

**REGULAR BOARD MEETING  
 AGENDA**

Date: Tuesday, February 16, 2021  
 Time: 7:30 pm  
 Location: Catholic Education Centre - Board Room  
 802 Drury Lane  
 Burlington, Ontario

**Pages**

<b>1. Call to Order</b>	
1.1. Opening Prayer, National Anthem and Oath of Citizenship (N. Gubert)	
1.2. Motions Adopted In-Camera	
1.3. Information Received In-Camera	
<b>2. Approval of the Agenda</b>	
<b>3. Declarations of Conflict of Interest</b>	
<b>4. Presentations</b>	
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14.	In Camera	
15.	Resolution re Absentees	
16.	Adjournment and Closing Prayer (N. Guzzo)	



## Regular Board Meeting

<a href="#">Declined Delegations</a>	<b>Item 5.1</b>
February 16, 2021	

As per Operating Policy I-06 – Delegation to the Board, a total number of one (1) delegation was declined for the February 16, 2021 Regular Board Meeting.

Submitted and approved by:

P. Murphy  
Chair of the Board and Milton Trustee

## MINUTES OF THE REGULAR BOARD MEETING

Date:	February 2, 2021	
Time:	7:30 p.m.	
Location:	Catholic Education Centre 802 Drury Lane, Burlington	
Trustees:	B. Agnew (Electronically) P. DeRosa (Electronically) M. Duarte, Vice-Chair N. Guzzo (Electronically) V. Iantomasi (Electronically)	H. Karabela (Electronically) P. Murphy, Chair T. O'Brien (Electronically) J. O'Hearn-Czarnota (Electronically)
Student Trustees:	K. Kelly (Electronically)	J. Roshdy (Electronically)
Trustees Absent:	N. Gubert	
Senior Staff:	E. Bakaic (Electronically) S. Balogh (Electronically) A. Cordeiro (Electronically) J. Crowell (Electronically) P. Daly, Director of Education N. Dinolfo (Electronically)	A. Lofts (Electronically) C. McGillicuddy (Electronically) R. Merrick (Electronically) L. Naar (Electronically) J. O'Hara (Electronically)
Also Present:	L. Collimore, Chief Officer, Research and Development Services (Electronically) A. Cross, Senior Manager, Financial Services (Electronically) A. Kapur, Parliamentarian (Electronically) B. Vidovic, Senior Manager, Planning Services (Electronically) A. Swinden, Manager, Strategic Communications	
Recording Secretary:	R. Di Pietro	

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### 1. Call to Order

The Chair called the meeting to order.

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

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

#### 1.2 Motions Adopted In-Camera

The following motion was adopted in-camera at the January 21, 2021 Special In-Camera Board meeting.

**RESOLVED**, that the contract of Patrick Daly, Director of Education and Secretary of the Board be extended for a three (3) year term, beginning on September 1, 2021, and ending on August 31, 2024.



**1.3 Information Received In-Camera**

The following information was received in-camera:

Teacher Hiring

Phoebe Michael hired as a probationary teacher effective January 18, 2021. Lianne DiPaolo hired as a probationary teacher effective February 8, 2021.

Acting Department Head Appointment

Paul Ferguson appointed as Acting Department Head effective February 8, 2021, to August 31, 2021.

Resignation

Keith Bryson resigning effective February 5, 2021.

**2. Approval of the Agenda**

The following was added to the agenda:

10.7 - Notice of Motion - Opposing the Euthanasia Bill C-7 (H. Karabela)

**#49/21**

**Moved by:** H. Karabela

**Seconded by:** P. DeRosa

**RESOLVED**, that the agenda be approved as amended.

The Chair called for a vote on **#49/21**:

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

The motion **CARRIED**.

**3. Declarations of Conflict of Interest**

Trustee DeRosa declared a conflict of interest with information item 10.5 Budget Estimates - Schedule and Consultation. Trustee DeRosa has family members who are educators in the Board, therefore, declared a conflict.

Trustee O'Brien declared a conflict of interest with information item 10.5 Budget Estimates - Schedule and Consultation. Trustee O'Brien's wife is an occasional teacher with the Board, therefore, declared a conflict.

**4. Presentations**

There were no presentations.

**5. Delegations**

There were no delegations.

**6. Approval of Minutes**

**6.1 Minutes of the January 19, 2021 Regular Board Meeting #50/21**

**Moved by:** H. Karabela

**Seconded by:** M. Duarte

**RESOLVED**, that the minutes of the January 19, 2021 Regular Board Meeting be approved.

The Chair called for a vote on **#50/21**:

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

The motion **CARRIED**.

**7. Business Arising from Previous Meetings**

**7.1 Summary of Outstanding Items from Previous Meetings**

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

**8. Action Items**

**8.1 Milton No. 9 Catholic Elementary School Approval to Proceed with Capital Planning (R. Merrick)**

**#51/21**

**Moved by:** M. Duarte

**Seconded by:** J. O'Hearn-Czarnota

**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.

The Chair called for a vote on **#51/21**:

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

The motion **CARRIED**.

## 8.2 Board of Trustees Budget and Expense Reporting (P. DeRosa)

**#52/21**

**Moved by:** P. DeRosa

**Seconded by:** T. O'Brien

**WHEREAS**, the Board of Trustees' operating expenses are not, in all cases, segregated and reported separately on the Halton Catholic District School Board financial updates;

**BE IT RESOLVED**, that the Board of Trustees directs the Director of Education and Secretary of the Board to instruct his staff to collect, account in a separate cost center, all direct and indirect expenses that relate to the operations of the Board of Trustees and report these expenses compared to the budget for the first six (6) months ended February 28, 2021 at the March 2, 2021 Regular Board meeting, followed by a quarterly report thereafter;

**BE IT FURTHER RESOLVED**, that the Board of Trustees directs the Director of Education and Secretary of the Board to instruct his staff to provide a list of all Trustee expenses that are funded directly by the Ministry of Education indicating the amount funded for 2019/2020 as well as the budget allocations for 2020/2021, in time for the Regular Board Meeting of February 16, 2021.

The Chair overruled Trustee O'Brien's Point of Order of Trustees not to ask staff for their opinion.

The Chair overruled Trustee DeRosa's Point of Order of Trustees making implications of a Trustees intent.

The majority of Trustees were in favour of a five-minute recess.

**#53/21**

**Moved by:** T. O'Brien

**Seconded by:**

**RESOLVED**, that Trustees appeal the ruling of the Chair to not investigate a Trustee's issues with connecting to the meeting.

The Chair called for a vote on **#53/21**:

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

The motion was **DEFEATED**.

**#52/21 (AMENDMENT 1)**

**Moved by:** H. Karabela

**Seconded by:** P. DeRosa

**WHEREAS**, the Board of Trustees' operating expenses are not, in all cases, segregated and reported separately on the Halton Catholic District School Board financial updates;

**BE IT RESOLVED**, that the Board of Trustees directs the Director of Education and Secretary of the Board to instruct his staff to collect, account in a separate cost center, all direct and indirect expenses that relate to the operations of the Board of Trustees and report these expenses compared to the budget for the first six (6) months ended February 28, 2021 at the ~~March 2, 2021~~ **April 6, 2021** Regular Board meeting, followed by a quarterly report thereafter;

**BE IT FURTHER RESOLVED**, that the Board of Trustees directs the Director of Education and Secretary of the Board to instruct his staff to provide a list of all Trustee expenses that are funded directly by the Ministry of Education indicating the amount funded for 2019/2020 as well as the budget allocations for 2020/2021, in time for the Regular Board Meeting of February 16, 2021.

The Chair called for a vote on **#52/21 (AMENDMENT 1)**:

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

The amendment (1) was **DEFEATED**.

Trustee Iantomasi connected the meeting.

**#52/21 (AMENDMENT 2)****Moved by:** P. DeRosa**Seconded by:** H. Karabela**WHEREAS**, the Board of Trustees' operating expenses are not, in all cases, segregated and reported separately on the Halton Catholic District School Board financial updates;**BE IT RESOLVED**, that the Board of Trustees directs the Director of Education and Secretary of the Board to instruct his staff to collect, account in a separate cost center, all direct and indirect expenses that relate to the operations of the Board of Trustees and report these expenses compared to the budget for the first six (6) months ended ~~February 28, 2021~~ **January 31, 2021** at the March 2, 2021 Regular Board meeting, followed by a quarterly report thereafter;**BE IT FURTHER RESOLVED**, that the Board of Trustees directs the Director of Education and Secretary of the Board to instruct his staff to provide a list of all Trustee expenses that are funded directly by the Ministry of Education indicating the amount funded for 2019/2020 as well as the budget allocations for 2020/2021, in time for the Regular Board Meeting of February 16, 2021.The Chair called for a vote on **#52/21 (AMENDMENT 2)**:

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

The amendment (2) was **DEFEATED**.**#52/21****Moved by:** P. DeRosa**Seconded by:** T. O'Brien**WHEREAS**, the Board of Trustees' operating expenses are not, in all cases, segregated and reported separately on the Halton Catholic District School Board financial updates;**BE IT RESOLVED**, that the Board of Trustees directs the Director of Education and Secretary of the Board to instruct his staff to collect, account in a separate cost center, all direct and indirect expenses that relate to the operations of the Board of Trustees and report these expenses compared to the budget for the first six (6) months ended February 28, 2021 at the March 2, 2021 Regular Board meeting, followed by a quarterly report thereafter;**BE IT FURTHER RESOLVED**, that the Board of Trustees directs the Director of Education and Secretary of the Board to instruct his staff to provide a list of all Trustee

expenses that are funded directly by the Ministry of Education indicating the amount funded for 2019/2020 as well as the budget allocations for 2020/2021, in time for the Regular Board Meeting of February 16, 2021.

The Chair called for a vote on **#52/21**:

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

The motion was **DEFEATED**.

## 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 and maintaining a safe and healthy school environment.

### 10.3 STEM Extra Curricular Engagement (J. Crowell)

Trustees updated on plans to support and encourage the participation of students in local, regional, university, national activities and competitions in math and science, along with other STEM initiatives.

### 10.4 Capital Projects as at November 30, 2020 (A. Lofts)

The preliminary cost of capital projects and land as of November 30, 2020, was provided.

### 10.5 2021-22 Budget Estimates - Schedule and Consultation (A. Lofts)

Trustees provided with information on the Ministry's invitations to Education Funding consultations and the 2021-2022 Budget Estimates schedule and consultation approach.

### 10.6 International Student Program Attestation Plan (A. Cordeiro)

The Attestation Plan and its accompanying documents was presented to the Board of Trustees prior to its submission to the Ministry of Education.

**#54/21****Moved by:** V. Iantomasi**Seconded by:** T. O'Brien**RESOLVED**, that the meeting move past 10:00 p.m.The Chair called for a vote on **#54/21**:

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

The motion **CARRIED**.**10.7 Notice of Motion - Opposition of Euthanasia Bill C-7 (H. Karabela)****WHEREAS** the Halton Catholic District School Board (HCDSB) is expected to be distinctly catholic.**And WHEREAS**, the Canadian Conference of Catholic Bishops has instructed, "The proposed legislation of Bill C-7 remains deeply flawed, unjust, and morally pernicious."**And WHEREAS**, the Canadian Conference of Catholic Bishops has further instructed, "The Bishops call on Catholics and all people of good will to make their voices heard in opposition to the Bill."**And WHEREAS**, the Canadian Conference of Catholic Bishops has stated, "Similarly, all Canadian legislators should recall that no law that permits the taking of innocent human life can ever be morally justified. Such a law would always violate the intrinsic dignity of the human person."**WHEREAS** Bill C-7, an act to amend the Criminal Code of Canada, would force same-day assisted suicide, with no wait period.**WHEREAS** Bill C-7 would permit assisted suicide for individuals whose natural death is not foreseeable in the near future; consequently, anybody could be killed by these new rules.**WHEREAS** Bill C-7 would require doctors to offer assisted suicide or refer patients for assisted suicide against their consciences.**WHEREAS** the above violate the dignity of vulnerable, disabled and suffering Canadians.

**WHEREAS** palliative care is not universally available to all Canadians and is the best way to respect human dignity when life is coming to its natural end.

**BE IT RESOLVED** that a letter be sent immediately by the Board of Trustees and Director of Education and Secretary of the Board of the HCDSB to the Canadian Senate demanding their opposition to Bill C-7.

**BE IT FURTHER RESOLVED** that teachers seeking promotion to other teaching positions or board-level positions be expected to:

- 1) be opposed to all forms of euthanasia, and
- 2) be opposed to the principles listed in this motion above as found in Bill C-7 or not be promoted.

**11. Miscellaneous Information**

**11.1 Minutes of the December 14, 2020 SEAC Meeting**

Minutes of the December 14, 2020, SEAC meeting provided as information.

**12. Correspondence**

There was no correspondence.

**13. Open Question Period**

No questions were submitted.

**14. In Camera**

**#55/21**

**Moved by:** N. Guzzo

**Seconded by:** T. O'Brien

**RESOLVED**, that the meeting move in-camera.

The Chair called for a vote on **#55/21**:

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

The motion **CARRIED**.

The meeting moved back in-camera at 10:20 p.m.



**POST NOTES:**

**15. Resolution re Absentees**

*The meeting was adjourned.* For personal reasons, Trustee Gubert was absent from the meeting.

**16. Adjournment and Closing Prayer (M. Duarte)**

*The meeting was adjourned.*

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Secretary of the Board

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Chair

## BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
November 5, 2019	Math Action Plan	<b>BE IT RESOLVED</b> , 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	June 2021 - further qualitative and quantitative data to Trustees on the progress towards the Math Action Plan.
November 19, 2019	Response to Delegations	<b>WHEREAS</b> , 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. <b>BE IT FURTHER RESOLVED</b> , 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	Recruitment ongoing.
March 31, 2020	Math & Science Extra Curricular Engagement – Past/Present Initiatives and Future Opportunities	<b>BE IT RESOLVED</b> , 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 the past academic year.	Curriculum	April 2021- update on progress.

		<b>BE IT FURTHER RESOLVED</b> , 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.		
March 31, 2020	Update to Board Room Technology	<b>WHEREAS</b> , 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, <b>WHEREAS</b> , current audio, video and data transfer equipment is antiquated and un-satisfactory <b>BE IT RESOLVED</b> , 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 this technology be capable of relocation to any board office if required.	A. Lofts	February 2021 – Update on progress.
October 20, 2020	Board Meeting Time Keeping	<b>WHEREAS</b> , By-law 10.3 speaks to specific time limits around how long a mover, and any member may speak to a motion;	P. Daly	Electronic time clock available until the return to in-person meetings.

		<p><b>WHEREAS</b>, 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><b>WHEREAS</b>, multiple other boards utilize some formal method of visible time keeping;</p> <p><b>BE IT RESOLVED</b>, 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>		
October 20, 2020	COVID-19 Related Financial Reporting	<p><b>BE IT RESOLVED</b>, 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><b>BE IT RESOLVED</b>, 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><b>BE IT FURTHER RESOLVED</b>, that any future expansion will be dictated by the</p>	Senior Staff	December 7, 2021

		<p>outcome of French Immersion Boundary reviews to be completed and presented to the board for the first week of December 2021;</p> <p><b>BE IT FURTHER RESOLVED,</b> 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>		
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**OUTSTANDING POLICY ITEMS**

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS



Opposing the Euthanasia Bill C-7	<b>Item 8.1</b>
February 16, 2021	

The following Notice of Motion was presented at the February 2, 2021 Regular Board Meeting:

**Moved by:** H. Karabela

**Seconded by:**

**WHEREAS** the Halton Catholic District School Board (HCDSB) is expected to be distinctly catholic.

**And WHEREAS**, the Canadian Conference of Catholic Bishops has instructed, "The proposed legislation of Bill C-7 remains deeply flawed, unjust, and morally pernicious."

**And WHEREAS**, the Canadian Conference of Catholic Bishops has further instructed, "The Bishops call on Catholics and all people of good will to make their voices heard in opposition to the Bill."

**And WHEREAS**, the Canadian Conference of Catholic Bishops has stated, "Similarly, all Canadian legislators should recall that no law that permits the taking of innocent human life can ever be morally justified. Such a law would always violate the intrinsic dignity of the human person."

**WHEREAS** Bill C-7, an act to amend the Criminal Code of Canada, would force same-day assisted suicide, with no wait period.

**WHEREAS** Bill C-7 would permit assisted suicide for individuals whose natural death is not foreseeable in the near future; consequently, anybody could be killed by these new rules.

**WHEREAS** Bill C-7 would require doctors to offer assisted suicide or refer patients for assisted suicide against their consciences.



**WHEREAS** the above violate the dignity of vulnerable, disabled and suffering Canadians.

**WHEREAS** palliative care is not universally available to all Canadians and is the best way to respect human dignity when life is coming to its natural end.

**BE IT RESOLVED** that a letter be sent immediately by the Board of Trustees and Director of Education and Secretary of the Board of the HCDSB to the Canadian Senate demanding their opposition to Bill C-7.

**BE IT FURTHER RESOLVED** that teachers seeking promotion to other teaching positions or board-level positions be expected to:

- 1) be opposed to all forms of euthanasia, and
- 2) be opposed to the principles listed in this motion above as found in Bill C-7 or not be promoted.



Policy II-05 Reporting Student Achievement to Parents/Guardians	<b>Item 8.2</b>
February 16, 2021	

### Alignment to Strategic Plan

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

### Purpose

To provide *Policy II-05 Reporting Student Achievement to Parents/Guardians*

### Background Information

Policy II-05 Reporting Student Achievement to Parents/Guardians was reviewed as part of the regular Policy review cycle.

Changes have been made to the policy to include the following updates:

- *References* updated to include current Ministry of Education and Board documents, and remove those no longer in use. At the February 9<sup>th</sup>, 2021 meeting of the Policy Committee, it was recommended that a link to the Board’s *Action Plan on Indigenous Education* be added.
- *Principles* updated to include a Catholic view of the purpose of Assessment and Evaluation, and to reflect most current language
- *Requirements* updated to reflect most current language

### Conclusion

*Policy II-05 Reporting Student Achievement to Parents/Guardians* was presented at the Policy Committee Meeting on February 9, 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:

<b>Resolution#:</b>	<i>Moved by:</i> <i>Seconded by:</i>
<b>Resolved</b> , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy II-05 Reporting Student Achievement to Parents/Guardians</i> , be approved.	





Report Submitted and  
Approved by:

N. Guzzo  
Chair of the Policy Committee

<b>Reporting Student Achievement to Parents/Guardians</b>	
<b>Adopted:</b> October 23, 1973	<b>Last Reviewed/Revised:</b> February 16, 2021
<b>Next Scheduled Review:</b> 2023-2024	
<b>Associated Policies &amp; Procedures:</b> <a href="#">II-46 Assessment and Evaluation</a> <a href="#">VI-55 Assessment and Evaluation: Academic Dishonest and Plagiarism</a> <a href="#">VI-56 Assessment and Evaluation: Late and Missed Assignments</a>	

## Purpose

To ensure teachers report on the academic achievement and learning skills of their students in accordance with Ministry and Board evaluation policy and reporting periods and in the prescribed formats.

## Application and Scope

This policy applies to all Halton Catholic District School Board (HCDSB), Administrators, Teachers and Designated Early Childhood Educators (DECE)(s).

## References

[Education Act of Ontario](#)

[Learning for All - 2013](#)

[Growing Success - 2010](#)

[Growing Success – The Kindergarten Addendum – 2018](#)

[Growing Success – The Mathematics Addendum - 2020](#)

[Reporting Student Learning – Guidelines For Effective Teacher-Parent-Student Communication 2010](#)

Halton Catholic District School Board Action Plan on Indigenous Education

## Principles

- The Halton Catholic District School Board recognizes that “assessment fosters a desire for our students to achieve their full academic, personal and spiritual potential within a safe and caring environment that responds to the unique needs and talents of each student” (Planting Seeds for Success, EOCCC).
- The Halton Catholic District School Board and the Ministry of Education recognize that report cards support assessment for learning, assessment as learning, and assessment of learning and provides an opportunity to:
  - improve student learning
  - establish a positive relationship between teachers, parents/guardians, and students;
  - involve parents/guardians as partners in a conversation about learning and assessment, and what they can do to support their child’s learning;
  - identify concerns about student progress early in the school year and develop strategies to improve student learning.

## Requirements

Parent-teacher interviews shall be offered to all parents/guardians in accordance with the timelines established by HCDSB Senior Staff. Other periodic interviews and discussions may be arranged by mutual consent of teachers and parents/guardians, or as convened by the school principal.

### **ELEMENTARY:**

- Schools will use the Elementary Provincial Report Card twice a year. The first provincial report card will be sent home between January 20 and February 20 of the school year, and the second will be sent home towards the end of June.
- Schools will use the Elementary Progress Report Card between October 20 and November 20 of the school year.
- Although there are three formal reporting periods, communication with parents/guardians and students about student achievement should be continuous throughout the year, by means such as, but not limited to, parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports. Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents/guardians in supporting learning at home.
- The achievement of students identified with special education needs who do not access the Ontario Curriculum, either in whole or in part, will be reported on through an alternative report card.

**SECONDARY:**

- In addition to a progress report - semestered schools will use the Provincial Report Card, Grades 9–12, for formal written reports to parents/guardians, or students who have withdrawn from parental control, two times a semester. Non-semestered schools will use the Provincial Report Card, Grades 9–12, for formal written reports to parents/guardians a minimum of three times a year. The first report must be issued during the fall. Schools that offer a combination of semestered and non-semestered courses should develop a combined reporting schedule that provides for two written reports for semestered courses and three written reports for non-semestered courses.
- Although there are two formal reporting periods for a semestered course and three formal reporting periods for a non-semestered course, communication with parents/guardians and students about student achievement should be continuous throughout the course, by means such as, but not limited to, parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports. Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents/guardians in supporting learning at home.
- The achievement of students identified with special education needs who do not access the Ontario Curriculum, either in whole or in part, will be reported on through an alternative report card.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*



Policy II-31 Risk Management – First Aid	<b>Item 8.3</b>
February 16, 2021	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy II-31 Risk Management – First Aid* as presented.

### Background Information

*Policy II-31 Risk Management – First Aid* was reviewed as part of the regular Policy review cycle. Staff have reviewed the policy and apart from minor housekeeping changes, no changes to the policy are required.

### Conclusion

*Policy II-31 Risk Management – First Aid* was presented at the Policy Committee Meeting on February 9, 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:

<b>Resolution#:</b>	<i>Moved by:</i> <i>Seconded by:</i>
<b>Resolved</b> , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy II-31 Risk Management – First Aid</i> , be approved.	

Report Prepared by  
Approved by:

N. Guzzo  
Chair of the Policy Committee

<b>Risk Management – First Aid</b>	
<b>Adopted:</b> June 24, 1997	<b>Last Reviewed/Revised:</b> February 16, 2021
<b>Next Scheduled Review:</b> 2023-2024	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-74 Risk Management – First Aid</a> <a href="#">II-26 Managing Student Risk in Interscholar Sports</a> <a href="#">II-42 Medical Conditions</a> <a href="#">V-05 School Accidents – Prevention &amp; Safety</a> <a href="#">VI-21 OSBIE Online Incident Reporting (Ontario School Board Insurance Exchange)</a> <a href="#">VI-71 Concussion Safety</a>	

## Purpose

To provide assiduous attention to the first aid of all employees and students within the Halton Catholic District School Board’s jurisdiction.

## Application and Scope

This policy shall apply to all Board sites within the jurisdiction of the Halton Catholic District School Board and where employees and students are on Board related business and/or activities.

## References

[Education Act](#)

[Occupational Health and Safety Act](#)

[Workplace Safety and Insurance Act](#)

[WSIB Regulation 1101](#)

## Principles

The Halton Catholic District School Board will give assiduous attention to the first aid of students and employees in compliance with the Education Act, Occupational Health and Safety Act (OHSA), Workplace Safety and Insurance Act (WSIA), Policies, Procedures and Protocols, as well as all other

legal obligations.

## Requirements

- The Halton Catholic District School Board encourages, supports and shall provide opportunities for employees to actively participate in Workplace Safety and Insurance Board (WSIB) recognized Standard First Aid certification.
- The Halton Catholic District School Board will sponsor the following number of employees for each site to receive Standard First Aid and CPR/AED with Administrator approval:
  - Elementary Schools - 2 employees
  - Elementary Schools over 700 staff and students - 3 employees
  - Elementary Schools over 900 staff and students - 4 employees
  - Secondary Schools - 4 employees
  - Central Office Sites - 2 employees
- Each school site will meet the requirements of WSIB First Aid Regulation 1101 relating to first aid equipment, facilities and trained personnel:
  - employees holding a valid St. John Ambulance Standard First Aid certificate or equivalent, shall be identified as First Aid providers for the site.
  - a First Aid Station shall be located on site and valid First Aid certificates will be posted.
  - the Board shall require the Principal/or Supervisor to ensure that the first aid kits and their contents are inspected by an individual certified with first aid, or designated Board vendor, at not less than quarter-yearly intervals; and shall mark the inspection card for each box with the date of the most recent inspection and the signature of the person making the inspection.
  - a WSIB poster entitled “In Case of Injury” Poster (form 82), shall be displayed in every workplace where all workers can see it.
  - procedures for record keeping of all injuries shall be in place, as per the Board’s First Aid Protocol.
  - procedures shall be in place for periodic review of accident reports to provide corrective actions to help eliminate causes of injuries.
- Each First Aid Kit/Room shall be equipped with disposable non-latex gloves and a pocket mask or shield.
- The Director of Education shall establish administrative procedures consistent with Board policy to implement this policy.
- The Principal/Site Administrator shall be responsible for implementing Board policies,

establishing and implementing site procedures, which will safeguard the health and welfare of staff, and students who have been injured, or taken ill, while on Board premises, or on school-sponsored field trips.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*





Policy IV-04 Loss or Damage to Personal Items	<b>Item 8.4</b>
February 16, 2021	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy IV-04 Loss or Damage to Personal Items* as presented.

### Background Information

*Policy IV-04 Loss or Damage to Personal Items* was reviewed as part of the regular Policy review cycle. The policy has been reviewed by Business Services staff and the Board's insurer, the Ontario School Board Insurance Exchange (OSBIE). Minor changes have been made to the policy to include clarification to the Purpose, Application & Scope and Principles.

### Conclusion

*Policy IV-04 Loss or Damage to Personal Items* was presented at the Policy Committee Meeting on February 9, 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:

<b>Resolution#:</b>	<i>Moved by:</i>  <i>Seconded by:</i>
<b>Resolved</b> , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy IV-04 Loss or Damage to Personal Items</i> , be approved.	

Report Submitted and  
Approved by:

N. Guzzo  
Chair of the Policy Committee

<b>Loss or Damage to Personal Items</b>	
<b>Adopted:</b> February 28, 1984	<b>Last Reviewed/Revised:</b> February 16, 2021
<b>Next Scheduled Review:</b> 2023-2024	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-22 Break-in Damage and Theft</a> <a href="#">I-43 Use of Technology and Digital Citizenship</a> <a href="#">VI-62 Use of Technology and Digital Citizenship</a>	

## Purpose

The purpose of this policy is to clarify the liability for personal property located in or on Halton Catholic District School Board buildings, grounds, or off-site.

## Application and Scope

This policy applies to the personal property of students, employees, parents, volunteers, visitors, trustees, and/or the general public on Board premises, or if using a personal device to work off-site.

## Principles

The property liability for a school board with respect to loss or damage by way of fire, theft, vandalism or other causes is limited to Board buildings and to Board property items located within its building relative to administration, instruction and maintenance programs.

Accordingly, the Halton Catholic District School Board will not be liable for any loss or damage by way of fire, theft, or other causes, of any personal property left on Board premises, or if using a personal device to work off-site, by students, employees, parents or the general public.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_

*Chair of the Board*



Policy V-05 School Accidents – Prevention & Safety	<b>Item 8.5</b>
February 16, 2021	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy V-05 School Accidents – Prevention & Safety* as presented.

### Background Information

*Policy V-05 School Accidents – Prevention & Safety* was reviewed as part of the regular Policy review cycle. The policy has been reviewed by Business Services staff and the Board’s insurer, the Ontario School Board Insurance Exchange (OSBIE).

Minor changes have been made to include updating the References, updating Definitions, clarification of procedures in the Requirements, and minor housekeeping changes.

### Conclusion

*Policy V-05 School Accidents – Prevention & Safety* was presented at the Policy Committee Meeting on February 9, 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:

<b>Resolution#:</b>	<i>Moved by:</i> <i>Seconded by:</i>
<b>Resolved</b> , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy V-05 School Accidents – Prevention &amp; Safety</i> , be approved.	

Report Submitted and  
Approved by:

N. Guzzo  
Chair of the Policy Committee

<b>School Accidents – Prevention &amp; Safety</b>	
<b>Adopted:</b> September 24, 1974	<b>Last Reviewed/Revised:</b> February 16, 2021
<b>Next Scheduled Review:</b> 2023-2024	
<b>Associated Policies &amp; Procedures:</b> <a href="#">II-31 Risk Management – First Aid</a> <a href="#">VI-74 Risk Management – First Aid</a> <a href="#">II-26 Managing Student Risk in Interschool Sports</a> <a href="#">VI-21 OSBIE Online Incident Reporting (Ontario School Board Insurance Exchange)</a> <a href="#">VI-71 Concussion Safety</a>	

## Purpose

To ensure that processes are established to safeguard the health and well-being of students, staff members, volunteers, and visitors and to provide the appropriate response in the event of accident or injury while on Halton Catholic District School Board premises or on school-sponsored field trips or excursions.

## Application and Scope

This policy applies to all Board sites within the jurisdiction of the Halton Catholic District School Board and where employees, students, volunteers and visitors are on Board related business and/or activities.

## References

[Education Act](#)

[OSIP – Ontario Student Injury Prevention](#)

[Workplace Hazardous Materials Information System \(WHMIS\) - 2015](#)

[OSBIE - Ontario School Boards' Insurance Exchange](#)

## Definitions

**Critical Injury** is defined by the Occupational Health & Safety Act as an injury that: (a) places life in jeopardy, (b) produces unconsciousness, (c) results in substantial blood loss, (d) involves the fracture of a leg or arm but not a finger or toe, (e) involves the amputation of a leg, arm, hand or foot but not a finger or toe, (f) consists of burns to a major portion of the body, or (g) causes the loss of sight in an eye.

## Principles

- The Halton Catholic District School Board recognizes the health and well-being of students, staff members, volunteers and visitors as a priority; and recognizes that proactive strategies, guidelines and training are essential to minimize injuries/accidents.
- In accordance with the Education Act, the School Administrator, or designate and teacher has the right and responsibility of a judicious parent and will act in accordance with the expectations of a parent.
- All partners in education have important roles to play in promoting student and staff health and safety and in fostering and maintaining healthy and safe environments in which students learn.
- The Halton Catholic District School Board recognizes that timely and appropriate communication with all stakeholders is required to effectively address accidents.

## Requirements

- School Administrators will annually review required policies and procedures with staff members, visitors and volunteers, related to health, safety and wellness.
- School Administrators will make available the appropriate safety guidelines, protocols, resources and training each year related to safety and well-being so staff members are aware and knowledgeable.
- Staff members will acknowledge receipt and understanding of High Priority Policies and Procedures and protocols and sign off.
- School Administrators and appropriate Board Staff, or approved agencies, will ensure that regular inspections and maintenance of facilities and equipment are documented.
- School Administrators will address the student body on a bi-annual basis to review the school code of conduct and policies and procedures pertinent to health, safety and wellness.
- School Administrators will ensure that parents/guardians are aware of the student code of conduct.
- Upon knowledge of an injury that occurs at a Board site or board/school sponsored activity, standard first aid treatment shall be given immediately.

- If the accident or illness appears to be of a serious nature, including any injury to the head and/or the loss of consciousness, which may require diagnosis and/or treatment by a qualified medical practitioner, the following procedures shall apply in the following order:
  - an ambulance shall be called immediately (using the emergency number 911) to transport the accident victim to a hospital.
  - The parent/guardian or emergency contact shall be informed.
  - Should an ambulance not be available, follow the direction given by the 911 dispatcher.
- A staff member, teacher, or employee shall report any accident or injury to the School Administrator or designate as soon as possible. In the case of head injuries, it is mandatory to report it to administration, and to follow the Halton Catholic District School Board's Concussion Protocol as appropriate.
- If a concussion is suspected or diagnosed after receiving medical attention, the proper concussion forms must be provided to the parents and followed according to Administrative Procedure VI-71 Concussion Safety.
  - The parents/guardians (or, in the case of a staff member, the next of kin) shall be notified as soon as possible.
- If the School Administrator or his/her designate believes that the injury or illness may not be of a serious nature, the parents/guardians should be informed and their instructions acted upon. Basic first aid measures should be applied in order to ensure the health, safety, and comfort of the victim. Under no circumstances, in an accident considered serious, should the victim be moved.
- The OSBIE Online Incident Report shall be completed for any incident/injury that occurs to a student, volunteer, or visitor to the school, and it is believed that medical attention is required, or where damage has been caused to property owned by the School Board.
  - Online reporting is available from OSBIE at [www.osbie.on.ca](http://www.osbie.on.ca).
- An Accident/Incident Report is to be completed by the Supervisor/Administrator (or designate) if an incident/injury occurs to a staff member requiring more than minor first aid.
- Critical injury to any person, including student, staff member, volunteer or visitor, occurring on Board property, while performing Board duties, or on school-sponsored field trips/excursions must be reported to the Health and Safety Officer immediately.
- Each school should have at least one staff member who has qualified for an approved First Aid Certificate. The number of designated First Aid Providers is dependent on the number of staff and students at each work site. The ratio of First Aid Providers in each school is indicated in Policy II-31 Risk Management – First Aid.

- If an injury to a student, volunteer, or visitor has occurred while at school but has not been discovered until a later time, the School Administrator, when informed of such injury, shall complete an OSBIE Online Incident Report once they have been made aware of the injury.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*



## Regular Board Meeting

## Action Report

Policy I-45 Equity and Inclusive Education	Item 8.6
February 16, 2021	

### Alignment to Strategic Plan

This report is linked to the strategic priorities:

**Achieving:** Meeting the needs of all learners

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

**Belonging:** Embracing relationships & sustaining safe, welcoming schools

### Purpose

To approve *Policy I-45 Equity and Inclusive Education* as presented.

### Background Information

The Halton Catholic District School Board recognizes that all people are created equal, in the image of God and deserving of dignity. The Equity and Inclusive Education policy was first developed in 2011 in accordance with the Church's teachings, denominational rights and PPM 119 (2009) to provide in all its operations an educational environment which fosters equity and inclusion and commits to the elimination of discrimination.

Significant directives and updates from the Ministry of Education have occurred since the policy was first developed in 2011. Proposed revisions to the policy incorporate the directives and updates that have occurred to date, which include:

- PPM 119 (2013) Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools
- Ontario's Education Equity Action Plan (2017) articulates priorities for boards to achieve equity for all students.
- The Anti-Racism Act 2017 has implications for all school boards regarding student data collection and analysis of disparities in outcomes for students.
- Ontario's Action Plan to Address Systemic Racism in Schools 2020
- Update on Teacher Hiring Practices: Interim Provincial Hiring Policy 2020





## Item 8.6 | Policy II-45 Equity and Inclusive Education

References have been added to include current and relevant resources. Definitions, Requirements and Responsibility have been added which apply to the policy. At the February 9, 2021 Policy Committee meeting, it was recommended to replace *Mission Statement* (section title) with *Our Commitment* throughout the document.

### Conclusion

*Policy II-45 Equity and Inclusive Education* was presented at the Policy Committee Meeting on February 9, 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-45 Equity and Inclusive Education*, be approved.

Report Submitted and  
Approved by:

N. Guzzo  
Chair of the Policy Committee

<b>Equity and Inclusive Education</b>	
<b>Adopted:</b> January 18, 2011	<b>Last Reviewed/Revised:</b> February 16, 2021
<b>Next Scheduled Review:</b> 2023-2024	
<p><b>Associated Policies &amp; Procedures:</b></p> <p><a href="#">VI-54 Equity and Inclusive Education</a></p> <p><a href="#">VI-60 Student Groups in Catholic Schools</a></p> <p><a href="#">I-43 Use of Technology and Digital Citizenship</a></p> <p><a href="#">VI-62 Use of Technology and Digital Citizenship</a></p> <p><a href="#">II-34 Participation in Programs and Courses of Study in Catholic Religious Education</a></p> <p><a href="#">II-39 Progressive Discipline and Safety in Schools Code of conduct – Suspensions and Expulsions</a></p> <p><a href="#">VI-44 Progressive Discipline and Safety in Schools</a></p> <p><a href="#">II-40 Bullying Prevention and Intervention</a></p> <p><a href="#">II-43 Voluntary Confidential Self-Identification of First Nation Metis and Inuit Students</a></p> <p><a href="#">V-01 Use of School Grounds and Community Use of School Facilities</a></p> <p><a href="#">VI-64 Community Use of School Facilities</a></p> <p><a href="#">V-03 Photography, Advertising and Sales Representatives</a></p> <p><a href="#">V-18 Community Engagement and Public Consultation Policy</a></p>	

## Purpose

The Halton Catholic District School Board (HCDSB) recognizes that all people are created equal, in the image of God, each with inimitable characteristics deserving of dignity (Genesis: 1:27). In accordance with the Church’s teachings, it is the policy of HCDSB to provide in all its operations an educational environment which supports and fosters diversity, equity and inclusion within its Catholic community.

HCDSB recognizes that any form of discrimination is incompatible with Catholic moral principles and is in violation of the Ontario Human Rights Code. HCDSB recognizes that the school system gives pre-eminence to the tenets of the Catholic faith, consistent with the protection afforded in the Ontario *Human Rights Code*, the *Constitution Act, 1982* and confirmed in the *Canadian Charter of Rights and Freedoms*.

HCDSB and its staff are committed to the elimination of systemic barriers as outlined in Ontario’s Education Equity Action Plan (2017) and the Ontario Ministry of Education (the “Ministry”), and Accepting Schools Act in a manner which is consistent with the exercise of HCDSB’s denominational rights under section 93 of the *Constitution Act, 1982* and as recognized at section 19 of the Ontario *Human Rights Code*.

## Application and Scope

The Equity and Inclusive Education Policy applies to all students, staff, volunteers and stakeholders of HCDSB.

*Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation, Ontario's Equity and Inclusive Education Strategy and Policy/Program Memorandum No. 119 (2013) "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools"* identifies eight areas of focus for implementing equity and inclusive education. Ontario's Education Equity Action Plan (2017) builds on previous strategies to articulate the following priority action areas for boards: School and Classroom Practices, Leadership, Governance and Human Resources and Data Collection, Integration and Reporting. Accepting School Act legislated elements of the Equity and Inclusive strategy and added to previous legislation regarding creating positive school climates that prevent bullying and associated disciplinary and supports protocols.

In accordance with the above policy documents, applicable legislation that outlines the denominational rights of the Catholic school system and with adherence to the *Guiding Principles of the Equity and Inclusive Education Strategy*, and consistent with the Human Rights Code, each area of focus will be introduced and anchored by a preamble and HCDSB's mission statement. This will serve to guide the actions of HCDSB and its schools, in honouring its commitments to equity and inclusive education policy development, implementation, monitoring and reporting.

## References

[Education Act](#)

[Constitution Act, 1982: Canadian Charter of Rights and Freedoms](#)

[Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy \(2009\)](#)

[Ontario's Equity and Inclusive Education Strategy, 2009 – Reflective Tool](#)

[PPM 119 \(2013\) "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools"](#)

[Ontario's Education Equity Action Plan \(2017\)](#)

[Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation \(2014\)](#)

[Bill 13, Accepting Schools Act \(2012\) Subsection 169.1](#)

[Ontario Human Rights Code](#)

[Ontario Human Rights Code: Gender Identity and Gender Expression](#)

[Anti-Racism Act 2017](#)

[Ministry Policy/Program Memorandum No. 108](#)

[Canadian Conference of Catholic Bishops: Discovering the Unity of Life and Love: A reflection on the Foundations for a Theology of Human Love](#)

## Definitions

**Creed** - is interpreted as “religious creed” or “religion”. It is defined as a professed system and confession of faith, including both beliefs and observances of worship. Creed refers to the beliefs and practices that are sincerely held and/or observed. (Ontario Human Rights Commission’s Policy on Creed and the Accommodation of Religious Observances)

**Denominational Rights** - public funding of Ontario's Roman Catholic school system was agreed to at the time of Confederation and was part of the Constitution Act, 1867, Section 93. (Ontario’s Ministry of Education).

**Diversity** - the presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status. (Equity and Inclusive Education in Ontario Schools, 2014)

**Equity** - a condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences. (Equity and Inclusive Education in Ontario Schools, 2014)

**Inclusive Education** - education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected. (Ontario’s Equity and Inclusive Education Strategy, 2009)

**Ontario Human Rights Code** - the Code prohibits actions that discriminate against people based on a protected ground in a protected social area. Some of the protected grounds include ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status, gender identity, gender expression, sex and sexual orientation. (Ontario Human Rights Commission, 2018)

**Religious Accommodation** - is a duty corresponding to the right to be free from discrimination. The Code refers to the obligation to provide reasonable accommodation for students and employees who wish to observe the tenets or practices of their faith (Ontario Human Rights Commission’s Policy on Creed and the Accommodation of Religious Observances)

**Stakeholder** - any individual or group who can affect or is affected by decisions made by HCDSB.

**Systemic Barriers** - institutional and instructional practices that negatively impact the achievement and wellbeing of students and lead to inequitable outcomes. Systemic barriers are caused by embedded biases in policies, practices and processes, and may result in differential treatment. (Ontario’s Equity Action Plan, 2017)

## Principles

In accordance with the Church's teachings and Ontario's Equity and Inclusive Education Strategy, the following principles of equity and inclusive education will be upheld in all Halton Catholic District Board operations. Equity and inclusion:

- is a foundation of excellence;
- meets individual needs;
- identifies and eliminates barriers;
- promotes a sense of belonging and acceptance
- involves the broad community;
- builds on and enhances previous and existing initiatives;
- is demonstrated throughout the system.

### 1. Board Policies, Programs, Procedures and Practices:

#### **Preamble:**

HCDSB recognizes the importance of anti-racism and anti-harassment policies in promoting and maintaining a Catholic educational and working environment which upholds human rights, equity and inclusion.

HCDSB will ensure that its policy review cycle will result in the alignment and integration of *The Strategy* and Accepting Schools Act with all HCDSB policies, programs, procedures, and practices. The perspectives of the entire diverse Catholic school community will be reflected in all areas of the teaching, learning and administrative culture. Every effort will be made to identify and remove discriminatory biases and systemic barriers that may limit access to and opportunity for effective employment procedures for individuals from diverse communities and underrepresented peoples within the context of the denominational rights of Catholic school boards. In addition, HCDSB will embed positive principles of Equity and Inclusion in all of its policies and procedures.

#### **Our Commitment:**

HCDSB is committed to serving staff, students, and families in its diverse Catholic community by incorporating the principles of equity and inclusive education into all aspects of its policies, programs, procedures, and practices that are consistent with Catholic denominational rights.

## 2. Shared and Committed Leadership:

### Preamble:

HCDSB subscribes to an informed leadership philosophy that inspires, empowers, and supports all stakeholders in our Catholic community to join together to implement institutional practices and behaviours that foster equity and inclusion.

HCDSB recognizes the critical role of all leaders including trustees, superintendents, principals, teachers, Designated Early Childhood Educators, Early Childhood Educators, Child and Youth Counsellors, Social Workers, in fostering inclusive, safe and welcoming learning environments and upholding human rights

HCDSB is committed to providing informed shared leadership to improve student achievement and to close achievement gaps for students by identifying, addressing, and removing all barriers and forms of discrimination.

HCDSB recognizes the critical connection between student leadership and improved student achievement and will strive to include student voice in all aspects of the implementation of equity and inclusive education.

In accordance with the Ministry's Ontario Leadership Strategy, effective Board and school leaders will encourage and promote a collaborative approach to all dimensions of equity and inclusive education, which ensures the participation of students, parents, unions, colleges and universities, service organizations and other community partners.

HCDSB recognizes that having a diverse teaching workforce is vital to serve the needs of all students and communities within the board. Inequitable representation of historically disadvantaged groups in the workforce can lead to inequities in the educational experience and outcomes for excluded or marginalized students.

### Our Commitment:

HCDSB is committed to establishing and maintaining partnerships with all members of our diverse Catholic community so that the perspectives and experiences of all students are recognized and their needs are met.

## 3. School Community Relationships:

### Preamble:

HCDSB recognizes that the effective review, development, implementation and monitoring of equity and inclusive education policies and practices requires the involvement of all members of the entire Catholic school community. HCDSB further recognizes the importance of engaging specialized expertise in developing and implementing its equity and inclusive education policy.

HCDSB will seek collaboration with and active engagement from students, parents/guardians, staff and other Catholic community partners to create and sustain a positive school climate reflective of Catholic values that supports student achievement.

HCDSB acknowledges the importance of increasing parent engagement in equity and inclusive education with a focus on reaching out to parents/guardians who may be disengaged from the education system. HCDSB will identify, examine, and remove any barriers that exist, preventing full participatory school-community relations including obstacles associated with any systemic discrimination.

**Our Commitment:**

HCDSB is committed to establishing and maintaining partnerships with all members of our diverse Catholic community so that the perspectives and experiences of all students, families, and employees are recognized. These practices will include surveying the parents/guardians, students and staff at least once every two (2) years to monitor and evaluate the effectiveness of the related Equity and Inclusion programs and policies.

**4. Inclusive Curriculum and Assessment Practices:**

**Preamble:**

Both in its content and methodology, inclusive curriculum seeks to recognize our commitment to Catholic values and to affirm the life experiences of all students, regardless of race and ethnicity, gender, place of origin, religion, cultural and linguistic background, social and economic status, sexual orientation, age, and ability/disability.

Effective evaluation includes researched best practices that truly reflect the current level of achievement of the student. Multiple opportunities for assessment allow for student learning and accuracy of assessment and instruction.

Students must be represented in the curriculum and heard in the assessment and evaluation. Students' voice is fundamental in the planning for instruction and the accuracy of assessment.

HCDSB recognizes that strengthening inclusive and culturally responsive and relevant teaching, curriculum, assessment and resources is essential to promoting student achievement and wellbeing and commits to advance culturally responsive and relevant pedagogy.

HCDSB is committed to ensuring that all students achieve their potential and are supported in choosing appropriate pathways that meet their aspirations.

**Our Commitment:**

HCDSB is committed to implementing an inclusive curriculum based on Catholic values and to reviewing resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases so that each student may maximize her or his learning potential.

**5. Religious Accommodation:**

**Preamble:**

Committed to the mission of the Church, HCDSB provides a learning and working environment in which all individuals are treated with respect and dignity regardless of race, ancestry, place of



origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability, in accordance with the Ontario *Human Rights Code* and Ministry Policy/Program Memorandum No. 108.

Within the framework of gospel values, traditions, and HCDSB's denominational rights, in recognition of this diversity, HCDSB will take reasonable steps to provide reasonable accommodation for students' and staffs' religious beliefs and practices, while also protecting its denominational rights. (See Religious Accommodation Appendix "A" and "B" attached).

**Our Commitment:**

HCDSB is committed to the values of freedom of religion and freedom from discriminatory or harassing behaviour based on religion and will take all reasonable steps to provide religious accommodations within the legal rights afforded to the Catholic school system.

**6. School Climate and the Prevention of Discrimination and Harassment:**

**Preamble:**

HCDSB recognizes that a safe and welcoming environment is most conducive to learning. HCDSB will therefore seek to foster a Christ-centred, positive school climate, free from discriminatory or harassing behaviour. HCDSB acknowledges that a Christ-centered, positive school climate is one where all members of the school community feel safe, welcomed, and accepted. The principles of equity and inclusive education support positive student behaviour.

The principles of equity and inclusion are consistent with Catholic doctrine and must be considered and applied in employing progressive disciplinary measures, particularly when it is necessary to take into account mitigating and other factors (Policy II-40 Bullying Prevention and Intervention, Policy II-39 Progressive Discipline and Promoting Positive Student Behaviour and Administrative Procedure VI-44 Progressive Discipline for the operating policies that direct preventing and handling situations of bullying, discrimination and harassment).

HCDSB is committed to providing an educational environment that is respectful of the human rights of staff, students and families. HCDSB recognizes the need for building a culture of respect for human rights by establishing and reviewing human rights policies and procedures, consistent with the Ontario Human Rights Code and consistent with the exercise of HCDSB's denominational rights as outlined in section 93 of the Constitution Act, 1982.

HCDSB recognizes the need for regular, ongoing training and accessible information on human rights, indigeneity, anti-racism, anti-Black racism, and anti-oppression for staff and students to identify and eliminate systemic barriers and uphold a safe, inclusive and welcoming environment for all stakeholders.

**Our Commitment:**

HCDSB is committed to the principle that every person within the school community is entitled to a respectful, positive and Christ-centred school climate and learning environment, free from all forms of discrimination and harassment.



## 7. Professional Learning:

### Preamble:

The staff of HCDSB is its most important asset and is the vehicle by which Catholicity and equity are taught in the classroom and throughout the system. HCDSB, therefore, recognizes the importance of ongoing professional learning to create a foundation for Catholic values, ecclesial and cultural identity, human rights education and effective teaching practices that promote equity and inclusion.

Professional learning increases the knowledge and skills that teachers bring to the craft and science of teaching, and, thus, engages the student with increasing complexity and precision teaching. Perpetual professional learning is the groundwork for positive changes in our schools. Professional learning must include knowledge creation and knowledge sharing (Earl and Katz, 2005) to ensure that all voices are represented and that we recognize that there is no essential knowledge but rather a continued quest towards deeper representation of all with our knowledge base.

Distributed, deep and sustained changes in practice and structures in school are key elements of professional learning and have impact on student learning, engagement and success in a knowledge society (Earl and Katz, 2005). Professional Learning works to engage all learners and strives for student success and includes the following:

- a) Changes in thinking and practices of teachers
- b) Collaborative inquiry at various levels within the school
- c) Pursuit of innovation (Katz, Earl and Jaafar, 2009)

### Our Commitment:

HCDSB is committed to providing the school community, including students, with ongoing opportunities to acquire the knowledge, skills, attitudes, and behaviours needed to identify and eliminate discriminatory biases and systemic barriers under the *Code*, and strategies for promoting positive school climates.

## 8. Accountability and Transparency

### Preamble:

HCDSB acknowledges and assumes the responsibility for its policies, actions, and decisions. In the pursuit of greater transparency and accountability, HCDSB, in respectful collaboration and communication with the whole Catholic school community, will report on its goals and progress in the areas of policy review, school improvement planning and the implementation of *The Strategy*. In accordance with Accepting School Act, HCDSB will survey parents, staff and students once every two (2) years to assess the effectiveness of the related equity and inclusion policies, procedures and programs.

**Our Commitment:**

HCDSB is committed to assessing and monitoring its progress in implementing *The Strategy*; to embedding the principles of Equity and Inclusive Education into all Board policies, programs, guidelines and practices; and to communicating these results to the community.

The Director of Education will develop procedures required to implement this policy and provide an annual report to the Board of Trustees on the efficacy of the related policies, procedures and programs. Board multi-year plans will include the goals set out in Accepting Schools Act around positive school climate and bullying prevention as it relates to Equity and inclusion along with supports for students and awareness opportunities for parents.

**Data Collection, Integration and Reporting**

HCDSB supports the need for collecting and analyzing voluntary student demographic data and perceptual data to address barriers to student success.

As mandated by the Anti-Racism Act 2017, HCDSB commits to student demographic data collection to identify and eliminate disproportionalities and disparities in student achievement and wellbeing (e.g. graduation, suspensions and expulsions, program enrolment).

HCDSB recognizes that collection and analysis of staff demographic data at all levels along with identification and removal of systemic barriers consistent with HCDSB's denominational rights, is required for equitable recruitment, hiring, promotion and professional development strategies. Enhanced data collection and outcome measurement support evidence-based decision making.

All data collection, research, surveys and census will be developed, collected and disseminated using an equity and inclusion lens – to ensure participation and representation of individuals from diverse communities.

## Requirements

Information and Instruction with Respect to Equity and Inclusive Education Policy:

HCDSB will provide staff with information and instruction that is appropriate for the employee on the contents of the policy

## Responsibility

The Director of Education holds primary responsibility for overseeing and implementing this policy.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*

### MISSION STATEMENT

The Halton Catholic District School Board is committed to the values of freedom of religion and freedom from discriminatory or harassing behaviours based on religion and will take all reasonable steps to provide religious accommodations within the legal rights afforded to the Catholic school system. Such accommodations will be provided to staff, students and their families.

### INTRODUCTION

The Halton Catholic District School Board (the Board) believes in the dignity of all people and their equality as children of God. The Board recognizes the importance of freedom of religion and strives to recognize value and honour the many customs, traditions and beliefs that make up the Catholic community.

Freedom of religion is an individual right and a collective responsibility. The Board commits to work with the community it serves to foster an inclusive learning environment that promotes acceptance and protects individuals from discrimination and harassment on the basis of their religion.

In accordance with the Catholic Church's teachings, it is the policy of the Board to provide, in all its operations, an educational environment which promotes and supports diversity within its Catholic community as well as the equal attainment of life opportunities for all students, staff, parents and other members of that community.

### I. Legislative and Policy Context

All school boards exist within a broader context of law and public policy that protect and defend human rights. At the Board, a number of policy statements have been developed that reinforce both federal and provincial legislation, and also help ensure that the freedoms they set out are protected within the school system.

The *Canadian Charter of Rights and Freedoms* (Section 15) guarantees freedom of religion. The *Ontario Human Rights Code* (The Code) protects an individual's freedom from discriminatory or harassing behaviours based on religion. Consistent with this legislation is *The Education Act*, its Regulations and policies governing Equity and Inclusion in Schools:

PPM No 108, "Opening or Closing Exercises in Public Elementary and Secondary Schools",

R.R.O. 1990, Regulation 298, "Operation of School-General" s. 27-29, under the heading "Religion in Schools"

PPM No. 119, "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools".

The Board and its staff are committed to the elimination of discrimination as outlined in this Federal and Provincial legislation in a manner which is consistent with the exercise of its denominational rights under section 93 of the *Constitution Act, 1982* and as recognized in section 19 of the *Ontario Human Rights Code* ("the Code").

The Board recognizes, and is committed to, the values of freedom of religion and freedom from discriminatory or harassing behaviour based on religion through its human rights policy, equity and inclusive education policy, the safe schools policy and curriculum documents. All of these will be informed by, and interpreted in accordance with, the principles of the Code.

This Policy reflects the Board's fidelity to Canadian law protecting freedom of religion in accordance with the Catholic Church's teachings.

## **II. Definitions**

### **1. Accommodation:**

The Ontario Human Rights Commission's Policy on Creed and the Accommodation of Religious Observances defines "accommodation" as a duty corresponding to the right to be free from discrimination.

The Code provides the right to be free from discrimination, and there is a general corresponding duty to protect the right: the "duty to accommodate." The duty arises when a person's religious beliefs conflict with a requirement, qualification or practice. The Code imposes a duty to accommodate based on the needs of the group of which the person making the request is a member. Accommodation may modify a rule or make an exception to all or part of it for the person requesting accommodation.

(Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, October 20, 1996, pg. 5)

The duty to accommodate is an obligation that arises when requirements, factors, or qualifications, which are imposed in good faith, have an adverse impact on, or provide an unfair preference for, a group of persons based on a protected ground under the Code. The duty to accommodate must be provided to the point of undue hardship. In determining whether there is undue hardship, section 24(2) of the Code provides that reference should be made to the cost of accommodation, outside sources of funding, if any, and health and safety requirements.

### **2. Creed:**

Creed is interpreted by the Ontario Human Rights Commission's 1996 Policy on Creed and the Accommodation of Religious Observances as "religious creed" or "religion." It is defined as a professed system and confession of faith, including both beliefs and observances of worship.

The existence of religious beliefs and practices are both necessary and sufficient to the meaning of creed, if the beliefs and practices are sincerely held and/or observed.

Creed does not include secular, moral, or ethical beliefs or political convictions. This policy does not extend to religions that incite hatred or violence against other individuals or groups, or to practices and observances that purport to have a religious basis, but which contravene international human rights standards or criminal law (Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, October 20, 1996, pg. 2).

### **3. Undue Hardship:**

Accommodation will be provided to the point of undue hardship, as defined by the OHRC (for example in the *Policy and Guidelines on Disability and the Duty to Accommodate*). A determination regarding undue hardship will be based on an assessment of costs, outside sources of funding, and health and safety. It will be based on objective evidence. For more information about the evidence needed to prove undue hardship, see *Human Rights at Work*, p. 133-134 and accompanying Appendix E.

A determination that an accommodation will create undue hardship carries with it significant liability for the Board. It should be made only with the approval of the appropriate Supervisory Officer or where appropriate the Board of Trustees.

Where a determination is made that an accommodation would create undue hardship, the person requesting accommodation will be given written notice, including the reasons for the decision and the objective evidence relied upon. The accommodation seeker shall be informed of his or her recourse under the Board's Equity and Inclusive Education Policy and Anti-Discrimination Policy and Procedure, and under the Ontario *Human Rights Code*.

Where a determination has been made that an accommodation would cause undue hardship, the Board will proceed to implement the next best accommodation short of undue hardship, or will consider phasing in the requested accommodation.

### **III. Accommodation Guidelines**

The purpose of this guideline is to ensure that all Board staff, students, parents and other members of the school community are aware of their rights and responsibilities under the *Code* with respect to religious accommodation. It also sets out the Board's procedures for accommodation and the responsibilities of each of the parties to the accommodation process. In accordance with the Equity Strategy, the *Code* and OHRC's *Guidelines on Developing Human Rights Policies and Procedures*, it is intended that the accommodation process, as well as the accommodation itself, be effective and respectful of the dignity of accommodation seekers.

The Board is committed to providing an environment that is inclusive and that is free of barriers based on creed (religion). Accommodation will be provided in accordance with the principles of dignity, individualization, and inclusion. The Board will work cooperatively, and in a spirit of respect, with all partners in the accommodation process.

#### **1. Accommodation Based on Request:**

The Board will take all reasonable steps to provide accommodation to individual members of a religious group to facilitate their religious beliefs and practices. All accommodation requests will be taken seriously. No person will be penalized for making an accommodation request.

The Board will base its decision to accommodate by applying the *Code's* criteria of undue hardship, the Board's ability to fulfill its duties under Board policies and the Education Act

When concerns related to beliefs and practices arise in schools, collaboration among school, student, family, and religious community is needed in order to develop appropriate accommodation. It is the role of the Board and its staff to ensure equity and respect for the diverse religious beliefs and practices of students and their families and other staff in the school system. However, school administrators should not be placed in the position of monitoring a child's compliance with a religious obligation, and enforcing such practices, e.g. wearing a head covering is not the responsibility of the school or the Board.

#### **2. General Procedures for Religious Accommodation:**

##### **a. Staff**

The person requesting accommodation should advise the administration at the beginning of the school year, to the extent possible. If September notice is not feasible, the person should make the request as early as possible.

The absence of employees due to religious observances should be granted as determined by this policy and the appropriate collective agreement.

## **b. Students**

Students must present verbal or written notice from their parents/guardians specifying their accommodation needs relating to religious observances, including holy days on which they will be absent from school. This notice should be made enough in advance (preferably at the beginning of each school year) to ensure that scheduling of major evaluations, such as tests, assignments or examinations, takes the religious observances into consideration.

Student handbooks and parent newsletters should include information about the procedure to follow to request an accommodation for religious observances and/or holy days. Such procedures shall be easy for staff, students and parents to understand.

### **3. Unresolved Requests:**

Despite the Board's commitment to accommodate, an individual may feel that discrimination based on religion has occurred. The Board will take reasonable and timely steps to address the unresolved issues raised by the affected person which could include dispute resolution mechanism.

### **4. Areas of Accommodation:**

For many students and staff of the Board, there are a number of areas where the practice of their religion will result in a request for accommodation on the part of the school and/or the Board. These areas include, but are not limited to the following:

- i. School opening and closing exercises;
- ii. Leave of Absence for Religious Holy Days;
- iii. Prayer;
- iv. Dietary requirements;
- v. Fasting;
- vi. Religious dress;
- vii. Modesty requirements in physical education; and
- viii. Participation in daily activities and curriculum.

## **IV. General Guidelines and Procedures**

This policy will consider each (of the above stated) area of accommodation in turn.

### **1. School Opening and Closing Ceremonies:**

Pursuant to the Ontario Ministry of Education Policy/Program Memorandum No. 108 ("Memorandum No. 108"), if a student or parent/guardian objects to all or part of the opening or closing exercises due to religious beliefs, the student will be exempted and given the option not to participate and to remain in class or in an agreed upon location through the duration of the exercise.

#### **Memorandum No. 108 states the following:**

1. All public elementary and secondary schools in Ontario must be opened or closed each day with the national anthem. "God Save the Queen" may be included.
2. The inclusion of any content beyond "O Canada" in opening or closing exercises is to be optional for public school boards.

3. Where public school boards resolve to include, in the opening or closing exercises in their schools, anything in addition to the content set out in item 1 above, it must be composed of either or both of the following:
  - a. One or more readings that impart social, moral, or spiritual values and that are representative of our multicultural society. Readings may be chosen from both scriptural writings, including prayers, and secular writings;
  - b. A period of silence.
4. Parents who object to part or all of the exercises may apply to the Principal to have their children exempted. Students who are adults may also exercise such a right.

These requirements will be interpreted in accordance with the Code and the Board will consider other requests for accommodation as may be made.

## 2. Absence for Religious Holy Days:

The Board affirms and values the faith diversity in our Catholic secondary schools. Section 21(2) (g) of the Education Act provides that a person is excused from school attendance in observance of a “holy day by the Church or religious denomination to which he/she belongs.”

All staff and students who observe religious holidays in accordance with section 21(2) (g) of the Education Act may be excused from attendance, subject to the particular request for religious leave process.

The Board will encourage members of diverse groups to identify their religious holy days at the beginning of each school year. The Board will make reasonable efforts to acknowledge the different observances of their Catholic community when planning programs and events, such as Board-wide tests and examinations. To the extent possible, conferences, meetings, workshops, co-curricular activities and exams/tests, will not be scheduled on these significant faith days:

<b>(Examples of) Significant Holy Days:</b>	
<b><i>Baha'i</i></b>	Ridvan
<b><i>Buddhist</i></b>	Lunar New Year/Chinese
<b><i>Western Christian</i></b>	Good Friday
<b><i>Eastern Christian</i></b>	Christmas Holy Friday
<b><i>Hindu</i></b>	Diwali
<b><i>Jewish</i></b>	Rosh Hashanah (2 days) Yom Kippur Passover (first day)
<b><i>Muslim</i></b>	Eid-ul-Fitr Eid-ul-Adha
<b><i>Sikh</i></b>	Baisakhi

(A multi-faith calendar will help schools make appropriate accommodations.)

### Guidelines for Administrators:

All staff and students who request to observe a religious holy day should be allowed this right without having to undergo any unnecessary hardship.

Staff requesting a leave should advise the school administration at, or as close as possible to, the beginning of the school year and leave should be granted in accordance with the terms of the appropriate collective agreement.

Students requesting a leave should give verbal or written notice from their parent/guardian to the school at, or as close as possible to, the beginning of the school year. Such procedures should be easy to understand and follow.

Student agendas, school newsletters and announcements should include information about the procedures for requesting leaves.

All staff members acting on behalf of/representing the Board on other organizations, which in partnership with the Board are planning events or activities that involve students and/or staff of Board schools, have the responsibility to bring this procedure to the attention of these organizations.

For consultation or further clarification of questions, administrators and managers should contact the Board's Equity Officer.

#### **Unresolved Requests:**

a. Employee

In the event that, after an employee's consultation with the Superintendent of Education, unresolved issues remain, then the matter will be referred to the Executive Officer of Human Resources Services.

b. Students

In the event that a student maintains that his or her rights under the Board's religious accommodation policy have been compromised, then the matter will be referred to the appropriate Superintendent of Education.

### **3. Prayer:**

The Board recognizes the significance of prayer in religious practice. Board schools will make reasonable efforts to accommodate individuals' requirement for daily prayer by providing an appropriate location within the building for students and staff to participate in prayer. This may mean a quiet space in the library, an empty room, or wherever it is mutually satisfactory for the school and the student or staff member requesting the accommodation. Adult presence should be for supervision purposes only.

### **4. Dietary Restrictions:**

The Board is sensitive to the different dietary restrictions of various religious groups. Such sensitivity includes attending to issues related to the menus provided by catering companies, snacks in elementary schools, and food provided within schools, at school-sponsored activities and community events.

Breakfast and lunch programs in both secondary and elementary schools will consider relevant dietary restrictions in their menu planning. Availability of vegetarian options is recommended as a form of inclusive design.

Special attention needs to be given to overnight outdoor education activities, as well as field trips that extend over a mealtime period.



## **5. Fasting:**

The Board is sensitive to religious periods of fasting. Board schools will endeavour to provide appropriate space, other than cafeterias or lunchrooms, for individuals who are fasting in religious observance. The Board recognizes that students who are fasting may need exemptions from certain physical education classes and Board schools should make reasonable efforts to provide appropriate accommodations.

## **6. Religious Dress:**

“Dress Code” is the appropriate dress policy established by a school, and may include a school uniform.

The Board recognizes that there are certain religious communities that require specific items of ceremonial dress. The Board understands that some religious attire, which is a requirement of religious observance, may not conform to a school’s Dress Code. Board schools will reasonably accommodate students with regard to religious attire. Religious attire is not cultural dress; it is a requirement of religious observation.

Religious attire that should be reasonably accommodated in Board schools includes, but is not limited to:

- o Head covers: Yarmulkes, turbans, Rastafarian headdress, hijabs
- o Crucifixes, Stars of David, etc.
- o Items of ceremonial dress

Where uniforms are worn, administrators may ask the student to wear religious attire in the same colour as the uniform (e.g. the head scarves for females); however, there may be religious requirements of colour that cannot be modified.

Special attention must be given to accommodations necessary for a student to participate in physical education and school organized sports. Where possible, these should be incorporated into Board policies as part of an inclusive design process.

The Board seeks to foster an atmosphere of cultural understanding in order to be proactive in addressing potential harassment about religious attire. Schools should be aware that harassment about religious attire is one of the most common types of harassment and bullying. The Board and its schools will not tolerate any teasing directed at, or inappropriate actions taken against, an individual’s religious attire and there will be appropriate consequences for individuals who violate this rule.

There are religious communities that require specific items of ceremonial dress which may be commonly perceived as contravening Board policies, for example the use of the Kirpan by Khalsa Sikh students. For specific guidelines on the accommodation of Khalsa Sikh students wishing to carry a Kirpan, please see Appendix “B”.

## **7. Modesty Requirements for Dress in Physical Education Classes:**

The Board recognizes that some religious communities observe strict modesty attire in respect of their religion. This can become a matter of concern when students are asked to wear the clothing used in physical education activities. Such policies should be designed inclusively, taking into account common religious needs that may exist.

If a family has concerns that cannot be addressed through inclusive design, the school should discuss the modesty requirements with them, and, taking into consideration the Ministry of Education's mandated expectations in the physical education curriculum, provide reasonable accommodation. The curriculum requirements should be explained to the family so that it has sufficient information to understand the physical education curriculum and to select available curriculum alternatives.

### **8. Participation in Daily Activities and Curriculum:**

The Board will seek to reasonably accommodate students where there is a demonstrated conflict between a specific class or curriculum and a religious requirement or observance. Where academic accommodation is requested, the school should have an informed discussion with the student's parents/guardians to understand the nature and extent of the conflict.

The school should make it clear during the discussion that its role is to protect students and staff from harassment and discrimination because of their religion and cultural practices. Where these conflict with the school routines, activities or curriculum, the school should consider accommodation. It cannot, however, accommodate religious values and beliefs that clearly conflict with mandated Ministry of Education and Board policies.

It is important to note that when an individual requests an accommodation related to the curriculum, the accommodation applies to the individual in question and not to the whole class or to classroom practices in general.

The Ministry of Education recommends substitutions when there are exemptions requested related to specific curriculum (Ontario Secondary Schools, Grades 9-12, Program and Diploma Requirements).

In general, the Board recommends an informed, common-sense approach to questions of religion and curriculum. Hopefully, these questions can be solved by an open discussion between the teacher, the student and his/her family.

## **V. Limitations to Religious Accommodation**

1. The Board supports freedom of religion and an individual's right to manifest his/her religious beliefs and observances. The right to freedom of religion, however, is not absolute and religious accommodation in the Board is carried out in the larger context of the Catholic education system and denominational rights of Catholic schools.
2. The Board, at all times, will seek to accommodate an individual's right to freedom of religion in a manner that not only respects the individual's beliefs but the principles of the Catholic Church.
3. As for chapels in Catholic schools, they are specifically designed and furnished for prayer and liturgy within the Catholic tradition and are not to be considered multi-faith chapels. Following the general custom of the Church, non-Catholics are welcome to join in prayer services and liturgical celebrations of the Catholic Church community (keeping in mind some restrictions such as sharing in Holy Communion). Such a chapel is open to all people for individual silent prayer or meditation. However, it is not appropriate that non-Catholic liturgies or group prayers be held in this setting.
4. It is therefore recommended:

- i. that school administrators designate another appropriate space or classroom, other than the chapel, for religious celebrations celebrated by other Christian denominations or faith traditions, and
- ii. that Catholic school boards consult with their respective local Ordinary on such accommodations.

**GUIDELINE FOR KIRPAN ACCOMMODATION**

A Kirpan is a ceremonial sword that must be worn by all baptized Khalsa Sikhs. The Board seeks to accommodate Khalsa Sikhs who wear a Kirpan under the following conditions as follows:

- At the beginning of the school year or upon registration, the student and parents/guardians must report to their respective school administration that they are Khalsa Sikhs and wear the five articles of faith, including a Kirpan.

The principal, in consultation with the student and his/her parents/guardians, will develop appropriate accommodations to allow the student to wear the Kirpan while ensuring the safety of others. These may include the following conditions:

- The Kirpan is six inches or less.
- The Kirpan will be sufficiently secured with a stitched flap so it is not easily removed from its sheath.
- The Kirpan will not be worn visibly, but under the wearer’s clothing.
- There is notification in writing to the principal by the parents/guardians and student and, where possible, from the Gurdwara (place of worship), confirming that the student requesting accommodation is a Khalsa Sikh.
- Students under the age of eighteen must be accompanied by parents/guardians when discussing the rules regarding the wearing of a Kirpan.



Amendment to Borrowing Resolution	<b>Item 9.1</b>
February 16, 2021	

### Alignment to Strategic Plan

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

### Purpose

1. To obtain authorization to increase the borrowing resolution amount applicable to Halton Catholic District School Board’s (“HCDSB”) operating bank loan facility; and
2. To align the operating and education development charges (EDC) cash flows with the corresponding credit facilities.

### Background Information

The following information was previously provided to Trustees:

1. Action Item 8.1 “Amendment to Borrowing Resolution” from the September 4, 2018, Regular Board Meeting.
2. Action Item 8.5 “Amendment to the Borrowing Resolution” from the March 18, 2014, Regular Board Meeting.
3. Action Item 8.7 “Banking Resolution” from the September 18, 2012, Regular Board Meeting.
4. Action Item 8.5 “Amendment to Borrowing Resolution” from the June 5, 2012, Regular Board Meeting.
5. Action Item 8.2 “Amendment to Borrowing Resolution” from June 7, 2011, Regular Board Meeting.

### Comments

With the continued growth in Milton, Halton Hills and north Oakville, HCDSB is required to purchase sites to address enrolment pressures in schools. As HCDSB is an Education Development Charge (EDC) eligible board, these site purchases are typically funded over a 15-year period from the collection of the EDCs. This 15-year collection period creates a cashflow shortfall as HCDSB is required to fund the site purchase at the time of acquisition and then collect the necessary EDC levies over the ensuing



15 years. The continued growth in Halton property values combined with rapid growth within the region has resulted in a substantial increase in site costs and is putting a strain on the HCDSB’s daily cash flow.

While the HCDSB aims to have available 10% of its operating budget in the event of a timing difference between cash outlays and Ministry transfer payment receipts, the changes to the Ministry’s cash management strategy; which were announced in 2018 through Memorandum 2018: SB05, have made this more challenging. Under the Ministry’s current cash management strategy, part of the Ministry’s grant payments are delayed until the adjusted accumulated surplus and deferred revenue balances of a school board meet specified criteria.

Currently, the HCDSB has an EDC shortfall of approximately \$82.0 million and \$3.1 million outstanding letters of credit relating to capital projects. While the HCDSB has roughly \$65.0 million available in its current operating credit facility, to continue to address growth proactively, an increase to HCDSB’s borrowing by-law from \$150.0 to \$200.0 million is required.

### Conclusion

The amended borrowing resolution will not change HCDSB's overall cash position; however, it will allow HCDSB flexibility to respond to both the System's short-term and long-term needs while aligning operating and EDC expenses with the timeline of respective revenue streams.

### Recommendation

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

<b>Resolution#:</b>	<i>Moved by:</i> <i>Seconded by:</i>
<b>Resolved</b> , that the Halton Catholic District School Board <i>rescind Resolution Number #194/18 that states “the Halton Catholic District School Board approve By-Law No. 2018-F06 to authorize borrowing during any fiscal year up to \$150 million, until provincial grants, municipal taxes and other revenues are received, as contained in Appendix A to this report.”</i>	
<b>Resolved</b> , that the Halton Catholic District School Board <i>approve By-Law No. 2021-F01 to authorize borrowing during any fiscal year up to \$200 million, until provincial grants, municipal taxes and other revenues are received, as contained in Appendix A to this report.</i>	

**Report Prepared by:** A. Cross  
Senior Manager, Financial Services

**Report Submitted by:** A. Lofts  
Superintendent of Business Services and Treasurer of the Board



Report Approved by:

P. Daly  
Director of Education and Secretary of the Board

**Halton Catholic District School Board**  
**By-Law No. 2021 F01**

**WHEREAS**, in accordance with Section 243 of The Education Act, the Halton Catholic District School Board (herein called "the Board") deems it necessary to borrow sums not to exceed Two Hundred Million Dollars (\$200,000,000.00) to meet, until the provincial grants, municipal and other revenues are collected, current expenditures of the Board.

**THEREFORE**, the Halton Catholic District School Board enacts as follows:

1. **THAT** the Board authorize the Treasurer and the Chair or the Vice-Chair of the Board, together with the Secretary of the Board or the Senior Manager, Financial Services to borrow from time to time from the Board's banker of record, or from any other approved lender authorized for borrowing purposes, the sums that the board considers necessary to meet the current expenditures of the board until the current revenue has been received.
2. **THAT** the Board may borrow the sums that the board considers necessary to meet debt charges payable in any fiscal year until cash has been received.
3. **THAT** the amounts the Board may borrow at any one time for the purposes mentioned in 1 and 2, together with the total of any similar borrowing that have not been repaid and any accrued interest on those borrowings, shall not exceed the unreceived balance of the estimated current revenue of the board.
4. **THAT** the Treasurer of the Board is hereby authorized and directed to furnish upon request to the Board's banker of record, or any other approved lender, a statement showing the nature and amount of the estimated revenues for the current year not yet collected where the estimates have been adopted for the current year or of the estimated revenues for the previous year where the estimates have not been adopted for the current year, and the total of any borrowings made in the year which have not been repaid and which were made.
5. **THAT** the Board's banker of record shall be entitled to rely as to the authority of any borrowing on a copy of this By-Law certified by the Secretary of the Board and on a statement furnished to the Board's banker of record from time to time by the Treasurer of the Board pursuant to Paragraph 4 of this By-Law.
6. **THAT** any other approved lender shall be entitled to rely as to the authority of any borrowing on a copy of this By-Law certified by the Secretary of the Board.
7. **THAT**, this By-Law shall be deemed to have come into force February 16, 2021 and stay in effect until further notice.

**READ and FINALLY PASSED this 16th of February 2021.**

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P. Murphy, Chair of the Board

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P. Daly, Secretary of the Board





Student Trustees Update	<b>Item 10.1</b>
February 16, 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

As we all know, we are all in school to attain a degree of school learning that will impact on the future of each individual. We continue to practise it even in distance learning, when our products are extremely motivated to collaborate with various deadlines on the expectations of each student. Each student and staff member, however, needs to try as hard as they can to accomplish their goals, because even though distance learning there are also a school board made up of multiple schools that have children as a primary priority and they achieve their goals, this serves to provide their needs and the best encouragement for and pupil. Last student senate meeting we have introduced the student trustee elections which will be taking place very soon and all students are encouraged to try and run for the elections.

### Believing

During the February 4, 2021 Student Senate Meeting, Ms. Kelsey Harford a program coordinator and clinical therapist from Radius Child and Youth Services, was invited to speak to the Senate. Ms. Harford spoke about the Youth Dating Violence pilot program, in which Radius is now running. Seeing that February is Teen Dating Awareness Month, Senators agreed to promote resources, messaging and information surrounding this issue in the form of a 'social media blitz.' The resources we are currently sharing have been developed and previously shared by Radius Child and Youth Services. More information can be found on the Student Senate Instagram page.



## Belonging:

February is Black History Month, and as a result, the Student Senate has taken some initiative to honour the Month. At the February 4, 2021 meeting, Student Senate unanimously voted in favour of sharing informational posts about Black History Month to social media. One of these posts included a detailed video made by the HCDSB's Student-Led Equity Group, which touches upon the topic of why Black Lives Matter. Inspired by the video, Senators had also unanimously voted in favour of promoting this video to their school's student-led groups and share this video on the Student Senate social media pages.

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

K. Kelly  
Student Trustee, Burlington

R. Roshdy  
Student Trustee, Oakville

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



Upgrade to Board Room Technology	Item 10.2
February 16, 2021	

### Alignment to Strategic Plan

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

### Purpose

This report is to update Trustees regarding staff working group discussions regarding various solution options for Boardroom technology.

This report responds to Resolution #83/20, passed on the March 31st, 2020, Regular Board Meeting. The resolution reads as follows:

**WHEREAS**, the boardroom located in the Halton Catholic District School Board’s Catholic Education Centre offices, is also the location where public meetings are held and in keeping with Section 208.1 sub sections 1, 2, 3 and 4 of the Education Act which states that access to proceedings be allowed from remote locations to Trustees; and,

**WHEREAS**, current audio, video and data transfer equipment is antiquated and un-satisfactory

**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 5th, 2020 Regular Board meeting; and that this technology be capable of relocation to any board office if required.

### Background

- 1) Information Report 10.4 “Upgrade to Boardroom Technology” from the Regular Board Meeting of November 17, 2020.



- 2) Information Report 10.3 “Upgrade to Boardroom Technology” from the Regular Board Meeting of May 19, 2020.

## Comments

Since the November 17th, 2020 Board Meeting, a working group consisting of Board staff and Trustees has met to review boardroom technology needs.

The following has been investigated:

### Audio Quality

The quality has been improved by re-provisioning some Board audio equipment and purchasing some additional connectors not exceeding \$100. The full impact of this change will be realized when meetings return to a more conventional setting.

### Joining Seamlessly

Telephone and video conferencing capabilities are now in place with the above solution. This allows for easy-to-join meetings and a backup process in the event of internet connection issues.

### Video Integration

A center-based active speaker camera: discontinued legacy equipment we are currently using, and while it is ideal for medium-sized rooms, large rooms may produce incorrect video tracking due to background noise. Replacement equipment will have a cost of around \$3,000-\$5,000 depending on additional microphones and components.

A camera/laptop or tablet solution at each station: this solution would allow Trustees and staff to turn on/off cameras as needed. For a tablet-based solution, a cost estimate would be \$400 per video-enabled station. Trustees and staff are provided with a Board laptop that could accommodate this.

Other zero-touch solutions or staff managed solutions to control cameras would be \$10,000 and above.

### Additional Licensing

Board Meeting Management Software would be required to achieve the following:

- Stakeholder Comments: Allow our stakeholders to submit comments on agenda items;
- Delegation Request Management: Manage delegations during public meetings;
- Webcasting: Enhanced webcasting/live streaming supports;
- Vote Manager & Request to Speak: Easily manage member debates with “Request to Speak,” graphical public display screens with configurable voting results.



This software could be accessed via the Trustee’s Board-provided laptop. It is recommended that this option be evaluated to determine the effectiveness and help define this add-on price.

**Technology Upgrades**

To best achieve an optimal meeting environment, the following tasks have been initiated:

- Reissuing Trustee laptops: This will allow for a seamless joining experience to Board Teams meetings and the eScribe Meeting Management Website;
- Upgrade YouTube live streaming environment: New desktop computer designed for remote streaming will be installed;
- Recording secretary (Executive Assistant) laptop upgrade: A new laptop will be issued to ensure rapid change requests;
- Additional cameras: Still to be determined based on staff working group conclusions;
- Request to speak timer: A new timing system is available at the request of the chair. (Digital timekeeping mechanism).

**Staff/Trustee training sessions**

- Staff training: Staff training sessions for Executive and Administrative Assistants will occur during the week of February 22<sup>nd</sup>. The sessions will focus on creating and managing agenda structures, voting design and structures, request to speak, conflict of Interest registries and as-needed modifications.
- Working Group feedback: As a new design and interface are created feedback from the staff working group committee will help determine a final product for Trustees to use.
- Trustee training: When a final product is available, training sessions will be provided to Trustees.

**Project plan with estimated timelines**

**Board Room Technology**

Project Task	Start Date	End Date
Reissue laptops to Trustees	February 8th	
Upgrade Streaming environment	Week of February 16th	February 19
Recording secretary upgrade	Week of February 16th	February 19
Staff Training	Week of February 22nd	February 26
Creation of a new agenda package/template	March 1st	March 5
Working group committee meeting	Week of March 8th	March 12
Feedback and Review	Week of March 15th	March 19
Working group committee meeting	If Required	
Presentation/training for Trustees	TBD	



## Conclusion

Working group committee members attended a demonstration of the full eScribe product. Many products were currently available to the HCDSB and not in use. As we implement currently-owned solutions, the working group committee should continue to review additional product features, including hardware and software licenses, to enhance the experience for Trustees and attendees of the meetings.

Report Prepared by:

B. Cripps  
Senior Manager, IT Services

Report Submitted by:

A. Lofts  
Superintendent, Business Services and Treasurer of the Board

Report Approved by:

P. Daly  
Director of Education and Secretary of the Board



Schools Update	Item 10.3
February 16, 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.

Based on the most recent data and advice from the Chief Medical Officer of Health, elementary and secondary schools in additional PHUs across Ontario were permitted to resume in-person instruction on Monday February 8, 2021, with the exception of schools in Toronto Public Health, Peel Public Health and York Region Public Health, who will be permitted to resume in-person instruction on Tuesday February 16, 2021.

PHUs that were permitted to reopen elementary and secondary schools on Monday, February 8, 2021:

- Brant County Health Unit
- Chatham-Kent Public Health
- Durham Region Health Department
- Haldimand-Norfolk Health Unit
- **Halton Region Public Health**
- City of Hamilton Public Health Services
- Huron Perth Public Health
- Lambton Public Health



- Niagara Region Public Health
- Simcoe-Muskoka District Health Unit
- Region of Waterloo Public Health and Emergency Services
- Wellington-Dufferin-Guelph Public Health
- Windsor-Essex County Health Unit

PHUs that will be permitted to reopen elementary and secondary schools on Tuesday, February 16, 2021:

- Peel Public Health
- Toronto Public Health
- York Region Public Health

Boards are required to align with the direction provided for the PHU in which their schools are located and continue to follow direction provided by their local PHU.

On February 11, 2021, the Ministry announced that the March **Break will be postponed until April 12-16, 2021**, as a health and safety precaution to minimize the spread of COVID-19.

### **Elementary Schools**

- Our elementary schools re opened for in-person learning Monday February 8, 2021

### **Virtual Elementary School**

- Students enrolled in the Virtual Elementary School have continued to follow their established schedules.

### **Change in Learning Format**

- The change in learning format between in-person and virtual instruction will take place Tuesday February 16, 2021.
- The final opportunity for a change in learning format was scheduled to take place after the March Break. Communication regarding the next change in learning survey will go to parents this week.

### **Secondary Schools**

- Our secondary schools opened for in-person learning to begin Quadmester 3 on Monday February 8, 2021.





To support the return of in-person learning and based on advice from the Chief Medical Officer of Health, additional health and safety measures have been introduced to support students and staff 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.

### **On-Site Screening**

Effective January 25th schools have conducted on-site confirmation of self-screening prior to or upon arrival to school for all elementary and secondary staff, and as of February 8, 2021 for all secondary students.

### **Secondary Students**

Effective Monday, February 8, 2021, secondary school students attending in-person learning need to provide confirmation that they have completed the self-screening and received a 'pass' to attend school. Any student who does not pass the School Screening Tool must stay home and self-isolate until they meet the criteria for return.

- A daily reminder will be sent to students each morning from the school. The reminder will include a link to the [Ontario School Screening Tool](#).
- Students will be required to show their classroom teacher the 'pass' confirmation on their personal device (e.g. phone, laptop, etc.) or show a printed copy of the 'pass' confirmation.
- Students who require the use of a school device to complete the screening are asked to report to the office or area designated by the school Principal prior to going to class to complete their daily screening.
- Parents and guardians of students requiring assistance, including students with special education needs, are asked to contact their child's teacher to make arrangements for alternate ways to confirm that they have completed the Ontario School Screening and received a pass to attend school. This may include setting up an electronic practice, verbal communication, or the provision of paper copies of the screening tool that can be sent with the student in the morning.

### **School Staff**

- In addition to the requirement for school staff to perform daily self-screening, schools have a process in place to confirm the daily self-screening of staff prior to or upon their arrival at the school.
- The principal or their designate are responsible for ensuring all staff have completed and passed their daily COVID-19 self-screen.
- Any staff that does not pass the on-site screening procedures will be asked to return home and self-isolate until they meet the criteria for return.



## Visitors

Any visitors to a school are required to self-screen and to wear a medical mask while on school premises.

In addition to the requirement for visitors to perform daily self-screening, schools have a process in place to confirm the daily self-screening of all visitors prior to or upon their arrival at school.

- The principal or their designate are responsible for ensuring all essential visitors have completed and passed their daily COVID self-screen.
- Any visitor that does not pass the on-site screening procedures will be asked to return home and self-isolate until they meet the criteria for return.

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/>

## COVID-19 Testing

When there is concern of ongoing COVID-19 transmission at a school, Public Health will work with school boards and Ontario Health partners to make the molecular PCR testing more accessible for the school community.

This is a rare situation and in Halton, we have not required this for any of our schools to date. Widespread routine testing of asymptomatic (those who have no symptoms) students and staff is not planned at this time. Health units would use this testing in areas of high community transmission or if there is poor local access to PCR testing.

## Child Care

Child care centres will remain open for the duration of these time-limited public health actions. All Before and After School Programs have reopened.

## 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	<b>Item 10.4</b>
Tuesday, February 16, 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

**Foundational Elements:** Optimizing organizational effectiveness

## 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 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 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.

A Strategic Planning Steering Committee has been established to guide the process. The Committee is composed of all nine elected Trustees, the three Student Trustees, and the Director of Education. Other members of staff will attend meetings, as required.

At the initial meeting of the Steering Committee, held on February 8, 2021, the Committee undertook the following:

- Selecting a Steering Committee Chair (Vice Chair Duarte)
- Reviewing the Strategic Planning Process
- Review of our current of Mission, Vision, Values
- Consideration of the use of an External Consultant



### **Selection of the Steering Committee Chair**

The election of the Chair was conducted, in accordance with Board By-laws. Trustee Marvin Duarte was acclaimed Chair of the Strategic Planning Steering Committee.

### **Review of Strategic Planning Process**

The Director of Education provided an overview of the Strategic Planning Process, which will follow the requirements set out in [Policy I-44](#).

### **Review of Current Mission, Vision and Values**

The first task undertaken by the Strategic Planning Steering Committee was to review the Mission, Vision and Values statements, which form the basis of the multi-year strategic plan.

#### *Mission – Who Are We?*

The Steering Committee reviewed the current Mission statement to determine if it is still current, valid and reflective of our distinct purpose as a Catholic school district.

A change was made to the wording to encompass language around the Board's commitment to equity and inclusion.

#### *Vision – Where Do We Want to Be?*

The Steering Committee reviewed the current Vision statement to determine if it is still current, valid and reflective of what we aspire to as a Catholic school district.

A change was made to the wording to provide language around the Board's commitment to equity and inclusion.

#### *Values – What is Important to Us?*

The Steering Committee reviewed the current Values statement to determine if it is still current, valid and reflective of the values that guide our decision-making as a Catholic school district.

Changes were made to include wording around the Board's commitment to fostering a culture of life, and language around the Board's commitment to equity and inclusion.

The Steering Committee decided to send the proposed changes out for stakeholder consultation. An online survey was released on Thursday, February 11<sup>th</sup> and will remain open until Thursday, February 18<sup>th</sup>. The feedback will be shared with the Steering Committee and will help guide the final decision of the Board of Trustees.

### **Consideration of the Use of an External Consultant**

The Steering Committee discussed the option of hiring a third-party consultant to guide the strategic planning process. Additional information is currently being gathered and will be reviewed at a future Steering Committee Meeting.



## Next Steps

The timelines and future meeting dates of the Steering Committee are currently being determined. At their next meeting, the Steering Committee will review feedback received through the Review of the Mission, Vision and Values Survey. The Committee will also review and analyze data gathered through an internal and external scan and discuss the consultation process and timelines.

Regular updates on the progress of the Strategic Planning Process will continue to be shared at upcoming Board Meetings.

Report Prepared &  
Submitted by:

P. Daly  
Director of Education and Secretary of the Board

Report Approved by:

M. Duarte  
Chair of the MYSP Steering Committee



<p>Long-Term Capital Plan Preliminary Enrolment Projections</p>	<p>Item 10.5</p>
<p>February 16, 2021</p>	

### Alignment to Strategic Plan

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

### Purpose

To provide the Board of Trustees with an annual update on the elementary and secondary school enrolments for schools within the City of Burlington, Town of Halton Hills, Town of Milton and Town of Oakville. This report and the Four Year Ministry Enrolment Projections report, presented at the December 15<sup>th</sup>, 2020 Regular Meeting of the Board, constitutes the first steps in the annual update to the Long-Term Capital Plan (LTCP).

### Background Information

- 1) Information Report 10.2, “Four Year Ministry Enrolment Projections” from the December 15<sup>th</sup>, 2020 Regular Meeting of the Board.

### Comments

As part of the December 15<sup>th</sup>, 2020 Regular Meeting of the Board, staff presented the Board of Trustees with its Four Year Ministry Enrolment Projections as submitted to the Ministry of Education on December 4<sup>th</sup>, 2020. This report provides more detailed preliminary projections and facility utilization rates for each elementary and secondary school in the Region and by municipality for a 15-year planning period. This serves as one of the first steps in the annual update to the Long-Term Capital Plan (LTCP).

To generate the projections, staff utilized enrolment projection software that bases future enrolment upon actual October 31<sup>st</sup>, 2020 enrolments and trends from the prior three (3) years (2017 to 2019). When establishing trends for projecting student enrolment, enrolment data from 2020 was excluded as enrolment from 2020 has been considered an anomaly due to the impact of COVID-19. Most school boards have adopted the anomaly exclusion of enrolment data from 2020.

Enrolment projections are provided in Appendix A through D by municipality, and board-wide totals are provided in Appendix E.



## Overall Enrolment Trends

Overall, board-wide enrolment is projected to increase from 36,249 in 2020 to 46,137 in 2030, which is a change of +9,888 students (+27.3%). The growth in enrolment is attributed largely to greenfield development throughout the Region. Changes in overall projections by municipality are provided below.

- City of Burlington: Enrolment is projected to increase from 9,315 in 2020 to 9,885 in 2030, a change of +570 students (+6.1%). Facility utilization is projected to increase from 98% in 2020 to 104% over the 10 year period, a change of +6%.
  - Burlington is generally characterised by maturing neighbourhoods with some greenfield developments in Alton West and the Evergreen Secondary Plan. There have been slight increases in enrolment in some mature communities where neighbourhood turnovers have been noted in recent years.
- Town of Halton Hills: Enrolment is projected to increase from 4,378 in 2020 to 5,934 in 2030, a change of +1,556 students (+35.5%). Facility utilization is projected to increase from 116% in 2020 to 157% over the 10 year period, a change of +41%.
  - The increase is largely due to the planned development in the Vision Georgetown Secondary Plan.
- Town of Milton: Enrolment is projected to increase from 11,875 in 2020 to 17,672 in 2030, a change of +5,797 students (+48.8%). Facility utilization is projected to increase from 129% in 2020 to 165% over the 10 year period, a change of +36%.
  - Town of Milton continues to be one of the primary growth areas for the Board. The increase is due largely to on-going development in the Boyne community, and planned development in Milton Heights and the Agerton, Trafalgar and Britannia Secondary Plans.
- Town of Oakville: Enrolment is projected to increase from 10,681 in 2020 to 12,646 in 2030, a change of +1,965 students (+18.4%). Facility utilization is projected to increase from 94% in 2020 to 111% over the 10 year period, a change of +17%.
  - The increase is largely due to continued development in the North Oakville community, which offsets declines in the mature neighbourhoods south of Dundas Street.

As a share of the overall enrolment by municipality, Milton will see the highest growth in overall Board enrolment and is expected to increase from accounting for 33% of the Board's enrolment in 2020 to 38% by 2030. A breakdown by panel is provided in Appendix F.

Detailed analysis of municipal and regional trends and retention rates will be provided through the draft 2021 Long-Term Capital Plan (LTCP) in Spring 2021.

## Long-Term Capital Plan Progress

As part of the annual review and update cycle, Planning Services intends to accomplish the following updates:

- Update 15-year projects list
- Identification of Capital Priorities and Facility Partnership opportunities
- Identification of Holding and/or Development Areas



To complete the annual update, Planning Services anticipates the following milestones over the 2020-2021 school year. Note that due to the School Boundary Review processes being undertaken during the 2020-2021 school year, the 2021 Long-Term Capital Plan’s timing has yet to be finalized and may be delayed.

**Table 1: Tentative dates for 2021 Long-Term Capital Plan**

Tentative Dates	Forum	Actions
October – December 2020	Internal	Develop and complete preliminary enrolment projections for submission to the Ministry of Education
December 4 <sup>th</sup> , 2020	Ministry Submission	Enrolment projections submission
December 15 <sup>th</sup> , 2020	Board Meeting	Four Year Ministry Enrolment Projections Report
<b>February 16<sup>th</sup>, 2021</b>	<b>Board Meeting</b>	<b>LTCP Preliminary Enrolment Projections Report</b>
March – April 2021	Publish Materials Online	LTCP updated projections posted online
<b>April 2021</b>	<b>Board Meeting</b>	<b>Annual Facility Accommodation Board Report</b>
<b>April 2021</b>	<b>Board Meeting</b>	<b>Draft Report for LTCP</b>
April – May 2021	Public Meeting	2021 CPFP Public Meeting
April – May 2021	Online Survey	LTCP Survey launch
<b>May 2021</b>	<b>Board Meeting</b>	<b>Public Delegations &amp; Information Report for LTCP</b>
<b>June 2021</b>	<b>Board Meeting</b>	<b>Presentation of final LTCP</b>

Note: all information will be posted on the School Planning website (<https://schoolplanning.hcdsb.org/>) once presented to Trustees.

## Conclusion

Overall, the Board’s enrolment is projected to increase from 36,249 in 2020 to 46,137 in 2030, which is a change of +9,888 students (+27.3%) over the 10-year planning horizon. The growth in enrolment is attributed largely to greenfield development throughout the Region, which offsets stable and declining enrolment in mature parts in Halton, located mostly south of Dundas Street in Burlington and Oakville.

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

B. Vidovic  
Senior Manager, Planning Services

Report Submitted by: A. Lofts  
Superintendent, Business Services



**CITY OF BURLINGTON  
ENROLMENT PROJECTIONS**

ELEMENTARY PANEL			HISTORIC					PROJECTED				FORECAST										
BURLINGTON	CODE	FBC	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
<b>ASSUMPTION FAMILY OF SCHOOLS</b>																						
Ascension CES	ASCN	383	269	274	297	318	308	322	336	350	359	364	367	367	361	357	363	360	356	351	349	346
Holy Rosary (B) CES	HLRB	478	415	415	423	417	413	405	398	393	400	408	423	431	443	457	472	484	487	487	486	484
St. John (B) CES	JOHB	383	304	302	320	337	314	317	318	314	327	343	355	367	370	375	391	395	398	399	400	397
St. Patrick CES	PATR	337	262	290	308	299	295	305	299	307	313	305	312	317	310	322	329	334	339	345	345	345
St. Paul CES	PAUL	337	267	306	356	358	353	363	373	378	394	411	413	404	392	400	398	394	390	387	384	381
St. Raphael CES	RAPH	346	258	278	307	321	364	387	392	404	418	417	415	402	402	394	373	368	363	358	353	350
<b>Total Enrolment</b>	<b>FBC</b>	<b>2,264</b>	<b>1,775</b>	<b>1,865</b>	<b>2,011</b>	<b>2,050</b>	<b>2,047</b>	<b>2,099</b>	<b>2,116</b>	<b>2,145</b>	<b>2,211</b>	<b>2,248</b>	<b>2,286</b>	<b>2,288</b>	<b>2,277</b>	<b>2,304</b>	<b>2,328</b>	<b>2,335</b>	<b>2,333</b>	<b>2,328</b>	<b>2,317</b>	<b>2,304</b>
<b>Enrolment Change (+/-)</b>				<b>90</b>	<b>146</b>	<b>39</b>	<b>-3</b>	<b>52</b>	<b>17</b>	<b>29</b>	<b>66</b>	<b>37</b>	<b>38</b>	<b>2</b>	<b>-11</b>	<b>27</b>	<b>23</b>	<b>8</b>	<b>-3</b>	<b>-5</b>	<b>-11</b>	<b>-13</b>
<b>CORPUS CHRISTI FAMILY OF SCHOOLS</b>																						
Sacred Heart of Jesus CES	SHOJ	547	497	512	533	543	575	603	625	619	638	632	641	622	602	585	590	586	580	576	569	565
St. Anne CES	ANNB	622	711	770	804	814	779	773	771	763	754	737	705	700	681	682	689	692	691	690	688	688
St. Christopher CES	CHRS	478	476	428	407	403	371	353	351	350	353	351	352	371	367	365	359	353	346	350	354	358
St. Elizabeth Seton CES	ELIZ	455	435	425	416	413	392	395	392	394	389	383	376	373	377	371	380	381	382	382	382	382
<b>Total Enrolment</b>	<b>FBC</b>	<b>2,102</b>	<b>2,119</b>	<b>2,135</b>	<b>2,160</b>	<b>2,173</b>	<b>2,117</b>	<b>2,123</b>	<b>2,139</b>	<b>2,125</b>	<b>2,133</b>	<b>2,103</b>	<b>2,074</b>	<b>2,065</b>	<b>2,027</b>	<b>2,003</b>	<b>2,019</b>	<b>2,012</b>	<b>1,999</b>	<b>1,997</b>	<b>1,993</b>	<b>1,993</b>
<b>Enrolment Change (+/-)</b>				<b>16</b>	<b>25</b>	<b>13</b>	<b>-56</b>	<b>6</b>	<b>16</b>	<b>-14</b>	<b>8</b>	<b>-31</b>	<b>-29</b>	<b>-8</b>	<b>-38</b>	<b>-25</b>	<b>17</b>	<b>-7</b>	<b>-13</b>	<b>-2</b>	<b>-5</b>	<b>0</b>
<b>NOTRE DAME FAMILY OF SCHOOLS</b>																						
Canadian Martyrs CES	CDNM	409	377	380	396	406	403	408	409	424	414	406	396	395	378	376	372	366	363	359	356	355
St. Gabriel CES	GABR	547	578	574	604	603	577	580	604	622	621	619	631	623	624	623	638	643	645	647	648	648
St. Mark CES	MARK	363	343	364	377	370	394	386	401	418	434	435	439	432	425	435	432	429	424	418	412	410
St. Timothy CES	TIMB	504	537	560	550	554	566	579	584	569	581	566	566	554	557	568	562	562	562	562	562	562
<b>Total Enrolment</b>	<b>FBC</b>	<b>1,823</b>	<b>1,835</b>	<b>1,878</b>	<b>1,927</b>	<b>1,933</b>	<b>1,940</b>	<b>1,953</b>	<b>1,998</b>	<b>2,032</b>	<b>2,050</b>	<b>2,025</b>	<b>2,032</b>	<b>2,004</b>	<b>1,984</b>	<b>2,002</b>	<b>2,004</b>	<b>1,999</b>	<b>1,993</b>	<b>1,986</b>	<b>1,978</b>	<b>1,975</b>
<b>Enrolment Change (+/-)</b>				<b>43</b>	<b>49</b>	<b>6</b>	<b>7</b>	<b>13</b>	<b>45</b>	<b>35</b>	<b>17</b>	<b>-25</b>	<b>7</b>	<b>-29</b>	<b>-19</b>	<b>18</b>	<b>1</b>	<b>-4</b>	<b>-6</b>	<b>-8</b>	<b>-8</b>	<b>-3</b>
<b>BURLINGTON ELEMENTARY SCHOOL TOTAL ENROLMENT</b>																						
<b>Total Enrolment:</b>	<b>FBC</b>	<b>6,189</b>	<b>5,729</b>	<b>5,878</b>	<b>6,098</b>	<b>6,156</b>	<b>6,104</b>	<b>6,175</b>	<b>6,253</b>	<b>6,303</b>	<b>6,394</b>	<b>6,376</b>	<b>6,392</b>	<b>6,357</b>	<b>6,289</b>	<b>6,309</b>	<b>6,350</b>	<b>6,346</b>	<b>6,325</b>	<b>6,311</b>	<b>6,287</b>	<b>6,272</b>
<b>Enrolment Change (+/-)</b>				<b>149</b>	<b>220</b>	<b>58</b>	<b>-52</b>	<b>71</b>	<b>77</b>	<b>50</b>	<b>91</b>	<b>-18</b>	<b>16</b>	<b>-35</b>	<b>-68</b>	<b>21</b>	<b>41</b>	<b>-4</b>	<b>-21</b>	<b>-15</b>	<b>-23</b>	<b>-16</b>
<b>SECONDARY PANEL</b>																						
BURLINGTON	CODE	FBC	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Assumption CSS	ASPT	1,041	841	941	1,001	1,054	1,037	1,078	1,129	1,132	1,163	1,202	1,215	1,249	1,308	1,300	1,287	1,272	1,243	1,256	1,279	1,284
Notre Dame CSS	NTDM	1,113	1,025	1,011	1,092	1,107	1,091	1,130	1,140	1,118	1,136	1,159	1,166	1,201	1,217	1,191	1,190	1,171	1,155	1,165	1,172	1,170
Corpus Christi CSS	CORP	1,182	1,006	1,049	1,102	1,094	1,083	1,134	1,109	1,138	1,142	1,160	1,192	1,174	1,170	1,128	1,058	1,025	995	982	996	1,000
<b>Total Enrolment</b>	<b>FBC</b>	<b>3,336</b>	<b>2,872</b>	<b>3,001</b>	<b>3,195</b>	<b>3,255</b>	<b>3,211</b>	<b>3,341</b>	<b>3,379</b>	<b>3,387</b>	<b>3,442</b>	<b>3,520</b>	<b>3,572</b>	<b>3,624</b>	<b>3,695</b>	<b>3,619</b>	<b>3,535</b>	<b>3,469</b>	<b>3,393</b>	<b>3,402</b>	<b>3,447</b>	<b>3,454</b>
<b>Enrolment Change (+/-)</b>				<b>129</b>	<b>194</b>	<b>60</b>	<b>-44</b>	<b>130</b>	<b>37</b>	<b>9</b>	<b>54</b>	<b>78</b>	<b>52</b>	<b>52</b>	<b>71</b>	<b>-76</b>	<b>-84</b>	<b>-67</b>	<b>-76</b>	<b>10</b>	<b>44</b>	<b>7</b>
<b>BURLINGTON TOTAL ENROLMENT</b>																						
			<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>	<b>2031</b>	<b>2032</b>	<b>2033</b>	<b>2034</b>	<b>2035</b>
<b>Total Enrolment:</b>	<b>FBC</b>	<b>9,525</b>	<b>8,601</b>	<b>8,879</b>	<b>9,293</b>	<b>9,411</b>	<b>9,315</b>	<b>9,517</b>	<b>9,631</b>	<b>9,690</b>	<b>9,836</b>	<b>9,896</b>	<b>9,964</b>	<b>9,981</b>	<b>9,983</b>	<b>9,928</b>	<b>9,885</b>	<b>9,815</b>	<b>9,718</b>	<b>9,713</b>	<b>9,734</b>	<b>9,725</b>
<b>Enrolment Change (+/-)</b>				<b>278</b>	<b>414</b>	<b>118</b>	<b>-96</b>	<b>202</b>	<b>114</b>	<b>59</b>	<b>146</b>	<b>60</b>	<b>68</b>	<b>17</b>	<b>3</b>	<b>-56</b>	<b>-43</b>	<b>-70</b>	<b>-97</b>	<b>-5</b>	<b>21</b>	<b>-9</b>

**CITY OF BURLINGTON**  
UTILIZATION PROJECTIONS & CHANGES

ELEMENTARY PANEL			HISTORIC					PROJECTED				FORECAST										
BURLINGTON	CODE	FBC	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
<b>ASSUMPTION FAMILY OF SCHOOLS</b>																						
Ascension CES	ASCN	383	70%	72%	78%	83%	80%	84%	88%	91%	94%	95%	96%	96%	94%	93%	95%	94%	93%	92%	91%	90%
Holy Rosary (B) CES	HLRB	478	87%	87%	88%	87%	86%	85%	83%	82%	84%	85%	89%	90%	93%	96%	99%	101%	102%	102%	102%	101%
St. John (B) CES	JOHB	383	79%	79%	84%	88%	82%	83%	83%	82%	85%	90%	93%	96%	97%	98%	102%	103%	104%	104%	104%	104%
St. Patrick CES	PATR	337	78%	86%	91%	89%	88%	90%	89%	91%	93%	90%	93%	94%	92%	95%	98%	99%	101%	102%	102%	102%
St. Paul CES	PAUL	337	79%	91%	106%	106%	105%	108%	111%	112%	117%	122%	123%	120%	116%	119%	118%	117%	116%	115%	114%	113%
St. Raphael CES	RAPH	346	75%	80%	89%	93%	105%	112%	113%	117%	121%	121%	120%	116%	116%	114%	108%	106%	105%	104%	102%	101%
Utilization	FBC	2,264	78%	82%	89%	91%	90%	93%	93%	95%	98%	99%	101%	101%	101%	102%	103%	103%	103%	103%	102%	102%
Utilization Change (+/-)			4.0%	6.4%	1.7%	-0.1%	2.3%	0.7%	1.3%	2.9%	1.6%	1.7%	0.1%	-0.5%	1.2%	1.0%	0.3%	-0.1%	-0.2%	-0.5%	-0.6%	
<b>CORPUS CHRISTI FAMILY OF SCHOOLS</b>																						
Sacred Heart of Jesus CES	SHOJ	547	91%	94%	97%	99%	105%	110%	114%	113%	117%	116%	117%	114%	110%	107%	108%	107%	106%	105%	104%	103%
St. Anne CES	ANNB	622	114%	124%	129%	131%	125%	124%	124%	123%	121%	119%	113%	113%	110%	110%	111%	111%	111%	111%	111%	111%
St. Christopher CES	CHRS	478	100%	90%	85%	84%	78%	74%	73%	73%	74%	73%	74%	78%	77%	76%	75%	74%	72%	73%	74%	75%
St. Elizabeth Seton CES	ELIZ	455	96%	93%	91%	91%	86%	87%	86%	87%	86%	84%	83%	82%	83%	82%	84%	84%	84%	84%	84%	84%
Utilization	FBC	2,102	101%	102%	103%	103%	101%	101%	102%	101%	101%	100%	99%	98%	96%	95%	96%	96%	95%	95%	95%	95%
Utilization Change (+/-)			0.8%	1.2%	0.6%	-2.7%	0.3%	0.7%	-0.7%	0.4%	-1.5%	-1.4%	-0.4%	-1.8%	-1.2%	0.8%	-0.3%	-0.6%	-0.1%	-0.2%	0.0%	
<b>NOTRE DAME FAMILY OF SCHOOLS</b>																						
Canadian Martyrs CES	CDNM	409	92%	93%	97%	99%	99%	100%	100%	104%	101%	99%	97%	96%	92%	92%	91%	90%	89%	88%	87%	87%
St. Gabriel CES	GABR	547	106%	105%	110%	110%	105%	106%	110%	114%	114%	113%	115%	114%	114%	114%	117%	117%	118%	118%	119%	118%
St. Mark CES	MARK	363	94%	100%	104%	102%	109%	106%	110%	115%	120%	120%	121%	119%	117%	120%	119%	118%	117%	115%	114%	113%
St. Timothy CES	TIMB	504	107%	111%	109%	110%	112%	115%	116%	113%	115%	112%	112%	110%	110%	113%	111%	111%	111%	111%	111%	111%
Utilization	FBC	1,823	101%	103%	106%	106%	106%	107%	110%	111%	112%	111%	111%	110%	109%	110%	110%	110%	109%	109%	109%	108%
Utilization Change (+/-)			2.4%	2.7%	0.3%	0.4%	0.7%	2.5%	1.9%	1.0%	-1.4%	0.4%	-1.6%	-1.1%	1.0%	0.1%	-0.2%	-0.3%	-0.4%	-0.4%	-0.2%	
<b>BURLINGTON ELEMENTARY SCHOOL UTILIZATION</b>																						
Utilization	FBC	6,189	93%	95%	99%	99%	99%	100%	101%	102%	103%	103%	103%	103%	102%	102%	103%	103%	102%	102%	102%	101%
Utilization Change (+/-)			2.4%	3.6%	0.9%	-0.8%	1.2%	1.2%	0.8%	1.5%	-0.3%	0.3%	-0.6%	-1.1%	0.3%	0.7%	-0.1%	-0.3%	-0.2%	-0.4%	-0.3%	
<b>SECONDARY PANEL</b>																						
BURLINGTON			HISTORIC					PROJECTED				FORECAST										
Assumption CSS	ASPT	1,041	81%	90%	96%	101%	100%	104%	108%	109%	112%	115%	117%	120%	126%	125%	124%	122%	119%	121%	123%	123%
Notre Dame CSS	NTDM	1,113	92%	91%	98%	99%	98%	102%	102%	100%	102%	104%	105%	108%	109%	107%	107%	105%	104%	105%	105%	105%
Corpus Christi CSS	CORP	1,182	85%	89%	93%	93%	92%	96%	94%	96%	97%	98%	101%	99%	99%	95%	90%	87%	84%	83%	84%	85%
Utilization	FBC	3,336	86%	90%	96%	98%	96%	100%	101%	102%	103%	106%	107%	109%	111%	108%	106%	104%	102%	102%	103%	104%
Utilization Change (+/-)			3.9%	5.8%	1.8%	-1.3%	3.9%	1.1%	0.3%	1.6%	2.3%	1.6%	1.5%	2.1%	-2.3%	-2.5%	-2.0%	-2.3%	0.3%	1.3%	0.2%	
<b>BURLINGTON TOTAL UTILIZATION</b>																						
			HISTORIC					PROJECTED				FORECAST										
Utilization			90%	93%	98%	99%	98%	100%	101%	102%	103%	104%	105%	105%	105%	104%	104%	103%	102%	102%	102%	102%
Utilization Change (+/-)	FBC	9,525	2.9%	4.3%	1.2%	-1.0%	2.1%	1.2%	0.6%	1.5%	0.6%	0.7%	0.2%	0.0%	-0.6%	-0.4%	-0.7%	-1.0%	-0.1%	0.2%	-0.1%	

**TOWN OF HALTON HILLS**  
**ENROLMENT PROJECTIONS**

ELEMENTARY PANEL			HISTORIC					PROJECTED				FORECAST										
HALTON HILLS	CODE	FBC	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
<b>CHRIST THE KING FAMILY OF SCHOOLS</b>																						
Holy Cross CES	HLYC	455	475	477	448	458	406	428	430	438	444	454	444	450	471	471	476	472	467	458	449	441
St. Brigid CES	BRID	573	884	902	914	901	881	827	774	726	880	1,035	1,173	1,303	1,436	1,586	1,746	1,902	2,057	2,211	2,164	2,116
St. Catherine of Alexandria CES	ALEX	622	679	677	674	726	761	795	818	851	835	846	828	816	811	812	810	799	787	779	771	763
St. Francis of Assisi CES	FRAN	363	356	354	364	368	348	375	427	471	504	522	533	531	529	532	532	526	512	494	479	467
St. Joseph (A) CES	JOSA	409	392	350	331	330	341	334	326	319	313	319	327	331	326	327	330	327	324	324	323	323
<b>Total Enrolment</b>	<b>FBC</b>	<b>2,422</b>	<b>2,786</b>	<b>2,760</b>	<b>2,731</b>	<b>2,783</b>	<b>2,737</b>	<b>2,759</b>	<b>2,775</b>	<b>2,805</b>	<b>2,975</b>	<b>3,177</b>	<b>3,306</b>	<b>3,430</b>	<b>3,573</b>	<b>3,728</b>	<b>3,895</b>	<b>4,025</b>	<b>4,147</b>	<b>4,266</b>	<b>4,186</b>	<b>4,110</b>
<b>Enrolment Change (+/-)</b>				-26	-29	52	-46	22	16	30	171	201	129	125	142	155	167	130	122	119	-80	-77

SECONDARY PANEL			HISTORIC					PROJECTED				FORECAST										
HALTON HILLS	CODE	FBC	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Christ the King CSS	KING	1,350	1,632	1,656	1,706	1,658	1,641	1,630	1,655	1,693	1,782	1,820	1,858	1,907	1,942	2,013	2,039	2,081	2,144	2,227	2,251	2,259
<b>Total Enrolment</b>	<b>FBC</b>	<b>1,350</b>	<b>1,632</b>	<b>1,656</b>	<b>1,706</b>	<b>1,658</b>	<b>1,641</b>	<b>1,630</b>	<b>1,655</b>	<b>1,693</b>	<b>1,782</b>	<b>1,820</b>	<b>1,858</b>	<b>1,907</b>	<b>1,942</b>	<b>2,013</b>	<b>2,039</b>	<b>2,081</b>	<b>2,144</b>	<b>2,227</b>	<b>2,251</b>	<b>2,259</b>
<b>Enrolment Change (+/-)</b>				24	50	-48	-17	-11	25	38	88	38	38	49	35	71	26	42	64	82	24	9

HALTON HILLS TOTAL ENROLMENT			HISTORIC					PROJECTED				FORECAST										
			2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
			4,418	4,416	4,437	4,441	4,378	4,389	4,430	4,498	4,757	4,997	5,164	5,338	5,515	5,741	5,934	6,106	6,291	6,493	6,437	6,369
<b>Enrolment Change (+/-)</b>	<b>FBC</b>	<b>3,772</b>		-2	21	4	-63	11	41	68	259	240	167	174	177	226	193	172	186	201	-56	-68

**UTILIZATION PROJECTIONS & CHANGES**

ELEMENTARY PANEL			HISTORIC					PROJECTED				FORECAST										
HALTON HILLS	CODE	FBC	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
<b>CHRIST THE KING FAMILY OF SCHOOLS</b>																						
Holy Cross CES	HLYC	455	104%	105%	98%	101%	89%	94%	95%	96%	98%	100%	98%	99%	104%	104%	105%	104%	103%	101%	99%	97%
St. Brigid CES	BRID	573	154%	157%	160%	157%	154%	144%	135%	127%	154%	181%	205%	227%	251%	277%	305%	332%	359%	386%	378%	369%
St. Catherine of Alexandria CES	ALEX	622	109%	109%	108%	117%	122%	128%	132%	137%	134%	136%	133%	131%	130%	131%	130%	128%	127%	125%	124%	123%
St. Francis of Assisi CES	FRAN	363	98%	98%	100%	101%	96%	103%	117%	130%	139%	144%	147%	146%	146%	147%	147%	145%	141%	136%	132%	129%
St. Joseph (A) CES	JOSA	409	96%	86%	81%	81%	83%	82%	80%	78%	76%	78%	80%	81%	80%	80%	81%	80%	79%	79%	79%	79%
<b>Utilization</b>	<b>FBC</b>	<b>2,422</b>	<b>115%</b>	<b>114%</b>	<b>113%</b>	<b>115%</b>	<b>113%</b>	<b>114%</b>	<b>115%</b>	<b>116%</b>	<b>123%</b>	<b>131%</b>	<b>136%</b>	<b>142%</b>	<b>148%</b>	<b>154%</b>	<b>161%</b>	<b>166%</b>	<b>171%</b>	<b>176%</b>	<b>173%</b>	<b>170%</b>
<b>Utilization Change (+/-)</b>				-1.1%	-1.2%	2.1%	-1.9%	0.9%	0.7%	1.2%	7.0%	8.3%	5.3%	5.2%	5.9%	6.4%	6.9%	5.4%	5.0%	4.9%	-3.3%	-3.2%

SECONDARY PANEL			HISTORIC					PROJECTED				FORECAST										
HALTON HILLS	CODE	FBC	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Christ the King CSS	KING	1,350	121%	123%	126%	123%	122%	121%	123%	125%	132%	135%	138%	141%	144%	149%	151%	154%	159%	165%	167%	167%
<b>Utilization</b>	<b>FBC</b>	<b>1,350</b>	<b>121%</b>	<b>123%</b>	<b>126%</b>	<b>123%</b>	<b>122%</b>	<b>121%</b>	<b>123%</b>	<b>125%</b>	<b>132%</b>	<b>135%</b>	<b>138%</b>	<b>141%</b>	<b>144%</b>	<b>149%</b>	<b>151%</b>	<b>154%</b>	<b>159%</b>	<b>165%</b>	<b>167%</b>	<b>167%</b>
<b>Utilization Change (+/-)</b>				1.8%	3.7%	-3.6%	-1.3%	-0.8%	1.9%	2.8%	6.5%	2.8%	2.8%	3.7%	2.6%	5.3%	1.9%	3.1%	4.7%	6.1%	1.8%	0.6%

HALTON HILLS UTILIZATION			HISTORIC					PROJECTED				FORECAST										
			2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
			117%	117%	118%	118%	116%	116%	117%	119%	126%	132%	137%	142%	146%	152%	157%	162%	167%	172%	171%	169%
<b>Utilization Change (+/-)</b>	<b>FBC</b>	<b>3,772</b>		-0.1%	0.6%	0.1%	-1.7%	0.3%	1.1%	1.8%	6.9%	6.4%	4.4%	4.6%	4.7%	6.0%	5.1%	4.6%	4.9%	5.3%	-1.5%	-1.8%

**TOWN OF MILTON**  
ENROLMENT PROJECTIONS

ELEMENTARY PANEL			HISTORIC					PROJECTED					FORECAST									
MILTON	CODE	FBC	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
<b>BISHOP P. F. REDING FAMILY OF SCHOOLS</b>																						
Holy Rosary (M) CES	HLRM	536	410	438	484	503	505	538	562	561	601	629	672	749	796	815	828	837	848	851	842	829
Our Lady of Victory CES	OLVM	291	255	281	276	271	280	302	322	351	371	377	378	385	398	395	393	388	382	376	368	364
St. Anthony of Padua CES	ANTH	723	967	1,004	982	969	948	924	908	889	864	843	840	830	840	855	854	855	855	853	851	849
St. Peter CES	PETE	619	733	702	705	708	649	653	602	587	549	548	529	536	520	499	514	518	522	523	525	525
<b>Total Enrolment</b>	<b>FBC</b>	<b>2,169</b>	<b>2,365</b>	<b>2,425</b>	<b>2,447</b>	<b>2,451</b>	<b>2,382</b>	<b>2,417</b>	<b>2,394</b>	<b>2,388</b>	<b>2,386</b>	<b>2,397</b>	<b>2,419</b>	<b>2,499</b>	<b>2,553</b>	<b>2,564</b>	<b>2,589</b>	<b>2,597</b>	<b>2,607</b>	<b>2,603</b>	<b>2,586</b>	<b>2,568</b>
<b>Enrolment Change (+/-)</b>			<b>60</b>	<b>22</b>	<b>4</b>	<b>-69</b>	<b>35</b>	<b>-23</b>	<b>-5</b>	<b>-3</b>	<b>11</b>	<b>22</b>	<b>80</b>	<b>54</b>	<b>12</b>	<b>25</b>	<b>8</b>	<b>10</b>	<b>-4</b>	<b>-17</b>	<b>-19</b>	
<b>ST. FRANCIS XAVIER FAMILY OF SCHOOLS</b>																						
Guardian Angels CES	GUAR	723	940	948	963	925	878	835	794	767	737	711	691	671	662	668	681	679	677	675	672	668
Lumen Christi CES	LUMN	648	581	617	671	738	742	769	793	790	771	766	756	751	739	744	745	743	743	743	743	743
St. Scholastica CES	SCHO	671	0	0	231	446	633	872	1,116	1,474	1,864	2,345	2,947	3,476	3,945	4,405	4,912	5,406	5,883	6,216	6,538	6,843
Our Lady of Fatima CES	OLFA	648	799	752	742	792	749	742	750	724	715	699	692	687	689	685	698	703	708	710	707	703
Queen of Heaven CES	QUEN	671	836	897	936	942	940	925	914	899	875	843	839	810	806	802	806	806	806	806	806	806
St. Benedict CES	BENE	671	746	1,002	1,006	987	946	917	889	871	857	820	798	806	804	811	816	815	814	813	812	811
<b>Total Enrolment</b>	<b>FBC</b>	<b>4,032</b>	<b>3,902</b>	<b>4,216</b>	<b>4,549</b>	<b>4,830</b>	<b>4,888</b>	<b>5,059</b>	<b>5,256</b>	<b>5,525</b>	<b>5,820</b>	<b>6,184</b>	<b>6,721</b>	<b>7,201</b>	<b>7,645</b>	<b>8,115</b>	<b>8,658</b>	<b>9,152</b>	<b>9,630</b>	<b>9,963</b>	<b>10,277</b>	<b>10,574</b>
<b>Enrolment Change (+/-)</b>			<b>314</b>	<b>333</b>	<b>281</b>	<b>58</b>	<b>171</b>	<b>197</b>	<b>268</b>	<b>295</b>	<b>364</b>	<b>538</b>	<b>480</b>	<b>445</b>	<b>469</b>	<b>543</b>	<b>494</b>	<b>478</b>	<b>333</b>	<b>314</b>	<b>297</b>	

MILTON ELEMENTARY SCHOOL TOTAL ENROLMENT																						
<b>Total Enrolment:</b>	<b>FBC</b>	<b>6,201</b>	<b>6,267</b>	<b>6,641</b>	<b>6,996</b>	<b>7,281</b>	<b>7,270</b>	<b>7,476</b>	<b>7,650</b>	<b>7,913</b>	<b>8,205</b>	<b>8,581</b>	<b>9,140</b>	<b>9,700</b>	<b>10,198</b>	<b>10,679</b>	<b>11,247</b>	<b>11,749</b>	<b>12,238</b>	<b>12,566</b>	<b>12,863</b>	<b>13,141</b>
<b>Enrolment Change (+/-)</b>			<b>374</b>	<b>355</b>	<b>285</b>	<b>-11</b>	<b>206</b>	<b>174</b>	<b>263</b>	<b>293</b>	<b>375</b>	<b>559</b>	<b>560</b>	<b>499</b>	<b>481</b>	<b>568</b>	<b>502</b>	<b>488</b>	<b>329</b>	<b>297</b>	<b>278</b>	

SECONDARY PANEL			HISTORIC					PROJECTED					FORECAST									
MILTON	CODE	FBC	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Bishop P. F. Reding CSS	BHRD	1,542	1,470	1,646	1,867	2,035	2,192	2,250	2,281	2,261	2,295	2,340	2,341	2,321	2,271	2,205	2,142	2,130	2,126	2,131	2,151	2,162
Milton #3 CSS	MIL3	1,542	0	0	0	0	0	304	593	943	1,287	1,470	1,675	1,864	2,062	2,217	2,359	2,536	2,725	2,875	3,058	3,233
St. Francis Xavier CSS	STFX	1,437	1,324	1,595	1,960	2,244	2,413	2,398	2,222	2,079	1,882	1,940	1,980	2,004	1,989	1,946	1,923	1,912	1,900	1,908	1,933	1,949
<b>Total Enrolment</b>	<b>FBC</b>	<b>4,521</b>	<b>2,794</b>	<b>3,241</b>	<b>3,827</b>	<b>4,279</b>	<b>4,605</b>	<b>4,953</b>	<b>5,095</b>	<b>5,282</b>	<b>5,463</b>	<b>5,750</b>	<b>5,995</b>	<b>6,188</b>	<b>6,321</b>	<b>6,368</b>	<b>6,425</b>	<b>6,579</b>	<b>6,751</b>	<b>6,914</b>	<b>7,142</b>	<b>7,344</b>
<b>Enrolment Change (+/-)</b>			<b>447</b>	<b>586</b>	<b>452</b>	<b>326</b>	<b>348</b>	<b>142</b>	<b>188</b>	<b>181</b>	<b>287</b>	<b>245</b>	<b>193</b>	<b>133</b>	<b>47</b>	<b>57</b>	<b>153</b>	<b>172</b>	<b>163</b>	<b>228</b>	<b>203</b>	

MILTON TOTAL ENROLMENT			HISTORIC					PROJECTED					FORECAST									
			2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
			9,061	9,882	10,823	11,560	11,875	12,428	12,745	13,195	13,669	14,331	15,135	15,888	16,519	17,047	17,672	18,328	18,988	19,480	20,005	20,485
<b>Enrolment Change (+/-)</b>	<b>FBC</b>	<b>10,722</b>		<b>821</b>	<b>941</b>	<b>737</b>	<b>315</b>	<b>553</b>	<b>316</b>	<b>451</b>	<b>473</b>	<b>662</b>	<b>804</b>	<b>753</b>	<b>632</b>	<b>528</b>	<b>625</b>	<b>656</b>	<b>660</b>	<b>491</b>	<b>525</b>	<b>481</b>

**TOWN OF MILTON**  
**UTILIZATION PROJECTIONS & CHANGES**

ELEMENTARY PANEL			HISTORIC					PROJECTED					FORECAST									
MILTON	CODE	FBC	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
<b>BISHOP P. F. REDING FAMILY OF SCHOOLS</b>																						
Holy Rosary (M) CES	HLRM	536	76%	82%	90%	94%	94%	100%	105%	105%	112%	117%	125%	140%	148%	152%	154%	156%	158%	159%	157%	155%
Our Lady of Victory CES	OLVM	291	88%	97%	95%	93%	96%	104%	111%	121%	128%	129%	130%	132%	137%	136%	135%	133%	131%	129%	127%	125%
St. Anthony of Padua CES	ANTH	723	134%	139%	136%	134%	131%	128%	126%	123%	120%	117%	116%	115%	116%	118%	118%	118%	118%	118%	118%	117%
St. Peter CES	PETE	619	118%	113%	114%	114%	105%	105%	97%	95%	89%	89%	85%	87%	84%	81%	83%	84%	84%	85%	85%	85%
Utilization	FBC	2,169	109%	112%	113%	113%	110%	111%	110%	110%	110%	111%	112%	115%	118%	118%	119%	120%	120%	120%	119%	118%
Utilization Change (+/-)			2.8%	1.0%	0.2%	-3.2%	1.6%	-1.1%	-0.2%	-0.1%	0.5%	1.0%	3.7%	2.5%	0.5%	1.1%	0.4%	0.5%	-0.2%	-0.8%	-0.9%	
<b>ST. FRANCIS XAVIER FAMILY OF SCHOOLS</b>																						
Guardian Angels CES	GUAR	723	130%	131%	133%	128%	121%	115%	110%	106%	102%	98%	96%	93%	92%	92%	94%	94%	94%	93%	93%	92%
Lumen Christi CES	LUMN	648	90%	95%	104%	114%	115%	119%	122%	122%	119%	118%	117%	116%	114%	115%	115%	115%	115%	115%	115%	115%
St. Scholastica CES	SCHO	671	0%	0%	34%	66%	94%	130%	166%	220%	278%	350%	439%	518%	588%	657%	732%	806%	877%	926%	974%	1020%
Our Lady of Fatima CES	OLFA	648	123%	116%	115%	122%	116%	114%	116%	112%	110%	108%	107%	106%	106%	106%	108%	109%	109%	110%	109%	109%
Queen of Heaven CES	QUEN	671	125%	134%	139%	140%	140%	138%	136%	134%	130%	126%	125%	121%	120%	119%	120%	120%	120%	120%	120%	120%
St. Benedict CES	BENE	671	111%	149%	150%	147%	141%	137%	132%	130%	128%	122%	119%	120%	120%	121%	122%	121%	121%	121%	121%	121%
Utilization	FBC	4,032	116%	125%	113%	120%	121%	125%	130%	137%	144%	153%	167%	179%	190%	201%	215%	227%	239%	247%	255%	262%
Utilization Change (+/-)			9.3%	-12.6%	7.0%	1.4%	4.2%	4.9%	6.7%	7.3%	9.0%	13.3%	11.9%	11.0%	11.6%	13.5%	12.3%	11.9%	8.3%	7.8%	7.4%	

MILTON ELEMENTARY SCHOOL UTILIZATION																						
Utilization	FBC	6,201	113%	120%	113%	117%	117%	121%	123%	128%	132%	138%	147%	156%	164%	172%	181%	189%	197%	203%	207%	212%
Utilization Change (+/-)			6.8%	-7.3%	4.6%	-0.2%	3.3%	2.8%	4.2%	4.7%	6.1%	9.0%	9.0%	8.0%	7.8%	9.2%	8.1%	7.9%	5.3%	4.8%	4.5%	

SECONDARY PANEL			HISTORIC					PROJECTED					FORECAST									
MILTON	CODE	FBC	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Bishop P. F. Reding CSS	BHRD	1,542	161%	180%	205%	223%	142%	146%	148%	147%	149%	152%	152%	150%	147%	143%	139%	138%	138%	138%	140%	140%
Milton #3 CSS	MIL3	1,542	0%	0%	0%	0%	0%	20%	38%	61%	83%	95%	109%	121%	134%	144%	153%	164%	177%	186%	198%	210%
St. Francis Xavier CSS	STFX	1,437	92%	111%	136%	156%	168%	167%	155%	145%	131%	135%	138%	139%	138%	135%	134%	133%	132%	133%	135%	136%
Utilization	FBC	4,521	119%	138%	163%	182%	155%	166%	113%	117%	121%	127%	133%	137%	140%	141%	142%	146%	149%	153%	158%	162%
Utilization Change (+/-)			19.0%	24.9%	19.2%	-27.6%	11.7%	-53.6%	4.2%	4.0%	6.3%	5.4%	4.3%	2.9%	1.0%	1.3%	3.4%	3.8%	3.6%	5.0%	4.5%	

MILTON UTILIZATION			HISTORIC					PROJECTED					FORECAST									
			2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Utilization			115%	125%	127%	135%	129%	135%	119%	123%	127%	134%	141%	148%	154%	159%	165%	171%	177%	182%	187%	191%
Utilization Change (+/-)	FBC	10,722		10.4%	1.2%	8.6%	-5.8%	6.0%	-16.5%	4.2%	4.4%	6.2%	7.5%	7.0%	4.9%	5.8%	6.1%	6.2%	4.6%	4.9%	4.5%	

**TOWN OF OAKVILLE  
ENROLMENT PROJECTIONS**

ELEMENTARY PANEL			HISTORIC					PROJECTED					FORECAST									
OAKVILLE	CODE	FBC	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
<b>HOLY TRINITY FAMILY OF SCHOOLS</b>																						
Holy Family CES	HLVF	314	213	200	201	217	216	208	207	200	197	197	197	198	201	197	198	199	197	194	190	187
Our Lady of Peace CES	OLPO	478	398	371	420	427	411	420	437	442	447	448	438	439	437	439	449	452	450	448	446	446
St. Andrew CES	ANDR	573	777	751	755	760	734	734	720	711	699	698	697	703	713	721	738	746	747	747	748	748
St. John (O) CES	JOHO	291	146	145	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Marguerite d'Youville CES	MARG	504	537	475	470	430	389	412	391	383	374	369	361	364	371	341	350	358	358	357	357	356
St. Michael CES	MICH	268	208	194	289	270	265	265	270	270	275	274	275	276	277	283	292	294	297	296	295	293
<b>Total Enrolment</b>	<b>FBC</b>	<b>2,137</b>	<b>2,279</b>	<b>2,136</b>	<b>2,135</b>	<b>2,104</b>	<b>2,015</b>	<b>2,038</b>	<b>2,025</b>	<b>2,006</b>	<b>1,993</b>	<b>1,986</b>	<b>1,966</b>	<b>1,980</b>	<b>2,000</b>	<b>1,980</b>	<b>2,026</b>	<b>2,049</b>	<b>2,049</b>	<b>2,043</b>	<b>2,035</b>	<b>2,030</b>
<b>Enrolment Change (+/-)</b>				<b>-143</b>	<b>-1</b>	<b>-31</b>	<b>-89</b>	<b>23</b>	<b>-14</b>	<b>-19</b>	<b>-13</b>	<b>-7</b>	<b>-19</b>	<b>13</b>	<b>20</b>	<b>-19</b>	<b>46</b>	<b>23</b>	<b>0</b>	<b>-7</b>	<b>-7</b>	<b>-6</b>
<b>ST. IGNATIUS OF LOYOLA FAMILY OF SCHOOLS</b>																						
St. Bernadette CES	BERN	504	573	575	526	464	391	388	378	396	388	395	393	386	396	400	415	421	427	427	427	427
St. Gregory the Great CES	GREG	671	188	294	409	515	606	709	843	1,028	1,201	1,404	1,612	1,838	2,037	2,209	2,386	2,562	2,680	2,755	2,821	2,865
St. Joan of Arc CES	JOFA	547	492	484	456	450	405	415	418	405	401	382	377	367	363	370	374	375	375	376	376	376
St. John Paul II CES	POPE	570	718	644	620	573	530	463	416	383	343	333	318	311	306	313	319	322	325	327	327	327
St. Mary CES	MARY	599	636	690	742	770	836	827	808	786	753	737	749	759	735	746	768	774	778	775	774	773
St. Matthew CES	MATT	363	465	481	506	497	462	442	406	369	353	353	359	355	355	351	353	355	357	357	357	357
St. Teresa of Calcutta CES	MOTH	533	427	396	365	365	367	347	343	322	314	311	310	304	315	312	309	309	309	309	309	309
<b>Total Enrolment</b>	<b>FBC</b>	<b>3,787</b>	<b>3,499</b>	<b>3,564</b>	<b>3,624</b>	<b>3,634</b>	<b>3,597</b>	<b>3,591</b>	<b>3,610</b>	<b>3,690</b>	<b>3,753</b>	<b>3,914</b>	<b>4,118</b>	<b>4,320</b>	<b>4,507</b>	<b>4,699</b>	<b>4,925</b>	<b>5,118</b>	<b>5,250</b>	<b>5,326</b>	<b>5,390</b>	<b>5,434</b>
<b>Enrolment Change (+/-)</b>				<b>65</b>	<b>60</b>	<b>10</b>	<b>-37</b>	<b>-6</b>	<b>19</b>	<b>79</b>	<b>63</b>	<b>162</b>	<b>204</b>	<b>202</b>	<b>187</b>	<b>192</b>	<b>227</b>	<b>192</b>	<b>133</b>	<b>76</b>	<b>65</b>	<b>44</b>
<b>ST. THOMAS AQUINAS FAMILY OF SCHOOLS</b>																						
St. Dominic CES	DOMI	527	625	622	655	664	634	629	636	627	626	601	602	601	590	595	604	606	609	612	613	613
St. James CES	STJA	455	208	210	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Joseph (O) CES	JOSO	268	379	376	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Nicholas CES	NICH	527	0	0	531	534	550	566	568	591	594	600	615	610	619	621	629	632	632	634	635	636
St. Luke CES	LUKE	360	251	239	219	205	197	185	173	167	167	157	152	147	153	154	156	156	156	156	156	156
St. Vincent CES	VINC	268	283	251	223	212	185	162	148	145	146	147	148	153	162	168	174	174	175	175	174	174
<b>Total Enrolment</b>	<b>FBC</b>	<b>1,682</b>	<b>1,746</b>	<b>1,698</b>	<b>1,628</b>	<b>1,615</b>	<b>1,566</b>	<b>1,541</b>	<b>1,524</b>	<b>1,530</b>	<b>1,532</b>	<b>1,504</b>	<b>1,517</b>	<b>1,511</b>	<b>1,523</b>	<b>1,537</b>	<b>1,562</b>	<b>1,568</b>	<b>1,572</b>	<b>1,576</b>	<b>1,578</b>	<b>1,579</b>
<b>Enrolment Change (+/-)</b>				<b>-48</b>	<b>-70</b>	<b>-13</b>	<b>-49</b>	<b>-25</b>	<b>-17</b>	<b>6</b>	<b>2</b>	<b>-28</b>	<b>13</b>	<b>-6</b>	<b>13</b>	<b>14</b>	<b>24</b>	<b>7</b>	<b>3</b>	<b>5</b>	<b>1</b>	<b>1</b>

<b>OAKVILLE ELEMENTARY SCHOOL TOTAL ENROLMENT</b>																						
<b>Total Enrolment:</b>	<b>FBC</b>	<b>7,606</b>	<b>7,524</b>	<b>7,398</b>	<b>7,387</b>	<b>7,353</b>	<b>7,178</b>	<b>7,171</b>	<b>7,159</b>	<b>7,226</b>	<b>7,278</b>	<b>7,405</b>	<b>7,601</b>	<b>7,810</b>	<b>8,030</b>	<b>8,216</b>	<b>8,513</b>	<b>8,735</b>	<b>8,871</b>	<b>8,945</b>	<b>9,004</b>	<b>9,043</b>
<b>Enrolment Change (+/-)</b>				<b>-126</b>	<b>-11</b>	<b>-34</b>	<b>-175</b>	<b>-8</b>	<b>-11</b>	<b>66</b>	<b>53</b>	<b>127</b>	<b>197</b>	<b>209</b>	<b>219</b>	<b>187</b>	<b>297</b>	<b>222</b>	<b>136</b>	<b>73</b>	<b>59</b>	<b>39</b>

SECONDARY PANEL			HISTORIC					PROJECTED					FORECAST									
OAKVILLE	CODE	FBC	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Holy Trinity CSS	HLVT	1,245	1,581	1,474	1,431	1,342	1,252	1,195	1,168	1,239	1,296	1,320	1,353	1,343	1,359	1,377	1,450	1,477	1,500	1,516	1,503	1,531
St. Ignatius of Loyola CSS	LYLA	1,311	1,275	1,277	1,227	1,179	1,091	1,114	1,237	1,255	1,338	1,326	1,360	1,376	1,409	1,477	1,488	1,457	1,421	1,407	1,375	1,358
St. Thomas Aquinas CSS	AQUI	1,245	746	802	889	1,016	1,160	1,335	1,257	1,324	1,257	1,192	1,172	1,158	1,148	1,163	1,194	1,220	1,224	1,238	1,240	1,211
<b>Total Enrolment</b>	<b>FBC</b>	<b>3,801</b>	<b>3,602</b>	<b>3,553</b>	<b>3,547</b>	<b>3,537</b>	<b>3,503</b>	<b>3,644</b>	<b>3,662</b>	<b>3,818</b>	<b>3,891</b>	<b>3,838</b>	<b>3,885</b>	<b>3,877</b>	<b>3,915</b>	<b>4,017</b>	<b>4,133</b>	<b>4,154</b>	<b>4,144</b>	<b>4,162</b>	<b>4,119</b>	<b>4,099</b>
<b>Enrolment Change (+/-)</b>				<b>-49</b>	<b>-6</b>	<b>-10</b>	<b>-34</b>	<b>141</b>	<b>18</b>	<b>156</b>	<b>73</b>	<b>-53</b>	<b>47</b>	<b>-8</b>	<b>38</b>	<b>102</b>	<b>116</b>	<b>21</b>	<b>-9</b>	<b>18</b>	<b>-43</b>	<b>-20</b>

OAKVILLE TOTAL ENROLMENT			HISTORIC					PROJECTED					FORECAST									
			2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
			11,126	10,951	10,934	10,890	10,681	10,815	10,821	11,044	11,169	11,243	11,487	11,687	11,945	12,233	12,646	12,889	13,016	13,106	13,122	13,142
<b>Enrolment Change (+/-)</b>	<b>FBC</b>	<b>11,407</b>		<b>-175</b>	<b>-17</b>	<b>-44</b>	<b>-209</b>	<b>134</b>	<b>7</b>	<b>222</b>	<b>126</b>	<b>74</b>	<b>244</b>	<b>201</b>	<b>258</b>	<b>288</b>	<b>412</b>	<b>243</b>	<b>127</b>	<b>91</b>	<b>16</b>	<b>80</b>

**TOWN OF OAKVILLE**  
**UTILIZATION PROJECTIONS & CHANGES**

ELEMENTARY PANEL			HISTORIC					PROJECTED					FORECAST										
OAKVILLE	CODE	FBC	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	
<b>HOLY TRINITY FAMILY OF SCHOOLS</b>																							
Holy Family CES	HLyf	314	68%	64%	64%	69%	69%	66%	66%	64%	63%	63%	63%	63%	64%	63%	63%	63%	63%	63%	62%	61%	59%
Our Lady of Peace CES	OLPO	478	83%	78%	88%	89%	86%	88%	91%	93%	94%	94%	92%	92%	91%	92%	94%	95%	94%	94%	93%	93%	
St. Andrew CES	ANDR	573	136%	131%	132%	133%	128%	128%	126%	124%	122%	122%	122%	123%	124%	126%	129%	130%	130%	130%	130%	130%	
St. John (O) CES	JOHO	291	50%	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
St. Marguerite d'Youville CES	MARG	504	107%	94%	93%	85%	77%	82%	78%	76%	74%	73%	72%	72%	74%	68%	69%	71%	71%	71%	71%	71%	
St. Michael CES	MICH	268	78%	72%	108%	101%	99%	99%	101%	101%	103%	102%	102%	103%	103%	106%	109%	110%	111%	110%	110%	109%	
Utilization	FBC	2,137	94%	88%	100%	98%	94%	95%	95%	94%	93%	93%	92%	93%	94%	93%	95%	96%	96%	96%	95%	95%	
Utilization Change (+/-)				-5.9%	11.9%	-1.5%	-4.2%	1.1%	-0.6%	-0.9%	-0.6%	-0.3%	-0.9%	0.6%	0.9%	-0.9%	2.1%	1.1%	0.0%	-0.3%	-0.3%	-0.3%	
<b>ST. IGNATIUS OF LOYOLA FAMILY OF SCHOOLS</b>																							
St. Bernadette CES	BERN	504	114%	114%	104%	92%	78%	77%	75%	79%	77%	78%	78%	77%	78%	79%	82%	84%	85%	85%	85%	85%	
St. Gregory the Great CES	GREG	671	28%	44%	61%	77%	90%	106%	126%	153%	179%	209%	240%	274%	304%	329%	356%	382%	399%	411%	420%	427%	
St. Joan of Arc CES	JOFA	547	90%	88%	83%	82%	74%	76%	76%	74%	73%	70%	69%	67%	66%	68%	68%	69%	69%	69%	69%	69%	
St. John Paul II CES	POPE	570	126%	113%	109%	101%	93%	81%	73%	67%	60%	58%	56%	55%	54%	55%	56%	56%	57%	57%	57%	57%	
St. Mary CES	MARY	599	106%	115%	124%	129%	140%	138%	135%	131%	126%	123%	125%	127%	123%	124%	128%	129%	130%	129%	129%	129%	
St. Matthew CES	MATT	363	128%	133%	139%	137%	127%	122%	112%	102%	97%	97%	99%	98%	98%	97%	97%	98%	98%	98%	98%	98%	
St. Teresa of Calcutta CES	MOTH	533	80%	74%	68%	68%	69%	65%	64%	60%	59%	58%	58%	57%	59%	58%	58%	58%	58%	58%	58%	58%	
Utilization	FBC	3,787	92%	94%	96%	96%	95%	95%	95%	97%	99%	103%	109%	114%	119%	124%	130%	135%	139%	141%	142%	143%	
Utilization Change (+/-)				1.7%	1.6%	0.3%	-1.0%	-0.2%	0.5%	2.1%	1.7%	4.3%	5.4%	5.3%	4.9%	5.1%	6.0%	5.1%	3.5%	2.0%	1.7%	1.2%	
<b>ST. THOMAS AQUINAS FAMILY OF SCHOOLS</b>																							
St. Dominic CES	DOMI	527	119%	118%	124%	126%	120%	119%	121%	119%	119%	114%	114%	114%	112%	113%	115%	115%	116%	116%	116%	116%	
St. James CES	STJA	455	46%	46%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
St. Joseph (O) CES	JOSO	268	141%	140%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
St. Nicholas CES	NICH	527	0%	0%	101%	101%	104%	107%	108%	112%	113%	114%	117%	116%	117%	118%	119%	120%	120%	120%	120%	121%	
St. Luke CES	LUKE	360	70%	66%	61%	57%	55%	51%	48%	46%	46%	43%	42%	41%	43%	43%	43%	43%	43%	43%	43%	43%	
St. Vincent CES	VINC	268	106%	94%	83%	79%	69%	60%	55%	54%	55%	55%	55%	57%	60%	63%	65%	65%	65%	65%	65%	65%	
Utilization	FBC	1,682	73%	71%	76%	76%	93%	92%	91%	91%	91%	89%	90%	90%	91%	91%	93%	93%	93%	94%	94%	94%	
Utilization Change (+/-)				-2.0%	5.6%	-0.6%	17.5%	-1.5%	-1.0%	0.3%	0.1%	-1.7%	0.7%	-0.4%	0.7%	0.8%	1.4%	0.4%	0.2%	0.3%	0.1%	0.1%	
<b>OAKVILLE ELEMENTARY SCHOOL UTILIZATION</b>																							
Utilization	FBC	7,606	87%	86%	92%	91%	94%	94%	94%	95%	96%	97%	100%	103%	106%	108%	112%	115%	117%	118%	118%	119%	
Utilization Change (+/-)				-1.5%	5.8%	-0.4%	3.2%	-0.1%	-0.1%	0.9%	0.7%	1.7%	2.6%	2.7%	2.9%	2.5%	3.9%	2.9%	1.8%	1.0%	0.8%	0.5%	
<b>SECONDARY PANEL</b>																							
OAKVILLE	CODE	FBC	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	
Holy Trinity CSS	HLyT	1,245	127%	118%	115%	108%	101%	96%	94%	100%	104%	106%	109%	105%	109%	111%	116%	119%	120%	122%	121%	123%	
St. Ignatius of Loyola CSS	LYLA	1,311	97%	97%	94%	90%	83%	85%	94%	96%	102%	101%	104%	105%	107%	113%	114%	111%	108%	107%	105%	104%	
St. Thomas Aquinas CSS	AQUI	1,245	60%	64%	71%	82%	93%	107%	101%	106%	101%	96%	94%	93%	92%	93%	96%	98%	98%	99%	100%	97%	
Utilization	FBC	3,801	95%	93%	93%	93%	92%	96%	96%	100%	102%	101%	102%	102%	103%	106%	109%	109%	109%	109%	108%	108%	
Utilization Change (+/-)				-1.3%	-0.2%	-0.3%	-0.9%	3.7%	0.5%	4.1%	1.9%	-1.4%	1.2%	-0.2%	1.0%	2.7%	3.0%	0.6%	-0.2%	0.5%	-1.1%	-0.5%	
<b>OAKVILLE TOTAL UTILIZATION</b>																							
			2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	
			90%	88%	92%	92%	94%	95%	95%	97%	98%	99%	101%	102%	105%	107%	111%	113%	114%	115%	115%	115%	
Utilization Change (+/-)	FBC	11,407		-1.4%	4.0%	-0.4%	1.8%	1.2%	0.1%	1.9%	1.1%	0.6%	2.1%	1.8%	2.3%	2.5%	3.6%	2.1%	1.1%	0.8%	0.1%	8.1%	

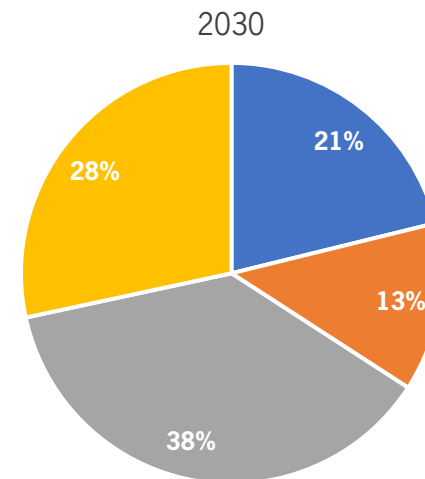
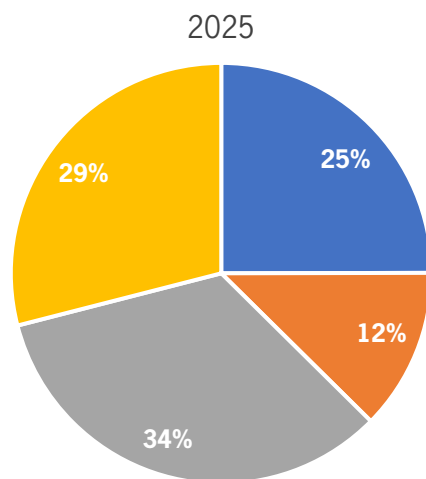
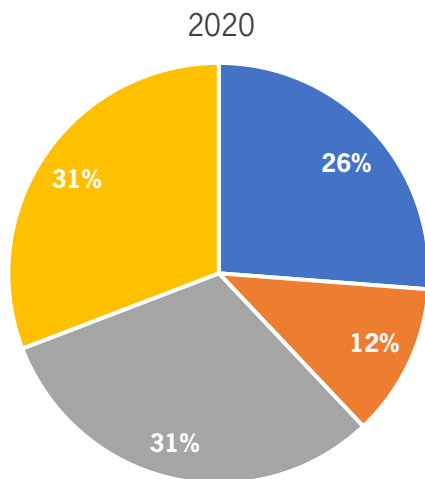
**BOARD-WIDE  
ENROLMENT PROJECTIONS**

	HISTORIC					PROJECTED				FORECAST										
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
<b>CITY OF BURLINGTON</b>																				
Elementary Panel	5,729	5,878	6,098	6,156	6,104	6,175	6,253	6,303	6,394	6,376	6,392	6,357	6,289	6,309	6,350	6,346	6,325	6,311	6,287	6,272
ELE Enrol. Change (+/-)		149	220	58	-52	71	77	50	91	-18	16	-35	-68	21	41	-4	-21	-15	-23	-16
Secondary Panel	2,872	3,001	3,195	3,255	3,211	3,341	3,379	3,387	3,442	3,520	3,572	3,624	3,695	3,619	3,535	3,469	3,393	3,402	3,447	3,454
SEC Enrol. Change (+/-)		129	194	60	-44	130	37	9	54	78	52	52	71	-76	-84	-67	-76	10	44	7
<b>Total Enrolment</b>	<b>8,601</b>	<b>8,879</b>	<b>9,293</b>	<b>9,411</b>	<b>9,315</b>	<b>9,517</b>	<b>9,631</b>	<b>9,690</b>	<b>9,836</b>	<b>9,896</b>	<b>9,964</b>	<b>9,981</b>	<b>9,983</b>	<b>9,928</b>	<b>9,885</b>	<b>9,815</b>	<b>9,718</b>	<b>9,713</b>	<b>9,734</b>	<b>9,725</b>
<b>Enrolment Change (+/-)</b>		<b>278</b>	<b>414</b>	<b>118</b>	<b>-96</b>	<b>202</b>	<b>114</b>	<b>59</b>	<b>146</b>	<b>60</b>	<b>68</b>	<b>17</b>	<b>3</b>	<b>-56</b>	<b>-43</b>	<b>-70</b>	<b>-97</b>	<b>-5</b>	<b>21</b>	<b>-9</b>
<b>TOWN OF HALTON HILLS</b>																				
Elementary Panel	2,786	2,760	2,731	2,783	2,737	2,759	2,775	2,805	2,975	3,177	3,306	3,430	3,573	3,728	3,895	4,025	4,147	4,266	4,186	4,110
ELE Enrol. Change (+/-)		-26	-29	52	-46	22	16	30	171	201	129	125	142	155	167	130	122	119	-80	-77
Secondary Panel	1,632	1,656	1,706	1,658	1,641	1,630	1,655	1,693	1,782	1,820	1,858	1,907	1,942	2,013	2,039	2,081	2,144	2,227	2,251	2,259
SEC Enrol. Change (+/-)		24	50	-48	-17	-11	25	38	88	38	38	49	35	71	26	42	64	82	24	9
<b>Total Enrolment</b>	<b>4,418</b>	<b>4,416</b>	<b>4,437</b>	<b>4,441</b>	<b>4,378</b>	<b>4,389</b>	<b>4,430</b>	<b>4,498</b>	<b>4,757</b>	<b>4,997</b>	<b>5,164</b>	<b>5,338</b>	<b>5,515</b>	<b>5,741</b>	<b>5,934</b>	<b>6,106</b>	<b>6,291</b>	<b>6,493</b>	<b>6,437</b>	<b>6,369</b>
<b>Enrolment Change (+/-)</b>		<b>-2</b>	<b>21</b>	<b>4</b>	<b>-63</b>	<b>11</b>	<b>41</b>	<b>68</b>	<b>259</b>	<b>240</b>	<b>167</b>	<b>174</b>	<b>177</b>	<b>226</b>	<b>193</b>	<b>172</b>	<b>186</b>	<b>201</b>	<b>-56</b>	<b>-68</b>
<b>TOWN OF MILTON</b>																				
Elementary Panel	6,267	6,641	6,996	7,281	7,270	7,476	7,650	7,913	8,205	8,581	9,140	9,700	10,198	10,679	11,247	11,749	12,238	12,566	12,863	13,141
ELE Enrol. Change (+/-)		374	355	285	-11	206	174	263	293	375	559	560	499	481	568	502	488	329	297	278
Secondary Panel	2,794	3,241	3,827	4,279	4,605	4,953	5,095	5,282	5,463	5,750	5,995	6,188	6,321	6,368	6,425	6,579	6,751	6,914	7,142	7,344
SEC Enrol. Change (+/-)		447	586	452	326	348	142	188	181	287	245	193	133	47	57	153	172	163	228	203
<b>Total Enrolment</b>	<b>9,061</b>	<b>9,882</b>	<b>10,823</b>	<b>11,560</b>	<b>11,875</b>	<b>12,428</b>	<b>12,745</b>	<b>13,195</b>	<b>13,669</b>	<b>14,331</b>	<b>15,135</b>	<b>15,888</b>	<b>16,519</b>	<b>17,047</b>	<b>17,672</b>	<b>18,328</b>	<b>18,988</b>	<b>19,480</b>	<b>20,005</b>	<b>20,485</b>
<b>Enrolment Change (+/-)</b>		<b>821</b>	<b>941</b>	<b>737</b>	<b>315</b>	<b>553</b>	<b>316</b>	<b>451</b>	<b>473</b>	<b>662</b>	<b>804</b>	<b>753</b>	<b>632</b>	<b>528</b>	<b>625</b>	<b>656</b>	<b>660</b>	<b>491</b>	<b>525</b>	<b>481</b>
<b>TOWN OF OAKVILLE</b>																				
Elementary Panel	7,524	7,398	7,387	7,353	7,178	7,171	7,159	7,226	7,278	7,405	7,601	7,810	8,030	8,216	8,513	8,735	8,871	8,945	9,004	9,043
ELE Enrol. Change (+/-)		-126	-11	-34	-175	-8	-11	66	53	127	197	209	219	187	297	222	136	73	59	39
Secondary Panel	3,602	3,553	3,547	3,537	3,503	3,644	3,662	3,818	3,891	3,838	3,885	3,877	3,915	4,017	4,133	4,154	4,144	4,162	4,119	4,099
SEC Enrol. Change (+/-)		-49	-6	-10	-34	141	18	156	73	-53	47	-8	38	102	116	21	-9	18	-43	-20
<b>Total Enrolment</b>	<b>11,126</b>	<b>10,951</b>	<b>10,934</b>	<b>10,890</b>	<b>10,681</b>	<b>10,815</b>	<b>10,821</b>	<b>11,044</b>	<b>11,169</b>	<b>11,243</b>	<b>11,487</b>	<b>11,687</b>	<b>11,945</b>	<b>12,233</b>	<b>12,646</b>	<b>12,889</b>	<b>13,016</b>	<b>13,106</b>	<b>13,122</b>	<b>13,142</b>
<b>Enrolment Change (+/-)</b>		<b>-175</b>	<b>-17</b>	<b>-44</b>	<b>-209</b>	<b>134</b>	<b>7</b>	<b>222</b>	<b>126</b>	<b>74</b>	<b>244</b>	<b>201</b>	<b>258</b>	<b>288</b>	<b>412</b>	<b>243</b>	<b>127</b>	<b>91</b>	<b>16</b>	<b>20</b>
<b>BOARD TOTALS</b>																				
Elementary Panel	22,306	22,677	23,212	23,573	23,289	23,580	23,837	24,246	24,853	25,538	26,439	27,297	28,089	28,932	30,005	30,856	31,581	32,087	32,340	32,565
ELE Enrol. Change (+/-)		371	535	361	-284	291	257	409	607	685	901	859	792	843	1,073	851	726	506	253	225
Secondary Panel	10,900	11,451	12,275	12,729	12,960	13,569	13,791	14,181	14,577	14,928	15,310	15,596	15,873	16,017	16,132	16,282	16,432	16,704	16,958	17,156
SEC Enrol. Change (+/-)		551	824	454	231	609	222	391	396	350	383	286	277	144	115	150	150	272	253	198
<b>Total Enrolment</b>	<b>33,206</b>	<b>34,128</b>	<b>35,487</b>	<b>36,302</b>	<b>36,249</b>	<b>37,149</b>	<b>37,627</b>	<b>38,427</b>	<b>39,430</b>	<b>40,466</b>	<b>41,749</b>	<b>42,894</b>	<b>43,962</b>	<b>44,949</b>	<b>46,137</b>	<b>47,137</b>	<b>48,013</b>	<b>48,792</b>	<b>49,298</b>	<b>49,721</b>
<b>Enrolment Change (+/-)</b>		<b>922</b>	<b>1,359</b>	<b>815</b>	<b>-53</b>	<b>900</b>	<b>479</b>	<b>800</b>	<b>1,003</b>	<b>1,035</b>	<b>1,284</b>	<b>1,145</b>	<b>1,069</b>	<b>987</b>	<b>1,188</b>	<b>1,000</b>	<b>876</b>	<b>778</b>	<b>506</b>	<b>423</b>

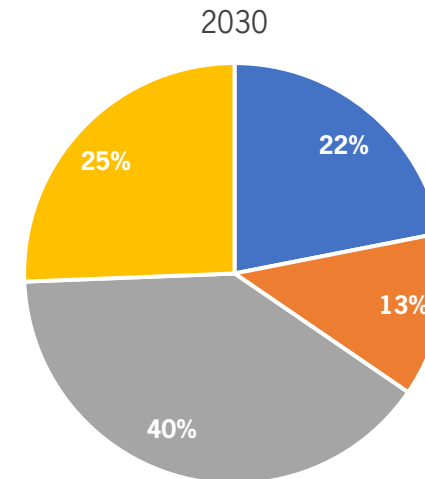
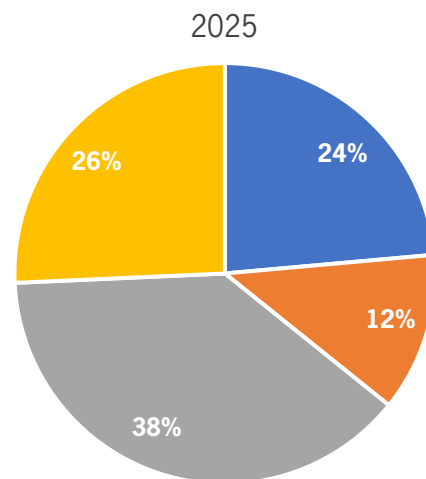
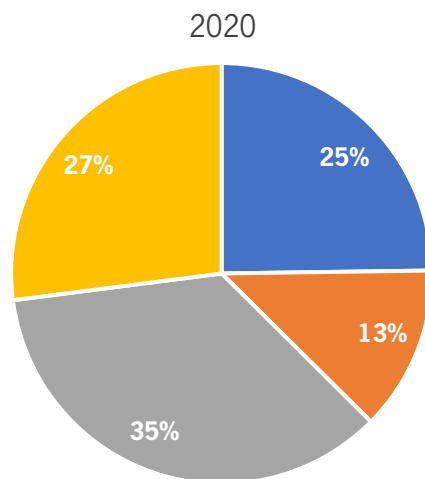


# ENROLMENT DISTRIBUTION BY MUNICIPALITY

## ELEMENTARY PANEL



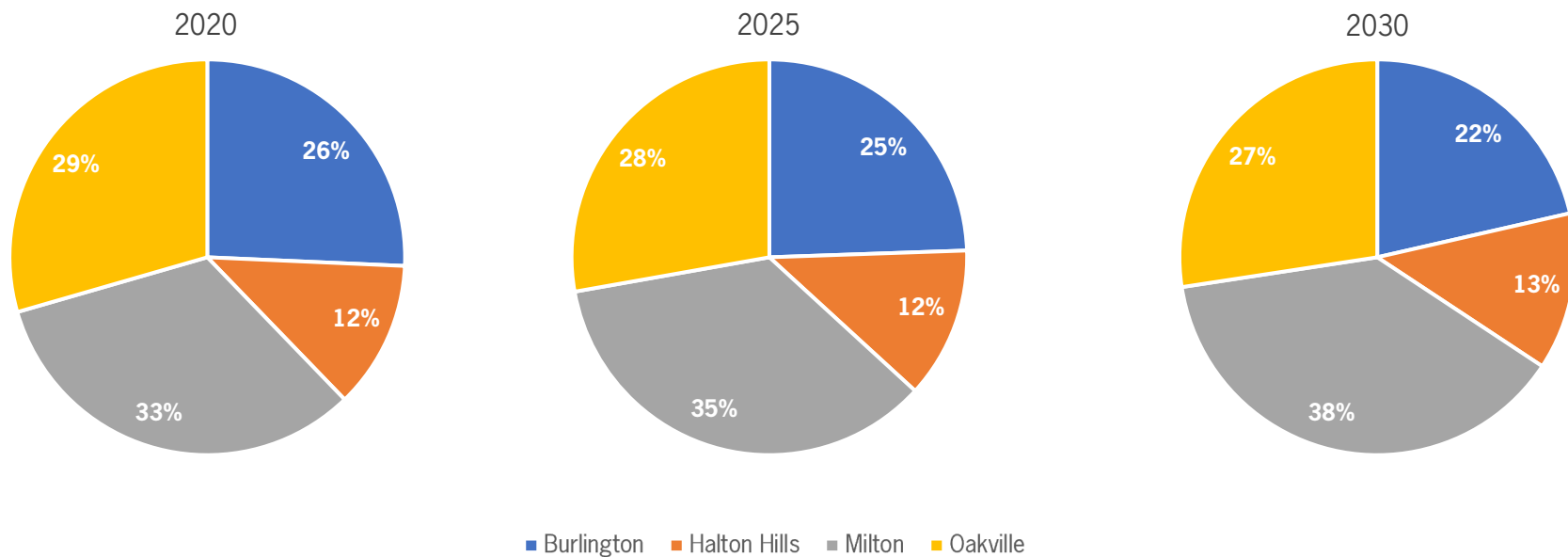
## SECONDARY PANEL



■ Burlington ■ Halton Hills ■ Milton ■ Oakville

# ENROLMENT DISTRIBUTION BY MUNICIPALITY

## BOARD TOTAL





Initiation of School Name Selection Committee – Milton No. 3 Catholic Secondary School	<b>Item 10.6</b>
February 16, 2021	

### Alignment to Strategic Plan

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

### Purpose

To initiate the process of naming the new Milton #3 Catholic Secondary School.

### Background Information

In accordance with *Policy H15 School Name Selection*, the Board will establish a School Name Selection Committee to review possible names and develop a priority list of at least two (2) names, which will require Board approval. This list of two (2) names will be forwarded to Bishop Douglas Crosby for review and consideration.

### Comments

A School Name Selection Committee will be comprised of Trustees and Student Trustees, including but not necessarily exclusive to local area representatives; Family of Schools Superintendent; School Principal, Pastor of the associated Parish, and parent representative(s). The School Name Committee will invite submissions of suggested names based on diocesan criteria, review possible names and develop a priority list of at least two (2) names for consideration, and shall survey local public comment including parents and students who will attend the naming school community.

### Conclusion

A Staff Report that will provide an update to Trustees regarding the School Naming process and the names that will be considered, including feedback from the community will be brought to the Board at the April 6, 2021 Board meeting.

**Report Prepared & Submitted by:** Emi Bakaic  
Superintendent of Education

**Report Approved by:** Pat Daly  
Director of Education and Secretary of the Board

**Construction Report - February 2021**



**Construction Update**

- The pictures above were taken on February 10, 2021. The top-left picture shows installed kitchen equipment in the servery. The top-right picture shows completed flooring in the theatre. The bottom pictures show the completed structural components in the new gym and weight room.
- Work completed included gymnasium steel joists and roof decking, theatre flooring and other finishing work.

**Schedule Update**

- Cafeteria equipment commissioning
- Gymnasium addition roofing

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](mailto: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](mailto:merrickr@hcdsb.org).



## Construction Report - February 2021



### **Construction Update**

- The pictures above were taken on February 10, 2021. The top picture shows ongoing library millwork installation. The bottom-left picture shows ongoing aluminum composite panel installation.
- Work completed included millwork modifications, fire alarm system upgrades and architectural finishes.

### **Schedule Update**

- Library millwork completion
- Remaining door hardware
- 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 [dinolfon@hcdsb.org](mailto:dinolfon@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](mailto:merrickr@hcdsb.org).

## Construction Report - February 2021



### **Construction Update**

- The pictures above were taken on February 10, 2021. The top-left picture shows the completed brick veneer. The top-right picture shows ongoing plumbing installation. The bottom-left picture shows the ongoing painting and ceiling grid installation. The bottom-right picture shows ongoing ceramic tile installation.
- Work completed included brick veneer, main electrical branch wiring, HVAC ductwork, painting.

### **Schedule Update**

- Ceramic tile completion
- Above ceiling mechanical and electrical services
- Ceiling grid installation

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](mailto: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](mailto:merrickr@hcdsb.org).

## POLICY COMMITTEE MEETING MINUTES

Date: January 12, 2021  
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)  
P. Murphy (Electronically)  
T. O'Brien (Electronically)  
J. O'Hearn-Czarnota (Electronically)

Student Trustees Present: N. Gubert (Electronically)

Trustees Absent: H. Karabela

Staff Present: P. Daly, Director of Education (Electronically)  
E. Bakaic, Superintendent of Education, School Services (Electronically)  
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 (Electronically)  
M. Grysiuk Manager, Privacy and Records Information Mgmt (Electronically)

Recording Secretary: M. Zammit

### 1. Call to Order

#### 1.1 Opening Prayer (T. O'Brien)

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

### 2. Approvals

#### 2.1 Approval of Agenda

**P# 9/21**

**Moved by:** M. Duarte

**Seconded by:** T. O'Brien

**That, the agenda be approved as amended.**

The Chair called for a vote. **P#9/21 CARRIED**

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

**2.2 Approval of Minutes (December 8, 2020)**

**P#10/21**

**Moved by:** M. Duarte

**Seconded by:** J. O'Hearn-Czarnota

**That,** the minutes of the December 8, 2020 Policy Committee be approved.

The Chair called for a vote. **P#10/21 CARRIED**

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

**3. Declarations of Conflict of Interest**

There were no Conflicts of Interest.

**4. Action Items**

**4.1 Policy I-02 Records Information Management (M. Grysiuk)**

**P#11/21**

**Moved by:** B. Agnew

**Seconded by:** M. Duarte

**That,** the Policy Committee recommends that Policy I-02 Records Information be forwarded, to the January 19, 2021 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation **P#11/21 CARRIED**

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



**4.2 Policy II-48 Violent Threat Risk Assessment (A. Cordeiro)  
P#12/21**

**Moved by:** J. O’Hearn-Czarnota

**Seconded by:** M. Duarte

**That,** the Policy Committee recommends that Policy II-48 Violent Threat Risk Assessment be forwarded, to the January 19, 2021 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation **P#12/21 CARRIED**

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

**4.3 Policy III-01 Grievance Procedures Non-Unionized Group Members (J. O’Hara)  
P#13/21**

**Moved by:** B. Agnew

**Seconded by:** M. Duarte

**That,** the Policy Committee recommends that Policy III-01 Grievance Procedures Non-Unionized Group Members be forwarded, to the January 19, 2021 Regular Board Meeting for approval.

Following discussion, the following was agreed upon by consensus:

- Title changed to: Complaint/Grievance Process Non-Unionized Employee Group Members
- Addition to bullet under requirements: 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.

The Chair called for a vote. Recommendation **P#13/21 CARRIED**

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

**4.4 Policy III-03 Teacher Performance Appraisal (J. O’Hara)  
P#14/21**

**Moved by:** B. Agnew

**Seconded by:** M. Duarte

**That**, the Policy Committee recommends that Policy III-03 Teacher Performance Appraisal be forwarded, to the January 19, 2021 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation **P#14/21 CARRIED**

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

**4.5 Policy I-20 Integrated Accessibility Standards (J. O'Hara)**

**P#15/21**

**Moved by:** J. O'Hearn-Czarota

**Seconded by:** B. Agnew

**That**, the Policy Committee recommends that Policy I-20 Integrated Accessibility Standards be forwarded, to the January 19, 2021 Regular Board Meeting for approval.

The Chair called a five-minute recess.

The Chair called for a vote. Recommendation **P#15/21 CARRIED**

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

**4.6 Policy II-41 School Uniform Dress Code/School Dress Code (N. Dinolfo, E. Bakaic)**

**P#16/21**

**Moved by:** B. Agnew

**Seconded by:** M. Duarte

**That**, the Policy Committee recommends that Policy II-41 School Uniform Dress Code/School Dress Code be forwarded, to the January 19, 2021 Regular Board Meeting for approval.

Trustees in agreement to add an additional bullet for families of virtual learning to read: The Principal will acknowledge receipt of the ballot by return email to the parent.

The Chair called for a vote. Recommendation **P#16/21 CARRIED**

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

## 5. Discussion Items

There were no discussion items.

## 6. Information Items

- 6.1** Administrative Procedure VI-37 Issuing and De-Commissioning of Forms (M. Grysiuk)
- 6.2** Administrative Procedure VI-82 Records and Information Management (M. Grysiuk)
- 6.3** Administrative Procedure VI- 83 Video Surveillance (M. Grysiuk)
- 6.4** Administrative Procedure VI-46 (a) Use of Assistive Devices by the General Public (E. Bakaic)
- 6.5** Administrative Procedure VI-46 (b) Use of Service Animals by the General Public (E. Bakaic)
- 6.6** Administrative Procedure VI-46 (c) Use of Support Person by the General Public (E. Bakaic)
- 6.7** Administrative Procedure VI-46 (d) Accessibility Standards - Notification of Disruption Service (E. Bakaic)
- 6.8** Administrative Procedure VI-46 (e) Monitoring and Feedback on Accessible Customer Service (E. Bakaic)
- 6.9** Upcoming Agenda Items (February 9, 2021)
  - 6.9.1** Policy II-05 Reporting Student Achievement to Parents Guardians (J. Crowell)
  - 6.9.2** Policy IV-04 Loss or Damage to Personal Items (A. Lofts)
  - 6.9.3** Policy V-05 School Accidents - Prevention and Safety (E. Bakaic/A. Lofts)
  - 6.9.4** Policy II-31 Risk Management/First Aid (E. Bakaic/J. O'Hara)
  - 6.9.5** New Policy Stakeholder Correspondence (B. Agnew)
  - 6.9.6** Policy II-45 Equity and Inclusive Education (S. Jayaraman)
  - 6.9.7** Information Items
    - 6.9.7.1** Administrative Procedure VI-22 Break-in Damage and Theft (A. Lofts)
    - 6.9.7.2** Administrative Procedure VI- 21 OSBIE Online Incident Reporting (A. Lofts)
    - 6.9.7.3** Administrative Procedure VI-74 Risk Management - First Aid (E. Bakaic/J. O'Hara)
    - 6.9.7.4** Administrative Procedure VI-16 Student Retreat Funds (A. Lofts)
    - 6.9.7.5** Administrative Procedure VI-45 Mobile Cellular Device Operating Procedure (A. Lofts)

Updates to procedures, and 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**

For personal reasons, Trustee Karabela was excused from the meeting.

**10. Motion to Adjourn/ Closing Prayer (J. O’Hearn-Czarnota)**

**P#17/21**

**Moved by:** B. Agnew

**Seconded by:** M. Duarte

**That,** the meeting adjourn.

The Chair called for a vote. **P#17/21 CARRIED**

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

J. O’Hearn-Czarnota closed the meeting with prayer at 8:33 p.m.

**From:** Allison Kolch

**Sent:** Thursday, February 4, 2021 9:19 AM

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

**Subject:** [<EXTERNAL>] Motion re: Bill C-7

Dear HCDSB Trustees and Director Daly,

I am a parent of a student attending an HCDSB school in Oakville. I watched the February 2nd board meeting and was deeply troubled to hear the intent to motion raised by Trustee Karabela at the end of the public portion of the meeting. My own views on Bill C-7 notwithstanding, I feel strongly that this topic is well beyond the scope of a school board's mandate and has no place using up the time and resources of a board meeting being debated. A publicly-funded school board should not attempt to influence legislation that has no bearing whatsoever on education. The notion that we should somehow police individual teachers' faith and beliefs to determine their career progression is alarming and does not serve to improve the quality of the education our children receive in HCDSB schools.

We are in the midst of the biggest challenge our schools have faced in decades. The board should be focused on ensuring students, teachers, and staff have the appropriate supports in place to navigate the current situation, not stirring up unnecessary debate that has nothing to do with education.

To quote your own website:

[As outlined in the Education Act, elected school boards are responsible for:](#)

- [Promoting student achievement and well-being](#)
- [Promoting a positive school climate and the prevention of bullying](#)
- [Ensuring effective stewardship of the Board's resources](#)
- [Delivering effective and appropriate education programs to its pupils](#)
- [Developing, monitoring and evaluating the effectiveness of policies to promote the Board's goals](#)
- [Developing a multi-year plan aimed at achieving the Board's goals](#)
- [Annually reviewing the multi-year plan with the Director of Education](#)
- [Monitoring and evaluating the performance of the Director of Education](#)

The proposed motion serves none of the aforementioned responsibilities and therefore has no place in a board meeting. If such a provision exists within the rules, I would urge the Chair to dismiss this motion outright to prevent the wasted time and energy of the debate that will no doubt ensue at the next meeting. If it must go to a vote, however, I would strongly urge all Trustees to oppose this motion.

Sincerely,

Allison Kolch

HCDSB Parent, Oakville

-----Original Message-----

From: ALEXANDRA POWER

Sent: Wednesday, February 3, 2021 10:56 AM

To: Murphy, Patrick <MurphyP@hcdsb.org>; Duarte, Marvin <DuarteM@hcdsb.org>; Agnew, Brenda <AgnewB@hcdsb.org>; DeRosa, Peter <DeRosaP@hcdsb.org>; Guzzo, Nancy <GuzzoN@hcdsb.org>; lantomasi, Vincent <lantomasiV@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>; O'Hearn-Czarnota, Janet <O'Hearn-CzarnotaJ@hcdsb.org>; O'Brien, Timothy <O'BrienT@hcdsb.org>  
Subject: [<EXTERNAL>] Board Meeting Feb 2, 2021

Dear Trustees & Chair of the Board,

At the HCDSB board meeting on February 2, 2021, Ms. Karabela put forth an intent to motion on Bill C-7 requesting the Board create a letter to Senate demanding their opposition. Secondly, this motion also resolves that teachers seeking promotion to other teaching positions or board level positions be expected to 1) be opposed to all forms of euthanasia and 2) be opposed to the principles listed in this motion above as found in Bill C7 or not be promoted.

Right now, our entire world is crushing under the weight of the COVID 19 pandemic. Children are suffering like we have not seen in more than a generation in our developed world. Feed Ontario's report noted that the surge in demand for food bank services have surged during the time of the pandemic. This is due to the financial hardship that many families have seen during the past year.

<https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Ffeedontario.ca%2Fhung-er-report-2020%2F&data=04%7C01%7CDiPietroR%40hcdsb.org%7C49390dbef48a47d407fd08d8c85c2c46%7C2537ab7d25bd498aa6427c135779e6d2%7C1%7C0%7C637479648068702719%7CUnknown%7CTWFpbGZsb3d8eyJWljoic4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6Ikl1haWwiLCJXVCi6Mn0%3D%7C1000&sdata=Y0Ta1%2FHWFqNchEnmd69wIkWfOMtH749%2FGeYSRiXS3Q%3D&reserved=0>

From a medical perspective, rates of abuse and maltreatment of children have sky rocketed. Families are isolated and children are without the many protective factors and contacts they usually have in their lives.

<https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fjamanetwork.com%2Fjournals%2Fjama%2Ffullarticle%2F2769482&data=04%7C01%7CDiPietroR%40hcdsb.org%7C49390dbef48a47d407fd08d8c85c2c46%7C2537ab7d25bd498aa6427c135779e6d2%7C1%7C0%7C637479648068712711%7CUnknown%7CTWFpbGZsb3d8eyJWljoic4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6Ikl1haWwiLCJXVCi6Mn0%3D%7C1000&sdata=E3rSNftesZgsXKilwL6i8Rkt6Bu7pTjRNr1YZZPt4fk%3D&reserved=0> among others).

The mandate of the board is multi-faceted but importantly emphasizes promoting the well being of their students and promoting a positive school climate and the prevention of bullying. Right now our children are suffering. Our children. Instead of the board using their meeting to ensure the safe return to school for our children and finding ways to support our children's faltering mental health when they do return to school hours will now be dedicated to debating this motion. Delegates will be called, back and forth will happen and for what outcome? The promotion of a small segments self-interested values?

I respectfully ask the Chair of the Board, Mr. Murphy, to put a stop to this. This is not the time, place or venue for this debate. Now is the time for clear vision and a direction forward out of this

pandemic with our children intact. Secondly, I request any board members troubled by the human rights implications of this proposal, such as I and many members of your school community are, please contact the Human Rights and Equity Office of HCDSB to put in a formal request for lawyers evaluation of this proposal.

Sincerely,

Dr. Alexandra Power, MD, CCFP

**From:** Lauren Wallis

**Sent:** February 10, 2021 4:39 PM

**To:** Murphy, Patrick <[MurphyP@hcdsb.org](mailto:MurphyP@hcdsb.org)>; Duarte, Marvin <[DuarteM@hcdsb.org](mailto:DuarteM@hcdsb.org)>; Agnew, Brenda <[AgnewB@hcdsb.org](mailto:AgnewB@hcdsb.org)>; DeRosa, Peter <[DeRosaP@hcdsb.org](mailto:DeRosaP@hcdsb.org)>; Guzzo, Nancy <[GuzzoN@hcdsb.org](mailto:GuzzoN@hcdsb.org)>; lantomasi, Vincent <[lantomasiV@hcdsb.org](mailto:lantomasiV@hcdsb.org)>; Karabela, Helena <[KarabelaH@hcdsb.org](mailto:KarabelaH@hcdsb.org)>; o'brient@hcdsb.org; o'hearn-czarnotaj@hcdsb.org; DiPietro, Rosie <[DiPietroR@hcdsb.org](mailto:DiPietroR@hcdsb.org)>

**Subject:** [<EXTERNAL>] Correspondence regarding February 16th Board Meeting

Dear Mr Chair, Trustees, and Director Daly,

I am a current parent of a daughter at an HCDSB school in Oakville, and a son who will start next year. I have watched all the board meetings this year, and recognize the work and dedication that has gone into keeping our kids safe at school last year and this year. These are challenging times for everyone and you are all no doubt under immense pressure.

I am writing to you today regarding the notice of motion put forward by Trustee Karabela at the last board meeting regarding the HCDSB Board taking a public stand on Bill C-7. I am confused and troubled by this motion for a number of reasons, and none of them have to do with my own position on assisted death.

First, I do not understand the relevance of this motion to the public education system. Nothing in that bill has anything to do with education, curriculum, teachers or administrators, or school safety during a global pandemic. While I understand that elements of Bill C-7 are at odds with Catholicism, it is not the place of HCDSB Trustees to influence legislation that has no bearing on the education and curriculum being taught at school.

Second, the children within our board have just returned to school on February 8th. Instead of our Trustees spending time and effort debating more urgent and relevant matters, like how to keep our children safe, ensuring distancing, managing class sizes, improving air quality and ventilation, and managing staffing challenges, the board will instead spend the majority of the meeting debating a motion that has nothing to do with student health and safety at all. This motion is a completely irresponsible use of precious time and resources, and directly contradicts Section 169.1 item 1(b) of the Education Act that states that Boards "are responsible for ensuring effective stewardship of the board's resources".

(<https://www.ontario.ca/laws/statute/90e02#BK144>)

Third, the Board of Trustees is in no way entitled to police the faith and individual views of its teachers and staff. Teachers and staff are already required to submit a pastoral reference during the application process; that is sufficient 'proof' of faith. Section 2 of the Canadian Charter of Rights and Freedoms states that "Canadians are free to follow the religion of their choice. In addition, they are guaranteed freedom of thought, belief and expression."

(<https://www.canada.ca/en/canadian-heritage/services/how-rights-protected/guide-canadian-charter-rights-freedoms.html>)

While I appreciate and acknowledge that we are a Catholic board, it is still not the place of this or any Board to force its members to publicly adopt an opinion on this or any other matter that is not directly relevant to education and curriculum, and to do so is a violation of the Charter. Each person is entitled to their faith, and no other person is in position to judge and especially not to inhibit the career progression of any other person for that faith.



For these reasons, I respectfully ask that Chair Murphy not allow this motion to be debated and to instead keep the focus of the Board on matters related to student achievement and well-being, as you promised to do when you made your case to be Chair of this board. To the rest of the Trustees, should Chair Murphy allow this motion to go to a vote, I would implore you to vote against this motion.

Please include this note in the official correspondence for the upcoming February 16th board meeting.

With respect,  
Lauren Wallis

February 5, 2021

Board of Trustees  
Halton Catholic District School Board  
Catholic Education Centre  
802 Drury Lane  
Burlington, ON L7R 2Y2

By Email: [murphyp@hcdsb.org](mailto:murphyp@hcdsb.org)

Dear Mr. Murphy,

Dying With Dignity Canada (DWDC) is the national human-rights charity committed to improving quality of dying, protecting end-of-life rights, and helping Canadians avoid unwanted suffering. We defend human rights by advocating for assisted dying rules that respect the Constitution and the Charter of Rights and Freedoms, provide personal support to adults suffering greatly from an irremediable medical condition who wish to die on their own terms, and educate Canadians about their legal end-of-life options, including the right to medical assistance in dying (MAID), and the importance of advance care planning.

We have become aware that a recent meeting of the Board of the Halton Catholic District School Board addressed Bill C-7, An Act to amend the Criminal Code (medical assistance in dying). Specifically, item 10.7 of the agenda of the February 2, 2021 Board meeting of the Halton Catholic District School Board, entitled "Opposing the Euthanasia Bill C7".

The following notice of motion was put forward by trustee Helena Karabela. A recording of the board meeting is on-line and can be accessed here; <https://www.youtube.com/watch?v=eJn-B1gcwCM>  
Trustee Karabela reads the notice of motion at 2:35:20. Following is the wording of the notice of motion:

"Whereas the Halton Catholic District School Board is expected to be distinctly Catholic, and whereas the Canadian Conference of Catholic Bishops have instructed, "the proposed legislation of Bill C7 remains deeply flawed, unjust, and morally pernicious";

And whereas the Canadian Conference of Catholic Bishops had further instructed, "the Bishops call on Catholics and all people of good will to make their voices heard in opposition to the bill;"

And whereas the Canadian Conference of Catholic Bishops has stated, "similarly all Canadian legislators should recall that no law that permits the taking of innocent human life can ever be morally justified, such a law would always violate the intrinsic dignity of the human person;"

Whereas bill C7, an act to amend the criminal code of Canada, would force same day assisted suicide with no wait period;



Whereas bill C7 would require doctors to offer assisted suicide or refer patients for assisted suicide against their consciences;

Whereas the above violate the dignity of vulnerable, disabled and suffering Canadians;  
Whereas palliative care is not universally available to all Canadians and is the best way to respect human dignity when life is coming to its natural end;

Be it resolved that a letter be sent immediately by the board of trustees and director of education and secretary of the board of Halton Catholic District School Board to the Canadian Senate demanding their opposition to Bill C7.

Be it further resolved that teachers seeking promotion to other teaching positions or board level positions be expected to 1) be opposed to all forms of euthanasia and 2) be opposed to the principles listed in this motion above as found in bill C7 or not to be promoted.”

Dying With Dignity Canada is deeply concerned that this action would likely violate a teacher’s Charter rights to Freedom of Expression and Freedom of Religion to restrict speech or compel respect for beliefs that have nothing to do with their professional teaching lives.

Schools are publicly funded and therefore efforts to suppress speech or beliefs through coercive hiring / promotion practices would be the ‘government’ acting and a Charter violation. We are further concerned that this is an interference with union and collective agreements which are protected by Freedom of Association rights in the Charter.

In addition, while not germane to this issue, we would like to clarify that this interpretation of Bill C-7 is glaringly inaccurate as there is no provision in the bill to either “force same day assisted suicide with no wait period” or to “require doctors to offer assisted suicide or refer patients for assisted suicide against their consciences.”

It is our understanding that this motion will be addressed at the February 16, 2021 meeting of the Board of Directors. We urge you to make clear that the words and actions of the Trustee are not the position of the Halton Catholic District School Board, and that teachers seeking promotion to other teaching positions or board level positions will not be discriminated against based on their personal beliefs.

Sincerely,

Helen Long, CEO

CC: Pat Daly, Secretary of the Board  
David Church, General Secretary, Ontario English Catholic Teachers’ Association

February 3, 2021

Dear Mr. Daly and Mr. Murphy,

This is a plea on behalf of the Halton secondary unit members who are seeking both your support and assistance with respect to their current working conditions. When surveyed, 94% of the membership felt that the board has not listened to teacher's concerns when making their decisions during this pandemic. For example, teachers were neither consulted nor were they able to provide input on the school day structure, the installation of cameras in the classroom or on the model of delivery with the quadmester model.

Upon returning to in person instruction, 97% of our members believe that teachers should be given the **choice** to work from home if they are willing and able to do so. In addition, 87% said they would prefer to work from home when they are **not** directly supervising students in person. Specifically, this would be the portion of the day when secondary schools do Virtual Academic Support and afternoon virtual synchronous instruction. Being given this choice would align with messages from our Prime Minister, Public Health Guidelines Canada, the Government of Ontario, and the Chief Medical Officers of Health for Ontario and Halton who have all stated **that people should work from home, wherever possible.**

Since January 4, 2021, teachers have proven that they can deliver their curriculum in both synchronous and asynchronous methods to teach and support their students. Teachers also previously demonstrated flexibility in delivering their curriculum from home between March and June of last year when schools were closed.

When surveyed, 81% of Halton Secondary teachers felt that their home network and technology is at least as reliable as what is provided at work. Furthermore, 77% of respondents stated that they have the required technology to perform all of their duties and have a space that is safe and ergonomically appropriate.

HCDSB Secondary teachers have risen to, and more appropriately, surpassed all expectations for hybrid teaching, and are delivering an excellent program, despite the circumstances. Parents have been happy with how efficient teachers have been at adapting and how dedicated they continue to be in ensuring student success. Teachers have demonstrated an unprecedented flexibility and resiliency, all while putting themselves and their families at risk. They have had to retool with minimal professional support or training for this model of curriculum delivery, evaluation and assessment. As mentioned, there was no teacher consultation with respect to the current model of delivery, schedule, or timing/length of classes and teachers, being on the front line, were never asked if they felt the format would be conducive to optimal learning for their students. The stress and subsequent mental health of secondary teachers is at crisis level.

For your review, please find a list that highlights the resilience, professionalism, and dedication of Halton Secondary teachers during this pandemic:

- Teachers have taught themselves how to deliver curriculum effectively via the hybrid model
- Teachers have changed their timing, mode of delivery, course layouts and understanding of design models in order to be effective
- Teachers continue to learn, on their own time, or through virtual PLCs, that they have initiated during their limited lunch time
- Teachers have taken the initiative and brainstormed how best to engage their students using new programs and technology such as Flipgrid, Whiteboard, Jamboard, Schoology, Bitmoji, Kami, breakout rooms, digital chat boards, etc. (The list goes on)
- Teachers have adapted to having the added stress of scenarios where parents at home “sit in” and listen to their lessons, criticize and, at times, complete work for their students
- Teachers have adapted evaluation and assessment models to best support their learners
- Teachers have the added pressure to support their students 24/7 - emails come in frequently and at all hours (and while teachers have no contractual obligation to respond, many find it difficult to ignore students outside of work hours)
- Teachers have demonstrated compassion and empathy for the many struggling students who find the quadmester model challenging
- Teachers have adapted the implementation of IEPS, especially for their cohort C students, without any guidance; and continue to try to successfully accommodate them under a very challenging schedule for students who have exceptionalities
- Teachers have risen to the challenge of little notice for mark reporting deadlines and very little time to mark and provide feedback due to the expedited pace of the hybrid model
- When the WiFi network has gone down at school, teachers have reported having to use their own cell phones (data) to connect with their classes and ensure they are in the loop and up to speed. This has happened frequently, especially in the Fall.
- Teachers have tried to provide individual help to their students as best they can despite having to be synchronously “on” the entire time and not having sufficient time in class to assist students

As you can see from this list, teachers have not just “pivoted”, they have had to learn an entirely different job. They did not just shift from sitting at a desk in a cubicle in an office to doing the same work at home. They have had to overhaul their entire craft. While there have been acknowledgements, the breadth and magnitude of what teachers have undergone to deliver their curriculum under the current pandemic conditions has not been truly realized. This is not fully understood by anyone who is not a teacher.

Additionally, in secondary schools, teachers do not often have their own classrooms. After the students leave in the morning, no cleaning or disinfection takes place before teachers have to deliver their virtual support and class in the afternoon. This creates an unsafe environment for them when they must move between classrooms, find other locations to deliver VAS, work in tiny workrooms where physical distancing is impossible, line up for bathrooms, or try to find a private space to eat. When surveyed, 80% of teachers believe that the board has **NOT** taken every reasonable precaution to keep them safe in their workplace.

Given the professionalism, resiliency, and adaptability of Halton Secondary teachers over the past year, they should have the option to work and teach from home when teaching fully virtual lessons and

meeting students during VAS. It seems unreasonable that on the days where secondary teachers have their preparation time, and are thus only teaching in the afternoons, they must still come into a space that has not been cleaned nor disinfected and find a place to work and set up, then teach a virtual lesson. EVERY SINGLE TIME another person is in the building, it increases exposure risk. It is not possible for teachers to stay in one classroom all day by themselves as there are not enough classrooms to do so.

Most if not all board staff, senior administrators, and board members are working safely and successfully from home. Secondary teachers should be afforded this very same, safe option when not directly supervising students. By giving teachers the choice to teach from home when teaching virtual classes, it provides even more space to those that are at school, ultimately protecting both teachers and students.

What is more is that teachers have not been provided a credible explanation as to why they are not being granted permission to teach virtually from home. Instead, the Board has relied on a “management rights” approach to its direction. Many feel that it is rooted in the mistrust of its teachers, which is disappointing given that teachers have gone above and beyond during these trying times. Since the onset of this pandemic, 89% of our teachers felt that the Board’s actions to date do not reflect its values of treating others with equity, dignity and respect. In the words of the great poet and civil rights activist Maya Angelou: “At the end of the day people won't remember what you said or did, they will remember how you made them feel.”

On behalf of Halton secondary teachers, we ask that you grant them the choice to work safely in their home for the virtual component of their day as long as this pandemic continues and we are in this virtual model. It is undeniable that they have proven their ability to do so successfully.

We thank you for your support and consideration of this matter.

Respectfully,



Lorain Beraldo-Turner  
President  
Halton Secondary Unit OECTA