Viamonde, Crime Stoppers of Halton and community stakeholders

The Awareness Campaign is focused on identifying and reporting hate motivated incidents, encourage students and staff to work collaboratively in schools by encouraging collaboration within schools, and reducing the stigma associated with victims.

Both school boards and participating community partners will play an integral role by creating their own methods of communicating key messaging associated to this campaign. Each school board and community partner will be responsible for the promotion of key messaging through their own channels / networks that is aligned with the goals and objectives of this campaign.

Key messaging will include:

- The difference between a hate motivated crime, hate motivated incident and harmful language and the impact on individuals and the community.
- How to report a hate motivated incident or crime.
- What resources are available to those impacted by hate motivated crimes, incidents and harmful language.

Student Transportation

While we are still experiencing some delays, on time performance on bus routes has been improving since the beginning of the school year. Delays that continue are for the most part due to ongoing driver shortages. Where delays do occur, most have been in the 10-20-minute range. Bus companies continue to recruit new drivers with 11 drivers currently in training or scheduled to start training shortly.

Conclusion

Our goals for our return to school will continue to be focused on:

- Ensuring **protocols are in place** so that students and staff are **healthy and safe**.
- Assessing student learning needs and develop plans to provide appropriate intervention, where needed
- Continuing to enhance the **distance learning** experience for students who continue to learn from home and to supplement in school instruction.
- Maintaining a focus on **mental health supports for students and staff** returning to school and those who will continue to learn and work from home
- Re-engaging the school community through the reintroduction of co-curricular activities, school social events and home/school/parish initiatives



Report Prepared &
Submitted by:

Pat Daly
Director of Education and Secretary of the Board



Student Census 2022	Item 10.3
Tuesday, November 2, 2021	

Alignment to Strategic Plan

This report is linked to the strategic priorities:

Achieving: Meeting the needs of all learners

Believing: Celebrating our Catholic faith & aspiring to be models of Christ

Belonging: Embracing relationships & sustaining safe, welcoming schools

Purpose

To provide the Board of Trustees with information related to the implementation of the Student Census 2022.

Background

In accordance with *Ontario's Anti-Racism Data Standards (ARDS)* under the 2017 Anti-Racism Act, all Ontario School Boards are required to collect identity-based data (via census).

The Student Census will collect information about our student population, specifically it will collect identity-based data in ten different categories, including:

- Race
- Ethnicity
- Religion
- Indigenous identity
- Disability
- Sexual Orientation
- Gender Identity
- Status in Canada
- First Language
- Socio-economic Status



The Importance of Collecting Identity-based Student Information

Identity-based data will allow HCDSB to better understand our students' identities and experiences so that we can better support student achievement and well-being. It will also help address systemic barriers to student success and well-being, and it will help us foster a more welcoming, positive learning environment for all.

The purpose and intended outcomes of implementing the Student Census are as follows:

- To **create and promote** a more **equitable** and **inclusive** learning environment, where all students can **achieve, believe, and belong**.
- To **help every student** in the HCDSB.
- To **achieve justice** for every student in the HCDSB, as noted in the Catholic social teachings
- To “**verify, measure, address and monitor gaps and systemic disparities** affecting students' experiences and outcomes.” (*Ministry of Education*)

Student Census Pilot Study 2021

During the 2020-2021 school year, HCDSB piloted the process of delivering a student census survey to a sample of parents and students.

The goals of the Student Census Pilot Study were:

- To determine the feasibility of the study protocol and identify any weaknesses.
- To test the appropriateness of data collection measures.
- To test the data collection process – the time taken to complete questionnaire, and the subjects' willingness to participate in the study.
- To test data entry, coding of the items, and appropriateness of linking measures to other databases.
- To test whether the census is asking the intended questions, whether the format and content is comprehensible.

The Student Census Pilot Study included the following six schools:

- St. Francis Xavier Catholic Secondary School (Milton)
 - Queen of Heaven Catholic Elementary School (Milton)
 - St. Scholastica Catholic Elementary School (Milton)
- St. Thomas Aquinas Catholic Secondary School (Oakville)
 - St. Dominic Catholic Elementary School
 - St. Vincent Catholic Elementary School

A total of 223 participants completed the Student Census Pilot Study.



Item 10.3 | Student Census 2022

- 155 parents/guardians of students Kindergarten – Grade 3
- 45 secondary school students in Grades 9-12
- 23 elementary school students in Grades 4-8

The data analysis and reflection have been completed and will be used to inform the implementation of the Student Census 2022.

[Click here to view the findings of the Student Census Pilot Study.](#)

Preparing for the Student Census 2022

The Student Census 2022 will be implemented this school year between **February 28 and April 4, 2022** (inclusive).

All students will be invited to complete the Student Census, as follows:

- **Kindergarten – Grade 8**
To be completed by parents/guardians
- **Grades 9 - 12**
To be completed by students during class time

Student Census Communications Plan

A comprehensive communications plan will be implemented to help us raise awareness about the purpose and importance of completing the Student Census. The Census will be promoted through a variety of channels and through the use of promotional materials that include FAQs, posters, infographics, frequent updates and information sessions.

The following video provides an overview of the Student Census:

<https://youtu.be/MLJz5OvaJVs>

Timelines

PHASE 1: November 1st, 2021 – January 30th 2022

- A 'coming soon' campaign will be launched.
- Communication channels will include website updates, social media posts, and information sessions.

PHASE 2: February 1st – February 27, 2022

- The pre-launch communication will begin.
- Parents, guardians and secondary school students will receive targeted emails with specific details about the Student Census.

PHASE 3: February 28 – April 4, 2022

- The Student Census window will remain open.

Item 10.3 | Student Census 2022



- Frequent reminders will be shared during this time via email and on social media.

PHASE 4: December 2022 (tentative)

- The Student Census findings will be shared with schools in aggregate format.

PHASE 5: January 2023 (tentative)

- The Student Census Report will be posted and circulated to the HCDSB community.

Conclusion

We look forward to implementing the Student Census 2022 this school year. The identity-based data we collect will help us to better understand the identities and experiences of our students so that we can address systemic barriers to student success and well-being, and foster a more welcoming, positive learning environment for all.

Report Prepared &
Submitted by:

L. Collimore
Chief Research Officer

S. Jayaraman
Senior Manager, Human Rights and Equity

A. Swinden
Manager, Strategic Communications

Report Approved by:

P. Daly
Director of Education and Secretary of the Board



OCSTA 2022 AGM Resolutions	Item 10.4
November 2, 2021	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Belonging: Embracing relationships & sustaining safe, welcome schools.**

Purpose

The purpose of this report is to inform Trustees of the process for submitting resolutions to the OCSTA AGM.

Background Information

The OCSTA AGM will take place on April 21 - 23, 2022. The resolution process provides member boards with the opportunity to shape the work of the Association by bringing important issues, which have provincial implications to the attention of all trustees in the province.

Comments

Delegates will consider and vote on all resolutions received from OCSTA members. During the year, important issues of a provincial nature that arise at the board level may be used to develop resolutions for OCSTA. Resolutions for the OCSTA 2022 Annual General Meeting may be submitted at any time up until the deadline of January 28, 2022.

The attached memo (Appendix A) includes all details for the preparation and submission of Resolutions.

Conclusion

Resolutions should be submitted to the Chair by Thursday January 13, 2022, in order to be considered by Trustees at the January 18, 2021 Regular Board Meeting.

Report Prepared &
Submitted by:

Patrick Murphy
Chair of the Board



Ontario Catholic School Trustees' Association

October 19, 2021

MEMORANDUM

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

CC: OCSTA Directors and Staff
Board Secretaries and Administrative Assistants

FROM: Nick Milanetti, Executive Director

SUBJECT: **2022 AGM Resolutions**

PLEASE REVIEW THIS INFORMATION AT A MEETING OF YOUR BOARD

The study and processing of resolutions is one of the fundamental responsibilities of OCSTA. The resolution process provides member boards with the opportunity to shape the work of the Association by bringing important issues, which have provincial implications to the attention of all trustees in the province. Delegates will consider and vote on all resolutions received from OCSTA members.

During the year, important issues of a provincial nature that arise at the board level may be used to develop resolutions for OCSTA. Resolutions may be submitted at any time up until the final deadline of *12:00 p.m. EST January 28, 2022*.

Attachments

- *Guidelines*
- *Sample Resolution & Fillable Form*
- *Explanation of Committee Recommendations & Resolution Procedures*
- *OCSTA Mission, Vision, Strategic Priorities*
- *Chart of 2021 Resolutions with AGM Decisions*
- *Related By-Law Section 6.9 (Resolutions)*



Ontario Catholic School
Trustees' Association

Guidelines for Preparing Resolutions

To improve the effectiveness of the resolution process, we ask boards to review the following guidelines.

Resolutions are your opportunity to shape the work of the Association by addressing problems, solutions or concerns, which affect Catholic education in Ontario. **A resolution approved by the membership at the Annual General Meeting calls for priority action by OCSTA and the commitment of OCSTA resources to address the particular issue outlined in the resolution.**

- A. All Resolutions will be reviewed by the Resolutions Committee and a Committee Recommendation will be added to each Resolution. Committee Recommendations will be guided by the following criteria.**

The resolution:

- a. Is in keeping with the Mission, Vision and Strategic Priorities of the Association.
- b. Is of a provincial nature and addresses an area of concern for the province's Catholic school boards is a matter that requires attention or action.
- c. Is written in language appropriate for province-wide consideration (language contained in resolutions is often incorporated into subsequent communications to the government or other relevant parties).
- d. Is accompanied by substantiated rationale.
- e. OCSTA addresses education funding issues in the **Annual Finance Brief to the Minister** and submission to the yearly **Pre-Budget Consultation**. Boards are encouraged to submit education funding issues requiring Association action and advocacy by the middle of October.

B. Steps in Preparing a Resolution

1. Review the Mission, Vision and Strategic Priorities of OCSTA.
2. Identify the concern. Be sure the concern is a matter of **province-wide** scope.
3. Research and gather sufficient supporting background materials to substantiate the resolution. If the concern has been presented/dealt with in a previous resolution, review the outcome of that process to assess what changes in approach/additional information might be useful.
4. Write the resolution in the following proposed format taking care to ensure that:
 - a. Each "*Whereas*" is accompanied by adequate background material.
 - b. The "*Therefore be it Resolved*" directs OCSTA to take specific action.

C. Writing A Resolution

Structure

The resolution should be assigned a succinct title that identifies the problem or issue (or its proposed solution). There should be two parts to the resolution: a preamble followed by a resolving clause (or clauses).

1. Preamble

The preamble is a brief statement of background or rationale coming before the resolving clause(s). The purpose of the preamble is to provide information without which the point or the merits of a resolution are likely to be poorly understood.

Each clause in a preamble is written as a separate paragraph, beginning with the word “WHEREAS”.

2. Resolving Clauses

A resolving clause indicates what action(s) is to be taken given the “WHEREAS” clause(s) in the preamble. If more than one action is being recommended, the “Therefore be It Resolved” portion should be divided into a), b), c), etc.

3. Submission Statement

Please include the following information in the submission statement.

[Mover’s Name]
[Secunder’s Name]
[Board Name]
[Topic]

D. **Submission Deadline Date**

The **final** deadline date for receipt of resolutions in the OCSTA office is **12:00 p.m. EST, January 28, 2022**. We encourage boards to submit their resolutions at any time by email to Connie Araujo-De Melo at cdemelo@ocsta.on.ca.

E. **Regulations**

Please see the attached current regulations regarding submission and presentation of resolutions at the AGM.

These guidelines, the enclosed sample resolution and the resolution session procedures are provided as a reference that we hope you will find useful in preparing effective resolutions for your Association and Catholic education in Ontario.

Sample Resolution

The following example is taken from a Resolution dealt with at a previous AGM and is provided for your reference.

Moved by: [Mover's Name] [Board Name]

Seconded by: [Seconder's Name]

Topic: [e.g. Vacancies on School Boards]

Whereas: from time to time a vacancy occurs in the office of a member of the board; and

Whereas: according to Section 221(1) of the *Education Act*, the vacancy must be filled by either a by-election or by appointment; and

Whereas: boards choosing to appoint a new trustee will, most commonly, engage in an open and fair process of selection; and

Whereas: the *Education Act* requires that the process be fully completed within 60 days of the office becoming vacant; and

Whereas: the 60 day time period may encompass a part of the year (e.g. Christmas, summer months, March Break) when board operations and processes are reduced, thus making the timelines very tight and, potentially, unmanageable;

Therefore be it Resolved that:

OCSTA petition the Ministry of Education to review the section of the *Education Act* which relates to trustee vacancies with a view to extending the timeline by either increasing the number of days or altering the requirement that the process be completed within a designated number of regular school days.

Does the above resolution reflect the interest of students and/or publicly funded Catholic School Boards in the province of Ontario? Yes No

Please briefly outline below how the above resolution is of province-wide scope reflecting the interest of students and/or publicly funded Catholic School Boards in the province of Ontario.

RESOLUTION FORM

Moved by:

Board:

Seconded by:

Topic:

Whereas:

Whereas:

Whereas:

Whereas:

Whereas:

Therefore be it Resolved that:

Does the above resolution reflect the interest of students and/or publicly funded Catholic School Boards in the province of Ontario? Yes No

Please briefly outline how the above resolution is of province-wide scope reflecting the interest of students and/or publicly funded Catholic School Boards in the province of Ontario.

Please submit all resolutions by email to Connie Araujo-De Melo at cdemelo@ocsta.on.ca. If you have any questions regarding this form please contact Connie either by telephone at 416-932-9460 ext. 226 or by email.

Explanation of Committee Recommendations & Resolution Session Procedures

Resolution sessions will be conducted using “**Robert’s Rules of Order**” and the provisions of the OCSTA Constitution. The chairperson of the session will ensure compliance with their rules.

Explanation of Committee Recommendations

The **Resolutions** Committee will study the resolutions and offer recommendations on the best way to meet their intent. The recommendations and their implications are:

- i. **Approve**
The direction given in the “therefore be it resolved” section of the resolution will be carried out.
- ii. **Approve and refer to the committee for appropriate implementation.**
The resolution will be forwarded to the designated committee for implementation.
- iii. **Receive and refer to the committee for study.**
The resolution will be forwarded to the designated committee for study. Following the study and receipt of the committee’s recommendation, the Board of Directors will determine whether or not the resolution will be implemented.
- iv. **Not support**
No action will be taken.
- v. **No recommendation**
The committee is not making any recommendation with respect to the resolution.
- vi. **No action required**
The intent of the resolution has been met. No further action will be taken.
- vii. **No action required – In Progress**
OCSTA is actively working to meet the intent of the resolution.

Resolution Session Procedures

Delegates wishing to speak to a resolution must state their name and the name of the board they represent.

The mover of a resolution will have the opportunity to be the first and last to speak to that resolution. Other trustees may speak **once** to a resolution.

The chairperson may declare a motion out of order giving the reasons for doing so. The chairperson’s decision may be challenged by a majority vote of those voting delegates at the session when the vote is called.

Voting will be by a show of hands. Delegates carrying proxies must have and show the proxies they are carrying. Ballots will be provided in the event that a vote by ballot is called for.

Note Re Quorum: *Quorum for the transaction of business at any meeting of the Members shall require the presence in person or by proxy of not less than a total of forty (40) current Members.*

Grouped Resolutions

- a. the chair of the session will ask for a mover and seconder to approve the **grouping** of various related resolutions.
- b. the chair of the session will ask for movers and seconders for the committee recommendation for each group.
- c. delegates will vote on the committee recommendation for each group.

Delegates may request that any resolution(s) be removed from a “group” to be handled individually. These will be addressed when the group from which they have been removed has been dealt with.

Resolutions Handled Individually

These will include resolutions removed from the groups and resolutions for which the committee has not made any recommendation.

A. Resolutions with committee recommendations

1. The chair of the session will announce the resolution number and the name of the sponsoring board:
 - the chair will call for the sponsoring board to move and second **the committee recommendation;**
 - delegates will speak to the committee recommendation;
 - delegates will vote on the committee recommendation.
2. If the sponsoring board does not move the committee recommendation from the floor:
 - the chair will call for the sponsoring board to move their **original resolution;**
 - delegates will speak to the resolution;
 - delegates will vote on the resolution.
3. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

B. Resolutions without committee recommendations

1. These resolutions will be handled as follows:
 - the chair will call for the sponsoring board to move their **original resolution;**
 - delegates will speak to the resolution;
 - delegates will vote on the resolution.
2. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

C. Amendments from the Floor

Amendments made on the floor relate to the “therefore be it resolved” section of the resolution and **must be written out** and handed to the chairperson. The chairperson will consider the amendment and, if necessary, discuss it with the parliamentarian or others to ensure that it is clearly understood.

- the chair will **read** the amendment;
- delegates will speak to the amendment;
- delegates will vote on the amendment;
- delegates will vote on the resolution as amended.

If the amendment is defeated:

- delegates will be asked to speak to the original resolution;
- delegates will vote on the original resolution.

D. **Members’ Discussion Right**

Under Article 6.11 (*Members Discussion Right*), any Member entitled to vote at an Annual Meeting is entitled to raise for discussion at that meeting any matter with respect to which the Member would have been entitled to submit a proposal, subject to the conditions outlined in Sections 6.10.1 to 6.10.5⁸, and provided that:

- 6.11.1 if such Member continues such discussion for three minutes or more, the Chair of the meeting may interrupt the Member and permit others to speak to the discussion item, for up to three minutes per member; and
- 6.11.2 no discussion item shall be put to the membership for a vote at the meeting at which it was raised for discussion.

Revised October 21, 2021

⁸S.56(1)(b) of the ONCA



Ontario Catholic School Trustees' Association

Our Mission

Inspired by the Gospel, the Ontario Catholic School Trustees' Association provides the provincial voice, leadership and service for elected Catholic school trustees to promote and protect publicly funded Catholic education in Ontario.

Our Vision

Ontario is enriched by a publicly funded Catholic education system governed by locally elected Catholic school trustees who serve with faith, commitment and compassion.

The Association's **Strategic Priorities** are as follows:

1. Enhance Political Advocacy for Catholic Education

- a. Strengthen current advocacy platform by building positive new relationships and reinforcing existing ones with groups like OAPCE, OCSOA, CWL, etc.
- b. Communicate and promote current messages about the value of Catholic education to our key target audiences: parents, students, politicians, teachers, alumni, parishioners, etc.

2. Engage Trustees in an Enriched Development Program

- a. Assess the current needs and interests of members to guide development of appropriate programming.
- b. Ensure OCSTA programming provides timely and relevant content to support trustees in their roles as advocates and spokespersons for Catholic education.

3. Manage Human and Fiscal Resources to Effectively meet Changing Needs

- a. Align the work of committees, staff and fiscal resources behind structures and initiatives that support the association's three key priorities.
- b. Ensure OCSTA is structurally aligned to successfully fulfill its role as the legislated Employer Bargaining Agent for all of Ontario's English Catholic District School Boards.



OCSTA 2021 Resolutions with AGM Directives

	BOARD	TOPIC	AGM DECISION
1.	Dufferin-Peel	Parent Reaching Out (PRO) Grants	Approve
2.	Dufferin-Peel	Funding for Retrofitting/Renovating Schools	Approve
3.	Dufferin-Peel	Funding for Students with Diverse Learning Needs, including Special Education Needs	Approve & Refer to Political Advocacy Committee
4.	Dufferin-Peel	Technology Funding	Approve & Refer to Political Advocacy Committee
5.	Dufferin-Peel	COVID-19 Recovery Funding	Approve & Refer to Political Advocacy Committee
6.	Dufferin-Peel	Funding to Address Anti-Black Racism	Approve & Refer to Political Advocacy Committee
7.	Peterborough Victoria Northumberland & Clarington	Ontario Regulation 191/11 Accessibility for Ontarians with Disability Act (AODA)	Approve & Refer to Political Advocacy Committee
8.	Simcoe Muskoka	Improving Broadband and High-Speed Internet for Educational Purposes (Home and Schools)	Receive & Refer to Political Advocacy Committee
9.	Dufferin-Peel	STEM Funding	Receive & Refer to Political Advocacy Committee
10.	Simcoe Muskoka	Importance of Ventilations in Schools	Receive & Refer to Political Advocacy Committee
11.	Algonquin & Lakeshore	Inaugural Meetings and the Modernizing Ontario's Municipal Legislation Act, 2017	Receive & Refer to Political Advocacy Committee
12.	Algonquin & Lakeshore	OSAP Access for Certification Program Students	Receive & Refer to Political Advocacy Committee
13.	Algonquin & Lakeshore	Broadband Modernization Program & E-Learning Strategy	Receive & Refer to Political Advocacy Committee
14.	York	Transportation Funding for French Immersion Students	Receive & Refer to Political Advocacy Committee
15.	Simcoe Muskoka	Special Education Virtual Mode Support	Receive & Refer to Political Advocacy Committee
16.	Simcoe Muskoka	Special Education Parent Funding Support for the Involvement of Third-Party Providers in the Home During the Pandemic and Beyond	Receive & Refer to Political Advocacy Committee
17.	Simcoe Muskoka	Carbon Monoxide Sensors/Detectors	Receive & Refer to Political Advocacy Committee
18.	Ottawa	Racism Module in Trustee Training	Approve & Refer to Catholic Education and Trustee Enrichment Committee
19.	Ottawa	History Focus for Catholic Education Week 2022	Receive & Refer to Catholic Education and Trustee Enrichment Committee
20.	Algonquin & Lakeshore	Executive Compensation	Receive & Refer to Labour Relations Committee
21.	Dufferin-Peel	Student Transportation Funding	No Action Required – In Progress
22.	Dufferin-Peel	Qualified French Teacher Recruitment & Retention	No Action Required
23.	London	Student Representation on the OCSTA Board of Directors	Withdrawn by submitting board.
24.	Dufferin-Peel	Hard Caps in Kindergarten Classes	Withdrawn by submitting board



Ontario Catholic School
Trustees' Association

**Excerpt from
Ontario Catholic School Trustees' Association
General Working By-law 2020-1**

6. MEETINGS OF MEMBERS

6.9 Resolutions from CDSBs

Any CDSB may submit a Resolution for consideration at an Annual Meeting to address any challenge or opportunity which affects Catholic education in Ontario, subject to the following:

- 6.9.1 each such Resolution shall have been received at the Head Office of the Corporation not less than sixty (60) days prior to the date of the Annual Meeting;
- 6.9.2 each such Resolution shall have been considered and reported upon by a Committee of the Board, or by the Board of Directors;
- 6.9.3 each such Resolution shall be circulated among all CDSBs not less than thirty (30) days prior to the Annual Meeting;
- 6.9.4 each such Resolution shall be included in the notice of the Annual Meeting; and
- 6.9.5 no such Resolution shall be acted upon unless approved by a majority of the votes cast at an Annual Meeting.

MINUTES OF THE CATHOLIC PARENT INVOLVEMENT COMMITTEE (CPIC)

Date: September 20, 2021
Time: 7:00 pm
Location: Virtual Meeting

Members Present: T. Arruda-Newns
G. Bergin
V. Burany
V. Chininea
J. Crans
N. Dinolfo
M. Duarte
L. Gallo
K. Kamau
V. Monaco
T. O'Brien
J. Santos
S. Sywash

Guests:
B. Agnew
P. Daly
N. Guzzo

Regrets: C. Bardwell
D. Garell-Teti
M. Lourenco
Fr. D. Walter

Chair: J. Santos

Recording Secretary A. Brown

1. Opening Prayer & HCDSB Land Acknowledgement

- The meeting opened at 7:00 p.m. N. Dinolfo led with a prayer and an acknowledgement of our land and ancestors

2. New Catholic Parent Involvement Committee Members

- J. Santos introduced CPIC members for the 2021-2022 school year.
- J. Santos reviewed the CPIC bylaws and encouraged all members to read the by-laws.
- Declarations and Pledge will be emailed to members to complete.
- Commissioning prayer service was led by N. Dinolfo

3. Appointments

- G. Bergin was appointed as Co-chair for the 2021-2023 term
- The appointment of Community Representative has been deferred until the October 18th 2021 meeting.

4. Approvals & Revisions

4.1 Agenda

Moved by: G. Bergin

Seconded by: J. Crans

That, the agenda of the September 20, 2021 meeting be approved.

CARRIED

4.2 Minutes

Moved by: G. Bergin

Seconded by: S. Sywash

That, the minutes of the June 7, 2021 Catholic Parent Involvement Committee be approved.

CARRIED

5. Board Update (N. Dinolfo)

5.1 General update

- Welcome our CPIC members new and returning members, Director Daly, Vice Chair Duarte and Trustee O'Brien, Trustee Guzzo and Trustee Agnew are also present tonight as guests and our administrator reps Vince Monaco and Vince Chininea.
- We are so pleased to welcome our students, staff and parents back for the 2021/22 school year. There was complete joy to have the children, our students the young and older ones back in our schools and in virtual learning placements at the elementary and secondary level.
- All of our schools are running with students in classrooms in our elementary and secondary buildings. We have 976 students in our virtual elementary school which is its own school and students are registered to the virtual school. With our secondary students we continue to provide the hybrid learning model where teachers are in the classroom face to face with students and providing the experience remotely to approximately 1,020 secondary students virtually.
- Our schools continue to maintain the health and safety protocols as outlined by the MOE and Halton Region Public Health. Staff and Students from K-12 are wearing masks inside the building and classroom with a minimal number of students requiring a medical exemptions.
- Students in elementary continue to be cohorted as a class in the classroom and on the playground. Secondary students are cohorted in their two classes per quadmester.
- We continue to work with Halton Region Public health in maintaining a healthy and safe environment for all our students. We have had some COVID cases in our schools. When there is a positive case in Kindergarten to Grade 6 where students are not vaccinated public health has closed the class for a 10 day period. With our Grade 7 – 12 classes where students are vaccinated, vaccinated students have been able to

return to school and those unvaccinated have been asked to remain at home for a 10 day period. Halton Region Public Health is report approx. 82% of Halton region 12 + students are fully vaccinated and approximately 90% have received their first dose.

- Masking, hand hygiene and social distancing continue to be important for the health and safety of our staff in students in our schools.
- Schools have begun to plan our traditional September start up activities including virtual liturgies, divisional code of conduct assemblies and curriculum night. Extra-curricular activities have begun at the secondary level with competitive games beginning in the next week within our district. Our elementary inter school sport committee is meeting later this week to begin to plan for elementary inter school sports. For our secondary program we have begun the discussion on fans and fan capacity for outdoor events and will provide the plan to parents in the upcoming weeks.
- Our parish priests have communicated with our schools and are providing the sacrament of Confirmation and First Communion to the students in grade 3 and 8 who did not have an opportunity to receive the sacrament and are also planning for our Grade 2 and 7 students for First Communion and confirmation this year. Our parish priests are working collaboratively with the school to reconnect virtually through class meetings, liturgies and school masses.
- In our classrooms both at the elementary and secondary, teachers are administering various diagnostic assessments to assess where the students are at and if there are learning gaps and to plan their program accordingly.
- For our secondary courses our subject council met last week to discuss final assessments for the courses and what courses may have exams. The final course evaluation plan will be shared with parents and students once decided.
- Next week on September 30th our schools will recognize National Day for Truth and Reconciliation – The day recognizes the colonial legacy of residential schools, honours indigenous survivors and is vital to the ongoing reconciliation process – one symbol for the day will be the wearing of orange shirts throughout our community.
- We look forward to welcoming parent volunteers in our schools soon – we are working through the tool we will have in place for our parent volunteers to show proof of self screening, with a plan to have parent volunteers in the school after Thanksgiving – hot lunch programs will be reintroduced following health and safety protocols.
- Business Service is working with our provider in our high school cafeterias – when protocols are established and the server spaces are ready with the requirements set out by Public Health – our cafeterias will open later in the fall.
- Last week I had an opportunity to meet with school administrators to review Policy 1-23 and Procedure VI-84 in establishing their new Catholic School School. I am willing to support our subcommittee working together with Catholic School Council chairs if there is a desire to have a session for Chairs later in October.

Questions for Superintendent Dinolfo were asked and answered.

6. Trustee update (T. O'Brien)

6.1 General update

- The trustees have been somewhat busy since the last CPIC meeting on June 7. We have had 2 board meetings and 5 Special Board meetings.

June 15 Regular Board Meeting

- The Board ratified the memorandum of Settlement between the Board and the Halton Ontario English Catholic Teachers association) OECTA to be effective Sept. 1/2019.
- We heard four excellent delegations on: Youth Vaccinations, Student Experience with Racism, Indigenous Human Rights and Equity Roadmap and the Importance of Student Voice.

At the June 16 Special Board Meeting, the trustees passed the following

- Bullying Prevention and Intervention.
- Inclusion and Range of Placement Options for Identified Exceptional Students;
- Voluntary, Confidential Self Identification of First Nation, Métis, and Inuit Students;
- Catholic School Councils and Catholic Parent Involvement Committee; The amendments which included a move to change the number of non-Catholics on CPIC was defeated.
- We also passed a policy on School Anniversary Celebrations;

June 24th Special Board Meeting:

- One of the responses to the previous board meeting was to include the land acknowledgement for all regular and special Board meetings.
- Another motion that was passed in response to non-Catholic students who are seeking leadership opportunities; but who can't run for trustee because they are not Catholic.
- The trustees passed a motion to start a system wide Equity Audit which is under way right now.

The committee met over the summer. The terms of reference for the committee was passed at the Aug. 17 Special Board Meeting

September 7 Regular Meeting of the Board:

- The one motion that was passed regarding menstrual equity stated that in collaboration with the HDSB, our board would write a letter to the minister of Education to urge the implementation of accessible and free menstrual hygiene products in and across Ontario schools.

Sept. 16 Special Board Meeting:

- We passed a motion of data collection which will allow on forms and surveys a fuller range of options for gender identity and sexual orientation
- We also pass a motion on Indigenous studies that will promote more culturally diverse secondary courses in Native Studies.
- As well, we passed a comprehensive motion on Indigenous Equity and Human Rights Roadmap which covered many aspects of this topic to allow for safer schools.
- Another motion was passed to ask for a report to consider the expansion of elementary community classrooms to more sites in order to provide better access.
- As well, as you know, we have all seen the Director's monthly report outlining our board's successes. We are now extending that to our Superintendents so that we will hear from all of them.

6.2 Upcoming Notable Items:

- One motion that will be brought forward to the Sept. 21 Regular Board Meeting will be on using MPAC data to solicit stakeholder feedback for the multi-year strategic plan.
- We are aiming for a completion date of the multi-year strategic plan by March 2022.
- Trustees will be attending the regional fall meeting next week.

7. Standing Items:

7.1 OAPCE Update (D. Garell-Teti)

- I am very excited to begin the school year as the Halton OAPCE director and look forward to another year of planning, communicating and updating our CPIC on OAPCE events and news.
- The first Board of Directors meeting for OAPCE for this school year will take place on Oct 2nd. For review at that meeting will be the 2021/22 OAPCE strategic plan.
- OAPCE has also posted the tabulated results of its first ever Parent Crowdsourcing Idea Board which was conducted in June/July. This idea board lists what parents think should START, STOP and Continue in publicly funded Catholic Education in Ontario. Feel free to visit oapce.org to view the categories and parent feedback.
- I will be working to prepare for the commissioning ceremony of our Halton OAPCE reps at the first council of chairs meeting on Nov 3rd.
- I will present as well, some of the Halton OAPCE initiatives that are also in the planning stages as well.

7.2 CPIC Subcommittees

The following subcommittees were agreed upon for the 2021-2022 school year:

7.2.1 School Council Support Committee (T. Arruda-News/L. Gallo)

7.2.2 Parent/Community/Parish Engagement Committee

7.2.3 By-laws

7.3 CPIC Representation on Board Committees

7.3.1 Mental Health

Jordan Cran volunteered to represent CPIC

7.3.2 Home-School-Parish Partnership

Violeta Burany volunteered to represent CPIC

7.3.3 Walk with Jesus

Tiana Arruda-Newns volunteered to represent CPIC

7.3.4 Destreaming (J. Santos)

Jennifer Santos is currently representing CPIC on this committee as it started over the summer.

- J. Santos shared a brief description of the goals of this committee.

7.3.5 Equity Audit (J. Santos)

Jennifer Santos is currently representing CPIC on this committee as it started over the summer.

- J. Santos shared a brief description of the goals of this committee.
- Trustee N. Guzzo followed up with more information on where the committee stands right now and the scope of the goals this committee hopes to accomplish at its completion.

7.3.6 School Year Calendar

Tiana Arruda-Newns had volunteered to represent CPIC.

7.3.7 Return to School (M. Lourenco)

Maria Lourenco has represented CPIC on this committee as it met over the summer.

8. Discussion Items:

8.1 School Council Training

- Schools are currently establishing their new councils so the handbook should be available so that CPIC can host drop in session training for Catholic School Council

chairs and co-chairs prior to, or perhaps during the Council of Chairs meeting in November.

- V. Monaco has been in touch with Strategic Communications regarding the updated branding and changes to the handbook coming soon.

8.2 By-laws

- G. Bergin gave an overview of why there was a by-laws subcommittee struck last year. Again, encouraged all members to review the by-laws. By-laws should be an ongoing part of the committee's work and decided it will be kept as a subcommittee.

8.3 Council of Chairs Meeting – Wednesday, November 3, 2021

- Floor was open to suggestions regarding activities/speakers/topics for the first Council of Chairs meeting in November. Members were asked to think about what would be appreciated by parents and bring their ideas to the next CPIC meeting on October 18, 2021.

Suggested topics:

- destreaming
- home/school/parish partnership: social justice. Still have Covid challenges to work with. Want to enhance, not add to church workload.

9. Other Business/Future Agenda Items

9.1 CPIC/Council of Chairs Meeting Dates 2021-2022

10. Closing Prayer

- N. Dinolfo thanked everyone for joining and closed the meeting with a prayer.

11. Adjournment

- Meeting was adjourned at 8:15 p.m.
- Declaration and Pledge was emailed out to all parent members immediately following adjournment.

Next CPIC Meeting: Monday, October 18, 2021 at 7:00 p.m.

Council of Chairs Meeting: Wednesday, November 3, 2021 at 7:00 p.m.

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: September 27, 2021
 Time: 7:00 pm
 Location: Microsoft Teams

Members Present	B. Agnew (Chair)	A. Louca-Ricci
	L. Anderson	M. Lourenco (Vice Chair)
	M. Arteaga	P. Moran
	R. Barreiro	R. Quesnel
	N. Guzzo	D. Rabenda
	D. Hotopeleanu	L. Rojas-Silva
	H. Karabela	S. Sweet
	J. Lim	T. Veale

Staff Present

- J. Acheson, Acting Chief Social Worker
- S. Balogh, Superintendent, Special Education Services
- G. Brown, Chief of Mental Health Programming
- P. Daly, Director of Education
- O. Foese, Chief Psychologist
- D. Kollee, Chief Speech Language Pathologist
- J. O'Reilly, Special Education Coordinator

Members Excused M. Duarte

Recording Secretary A. Hughes

1. Call to Order

The chair called the meeting to order.

1.1 Commissioning of SEAC

The meeting opened at 7:02 p.m. with a prayer led by the Chair and Superintendent Balogh.

1.2 Approval of Agenda

The following was added to the agenda:

11.2 Notice of Motion – Committee Code of Conduct for SEAC Members

Moved by: N. Guzzo

Seconded by: R. Barreiro

RESOLVED, that the agenda be accepted as amended. **CARRIED**

1.3 Welcome Back

The Chair welcomed SEAC members back after the summer break.

2. Presentations

2.1 Speech and Language Presentation (D. Kollee)

B. Agnew introduced D. Kollee, Chief Speech Language Pathologist, who provided an update on speech and language services. The presentation concluded with questions being answered. The presentation is included in the meeting package.

2.2 Summer Supports Presentation (J. Acheson, G. Brown, J. O'Reilly)

B. Agnew introduced J. Acheson, Acting Chief Social Worker, G. Brown, Chief of Mental Health Programming and J. O'Reilly, Special Education Coordinator, who presented on the Special Education Summer Learning Programs, Supports and Mental Health Supports. Staff concluded by answering questions. The presentation is included in the meeting package.

3. Action to be Taken

3.1 Minutes of the June 14, 2021 SEAC Meeting

Moved by: P. Moran

Seconded by: S. Sweet

RESOLVED, that the minutes of the June 14, 2021 SEAC Meeting be approved as presented.

The Chair called for a vote and the motion **CARRIED**.

4. Declarations of Conflict of Interest

There were no conflicts of interest reported.

5. Business Arising from Previous Meetings (Chair)

The Business Arising from Previous Meetings chart was reviewed. M. Lourenco withdrew from writing the letter to the Ministry of Education regarding the Special Education Funding model. N. Guzzo, B. Agnew, R. Barreiro and L. Rojas-Silva volunteered to write the letter. S. Sweet offered to review the letter also. The volunteers will draft a letter and send to SEAC members for review.

A discussion occurred on item #1: SEAC sub-committees and SEAC's further involvement in Board Committees. Board Committees will be communicated to SEAC to invite participation where a representative from SEAC is required. A committee report back will be added to future SEAC agendas. There is representation from SEAC on the Equity Audit Committee. N. Guzzo will share the terms of reference and the scope from that committee with SEAC members which can also be found on the Board website under the August 10th Equity Audit Committee Meeting and the August 17th Special Board Meeting.

6. Special Education Board Policy Review (Chair)

There were no policies for review.

N. Guzzo will email the Policy Committee Work Plan that was included in the September 14, 2021 Policy Committee meeting package on the Board website. P. Daly also shared the link to the work plan in the meeting chat.

7. Action and Information Items

7.1 2021-2022 SEAC Agenda Calendar of Events (Chair)

The Chair shared the 2021-2022 Draft SEAC Calendar of Events with members and explained that it is a working document. Additions to the calendar can be emailed to the Chair and Vice Chair.

7.2 SEAC Goal Setting (Chair)

The Chair shared the SEAC Goal Setting Chart from the previous year and asked if members wanted to revise the chart or re-start a new chart. P. Moran suggested setting up one or two agreed upon goals, each with objectives and then review the status of the goals. P. Moran will create a proposal on setting up goals, measurements and time frames to bring back to SEAC. Time will be allocated to the next agenda to review the proposal.

7.3 2021-2022 PRO Grant Information (Chair)

The Chair informed members that she received notification that SEAC will receive the Parent Reaching Out (PRO) Grant funds for the 2021-2022 school year and explained how the funds can be utilized for parent engagement. Members can send ideas on how to spend the funds to the Chair and Vice Chair. The chair asked if members would like to form a sub-committee and to let herself and the Vice Chair know.

8. Communications to SEAC

8.1 Superintendent's Report

S. Balogh provided updates on:

The Right to Read Committee: has launched a pilot study that will assess the effectiveness of the Reading Readiness Screening Tool (RRST) with a resource as a Tier 1 strategy for grade1 teachers. The committee has completed 2 days of training for the RRST for the grade 1 teachers in two schools as well as the Itinerant Special Education Resource Teachers. The 21-week intervention will occur from Nov-April.

SEA Trainers: are back in schools and providing training to students on LEARNstyle technology training that supports Read & Write, Word, and One Note.

Project SEARCH: we are excited to welcome students to the Milton District Hospital for the 2021-2022 school year. The HCDSB student interns have begun their Project Search journey with orientation activities and tours of various departments within the hospital.

Let's Go Fitness Program: after a successful pilot program at three Secondary schools last spring, the program is set to expand to all Secondary Life Skills classes and to our specialized STC classrooms in the elementary panel this October. Thank you to Student Success for their help with supporting this initiative.

FASD Awareness Day: we had a successful celebration of FASD Awareness Day.

Empower Training: there was a two day Empower training provided by the trainers from Sick Kids Hospital. The goal is to continue to train additional staff and to expand schools that offer the program.

New SERT CLC: topics included creating an IEP, components of and using eLite, creating IPRC documents, understanding accommodations and modifications, IEP development and how to do a SEA claim.

Electronic Forms: almost all forms have been moved to an electronic process. Elementary and secondary SERTs, Department Heads, and Administrators have been trained on the new digital signature for electronic referrals and forms.

Secondary Department Heads: participated in professional development that included a presentation on the new destreamed math from Curriculum Consultants. Other topics included: SE1, SE17, IRP, Safety Plan Training in eLite, a Mental Health and Well Being MDT presentation, and School-Based Rehab Services.

FASD Training: launched an internal training & we supported all schools with release time this year to be able to have a staff member attend. In addition to full day sessions, several one-hour special topics in FASD sessions are being provided to staff the last Wednesday of each month.

Safe Management Practical/Physical Training Sessions: have been reinstated for Educational Assistants.

New Relias Modules: were released to our ITEAMS and our STC and Life Skills SETs. This training will be ongoing over the course of the school year and will be delivered in a combination of self-directed online learning modules and Behaviour Analysts led debriefs.

Online Autism Training: funds were received again this year from the Ministry of Education for courses which are run by Sonderley formerly know as Geneva.

Social Workers: have been assisting students and families with the transition back to school.

Child and Youth Counsellors: have supported students, staff and schools in the transition back to school supporting a mentally healthy return to school by providing resources, individual support and planning for Tier 1 program delivery. Roots of Empathy, MindUP, Healthy Transitions, Kelso Choice, Kids Have Stress Too, and Zones of Regulation are being delivered across the system.

Stop Now and Plan (SNAP) Program: will be expanding this year after piloting it in the spring in ten schools. SNAP is an evidenced program teaching emotional regulation and problem solving skills based on a CBT based model in collaboration with the Child Development Institute. The program can be adapted and delivered in specialized classrooms. Additional elementary CYCs will be trained in November including the CYC supporting the Virtual School. CYCs who were trained last year will be running the program in schools either in the fall or early in new year.

Mental Health Literacy in Action: four mental health lessons will be taught to all secondary students this school year. Student Mental Health in Action is a series of four 30-minute lessons. The lessons will be taught in religion classes and supported by school based CYC & Social Work staff. Training for the religion teachers will be in early October with a roll out to begin shortly after the training and will vary from school to school.

SafeTALK Training: will resume this year for staff. We will be offering three trainings by the end of December. SafeTALK is a half-day training program for staff that teaches participants to recognize and engage persons who might be having thoughts of suicide and to connect them with community resources trained in suicide intervention.

Budget Update: the budget passed at the end of June. Feedback was collected from SEAC and staff reviewed the feedback. Approval was received to add to the CYC and EA complement, an Itinerant SERT to focus on Gifted, Destream Math, Stem and French, IT support, Behaviour Analyst, and an ISERT DHH.

8.2 Trustee Reports

N. Guzzo reported on:

Special Board Meeting June 29, 2021: addressed a motion on conduct during board meetings. A report was received, and the report can be viewed in the meeting package on the HCDSB website.

Special Board Meeting August 17, 2021: on the agenda was the Equity Audit Committee which focused on the terms of reference for the equity audit and its mandate. N. Guzzo will email the scope and the link to the meeting packages to members after the meeting.

Regular Board Meeting September 7, 2021: some of the motions that passed were Menstrual Equity, Data Collection, Indigenous Studies, Indigenous Equity and Human Rights Road Map, Elementary Community Classroom Expansion, and Senior Staff Updates.

Regular Board Meeting September 21, 2021: the two possible names for the Virtual Elementary School were submitted. The names St. Clare of Assisi Catholic Elementary School and Blessed Carlo Acutis Catholic Elementary School have been submitted to Bishop Douglas Crosby for his consideration. The following policies were approved Policy I-06 Delegation to the Board, Policy I-19 Occupational Health and Safety, Policy I-46 Correspondence to the Board of Trustees, Policy II-09 Opening and Closing Exercises, Policy III-15 Workplace Violence, Policy III-16 Workplace Discrimination and Harassment, and the HCDSB Procedural By-Laws were amended to include in-camera meetings to start at 6:30 pm and the Board meetings will start at 7:00 pm to 11:00 pm.

All information is available in the meeting packages on the HCDSB website.

M. Lourenco inquired about the Elementary Community Classroom motion coming to SEAC. N. Guzzo noted that it has not come back to the Board and once it has come back to the Board, she will make note that the inquiry was made for it to come back to SEAC.

8.3 Association Report – Learning Disabilities Association of Halton- Hamilton (S. Sweet)

S. Sweet provided an overview on upcoming LDAHH free parent workshops in October: Stress Management and How to Get an IEP That Really Works. Current programs were explained and are listed on the LDAHH website. New LDAHH initiatives were presented; SOAR Transition Skills and Pathways to Success. October is LD awareness month. The presentation and flyer are included in the meeting package.

9. SEAC Discussion/Questions

No questions were brought forward.

10. Meeting Summary and Next Steps (Chair)

Additional agenda items will be added to the upcoming agenda.

11. Next Agenda (Chair)

11.1 Next Meeting: October 25, 2021

11.2 Notice of Motion - Committee Code of Conduct for SEAC Members (R. Barreiro)

WHEREAS SEAC is a committee that is tasked with supporting children with exceptionalities.

WHEREAS the work that all members contribute reflect our respective groups mandate and serve as a vital role in the support/ recommendations that SEAC provides to the Halton Catholic District School Board for any child with exceptionalities.

WHEREAS the best way to accomplish this is to work collaboratively with all members of SEAC in a supportive and respectful approach that benefits all Students with Exceptionalities at the Halton Catholic District School Board, especially our vulnerable students.

BE IT RESOLVED that a review of the HCDSB's Code of Conduct for Committee members be completed by staff;

BE IT FURTHER RESOLVED that SEAC implement a membership guideline for etiquette and immediately obtain the verbal and written commitment of all members that they will conduct themselves professionally and with respect towards other members of SEAC at all times which will become "SEAC Membership Conduct;

BE IT FURTHER RESOLVED that proper protocol to ensure concerns about matters brought before SEAC are addressed by SEAC and not communicated or otherwise used by members of SEAC to besmirch, tarnish, bully, or harass other members or used for personal advancement and gain;

BE IT FURTHER RESOLVED that a written acknowledgement that all committee members are required to sign confirming they agree to abide by and comply with the Code of Conduct for Committee members.

12. Adjournment

12.1 Resolution re Absentees (Chair)

Moved by: L. Rojas-Silva

Seconded by: P. Moran

RESOLVED, that M. Duarte be excused. CARRIED

12.2 Adjournment and Closing Prayer (Chair)***Moved by:*** D. Hotopeleanu***Seconded by:*** P. Moran***RESOLVED, that the meeting adjourn. CARRIED***

The meeting adjourned at 9:23 p.m. with a prayer led by the Chair.

MINISTRY MEMOS

DATE ISSUED	MEMO TITLE AND LINK
October 18, 2021	Updates to the School Screening Tool for the 2021-22 School Year
October 19, 2021	Family-Managed Home Care Program/Self Directed Care and the Provision of School Health Professional Services (Nursing)
October 28, 2021	Update: Expanded COVID-19 Testing Strategy for Ontario Schools

Good Evening Trustees,

First of all I would like to thank you for the opportunity to delegate due to the recent change in the Policy.

I am here tonight on behalf of the Elementary Teachers in the HCDSB to voice the concerns and frustrations being felt by teachers due to board decisions.

Recently the board has purchased and implemented a new program called Power School. This program is used in the board for multiple purposes from attendance to completing report cards. This introduction is a significant change for not only teachers but other staff as well.

This was a significant cost to the board made with no input or pilot from those who would be using it. Prior to making a drastic change a pilot should have been done to ensure it was the best option available for purchase. A committee should have been struck to research options and look at all the pros and cons of each so an informed decision was made. No one knows who or how the decision to go with this program was made as no one who uses it in the schools appears to have been consulted.

In other school boards teacher groups were involved in discussions prior to implementation and some even had transition committees to ensure a smooth and successful transition to it. There was nothing in the HCDSB. Teachers were given the program and tip sheets on how to use it. The HCDSB was aware of the change to this program months ago yet teachers are only now, a few weeks before reports are due being given any sort of "training" on it.

Right now we are in the midst of writing progress reports. For weeks teachers did not have access to reporting on Power School so are left completing them in a shorter period of time than they normally would. Once access was finally given it was evident that this was not a user friendly program and would require training to be able to properly use it to complete report cards.

We have been asking for training and assistance in navigating the program yet little support has come. Teachers are being provided with lunch and learns, drop ins during their planning time or twilight sessions to complete the training and get supports for completing report cards. The board has not provided on the job training for this mandatory program. Teachers are asking for help and are being directed to the tip sheet or to get the assistance on their own personal time, which many have very little of right now with the looming deadlines.

This lack of training and support is becoming a new trend in the HCDSB. I understand that it is difficult at times to fill absences with occasional teachers but there are ways to get the proper training done, especially if it was not rushed as it seems to be the case.

One of my members wrote to me to say "I am on OCT with over 20 years of teaching experience. I have been through several math curriculums, math resources as well as report card systems. In my experience, each time a new and improved version was introduced for any of those key elements. Our HCDSB always preceded any introduction with training! Teachers always attended a half or full day in-

service during our workday to be introduced and trained on how to navigate, use and get the most out of these valuable resources.”

“Regarding the new Power School reporting system, I am absolutely appalled that progress reports are due in 3 weeks, and I am trying to read through a 13-page handout of instructions on my own time to figure out how to work this new system.”

Another teacher told me “I had an after school training session for Power School and how to complete the report card using it. I can honestly say this was the worst training session I have had. How are we suppose to learn to use the program, basically watching someone quickly clicking on how to do it? It appears the program is not user friendly. We will have to put in many hours figuring how to use the program and make or craft comments to fit. The problem with this is we only have 3 weeks until they are due.”

3 weeks before reports are due are teachers getting guidance on the new program they are using and finding that this program is inefficient compared to the old one and takes multiple steps to input data.

Prior to introducing a new policy at the board you would go through a thorough process to ensure it met the needs of the board. There would be opportunities for stakeholder feedback. Why is there no policy to address the implementation of new board wide programs? Power School should have gone through numerous checks and balances prior to purchase and implementation. How is it that it takes months and a lengthy process to name a new school yet a new board program can be put in place overnight?

When the board makes decisions on programs being used by staff it has a significant impact. We are the stakeholders and should be consulted and given a chance to voice concerns prior to it being put in place. There are multiple report card programs, all those options should have been explored properly and then implemented in a reasonable amount of time. There needs to be a proper transition plan to ensure success.

I am here today asking that all new significant programs go through a proper vetting process to ensure they meet the needs of the stakeholders. There needs to be a committee struck to investigate and determine the best option available and then to be able to plan for a successful transition to it, including any required training to use it. That committee needs to include representatives from the groups who will be using it. Even though Power School has been purchased and implemented we can still go through a process to ensure a smooth transition and see if it really is the best program.

We cannot continue to make program changes without proper consultation and training as it is having a negative impact on the mental well being of teachers. Teachers need to have their mental health taken care of so we can support students.

“When teachers are supported in a way that allows them to do their best work, our students win.”

Tara Hambly
President
Halton Elementary, OECTA

To: **Pat Daly**, Director of Education, HCDSB

CC: **Patrick Murphy**, Chair of the Board, Milton Trustee
Marvin Duarte, Vice-Chair of the Board, Milton Trustee
Brenda Agnew, Burlington Trustee
Peter DeRosa, Oakville Trustee
Nancy Guzzo, Oakville Trustee
Vincent Iantomasi, Burlington Trustee
Helena Karabela, Oakville Trustee
Tim O'Brien, Burlington Trustee
Janet O'Hearn-Czarnota, Halton Hills Trustee
Sita Jayaraman, Senior Manager, Human Rights and Equity, HCDSB
Stephen Lecce, Minister for Education
Nancy Naylor, Deputy Minister for Education
Patrick Case, Assistant Deputy Minister, Ministry of Education
Stephen Crawford, MPP - Oakville
Jane McKenna, MPP - Burlington
Effie Triantafilopoulos, MPP - Oakville North-Burlington
Parm Gill, MPP - Milton
Ted Arnott, MPP - Wellington-Halton Hills

October 27th, 2021

Dear Director Daly,

We are writing with deep concerns regarding the recent training session being offered by HCDSB. This training session, titled *Raising Resilient Black Children*, is being offered specifically to Black parents of HCDSB. This session further contributes to the narrative that the onus is on Black children and Black families to cope with the racism and discrimination they face.

We acknowledge and appreciate the much-needed strides and progress that HCDSB has made in the last three years as far as initiatives around equity, diversity, and inclusion, all in line with our 'belonging' pillar; however, this training session was a misstep and disservice to that progress. As non-BIPOC members of the HCDSB community, we do not purport to speak for the members of the Black community. We do, however, feel a responsibility as allies and advocates for equality, diversity, and inclusion to speak up. It is our strong opinion that Black parents do not need social workers training them on how to teach their kids to be resilient; nor do they need any additional parenting classes, any more than any other parent within HCDSB.

What we owe to our Black Community, instead, is support. We need the administration and Senior Management, such as yourselves, to make teaching anti-racism a priority in our schools. We need our schools to be a bastion of safety for all students. Our schools must be a place where, when a child is called a derogatory name or harassed because of the colour of their skin, they know that it will not be



them called into the office - but the perpetrators. The Social Workers and CYCs need to be available to work with these families - because racism is learned. You are simply perpetuating a systemic problem: placing the blame on the victims.

There needs to be a zero-tolerance policy for racism within our schools, and that starts with our board management. By offering sessions like the one referenced here, you are exhibiting the same racist attitudes that generations of Black people have fought against and been oppressed by. We need training for non-BIPOC parents on how to teach their children to be anti-racist. They need to know what it looks like and how the continuous micro-aggressions (such as this one) can cause long lasting damage to children. They need the leaders in our school system to lead by example.

Thank you for your consideration.

Sincerely,

Kristy Dickinson

Allison Kolch

Ian McCombe

Caitlin Norton

Alexandra Power

Stacey Vlasic

Lauren Wallis



**HALTON
PARENTS
for
CHANGE**

On behalf of **Halton Parents for Change**
info@haltonparentsforchange.ca

From: Lex Smitko

Sent: October 27, 2021 2:30 PM

To: premier@ontario.ca; stephen.lecce@pc.ola.org; jane.mckenna@pc.ola.org; dr.david.williams@ontario.ca; minister.edu@ontario.ca; Comments <Comments@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>

Subject: [<EXTERNAL>] Ending Cohorts at Recess

To Whom it May Concern,

As Ontario re-opens and capacities increase for all indoor and outdoor spaces we seem to be once again forgetting the children. They are left in segregated cohorts as the rest of Ontario moves forward with increased indoor and outdoor capacities.

We seem to be recycling outdated practices for the classes and recesses instead of keeping with the pace of the re-opening. On a whim schools were closed, but the boards aren't adapting to the re-opening within the recess/outdoor practices quite as quickly.

Both public health and every major sports organization in Canada have determined that it's safe for children to engage in outdoor physical activity that involves entering another child's space for a short period of time. Yet, on the playground and blacktop there are no toys or balls, no games, no playing, no breaking cohorts or zones and some schools have even cut recess times to increase sanitization times. Sadly, some schools still requiring masking outdoors, despite the risk being extremely low. Many of the zone practices prevent siblings from even speaking to each other.

Simply put recess, free open play and re-connection is getting lost by keeping cohorts segregated together outside. These kids they have not interacted with any students outside their classlist for months. Kids need to re-connect and heal from the burdens placed on them over the pandemic. Children are burned out and feeling left behind as the rest of Ontario is able to move forward. Even children who don't normally have behavioural problems at school are being mean to one another as they are spending the time with only the same small pool of students day in and day out. Please lets not forget about the kids and their mental well being once again,

Please read this article to support my letter -

<https://www.cbc.ca/radio/sunday/the-sunday-magazine-for-october-17-2021-1.6212978/recess-is-serious-business-and-it-s-getting-neglected-in-the-pandemic-researcher-says-1.6218349>

Thank you for your time, we hope to hear this issue raised at the next meetings and cohorts eliminated from recess immediately.

Thank you,

Alexis Smitko

Burlington, Catholic school parent

(please include this letter in the HCDSB upcoming meeting)

From: Maria Lourenco

Sent: November 1, 2021 2:45 PM

To: Murphy, Patrick <MurphyP@hcdsb.org>; Duarte, Marvin <DuarteM@hcdsb.org>; lantomasi, Vincent <lantomasiV@hcdsb.org>; O'Brien, Timothy <O'BrienT@hcdsb.org>; Agnew, Brenda <AgnewB@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; DeRosa, Peter <DeRosaP@hcdsb.org>; Guzzo, Nancy <GuzzoN@hcdsb.org>; O'Hearn-Czarnota, Janet <O'Hearn-CzarnotaJ@hcdsb.org>

Cc: Daly, Patrick <DalyP@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>

Subject: [<EXTERNAL>] Fw: Response to October 19 Delegation - Exams for HCDSB Secondary Students

Dear Chair Murphy and all HCDSB Trustees,

As you know and as per the attached, at the October 19th regular board meeting trustees unanimously passed the following resolution (#297/21) in response to my delegation regarding "Exams for HCDSB Secondary Students":

***RESOLVED THAT,** the Halton Catholic District School Board request a staff report for the next regularly scheduled board meeting (November 2, 2021), about how students are currently being helped to develop exam-writing skills and for staff to outline final assessment plans, by subject matter, for the Grades 9, 10, 11 and 12.*

Where is the staff report that addresses the first part of the resolution, and the subject of the delegation?

Staff Report 9.4 in the November 2nd Board Report entitled "Secondary Assessments" makes no reference to my delegation or the resolution that was unanimously passed, however it appears to meet the second requirement of the resolution as the report provides a "Summary of Final Assessments Gr. 9-12". Interesting that the only course to offer a final exam is a Physical Education course.

In fact, the word "exam" or "examination" is found exactly twice in the report - once as part of a quote from the Ministry's "Growing Success" document describing the "primary purpose of assessment" and again in reference to the only and only course in which HCDSB will offer an exam this year - Grade 12 Anatomy. Neither of these statements address the subject of the delegation or the requirement of the resolution which was to describe "how students are currently being helped to develop exam-writing skills". If the board is trying to pass off this report as addressing the requirements of the resolution, it's not fooling anybody.

I was very clear in my delegation which followed up on previous correspondence and a recommendation from one of the board's Catholic School Councils. The concern was, has always been and still is the **importance of exam writing skills for students pursuing post-secondary pathways at the college and university levels**. This is a significant number of your students. A "timed assessment", a test or a quiz is NOT the same as an exam, not even close - unless it covers the full course material at the very least, and is of somewhat significant

length. A "timed assessment" that covers half or a third of the course material would approximate a post-secondary midterm, but still not an exam.

Staff Report 9.4 is just further obfuscation on the issue of exam writing skills which the board is obstinate about addressing. The Report wastes a great deal of space focussing on the minimum Ministry requirements and justifying *other* assessment practices. Neither the delegation, the resolution or any other concerns brought forward to date were with respect to a lack of compliance with Ministry requirements or the merits of one form of assessment over another.

As you know, Section 218.1 of the Education Act, also referenced in HCDSB Policy I-36, Trustee Code of Conduct, requires all trustees to "uphold the implementation of any board resolution after it is passed by the board".

I'm at a loss to understand the fierce resistance of this board to setting up our graduating students for success. Nonetheless, trustees did unanimously pass a resolution to at least see some action on this.

What action is being taken to ensure the full requirements of HCDSB Board resolution #297/21 are fulfilled?

Please include this correspondence in the November 2nd Board Report, including the attached "Response to Delegation".

Sincerely,
Maria Lourenco

October 20, 2021

Sent via email

Dear Ms. Lourenco,

Re: Exams for HCDSB Secondary Students

On behalf of the Halton Catholic District School Board, I wish to acknowledge the presentation you made at the October 19, 2021 Regular Board Meeting regarding Exams for HCDSB Secondary Students.

At the October 19, 2021 Regular Board Meeting, the Board of Trustees moved and carried the following motion:

RESOLVED, that the Halton Catholic District School Board request a staff report for the next regularly scheduled board meeting (November 2, 2021), about how students are currently being helped to develop exam-writing skills and for staff to outline final assessment plans, by subject matter, for Grades 9, 10, 11 and 12.

Thank you for taking the time to express your views.



Pat Daly

Director of Education and Secretary of the Board

cc: Board of Trustees