

**REGULAR BOARD MEETING
AGENDA**

Date: Tuesday, January 19, 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 (K. Kelly)	
1.2. Motions Adopted In-Camera	
1.3. Information Received In-Camera	
2. Approval of the Agenda	
3. Declarations of Conflict of Interest	
4. Presentations	
5. Delegations	
6. Approval of Minutes	
6.1. Minutes of the January 5, 2021 Regular Board Meeting	1 - 8
7. Business Arising from Previous Meetings	
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8. Action Items	
8.1. Early French Immersion Program Expansion and Initiation of Milton Elementary School Boundary Review (R. Merrick)	13 - 19
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8.3. Policy II-48 Violent Threat Risk Assessment (N. Guzzo)	25 - 28
8.4. Policy III-01 Complaint/Grievance Process Non-Unionized Group Members (N. Guzzo)	29 - 31
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9.	Staff Reports	
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10.1.	Director's Annual Report (P. Daly)	
10.2.	Student Trustees Update (N. Gubert, K. Kelly, J. Roshdy)	57 - 72
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10.4.	Strategic Planning Process (P. Daly)	77 - 78
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13.	Open Question Period	
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15.	Resolution re Absentees	
16.	Adjournment and Closing Prayer (P. DeRosa)	

MINUTES OF THE REGULAR BOARD MEETING

Date: January 5, 2021
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: L. Collimore, Chief Officer, Research and Development Services (Electronically)
B. Cripps, Senior Manager, IT Services (Electronically)
R. DeFranco, Creative Design Officer, Strategic Communications (Electronically)
S. Jayaraman, Senior Manager, Human Rights and Equity
A. Kapur, Parliamentarian (Electronically)
K. Moro, Principal, Corpus Christi Catholic Secondary School
S. Saevil, Indigenous Education Advisor (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 (N. Gubert)

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

1.2 Motions Adopted In-Camera

The following motion was adopted in-camera:

RESOLVED, that the Halton Catholic District School Board approve the appointment of D. Bardon to SEAC as representative for Autism Ontario effective January 2021 until November 2022.

1.3 Information Received In-Camera

The following information was received in-camera:

Resignation

Christina Novakovich resigned December 18, 2020.

Teacher Hiring

Sabrina Serrano-Verdejo hired as a probationary teacher effective December 14, 2020. Brent Duguid, Nathalie Habashy and Melissa Featherstone hired probationary teachers effective January 4, 2021.

Acting Department Head Appointment

Marc Caterini appointed as Acting Department Head effective January 4, 2021 to August 31, 2021.

2. Approval of the Agenda

#26/21

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that the agenda be approved.

The Chair called for a vote on **#26/21**:

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)			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
J. Roshdy (non-binding)			

The motion **CARRIED**.

3. Declarations of Conflict of Interest

There were no conflicts of interest declared.

Trustee DeRosa joined the meeting

4. Presentations**4.1 Land Acknowledgement**

Trustees provided information on an initiative regarding Land Acknowledgement.

5. Delegations

There were no delegations.

6. Approval of Minutes**6.1 Minutes of the December 15, 2020 Regular Board Meeting**

#27/21

Moved by: M. Duarte

Seconded by: B. Agnew

RESOLVED, that the minutes of the December 15, 2020 Regular Board Meeting be approved.

The Chair called for a vote on **#27/21** and it **UNANIMOUSLY CARRIED**.

6.2 Minutes of the December 17, 2020 Special Board Meeting

#28/21

Moved by: B. Agnew

Seconded by: T. O'Brien

RESOLVED, that the minutes of the December 17, 2020 Special Board Meeting be approved.

The Chair called for a vote on **#28/21**:

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)			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			

The motion **CARRIED**.

7. Business Arising from Previous Meetings**7.1 Summary of Outstanding Items from Previous Meetings**

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

It was requested that an electronic time keeping mechanism be in place for the next regularly scheduled Board meeting.

8. Action Items**8.1 French Immersion 2021-22 (H. Karabela)**

Given the motion that was passed at the December 15, 2020 Regular Board Meeting, Trustee Karabela decided not to make this motion.

8.2 Response to December 15, 2020 Delegation**#29/21****Moved by:** M. Duarte**Seconded by:** N. Guzzo

RESOLVED, that the Board of Trustees receive the delegation regarding Early French Immersion as information.

The Chair called for a vote on **#29/21**:

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-Czarota			
J. Roshdy (non-binding)			

The motion **CARRIED**.

8.3 Ad Hoc Committee of the Whole for French Programming (P. DeRosa)**#30/21****Moved by:** P. DeRosa**Seconded by:** T. O'Brien

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.

#30/21 (AMENDMENT)**Moved by:** T. O'Brien**Seconded by:** V. Iantomasi

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.

The Chair called for a vote on **#30/21 (AMENDMENT):**

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

The amendment was **DEFEATED**.

#30/21

Moved by: P. DeRosa

Seconded by: T. O'Brien

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.

The Chair called for a vote on **#30/21:**

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

The motion was **DEFEATED**.

8.4 Policy II-17 Pastoral Reference (N. Guzzo)

#31/21

Moved by: N. Guzzo

Seconded by: B. Agnew

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

The Chair called for a vote on **#31/21:**

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-Czarota			

The motion **CARRIED**.

8.5 Policy III-04 Employee Assistance Program (N. Guzzo)

#32/21

Moved by: N. Guzzo

Seconded by: M. Duarte

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

The Chair called for a vote on **#32/21**:

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-Czarota			

The motion **CARRIED**.

8.6 Policy III-10 Criminal Reference Check Applicants for Employment (N. Guzzo)

#33/21

Moved by: N. Guzzo

Seconded by: B. Agnew

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.

The Chair called for a vote on **#33/21**:

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**.

9. Staff Reports

There were no staff reports.

10. Information Items

10.1 Student Trustees Update (N. Gubert, K. Kelly, J. Roshdy)

The pillars of Achieving, Believing and Belonging were shared.

10.2 Schools Update (P. Daly)

Trustees provided an update on learning and instruction as well as the maintaining of safe and healthy school environments.

10.3 HCDSB Website (A. Swinden)

Trustees provided with an update on the redesign of the Board website which meets current accessibility standards.

#34/21

Moved by: M. Duarte

Seconded by: T. O'Brien

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

The Chair called for vote on **#33/21** and it **UNANIMLOUSLY CARRIED**.

A tour of the new website was provided.

#35/21

Moved by: M. Duarte

Seconded by: J. O'Hearn-Czarnota

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

The Chair called for a vote of **#35/21**. The vote was not unanimous therefore the meeting had to adjourn.

POST NOTES:

11. Miscellaneous Information

11.1 Minutes of the November 30, 2020 SEAC 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.

15. Resolution re Absentees

The meeting was adjourned. There were no absentees.

16. Adjournment and Closing Prayer (B. Agnew)

The meeting adjourned at 10:34 p.m. with a prayer led by Trustee Agnew.

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

		<p>the past academic year.</p> <p>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,</p> <p>WHEREAS, current audio, video and data transfer equipment is antiquated and unsatisfactory</p> <p>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	<p>Trustees in agreement that a staff working committee be struck in the Fall of 2020.</p>

		this technology be capable of relocation to any board office if required.		
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	<p>TBD</p> <p>Electronic time clock to be made available by January 19, 2021.</p>
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

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

Regular Board Meeting

Action Report

French Immersion Program Expansion and Initiation of Milton Elementary School Boundary Review	Item 8.1
January 19, 2021	

Alignment to Strategic Plan

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

Purpose

To expand the French Immersion (FI) program for the 2021-2022 school year and initiate a school boundary review process for Milton Elementary Schools to support French Immersion program expansion.

Background Information

1. Information Report Item 10.3 “2021-2022 Projected Enrolment at Elementary French Immersion Schools” from the November 17, 2019 Regular Meeting of the Board.
2. Staff Report Item 10.1 “French Immersion Strategy” from the December 14, 2020, Regular Meeting of the Board
3. Information Report Item 10.9 “Long-Term Capital Plan Update – Final Report” from the June 18, 2019, Regular Meeting of the Board

Comments

French Immersion Program Expansion

At the December 15th, 2020, Regular Meeting of the Board, staff presented Elementary French Immersion registration numbers for the 2021-2022 School Year. See Table 1 below.

Table 1: Elementary Grade 1 French Immersion Registrations for the 2021-2022 School Year

Municipality	School Name	Number of registrations
Burlington	Sacred Heart of Jesus CES	82
Halton Hills	St. Catherine of Alexandria CES	44
Milton	St. Scholastica CES	134
Oakville	St. Mary CES	116

Based on these numbers and the Board’s desire to expand the French Immersion Program, staff presented options for program expansion by municipality.



Town of Halton Hills

Based on demand for the 2021-2022 school year, the Town of Halton Hills will not require additional Grade 1 French Immersion classes. The existing two (2) Grade 1 French Immersion classes can be maintained at St. Catherine of Alexandria Catholic Elementary School, provided that there is sufficient demand for the program. No program expansion is required at this time. Staff will monitor school enrolment and French Immersion program demand.

City of Burlington

Based on demand for the 2021-2022 school year, Sacred Heart of Jesus Catholic Elementary School could accommodate up to two (2) additional French Immersion classes for the 2021-2022 school year through additional portable classrooms at the school. In accordance with Board Resolution #14/21, the French Immersion Program will be expanded at Sacred Heart of Jesus Catholic Elementary School by up to a maximum of two (2) additional classes, based on current demand for the 2021-2022 school year.

Staff will monitor school enrolment and French Immersion program demand.

Town of Oakville

Based on demand for the 2021-2022 school year, St. Mary Catholic Elementary School will not be able to accommodate up to two (2) additional French Immersion classes for the 2021-2022 school year through additional portable classrooms at the school. An alternative location for French Immersion expansion is required. Staff has determined that the optimal location for a French Immersion program expansion is at St. Marguerite d'Youville Catholic Elementary School for the 2021-2022 school year. Based on the status quo enrolment and projections, St. Mary's enrolment is nearing site capacity, while the enrolment and projections for St. Marguerite d'Youville Catholic Elementary School show a stable enrolment trend that is below both the building and site capacity.

The introduction of a new French Immersion program at St. Marguerite d'Youville Catholic Elementary School allows the Board to better balance enrolment across both schools. Staff have evaluated various scenarios to determine the optimal French Immersion catchment areas for both schools. Based on the enrolment numbers and projections, staff propose a boundary catchment that will best serve the needs of students and allow for sustainable long-term growth of the program. See Appendix A for proposed French Immersion boundary catchment areas.

Based on the proposed French Immersion boundaries for the Town of Oakville and the introduction of the new French Immersion program at St. Marguerite d'Youville Catholic Elementary School, enrolment projections indicate enrolment pressure relief at St. Mary's that is within site capacity and better facility utilization at St. Marguerite d'Youville Catholic Elementary School.

Staff will monitor school enrolment and French Immersion program demand.



Town of Milton

Additional French Immersion students for the 2021-2022 school year may be accommodated through portable classrooms at the school; however, it will be nearing site capacity. Given that this school is located in a high growth catchment, adding further students through optional programming may pose accommodation challenges at the school.

As such, staff recommend that a temporary alternate location be established for the additional French Immersion classes for Milton until a school boundary review is undertaken. Staff recommend St. Peter Catholic Elementary School as a temporary alternative location for French Immersion program expansion for the 2021-2022 school year only. Under the current status quo, St. Scholastica Catholic Elementary School is approaching and could likely exceed site capacity in the 2021-2022 school year, while St. Peter Catholic Elementary School has sufficient space to temporarily accommodate a two class French Immersion expansion for Milton for the 2021-2022 school year.

Staff is proposing new French Immersion boundaries for Milton that would temporarily accommodate a two class French Immersion program expansion for Milton for the 2021-2022 school year. See Appendix B for proposed boundaries for the 2021-2022 school year.

Based on the proposed temporary introduction of the French Immersion program at St. Peter Catholic Elementary School for the 2021-2022 school year, projections indicated that this option will provide for the growth of French Immersion program in Milton with two (2) additional classes, without resulting in significant accommodation pressure at St. Scholastica Catholic Elementary School or other schools in Milton.

As this is only a temporary solution, a municipal elementary boundary review will be required prior to long-term French Immersion program expansions in Milton. This may include, but is not limited to, changes to the Regular Track catchment areas and optional Board programs, which may result in student relocations without grandfathering of students based on accommodation pressures.

Also note that the new Grade 1 French Immersion students at St. Peter Catholic Elementary School in the 2021-2022 school year may be moved to a different school the following year as a result of the boundary review.

Milton Elementary School Boundary Review

As a response to the above concerns, Facility Management Services and Planning Services is recommending that the Board initiate an elementary School Boundary Review for the Town of Milton elementary panel. The scope of the school boundary review would be as follows:

- Review the school attendance boundaries for Milton elementary schools to facilitate French Immersion program expansion, which involves a comprehensive review of both Regular Track and French Immersion programming, where necessary;
- Work with senior staff to develop an accommodation plan for Milton Elementary Regular Track and French Immersion Students; and,

The proposed school boundary review process is governed by [*Operating Policy I-29: School Boundary Review Process Administrative Procedure*](#), and follows the protocols of the *Standard School Boundary*



Review Process, based on Section 4.3 of [Administrative Procedure VI-88: School Boundary Review Process Administrative Procedure](#). The standard process applies given the complexity of the review.

Advisory School Boundary Review Committee Composition

When a boundary review process is initiated, an advisory School Boundary Review Committee (SBRC) is created. The role of the committee is advisory and is responsible for reviewing potential boundary and accommodation options with an objective lens meant to benefit the Catholic school community as a whole.

Given the scale of this boundary review, parent representation on the SBRC should include Catholic School Council representatives from all elementary schools in Milton. The Director of Education may also designate the affected Family of School Superintendent and other Board Senior Staff to participate in the SBRC.

School Boundary Review Milestones

The following table provides the tentative School Boundary Review milestones:

Table 2: Tentative School Boundary Review Milestones

TENTATIVE DATE	FORUM	ACTIONS
January 19, 2021	Board Meeting	Action Report – SBRC Initiation Report
March 2021	Information Meeting	Milton Parent Council Information Night
April 2021	Notification	Communication for SBRC Parent Member Selection
April 2021	SBRC Meeting	SBRC Information Start-Up & Working Meeting #1
April 2021	SBRC Meeting	SBRC Working Meeting #2
May 2021	SBRC Meeting	SBRC Working Meeting #3
June 2021	Information Meeting	Public Meeting #1
June-July 2021	SBRC Meeting	SBRC Working Meeting #4
July-August 2021	SBRC Meeting	SBRC Working Meeting #5
September/October 2021	Information Meeting	Public Meeting #2
October 2021	SBRC Meeting	SBRC Final Working Meeting
November 2021	Board Meeting	Interim Staff Report – SBRC Recommendations
November 2021	Board Meeting	Public Delegations
December 2021	Board Meeting	Final Action Report – SBRC Recommendations
December 2021	Notification	Communication to the Milton communities.

The above schedule is tentative and may be subject to change as the SBRC moves through the process. It should also be noted that if additional or fewer working meetings and/or public meetings are required, further modifications may be made to the above schedule.

The goal is to complete the boundary review process by the first week of December 2021, as per Board resolution #14/21.



Note that typically School Boundary Review Committee meetings have not taken place in the summer months prior to the COVID-19 pandemic closures, however summer meetings may be required in order to meet the above goal.

Conclusion

Staff recommends that new French Immersion program locations be established at St. Marguerite d'Youville Catholic Elementary School and St. Peter Catholic Elementary School.

Staff also recommend that a standard School Boundary Review Process be initiated for all Milton Elementary schools to support the expansion of the French Immersion program in Milton beyond the 2021-2022 school.

Draft Resolution

The following resolution is respectfully submitted for Trustee consideration and approval to proceed with initiating a school boundary review process to identify an accommodation plan for the Milton Elementary Schools.

RESOLUTION #

Moved By:

Seconded By:

RESOLVED, that the Halton Catholic District School Board direct staff to initiate a school boundary review process to identify an accommodation plan for French Immersion Expansion at the Milton Elementary Schools.

Report Prepared by:

D. Gunasekara
Planning Officer, Planning Services

B. Vidovic
Senior Manager, Planning Services

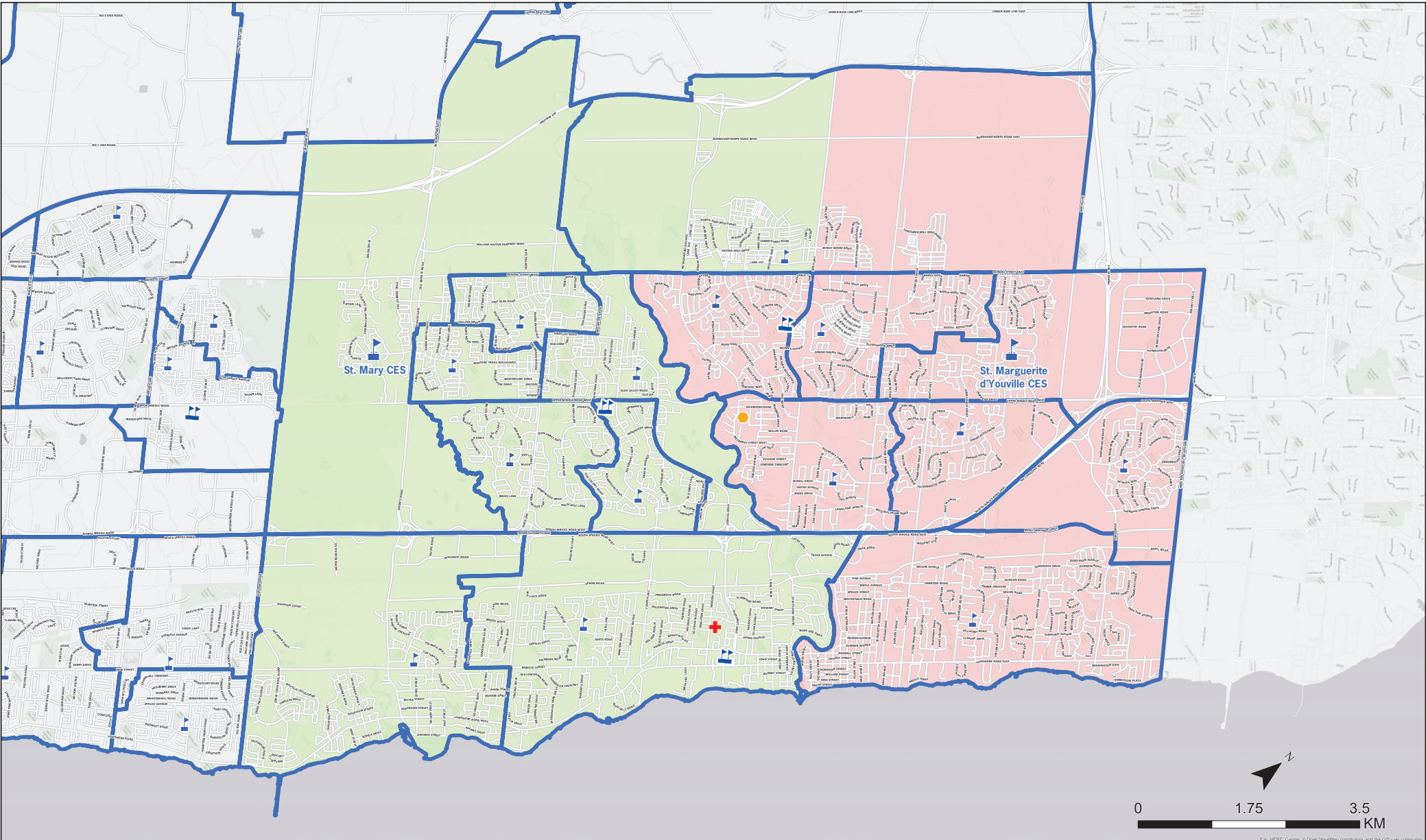
Report Submitted by:

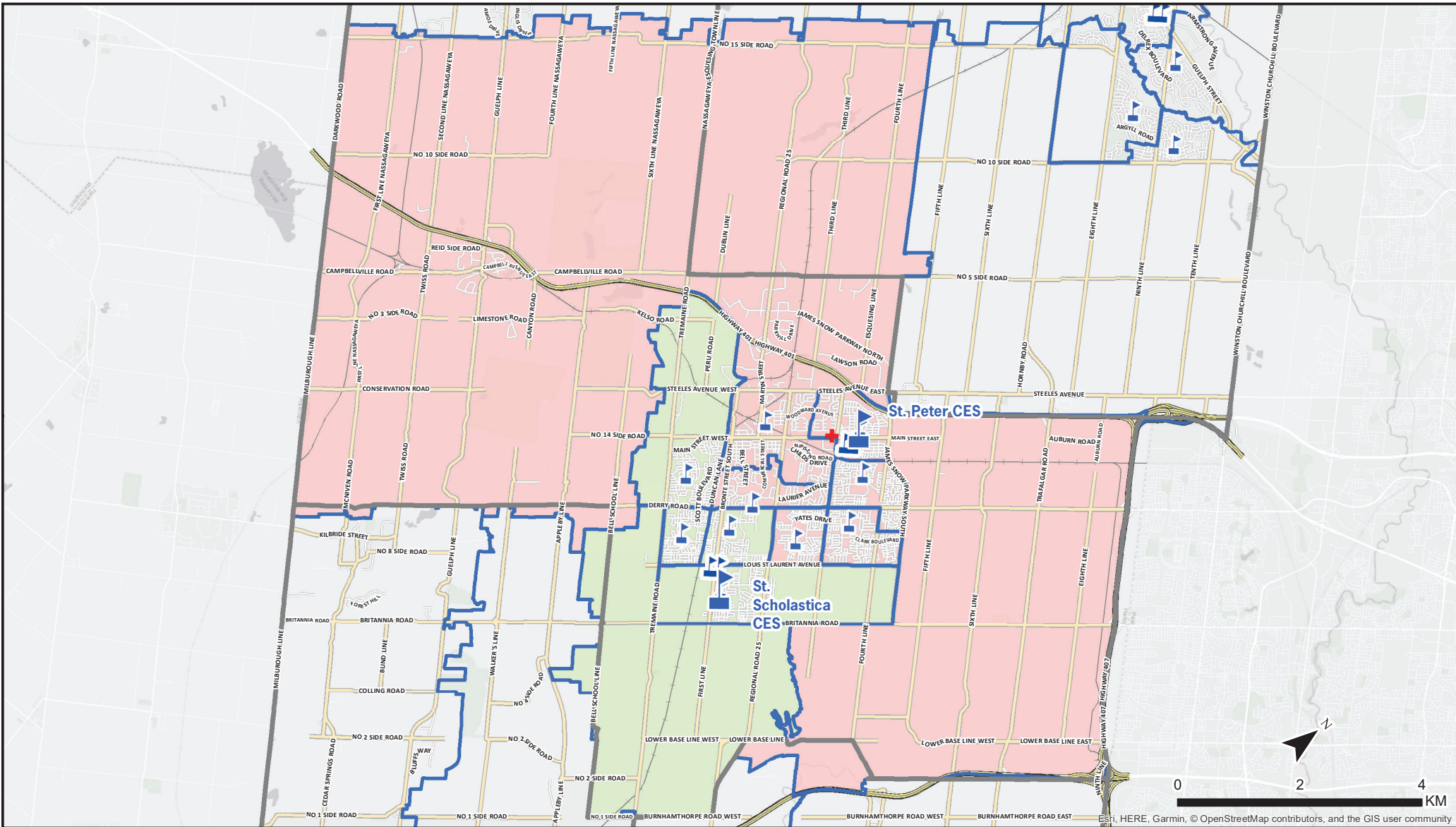
R. Merrick
Superintendent, Facility Management Services

J. Crowell
Superintendent, Curriculum Services

Report Approved by:

P. Daly
Director of Education and Secretary of the Board







Regular Board Meeting

Action Report

Policy I-02 Records and Management Information	Item 8.2
January 19, 2021	

Alignment to Strategic Plan

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

Purpose

To approve *Policy I-02 Records and Management Information* as presented.

Background Information

Policy I-02 Records and Management Information was reviewed as part of the regular Policy review cycle. The Manager of Privacy and Records Information reviewed the policy and made changes to the policy to include relevant updates and removed redundant information.

Conclusion

Policy I-02 Records and Management Information was presented at the Policy Committee Meeting on January 12, 2021 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 <i>Policy I-02 Records and Management Information</i> , be approved.

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Records and Information Management Policy	
Adopted: December 15, 2015	Last Reviewed/Revised: January 19, 2021
Next Scheduled Review: 2023-2024	
Associated Policies & Procedures: VI-82 Records and Information Management Procedure I-07 Protection of Privacy VI-51 Privacy Breach Procedure VI-81 Privacy Procedure I-30 Video Surveillance VI-83 Video Surveillance Procedure I-43 Use of Technology and Digital Citizenship VI-62 Use of Technology and Digital Citizenship III-11 Hiring and Promotion Policy Academic and Non Academic Personnel VI-28 Selection and Appointment of Positions of Academic Administrative Responsibilities	

Purpose

The purpose of this policy is to outline the information lifecycle requirements for the secure management and preservation of all records and information at the Halton Catholic District School Board (HCDSB), and to promote information efficiency.

Application and Scope

All records and information received, created and maintained within administrative departments and schools support the Board's day-to-day business operations, including:

- Any business process, application and information technology (IT) systems used to create, receive, store and manage records and information.
- All Board staff and third party contractors or agents who create or receive records and information on behalf of the Board and who are required to manage all records and information in accordance with the Board policies, contracts and relevant legislation.

References

[Education Act](#)

[Municipal Freedom of Information and Protection of Privacy Act \(MFIPPA\)](#)

[Personal Health Information Protection Act \(PHIPA\)](#)

[Privacy and Information Management \(PIM\) Toolkit \(2018\)](#)

[Ontario Student Record \(OSR\) Guideline](#)

[ARMA International – The Principles®](#)

[Gartner Glossary](#)

EC-Council Certified Chief Information Security Officer Program, Version 3 (textbook)

Definitions

- **Information Governance (IG):** IG is the security, control, and optimization of information.
- **Information Lifecycle:** is an approach to information management that recognizes that the value of information changes over time and that it must be managed accordingly.
- **Record:** Documented evidence that supports Board and school decisions, regardless of format (e.g. printed form, film, electronic, or sound recording).
- **Retention Schedule:** A list of all the record classifications and their corresponding retention periods.
- **Transitory Records:** Recorded information not required to support decision making; usually includes duplicate copies of official records, correspondence of a personal nature and records retained for reference. Some transitory records may include personal information.

Principles

The Halton Catholic District School Board acknowledges the practical necessity and the importance of establishing and maintaining a comprehensive records information management system conforming to the following Guiding Information Governance Principles:

1. **Accountability:** The Director of Education oversees the Board's records information management (RIM) program and designates authority to appropriate individuals as required.
2. **Transparency:** The Board's processes and activities, including its RIM program, will be documented in an open and verifiable manner and available to all personnel and appropriate, interested parties.
3. **Confidentiality, Integrity and Availability:** The Board's RIM program will be constructed so the information assets generated by or managed for the Board have a reasonable guarantee of protection, authenticity and reliability; and maintained in a manner that ensures their timely, efficient and accurate retrieval.
4. **Compliance:** The Board's RIM program will be constructed to comply with the provisions of the Education Act, the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), Regulation 823 (R.R.O. 1990), Canada Evidence Act, the Ontario Evidence Act,

Child and Family Services Act, Personal Health Information Protection Act (PHIPA), Ministry of Education Ontario Student Record, (OSR) Guideline, other Federal and Provincial Legislation, the Privacy and Information Management toolkit (2018) and other information management standards.

5. **Retention and Disposition:** The Board's RIM program will maintain its information assets for an appropriate time, considering its legal, regulatory, fiscal, operational, and historical requirements, and securely dispose of that information when it is no longer required in compliance with Board policies, and applicable laws and regulations.

Requirements

- This policy applies to all phases of the information lifecycle. It includes creating or receiving, and using, storing, and securely disposing of records and information.
- HCDBS employees must take reasonable steps to ensure their decisions and actions are formally documented and captured.
- All Board records and information are the property of the Board.
- All Board records and information, regardless of format and location, must be classified in accordance with their level of sensitivity and confidentiality, and stored in a secure location for the period of time defined in the Board's records retention schedule.
- When records and information are no longer required, including transitory records and information, they must be securely destroyed, or maintained in a reliable format suitable for long-term preservation.

Responsibilities

Effective information management is critical to the operation of schools and the school board and is a part of every employee's responsibilities.

- **Director of Education**
The Director of Education is accountable for ensuring there is a records information management program that complies with the principles of information governance including the required resources to ensure ongoing compliance.
- **Employees and Third Parties**
All Board employees, including third parties, are responsible for the records and information they create, receive, and maintain to support the business operations of the Board. All Board employees and third parties must take reasonable steps to protect records and information under their access or control.
- **Privacy Records Information Management Office**
Privacy Records Information Management Office is responsible for the Board's Records Information Management program.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

Regular Board Meeting

Action Report

Policy II-48 Violent Threat Risk Assessment	Item 8.3
January 19, 2021	

Alignment to Strategic Plan

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

Purpose

To approve *Policy II-48 Violent Threat Risk Assessment* as presented.

Background Information

Policy II-48 Violent Threat Risk Assessment was reviewed as part of the regular Policy review cycle. Minor changes have been made to the policy to include language that aligns with the *Halton Community Violence Threat Risk Assessment (VTRA) Protocol 2013*. References added to include relevant documents. Principles updated to include reference to the Human Rights Code.

Conclusion

Policy II-48 Violent Threat Risk Assessment was presented at the Policy Committee Meeting on January 12, 2021 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 <i>Policy II-48 Violent Threat Risk Assessment</i> , be approved.

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Violent Threat Risk Assessment	
Adopted: February 19, 2013	Last Reviewed/Revised: January 19, 2021
Next Scheduled Review: 2023-2024	
Associated Policies & Procedures: II-39 Progressive Discipline and Safety In Schools VI-44 Progressive Discipline and Safety in Schools	

Purpose

The purpose of this policy is to define the procedures and parameters as outlined in the *Halton Community Violent Threat Risk Assessment (VTRA) Protocol*. Specifically, this process is a multidisciplinary approach among Halton Regional Police Services (HRPS), Halton School Boards, and numerous Halton community partners committed to making Halton schools safe for students, staff, and visitors. The focus of the procedures outlined in the Protocol document is to identify indicators that suggest that a student may be moving on a path towards violence against themselves or others. As such, intervention to decrease the risk, prevent injury, and support the student in receiving the help necessary to address the issues contributing to the high-risk behaviour(s) is implemented after consultation with professionals from various community partners, including police.

Application and Scope

This policy and the related procedures outlined in the *Halton Community VTRA Protocol* document applies to all staff in HCDSB schools who have a direct responsibility for student safety and to those students in Halton schools that demonstrate high risk behaviours that may lead to compromising the safety of other staff, students, school visitors and themselves. While most VTRAs are initiated by the school Principal/designate in consultation with the Superintendent of Safe Schools, there can be circumstances where the School Threat Assessment Team (STAT) are invited to be a part of a VTRA that is initiated by a community partner.

References

Halton Community Violence Threat Risk Assessment (VTRA) Protocol 2013

Halton Community Violence Threat Risk Assessment (VTRA) Operating Guide 2016

[Ontario Human Rights Code](#)

Definitions

Protocol - refers to the *Halton Community Violence Threat Risk Assessment (VTRA) Protocol 2013*

Partners - refers to the signatories of the Halton VTRA Protocol Plan of Action – a chart that depicts the goals, recommendations, actions, respective persons responsible and projected date of completion and is included as part of the Intervention Plan.

Principles

- The Halton Catholic District School Board endorses the guiding principles of human dignity rooted in Catholic teaching and protected in the Ontario Human Rights Code, partnership, cooperation, consultation, and accountability in the enactment of this policy and its commitment to ensure the safety of our schools, students, staff and visitors.
- All Protocol partners will respond to all student behaviours that pose a potential risk to any students, staff or members of the community.
- Early intervention measures by the school boards and community partners will prevent violence in our schools and in the community.
- The Halton Catholic District School Board meets all requirements for student safety as outlined in the *Education Act*.
- The effective continuing implementation of this Protocol will support collaborative planning to prevent traumatic events. In addition, the timely sharing of information about students at risk of violence towards themselves and/or others will ensure that risk management and safety and support plans are put into place.
- The individual's rights to privacy and the safety of all will be respected as the multi-disciplinary School Threat Assessment Team (STAT) shares and reviews student information and details of an “event”.
- The Halton Catholic District School Board is accountable to the Protocol's purpose and has shared responsibility to actively take steps to prevent traumatic events in schools. HCDSB, along with its partners, agrees to work together for the common goal of threat reduction and school and community safety by sharing information, advice, and support in a proactive way that assists in the prevention and intervention of a potential traumatic event.
- As a partner, The Halton Catholic District School Board is committed to work together for the benefit of children and youth by:
 - Building working relationships based upon mutual trust and respect.
 - Involving children, youth, and their families in planning for services and supports.
 - Recognizing that each student has unique strengths and needs that must be considered when developing an Intervention Plan and a Plan of Action.
 - Participating in ongoing training, staff development and program review, as appropriate.

- The Halton Catholic District School Board is transparent and open to ensure that information is shared in a timely manner.

Requirements

- School administrators are required to initiate VTRA as per the Protocol when such behaviours present themselves.
- Superintendent of Safe Schools is responsible to ensure that all school administrators and appropriate school and Board staff are VTRA Protocol trained.
- Superintendent of Safe Schools will maintain a copy of the VTRA Safety Plans and results of the VTRA Protocol being enacted.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Regular Board Meeting

Action Report

Policy III-01 Complaint/Grievance Process Non-Unionized Group Members	Item 8.4
January 19, 2021	

Alignment to Strategic Plan

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

Purpose

To approve *Policy III-01 Complaint/Grievance Process Non-Unionized Group Members* as presented.

Background Information

Policy III-01 Complaint/Grievance Process Non-Unionized Group Members 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 minor housekeeping changes to the policy.

At the January 12, 2021 Policy Committee meeting, it was requested to change the Policy Name from “*Complaint/Grievance Procedures Non-Unionized Group Members*” to “*Complaint/Grievance Process Non-Unionized Group Members*” and to update information under Requirements.

Conclusion

Policy III-01 Complaint/Grievance Process Non-Unionized Group Members was presented at the Policy Committee Meeting on January 12, 2021 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 <i>Policy III-01 Complaint/Grievance Process Non-Unionized Group Members</i> , be approved.

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Complaint/Grievance Process – Non-Unionized Employee Group Members	
Adopted: May 16, 1972	Last Reviewed/Revised: January 19, 2021
Next Scheduled Review 2023-2024	
Associated Policies & Procedures: N/A	

Purpose

It is the policy of the Board to promote good Human Resources practices and one of these is to ensure that all legitimate complaints and grievances are brought to the attention of the employee's supervisor and/or higher levels of organization so that action, if possible, can be taken to correct the problem. The Board also recognizes that good Human Resources practices dictate that the person's immediate supervisor should, be given the opportunity to address/correct the complaint before it is carried to higher authorities.

Application and Scope

This Policy applies to all Halton Catholic District School Board non-unionized employees.

Principles

- The HCDSB recognizes that our school communities exist to foster and exemplify Catholic values centred on the person of Jesus Christ
- The HCDSB is committed to providing a safe and welcoming working environment in which all employees are treated with dignity and respect
- The HCDSB values collaborative, open communication between all staff

Requirements

- A complaint must first be mentioned verbally to the individual's immediate supervisor. If the supervisor involved is unable or unwilling to find a solution to the legitimate problem after one week, the employee may forward the complaint to the next level up in the organization, and continue until resolution.

- Employees who bring complaints/concerns directly to a Superintendent and/or the Director will be redirected to their immediate supervisor whenever appropriate. Where the complaint involves the direct supervisor it shall be appropriate for the complainant to bring such concerns forward directly to the Superintendent and/or the Director.
- Employees who work under the terms of a Collective Agreement will follow the procedures outlined in the Agreement.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Regular Board Meeting

Action Report

Policy III-03 Teacher Performance Appraisal	Item 8.5
January 19, 2021	

Alignment to Strategic Plan

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

Purpose

To approve *Policy III-03 Teacher Performance Appraisal* as presented.

Background Information

Policy III-03 Teacher Performance Appraisal 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-03 Teacher Performance Appraisal was presented at the Policy Committee Meeting on January 12, 2021 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 <i>Policy III-03 Teacher Performance Appraisal</i> , be approved.

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Teacher Performance Appraisal	
Adopted: September 30, 1986	Last Reviewed/Revised: January 19, 2021
Next Scheduled Review: 2023-2024	
Associated Policies & Procedures: N/A	

Purpose

To provide direction on Teacher Performance Appraisal (TPA) process in the Halton Catholic District School Board in order to promote teacher development; to provide meaningful appraisals of teachers' performance that encourage professional learning and growth; to identify opportunities for additional support where required; and to provide a measure of accountability to the public.

Application and Scope

Ontario's TPA system (2010) has two components – one for “new” teachers and the other for “experienced” teachers. This policy applies to all new and experienced **permanent** teachers employed by the Halton Catholic District School Board who are members of either the Ontario English Catholic Teachers' Association Elementary or Secondary Bargaining Units.

References

[Ontario Education Act Part X.2](#)

[Ontario Regulation 98/02](#)

[Ontario Regulation 99/02](#)

[Teacher Performance Appraisal Technical Requirements Manual 2010](#)

[New Teacher Induction Program Induction Elements Manual 2010](#)

[Teacher Performance Appraisal Frequently Asked Questions](#)

Definitions

The following definitions apply for the purposes of Teacher Performance Appraisal (TPA) and the New Teacher Induction Program (NTIP).

New Teachers:

- New Teachers: all teachers certified by the Ontario College of Teachers including teachers trained out of province who have been hired into permanent positions (full-time or part-time) by a school board to begin teaching for the first time in Ontario;
- teachers are considered “new” until they successfully complete all four (4) components of the NTIP: orientation, mentoring, professional development and two (2) satisfactory appraisal ratings within a maximum of twenty-four (24) months after they begin teaching.

Experienced teachers are defined as all teachers who have successfully completed the NTIP, or who held permanent positions in Ontario’s publicly funded school prior to the NTIP implementation in 2006, as well as temporary teachers (those teaching on a Letter of Permission).

Beginning Long Term Occasional Teachers (LTO): a certified occasional teacher who is in his/her first long-term assignment of 97 or more consecutive school days as a substitute for the same teacher.

Beginning Full-Time Continuing Education Teachers: a certified teacher who is teaching two (2) secondary credit courses per quad x four quads in a given school year in an adult learning day school.

Principles

The Teacher Performance Appraisal in our Catholic school system shall:

- value teachers as professionals and respects their knowledge and expertise;
- provide fair, effective and consistent appraisal of professional practice in the Catholic educational setting;
- reflect Catholic teaching and practice to improve student learning and formation;
- enhance professional practice to improve student learning and information;
- ensure effective delivery of the Ontario Catholic Curriculum program;
- provide and supports opportunities for professional growth and faith development;
- recognize that personal faith is not subject to evaluation in a teacher’s performance appraisal; and
- recognize a communal responsibility for the formation of effective teachers in a Catholic school system.

Professional dialogue and collaboration are essential to the creation and maintenance of a healthy school culture. An appraisal system in which both teachers and principals are actively engaged provides a framework for assessing teachers’ practices in a way that meets their professional learning needs. The TPA system engages principals and teachers in professional dialogue that deepens their understanding of what it means to be a teacher, as reflected in the Ontario College of Teachers’ Standards of Practice for the Teaching Professions (2006):

5 Domains:

1. Commitment to Students and Student Learning
 2. Professional Knowledge
 3. Professional Practice
 4. Leadership in Learning Communities
 5. Ongoing Professional Learning
- The TPA is an integral part of a continuum of professional learning that supports effective teaching, learning, and assessment practices by building on and complementing previous learning in pre-service teacher education programs and the New Teacher Induction Program (NTIP), as well as learning acquired throughout each individual's teaching career.
 - The following key components are common to the appraisal of both “new” and “experienced” teachers:
 - competency standards;
 - pre-observation meeting/appraisal meeting
 - classroom observation
 - post observation meeting/appraisal meeting
 - a summative report, which includes their performance rating, and
 - a process for additional support.

Requirements

- The Halton Catholic District School Board is mandated to implement the Performance Appraisal Process according to the Education Act (Part X.2, “Teacher Performance Appraisal”) and Ontario Regulations, (O.Reg.) 98/02, O.Reg.99/02, and O.Reg. 266/06 along with the Technical Requirements Manual, “Teacher Performance Appraisal (2010) and the Induction Elements Manual for the New Teacher Induction Program (2010).
- “Experienced” teachers are required to develop an Annual Learning Plan (ALP). The ALP helps experienced teachers to identify strategies for growth and development in their evaluation year and for the years between performance appraisals. An ALP must be completed each year by every experienced teacher.
- New teachers involved in the NTIP are not required to complete an ALP. New teachers involved in the NTIP complete the Individual NTIP Strategy Form as a means for discussion, learning, planning and tracking of the NTIP elements.
- Beginning LTO teachers participate in the Induction Elements of the NTIP (*orientation, mentoring, professional development and training*). Note that they are not included in the Teacher Performance Appraisal component

- Beginning LTO teachers will be appraised as per Regulation 274 of the Education Act.
- Principals, Vice-Principals teachers and Supervisory Officers all play key roles in the performance appraisal process. Performance appraisals of teachers shall be the responsibility of the Principal, Vice-Principal, or as required, Family of Schools Superintendent of Education. Superintendents will co-ordinate the appraisal responsibilities associated with teachers who are:
 - assigned to more than one school;
 - not assigned to duties in a school;
 - assigned to duties in a school as well as other duties, or
 - move from one school to another.
- The process for conducting the Teacher Performance Appraisal shall be in accordance with the current legislation as contained in the Education Act (Part X.2, “Teacher Performance Appraisal”), and Ontario Regulations (O. Reg.) 98/02, O.Reg. 99/02, and O.Reg. 266/06 including the Technical Requirements Manual, “Teacher Performance Appraisal (2010) as well as the Induction Elements Manual for the New Teacher Induction Program (2010).
- An on-line tracking system is used by administrators to complete the TPA/NTIP process. All teaching staff will be able to access the on-line program.
- Third Party agreement measures shall be implemented. Accessibility to said documents shall be restricted to authorized personnel only to ensure confidentiality. Exchange of information among schools and boards will be in accordance with the requirements as outlined in Section 15.2, Teacher Performance Appraisal, Technical Requirements Manual 2010.

Timelines:

- By June 15th of each year, school administrators will use the on-line tracking system to complete the required teacher performance appraisals: TPA, NTIP Strategy Forms, and Annual Learning Plans. By June 15th of each year, school administrators will use the on-line tracking system to submit the completed appraisals to their respective Superintendent of Schools
- By June 30th of each year, school Superintendents will use the on-line tracking system to review the documentation and forward to the Executive Officer, Human Resources Services
- The Executive Officer, Human Resources Services will oversee the retention procedures related to TPA

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Regular Board Meeting

Action Report

Policy I-20 Integrated Accessibility Standards	Item 8.6
January 19, 2021	

Alignment to Strategic Plan

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

Purpose

To approve *Policy I-20 Integrated Accessibility Standards* as presented.

Background Information

Policy I-20 Integrated Accessibility Standards 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 have made recommended changes to the policy.

Conclusion

Policy I-20 Integrated Accessibility Standards was presented at the Policy Committee Meeting on January 12, 2021 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 <i>Policy I-20 Integrated Accessibility Standards</i> , be approved.

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Integrated Accessibility Standards	
Adopted: May 6, 2014	Last Reviewed/Revised: January 19, 2021
Next Scheduled Review: 2023-2024	
Associated Policies & Procedures: VI-46 (A) Use of Assistive Devices by the General Public VI-46 (B) Use of Service Animals by the General Public VI-46 (C) Use of Support Person by the General Public VI-46 (D) Accessibility Standards – Notification of Disruption of Service VI-46 (E) Monitoring and Feedback on Accessible Customer Service	

Purpose

To comply with the Ontario Ministry of Labour and Ministry of Education in the area of Accessibility Standards to break down barriers and increase accessibility for people with disabilities in the areas of information and communications, employment and transportation.

Application and Scope

The Halton Catholic District School Board strives to ensure a fully accessible environment for all persons with disabilities, and will continue to build upon and improve its practices in addition to ensuring that it meets the accessibility needs of persons with disabilities in a timely manner, consistent with the specific requirements of the Act and its regulations.

This policy applies to all operation policies and procedures in all facilities within the Halton Catholic District School Board.

References

- [Accessibility for Ontarians with Disabilities Act, 2005 \(AODA\)](#)
- [Integrated Accessibility Standards, Ontario Regulation 191/11](#)
- [Ontario Human Rights Code](#)
- [Ontario's Education Equity Action Plan \(2017\)](#)

Definitions

- **Customer** is any person who uses the services of the school board.
- **Assistive Device** is any device used by people with disabilities to help with daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, augmentative and alternative communication systems.
- **Service Animal** is an animal that is being used because of a person's disability and this is either readily apparent or is supported by a letter from a regulated health professional.
- **Support Person** is a person who assists or interprets for a person with a disability as they access the services of the Board. A support person is distinct from an employee who supports a student in the system.
- **Third Party Contractors** is any person or organization acting on behalf of or as an agent of the Board (e.g. bus operators, psychologists).
- **Barriers to Accessibility** means anything that prevents a person with a disability from fully participating in all aspects of the services of the Board. This includes, but is not limited to, a physical barrier, an architectural barrier, information or communications barrier, an attitudinal barrier, a technological barrier.
- **Accommodation** is a means, through reasonable efforts, of preventing and removing barriers that impede individuals with disabilities from participating fully in the services of the Board.
- **Interpreter Services** are services provided for hearing impaired individuals.
- Accessible Formats may include, but are not limited to, large print, recorded audio and electronic formats, braille and other formats usable by persons with disabilities.
- Communication Supports may include, but are not limited to, captioning, alternative and augmentative communication supports, plain language, sign language and other supports that facilitate effective communications.
- **WCAG 2.0** refers to **Web Content Accessibility Guidelines**, which are published by the World Wide Web Consortium's (W3C) Web Accessibility Initiative (WAI). The **Web Content Accessibility Guidelines (WCAG) 2.0** provide recommendations for making Web content more accessible.

Principles

The Halton Catholic District School Board is committed to providing services to our students, parents/guardians, the public and our staff that are free of barriers and biases. The Board will ensure that key principles of independence, dignity, integration and equality of opportunity are reflected and valued in our learning and working environments. Our conduct demonstrates our belief in the strength diversity brings to our communities as modeled by Jesus Christ.

It is the policy of the Halton Catholic District School Board to provide an environment in all of its facilities that builds independence, dignity and respect for our students, parents/guardians, the public and our staff. Further, we are committed to giving people with disabilities the same opportunity of access to our services in the same location and in a similar way as these services are available to all others we service in Catholic education.

The Board and its staff are committed to the elimination of discrimination as outlined in Ontario's Equity and Inclusion Strategy in a manner which is consistent with the exercise of the Board's denominational rights under *Section 93* of the *Constitutional Act, 1982* and as recognized at *Section 19* of the *Ontario Human Rights Code*.

Requirements

The Halton Catholic District School Board has developed, maintained and documented an Accessibility Plan outlining the Board's strategy to prevent and remove barriers from its workplace and to meet its requirements under the Regulation.

This Accessibility Plan will continue to be reviewed and updated in consultation with persons with disabilities at least every five years and will be posted on the Board's website. Upon request, the Board will provide a copy of the Accessibility Plan in an accessible format.

In addition, the Board will prepare annual status reports on the progress of measures taken to implement the strategy outlined in the Accessibility Plan and will post the status reports on its website. Status reports will also be made available in an accessible format upon request.

PROCURING OR ACQUIRING GOOD, SERVICES OR FACILITIES

The Board will continue to ensure that accessibility criteria and features are incorporated when it procures or acquires goods, services or facilities, except where it is not practical to do so. Where it is not practical to incorporate accessibility criteria and features, the Board will provide an explanation upon request.

TRAINING EMPLOYEES AND VOLUNTEERS

The Board will ensure that training is provided on the requirements of the accessibility standards referred to in the Regulation and provide training on the *Human Rights Code* as it pertains to persons with disabilities to all its employees and volunteers.

The training will be appropriate to the duties of the employees, volunteers and other persons. Staff will be trained when there are substantial changes are made to the accessibility policy. New staff will be trained upon commencement of employment.

The Board will keep a record of the training that it provides.

1. Information and Communications Standard:

a) Feedback

The Board will continue to ensure that its process for receiving and responding to feedback is accessible to persons with disabilities by providing, or arranging for the provision of, accessible formats and communications supports, upon request.

b) Accessible Formats and Communication Supports

Upon request, the Board will provide, or will arrange for the provision of accessible formats and communication supports for persons with disabilities in a timely manner that takes into account the person's accessibility needs due to disability.

The Board will consult with the person making the request in determining the suitability of an accessible format or communication support.

The Board will also notify the public about the availability of accessible formats and communication supports.

c) Accessible Websites and Web Content

The Board will ensure that its Internet and Intranet websites, conform with the World Wide Web Consortium Web Content Accessibility Guidelines (WCAG) 2.0.

2. Employment Standards

a) Recruitment

The Board will notify its employees and the public about the availability of accommodation for applicants with disabilities in its recruitment process.

b) Recruitment, Assessment or Selection Process

The Board will notify job applicants, when they are individually selected to participate further in an assessment or selection process, that accommodations are available upon request in relation to the materials or processes to be used.

If a selected applicant requests an accommodation, the Board will consult with the applicant and provide, or arrange for the provision of, a suitable accommodation in a manner that takes into account the applicant's accessibility needs due to disability.

c) Notice to Successful Applicants

When making offers of employment, the Board will notify the successful applicant of its policies for accommodating employees with disabilities.

d) Informing Employees of Supports

The Board will continue to inform its employees of its policies (and any updates to those policies) used to support employees with disabilities, including policies on the provision of job accommodations that take into account an employee's accessibility needs due to disability. This information will be provided to new employees as soon as practicable after commencing employment.

e) Accessible Formats and Communication Supports for Employees

Upon the request of an employee with a disability, the Board will consult with the employee to provide, or arrange for the provision of, accessible formats and communication supports for information that is needed to perform his/her job, and information that is generally available to other employees.

In determining the suitability of an accessible format or communication support, the Board will consult with the employee making the request.

f) Workplace Emergency Response Information

The Board will provide individualized workplace emergency response information to employees who have a disability when required. The Board will provide this information as soon as practicable after becoming aware of the need for accommodation.

Where the employee requires assistance, the Board will, with the consent of the employee, provide the workplace emergency response information to the person designated by the Board to provide assistance to the employee.

The Board will review the individualized workplace emergency response information when the employee moves to a different location in the organization, when the employee's overall accommodations needs or plans are reviewed and when the Board reviews its general emergency response policies.

g) Documented Individual Accommodation Plans

The Board will continue to maintain a documented individual accommodation plans for employees with disabilities.

If requested, information regarding accessible formats and communication supports provided will also be included in individual accommodation plans.

In addition, the plans will include individualized workplace emergency response information (where required), and will identify any other accommodation that is to be provided.

h) Return to Work Process

The Board will maintain a documented return to work process for its employees who have been absent from work due to a disability and who require disability related accommodations in order to return to work.

The return to work process will outline the steps the Board will take to facilitate the return to work and will include documented individual accommodation plans as part of the process.

This return to work process will not replace or override any other return to work process created by or under any other statute (ie. the *Workplace Safety Insurance Act, 1997*).

i) Performance Management, Career Development and Advancement and Redeployment

The Board will continue to take into account the accessibility needs of employees with disabilities, as well as individual accommodation plans, when conducting performance management, providing career development and advancement to employees, or when redeploying employees.

3. Customer Service Standards

The Board will:

- provide services that respect the independence and dignity of people with disabilities. Such services incorporate measures that include, but are not limited to the use of support persons;
- ensure that a disruption of service notice be posted at the site and on the Board's website when services that are normally provided to a person with a disability are temporarily unavailable, such as access to an elevator. Alternative(s) to disrupted service will also be posted;
- develop a process for receiving and responding to feedback in order to monitor the effectiveness of implementation of the Accessible Customer Service Standard. Information about the feedback process will be readily available to the public and will allow people to provide feedback using a number of methods;
- take into account the impact on persons with disabilities when purchasing new equipment, designing new systems or planning a new initiative so that adherence to this policy can be achieved efficiently and effectively;
- create a feedback process that will review the implementation of this policy with the Board's various constituency groups;
- establish a process for consulting with frontline staff and volunteers who have a role in implementing the expectations and procedures established under this policy to review its effectiveness;
- ensure that all communications with a person with a disability takes place in a manner that takes into account the person's disability.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Regular Board Meeting

Action Report

Policy II-41 School Uniform Dress Code/School Dress Code	Item 8.7
January 19, 2021	

Alignment to Strategic Plan

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

Purpose

To approve *Policy II-41 School Uniform Dress Code/School Dress Code* as presented.

Background Information

The 2020-2021 school year has been unprecedented for our education system, students and families due to the challenges created by the COVID-19 pandemic. Unique to this school year has been the implementation of a virtual learning environment in addition to our traditional in-person learning environment.

At the December 8th Policy Committee Meeting, *Policy II-41 School Uniform Dress Code/School Dress Code* was presented for discussion to address the specific challenge for families in the virtual learning environment who will be participating in the voting process in their school communities, and how they will receive and return a numbered ballot. As per the policy (eff. January 1, 2021), “Only original ballots will be accepted (no telephone or verbal voting). A ballot signed solely by a student will be considered a void ballot.” Staff and trustees have taken into consideration the challenge this procedure may pose given the current circumstances.

In response to the school communities, which include both in-person and virtual learning environments, who will be conducting the school uniform vote from February 2021 to March 30, 2021, the policy is amended specifically to allow for emailing of ballots for families in the virtual learning environment as part of the Elementary Voting Procedures/Ballot Question.

At the January 12, 2021 Policy Committee meeting, it was requested to include additional information regarding the emailing process.

Conclusion

Policy II-41 School Uniform Dress Code/School Dress Code was presented at the Policy Committee Meeting on January 12, 2021 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-41 School Uniform Dress Code/School Dress Code*, be approved.

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

School Uniform Dress Code/School Dress Code	
Adopted: April 14, 2009	Last Reviewed/Revised: January 19, 2021
Next Scheduled Review: 2022-2023	
Associated Policies & Procedures: I-31 Apparel Purchases and Fair Labour Practices; II-39 Progressive Discipline and Safety in Schools Code of Conduct – Suspensions and Expulsions II-45 - Equity and Inclusive Education VI-44 Progressive Discipline and Safety in Schools V-18 Community Engagement and Public Consultation Policy VI-54 Equity and Inclusive Education Procedure	

Purpose

To promote, through the implementation of a school uniform dress code or a school dress code, a safe, inclusive, and positive learning environment consistent with the mission and governing values of the Halton Catholic District School Board.

Application and Scope

This policy applies to all students under the jurisdiction of the Halton Catholic District School Board.

References

[Education Act of Ontario, Regulation 298](#)

[Ontario Human Rights Code](#)

Definitions

School Uniform Dress Code - is defined as the standard of prescribed student dress, developed in consultation with the school community, specifying clothing that must be purchased from approved uniform vendors, and may include guidelines as to when and how particular items can be worn.

Student Dress Code - is defined as the standard of student dress established in consultation with the school community, consistent with the Board Policy and the Education Act and Regulations, required of students in elementary schools that have chosen not to implement a school uniform dress code.

Competitive Bid Process - A fair and transparent process of issuing a public bid whereby Proponents put together their best proposal and compete for the provision of goods and/or services.

Principles

- A school uniform dress code or a student dress code reflects the distinctively Catholic character of our schools and supports the development of attitudes consistent with Catholic teaching.
- The Board is committed to providing a learning and working environment that is safe and respectful of the needs and well-being of all individuals and believes that a school uniform dress code supports such environments.
- In our elementary schools, the Board endorses and encourages the adoption of a school uniform dress code, consistent with the values, traditions and distinctiveness of Catholic schools as an effective strategy to build inclusive Catholic communities and encourage a sense of belonging for all students.
- For elementary school communities, the Board affirms a role for parents to determine, through democratic vote conducted in accordance with this policy, whether or not to adopt and implement a school uniform dress code.
- In each elementary school community that votes not to adopt and implement a school uniform dress code, the Board requires the adoption of a student dress code, consistent with the values, traditions, distinctiveness of Catholic schools, and the requirements of this policy.
- In each secondary school, the Board requires the adoption and implementation of a school uniform dress code, consistent with the values, traditions and distinctiveness of Catholic schools.
- The Board recognizes that in accordance with the Ontario Human Rights Code and the board's Equity and Inclusive Education Policy and Procedure that there may be certain religious communities or cultural groups in secondary schools that require specific items of dress or accommodations with reference to the school uniform.
- In consultation with students and parents/guardians, schools will provide reasonable accommodations to students with reference to the uniform or required religious attire.
- All accommodation requests should be reviewed in the context of supporting the dignity of the person in keeping with core gospel values that honour each person's dignity.
- The Board recognizes there is a shared responsibility for meeting the expectations of the school uniform dress code or student dress code.
- The primary responsibility for the consistent enforcement of the school uniform dress code or

student dress code is that of the principal, and school staff, are expected to support the consistent implementation of such uniform dress codes.

- The Board recognizes that circumstances may require schools to access assistance for individual families with the purchase of uniforms.
- The Board will ensure that approved uniform vendors provide clothing that meets the physical and sensory needs of students of all abilities.
- The Board recognizes the necessity of a school dress code for those times when students are not in uniform (i.e. civvies day or spirit days, elementary physical educational classes). Any action taken to implement the requirements of this policy, including the application of supports and consequences to students must be consistent with the Requirements of Policy II-39 Progressive Discipline and Safety in Schools
- The policy shall be in accordance with provisions of the Education Act, Regulation 298, the Human Rights Code, *Policy I-31 Apparel Purchases and Fair Labour Practices*, and the governing values of the Halton Catholic District School Board.

Requirements

General:

All elementary schools shall adopt either a school uniform dress code or a school dress code for students in keeping with the Board's Mission Statement, governing values and Catholic social teaching.

All secondary schools shall adopt a school uniform dress code.

A school uniform assistance program shall be in place, in each school, to ensure that access to discreet and confidential assistance, through the School Principal, is available for families that have difficulty purchasing the uniform due to financial hardship.

A. Elementary School Uniform Dress Code Implementation Process:

1. A prescribed process for local decision making shall ensure that parents/guardians of students in each elementary school may determine whether an elementary school community adopts and implements a school uniform dress code. In accordance with this policy, each elementary school shall conduct a vote on whether to adopt a school uniform dress code at least once.
2. The principal of each school shall be responsible for ensuring that a community vote is conducted, in accordance with this policy, to consider the adoption and implementation of a school uniform dress code. Approval to proceed with implementation requires a simple majority (50% plus one) of those ballots cast have been marked indicating a "YES" vote.
3. Upon achieving the required approval as described above (50% plus one), all students registered in the elementary school shall adhere to the school uniform dress code. Any action taken to implement the requirements of this policy, including the application of supports or consequences to students must be consistent with the requirements of *Policy II-39 Progressive Discipline and Safety in Schools*.

4. Should a school uniform dress code not be adopted after the voting process, no renewed process will be initiated for at least three (3) years. A Student Dress Code shall be established and implemented in accordance with this policy.
5. At least once annually, at a Catholic School Council meeting, the Principal shall review the school uniform dress code and school dress code. This review may include approval of uniform pieces, the monitoring and enforcement of the school uniform dress code and school dress code, stakeholder consultation (i.e. student, staff, greater school community), approved civvies days/spirit days.
6. In schools that have chosen not to implement a school uniform, the school dress code committee will be established to monitor and review the implementation of the school dress code, and consider the interest in school uniforms.
7. In schools that have chosen not to implement a school uniform, school communities will be consulted to consider the adoption and implementation of a school uniform dress code. This consultation will take place every three (3) years and will determine if a vote will proceed. This consultation will include students, teachers and staff working in schools, parents and guardians, and school councils.
8. The results of the consultation process outlined above will determine whether or not an elementary school community will conduct a uniform vote in accordance to this policy, if they have not yet done so. The implementation of a school uniform shall be decided with a simple majority (50% plus one)
9. Similarly, an elementary school that has previously chosen to adopt a school uniform shall follow the same consultation process, , and based on the school community feedback, may choose to conduct a vote in accordance with this policy to discontinue the implementation of a school uniform.
10. The principal of an elementary school, together with the Catholic School Council will oversee the process of voting on the adoption of a school uniform dress code. Elementary schools considering the adoption of a school uniform dress code shall:
 - a. inform the appropriate Superintendent;
 - b. establish a representative committee including parents, staff and students to explore the implication of introducing a school uniform dress code. The committee must prepare an Action Plan to be distributed prior to a community information night.

The following components of the Action Plan will be consistently implemented throughout the Board:

Communication Plan: includes methods of communicating the Action Plan and subsequent community information meeting, notice of vote, voting results, implementation timelines and data collection through newsletters, school websites, and other means as appropriate. The school uniform dress code policy must be communicated.

The Uniform Vendor:

- Elementary schools must use the Board's authorized uniform vendor, excluding bottoms, which

may be purchased from the Board's authorized uniform vendor, or another source of the parent's choosing. All bottoms, regardless of source, must be navy blue, and must match the school uniform dress code.

- The method of selecting a provider through the competitive bid process will take place every three (3) years and will include participation by Board staff, as appointed by the Director of Education. At least three (3) members of CPIC (Catholic Parent Involvement Committee) and three (3) members of SEAC (Special Education Advisory Committee) will be involved in establishing the criteria for the competitive bid process. A student focus group shall be consulted.

The selection criteria to determine the authorized uniform vendors must include affordability, accessibility and convenience, quality, support for equity and availability of subsidies/family assistance, and compliance with *Policy I-31 Apparel Purchases and Fair Labour Practices*.

The Uniform:

- The uniform colours at all elementary schools will consist of a combination of navy blue and white only. To supplement the base uniform, individual schools may choose to add additional items of uniform apparel (shirts, sweaters, vests, hoodies, etc.) that may also reflect a school's colour (one colour).
- Only a school logo/name shall be permitted on school uniforms. Advertisements of any kind on school uniforms is prohibited.
- Any clothing item worn under uniform pieces, but still visible must be in compliance with school dress codes, and generally, will be in the school uniform colours or white (i.e. undershirts, tights or socks).
- No student will be denied access to school as a result of inability to afford appropriate clothing required by a school's uniform dress code policy. A process must be in place to address this issue.
- A school's approved uniform pieces shall be reviewed/monitored every year by the principal and Catholic School Council members.
- The following components will be up to the discretion of the principal and the Catholic School Council:
 - Type and styles of clothing from the chosen uniform provider;
 - A strategy for Non-Uniform Days: Civvies or Spirit Days.

Community Information Meeting:

- The principal shall ensure the distribution of the Action Plan to parents prior to the community information meeting, and the information meeting will take place prior to the voting process.

Elementary Voting Procedures/Ballot Question:

- **School votes should be conducted in February or March.**
- Every registered family with children in JK – 6 of the current school year is eligible to vote, and

receives one (1) vote (ballot).

- Every family with children confirmed as pre-registered for the next school year (i.e. Kindergarten, French Immersion, etc.) is eligible to vote, and receives one (1) vote (ballot).
- Families of students with Children only in grade 7 or 8 in the current year are not eligible to vote. In the event that a school uniform dress code is adopted for the following school year, grade eight students in the initial year of implementation are encouraged to wear the school uniform, but compliance is not compulsory.
- The ballot sample is provided in Appendix A. The ballots shall be numbered to ensure that there is one ballot provided for each family in the school community.
- Members of the school uniform dress code committee may initiate communication to families to remind them of the ballot due dates only.
- Only original ballots will be accepted (no telephone or verbal voting). A ballot signed solely by a student will be considered a void ballot.
- Only for families in the virtual learning environment who wish to receive a ballot by email:
 - The Principal will provide a numbered uniform ballot by email.
 - The signed ballot must be scanned or photographed and returned to the Principal by email.
 - The Principal will acknowledge receipt of the ballot by return email to the parent.
 - A ballot signed solely by a student and received by email will be considered a void ballot.
- No proxy voting.
- It is recommended that the voting process be completed by March 30th in order for successful implementation in the following school year and include all families registered at the school for September of the next school year.
- The voting process must not exceed two (2) calendar weeks but cannot be completed sooner than one (1) week following the community information night.
- The Principal, in collaboration with the Catholic School Council shall communicate the ballot results to the school community no later than one (1) week after the vote occurs. Ballots will be stored at the school for a minimum of three (3) years.

School Consolidation/Closure:

- Elementary schools involved in school consolidation/closure where all, or some, of the schools have previously implemented a school uniform will be required to go through the following process **during the transition year (year prior to consolidating)**:
 - A community information meeting;
 - Voting procedures followed as above for all families in the boundaries of the new consolidated school;
 - If vote determines that the new consolidated school shall implement a uniform,

grandfathering of the previous uniform pieces will occur for three (3) years;

- **In the initial year, Grade 8 students will have the option of wearing the school uniform;**
- An appropriate logo for the new consolidated school will be determined after the school name is decided.

New School:

- A new Elementary School will initiate the school uniform implementation process in their first year of existence
- If the vote determines that a school uniform shall be implemented, grandfathering of uniforms that existed at schools that created the boundaries of the new school will occur for three (3) years

B. Elementary School Dress Code:

- All elementary schools must adopt an elementary school dress code even if they have implemented an elementary school uniform dress code.
- An elementary school's student dress code shall be in keeping with our Catholic teachings and beliefs and reflect principles of modesty. Criteria to be used in developing the student dress codes includes:
 - safety conditions
 - maintenance of proper decorum
 - modesty
 - cleanliness
 - neatness
 - appropriateness in relation to the activity in keeping with Catholic values

Non-compliance to a student dress code may include but is not limited to logos, sayings and pictures that address/display:

- sexual content
- substance abuse
- violence
- profanity
- discriminatory or hate-motivated references to any of the protected code grounds under the Ontario Human Rights Code (e.g., nationality, race, gender, etc.)
- Parents are encouraged to be involved and active in the decision-making process through their Catholic School Councils in consultation with the principal and school staff.
- Each school will annually review the school's dress code, through their committee. This review

process shall include consultation with students, school staff, parents and other stakeholders as appropriate.

- A copy of the school's dress code will be included annually in the school's School Agenda Book, September newsletter and on the school's website.
- Students will be expected to observe all aspects of the dress code. School staff and parents will be expected to support its consistent implementation.
- Any action taken to implement the requirements of this policy, including the application of consequences to students or direction to visitors to the school grounds or property, must be consistent with the requirements of *Policy II-39 Progressive Discipline and Safety in Schools*.
- The principal of each school has the discretion to determine whether a student is in violation of the school uniform dress code or the school dress code, has responsibility to enforce the school uniform dress code/school dress code policy, and has the authority to implement the requirements of this policy, including any supports or consequences to students.
- School staff are expected to support the consistent implementation of a school uniform dress code, or school dress code, in accordance with the local school code of conduct.

C. Secondary School Uniform Dress Code:

1. A secondary school's uniform shall be in keeping with our Catholic teaching.
2. Each school will review the present uniform policy in accordance with the Appropriate Dress Guidelines from the Ministry. This review process shall include consultation with students, school staff, parents and guardians. Once established, the policy will be reviewed annually or as needed at the discretion of the school community.
3. Only a school logo/name shall be permitted on school uniforms. Advertisements of any kind on school uniforms are prohibited.
4. Any action taken to implement the requirements of this policy, including the application of consequences to students or direction to visitors to the school grounds or property, must be consistent with the requirements of *Policy II-39 Progressive Discipline and Safety in Schools*.
5. The Board recognizes the necessity of a school dress code for those times when students are not in uniform (i.e. civvies or spirit day). Any action taken to implement the requirements of this policy, including the application of supports and consequences to students must be consistent with the requirements of *Policy II-39 Progressive Discipline and Safety in Schools*.
6. On days when students are not in uniform (i.e. civvies or spirit day), Principals will ensure that a school dress code is communicated and applied to all students. Criteria to be used in developing the non-uniform day includes:
 - safety conditions
 - maintenance of proper decorum
 - modesty
 - cleanliness

- neatness
- appropriateness in relation to the activity in keeping with Catholic values.

Non-compliance may include, but is not limited to, logos, sayings and pictures that address/display:

- sexual content
 - substance abuse
 - violence
 - profanity
 - discriminatory or hate-motivated references to any of the protected code grounds under the Ontario Human Rights Code (e.g., nationality, race, gender, etc.)
7. A copy of the school's uniform dress code will be included annually in the school's School Agenda Book and on the school's website.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Regular Board Meeting

Staff Report

Milton No. 9 Catholic Elementary School Approval to Proceed with School Capital Planning	Item 9.1
January 19, 2021	

Alignment to Strategic Plan

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

Purpose

To obtain Board authorization for staff to select an architect for the proposed Milton No. 9 Catholic Elementary School, and to proceed with planning matters for this school project.

Background

1. ["Action Report 8.4 Milton Secondary School Boundary Review - Ultimate Boundary and Interim Accommodation Recommendations"](#) from the November 17, 2020, Regular Meeting of the Board
2. ["Staff Report 9.2 Milton No. 3 Catholic Secondary School Project Budget and Approval to Proceed with Capital Planning"](#) from the July 29, 2020, Special Meeting of the Board
3. ["Staff Report 9.1 Milton No. 10 Catholic Elementary School Project Budget and Approval to Proceed with Capital Planning"](#) from the July 29, 2020, Special Meeting of the Board
4. ["Information Report 10.2 Long-Term Capital Plan: Progress Update"](#) from the May 5, 2020, Regular Meeting of the Board

Comments

On July 23, 2020, the Board was informed of its Capital Priorities allocation for two (2) new schools in Milton, namely the new Milton No. 10 Catholic Elementary School and the new Milton No. 3 Catholic Secondary School. These new schools were intended to support growing enrolment in the new communities in south Milton. Still, additional schools will be required in the area to support future growth. Thus, staff recommend that planning activities continue to enable the Board to construct appropriate accommodations for students and staff.

The next new elementary school expected for south Milton is the Milton No. 9 Catholic Elementary School, which is projected to be required in the 2022-23 school year. Several activities are required to be initiated to have the new Milton No. 9 Catholic Elementary School ready for September 2022. Of



most concern are the municipal and regional approvals required, which can take several months. While the complete design package is not required to seek these approvals, conceptual and preliminary designs are necessary. Furthermore, the project has not yet been funded by the Province. As such, staff recommend that the Board appoint an architect for the project and take a piece-wise approach to the work, whereby conceptual designs and preliminary work are undertaken to prepare the project for the required approvals. More advanced design tasks, such as contract documents, tender preparation and construction administration would then be added to the project as it progresses and is funded for construction.

The preliminary design costs for the project would be funded through the current Facility Management Services budget.

Conclusion

The new Milton No. 9 Catholic Elementary School will be required to accommodate students in south Milton for the 2022-23 school year. To achieve this timeline, staff recommend that the Board authorize staff to select an architect and begin with conceptual and preliminary design processes needed to achieve municipal and regional approvals.

Recommendation

The following recommendations will be submitted for Trustee consideration and approval at the February 2, 2021, Regular Meeting of the Board:

Resolution#:

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board authorize staff to select an architect and proceed with the school capital planning process, for the proposed Milton No. 9 Catholic Elementary School Project.

Report Prepared and

Submitted by:

R. Merrick
Superintendent, Facility Management Services

Report Approved by:

P. Daly
Director of Education and Secretary of the Board



Regular Board Meeting

Information Report

Student Trustees Update	Item 10.2
January 19, 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

Student Trustees created a survey to hear from students all around our Board, results were provided to the Board of Trustees and attached as Appendix A. We have come far in the quadmester where midterms are given so really need to be proud of every individuals' accomplishments to this stage. A few more weeks are left in the quadmester, so we need to work hard to achieve. It is a hard year and tough times, but we continue to be focused to achieve our goals.

Believing

The Catholic Board Council (CBC) Cabinet recently met to discuss the continuation of the OSTA-AECO "Faith Buddies" challenge where Catholic Student Trustees are paired with one another to complete virtual tasks and engage in fruitful discussion surrounding our role as Catholic role models. In addition, the CBC Cabinet prepared a video aimed at promoting the "Nurturing Inclusivity" document and recommendations, which was drafted by the cabinet and various stakeholders. This video will air at upcoming OSTA and OCSTA seminars. As always, we will continue to look at ways in which we can further engage students and expand faith-based opportunities.



Belonging

To continue to harbour safe spaces for racialized staff and students at school, an HCDSB Student Trustee has joined the board-wide student-led equity group that brings forward recommendations to help make necessary changes at the board and school level.

The catholic session of the Equity and Human Rights Seminar on January 15, 2021 included a student panel of Catholic Student Trustees. An HCDSB Student Trustee representative had discussed with three other Catholic Student Trustees to present the stories gathered from students across Ontario addressing racism and cultural insensitivity in the school system. This discussion provided student perspectives on such issues, which advocates for change to be made to create a more safe and welcoming school environment for racialized staff and students.

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

HCDSB: Return to School Well-being Survey

Student Trustees
December 1, 2020

Overview

1. Introduction
2. Demographics and Geographics
3. Form Questions
4. Wordle
5. General Responses



Disclaimer

- The survey was distributed to Secondary Students through a variety of methods and was entirely optional.
- The survey ensured anonymity for each student who responded.
- The following data is not a true representation of all Secondary students within the Halton Catholic District School Board. It is simply a sample size, used to gather data from and formulate a general conclusion for research purposes.

Demographics & Geographics

What grade are you currently in?

[More Details](#)

● 9	190	18% (Grade 9)
● 10	223	21% (Grade 10)
● 11	313	29% (Grade 11)
● 12	355	33% (Grade 12)

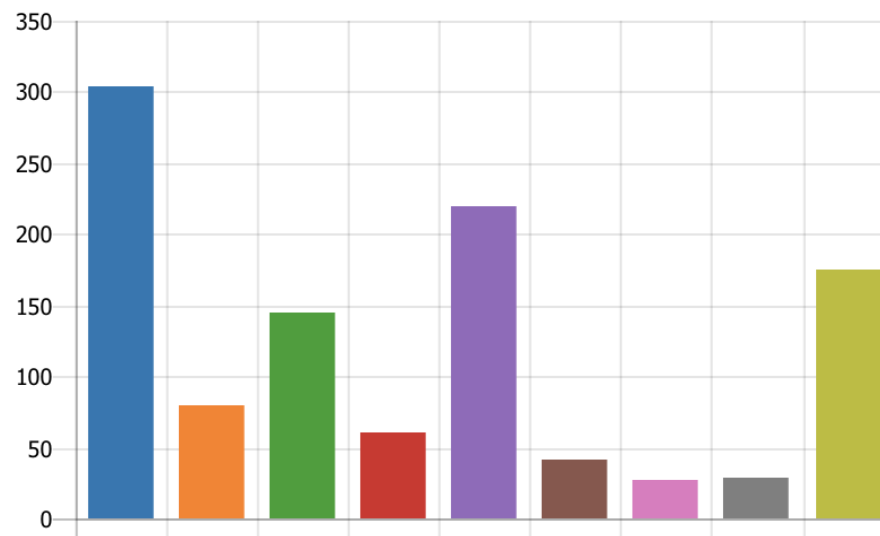


Demographics & Geographics

What school do you currently attend?

[More Details](#)

● Christ the King CSS	304	28%
● St. Francis Xavier CSS	79	7%
● Bishop P.F. Reding CSS	145	13%
● Assumption CSS	61	6%
● Notre Dame CSS	220	20%
● Corpus Christi CSS	42	4%
● Holy Trinity CSS	27	3%
● St. Ignatius of Loyola CSS	28	3%
● St. Thomas Aquinas CSS	175	16%

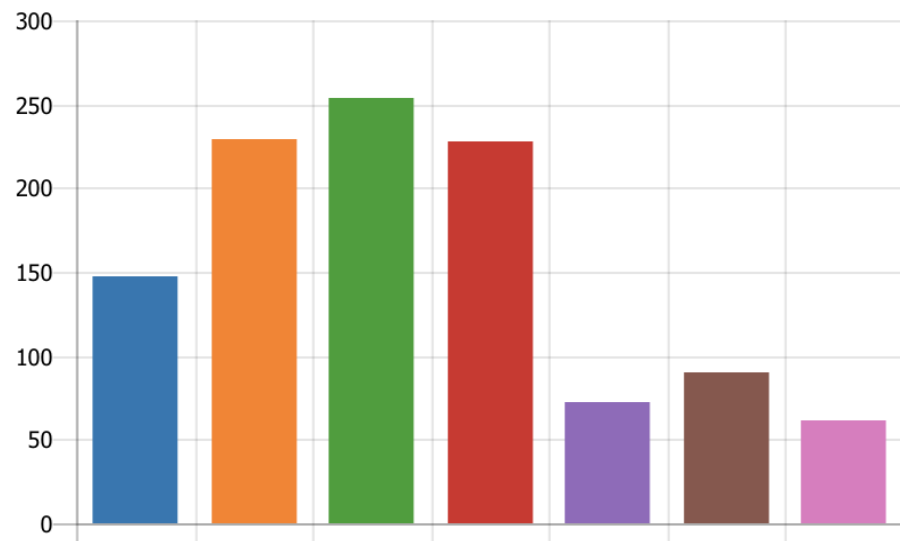


Question 1

How difficult or easy is it for you to try hard on your schoolwork right now?

[More Details](#)

Very difficult	147	14%
Somewhat difficult	229	21%
Slightly difficult	253	20%
Neither difficult, nor easy	228	4%
Slightly easy	72	3%
Somewhat easy	90	3%
Very easy	62	16%

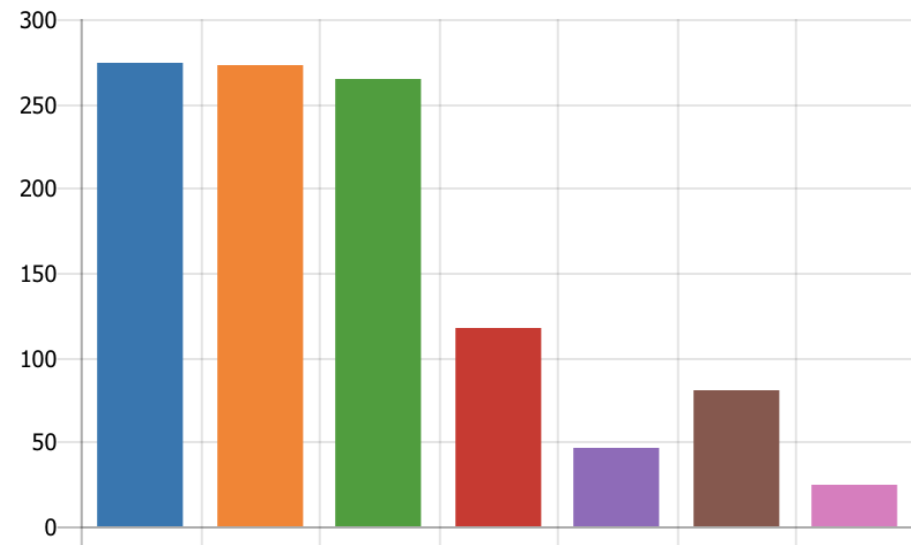


Question 2

How difficult or easy is it for you to stay focused on your schoolwork right now?

[More Details](#)

Very difficult	274	25%
Somewhat difficult	273	25%
Slightly difficult	265	25%
Neither difficult, nor easy	117	11%
Slightly easy	47	4%
Somewhat easy	80	8%
Very easy	25	2%

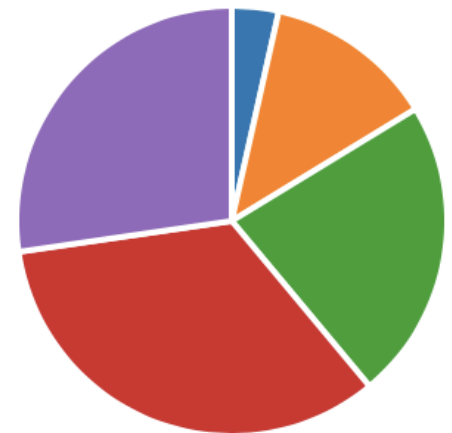


Question 3

During this past week, how often did you feel stressed out?

[More Details](#)

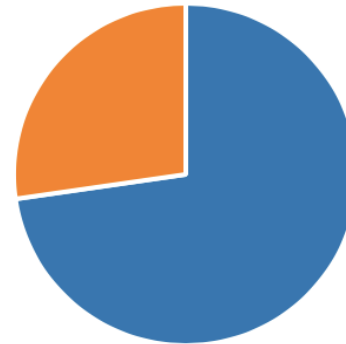
	Almost Never	38	4%
	Once in a while	138	13%
	Sometimes	245	23%
	Frequently	365	34%
	Almost always	295	27%



Question 4

Do you have a school teacher or another adult whom you can count on to help you, no matter what?

[More Details](#)



Question 5

ONE word to describe your return to school.

[More Details](#)

1079

Responses

Disclaimer: Several students have answered this question with comments and/or personal opinions. This anecdotal evidence is *not* presented as fact and is only shared to address the experiences of students



Question 5 – Wordle

A **wordle** is a visual depiction of the words contained in a piece of text. The larger the word, the more frequently students used it in their response.

Disclaimer: Certain words used in this survey were added together, due to similarity in definition and/or spelling errors.



General Comments

Disclaimer: Some of these comments had grammatical errors, *[sic]* refers to such errors. Additionally some words are added in square brackets for further context.

"[It's] stressful [and] really condensed *[sic]* students need to learn, process, and master course material meant for 1 semester in just 2 months."

"Very bad. Switch back to 4 courses a semester please. Having 2 courses is too stressful especially with assignments having shorter due dates and 4 lessons worth of homework everyday"

"Hard, too fast paced. I cant *[sic]* keep up or actually learn much if I want to do well, which is also much harder to do online because of how condensed it all it *[sic]* it's too much curriculum to know in too little time"

"Tiring, I don't like the 3 hour class period "

"Not enough in-class time"



General Comments Con't

"I truly wanted to enjoy the return to school [and] remote learning thing [sic]. I thought it would benefit me doing hybrid learning but it did not.

The quadmester thing [sic] is so stupid and stressful and its [sic] TOO fast-paced. I dropped out of AP in grade 9 (2018) for this exact reason. Now I'm in academic chemistry and I know I could have been able to do better if it weren't for the hybrid school thing [sic]. I want to go back to 100% in school [sic] so that the quadmester thing is discarded, but I understand the risks of COVID. I'm conflicted for [sic] doing just remote learning because even though its less risk of COVID [sic], I can't learn! School is about learning, and I'm not learning except [sic] how to google the answers to all my test questions because the course is going by so fast I can't digest any info. Whoever had the bright idea to do the quadmester thing [sic] is the reason why I'm failing chemistry and [why I] am not going to have a future. Thanks."



"so stressful, [it's] making my anxiety worse, depression worse [sic] to [sic] much work"

Thank you.



Regular Board Meeting

Information Report

Schools Update	Item 10.3
January 19, 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 Tuesday January 12, 2021 in light of the current public health environment and based on advice from the Chief Medical Officer of Health, the Ontario government provided the following updated direction:

- Elementary and secondary students in Windsor-Essex, Peel Region, Toronto, York and Hamilton Public Health Units (PHUs) will continue to learn remotely and will return to in-person learning on February 10, 2021.
- By January 20, 2021 the Chief Medical Officer of Health will advise the Ministry of Education on which PHUs may be permitted to resume in-person instruction as of January 25, 2021 based on the most up-to-date data and modelling.
- Boards will be required to align with the direction provided for the PHU in which their schools are located.
- Students in northern PHUs returned to in-person learning on January 11, 2021 and these schools will continue to be open. Some northern schools have been closed based on direction of local PHUs and school boards should continue to follow local PHU direction.



School board and school-based staff who can work from home will continue to be asked to do so. Schools will continue to be open so that in-person instruction of students with special education needs who cannot be accommodated through remote learning continues throughout this period and to support staff who are unable to work from home.

To support the return of in-person learning and based on advice from the Chief Medical Officer of Health, additional health and safety measures are also being introduced to support students and staff across the province as they return to school. The Ministry will be working with the Ministry of Health to update school board guidance documents with these additional measures.

Screening

More information on screening will be available prior to the return to in-person learning. Students, staff and families can continue to access the COVID-19 school and child care screening tool by visiting <https://covid-19.ontario.ca/school-screening/>.

Masking

The Ministry of Education has now made masking mandatory for all students in Grades 1-3. Reasonable exceptions on the requirement to wear masks will apply. This masking requirement will be additional to the existing Ministry requirement for students in Grades 4-12.

Masking requirements will also be in place for specified outdoor activities where physical distancing is not possible. More information on this requirement will follow in the updated school board guidance documents.

Congregating

To support provincial efforts to stop further spread of COVID-19, school boards are asked to highlight the importance of students not congregating before school starts and returning directly home after school.

Expanded Targeted Testing

The Ministry will be expanding targeted testing for students, staff and their respective households. Testing will be **voluntary** and will also include childcare settings. Schools and childcare settings will be identified by local public health, with a focus on those experiencing outbreaks, with high case counts, or in high priority communities.



Testing has helped to identify cases early, inform public health decisions, and manage outbreaks. Expanding access to testing will be a valuable tool for parts of the province experiencing high levels of community transmission and outbreaks.

Elementary Schools

- Our elementary schools are **closed for in-person learning until January 22, 2021.**
- All elementary students will learn remotely from home until **Friday, January 22, 2021**
- In-school instruction for elementary 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 currently planned to take place on Monday, January 25, 2021.

Secondary Schools

- Our secondary schools will be **closed for in-person learning until January 22, 2021.**
- Students will continue to follow their regular Quadmester 2 schedule until Friday, January 22nd, 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.**

Remote Learning

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

Our Curriculum Consultant with responsibilities for Early Years, Jaclyn Priest-Brown, hosted two learning sessions for Kindergarten educators on January 13th and 14th. The sessions provided an opportunity for educators to share challenges and best practices with



synchronous learning in Kindergarten. Each of the two sessions were led by four Kindergarten educators (8 educators in total). 92 Kindergarten educators attended the first session; 55 attended the second session. Both sessions were recorded and are posted to Microsoft Stream so they can be accessed on an ongoing basis.

Special Education

We have offered in-person instruction of students with special education needs who cannot be accommodated through remote learning at both the elementary and secondary levels since January 4, 2021.

The Special Education department offered two parent learning sessions on the Read&Write toolbar. Read&Write is literacy software that is available to all students in staff in the HCDSB. The toolbar helps students create and access content with the literacy support features needed to engage with a personalized learning experience. The learning sessions were hosted by Jennifer Thompson, our Special Education Consultant with responsibilities for SEA, in conjunction with a specialist from *Texthelp*, the makers of Read&Write. Over 300 parents registered for the sessions offered on the evening of January 14th and the morning of Friday January 15th.

Child Care

Childcare centres will remain open for the duration of these time-limited public health actions. All Before and After School Programs will be closed from January 4-22, 2021, while elementary schools are closed to in-person learning.

Conclusion

As circumstances continue to evolve this school year, we 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

Strategic Planning Process	Item 10.4
Tuesday, January 19, 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 the Strategic Planning Process.

Background Information

Under the Education Act, each school board must create a multi year plan that spans a minimum of three (3) years. The purpose of the Multi Year Strategic Plan (MYSP) is to help Boards set long term strategic goals and priorities. The plan is evidence based and developed in a collaborative process.

Among other general requirements, our Strategic Planning Process policy mandates that the Board MYSP covers a period of four (4) years, is approved by the Board of Trustees and is aligned with the mission, vision and values of the Board. The strategic planning process is sequential, with each stage building on the learning and outcomes of the previous stage.

At the January 21, 2020 Regular Board meeting, Trustees received an overview of the Strategic Planning Process in preparation for the next Board Multi Year Strategic Plan (MYSP). The MYSP was also discussed as an Information Item at the March 31, 2020 Board meeting and as a Discussion Item at the April 14, 2020 Policy Committee Meeting. At the April 21, 2020 Board meeting Trustees moved a resolution to initiate Phase 1 of the Strategic Planning Process.

Next Steps

Over the past several months, Research Services staff have been conducting an internal and external scan, which involves collating information that may be requested or required as we develop our next multi-year strategic plan.

The next step is to establish a Strategic Planning Steering Committee, comprised of all Trustees, the Director of Education, and other staff, as required.

The Chair, Vice-Chair and Director of Education have had preliminary discussions, and the intention is to hold the first meeting of the Strategic Planning Steering Committee in January 2021. A list of dates will be distributed to Trustees to establish the date of the initial meeting of the Steering Committees.

At its first meeting, the Steering Committee will review and validate the Board's current [Mission, Vision and Values](#).

The Steering Committee will also define the process timelines and determine whether a third-party facilitator to guide the process would be beneficial.

Conclusion

While progress on strategic planning has been delayed, in large part due to competing commitments due to COVID-19, we are eager to move ahead with this process to have a new multi-year strategic plan in place for the start of the 2021-2022 school year.

Report Prepared &
Submitted by:

P. Daly
Director of Education and Secretary of the Board

Construction Report - January 2021



Construction Update

- The pictures above were taken on January 12, 2021. The top-left picture shows completed exterior of the front entrance of the school. The top-right picture shows ongoing masonry wall in the gymnasium addition. The bottom-left picture shows ongoing ceramic tile installation in the cafeteria. The bottom-right picture shows ongoing ceiling work in the student kitchen.
- Work completed included gymnasium load bearing walls, flooring and other finishing work.

Schedule Update

- Kitchen equipment installation
- Steel joists in the gymnasium addition

If you have any comments or questions about the new school, please contact Lorrie Naar, Superintendent of Education, at (905) 632-6300 ext.135 or email naarl@hcdsb.org. For school construction information contact Ryan Merrick, Superintendent, Facility Management Services, at (905) 632-6300 ext. 171 or email merrickr@hcdsb.org.

Construction Report - January 2021



Construction Update

- The pictures above were taken on January 12, 2021. The top-left picture shows installed library flooring. The top-right picture shows completed childcare room. The bottom-left picture shows ongoing aluminum composite panel installation. The bottom-right picture shows the childcare play area.
- Work completed included library flooring, aluminum door installation, childcare play area.

Schedule Update

- Library millwork
- Fire alarm system upgrades
- Deficiency work

If you have any comments or questions about the new school, please contact Nancy Dinolfo, Superintendent of Education, at (905) 632-6300 ext. 120 or e-mail dinolfo@hcdsb.org. For school construction information contact Ryan Merrick, Superintendent, Facility Management Services, at (905) 632-6300 ext. 171 or e-mail merrickr@hcdsb.org.

Construction Report - January 2021



Construction Update

- The pictures above were taken on January 12, 2021. The top picture shows ongoing roofing system installation. The bottom picture shows the completed aluminum window installation.
- Work completed included structural steel, roofing, windows and curtain wall alterations.

Schedule Update

- Insulation and brick veneer installation
- Above ceiling mechanical and electrical installation
- Painting

If you have any comments or questions about the new school, please contact Lorrie Naar, Superintendent of Education, at (905) 632-6300 ext.135 or e-mail naarl@hcdsb.org. For school construction information contact Ryan Merrick, Superintendent, Facility Management Services, at (905) 632-6300 ext.171 or e-mail merrickr@hcdsb.org.

POLICY COMMITTEE MEETING MINUTES

Date: December 8, 2020
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

Trustee Present B. Agnew (Electronically)
P. DeRosa (Electronically)
M. Duarte (Electronically)
N. Guzzo (Electronically)
V. Iantomasi (Electronically)
H. Karabela (Electronically)
P. Murphy
T. O'Brien (Electronically)
J. O'Hearn-Czarnota (Electronically)

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

Staff Present P. Daly, Director of Education
E. Bakaic, Superintendent of Education, School Services
N. Dinolfo, Superintendent of Education, School Services (Electronically)
A. Cordeiro, Superintendent of Education, School Services (Electronically)
J. O'Hara, Executive Officer, Human Resources Services (Electronically)
A. Swinden, Manager, Strategic Communications
S. Jayaraman, Senior Manager, Human Rights and Equity (Electronically)

Recording Secretary M. Zammit

1. Call to Order

1.1 Opening Prayer (H. Karabela)

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

2. Approvals

2.1 Approval of Agenda

P#1/21

Moved by: N. Guzzo

Seconded by: B. Agnew

That, the agenda be approved as amended.

Agenda item to be added: Discussion item 5.3 Policy II-41 School Uniform Dress Code – School Dress Code.

The Chair called for a vote. Recommendation **P#1/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew	V. Iantomasi		P. DeRosa
M. Duarte	H. Karabela		
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarota			
N. Guzzo			
N. Gubert (non-binding)			
K. Kelly (non-binding)			

2.2 Approval of Minutes (November 10, 2020)

P#2/21

Moved by: M. Duarte

Seconded by: B. Agnew

That, the minutes of the November 10, 2020 Policy Committee be approved.

The Chair called for a vote. **P#2/21 CARRIED.**

In favour	Opposed	Abstain	Absent
B. Agnew		V. Iantomasi	
P. DeRosa			
M. Duarte			
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarota			
N. Guzzo			
N. Gubert (non-binding)			
K. Kelly (non-binding)			

3. Declarations of Conflict of Interest

There were no Conflicts of Interest.

4. Action Items

4.1 Election of the Chair of the Policy Committee (December 8, 2020 – December 2021) (P. Daly)

Acting Chair P. Daly reviewed the election process and called for nominations for the position of Chair of the Policy Committee for the period of December 8, 2020 until the first Policy Committee meeting in December 2021.

P#3/21

Moved by: B. Agnew

Seconded by: P. Murphy

That, Nancy Guzzo be appointed Chair of the Policy Committee for the period of December 08, 2020 to December 2021.

N. Guzzo accepted the nomination. There were no other nominations

The Chair called for a vote. **P#3/21 UNANIMOUSLY CARRIED.**

P#4/21

Moved by: M. Duarte

Seconded by: B. Agnew

That, the nominations be closed.

The Chair called for a vote. **P#4/21 UNANIMOUSLY CARRIED.**

N. Guzzo was declared the Chair of the Policy committee by acclamation.

N. Guzzo assumed the responsibility as Chair of the Policy Committee.

4.2 Policy II-17 Pastoral Reference (J. O'Hara)

P#5/21

Moved by: B Agnew

Seconded by: P. Murphy

That, the Policy Committee recommends that Policy II-17 Pastoral Reference be forwarded, to the December 15, 2020 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation **P#5/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew	P. DeRosa		
M. Duarte	V. Iantomasi		
P. Murphy	H. Karabela		
T. O'Brien			
J. O'Hearn-Czarnota			
N. Gubert (non-binding)			
K. Kelly (non-binding)			

4.3 Policy III-04 Employee Assistance Program (J. O'Hara)

P#6/21

Moved by: M. Duarte

Seconded by: J. O'Hearn-Czarnota

That, the Policy Committee recommends that Policy III-04 Employee Assistance Program be forwarded, to the December 15, 2020 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation **P#6/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew		V. Iantomasi	
P. DeRosa			
M. Duarte			
H. Karabela			

P. Murphy			
T. O'Brien			
J. O'Hearn-Czarota			
N. Gubert (non-binding)			
K. Kelly (non-binding)			

4.4 Policy III-10 Criminal Reference Check Applicants for Employment (J. O'Hara) **P#7/21**

Moved by: B. Agnew

Seconded by: J. O'Hearn-Czarota

That, the Policy Committee recommends that Policy III-10 Criminal Reference Check Applicants for Employment be forwarded, to the December 15, 2020 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation **P#7/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew	P. DeRosa		
M. Duarte	V. Iantomasi		
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarota			
N. Gubert (non-binding)			
K. Kelly (non-binding)			

5. Discussion Items

5.1 Trustee Code of Conduct (P. Daly)

For information purposes P. Daly provided Trustees with a comparison chart which compares the key elements of the Sample Enforcement Process with the existing HCDSB Policy as well as policies of other Catholic Boards.

Following discussion Trustees agreed to move forward with creating a procedure. P. Daly will forward a template as a potential starting point. Upon completion Trustees to determine if legal vetting of the procedure is required.

Chair called a vote to proceed with a creating a procedure. **CARRIED**

In favour	Opposed	Abstain
B. Agnew	P. DeRosa	
M. Duarte	V. Iantomasi	
P. Murphy	H. Karabela	
T. O'Brien		
J. O'Hearn-Czarota		
N. Gubert (non-binding)		
K. Kelly (non-binding)		

5.2 Policy II-45 Equity and Inclusive Education (S. Jayaraman)

S. Jayaraman provided Trustees with an update on recent Ministry directives and legislative changes that require further review of the Equity and Inclusive Education Policy.

It was suggested that this policy be vetted through a Catholic lens before moving forward with any action.

5.3 Policy II-41 School Uniform Dress Code – School Dress Code (P. Daly)

P. Daly noted a thorough review was done last school year for policy II-41 School Uniform Dress Code – School Dress Code. The voting process in the policy states votes are by paper ballots. There are four schools that have the potential to be in a position to have a uniform vote this school year. Given the current situation there are families that are in the virtual learning environment, which suggests those families will not receive the voting ballots in the usual manner as outlined in the current policy.

Trustees were in consensus that an interim amendment should be added into Policy II-41 School Uniform Dress Code – School Dress Code to allow virtual families to vote in an alternative way due to COVID-19. Suggested changes will be brought to the January Policy Committee Meeting for review/approval.

6. Information Items**6.1 Upcoming Agenda Items (January 12, 2021)****6.1.1 Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel (J. O'Hara)**

Currently waiting on further information from Ministry of Education.

6.1.2 Policy I-02 Records and Management Information (M. Grysiuk)**6.1.3 Policy II-48 Violent Threat Risk Assessment (A. Cordeiro)****6.1.4 Policy III-01 Grievance Procedures Non-Unionized Group Members (J. O'Hara)****6.1.5 Policy III-03 Teacher Performance Appraisal (J. O'Hara)****6.1.6 Policy I-20 Integrated Accessibility Standards (J. O'Hara)****6.1.7 Information upcoming items****6.1.7.1 VI-37 Issuing and De-Commissioning of Forms (M. Grysiuk)****6.1.7.2 VI-82 Records and Information Management (M. Grysiuk)****6.1.7.3 VI- 83 Video Surveillance (M. Grysiuk)****6.1.7.4 VI-46 (a) Use of Assistive Devices by the General Public (J. O'Hara)****6.1.7.5 VI-46 (b) Use of Service Animals by the General Public (J. O'Hara)****6.1.7.6 VI-46 (c) Use of Support Person by the General Public (J. O'Hara)****6.1.7.7 VI-46 (d) Accessibility Standards - Notification of Disruption Service (J. O'Hara)****6.1.7.8 VI-46 (e) Monitoring and Feedback on Accessible Customer Service (J. O'Hara)**

List of upcoming policies and procedures was provided as information.

7. Miscellaneous Information

There was no miscellaneous information.

8. In-Camera

There were no in camera items.

9. Motion to Excuse Absent Committee Members

There were no absentees.

10. Motion to Adjourn/ Closing Prayer (P. Murphy)

P#8/21

Moved by: T. O'Brien

Seconded by: P. DeRosa

That, the meeting adjourn.

The Chair called for a vote. ***P#8/21 UNANIMOUSLY CARRIED***

P. Murphy closed the meeting with prayer at 9:18 p.m.