

**REGULAR BOARD MEETING
AGENDA**

Date: Tuesday, October 20, 2020
Time: 7:30 pm
Location: Teleconference

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

MINUTES OF THE REGULAR BOARD MEETING

Date: October 6, 2020
 Time: 7:30 p.m.
 Location: Catholic Education Centre
 802 Drury Lane, Burlington

Board Room Attendance: V. Iantomasi, Chair of the Board
 B. Agnew
 N. Guzzo
 P. Daly, Secretary of the Board
 A. Lofts
 A. Swinden, Manager, Strategic Communications
 R. Di Pietro, Recording Secretary

Trustees: P. DeRosa T. O'Brien
 (Electronically) M. Duarte, Vice-Chair of the Board J. O'Hearn-Czarnota
 H. Karabela
 P. Murphy

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

Senior Staff: S. Balogh L. Naar
 (Electronically) J. Crowell J. O'Hara
 C. McGillicuddy T. Pinelli
 R. Merrick

Also Present: L. Collimore, Chief Officer, Research and Development Services
 (Electronically) A. Cross, Senior Manager, Financial Services
 A. Kapur, Parliamentarian

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

There were no motions adopted in-camera.

1.3 Information Received In-Camera

The following information was provided:

Emi Bakaic, Anthony Cordeiro and Nancy Dinolfo appointed to the position of Supervisory Officer. Each will assume the role of Superintendent of Education (School Services).

Retirements

Kim Groulx will retire effective October 12, 2020. Wilma DeAngelis-Ricci will retire effective October 16, 2020.

Resignations

Dylan Swan resigned effective September 11, 2020. Stefanie Waxman resigned effective October 1, 2020.

Teacher Hiring

Alexandra Laforet, Sarah Lowicki, Kyle Moore and Joseph George Zicarelli hired as probationary teachers effective September 14, 2020. Alyssa Cutaia hired as a probationary teacher effective September 16, 2020. Vanessa Meinen hired as a probationary teacher effective September 17, 2020. Stephanie Boland, Natasha Davey, Alyson Rutherford and Francine Staples hired as probationary teachers effective September 21, 2020. Alessia Bisogni and Sophia Royen hired as probationary teachers effective September 23, 2020.

Elementary Principals and Vice Principal and Secondary Principal and Vice Principal Appointments

Annalise Sofia Starr and Annie Gojmerac appointed as Elementary Principals effective October 19, 2020 Norman Roberts appointed as a Secondary Principal effective October 19, 2020.

Susan Jack appointed as Elementary Vice Principal effective October 19, 2020. Ryan Duffy and Mark Ilcyszyn appointed as Secondary Vice Principals effective November 16, 2020. James Locke appointed as Acting Secondary Vice Principal effective October 19, 2020 to November 13, 2020.

2. Approval of the Agenda

The following was added to the agenda:

Notice of Motion – International Day of Persons with Disabilities (B. Agnew)

Notice of Motion – Board Meeting Time Keeping (B. Agnew)

Notice of Motion – In Person Board Meetings (N. Guzzo)

Notice of Motion – COVID-19 Related Financial Reporting (H. Karabela)

#246/20

Moved by: B. Agnew

Seconded by: M. Duarte

RESOLVED, that the agenda be approved as amended.

The Chair called for a vote on **#246/20** and it **UNANIMOUSLY CARRIED**.

3. Declarations of Conflict of Interest

There were no conflicts on interest declared.

4. Presentations

There were no presentations.

5. Delegations

5.1 Declined Delegation

A total number of one (1) delegation was declined for the October 6, 2020 Regular Board Meeting.

6. Approval of Minutes

6.1 Minutes of the September 15, 2020 Regular Board Meeting #247/20

Moved by: B. Agnew

Seconded by: T. O'Brien

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

The Chair called for a vote on **#247/20** and it **UNANIMOUSLY CARRIED**.

7. Business Arising from Previous Meetings

7.1 Summary of Outstanding Items from Previous Meetings

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

8. Action Items

8.1 Cameras and Other Technology in the Classroom (P. DeRosa) #248/20

Moved by: P. DeRosa

Seconded by: H. Karabela

WHEREAS, cameras and technology are a central component of the Boards synchronous learning strategy and the issues that arise surrounding pedagogy, privacy of both staff and students;

BE IT RESOLVED that the Board of Trustees directs the Secretary and Director of Education to report back at the next Regular Board Meeting of October 20, 2020, addressing the operational, legal, privacy, impact on staff, cost implications etc. of cameras and other technology in the classroom and how it relates to the creation of a virtual school.

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

The Chair called for a vote on **#248/20**:

The motion was **DEFEATED**.

9. Staff Reports

There were no staff reports.

10. Information Items**10.1 Student Trustees Update (N. Gubert; K. Kelly; J. Roshdy)**

The pillars of Achieving, Believing and Belonging were shared.

10.2 Strategic Plan 2016-2021: Director's Report to Trustees - Year 4 of Implementation (P. Daly)

Trustees provided with the monitoring results of year four of the implementation of the Halton Catholic District School Board multi-year strategic plan.

10.3 Return to School Update (P. Daly)

Director Daly provided information on learning & instruction and maintaining a safe and healthy return to school.

#249/20

Moved by: P. DeRosa

Seconded by: H. Karabela

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

The Chair called for a vote on **#249/20** and it **UNANIMOUSLY CARRIED**.

#250/20

Moved by: B. Agnew

Seconded by: N. Guzzo

WHEREAS, employers across Canada are working to ensure that their employees are outfitted with the necessary and appropriate technology equipment needed to do their job especially in an environment of a global pandemic when many aspects of the work day are moving to online formats in one way or another;

WHEREAS, the teaching environment is changing constantly from in person to online and vice versa and where we are in constant state evolution and whereas we are always striving to be 21 century learners;

WHEREAS; the success of our students in the online environment is of the utmost importance;

WHEREAS, the Halton Catholic District School Board believes that the success of our students is only possible through the dedication of our staff and the opportunity for them to perform to the best of their ability by having access to and utilizing all of the tools necessary to do their job;

BE IT RESOLVED, that staff provide a report specifically detailing how many teachers are without Board issued laptop and require one, and the cost of this provision.

The Chair called for a vote on **#250/20**:

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

The motion **CARRIED**.

10.4 Notice of Motion – International Day of Persons with Disabilities (B. Agnew)

WHEREAS, the Halton Catholic District School Board (HCDSB) is fully committed to initiatives that promote equity and inclusion in keeping with our Catholic values and fostering welcoming environments for all of our staff and students;

WHEREAS, many of our staff and students live with some form of disability or know someone who lives with a disability and will be touched at some point in their life personally by disability;

WHEREAS, people with disabilities come from all races, and creeds and;

WHEREAS, the United Nations has proclaimed International Day of Persons with Disabilities and this day is recognized and celebrated in 70 countries around the world;

BE IT RESOLVED, that the HCDSB formally recognize the International Day of Persons with Disabilities which occurs each year on Dec 3rd;

BE IT RESOLVED, that this day be recognized and celebrated board wide every year as a weeklong initiative and be accompanied by opportunities for awareness and education;

BE IT RESOLVED that an International Day of Persons with Disabilities initiative kit be created by staff and in consultation with SEAC to help guide the efforts of each school to incorporate activities and curriculum into this day of recognition.

10.5 Notice of Motion – Board Meeting Time Keeping (B. Agnew)

WHEREAS, By-law 10.3 speaks to specific time limits around how long a mover, and any member may speak to a motion;

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;

WHEREAS, multiple other Boards utilize some formal method of visible time keeping;

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 By-law 10.3 and other opportunities such as delegations.

10.6 Notice of Motion – In Person Board Meetings (N. Guzzo)

WHEREAS, Board Meetings have been conducted online for the past seven and a half months;

WHEREAS, our stakeholders have found it increasingly difficult to follow along with our board meetings in the online platform;

WHEREAS, we are all committed to returning to productive in person meetings;

WHEREAS, our board room can allow for a safe return for Trustees, and maintaining Public Health guidelines;

BE IT RESOLVED, that Trustees only return to "In-Person" meetings effective November 3, 2020, and safety protocols be implemented in consultation with Public Health.

10.7 Notice of Motion – COVID-19 Related Financial Reporting (H. Karabela)

WHEREAS, the Halton Catholic District School Board (HCDSB) has received, and will continue to receive funding from the Federal and Provincial governments directed towards management of re-opening of schools in light of the COVID-19 pandemic;

WHEREAS, the HCDSB has already utilized an additional \$2.6 million from the 2019-2020 budget surplus for implementing COVID-19 protocols;

WHEREAS, Resolution #227/20 directed staff to access operating reserve funds in unspecified and unlimited amounts to achieve elementary class sizes with an average of 22.18 but no more than 25 students per class;

WHEREAS, Trustees are responsible for ensuring effective stewardship of Board resources and thus should exercise diligent oversight of this specified funding and expenditures;

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 the HCDSB and all past, current and future funding received by HCDSB from different levels of government to effectively manage COVID-19 by outlining in detailed categories and subcategories as provided by the Ministry of Education, actual spending to date of those categories and subcategories highlighting any excess or shortfall, as well as any funds taken from the reserves and/or other areas in the form of a monthly financial report commencing on November 3, 2020 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.

11. Miscellaneous

11.1 Minutes of the May 26, 2020 Audit Committee Meeting

Minutes of the May 26, 2020 Audit Committee Meeting provided as information.

11.2 Minutes of the June 1, 2020 CPIC Meeting

Minutes of the June 1, 2020 CPIC Meeting provided as information.

#251/20

Moved by: B. Agnew

Seconded by: T. O'Brien

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

The Chair called for a vote on **#251/20** and it **UNANIMOUSLY CARRIED**.

12. Correspondence

12.1 OECTA Elementary

12.2 OECTA Secondary

12.3 N. Deveau

Correspondence was provided as information.

13. Open Question Period

No questions were submitted.

14. In Camera

#252/20

Moved by: P. DeRosa

Seconded by: T. O'Brien

RESOLVED, that the meeting move back in-camera.

The Chair called for a vote on **#252/20** and it **UNANIMOUSLY CARRIED**.

The meeting moved back in-camera at 10:34 p.m.

The meeting moved out of in-camera at 11:13 p.m.

15. Resolution re Absentees

There were no absentees.

16. Adjournment and Closing Prayer (M. Duarte)

#253/20

Moved by: M. Duarte

Seconded by: B. Agnew

RESOLVED, that the meeting adjourn.

The Chair called for a vote on **#253/20** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 11:15 p.m. with a prayer led by Vice Chair Duarte.

Secretary of the Board

Chair

BUSINESS ARISING FROM PREVIOUS MEETINGS

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

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

June 16, 2020	Food Waste Management Practices	<p>BE IT RESOLVED, that a staff report be completed and brought to the December 1, 2020 Regular Board meeting with regards to the Board's strategy in combatting food waste in secondary school serveries including details on waste audits and other pertinent information;</p> <p>BE IT FURTHER RESOLVED, that additional details be provided in the report around investigating the possibility of participation in food donation programs and if the Board is currently involved with same.</p>	R. Merrick	December 1, 2020
October 20, 2020	Board Meeting Time Keeping	<p>WHEREAS, By-law 10.3 speaks to specific time limits around how long a mover, and any member may speak to a motion;</p> <p>WHEREAS, our goal is to ensure efficient board meetings and to afford equitable opportunities to each member of the board to speak on a motion;</p> <p>WHEREAS, multiple other boards utilize some formal method of visible time keeping;</p> <p>BE IT RESOLVED, that the Director of Education procure a digital time keeping mechanism that can be displayed and can be controlled remotely by the chair to be used for bylaw 10.3 and other opportunities such as delegations.</p>	P. Daly	TBD

OUTSTANDING POLICY ITEMS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS



Policy I-22 Admission to Schools, Elementary and Secondary	Item 8.1
October 20, 2020	

Alignment to Strategic Plan

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

Purpose

To approve Policy I-22 Admission to Schools Elementary and Secondary as presented.

Background Information

Policy I-22 Admission to Schools, Elementary and Secondary was created to provide direction to parents/guardians who wish to register their child(ren) in a school in the Halton Catholic District School Board. The policy was last amended in 2017.

Amendments have been made to the policy with some wording changes.

Conclusion

Policy I-22 Admission to Schools, Elementary and Secondary was presented at the Policy Committee Meeting on October 13, 2020 with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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



Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I-22 Admission to School, Elementary and Secondary, be approved.

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Admission to Schools, Elementary and Secondary	
Adopted: March 26, 1996	Last Reviewed/Revised: October 20, 2020
Next Scheduled Review: 2023-2024	
Associated Policies & Procedures: VI-19 Admission to Schools, Elementary and Secondary Procedure I-01 Catholic School Support I-04 Cross Boundary School Attendance I-11 International Student Admission Requirements (Fee Paying Students) VI-17 International Student Admission Requirements (Non-Resident) II-34 Participation in Programs and Courses of Study in Religious Education II-51 Optional French Programming (French Immersion and Extended French) VI-53 Optional French Programming	

Purpose

To provide direction on the process for the admission of Catholic students to the elementary and secondary schools of the Halton Catholic District School Board.

Application and Scope

This policy applies to all students registering for the first time in elementary and secondary schools under the jurisdiction of the Halton Catholic District School Board.

References

[Education Act, Section 136](#)

Principles

- The Board is committed to cultivating the special characteristics of Catholic Education, to teach the Authentic Truths of the Faith, in line with the Magisterium of the Church, and in co-operation with the bishops in the exercise of their teaching office.
- The Ministry of Education recognizes the right of Catholic schools to provide Catholic education.
- Catholic school ratepayers expect that Catholic faith and culture permeates everything that happens within the Catholic school, culminating in graduates who exemplify the Ontario Catholic Graduate Expectations.
- The Halton Catholic District School Board believes that its admissions policy must respect the

constitutional rights of Catholic ratepayers in order to maintain the Catholicity of our schools.

- The Education Act, Section 136, allows for any student to enrol in a Catholic Secondary School regardless of their religion.

Requirements - Elementary

- Parents are required to register their child and submit required documentation.
- Students registering for the first time with the Halton Catholic District School Board shall be required to produce proof of age and a Catholic baptismal certificate of the Roman or Eastern Rite.
- If the child has no Roman/Eastern Rite Catholic baptismal certificate, the child may be admitted if one parent can provide a Roman/Eastern Rite Catholic baptismal certificate.
- If the child has no Roman/Eastern Rite Catholic baptismal certificate, and neither parent can provide a Roman/Eastern Rite Catholic baptismal certificate, the parents shall be provided with the name and telephone number of the appropriate pastor in order to assist the parents in obtaining a valid baptismal certificate, or in order to make the preparations for the child to be received into the Catholic Church through baptism.
- A letter from the proper pastor (or his delegate) recommending a student for admission to a Catholic School is acceptable in lieu of a baptismal certificate. The proper pastor is the pastor of the parish to which the family belongs by territory or registration as in the case of a “national” parish. With the support of the Catholic Parish Priest, the Director of Education may make a determination to approve the admission of a non-Catholic child on a conditional basis.
- Students shall be admitted on condition that the parent provides a Catholic baptismal certificate or the letter from the Director of Education on the first day of school for a child or on a date agreed upon between the principal and the parent.
- The letter from the parish priest should state that the parent wants their child educated in the Catholic school and is prepared to follow through on having the child baptized.
- Students shall be admitted to Junior Kindergarten in September of any school year provided that they will reach the age of four on, or before December 31st, in that same calendar year.
- Students shall be admitted to Kindergarten in September of any school year provided that they reach the age of five on, or before December 31st, in that same calendar year.
- Students shall be admitted to Grade 1 in September of any school year, provided that they reach the age of six on, or before, December 31st, in that same calendar year.
- The school shall complete all required registration forms.
- Requests for elementary school admission that do not meet the requirements of this policy and have extenuating and compelling family circumstances should be submitted in writing to the Director of Education.

Requirements - Secondary

- Parents are required to register their child and submit required documentation.
- Students from the Halton Catholic District School Board Elementary Schools will follow registration procedures for admission to Catholic Secondary Schools.
- Students registering for the first time with the Halton Catholic District School Board shall make application with the Principal of the Catholic Secondary School.
- A student who is 16 years of age or older and has indicated they have withdrawn from parental control is required to show proof of new address and indicate in writing they have withdrawn from parental control.
- A student who withdraws from parental support who is registering at a school is required to submit the necessary documentation.
- The student shall be interviewed by the administration of the Catholic Secondary School to determine reasons for seeking admission.

REQUIRED DOCUMENTS

	ELEMENTARY	SECONDARY
Verified at time of registration (no copy obtained)	<ul style="list-style-type: none"> • Proof of Age (i.e. Birth Certificate; Official Birth Registration Card, Passport, Citizenship Card or Certificate) • Baptismal Certificate (Parent or Student) • Landed Immigrant Status (if applicable): (i.e. Record of Landing or Confirmation of Permanent Residence) 	<ul style="list-style-type: none"> • Proof of Age (i.e. Birth Certificate; Official Birth Registration Card, Passport, Citizenship Card or Certificate) • Landed Immigrant Status (if applicable): (i.e. Record of Landing or Confirmation of Permanent Residence)
Copy to OSR	<ul style="list-style-type: none"> • Copy Of Custody Agreement (If applicable) • Student Transfer Form (If applicable) 	<ul style="list-style-type: none"> • Copy of Custody Agreement (If applicable) • Student Transfer Form (If applicable) • Ontario Student Transcript and Report Card • Student, 16 years or older and, withdrawn from parental control provides proof of new address (verified) and letter indicating Withdrawal form Parental Control (original letter to OSR)



Policy No. I-22 | Admission to Schools, Elementary and Secondary

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____

Chair of the Board



<p>Policy II-34 Participation in Programs and Courses of Study in Catholic Religious Education</p>	<p>Item 8.2</p>
<p>October 20, 2020</p>	

Alignment to Strategic Plan

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

Purpose

To approve Policy II-34 Participation in Programs and Courses of Study in Catholic Religious Education as presented.

Background Information

Policy II-34 Participation in Programs and Courses of Study in Catholic Religious Education was created in June 2006 and last amended in October 2017. The policy provides a clear purpose indicating that pupils participate in courses of study in Catholic Religious Education and other faith development activities provided by schools.

Amendments have been made to the policy with some wording changes.

Conclusion

Policy II-34 Participation in Programs and Courses of Study in Catholic Religious Education was presented at the Policy Committee Meeting on October 13, 2020 with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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



Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy II-34 Participation in Programs and Courses of Study in Catholic Religious Education, be approved.

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Participation in Programs and Courses of Study in Catholic Religious Education	
Adopted: June 6, 2000	Last Reviewed/Revised: October 20, 2020
Next Scheduled Review: 2023-2024	
Associated Policies & Procedures: I-22 Admission to Schools Elementary and Secondary VI-19 Admission to Schools Elementary and Secondary II-45 Equity and Inclusive Education VI-54 Equity and Inclusive Education	

Purpose

To foster and enhance the integrity, values, traditions and distinctiveness of Catholic Education, pupils enrolled in schools under the jurisdiction of the Halton Catholic District School Board shall participate in courses of study in Catholic Religious Education and other faith development activities provided by the schools.

Application and Scope

Pupils enrolled in elementary and secondary schools under the jurisdiction of the Halton Catholic District School Board.

References

[Education Act](#)

Principles

- The Religious Education Curriculum supports the mandate, values, traditions and distinctiveness of the Catholic School System.
- The Board is committed to cultivating the special characteristics of Catholic Education, to teach the Authentic Truths of the Faith, in line with the Magisterium of the Church, and in co-operation with the bishops in the exercise of their teaching office.
- Religious Education curriculum is developed by the Institute for Catholic Education under the guidance and in the name of the Assembly of Catholic Bishops of Ontario.

- The religious environment and climate of the Catholic School System with the clear understanding that Religious Education and the many complementary elements, which contribute to maturity in Faith, are the central reason for the existence of Catholic schools.
- Catholic teachers are trained to teach the Religious Education Curriculum.
- The Church, Home and School are collectively responsible for the education in faith development and moral instruction of the children sacredly entrusted to them.
- In the Catholic School System, Religious Education is a fulsome curriculum intended to be taught in its entirety. Pupils enrolled in the elementary schools of the Halton Catholic District School Board shall participate in the complete Religious Education Curriculum provided in its schools.
- Pupils enrolled in the secondary schools of the Halton Catholic District School Board shall participate in a mandatory course of study in Religious Education in each year of their secondary school program.
- The *Education Act* ss. 42 (11) to (12) indicates that:

(11) On written application, a Roman Catholic board shall exempt a person who is qualified to be a resident pupil in respect of a secondary school operated by a public board from programs and courses of study in religious education if,

(a) the person is enrolled in a program that is not otherwise available to the person in a secondary school operated by a public board within the area of jurisdiction of the Roman Catholic board; or

(b) it is impractical by reason of distance or terrain or by reason of disability for the person to attend a secondary school operated by a public board. 1997, c. 31, s. 20.

(12) A person who is qualified to be a resident pupil in respect of a secondary school operated by a public board who attends a secondary school operated by a Roman Catholic board for a reason other than the one mentioned in clause (11) (a) or (b) is considered to have enrolled in all of the school's programs and courses of study in religious education. 1997, c. 31, s. 20.

(13) In addition to the exemptions provided for in subsection (11), no person who is qualified to be a resident pupil in respect of a secondary school operated by a public board who attends a secondary school operated by a Roman Catholic board shall be required to take part in any program or course of study in religious education on written application to the Board of,

(a) the parent or guardian of the person;

(b) in the case of a person who is 16 or 17 years old who has withdrawn from parental control, the person himself or herself;



(c) in the case of a person who is 18 years old or older, the person him or herself.
2006, c. 28, s. 9.

- School administrators shall direct unresolved issues related to participation in Catholic Religious Education courses of study to their Family of Schools Superintendent. If the issue remains unresolved, the parent can be directed to the Director of Education or designate.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Policy III-12 Academic Promotion	Item 8.3
October 20, 2020	

Alignment to Strategic Plan

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

Purpose

To approve Policy III-12 Academic Promotion as presented.

Background Information

Policy III-12 Academic Promotion was reviewed. Under requirements, the discretion for the Director of Education to have the ability to waive requirements for Superintendents and Principals was removed.

Conclusion

Policy III-12 Academic Promotion was presented at the Policy Committee Meeting on October 13, 2020 with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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

<p style="text-align: right;"><i>Moved by:</i></p> <p style="text-align: right;"><i>Seconded by:</i></p> <p>Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy III-12 Academic Promotion, be approved.</p>



Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Academic Promotion	
Adopted: March 17, 1998	Last Reviewed/Revised: October 20, 2020
Next Scheduled Review: 2023-2024	
Associated Policies & Procedures: VI-28 Selection and Appointment of Positions of Academic Administrative Responsibilities	

Purpose

To provide equal opportunity for all qualified Catholic applicants for positions of academic responsibility with the Halton Catholic District School Board.

Application and Scope

This policy applies to all employees and applicants who apply for positions of academic responsibility with the Halton Catholic District School Board. It is understood that academic positions of responsibility include: Superintendent, Principal, Coordinator, Vice-Principal, Consultant, Department Head, and any other position of responsibility, either permanent or on an acting basis that is created from time to time.

Principles

- The Halton Catholic District School Board recognizes that our school community exists to foster and exemplify Catholic values centred on the person of Jesus Christ.
- The Halton Catholic District School Board will appoint qualified Catholic candidates to positions of responsibility who have demonstrated a commitment to promoting Catholic education as outlined in the Board’s Mission Statement and Goals.
- Promotion will be based on demonstrated ability, skill, knowledge and the expertise required to perform the duties of the position, and recognized system needs and priorities.
- Within the context of the denominational rights of Catholic school boards, every effort will be made to identify and remove discriminatory biases and systemic barriers that may limit an individual’s candidacy for promotion.

Requirements

- Candidates must have the necessary qualifications as determined by the Board.
- Candidates will be required to submit a Pastoral Letter of Reference, dated within the last year.
- The Director of Education shall establish administrative procedures to implement this policy.
- With the exception of Superintendents and Principals, the Director of Education shall have the discretion to waive or amend the qualifications and requirements, in individual situations, in order to ensure that only the best candidates are appointed.
- The Director of Education will adhere to Administrative Procedure VI-28 *Selection and Appointment of Positions of Academic Administrative Responsibilities* to implement this policy and will make regular reports regarding the implementation of this policy including any instances where qualifications and requirements have been waived or amended.
- The Executive Officer, Human Resources Services shall be responsible for implementing and monitoring this policy and administrative procedures.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Policy III-14 Employee Code of Conduct	Item 8.4
October 20, 2020	

Alignment to Strategic Plan

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

Purpose

To approve Policy III-14 Employee Code of Conduct as presented.

Background Information

The Employee Code of Conduct Policy III-14 was reviewed. Information pertaining to workplace harassment was removed as it is now found in Board Policy No. III-16-Workplace Discrimination and Harassment and Board Procedure No. VI-04 Complaints Resolution Process Workplace Discrimination/Harassment/Violence.

Conclusion

The revised Policy III-14 Employee Code of Conduct was presented at the Policy Committee Meeting on October 13, 2020 with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

The following recommendation is presented for the Board's consideration.

<p style="text-align: right;"><i>Moved by:</i></p> <p style="text-align: right;"><i>Seconded by:</i></p> <p>Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that the revised Policy III-14 Employee Code of Conduct be approved.</p>
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Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Employee Code of Conduct	
Adopted: April 20, 2004	Last Reviewed/Revised: October 20, 2020
Next Scheduled Review: 2023-2024	
Associated Policies & Procedures: I-24 Fraud Management VI-24 Fraud Management II-12 Management of Aggressive Student Behaviours Within Our Schools I-43 Use of Technology and Digital Citizenship VI-62 Use of Technology and Digital Citizenship VI-63 Social Media VI-50 Technological Education Service Procedures III-116 Workplace Discrimination and Harassment III-115 Workplace Violence VI-04 Complaints Resolution Process: Workplace Discrimination/harassment/Violence	

Purpose

- To ensure that all employees and officers of the Board act, and be seen to be acting, in the best interest of the public they serve and as visible examples of faith in the moral and ethical teachings of Jesus Christ.
- To protect the Halton Catholic District School Board services, facilities and material resources from being used for unauthorized personal gain.

Application and Scope

This Code of Conduct is applicable to all employees and officers of the Board. For the purposes of this Code employee shall mean employee and/or officer. Any employee and/or officer of the Board who contravenes the Code of Conduct and accompanying Regulations may be subject to disciplinary action up to and including termination of employment where appropriate.

It is understood that the areas of conflict of interest, compliance with the law and confidentiality addressed under this policy are not mutually exclusive.

Definitions

CONFLICT OF INTEREST exists when during the course of exercising his/her duties, the decisions and/or the actions of an employee are affected by, or could reasonably be perceived by another party to be affected by the employee's direct or indirect personal, financial or business interests or the personal, financial or business interests of a relative, friend, and/or business associate of the employee.

BOARD RESOURCES are assumed to include but are not limited to all Board-owned property, vehicles, furniture, appliances, communications, information technology/computer, print reproduction, property repair and maintenance equipment, consumables, as well as, any and all instructional materials, equipment, electronic devices, sports and physical education equipment, etc.

Principles

- The Halton Catholic District School Board expects that conduct within our schools shall be in accordance with the gospel values of Jesus Christ and the Board's Mission Statement.
- The Halton Catholic District School Board is committed to providing a learning and working environment that is safe, harmonious and responsive to the needs and well-being of the individual employee and student.
- The Board is committed to upholding the principles of the Ontario Human Rights Code. The Board will not tolerate any workplace discrimination, workplace harassment or workplace violence contrary to the *Human Rights Code* and the *Occupational Health and Safety Act (2009)* against any employee, student or visitor in the course of any of the Board's operations. Refer to Policy No. III-116 Workplace Discrimination and Harassment and Policy No. III-115 Workplace Violence.
- No employee shall use her/his position, authority or influence for personal, financial or material gain or for personal business purposes or for the personal, financial or material gain or business purposes of a relative, friend and/or business associate.
- Students, their families, and the Catholic school board community expect the services rendered by Board employees to serve the best interest of students.
- An employee shall not use her/his position, authority or influence to give any person or organization special treatment that would, or could directly or indirectly advance the interests of the employee, or the interests of a relative, friend and/or business associate of the employee.
- Employees must not participate in any decision or recommendation in which they or a relative, friend or business associate may have a direct or indirect financial, commercial or business interest.

- Neither access to nor the quality of services rendered by an employee shall be affected by any form of privilege, favouritism or special arrangement between an employee and another party, including a student or the student's family.
- Board employees are properly compensated, whether under the terms of a collective agreement or under other employment terms and conditions, for the services they provide.
- Students of the Board and their families are valued members of a faith-based partnership and not a market to be exploited for personal gain.

Requirements

CONFLICT OF INTEREST:

Every employee is responsible and accountable for exercising good judgement and avoiding situations that would present a conflict of interest or the appearance of a conflict of interest and where a conflict of interest exists each employee has an affirmative duty to disclose such a conflict when it becomes apparent.

Every employee shall uphold and enhance all Board business operations by:

- i. Maintaining an unimpeachable standard of integrity in all their business relationships, both inside and outside the Board that is consistent with the Board's Governing Values;
- ii. Fostering the highest standard of professional competence amongst those for whom they are responsible;
- iii. Optimizing the use of resources for which they are responsible so as to provide maximum benefit to the Board in the pursuit of its mandate;
- iv. Complying with and being seen to be complying with the letter and spirit of the laws of Canada and the Province of Ontario and the contractual obligations applicable to the Board, and
- v. Rejecting and denouncing any business practice that is improper or inappropriate or may appear to be improper or inappropriate.

An employee must not engage or participate in any outside employment, business or commercial undertaking (paid or volunteer) that interferes with the performance of his or her duties as an employee or officer of the Board, or from which an economic, financial or commercial advantage may be derived by the employee, a relative, friend and/or business associate of the employee as a result of confidential business, financial or commercial information gained by the employee from employment with the Board.

An employee is in a conflict of interest if the employee accepts any form of compensation for service rendered to a student(s) outside of the school day when the employee is assigned to work with the same student(s) during the school day in the current school year. The Board only supports an employee providing home instruction to a pupil with whom the employee would

otherwise work during the school day under the terms and conditions for home instruction and associated compensation by the Board as laid out in forms SS:13.

Where a conflict of interest arises, or when a potential conflict of interest emerges, the employee has a duty to inform their next immediate supervisor, who is not implicated in the matter, of any and all relevant facts concerning the situation. Any personal interest that may impinge or might reasonably be deemed by others to impinge on an employee's or officer's impartiality or judgment in any matter relevant to their duties, should be declared to the employee's immediate supervisor.

A Board employee is free to accept compensation for services rendered to a pupil(s) outside of the school day provided that the pupil(s) is not a party with whom the employee is assigned to work with during the school day in the current school year.

In keeping with Regulation 298, S.24(1), no advertisement or announcement shall be placed in a school or on school property or distributed or announced to the pupils on school property by any employee without the consent of the board that operates the school, except announcements of school activities or activities of the parish, Diocese or the Catholic Church.

COMPLYING WITH THE LAW:

- All employees will and will be seen to comply with the letter and spirit of all of the laws of Canada and the Province of Ontario and any contractual obligations resulting from the employee's employment or employment duties and/or any contractual obligations of the Board.
- All employees are responsible for immediately reporting to an appropriate supervisor any suspected illegal behaviour or behaviour that contravenes this or any policy of the Board.
- When acting on behalf of the Board, no employee shall at any time take any action that he or she knows or reasonably should know violates any applicable law or regulation.
- It is every employee's responsibility to ensure that all information they communicate in the course of their employment duties is accurate and complete. No employee shall withhold information or willfully mislead Members of the Board, officers, their supervisor, parents/guardians, students or the public.
- It is every employee's responsibility to familiarize themselves with their duties and any requirements of them as prescribed by the *Education Act*, and Regulations, the *Municipal Freedom of Information and Protection of Privacy Act* and Regulations and any other Act or Regulation that may be applicable to the employee's employment duties from time to time, and as more fully set out in Appendix A.

CONFIDENTIALITY:

- All employees acknowledge that as part of their duties to the Board they may be exposed to private and confidential information belonging to the Board that may provide a financial, business, commercial or competitive advantage, and that they may be exposed to private and confidential student and personnel information.

- An employee's duty of confidentiality with respect to private and confidential financial, business and/or commercial information, personnel information and student information survives their employment.
- The confidentiality of business/corporate information received in the course of duties must be respected and shall not be used for personal gain. Information given in the course of fulfilling employment duties shall be true and fair and not designed to mislead. For example, it is considered unethical and damaging to the Board's reputation to allow vendor's proprietary/confidential information to pass to another vendor, potential vendor or any person with a financial interest in the information, whether potential or actual, direct or indirect.
- The confidentiality of personal/educational student and family information received in the course of duties must be respected, protected and kept confidential.
- Except as required by law, all employees and former employees agree not to use, directly or indirectly, for the employee's benefit or for the benefit of any person, organization, firm, or other entity, the Board's proprietary or confidential information disclosed or entrusted to that employee or developed or generated by the employee during the performance of their duties for the Board. Such information may include, but is not limited to, information relating to the Board's organizational structure, operations, business plans, technical projects, business costs, research data results, inventions, trade secrets or other work produced, developed by or for the Board.
- Except as required by law, and in accordance with the *Education Act* and *Municipal Freedom of Information and Protection of Privacy Act*, all employees agree not to use or disclose the personal and/or educational information of students and their families in the Board's possession or which may come to the attention of such employee.
- The confidentiality of personal, educational, family and employment information pertaining to students or fellow employees and received by an employee in the course of her/his duties must be respected, protected and kept confidential. Information received should not be discussed or reviewed in public or where another employee, student, parent or member of the school community could overhear or read such information.

BOARD RESOURCES:

- Board resources are intended to serve the instructional, social/emotional, spiritual, cognitive and physical development of all registered pupils. The use of any Board resource in return for any form of personal compensation other than salary paid to an employee is prohibited.
- No employee shall use Board resources for personal gain. No employee shall permit relatives, friends and/or business associates to use Board resources for personal gain.
- All employees shall abide by Board Policies and General Administrative Procedures regarding the use of Board resources including information technology resources.
- All employees acknowledge that works of authorship, which may include, but are not limited to books, articles, pamphlets, course materials, inventions, improvements, discoveries,

computer software, and documentation, created by employees in the course of their employment are the sole property of the Board. Employees who have created works of authorship in the course of their employment shall have no proprietary or moral rights to their creation or invention.

- It is understood that independent works of authorship or invention, though related to an employee's profession or type of work, but which are not the products of an employees' Board-compensated work, and are not part of the expected or assigned work for which compensation is received from the Board, are exempt from this policy.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



International Day of Persons with Disabilities	Item 8.5
October 20, 2020	

The following Notice of Motion was presented at the October 6, 2020 Regular Board meeting:

Moved by: B. Agnew
Seconded by:

WHEREAS, the Halton Catholic District School Board (HCDSB) is fully committed to initiatives that promote equity and inclusion in keeping with our catholic values and fostering welcoming environments for all of our staff and students;

WHEREAS, many of our staff and students live with some form of disability or know someone who lives with a disability and will be touched at some point in their life personally by disability;

WHEREAS, people with disabilities come from all races, and creeds and whereas the United Nations has proclaimed International Day of Persons with Disabilities and this day is recognized and celebrated in 70 countries around the world;

BE IT RESOLVED, that the HCDSB formally recognize the International Day of Persons with Disabilities which occurs each year on Dec 3^d;

BE IT FURTHER RESOLVED, that this day be recognized and celebrated board wide every year as a weeklong initiative and be accompanied by opportunities for awareness and education;

BE IT FURTHER RESOLVED, that an International Day of Persons with Disabilities initiative kit be created by staff and in consultation with SEAC to help guide the efforts of each school to incorporate activities and curriculum into this day of recognition.



Board Meeting Time Keeping	Item 8.6
October 20, 2020	

The following Notice of Motion was presented at the October 6, 2020 Regular Board meeting:

<p style="text-align: right;"><i>Moved by:</i> B. Agnew</p> <p style="text-align: right;"><i>Seconded by:</i></p> <p>WHEREAS, By-law 10.3 speaks to specific time limits around how long a mover, and any member may speak to a motion;</p> <p>WHEREAS, our goal is to ensure efficient board meetings and to afford equitable opportunities to each member of the board to speak on a motion;</p> <p>WHEREAS,, multiple other boards utilize some formal method of visible time keeping;</p> <p>BE IT RESOLVED, that the Director of Education procure a digital time keeping mechanism that can be displayed and can be controlled remotely by the chair to be used for bylaw 10.3 and other opportunities such as delegations.</p>
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In Person Board Meetings	Item 8.7
October 20, 2020	

The following Notice of Motion was presented at the October 6, 2020 Regular Board meeting:

Moved by: N. Guzzo
 Seconded by:

WHEREAS, Board Meetings have been conducted online for the past seven and a half months;

WHEREAS, our stakeholders have found it increasingly difficult to follow along with our board meetings in the online platform;

WHEREAS, we are all committed to returning to productive in person meetings;

WHEREAS, our board room can allow for a safe return for Trustees, and maintaining Public Health guidelines;

BE IT RESOLVED, that Trustees only return to "In-Person" meetings effective November 3, 2020, and safety protocols be implemented in consultation with Public Health.





COVID-19 Related Financial Reporting	Item 8.8
October 20, 2020	

The following Notice of Motion was presented at the October 6, 2020 Regular Board meeting:

Moved by: H. Karabela

Seconded by:

WHEREAS, the Halton Catholic District School Board (HCDSB) has received, and will continue to receive funding from the Federal and Provincial governments directed towards management of re-opening of schools in light of the COVID-19 pandemic;

WHEREAS, the HCDSB has already utilized an additional \$2.6 million from the 2019-2020 budget surplus for implementing COVID-19 protocols;

WHEREAS, Resolution #227/20 directed staff to access Operating Reserve Funds in unspecified and unlimited amounts to achieve elementary class sizes with an average of 22.18 but no more than 25 students per class;

WHEREAS, Trustees are responsible for ensuring effective stewardship of board resources and thus should exercise diligent oversight of this specified funding and expenditures;

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 by outlining in detailed categories and subcategories as provided by the Ministry of Education, actual spending to date of those categories and subcategories highlighting any excess or shortfall, as well as any funds taken from the reserves and/or other areas in the form of a monthly financial report commencing on Nov 3, 2020 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.



STEM Extra Curricular Engagement	Item 9.1
October 20, 2020	

Alignment to Strategic Plan

This report is linked to the strategic priorities:

Achieving: Meeting the needs of all learners

Belonging: Embracing relationships and sustaining, safe, welcoming schools.

Purpose

The purpose of this report is to update Trustees on plans to support and encourage the participation of students in local, regional, university, national activities and competitions in math and science, along with other STEM initiatives.

Background Information

On April 27, 2020 the HCDSB Research group compiled a report entitled, “HCDSB Participation in Math and Science Events” that was submitted to the Board. This report focused on optional and extracurricular opportunities for student participation in STEM initiatives. On June 2, 2020 Curriculum Services followed up with a report outlining the connections between STEM related subjects and the Ontario Curriculum at both the elementary and secondary levels.

At that the June 2, 2020 meeting a motion was passed to further this work by establishing a Steering Committee consisting of but not limited to Halton Catholic District School Board staff, Trustee representatives and community partners to enhance the promotion of STEM-related extra and intra curricular activities at both the elementary and secondary levels.

At the September 15, 2020 meeting, draft terms of reference for the Committee were presented, and the Board is now seeking representation to host our initial meeting.

Comments

A call has gone out to potential committee members. Once all roles are filled, we will look to have our first meeting during the week of October 26, 2020, based on availability of our committee members.



Conclusion

We are looking forward to bringing back a report to the Board on November 17, 2020 with a summary of the initial committee meeting and our next steps to move this initiative forward.

Report Prepared &
Submitted by:

Jeff Crowell
Superintendent of Education, Curriculum Services

Report Approved by:

Pat Daly
Director of Education and Secretary of the Board



Regular Board Meeting

Staff Report

Board Issued Devices	Item 9.2
October 20, 2020	

Alignment to Strategic Plan

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

Purpose

The purpose of this report is to review the allocation of Board issued laptops to teaching staff as requested via a Board motion at the October 6, 2020 Regular Board Meeting.

Background Information

Board issued laptops are allocated to schools as opposed to specific teaching staff. We currently have approximately 3,000 laptops in the system online and working in the last four weeks. This number represents usage by students, staff and teachers. Teachers are accessing 1,007 of these laptops. There are an additional 180 laptops that are in the process of being allocated to schools, including the virtual elementary school. We currently have approximately 1,950 classroom teachers in the elementary and secondary panels.

Comments

The immediate cost of purchasing an additional 1,000 entry-level laptops would be approximately \$600,000. If the plan was to have all teachers allocated a device, there would be ongoing costs for additional IT support and the ongoing replacement costs to refresh the devices' stock. Teacher laptops would most likely need to be replaced every four years; however, an "old" laptop could be refurbished for student use.

Depending on usage, there would also be added cost for items such as webcams, tripods, power cords etc.



Conclusion

In the event that we needed to move the system quickly to a fully online format and it was determined that all classroom teachers needed to access a device, teachers could be supplied with a combination of laptops and desktops.

In the long term, if a consistent investment in teacher devices is contemplated, consideration should be given to establishing essential practices in the classroom and the associated professional development to ensure that all educators have a strong understanding of these essential practices and have built their capacity in being able to use them on an ongoing basis. If we believe that a device is an essential tool for a teacher to perform their responsibilities, that comes with an expectation that it will be used when and where appropriate, whatever the learning or instructional need is.

Report Prepared &
Submitted by:

Pat Daly
Director of Education and Secretary of the Board



Student Trustees Update	Item 10.1
October 20, 2020	

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

In recent weeks, myself and my colleagues have continued to finalize the Student Senate Constitution. This document was drafted by our predecessors, in consultation with us back in March. The constitution seeks to; establish governing rules for the Senate, outline the rights and responsibilities of our Senators, and most importantly it establishes Senate’s standing as a student leadership institution. The constitution will be brought forth to the Senate and put to a vote. In addition, we as Student Trustees are currently working on methods in which we can further support student development within our Board.

Believing:

In the past couple of weeks we have realized so many things going through hard times as students to get through the quadmester but we have to believe that we will get through it together, we will succeed together. We have to believe that there is tomorrow so we can give all we have today for a better future. By believing that we can go though it we get the positive energy needed to do so. So, let us all work together today for a brighter tomorrow.



Belonging

Within these past weeks, the HCDSB Student Trustees were able to select the students into the executive positions for the Student Senate. Each school now has selected their Lead Senators. Additionally, the Student Trustees have appointed a media representative for the Student Senate Instagram page. We have also appointed two Co-Secretaries responsible for meeting minutes. We felt that having these Executive positions can help create a bridge between the happenings with the Student Trustees and the Student Senate.

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

K. Kelly
Student Trustee, Burlington

J. Roshdy
Student Trustee, Oakville

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

Construction Report - October 2020



Construction Update

- The pictures above were taken on October 14, 2020. The pictures show completed landscape areas.
- Work completed included flooring and deficiencies

Schedule Update

- Aluminum composite paneling
- Deficiency clean up

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

Construction Report - October 2020



Construction Update

- The pictures above were taken on October 13, 2020. The top-left picture shows completed childcare play area. The top-right picture shows a completed childcare room. The bottom-left picture shows ongoing brick veneer and curtain wall. The bottom-right picture shows demolition of the old cafeteria kitchen.
- Work completed included childcare flooring and millwork, curtain wall, server demolition and some landscaping.

Schedule Update

- Kitchen equipment installation
- Old cafeteria demolition

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

Construction Report - October 2020



Construction Update

- The pictures above were taken on October 14, 2020. The top-left picture shows ongoing curtain wall installation. The top-right picture shows brick veneer installation. The bottom pictures show interior childcare spaces.
- Work completed included some brick veneer, windows, painting and ceiling grid.

Schedule Update

- Brick veneer completion
- Childcare and library flooring
- Millwork installation

If you have any comments or questions about the school addition project, please contact Toni Pinelli, Superintendent of Education, at (905) 632-6300 ext. 181 or e-mail pinellit@hcdsb.org. For school construction information contact Ryan Merrick, Superintendent, Facility Management Services, at (905) 632-6300 ext. 171 or e-mail merrickr@hcdsb.org.

Construction Report - October 2020



Construction Update

- The pictures above were taken on October 13, 2020. The top picture shows ongoing load bearing masonry walls. The bottom picture shows the reinstated kindergarten play area.
- Work completed included underground plumbing, footings and storm sewer lines.

Schedule Update

- Load bearing walls
- Concrete floor slab
- In-wall electrical services
- Steel joists

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



Changes to Learning Environment Update	Item 10.3
October 20, 2020	

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 update Trustees on our most recent changes to the Learning Environment at the elementary level.

Background Information

In late July, the Minister of Education confirmed the following models for return to school in September:

Elementary (Kindergarten to Grade 8): Students (including those in Special Education and French Immersion & Extended French programs) would attend school five days per week, with one cohort for the full day, including recess and lunch. Enhanced health and safety protocols will be in place.

Secondary: Adapted model: Students attend school every day, in smaller class sizes of approximately 15 students, in either the morning or afternoon, with learning continuing at home the other half of the day.

At the start of every school year, our schools assess their classroom numbers based on the actual number of students attending school. Sometimes, it is necessary to reorganize and make changes to classroom assignments. These changes could include splitting classes into two or combining two smaller classes together. For example, a school might need to combine a Grade 2 class with a Grade 3 class. These are common practices and each change meets provincial requirements for class sizes.



Item 10.3 | Changes to Learning Environment Update

What makes this year more complex is that we now offer two learning options, in-person and distance learning, and are allowing families and students the ability to change their preferred learning mode at certain times throughout the year. This process requires us to make changes to class lists, staffing, and class sizes.

Changes to Learning Environments

In accordance with the HCDSB Return to School Plan, families with children in elementary schools have had the opportunity to request a change to their children's learning environment at three identified points in the year: after Thanksgiving, after Christmas, and after March Break. The first such request period was conducted from September 24, 2020 to October 1, 2020.

As of Monday October 19, 2020, our virtual classroom organization will be comprised of approximately 4,900 students in 187 classes:

System	No. of Classes
JK/SK	35
1	20
2	19
3	21
4	16
5	14
6	15
7	14
8	12
French Immersion	
1 A	1
1 B	1
1/2	1
2/3	1
3	1
4/5 A	1
4/5 B	1
5/6	1
7	1
8	1
Extended French	
5A	1
5B	1
6A	1
6B	1
7A	1
7B	1
8A	1
8B	1
Structured Teaching	1
Gifted	2



Conclusion

Over the next few weeks, as our staffing and enrolment stabilizes in both of our in-class and virtual Elementary school learning environments, our staff will work with students and families to ensure a positive transition to the updated classroom assignments. The allocation of additional school administrative and senior administrative support to our Virtual Elementary School will help support this transition process.

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

Report Prepared &
Submitted by:

Pat Daly
Director of Education and Secretary of the Board

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: June 15, 2020
 Time: 6:30 pm
 Location: Microsoft Teams

Members Present	B. Agnew (Chair)	M. Murphy
	M. Arteaga	J. Lim
	R. Barreiro	M. Lourenco
	M. Duarte	P. Moran
	N. Guzzo	C. Parreira
	D. Hotopeleanu	R. Quesnal
	H. Karabela	D. Rabenda
	A. Louca-Ricci	T. Veale

Staff Present

- C. Cipriano, Superintendent of Special Education Services
- P. Codner, Chief Social Worker
- A. Cross, Senior Manager, Financial Services
- P. Daly, Director of Education
- O. Foese, Chief of Psychological Services
- A. Jones, Manager, Educational Assistants
- D. Kollee, Chief of Speech Language Pathologist
- A. Lofts, Superintendent, Business Services & Treasurer of the Board
- K. McCarthy, Special Education Consultant
- J. O'Reilly, Special Education Consultant
- W. Reid-Purcell, Special Education Coordinator
- J. Thompson, Special Education Consultant

Members Excused

- D. Bardon
- T. Beattie
- M. Duarte
- Y. Taylor

Members Absent

Recording Secretary A. Hughes

1. Call to Order

The Chair called the meeting to order.

1.1 Opening

The meeting opened at 6:30 p.m. with a prayer led by the Chair.

1.2 Approval of Agenda as Amended

Moved by: M. Lourenco

Seconded by: R. Quesnal

RESOLVED, that the agenda be accepted as received.

CARRIED

2. Presentations

2.1 Special Education Financial Review (A. Lofts and A. Cross)

A. Lofts, Superintendent, Business Services & Treasurer of the Board and A. Cross, Senior Manager, Financial Services presented the Special Education budget information and review. The presentation is attached.

2.2 School Based Rehabilitation Services Update (D. Kollee)

B. Agnew introduced D. Kollee, Chief of Speech Language Pathologist who presented the School Based Rehabilitation Services (SBRS) update provided by ErinOak Kids. C. Cipriano suggested that ErinOak Kids attend a SEAC meeting in the fall to present and receive feedback from members. The presentation is attached.

3. Actions to be taken

3.1 Minutes of the May 11, 2020 SEAC Meeting

Moved by: P. Moran

Seconded by: N. Guzzo

RESOLVED, that the minutes of the May 11, 2020 SEAC Meeting be approved as presented.

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

3.2 Minutes of the May 25, 2020 SEAC Meeting

Moved by: N. Guzzo

Seconded by: R. Quesnal

RESOLVED, that the minutes of the May 25, 2020 SEAC Meeting be approved as presented.

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

4. Declarations of Conflict of Interest

No conflicts of interest were declared.

5. Business Arising from Previous Meetings

The letter to the Minister's Advisory Council on Special Education (MACSE) was sent by email and a hard copy was mailed. Members suggested forwarding the letter to Stephen Lecce, Minister of Education and Premier Doug Ford. A. Hughes will email the letter as suggested.

6. Special Education Board Policy Review

7. Action and Information Items

7.1 Special Education Plan Review (pages 52 to 76)

Members conducted the balance of the review of the Special Education Plan by a page by page review and continued to provide feedback and comments on the final sections of the plan. C. Cipriano suggested that members email any further feedback to the Chair.

7.2 Accessibility Plan

The Multi-Year Accessibility Plan was distributed to SEAC in the meeting package. B. Agnew currently represents SEAC on the Multi-Year Accessibility Plan Committee and explained the Accessibility Plan's function and that it is reviewed and updated on an annual basis by the committee. Members were asked if

there were any questions or comments regarding the plan. B. Agnew encouraged members to review the plan and send feedback to her and she will represent the suggestions on behalf of SEAC to the committee.

8. Communications to SEAC

8.1 Superintendent's Report

C. Cipriano provided updates on:

Read & Write: sessions were offered on how to use Read & Write (beginner, intermediate, advanced) to a variety of staff and were filled to capacity. Sessions will run again on June 17 & 18, 2020.

SEA Equipment Return Process: a process to return borrowed SEA equipment has been developed and shared with schools. Students requiring equipment over the summer to access summer programs will be able to use the equipment they currently have at home.

IPRCs: are being held for all Regional Classes.

External Reports: all external psychoeducational, speech language and medical reports have come in. Psychology and Speech and Language department staff are reviewing and reporting back to our school staff for next steps.

Transition Meetings: have had all transition meetings in support of all groups and they have all been completed.

Social Work: there are a number of Social Work files currently opened. The emerging themes to be prepared to address when returning back to school in September are COVID and Anti-Black Racism and the impacts on students and parents.

Special Education Summer Learning Program: this is a newly created program. On May 29th, school boards received from the ministry details on financial reports to boards for special education summer learning and transition support for the end of August. The Special Education department created a summer learning program for special education needs and mental health supports. Special Education Resource Teachers will be provided for existing Secondary programs and Elementary Literacy and Numeracy programs. Dedicated summer school special education programs will be synchronous virtual learning and will include Community Living Classes, Structured Teaching Classes, Essential Skills Classes and Life Skills Classes. These classes will be taught by Special Education Teachers and will include Educational Assistants, Speech Language and Behaviour Analysts supports. Social Workers and Child & Youth Counsellors will continue to support existing cases and new cases over the summer and provide transition supports.

8.2 Trustee Reports

H. Karabela reported on:

- The last Board meeting of the school year will be June 16th. Trustees will be voting on the renaming of Jean Vanier Secondary School. The name that is being proposed is St. Francis Xavier. P. Daly will also be reporting on the school closures and September re-opening.
- Consultation from the ministry was sent to parents for feedback.

9. SEAC Discussion

The chair informed members that two names from SEAC have been submitted to the A. Lofts and J. Crowell for the RFP Committee for School Uniforms. Any other members who are interested in joining the committee were asked to submit their name to B. Agnew or A. Hughes.

Members were encouraged to send in feedback on the return to school in September.

The chair informed members that Wendy Reid Purcell, Special Education Coordinator will be retiring at the end of June and thanked her for her service with HCDSB.

10. Next Agenda: Meeting Monday, September 28, 2020

11. Adjournment

11.1 Resolution re Absentees (Chair)

Moved by: R. Quesnel

Seconded by: M. Murphy

RESOLVED, that D. Bardon, T. Beattie, M. Duarte, Y. Taylor be excused.

CARRIED

11.2 Adjournment and Closing Prayer (Chair)

Moved by: D. Hotopeleanu

Seconded by: R. Quesnel

RESOLVED, that the meeting adjourn.

CARRIED

The meeting adjourned at 10:12 p.m. with a prayer led by the Chair.

2020-2021 Special Education

Special Education Advisory Committee

Monday, June 15, 2020

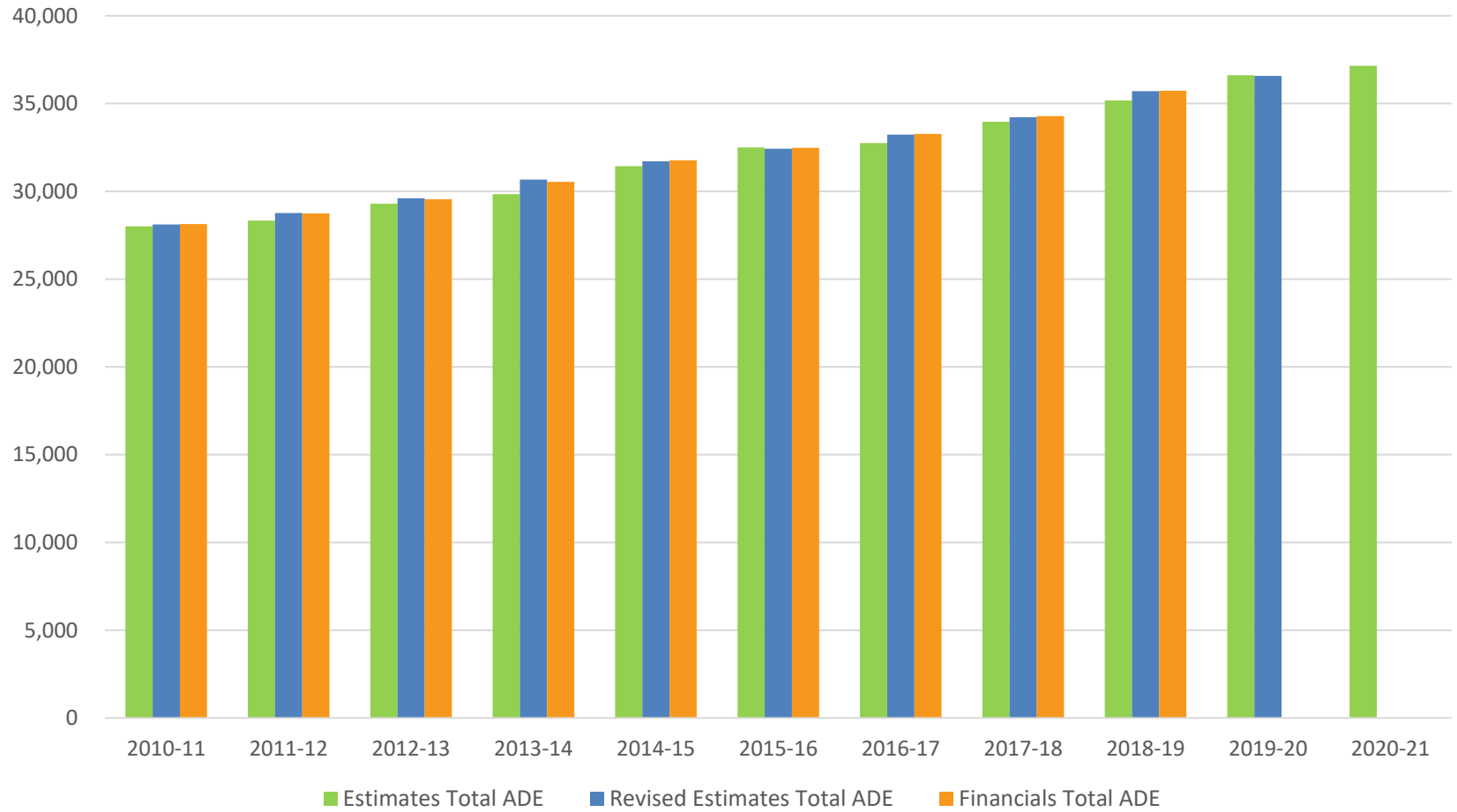
Presentation Overview

1. HCDSB's Estimated Enrolment
2. Budget Consultation Survey
3. HCDSB 2020-21 Budget Challenges
4. HCDSB 2019-20 Special Education Revised Estimates Revenues
5. HCDSB 2019-20 Special Education Revised Estimates Expenses

2020-21 Budget Estimates Draft: Enrolment

Enrolment Trends

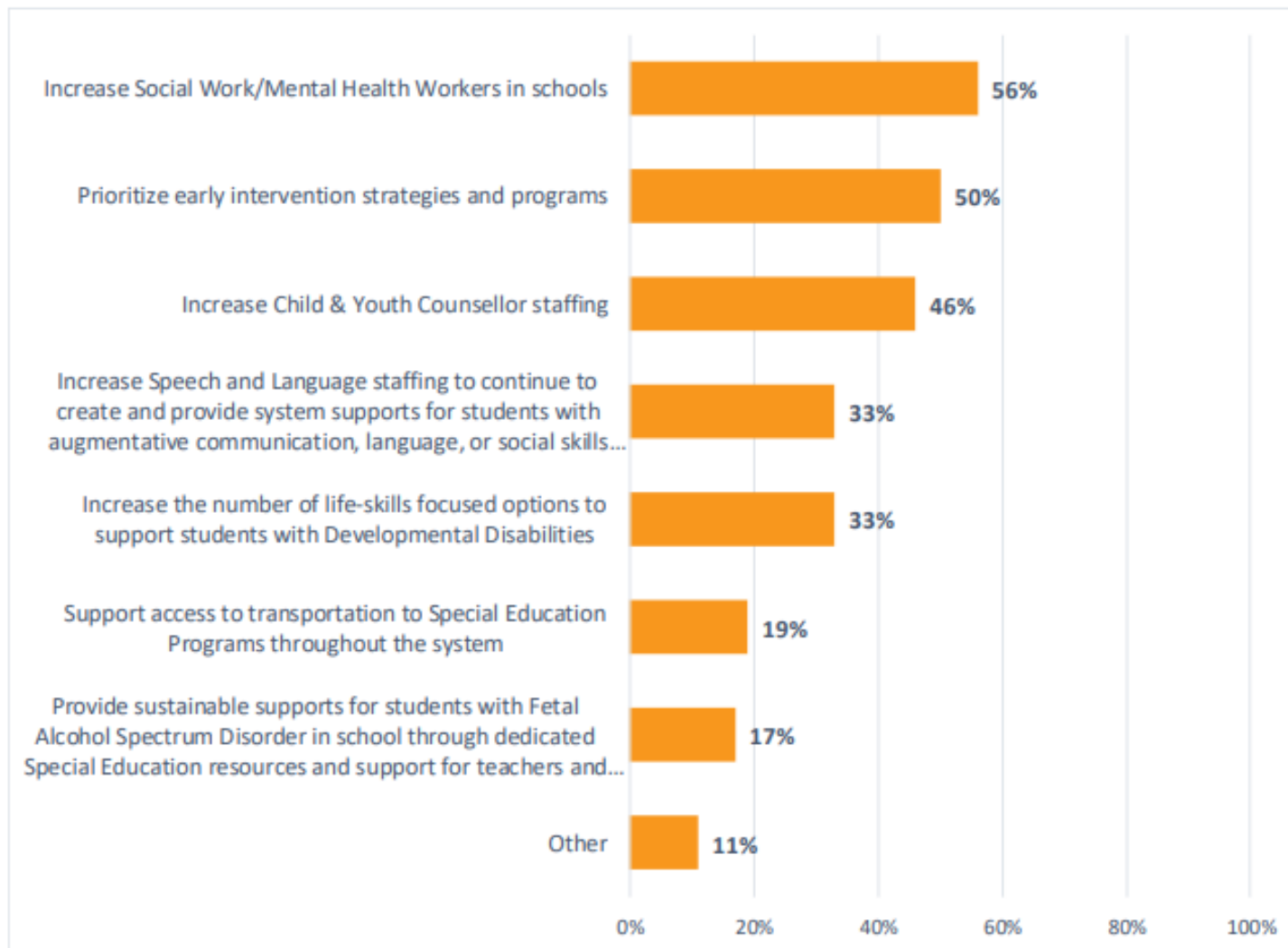
10 Year Overall ADE Comparison



2020-21 Budget: Consultation Survey

2020-21 Budget Consultation Survey

Figure 10. Summary of Special Education Areas of Focus (n =1066)



2020-21 Budget: Challenges

2020-21 Budget Challenges

GSN Allocation

- The Grants for Student Needs (GSN) funding has not yet been announced by the Ministry of Education for 2020-21;

Expense Uncertainties

- **Increase in Cleaning Supplies and Cleaner Costs**
 - Required to purchase additional cleaning supplies to safeguard schools
 - Additional cost related to cleaning supplies
 - Difficulties in the supply chain result in higher costs of cleaning supplies
 - Additional Cleaning Staff Required to Disinfect Sites on a Regular Basis
 - Results in increased costs that were not budgeted
- **Increase in Technology Costs**
 - Distance Learning Initiative – Hardware/Software/Internet Access
 - Ensuring all our students have access to the required technology

2020-21 Budget Challenges (continued)

Expense Uncertainties (con't)

- **Increase in Transportation Cost**
 - Unsure of Provincial requirement regarding number of students on a bus
 - May limit the capacity, resulting in more buses and increased cost
 - Additional Cleaning Required to Disinfect Buses on a Regular Basis
 - Results in increased costs
- **Uncertainty when Sites and Supply Chain Reopen**
 - Items Required for September Startup Typically Ordered in April/May/June
 - Supply Chains currently not functioning in a normal manner leads to a shortage of goods, delivery issues, cost uncertainty etc.

2020-21 Budget Challenges

Special Education Shortfall

- Historically have a shortfall in special education
- At 2019-20 revised estimates the projected shortfall was \$3.2 million.
- PLEASE NOTE
 - As a result of collective agreements:
 - Additional 13.5 EAs were hired in second half of school year
 - Supports for Students Fund to be used for additional teachers to address special education, mental health initiatives and STEM programming in 2020-2021
 - Additional funds for the APSSP group for positions such as a Speech Language Pathologist or Psych Worker

2019-20 Special Education: Revised Estimates Revenues

2019-20 Special Education Grant

The Special Education Grant provides additional funding for students who need special education programs, services and equipment.

The Special Education Grant is made up of the following components:

- Special Education Per-Pupil Amount (SEPPA);
- Differentiated Special Education Needs Amount (DESNA)
- Special Equipment Amount (SEA);
- Special Incidence Portion (SIP);
- Behaviour Expertise Amount (BEA).

The Special Education Grant can only be used for Special Education expenditures; any unspent amount is treated as deferred revenue.

2019-20 Special Education Revenue From Revised Estimates and Collective Agreements

Grant Revenue:	Enrolment	Amt/Pupil	2019-20
Special Education Per-Pupil Amount (SEPPA)			
JK to 3	11,435.50	\$1,015.60	\$11,539,755
Grades 4 to 8	12,266.50	\$780.12	\$9,561,931
Grades 9 to 12	12,827.19	\$515.04	\$6,606,516
			<u>\$27,708,202</u>
Special Education Equipment Amount (SEA)			
Claims Based Amount			\$400,000
Board Amount			\$10,000
Per-Pupil Amount-Elementary	23,619.50	\$36.10	\$852,688
Per-Pupil Amount-Secondary	12,827.19	\$36.10	\$463,074
			<u>\$1,725,762</u>
Projected Measures of Variability Amount			
Projected Measures of Variability (MOV) Amount			\$3,375,884
Projected MOV Special Education Statistical Prediction Model Amount			\$12,749,978
DSENA Base Amount for Collaboration and Integration			\$459,874
Multi-Disciplinary Team Support Amount			\$397,684
Multi-Disciplinary Teams Other Staffing Resources			\$345,177
			<u>\$17,328,597</u>
Special Incidence Portion (SIP)			
			<u>\$1,300,000</u>

2019-20 Special Education Revenue From Revised Estimates and Collective Agreements (cont.)

Grant Revenue (cont.):	Enrolment	Amt/Pupil	2019-20
Behavioural Expertise			
<i>Behavioural Expertise Board Allocation</i>			\$176,642
<i>Per-Pupil Amount-Elementary</i>	23,619.50	5.83	\$137,702
<i>Per-Pupil Amount-Secondary</i>	12,827.19	5.83	\$74,783
<i>ABA Training Board Allocation</i>			\$1,500
<i>Per-Pupil Amount-Elementary</i>	23,619.50	2.95	\$69,678
<i>Per-Pupil Amount-Secondary</i>	12,827.19	2.95	\$37,840
			<u>\$498,145</u>
Allocation for Pupils in Self-Contained Classes			<u>\$1,706,417</u>
Other Revenues			
Pupil Foundation Grant			\$267,137
PPF			\$371,334
Collective Agreement 2019-2020 Funding			\$793,000
			<u>\$1,431,471</u>

2019-20 Special Education Revenue From Revised Estimates (cont.)

Grant Revenue (cont.):	Enrolment	Amt/Pupil	2019-20
Special Education Equipment			
PLUS: SEA Enveloping - Opening Balance		\$763,737	
PLUS: SEA Enveloping - Current Year Allocation		\$1,325,762	
LESS: Amount Estimated Spent in Current Year		(\$1,865,400)	
EQUALS: SEA Enveloping - Ending Carry-Forward Balance		\$224,099	
THUS: SEA Net Change in Carry-Forward Balance			<u>\$539,638</u>
TOTAL			<u>\$52,238,232</u>

2019-20 Special Education: Revised Estimate Expenses

2019-20 Revised Estimates Special Education Expenses (includes Collective Agreements)

Expense:	\$
Special Education Resource Teacher Salaries and Benefits	
(Including Secondary Department Heads)	<u>\$17,715,000</u>
Educational Assistant Salaries and Benefits	<u>\$25,295,000</u>
Professionals and Paraprofessionals Salaries and Benefits	
Central Administration Staff	
Secretarial Staff	
Social Workers	
Communicative Disorders Assistants	
Child & Youth Counsellors	
Psychometrists	
Speech & Language Pathologists	
Behaviour Analyst	
	<u>\$9,095,734</u>

2019-20 Special Education Expenses...(cont.)

Expense (cont.):	\$
Consultants Salaries and Benefits	
Educational Assistant Supervisors	\$289,000
Special Education Consultants	\$833,000
	<u>\$1,122,000</u>
Non-Spec Ed Salaries and Benefits (under BAGG)	
Superintendent of Special Education	\$0
Administrative Assistant	\$0
	<u>Note 1</u>
	<u>\$0</u>
Total Salaries and Benefits Expense	<u>\$52,902,734</u>
Other Expenditures	<u>\$2,250,517</u>
TOTAL SPECIAL EDUCATION EXPENSE	<u>\$55,153,251</u>

Note 1: The Superintendent of Special Education and Special Education Administrative Assistant's salary and benefits are not part of the Special Education expenses. These are included in the Board Administration & Governance Grant. SpecEd Transportation are covered in the Transportation Allocation.

2019-20 Special Education Revised Estimates Expenses

- Salaries and benefits represent \$52.9 million, or 95.9% of the total Special Education budget;
- The remaining \$2.3 million, or 4.1% of the budget is travel, textbooks, classroom materials, supplies, equipment and workshops;
- **NOTE:** Special Education transportation cost is approximately \$1.98 million and is captured in the Transportation Budget. Also the salary and benefits for the Superintendent and Administrative Assistant of Special Education are covered under the Board Administration and Governance Grant.

2019-20 Special Education Shortfall

SPECIAL EDUCATION REVENUE SHORTFALL:	\$
Special Education Revenue	52,238,232
Special Education Expenditures	55,478,251
Total Special Education Shortfall	(3,240,019)

- Shortfall expected to be approximately \$3.2 million (compared to \$3.4 million at 2019-20 Estimates).
- **NOTE:** Other areas of the GSN are meant to complement special education expenses and help close this gap.

2019-20 Budget Report for the Nine Months Ended May 31, 2020

	Budget Assessment					Risk Assessment				
	2019/2020	2019/2020	2019/2020	Change		2019/2020		2018/2019		Year-to year Increase (Decrease)
	Original	Revised	Revised Budget	\$ Increase	% Increase	Expenses and	%	Expenses and	%	
	Budget	Budget	Forecast	(Decrease)	(Decrease)	Commitments	Spent	Commitments	Spent	
	Estimates	Estimates	@ May 31/20			@ May 31/20		@ May 31/19		
(in PSAB Format)	(in PSAB Format)	(in PSAB Format)			(in PSAB Format)		(in PSAB Format)			
CLASSROOM										
Classroom Teachers - Salaries & Benefits	18,027,400	17,715,000	17,715,000	-	0.0%	13,048,471	73.7%	13,122,374	75.2%	-1.5%
Classroom Teachers - Travel	50,500	50,500	50,500	-	0.0%	33,910	67.1%	34,419	59.2%	7.9%
Teacher Assistants - Salaries & Benefits	25,047,400	25,295,000	25,295,000	-	0.0%	21,550,419	85.2%	20,267,293	86.6%	-1.4%
Supply Teacher Assistants - Salaries & Benefits	132,000	132,000	132,000	-	0.0%	35,201	26.7%	75,273	67.9%	-41.2%
Textbooks and Classroom Material	801,220	960,217	958,362	(1,855)	-0.2%	503,294	52.5%	460,813	81.4%	-28.9%
Furniture and Equipment	518,900	518,900	518,900	-	0.0%	489,475	94.3%	535,574	80.3%	14.0%
Computer Equipment	386,300	386,300	386,300	-	0.0%	238,724	61.8%	319,109	71.6%	-9.8%
Prof. & Paraprofessionals - Salaries & Benefits	8,045,000	8,453,734	8,453,734	-	0.0%	5,946,551	70.3%	5,610,196	73.6%	-3.3%
Prof. & Paraprofessionals - Supplies & Equipment	139,600	139,600	139,600	-	0.0%	77,921	55.8%	206,264	33.0%	22.8%
Library and Guidance	-	-	-	-	0.0%	-	0.0%	-	0.0%	0.0%
Workshops	132,200	137,200	169,700	32,500	23.7%	30,826	18.2%	100,823	88.5%	-70.3%
Subtotal Classroom	\$ 53,280,520	\$ 53,788,451	\$ 53,819,096	\$ 30,645	0.1%	\$ 41,954,792	78.0%	\$ 40,732,139	79.8%	-1.8%
NON CLASSROOM										
Consultants - Salaries & Benefits	1,259,100	1,307,000	1,307,000	-	0.0%	927,217	70.9%	955,143	75.1%	-4.2%
Consultants - Supplies & Services	57,800	57,800	59,845	2,045	3.5%	35,010	58.5%	91,407	83.3%	-24.8%
Subtotal Consultants	\$ 1,316,900	\$ 1,364,800	\$ 1,366,845	\$ 2,045	0.1%	\$ 962,228	70.4%	\$ 1,046,549	75.7%	-5.3%
Total Special Education	\$ 54,597,420	\$ 55,153,251	\$ 55,185,941	\$ 32,690	0.1%	\$ 42,917,020	77.8%	\$ 41,778,689	79.7%	-1.9%

Questions?

School Based Rehabilitation Services (SBRS) Update

For District School Board Partners

May 14, 2020



Agenda

- Current State of SBRS
- SBRS Update for September 2020
- Guiding Principles
- Occupational Therapy
- Physiotherapy
- Speech Therapy
- Referral Forms
- Family Engagement
- Staffing Update
- Next Steps

Current State of SBRS

- January 1, 2019:
 - School Based Rehabilitation Services (SBRS) transferred from Local Health Integration Networks (LHIN) to ErinoakKids
- For the 2019-2020 school year:
 - ErinoakKids maintained third party providers to deliver School Based Rehabilitation Services (SBRS)
 - The service model remained unchanged

SBRS September 2020

Starting September 2020:

- ErinoakKids will be providing SBRS with ErinoakKids employed therapists.

Overview of SBRS

- Therapists will have a geographic caseload of schools to visit on a regular basis.
- There will be one SBRS clinician per discipline in each school.
- Occupational Therapy provision will use a Tiered Model of Service in elementary and middle schools.
- Physiotherapy and speech therapy will continue to be provided through a traditional caseload model

SBRS 2020 Vision

- Children with complex needs will have one therapy team for home, school and in the community
- Children and their families will experience seamless service from entry into therapy through school exit

Guiding Principles

- ErinoakKids will provide Occupational Therapy, Physiotherapy and some Speech Therapy services to students in publically funded schools in order to facilitate participation in school curriculum.
- Family consent must be obtained prior to SBRS being initiated.
- Service plans will be determined in collaboration with school staff.

Guiding Principles

- Students entering JK who have received ErinoakKids' Occupational Therapy, Physiotherapy and/or Speech Therapy Services and who have complex needs will seamlessly transition into active SBRS services
- SBRS therapists will assess students to determine level of needs and most appropriate service streams/tier of service.
- Service may include consultation, active therapy blocks individually or in groups, and home practice.

Guiding Principles

- SBRS discharge will occur once the episode of service therapy goals are met, or the maximum number of visits for the episode of service have been completed.
- A student may be re-referred immediately if a new episode of service is required. The new referral date will place the student on the waitlist.

Guiding Principles

- SBRS referrals are appropriate for students with moderate to severe needs
 - All students with mild OT needs in Elementary and Middle School will receive universal classroom based service (Tier 1).
 - Students with mild fluency and mild motor speech will be eligible to receive speech services.
- School will receive a list of all SBRS active and waiting students - September, January, June

Occupational Therapy



Occupational Therapy

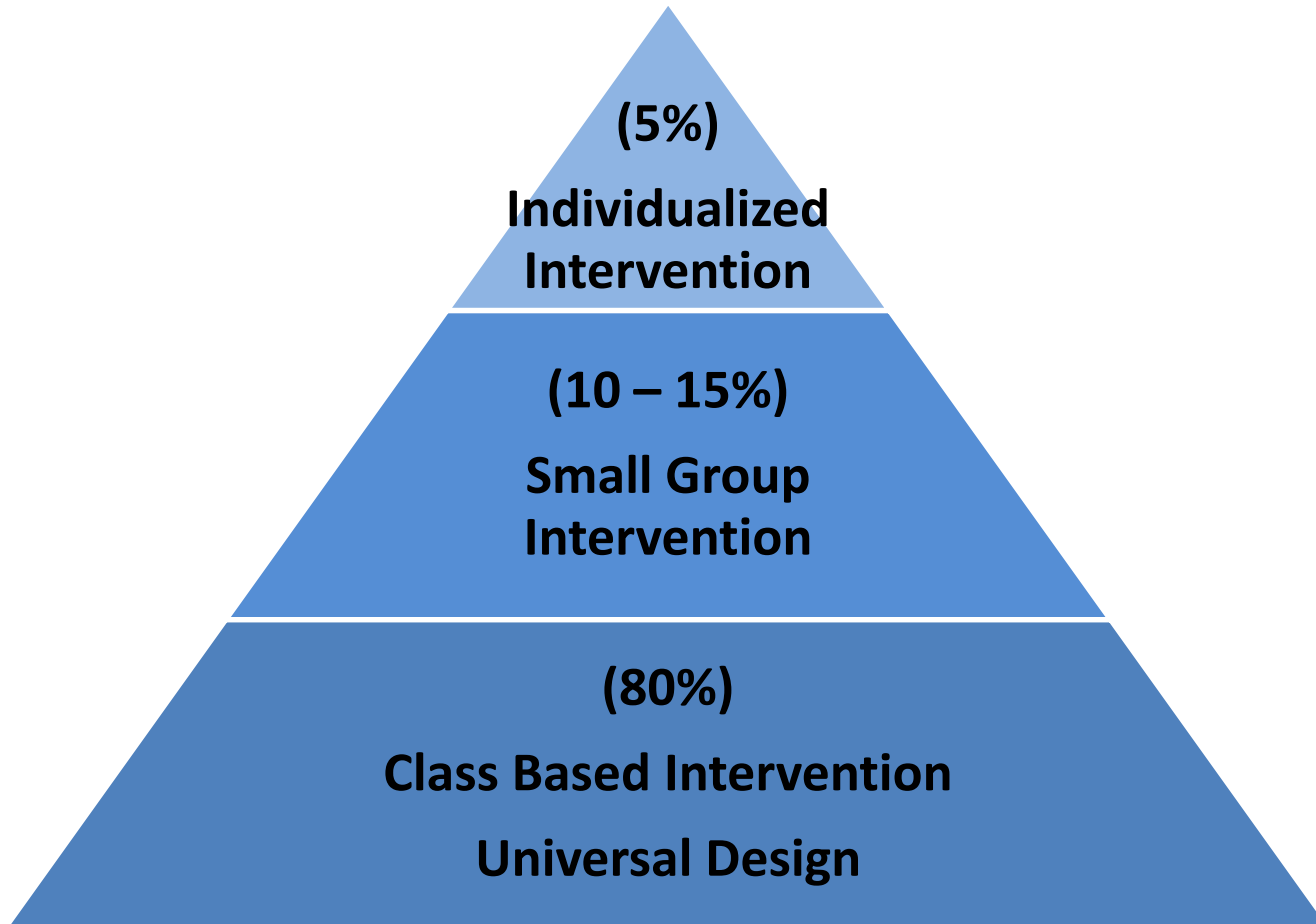
- An OT Tiered Model of Service has been in place in elementary schools in Brampton, Caledon, Malton and 10 schools in Burlington
- **ErinoakKids is extending this model to it's entire catchment area for elementary and middle schools**
- The therapy team will include an Occupational Therapists (OT) and Therapy Assistants
- The frequency of service will be dependent upon size of school and number of identified students requiring OT.

Tiered Model of Service

The model is represented as a pyramid with:

- The pyramid base represents serving classrooms using broad universally applied concepts
- The middle represents students who may require additional group or some individualized intervention
- The pyramid top represents specialized intervention for a relatively small number of individuals

Occupational Therapy - Tiered Model of Service



Tier 1 – Universal Service

- Universal services benefits all children within the classroom and consists of consultation regarding:
 - changes to the classroom environment
 - instructional methods or materials
- The OT consults to the teacher:
 - within the context of the classroom
 - providing evidence informed strategies and suggestions
- The goal of the service:
 - To increase the capacity of the educator through knowledge transfer from the OT.

Tier 1 – Universal Service

- It is estimated that 80- 85% of students can participate fully with the supports provided through universal services.
- After using Universal Design services, a child who is still unable to participate fully within the learning environment, may require more intensive service through Tier 2 Targeted Service.

Tier 2 – Group Intervention

- Literature estimates that 10-15% of children require Tier 2 services to be successful participants within the classroom
- Specific strategies, skills or accommodations are provided to enable full participation within the classroom
- Intervention can be in a small group format, or individualized consultation or intervention format

Tier 3 – Service

- Individualized services are required for 5% of children to participate within their environment with specialized strategies, equipment and one-on-one skill development
- Tier 3 is similar to the traditional model of therapy with outcome-focused intervention provided when needs arise, rather than on a continuous basis

Occupational Therapy in Secondary Schools

- OT in secondary schools:
 - Will be provided using the traditional caseload model.
 - There may be a wait for this service.

Physiotherapy



SBRS Physiotherapy

- School consultation for equipment needs, safety and participation within the school environment and curriculum.
- Provide a wrap around of service for out of school needs.
- PTs may access Therapy Assistants in the school for short treatment blocks to develop skills required to access school programming.

2020 Transition Year – OT/ PT

- Students entering Junior Kindergarten (JK) with complex physical involvement who have equipment needs in school will be transitioned to the SBRS therapy team (approximately 65-80 students).
- Students who do not have equipment needs in school can be referred to SBRS if needs arise within the school environment.

Speech Therapy



SBRS Speech Therapy

- The team includes a Speech Language Pathologist (SLP) and Speech Language Therapy Assistant (SLTA) to support students with:
 - Moderate to severe articulation/phonology/voice disorders
 - Mild, moderate, severe motor speech/fluency
- Service options may include :
 - home programming
 - group intervention
 - individual intervention

NEW Preschool Speech Language Eligibility

- Preschool Speech and Language Services (PSL) will serve children from birth – August 31 of the year the child is eligible for Junior Kindergarten (JK).
- ErinoakKids PSL will accept referrals up until June 30 of the year the student enters JK.
- Students who are not accessing SBRS will enter JK with a completed assessment and transition report.
- Students who are accessing SBRS will be transitioned from PSL to SBRS active service or the SBRS waiting list.

2020 Transition Year – PSL to SBRS

- PSL referral cut-off date for 2020 of August 31st honored.
- PSL referral date for 2021 will be June 30, 2021.
- All PSL 2015 DOB clients transitioned by August 31st, 2020
- Transition plans for all PSL 2016 DOB students will be completed by Dec 31st , 2020

PSL/ JK Transition

- PSL clients with complex communication needs (Severe motor speech/fluency) who are progressing towards goals will be transitioned directly to SBRS
- Other PSL clients entering school who meet eligibility for SBRS speech services will be placed on the waitlist as of their PSL referral date. No referral is required from the school.

Speech and Language Needs

- SBRS SLP to connect with the Board SLP for all speech-language students identified prior to assessment
- SBRS SLP and Board SLP to collaboratively determine a service plan
- Board SLP to take lead in determining the timing of SBRS service plan for the student
- Opportunities for joint workshops for families and collaborative staff training to be explored

Use of Therapy Assistants

- Therapy assistant will be part of the SBRS team and will primarily provide intervention sessions at school and in-centre
- Approximate ratios of 2 ½ supervising therapists: 1 therapy assistant
- Supervising therapist will ensure all supervision meets required guidelines and will join sessions as required
- Lead professional will be SLP, OT or PT who is responsible for communication with school team

Referral Forms

- There will be one referral form for SBRS
- Referrals for SBRS are generated by:
 - the school support team
 - school allied health care professional (e.g. Board SLP)
 - School staff in collaboration with SBRS OT
- Referrals for Speech are supported by the Speech Therapy Questionnaire

Family Engagement

- Active family participation will be encouraged through use of the family portal - ErinoakKids Connect.
- Families will receive their treatment notes through the portal.
- Workshops for families will be available to support work on goals in the home environment

Next Steps

- DSBs will be provided with the following;
 - New Referral Forms
 - Letter to Parents regarding the Tiered Model of Service
 - An information sheet for schools regarding the changes to SBRS for September, 2020.
 - Schools will receive a list of SBRS active and waitlist clients



Multi-Year Accessibility Plan

September 2017- August 2022

Reviewed June 2020

PREPARED BY:
HALTON CATHOLIC DISTRICT SCHOOL BOARD, ACCESSIBILITY WORK GROUP

This publication is available on the Halton Catholic District School Board's public website, www.hcdsb.org

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Executive Summary

The Provincial government enacted The Accessibility for Ontarians with Disabilities Act, 2005 (AODA), which received royal assent on June 13, 2005. The AODA outlines a twenty-five (25) year plan for complete accessibility in Ontario by 2025. The Accessibility Directorate of Ontario was also established, currently through the Ministry of Economic Development, Employment and Infrastructure. The legislation sees the establishment of standard development committees in the five (5) target areas as identified by the AODA. The standard development committees are responsible for recommending accessibility standards to the Ontario cabinet Minister responsible for the AODA. The five (5) target areas include Built Environment, Employment, Information and Communications, Customer Service and Transportation. These standards apply across all sectors in Ontario including school boards. Following recommendations to the Minister, the committee's recommendations go out for public consultation after which they are confirmed into Regulations.

The Customer Service Standard (Ontario Regulation 429/07) became the first accessibility standard to be made into regulation and came into effect as a regulation on January 1, 2008. This standard requires that individuals with disabilities are able "to obtain, use and benefit from goods and services". This includes businesses granting access to service animals and support people in publicly-accessible areas, provide accessible customer service, and implement a feedback system. All service providers had to comply with the standard by January 1, 2012. The AODA requires the review of each accessibility standard five years after it becomes law to determine whether the standard is working as intended and to allow for adjustments to be made as required.

In September 2013, the review commenced for the Customer Service Standard by the Accessibility Standards Advisory Council / Standards Development Committee. The Committee received feedback from the public on the Committee's initial proposed revisions to the Customer Service Standard from March 3, 2014 to May 22, 2014, before developing its final proposed revisions. The Committee delivered its final proposed revisions to the Customer Service Standard to the Government in the Fall of 2014. In November 2014, the Government made public the final proposal for revisions to the Customer Service Standard. The proposed amendments to the Customer Service Standard were largely based on recommendations from the review of the Standard by the Accessibility Standards Advisory Council / Standards Development Committee in 2013-2014. The proposal included incorporating the Customer Service Standard into the Integrated Accessibility Standards Regulation and made changes to requirements of the Standard, housing all the accessibility standards under one comprehensive regulation. The Ministry has prepared a detailed summary of the proposed changes for public review and comment. The Ministry proposed that these changes be enacted on July 1, 2016 and take immediate effect.

On May 31, 2010 the Ontario Government announced that it would integrate three standards into one streamlined regulation. The three standards are Information and Communications, Employment and Transportation. They are now known as the Integrated Accessibility Standards Regulation (IASR). Independently all three of these standards were developed, publicly consulted and submitted to the Government for consideration. The Integrated Standard (Ontario Regulation 191/11) was filed by the Ontario Government on June 3, 2011 and came into effect on July 1, 2011. The requirements are being phased in between 2011 and 2025. It consisted of three component standards addressing accessibility of *Information and Communications*, *Employment*, and *Transportation*. On 1 January 2013, the "*Design of Public Spaces (Built Environment)*" standard took effect and became part of the "*Integrated Accessibility Standards*

Regulation".

Effective July 1, 2016, Accessibility Standards for Customer Service is part of the Integrated Accessibility Standards Regulation (IASR) which includes the standards for: Information and Communications, Employment, Transportation, and Built Environment.

The Information and Communications Standard requires the Halton Catholic District School Board to create, provide and receive information and communications in ways that are accessible for people with disabilities. The Employment Standard requires the Board to make employment practices and workplaces more accessible to potential and existing employees with disabilities. The Transportation Standard ensures that integrated accessible school transportation services are provided. The transportation services for Ontario School Boards have undergone an organizational change in recent years. We have seen the establishment of a Transportation consortium in Halton which has physically paired the public and Catholic boards and moved them to a central location. All of the transportation services for the Halton Catholic District School Board are now run out of the Transportation consortium in Halton.

The Built Environment is the final standard. In December 2012, the Province passed Ontario Regulation 413/12 under the AODA, for the Design of Public Spaces, thereby amending the IASR with this additional content. In addition, the Ontario Building Code (OBC) has been amended to include enhancements to accessibility in buildings. As of January 1, 2015, new construction and renovations will be subject to updated accessibility requirements.

On February 13, 2015, the Ontario Government published a report on the Accessibility for Ontarians with Disabilities Act, 2005 ("AODA") by Mayo Moran, Provost and Vice-Chancellor of Trinity College at the University of Toronto. The report constitutes the second legislative review of the AODA and outlines her recommendations to the Government. The Government indicated that 2015 marks the 10th anniversary of the AODA and provides them with an opportunity to reflect on their accomplishments and renew their commitment to building an accessible Ontario by 2025.

This is the seventeenth (17) annual plan (2019- 2020) prepared by the Accessibility Working Group of the Halton Catholic District School Board.

The plan describes:

- (1) the measures that the Board has taken in the past,
- (2) the measures that the Board will take during the year (2019 - 2020) to identify, remove and prevent barriers for people with disabilities and
- (3) future measures that the Board will take. It outlines how the Halton Catholic District School Board is achieving compliance with the new Accessibility standards and Regulations under the AODA.

The Halton Catholic District School Board is committed to the continual improvement of access to school board facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community with disabilities. The plan also reports on the participation of people with disabilities in the development and review of its annual accessibility plan.

Initially, the Internal Accessibility Work Group identified twelve barriers for people with disabilities. In the years ahead, the mandate of the Boards Accessibility work group may be modified to comply with the legislative requirements put in place by the Government of Ontario.

Aim

This plan describes the measures that the Halton Catholic District School Board has taken in the past and measures that will be taken during the next year and future years in order to identify, remove and prevent barriers for people with disabilities who work in, use or attend school board facilities and services.

Objectives

This plan:

- (1) Reviews efforts at the Halton Catholic District School Board to remove and prevent barriers for people with disabilities during the past year(s)
- (2) All new policies, procedures, programs, practices and services that the Halton Catholic District School Board will develop, will be reviewed in the coming years to identify barriers for people with disabilities
- (3) Describes the process by which the Halton Catholic District School Board will identify, remove and prevent barriers for people with disabilities
- (4) Describes the measures the Halton Catholic District School Board will take in the coming years to identify, remove and prevent barriers for people with disabilities
- (5) Makes a commitment to review and update the Multi-Year Accessibility Plan at least once every five years and to conduct annual updates on the plan.
- (6) Describes how the Halton Catholic District School Board will make this accessibility plan available to the public.

Commitment to Accessibility Planning

Approval Process:

This updated Multi – Year Accessibility plan is reviewed by the Board’s Special Education Advisory Committee (SEAC). The Final plan is then presented to the Board of Trustees. The plan will then be posted on the Board’s website as a public document.

Currently, all our school buildings, grounds and administration offices, with the exception of 830 Drury Lane and the second floor of 802 Drury, provide barrier-free access. All new structures meet the Ontario Building Code and therefore government accessibility requirements. All two (2) storey schools have elevators installed. This was done through the Ministry Accessibility Grant.

The Halton Catholic District School Board has developed an initial accessibility template to ensure physical accessibility to and within all schools. If schools require accessibility work to be done, they submit the form to the Facility Management Services department. The Board has posted the updated Annual Accessibility Plan on its website.

The Halton Catholic District School Board is committed to:

- Establishing an Accessibility Work Group;
- Consulting with all people, in particular those with disabilities, in the development and review of its annual accessibility plans;
- Ensuring school board policies and procedures are consistent with the principles of accessibility;
- Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community.

The Director of Education has authorized the Accessibility Work Group to prepare an accessibility plan that will enable the Halton Catholic District School Board to meet these commitments.

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 serve.

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-centered individuals enabled to transform society.

Governing Values

At the Halton Catholic District School Board, we value:

- *Our Catholic Faith* and aspire to be models of Christ through our actions of love, forgiveness, compassion, and acceptance.
- *The Whole Child* and create conditions that support the spiritual, intellectual, physical and emotional well-being of all students so that they may fulfill their God-given potential.
- *Excellence in Learning* and provide opportunities that meet the needs and aspirations of all learners in a supportive, creative and innovative learning environment.
- *Relationships and Partnerships* and recognize that our success is reflective of the healthy and vibrant partnership of staff, parents, pastors, and members of our broader community.
- *The Importance of Contributing to Our Communities* and respect diversity, celebrate multiculturalism, honour individual rights, and embrace the social values of collective responsibility and the common good.

Description of the Halton Catholic District School Board

The Halton Catholic District School Board traces its roots to 1856, when Father Jeremiah Ryan founded St. Mary's School - the first Catholic elementary school in Oakville - to establish education programs for Catholic children in the town of Oakville. This was, in part, a response to a large influx of Catholic settlers in the Trafalgar area of Oakville.

The Oakville Separate School Board was formally established in 1856. Over the next 102 years, other school boards were established in Halton County and by 1958, there were four boards. These amalgamated into the single regional structure, called the Halton County Roman Catholic Separate School Board, which officially emerged on January 1, 1969. In 1998, the Halton Roman Catholic School Board became the Halton Catholic District School Board.

Presently, the Halton Catholic District School Board serves over 33,000 students through 9 secondary schools, 45 elementary schools and 3 Continuing Education Centres. The Halton Catholic District School Board provides all students with appropriate learning experiences in an inclusive faith community setting. Such experiences provide the opportunities for personal growth and prepare all students for active participation in the community. The Halton Catholic District School Board is committed to the principle that all students registered within its schools shall be welcomed into and will attend their neighbourhood/regional school. All students, regardless of special talents or challenging needs can grow best by attending schools which offer accessible programs in accessible settings through accessible services.

The Accessibility Work Group Members

The Accessibility Work Group was formally established in 2003. Currently the work group consists of the following members:

Work Group Member	Department	Email Address
Senior Staff		
Joe O'Hara	Executive Officer; Human Resources Services	oharaj@hcdsb.org
Camillo Cipriano	Superintendent; Special Education Services	camilloc@hcdsb.org
Administration		
Dan Tkalcic	Manager; Purchasing Services	tkalcicd@hcdsb.org
Anthony Cordeiro	Principal; Notre Dame Secondary Catholic School	cordeiro@hcdsb.org
Courtney Abrahams	Senior Manager; Capital Projects, Facilities	AbrahamsC@hcdsb.org
Bill Cripps	Senior Manager; I.T. Services	crippsb@hcdsb.org
Linda Murray	Manager; Library Services	murrayl@hcdsb.org
Wendy Reid-Purcell	Special Education Coordinator	Reid-purcellw@hcdsb.org
Special Education Advisory Committee (S.E.A.C.)		
Brenda Agnew	Easter Seals Ontario	brendaagnew@hotmail.com
Employee Groups		
Amber Colonico	CUPE 5200 Representative	colonicoa@hcdsb.org
Kirsti Duarte	CUPE 5200 Unit B Representative	duartek@hcdsb.org
Claire Slaven	OECTA – Elementary Representative	slavenc@hcdsb.org
Tara Hambly	OECTA – Elementary Representative	tarahambly@haltonoecta.ca
Teresa Lorentz	APSSP Representative	lorentzt@hcdsb.org
Lorain Beraldo-Turner	OECTA – Secondary Representative	1stvp@hsuoecta.com
Gloria Thurston	CUPE 3166 Representative	Thurstong@hcdsb.org
Alex Norry	CUPE 2888 Representative	norrya@hcdsb.org
Lorain Beraldo-Turner	OECTA – Occasional Teacher Rep	1stvp@hsuoecta.com
Tara Hambly	OECTA – Occasional Teacher Rep	tarahambly@haltonoecta.ca
Celeste Bryant	CUPE 5200 LINC/ESL Representative	bryantc@hcdsb.org
Human Resources Services		
Angela Stumpo	Manager; Employee Relations	stumpoa@hcdsb.org
Kim George	Health and Safety Officer	georgek@hcdsb.org

Barrier Removal Initiatives

During the last several years, there have been a number of informal initiatives at the Halton Catholic District School Board to identify, remove and prevent barriers to people with disabilities.

The Halton Catholic District School Board, through its Special Education Annual Plan, has addressed access for students with disabilities through modifications and accommodations of programs and services. The Special Education Plan is available on the board website at www.hcdsb.org, accessed through the special education link.

All new structures meet the Ontario Building Code and therefore government accessibility requirements. The Halton Catholic District School Board has installed elevators in all two-story schools through the Ministry Accessibility Grant.

The Halton Catholic District School Board has developed an initial accessibility template to better ensure physical accessibility to and within all schools. If schools require accessibility work to be done, the form is completed and submitted to the Facility Management Services department for processing.

Attitudinal barriers for people with disabilities are being addressed through staff and student in-services about diversity, rewriting diversity policy/procedures and examining other policies and procedures for impediments to accessibility. The HCDSB has developed an equity and inclusive policy.

Measures in Place

From this point forward, all Board programs, policies, practices and services will be subject to the guiding principles of inclusionary practice which reduces and minimizes barriers, thus providing an accessible environment for people with disabilities.

Barrier-identification Methodologies

Since being formed in 2003, the Accessibility Work Group followed the consultation steps outlined below:

- Presentation to Senior Administration
- Presentation/Consultation to Employee Groups
- Focus Groups
- Presentation to Trustees

Barriers Identified

This list of barriers is divided into six types:

- (1) physical
- (2) architectural
- (3) information or communication-based
- (4) attitudinal
- (5) technological; and
- (6) policies and practices

The following information on barriers was provided in September, 2003 from Human Resources Services, Business / Purchasing Services, Curriculum Services, Facility Management Services and the Special Education Services of the Halton Catholic District School Board – 802 and 830 Drury Lane, Burlington and the Education Resource Centre.

This information is collected under the Ministry of Economic Development, Employment and Infrastructure and not under the Education Act.

Type of Barrier	Description of Barrier	Strategy for its removal/prevention
Physical	Interior fire doors throughout hallways	Installation of hold-open devices controlled to the fire alarm or self-opening devices
	Standards to be used for a fully accessible washroom will be provided to Facility Management Services	Identify sites where washrooms are required
	Some facilities are missing lifts / ramps between floors or to stage areas	Identify a priority list
	Fire alarm systems that are audible only	Install approved fire alarm strobe lights throughout buildings
	Barriers created by environmental hazards	Ongoing maintenance from Facility Management Services
Architectural/ Physical	No wheelchair access available to: - 2nd Floor – Education Centre at 802 Drury Lane - 830 Drury Lane including IT Services - Portables at 802 Drury Lane	To be addressed with Administration Office Planning Committee
	Building design and components / elements, furniture and equipment that may not provide access	Work Group will review the Canadian Standards Association Standards for Accessibility B651
Communication / Information	Board communications are required to be available in a variety of formats, providing accessibility.	Administration will investigate alternate and inclusionary strategies

Attitudinal	Understanding of accessibility for persons with disabilities and the knowledge to address the remedies (i.e. Behaviour; Communication; Intellectual; Physical and Multiple)	Investigate training and information programs for the Halton Catholic District School Board community
Policy/Practice	Policies and / or practices in place	Refer for Policy development and investigation
Technological	All equipment may not meet needs of persons with disabilities	Investigate and develop test practices

Barriers to be Addressed in 2019-2020, provides an update on progress undertaken by the Board to remove barriers to accessibility.

Barriers to be Addressed in 2019-2020 And Progress to Date

Barrier	Objective	Means to remove / prevent	Performance criteria	Timing	Responsibility	Progress to date
Attitudinal Will increase staff knowledge about disabilities	Assist staff to understand how to accommodate students and staff with various types of disabilities	Disability awareness workshops and material prepared for staff & the community	Staff will be made aware of ways to accommodate students and staff with physical & non-physical disabilities	Sessions to be offered on Professional Development Days, and to be on-going	Special Education	<p>Training of staff is ongoing and based on the needs of our students. The Special Education Department provides an annual series of Professional Development workshops and in-services to build staff capacity related to meeting the needs of students with various exceptionalities. In addition, based on the immediate needs of students, the Special Education Department provides training to all staff and students on an ongoing basis related to augmentative and alternative communication, braille and use of both hardware and software to support students who are deaf or hard of hearing, blind, as well as students with physical disabilities. Autism, Developmental Disabilities and Learning Disabilities.</p> <p>Stay, Play, Talk embeds diversity awareness/appreciation in the program</p> <p>Twitter activity by educators, BAs, CYC, SLPs/CDAs create awareness of what students with varying abilities can do</p> <p>Mentally healthy schools initiatives reduce stigma and create awareness about supporting well-being in staff and students</p> <p>Schools hosting opportunities for students with</p>

					<p>disabilities to share their experiences</p> <p>Dress Loud Day, Down Syndrome Day, Autism Awareness – these events promote understanding and awareness</p> <p>FASD awareness presentations to school staff and to principals/vice principals</p> <p>HGDSB has partnered with LEARNStyle, to support students with SEA claims and the staff supporting them, in the use of assistive technology. Students in Structured Teaching and Life Skills rooms are equipped, as required, with lifting and mobility devices through SEA funding</p> <p>Ongoing collaboration with community partners in the implementation of the Provincial Transition Planning Framework: Transition Planning for Young People with Developmental Disabilities. This work promotes a planned, organized approach to help young people with developmental disabilities prepare for the transition to adulthood and leaving children’s services.</p> <p>Participation in a Ministry of Education <i>Transition Pilot for Students with Developmental Disabilities, to explore successful practices in transitioning students with developmental disabilities to work, community or postsecondary education.</i> (2018-2020)</p>
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						<p>March 2010 all staff were in serviced on the Customer Service training presentation either through staff meetings or online.</p> <p>Ongoing equity work to build capacity around “equity lens” (including Equity and Inclusion Training on June 20/12)</p> <p>April 26, 2013 - Online Accessibility Awareness Training for Principals, VPs, Teachers, CYCs, EAs and ECEs</p> <p>November 12, 2013 – Online Accessibility Training for all staff regarding the Integrated Accessibility Standard (Regulation 191/11) and on Human Rights Code provisions regarding disabilities).</p> <p>Review and update Human Resources procedures and practices with regard to recruitment, job accommodations, individual accommodation plans, return to work, performance appraisal, career or professional development.</p>
Technical	Ensure that website is accessible to people who use screen-reading software	Enroll I.T. staff in courses on accessible website design and/or hire external consultant to	Persons with disabilities can access school board website	Commenced work in Jan 2004 – ongoing	I.T.	In early 2017, the Board introduced the “Read and Write” software program across the system. This program is an easy-to-use toolbar to make documents, files and web pages more accessible. Read&Write is marketed as a confidence booster for students who require support with their reading and writing. It further supports English

		make changes				<p>Language Learners, as well as students with Learning Disabilities. From hearing emails or documents read out loud to text prediction, picture dictionaries and summary highlighters, Read&Write is focused on supporting everyday literacy tasks.</p> <p>All staff and students have access to Read&Write, which supports both text to speech and speech to text, for ease of access. Read&Write is available across all platforms.</p> <p>HCDSB Internet site has Google Translate capability.</p> <p>Ensure that the content on the websites are presented in the clearest, most concise methods. For the most part, the Board website is readable by screen readers.</p> <p>Review Board and school websites to access level of accessibility. Ensure that new sites and web contents on these sites meet WCAG 2.1, Level A standards.</p> <p>HCDSB started using office 365 platform for various applications. This makes board's digital environment more inclusive as accessibility capabilities are built in to Office 365.</p> <ul style="list-style-type: none"> Partnered with LEARNStyle, in 2017 to support students with SEA claims and the
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						<p>staff and parents supporting them, by increasing their knowledge around supportive programs for students with varying identifications</p> <ul style="list-style-type: none"> • Partnered with LEARNStyle to support STC/Lifeskills/CLC teachers in using technology to support their SEA students • SEA supported the addition of an Assistive Technology Speech Language Pathologist (AT SLP) to support staff and students using augmentative communication devices • Increase the use of technology through SEA to support communication – specifically iPads to support expressive/receptive language development and to support voice output • Boardmaker online has enhanced ability of all staff to create visuals to support students who have receptive language difficulties • Core communication boards available in classrooms and on playgrounds to support children with complex communication needs be able to communicate across environments
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Physical School reception stations are too high for wheelchair users	Reconfigure school reception areas	Consult with architect and contractor to remodel station	Students in wheelchairs will be able to speak to school receptionist at eye level at counter	Reception areas completed	Facilities Management Services	Canadian Martyrs, Guardian Angels, Holy Family, Mother Teresa, Our Lady of Peace Sacred Heart of Jesus, St. Andrew, St. Catherine's of Alexandria, – all have wheelchair accessible reception areas. St. Timothy had their office area upgraded including the counter and had an area lowered for wheelchair accessibility.

Specific Physical Undertakings

Barrier	Objective	Means to Remove/ prevent	Performance Criteria	Timing	Responsibility	Progress to Date
Interior fire doors throughout hallways						Review on a case by case basis
Fully accessible washrooms at each site						All sites have wheelchair accessible washrooms
Missing lifts / ramps between floors or stage areas						Lift completed at St James Elementary and St. Raphael Elementary, St. Francis, St. Matthews, St. Bernadette and St. Timothy. Additional portal supplied to St. Christopher to address accessibility issues Reviewed completed at Holy Rosary (Burlington) and ramps have been installed in the

						stage and computer lab area
Fire notification systems that are visual, auditory, strobe						Done on a school by school basis based on need. St. Thomas Aquinas Music and Tech rooms completed in June 2019
Wheelchair access to the Boards' resource centres (including Board office)						Board office is now accessible on main floor Program services is now wheelchair accessible
Barriers created by environmental hazards						Protocols implemented as required i.e. mould
Increase the visibility of the signage of accessible parking spots						Sign erected over and above the painted accessible sign on the pavement to ensure that the designated spots are left open and available for those that require them as pavement painted sign can be snowed covered in the winter. All schools audited for signage including by-law information, installations of outages to commence summer 2020.
Increase accessibility of all naturalized Kindergarten playgrounds for all students						Modifications to existing structures and spaces, and collaborative approach to planning future projects with the support of a SEAC member representative from Easter

						Seals to ensure access for all students to play areas
Policies Examine all school board policies for inclusiveness	All board policies are inclusive and address accessibility issues	Administration staff to review relevant policies and procedures	Inclusion for all staff	Commence in Oct 2003 and will be ongoing	Board Administration	<p>All new and updated policies receive three opportunities for input by stakeholders throughout the Board. These policies are reviewed for legislative compliance and inclusiveness. The Board does have an inclusion policy for students, and an obligation to accommodate staff under the Ontario Human Rights Code and the Ontarians with Disabilities Act</p> <p>Board sponsored events such as the Special Olympics and Cross Country Meets for all students with special needs. The Board has added Accessibility Standards for Customer Service Policy I-18, Procedures for Use of Assistive Devices by the General Public, Use of Service Animals by the General Public, Use of Support Person by the General Public, Accessibility Standards- Notification of Disruption of Services, Monitoring and</p>

						<p>Feedback on Accessible Customer Service.</p> <p>2012 – Equity and Inclusion Policy Review Committee is reviewing and adding inclusive language into existing policies.</p> <p>2013 – Developed policy for the Integrated Accessibility Standard</p>
<p>Architectural</p> <p>All new schools and renovations to existing schools are accessible.</p>	<p>Accessible for all persons with disabilities</p>	<p>Consult with facilities planning and redesign</p>	<p>All new schools in plan are completely accessible</p>	<p>Commence in Oct 2003 and ongoing</p>	<p>Facilities Services</p>	<p>All new renovations to new and existing schools are accessible and comply with the building code – which considers accessibility issues.</p>

Barrier	Objective	Timing	Responsibility	Progress to Date
<p>Transportation</p>	<p>AODA mandated that school boards annually develop individual accommodation plans for transportation for students who require special transportation.</p>	<p>To be completed by the end of January 2014 and then annually at the beginning of each school year moving forward.</p>	<p>Special Education</p>	<p>As of January 2014 schools:</p> <ul style="list-style-type: none"> • ensure that integrated accessible school transportation services are provided for their students; or • ensure that appropriate alternative accessible transportation services are provided for students with disabilities, where in the opinion of the board integrated accessible school transportation services are not possible or not the best option for a student with a disability because of the nature of the disability or safety concerns. (July 1, 2011) • identify students with disabilities before the commencement of

				<p>each school year or during the school year, based on the needs of the student with a disability;</p> <p>i) develop individual school transportation plans for each student with a disability</p> <p>ii) detail student assistance needs for each student with a disability, and</p> <p>iii) include plans for individual student boarding, securement and de-boarding;</p> <ul style="list-style-type: none"> • identify and communicate to the appropriate parties the roles and responsibilities of the transportation provider, the parents or guardians of the student with the disability, the operator of the vehicle used to transport the student, appropriate school staff and the student with the disability.
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Additional Barriers to be addressed under the Multi-Year Accessibility Plan

Type of Barrier	Location	Action	Target Date
Physical	To be determined	Installation of accessibility features in all new schools and schools being renovated.	Ongoing
Information/ Communication	Board-wide	Identify and have ready access to resources that enable the Board to provide information and communication supports upon request and in a timely manner to persons with disabilities (access to board meetings / school events)	January 2015 (Completed)
Information/ Communication	Board-wide	Review the readiness of school libraries to provide accessible or conversion ready formats of print resources upon request	January 2015 (Completed)
Information / Communication	Board-wide	Review the readiness of school libraries to provide digital and multimedia resources in accessible format upon request	January 2020 (Completed)
Information / Communication	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.1, Level AA Standards	2021 deadline

Review and Monitoring Process

Throughout the year, evaluation of the effectiveness in implementing the barrier-removal and prevention strategies will be ongoing in preparation for the next year of accessibility planning.

The Accessibility Work Group reminds staff about roles in implementing the plan.

Communication of the Plan

The Halton Catholic District School Board's accessibility plan will be posted on the Board's website at www.hcdsb.org and hard copies will be available upon request. The plan can be made available in accessible formats.

Contact information for accessible format requests: Special Education Services -Tel: 905-632-6300 or Fax: 905-632-9516.

School Accessibility Survey September 2020

	Single Storey Building.	Automatic Door Opener on the exterior doors.	Exterior Ramp to main entrance.	Flat Grade to main entrance.	Number of designated Accessible parking spaces.	Other ramp locations; if applicable how many?	Automatic Door openers in the interior of the school.	Accessible cubicles in the washrooms.	Separate accessible washrooms.	Elevator on site / elevating lift device.	EVAC chairs on site. How many?	Visual Alarm System.
Catholic Education Centre 802 Drury Lane	X	√	X	√	3	1	√	√	√	X	1	X
Catholic Education Centre 830 Drury Lane	X	X	X	√	3	X	X	X	X	X	X	X
Thomas Merton Oakville	√	√	√	√	4	X	X	√	X	-	X	X
Thomas Merton Milton	X	X	√	X	2	1	X	√	X	√	1	X
Thomas Merton Burlington	X	X	√	X	0	1	X	√	X	√	X	√
Assumption	X	√	√	X	4	4	√	√	X	√	6	√
Bishop P.F. Reding	X	√	X	√	4	1	X	√	√	√	6	X
Christ the King	X	√	X	√	2	2	√	√	√	√	8	√
Corpus Christi	X	√	X	√	4	X	√	√	√	√	6	√
Holy Trinity	X	√	√	√	6	2	√	√	√	√	7	√
Notre Dame	X	√	-	√	6	1	√	√	√	√	7	√
St. Ignatius of Loyola	X	X	X	X	2	1	X	√	X	√	5	√
St. Thomas Aquinas	X	√	√	√	4	X	√	√	√	√	8	√
Jean Vanier	X	√	√	√	11	2	√	√	√	√	5	√
Ascension	X	√	√	√	2	2	√	√	√	√	3	√
Canadian Martyrs	√	√	√	√	2	2	√	√	√	-	-	X
Guardian Angels	X	√	X	√	4	X	√	√	√	√	3	X
Holy Cross	X	√	X	√	2	X	X	X	√	√	2	X
Holy Family	√	√	√	√	2	2	√	√	√	-	-	X
Holy Rosary Burlington	X	√	X	√	1	X	X	√	X	√	4	X
Holy Rosary Milton	X	√	X	√	2	X	√	√	√	√	3	X
Mother Teresa	X	√	X	√	2	X	√	√	√	√	2	X
Our Lady of Fatima	X	√	X	√	3	X	√	√	√	√	3	X
Our Lady of Peace	X	√	X	√	2	X	√	√	√	√	2	√
Our Lady of Victory	√	√	X	√	2	1	√	√	√	√	-	X

	Single Storey Building.	Automatic Door Opener on the exterior doors.	Exterior Ramp to main entrance.	Flat Grade to main entrance.	Number of designated Accessible parking spaces.	Other ramp locations; if applicable how many?	Automatic Door openers in the interior of the school.	Accessible cubicles in the washrooms.	Separate accessible washrooms.	Elevator on site / elevating lift device.	EVAC chairs on site. How many?	Visual Alarm System.
Pope John Paul II	X	√	X	√	3	3	√	√	√	√	3	X
Sacred Heart of Jesus	X	√	X	√	4	X	√	√	√	√	3	√
St. Andrew	X	√	X	√	3	X	√	√	√	√	3	X
St. Anthony of Padua	X	√	X	√	3	X	X	√	√	√	3	√
St. Bernadette	X	√	√	√	3	2	√	√	√	√	3	X
St. Brigid	X	√	√	X	2	3	X	X	√	√	2	X
St. Catherine of Alexandria	X	√	√	√	6	X	√	√	√	√	2	X
St. Christopher	X	√	X	√	2	X	√	√	√	√	3	√
St. Dominic	X	√	X	√	2	X	X	X	√	√	4	X
St. Elizabeth Seton	X	√	X	√	2	X	√	X	√	√	3	X
St. Francis of Assisi	√	X	X	√	1	X	√	√	√	√	X	√
St. Gabriel	X	√	√	√	1	1	√	√	√	√	4	X
St. James	√	√	X	√	2	X	√	X	√	√	1	X
St. Joan of Arc	X	√	X	√	3	X	√	√	√	√	3	X
St. John Burlington	X	√	√	X	2	X	X	√	√	√	3	√
St. John Oakville	X	√	√	√	2	2	X	√	X	√	2	X
St. Joseph Acton	√	√	√	√	2	2	√	√	√	-	-	X
St. Joseph Oakville	X	√	√	X	2	1	X	√	X	√	3	X
St. Luke	X	√	X	√	1	1	X	√	√	√	2	√
St. Marguerite d'Youville	X	√	X	√	2	X	√	√	√	√	3	X
St. Mark	X	√	-	√	2	-	-	√	√	√	2	X
St. Matthew	√	√	-	√	2	X	√	X	√	√	1	√
St. Michael	√	√	X	√	2	X	√	√	√	√	X	X
St. Patrick	√	√	√	√	4	1	X	X	√	√	X	X
St. Paul	X	√	X	√	1	2	X	X	√	√	3	X
St. Peter	X	√	X	√	4	X	√	√	√	√	3	√

	Single Storey Building.	Automatic Door Opener on the exterior doors.	Exterior Ramp to main entrance.	Flat Grade to main entrance.	Number of designated Accessible parking spaces.	Other ramp locations; if applicable how many?	Automatic Door openers in the interior of the school.	Accessible cubicles in the washrooms.	Separate accessible washrooms.	Elevator on site / elevating lift device.	EVAC chairs on site. How many?	Visual Alarm System.
St. Raphael	X	√	√	X	1	X	√	X	√	√	2	√
St. Timothy	√	√	X	√	2	X	√	X	√	√	1	X
St. Vincent	√	√	√	√	2	X	X	√	√	√	X	X
Lumen Christi	X	√	X	√	4	1	√	√	√	√	3	√
St. Mary	X	√	X	√	4	1	√	√	√	√	3	X
St. Anne	X	√	√	√	4	X	√	√	√	√	3	√
St. Benedict	X	√	√	√	3	3	X	X	√	√	3	√
Queen of Heaven	X	√	√	√	4	3	√	√	√	√	3	√
St. Gregory the Great	X	√	√	√	5	3	X	√	√	√	3	√

√ -Yes x-no -Not applicable

Where can I get more information about the *Accessibility for Ontarians with Disabilities Act, 2005*?

Questions can be directed to:

Accessibility Directorate of Ontario
Ministry of Economic Development, Employment and Infrastructure
601A – 777 Bay Street
Toronto ON M7A 2J4

Additional information available on-line at:

www.ontario.ca/accesson

Or via phone:

Phone: 416-849-8276 or 1-866-515-2025
TTY/TDD: 1-800-268-7095 or 416-325-3408

Appendices

Appendix A: Integrated Accessibility Standards - Customer Service Form



**Integrated Accessibility
Standards - Customer
Service Form**

The purpose of this form is to receive and respond to feedback on how our goods or services are provided to individuals with disabilities. Please send the completed form to the attention of the Executive Officer; Human Resources 802 Drury Lane Burlington, Ontario L7R 4L3 fax 905-632-3435

Name:

Contact Information:
(state telephone number and the best time to contact you and/or your email address)

Please state your concern:

Please state the location and date pertaining to your concern:

Did you speak with anyone at the facility regarding your concern? Yes No
If yes, please provide the contact name if known (Principal/Manager, Other)

What was their response?

How can we assist you?

Additional Information:

Signature

Date

*Personal information on this form is collected under the legal authority of the Accessibility for Ontarians with Disabilities Act and will be used to monitor issues and to receive feedback under the Integrated Accessibility Standards for Customer Service. Questions regarding this collection are to be directed to the Executive Officer, Human Resources Services

Appendix B: **Operating Policy; Integrated Accessibility Standards**

OPERATING POLICY

HALTON CATHOLIC DISTRICT SCHOOL BOARD

INTEGRATED ACCESSIBILITY STANDARDS

POLICY No.: I-20

DATE : MAY 6, 2014

AMENDED: APRIL 4, 2017

PURPOSE

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

APPLICATION & SCOPE

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

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

REFERENCES

- [Accessibility for Ontarians with Disabilities Act, 2005 \(AODA\)](#)
- [Integrated Accessibility Standards, Ontario Regulation 191/11](#)
- [Equity and Inclusive Education in Ontario Schools Guidelines \(2014\)](#)
- [Ontario Human Rights Code](#)

DEFINITIONS/EXPLANATIONS

1. **Customer** is any person who uses the services of the school board.
2. **Assistive Device** is any device used by people with disabilities to help with daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.
3. **Service Animal** is an animal that is being used because of a person’s disability and this is either readily apparent or is supported by a letter from a regulated health professional.
4. **Support Person** is a person who assists or interprets for a person with a disability as they access the services of the Board. A support person is distinct from an employee who supports a student in the system.
5. **Third Party Contractors** is any person or organization acting on behalf of or as an agent of the Board (e.g. bus operators, psychologists).

- 6. Barriers to Accessibility** means anything that prevents a person with a disability from fully participating in all aspects of the services of the Board. This includes, but is not limited to, a physical barrier, an architectural barrier, information or communications barrier, an attitudinal barrier, a technological barrier.
- 7. Accommodation** is a means, through reasonable efforts, of preventing and removing barriers that impede individuals with disabilities from participating fully in the services of the Board.
- 8. Interpreter Services** are services provided for hearing impaired individuals.

PRINCIPLES

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

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

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

REQUIREMENTS

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

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

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

PROCURING OR ACQUIRING GOOD, SERVICES OR FACILITIES

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

TRAINING EMPLOYEES AND VOLUNTEERS

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

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

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

1. INFORMATION AND COMMUNICATIONS STANDARD:

a) FEEDBACK

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

b) ACCESSIBLE FORMATS AND COMMUNICATION SUPPORTS

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

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

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

c) ACCESSIBLE WEBSITES AND WEB CONTENT

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

2. EMPLOYMENT STANDARDS

a) RECRUITMENT

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

b) RECRUITMENT, ASSESSMENT OR SELECTION PROCESS

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

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

c) NOTICE TO SUCCESSFUL APPLICANTS

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

d) INFORMING EMPLOYEES OF SUPPORTS

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

e) ACCESSIBLE FORMATS AND COMMUNICATION SUPPORTS FOR EMPLOYEES

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

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

f) WORKPLACE EMERGENCY RESPONSE INFORMATION

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

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

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

g) DOCUMENTED INDIVIDUAL ACCOMMODATION PLANS

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

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

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

h) RETURN TO WORK PROCESS

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

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

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

i) PERFORMANCE MANAGEMENT, CAREER DEVELOPMENT AND ADVANCEMENT AND REDEPLOYMENT

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

3. CUSTOMER SERVICE STANDARDS

The Board will:

- provide services that respect the independence and dignity of the people with disabilities. Such services incorporate measure that include, but are not limited the use of support persons;
- ensure that a disruption of service notice be posted at the site and on the Board's website when services that are normally provided to a person with a disability are temporarily unavailable, such as access to an elevator. Alternative(s) to disrupted service will also be posted;
- develop a process for receiving and responding to feedback in order to monitor the effectiveness of implementation of the Accessible Customer Service Standard. Information about the feedback process will be readily available to the public and will allow people to provide feedback using a number of methods;
- take into account the impact on persons with disabilities when purchasing new equipment, designing new systems or planning a new initiative so that adherence to this policy can be achieved efficiently and effectively;

- create a feedback process that will review the implementation of this policy with the Board's various constituency groups;
- establish a process for consulting with frontline staff and volunteers who have a role in implementing the expectations and procedures established under this policy to review its effectiveness;
- ensure that all communications with a person with a disability takes place in a manner that takes into account the person's disability.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY:

Chair of the Board

Appendix C: Administrative Procedure; Use of Assistive Devices by the General Public

PURPOSE

The Halton Catholic District School Board welcomes all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of people with disabilities. Such services incorporate measures that include, but are not limited to, the use of assistive devices.

APPLICATION & SCOPE

An assistive device is any device used by people with disabilities to help with daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.

REQUIREMENTS

1.0 Responsibility:

- 1.1 Supervisory Officers, Principals and/or designates and other supervisory staff will ensure that staff is trained to support parents and the general public who may use assistive devices while accessing board services.
- 1.2 Training is focused on how to interact with people using assistive devices rather than on the technical use of the assistive devices.
- 1.3 Students and staff have separate and specific procedures related to their personal use of assistive devices.

2.0 Communication re Use of Assistive Devices

Assistive Devices Carried by Persons with Disabilities

- 2.1 The board website and each school website, as applicable, will indicate the availability of assistive devices provided by the board or school to assist in provision of services to people with disabilities.
- 2.2 Each board facility that is open to the public will, as applicable, post information in the front office/reception area that indicates the availability of assistive devices and encourage potential users to seek support from staff as required.

****Note:** these should include:

- Assistive devices:** TTY service, telephones with large numbers, amplifiers, lifts
- Services:** Sign language interpretation, oral interpretation, real-time captioning
- Alternate service methods:** Assistance of a staff person to complete a transaction, e.g. school registration

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY: _____
M. W. Pautler, Director of Education and Secretary of the Board

DATE:

ADMINISTRATIVE PROCEDURE

HALTON CATHOLIC DISTRICT SCHOOL BOARD

USE OF SERVICE ANIMALS BY THE GENERAL PUBLIC

ADMINISTRATIVE PROCEDURE NO.:

VI-46

DATE:

February 2, 2010

AMENDED:

February 13, 2017

PURPOSE

The Halton Catholic District School Board welcomes all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of people with disabilities. Such services incorporate measures that include, but are not limited to, the use of service animals.

SCOPE AND OBJECTIVE

Service animals are animals that are being used because of a person's disability and this is either readily apparent or is supported by a letter from a regulated health professional.

Examples of service animals include dogs used by people who have vision loss, hearing alert animals for people who are deaf, deafened or hard of hearing, and animals trained to alert an individual to an oncoming seizure and can lead them to safety. The customer service standard's provisions also apply to animals providing other services to people with disabilities.

It is "readily apparent" that an animal is a service animal when it is obvious by its appearance or by what it is doing. For example, it may be readily apparent that an animal is a service animal if it is wearing a harness, saddle bags, and/or a sign that identifies it as being a service animal or has a certificate or identification card from a service animal training school or an identification card from the Attorney General of Ontario. It may also be readily apparent if a person is using the animal to assist him or her in doing things, such as opening doors or retrieving items.

Service animals are not pets.

REQUIREMENTS

1.0 Responsibility:

1.1 Supervisory Officers, Principals and/or designates and other supervisory staff will ensure all staff, volunteers and others dealing with the public are properly trained in how to interact with people with disabilities who are accompanied by a service animal

2.0 Access to Board Premises:

2.1 Any person with a disability who is accompanied by a service animal will be welcomed on Board and/or school premises with his or her service animal. Access will be in accordance with normal security procedures.

2.2 This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or board offices where the public does not have access.

- 2.3 This procedure deals solely with the individual's right to be accompanied by a service animal. Access to classrooms for service animals used by students and staff is covered under separate procedures.

3.0 Exclusion of Service Animal:

- 3.1 A service animal can only be excluded from access to the premises where this is required by another law. Examples include the *Health Protection and Promotion Act* and the *Food Safety and Quality Act*. The former Act prohibits service animals in places where food is prepared, processed, or handled (e.g. kitchen of school cafeteria or culinary arts classroom) although service dogs are permitted where food is served and sold (e.g. school cafeteria or lunchroom).
- 3.2 Where there is a risk to the health and safety of another person as a result of the presence of a service animal, consideration must be given to options available prior to exclusion of a service animal. An example would be a situation where an individual has a severe allergy to the service animal. It is the Board's expectation that the situation be fully analyzed and all measures to eliminate the risk be considered, e.g. creating distance between the two individuals concerned, making reasonable alterations to schedules, etc.
- 3.3 A service animal can be excluded if it is of a breed that is prohibited by law. An example would be the Ontario *Dog Owners' Liability Act* which places restrictions on pit bull terriers.

4.0 Alternative Measures if Service Animal Must be Excluded:

- 4.1 In the rare instance where a service animal must be excluded, the Board must make every effort to put alternative arrangements in place to provide the services required by the person with a disability. This could involve leaving the animal in a secure area where it is permitted by law and discussing with the person how best to service them, e.g. a person with a vision disability might need someone (a member of staff or volunteer) to guide them.

5.0 When it is Necessary to Confirm an Animal is a Service Animal:

- 5.1 Where an animal is not a trained guide dog and it is not readily apparent that the animal is a service animal, the school or board staff member may ask the person using the service animal for a letter from a physician or other health care professional confirming that the animal is needed because of a disability. The letter does not need to identify the disability, why the animal is needed or how it is used.
- 5.2 Where the person using the service animal regularly attends at the school or board facility, the principal and/or designate or other supervisory staff may request to keep a copy of the letter on file, but only as long as required by the circumstances. Alternatively, the person using the service animal may be asked to bring a letter with them on occasions when they visit the premises. The principal and/or designate or other supervisory staff shall preserve the confidentiality of the letter and information contained in the letter, and shall not use or disclose the letter or information except as provided for the in *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, cM56.

REQUIREMENTS CONT'D...

and Quality Act. The former Act prohibits service animals in places where food is prepared, processed, or handled (e.g. kitchen of school cafeteria or culinary arts classroom) although service dogs are permitted where food is served and sold (e.g. school cafeteria or lunchroom).

- 3.2 Where there is a risk to the health and safety of another person as a result of the presence of a service animal, consideration must be given to options available prior to exclusion of a service animal. An example would be a situation where an individual has a severe allergy to the service animal. It is the Board's expectation that the situation be fully analyzed and all measures to eliminate the risk be considered, e.g. creating distance between the two individuals concerned, making reasonable alterations to schedules, etc.
- 3.3 A service animal can be excluded if it is of a breed that is prohibited by law. An example would be the Ontario *Dog Owners' Liability Act* which places restrictions on pit bull terriers.

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- 5.1 Where an animal is not a trained guide dog and it is not readily apparent that the animal is a service animal, the school or board staff member may ask the person using the service animal for a letter from a physician or other health care professional confirming that the animal is needed because of a disability. The letter does not need to identify the disability, why the animal is needed or how it is used.
- 5.2 Where the person using the service animal regularly attends at the school or board facility, the principal and/or designate or other supervisory staff may request to keep a copy of the letter on file, but only as long as required by the circumstances. Alternatively, the person using the service animal may be asked to bring a letter with them on occasions when they visit the premises. The principal and/or designate or other supervisory staff shall preserve the confidentiality of the letter and information contained in the letter, and shall not use or disclose the letter or information except as provided for in *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, cM56.

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY: _____
M. W. Pautler, Director of Education and Secretary of the Board

DATE:

Appendix E: Administrative Procedure; Use of Support Person by the General Public

ADMINISTRATIVE PROCEDURE

HALTON CATHOLIC DISTRICT SCHOOL BOARD

USE OF SUPPORT PERSON BY THE GENERAL PUBLIC

ADMINISTRATIVE PROCEDURE NO.:

VI-46(C)

DATE:

FEBRUARY 2, 2010

AMENDED:

FEBRUARY 13, 2017

PURPOSE

The Halton Catholic District School Board welcomes all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of people with disabilities. Such services incorporate measures that include, but are not limited to, the use of support persons.

SCOPE AND OBJECTIVE

A support person is a person who assists or interprets for a person with a disability who accesses the services of the Board. A support person is distinct from an employee who provides support services to a student or staff person in the system – separate and specific procedures apply.

A support person is an individual chosen by a person with a disability to provide services or assistance with communication, mobility, personal care, medical needs or with access to goods or services. Personal care needs may include, but are not limited to, physically transferring an individual from one location to another or assisting an individual with eating or using the washroom. Medical needs may include, but are not limited to, monitoring an individual's health or providing medical support by being available in the event of a seizure.

The support person could be a paid professional, a volunteer, a friend or a family member. He or she does not necessarily need to have special training or qualifications.

REQUIREMENTS

1.0 Responsibility:

1.1 Before making a decision to require a support person, the Board will:

- Consult with the person with a disability to understand their needs
- Consider health or safety reason based on the available evidence
- Determine if there is any other reasonable way to protect the health or safety of the person or others on the premises. In such a situation, the Board will waive the admission fee or fare for the support person, if one exists.

1.2 Supervisory Officers, Principals and/or designates and other supervisory staff will ensure that staff receive training in interacting with people with disabilities who are accessing board services accompanied by a support person.

2.0 Access to Board Premises:

2.1 Any person with a disability who is accompanied by a support person will be welcomed on Board and/or school premises with his or her support person. Access will be in accordance with normal security procedures.

2.2 This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or board offices where the public does not have access.

3.0 Confidentiality:

- 3.1 Where a support person is accompanying a person with a disability, who is the parent/guardian of a student, or is an adult student, for the purpose of assisting in a discussion that may involve confidential information concerning the student, the superintendent, principal or other staff member, must first secure the written consent of the parent/guardian or adult student regarding such disclosure.
- 3.2 Consent to the disclosure of confidential information in the presence of the support person must be given in writing by the parent or guardian or adult student.
- 3.3 A copy of the signed consent document will be retained in the school/board office.
- 3.4 If the parent/guardian or adult student uses a different support person for subsequent meetings, a new signed consent form will be required.
- 3.5 *Consent to Disclose Personal Health Information* form (Appendix "A") must be signed when information from regulated health professionals, e.g. psychologists, social workers and speech language pathologists is being shared with the parent/guardian or adult student accompanied by a support worker.
- 3.6 *Consent Form* (sample Appendix "B") is to be used for all other communications.

(Note: This would be a highly rare situation and would only occur where, after consultation with the person with the disability, requiring a support person is the only means available to allow the person to be on the premises and, at the same time, fulfill the Board's obligations to protect the health or safety of the person with a disability or of others on the premises.)

It is further noted that people with disabilities are free to accept a reasonable risk of injury to themselves just as other people do. Different individuals will have a different tolerance for risk. Risk should be weighed against any benefit for the person with a disability. It is not enough that the support person might help to protect health and safety; a support person must be necessary or essential to protect health and safety before you can require one – the risk cannot be eliminated or reduced by other means. Any considerations on protecting health or safety should be based on specific factors and not on assumptions. Just because someone has a disability doesn't mean they're not capable of meeting health or safety requirements.)

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY:

P. Dawson, Director of Education and Secretary of the Board



Halton Catholic District School Board
CONSENT TO DISCLOSE PERSONAL HEALTH INFORMATION
Pursuant to the Personal Health Information Protection Act, 2004 (PHIPA)

I, _____, authorize _____
(Print your name) (Print name of health information custodian)

to disclose:

[] my personal health information consisting of:

(Describe the personal health information to be disclosed)

OR

[] the personal health information of:

(Print the name of person for whom you are the substitute decision maker*)

consisting of:

(Describe the personal health information to be disclosed)

to:

(Print name)

(Address of person requiring the information)

I understand the purpose for disclosing this personal health information to the person noted above. I understand that I can refuse to sign this consent form.



Halton Catholic District School Board

Name: (please print)

Address:

Signature:

Date:

Witness Name:(please print)

Address:

Signature:

Date:

*** Please note: A substitute decision-maker is a person authorized under PHIPA to consent, on behalf of an individual, to disclose personal health information about the individual.*

February 2017



Halton Catholic District School Board

SAMPLE CONSENT FORM

I, *(parent/guardian)* consent to the sharing of confidential information by *(name of principal/teacher/other staff member)* related to my child/ward *(name of child)* in the presence of my support person *(name)*.

My support person *(name)* consents to safeguarding the confidentiality of the information shared.

AFFIRMATION OF CONSENT:

PARENT/GUARDIAN:

Parent/Guardian Name: *(please print)*

Signature:

Date:

SUPPORT PERSON:

I undertake to safeguard the confidentiality of information shared between *(school staff)* and *(parent/guardian)* for whom I am a support person.

Support Person Name: *(please print)*

Signature:

Date:



Halton Catholic District School Board

WITNESS:

(PRINCIPAL/STAFF MEMBER)

Witness Name: *(please print)*

Signature:

Date:

February 2017

Appendix F: Administrative Procedure; Accessibility Standards – Notification of Disruption of Service

ADMINISTRATIVE PROCEDURE	HALTON CATHOLIC DISTRICT SCHOOL BOARD	
ACCESSIBILITY STANDARDS – NOTIFICATION OF DISRUPTION OF SERVICE	ADMINISTRATIVE PROCEDURE No.:	VI-46 (d)
	DATE:	February 2, 2010

PURPOSE

The Halton Catholic District School Board is aware that members of the general public and students in schools rely on certain facilities, services or systems in order to access the services of the school or board offices.

APPLICATION & SCOPE

When services that are normally provided to a person with a disability are temporarily unavailable, such as access to an elevator, a disruption of service notice will be posted at the site and on the Board's website.

Escalators and elevators, for example, are important to people with mobility disabilities because that may be the only way they can access the premises. Other systems and services designed to meet the needs of people with disabilities can include accessible washrooms, amplification systems, and note-taking or TTY services. When those facilities or services are temporarily unavailable or if they are expected to be temporarily unavailable in the near future, a notice of disruption of service is required.

Generally, disruptions to all of the Board's services, such as during a major storm or power outage, do not require this special notice. However, if the disruption has a significant impact on people with disabilities, a notice of the disruption should be provided.

REQUIREMENTS

1.0 Responsibility:

- 1.1 Supervisory Officers, Principals and/or designates and the Administrator, Communication Services will ensure that the users of board and school services are notified when there is a disruption in services that may have an impact on access to services by people with disabilities.

2.0 How Must the Notice of Disruption of Services be Provided?:

- 2.1 Notice may be given by posting the information at a conspicuous place at or in the school/board facilities. Other options that may be used include: posting on the board and/or school website; through direct communication with users of the services in accordance with school/board practice.
- 2.2 Notice should be provided in multiple formats.
- 2.3 If the disruption is planned, notice should be provided in advance of the disruption. If the disruption is unplanned, notice should be provided as soon as possible after the disruption has been identified.

3.0 What Must be Included in Notice of Disruption of Services:

- 3.1 The notice of disruption of service must include information about the reason for the disruption, its anticipated duration and a description of alternative facilities or services, if any, that are available.

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY: _____
M. W. Pautler, Director of Education and Secretary of the Board

DATE:

Appendix G: Administrative Procedure; Monitoring and Feedback on Accessible Customer Service

ADMINISTRATIVE PROCEDURE	HALTON CATHOLIC DISTRICT SCHOOL BOARD	
MONITORING AND FEEDBACK ON ACCESSIBLE CUSTOMER SERVICE	ADMINISTRATIVE PROCEDURE NO.:	VI-46(E)
	DATE:	FEBRUARY 2, 2010
	AMENDED:	FEBRUARY 13, 2017

PURPOSE

The Halton Catholic District School Board is committed to monitoring the effectiveness of implementation of the Integrated Accessible Standards through a process for receiving and responding to feedback. Information about the feedback process will be readily available to the public and will allow people with disabilities to provide feedback using a number of methods.

SCOPE AND OBJECTIVE

The Board has created a feedback process that reviews the implementation of this procedure with the Board's various constituency groups. Methods would include electronic means such as websites.

REQUIREMENTS

1.0 Responsibility:

- 1.1 The Executive Officer, Human Resources Services and/or designate will implement a process for Feedback on Accessible Customer Service that has the following components:
 - a) Information on the Board and school websites inviting users of Board services to provide feedback on their experience with or concerns about access to services for people with disabilities;
 - b) Printed information available through school offices and public offices of the Board to invite people with disabilities to provide feedback on their experience with or concerns about accessibility of services. Consideration should be given to providing information in alternate formats.
 - c) Information on how the Board will respond to feedback.
- 1.2 The Executive Officer, Human Resources Services and/or designate will create a process for reviewing implementation of the policy on Integrated Accessibility Standards that includes consultation with various constituency groups at least every three (3) years. Consultation methods may include electronic feedback and focus groups.

2.0 Methods for Feedback:

- 2.1 A range of methods for soliciting feedback will be employed to ensure optimum access to the feedback process by people with disabilities.
- 2.2 Methods could include email, verbal input, suggestion box, or feedback card.
- 2.3 The feedback process should include the title(s) of the person(s) responsible for receiving feedback and indicate how the Board's response to the feedback will be made known.

3.0 Proactive Measures for Accessible Customer Service:

- 3.1 To ensure ongoing efficient and effective adherence to the Board's policy on Accessibility Standards for Customer Service, the Board, its school-based administrators and other supervisory staff including those representing the Board in multi-board consortia will take into account the impact on people with disabilities when purchasing new equipment, designing new systems or planning a new initiative.

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY:

P. Dawson, Director of Education and Secretary of the Board

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: August 17, 2020
 Time: 6:00 pm
 Location: Microsoft Teams

Members Present	B. Agnew (Chair)	A. Louca-Ricci
	T. Beattie (Vice Chair)	M. Murphy
	M. Arteaga	M. Lourenco
	M. Duarte	P. Moran
	N. Guzzo	C. Parreira
	D. Hotopeleanu	R. Quesnal
	H. Karabela	D. Rabenda

Staff Present

- S. Balogh, Superintendent of Education, School Services
- G. Brown, Chief of Mental Health Programming
- C. Cipriano, Superintendent of Special Education Services
- P. Codner, Chief Social Worker
- P. Daly, Director of Education
- O. Foese, Chief Psychologist
- K. George, Health and Safety Officer
- A. Jones, Manager, Educational Assistants
- D. Kollee, Chief of Speech Language Pathologist
- J. O'Reilly, Special Education Consultant
- S. Teremy, Manager, Educational Assistants
- J. Thompson, Special Education Consultant

Members Excused

- D. Bardon
- R. Barreiro
- J. Lim
- Y. Taylor
- T. Veale

Members Absent

Recording Secretary A. Hughes

1. Call to Order

The Chair called the meeting to order.

1.1 Opening

The meeting opened at 6:00 p.m. with a prayer led by the Chair.

2. Presentations

2.1 Special Education Considerations for Return to School (Special Education Staff)

C. Cipriano introduced the new incoming Superintendent, Special Education Services, Stephany Balogh and thanked staff for attending. Special Education Staff presented on considerations for special education students returning to school in September either in person or through distance learning. Staff presented on health and safety protocols, mental health supports, and supports for students with special education needs. Staff concluded by answering questions. The presentation is attached.

3. Adjournment

The meeting adjourned at 8:41 p.m. with a prayer led by the Chair.

Our Guiding Principles

- Prioritizing the **health, safety and well-being** of our students, staff and families.
- Developing and promoting enhanced **mental health supports and resources** for students, staff and families.
- Providing a **quality Catholic education** that is **flexible** and **engaging**.
- Creating and maintaining a **sense of community** and **welcoming spaces** in our schools and in our virtual classrooms.
- Ensuring students and staff have the **supports** needed to create teaching and learning environments that are **accessible to all**.



Our Goals As We Transition Back to School

- Ensuring **protocols are in place** so that students and staff are **healthy and safe**.
- Providing an **enhanced online/distance learning** experience for students who continue to learn from home.
- **Assess student learning gaps** and develop plans to provide appropriate intervention, where needed.
- Maintaining a focus on **mental health supports for students and staff** returning to school and those who will continue to learn and work from home.



Following Guidance & Direction of the Ministry of Education and Public Health

We continue to take guidance and direction from the **Ministry of Education** and **Halton Region Public Health** in all of our planning and decision-making as we prepare for the 2020-2021 school year.



Ministry of Education



Supports for Student's Mental Health and Well Being

Student Mental Health and Well-Being

- HCDSB staff will implement a tiered approach for mental health supports to address all student needs and target intensive help to students who are most affected.
- HCDSB mental health staff will collaborate with community agencies to effective access resources and supports for students.
- We have revised our process to accommodate the COVID-19 service delivery model/virtual tele-practice.



Supports and Resources for Families

- *A Summer 2020 Transition Resource Toolkit* developed with a list of resources/links to support student and family well-being as we transition into the 2020-2021 school year.
- *School Mental Health Ontario* will be providing school boards with a professional learning framework and toolkit with specific resources to support the mental health of students.
- Schools will create structured social opportunities for families to come together in community.
- Developing a Video Series (for parents and students) on a wide range of topics including: Mental Health, Anti-Black Racism, Equity and Diversity Awareness, Anti-bullying, Healthy Eating/Living, Social Media Awareness, Drug/Alcohol Use.



Supports for Students with Special Needs

Supporting Students with Special Needs

- All students with special education needs will continue to be supported by homeroom and special education resource teachers (SERTs), as well as support staff, as per their IEPs.
- Students in congregated classes will attend school daily
- Remote learning will be available where return to school is not possible.



Supporting Students with Special Needs

- We will support attendance options including offering daily attendance to students with special education needs for whom adapted timetables or remote learning may be challenging based on student needs.
- We will ensure technology/equipment are accessible to students with special education needs, and we will provide supports to students, families and staff, as necessary.
- Programming will reflect differentiated learning needs for all students with special needs to ensure access to effective learning.



Supporting Students with Special Needs

- Empower will continue in the 2020-2021 school year. We continue to work with Sick Kids to create a delivery model that maintains the effectiveness of the intervention.
- Student placement options as per their IEP will be honoured.
- Integration options, including virtually on-line, for Life Skills and Placement 4 students in congregated classes, will be developed individually, with a focus on maintaining cohorts.



Supporting Students with Special Needs – IPRCs and IEPs

- Schools will follow the requirements to provide students with their Individual Education Plans (IEPs) in collaboration with the IEP Team and parents/guardians.
- Changes in the school environments and/or remote learning needs will be considered when creating and updating the IEPs.
- Team meetings, IPRC meetings etc... will continue either face-to-face and/or remotely. Professional Support Services and other members of the team will be included as usual (e.g. social worker, psychologist, special education consultant, etc.) to be in attendance.



Supporting Students with Special Needs

- All Special Education Itinerant staff are asked to consider which of their services can be provided virtually and limit their visits to one school site per day where possible.
- For parents who chose the learn at home option, virtual student sessions will be scheduled.
- Students will continue to access SEA equipment/assistive technology and staff will continue to be supported with SEA equipment training to enhance student access to learning.



Supporting Students with Special Needs - Transitions

- In order to ensure that students with special education needs are supported as schools reopen, considerations will be made for additional planning and transition time for students to support a smooth transition.
- In many cases a virtual transition prior to school entry in September may be appropriate.
- In cases where an in-school transition visit is deemed essential staff and students will follow school procedures, and parents will follow the appropriate procedure for “essential visitors”, which will be made available to them.
- For students who decide to continue with at-home learning a virtual transition visit will be arranged as appropriate.



Supporting Students who are DHH

- **Staff Masks:** Clear masks, approved by Health Canada, on our procurement list of PPEs for staff that will be working with DHH students. Availability is dependent on vendors being able to meet demands.
- **Student Masks:** There may be opportunities for students in the class to wear, with parent consent, a clear mask if they are doing a task with a classmate who is DHH.
- **FM systems:** Tips sheets for sanitizing transmitters have been created and will be distributed with the systems. Systems will be delivered to schools the first week.
- **Close captioning:** IEPs can be updated to include captioning as an accommodation; we have successfully used Microsoft Stream to caption videos and Microsoft Teams has live close captioning for synchronous learning.
- **ISERT DHH:** The team will follow the directive “All Special Education Itinerant staff are asked to consider which of their services can be provided virtually and limit their visits to one school site per day where possible.”



Supporting Students with Special Needs – Third Party Service Providers

- Extensive measures will be taken to ensure all existing third-party services will continue to be provided to students with special needs wherever possible.
- All outside agencies will consider what services can be provided virtually prior to requesting access to HCDSB locations.
- All visitors will be limited to essential services and must have approval from site Administrators prior to scheduled visits.
- All third-party providers will wear masks at all times while at HCDSB sites and adhere to visitor protocol outlined earlier in this document. Where possible students will be taken out of the classroom for essential services.
- Student services personnel will always wear masks when it is essential, and they do attend in the classroom.



Supporting Medically Fragile Students

- We will support the safe return of our medically fragile students by consulting with local public health authorities on options for personal protective equipment, staff training, and potential continued remote learning where return is not possible.
- Where needed enhanced PPE's will be provided to staff to ensure access to programming and supports.
- Parents and guardians will be encouraged to consult with their health care providers.
- We will work with HSTS to support accommodations for immunocompromised and medically vulnerable students.



Exemptions for Mask Wearing

*The original 'DRAFT' slide has been replaced below with current language

- Reasonable exceptions to mask wearing will be considered.
- An exemption may be requested for a student in Grades K-12 for the following reasons:
 - A pre-existing medical condition,
 - A diagnosis or profile that inhibits a student's ability to tolerate or safely wear a mask/face covering, including whereby a mask would affect essential communication for a person who is hearing impaired.
 - Other, as detailed by a healthcare practitioner



Considerations for Professional Assessment Administration for Students

Considerations for Professional Assessment Administration for Students

Planning is ongoing depending on the learning option in which the student is engaged and the stage of pandemic response directed by the Province.

Process has included:

- Reviewing the literature on virtual assessment
- Reviewing guidance from regulatory colleges
- Attending webinars on virtual assessment
- Consolidating information for staff regarding interpretation of results and validity of assessments across changes to testing protocols

Both departments are positioned for assessments due to previous investment in digital assessment tools



	Full Remote Administration	Alternate Testing Site	In School Administration
	To be considered in region if moved back to pre-Stage 1 and Regulated Health Professionals were not permitted to provide non-essential services in person	For students choosing online learning option or if region moved back to Stage 1 and Regulated Health Professionals were permitted to provide non-essential services in person	For students attending school on a regular basis
Strategies to Support Infection Control	Remote Administration	Physical Distancing Masks Enhanced cleaning /quarantining of equipment /materials Plexiglass	Physical Distancing Mask Enhanced cleaning/quarantining of equipment /materials
Test Protocol Enhancement	Speech Recognition Screening at start of assessment	Speech Recognition Screening at start of assessment	Speech Recognition Screening at start of assessment
Caveats	Most limits on interpretation of results	Some limits on interpretation of results	Some limits on interpretation of results



Questions/Comments



POLICY COMMITTEE MEETING MINUTES

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

Board Office Attendance N. Guzzo, Chair
B. Agnew
P. Daly, Director of Education

Trustees Present P. DeRosa P. Murphy
(Electronically) M. Duarte T. O'Brien
V. Iantomasi J. O'Hearn-Czarnota
H. Karabela

Staff Present J. O'Hara, Executive Officer, Human Resources Services
(Electronically) A. Swinden, Manager, Strategic Communications
Recording Secretary R. Di Pietro

1. Call to Order

1.1 Opening Prayer (B. Agnew)

The meeting began at 7:00 p.m. with a prayer led by Trustee Agnew.

2. Approvals

2.1 Approval of Agenda

The following was added to the agenda:

5.2 Trustee Code of Conduct Procedure (B. Agnew)

P#73/20

Moved by: M. Duarte

Seconded by: P. Murphy

That, the agenda be approved as amended.

CARRIED

2.2 Approval of Minutes (June 9, 2020)

P#74/20

Moved by: M. Duarte

Seconded by: P. Murphy

That, the minutes of the June 9, 2020 Policy Committee be approved.

CARRIED

3. Declarations of Conflict of Interest

There were no Conflicts of Interest.

4. Action Items

4.1 Policy I-19 Occupational Health and Safety (J. O'Hara)

P#75/20

Moved by: B. Agnew

Seconded by: M. Duarte

That, the Policy Committee recommends that Policy I-19 Occupational Health and Safety, be forwarded, along with amendments, to the September 15, 2020 Regular Board Meeting for approval.

Trustees were in agreement to add the words health and safety after the 6th bullet under requirements which now will read:

Supervisors shall take every reasonable precaution for the protection of workers/employees health and safety.

The Chair called for a vote. Recommendation **P#75/20 CARRIED**

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

4.2 Policy III- 05 Employee Assault (J. O'Hara)

P#76/20

Moved by: B. Agnew

Seconded by: M.P. Murphy

That, the Policy Committee recommends that Policy III-05 Employee Assault be forwarded, to the September 15, 2020 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation **P#76/20 CARRIED**

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

**4.3 Policy III-15 Workplace Violence (J. O'Hara)
P#77/20**

Moved by: M. Duarte

Seconded by: B. Agnew

That, the Policy Committee recommends that Policy III-15 Workplace Violence be forwarded, to the September 15, 2020 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation **P#77/20 CARRIED**

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

**4.4 Policy III-16 Workplace Discrimination and Harassment (J. O'Hara)
P#78/20**

Moved by: M. Duarte

Seconded by: T. O'Brien

That, the Policy Committee recommends that Policy III-16 Workplace Discrimination and Harassment be forwarded to the September 15, 2020 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation **P#78/20 CARRIED**

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

5. Discussion Items

5.1 Policy II-40 Bullying Prevention and Intervention (N. Guzzo)

A limited amount of information has been received from the Ministry.

It was suggested that a working committee be struck.

The following trustees volunteered to be on the committee: Trustee Duarte, Trustee Guzzo, Trustee Karabela, and Trustee O'Brien (tentative). The committee will also consist of staff, 1 SEAC member plus alternate and 1 CPIC member plus alternate.

5.2 Trustee Code of Conduct – Procedure (B. Agnew)

It was suggested that a procedure be developed and be associated with Policy I-36 Trustee Code of Conduct.

There was consensus that the Director look into past practice and begin the process with staff in the development. Further discussion to take place regarding if it should be a stand-alone procedure or embedded into Policy I-36 Trustee Code of Conduct and the HCDSB Procedural By-Laws.

A draft to be prepared as information for the November 10, 2020 Policy Committee Meeting.

6. Information Items

6.1 Administrative Procedure VI-04 Complaints Resolution Process - Workplace Discrimination Harassment Violence (J. O'Hara)

Procedure provided as information.

6.2 Upcoming Agenda Items (October 13, 2020)

6.2.1 Policy I-02 Records and Management Information Policy (P. Daly; M. Grysiuk)

6.2.2 ~Rescind~ Policy I-16 Records Management Under MFIPPA (P. Daly; M. Grysiuk)

6.2.3 Policy I-22 Admission to Schools Elementary and Secondary (P. Daly)

6.2.4 Policy II-34 Participation in Programs and Courses of Study in Catholic Religious Education (L. Naar)

6.2.5 Policy III-12 Academic Promotion (J. O'Hara; P. Daly)

6.2.6 Information Items

6.2.6.1 Administrative Procedure VI-09 (A) - Religious Education Course Reimbursement (L. Naar)

6.2.6.2 Administrative Procedure VI-09 (B) Religious Education Masters Reimbursement (L. Naar)

List of upcoming policies and procedures was provided as information.

7. Miscellaneous Information

7.1 2020-2021 Policy Committee Work Plan (P. Daly)

7.2 2020-2021 Policy Working Group Committee Members (P. Daly)

Provided as information.

8. In Camera

There were no In-Camera items.

9. Motion to Excuse Absent Committee Members

There were no absentees.

**10. Motion to Adjourn/ Closing Prayer (P. DeRosa)
P#79/20**

Moved by: B. Agnew

Seconded by: T. O'Brien

That, the meeting adjourn.

P. DeRosa closed meeting with prayer at 8:10 p.m.

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: September 28, 2020
 Time: 7:00 pm
 Location: Microsoft Teams
 802 Drury Lane
 Burlington, Ontario

Members Present

M. Arteaga	P. Moran
R. Barreiro	M. Murphy
N. Guzzo	R. Quesnal
D. Hotopeleanu	D. Rabenda
J. Lim	T. Veale
M. Lourenco (Chair)	

Staff Present

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

Members Excused

B. Agnew, T. Beattie, D. Bardon,
 M. Duarte, H. Karabela,
 A. Louca-Ricci, C. Parreira, Y. Taylor

Recording Secretary

A. Hughes

1. Call to Order

S. Balogh called the meeting to order. Due to the absence of the Chair and Vice Chair, members present were asked if any would like to chair the meeting. M. Lourenco was in agreement to chair the meeting.

1.1 Commissioning of SEAC Opening

The meeting opened at 7:30 p.m. with a prayer led by M. Lourenco and S. Balogh.

1.2 Approval of Agenda

Moved by: P. Moran

Seconded by: M. Marieke

RESOLVED, that the agenda be accepted.

Moved by: N. Guzzo

Seconded by: P. Moran

RESOLVED, that due to the technical difficulties with Microsoft Teams, that the SEAC meeting of September 28, 2020 be postponed to October 5, 2020 at 7:00 pm.

The Chair called for a vote and it **UNANIMOUSLY CARRIED**.

2. Adjournment

Moved by: N. Guzzo

Seconded by: D. Hotopeleanu

RESOLVED, that the meeting adjourn.

The Chair called for a vote and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 7:45 p.m.

From: Maria Lourenco [REDACTED]

Sent: October 20, 2020 12:45 PM

To: lantomasi, Vincent <lantomasiV@hcdsb.org>; Guzzo, Nancy <GuzzoN@hcdsb.org>; Daly, Patrick <DalyP@hcdsb.org>

Cc: Duarte, Marvin <DuarteM@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; O'Brien, Timothy <O'BrienT@hcdsb.org>; DeRosa, Peter <DeRosaP@hcdsb.org>; ohearn-czarotaj@hcdsb.org; Murphy, Patrick <MurphyP@hcdsb.org>; Agnew, Brenda <AgnewB@hcdsb.org>; Alexandra Terrana <aterrana@ombudsman.on.ca>; DiPietro, Rosie <DiPietroR@hcdsb.org>

Subject: [<EXTERNAL>] Fw: Correspondence Policy

Dear Chair of the Board, Chair of the Policy Committee, and Secretary of the Board/Director of Education,

While I was briefly encouraged to see "Board Correspondence - New Policy" as a discussion item on the October 13th Policy Committee agenda, I was perplexed by the ensuing discussion in which trustees expressed a lack of clarity as to the need for such a policy. According to the discussion at the meeting it seems that other stakeholders also had questions and expressed confusion on this matter and while I am not privy to the those details, I feel that I have been quite comprehensive and detailed in outlining my concerns and contradictory personal experience in this matter.

It is concerning to me that there was no consensus reached on the need for a new policy and that several trustees referred instead to the existing by-law and/or revision of same.

My understanding of by-laws is that they are to set the rules of engagement for members of the board and to govern the actions of trustees in the discharge of their responsibilities including board meetings and committee meetings where there is Trustee representation. It would seem rather unusual to me that a by-law would pertain to stakeholder actions and as it was pointed out by at least one Trustee, this is not where stakeholders would seek such information.

In fact, the current Board by-law regarding Correspondence, item 12 in by-law 9.5, reads as follows: *"All correspondence requiring the collective decision of the Board and which has yet to be decided by the Board shall be tabled for Board consideration and direction. The Board shall provide direction as to how either the Chair or Secretary of the Board shall respond."*

By-law 9.5 is the "Order of Business" by-law and outlines the order of business for Regular Board meetings, with a brief description of each itemf. Item 12 outlines how the board is to handle and address correspondence included on the agenda. I would also argue that the board has consistently failed to adhere to this particular by-law as I cannot recall any time that the Board has given direction to the Chair or Secretary of the Board as to how to respond to correspondence included on the agenda. If I am incorrect, please provide some examples of where this has occurred. I can tell you that in my own personal experience over the past many years, it is in fact rare to receive any response to correspondence submitted to the board; certainly not any that actually addresses the issue(s).

Please also explain to me how the current by-law addresses the various questions I have raised including:

- criteria for correspondence to be included in board meeting report, including timing of receipt
- criteria for correspondence to be read out loud at board meetings
- criteria for correspondence to be included in committee meeting reports, including timing of receipt
- criteria for correspondence from external organizations to be included in board or committee meeting reports
- criteria and methodology for sharing Ministry correspondence with stakeholders - when directed by the Ministry to do so, when requested by stakeholders, or otherwise

These are very direct questions and I am seeking direct answers. In accordance with By-law 9.5 item 12, I also expect a response that provides these direct answers and addresses the concerns - including how board correspondence will be dealt with going forward. As I have previously stated, a Policy on Board Correspondence does not need to be lengthy or complicated. It just needs to be clear, fair and transparent. I would add that it also needs to be easily accessible and once established, it must be adhered to consistently.

Please include this correspondence in the October 20th board report and I further request that it be read aloud at the meeting (not including the attached history).

Sincerely,
Maria Lourenco