

REGULAR BOARD MEETING
AGENDA

Date: Tuesday, March 2, 2021
 Time: 7:30 pm
 Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

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1.1. Opening Prayer, National Anthem and Oath of Citizenship (K. Kelly)	
1.2. Motions Adopted In-Camera	
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Good evening everyone, Board of Trustees, staff members, ladies and gentlemen present here tonight. My name is Javier Rubatto and I am an Early French Immersion Parent here in **Halton Catholic District School Board**; I have 2 children; my eldest child is in grade 7 and my youngest is in grade 3 here in Burlington and fortunately they are both already part of the **Early French Immersion Program**. I have delegated before in previous years, and I am here tonight to encourage you to look at some important items which I believe have not yet been addressed and met by this Board.

I would also like to take this opportunity to share with you an announcement recently made by the Canadian Federal Government.

As Parents we are very grateful to HCDSB for the expansion of **The French Immersion Program** at an Elementary School level to meet its great demand from families in our community, and also for the continuance of the French Immersion Program into High School.

I am one of the lucky parents who has been fortunate enough to have both my children be accepted into the French Immersion Program at the same school; thereby not only giving both our children equal language opportunities, but also making our lives as parents easier by having only one school to deal with as oppose to, two schools. During parent and teacher interviews, walkathons, school dances, school barbeques, Christmas plays, civvies day, pizza days and many more events such as these ones; having only one school to deal with as oppose to two, makes logistics in our home much, much easier; not to mention that having both our kids at the same school also makes it easier for our kids to travel together by bus, to and from school and having the comfort and security of having and seeing each other at the same school every day.

HCDSB has done a great job continuing to expand the French Immersion Program to meet the great demand from our community, however, more work still needs to be done to benefit more families from our community. For instance: There are still some families in our community who have not been able to register their children in the French Immersion Program due to a lack of space; we need to keep working at expanding the program until everyone who would like to register their children, is able to do so. Another area where I would also like to see an improvement is in the: **Sibling Ruling**; Our Board still doesn't have a **Sibling ruling in French Programming**, consequently in some of our municipalities, such as Oakville and Milton, Parents of **French Immersion kids** are facing the unfortunate difficulties that come from having

their kids go to different School Sites. A **Sibling Ruling Policy** in French Programming would grant siblings the right to be at the same school site, thereby making logistics for families like mine a lot easier.

I would also like to encourage this Board to continue to offer students in French Immersion or Extended French the **Busing Option**. Both my children take the bus, and my wife and I are very grateful for that. As working parents, this option has specially helped us, if this option wasn't available, we might not be able to keep both our kids in the program.

I would like to take this opportunity to inspire and encourage you to:

- 1. Continue to expand French Language Programs: French Immersion & Extended French in order to meet our community's demand**
- 2. Have a Sibling Ruling in French Programming in order to insure siblings have access to the same site**
- 3. Continue to offer Busing for students in French Immersion and Extended French Programs**

The Canadian Federal Government is currently taking the necessary steps to modernize our **Official Languages Act by the end of 2021**. An announcement was made in the House of Commons on February 19th, 2021. One of the many changes to **The Language Act** would aim at giving every student in Canada, in every province and in every municipality the opportunity to attend **The French Immersion Program**, if they wish to do so; this would mean: **French Immersion on Demand for all**.

I have included in my presentation a video of the announcement made by **The Honorable Melanie Joly, Minister of Economic Development and Official Languages**, in this video she speaks of the importance of having **French Immersion** available to every student nationally, and the importance of implementing these changes to **The Official Language Act**. This video is only a few minutes long, and if possible, I would like the opportunity to play it for all of you.

Now is the time for our Board to continue to be a leader in education by being prepared and ready with a plan, to implement the changes that are coming to our educational system at a national level.

Thank you again for your time. Bon Nuit et merci beaucoup.

A warm hello to Director Daly, Chair Murphy, Trustees, and Superintendents,

My name is Katelyn Weinstein, and I am a senior student- a returning grade 12, actually- at Assumption Catholic Secondary School. Some of you may know me from my involvement in the Student Senate last year, or from the few times I have spoken on mental health with the Chief of Mental Health Programming for our board. I have been working with the Chief of Mental for over a year now, and am currently engaged in planning an initiative designed to promote student mental health, as well as to amplify the voices of students in regards to the issue.

I am here to speak to you today about the recent motion regarding mental health education in HCDSB secondary schools, including my own. I am beyond grateful for this opportunity to voice my perspective and I thank you all kindly for offering your time and attention. I hope that you will consider moving forward with the items discussed, as I believe they are vital to the successful implementation of our strategy and mission in creating a community where teen students can thrive and belong.

When it comes to mental health issues, I am sure we can all agree that there is no clear-cut or simple solution to supporting students. I am a personal believer that there are many pillars which play a role in promoting student mental health. Environment, family circumstances, and access to care all play a role. Schools, however, have a unique position that is paired with the opportunity (and the responsibility) to support youth mental health. This can be done in a number of ways, but to remain focused, I would like to discuss why I believe this motion is so critical for students like myself and my peers. I have personally struggled with mental health conditions from a young age, and have received lots of loving and welcoming support in my time at Assumption. I am grateful and proud to be part of a community that places such high value on students' needs, and I hope that I can help support that cause today by explaining an issue that is close to home for me.

Now more than ever, students need to be made aware of the importance of mental health. Mental illness is not the same as mental health; mental health affects everybody and is just as important as physical health. Additionally, many of the early signs for mental illnesses appear during childhood and adolescence, meaning that teenagers and high school students are at the prime age for developing poor mental health, or symptoms of mental illness. As educators, the HCDSB and the staff within its schools have a responsibility to not only monitor for the signs of mental illness, but also provide **comprehensive and effective education in mental health literacy**.

Currently, most students only ever speak about mental health in their health or physical education classes, save a few schools which might discuss psychology in introductory social science classes in the upper years. I truly believe that while these programs are beneficial, the board has the capability of increasing the focus on mental health education in secondary schools in other programs, specifically religion, family studies, and English and literacy programs.

When you examine mental health through physical education departments, many kids aren't reached, as phys-ed becomes an elective after freshman year. Additionally, basic self-care exercises and

awareness in one school credit fail to fully empower youth with the skills to self-advocate and look at mental health with a critical perspective that might be presented through other lenses.

Mental health education is about understanding, on a deeper level, how serious mental well-being is; how it can influence every aspect of a student's life, potentially for decades. It is also a social justice issue, not just because of how many are affected, but because of how few understand it. High school courses focused on social justice and even Catholic education stand as an excellent opportunity to facilitate critical discussions and open, safe dialogue about mental health and its socioeconomic correlations. Additionally, English classes provide a great space for understanding mental health literacy with the objective of being informed and in the development of self-advocacy skills, similar to what might be presented in GLE curriculum. Talking about these issues in a safe classroom setting is one of the best ways to reduce stigma, normalize reaching out for help, and inform youth about what mental health truly is.

Ultimately, it does not matter how many modules or handouts a student is provided with, because mental health education must tackle the issue from all fronts: through multiple school departments and programs, and in the form of dialogue and open conversation.

I believe in students, and I believe in the HCSDB's values of providing a space where all students can be educated and simultaneously know that they belong in their school community. I have faith that changes in mental health literacy education will support the board's strategy, and most of all, I am grateful to have been given this opportunity to voice my thoughts and beliefs. I wish you all the best during these uncertain times, and I know that whatever happens, student mental health will always remain a priority.

Thank you for your time.

Good evening trustees. My name is Emma Jia and I am presenting to you tonight as an international student from China, who attends school at Corpus Christi in Burlington. I'm delegating on behalf of Chinese International students.

Although the Chinese international students are a minority group in the school board, we are still part of the board, and thus I believe that cultures such as our own should be included in the curriculum. It is 2021, everybody's culture and language should be respected, the concept of race equality should be more widespread. Unfortunately, this is not the case. I have collected some information from some of my friends who are international students, and I noticed that students who have experienced racism feel less comfortable and confident than before. Most of us live far away from our homes and families, and such actions will make us feel even more lonely and scared. I have experienced and heard about others' experiences of being discriminated against because of our skin colour and race. I truly hope this kind of thing will not occur again, and I believe that having a more inclusive curriculum can help to reduce such acts of discrimination.

An anonymous student once shared her stories with me. She had three similar experiences, where she has been a victim of racist acts which made her feel more isolated as an International Student. Although she addressed that such cases were not too serious, these experiences made her feel unwelcomed. These experiences made her feel insecure about her background for a long time, to the point that she was even scared to go to school after that. These experiences made her believe that nobody would truly be nice to her, because of her cultural background. After her experiences, she reached out to me to ask if she did anything wrong that made them laugh at her and if she should just be quiet and let them laugh at her. This is one of the reasons why she became even quieter later, which is sad and shocking. To the students, it was nothing but a practical joke, but for her, it made her think that this is the way her culture was perceived in this community.

This student is not the only one who has experienced this, as there are several of us who have experienced or continue to experiencing racism. However, getting support from school can help students realize that skin colour and race are not used to judge a person and that everyone is worthy of respect.

To conclude, I have spoken in favour of the Inclusive Racial and Cultural Curriculum Letter. Spreading awareness through the perspectives of marginalized groups can encourage and comfort those who have become insecure from unequal treatment. In this way, introducing something in the curriculum about the minority interest would help them feel more welcomed. Speaking as an international student, I also want to make sure that all international students feel welcomed. It is a big step to leave our families and our homes to learn in a foreign country, and seeing ourselves in our lessons at school can give us a sense of familiarity, and allow us to see ourselves and our cultures. In speaking up about this motion, I am willing to try my best to make a difference, to help those who ever experienced discrimination, to avoid occurrences of experiences of marginalization, to bring up the awareness of equity, and to help everyone be heard and make our school a safer environment for everyone to study and have a great school memory. We need to make a safer and better school environment for everyone to study and live in, reduce the occurrences of bullying and discrimination. Thank you kindly for your time and I hope that you vote in favour of this motion.

Yours in education,

Emma Jia

MINUTES OF THE REGULAR BOARD MEETING

Date: February 16, 2021
Time: 7:30 p.m.
Location: Catholic Education Centre
802 Drury Lane, Burlington

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

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

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

Also Present: L. Collimore, Chief Officer, Research and Development Services (Electronically)
B. Cripps, Senior Manager, IT Services (Electronically)
G. Federico, System Chaplaincy Leader and Faith Animator (Electronically)
K. George, Health and Safety Officer, Human Resources Services (Electronically)
D. Gunasekara, Planning Officer, Planning Services (Electronically)
S. Jayaraman, Senior Manager, Human Rights and Equity (Electronically)
A. Kapur, Parliamentarian (Electronically)
B. Vidovic, Senior Manager, Planning Services (Electronically)
A. Swinden, Manager, Strategic Communications (Electronically)

Recording Secretary: R. Di Pietro

1. Call to Order

The Chair called the meeting to order.

1.1 Opening Prayer, National Anthem, and Oath of Citizenship (N. Gubert)

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

1.2 Motions Adopted In-Camera

The following motion was adopted in-camera:

RESOLVED, that the Halton Catholic District School Board approve the appointment of Samantha Sweet to the Special Education Advisory Committee (SEAC) as representative for the Learning Disabilities Association of Halton-Hamilton effective February 2021 until November 2022.

A motion regarding property was adopted in-camera.

1.3 Information Received In-Camera

The following information was received in-camera:

Teacher Hiring

Jill Campbell, Laura Gravina and Ryan Ridler hired as probationary teachers effective February 8, 2021. Daniel Pocrnick hired as a probationary teacher effective April 20, 2021.

Resignations

Kalyna Komow resigning effective August 31, 2021. Nina March resigning effective June 30, 2021.

2. Approval of the Agenda

#56/21

Moved by: H. Karabela

Seconded by: T. O'Brien

RESOLVED, that correspondence 12.4 Dying with Dignity be removed from the agenda.

The Chair overruled a point of order that businesses are not to submit correspondence. The Chair confirmed correspondence was from a non-for-profit organization.

The Chair ruled in favour of a point of order to allow debate on the motion.

The Chair called for a vote on **#56/21**:

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

The motion was **DEFEATED**.

The following was added to the agenda:

10.8 Notice of Motion - Student Mental Health Programs (B. Agnew)

10.9 Notice of Motion - Inclusive Racial and Cultural Curriculum Letter (N. Guzzo, K. Kelly)

10.10 Notice of Motion - French Immersion Regional Expansion (P. DeRosa)

#57/21**Moved by:** B. Agnew**Seconded by:** N. Guzzo**RESOLVED**, that the agenda be approved as amended.The Chair called for a vote on **#57/21**:

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

The motion **CARRIED**.**3. Declarations of Conflict of Interest**

There were no conflicts of interest declared.

4. Presentations

There were no presentations.

5. Delegations**5.1 Declined Delegation (P. Murphy)**

A total of one (1) delegation was declined for the February 16, 2021, Regular Board Meeting.

6. Approval of Minutes**6.1 Minutes of the February 2, 2021 Regular Board Meeting****#58/21****Moved by:****Seconded by:****RESOLVED**, that the minutes of the February 2, 2021, Regular Board Meeting be approved.The Chair called for a vote on **#58/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	V. Iantomasi	N. Gubert (non-binding)	
P. DeRosa			
M. Duarte			
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 Opposing the Euthanasia Bill C-7 (H. Karabela)

#59/21

Moved by: H. Karabela

Seconded by: T. O'Brien

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.

#59/21 (AMENDMENT)

Moved by: P. DeRosa

Seconded by: T. O'Brien

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.

The Chair called for a vote on **#59/21 (AMENDMENT)**:

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

The amendment **CARRIED**.

Chair Murphy passed the gavel to Vice-Chair Duarte.

#59/21 (AS AMENDED)

Moved by: H. Karabela

Seconded by: T. O'Brien

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.

The Chair called for a vote on **#59/21 (AS AMENDED)**:

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

The motion was **DEFEATED**.

Vice-Chair Duarte returned the gavel to Chair Murphy.

8.2 Policy II-05 Reporting Student Achievement to Parents/Guardians (N. Guzzo) #60/21

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy II-05 Reporting Student Achievement to Parents/Guardians, be approved.

The Chair called for a vote on **#60/21**:

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

The motion **CARRIED**.

8.3 Policy II-31 Risk Management - First Aid (N. Guzzo)

#61/21

Moved by: N. Guzzo

Seconded by: M. Duarte

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy II-31 Risk Management - First Aid, be approved.

The Chair called for a vote on **#61/21**:

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

The motion **CARRIED**.

8.4 Policy IV-04 Loss or Damage to Personal Items (N. Guzzo)

#62/21

Moved by: N. Guzzo

Seconded by: M. Duarte

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy IV-04 Loss or Damage to Personal Items, be approved.

The Chair called for a vote on **#62/21**:

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

The motion **CARRIED**.

8.5 Policy V-05 School Accidents - Prevention and Safety (N. Guzzo)

#63/21

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy V-05 School Accidents - Prevention and Safety, be approved.

The Chair called for a vote on **#63/21**:

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

The motion **CARRIED**.

8.6 Policy II-45 Equity and Inclusive Education (N. Guzzo)

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy II-45 Equity and Inclusive Education, be approved.

(AMENDMENT)**Moved by:** T. O'Brien**Seconded by:** P. DeRosa**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 **and include the Papal document Nostra Aetate in the Reference section.****#64/21****Moved by:** P. DeRosa**Seconded by:** V. Iantomasi**RESOLVED**, that the motion to approve Policy II-45 Equity and Inclusive Education be postponed to January 2022.

The Chair ruled in favour of a point of order that only the date of the postponement is debatable.

The Chair called for a vote on **#64/21**:

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**.

#65/21**Moved by:** N. Guzzo**Seconded by:** B. Agnew**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy II-45 Equity and Inclusive Education, be approved.**#65/21 (AMENDMENT)****Moved by:** T. O'Brien**Seconded by:** P. DeRosa**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 **and include the Papal document Nostra Aetate in the reference section.**

The Chair called for a vote on **#65/21 (AMENDMENT)**:

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

The amendment **CARRIED**.

The Chair ruled in favour of a point of order that additional amendments could be made.

#65/21 (AMENDMENT 2)

Moved by: H. Karabela

Seconded by: P. DeRosa

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 and include the Papal document *Nostra Aetate* and the resources prepared by the System Chaplaincy Leader and Faith Animator in the reference section.

The Chair called for a vote on **#65/21 (AMENDMENT 2)**:

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

The amendment (2) was **DEFEATED**.

#66/21

Moved by: V. Iantomasi

Seconded by: M. Duarte

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

The Chair called for a vote on **#66/21** and it **UNANIMOUSLY CARRIED**.

#67/21

Moved by: N. Guzzo

Seconded by: J. O'Hearn-Czarnota

RESOLVED, that Policy II-45 Equity and Inclusive Education that was recommended at the February 9, 2021, Policy Committee Meeting be referred back to the Policy Committee for stakeholder feedback including Halton Catholic District School Board secondary students.

It was noted that the carried amendment (1) would be included in the policy that is being sent out for stakeholder feedback.

The Chair called for a vote on **#67/21**:

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

The motion **CARRIED**.

9. Staff Reports

9.1 Amendment to Borrowing Resolution (A. Lofts)

Staff presented a report regarding increasing the borrowing resolution amount applicable to Halton Catholic District School Board's operating bank loan facility and the alignment of operating and education development charges cash flows with the corresponding credit facilities.

#68/21

Moved by: T. O'Brien

Seconded by: V. Iantomasi

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

The Chair called for a vote on **#68/21**. Because the vote was not unanimous the meeting adjourned.

The meeting adjourned at 10:30 with a prayer led by Trustee Guzzo.

POST NOTES:

10. Information Items

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

The meeting was adjourned.

10.2 Update to Board Room Technology (A. Lofts)

The meeting was adjourned.

10.3 School Update (P. Daly)

The meeting was adjourned.

10.4 Strategic Planning Process (P. Daly)

The meeting was adjourned.

10.5 Long Term Capital Plan (LTCP) Preliminary Enrolment Projections (A. Lofts)

The meeting was adjourned.

10.6 Initiation of School Name Selection Committee - Milton No. 3 Catholic Secondary School (E. Bakaic)

The meeting was adjourned.

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

The meeting was adjourned.

10.8 Notice of Motion - Student Mental Health Programs (B. Agnew)

The meeting was adjourned.

The following was provided to Trustees:

WHEREAS, now more than ever, it is time to make changes at the secondary level ensuring our high school students receive mental health education. We know that young people aged 15 to 24 are more likely to experience mental illness and/or substance use disorders than any other age group and that 70% of mental health problems have their onset during childhood or adolescence. We also know that the pandemic is making it worse.

WHEREAS mandatory mental health curriculum delivered directly to secondary school students teaches students the skills they need before getting to crisis, ultimately reducing health care costs, the strain on our health care systems, and saving lives.

WHEREAS schools are uniquely positioned to provide learners with mental health education, giving students the tools they need to navigate mental health problems as well as learning to recognize when a friend or loved one might be struggling.

WHEREAS, there is an existing mental health literacy curriculum guide teachmentalhealth.org designed by Canadians and supported by Canadian research and evidence.

WHEREAS, teacher training, curriculum guides and resources are available free of charge in English, French and online formats.

And WHEREAS, each module is designed to fit into 60 minutes of classroom time and can be delivered as part of the curriculum component within an appropriate subject.

BE IT RESOLVED, that the Director of Education for the Halton Catholic District School Board direct Curriculum Services to investigate and report back to the Board of Trustees

for the March 16, 2021, Regular Board Meeting, the feasibility and timelines for implementation of the above program for the 2021-2022 school year.

10.9 Notice of Motion - Inclusive Racial and Cultural Curriculum Letter (N. Guzzo, K. Kelly)

The meeting was adjourned.

The following was provided to Trustees:

WHEREAS, Policy II-45 Equity and Inclusive Education states in its purpose that "In accordance with the Church's teachings, it is the policy of the Board to provide in all its operations an educational environment which supports and enables diversity within its Catholic community."

WHEREAS, Policy II-45 Equity and Inclusive Education states that "Students must be represented in the curriculum and heard in the assessment and evaluation."

BE IT RESOLVED THAT, the Chair of the Board, in collaboration with staff and the Board of Trustees, send a letter to the Minister of Education encouraging the revision of the curriculum to better incorporate the culture and history of Racialized and Marginalized Students and Staff, such as women, people with disabilities, Black and Indigenous People, People of Colour, and 2SLGBTQ+ people.

10.10 Notice of Motion - French Immersion Regional Expansion (P. DeRosa)

The meeting was adjourned.

The following was provided to Trustees:

WHEREAS every region within the Halton Catholic District School Board family is different in their ability to expand the French Immersion program. Differences such as population growth rates, capacity, demand, demographics, geography make it unlikely that all regions would ever be in the foreseeable future in a position to expand the French Immersion program concurrently at the same rate.

BE IT RESOLVED, that the Board of Trustees directs the Director of Education and Secretary of the Board to undertake the expansion of the French Immersion Program with the objective of satisfying all registrations annually in each region, based on the region's own capacity to expand the program starting in 2022-2023 and for subsequent years.

BE IT FURTHER RESOLVED, that the Board of Trustees directs the Director of Education and Secretary of the Board at the next Strategic Planning Cycle and meetings of the Halton Catholic District School Board to make French Immersion a strategic priority as directed in the motion approved by the Board of Trustees at the November 21, 2017 Board meeting and provide a plan for growth based on each region's current and future capacity starting in the school year 2022 – 2023.

BE IT FURTHER RESOLVED, that the Board of Trustees directs the Director of Education and Secretary of the Board to deliver an updated multi-year recruitment plan

that satisfies the need for French teachers as directed in the motion # 204/17 passed by the Board at the November 21,2017 meeting.

BE IT FURTHER RESOLVED, that the Board of Trustees directs the Director of Education and Secretary of the Board to begin an early search for teachers starting with teachers currently employed by the board who are qualified to teach French and are willing to transfer to the French Immersion program. At the same time begin an ongoing search for external candidates in and out of province and or out of country, as well as consider the issuance of letters of permission for qualifying candidates to meet the demand.

BE IT FURTHER RESOLVED, that the Board of Trustees directs the Director of Education and Secretary of the Board to give priority to all future registrants who already have siblings in the program to give families predictability and the opportunity for siblings to attend the French Immersion program at same school.

BE IT FURTHER RESOLVED, that the Board of Trustees directs the Director of Education and Secretary of the Board to continue to offer transportation to students enrolled in the Early French Immersion program as was directed in the motion #204/17 passed by the Board at the November 21, 2017 meeting.

11. Miscellaneous Information

11.1 Minutes of the January 12, 2021 Policy Committee Meeting

The meeting was adjourned.

12. Correspondence

12.1 A. Kolch

12.2 Dr. A. Power

12.3 L. Wallis

12.4 Dying with Dignity Canada

12.5 OECTA Halton Secondary Unit

The meeting was adjourned.

13. Open Question Period

The meeting was adjourned.

14. In Camera

The meeting was adjourned.

15. Resolution re Absentees

The meeting was adjourned.

16. Adjournment and Closing Prayer (N. Guzzo)

The meeting was adjourned.

Secretary of the Board

Chair

BUSINESS ARISING FROM PREVIOUS MEETINGS

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

		BE IT FURTHER RESOLVED , that subject to the May 5, 2020 report a plan be presented to the Board for review which includes the initiatives that support and encourage participation in local, regional, university, national shows and competitions in math and science, along with STEM initiatives moving forward.		
March 31, 2020	Update to Board Room Technology	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 5, 2020 Regular Board meeting; and that this technology be capable of relocation to any board office if required.	A. Lofts	February 2021 – Update in progress.
October 20, 2020	Board Meeting Time Keeping	WHEREAS , 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>WHEREAS, our goal is to ensure efficient board meetings and to afford equitable opportunities to each member of the board to speak on a motion;</p> <p>WHEREAS, multiple other boards utilize some formal method of visible time keeping;</p> <p>BE IT RESOLVED, that the Director of Education procure a digital time keeping mechanism that can be displayed and can be controlled remotely by the chair to be used for bylaw 10.3 and other opportunities such as delegations.</p>		
October 20, 2020	COVID-19 Related Financial Reporting	<p>BE IT RESOLVED, that the Board of Trustees direct the Secretary of the Board and Director of Education to provide an ongoing financial report of the past expenditures by HCDSB and all past, current and future funding received by HCDSB from different levels of government to effectively manage COVID-19 in the form of a quarterly financial report commencing on Nov 30, 2020 and reported to the Board at the December 15, 2020 Board meeting until such a time as the Ministry of Education removes all COVID-19 related protocols and guideline and all schools have returned to a conventional full time learning model.</p>	A. Lofts	Quarterly
December 15, 2020	French Immersion	<p>BE IT RESOLVED, the Board of Trustees give direction to the Director of Education to expand the Halton Catholic District School Board French Immersion Program by up to a maximum of two (2) additional classes per municipality, based upon current demand, for the 2021-2022 school year only;</p> <p>BE IT FURTHER RESOLVED, that any future expansion will be dictated by the</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>BE IT FURTHER RESOLVED, that the location of French Immersion Programs will be decided as per Policy II-51- Optional French Programming (French Immersion and Extended French), Policy V-18 Community Engagement and Public Consultation and at the discretion of the Director of Education.</p>		
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OUTSTANDING POLICY ITEMS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS



Amendment to Borrowing Resolution	Item 8.2
March 2, 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. Staff Item 9.1 “Amendment to Borrowing Resolution” from the February 16, 2021, Regular Board Meeting.
2. Action Item 8.1 “Amendment to Borrowing Resolution” from the September 4, 2018, Regular Board Meeting.
3. Action Item 8.5 “Amendment to the Borrowing Resolution” from the March 18, 2014, Regular Board Meeting.
4. Action Item 8.7 “Banking Resolution” from the September 18, 2012, Regular Board Meeting.
5. Action Item 8.5 “Amendment to Borrowing Resolution” from the June 5, 2012, Regular Board Meeting.
6. 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:

Resolution#:	Moved by:
	Seconded by:
Resolved , that the Halton Catholic District School Board 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."	
Resolved , that the Halton Catholic District School Board 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.	

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 2nd of March 2021.

P. Murphy, Chair of the Board

P. Daly, Secretary of the Board



Appointment of External Auditor	Item 8.3
March 2, 2021	

Alignment to Strategic Plan

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

Purpose

To seek Board of Trustee approval to extend KPMG LLP's contract for external auditing services for one year.

Comments

An external auditor's services are required for the upcoming audits of the 7-Month Report (March 31st Report) and the 2020-21 Year-End Audit.

The current contract with KPMG LLP expired on January 14th, 2021. At this time, management recommends KPMG LLP's reappointment as the Board's external auditor for one-year.

At the February 25th, 2021 Audit Committee Meeting, the Audit Committee reviewed the recommendation to appoint KPMG LLP as the external auditors for one (1) year. The Audit Committee recommends that it be forwarded to the Board of Trustees for approval.

For Trustees' assurance, the Education Act permits an auditor's appointment for a term not exceeding five years. At this time, HCDSB would be requesting Board approval to enter into a term of one year.

Appointment of auditor

253 (1) Every board shall appoint one or more auditors for a term not exceeding five years who shall be a person licensed under the Public Accounting Act, 2004. 1997, c. 31, s. 113 (1); 2004, c. 8, s. 46.

Recommendation

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



RECOMMENDATION

Moved by:

Seconded by:

RESOLVED, that the Halton Catholic District School Board authorize the appointment of the audit firm, KMPG LLP as the Board's external auditor for a period of one (1) year.

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

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

Report Approved by: D. Morton
Chair, Audit Committee



Student Mental Health Programs	Item 8.4
March 2, 2021	

The following Notice of Motion was presented at the February 16, 2021 Regular Board Meeting:

Moved by: B. Agnew
Seconded by:

WHEREAS, now more than ever, it is time to make changes at the secondary level ensuring our high school students receive mental health education. We know that young people aged 15 to 24 are more likely to experience mental illness and/or substance use disorders than any other age group and that 70% of mental health problems have their onset during childhood or adolescence. We also know that the pandemic is making it worse.

WHEREAS mandatory mental health curriculum delivered directly to secondary school students teaches students the skills they need before getting to crisis, ultimately reducing health care costs, the strain on our health care systems, and saving lives.

WHEREAS schools are uniquely positioned to provide learners with mental health education, giving students the tools they need to navigate mental health problems as well as learning to recognize when a friend or loved one might be struggling.

WHEREAS, there is an existing mental health literacy curriculum guide teachmentalhealth.org designed by Canadians and supported by Canadian research and evidence.

WHEREAS, teacher training, curriculum guides and resources are available free of charge in English, French and online formats.

And WHEREAS, each module is designed to fit into 60 minutes of classroom time and can be delivered as part of the curriculum component within an appropriate subject.

BE IT RESOLVED, that the Director of Education for the Halton Catholic District School Board direct Curriculum Services to investigate and report back to the Board of Trustees for the March 16, 2021 Regular Board Meeting, the feasibility and timelines for implementation of the above program for the 2021-2022 school year.



Inclusive Racial and Cultural Curriculum Letter	Item 8.5
March 2, 2021	

The following Notice of Motion was presented at the February 16, 2021 Regular Board Meeting:

Moved by: N. Guzzo

Seconded by:

WHEREAS Policy II-45 Equity and Inclusive Education states in its purpose that "In accordance with the Church's teachings, it is the policy of the Board to provide in all its operations an educational environment which supports and enables diversity within its Catholic community."

WHEREAS Policy II-45 Equity and Inclusive Education states that "Students must be represented in the curriculum and heard in the assessment and evaluation."

BE IT RESOLVED THAT, the Chair of the Board, in collaboration with staff and the Board of Trustees, send a letter to the Minister of Education encouraging the revision of the curriculum to better incorporate the culture and history of Racialized and Marginalized Students and Staff, such as women, people with disabilities, Black and Indigenous People, People of Colour, and 2SLGBTQ+ people.



French Immersion Regional Expansion	Item 8.6
March 2, 2021	

The following Notice of Motion was presented at the February 16, 2021 Regular Board Meeting:

Moved by: P. DeRosa

Seconded by:

WHEREAS every region within the Halton Catholic District School Board family is different in their ability to expand the French Immersion program. Differences such as population growth rates, capacity, demand, demographics, geography make it unlikely that all regions would ever be in the foreseeable future in a position to expand the French Immersion program concurrently at the same rate.

BE IT RESOLVED, that the Board of Trustees directs the Director of Education and Secretary of the Board to undertake the expansion of the French Immersion Program with the objective of satisfying all registrations annually in each region, based on the region's own capacity to expand the program starting in 2022-2023 and for subsequent years.

BE IT FURTHER RESOLVED, that the Board of Trustees directs the Director of Education and Secretary of the Board at the next Strategic Planning Cycle and meetings of the Halton Catholic District School Board to make French Immersion a strategic priority as directed in the motion approved by the Board of Trustees at the November 21, 2017 Board meeting and provide a plan for growth based on each region's current and future capacity starting in the school year 2022 – 2023.

BE IT FURTHER RESOLVED, that the Board of Trustees directs the Director of Education and Secretary of the Board to deliver an updated multi-year recruitment plan that satisfies the need for French teachers as directed in the motion # 204/17 passed by the Board at the November 21, 2017 meeting.

BE IT FURTHER RESOLVED, that the Board of Trustees directs the Director of Education and Secretary of the Board to begin an early search for teachers starting with teachers currently employed by the board who are qualified to teach French and are willing to transfer to the French Immersion program. At the same time begin an ongoing search for external candidates in and out of province and or out of country, as well as consider the issuance of letters of permission for qualifying candidates to meet the demand.



BE IT FURTHER RESOLVED, that the Board of Trustees directs the Director of Education and Secretary of the Board to give priority to all future registrants who already have siblings in the program to give families predictability and the opportunity for siblings to attend the French Immersion program at same school.

BE IT FURTHER RESOLVED, that the Board of Trustees directs the Director of Education and Secretary of the Board to continue to offer transportation to students enrolled in the Early French Immersion program as was directed in the motion #204/17 passed by the Board at the November 21, 2017 meeting.



Proposed 2021 Energy Efficient Lighting Projects	Item 9.1
March 2, 2021	

Alignment to Strategic Plan

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

Purpose

To introduce the proposed 2021 energy efficient lighting projects at three secondary schools and seek approval to proceed.

Background Information

Staff presented the Long-Term Facility Renewal Strategy (LTFRS) as Information Report Item 10.3 at the May 5, 2020, Regular Meeting of the Board. The goal of the LTFRS was to present a comprehensive school renewal plan to improve school facility conditions throughout the board to provide learning environments that support the educational needs of students and staff. The LTFRS focused on a 5-year planning window (2021-2025) and identified school facilities where investment is required to renew facility conditions. The LTFRS speculated on future capital funding allocations and construction costs and was intended to be used as a guideline based on the best data available at the time of report.

Staff also presented the 2021 facility renewal projects as Staff Report 9.1 in the November 17, 2020 Regular Meeting of the Board. The proposed lighting projects contained herein are in addition to that project plan.

Comments

Staff have identified three secondary schools within the Board where the current lighting systems are nearing the end of their useful life cycle, which is resulting in higher maintenance and repair costs. The proposed projects will upgrade these aging systems with more energy efficient LED lighting, resulting in improved learning environments for students and staff, significant operational cost savings and reduced maintenance costs.



Staff are completing the scope of work for the proposed 2021 energy efficient lighting projects and preparing the projects for competitive tender.

- At Christ the King CSS and St Ignatius of Loyola CSS, the proposed scope of work is to replace the low efficiency lighting in the gymnasium, foyers, libraries, cafeterias and building exterior with high efficiency LED lighting.
- At Corpus Christi CSS, the proposed scope of work is to replace all existing lighting in the school with high efficiency LED lighting, and install a centralized automation system for enhanced control, monitoring and after-hours scheduling.

FUNDING:

Costs for the proposed 2021 energy efficient lighting projects would be funded through:

- the Board's available capital funding allocations and capital reserves
- the Board's allotment of the Federal Climate Action Incentive Fund (CAIF)

Appendix 'A' summarizes the proposed 2021 lighting projects, indicating the school location where the work is to be completed, and providing a breakdown of the preliminary budgets and funding sources.

Conclusion

The estimated preliminary budget for the proposed 2021 energy efficient lighting projects is \$1,875,000. Staff is in the process of preparing these projects for competitive construction tenders. It is proposed that construction work will occur during summer 2021, so that schools are ready for students and staff in September 2021.



Recommendation

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

Resolution#:	<i>Moved by:</i>
	<i>Seconded by:</i>
Resolved , that the Halton Catholic District School Board authorize staff to proceed with the proposed 2021 energy efficient lighting projects.	
Resolution#:	<i>Moved by:</i>
	<i>Seconded by:</i>
Resolved , that the Halton Catholic District School Board authorize staff to expense funds from available capital funding and the capital reserve, including the Federal Climate Action Incentive Fund, for the proposed 2021 energy efficient lighting projects, and that the expenditures will not exceed \$1,875,000.	

Report Prepared by: S. Allum
Manager, Energy and Environmental

C. Abrahams
Senior Manager, Capital Projects

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

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



Halton Catholic District School Board			
Proposed 2021 Energy Efficient Lighting Projects			
Preliminary Budget Estimate			
School Location	March 2, 2021 Budget Estimate		
Corpus Christi CSS	\$1,000,000		
Christ the King CSS	\$250,000		
St. Ignatius of Loyola CSS	\$250,000		
Subtotal	\$1,500,000		
Professional Fees (10%)	\$150,000		
Contingencies (15%)	\$225,000		
Total Expenses	\$1,875,000		
Funding			
Available Capital Sources and the Capital Reserve	\$1,163,851		
Federal CAIF Funding	\$711,149		
Total Funding	\$1,875,000		



Student Trustees Update	Item 10.1
March 2, 2021	

Alignment to Strategic Plan

This report is linked to the strategic priorities:

Achieving: Meeting the needs of all learners

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

Belonging: Embracing relationships & sustaining safe, welcoming schools

Achieving

The month of February entailed many accomplishments of students. To begin, Student Senate took on the initiative to honour the month of Black History Month and Teen Dating Awareness Month by promoting resources and sharing informational posts through social media. Additionally, the Student Senate has elected our three incoming Student Trustees for the 2021-2022 school year. We would like to congratulate them for their positions. Although these were the three elected, the Student Trustees would like to acknowledge the phenomenal jobs that all of the candidates have done on the February 23rd elections! All of the candidates were well versed and passionate in helping to meet the needs of students across the board, and we wish them the best of luck. We thank all the candidates, and we look forward to working with our incoming student trustees.

Believing

Seeing that students are making many initiatives to improve the daily life of a lot both kids and adults, for example the student senate initiative to honour the month of black history month and the teen dating awareness in order to help many students with their lives in order to create a brighter future. Seeing that we can believe that improvement can be done, and a brighter future can be created to help as many lives as we can. The future is ours and we can make it better.



Belonging:

OSTA-AECO's hosted their annual Board Council Conference this year, which ran virtually from February 18th to the 21st. As Student Trustees, we attended several professional development sessions such as, how to make effective policy recommendations, managing busy-schedules, debate opportunities, and more. There was also a chance to join working-group breakouts, in which Trustees could learn about the incredible work OSTA-AECO is doing when it comes to French Relations, Student Well-being, Advocacy, and much more. Furthermore, The Catholic Board Council ran regional meetings, where Catholic Student Trustees had an opportunity to engage in discussion surrounding ecological sustainability and equitable/ inclusive education.

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



Appointment of Student Trustee 2021-2022	Item 10.2
March 2, 2021	

Alignment to Strategic Plan

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

Purpose

To inform trustees of the process and results of the election for the 2021 – 2022 Student Trustees.

Background Information

On Tuesday, February 23, 2021, the election of the Student Trustees for the 2021 - 2022 school year took place via Microsoft Teams. The secondary schools submitted the name of a candidate, all of whom were of excellent calibre, demonstrating a strong commitment to their faith as well as extensive involvement in their respective school, parish and community.

Comments

The candidates had an opportunity to articulate their rationale for expressing interest in representing the students of the Halton Catholic District School Board. Candidates responded to numerous questions from student trustees and senators.

After all candidates were interviewed, the Student Senate voted on ballots provided. Staff Advisors Vice-Principal Sonia Ellison and Assumption Chaplaincy Leader Andrea Taylor supervised the counting of the ballots.



Conclusion

As a result of the election on Tuesday, February 23, 2021, the following three (3) student trustees were elected by the Student Senate for the 2021 – 2022 school year:

BURLINGTON: GABRIELA MASRI AHMAR

Gabriela is currently a Grade 11 Honour Roll student at Corpus Christi Catholic Secondary School. She is a Student Senator and a member of Athletic Council. Gabriela and her family are members of the St. Charbel Church community.

NORTH HALTON: ALICIA TOKIWA

Alicia is currently a Grade 11 Honour Roll student at Christ the King Catholic Secondary School. She is a DECA chapter Co-Chair, Student Senator and a member of the field hockey, badminton, flag football and track and field teams. Alicia and her family are members of the Holy Cross Parish community.

OAKVILLE: KATIE BOWIE

Katie is currently a Grade 10 Honour Roll student at St. Ignatius of Loyola Catholic Secondary School. She is a Lead Senator, Co-Chair of the Debate team, and a Lead member of MP Pam Damoff's Youth Advisory Council. Katie and her family are members of the St. Matthew Parish community.

Report Prepared by: C. McGillicuddy
Superintendent of Education, Student Success

Report Submitted by: C. McGillicuddy
Superintendent of Education, Student Success

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



2020-21 Financial Report as of January 31, 2021	Item 10.3
March 2, 2021	

Alignment to Strategic Plan

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

Purpose

To provide the Board with a monthly financial report as per Resolution #128/20 (AS AMENDED), which was passed at the June 2, 2020, Regular Board Meeting.

BE IT RESOLVED that the Board of Trustees direct the Secretary and Director of the Halton Catholic District School Board to implement monthly financial reporting from fiscal year 2020/2021 by no later than January 2021 and provide the board with a line by line report of variances to budget exceeding \$100,000.

BE IT FURTHER RESOLVED that all changes to the final approved budget in June over \$100,000 will be reviewed and approved by the Board of Trustees before the December budget update to the Ministry.

Background Information

- 1) Action Report 8.3 “2020-21 Revised Budget Estimates (Including September 1, 2020, to November 30, 2020, Actuals)” from the December 17, 2020, Special Meeting of the Board.
- 2) Action Report 8.2 “2020-21 Budget Estimates (Final)” from the July 29, 2020, Special Meeting of the Board.
- 3) Action Item 8.1 “Financial Reporting & Board Responsibility for Financial Oversight (P. DeRosa)” from the June 2, 2020, Regular Board Meeting.

Comments

The attached report reflects the revised Board-approved budget and actual revenue and expenses of Halton Catholic District School Board for 2020-21 as of January 31, 2021. For comparative purposes, the report also provides the same information for the previous month (December 2020) and the previous fiscal year (2019-20 as of January 31, 2020). Explanatory notes have been provided for all variances in excess of \$100,000 as per Resolution #128/20 (AS AMENDED).



On January 31, 2021, the fiscal year is 42% complete (5 months/12 months), and the school year is 50% complete (5 months/10 months). Therefore, it is expected that the percentages received or spent to be between 40% and 50%.

Conclusion

Staff will continue to monitor and control expenses against the 2020-21 Revised Budget.

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

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

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
Revenue
2020/2021 Monthly Financial Reporting
January 2021

	Year to Date				Year to Date vs Prior Year To Date				Material Variance Note
	January 31, 2021	2020/2021	2020/2021	Percent Received	January 31, 2021	January 31, 2020	\$ Change	Percent Change	
	Actuals	Revised Estimates	Remaining Balance		Actuals	Actuals			
(in PSAB Format)	(in PSAB Format)			(in PSAB Format)	(in PSAB Format)				
OPERATING REVENUE									
Province of Ontario									
Legislative Grants	\$ 148,760,540	\$ 301,565,650	\$ 152,805,110	49.3%	\$ 148,760,540	\$ 138,406,870	\$ 10,353,670	7.5%	1
Municipal Taxes	33,635,638	95,822,850	62,187,212	35.1%	33,635,638	34,700,429	(1,064,792)	-3.1%	2
	182,396,178	397,388,500	214,992,322	45.9%	182,396,178	173,107,299	9,288,879	5.4%	
Other Provincial Grants									
Prior Year Grant Adjustment - Operating	341,473	-	(341,473)	0.0%	341,473	27,960	313,513	1121.3%	3
Other Provincial Grants	4,171,322	20,851,439	16,680,117	20.0%	4,171,322	2,196,259	1,975,063	89.9%	4
	4,512,795	20,851,439	16,338,644	21.6%	4,512,795	2,224,219	2,288,576	102.9%	
Other Revenue									
Government of Canada	514,791	3,008,562	2,493,771	17.1%	514,791	655,604	(140,814)	-21.5%	5
Tuition Fees	1,912,761	1,562,000	(350,761)	122.5%	1,912,761	2,792,413	(879,652)	-31.5%	6
Use of Schools/Rentals	236,130	2,028,962	1,792,832	11.6%	236,130	740,866	(504,736)	-68.1%	7
Cafeteria/Vending Funds/Uniform Commissions	12,377	20,000	7,623	61.9%	12,377	4,395	7,982	181.6%	
Interest Revenue	89,012	200,000	110,988	44.5%	89,012	487,234	(398,221)	-81.7%	8
Donations	-	-	-	0.0%	-	207	(207)	-100.0%	
Miscellaneous Recoveries	23,624	46,998	23,374	50.3%	23,624	171,123	(147,499)	-86.2%	9
Recoveries - Secondments	217,918	1,050,625	832,707	20.7%	217,918	98,571	119,347	121.1%	10
Plant Revenue	36,066	220,000	183,934	16.4%	36,066	43,293	(7,227)	-16.7%	
Miscellaneous Revenue	3,675	120,000	116,325	3.1%	3,675	179,609	(175,933)	-98.0%	11
EDC Revenue	4,104,076	7,000,000	2,895,924	58.6%	4,104,076	2,977,139	1,126,937	37.9%	12
	7,150,431	15,257,147	8,106,716	46.9%	7,150,431	8,150,454	(1,000,023)	-12.3%	
School Generated Funds Revenue	1,186,857	7,000,000	5,813,143	17.0%	1,186,857	8,175,097	(6,988,240)	-85.5%	13
Amortization of Deferred Capital Contribution	7,304,630	17,531,112	12,635,669	41.7%	7,304,630	7,019,816	284,814	4.1%	14
Total Operating Revenue	202,550,890	458,028,197	257,886,494	44.2%	202,550,890	198,676,884	3,874,006	1.9%	
Available for Compliance									
(Surplus) Deficit - Operating	-	7,079,261	7,079,261	0.0%	-	-	-	0.0%	
Available for Compliance - Transfer from (to) Internally Reserve	-	608,778	608,778	0.0%	-	-	-	0.0%	
Total (Surplus) Deficit Available for Compliance	-	7,688,039	7,688,039	0.0%	-	-	-	0.0%	
Unavailable for Compliance									
Unavailable for Compliance (PSAB Adjustment)	-	(196,914)	(196,914)	0.0%	-	-	-	0.0%	
Amortization of EFB - Retirement/Health/Dental/Life Insurance	-	(458,219)	(458,219)	0.0%	-	-	-	0.0%	
Unavailable for Compliance (Increase) Decrease in School Generated Funds	-	-	-	0.0%	-	-	-	0.0%	
Revenues Recognized for Land	-	(7,000,000)	(7,000,000)	0.0%	-	-	-	0.0%	
Total Unavailable for Compliance (Surplus)	-	(7,655,133)	(7,655,133)	0.0%	-	-	-	0.0%	
Total Annual (Surplus) Deficit	-	32,906	32,906	0.0%	-	-	-	0.0%	
Total Revenue After PSAB Adjustment	\$ 202,550,890	\$ 458,061,104	\$ 257,919,400	44.2%	\$ 202,550,890	\$ 198,676,884	\$ 3,874,006	1.9%	

Halton Catholic District School Board
Revenue
2020/2021 Monthly Financial Reporting
January 2021

Material Variance Explanation

1. Legislative Grants - Increase due to increased funding in 2020-21 compared to 2019-20.
2. Municipal Taxes - Decrease due to more tax write-offs in 2020-21.
3. Prior Year Grant Adjustment - Operating - Increase due to Ministry adjustment received based on 2018-19 FS review.
4. Other Provincial Grants - Increase due to COVID-19 related grants in 2020-21.
5. Government of Canada - Decrease due to the timing difference of when federal grant funding has been received (ISAP)
6. Tuition Fees - Less international students in the 2020-21 due to the COVID-19 pandemic.
7. Use of Schools/Rentals - Decrease due to COVID-19 pandemic.
8. Interest Revenue - Decrease due to lower interest rates and less funds available to invest due to the change in the Ministry's cash management strategy.
9. Miscellaneous Recoveries - Decrease due to the timing of dual credit recoveries.
10. Recoveries - Secondments - Increase due to the timing of secondment recoveries received from third parties in 2020-21 compared to 2019-20.
11. Miscellaneous Revenue - Decrease due to the timing and volume of transactions fees related to school cash system.
12. EDC Revenue - Increased EDC revenue received to date from Halton municipalities.
13. School Generated Funds - Decrease due to less fundraising at the schools as a result of the COVID-19 pandemic.
14. Amortization of Deferred Capital Contribution - Increased due to more capital assets in 2020-21 compared to 2019-20 funded by the Ministry.

Revenue
2020/2021 Monthly Financial Reporting
January 2021

OPERATING REVENUE

Province of Ontario

Legislative Grants
Municipal Taxes

Other Provincial Grants

Prior Year Grant Adjustment - Operating
Other Provincial Grants

Other Revenue

Government of Canada
Tuition Fees
Use of Schools/Rentals
Cafeteria/Vending Funds/Uniform Commissions
Interest Revenue
Donations
Miscellaneous Recoveries
Recoveries - Secondments
Plant Revenue
Miscellaneous Revenue
EDC Revenue

School Generated Funds Revenue

Amortization of Deferred Capital Contribution

Total Operating Revenue

Available for Compliance

(Surplus) Deficit - Operating
Available for Compliance - Transfer from (to) Internally Reserve

Total (Surplus) Deficit Available for Compliance

Unavailable for Compliance

Unavailable for Compliance (PSAB Adjustment)
Amortization of EFB - Retirement/Health/Dental/Life Insurance
Unavailable for Compliance (Increase) Decrease in School Generated Funds
Revenues Recognized for Land

Total Unavailable for Compliance (Surplus)

Total Annual (Surplus) Deficit

Total Revenue After PSAB Adjustment

	Month vs Prior Month				Material Variance Note	Month vs Prior Year Month				Material Variance Note
	January 31, 2021	December 31, 2020	\$ Change	Percent Change		January 31, 2021	January 31, 2020	\$ Change	Percent Change	
	Actuals	Actuals				Actuals	Actuals			
	(in PSAB Format)	(in PSAB Format)				(in PSAB Format)	(in PSAB Format)			
Province of Ontario										
Legislative Grants	\$ 26,034,246	\$ 26,347,910	\$ (313,664)	-1.2%	1	\$ 26,034,246	\$ 24,463,641	\$ 1,570,605	6.4%	7
Municipal Taxes	-	45,221,001	(45,221,001)	-100.0%	2	-	-	-	0.0%	
	26,034,246	71,568,911	(45,534,665)	-63.6%		26,034,246	24,463,641	1,570,605	106.4%	
Other Provincial Grants										
Prior Year Grant Adjustment - Operating	-	-	-	0.0%		-	-	-	0.0%	
Other Provincial Grants	2,514,342	649,347	1,864,996	287.2%	3	2,514,342	728,567	1,785,775	245.1%	8
	2,514,342	649,347	1,864,996	287.2%		2,514,342	728,567	1,785,775	345.1%	
Other Revenue										
Government of Canada	397,379	117,412	279,968	238.4%	4	397,379	3,441	393,938	11448.6%	9
Tuition Fees	(43,459)	74,782	(118,241)	-158.1%	5	(43,459)	25,333	(68,792)	-271.6%	
Use of Schools/Rentals	44,907	82,379	(37,472)	-45.5%		44,907	30,692	14,214	46.3%	
Cafeteria/Vending Funds/Uniform Commissions	3,492	2,949	543	18.4%		3,492	1,545	1,947	126.0%	
Interest Revenue	20,707	17,492	3,215	18.4%		20,707	101,135	(80,428)	-79.5%	
Donations	-	-	-	0.0%		-	19	(19)	-100.0%	
Miscellaneous Recoveries	(39,110)	-	(39,110)	-3911008.0%		(39,110)	11,480	(50,590)	-440.7%	
Recoveries - Secondments	-	42,608	(42,608)	-100.0%		-	-	-	0.0%	
Plant Revenue	3,404	1,710	1,694	99.1%		3,404	1,130	2,274	201.2%	
Miscellaneous Revenue	(5,822)	(62,242)	56,419	-90.6%		(5,822)	39,096	(44,919)	-114.9%	
EDC Revenue	480,777	839,785	(359,008)	-42.7%	6	480,777	232,346	248,431	106.9%	10
	862,274	1,116,875	(254,601)	-22.8%		862,274	446,218	416,056	193.2%	
School Generated Funds Revenue	144,637	208,267	(63,630)	-30.6%		144,637	1,243,150	(1,098,513)	-88.4%	11
Amortization of Deferred Capital Contribution	1,460,926	1,460,926	-	0.0%		1,460,926	1,403,963	56,963	4.1%	
Total Operating Revenue	31,016,425	75,004,325	(43,987,900)	-58.6%		31,016,425	28,285,539	2,730,886	9.7%	
Available for Compliance										
(Surplus) Deficit - Operating	-	-	-	0.0%		-	-	-	0.0%	
Available for Compliance - Transfer from (to) Internally Reserve	-	-	-	0.0%		-	-	-	0.0%	
Total (Surplus) Deficit Available for Compliance	-	-	-	0.0%		-	-	-	0.0%	
Unavailable for Compliance										
Unavailable for Compliance (PSAB Adjustment)	-	-	-	0.0%		-	-	-	0.0%	
Amortization of EFB - Retirement/Health/Dental/Life Insurance	-	-	-	0.0%		-	-	-	0.0%	
Unavailable for Compliance (Increase) Decrease in School Generated Funds	-	-	-	0.0%		-	-	-	0.0%	
Revenues Recognized for Land	-	-	-	0.0%		-	-	-	0.0%	
Total Unavailable for Compliance (Surplus)	-	-	-	0.0%		-	-	-	0.0%	
Total Annual (Surplus) Deficit	-	-	-	0.0%		-	-	-	0.0%	
Total Revenue After PSAB Adjustment	\$ 31,016,425	\$ 75,004,325	\$ (43,987,900)	-58.6%		\$ 31,016,425	\$ 28,285,539	\$ 2,730,886	9.7%	

Halton Catholic District School Board
Revenue
2020/2021 Monthly Financial Reporting
January 2021

Material Variance Explanation

Month vs Prior Month

1. Legislative Grants - Ministry monthly allocation variation (8.4% for Dec vs. 8.3% for Jan)
2. Municipal Taxes - Decrease due to the timing of municipal tax payments. Municipalities are required to make installments by March 31st, June 30th, September 30th and December 15th each year.
3. Other Provincial Grants - Increase due to the timing of COVID-19 related grant payments. Funding received in January for Temporary hiring of non-permanent teaching staff \$484K, remote learning \$129K, school reopening emerging issues \$705K, health and safety training \$123K, additional custodial staff \$367K
4. Government of Canada - Increase due to the timing of the Language Instruction for Newcomers to Canada (LINC) program funding installment.
5. Tuition Fees - Decrease due to the processing of refunds.
6. EDC Revenue - Decrease in EDC revenue received in the month of January from the Halton Municipalities.

Month vs Prior Year Month

7. Legislative Grants - Increase due to increased funding in 2020-21 compared to 2019-20.
8. Other Provincial Grants - Increase due to the timing of COVID-19 related grant payments. Funding received in January for Temporary hiring of non-permanent teaching staff \$484K, remote learning \$129K, school reopening emerging issues \$705K, health and safety training \$123K, additional custodial staff \$367K
9. Government of Canada - Increase due to the timing of the Language Instruction for Newcomers to Canada (LINC) program funding installment.
10. EDC Revenue - Increased EDC revenue received to in January 2021 compared to January 2020 from Halton municipalities. Driven by development in the Region.
11. School Generated Funds - Decrease due to less fundraising at the schools as a result of the COVID-19 pandemic.

Halton Catholic District School Board
Expense
2020/2021 Monthly Financial Reporting
January 2021

	Year to Date				Year to Date vs Prior Year to Date				Material Variance Note
	January 31, 2021	2020/2021	2020/2021	Percent Spent	January 31, 2021	January 31, 2020	\$	Percent Change	
	Actuals	Revised Estimates	Remaining Balance		Actuals	Actuals	Change		
(in PSAB Format)	(in PSAB Format)								
Classroom Instruction									
Classroom Teachers	90,798,028	237,804,898	147,006,869	38.2%	90,798,028	88,800,109	1,997,919	2%	1
Occasional Teachers	2,214,727	8,655,000	6,440,273	25.6%	2,214,727	3,054,205	(839,478)	-27%	2
Educational Assistants	10,684,280	25,254,036	14,569,756	42.3%	10,684,280	10,832,332	(148,051)	-1%	3
Early Childhood Educators (E.C.E) and Supply	4,222,638	9,393,800	5,171,162	45.0%	4,222,638	4,115,958	106,681	3%	4
Textbooks & Classroom Supplies	3,063,126	7,091,138	4,028,011	43.2%	3,063,126	3,316,307	(253,181)	-8%	5
Computers	1,077,467	4,098,329	3,020,862	26.3%	1,077,467	624,776	452,690	72%	6
Professionals, Paraprofessionals & Technical	7,480,631	16,658,192	9,177,562	44.9%	7,480,631	6,394,094	1,086,536	17%	7
Library and Guidance	2,438,910	6,079,100	3,640,190	40.1%	2,438,910	2,405,917	32,994	1%	
Staff Development	580,787	3,520,207	2,939,420	16.5%	580,787	848,251	(267,464)	-32%	8
Department Heads	450,492	535,800	85,308	84.1%	450,492	272,610	177,882	65%	9
Subtotal Classroom Instruction	123,011,087	319,090,500	196,079,413	38.6%	123,011,087	120,664,560	2,346,527	1.9%	
Non Classroom - School Support Services									
School Administration	9,134,909	22,516,720	13,381,811	40.6%	9,134,909	9,025,966	108,943	1%	10
Coordinators and Consultants	1,699,493	4,914,095	3,214,602	34.6%	1,699,493	1,611,441	88,053	5%	
Continuing Education	2,439,492	7,696,542	5,257,050	31.7%	2,439,492	2,980,537	(541,044)	-18%	11
Subtotal School Support Services	13,273,894	35,127,357	21,853,463	37.8%	13,273,894	13,617,943	(344,049)	-2.5%	
Recoverable Expenses	444,643	1,389,400	944,757	32.0%	444,643	506,670	(62,027)	-12.2%	
Other Non Classroom									
Board Administration	5,332,097	12,652,818	7,320,721	42.1%	5,332,097	4,564,769	767,327	17%	12
Transportation	5,547,283	11,275,124	5,727,840	49.2%	5,547,283	17,381	5,529,902	31816%	13
Subtotal Other Non Classroom	10,879,380	23,927,942	13,048,561	45.5%	10,879,380	4,582,150	6,297,230	137.4%	
Pupil Accommodation									
School Operations and Maintenance	13,505,382	36,567,343	23,061,961	36.9%	13,505,382	13,576,075	(70,693)	-1%	
Other Pupil Accommodation	5,313,196	11,367,697	6,054,501	46.7%	5,313,196	6,498,018	(1,184,822)	-18%	14
Subtotal Pupil Accommodations	18,818,578	47,935,040	29,116,462	39.3%	18,818,578	20,074,093	(1,255,515)	-6.3%	
Other									
Other Non-operating expenses	218,695	47,375	(171,320)	461.6%	218,695	39,556	179,139	453%	15
Provision for Contingencies	-	5,234,353	5,234,353	0.0%	-	-	-	0%	
	218,695	5,281,728	5,063,033	4.1%	218,695	39,556	179,139	452.9%	
School Generated Funds expenses	2,095,615	7,000,000	4,904,385	29.9%	2,095,615	8,059,964	(5,964,349)	-74.0%	16
Amortization expense	7,901,779	18,964,270	11,062,491	41.7%	7,901,779	7,334,585	567,195	7.7%	17
Total Expenses Before PSAB Adjustments	\$ 176,643,671	\$ 458,716,237	\$ 282,072,566	38.5%	\$ 176,643,671	\$ 174,879,521	\$ 1,764,150	1.0%	
PSAB Adjustments									
Increase in Employee Future Benefits	-	(458,219)	(458,219)	0.0%	-	-	-	0%	
(Decrease) in Accrued Interest on Debentures	-	(196,914)	(196,914)	0.0%	-	-	-	0%	
Total PSAB Adjustment	\$ -	\$ (655,133)	\$ (655,133)	0.0%	\$ -	\$ -	\$ -	0.0%	
Total Expenses After PSAB Adjustments	\$ 176,643,671	\$ 458,061,104	\$ 281,417,433	38.6%	\$ 176,643,671	\$ 174,879,521	\$ 1,764,150	1.0%	

Halton Catholic District School Board
Expense
2020/2021 Monthly Financial Reporting
January 2021

Material Variance Explanation

1. Classroom Teachers - Increase in salaries and benefits due to additional teachers hired to address the virtual school needs as well as the classroom size hard cap as a result of the COVID-19 pandemic.
2. Occasional Teachers - Less occasional teacher costs incurred specifically during the month of January 2021 while schools were virtual.
3. Educational Assistants - Decrease due to the reversal of the 2019-20 year end accruals for salaries and retro pay.
4. Early Childhood Educators (E.C.E) - Increase in salaries and benefits due to additional E.C.Es hired to address the virtual school needs.
5. Textbooks & Classroom Supplies - Decrease in S.E.A non-computer equipment purchases.
6. Computers - Increased due to computer equipment purchased for remote learning needs as a result of the COVID-19 pandemic.
7. Professionals, Paraprofessionals and Technicians - Increase due to additional computer equipment purchases and increased staff (Mental Health Workers, Computer Tech and Child and Youth Councillor)
8. Staff Development - Decrease due to less professional development sessions being held to date due to the COVID-19 pandemic.
9. Department Heads - Increase due to the department head allowance rate change as per the ratified collective bargaining agreement combined with the separation of release time for 2020-21.
10. School Administration - Increase due to adding the virtual school as a result of the COVID-19 pandemic.
11. Continuing Education - Decrease due to less lease charges as a result of the relocating Thomas Merton Oakville to a Board owned site compared to a leased site in 2019-20.
12. Board Administration - Increase due to the Broadband Modernization initiative and the hiring of additional staff as approved in the 2020-21 budget.
13. Transportation - Variance due to timing of when invoices are received and processed from HSTS. Historically HCDSB does not receive any invoices from HSTS until after revised estimates for HSTS are approved in December.
14. Other Pupil Accommodation - Decrease due to less interest charges on capital projects including Education Development Charge (EDC) land sites as a result of lower principal balances in 2021-20 compared to 2019-20.
15. Other non-operating - Increase due to the purchase of personal protective equipment as a result of the COVID-19 Pandemic.
16. School Generated Funds - Decrease due to less fundraising at the schools as a result of the COVID-19 pandemic.
17. Amortization - Increased due to more capital assets in 2020-21 compared to 2019-20.

**Halton Catholic District School Board
Expense
2020/2021 Monthly Financial Reporting
January 2021**

	Month vs Prior Month				Material Variance Note	Month vs Prior Year Month				Material Variance Note
	January 31, 2021 Actuals	December 31, 2020 Actuals	\$ Change	Percent Change		January 31, 2021 Actuals	January 31, 2020 Actuals	\$ Change	Percent Change	
Classroom Instruction										
Classroom Teachers	18,602,844	17,671,659	931,185	5%	1	18,602,844	17,727,951	874,892	5%	11
Occasional Teachers	92,715	538,067	(445,353)	-83%	2	92,715	337,991	(245,276)	-73%	12
Educational Assistants	1,747,072	2,241,998	(494,925)	-22%	3	1,747,072	1,724,650	22,422	1%	
Early Childhood Educators (E.C.E) and Supply	674,495	1,026,521	(352,026)	-34%	4	674,495	622,575	51,920	8%	
Textbooks & Classroom Supplies	455,438	447,636	7,802	2%		455,438	325,340	130,098	40%	13
Computers	348,716	279,000	69,716	25%		348,716	146,365	202,351	138%	14
Professionals, Paraprofessionals & Technical	1,334,415	1,226,541	107,873	9%	5	1,334,415	1,127,693	206,722	18%	15
Library and Guidance	437,109	478,789	(41,680)	-9%		437,109	422,668	14,441	3%	
Staff Development	73,478	147,326	(73,848)	-50%		73,478	66,686	6,792	10%	
Department Heads	88,416	82,198	6,219	8%		88,416	52,132	36,284	70%	
Subtotal Classroom Instruction	23,854,698	24,139,735	(285,037)	-1.2%		23,854,698	22,554,051	1,300,646	5.8%	
Non Classroom - School Support Services										
School Administration	1,769,229	1,808,702	(39,473)	-2%		1,769,229	1,725,128	44,100	3%	
Coordinators and Consultants	365,855	327,972	37,883	12%		365,855	324,958	40,896	13%	
Continuing Education	450,303	487,156	(36,853)	-8%		450,303	525,297	(74,994)	-14%	
Subtotal School Support Services	2,585,387	2,623,830	(38,443)	-1.5%		2,585,387	2,575,384	10,003	0.4%	
Recoverable Expenses	102,376	91,292	11,084	12.1%		102,376	93,381	8,995	9.6%	
Other Non Classroom										
Board Administration	1,183,425	929,901	253,524	27%	6	1,183,425	1,012,811	170,614	17%	16
Transportation	5,514,748	10,038	5,504,710	54840%	7	5,514,748	3,587	5,511,161	153643%	17
Subtotal Other Non Classroom	6,698,172	939,939	5,758,234	612.6%		6,698,172	1,016,397	5,681,775	559.0%	
Pupil Accommodation										
School Operations and Maintenance	3,214,476	2,715,454	499,021	18%	8	3,214,476	4,013,819	(799,343)	-20%	18
Other Pupil Accommodation	268,442	845,928	(577,486)	-68%	9	268,442	547,702	(279,259)	-51%	19
Subtotal Pupil Accommodations	3,482,918	3,561,382	(78,464)	-2.2%		3,482,918	4,561,520	(1,078,602)	-23.6%	
Other										
Other Non-operating expenses	16,041	18,362	(2,321)	-13%		16,041	3,050	12,991	426%	
Provision for Contingencies	-	-	-	0%		-	-	-	0%	
	16,041	18,362	(2,321)	-12.6%		16,041	3,050	12,991	425.9%	
School Generated Funds expenses	297,234	518,277	(221,043)	-42.6%	10	297,234	880,045	(582,812)	-66.2%	20
Amortization expense	1,580,356	1,580,356	-	0.0%		1,580,356	1,466,917	113,439	7.7%	21
Total Expenses Before PSAB Adjustments	\$ 38,617,182	\$ 33,473,172	\$ 5,144,010	15.4%		\$ 38,617,182	\$ 33,150,747	\$ 5,466,435	16.5%	
PSAB Adjustments										
Increase in Employee Future Benefits	-	-	-	0%		-	-	-	0%	
(Decrease) in Accrued Interest on Debentures	-	-	-	0%		-	-	-	0%	
Total PSAB Adjustment	\$ -	\$ -	\$ -	0.0%		\$ -	\$ -	\$ -	0.0%	
Total Expenses After PSAB Adjustments	\$ 38,617,182	\$ 33,473,172	\$ 5,144,010	15.4%		\$ 38,617,182	\$ 33,150,747	\$ 5,466,435	16.5%	

Halton Catholic District School Board
Expense
2020/2021 Monthly Financial Reporting
January 2021

Material Variance Explanation

Month vs Prior Month

1. Classroom Teachers - Increase due to an increase in benefit costs resulting from the refresh of statutory benefits and increased benefit rates as of January 1st.
2. Occasional Teachers - Less occasional teacher costs incurred during the month of January 2021 while schools were virtual.
3. Educational Assistants - Decrease as a result of retro payments made in December as part of collective bargaining ratification and five less paid days in the month of January due to Christmas Break.
4. Early Childhood Educators - Decrease from prior month due to five less paid days in the month of January compared to December as a result of the Christmas break.
5. Professionals, Paraprofessionals and Technicians - Increase due to the timing of processing of the school cash software annual fee in January 2021.
6. Board Administration - Increase due to additional costs being incurred in January 2021 relating to the Broadband Modernization initiative.
7. Transportation - Variance due to timing of when invoices are received and processed from HSTS.
8. School Operations - Increase due to the purchase of additional safety measures as a result of the COVID-19 pandemic combined with increased costs related to a sustainability project (night lighting controls).
9. Other Pupil Accommodation - Decrease due to the timing of debt installment payment due dates.
10. School Generated Funds - Decrease due to less fundraising at the schools as a result of the COVID-19 pandemic.

Month vs Prior Year Month

11. Classroom Teachers - Increase in salaries and benefits due to additional teachers hired to address the virtual school needs as well as the classroom size hard cap as a result of the COVID-19 pandemic.
12. Occasional Teachers - Less occasional teacher costs incurred during the month of January 2021 while schools were closed.
13. Textbooks & Classroom Supplies - Increase due to a French digital resource purchase and a timing difference of the payment of HCDSB's annual HIEC contribution.
14. Computers - Increased due to computer equipment purchased for remote learning needs as a result of the COVID-19 pandemic.
15. Professionals, Paraprofessionals & Technical- Increase due to computer equipment purchases and costs incurred to enhance wireless coverage at schools.
16. Board Administration - Increase due to additional costs being incurred in January 2021 relating to the Broadband Modernization initiative.
17. Transportation - Variance due to timing of when invoices are received and processed from HSTS.
18. School Operations - Increase due to the purchase of additional safety measures as a result of the COVID-19 pandemic combined with increased costs related to a sustainability project (night lighting controls).
19. Other Pupil Accommodation - Decrease due to less interest charges on capital projects including Education Development Charge (EDC) land sites as a result of lower principal balances in January 2021 compared to January 2020.
20. School Generated Funds - Decrease due to less fundraising at the schools as a result of the COVID-19 pandemic.
21. Amortization - Increased due to more capital assets in 2020-21 compared to 2019-20.



Schools Update	Item 10.4
March 2, 2021	

Alignment to Strategic Plan

This report is linked to the strategic priorities:

Achieving: Meeting the needs of all learners

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

Belonging: Embracing relationships & sustaining safe, welcoming schools

Purpose

The purpose of this report is to provide an update on our Elementary and Secondary schools.

Learning & Instruction

Based on the most recent data and advice from the Chief Medical Officer of Health, elementary and secondary schools in additional Public Health Units 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, which resumed in-person instruction on Tuesday February 16, 2021.

Elementary Schools

- Our elementary schools reopened for in-person learning on Monday February 8, 2021.

Virtual Elementary School

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



Secondary Schools

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

Change in Learning Format

- The changes in learning environment that were requested prior to Christmas came into effect on Tuesday February 16, 2021.
- The final opportunity to request a change in learning format will become available between March 11-18, 2021. Requested changes will come into effect on Monday March 29, 2021.

Remote Learning Check-in Survey

There is currently a survey out in the system to gather feedback on both the remote learning period we just completed and the Virtual school. This survey will close on March 2, 2021. The results of the surveys will fulfil some Ministry reporting requirements as well as provide us with information that will help in program planning for next year.

Planning for 2021-2022

On March 3, 2021, we will release a survey to parents and guardians with children attending elementary school to assess their plans for the 2021-2022 school year. This survey will help us determine staffing needs for next year.

Health & Safety Protocols

On-Site Screening

All students, children and staff are required to screen for symptoms of illness every day before coming to school or childcare.

Secondary Students

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.



- Students are 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.



Changes to School Screening Tool

As part of their efforts to strengthen health and safety measures and update guidance to reflect provincial trends and transmission risks, the government has made changes to the COVID-19 school and childcare screening criteria.

This includes new provincial direction that staff, students and children with any new or worsening symptom of COVID-19, as indicated in the school and childcare screening tool, **even those with only one symptom**, must stay home until:

- They receive a negative COVID-19 test result.
- They receive an alternative diagnosis by a health care professional, or
- It has been 10 days since their symptom onset, and they are feeling better.

The provincial screening tool has been updated to reflect this direction.

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 Asymptomatic Targeted Testing

School boards have been directed by the Ministry of Education to undertake asymptomatic targeted testing in at least 5% of the elementary and secondary schools within their jurisdiction each week. School locations will be selected by school boards with support from the Ministry of Education and local Public Health Units.

While the 5% target is on the number of schools where testing will occur, boards are also asked to reach 2% of their student population per week. School boards are encouraged to include children and staff from childcare centres in their schools in their testing plans.

Testing may use a combination of rapid antigen and PCR testing and will look to use less invasive methods of testing where possible.

The testing will be voluntary, and consent will be required. Testing will be for asymptomatic students and staff. Anyone with symptoms, should seek testing at an assessment centre.

School boards are required to submit weekly or multi-week testing plans identifying the schools where testing will take place. Boards will also be asked to report back weekly on testing activity.



Our board will employ a “hub” model with the Secondary School serving as the testing location for its students and staff and its feeder schools on a rotating schedule.

The week 1 schedule is as follows:

Tuesday March 2nd - 2:00 pm – 8:00 pm

St. Francis Xavier Family of Schools, MILTON

Wednesday March 3rd- 2:00 pm – 8:00 pm

Corpus Christi Family of Schools, BURLINGTON

Saturday March 6th - 9:00 am – 3:00 pm

Holy Trinity Family of Schools, OAKVILLE

March Break

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

Other Updates

Supporting Families

Due to the impact on healthy snack delivery systems caused by COVID closures, Halton Food for Thought (HFFT), partnered with Food for Life, has announced the roll out of a new student support model which will provide Halton Elementary and Secondary school students with universal access to nutritious, perishable, and non-perishable food to fuel their learning.

The new weekly HFFT Healthy Student Snack Bags program details are below:

- HFFT Healthy Student Snack Bags will support students whether they learn from home or in-person.
- Student Snack Bags will consist of a minimum of three (3) nutritious snacks per student per school day; no fee or registration is required.



- Bags will be distributed using Food for Life's current distribution system and will provide weekly deliveries to more than 20 priority neighbourhoods across Halton.
- To reach students outside of these neighbourhoods, there will be several strategically spaced community pick-up locations across Halton to ensure ease of access.
- HFFT Community Development Managers will reach out to Elementary and Secondary school principals/school contacts in the coming days to discuss details of this new program and any specific needs for support.

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



Walk With Jesus	Item 10.5
Tuesday, March 2, 2021	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Believing: Celebrating our Catholic faith & aspiring to be models of Christ.**

Purpose

To provide trustees with information about the 11th annual Walk With Jesus event, “Journeying Together in Hope”, that will be held on Thursday, May 6, 2021 during Catholic Education Week.

Background Information

The annual Walk with Jesus is an opportunity for students to demonstrate Catholic witness as they walk for social justice. This yearly event takes place during Catholic Education week. This event not only raises funds a charitable foundation of the schools choosing, but as well is a visible demonstration in the community of our Witness to Jesus. Schools are encouraged to consider the Halton Catholic Children’s Foundation as the charity they can support in this walk.

Comments

In response to the health and safety protocols that we continue to follow, and the variety of learning environments that our students are working in, the walk will take place in a different format.

Each school will participate in the walk by organizing their own walk for students learning in person. Students attending our Virtual school will be invited to join in the walk with their families. We will also gather as a large HCDSB community for prayer in a virtual space. We will invite all school communities to engage in the walk on that day through the use of social media. Schools are encouraged to follow along and join the conversation on Twitter using the hashtag #HCWWJ. Participants can view the live Twitter feed via TweetBeam using the following link: <http://bit.ly/HCWWJ-TwitterWall>. The walk will begin with an Opening Liturgy virtually at 10:00 a.m. Participants will then be invited to walk with their families or within their class cohorts. Reflection cards will be provided to classes and students at home so that they may find various points along their walk to stop and reflect. At the conclusion of the day, participants will be invited to come together virtually for a closing liturgy.



All proceeds from this day will support a charity of the school's choosing, or the Halton Catholic Children's Foundation.

Conclusion

The Walk With Jesus will provide a unique opportunity for students to demonstrate Catholic witness as they walk for social justice.

There will be no cost to individual schools to participate in the walk.

Report Prepared by: L. Naar
Superintendent of Education, School Services

Report Submitted by: L. Naar
Superintendent of Education, School Services

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



<p>Responding to Racism & Discrimination with Faith, Hope and Love</p>	<p>Item 10.6</p>
<p>March 2, 2021</p>	

Alignment to Strategic Plan

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

Purpose

The purpose of this Information Report is to share a clearly articulated commitment and a consistent response to addressing Racism and Discrimination with Faith, Hope and Love.

Background Information

The Halton Catholic District School Board (HCDSB) is a Christ-centered learning environment, which commits to providing an environment free of discrimination, harassment, and violence for all its employees, students and partners. This commitment is enshrined in its Equity and Inclusive Education Policy, Church documents and the Ontario Human Rights Code.

The information presented has been developed in collaboration with HCDSB’s Equity and Inclusive Education Steering Committee.

Conclusion

This document (Appendix A) has been developed to support staff and students to respond to racism and discrimination with faith, hope and love. HCDSB aspires to uphold that all people are created in the image and likeness of God, and as such dignity is inherent in all (Genesis: 1:27).

Report Prepared by: S. Jayaraman
Senior Manager, Human Rights and Equity

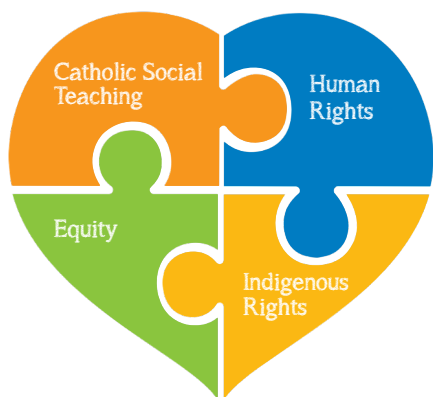
Report Approved by: P. Daly
Director of Education and Secretary of the Board

Racism & Discrimination: Responding with Faith, Hope & Love

“What does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God.”

– Micah 6:8

At the Halton Catholic District School Board (HCDSB), we are committed to creating safe, inclusive and welcoming learning environments that support student achievement and well-being in our Catholic schools.



Human Rights and Equity are guiding values that are consistent both with Catholic Social Teaching, reaffirming the dignity of every individual, as well as the Ontario Human Rights Code, which safeguards students and staff from discrimination based on the protected grounds.

Our commitment to provide ongoing opportunities to acquire the knowledge, skills, attitudes, and behaviours needed to identify and eliminate discriminatory systemic barriers under the Code, is embedded in our [Equity and Inclusive Education Policy](#).

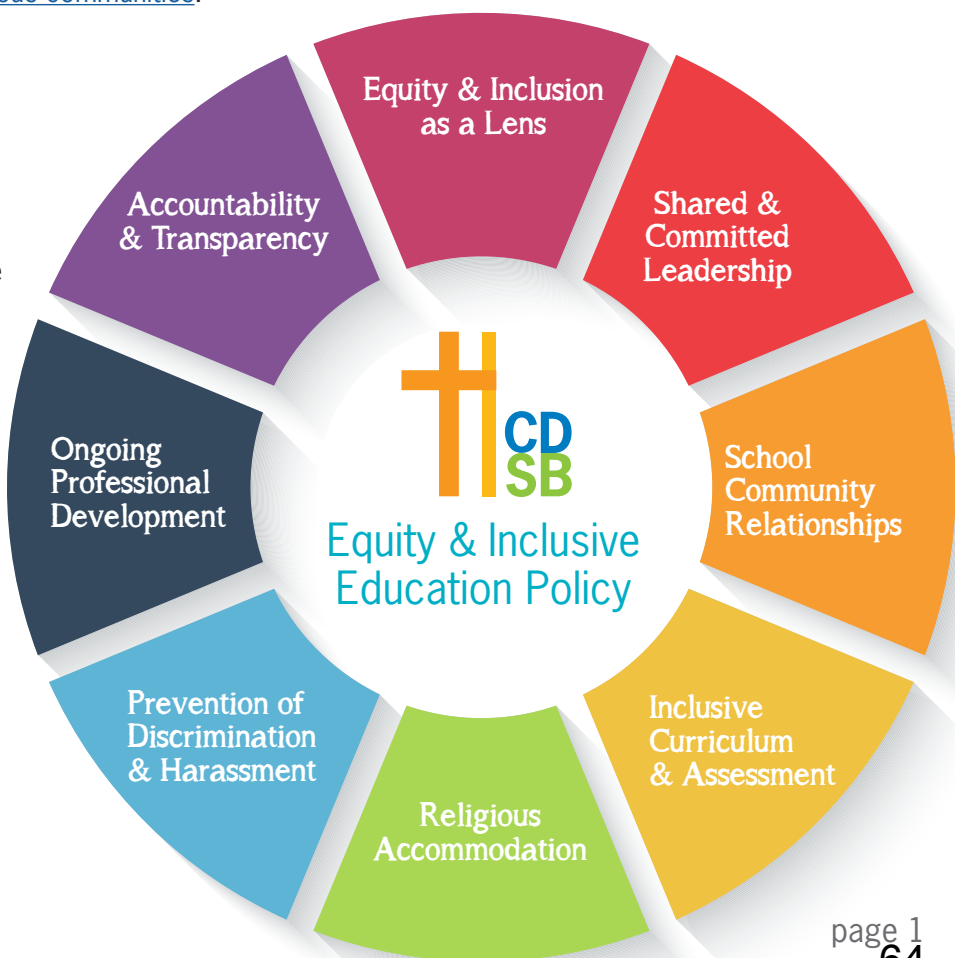
As a model learning community that is distinctly Catholic, we support all students to [Achieve, Believe, and Belong](#) in accordance with the core principles of Catholic Social Teaching, equitable outcomes for all, the Ontario Human Rights Code and a commitment to upholding Indigenous Rights and strengthening relationships with [Indigenous communities](#).

Why Do We Need To Address Incidents of Racism and Discrimination?

HCDSB aspires to uphold that all people are created in the image and likeness of God, and as such dignity is inherent in all. (Genesis: 1:27)

We are a Christ-centered environment, dedicated to providing learning and work spaces free of discrimination, harassment and violence for all students, staff, and members of our HCDSB community.

Harassment and discrimination will not be tolerated, condoned or ignored at HCDSB.



What is Discrimination?

Discrimination is when individuals are treated unfairly or unequally based on their race, gender identity, gender expression, disability, sex, sexual orientation, creed, age, or any other ground protected by the Ontario Human Rights Code. It may be intentional or unintentional. While racial discrimination is sometimes displayed overtly, it is recognized that in many instances racial discrimination takes on more subtle and covert forms.

Examples of Discrimination

- Epithets, remarks, jokes or innuendos related to a person's race, gender identity, gender expression, disability, sex, sexual orientation, creed, age, or any other ground.
- Posting or circulating offensive pictures, graffiti or materials, whether in print form, via e-mail or other electronic means.
- Singling out a person by humiliating, demeaning, "teasing" or humor because they are a member of a Code-protected group.
- Comments ridiculing a person because of characteristics that are related to a ground of discrimination. For example, this could include comments about a person's dress, speech or other practices that may be related to their sex, race, gender identity or creed.

If a person does not explicitly object to harassing behaviour, or appears to be going along with it, this does not mean that the behaviour is okay. The behaviour could still be considered harassment under the Code.

What to Do When You Witness Harmful Language or Behaviour?

Four Steps to Responding to Discrimination

DISRUPT & NAME

- Stop the discriminatory language or behaviour.
- Identify the infringement on human dignity and name the behaviour.
- Be specific (e.g. that language sounds racist).
- Ensure that all partners who witnessed the incident hear you disrupting and naming it.

DOCUMENT & ENSURE ACCOUNTABILITY

- Record details of the incident.
- Meet all parties of the incident.
- Report to your Supervisor.
- Refer to the Code of Conduct for HCDSB to ensure accountability.



EXPLAIN & SUPPORT

- We all have a right to those things which are required by human dignity.
- Recognize and explain why the language is harmful in the context of Catholic Teaching and the Ontario Human Rights Code.
- Support the student or staff who has experienced the discriminatory comment or behaviour.
- Ask the student or staff what they need to feel supported.

REFLECT & RESTORE

- Identify factors and systemic barriers to promote equity and justice.
- Prioritize the common good and restore community.
- Provide ongoing capacity building and education.

Glossary of Key Terms

Ableism – A belief system that sees persons with disabilities as being less worthy of respect and consideration, less able to contribute and participate, or of less inherent value than others.

Anti-Black Racism – Policies and practices rooted in Canadian institutions such as education, health care, and justice that mirror and reinforce beliefs, attitudes, prejudice, stereotyping and/or discrimination towards people of African descent.

Anti-Indigenous Racism – Ongoing race-based discrimination, negative stereotyping, and injustice experienced by Indigenous peoples within Canada. It includes ideas and practices that establish and perpetuate inequitable outcomes that stem from the legacy of colonial policies and practices in Canada. Systemic anti-Indigenous racism is evident in discriminatory federal policies such as the Indian Act and the residential school system, overrepresentation of Indigenous peoples in provincial criminal justice and child welfare systems, as well as inequitable outcomes in education, well-being, and health.

Anti-Racism – An active and consistent process of change to eliminate individual, institutional and systemic racism.

Anti-Racist Education – Education that is based in the notion of race and racial discrimination as being embedded within the policies and practices of institutional structures. Its goal is to aid students to understand the nature and characteristics of these discriminatory barriers, and to develop work to dismantle them.

Antisemitism – Latent or overt hostility, or hatred directed towards, or discrimination against, individual Jewish people or the Jewish people for reasons connected to their religion, ethnicity, and their cultural, historical, intellectual, and religious heritage.

Colonialism – The policy or practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically. In the late 15th century, the British and French explored, fought over, and colonized places within North America which constitutes present day Canada.

Duty to Accommodate – Under the Ontario Human Rights Code, people identified by Code grounds are entitled to the same opportunities and benefits as everybody else. In some cases, they may need special arrangements or “accommodations” to take part equally in the social areas the Code covers, such as education.

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.

Homophobia – The irrational aversion to, fear or hatred of gay, lesbian or bisexual people and communities, or of behaviours stereotyped as “homosexual”.

Indigenous Knowledge – Local and Indigenous knowledge refers to the understandings, skills and philosophies developed by societies with long histories of interaction with their natural surroundings. For rural and Indigenous peoples, local knowledge informs decision-making about fundamental aspects of day-to-day life.

Intersectionality – Intersectionality is the way in which people’s lives are shaped by their multiple and overlapping identities and social locations, which together, can produce a unique and distinct experience for that individual or group. For example, creating additional barriers, opportunities, and/or power imbalances.

Islamophobia – Islamophobia includes racism, stereotypes, prejudice, fear or acts of hostility directed towards individual Muslims or followers of Islam in general. In addition to individual acts of intolerance and racial profiling, Islamophobia can lead to viewing and treating Muslims as a greater security threat on an institutional, systemic and societal level.

Glossary of Key Terms

Ontario Human Rights Code – The Ontario Human Rights Code is a provincial law that gives everybody equal rights and opportunities without discrimination in areas such as jobs, housing and education. The Code’s goal is to prevent discrimination and harassment because of race, sex, disability and age, to name a few of the 17 grounds. All other Ontario laws must agree with the Code.

- **Separate School Rights:** Under section 93 of the Charter, Catholics in Ontario have a constitutionally protected right to religious education, which is also preserved in section 19 of the Ontario Human Rights Code. Court decisions confirm public funding of Catholic education, Catholic moral and religious instruction and hiring regulations for Catholic teachers.
- **Ontario Human Rights Code:** protections extend to all students in publicly funded education – school boards are required to deal with complaints and incidents of discrimination or harassment they become aware of, whether or not there is a complaint.

Racialized – People who are seen as having a race, perceived in racial terms.

Racism – Racism includes ideas or practices that establish, maintain or perpetuate the racial superiority or dominance of one group over another. Racism exists at a number of levels, including individual, institutional or systemic, and societal.

Racial Discrimination – Racial discrimination is a legally prohibited act. It happens when any distinction, conduct or action, whether intentional or not, is based on a person’s race and has the effect of imposing burdens not imposed upon others. Racial discrimination could happen when someone acts on racist beliefs and attitudes in areas covered by the Ontario Human Rights Code, such as employment, services, and housing.

Systemic Barriers – Institutional and instructional practices that negatively impact the achievement and well-being 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.

Transphobia – The aversion to, fear or hatred or intolerance of transgender people and communities. Like other prejudices, it is based on stereotypes and misconceptions that are used to justify discrimination, harassment and violence toward transgender people.

White – People whose ancestry is or is perceived to be from Europe.

Whiteness – The academic term used to capture the all-encompassing dimensions of white privilege, dominance and assumed superiority in society.

Sources: Definitions were adapted from resources from the Ontario Human Rights Commission, the Canadian Race Relations Foundation: ‘Is Everyone Really Equal?’ by Sensoy and DiAngelo, and the Ontario Ministry of Education.



<p>Bronte Green New Development Area Elementary School Boundary Review</p>	<p>Item 10.7</p>
<p>March 2, 2021</p>	

Alignment to Strategic Plan

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

Purpose

To initiate a school boundary review process to determine a home school for the new Bronte Green community and support sustainable long-term enrolment at St. Mary Catholic Elementary School and St. Joan of Arc Catholic Elementary School.

Background Information

1. Information Report Item 10.9 “Long-Term Capital Plan Update – Final Report” from the June 18, 2019, Regular Meeting of the Board

Comments

Bronte Green (formerly Saw Whet Golf Course) is a new residential development area in the northwestern portion of the Town of Oakville containing approximately 785 residential units, 67% of which are low-density units (single-detached or semi-detached homes). The development area is bounded by Bronte Road in the west, Upper Middle Road in the north, Fourteen Mile Creek in the east, and the Region of Halton lands and the Deerfield Golf Course to the south. This development is being marketed as “Glen Abbey Encore”. The development is currently under construction and the first units are expected to be completed by late summer of 2021.

This area falls within Review Areas CEO2 (West Oak Trails & Bronte Elementary) and CSO2 (West Oak Trails & Glen Abbey Secondary).

Based on current boundaries, this development will fall within the St. Mary Catholic Elementary School boundary. Due to the French Immersion program at the school and continuing development in the Dundas Street/Bronte Road area, the school will continue to face accommodation pressures and require portable classrooms over the long-term. As of October 31, 2020, St. Mary CES has an enrolment of 836 students and a facility utilization rate of 140%, which requires approximately 10 portable classrooms. Over the next 5 years, enrolment at the school is projected to decrease to 737 students, a facility utilization rate of 123% and require 6 portable classrooms. This is expected to increase to 773 students by 2035 with a facility utilization rate of 129% and require 8 portable classrooms.



The next nearest school to the Bronte Green community is St. Joan of Arc CES. Unlike St. Mary CES that faces accommodation pressures due to high enrolment over the long-term, this school continues to have pupil accommodation spaces available. St. Joan of Arc CES serves a maturing community as well as a small area of new development in the Baronwood Drive and Khalsa Gate area. The school's Regular Track enrolment has decreased from 512 students in 2015 to 359 students in 2020, and is projected to continue to decrease further until stabilizing around 270 students. In 2019, the Extended French program was introduced to the school, which moderated the decline slightly. As of October 31, 2020, St. Joan of Arc CES has an enrolment of 405 students and a facility utilization rate of 74%. Over the next 5 years, enrolment at the school is projected to decrease to 382 students and a facility utilization rate of 70%. This is expected to stabilize to 376 students by 2035 with a facility utilization rate of 69%. No portable classrooms will be required and school projections indicate an average of 164 available pupil places at the school per year over this 15-year period.

The current boundaries for the two schools involved in this review are provided in Appendix A and a summary of the 15-year projections for both schools are provided in Table 1 below.

Table 1: Enrolment projections for the next 15 years at St. Mary CES and St. Joan of Arc CES

School	FBC	Port Cap.	Site Cap.		2021	2025	2030	2035
St. Mary CES	599	276	875	Enrolment	827	737	768	773
				Avail. Pupil Places	-228	-138	-169	-174
				Portables Required	10	6	7	8
				Utilization Rate	138%	123%	128%	129%
St. Joan of Arc CES	547	276	823	Enrolment	415	382	374	376
				Avail. Pupil Places	132	165	173	171
				Portables Required	0	0	0	0
				Utilization Rate	76%	70%	68%	69%

In the [2019 Long-Term Capital Plan \(LTCP\)](#), the Board identified Bronte Green (formerly Saw Whet Golf Course) as one of the development areas in Oakville. In addition, the LTCP identified the need to conduct a School Boundary Review to address enrolment pressures from this new development to St. Mary CES and determine a home school for the new community in Oakville. Separately, the LTCP also identified the need to balance enrolment across schools in the Town of Oakville's Elementary Reviews Areas north of the QEW/Highway 403 (CE02-6).

Scope of the School Boundary Review

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

- Review the school attendance boundaries for St. Mary CES and St. Joan of Arc CES to support long-term sustainable enrolment at both schools;



- Complete the review with implementation to take effect for September 2021 to ensure that a home school for the Bronte Green New Development Area is determined in advance of first group of students from the new community.

The proposed school boundary review process is governed by [Operating Policy I-29: School Boundary Review Process Administrative Procedure](#), and follows the protocols of the *New Development/Holding Area Administrative Standard School Boundary Review Process*, based on Section 4.2 of [Administrative Procedure VI-88: School Boundary Review Process Administrative Procedure](#).

The proposed boundary review will follow the above stated process, based on Administrative Procedure VI-88 as the following criteria are currently being met:

1. Number of Schools involved is lesser or equal to (<=) 2

This boundary review will involve St. Mary CES, which is the school that continues to face accommodation pressures and where the Bronte Green New Development Area is currently assigned to. It will also involve St. Joan of Arc CES, which is in close geographic proximity to the Bronte Green New Development Area and currently has declining enrolment and available pupil places to accommodate additional students.

2. Holding Area or New Development Area was previously identified to the community, and is now being directed to its designated school.

The 2019 Long-Term Capital Plan had identified Bronte Green (Saw Whet Golf Course re-development) as a development area and identified the need to determine school catchments as a short-term recommendation (1-5 years).

Therefore, this boundary review would seek to designate a new local home school that has sufficient capacity to hold new students from the Bronte Green development.

Advisory School Boundary Review Committee Composition

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

Parent representation on the SBRC should include Catholic School Council representatives from St. Mary CES and St. Joan of Arc CES. The Director of Education may also designate the affected Family of School Superintendent and other Board Senior Staff to participate in the SBRC.

School Boundary Review Milestones

The following table provides the tentative School Boundary Review milestones:



Table 2: Tentative School Boundary Review Milestones

TENTATIVE DATE	FORUM	ACTIONS
March 2, 2021	Board Meeting	Information Report – SBRC Initiation Report
March 19, 2021	Notification	Communication for SBRC Parent Member Selection
March 22-26, 2021	SBRC Meeting	SBRC Working Meeting #1
April 6-9, 2021	Information Meeting	Community Consultation
April 19-23, 2021	SBRC Meeting	SBRC Working Meeting #2 (if needed)
May 4, 2021	Board Meeting	Interim Staff Report – SBRC Recommendations
May 18, 2021	Board Meeting	Public Delegations
May 18, 2021	Board Meeting	Final Action Report – SBRC Recommendations
May 19-21, 2021	Notification	Communication to the impacted school communities

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

Conclusion

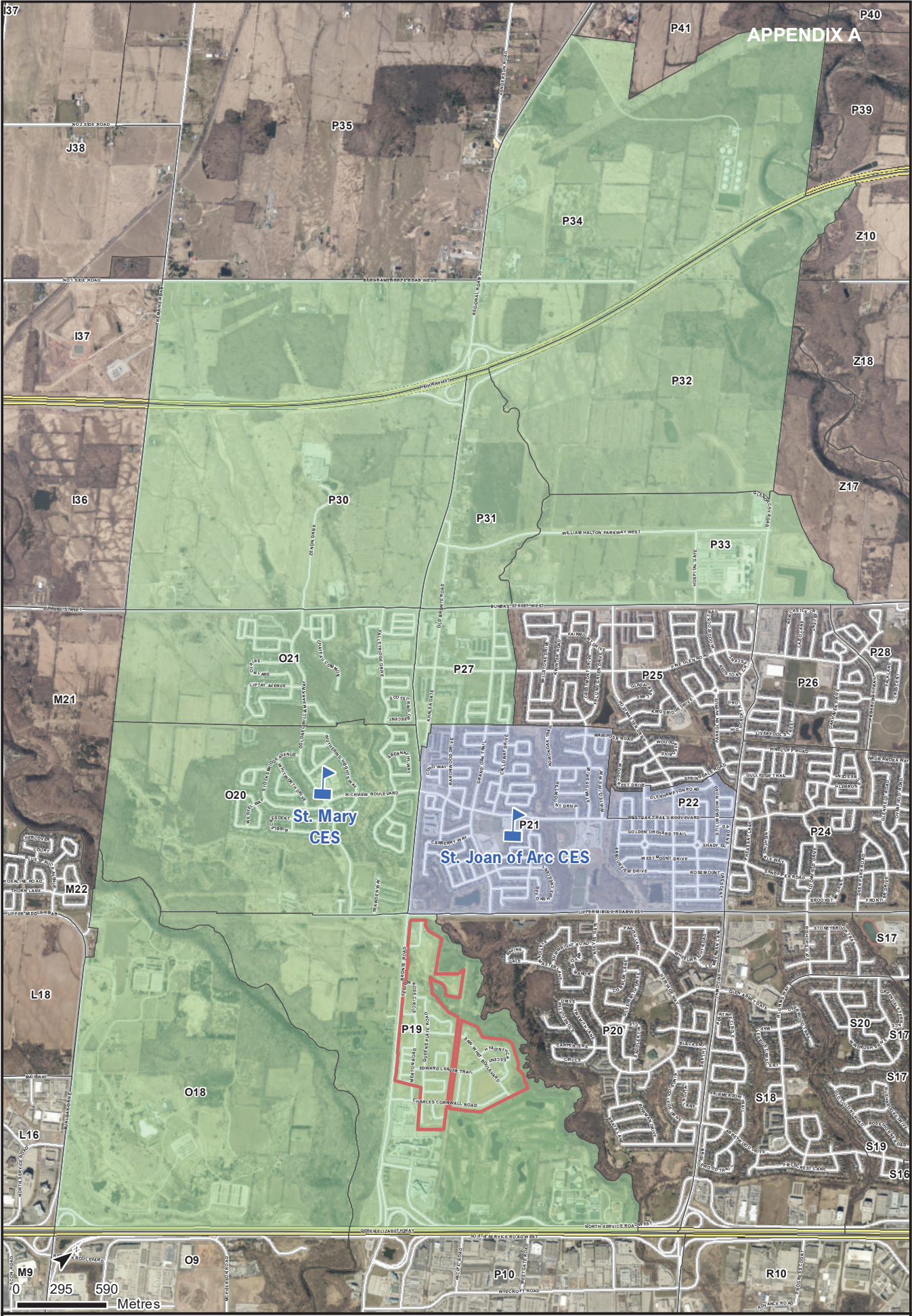
As per Section 4.2 of [Administrative Procedure VI-88: School Boundary Review Process Administrative Procedure](#), staff will be proceeding with the New Development/Holding Area Administrative Standard School Boundary Review Process for St. Mary CES and St. Joan of Arc CES to determine a home school for the new Bronte Green community that also supports sustainable long-term enrolments at both schools.

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

B. Vidovic
Senior Manager, Planning Services

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

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



MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: January 25, 2021
Time: 7:00 pm
Location: Microsoft Teams

Members Present	B. Agnew	J. Lim
	M. Arteaga	A. Louca-Ricci
	D. Bardon	M. Lourenco
	R. Barreiro	P. Moran
	N. Guzzo	R. Quesnel
	D. Hotopeleanu	D. Rabenda
	H. Karabela	T. Veale

Staff Present

- J. Acheson, Chief Social Worker
- S. Balogh, Superintendent of Special Education Services
- P. Daly, Director of Education
- R. De Franco, Creative Design Officer
- A. Jones, Manager, Educational Assistants
- D. Kollee, Chief Speech Language Pathologist
- J. O'Reilly, Special Education Coordinator
- M. Pickett, Special Education Staff
- A. Swinden, Manager, Strategic Communications
- L. Vacca, Special Education Consultant

Members Excused M. Duarte

Members Absent C. Parreira

Recording Secretary A. Hughes

1. Call to Order

S. Balogh called the meeting to order.

1.1 Opening Prayer

The meeting opened at 7:00 p.m. with a prayer led by S. Balogh.

1.2 Approval of Agenda

Moved by: M. Lourenco

Seconded by: B. Agnew

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

2. Actions to be taken

2.1 Election of SEAC Chair

S. Balogh called for nominations for Chair of the Special Education Advisory Committee for the term January 2021 to December 2021.

RECOMMENDATION

Moved by: R. Barreiro

Seconded by: N. Guzzo

That, Brenda Agnew be nominated for Chair of the Special Education Advisory Committee for the term of January 2021 to December 2021.

B. Agnew accepted the nomination.

S. Balogh called for other nominations; no other nominations were received.

Brenda Agnew was acclaimed Chair.

2.2 Election of Vice SEAC Chair

S. Balogh called for nominations for Vice Chair of the Special Education Advisory Committee for the term January 2021 to December 2021.

RECOMMENDATION

Moved by: D. Bardon

Seconded by: D. Hotopeleanu

That, Maria Lourenco be nominated for Vice Chair of the Special Education Advisory Committee for the term of January 2021 to December 2021.

M. Lourenco accepted the nomination.

S. Balogh called for other nominations; no other nominations were received.

Maria Lourenco was acclaimed Vice Chair.

S. Balogh turned the meeting over to B. Agnew and M. Lourenco.

2.3 Minutes of the December 14, 2021 SEAC Meeting

Moved by: N. Guzzo

Seconded by: R. Barreiro

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

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

3. Presentations

3.1 HCDSB Public Website (A. Swinden and R. De Franco)

B. Agnew introduced A. Swinden, Manager, Strategic Communications and R. De Franco, Creative Design Officer who presented a live presentation on the updated and responsive HCDSB public website. The website was updated to address accessibility standards. The presentation concluded with questions.

3.2 Pilot to Support Transitions to Post-Secondary Pathways for Students with Developmental Disabilities (L. Vacca and M. Pickett)

B. Agnew introduced Special Education staff L. Vacca and M. Pickett who presented on the Pilot to Support Transitions to Post-Secondary Pathways for Students with Developmental Disabilities. Staff concluded with answering questions. Members were sent an email after the meeting with a copy of the Family Transition Guide along with a questionnaire to submit feedback and suggestions. The presentation is attached.

4. Declarations of Conflict of Interest

There were no conflicts of interest reported.

5. Business Arising from Previous Meetings (Chair)

A discussion occurred on item #4 on the Business Arising chart regarding Transition Planning. A sub-committee was proposed. B. Agnew, M. Lourenco and D. Bardon volunteered to be on the Transition Planning sub-committee. B. Agnew will send a meeting invite for the first sub-committee meeting to all SEAC members. An update will be provided after the first sub-committee meeting.

6. Special Education Board Policy Review

There were no Board policies to be reviewed.

7. Action and Information Items**7.1 SEAC Goal Setting Chart Review (Chair)**

The items on the goal setting chart were discussed. Responsibilities and next steps were discussed.

7.2 Nomination re: Learning Disabilities Association of Halton Hamilton (Chair)

B. Agnew announced that a nomination had been received from the Learning Disabilities Association of Halton Hamilton for S. Sweet to represent their association on SEAC. The LDAHH nomination will go to the Board meeting on Tuesday, February 2nd for trustee approval.

7.3 PAAC on SEAC Survey Results (Chair)

The PAAC on SEAC survey results were shared with committee members before the meeting. The summary of the results were reviewed and discussed during the meeting. The Communications sub-committee will set a meeting and B. Agnew will update the group. A summary of the key points from the survey to take into consideration will be compiled by M. Lourenco and sent to members.

7.4 Association Report: Halton Down Syndrome Association (D. Hotopeleanu)

D. Hotopeleanu provided an overview of the 2021 World Down Syndrome Day contest. Information was distributed to all HCDSB schools. Details are outlined in the attached HDSA association report.

8. Communications to SEAC**8.1 Superintendent's Report**

S. Balogh provided updates on:

Enhanced Autism Training: the Ontario government announced additional funding to Geneva Centre for Autism for a new Enhanced Autism training program. The objective of this program is to learn foundational Autism and Applied Behaviour Analysis skills and support techniques with an additional Live Practice Session.

Safe Management: we have started training our EA staff virtually in the theoretical component of the Safe Management intervention. We have added to our complement of Safe Management Train-the-Trainer and have trained an additional IEA.

ISERTs/SERTs: have participated in training in; Self & Match program, Trauma training and sending IEPs electronically. The ISERTs have extended their training to the virtual school to support the teachers in the virtual school with online learners.

SEA: 313 SEA AT devices have been distributed between October and December 31st.

Parent Training Sessions: two Read & Write Interactive Parent Training Sessions were hosted on the Board YouTube Channel. 335 parents registered over the 2 days. Parents were sent a follow up of FAQ's asked during the live stream, along with a Quick User Guide. The recordings are available on our board YouTube channel.

Kindergarten Registration for Students with Special Education Needs: Information has gone out to schools regarding kindergarten registration for students with special education needs as well as the kindergarten information evening which will occur on Wednesday, March 24th via Teams from 7 – 8:30. Information will be posted on each school website.

Bell Let's Talk Week: resources have been shared with the system and schools are promoting the event.

Mental Health & Wellbeing: an icon has been added to the new website landing page and is easily identifiable with a link to the return to school resources.

CYC's and Social Workers: continue to support students, staff and families and continue to deliver tier one supports to students. We have a new temporary ICYC position to support our schools and to focus on mental health support for specialized classes. Social workers continue to focus on supporting students and families regarding mental health especially during this time of lockdown. Multiple presentations have been provided to staff focusing on student mental health, wellness, and trauma sensitive classrooms.

Speech and Language Services: are being provided virtually. Tier 1 Speech and Language/Social Communication programs have been delivered in classrooms by our CDAs.

Psychology Services: staff continue to process psychological assessments and provide consultation to schools, as well as completing direct testing.

Behaviour Analysts: continue to provide their support to schools, and in person where deemed essential. Both Behaviour Analysts and Psychology Staff are preparing PD material for the ABA Bonanza. The ABA Bonanza interdisciplinary committee has met, and we are proceeding with planning and organizing this PD for the Board in the spring.

8.2 Trustee Reports

N. Guzzo reported on:

- The Directors Annual Report was presented at the last Board meeting and is also on the website.
- There was a change to the School Uniform Dress Code/School Dress Code Policy II-41. It allows for the families that have virtual elementary students to cast a vote on uniforms in their home school.
- The 5-year Strategic Plan is about to finish which means we are entering the next strategic planning process.
- The learn at home has been extended until an undefined time. Updates are provided at every Board meeting, along with being posted on the Board website and Twitter.
- There was a motion at the December 1, 2020 Board meeting to expand the Early French Immersion program. The current locations in Burlington and Halton Hills will allow for expansion. The Oakville and Milton locations will not allow for expansion. The new location in Oakville will be St. Marguerite d'Youville and in Milton will be St. Peter as a temporary site only for one year.

9. SEAC Discussion

A discussion occurred regarding PRO Grant funds available for school councils and possibly SEAC. P. Daly will follow up.

10. Meeting Summary and Next Steps

Goal setting plans and sub-committees were further identified.

11. Next Agenda: Meeting Monday, February 22, 2021

The agenda will include the Special Education Plan Review Discussion, Policy II-29 Inclusion & Range of Placement Options for Identified Students.

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

Moved by: N. Guzzo

Seconded by: M. Lourenco

RESOLVED, that M. Duarte be excused. **CARRIED**

12.2 Adjournment and Closing Prayer (Chair)

Moved by: M. Lourenco

Seconded by: N. Guzzo

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

The meeting adjourned at 9:38 p.m. with a prayer led by the Chair.

Pilot to Support Transitions to Post-Secondary Pathways for Students with Developmental Disabilities 2017-2020

Learnings and Best Practices

Lisa Vacca and Martha Pickett

Presentation to SEAC

January 25th 2021

Pilot Overview

The *Pilot to Support Transitions to Postsecondary Pathways for Students with Developmental Disabilities (2017-2020)* aimed to improve transition outcomes for students leaving school for community settings, work, or college (Community Integration through Cooperative Education – C-ICE) and support school boards in sharing and learning from one another.

Eight school boards were funded to participate:

- **Lead Boards (2)**

- Conseil des écoles Catholiques du Centre-Est*
 - Durham District School Board*

- **Supporting Boards (6)**

- Conseil scolaire catholique Providence*
 - Halton Catholic District School Board*
 - Lambton-Kent District School Board*
 - Limestone District School Board*
 - Nipissing-Parry Sound Catholic District School Board*
 - Rainy River District School Board*



Focus Areas of the Collaborative Project

- ❖ The Role of the Transition Coordinator
- ❖ Community Partnerships Including Integrated Transition Planning (ITP)
- ❖ Staff Training
- ❖ Student Portfolios/Career-Life Planning
- ❖ Working with Families
- ❖ Longitudinal Tracking
- ❖ Resources
- ❖ Preparation for Work
- ❖ Working with Colleges (CICE Programs)



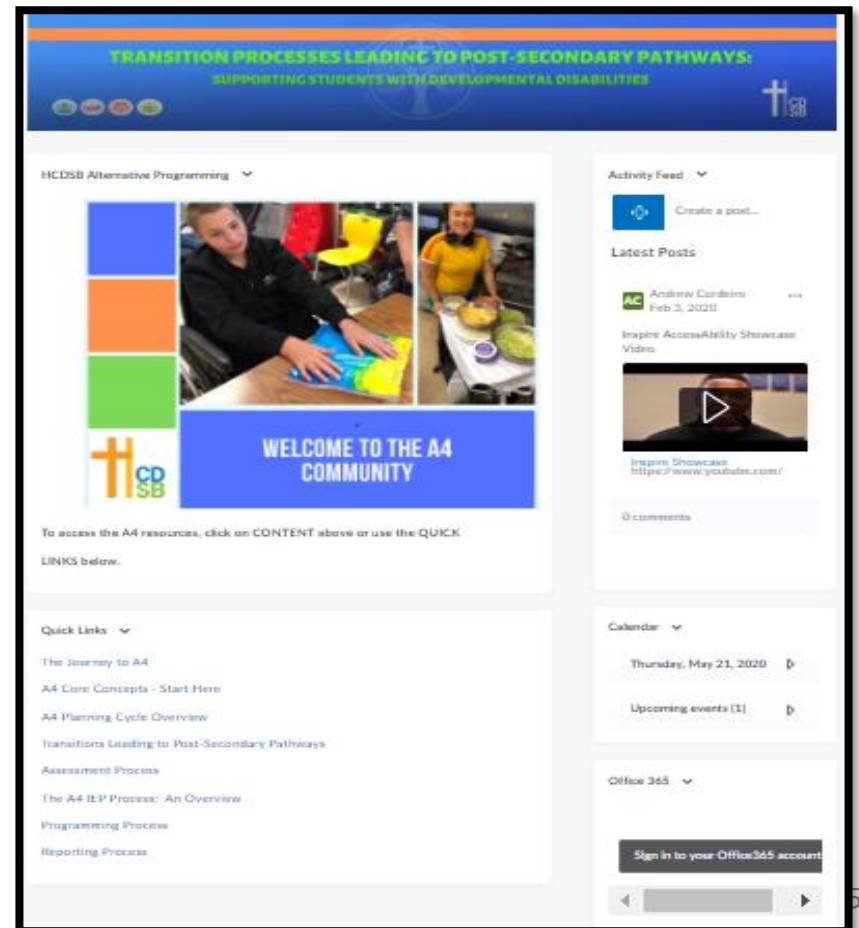
HCDSB Project Products



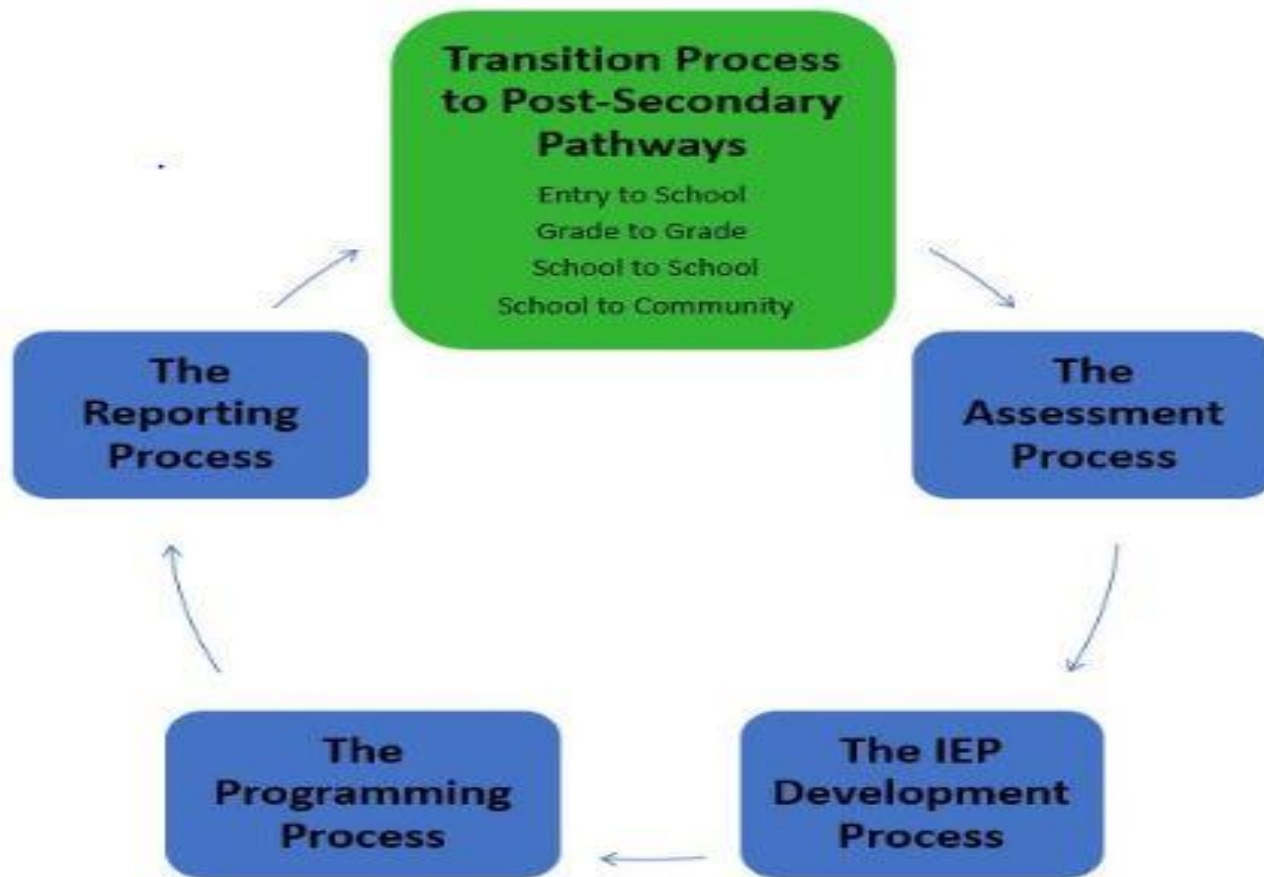
Staff Training and Resources

Electronic Transition Platform For Staff Use

We have completed transition and programming resources for staff. These are housed on D2L Brightspace and available to all SERTS. The main page of the platform is depicted here.



Below is a graphic of the D2L organizational structure:



Community Partnerships

Collaborative Endeavours

We continue to collaborate with our community partners through community events and various committee commitments



Student Portfolios/Career-Life Planning and Working With Families

Development of a *Community Pathways* section for HCDSB's *myBlueprint* platform. It has the following components:

- pathway information
- a family guide outlining transition processes to post-secondary pathways (currently in development and in draft form),
- a section outlining community events and helpful websites



The Halton Catholic District

School Board

Family Transition Guide



*Navigating the Journey to
Post -Secondary Pathways for
Students with a
Developmental Disability*



*All individuals will become self-directed, responsible, life-long learners,
developing and demonstrating their God-given potential
regardless of the pathway they choose.*

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Next steps:

- ❖ Solicit feedback on Family Transition Guide
- ❖ Continue to develop transition planning processes and resources that will be available online through *myBlueprint*
- ❖ Work on adding further resources and refine existing resources for the electronic D2L staff platform
- ❖ Training of all CLC/ STC/Life Skills classroom teachers on the use of the Community Pathways section of *myBlueprint*
- ❖ Continue to meet our commitments to collaborate with participating boards and the Ministry initiative for the 2020-2021 school year

Questions??

SEAC Goals 2021

Suggestions from the December 14, 2020 SEAC Goal Setting Exercise.

Reviewed and updated during January meeting and assigned tasks and timelines.


ITEM NO.	ITEM	SUGGESTED ACTIONS	RESPONSIBILITY	TARGET DATES
1	Board Wide Special Education Parent Survey for all Exceptionalities	<ul style="list-style-type: none"> • Identify the purpose/intent of the survey and the data we want to collect and possibly embed a Special Education question in the strategic plan survey to parents. • Communicate with Research Department. Provide input on question for the survey. • Develop a Sub-Committee 	Sub-Committee B. Agnew N. Guzzo M. Lourenco	Start the process. Proposed to have the Sub-committee to meet mid-February.
2	Self assessment process on SEAC meetings to measure effectiveness of the meetings.	<ul style="list-style-type: none"> • Process at end of meeting to see what is working and next steps. Set up a self assessment process for the committee. • Do another start, stop and continue. Review of effectiveness of meetings. • Identify one or two achievable goals that SEAC own or control. Specific with dates, an achievable plan and a report. • Review SEAC goals and measure how did against the goals • Create a matrix. Measure how we did each year against our goals. • Set up a sub-committee. 	All SEAC Members P. Moran agreed to lead and to discuss further with members and provide a draft outline.	Ongoing
3	Calendar for SEAC plans	<ul style="list-style-type: none"> • Set up a calendar that outlines every month what our plan is to see what is coming up and what to prepare. 	Chair	Calendar emailed to all members December 17, 2020
4	Review the results of the PAAC on SEAC survey	<ul style="list-style-type: none"> • Review the results once they are received and then do a stop, start, continue. Review all comments and keep comment anonymous. Review PAAC on SEAC recommendation for agenda items. 	All	Completed on January 25, 2021

5	Community Engagement	<ul style="list-style-type: none"> • Bring back SEAC Soundbytes and promote on Twitter • Each Association can provide an update • Create a sub-committee for writers 	Sub-Committee/All SEAC. A. Hughes emailed past SEAC Soundbytes to members on February 11 th for review.	Ongoing
6	Association Reports	<ul style="list-style-type: none"> • Associations could report on how different Associations are coping with COVID-19 and adapting (i.e.: online games, parties, activities, etc). Association representatives can share their experiences and goals. 	All Associations are encouraged to share information at the monthly meetings or to provide information to share on Twitter.	Ongoing
7	Information from Staff	<ul style="list-style-type: none"> • Gather requests for Staff Presentations • Survey SEAC members on what presentations they would like to have from staff and what information they want in the presentation. 	Staff/SEAC Members	<p>A survey will be sent to members in February with suggested topics and to provide feedback on presentations they would like to see.</p> <p>Survey results presented at February 22nd meeting.</p>
8	SEAC Meetings	<ul style="list-style-type: none"> • Provide time in SEAC meetings to have working groups/discussions 	All SEAC Members	Ongoing

Special Education Advisory Committee (SEAC)

Association Report

Association:	Halton Down Syndrome Association
Representative:	Dan Hotopeleanu
Meeting Date:	January 25, 2021
Upcoming Events or Conferences	<p style="text-align: center;">Share the Joy of Down Syndrome: 7th Annual World Down Syndrome Day School Contest</p> <p>HDSA is thrilled to officially launch our Seventh Annual World Down Syndrome Day (WDS) School Contest! Due to the Covid-19 pandemic, we have made some changes.</p> <p>The WSD School Contest encourages schools to celebrate World Down Syndrome Day, which takes place on March 21st, by showing their creativity and spreading awareness about Down syndrome throughout their community. This year’s theme is: Share the Joy of Down Syndrome!</p> <p>Schools and students are encouraged to celebrate WSD in February and/or March by sharing the joy of Down syndrome: it could be an act of kindness, a loving memory, a piece of art, a favourite activity, or more! Submissions can then be posted to social media by April 16th, 2021.</p> <p>We understand that this school year is unlike most, but we hope you can reach out to the Principal, Teacher and/or SERT of your children’s school and invite them to join the contest. This is a great opportunity for them to foster diversity and inclusion in their school community, have fun and win prizes! Because of the nature of this school year, students can also enter the contest as individuals!</p> <p>Please keep in mind that schools or individuals must register for the contest by January 31st, 2021!</p>

<p>Website links/Brochure /Flyer attachments:</p>	 <p>. For more information about the Contest, please visit: https://www.haltondownsyndrome.com/world-down-syndrome-day/wdsd-contest/</p>
<p>New Initiatives:</p>	<p>Life under lockdown: HDSA is employing a range of initiatives to keep the level of engagement of children on peer activities online. We had a number of enjoyable holiday related activities in December and for the first quarter of 2021</p> <ul style="list-style-type: none"> - Book club – Monday afternoons - Workouts – Tuesday and Thursdays - Cooking – Tuesday evening - Music – Wednesday evening - Beyond Writing – Thursday evening - Friday movie club - Saturday Night social - Bingo, Trivia, Music and more! - Virtual Dance Program with The Dance Ability Movement! 8 week program <p>Classes:</p> <ul style="list-style-type: none"> Tots Creative Movement (Ages 2-6) - Saturdays from 9:30-10:00 AM Kids Hip Hop (Ages 7-10) - Saturdays from 10:05-10:35 AM Tweens Hip Hop (Ages 11-17) - Mondays from 6:30-7:15 PM Teen/Adult Hip Hop (18+) - Mondays from 7:20-8:05 PM <ul style="list-style-type: none"> - Workshop: Fostering & Maintaining Friendships - tips or advice on how to foster and maintain friendships with typical children - Virtual Parent Support Group. The goal of this will be for our parents to come together, ask questions, vent, provide feedback, etc. in a safe space with other HDSA Parents/Caregivers <p>In terms of technology we found Zoom to be the most intuitive and reliable for use of all ages.</p>

Other Information:	2021 Halton Walk for Down Syndrome will take place on Saturday, June 19th 2021! It looks likely to be a virtual walk similar to 2020. More details to be available after January board meeting.
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From: Michael Johnson
Sent: February 25, 2021 1:58 PM
To: Murphy, Patrick <MurphyP@hcdsb.org>
Subject: [<EXTERNAL>] Item for March 2 Board Meeting

Dear Chairman Murphy,

I would ask that the following letter (which I submitted for the previous Board meeting in support of Ms Karabela's motion, but was unfortunately too late to be included) be added to the agenda for the March 2nd meeting. I have added a few further observations..

In the National Post last week, Dr. Marmorro of *Dying with Dignity* asks Canadians to “ease the burden” on doctors who help people die, to “share” in the task in which, she says, her own colleagues, not surprisingly, want no part. What Dr. Marmorro should be asking her fellow Canadians, is to share the responsibility of addressing the problems that lead to requests for MAiD. The doctor talks about disability and insecure living conditions as “robbing” people of their dignity and purpose in life. The shared responsibility of raising awareness about the needs of vulnerable neighbours and caring for them is a wonderful privilege and not the “corrosive burden” which Dr. Marmorro says is shouldered by MAiD providers. It is a responsibility that Dr. Marmorro’s examples illustrate we are not sharing effectively. But it is a duty that would enrich all of our lives. The doctor, for example, describes the home of one of her patients who accessed MAiD from his “hole in the wall” apartment which “not one of his outreach workers had ever been inside”. Our society did not provide this man with dignity in life, and so he sought death. Perhaps the doctor should ask herself why the majority of Canadian health practitioners do not want to help people to die, and why instead they want to help them to live – live with true dignity. Instead of asking Canadians to share in the responsibility for MAiD, why not ask us to take responsibility for ensuring that our sick and palliative patients have excellent care, that the disabled have the supports they need, and that no one in our rich country has to live alone in a hole.

I have taught the RCIA course for over 25 years, and I tell our candidates that our Catholic religion is one we must practice 24/7. It affects all facets of our lives. As trustees of the Catholic Board it is your duty to ensure that Catholic principles are taught in your schools, and carried over into everyday life. To ask, as some who opposed Trustee Karabela's motion did, what this has to do with Catholic education, fails to see that it has everything to do with it. It is what we are called to do, and what each trustee swore to do in his or her oath of office.

More practically, if Catholic Boards do not strongly support Catholic principles, there are many out there who will ask "Why do we need Separate Schools?"

For a Catholic Board to not address this movement that is diametrically opposed to Church teaching is a worrying abdication of responsibility.

Thank you,
Michael Johnson

From: Stephen Johnson

Sent: February 25, 2021 7:24 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>; DiPietro, Rosie <DiPietroR@hcdsb.org>; dalyp@dpcdsb.org

Subject: [<EXTERNAL>] Correspondence regarding the upcoming Board Meeting

Dear Mr. Daly,

I am writing this letter in the hope it will be included in the upcoming meeting; I had sent it last week but had narrowly missed the deadline due to a confusion over times. Please include it in the upcoming meeting.

As a teacher currently working in a Catholic board, one who has seen mental health initiatives fall far short of where they need to, where increased suicide statistics are considered a problem by administrators, CYWs, and child psychologists alike, I am gravely concerned by the idea of expanding MAiD. At a time where we are not providing enough vaccines, not testing widely enough, and leaving people to die in care homes without the aid they need, without palliative care--how can a Catholic school board, that has traditionally supported the right to life and the need to care for those most in need, not speak out against the idea that death is a solution to medical problems?

The expansion of the law would allow for challenges to give those suffering from mental health issues and "mature minors" to access MAiD. Are then, the mental health initiatives put forward by Catholic boards meaningless? How can we, in good conscience, say that lives matter, and that mental health issues need to be respected and cared for, when in the same breath we would not speak up against making assisted suicide more accessible? We have T-Shirt days in remembrance of those who have committed suicide over bullying, over generational trauma from residential schools--and now Catholic schools will not take a stand against gross negligence from the government that has all but said "suicide is an answer" because it costs less to euthanize people rather than help them? How can we claim to follow Christ's teaching if we do not stand against a society that has, under a lens of condescending, false compassion, called death "mercy" and suicide "dignity"? If we call on students to be stewards of creation, then we cannot say "go and be stewards of creation, unless it costs too much." There should not be a price tag put on compassion and love. There should not be a class of people considered "expendable." It is not a kindness to euthanize those who want to live free of pain when we would be able to treat and care for said pain if our leaders were willing to invest in care. There is no dignity in being forced to choose to die by a lack of options available. Desperation is hardly "dignity."

I hope that the members of the Halton Catholic District School Board will make a decision that reflects the values of their mission statement, and speak out against the expansion that would come with Bill C-7.

Yours in Christ,

Stephen Johnson

Oakville, February 15, 2021

Dear Mr. P. Murphy, Chair Halton Catholic District School Board

I write this second letter regarding Bill C-7, because my first letter was not admitted as correspondence at the last meeting of the board. I listened to the discussion about Trustee Karabela's motion suggesting that the board write a letter underlying the negative consequence of such a bill and the scandalous effect such a law would have on the minds and on the formation of our children in our school. Having a government that promotes a culture of death, runs butt heads against the teaching of the Catholic Church and of God, the giver of life!

I was disheartened by the positions taken by those trustees, who voted against Trustee Karabela's motion, on the basis that the board should focus only on matters pertaining to the performance of its students. This is a self-defeating argument! Student performance in a Catholic board should include the student's understanding of the fundamental tenets of our Catholic faith, as taught by the Church and expressed by the Canadian Bishops, in this case the sanctity of human life. What is more important than instilling the knowledge of God and of his statutes in our youth! God would bless in return this board, including its Trustees, its administration, its teachers, its students and its service personnel in abundance. Going along with the culture of death will only result in loss of students, loss of revenue, increased dependence on the government for survival and eventually conglomeration with the public board. I was particularly saddened by a forced interpretation of one of Mother Theresa's statements to justify their negative vote! Mother Theresa was a fighter for life, from conception to natural death, and there was no space in her soul for any sort of mercy killing! Those Trustees who voted against Trustee Karabela's motion to voice the position of the board against Bill C7 have effectively heeded the exhortation of the infamous organization "Dying with Dignity" to support the killing of the elderly, the sick, the disabled and the vulnerable citizens of Canada. This is not dying with dignity. It is dying with infamy!

Allow me to quote the late archbishop and venerable Fulton Sheen on suffering and death. He said: *"Those who are afraid to suffer and die are those who die only once! Those who meditate on suffering, death and on the life to come, are those who die to themselves every day, by giving of themselves to others. The day God calls them to himself, they will not fear death and they may amaze many surrounding them, how much suffering they can endure, and this they can do because the crucified Lord will be by their side."*

Bill C-7 and its amendment attempt to render Euthanasia of the elderly and the disabled more readily available, even as soon as they express a wish to leave this life! Life is from God. It is freely given by God and God alone has the right to take it back. As Catholics, we should understand the value of even one additional hour of life on this earth. Suffering is the way we atone for our own infringements of God's statutes, it is the way we gain merits for ourselves and for the Church. It is the way that we, individually, and the entire mystical body of Christ, the Church, play our part in salvation history, and we do this by joining our sufferings and death to the sufferings and death of Christ. Certainly Christ with his death on the cross has purchased for us the right to eternal life, but he has also left a little bit of his cross for us to participate in our salvation. The Psalmist says: *"Precious is in the eyes of the Lord, the death of his faithful ones"* (Psalm 116:15).

Pope John-Paul II was very familiar with suffering and he wrote a beautiful little book on it. It was called *"Salvifici doloris"* (Saving suffering). He said there are two types of sufferings in human beings, plus a

third one. There is physical suffering, which is a broken leg, the flu, cancer, Lou Gehrig disease, Ebola, Covid 19, whatever it might be, but he also said, there is another kind of suffering and he called it “moral suffering” and that is the suffering of the heart, as in rejection, betrayal, the loss of a loved one, a child who dies, etc. Pope John Paul said that most people would take physical suffering instead of moral suffering! They will take a broken leg over a broken heart, any day. The third type of suffering, writes Pope John Paul II, is not of this world. It is what he called “*definitive suffering*”, and definitive suffering is to lose God completely, and with God everything else as well. It means to live in darkness with no hope, no joy, no mercy, nothing and forever. What Jesus did, coming down from heaven and dying on the cross, he did so that we may avoid “*definitive suffering*” and he did it through the acceptance of both physical and moral suffering. We are expected to participate in his cross, through the hardships of our lives and, by doing so, participate in God’s great work in salvation history.

Bill C-7 and its shameful amendments regarding the mentally ill, deny all that. This is why it is pernicious! It is one further step towards legalized murder of the elderly and the ill of all ages. Bill C7 is a grave sin against God, against the people being euthanized, and against the whole mystical body of Christ. As Catholics, we believe that our God will provide the strength to overcome suffering and death and will never permit us to be tested beyond our capacity to overcome temptation, including the temptation to cut short our lives on earth, a grave decision that may compromise our eternity.

Finally, I recognize that these are difficult matters and for this reason I believe that the board should acknowledge the need to provide specific Catholic training on Euthanasia to all their teachers to enable them to correctly “pass the doctrine on” to the next generations. It is also evident that the same training should be provided to the members of this board, since they are burdened with the grave responsibility to correctly hand on the tenets of our catholic faith to their Catholic students. This should be a primary and essential service of each board member to their students and their parents and to us the rate payers and this even if some of the board members tolerate or may have embraced the culture of death, rampant today in secular society.

Please include my letter as correspondence in the Board agenda of your next meeting, which I understand, will take place March 2, 2021.

God love you all!

Frank Nuzzo

cc. Mr. P. Daly, Director of Education HCDSB

From: Terry Murphy & Michael Johnson <
Sent: February 25, 2021 1:14 PM
To: Murphy, Patrick <MurphyP@hcdsb.org>
Subject: [<EXTERNAL>] Submission for inclusion in the official correspondence for the March 2, 2021 board meeting

February 24, 2021

Dear Chairman Murphy,

I am asking that this letter in support of the now-defeated motion by Trustee Karabela, and supported by Trustees DeRosa, Iantomasi, and O'Brien (originally sent to be included in the correspondence for the February 16th meeting, and inadvertently submitted late) - be included in the official correspondence as part of the agenda for the March 2, 2021 meeting. Having followed the meeting of February 16, I have added a couple thoughts as a preface to the original letter, and expanded on two previously made comments related to student health, in response to added information from the meeting.

Two letters from HCDSB parents expressed opposition to the motion that asked the HCDSB community to respond to the exhortation by the Catholic Bishops for "Catholics and all people of good will to make their voices heard in opposition to the Bill". Using similar wording, both parents said that consideration of said motion has "no place" using up "the time and resources" of a Catholic school board "to influence legislation that has no bearing whatsoever on education" (and) "police ... faith and beliefs". One parent added that this does nothing to "improve the quality of the education our children receive". For me as a lifelong supporter of the HCDSB, as the granddaughter of a former chair of the Board, as a Catholic teacher for four decades, and as a parent, this is of grave concern.

Our entire school program from JK to Grade 12 is geared toward preparing our young people to graduate having met the *Catholic Graduate Expectations*. To quote, this means that we are asking each of our students to be "A discerning believer formed in the Catholic Faith community who... integrates faith with life; an effective communicator who... respond(s) critically in light of gospel values; a reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good; a self-directed, responsible, lifelong learner who demonstrates their God-given potential ...exercise(ing) Christian leadership in the achievement of individual and group goals; a caring family member who attends to ... the wider community; and a responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life...by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society... exercise(ing) the rights and responsibilities of Canadian citizenship ... contribut(ing) to the common good." This is a truly noble mission to which not only our students are called, but the entire community. I truly believe that this is what enables the Catholic school system to deliver superior and "quality" education. But without the support of the entire community from parents to trustees, from board employees to senior administrators, these expectations are seriously compromised.

...

I am writing to ask you to support Trustee Karabela's motion requesting the Halton Catholic District School Board show its opposition to the expanded MAiD legislation currently before the Senate, and instead ask our government to take action on addressing the many failures in Canada's current care system for palliative patients, the elderly and the sick, the disabled and the homeless, and the mentally ill, as well as safe spaces to die in hospices. In this way, the Board

will show how this Christ-centred community, which every day nurtures the call to service, continues to live out its mission to transform our society by caring for the many vulnerable who are among us.

COVID has laid bare the unconscionable distress and despair Canadians in assisted living and senior residences are suffering. The Army characterized the conditions in long-term care as “horrific”. Further, the most recent studies continue to emphasize that fewer than 30 % of Canadians have access to the palliative care for which they are crying out. The Parliamentary Budget Office recently published figures showing MAiD brings billions in saving in health spending, a frightening result, and stark condemnation of Canada’s lack of care for the vulnerable.

The introduction of Bill C-7 bypassed the promised parliamentary review of palliative care in Canada and the other effects of the 2016 law (including the much greater than anticipated number of deaths) which was to happen five years after the passage of the original MAiD Act. Repeated attempts to get an answer from our federal representatives as to if and when such a review will take place have been met, every time, with boilerplate non-replies or deafening silence. Privately-funded hospices like the 10-bed Delta Hospice in B.C. are being forced to close and have their property expropriated without compensation for opting not to offer MAiD so their patients have a safe space to die.

In 2019 the World Medical Association criticized Canada’s lack of care for the disabled which compels people like Roger Foley to accept MAiD instead of being offered the supports needed for a dignified life. Also in 2019, the UN Special Rapporteur on the Rights of Persons with Disabilities condemned Canada’s lack of compassion for the disabled by forcing them to opt for MAiD in response to their grossly substandard care. Over 70 of Canada’s leading disability rights organizations and advocates oppose C-7.

The government says it recognizes that there is enormous complexity and no consensus on expansion to include mental health as a condition for MAiD. But C-7 (*especially with the amendments recommended by the Senate*) opens the barn door wide for legal challenges from individuals suffering from mental illness, and from “mature minors” – something that should be of great concern to this community that serves children and adolescents. *In Dr. Alexandra Power’s letter included in the Board agenda for February 16, she reminded the Board of its mandate to promote student “well being” and she asked that we pay attention to “our children’s faltering mental health,” instead of promoting “a small segments (sic) self-interested values”. It is because I spent four decades addressing the mental health challenges of students - and the fact that Sick Children’s Hospital, just before the pandemic, sounded the alarm about the catastrophic rise in self-destructive activities like cutting and suicidal behaviour - that I believe this community needs to be very aware of the threat posed by C-7 to our children right here in Halton. Certainly, Indigenous communities who are fighting against rising suicide rates among their young people are greatly distressed by C-7, and by the fact that the bill is being rushed through before the data (on the impact of the existing euthanasia act on all Canadians including marginalized communities) could be compiled, studied, and addressed. Legislation passed without this data and this review has huge implications for the young people we are raising.*

The government said that areas such as mental health and the definition of “mature minors” would benefit from a broader parliamentary review of MAiD legislation, but this is being ignored and today’s paper (February 16) shows that the suicide rate in Canada is growing exponentially. After almost four decades of teaching in Catholic high schools, and witnessing the vulnerability of some of our young people, especially in this COVID world, this threatened expansion of MAiD is gravely disturbing.

The federal government says it supports the conscience rights of health care workers, yet abdicates administration of MAiD to the provinces. *Helen Long, CEO of Dying with Dignity, told this Board that*

“there is no provision in the bill to ... require doctors to offer assisted suicide or refer patients for assisted suicide against their consciences.” She neglected to point out that there is also no provision to protect, and so in Halton, as through out all of Ontario, doctors and nurses are legally compelled to go against their conscience and refer. Most health care workers want no part in MAiD, which they see as contradicting their oath. What about our students who want to pursue careers in healthcare, which are much needed by our society? How are we facilitating their path by remaining silent?

The current legislation is extremely flawed. No court deadline should force a rushed reaction from the Parliament of Canada to create a new and even worse law than the existing one. Since the House of Commons saw prolonging debate as a problem and committee study as an irritation, I am asking this Board whose work is integral to the formation of Catholic graduates, who will be responsible citizens that can transform Canada as it strives to become a more caring country, to please represent the deep concern of this Catholic school community and insist on changes to protect life.

As a teacher and a parent, I know that our idealistic young people are among the strongest advocates for the vulnerable. Let us follow their example as they aspire to meet the Catholic Graduate Expectations, the bar which we, as a community, have set before them. Let us raise our voices with theirs to speak up for the vulnerable who are threatened by the legislation currently before the House.

Very sincerely, and with humble thanks for all that you do,
Terry Murphy, B.A., B.Ed., M.A.T., O.C.T.

February 24, 2021

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

Dear Mr. Murphy and Board members.

I had written the following letter in support of the motion to address the Senate re: Bill C-7 at your meeting of February 16, 2021. Unfortunately the letter was not included with the presentation and furthermore I was not notified of this fact. Therefore I am re-submitting this letter.

Please include this letter as correspondence in the next board members meeting of March 2, 2021

NOTE: Another page was added to the original letter with additional thoughts.

Reasons for the board to support this motion:

1.) Our board exists to maintain and promote education that is distinct in the fact that God and His precepts are the center of our existence. One of those precepts is the sanctity of life. Imago Dei. In the image of God, this disallows us in fact to play god and end life, not in the beginning in the womb and not when the end is in sight. To play god is dishonouring to God's glory for which we are created.

2 Corinthians 4:6 For God, who said, "Let light shine out of darkness," made his light shine in our hearts to give us the light of the knowledge of God's glory displayed in the face of Christ.

2.) To say: "This is a waste of valuable board time", as some have urged, misses the point completely. Part of education with a Christian perspective is to teach students that standing up for truth is never wasted. Kids do not always remember what we say but certainly take notice of what we do.

1 Peter 2:9 But you are a chosen race, a royal priesthood, a holy nation, a people for his own possession, that you may proclaim the excellencies of him who called you out of darkness into his marvelous light.

Yes, Christ followers are a race and a holy nation set apart. That is what makes us different and as a board we must teach this and model it for our students. Popular opinion does not matter. Truth, Grace and Mercy, as revealed in the Word of God, is what matters and as leaders this must be communicated to our government.

In view of this I urge the board to do the right thing and support this motion and set an example to uphold Christ teaching that we "are in this world" and "let our light shine" but do not belong to the world and it's disregard for Jesus Christ our Lord and King

Sincerely and respectfully,
John Volk Community Member

ADDENDUM

Mission Statement

The Halton Catholic District School Board, in partnership with home and Church, is dedicated to providing excellence in Catholic education **by developing Christ-centred individuals enabled to transform society.**

Question: Was your decision to not speak out against euthanasia in Bill C-7 (thereby in fact supporting it) viewed through the lens of your mission statement in particular the highlighted section?

Vision Statement

The Halton Catholic District School Board is a model learning community, widely recognized as distinctively Catholic, providing exceptional education, **while nurturing the call to love and to serve as a people of faith, living out God's plan.**

It is God's plan of salvation to give every individual the opportunity to repent and be saved until the last breath is breathed as determined by God who gives life.

Question: How can the board not object to cutting short life and taking away an opportunity for a human being to make peace with God? Is this nurturing love and living out God's plan as outlined in the Vision Statement?

Conclusion: In view of the above observations, the board would do well to review and/or change its decision making process, or change the mission and vision statements that govern the board's actions, because words and actions do not seem to agree with each other. Based on the ultimate measuring rod of Holy Writ which one of the two needs fixing?



February 25th, 2021

Director Daly and Chair Murphy,

I am writing to you today representing the Halton Elementary Catholic Teachers.

Recently the schools reopened to in-school learning, even though we were still under stay-at-home orders and individuals were only supposed to go out of their homes for essential reasons. Under Provincial guidelines those who were able to work from home were asked to remain at home and are still asked to remain at home today.

The HCDSB fails to uphold this provincial mandate and has instead chosen to directly increase the potential risk to all students and staff by directing non-essential teachers into the buildings.

We have numerous virtual teachers who teach to students who are not in the schools but attend from home. They were all directed to go into the schools to teach their online classes. These teachers do not need to be in the buildings as their students are not there. By having them in the schools you are increasing the number of individuals in the schools and increasing the number of people who could potentially be exposed if someone were asymptomatic. They could very well work from home and complete all their teaching duties while maintaining the stay-at-home order. By allowing them to stay at home you reduce the number of individuals in the building and help keep schools safer.

In the Halton Public Board, the virtual teachers have had some flexibility most of the year in their work locations and have been able to work from home a few days a week. Now under the current restrictions and guidelines all the Halton Public virtual teachers have been allowed to stay at home and only go in when they have a supervision duty.

This is not the case in the Halton Catholic School Board. All virtual teachers have been directed to go into the schools all days to teach. Some of them work out of portables, shared classrooms, storage rooms or spaces the size of a closet. These are not ideal classrooms for safety or teaching yet the teachers have no choice. The board is deliberately putting them and everyone around them at risk by not following the public health guidelines to allow those to work from home who can.

There is a double standard in the board as those who work at the board office have been able to work from home since September, yet they fail to allow virtual teachers that same ability. It was also recently announced that Secondary teachers will be provided flexibility in their work

location while conducting virtual classes. Why has this same flexibility not been granted to the virtual Elementary teachers?

Not only are they increasing the risks to everyone, but the board is also deliberately putting some teachers at severe risk.

Many virtual teachers are in those positions as a medical accommodation. Many are high risk of COVID complications should they contract it, so they have provided medical documentation to work in the virtual classes to reduce their risk of exposure.

Now with the new COVID strains many of those individuals are at greater risk of contracting COVID and many have provided medical documentation to be able to continue their virtual positions from home to be protected from possible exposure. The board is denying these accommodations.

The board is putting teachers at risk!

Instead of following the medical provided by licensed doctors, the board is taking the position that schools are safe. Schools are not safe. COVID is in the schools. Teachers in the HCDSB have contracted COVID at work. It is in the buildings. With it in the buildings and denying medical accommodations the HCDSB is playing with peoples lives.

Those teachers who have provided medical documentation are being denied their accommodations and are told they must report to the building.

This is causing a growing number of teacher absences as they are following the direction of their doctor and refuse to put their life at risk. They are not allowed to work from home and are told by the HCDSB if they cannot go in the school they must book off as absent. These teachers are more than willing or capable of working from home yet have been denied by the HCDSB and directed to call in sick instead.

Teacher absences are up, especially online and there are few Occasional teachers replacing them. Many virtual classes are being left without a teacher to teach them. While the board is refusing to provide simple accommodations, the students are left to feel the repercussions. The HCDSB is hurting students through their actions.

It is quite simple, allow those to work from home who can, or who are medically required to. This works for the benefit of everyone in the schools and helps reduce the number of individuals in the building to those who are essential to be there.

Another concern is those who have a mask exemption. We understand that there are some students who are medically not able to wear a mask. If this is the case additional measures need to be in place to ensure the safety of all students and staff in those classes, including the student with the exemption.

The current policy in HCDSB is that there are no additional measures put in place if there is a mask exemption. Many surrounding boards have enhanced safety measures in place to ensure the safety of everyone in that classroom. The measures in place at other boards in the province include:

- Plexiglass around the student desk
- Face shields and/or goggles
- The desk is placed further away from students to ensure the 2-metre distance is maintained.
- Stickers on the floor for visual cues
- Email to all the workers in the building to ensure they are aware of the mask exemption.
- Public health nurses are called to speak to the class.
- Additional hand washing times.
- Parents are all informed there is a mask exemption in the class.
- Notes on the call out system so that if the teacher is away the occasional teacher picking up the job is aware of the risk and can make an informed decision.

These are all very reasonable measures that can easily be put in place to ensure the safety of everyone in the class and the school.

Yesterday a Ministry Memo was released providing further direction to Boards on Mask Exemptions. It states:

*"The ministry recognizes that some students will be unable to wear masks for medical reasons and it is expected that these will be relatively rare cases. **Boards are asked to carefully review their masking exceptions policies and ensure that students are supported to wear masks to the greatest extent possible.** If the standard ear-loop-type masks cannot be worn, principals may discuss with parents/guardians, in consultation with the student's health care provider, whether other types of face coverings might work for the student. In addition, resources are available that can be shared with parents on supporting children in wearing masks and on health and safety practices for children who cannot wear masks."*

Given this new Ministry Directive the HCDSB needs to review all the granted mask exemptions to ensure they would meet the criteria to be exempt, and if so, additional measures, such as stated above, need to be put in place for the safety of all students and staff.

The boards actions are putting more people at risk in schools than need to be. We know there are many flaws with the current plan but the HCDSB can make changes to make it a safer school environment, yet they turn their back on it.

COVID is in the schools so we need to do everything possible to protect those at high risk as well as everyone in the building to ensure the safest environment possible.

Tara Hambly
President, Halton Elementary OECTA