

**REGULAR BOARD MEETING
AGENDA**

Date: Tuesday, January 5, 2021
Time: 7:30 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

| | Pages |
|--|--------------|
| 1. Call to Order | |
| 1.1. Opening Prayer, National Anthem and Oath of Citizenship (N. Gubert) | |
| 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 | |
| 4.1. Land Acknowledgement | 1 - 2 |
| 5. Delegations | |
| 6. Approval of Minutes | |
| 6.1. Minutes of the December 15, 2020 Regular Board Meeting | 3 - 9 |
| 6.2. Minutes of the December 17, 2020 Special Board Meeting | 10 - 16 |
| 7. Business Arising from Previous Meetings | |
| 7.1. Summary of Outstanding Items from Previous Meetings | 17 - 20 |
| 8. Action Items | |
| 8.1. French Immersion 2021-22 (H. Karabela) | 21 - 21 |
| 8.2. Response to December 15, 2020 Delegation | |
| 8.3. Ad Hoc Committee of the Whole for French Programming (P. DeRosa) | 22 - 22 |
| 8.4. Policy II-17 Pastoral Reference (N. Guzzo) | 23 - 26 |
| 8.5. Policy III-04 Employee Assistance Program (N. Guzzo) | 27 - 31 |
| 8.6. Policy III-10 Criminal Reference Check Applicants for Employment (N. Guzzo) | 32 - 36 |

| | | |
|-------|--|----------|
| 9. | Staff Reports | |
| 10. | Information Items | |
| 10.1. | Student Trustees Update (N. Gubert, K. Kelly, J. Roshdy) | 37 - 39 |
| 10.2. | Schools Update (P. Daly) | 40 - 43 |
| 10.3. | HCDSB Website (A. Swinden) | 44 - 70 |
| 11. | Miscellaneous Information | |
| 11.1. | Minutes of the November 30, 2020 SEAC Meeting | 71 - 150 |
| 12. | Correspondence | |
| 13. | Open Question Period | |
| 14. | In Camera | |
| 15. | Resolution re Absentees | |
| 16. | Adjournment and Closing Prayer (B. Agnew) | |



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|----------------------|----------|
| Land Acknowledgement | Item 4.1 |
| January 5, 2021 | |

Alignment to Strategic Plan

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

Purpose

Land acknowledgements are an honest and historically accurate way to recognize the traditional First Nations, Métis and/or Inuit territories of a place. The Corpus Christi Family of Schools and their Students took the lead on this initiative to create a visually stunning video to be used within the Halton Catholic District School Board. Students read our Land Acknowledgement with subtitles in English, Anishinaabemowin and French.

Background Information

Inspired by the 94 recommended calls to action contained in the Truth and Reconciliation Commission of Canada (now known as the National Centre for Truth and Reconciliation, or NCTR), land acknowledgements are a necessary first step toward honouring the original occupants of a place. They also help Canadians recognize and respect Indigenous peoples’ inherent kinship beliefs when it comes to the land, especially since those beliefs were restricted for so long.

Working to support Indigenous education in meaningful, concrete, and sustainable ways is essential to this work and places Indigenous perspectives at the centre of the work being done, or, as Marie Battiste has said, “Nothing about us without us” (quoted in Cote-Meek, 2017). It means we are moving towards processes of truth and reconciliation and transforming the educational system into spaces that are inclusive, respectful, and honour Indigenous people.

Comments

This was an initiative supported through the Indigenous Education Advisor, the Family of Schools Superintendent of Education, the Principals from Corpus Christi Catholic Secondary School, St. Anne Catholic Elementary School, Sacred Heart of Jesus Catholic Elementary School, St. Christopher Catholic Elementary School and St. Elizabeth Seton Catholic Elementary School. Councillor Evan Sault Mississaugas of the Credit First Nation assisted in translating to Anishinaabemowin and French as is acknowledged in the credits.



Conclusion

The video along with translations will be distributed to the system as well as posted on our Board's public website.

Report Prepared by: S. Saevil
Indigenous Education Advisor

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

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

MINUTES OF THE REGULAR BOARD MEETING

Date: December 15, 2020
 Time: 7:30 p.m.
 Location: Catholic Education Centre
 802 Drury Lane, Burlington

Trustees: B. Agnew (Electronically) H. Karabela (Electronically)
 P. DeRosa (Electronically) P. Murphy, Chair
 M. Duarte, Vice-Chair T. O'Brien (Electronically)
 N. Guzzo (Electronically) J. O'Hearn-Czarnota (Electronically)
 V. Iantomasi (Electronically)

Student Trustees: N. Gubert (Electronically) J. Roshdy (Electronically)
 K. Kelly (Electronically)

Senior Staff: E. Bakaic (Electronically) A. Lofts (Electronically)
 S. Balogh (Electronically) C. McGillicuddy (Electronically)
 A. Cordeiro (Electronically) R. Merrick (Electronically)
 J. Crowell (Electronically) L. Naar (Electronically)
 P. Daly, Director of Education J. O'Hara (Electronically)
 N. Dinolfo (Electronically)

Also Present: A. Bartucci, Communications Officer Strategic Communications (Electronically)
 L. Beraldo-Turner, President, Halton OECTA Secondary Unit (Electronically)
 L. Collimore, Chief Officer, Research and Development Services (Electronically)
 A. Cross, Senior Manager, Financial Services (Electronically)
 J. Gligoric, Junior Communications Officer, Strategic Communications (Electronically)
 T. Hambly, President, Halton OECTA Elementary Unit (Electronically)
 A. Kapur, Parliamentarian (Electronically)
 J. Mickle, Curriculum Consultant, Curriculum Services (Electronically)
 A. Robinson, Vice-Principal, Lumen Christi Catholic Elementary School (Electronically)
 B. Vidovic, Senior Manager, Planning Services (Electronically)
 A. Swinden, Manager, Strategic Communications (Electronically)

Recording Secretary: R. Di Pietro

1. Call to Order

The Chair called the meeting to order.

1.1 Opening Prayer, National Anthem, and Oath of Citizenship (J. Roshdy)

The meeting opened at 7:30 p.m. with a prayer led by Student Trustee Roshdy.

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:

Teacher Hiring

Mia Milicevic hired as a probationary teacher effective December 2, 2020. Katherine Howard hired as a probationary teacher effective December 7, 2020. Kristina Paralovos hired as a probationary teacher effective January 4, 2021.

Appointments -Secondary Principals

Teresa Castellarin and Clark McDougall appointed as Secondary Principals effective February 8, 2021.

Appointments -Secondary Vice Principals

Melissa Giardina and David Montoya appointed as Secondary Vice-Principals effective February 8, 2021.

2. Approval of the Agenda**#11/21**

Moved by: M. Duarte

Seconded by: N. Guzzo

RESOLVED, that the agenda be rearranged as presented.

The Chair called for a vote on **#11/21**:

| IN FAVOUR | OPPOSED | ABSTAIN | ABSENT |
|-------------------------|----------------|----------------|---------------|
| B. Agnew | V. Iantomasi | | |
| P. DeRosa | | | |
| M. Duarte | | | |
| N. Gubert (non-binding) | | | |
| N. Guzzo | | | |
| H. Karabela | | | |
| K. Kelly (non-binding) | | | |
| T. O'Brien | | | |
| J. O'Hearn-Czarnota | | | |
| J. Roshdy (non-binding) | | | |

The motion **CARRIED**.

#12/21

Moved by: B. Agnew

Seconded by: T. O'Brien

RESOLVED, that the agenda be approved, as amended.

The Chair called for a vote on **#12/21**:

| IN FAVOUR | OPPOSED | ABSTAIN | ABSENT |
|-------------------------|----------------|----------------|---------------|
| B. Agnew | V. Iantomasi | | |
| P. DeRosa | | | |
| M. Duarte | | | |
| N. Gubert (non-binding) | | | |
| N. Guzzo | | | |
| H. Karabela | | | |
| K. Kelly (non-binding) | | | |
| T. O'Brien | | | |
| J. O'Hearn-Czarnota | | | |
| J. Roshdy (non-binding) | | | |

The motion **CARRIED**.

3. **Declarations of Conflict of Interest**

Trustee DeRosa declared a conflict of interest with the first motion in action item 9.6 - 2020-21 Revised Budget Estimates as it deals with teacher salaries. Trustee DeRosa has family members who are teachers therefore declared conflict.

Trustee O'Brien declared a conflict of interest with the first motion in action item 9.6 - 2020-21 Revised Budget Estimates as it deals with teacher salaries. Trustee O'Brien's wife is a teacher therefore declared conflict.

4. **Presentations**

4.1 **Keeping Christ in Christmas Student Contest 2020 (Strategic Communications)**

The finalists of the eighth annual 'Keeping Christ in Christmas' student contest were recognized.

T. Hambly of Halton OECTA Elementary Association and L. Beraldo-Turner of Halton OECTA Secondary Association presented the top prizes to the following winners:

Primary Division - Mila Rose and Ana Sophia Lothringen, Sacred Heart of Jesus Catholic Elementary School.

Junior Division - Salomé Vélez-Gómez, St. Scholastica, Catholic Elementary School

Intermediate Division - Michael Salvia, St. John Paul II Catholic Elementary School

Secondary - Emma Pascu and Diane Choi, St. Thomas Aquinas Catholic Secondary School

5. **Delegations**

5.1 **Early French Immersion (K. Fiesta)**

Ms. Fiesta presented her delegation regarding expansion of the Early French Immersion Program.

6. Approval of Minutes**6.1 Minutes of the December 1, 2020 Regular Board Meeting
#13/21**

Moved by: B. Agnew

Seconded by: M. Duarte

RESOLVED, that the minutes of the December 1, 2020 Regular Board Meeting be approved.

The Chair called for a vote on **#13/21** and it **UNANIMOUSLY 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. Staff Reports**8.1 Math Action Plan - Update (J. Crowell)**

The Math Action Plan was reviewed.

Further qualitative and quantitative data to be presented to Trustees in June 2021.

8.2 French Immersion Strategy (R. Merrick)

Trustees provided with a French Immersion strategy for the 2021-2022 school year and beyond.

9. Action Items**9.1 French Immersion (H. Karabela)**

#14/21

Moved by: H. Karabela

Seconded by: M. Duarte

BE IT RESOLVED, the Board of Trustees give direction to the Director of Education to expand the Halton Catholic District School Board French Immersion Program by up to a maximum of two (2) additional classes per municipality, based upon current demand, for the 2021-2022 school year only;

BE IT FURTHER RESOLVED, that any future expansion will be dictated by the outcome of French Immersion Boundary reviews to be completed and presented to the board for the first week of December 2021;

BE IT FURTHER RESOLVED, that the location of French Immersion Programs will be decided as per Policy II-51- Optional French Programming (French Immersion and Extended French), policy V-18 Community Engagement and Public Consultation and at the discretion of the Director of Education.

#15/21

Moved by: P. DeRosa

Seconded by: H. Karabela

RESOVLED, that the meeting move past 10:00 p.m.

The Chair called for a vote of **#15/21** and it **UNANIMOUSLY CARRIED**.

Trustees continued to discuss action item 9.1.

#16/21

Moved by: P. DeRosa

Seconded by: B. Agnew

RESOVLED, that the meeting move past 10:30 p.m.

The Chair called for a vote of **#16/21**. The vote was not unanimous therefore the meeting would adjourn following the vote on action item 9.1.

The Chair called a five-minute recess.

#14/21

Moved by: H. Karabela

Seconded by: M. Duarte

BE IT RESOLVED, the Board of Trustees give direction to the Director of Education to expand the Halton Catholic District School Board French Immersion Program by up to a maximum of two (2) additional classes per municipality, based upon current demand, for the 2021-2022 school year only;

BE IT FURTHER RESOLVED, that any future expansion will be dictated by the outcome of French Immersion Boundary reviews to be completed and presented to the board for the first week of December 2021;

BE IT FURTHER RESOLVED, that the location of French Immersion Programs will be decided as per Policy II-51- Optional French Programming (French Immersion and Extended French), Policy V-18 Community Engagement and Public Consultation and at the discretion of the Director of Education.

The Chair called for vote on **#14/21**:

| IN FAVOUR | OPPOSED | ABSTAIN | ABSENT |
|-------------------------|---------------------|------------------------|---------------|
| B. Agnew | J. O'Hearn-Czarnota | K. Kelly (non-binding) | |
| P. DeRosa | | | |
| M. Duarte | | | |
| N. Gubert (non-binding) | | | |
| N. Guzzo | | | |
| V. Iantomasi | | | |
| H. Karabela | | | |
| T. O'Brien | | | |
| J. Roshdy (non-binding) | | | |

The motion **CARRIED**.

POST NOTES:

- 9.2 French Immersion 2021-2022 (H. Karabela)**
The meeting was adjourned.
- 9.3 Response to Delegation**
The meeting was adjourned.
- 9.4 Ad Hoc Committee of the Whole for French Programming (P. DeRosa)**
The meeting was adjourned.
- 9.5 2019-20 Draft Audited Financial Statements (A. Lofts)**
The meeting was adjourned.
- 9.6 2020-21 Revised Budget Estimates (A. Lofts)**
The meeting was adjourned.
- 9.7 Proposed 2021 Facility Renewal Projects (R. Merrick)**
The meeting was adjourned.
- 9.8 Policy II-17 Pastoral Reference (N. Guzzo)**
The meeting was adjourned.
- 9.9 Policy III-04 Employee Assistance Program (N. Guzzo)**
The meeting was adjourned.
- 9.10 Policy III-10 Criminal Reference Check Applicants for Employment (N. Guzzo)**
The meeting was adjourned.
- 10. Information Items**
- 10.1 Student Trustees Update (N. Gubert, K. Kelly, R. Roshdy)**
The meeting was adjourned.
- 10.2 Four Year Ministry Enrolment Projections (A. Lofts)**
The meeting was adjourned.
- 10.3 Committees of the Board (P. Murphy)**
The meeting was adjourned.
- 10.4 Schools Update (P. Daly)**
The meeting was adjourned.
- 10.5 School Drinking Water Lead Content Test Results 2020 (R. Merrick)**
The meeting was adjourned.

10.6 Construction Report - Bishop P.F. Reding Catholic Secondary School, St. Michael Catholic Elementary School and St. Peter Catholic Elementary School Child Care (R. Merrick)

The meeting was adjourned.

11. Miscellaneous Information

11.1 Minutes of the October 26, 2020 SEAC Meeting

The meeting was adjourned.

11.2 Minutes of the November 9, 2020 CPIC Meeting

The meeting was adjourned.

11.3 Minutes of the November 10, 2020 Policy Committee Meeting

The meeting was adjourned.

12. Correspondence

The meeting was adjourned.

13. Open Question Period

The meeting was adjourned. No questions were submitted.

14. In Camera

The meeting was adjourned. There was no follow-up In-Camera session.

15. Resolution re Absentees

The meeting was adjourned. There were no absentees.

16. Adjournment and Closing Prayer (T. O'Brien)

The meeting adjourned at 10:36 p.m. with a prayer led by Trustee O'Brien.

Secretary of the Board

Chair

MINUTES OF THE SPECIAL BOARD MEETING

Date: December 17, 2020
Time: 7:00 p.m.
Location: Catholic Education Centre
802 Drury Lane, Burlington

Trustees: B. Agnew (Electronically) H. Karabela (Electronically)
P. DeRosa (Electronically) P. Murphy, Chair
M. Duarte, Vice-Chair T. O'Brien (Electronically)
(Electronically) J. O'Hearn-Czarnota (Electronically)
N. Guzzo (Electronically)
V. Iantomasi (Electronically)

Student Trustees: N. Gubert (Electronically) K. Kelly (Electronically)

Trustees Excused: J. Roshdy

Senior Staff: P. Daly, Director of Education J. O'Hara (Electronically)
A. Lofts (Electronically)

Also Present: A. Cross, Senior Manager, Financial Services (Electronically)
A. Kapur, Parliamentarian (Electronically)
A. Swinden, Manager, Strategic Communications (Electronically)

Recording Secretary: R. Di Pietro

1. Call to Order

1.1 Opening Prayer, National Anthem, and Oath of Citizenship (P. Murphy)

The meeting opened at 7:00 p.m. with a prayer led by Chair Murphy.

1.2 Motions Adopted In-Camera

There was no in-camera session.

1.3 Information Received In-Camera

There was no in-camera session.

2. Approval of the Agenda

#17/21

Moved by: T. O'Brien

Seconded by: V. Iantomasi

RESOLVED, that action items 8.1 Proposed 2021 Facility Renewal Projects and 8.2 2019-20 Draft Audited Consolidated Financial Statements be removed from the agenda.

The Chair called for a vote on **#17/21**:

| IN FAVOUR | OPPOSED | ABSTAIN | ABSENT |
|--------------|------------------------|-------------------------|-------------------------|
| P. DeRosa | B. Agnew | N. Gubert (non-binding) | J. Roshdy (non-binding) |
| V. Iantomasi | M. Duarte | | |
| T. O'Brien | N. Guzzo | | |
| | H. Karabela | | |
| | K. Kelly (non-binding) | | |
| | P. Murphy | | |
| | J. O'Hearn-Czarota | | |

The motion was **DEFEATED**.

#18/21

Moved by: B. Agnew

Seconded by: M. Duarte

RESOLVED, that the agenda be approved.

The Chair called for a vote on **#18/21**:

| IN FAVOUR | OPPOSED | ABSTAIN | ABSENT |
|-------------------------|--------------|---------|-------------------------|
| B. Agnew | P. DeRosa | | J. Roshdy (non-binding) |
| M. Duarte | V. Iantomasi | | |
| N. Gubert (non-binding) | T. O'Brien | | |
| N. Guzzo | | | |
| H. Karabela | | | |
| K. Kelly (non-binding) | | | |
| P. Murphy | | | |
| J. O'Hearn-Czarota | | | |

The motion **CARRIED**.

3. Declarations of Conflict of Interest

Trustee DeRosa declared a conflict of interest with the first motion in action item 8.3 - 2020-21 Revised Budget Estimates as it deals with teacher salaries. Trustee DeRosa has family members who are teachers therefore declared conflict.

Trustee O'Brien declared a conflict of interest with the first motion in action item 8.3 - 2020-21 Revised Budget Estimates as it deals with teacher salaries. Trustee O'Brien's wife is a teacher therefore declared conflict.

4. Presentations

There were no presentations.

5. Delegations

There were no delegations.

6. Approval of the Minutes

There were no minutes to approve.

7. Business Arising from Previous Meeting

There was no business arising to review.

8. Action Items**8.1 Proposed 2021 Facility Renewal Projects (R. Merrick)**

#19/21

Moved by: N. Guzzo

Seconded by: P. DeRosa

RESOLVED, that the Halton Catholic District School Board authorize staff to proceed with the proposed 2021 facility renewal projects.

The Chair called for a vote on **#19/21**:

| IN FAVOUR | OPPOSED | ABSTAIN | ABSENT |
|-------------------------|---------|---------|-------------------------|
| B. Agnew | | | J. Roshdy (non-binding) |
| P. DeRosa | | | |
| M. Duarte | | | |
| N. Gubert (non-binding) | | | |
| N. Guzzo | | | |
| V. Iantomasi | | | |
| H. Karabela | | | |
| K. Kelly (non-binding) | | | |
| P. Murphy | | | |
| T. O'Brien | | | |
| J. O'Hearn-Czarnota | | | |

The motion **CARRIED**.

#20/21

Moved by: P. DeRosa

Seconded by: N. Guzzo

RESOLVED, that the Halton Catholic District School Board authorize staff to expense funds from available capital funding and the capital reserve for the proposed 2021 facility renewal projects, and that the expenditures will not exceed \$4,625,000.

The Chair called for a vote on **#20/21**:

| IN FAVOUR | OPPOSED | ABSTAIN | ABSENT |
|-------------------------|---------|---------|-------------------------|
| B. Agnew | | | J. Roshdy (non-binding) |
| P. DeRosa | | | |
| M. Duarte | | | |
| N. Gubert (non-binding) | | | |
| N. Guzzo | | | |
| V. Iantomasi | | | |
| H. Karabela | | | |
| K. Kelly (non-binding) | | | |
| P. Murphy | | | |
| T. O'Brien | | | |
| J. O'Hearn-Czarnota | | | |

The motion **CARRIED**.

8.2 2019-20 Draft Audited Consolidated Financial Statements (A. Lofts) #21/21

Moved by: P. DeRosa

Seconded by: M. Duarte

RESOLVED, that the Halton Catholic District School Board approve the 2019-20 Drafted Audited Financial Statements.

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

| IN FAVOUR | OPPOSED | ABSTAIN | ABSENT |
|-------------------------|--------------|---------|-------------------------|
| B. Agnew | V. Iantomasi | | J. Roshdy (non-binding) |
| P. DeRosa | | | |
| M. Duarte | | | |
| N. Gubert (non-binding) | | | |
| N. Guzzo | | | |
| H. Karabela | | | |
| K. Kelly (non-binding) | | | |
| P. Murphy | | | |
| T. O'Brien | | | |
| J. O'Hearn-Czarnota | | | |

The motion **CARRIED**.

8.3 2020-21 Revised Budget Estimates (A. Lofts)

Trustee O'Brien updated his conflict of interest and added that he also has a conflict with the third resolution.

Trustee DeRosa updated his conflict of interest and added that he also has a conflict with the third resolution.

#22/21**Moved by:** B. Agnew**Seconded by:** N. Guzzo**RESOLVED**, that the Halton Catholic District School Board approve the 2020-21 salary and benefits Revised Budget Estimates in the amount of \$357,563,563.The Chair called for a vote on **#22/21**:

| IN FAVOUR | OPPOSED | ABSTAIN | ABSENT |
|-------------------------|---------|---------|-------------------------|
| B. Agnew | | | J. Roshdy (non-binding) |
| M. Duarte | | | |
| N. Gubert (non-binding) | | | |
| N. Guzzo | | | |
| V. Iantomasi | | | |
| H. Karabela | | | |
| K. Kelly (non-binding) | | | |
| P. Murphy | | | |
| J. O'Hearn-Czarnota | | | |

The motion **CARRIED**.**#23/21****Moved by:** N. Guzzo**Seconded by:** M. Duarte**RESOLVED**, that the Halton Catholic District School Board approve the 2020-21 Revised Budget Estimates (excluding salary and benefits) in the amount of \$100,497,541.The Chair called for a vote on **#23/21**:

| IN FAVOUR | OPPOSED | ABSTAIN | ABSENT |
|-------------------------|--------------|-----------|-------------------------|
| B. Agnew | V. Iantomasi | P. DeRosa | J. Roshdy (non-binding) |
| M. Duarte | H. Karabela | | |
| N. Gubert (non-binding) | | | |
| N. Guzzo | | | |
| K. Kelly (non-binding) | | | |
| P. Murphy | | | |
| T. O'Brien | | | |
| J. O'Hearn-Czarnota | | | |

The motion **CARRIED**.**#24/21****Moved by:** M. Duarte**Seconded by:** B. Agnew**RESOLVED**, that the Halton Catholic District School Board approve the use of reserves, in addition to the \$3,483,375 approved at the September 1, 2020 Regular Board Meeting, as follows:

- \$1,043,445 for school budget carry-forward;
- \$1,741,061 primarily for COVID-19 related expenses received in 2020-21;
- \$2,117,883 for COVID-19 related staffing and supplies costs.

The Chair called for a vote on **#24/21**:

| IN FAVOUR | OPPOSED | ABSTAIN | ABSENT |
|------------------------|----------------|-------------------------|-------------------------|
| B. Agnew | V. Iantomasi | N. Gubert (non-binding) | J. Roshdy (non-binding) |
| M. Duarte | H. Karabela | | |
| N. Guzzo | | | |
| K. Kelly (non-binding) | | | |
| P. Murphy | | | |
| J. O'Hearn-Czarnota | | | |

The motion **CARRIED**.

9. Staff Reports

There were no staff reports.

10. Information Items

There were no information items.

11. Miscellaneous Information

There was no miscellaneous information.

12. Correspondence

There was no correspondence.

13. Open Question Period

No questions were submitted.

14. In-Camera

There was no follow up in-camera session.

15. Resolution re Absentees

Student Trustee Roshdy was absent from the meeting.

16. Adjournment and Closing Prayer (J. O'Hearn-Czarnota)

#25/21

Moved by: B. Agnew

Seconded by: N. Guzzo

RESOLVED

The Chair called for a vote on **#25/21**:

| IN FAVOUR | OPPOSED | ABSTAIN | ABSENT |
|-------------------------|----------------|----------------|-------------------------|
| B. Agnew | | | J. Roshdy (non-binding) |
| P. DeRosa | | | |
| M. Duarte | | | |
| N. Gubert (non-binding) | | | |
| N. Guzzo | | | |
| V. Iantomasi | | | |
| H. Karabela | | | |
| K. Kelly (non-binding) | | | |
| T. O'Brien | | | |
| J. O'Hearn-Czarnota | | | |

The motion **CARRIED**.

The meeting adjourned at 9:36 p.m. with a prayer led by Trustee O'Hearn-Czarnota.

Secretary of the Board

Chair

BUSINESS ARISING FROM PREVIOUS MEETINGS

| DATE OF THE BOARD MEETING | AGENDA ITEM | ACTION REQUIRED | RESPONSIBILITY | STATUS |
|---------------------------|--|---|----------------|---|
| November 5, 2019 | Math Action Plan | BE IT RESOLVED , that in December 2020, the Board of Trustees receive a staff report on the progress made toward achievement of the goals of the Math Action Plan with measurable outcomes using qualitative and quantitative data. | Curriculum | December 2020 (Completed) June 2021 - further qualitative and quantitative data to Trustees on the progress towards the Math Action Plan. |
| November 19, 2019 | Response to Delegations | WHEREAS , the Board of Trustees give direction to the Director of Education and Secretary of the Board to present a comprehensive plan to eliminate the waiting list, meet future demand and growth of French Programming for the 2020/2021 school year. BE IT FURTHER RESOLVED , that the Board of Trustees further direct that the Multi year French Teacher Recruitment Plan include those schools identified in the delegation, including but not limited to Laurentian, Sherbrook, Bishops, Concordia, University of Quebec, etc. | Senior Staff | |
| March 31, 2020 | Math & Science Extra Curricular Engagement – Past/Present Initiatives and Future Opportunities | BE IT RESOLVED , that the Board of Trustees give instructions to its Secretary and Director of Education to prepare and present to the Board of Trustees on May 5, 2020 a detailed report outlining the current co-curricular and extra-curricular events being conducted in elementary and secondary math and science. The report should include the level of student participation in local, regional, university, national and international competitions for | Curriculum | It was agreed to establish a Steering Committee consisting of but not limited to HCDSB staff, Trustees representatives and community partners with the following timelines: Draft Terms of Reference for June 2020 Committee Final Terms for September 2020 Initial Staff Report back to the |

| | | | | |
|------------------|---------------------------------|--|----------|--|
| October 20, 2020 | | <p>the past academic year. BE IT FURTHER RESOLVED, that subject to the May 5, 2020 report a plan be presented to the Board for review which includes the initiatives that support and encourage participation in local, regional, university, national shows and competitions in math and science, along with STEM initiatives moving forward.</p> | | <p>Board of Trustees for the October 20, 2020 Regular Board Meeting</p> <p>A request was made regarding what the costs would be to dedicate staff to this program.</p> <p>A summary of the initial meeting and next steps at the November 17, 2020 meeting. (Postponed to December 2020).</p> <p>Goals to be presented January 2021.</p> |
| March 31, 2020 | Update to Board Room Technology | <p>WHEREAS, the boardroom located in the Halton Catholic District School Board's Catholic Education Centre offices, is also the location where public meetings are held and in keeping with Section 208.1 sub sections 1, 2, 3 and 4 of the Education Act which states that access to proceedings be allowed from remote locations to Trustees; and, WHEREAS, current audio, video and data transfer equipment is antiquated and unsatisfactory BE IT RESOLVED, that the Board gives instruction to the Secretary of the Board to investigate and provide at least three (3) costed reports at a regular board meeting, for the purpose of upgrading the current communication system and replace the same so as to allow seamless remote access with the latest technology (such as: speech timing, floor queuing, live streaming, recording, screen sharing, document comparing, etc..) that has the capability of allowing a minimum of 25 remote users by no later than the May 5, 2020 Regular Board meeting; and that</p> | A. Lofts | Trustees in agreement that a staff working committee be struck in the Fall of 2020. |

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| | | <p>this technology be capable of relocation to any board office if required.</p> | | |
| October 20, 2020 | Board Meeting Time Keeping | <p>WHEREAS, By-law 10.3 speaks to specific time limits around how long a mover, and any member may speak to a motion;</p> <p>WHEREAS, our goal is to ensure efficient board meetings and to afford equitable opportunities to each member of the board to speak on a motion;</p> <p>WHEREAS, multiple other boards utilize some formal method of visible time keeping;</p> <p>BE IT RESOLVED, that the Director of Education procure a digital time keeping mechanism that can be displayed and can be controlled remotely by the chair to be used for bylaw 10.3 and other opportunities such as delegations.</p> | P. Daly | TBD |
| October 20, 2020 | COVID-19 Related Financial Reporting | <p>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.</p> | A. Lofts | Quarterly |

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| December 15, 2020 | French Immersion | <p>BE IT RESOLVED, the Board of Trustees give direction to the Director of Education to expand the Halton Catholic District School Board French Immersion Program by up to a maximum of two (2) additional classes per municipality, based upon current demand, for the 2021-2022 school year only;</p> <p>BE IT FURTHER RESOLVED, that any future expansion will be dictated by the outcome of French Immersion Boundary reviews to be completed and presented to the board for the first week of December 2021;</p> <p>BE IT FURTHER RESOLVED, that the location of French Immersion Programs will be decided as per Policy II-51- Optional French Programming (French Immersion and Extended French), Policy V-18 Community Engagement and Public Consultation and at the discretion of the Director of Education.</p> | Senior Staff | December 7, 2021 |
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OUTSTANDING POLICY ITEMS

| DATE OF THE BOARD MEETING | AGENDA ITEM | ACTION REQUIRED | RESPONSIBILITY | STATUS |
|---------------------------|-------------|-----------------|----------------|--------|
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| French Immersion 2021-2022 | Item 8.1 |
| January 5, 2021 | |

The following Notice of Motion was presented at the November 17, 2020 Regular Board meeting:

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| <p style="text-align: right;"><i>Moved by:</i> H. Karabela</p> <p style="text-align: right;"><i>Seconded by:</i></p> <p><i>BE IT RESOLVED,</i> that the Board of Trustees give direction to the Director of Education and Secretary of the Board to continue growing the French Immersion Program by up to a maximum of two (2) classes in municipalities based on local registration and waitlists and local space availability for the 2021-2022 school year.</p> |
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| Ad Hoc Committee of the Whole for French Programming | Item 8.3 |
| January 5, 2021 | |

The following Notice of Motion was presented at the December 1, 2020 Regular Board meeting:

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| <p>Moved by: P. DeRosa</p> |
| <p>Seconded by:</p> |
| <p>BE IT RESOLVED, that the Board of Trustees will establish an Ad Hoc Committee of the Whole to consider the long-term expansion beyond 2022-23 of the French Immersion Program with a view to expanding the program based on the demand and capacity of each Halton Catholic District School Board community and to make the French Immersion Program an integral part of the Multi-Year Strategic Plan.</p> |



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| Policy II-17 Pastoral Reference | Item 8.4 |
| January 5, 2021 | |

Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements:** Optimizing organizational effectiveness.

Purpose

To approve *Policy II-17 Pastoral Reference* as presented.

Background Information

Policy II-17 Pastoral Reference was reviewed as part of the regular Policy review cycle. The Executive Officer of Human Resources and Human Resources Services Management staff have reviewed the policy and recommend that apart from minor housekeeping, no changes to the policy are required.

Conclusion

Policy II-17 Pastoral Reference was presented at the Policy Committee Meeting on December 8, 2020 with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

The following recommendation is presented for the consideration of the Board:



Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy II-17 Pastoral Reference*, be approved.

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

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| Pastoral Reference | |
| Adopted: April 29, 1980 | Last Reviewed/Revised: January 5, 2021 |
| Next Scheduled Review: 2023-2024 | |
| Associated Policies & Procedures: N/A | |

Purpose

It is recognized by the Halton Catholic District School Board that Catholic teachers and Designated Early Childhood Educators (DECE's) in HCDSB schools must be carefully chosen; must be practicing Catholics, and must have a high regard for the truths and attitudes found within the Catholic Church.

Application and Scope

This policy applies to all teaching staff and Designated Early Childhood Educators employed, or seeking employment with the Halton Catholic District School Board.

Requirements

It is the policy of the Halton Catholic District School Board that the Board shall obtain a pastoral reference when:

- a teacher or Designated Early Childhood Educator seeks employment with the Board, or when
- a teacher is hired as a permanent position if the pastoral reference is older than one year or
- a teacher or Designated Early Childhood Educator applies for a position of responsibility within the Board, or
- at any other time as the Board directs.

Pastoral Reference:

A pastoral reference is defined as a letter of support from:

- the pastor of the parish in which the teacher or Designated Early Childhood Educator applicant resides, and/or
- in the event of a recent change of residence (one month), a letter of support from the pastor of the teacher or Designated Early Childhood Educator applicant's former parish, and/or



Policy No. II-17 | Pastoral Reference

- in the event of full -time residency at a university, a letter of support from the university chaplain.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



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| Policy III-04 Employee Assistance Program | Item 8.5 |
| January 5, 2021 | |

Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements:** Optimizing organizational effectiveness.

Purpose

To approve *Policy III-04 Employee Assistance Program* as presented.

Background Information

Policy III-04 Employee Assistance Program was reviewed as part of the regular Policy review cycle. The Executive Officer of Human Resources and Human Resources Services Management staff have reviewed the policy and recommend that apart from minor housekeeping, no changes to the policy are required.

Conclusion

Policy III-04 Employee Assistance Program was presented at the Policy Committee Meeting on December 8, 2020 with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

The following recommendation is presented for the consideration of the Board:



Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy III-04 Employee Assistance Program*, be approved.

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

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| Employee Assistance Program | |
| Adopted: June 30, 1987 | Last Reviewed/Revised: January 5, 2021 |
| Next Scheduled Review: 2023-2024 | |
| Associated Policies & Procedures: N/A | |

Purpose

The purpose of the Employee Assistance Program (EAP) is to provide confidential professional assessment, referral and short-term counselling services to assist employee and their dependents on a wide range of issues. The goal is to keep employees healthy, at work, productive and engaged.

Application and Scope

The Halton Catholic District School Board fully supports this program for all Board employees and their immediate family members, who self-choose, are recommended and/or mandated to the program for professional counselling services. The statistics regarding the EAP program will be provided to a committee comprising of representatives of the various employee groups, management and trustees, on an annual basis for review and information. This will allow for feedback to be provided regarding the program.

Principles

That the Halton Catholic District School Board recognizes and supports a program based on:

- An attitude of compassion for the treatment of difficulties encountered by employees and their immediate family members.
- The knowledge that successful resolutions to serious difficulties require a high degree of individual personal motivation and co-operation on the part of the individual undergoing counselling.
- The recognition that employees and their immediate family members share a primary concern for the education and well-being of children within the Board, which may place considerable stress on these individuals to be both professionally competent and personally contented.
- The recognition that economic and social conditions may place added pressures on individuals who work, making it difficult for them to lead productive and principled lives.

- The acceptance that an employee who seeks assistance through the EAP will not have, by so doing, adversely affected that individual's position with the Board.
- The recognition that confidentiality shall be maintained in relation to all aspects of an employee's decision to seek assistance through this program.

Requirements

The Halton Catholic District School Board maintains strict confidentiality for all employees who self-choose, are recommended to and/or are mandated for entry into the EAP. The Board expectations are the following:

SELF-CHOSEN TREATMENT PROGRAM:

- Employee must maintain acceptable job performance throughout the treatment period.
- Employee must maintain an acceptable attendance level at work.

RECOMMENDED TREATMENT PROGRAM:

- Employee must maintain acceptable job performance throughout the treatment period.
- Employee must maintain an acceptable attendance level at work where applicable and within the program.
- That while a referral may be suggested by an employee's colleague or immediate supervisor, it is at the discretion of that employee to actually register in the program.
- That should an employee decline assistance through the program and job performance and attendance at work do not improve or continue to deteriorate, the employee may be subject to a further review through the appropriate Board program.

MANDATORY TREATMENT PROGRAM:

- That a determination of deteriorating job performance, as noted by an employee's immediate supervisor, shall result in a referral of that employee to an approved resource individual.
- Employee must maintain acceptable job performance throughout the treatment period.
- Employee must maintain an acceptable attendance level both at work and within the program.
- That should an employee decline assistance through the program and job performance and attendance at work do not improve or continue to deteriorate, the employee shall be subject to a further review through the appropriate Board program.

PROGRAM PARAMETERS:

- Will be determined by the Board and the Employee Assistance Program (EAP) Provider through a Competitive Bid process, which may be reviewed and modified from time to time.
- Details about how to access the Board's EAP will be made readily available to all employees via regular communication, posters and electronic postings.



Policy No. III-04 | Employee Assistance Program

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



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| Policy III-10 Criminal Reference Check Applicants for Employment | Item 8.6 |
| January 5, 2021 | |

Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements:** Optimizing organizational effectiveness.

Purpose

To approve *Policy III-10 Criminal Reference Check Applicants for Employment* as presented.

Background Information

Policy III-10 Criminal Reference Check Applicants for Employment was reviewed as part of the regular Policy review cycle. The Executive Officer of Human Resources and Human Resources Services Management staff have reviewed the policy and recommend that apart from minor housekeeping, no changes to the policy are required.

Conclusion

Policy III-10 Criminal Reference Check Applicants for Employment was presented at the Policy Committee Meeting on December 8, 2020 with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

The following recommendation is presented for the consideration of the Board:



Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy III-10 Criminal Reference Check Applicants for Employment*, be approved.

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

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| Criminal Reference Check – Applicants for Employment | |
| Adopted: March 17, 1998 | Last Reviewed/Revised: January 5, 2021 |
| Next Scheduled Review: 2023-2024 | |
| Associated Policies & Procedures: VI-36 Police Record Check Goods and Services Providers | |

Purpose

To protect students within the jurisdiction of the Halton Catholic District School Board by taking reasonable precautions to screen out applicants and prospective employees who might pose a danger to students, staff and visitors as per Regulation 521/01 of the Education Act.

Application and Scope

This policy applies to all applicants for employment with the Halton Catholic District School Board.

References

[Regulation 521/01 – Education Act](#)

Principles

- The Halton Catholic District School Board has an obligation to its students to take all reasonable steps to ensure that employees who are either entrusted with their care or have access to students in any way by virtue of their employment, constitute excellent role models and will not pose a risk of danger to students.
- The Halton Catholic District School Board also has an obligation to ensure, to the extent reasonably possible, that persons hired by the Board can be entrusted with the duties and responsibilities, which they are given.

Requirements

- All applicants for employment with the Board will be advised on the application form that it will be a condition of any offer of employment that the applicant provide a criminal records check, with Vulnerable Sector Screening (dated within the last six (6) months) outlining the details of any conviction(s) for offence(s) under any federal statute (including the Criminal

Code of Canada and the Narcotics Control Act) for which a pardon has not been granted or revoked.

- Applicants will be advised that the information provided in respect of their criminal record, or absence thereof, is subject to verification.
- All offers of employment with the Board shall be conditional upon the applicants supplying verification of the information provided in respect of their criminal record, or absence thereof, from the Royal Canadian Mounted Police and/or any other relevant police agency.
- All applicants who receive offers of employment with the Board will be advised of the existence of this policy and of the procedures for obtaining the verification of their criminal record, or absence thereof.
- The Board shall provide, if required, to such applicants a letter addressed to the Royal Canadian Mounted Police and/or any other relevant police agency indicating that a verification of the individual's criminal record is being made at the request of the Board as a condition of hiring.
- Upon receipt of their verification of criminal record, or absence thereof, the applicants will provide the original document issued by the Royal Canadian Mounted Police and/or any other relevant police agency to the Board's Human Resources Services. A true copy/original of the document will be retained in each respective applicant's personnel file.
- If, contrary to information provided by the applicants on their application form, the applicants:
 - have outstanding charges or prior convictions for which a pardon has not been granted or revoked, which indicate that the applicants could pose a threat to students;
 - have made a false declaration in their application;
 - decline to provide a verification of criminal record as required by Board policy;

the Executive Officer, Human Resources Services is authorized to withdraw the Board's offer of assignment, or, if the applicants have commenced working, to initiate the dismissal of the employee for cause.

- Normally, persons shall not commence employment with the Board until a current verification of their criminal record, obtained from the Royal Canadian Mounted Police, and/or any other relevant police agency, has been supplied. Only in an exceptional case will a person be permitted to commence employment with the Board before the Board has received the verification. Before any such exception is made, a binding agreement shall be entered into between the employee, or any authorized representative of the employee, and the Executive Officer, Human Resources Services on behalf of the Board, ensuring that the verification be provided without delay. This agreement will preserve the Board's power to revoke the offer of employment, and dismiss the employee, should the information provided by the employee prove to be false or misleading in any respect.
- The Director of Education shall ensure that administrative procedures to implement this

policy are established.

- The Executive Officer, Human Resources shall be responsible for implementing and monitoring this policy and its attendant administrative procedures.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



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| Student Trustees Update | Item 10.1 |
| January 5, 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

During the November 24, 2020 Regular Senate Meeting, the vote on the Student Senate Constitution was finally held in which all nine (9) secondary school Senates voted in favour of adopting the Constitution. This came after months of hard work and careful deliberation. On behalf of the Student Trustees, we would like to thank Mr. Daly, Director of Education, Mr. McGillicuddy, Superintendent of Education as well as Senate Advisors, Mrs. Taylor, Mr. Amatiello, and Mrs. Ellison. Moreover, our predecessors Davin Caratao, Dylex Suan, and Malika Bhambra. We would also like to thank the many Student Senators, and everyone else who played a crucial role in the process.

In addition, Senators also voted on an overall initiative for the remainder of the year, the Senate has agreed to work on the development of financial literacy skills amongst our students. We seek to source & develop resources, contact informational speakers, promote opportunities, and expand the IDC4UB course across our Secondary Schools – all as it pertains to financial literacy.

Moreover, during our December 14, 2020 Senate meeting, a Personal Finance Sub-Committee comprising of various Student Senators, was formed. This Sub-Committee will lay the groundwork for our overarching initiative and will frequently consult with the General Assembly. The planning has already begun, and the Committee is making significant headway. We anticipate this initiative will be well received and appreciated by our many students.

Lastly, the 2021-2022 Student Trustee Elections are slated to take place on February 23, 2020. Applications are due to the Board on January 7, 2021, and shortly thereafter schools will select their nominees. We look forward to seeing how the application process plays out, and we would like to wish all applicants the best of luck!



Believing

We will continue to expand opportunities that incorporate our faith for the Student Senators, and our school communities to engage and partake in. We must believe that we will get through it. As we continue to venture into the unknown it is important, we remain devout in our commitment of faith and ensure each decision we make as a Board is rooted out of our Catholic values. Believing that there is a brighter future is always what we need and that what we are working to provide to every single student. In the past couple of weeks, we have realized so many things going through hard times as students to get through the quadmester, but we have to believe that we will succeed together.

Believing that everyone can do a different an election will be happening for the next school year's students trustees are happening very soon and many students should be running for it believing that they can do a difference in the entire community.

Belonging

On December 11, 2020 Student Senators were invited to a focus group by the Halton Catholic District School Board's (HCDSB) Research Department to provide feedback on certain aspects of the HCDSBs student census pilot project, especially the communication plan. This is to ensure that student voice is being heard so that the student census is accurate and relevant to students. We would like to thank HCDSB Researcher, Zoe Walters for having us.

Additionally, our Student Senate Advisor, Mrs. Ellison, reached out to the Student Senate to voice out their opinions concerning the access to pertinent information about post-secondary pathways. This allows for the acknowledgement of Student Voice at the Guidance Department of HCDSB. At this meeting we had a Student Trustee representative speak out on the behalf of Student Senate concerning pathways for reviewing post-secondary applications, pathways to help International Students apply to post-secondary options, and pathways concerning apprenticeships.

Moreover, Mrs. Ellison had reached out on the behalf of Superintendent Naar. This is to include student ideas for the creation and promotion of messaging addressing the impacts of COVID-19, especially what happens outside of schools during this holiday season. For this initiative, we had all three student trustees to remind students to stay safe and follow protocol during the holiday break. Moreover, Students have been involved in a social media blitz in which they have added their contributions to the Student Senate social media pages to engage with students in Halton throughout the break.

We would like to thank all staff of HCDSB who have reached out and continue to reach out to the Student Senate and the Student Trustees, in order to include and incorporate the voices of students. We would also like to thank our Student Senators who lent their voices for these discussions.



Report Prepared & Submitted by: N. Gubert
Student Trustee, North Halton

K. Kelly
Student Trustee, Burlington

J. Roshdy
Student Trustee, Oakville

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



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| Schools Update | Item 10.2 |
| January 5, 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 an update on our Elementary and Secondary schools.

On Monday December 21, 2020 the Premier of Ontario announced that on December 26, 2020, the province would enter a period of additional public health restrictions and protocols to help curb the spread of COVID-19. One of these protocols was related to schools and requires all publicly funded and private elementary and secondary schools to move to teacher-led remote learning on January 4, 2021.

This period of school closure is intended to reinforce that Ontarians should stay home as much as possible to minimize the transmission of COVID-19.

As such, all staff have been encouraged to work from home. If educators are not able to meet the daily obligations of synchronous and asynchronous learning, alternate and arrangements will be made to work from school. In addition, some staff will be required to report to school to support students with special education needs in the delivery of in person programming.



Elementary Schools

- Our elementary schools will be **closed for in-person learning between January 4-8, 2021.**
- Beginning Monday, January 4th and ending on Friday, January 8th, all elementary students will learn remotely from home.
- In-school instruction for elementary school students **will resume on Monday, January 11, 2021.**

Secondary Schools

- Our secondary schools will be **closed for in-person learning between January 4-22, 2021.**
- Beginning Monday, January 4th and until Friday, January 22nd students will follow their regular Quadmester 2 schedule, but all cohorts (A, B, and C) will learn remotely from home.
- In-school instruction for secondary school students **will resume on Monday, January 25, 2021.**

Virtual Elementary School

- Students enrolled in the Virtual Elementary School will continue to follow their established schedules.
- The change in learning format between in-person and virtual instruction is still scheduled to take place as planned on Monday, January 11, 2021

Remote Learning

Remote learning will be provided for all students in accordance with PPM 164: Requirements for Remote Learning, which provides specific expectations around synchronous learning.

During periods of remote learning where students are at home for more than three days in a given week, boards must ensure that students are provided with synchronous learning as part of their regularly scheduled or timetabled learning.

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|----------------|-------------|
| Kindergarten | 180 minutes |
| Grades 1 to 3 | 225 minutes |
| Grades 4 to 8 | 225 minutes |
| Grades 9 to 12 | 225 minutes |



Technology Support for Students

Families requiring a device and/or internet connectivity to support student learning during the period of remote learning were invited to make a request through an online survey that was sent to parents on Tuesday, December 22, 2020. Over 2000 requests were made. Devices were distributed to schools on December 31, 2020 and arrangements made for distribution to families via a curbside pick-up model on Monday January 4, 2021.

Special Education

- Most students with special education needs will be learning remotely during this period of school closure.
- To support remote learning for all special education students, school staff (Teachers, Educational Assistants, etc.) as well as board professionals (e.g. Speech and Language Pathologists) will continue to provide ongoing support and services virtually.
- For students with special education needs who cannot be accommodated through remote learning, we will provide in-person support during the remote learning period commencing January 4, 2021.
- Parents with children in the Community Living Class, Structured Teaching Class, Essential Skills Class and Life Skills Class have been contacted directly and asked to share their intentions for the remote learning period.
- Parents of children with special education needs (who are not in one of the specialized classes noted above) that cannot be accommodated through remote learning were asked to contact their School Principal directly.

Student Transportation

As all students will be learning remotely the first week in January, no student transportation services will be provided January 4-8, 2021 (with the exception of some Special Education programs). Once elementary schools resume in-class instruction on Monday, January 11, 2021, student transportation services will resume.



Child Care

Child care centres will remain open for the duration of these time-limited public health actions. All Before and After School Programs will be closed during the week of January 4-8, 2021, when elementary schools are closed to in-person learning.

COVID 19 – Updates

As of December 18, 2020, we have had 128 confirmed cases amongst both students and staff, across schools. Over the break, Board staff continued to work with Halton Public Health to facilitate contact tracing and communication to families and staff where positive cases of COVID-19 occurred. The Ministry of Education suspended the reporting of COVID-19 cases that occurred over the Christmas break. Reporting will resume once schools re-open and in-person classes resume.

As of December 19, 2020, we have had six classroom outbreaks declared (one of which was declared after classes were dismissed for the Christmas break.) When an outbreak is declared in a class, Halton Public Health follows up with the school to review Infectious Prevention and Control measures. Each of the reviews conducted in conjunction with a class outbreak has been successful, meeting all of the health and safety criteria outlined by Halton Public Health.

As an ongoing measure to help to ensure the safety of our students and staff, Public Health has also reviewed Infectious Prevention and Control measure in 1 additional school with 3 more visits scheduled to take place in the new year. Our schools will also take time in the days after our return from remote learning to review the health and safety protocols we have in place for our students and staff.

Conclusion

As circumstances continue to evolve this school year, we will remain committed to providing a quality Catholic education that is flexible and engaging.

Report Prepared &
Submitted by:

Pat Daly
Director of Education and Secretary of the Board



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|--------------------------------------|-------------------------|
| <p>HCDSB Website</p> | <p>Item 10.3</p> |
| <p>Tuesday, January 5, 2021</p> | |

Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements**: Optimizing organizational effectiveness.

Purpose

To provide the Board of Trustees with an update on the redesign of the Board website to ensure it meets current accessibility standards.

Background Information

Under the *Accessibility for Ontarians with Disabilities Act (AODA)*, all public sector organizations must ensure their websites meet Web Content Accessibility Guidelines (WCAG) 2.0 Level AA compliance standards by January 2021.

WCAG 2.0 is an internationally accepted standard for web accessibility developed by the World Wide Web Consortium (W3C), an international team of experts.

WCAG 2.0 covers a wide range of recommendations for making web content more accessible. Following these guidelines will make content accessible to a wider range of people with disabilities, including blindness and low vision, deafness and hearing loss, learning disabilities, cognitive limitations, limited movement, speech disabilities, photosensitivity and combinations of these.

WCAG guidelines are organized under four (4) principles of accessibility: perceivable, operable, understandable, and robust.

The Four Principles of Accessibility

The four (4) principles of accessibility lay the foundation necessary for anyone to access and use Web content. Anyone who wants to use the Web must have content that is:



1. **Perceivable** - Information and user interface components must be presentable to users in ways they can perceive.

This means that users must be able to perceive the information being presented (it can't be invisible to all of their senses)

2. **Operable** - User interface components and navigation must be operable.

This means that users must be able to operate the interface (the interface cannot require interaction that a user cannot perform)

3. **Understandable** - Information and the operation of user interface must be understandable.

This means that users must be able to understand the information as well as the operation of the user interface (the content or operation cannot be beyond their understanding).

4. **Robust** - Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies.

This means that users must be able to access the content as technologies advance (as technologies and user agents evolve, the content should remain accessible)

For each guideline, there are testable *success criteria*, which are at three (3) levels: A, AA, and AAA. As of January 2021, all public sector websites and content posted after 2012 must meet level AA, other than criteria for live captions and pre-recorded audio descriptions. This applies to all public facing websites, including school and school board websites. This does not apply to internal (intranet) websites.

Comments

School Websites

Strategic Communications began to move towards this requirement in 2016, when all of the Board's 46 elementary school websites were redeveloped and redesigned to meet website accessibility standards. In 2019, all of the Board's nine (9) secondary school websites were redeveloped and redesigned, as well as the Thomas Merton Adult and Continuing Education website.

All of our school websites have been built to meet accessibility needs. From a design and framework structure, they are built to address WCAG compliance. Menus are accessible, text size can be changed (with keyboard commands), sites are responsive (meaning content can be easily viewed from mobile devices) and would work with any text to speech software. Training is ongoing to reduce



the use of PDF documents, ensure alternative text tags are included for all images, not using images that contain text, etc.

Development and Redesign of the New Board Website

In August 2020, the Strategic Communications team initiated the new website redesign process with the development of the site map. Development of the new site began in September and continued into October 2020. Throughout November and December, the team focused on content - updating, rewriting and migrating content from the current site to the new site.

IT Services have been instrumental in optimizing site speed and security, and will continue to oversee server maintenance.

Website Survey

On November 26, 2020, a survey was released to all stakeholders to gather feedback from parents, students, staff, and members of the community. The survey remained open through December 11, 2020. We received 791 survey responses, with the majority of responses received from HCDSB Parents (67%). The responses received helped to guide the final website hierarchy and navigation, and make adjustments to content. The survey results are attached as [Appendix A](#).

Next Steps

On Monday, January 4, 2021, the new HCDSB website will go live at the current address (www.hcdsb.org). While still a work in progress, the new website will be accessible to a wider range of people with disabilities, and will provide a more user-friendly experience for all website visitors.

Report Prepared by: A. Swinden
Manager, Strategic Communications

R. DeFranco
Creative Design Officer

Report Submitted by: A. Swinden
Manager, Strategic Communications

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



HCDSB Website Survey

Report of Online Survey

Report Prepared by:
Research & Development Services
12/14/2020

HCDSB Website Survey

Report of Online Survey Results

Participant Responses

Between November 26th and December 11th, 2020, HCDSB stakeholders were asked through email invitation to provide feedback on the current HCDSB website. This report contains the data from 791 survey responses. Responses have been grouped and are discussed below. While many stakeholders provided their feedback, the results are not representative of all HCDSB stakeholders and should be interpreted with caution.

Survey Results

Q1: I am responding in my role as:

Overall, all 791 respondents completed this question. The majority of respondents (n = 529; 67%) were HCDSB Parents; 26% were HCDSB Staff Members (n = 209).

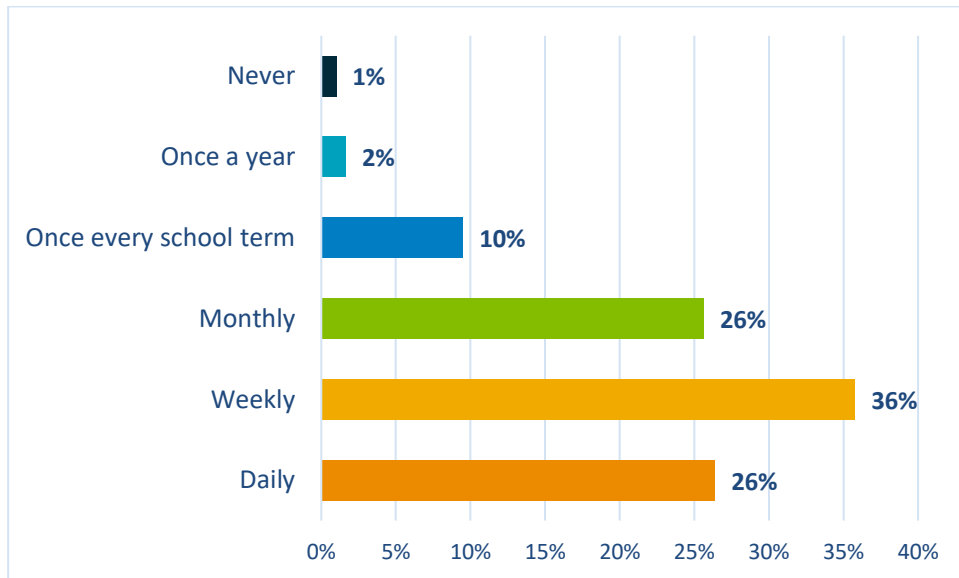
Table 1. Respondents' Role

| Role | Count (n) | Percentage (%) |
|----------------------------|-----------|----------------|
| HCDSB Parent | 529 | 67% |
| HCDSB Staff | 209 | 26% |
| HCDSB Student | 49 | 6% |
| Parish or Community Member | 3 | 0% |
| Other | 1 | 0% |

Q2: On average, how often do you visit our HCDSB website?

Overall, 788 respondents completed this question. As illustrated in *Figure 1*, more than half of respondents (n = 490; 62%) visit the HCDSB website *weekly* or *daily*.

Figure 1. Frequency of Visiting Website

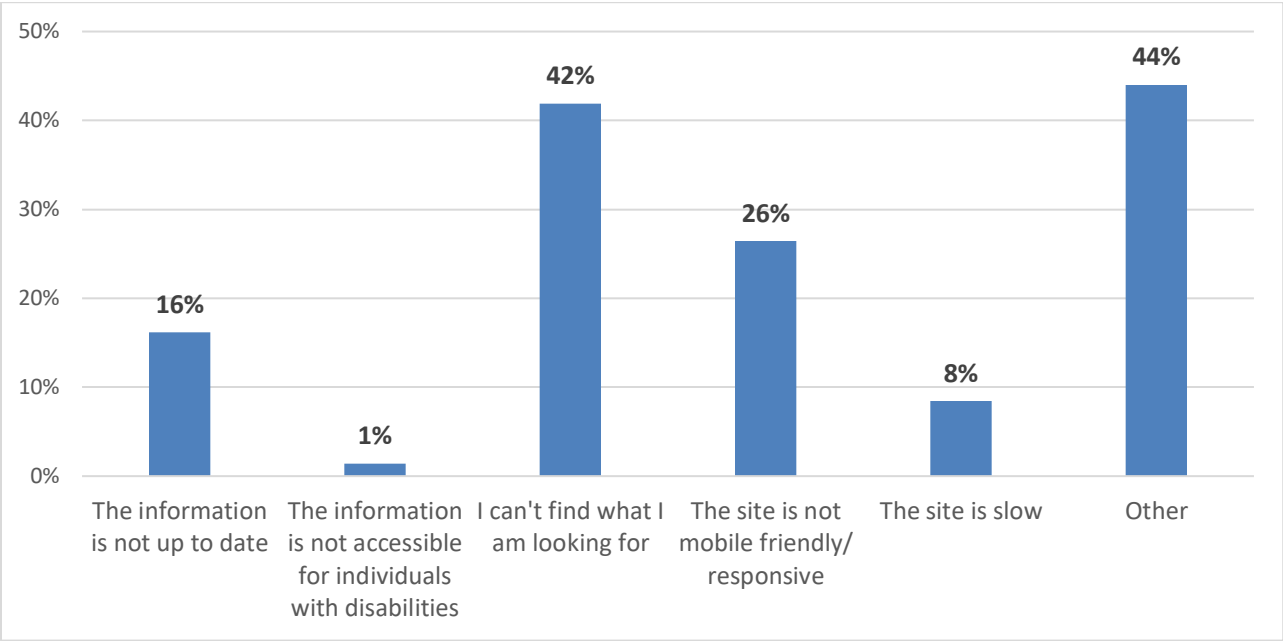


Q2a: Why don't you visit the HCDSB website more regularly? (Check all that apply) ¹

Overall, 284 respondents completed this question. As indicated in *Figure 2*, slightly less than half of the respondents (n = 119; 42%) do not visit the website more regularly because they *can't find what they are looking for*.

¹ Question 2a was only shown to respondents who did not select 'weekly' or 'daily' to Question 2.

Figure 2. Reasons for Infrequent Visits to Website

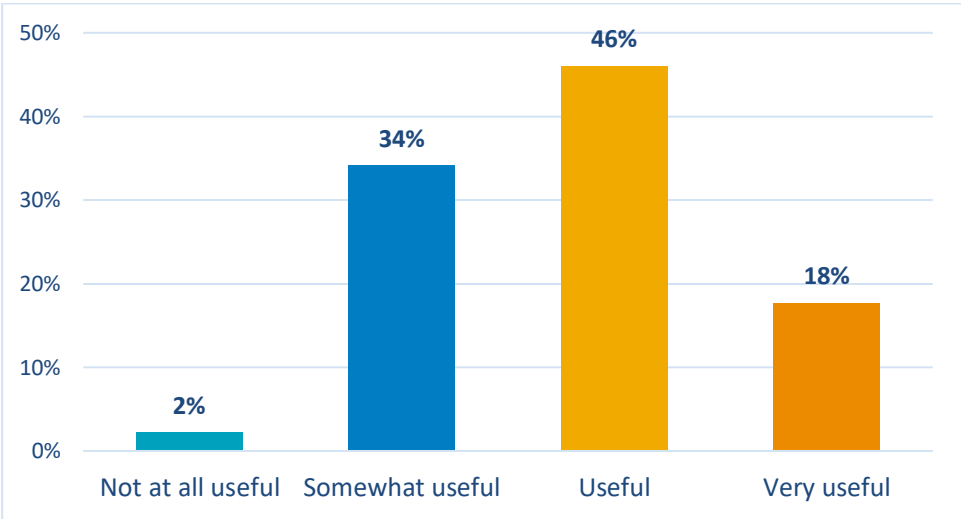


108 respondents selected *Other* and provided a comment. After a review of the comments, it was revealed that the majority of respondents indicated that they do not feel the need to check the website more frequently. Please see [Appendix A](#) for the full list of comments.

Q3: How would you rate the usefulness of the content on the HCDSB website?

Overall, 780 respondents completed this question. As illustrated in *Figure 3*, the most selected answer was *useful* (n = 359; 46%), followed by *somewhat useful* (n = 266; 34%).

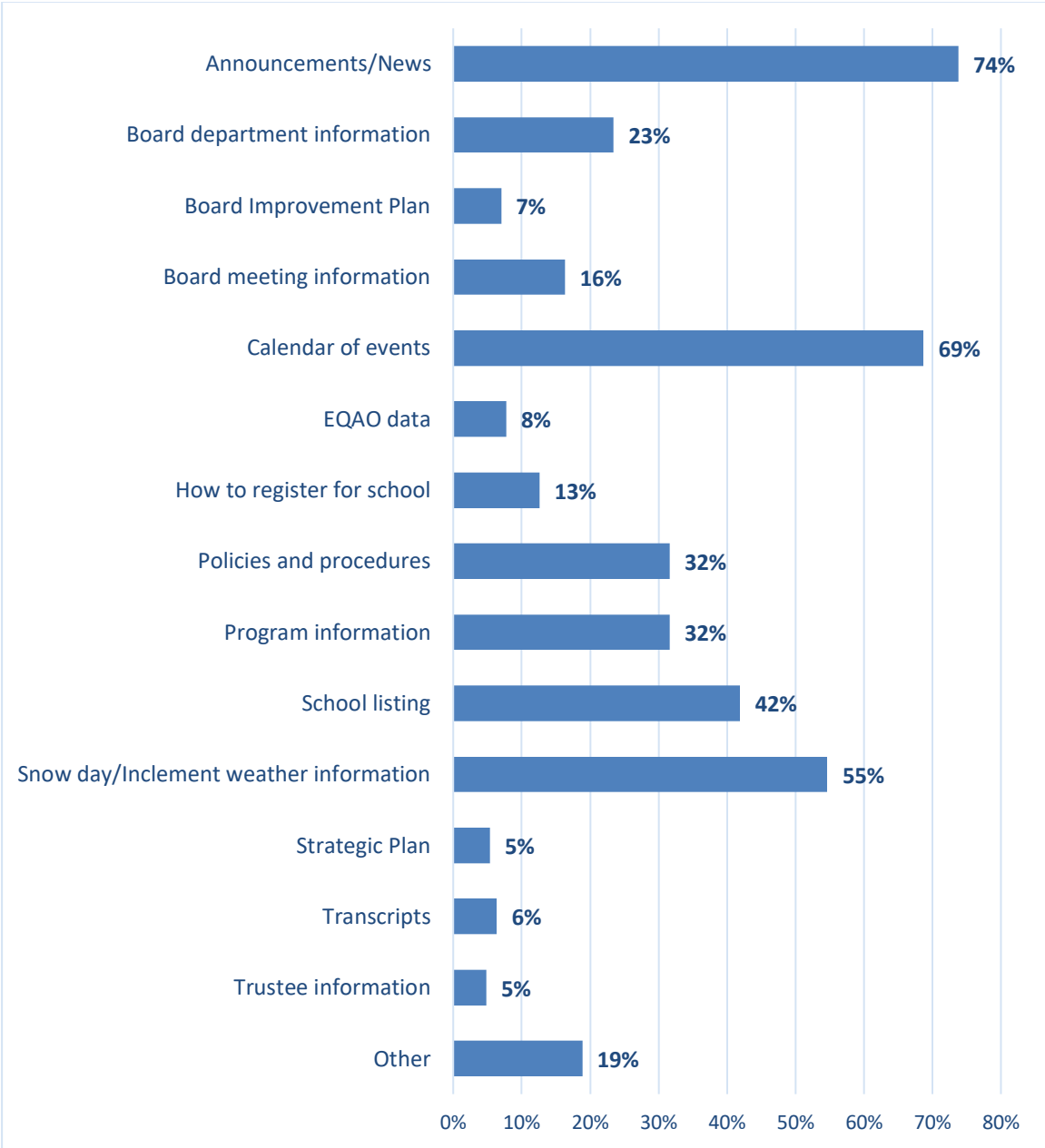
Figure 3. Usefulness of Website



Q4: When visiting our HCDSB website for information, what information do you regularly look for? (Check all that apply)

Overall, 785 respondents completed this question. As illustrated in *Figure 4*, the top three most selected answers were as follows: *Announcements/News* (74%); *Calendar of Events* (69%); *Snow day/Inclement Weather Information* (55%).

Figure 4. Sought After Website Information

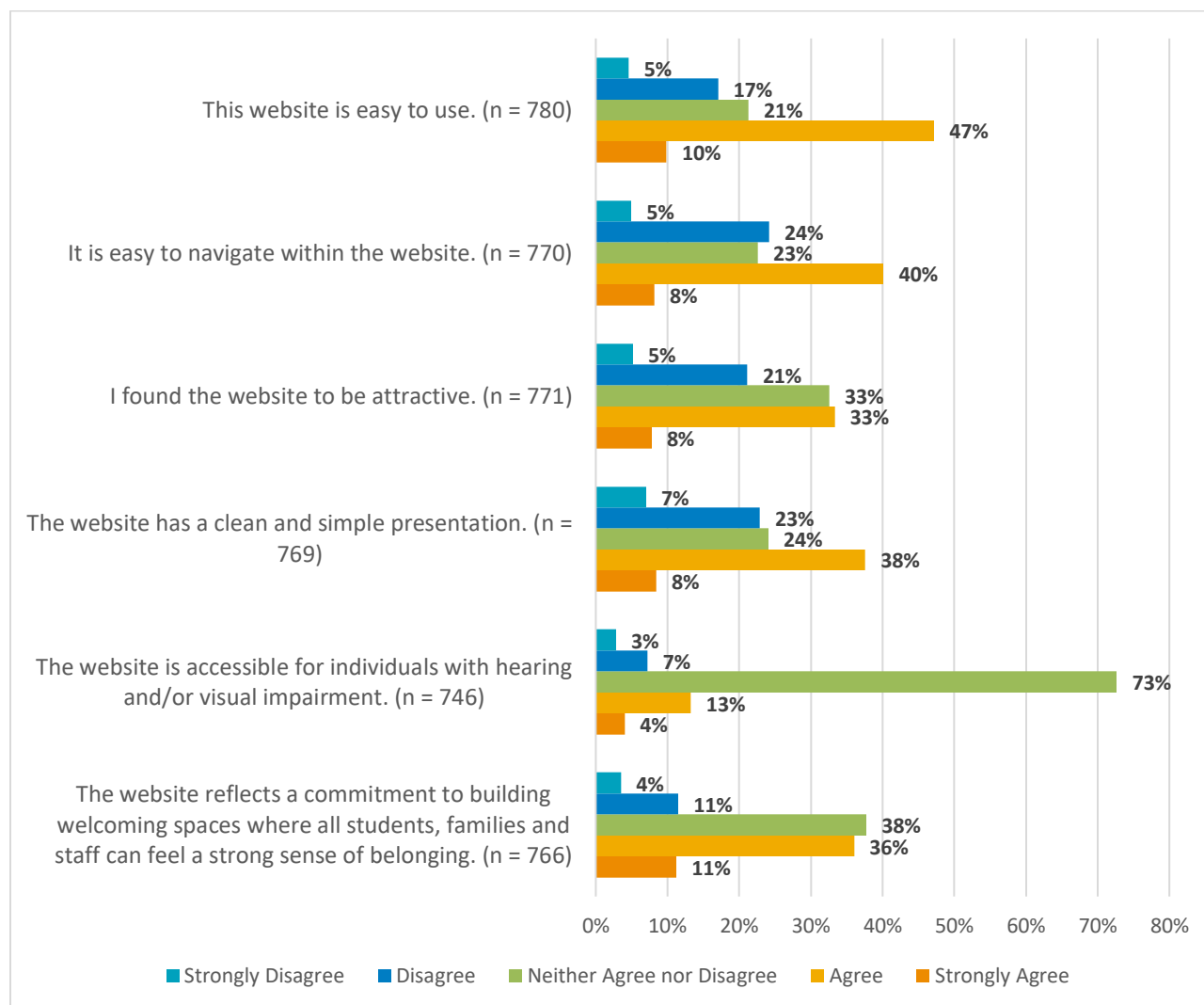


130 respondents selected *Other* and described, in their own words, what information they were looking for on the website. After a review of the comments, some reoccurring themes included: D2L, COVID-19 updates, and Staffnet. Please see [Appendix B](#) for all the full list of comments.

Q5: Please rate your level of agreement to the following statements about the HCDSB website:

Respondents were asked to indicate the level to which they agreed or disagreed with six statements about the HCDSB website. *Figure 5* illustrates that the level of agreement varied significantly among respondents. The statement with the highest level of agreement (n = 445; 57%) was *the website is easy to use*. Whereas, only 17% of respondents (n = 129) agreed that *the website is accessible for individuals with hearing and/or visual impairment*.

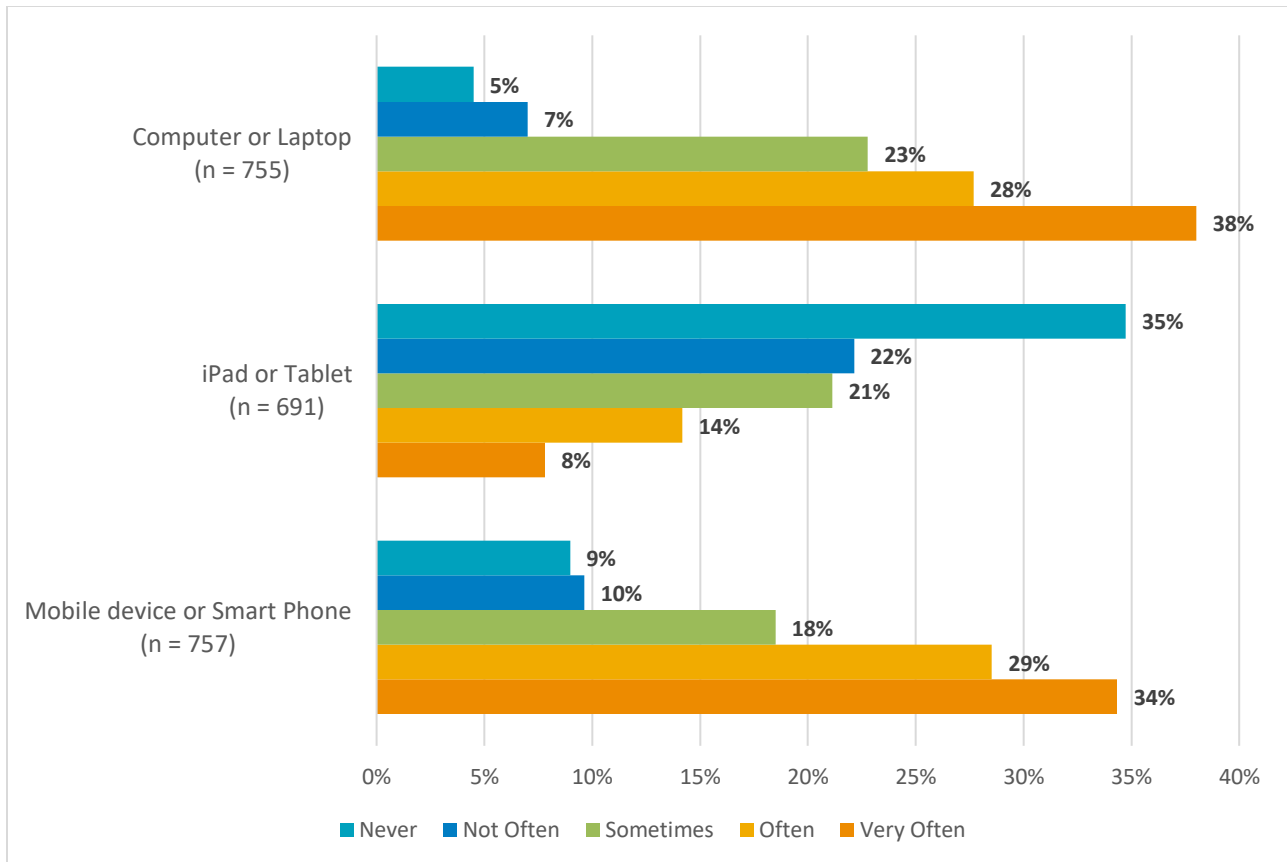
Figure 5. Respondents' Level of Agreement



Q6: How often do you visit our HCDSB website on each of the following devices?

As illustrated in *Figure 6*, the majority of respondents visit the website *often* or *very often* on their computer/laptop (n = 496; 66%) and on their mobile device/smart phone (n= 476; 63%).

Figure 6. Frequency of Website Visits by Device



Q7: Is there any other feedback you would like to provide, or any other features/content you would like to see added to our HCDSB website?

Overall, 199 respondents completed this question and described their feedback in their own words. Please see [Appendix C](#) for the full list of responses.

Appendix A

OTHER Responses to Q2a: Why don't you visit the HCDSB website more regularly?

Aside from school closures, what information do you feel parents need to access from the board website? Parents would be more likely to access the site if there was more information about the schools and community, instead of meeting minutes at the 'closed' board office.

Content not useful

Don't find there are content updates that require me to go more often

Don't have a need to visit more frequently

don't have need to access site, use school site more often

Don't need to access site regularly get updates by email

don't need to go on as frequently

Don't really have a need to unless the kids need to log into DSL from it

Don't really need to look for anything

Don't really need to. Most of the info I'm looking for is found on the school's individual site.

Forgetting

Get info emailed, which is easier

get your information from twitter as main source

Haven't really thought to go onto it

I also work for the board.

I am looking whenever I need more information about a specific topic

I bookmark the links I visit more regularly like SIS, School cash online, Reporting student absences, which is more convenient and easy to look up. The old website was rather difficult to navigate, but this new one looks great!

I bookmark the links I visit more regularly like SIS, School cash online, Reporting student absences, which is more convenient and easy to look up. The old website was rather difficult to navigate, but this new one looks great!

I don't feel the need to

I don't have a need

I don't have a reason to visit more often

I don't need info in between

I don't need it more frequently

I don't need most of the information on a regular basis

I don't need the information

I don't need to

I don't need to

I don't need to

I don't need to access it daily.

I don't need to access it more regularly

I don't need to check it that frequently.

I don't need to visit the site more often

I dont need to.

I don't really know what info it offers

I don't really need to check it.

I don't think the site has information that I need to access more often than I do.

I feel there are not too many updates, and the school website helps me more

I find that I can't easily find the info I am looking for so I just don't bother.

I find that I can't easily find the info I am looking for so I just don't bother.

I get the emails so I follow that link

I get the emails so I follow that link

I get the information by e-mail

I get the usual relevant emails.

I get what I need (information wise) through my email

I go directly to the school website.

I have no need to. The information is typically communicated through the schools via email blast.

I just get most of what I need through d2L

I only go on when required

I only look at it when their is an important news to see or when I'm told to.

I only visit if I need certain information which is not every week.

I really don't feel like I need to

I receive all update from the school by email.

I receive many emails from HCDSB that cover all the information I need.

I rely more on HCDSB emails

I review the Week at a Glance e-mails

I use school messenger and don't need to use the website often

I usually get all the info I need from my school directly.

I usually go to the individual school website

I usually only check to see the agenda and/or minutes from the Board meetings

I usually only visit for School and Bus cancellation info

I usually read emails from the school so don't feel the need to check the website as often.

I usually the find the info I need on the school website.

I visit it when I'm looking for information

I visit the HCDSB website as needed so its not necessarily a monthly frequency but as needed

I visit the school website instead and read emails from the Board.

I visit the site when I need to

I was school website more

I'm a busy working mom - I go to the site when I'm reminded to...sorry!

I'm a teacher and a parent so I know where to access information

Information is often incorrect. For the start of this school year there were two different places that listed what the cohort days would look like and they were both different.

It's not easy to find information.

It's pointless. I have all necessary info provided by e-mail direct to me or through my child.

Kinda hard to look for things

Kinda hard to look for things

Most info I need comes via school messenger

Most of the information on their is not important to me

Need access primarily to TEAMS

No information that I need, all on my school website.

no need

No need

No need to visit more frequently based on info posted

No need to!

| |
|---|
| No reason to. |
| Not easiest to navigate to find what you need |
| Not easy to manoeuvre, information hidden |
| Not necessary |
| Not necessary to visit more often |
| not necessary to visit the site if you have Twitter and emails from the school |
| Not normally needed. |
| not something i check into |
| only use for halton bus info - use school site for everything else |
| Only when I have questions or are looking for information that the school hasn't provided |
| prefer email updates |
| Receive regular emails |
| School does a good job communicating announcements and also the board, all via email. |
| The information I'm looking for is in my individual schools page |
| The only thing I need there is snow reports. |
| The school sites have all the info I need. I dont really care about what happens at the board level unless there is a board wide school closure eg snow day |
| The school usually provides all relevant info needed via email |
| There is a lot of info and not always relevant |
| There isn't anything I need from the site. I get all my info from the school and through emails |
| this is roughly the timeline. if I need information sooner, i will go onto the site for it but in most cases, that seems to be enough time. |
| Time |
| Time |
| Use it as and when necessary. |
| Very busy |
| Visually, I find it looks too much the same. Some separation Headers or Body background would help which was due. I found it challenging to look up a school phone number once in a hurry. I hope this helps. |
| When i am needed to go review new info |

Appendix B

OTHER Responses to Q4: When visiting our HCDSB website for information, what information do you regularly look for?

| |
|---|
| 2020-21 School Year Calendar; COVID-19 Alerts page |
| Academic planning |
| Access to D2L, access to staffnet, covid updates, Library Resources, spotlight on schools |
| Any news that impact the school in general and my kids in particular |
| As a staff member I use the website to navigate to staffnet for the most part. |
| board email |
| board forms and memos |
| Board Services |
| Bus Information |
| Career opportunities |
| Careers |
| cash online |
| Class placements |
| Class placements |
| class placements which are hard to find, as are school listings |
| Contact info and general information |
| Contact info for Superintendents or program specific contacts i.e. Extended French, High School options |
| Contact information - when I need to email or call someone at my son's school. And it would be great if I could hyperlink to the website of my son's school (Assumption). |
| Contact Teacher info, Course Info |
| Contest updates |
| Contests, Programs, Competitions |
| Covid cases... |
| Covid data |
| Covid Info |
| Covid info- Bus link |
| Covid information |
| COVID school cases update |
| covid updates |
| Covid updates |
| COVID updates and screening tool |
| Covid updates, special education |
| COVID-19 updates, report an absence, CashOnline |
| Curriculum |
| Curriculum related information, teacher resources, planning information |
| D2L |
| D2L |
| D2I |

| |
|---|
| d2l |
| D2L access |
| D2L link |
| D2L link |
| D2L login |
| D2L, office 365 and staffnet |
| Data and research findings such as OURSCHOOL survey results |
| Digital library resources |
| Easy to find job vacancies, easy to understand and accurate how to apply information |
| Email |
| email |
| employment |
| Exchange of uniforms and how to access same; Up coming events announced further in advance instead of short notice; |
| forms, 365 office, staffnet |
| Getting to StaffNet |
| Going in D2L |
| Grades / report absences |
| I only use to it get to Staffnet to input daily attendance |
| I would like to see the curriculum a head of time, mostly around the books the students will be reading throughout the year... This way I can read the books ahead of time and have a discussion with my child and ask questions. |
| It would be helpful to have the school photo form on the site (not that it applies this year due to COVID). Homeroom teachers are not reliable due handing forms to students. They should be available in multiple areas. |
| Job Postings |
| Library Services |
| library services tab |
| link for students to access D2L |
| Link to staffnet |
| Links on the student page for D2L, and the link to staffnet |
| Links to LMS |
| Links to other bird sites...ie. OAPCE (which is not included on the site, or at least I can't find it) |
| links to previous events |
| links to relevant info. The Board Meeting info did not give links to attend the meeting. The snow day info is not at the top of the page. |
| Links to resources |
| Logging into D2L for child |
| Logins |
| Logins |
| Nothing, it's pointless. |
| Parents are calling their home school for 99% of the information listed. |
| phone numbers and phone extensions |
| program links |

| |
|---|
| Remote learning information and updates (and login) |
| Research/Library/D2L links for students |
| Resources |
| Resources and forms |
| Resources under the Students and Parents tabs |
| School boundaries, information about schools (schedule, activities) credentials for staff, busing information |
| School Calendar |
| School cash |
| School Cash Online |
| School news |
| School year calandra |
| School year calendar |
| Secondary school Library webpage |
| Secondary school library webpage for Corpus Christi! |
| Seniority list, very difficult to find |
| sis |
| SIS, School cash online, Reporting Student Absence, My BluePrint and sometimes staff/teacher's email address |
| Smart find express and online courses, staff e mail |
| Spec Ed info, assisting student access to D2L, Office365 |
| Special Education Programs |
| Staff and Self-Serve |
| Staff and student sign in pages |
| Staff directory |
| Staff net and email |
| Staff Net items |
| Staff options |
| Staff related links are not clearly explained/titled/laid out. |
| Staff: Office 365, StaffNet |
| Staffnet |
| Staffnet |
| Staffnet |
| staffnet |
| Staffnet |
| staffnet |
| StaffNET |
| StaffNet, PPM149 Agreements, school listings |
| Staffnet/memos |
| student attendance |
| Student information system |
| Student Information System |
| student resources and applications |

Teacher contact, schedules, upcoming events

Teacher email

The rs feeds dont work cant dl calendar to my phone

Times for bell

To access D2L

To access D2L

To access staffnet

To access staffnet

To access Staffnet

To access, Training, Smart Find Express, Posting Jobs, etc.

True information with no fluff. All info is leaning toward Teachers no true opinions from parents.

twitter, covid update, staffnet-memos

Use to be after school programs

when my staffnet link doesn't work

Appendix C

Responses to Q7: Is there any other feedback you would like to provide, or any other features/ content you would like to see added to our HCDSB website?

1) I like that the COVID-19 Alerts page is easy to find. 2) I wish the school year calendar was easier to find from the home page. 3) Since so many students are online this year, including all high school students, contact info for the IT help desk should be prominent on the home page. 4) I like that when I read the Board Meeting agendas, I don't need to download the file to my computer; I can read it online.

1. its very confusing that I need to come to your webpage to see class placements instead of the schools page, also I usually have to go through 3 hierarchies before I even find the placement link, should not be that difficult. 2. seems there are too many hierarchies and all the menus items are so long it overpowers the pages. maybe try to re-evaluate the informational groupings.

A better student page with additional resources easy to access such as online resources like britannica, pebble go etc.....

A change to staffnet!

A Good News Feature where individuals, classes and schools are highlighted.

Access to supports for children with exceptionalities, direct link to speech and language services available, more recognition of students accomplishments, more opportunities for student achievement, MORE CATHOLICISM, Link to Parishes, link to Diocese, Link to collaboration platforms, Link to great ideas and recognition of these, feature a student, School

Add forms and ciivies schedule for the year as well as spirit days

add more elements of Catholicity to make it more prominent, highlighting Catholic saints Feast Days and special moments in the liturgical year and in the Catholic Church, for example May is the month of Mary, October is the month of the Rosary, the Season of Advent. Also more connections to our parishes and Diocese should be offered on our school board website. The chapaincy and faith animaters of our schools should be given a bigger voice, forum and space on our school board website.

all great information just difficult to navigate and find what i'm looking for

An alphabetical list of content or search button not that hidden

An app would be useful

An improved calendar

As a marketing professional who has had my hand in designing websites, I am glad to hear this website is being looked at. The sliders are great but a lot of valuable real estate is taken up with stale content (Spotlight on our Schools) or not of most interest (What's Happening Across Our Board). The order of the right item boxes is off also in terms of info likely of most interest. The search engine is not intuitive.

Better access to staff net and not be highlighted as ""unsafe"" by google chrome

better navigation

Better search engine; more policies and procedures. HDSB is a good example

Better search function (especially for Staff Net) and less categories. Feels like way too much needs to be concise.

Better searching. A cleaner home page

Board information/meetings should not occupy the majority of the web page. Remove sliding section on top of page; not the ideal way to access information. Student information e.g. transcripts, program registrations, teacher contact information should be easily visible and accessible

Board meeting/committee information is very difficult to navigate through. It is difficult to search and navigate through policies.

Cannot get on in China.

Cannot get on in China.

Clarity of design will better reflect the clarity of HCDSB's mission/values/strategic plan etc. A good place to start would be with the Media Literacy expectations in Ontario Curriculum Documents. I don't believe that the website reflects achievement of many of these expectations. It is very "'busy'. HDSB is a good example of a more 21st Century look. I'm glad that a revamp is on deck.

Design features that will draw more teenage website users.

Difficult to find school, times of the bell, teachers contact, social media contacts, opening page is too busy, difficult to find search button to locate school, like the banner at top for inclement weather.

Direct access to application for early intervention supports for children with exceptionalities (Autism, giftedness, dyslexia, ADHD, Downs Syndrome, SEA Techetc.), direct link to Speech and Language services available, Links to parent engagement opportunities, more recognition of students' accomplishments (OF ALL AGES)-they may be more opportunities for student achievement (contests, bursaries, mentorship programs) and a donor page toward these, MORE CATHOLICISM in general, Link to Parishes, link to our Diocese, Link to collaboration platforms for teachers/ students, Link to "'great ideas for our board'" and recognition of these, feature a student, Link to School Councils, Link to OAPCE, include student art and design on the website. Missing many heritage days that should be added to our HCDSB site and recognized and celebrated-Would like to see more inclusion in this regard. What has happened to the Board Autism Team?

Direct access to application for early intervention supports for children with exceptionalities (ex. Autism, Twice Exceptional (E2), Giftedness, Dyslexia, ADHD, Downs Syndrome, Fragile Students, Hearing and Vision Impaired, etc.), Direct parent application links for SEA Tech, and early intervention assessments, direct link to Speech and Language services available through the board, Links to parent engagement opportunities, more recognition of students' accomplishments (students OF ALL AGES)-they maybe small, but 'littles"' do great things too! :) Would like to see more opportunities for student achievement (ex. Board contests, bursaries, mentorship programs, awards, etc.) and, a donor page toward supporting these, MORE CATHOLICISM in general, Link to Parishes, link to our Diocese, Link to collaboration platforms for teachers and students, Link to important third party agencies supporting students needs and mental health, Link to submit "'great ideas for our board'" and recognition of these, monthly feature a student modelling OCSGE, Link to School Councils Share Page, Link to OAPCE, include student art and design on the website. Missing MANY heritage days that should be added to our HCDSB site. Heritage days that should be recognized and celebrated-Would like to see more inclusion in this regard! Q: What has happened to the Board Autism Team? Would like to see a direct link to this team. Would like to see what SEAC is doing towards student advocacy-How about a monthly newsletter from SEAC? Friendly Suggestion: Please make surveys MORE USER FRIENDLY- These text boxes (in particular) are limiting, awkward not user friendly at all. A Direct link to HCDSB Virtual Elementary would be wonderful adaptation to the current times. Q: How are things going towards a Virtual Parents Council? Thank you for seeking feedback from HCDSB community. :)

Don't worry about your website too much, focus on inclusion and making all equal ,students must get same pull and tools, after all it is a CATHOLIC school we are sending our kids too. Cheers!

Don't worry about your website too much, focus on inclusion and making all equal ,students must get same pull and tools, after all it is a CATHOLIC school we are sending our kids too. Cheers!

Each school should have their own website. The layout is so important. Things like reporting an absence, finding the calendar & D2L login information should be clear. I feel that there is way too much fluff and unimportant things on there.

Easier links to programs my child or I may need that I do not have to search for by navigating multiple tabs through the site...D2L, TEAMS/Office 365, School listing

Easier use for staff to access their portals/sites (instead of logging in several times for different services)

easily accessible board policies, forms that need to be completed by parents etc. Everything seems to be hidden or not available on the site. Might be a board issue with publishing information vs the website design.

Easy acces to media-video archives-

Employee self portal needs a big re-do

even if the most up to date information was linked to a useful twitter feedon the front page, i dont need all the positivity messages, just information...

Hard to find information. Search engine on site not very easy useful

Have a personal tab for COVID cases and COVID info for students and parents

Have a personal tab for COVID cases and COVID info for students and parents

Have a virtual tour of school (high level without students and staff present). Overall clean-up of forms and

HCDSB website is always updated.

Hello ,your website is ok, i suggest you look into more improvement with the quality of your staff members,and do verify credentials ,there has been a teacher who mocks and humiliates kids and this has been reported to the school but no change.Kids have complained and my daughter came home crying few times. PLease consult all primary staff ,teachers to take these matters seriously. Those are areas that require attention .Please escalate to upper level maybe ministry? KIds need equal fairness , recognition, praise ,respect and not put downs,negativity in these times..

Home page very busy, so difficult to find what I'm looking for. Too many clicks to get to school specific website...should be 2 clicks. Would be easier to navigate if simplified. I'm never sure if information is shared on hcdsb website or school website.

<https://webapps.hcgsb.org/sis/> is coded for smart phone. If you happen to open it using a desktop browser, it will not display properly. You need to properly code a user agent to detect what browser user is using.

I always find it a bit hard to find cash online. Can you make that easier to find please

I am employed with the board. Many employees are also parents and may not answer but I wanted to contribute

I am very excited to see initiatives to update. Well done!

I do not visit often as I find it not easy to find what I need quickly.

I don't know if you can do anything about this, but accessing email through Outlook is very frustrating. Outlook hides old emails, or emails that are part of a chain. I want the old system back!!!!

I end up googling for info instead of going to the website. I would want more direct access to the school website that is applicable to us.

I feel that the Instagram page of stfxreps is more up to date as compared to the website .. they post all the important stuff that I would expect from a school website.

I find current site Not easy to navigate

I find it very difficult to find any policies that I am looking for on Staff Net.

I find that there are too many places on the site where things could be so

I find that when I am trying to access a topic from a drop down menu - I hover over the drop down so I can select the item but if you don't hover over it a certain way, the drop down disappears and you really have to play around with it for the drop down to remain while you go through the options to

select the one you want - I find it VERY TEDIOUS and frustrating especially when trying to access from a phone - and often end up leaving the site in frustration not being able to get the information I require. To this end, I do not find the site user friendly especially from phone devices.

i find the search engine doesn't do a good job. i enter a word like ""policy on bullying"" and it says nothing is available. I find things on google from our site, easier than going to our site and using the search engine. Also, it would be nice to have links to the youtube board meeting videos right at the point where the minutes are posted for the board meetings. This was the practice but now it is not. all in all a great job maintaining the website!!

I find when I need to go to the website to find something specific, it is lost amongst so much info all in your face.

I find when I need to go to the website to find something specific, it is lost amongst so much info all in your face.

I generally visit the website to only access D2L for my kids. The website has great information, but I rely largely on the Board email blasts for information and announcements. Overall the website just needs to be more esthetically pleasing.

I like that it is easy to navigate with the drop down menus and if there's something specific i'm looking for, i use the Search function. I am hoping it doesn't change! I am very used to the website this way.

I like the website and can sully find things. I'm not sure if there is a link to my blueprint ? Overall it's a good site.

I like the website and can sully find things. I'm not sure if there is a link to my blueprint ? Overall it's a good site.

I like the website. it is friendly and easy to use.

I think it would also be beneficial to list access to google education services as you do for office 365 and d2l. you should also add a more modern look to the website and combine some pages so the website isn't too crowded and not appealing.

I think the careers tab should be more visible.

I think the website is fine the way it is.

I would like a library services button or tab on each school website that directs the community to that particular school library catalogue.

I would like it simplified.. I feel like we have to many steps to get where we need to go. I feel like I am constantly typing passwords!!

I would like to see the Catholic Faith as more prominent on the website. More of a presence of our Diocese and our churches on the school board page. More elements of what the schools are doing for the development of the faith life in the schools. More emphasis on the Catholic Feast days and the liturgical year on the website for example, ""HCDSB recognizes that October is the month of the Rosary"" ""HCDSB celebrates the month of May as devoted to Mary"" Daily prayers and reflections for Advent. Links to places where we as Catholic families can go to enrich our faith life. The community links should include tabs for links to our Diocese and our churches. Links to news stories ought to include more stories that include positive news stories of Catholic happenings in our local and larger Catholic community. Every main tab should have some sort of faith option for example the students tab could have a youth ministry option, the parents tab could have a faith connection option to click on, etc.

I would visit the site from my phone but it doesnt display well

I'd like to see a more diverse representation of students on the website as well as in the staff and admin. A strategic initiative needs to take place and I would be happy to help.

If you added an app. It would make it easier to use as I find on the computer to log each of my kids in takes time and sometimes it needs more time then what I have to give.

If you can provide the link for all the school clubs then it will be helpful for new students.

Improve your search feature. Example, if you are looking for something, say a policy, if you put a search term in you a no results answer.

Improved access / links to student specific information such as class assignments (in Aug) such as a direct link on homepage. I find myself searching the website for something very important and find it a frustrating task to find the link. A banner with a direct link at the top of the homepage would save time and aggravation. The website is basically easy enough to use - it does not have to be flashy. Functional. Easy to use / easy to retrieve information.

In my experience, the information I am looking for is often buried under multiple subcategories and takes a while to find

in Staffnet under forms, policies and procedures - the search engine need improvement when looking for a form. When looking up the name of a form in the search bar, the results are never useful.

Inclement weather days and a news feed about what's going on with the board. I usually have to read the Board twitter feed and keep scrolling to get news, but I don't have Twitter myself. It would be nice to get that information on a board webpage. Thanks!

Information for staff could be more accessible

It is cluttered.

it is so hard to find anything

It may be easier to navigate information with large differing coloured icons. This way subjects are organized by category. Clicking on that icon takes you to that info.

It needs to be mobile friendly. Dont hide info under so I have to search through multipl menus to find it. A search function that doesnt bring up ancient meeting minutes from old board meetings when I want to crack something current and relevant would be helpful.

It needs to be way more user friendly. Too much 'fluff' to be a page filler

It seems as though the platforms are outdated. Most websites are .com or .ca. Sometimes it states that the website cannot be trusted and is blocked.

It should take up the entire computer screen (rather than only the middle). The most important info should be front and centre... not buried in the right side bar. The hyperlinks are tricky...the cursor must be in exactly the right spot, or they don't work.

It would be great if HCDSB would have the Parents interests at heart vs, Teachers that seem to have taken the whole 2020 off.

It would be helpful to have a monthly calendar of events on the website, so parents can adequately prepare ahead of time to see when there are; civics/special day (required to wear specific colours or clothing). It would be helpful to know these things either at the beginning of the month or at least the beginning of each week to know what to expect. Instead of receiving an email the night before, which doesn't give someone enough time to make sure they have the colours or items that is being requested by the school.

It would be helpful to have access to school listing information from Staffnet rather than having to visit public site.

It would be nice if it was easier to find direct link when looking for classroom information before school starts.

Just that searching the website (with the magnifying glass/search option is not easy - if you are looking for a specific form or specific department. Still a bit of confusion about where I find what - staffnet/website/office365 login. Otherwise great site - I do like the news options scrolling through at the beginning.

Keeping it updated is the most important. Also point form information instead of long paragraphs would be better.

Less info overall. It's way to overwhelming. Especially on that front page. Content in each tab is also not consistent, it's difficult to know even where to find what you are looking for because it's never in the ""logical"" spot.

Link to D2L needs to much easier. Also, D2L itself does not clear cache when you more than one child. Even if we sign out and try to sign in for the other child, with the other child's credentials, it signs in as the first child again.

Link to other resources here that are promoted by teacher is recommended (i.e. Raz Kids)

Make it mobile freindly

Make it more useful for mobile phones or smart devices

Make it pop out. Thanks!

Maybe upgrade <https://hcdsb.elearningontario.ca/d2l/home> instead... or utilize software that is already existing like fully use the microsoft office suite of apps. Example is to utilize the calendar fully by sending teams meeting invites through microsoft outlook.

Maybe we can a banner on top for inclement weather and school closures, instead of having to list to the radio

More detail to upcoming events further in advance

More information, community resources/directives, more openness to low income or children with disabilities or unique situations

More user and mobile friendly. Make an App.

Not mobile friendly...it is not optimized to fit anything but a desktop

Nothing more, you can find everything what you are looking for.

Nothing so far

On some mobile devices, the board website reverts to an old format that does not load.

On the main page under each of the orange tabs can they items be in alphabetical order?

Option to make font bigger and reverse colours for ease of reading

Orange colour is not best for eyes

Our grade school student has a disability and nothing on the site invites him or provides any guidance for our family. Not only is structural information only accessible by speaking to Board staff but even when engaged in consultation for years we have no clear idea what a full-time consultant is or who can help us. Three trustees and I have no idea who can help, what they do (we are educated outside of Canada) etc. You need inside knowledge. Is there an Equity officer to help with anti-Black racism our student faces or should we just accept new books for kids in the school as all you can do for a vulnerable child? It is exhausting and then staff accuse you of looking exhausted. The Catholic values shown here do not mirror our family and are so cliché that we wonder if there is a reason to stay separate. Our student has received zero religion in 2.5 grades was excluded. Add content that uplift children with disabilities and promote inclusion.

overall the entire website looks great.

overwhelming to navigate/ website has too much information.

Persons with disabilities, exceptionalities featured on main page, Special Education parent information accessible on the main page

Please change the colour scheme.

Please focus on features that will work well on tablets.

Please keep it up to date.

Please list any stat holiday as a day off on the web site (ie, it is helpful to just look at the web site and know if it is a school day or not vs having to cross reference stat holidays)

Please make the careers site and job descriptions easy to navigate.

Please make the web search more efficient. Thank you.

Please revamp, redesign, reorganize staffnet. With all new policies in place for staff in a rapidly changing climate, we need quick and easy access to important information. The current layout of staffnet is nearly impossible to navigate.

procismwith Chinese

provision with several languages just like Chinese

Put shortcuts for the most searched or requested items on the front page

Put the link to D2L front and centre

Quick links

Refine the search bar when looking up policies and procedures. Most searches prove unsuccessful when using key words.

Relevant and up to date Mental health information for elementary and Highschool students/caregivers

Remove outdated policies, procedures and memos from staff who no longer work for the board.

Research pertaining to equity and inclusion is lacking for public information. Also, photos are not very racially inclusive.

School Finder Tool/Registration Info a little more prominent. Link to the Youtube channel more prominent especially for board meetings

School schedule and information on the home page

Scientific evidence on the reasoning for full time masks

Search function doesn't help me find the information I need.

See HWCDSB site

Showing students attendance sheet

Significant amount of outdated material (i.e. 2010)

Simplify it. It's way too cluttered and cumbersome, and the mobile view is godawful. Just make it simple and clean.

slightly bigger font, links to government services or benefits for parents, support for parents with disabilities, suggestion or question corner a chat box would help

So much information its hard to know where to look when required to use the website

Some pages are outdated or don't present current information- student trustees; student success.... offer direct links to school sites and gives students access to password resets

Some pages are outdated or don't present current information- student trustees; student success.... offer direct links to school sites and gives students access to password resets

Sometimes I have found the search function on the website is not very helpful. I cannot give you an example at this time, but I know I have used the search function in the past and have been relatively frustrated. Also the icons for the schools (uniform, French programs) - the symbol key for these programs is hard to find to see what it means (its not in the same area when you are searching). I would like to see more information about programs offered at the school in this key as well such as SHSM

Sometimes the search function on the policies and procedures does not work properly.

Specific information regarding policies/ procedures for parent councils including fundraising etc

Staff net is not user friendly. Tabs are small and information is difficult to find.

StaffNet is bumpy and difficult to navigate at times.

Staffnet needs to be completely redesigned. The format should be user friendly. Currently it is extremely difficult to look up information and documents.

stop changing things for the heck of it. Taxpayers are not an unlimited pool of funds. Please respect the funds that you are provided and spend them on say books for the kids, or even laptops for all the kids. Stop throwing money away.

Thank you

Thank you HCDSB for the update, please take a look at the empty space in the current website, it would be better if the content is stretched to the full page. Also, headings fonts need to be a little bigger. Thanks

The biggest frustration about the website is that it is not optimized for a mobile device. I would suspect most people are consuming info from the website via mobile, the website needs to accommodate.

The d2l website is difficult to use on certain laptops. I find that the log in names are long and difficult to remember when switching back and forth it doesn't always log someone out

The functionality of the website is good, maybe an update of the layout, text and colours used for a refresh is all that is needed IMO.

The homepage seems to have the same info so it seems it is not updated daily. Website is utilitarian looking not upbeat, sometimes very hard to locate information about programs or past posts.

The menus are complicated. Info is hard to find.

The more mobile device friendly you can update it, the better.

The search engine doesn't yield accurate results for applicable search words

The search engine is terrible. I can never find what I'm looking for. It needs to be able to recognize key words. For example, when I was initially looking for "School Cash Online", it would not take me there.

The search engine needs to be much better. If I need to find the teacher resources on focus on faith for example, I should be able to type in focus on faith teacher resource and have it pop up as my first option, not board meeting minutes. I always have a lot of trouble finding things using search, and there are so many links on there that it's difficult to navigate and find things just by looking on the site too.

The search feature needs improved. Often comes up blank, especially when searching for policies

The search feature needs to be more effective. Every time I have used it to search for content it has not found results I know are in the website.

the search feature on staffnet is completely useless. nothing ever matches my search, even for something as common as "teacher transfer rounds". Or if there is a match, it is an article at least 10 years and completely irrelevant.

The search feature only brings you to memos. A 'teacher' searches for class related and curriculum information. User friendly and direct access to make the search more accessible.

The search function is not very intuitive and makes it incredibly difficult to find anything.

The search isn't user friendly in staffnet. Hard to anything you are looking for

The site is not as user friendly as I've seen others to be.

The site looks quite dated. It would be nice to have announcements more out front and a more organized layout.

The StaffNet area is hard to navigate and find important documents. It also needs to be updated regularly.

The sub-categories are not always intuitive. Access to D2L/Office 365 should be on home page

The website has all the information but it is not easy to find everything you are looking for.

The website is a little cumbersome to access student logins to LMS such as D2L (which i also don't like). As well it doesnt seem to uave been updated. You have had the same picture of the graduating student up for months now.

The website is fine. Don't spend any money on upgrades. Not necessary. Thanks.

The website is too busy and very difficult to navigate

The website needs to be adaptable to mobile devices.

The website presentation is not bad. It is just that the most important info is not presented in such a way. ie. snow days at top of page, COVID info front and centre, only one copy of document and accuracy of document

There are too many banners on the website and the information is not easily found

There is too much information in the drop downs. Accessing is not intuitive. The home page looks so ""busy"", content could be much better structured for an improved user experience.

Too busy very difficult to navigate

too many code levels to get into staffnet

Too much Information although good to have need the critical pieces highlighted better or better access to,,,

Tried to change my email address for 2 year, website, school or HCDSB cant help!

Trouble finding back board meetings on youtube. Some dates available others not.

Up to date calendar to show P.A Days, events

Updated Special Education Content as what is there is Outdated.

Updated/easier to use & navigate StaffNet

Way to much info crammed into the site. Almost need clear separate sections for parents, staff etc. Difficult to find links when there are so many sections. To Many clicks to get to the page needed.

Website appears busy; if you enter into staffnet, it's hard to find items like WebAttendance and the ols, etc.; info within staffnet is often out-of-date and it becomes frustrating when trying to search for relevant information (TPA), etc.

When looking for forms in particular, it is not easy to find them even using the search. They are either embedded in a memo or in read only format. Usually when searching for a form or memo, it is when there is a time crunch and most of the time is used trying to find the form or memo.

When on my cell phone I always have difficulty access the website. That I no longer use my phone. It would be great if this gets updated.

When on my cell phone I always have difficulty access the website. That I no longer use my phone. It would be great if this gets updated.

when searching for files and you type into search, the information that comes up is useless and does not guide you to what you are looking for

When visiting a D2L site from my phone for one child, it's very difficult to sign out and log in with another child's info. It takes a few tries and usually I just give up and have to log in from my laptop. Logging in between children seems difficult at times.

who to contact at the board if i have issues with the board

With the focus on Security, I would like to have to a Dashboard where I can see tabs with my kids name, and all relevant information from them within (teacher's name(s) and contact, report cards, meeting links, etc). The same could be applied to students.

Wondering how and why this is a priority during a pandemic

Would be great if the site was more mobile-compatible vs what you would see on a laptop. Too much text for the homepage/find it too small to click on things on the phone. Maybe a homepage with top features that can be updated often and visually catching will

you have a lot not useful information published and from all of that its hard to get to useful info
Your Twitter is usually more up to date than the website (re. snow days, news, etc.). Can they be
linked more effectively?

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: November 30, 2020
 Time: 7:00 pm
 Location: Microsoft Teams

| | | |
|-----------------|------------------|----------------|
| Members Present | B. Agnew (Chair) | A. Louca-Ricci |
| | M. Arteaga | M. Lourenco |
| | D. Bardon | P. Moran |
| | R. Barreiro | R. Quesnal |
| | N. Guzzo | D. Rabenda |
| | D. Hotopeleanu | T. Veale |
| | J. Lim | |

Staff Present

- S. Balogh, Superintendent of Special Education Services
- A. Cordeiro, Itinerant Special Education Resource Teacher
- P. Daly, Director of Education
- O. Foese, Chief Psychologist
- A. Jones, Manager, Educational Assistants
- D. Kollee, Chief of Speech Language Pathologist
- J. McInnis, Itinerant Special Education Resource Teacher
- F. Oliveira, Itinerant Special Education Resource Teacher
- J. O'Reilly, Special Education Coordinator

Members Excused

- M. Duarte
- H. Karabela
- M. Murphy

Members Absent

- C. Parreira
- Y. Taylor

Recording Secretary A. Hughes

1. Call to Order

The Chair called the meeting to order.

1.1 Opening

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

1.2 Approval of Agenda

Moved by: N. Guzzo

Seconded by: P. Moran

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

2. Presentations

2.1 Psychology Presentation (O. Foese)

B. Agnew introduced O. Foese, Chief Psychologist who presented on the role and process of psychological assessments in special education. The presentation is attached.

2.2 Transition Presentation (A. Cordeiro, F. Oliveira, J. McInnis)

B. Agnew introduced Itinerant SERTs A. Cordeiro, F. Oliveira, J. McInnis who presented on the transition process for all students with special education needs. Staff concluded by answering questions. The presentation is attached.

3. Actions to Be Taken

3.1 Minutes of the October 26, 2020 SEAC Meeting

Moved by: D. Rabenda

Seconded by: N. Guzzo

RESOLVED, that the minutes of the October 26, 2020 SEAC Meeting be approved as presented.

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

4. Declarations of Conflict of Interest

No conflicts of interest were declared.

5. Business Arising from Previous Meetings

B. Agnew noted that the business arising items discussed at the October 26th SEAC meeting were added to the chart and asked if members had questions. The business arising chart was reviewed during the meeting and members voted on what items to keep or remove. The responsibilities and status of each item were updated.

6. Special Education Board Policy Review

7. Action and Information Items

7.1 International Day of People with Disabilities

S. Balogh reminded members that at the October 20, 2020 Regular Board Meeting the Trustees considered a motion for the Board to formally recognize the International Day of People with Disabilities, which occurs every year on December 3rd. The motion was passed. An update was provided to members on the process for preparing for the International Day of People with Disabilities and the initiatives that will take place the entire week or November 30th. The committee, that was comprised of staff and members of SEAC, developed many resources to support the recognition of the event. Social media, school and Board websites are being used to highlight the initiative with videos, featured stories and resources. S. Balogh thanked SEAC committee members, staff and the chair of the committee, D. Kollee for their commitment.

8. Communications to SEAC

8.1 Superintendent's Report

S. Balogh provided updates on:

Professional Development: SERTs and SETs in Elementary and SETs in Secondary were trained in a self-monitoring and motivational system grounded in the principals of ABA called Self and Match. The Itinerant SERTs and Itinerant Educational Assistants attended the Geneva Centre Virtual Symposium. The Special Education Consultants and Special Education Coordinator attended the Osgoode Law Conference for Special Education. Some of the Special Education Consultants attended the virtual webinar "Restorative Response to Racism and Current Online Trends".

SERT Family of Schools Meeting: focused on supporting our virtual A4 students and D2L resources.

New SERT In-Service: was held on November 23rd. Psychology staff presented on referral to identification. Educational Assistant Managers presented on the role of the EA and SERT in Safe Management.

Ministry Pilot Project on Supporting Transitions to Post Secondary Pathways for Students with Developmental Disabilities: we have taken on this pilot project, which has been extended for this school year. It is an extension of transition planning. A staff presentation is planned for SEAC in January or February. The initial meeting for the current year was held in October with a focus on successes and challenges in programming and supporting transitions for students during COVID –19.

New Referral System: SERTs, Psychology staff and Speech Language staff have all been trained in the new referrals module through eLite. This new process has started, and feedback has been positive. We have transferred the caseload of Psychology staff to eLite which streamlines the referral process.

Social Workers Update: congratulations to Patricia Codner who has accepted a position with School Mental Health Ontario. She will be missed, and we wish her all the best. An update will be provided at a future meeting regarding the position of temporary Chief Social Worker. Social Workers participated in the 33rd Annual School Social Work Symposium virtually on November 12th. This year's theme was Courageous Conversations About Anti-Black Racism. P. Codner was a guest on the panel.

Mental Health and Well Being Update: the Twitter account has been launched, @HCDSB_MHWP. The intent is to use social media to highlight the initiatives that staff, and the system are doing to support mental health and wellbeing while also sharing some very helpful resources from School Mental Health Ontario and Community Agencies.

8.2 Trustee Reports

N. Guzzo reported on:

- Dr. H. Meghani, Commissioner and Medical Officer of Health, Halton Region, attended the November 3rd Board meeting. Dr. Meghani provided a COVID-19 update to Trustees and answered questions.
- The Milton secondary school ultimate boundary review and interim accommodation recommendations was decided at the November 17th Board meeting.
- The new Oakville elementary school was announced and will be built just north of Dundas Street.
- The Keeping Christ in Christmas contest deadline was tonight.
- There have been several meetings of the Bullying Prevention and Intervention committee. The committee has SEAC representation and has made progress on updating the policy. The policy recommendations will be brought to a future SEAC meeting.
- The next Board meeting is December 1st. The elections will be held for Chair and Vice Chair of the Board 2020-2021.

9. SEAC Discussion

B. Agnew recapped the email she sent regarding the vacant Vice Chair position due to the resignation of the Vice Chair. Members agreed to leave the position vacant until the election at the January 25, 2021 SEAC meeting.

SEAC members that are on the Bullying Prevention and Intervention committee provided a further update on the process, the sub-groups, and the membership composition.

10. Meeting Summary and Next Steps

Members were advised if they have questions regarding any of the presentations, to send them to A. Hughes and S. Balogh.

11. Next Agenda: Meeting Monday, December 14, 2020

The agenda will include a goal setting exercise and a SEAC social.

12. Adjournment**12.1 Resolution re Absentees (Chair)**

Moved by: N. Guzzo

Seconded by: R. Barreiro

RESOLVED, that M. Duarte, H. Karabela, M. Murphy be excused. **CARRIED**

12.2 Adjournment and Closing Prayer (Chair)

Moved by: D. Rabenda

Seconded by: N. Guzzo

RESOLVED, that the meeting adjourn. **CARRIED**

The meeting adjourned at 9:27 p.m. with a prayer led by the Chair.

From Referral to Identification

The Role and Process of Psychological Assessment in Special Education

Legal and Policy Framework



Education Act; Regulation 298

Personal Health Information Protection Act (PHIPA)

Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. M.56
(MFIPPA)

The Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008 (SIPDDA)

Regulated Health Professions Act (RHPA) - in particular: Controlled Acts

Psychology Act <https://www.ontario.ca/laws/statute/91p38>

Regulations under the Act:

O. Reg. 74/15 Registration

O. Reg. 209/94 General

O. Reg. 801/93 Professional Misconduct

The College of Psychologists of Ontario - Standards of Professional Conduct (2017)

“For the purposes of Ontario Regulation 801/93 Professional Misconduct, section 1.2., the Standards of Professional Conduct (2017) are to be considered ‘standards of the profession’.”

p.4

Framework Part 2: From PPMs to Policies



Ministry of Education

- ✓ PPM 8 IDENTIFICATION OF AND PROGRAM PLANNING FOR STUDENTS WITH LEARNING DISABILITIES
<http://www.edu.gov.on.ca/extra/eng/ppm/ppm8.pdf>
- ✓ PPM 59 PSYCHOLOGICAL TESTING AND ASSESSMENT OF PUPILS
<http://www.edu.gov.on.ca/extra/eng/ppm/59.html>
- ✓ PPM 156 SUPPORTING TRANSITIONS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS
<http://www.edu.gov.on.ca/extra/eng/ppm/ppm156.pdf>



- ✓ Policy II-13
- ✓ Procedure VI-89



All members of the College of Psychologists require the following minimum working knowledge base:

- knowledge in the foundational content areas of psychology, i.e., the biological bases of behaviour, the cognitive affective bases of behaviour, the social bases of behaviour, and the psychology of the individual;
- knowledge of learning;
- knowledge of all relevant ethical, legal and professional issues;
- knowledge of research design and methodology;
- knowledge of statistics; and,
- knowledge of psychological measurement.

Practitioners who provide services in School Psychology should be aware of the impact of medication and medical conditions on learning and behaviour.

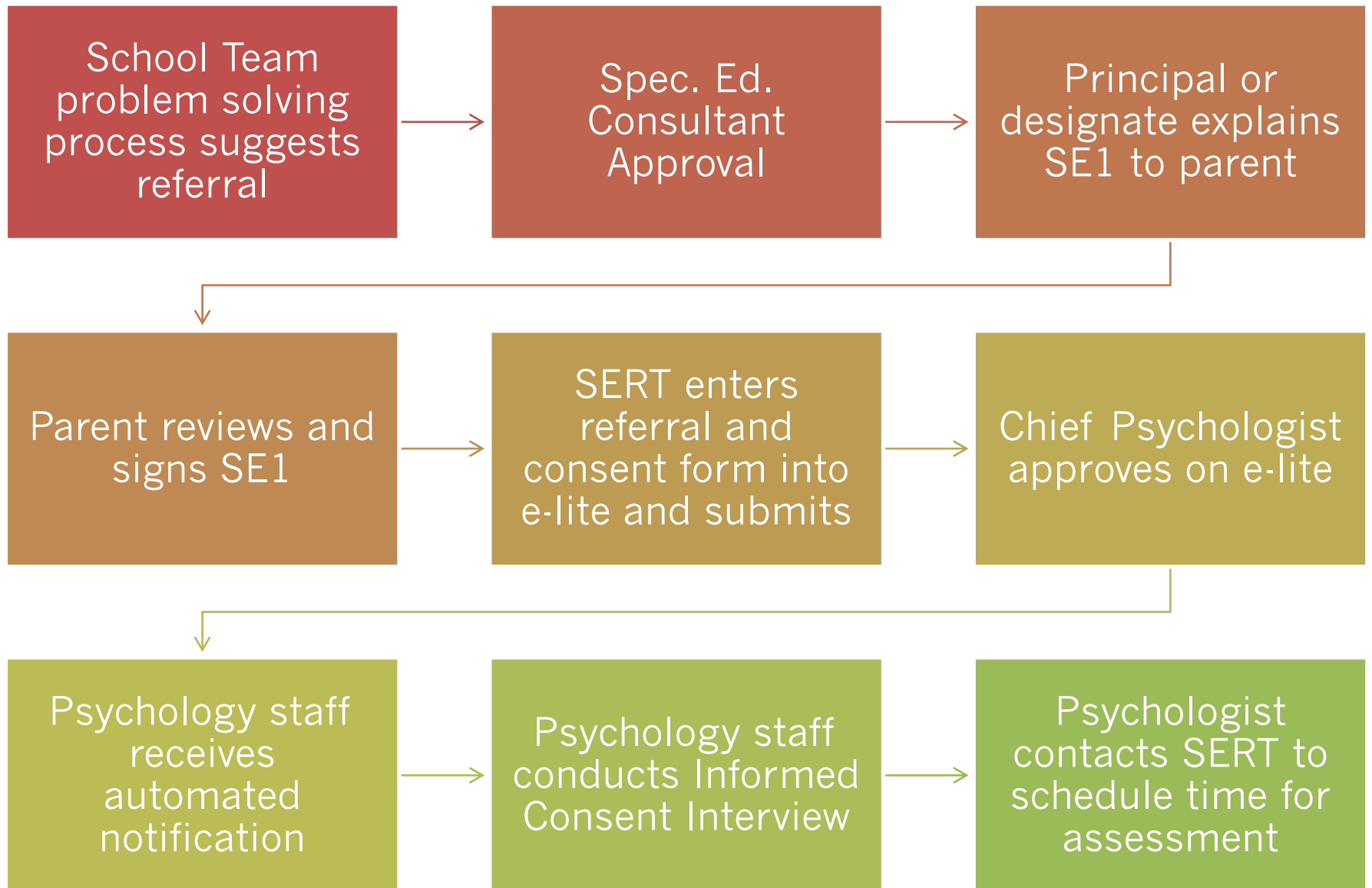
For members practising School Psychology the following minimum skills are required:

- the ability to perform an appropriate psychological assessment;
- the ability to formulate and communicate a differential diagnosis;
- the ability to plan, execute and evaluate appropriate academic and therapeutic prevention and intervention programs; and,
- the ability to work in interdisciplinary teams and to consult with parents, teachers and relevant others.

Process

Achieving Believing Belonging

Referral Process



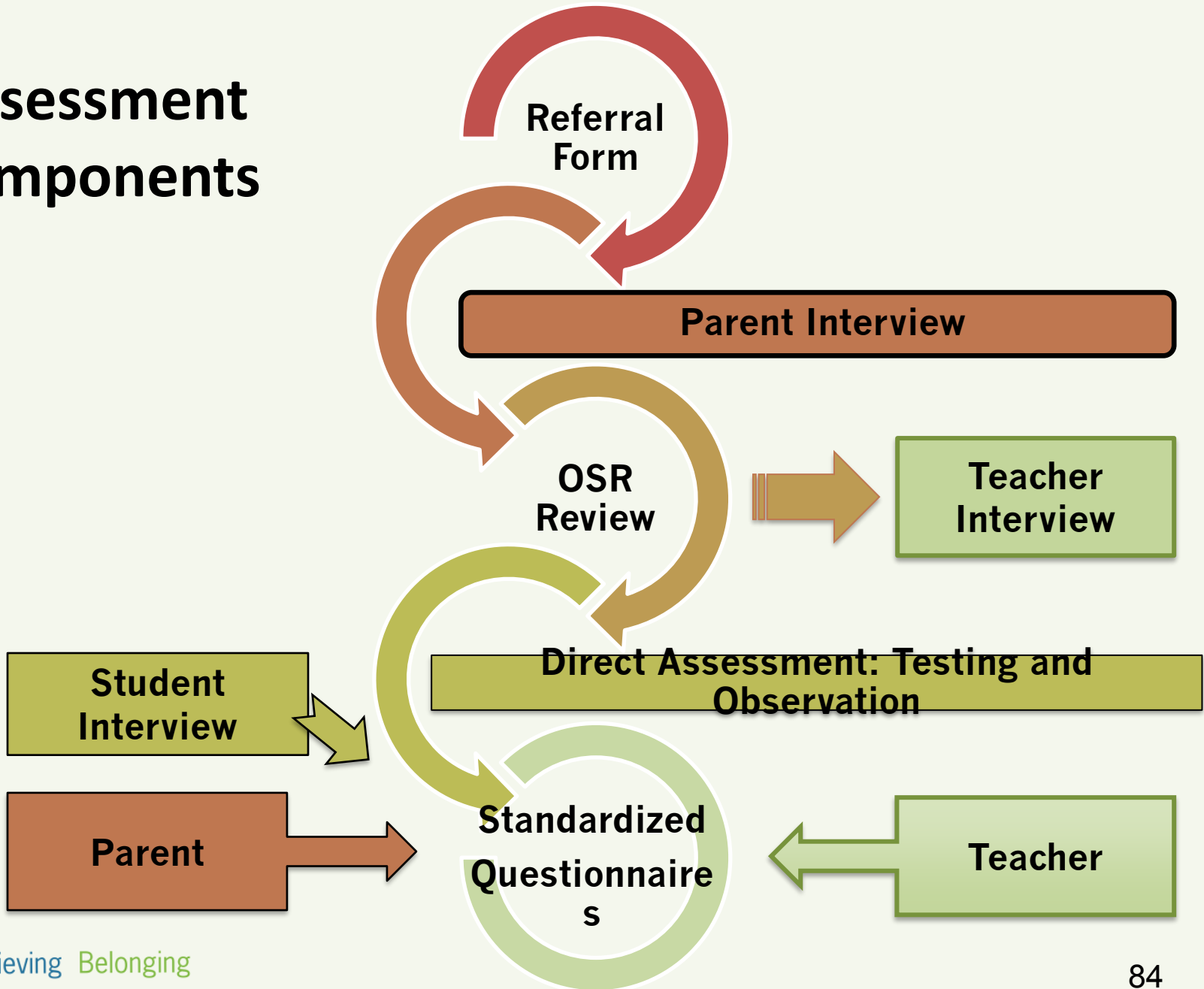
Consent process

SE1 signed

Informed
Consent

Consent to
share
assessment
results

Assessment Components



Parent/guardian Interview, OSR and Teacher interview

Family history, pregnancy, birth, attachment

Early development, language and culture

Social history and environment

Medical history

School history and attendance

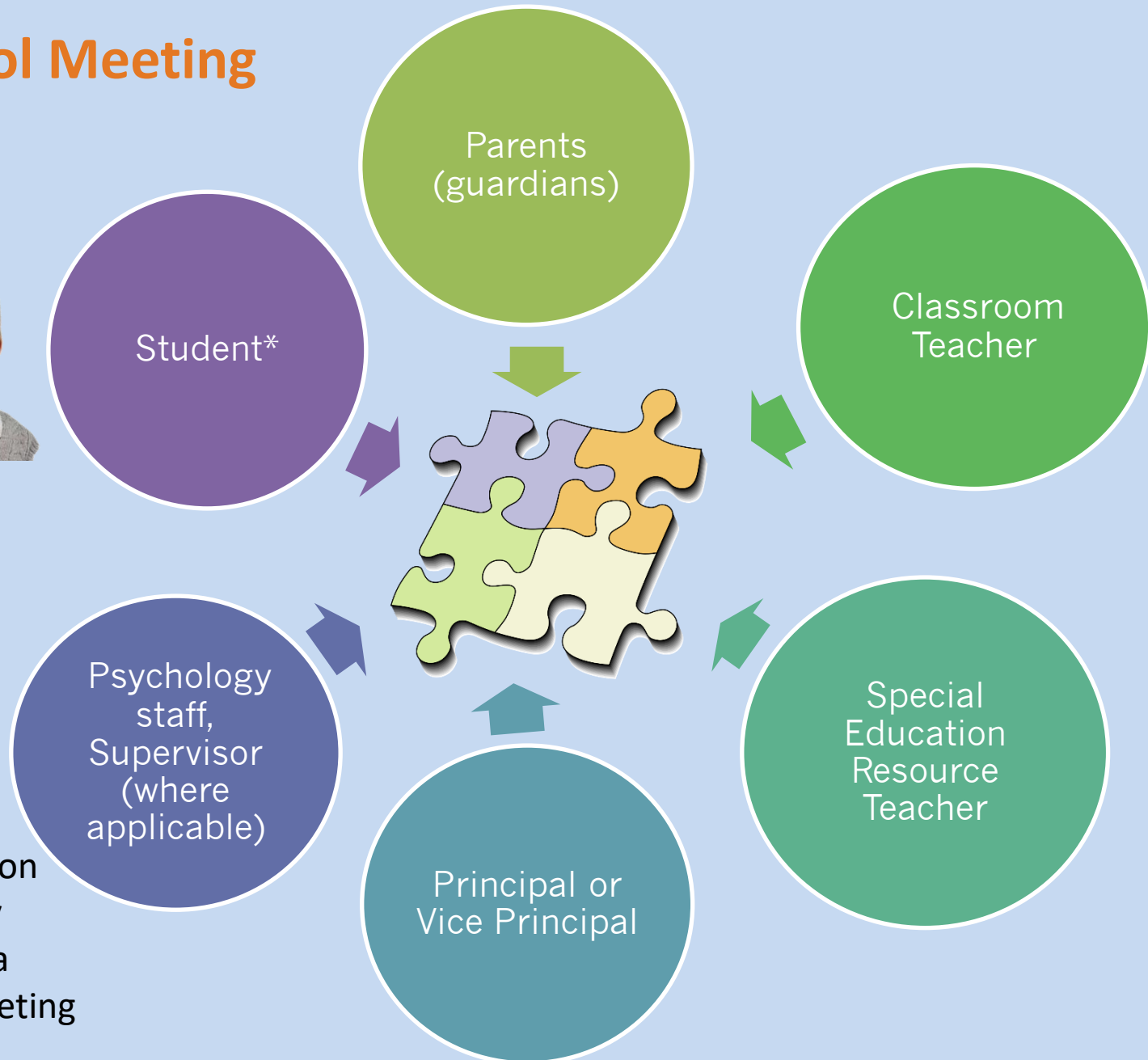
Sharing of Results

Parent
Feedback

School
Meeting

IPRC

School Meeting



*depending on age, possibly feedback in a separate meeting

Principal/SERT: Introductions, Prayer



Presentation of assessment findings, recommendations (psychology staff)



Observations from school staff, Parent input



Diagnosis communicated by a member of the CPO (if applicable)



Next steps

Universal Design For Learning

Differentiated Instruction

Instructional Approaches & Intervention

Accommodations

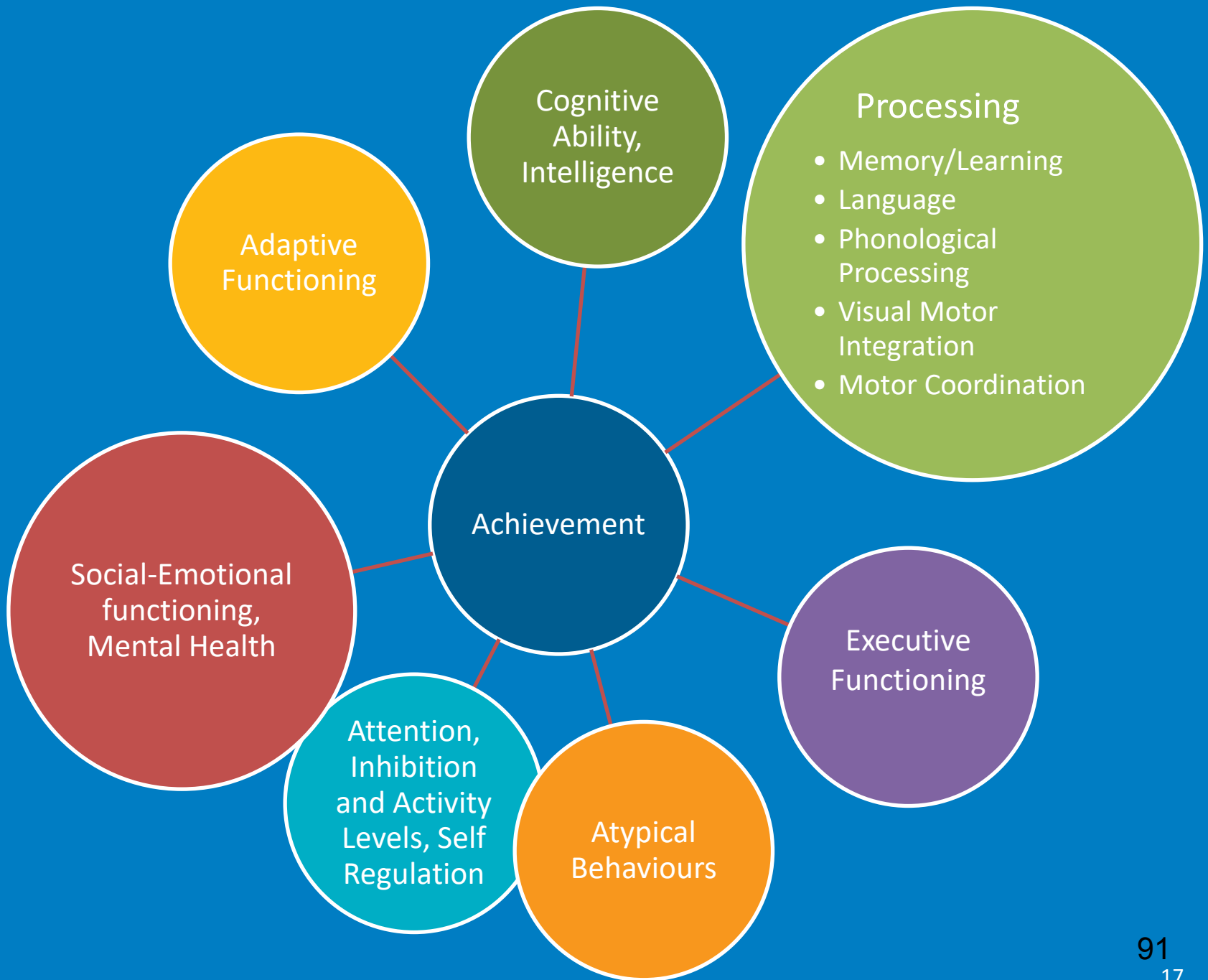
Instructional
Environmental
Assessment

Modified Learning Expectations and/or Alternative Learning Expectations

The background of the slide is a photograph of a person's legs and feet as they descend a set of stairs. The person is wearing green pants and brown sneakers with white soles. The stairs are made of light-colored concrete or stone. The image is slightly blurred and has a semi-transparent white box overlaid on it containing the text.

Next Steps

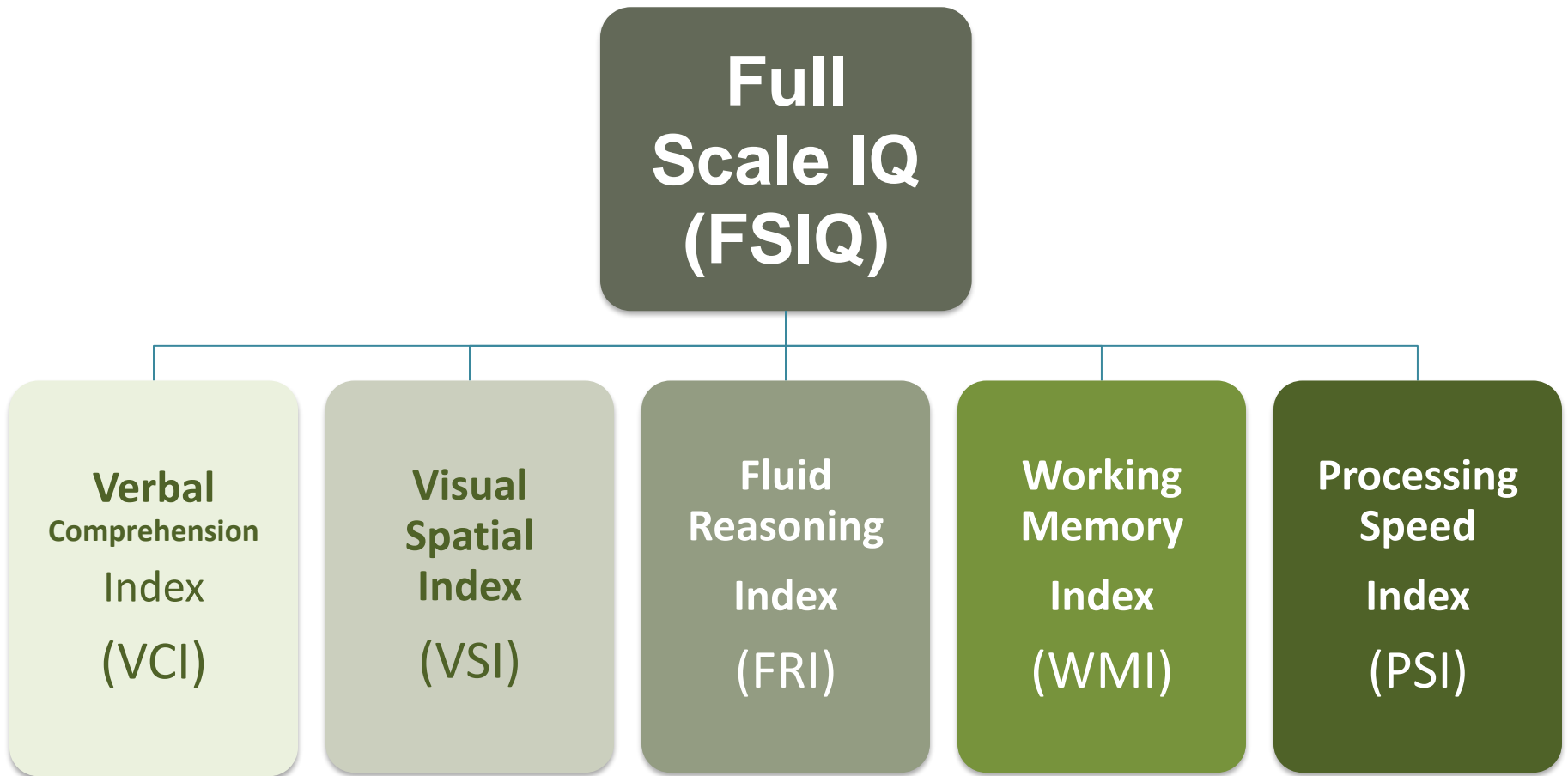
- Recommendation for an IPRC meeting if applicable
- Individual Education Plan (IEP) - generate or revise
- Placement options
- Programming
- Academic remediation (Empower, Lexia, Key Math-3, etc.)
- Other referrals, internal and community resources
- Mental health intervention/support
- SEA claim and training of AT use



Assessment Domains Part 1 – Direct Testing

| Domain | Test Instruments |
|--------------|---|
| Intelligence | Wechsler Preschool and Primary Scale of Intelligence®-IV^{CDN} (6 and under) |
| | Wechsler Intelligence Scale for Children WISC-V^{CDN} (6-16 years of age) |
| | Wechsler Adult Intelligence Scale WAIS-IV^{CDN} (16 years – adult) |
| | Stanford-Binet5, Leiter-3 |
| | Wechsler Nonverbal Scale WNV <i>(language free)</i> |

WISC-V Structure



Cognitive Processing & Executive Function

| Processing domain | Test instruments |
|---|-----------------------------------|
| Phonological Awareness | CTOPP-2 |
| Language (Vocabulary) | PPVT-5, EVT-3 |
| Memory and Learning | WRAML2, ChAMP, CMS, CVLT-C |
| Visual-Motor Integration, Motor Coordination, Visual Perception | VMI Beery-6 |
| Comprehensive neuropsychological battery | NEPSY®-II |
| Executive Functioning | D-KEFS, IGT2 |

Achievement

| Domain | Test instruments |
|--|-------------------|
| Reading, written language, oral language, mathematics skills | WIAT-III |
| Reading, written language, oral language, mathematics skills | KTEA-3* |
| Mathematics | Key Math3* |

* = used by SERTS for educational assessments as well

Wechsler Individual Achievement Test® – Third Edition: Canadian (WIAT III^{CDN})

Reading

Reading Comprehension, Word Reading, Pseudoword Decoding,
Oral Reading Fluency

Writing

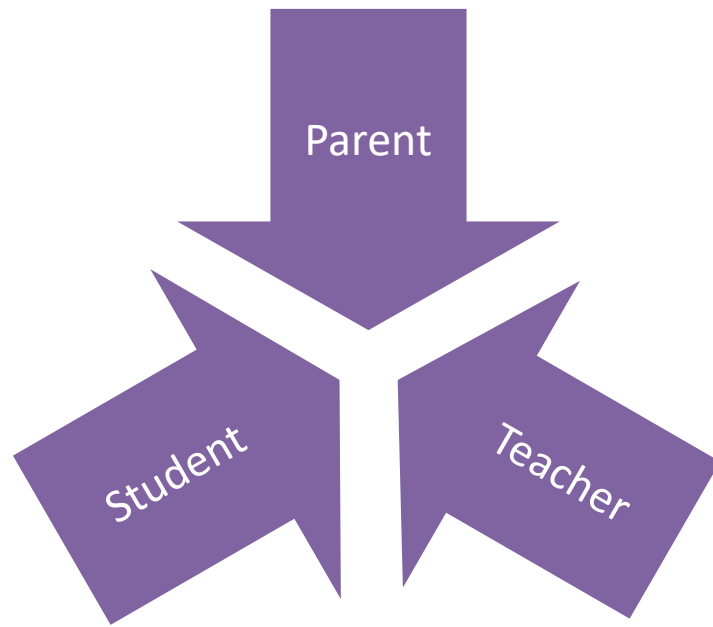
Sentence Composition, Essay Composition, Spelling

Mathematics

Math Problem Solving, Numerical Operations
Math Fluency – Addition, Subtraction, Multiplication

Oral Language

Listening Comprehension: Receptive Vocabulary, Oral Discourse
Comprehension
Oral Expression: Expressive Vocabulary, Oral Word Fluency, Sentence
Repetition



Assessment Domains Part 2

Ratings of behaviour from several settings and respondents

| Domain | Instruments |
|--|---------------------------------|
| Behavioural Functioning, Self-Regulation, Mental Health | BASC-3, Conners-3 |
| Executive Functions, Attention – indirect measures | BRIEF-2, CEFI, Conners-3 |

Social Emotional Functioning

(self concept, mood/depression, anxiety, anger, disruptive behaviour)

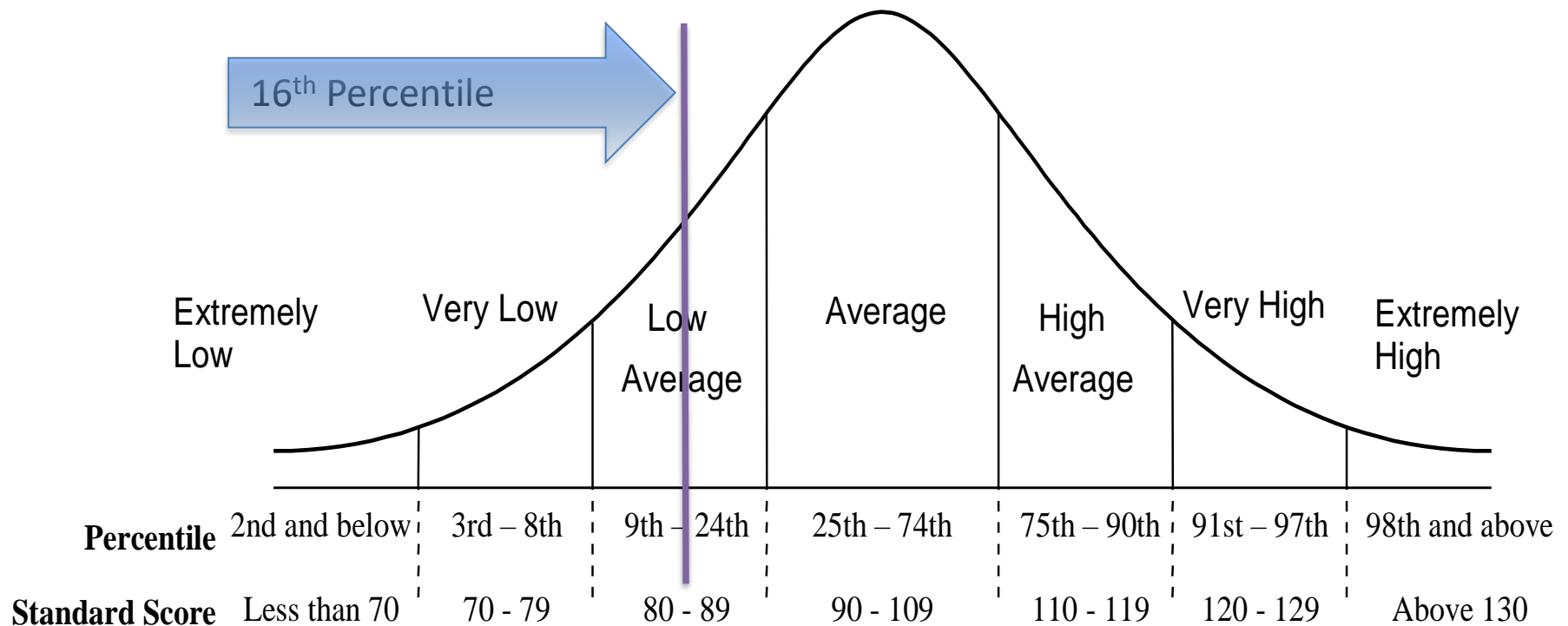
| Domain | Instruments |
|-------------------|--------------|
| General Screening | BASC-3 |
| | BYI-2 |
| Mood | BDI-2, CDI-2 |
| Anxiety | MASC-2 |

Questionnaires, structured Interviews, semi-structured tools assessing adaptive behaviours

| Domain | Instruments |
|----------------------------|------------------------------------|
| Atypical Behaviours | ASRS, SRS™-2, ADOS-2, ADI-R |

| Domain | Instruments |
|-----------------------------|--|
| Adaptive Functioning | ABAS-3, Vineland-3 (structured parent interview option) |

Descriptive categories vary...

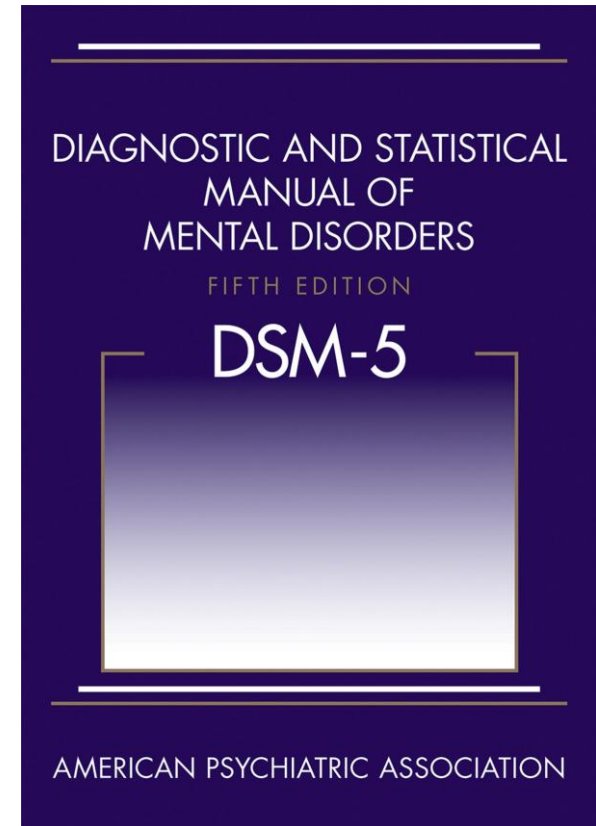


Normal Distribution: in a normal distribution, 68% of children fall within +/- 1 standard deviation (i.e. 15 points) from the mean (i.e. 100)

You'll see scores in this area referred to as 'broadly average'

The distinction between diagnosis and educational exceptionality

- Communication of a Diagnosis is a controlled act under the Regulated Health Professions Act in Ontario => Diagnostic categories do not always correspond 1:1 to Ministry definitions and board specific definitions/criteria
- Diagnosis usually follows a research-based classification system. For most purposes, physicians and psychologists use the US-based Diagnostic and Statistical Manual of Mental Disorders - 5th Edition (DSM-5)
- However, school psychologists in Ontario **do not** use the DSM-5 category of Learning Disorder, but rather Diagnostic Guidelines for Learning Disabilities issued by the Ontario Psychological Association (OPA) and the Association of Chief Psychologists with Ontario School Boards (ACPOSB) which align with LDAO/LDAC



Co-occurrence/comorbidity

| Dx | ASD | ODD | CD | Anx | Dep | LD |
|------|-----|-----------|-----------|-----|-------------|------|
| ADHD | 59% | 47% | 22% | 35% | 41% | 45% |
| ASD | | 4% to 37% | 1% to 10% | 42% | 1.4% to 38% | 70%+ |
| ODD | | | 42% | 62% | 39% | 55%+ |

Data from: Dr. Sam Goldstein, PhD.

Behavioral Assessment of Youth - Where Comorbidity is the Norm, not the Exception; Webinar, Multi Health Systems
September 27, 2018

Transitions in HCDSB

Presentation for SEAC

James McInnis, Fran Oliveira, & Andrew Cordeiro
November 30, 2020



Transitions within HCDSB



- ❑ The HCDSB is committed to developing and supporting effective transition processes for all students with special education needs. School teams work collaboratively to support student transitions.
- ❑ HCDSB personnel work collaboratively with parents, students, school board personnel and pertinent community agencies to develop and implement transitions plans for all students



Background

Ontario Regulation
181/98

“Identification and
Placement of
Exceptional Pupils”
(1998)

Ministry Policy
Document

“Individual Education
Plans: Standards for
Development,
Program Planning, and
Implementation”
(2000)

PPM 140

Incorporating
Methods of Applied
Behaviour Analysis
(ABA) into Programs
for Students with
Autism Spectrum
Disorders (ASD)
(2007)

PPM 156

Supporting
Transitions for
Students with
Special Education
Needs
(2014)

Background – PPM 156

PPM 156: Supporting Transitions for Students with Special Needs requires that students who are on an IEP have a transition plan for every stage of their education.

These include:

- Entry to school
- A change from one school to another
- The move from elementary to secondary
- The transition from secondary school to post-secondary activities
- A move to school following a prolonged absence for medical reasons or after receiving, care, treatment, or rehabilitation at another institution.

(Special Education in Ontario, 2017)





Special Education Annual Plan
2020

Transitions in HCDSB

Special Education Annual Plan

A PARENT'S GUIDE TO SPECIAL EDUCATION
PROGRAMS AND SERVICES



Programs and Services
Parent Guide

Revised - October 2019

A Parent's Guide to Special Education Programs & Services

Aligned with HCDSB's Multi-Year Strategic Plan, 2016-2021





Special Education Transitions Aligning with our HCDSB Strategic Plan

ACHIEVING: Meeting the needs of all Learners

Parents, educators, and professionals work together to determine student strengths and needs

(ex. Transition meetings and activities; Kindergarten information evening for parents of children with special needs)

BELONGING: Embracing relationships & sustaining safe, welcoming schools

Examine current transition programs and initiatives

(ex. Adherence to regulations outlined in PPM 156 and PPM 140; Follow established practices for transitions to support students)

Strategies to Ensure Successful Transitions



Entry to School

Transition into Kindergarten



- After parents register their child for Kindergarten, they are encouraged to share any special needs concerns and any relevant reports with the school. These reports will be reviewed by school staff and board staff
- If applicable, the daycare or a previous school will be contacted
- An observation visit will be arranged at the home/school/daycare facility so that school staff can better understand the child's needs
- a Transition Plan will begin to be developed

Transition to Kindergarten

- ❑ Based on observations and discussion with daycare/ preschool staff, community agencies, and parents, an Independence Rubric may be completed
- ❑ A Case Conference will be arranged with the family and any community support services involved are invited; applicable board staff will attend as well (i.e. Speech and Language Pathologist, Behaviour Analyst, as applicable)
- ❑ A transition booklet and countdown calendar will be given to the family in order to provide the student with visual supports
- ❑ Prior to the beginning of school, a transition visit may be arranged for the student to see the classroom (this may be done virtually)



Sample Visual Supports

January 2020 ❄️

| Su | M | Tu | W | Th | Fri | Sa |
|------------|--------------|--------------|--------------|--------------|--------------|------------|
| | | | 1 home | 2 home | 3 home | 4 home |
| 5 home | 6 school | 7 school | 8 school | 9 school | 10 school | 11 home |
| 12 home | 13 school | 14 school | 15 school | 16 school | 17 school | 18 home |
| 19 home | 20 school | 21 school | 22 school | 23 school | 24 school | 25 home |
| 26 home | 27 school | 28 school | 29 school | 30 school | 31 PA Day | |

Countdown Calendar

Transition Booklet



This is the gym. My class will go to the gym to play games and be active.

Transition Plan for Entry to Kindergarten

- ❑ A Transition Plan will be provided to families
- ❑ The school staff will review the child's needs and determine the most appropriate Transition Plan
- ❑ The Transition Plan is unique for each student
- ❑ An Individual Education Plan (IEP) may be developed as well as an IPRC meeting arranged, as appropriate



Transitions: Class to Class, Grade to Grade, School to School

Transitions from Class to Class



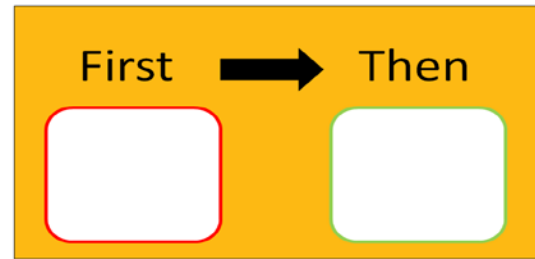
- Some students require a specific plan to assist them with various transitions throughout the day
- These can be from one class to another, from outside to inside, from a preferred activity to a non-preferred activity, etc.
- Visual supports can be put into place such as a First/Then Board, timer, or a schedule
- Transitional warnings prior to moving can also be helpful (i.e. "in 2 minutes we will be going to the gym")

Sample Class to Class Transition Plan

Goal: Student will successfully transition from one class/ activity to another

| Action | Person Responsible | Time Line |
|--|--------------------|-----------|
| The student will be presented with a First-Then board with the next task, followed by a preferred activity | EA, Teacher | Ongoing |
| The student will complete the task, and a timer will be used to show the length of the work task | EA, Teacher | Ongoing |
| A timer will be set once the preferred activity has started | EA, Teacher | Ongoing |
| A visual schedule will be set up on the student's desk in the morning on a daily basis | EA, Teacher | Ongoing |

Visual Supports




First/Then Board

Personalized Schedule



_____ 's Schedule

| | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |
| | | |



Visual Timer

Transitions from Grade to Grade

- Where appropriate, the school staff may begin to prepare the student in the late Spring for the Fall transition to a new grade
- If possible, the student can visit the classroom
- New routines, such as a new playground area, may be discussed with the student
- Visual supports and resources may be given to the family
- A transition visit may be set up in the early Fall

School to School Transitions



- ❑ If a student with special needs moves to a new school or to another board, the Transition Plan will be updated
- ❑ With parental consent the current SERT will communicate with the new school SERT to discuss the student's profile
- ❑ For students who have more complex needs, a transition meeting or Case Conference with appropriate staff present will be arranged by the sending school
- ❑ Following this meeting, the receiving school staff will continue the transition process

Transition to Community Based Classrooms: CLC, ESC, Gifted, STC

Transition to Community Based Classrooms



- ❑ Once it has been determined that the student's profile is appropriate for the classroom, the parents will be invited to an Open House/Virtual Tour
- ❑ Transition visits to the new classroom will be arranged
- ❑ A Regional IPRC and case conference will take place

The Transition from Elementary to Secondary

Transition from Elementary to Secondary

- ❑ The transition from elementary to secondary school is another one of the major transitions throughout a student's educational journey
- ❑ Planning for the transition to secondary could begin as early as Grade 6. School teams and parents will begin to discuss secondary pathways.
- ❑ An elementary to secondary school specific Transition Plan will be created for all students with an IEP outlining the specific goals, actions, and timelines to ensure a smooth transition

Transition from Elementary to Secondary

- ❑ Elementary SERTs work with the Special Education Department Head to arrange **Special Education Transition Meetings** for all graduating students with special needs.
 - ❑ Often an **IPRC** is convened at the same time to review student placements.
- ❑ **Special Education Transition Visits** are arranged throughout the student's Grade 8 year based on need (for instance, visit(s) to a Life Skills classroom)
 - ❑ DHs may arrange a **Grade 8 Transition Day** in the Spring of a student's Grade 8 year, where students from all feeder schools with IEPs are invited to visit their new school to take part in orientation activities
- ❑ SEA Equipment is also arranged to be transferred as part of the transition



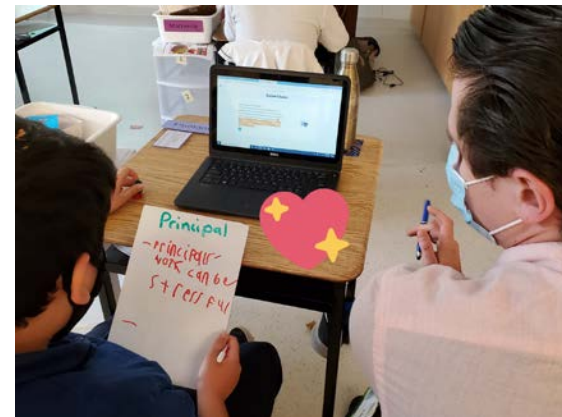
Sample Elementary to Secondary Transition Plan

Goal: Student will successfully transition from elementary to secondary school

| Action | Person Responsible | Time Line |
|--|---|------------------------------|
| Student will be invited to attend a Grade 8 Transition Day to high school | Elementary SERT Department Head Classroom Teacher | Spring 2021 |
| Invite parents to Special Education Transition Meeting and IPRC | Elementary SERT Secondary Department Head Classroom Teacher Admin Parents | Winter 2021 |
| Pathways Itinerant & Guidance Counsellor will meet with student to provide opportunities to explore myBlueprint and assist with course selection | Classroom Teacher Secondary Guidance Counsellor Pathways Itinerant Elementary SERT | Fall 2020 |
| SEA mobility equipment transferred to and set up at high school | Elementary SERT Secondary Department Head | Spring 2021 |
| Participate in Grade 8 to Grade 9 Orientation activities, including visits to Secondary School & Grade 9 Orientation Day | Classroom Teacher Guidance Department | September 2020 – August 2021 |

Transition from Elementary to Secondary

- ❑ All students in Grades 7-12 are supported in their transition to secondary school through the required development of an Individual Pathways Plan (IPP) outlined in *Creating Pathways to Success* (2013)
- ❑ Guidance Counsellors and Elementary Pathways Itinerants visit elementary feeder schools to support Grade 8 students with course selection. Course selection is made through the myBlueprint program.
- ❑ myBlueprint is an invaluable tool that helps all students make informed decisions about their future and is part of a student's IPP requirement.
- ❑ There are many orientation activities planned for students and their families throughout the Grade 8 year to assist with the transition to secondary school, such as a Grade 8 Parent Information Night and Grade 9 Orientation Day



Sample of a Secondary School's Grade 8 Transition Activities

| Important Dates | Transition Planning |
|-----------------------|---|
| October 8, 2020 | Virtual Grade 8 Parent Information Night |
| October 19 - 30, 2020 | CC Guidance Department will be doing virtual presentations to Gr. 8 classes at associate schools to discuss course selection (www.myBlueprint.ca) |
| November 9 - 20, 2020 | CC Guidance Department virtually visit associate schools to help with myBlueprint registration |
| November 30, 2020 | Gr. 9 myBlueprint course selection due More information to follow. |
| December, 2020 | Course Verification check by parents/guardians. Notify CC Student Services only if changes need to be made. Please email graftonj@hcdsb.org |
| May 2021 TBD | Gr. 8 "BeLonghorn" Night |



Pathways & Student Success

Halton Catholic District School Board



Effective Transition Planning at the Secondary level is...

- ❑ based a common understanding of the various opportunities and pathways available to students
- ❑ based on the understanding that pathways can change over time



Working together to foster... Self-Advocacy and Independence

- Role of the Student
- Role of the Parent/Guardian
- Role of the School
- Role of Community Agencies



Pathways in Secondary School

- Certificate of Accomplishment
- Ontario Secondary School Certificate (OSSC): 14 credits
- Ontario Secondary School Diploma (OSSD): 30 credits



Programming Options at the Secondary School level

- Locally Developed
- Applied
- Academic
- International Baccalaureate Program



Partnership between Guidance and Special Education Services



SUCCESSFUL STUDENTS



Grade to Grade Transitions throughout Secondary School



- Transitions Plans are updated during regular IEP update periods (Oct. & Feb.) and as needed throughout the school year
- SERTs and/or Dept. Heads check-in with students and teachers throughout the school year
- Meetings with Guidance Counsellors are encouraged and facilitated by members of the IEP Team
- MyBluePrint is part of the course content in GLE, GLS and Careers and it helps students make informed Pathway decisions and learn more about their learning profile
- MyBluePrint is used to select courses each year and help students visualize what their Pathway will look like based on their course selections



Sample Grade-to-Grade Transition Plan

Goal: Complete requirements for graduation – completing and fulfilling the required credit requirements, volunteering hours and literacy requirement.

| Action | Person Responsible | Timeline |
|---|--|-----------------------------------|
| - Student's readiness for the OSSLT will be determined through diagnostic assessment (OCA, Mock OSSLT) and in consultation with student, parents, SERT, and classroom teacher | - Student - SERT - Parent - Guidance COunsellor | - By May 2021 |
| - Monitor education plan, credit completion, and academic progress to graduation and post-secondary options | - Student - SERT - Parent - Guidance Counsellor | - Monthly beginning December 2020 |



Sample Grade-to-Grade Transition Plan cont'd

Goal: To determine curriculum support(s) to accommodate needs related to literacy, numeracy, and course work as well as social and emotional well being at school.

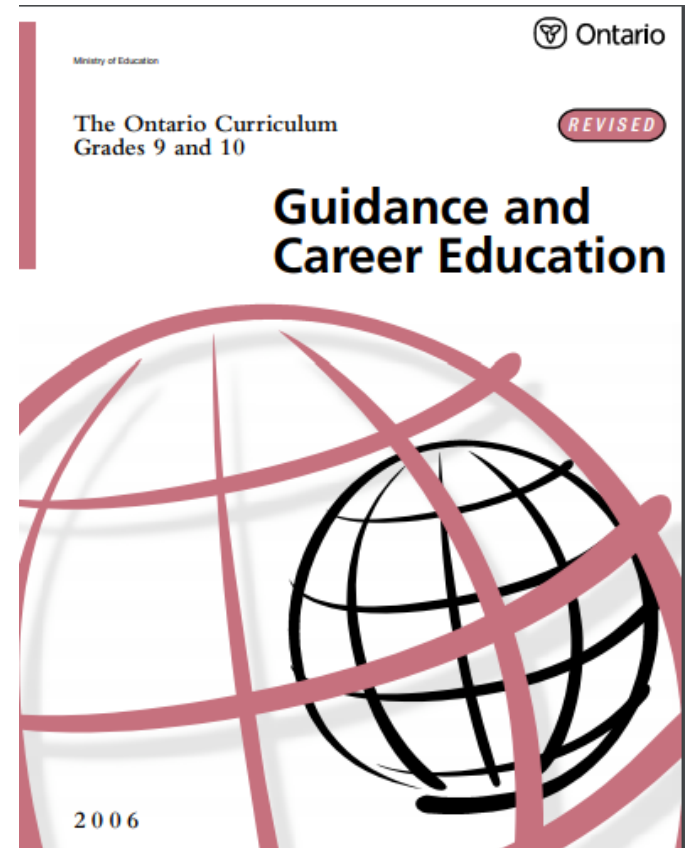
| Action | Person Responsible | Timeline |
|---|--|---------------|
| - Student will be monitored and made aware of the supports available to her through the Special Education Department. Student will independently seek resource assistance as needed | <ul style="list-style-type: none">- Student- SET- Parent- Guidance Counsellor | - By May 2021 |



The role of GLE in Grade-to-Grade Transitions

Grade 9 GLE - Learning Strategies 1: Skills for Success in Secondary School focuses on:

- learning strategies to help students become better, more independent learners
- learning how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community
- building confidence and motivation to pursue opportunities for success in secondary school and beyond.

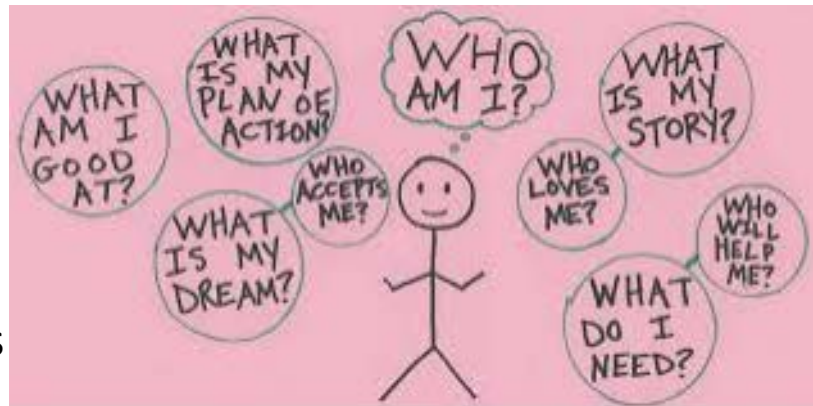




How does the GLE program support effective Transition Planning?



By developing a student's awareness and understanding of their learning profile



By fostering a strong partnership between the student, parent(s)/guardian(s), the SERT, Classroom Teachers and Guidance Counsellor

By developing a student's literacy and numeracy skills



By developing the student's awareness of learning strategies that work for them



Transition from Secondary to a Post-Secondary Destination

Transition from Secondary to a Post-Secondary Destination

- Post-Secondary School
- Community Integration through Co-Op Education (C.I.C.E.)
- Apprenticeship Programs
- Workforce
- Supported Employment
- Day Programming
- Independent living
- Supported Living Environment
- Group Home



Sample Secondary to Post-Secondary Transition Plan

Goal: To plan the destination pathway leading to post-secondary pathway at College or University

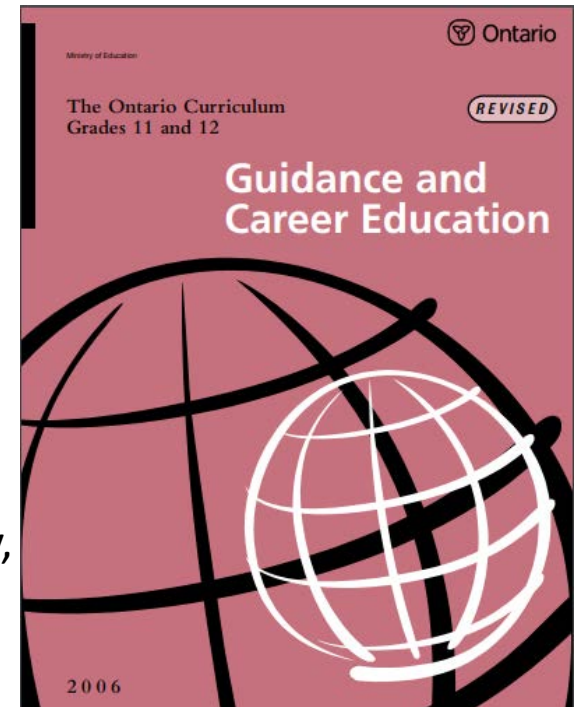
| Action | Person Responsible | Timeline |
|--|---|--|
| -will meet the deadlines for post-secondary applications to the institution of his/her choice | - Student - Parent(s)/Guardian(s) | - prior to application deadlines for post-secondary institutions |
| - will monitor education plan, credit completion, and academic progress for graduation and post-secondary options | - student - SERT - Student Services | - Ongoing |
| - will complete requirements for graduation – completing and fulfilling the required credit requirements, volunteering hours and OSSLT requirements | - Student - Parent(s)/Guardian(s) | - Prior to post-secondary program selection |
| - will continue to be monitored and made aware of supports available to him through the Special Education Department. Student will independently seek resource assistance as needed. | - Student - SERT | - Ongoing |
| - Will continue utilizing MyBluePrint and the IPP to research potential post-secondary options that are of interest. | - SERT - Student | - Ongoing (prior to graduation 2021) |



The role of GLE in Secondary to Post-Secondary Transition Planning

Grade 12 GLE - Advanced Learning Strategies: Skills for Success After Secondary School

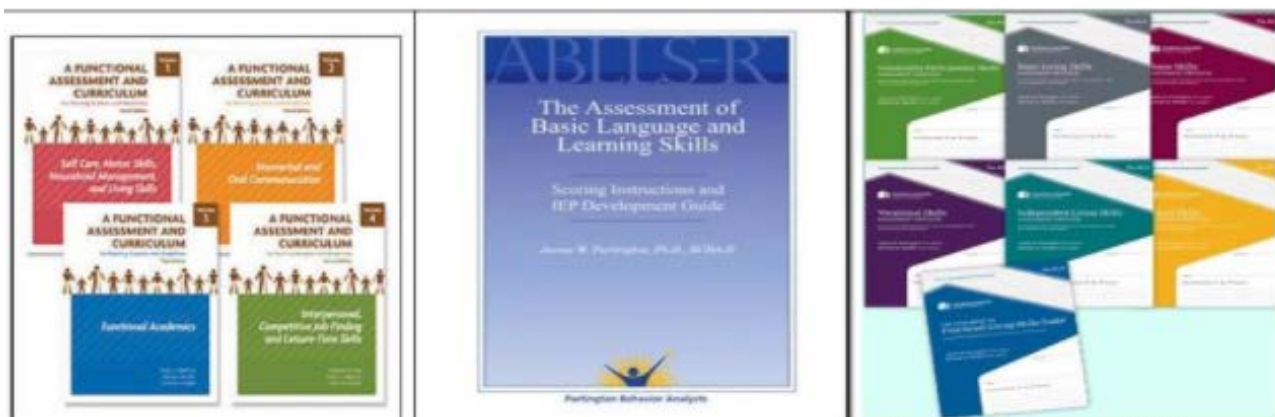
- Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.
- Improves student's learning and personal-management skills preparing them to make successful transitions to work, training, and/or postsecondary education destinations
- Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning



Preparing for a Post-Secondary Transition...

From the perspective of a student enrolled
in a Life Skills Program

**TRANSITION PROCESSES LEADING TO POST-SECONDARY PATHWAYS:
SUPPORTING STUDENTS WITH DEVELOPMENTAL DISABILITIES**



Our Community Partners

COMMUNITY LIVING
BURLINGTON



- ❑ Provide parents with information about the community and programs and supports within their community
- ❑ Collaborate with families and schools to support transitions
- ❑ Connect individuals and their families with supports available in the community
- ❑ Work in collaboration with community businesses and organizations to create employment opportunities for students

CENTRAL WEST
SPECIALIZED
DEVELOPMENTAL
SERVICES



 **DSO**
Developmental Services Ontario



Community Living
Oakville



Secondary School to Work

Goal: To help the student complete his/her Certificate of Accomplishment, develop job skills and prepare for a transition to work

| Action | Person Responsible | Timeline |
|---|---|--|
| - Student will update his/her resume to reflect most up-to-date work experience/information | - Student - SET - Parent | - By May 2021 |
| - Student will participate in mock job interviews by providing oral responses to questions | - Student - SET - Parent | - Monthly beginning December 2020 |
| - Student will practice completing job applications | - Student - SET | - Ongoing |
| - Student will participate in transition meeting(s) with Community Living North Halton to discuss community supports for employment | - Student - SET - Parent - Guidance Counsellor | - November 2020 - February 2021 - May 2021 |



This is what it's all about...

“Those three things - autonomy, complexity and a connection between effort and reward - are, most people agree, the three qualities that work has to have if it is to be satisfying. It is not how much money we make that ultimately makes us happy between nine and five. It's whether our work fulfills us.”

Malcolm Gladwell, Outliers: The Story of Success



References

A Parent's Guide to Special Education Programs and Services, HCDSB

Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12 (2013)

HCDSB Special Education Annual Plan (2020)

HCDSB Multi-Year Strategic Plan, 2016-2021

Individual Education Plans: Standards for Development, Program Planning, and Implementation (2000)

Ontario Regulation 181/98 (1998)

Policy & Program Memorandum No. 140 (2007)

Policy & Program Memorandum No. 156 (2014)

Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide (2017)

Special Education in Ontario Schools: Eighth Edition (2019)



Questions?