

REGULAR BOARD MEETING
AGENDA

Date: Tuesday, April 6, 2021
Time: 7:30 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

	Pages
1. Call to Order	
1.1. Opening Prayer, National Anthem and Oath of Citizenship (N. Gubert)	
1.2. Motions Adopted In-Camera	
1.3. Information Received In-Camera	
2. Approval of the Agenda	
3. Declarations of Conflict of Interest	
4. Presentations	
5. Delegations	
5.1. Declined Delegation	1 - 1
5.2. Flying the Flag with Pride (N. Hotchkiss)	2 - 16
5.3. Non-Catholic Student Trustees (N. Arango)	17 - 18
5.4. Amending Policy I-26 and Allowing Non-Catholics to be Student Trustees (R. Barakat, T. Lefebvre, A. Robinson)	19 - 30
6. Approval of Minutes	
6.1. Minutes of the March 16, 2021 Regular Board Meeting	31 - 40
7. Business Arising from Previous Meetings	
7.1. Summary of Outstanding Items from Previous Meetings	41 - 43
8. Action Items	
8.1. Response to Delegations	
8.2. Prioritizing Teachers and Educational Workers in the Second Phase of the Province's COVID-19 Vaccine Rollout (P. DeRosa)	44 - 44
8.3. Approval to the Changes to the Executive Compensation Envelope (V. Iantomasi)	45 - 45

8.4.	Board Posting of All Executive Compensation by August 31st (V. Iantomasi)	46 - 46
9.	Staff Reports	
9.1.	School Naming - Milton No. 3 Catholic Secondary School (E. Bakaic)	47 - 62
9.2.	2021-2022 School Year Calendar (N. Dinolfo)	63 - 66
9.3.	Bishop P.F. Reding Catholic Secondary School Renewal Funding (R. Merrick)	67 - 69
10.	Information Items	
10.1.	Student Trustees Update (N. Gubert, K. Kelly, J. Roshdy)	70 - 70
10.2.	Schools Update (P. Daly)	71 - 74
10.3.	Long Term Capital Plan (LTCP) Annual Facility Accommodation Report (A. Lofts)	75 - 80
10.4.	2021-2022 Budget Consultation Survey Results (L. Collimore)	81 - 160
11.	Miscellaneous Information	
11.1.	Minutes of the February 22, 2021 SEAC Meeting	161 - 191
12.	Correspondence	
12.1.	Halton Elementary and Secondary OECTA	192 - 192
13.	Open Question Period	
14.	In Camera	
15.	Resolution re Absentees	
16.	Adjournment and Closing Prayer (P. Murphy)	



Regular Board Meeting

Declined Delegations	Item 5.1
April 6, 2021	

As per Operating Policy I-06 – Delegation to the Board, a total number of one (1) delegation was declined for the April 6, 2021 Regular Board Meeting.

Submitted and approved by:

P. Murphy
Chair of the Board and Milton Trustee

Fly the Flag with Pride

Hello and good evening members of the Board, and thank you for having me here today to present my proposal, "Flying the Flag with Pride."

Just a little bit about who I am and why I'm here today:

My name is Nicole Hotchkiss and I am a Grade 12 student attending St. Ignatius of Loyola Catholic Secondary School.

With this proposal I am aiming to promote LGBTQ+ inclusivity at my school specifically during the month of June, also known as Pride month in which the LGBTQ+ community is celebrated.

This proposal began back in quadmester 1 when my passion for social justice in my personal life led me to take a Social Justice course at school. Our culminating assignment was to pick a social justice issue important to us and to propose an attainable solution. I chose LGBTQ+ inclusion since as a minority, LGBTQ+ people often struggle with feeling accepted within religious spaces. I wanted to address this struggle by focusing on our Catholic school specifically. After presenting to my class, I was encouraged by my teachers, classmates, family and friends to fully follow through with my proposal, which brought me here today.

I created an anonymous survey which got 125 responses, roughly a tenth of our school population, and these two statistics definitely stood out. 75.2% of students feel that not every space within Loyola is a safe space for LGBTQ+ students, and the same percentage believes we are not doing enough to support the community. While we have been making more recent efforts with new clubs and somewhat updated curriculums, I found the problem with our school to be that our support wasn't necessarily visible to the student body.

This is why I believe the solution to this problem is to fly the Pride flag at St. Ignatius of Loyola.

At the end of my survey, I asked for people's stance on flying the flag, and approximately 85% of students were in favour, and if we include those who said maybe, then that accounts for over 90% of the students surveyed.

Not only is the overwhelming majority of students in support of this plan, but it is incredibly easy to implement. Purchasing a flag would be inexpensive as in my research all flags I found were under \$100, and if the Board is unable to cover the cost I am more than willing to pay for it myself.

Lastly, it is effective as it is an instantly recognizable symbol for the community. I know the Waterloo Catholic District School Board attempted to design their own Pride flag to fly at their schools, but this takes away the history behind the official Pride flag and diminishes its impact.

And the impact of this flag can go much further than just the students who belong to the LGBTQ+ community. It would also impact Loyola as a whole, Oakville as a city, and would show great leadership on behalf of the Halton Catholic District School Board.

Firstly, it would provide comfort to students who belong to the community who may have struggled with feeling accepted in school. The flag will also be a visible symbol of the school's more active support of LGBTQ+ students and acknowledges the fact that they are a valued group within our school community, which leads me to my next point.

This would also benefit Loyola as a whole due to how it would exemplify our school motto:

Dignity, Equity and Respect. The Pride flag would help honour the dignity of students within the community, would provide an equitable opportunity for visibility in the school as a minority, and would show the school's respect for students' identities.

Displaying the Pride flag in front of our school would also show the entirety of Oakville that we are an inclusive and supportive school. As previously stated, the flag is a comforting symbol to members of the community, and by flying it for the town to see, the impact can expand beyond the walls of our school to all LGBTQ+ citizens of Oakville.

And the fact that we would currently be the only Catholic school in our town and in Ontario to fly the flag could encourage more Catholics to express and vocalize their support for the LGBTQ+ community.

Lastly, this decision will tell all of us if the Halton Catholic District School Board holds true to its core values in times of need. On the official website, the Board says it values "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." Flying the Pride flag directly correlates to respecting the diversity of identities within our school, and honouring the rights of LGBTQ+ students.

Also, I believe we all know the motto of the Halton Catholic District School Board: Achieving, Believing, Belonging. And through achieving this goal, I believe you can make LGBTQ+ students feel like they truly belong in our Catholic schools, especially if you extend permission to all schools in the Board and not just Loyola alone.

As an LGBTQ+ student myself, I have witnessed first hand that there is work that needs to be done. It is difficult to walk into school when I know I am not fully supported and accepted by all staff and students. While putting up a Pride flag isn't going to solve all of these issues, it is a significant first step in the right direction.

So what will your answer be?

Will you say no and send the message that LGBTQ+ students are undeserving of acceptance? That you are unwilling to fly a 4x6 piece of fabric for a month? That you are unwilling to support all students within the school board?

Or will you say yes, and send the message that LGBTQ+ students deserve to feel valued within their schools? That they are worthy of being seen and heard? That you as a school board practice what we preach as Catholics: to love your neighbour as yourself?

Thank you for your time, and I look forward to your positive response.

Flying the Flag with Pride

Nicole Hotchkiss
April 6th, 2021

INTRODUCTION

WHO

Nicole Hotchkiss, Gr. 12 student

WHAT

Promote LGBTQ+ inclusivity

WHERE

St. Ignatius of Loyola

WHEN

June (Pride month)

HOW IT STARTED

Passion for social justice



Social Justice Culminating



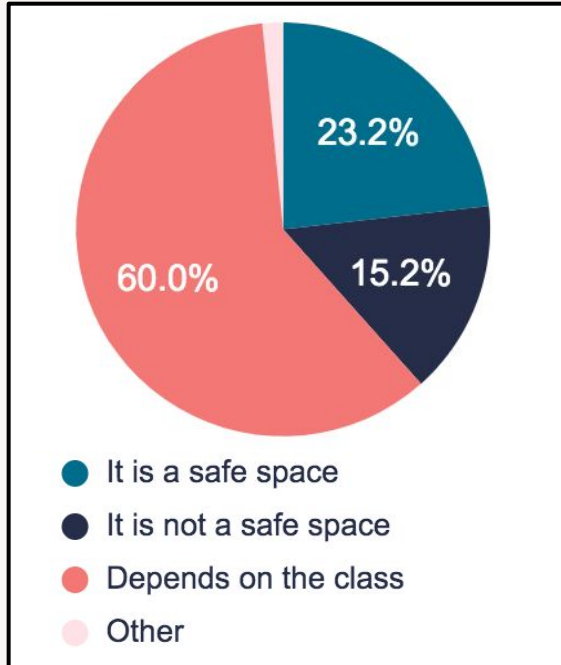
LGBTQ+ inclusion at Loyola



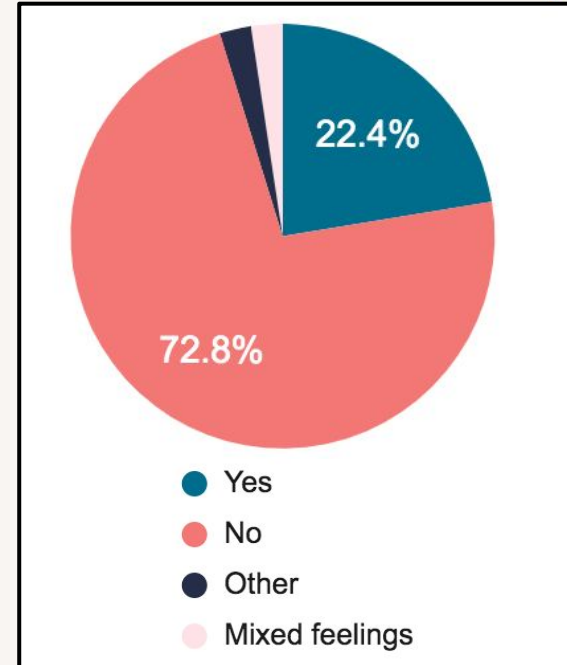
Board Proposal

PAST PROBLEMS

How do you think St. Ignatius of Loyola does in terms of being a safe space for LGBTQ+ kids?



Do you think our school is doing enough to support the LGBTQ+ student community?

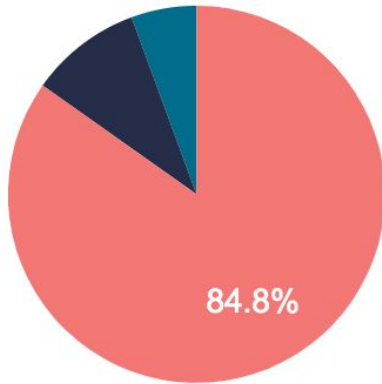




**FLY
THE
FLAG!**

CURRENT SOLUTION

Do you support the idea of flying the Pride flag for the month of June at our school?



● Yes
● No
● Maybe

- **90%+ SUPPORTIVE**
- Easy
- Inexpensive (or free)
- Effective

FUTURE IMPACT

- 1 → LGBTQ+ STUDENTS
- 2 → SCHOOL COMMUNITY
- 3 → OAKVILLE
- 4 → SCHOOL BOARD

1 → LGBTQ+ STUDENTS

- Provides comfort to LGBTQ+ students
- Makes students feel supported
- Acknowledges their existence



② → SCHOOL COMMUNITY

DIGNITY, EQUITY & RESPECT

- Honours the dignity of LGBTQ+ students
- Gives an equitable opportunity to be seen
- Respects their identities



ST. IGNATIUS OF LOYOLA
CATHOLIC SECONDARY SCHOOL

③ → OAKVILLE

- Sends a message of community to the town
- Makes to LGBTQ+ people feel appreciated
- Inspires more Catholics to be inclusive





→ SCHOOL BOARD

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.

Achieving Believing Belonging



**WHAT WILL
YOUR ANSWER
BE?**



**Thank you for
your time!**

Non-Catholic Student Trustees: Nicole Delegation

Good evening board members, parents, and fellow students. My name is Nicole Arango. I am a Grade 12 student at Assumption Catholic Secondary School, and I am a Catholic Student. I would like to begin with one of my favourite bible passages from the gospel of John, "A new commandment I give to you, that you love one another: just as I have loved you, you also are to love one another." I have used this passage many times in my life to guide me in my decisions and beliefs. To love one another is a golden rule that I have learned and abided by in my years as a Catholic student in Halton Catholic. As a Canadian, I see how our government represents every demographic in legislation. I value democracy and representation. The Halton Catholic District School Board is a very inclusive board which includes both Catholic and non-Catholic students. If we allow non-Catholic students, we should allow non-Catholic student trustees. We are a school board in Canada, and we should show our students from a young age the values of democracy, inclusion and representation. I remember fondly when I was a young student myself, we used to have an incentive program for students to behave and think about God in their lives called "What would Jesus do?". Students could nominate other students for acting like Jesus for small prizes and praise from the teacher. I mention this now because Jesus would not differentiate between Catholic and non-Catholic students. He cares about our convictions and values, not about our title. It is possible to live by the word of God and not be a Catholic. Throughout my years in this school board, I have interacted and befriended many Non-Catholic or secular students. These students were no less committed to their school work than the other, Catholic students. They have contributed just as much as our Catholic students through extracurricular activities, in-school events, and overall making our school community a more welcoming and inclusive place. Our schools provide a well-rounded education, not just in math, science and writing but in dignity, equity and respect. These are the three words from our Board that I have heard everyday at school for the past 12 years. I try to live by them everyday,

and I know the non-Catholic students do as well. The goal of our schools is to educate and provide opportunities for *all* students to better themselves. Our board already allows Non-Catholic students to learn alongside us, so why should we stop them from applying to leadership roles? As a Catholic, it is my opinion that it is possible to have non-Catholic trustees that provide good role models for younger students and that live by the values our school board tries to impart. The values of our Catholic belief upholds the concepts of equity and inclusivity, and thus I believe that the most loving and compassionate decision would be for HCDSB to allow non-Catholic students to represent themselves in student government and be student trustees.

Script for April 6th Delegation

Hello my name is Raghad Barakat and we are delegating this meeting about why the HCDSB should revise and amend policy I-26, more specifically the requirements that make becoming a student trustee exclusive to Catholic students.

Good evening, my name is Katrina Lefebvre, and I am representing St. Francis Xavier Secondary School in Milton, Ontario. My peers and I are here to delegate on the issue of non-Catholic students who are being withheld from the opportunity to become a Student Trustee amongst the Halton Catholic District School Board. Non-Catholic students are not being given equal opportunities for success in comparison to Catholic students. This is exemplified through Catholic students being offered the opportunity of a seat on the Student Trustee team, and therefore including a potential scholarship, and a recommendation to their chosen university by the Chair of the Board. Due to the exclusion of non-Catholic students, they will never receive any of the mentioned benefits. We can read this directly from Policy I-26, page 2, under the subtitle, 'Requirements', that states, "Qualified nominees will hold qualifications and endorsements as stated below: active Parish membership and regular mass attendance, a letter of endorsement from their parish priest, full-time Catholic student, in good standing..." etc. From my personal experience in both a fully Catholic elementary school and a multi-religious Catholic secondary school, I know the potential that ALL students have, regardless of their beliefs, and that they are just as deserving of these benefits as Catholic students are. With that being said, I ask you to consider amending Policy I-26.

I attend a school that is, arguably, one of the most diverse schools at HCDSB; St. Francis Xavier community holds various religious groups, and this has benefited our student body through unifying ALL people, regardless of not only religious practices, but also gender, sexuality, race, culture, and ethnicity. We are proud to be a diverse community, and it is one of the best experiences that I have had involving the HCDSB school community. I have met some of the greatest leaders, athletes, intellectuals and influencers, many of which are NOT Catholic, but benefit our school community significantly. Without them, change would be inhibited. It is a shame that the Board of Trustees has not been able to see these student's potential, but we see *your* potential to create change.

The Student Trustee team makes decisions that affect all HCDSB schools, therefore affecting all students of all religions in these schools. There is no form of representation on the Student Trustee team without non-Catholic students. It is an inaccurate representation of what the HCDSB school communities look like. Non-

Script for April 6th Delegation

Catholic students would benefit the Student Trustee team by providing a voice that a Catholic student would not be able to offer. There are different struggles and situations that non-Catholic students could bring attention to, and do nothing but benefit the HCDSB school communities, if only given the chance to.

To not only deny non-Catholic students an equal opportunity on the Student Trustee team, this policy advances Catholic students past a point that non-Catholic students will never be able to get to, although both communities come from the same school board. There is not a similar or equal opportunity for non-Catholic students. You are purposely putting Catholic students ahead of non-Catholic students. This is not just an act of religious exclusion, but an act of favoritism. I am a Catholic student, and I see the problem with the Policy I-26.

Good evening everyone. My name is Alisa Robinson and I am a grade twelve student from St. Francis Xavier CSS. I have been a student in this school board for the last eight years of my life. Consequently, it's fair to say that I have a good understanding of what it means to be a minority in this board. It was in the fifth grade when I had another black girl in my class for the first time. The first black teacher that I encountered here wasn't until I saw one at an elementary school in the eleventh grade. This lack of representation of people that looked like me gave me little voice and when it did, I was singled out due to the colour of my skin. I digress to say that there is no doubt in my mind that this board is in need of greater diversity and in areas beyond that of race.

You see, my friend Raghad faces barriers that I have not had to face. She is of the faith of Islam and not Christianity or Catholicism. One of my many experiences in this board was taking World Religions, where I learned of the importance of interreligious dialogue and Global Solidarity. It furthered my understanding of the belief that we are all one human family, regardless of our ideological or cultural differences. This was something that I was eager to learn more about because it gave me a deeper appreciation for so many of my friends and peers that I have made during my time at St. Francis Xavier— the most diverse school in this board.

Yet, I come before you today worried. Raghad, for her faith practice, is barred from representing so many of the others who are like her in my school and in our board as a Student Trustee. I am reminded of the Catholic Social Teaching of Community and the Common Good. We are taught that in how we organize our society— laws and policies— we directly impact the human dignity of a person and their capacity to grow in

Script for April 6th Delegation

a community. By excluding those we welcome into our community, we remove their ability to grow and ignore their dignity.

Despite wonderfully scripted policies that contradict actions that impede on the chance of accurate and fair representation; I am worried because your words, your policies, they have an impact beyond the scope of a page. I am worried because there are students who believe that because they are of different faith, they should not be heard in certain places. They feel like they should remain hidden in the shadows for who they are.

Graduating from the HCDSB this year, my hope would be to have every student, regardless of their identity, feel accepted, heard, and capable. You cannot expect these things from a population that you discourage. The diversity of the student population at my school has been more than I was ever expecting in my lifetime. I can only hope that in the future, others won't have to feel the same way. Given what we have mentioned here today, we would ask that you please consider amending policy I-26 in favour of allowing non-Catholic students to apply for the position of Student Trustee. You can be a member of a Catholic school community even if you are not Catholic. You can demonstrate a commitment to Catholic social justice teachings even if you are not Catholic. Thus, a student who is shaped by the values of HCDSB can represent students at the trustee level, even if they are not Catholic.

Hello again. As Alisa mentioned, I am a Muslim student and am directly affected by this policy. My experiences and beliefs as a Muslim are different from those of my Catholic peers. However, it does not mean that the foundation or importance of all of our beliefs should be diminished or silenced simply because they are different. There is also a difference between the experiences that Catholic students face and the ones that I face as a non-Catholic student in this board. Unlike me, my Catholic peers have never seen a policy that put their voice or dignity at risk because of their religion. The negative effects of this policy have affected all non-Catholics in HCDSB, past and present, and will continue to hurt future non-Catholics in this board. This experience is an unspoken and shared one for all of us that is difficult to fully explain in words. It is crucial for you to understand that this is not an individual issue, but an ongoing shared experience.

For me to reach that conclusion, I started a petition roughly 3 weeks ago regarding the amendment of Policy I-26 and putting into action Policy II-45, which states that the board will "examine, and remove any barriers that exist, preventing full participatory school-community relations including obstacles associated with any systemic discrimination." Within the first 3 days of starting the petition, we reached 200 signatures

Script for April 6th Delegation

from Catholic and Non-Catholic students alike. These are some of the comments explaining why our HCDSB students signed the petition.

*slides with all the comments *

As you can see, this is something that our school community is willing to pursue and are actively trying to make happen.

The policy right now states that you must be Catholic to be a trustee; these are the aspects of the policy we are moving to amend. I recognize that these are in place to insure that the student trustee exemplifies Catholic morals and ethics. However, you do not have to be Catholic to demonstrate Catholic teachings or ethics. I was taught this in my World Religions curriculum this year when we learned about the dimensions of religion and the importance of interreligious dialogue. Non-Catholic students are shaped by Catholic education, regardless of their individual faith. I can say with confidence that the leadership I have demonstrated in my school community has been formed by Catholic social justice teachings. My school has a significant amount of non-Catholic students, yet many of us regularly contribute to our school community to uphold the values of this board - the dignity, equity and respect of all peoples. Despite being allowed to be a part of the school community, we face barriers that our Catholic peers do not have to face. Even though I am not Catholic, I am still guided by my faith in God and service to my community. Catholic morals and all religious teaching revolve around the idea of love and respect, and this is why we are coming to you today to achieve and improve that within this board. As a society right now we are witnessing a necessary culture shift towards more inclusivity and this would be an important step of action towards that cause. HCDSB has recognized that inequity exists everywhere, even in our own communities and has demonstrated a commitment to creating safe, welcoming and more inclusive communities for students across the Board. HCDSB has made a commitment to change, stating, "As members of a Catholic faith community, we believe that we are all wonderfully made in the image and likeness of a God who created us and loves us unconditionally – just as we are. We are called to know, love and celebrate one another. And we are called to honour the inherent dignity in each other by treating one another with compassion and respect. "We close by asking this question, at the trustee level, how have you demonstrated **your** commitment to equity and inclusion?

Amending Policy I-26: Allowing Non- Catholics to be Student Trustees

By: Raghad, Katrina and
Alisa

Requirements in Policy I-26 that are exclusive to Catholic students

- Qualified student nominees will hold qualifications and endorsements as stated below:
 - active Parish membership and regular mass attendance;a letter of endorsement from the school principal;
 - a letter of endorsement from their parish priest;

Opportunity for honorarium and recommendation from chair of the board

- Term of Office Recognition and Acknowledgement of Services: Upon completion of their respective elected/appointed term, the student representative(s) shall, subject to Board approval, be acknowledged for their service to the Board in public session in the following manner:
 - a) Each individual will be provided with a letter of commendation signed by the Chair of the Board;
 - b) Each individual will be awarded a bursary of \$2,500.00 and/or other such forms of recognition or support as may be determined by the Board. If a student holds office

The St. Francis Xavier Community



Policy II-45 Preamble Clause

Preamble:

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

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

www.hcdsb.org

Achieving Believing Belonging

Page 5 of 9

Policy No. II-45 | Equity and Inclusive Education



HCDSB acknowledges the importance of increasing parent engagement in equity and inclusive education with a focus on reaching out to parents/~~guardians~~ who may be disengaged from the education system.

~~The Board~~HCDSB will identify, examine, and remove any barriers that exist, preventing full participatory school-community relations including obstacles associated with any systemic discrimination.

Allow Non-Catholic Students to run for Student Trustee in HCDSB



Only **273 more** supporters to the next goal!



Raghad Barakat started this petition to [Students in the HCDSB](#)

In the HCDSB, high school students can be of any Religion. Meaning that you do not have to be Catholic to go to a Catholic Secondary School. As a student in the community you should be provided the same opportunities as you're Catholic counterparts. Non-Catholic students are not allowed to run for Student trustee, which is a key position in representing student voices within the board.

Student trustees attend board meetings and voice student concerns and run the board wide student senate. They are described as the “essential connection between students and Trustees, Senior Administration and stakeholders of the Board”, so their role is really important in building change in the board.



In the Board policy I-26 it states that a student Trustee must be Catholic. This contradicts Policy II-45 which stated that the board will “examine, and remove any barriers that exist, preventing full participatory school-community relations including obstacles associated with any systemic discrimination”. This petition calls to revoke Policy I-26 and take action on Policy II-45 by allowing Non-Catholic students to run for Student Trustee.



kaileen valencia

3 weeks ago

Every student - regardless of their faith should be able to run for student trustee. Recall the Catholic Social Teaching of Solidarity and The Dignity of Work and The Rights of Workers. All humans should be accepted and given the right to voice their opinion. There is no harm in providing non-Catholic students the opportunity to represent our school. If they are a student at our school, they must be given the same rights, as are any other Catholic student. Sign the petition and let's make a difference!



6

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Adina Mubbashir

3 weeks ago

This isn't fair



6

[Share](#) [Tweet](#)



Sam Escano

3 weeks ago

I'm signing this because I find it hypocritical for this school board to deny Non-Catholic students the same opportunities as Catholic students. This board preaches love and acceptance when welcoming students of different backgrounds, but needs to put that into practice in this area. "But be doers of the word, and not merely hearers who deceive themselves" (James 1:22 NRSV)



7

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Kirsten Kelly

3 weeks ago

I'm signing as a Catholic Student Trustee. I have been in this board for more than a decade, and I have come across many students of many different identities, especially those who are not Catholic. Halton Catholic has a beautifully diverse community, and our Student Trustees need to represent this kind of student body. Halton Catholic offers amazing educational opportunities, such as our French programs, the AP program, and IB programs. These students choose to come to our board and it is only best to represent them and be a more inclusive community.



6

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Emaan Rabbani

3 weeks ago

I'm signing this because as a non-Catholic member of the HCDSB community, I feel this is discrimination. Many of our students are not Catholic and many of our school events/initiatives are not Catholicism related. I feel we should be represented in our own community! This is a bias rule and it should be readjusted to include all, since this is what they teach us at school. To stay true to their message, they must help us fight for our rights.



7

[Share](#) [Tweet](#)



Iwi Eghobamien

3 weeks ago

Taking away leadership opportunities from such a large portion of the student body for something as small as a religious difference is extremely discriminatory and shameful. Do not speak about equity if you will not practice it and change policies you have the power to change.



6

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Ashvini Giridaran

3 weeks ago

I may not be Catholic but I am still a member of this school board and want to be heard just the same! I respect and appreciate Catholic values and teachings and am grateful for my Catholic school experience. As a non-Catholic, though, I want to also be able to have a seat at the table in working to further our HCDSB community.



6

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Isabelle Cortese

3 weeks ago

I believe everyone should be allowed to run, it does not matter if they are catholic or not



5

[Share](#) [Tweet](#)

Thank You

Do you have any questions?

Raghad.Barakat.649@stfxavier.ca
alisa.robinson.517@stfxavier.ca
katrina.lefebvre.938@stfxavier.ca

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MINUTES OF THE REGULAR BOARD MEETING

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

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

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

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

Also Present: L. Collimore, Chief Officer, Research and Development Services (Electronically)
 A. Kapur, Parliamentarian (Electronically)
 A. Swinden, Manager, Strategic Communications

Recording Secretary: R. Di Pietro

1. Call to Order

The Chair called the meeting to order.

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

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

1.2 Motions Adopted In-Camera

There were no motions adopted in-camera.

1.3 Information Received In-Camera

The following information was received in-camera:

Acting Elementary Vice Principals

Suzanne Rossini appointed as Acting Elementary Vice Principal effective March 17, 2021 to April 9, 2021.

Catherine Boiago, Mary Catherine (Kit) Comuzzi, Tom Durran and Elizabeth MacIntyre appointed as Acting Elementary Vice Principals effective March 10, 2021 with an end date to be determined.

Margaret Warmels appointed as Acting Elementary Vice Principal effective March 9, 2021 with an end date to be determined. Tony Ceelen appointed as Acting Elementary Vice Principal effective March 12, 2021 with an end date to be determined.

Retirements

Stephen Martin retiring effective March 31, 2021. Richard Lopez retiring effective June 30, 2021.

Resignations

Aurelie Chuen Cheong resigning effective March 18, 2021. Katarina Madzarevic resigning effective August 31, 2021.

2. **Approval of the Agenda**

#80/20

Moved by: B. Agnew

Seconded by: N. Guzzo

RESOLVED, that information items 10.1 Student Trustees Update and 10.2 School Update be moved up the agenda ahead of the action items.

The Chair ruled in favour of a point of order that the motion can be debated.

The Chair called for a vote on **#80/20**:

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

The Chair ruled in favour for a point of order that a 2/3 majority was required for the motion to carry.

The motion was **DEFEATED**.

#81/20

Moved by: H. Karabela

Seconded by: P. DeRosa

RESOLVED, that the agenda be approved.

The Chair called for a vote on **#81/20:**

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

The motion **CARRIED.**

3. Declarations of Conflict of Interest

There were no conflicts of interest declared.

4. Presentations

There were no presentations.

5. Delegations

There were no delegations.

6. Approval of Minutes

**6.1 Minutes of March 2, 2021 Regular Board Meeting
#82/21**

Moved by: H. Karabela

Seconded by: M. Duarte

RESOLVED, that the minutes of the March 2, 2021 Regular Board Meeting be approved.

The Chair called for a vote on **#82/21:**

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

The motion **CARRIED.**

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 Amendment to Borrowing Resolution (A. Lofts)**

#83/21

Moved by: M. Duarte

Seconded by: J. O'Hearn-Czarnota

RESOLVED, that the Halton Catholic District School Board rescind Resolution Number #194/18 that states "the Halton Catholic District School Board approve By-Law No. 2018-F06 to authorize borrowing during any fiscal year up to \$150 million, until provincial grants, municipal taxes and other revenues are received, as contained in Appendix A to this report."

RESOLVED, that the Halton Catholic District School Board approve By-Law No. 2021-F01 to authorize borrowing during any fiscal year up to \$200 million, until provincial grants, municipal taxes and other revenues are received, as contained in Appendix A to this report.

The Chair called for a vote on **#83/21**:

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

The motion **CARRIED**.

8.2 2021 Energy Efficient Lighting Projects (R. Merrick)

#84/21

Moved by: M. Duarte

Seconded by: B. Agnew

RESOLVED, that the Halton Catholic District School Board authorize staff to proceed with the proposed 2021 energy efficient lighting projects.

The Chair called for a vote on **#84/21** and it **UNANIMOUSLY CARRIED**.

#85/21

Moved by: M. Duarte

Seconded by: T. O'Brien

RESOLVED, that the Halton Catholic District School Board authorize staff to expense funds from available capital funding and the capital reserve, including the Federal Climate Action Incentive Fund, for the proposed 2021 energy efficient lighting projects, and that the expenditures will not exceed \$1,875,000.

The Chair called for a vote on **#85/21** and it **UNANIMOUSLY CARRIED**.

8.3 Inclusive Racial and Cultural Curriculum Letter (N. Guzzo, K. Kelly) **#86/21**

Moved by: N. Guzzo

Seconded by: B. Agnew

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

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

The Chair called for a vote on **#86/21**:

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

The motion **CARRIED**.

8.4 French Immersion Regional Expansion (P. DeRosa)

Trustee DeRosa provided the following amendment to his February 16, 2021 Notice of Motion:

#87/21

Moved by: P. DeRosa

Seconded by: H. Karabela

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

BE IT RESOLVED, that the Board of Trustees directs the Director of Education and Secretary of the Board to make French Immersion a strategic priority at the next Strategic Planning Cycle and to undertake the expansion of the French Immersion Program to satisfy all registrations annually based on each region's own capacity to expand the program starting in 2022/23 and for future years to come.

BE IT FURTHER RESOLVED, that the Board of Trustees directs the Director of Education and Secretary of the Board to implement a multi-year recruitment plan that satisfies the need for French Teachers and begin to search immediately for French teachers beginning with those currently employed by the board who are qualified to teach French and who are willing to transfer to the French Immersion program. At the same time, the Director of Education will instruct staff to begin immediately an annual and ongoing search for external candidates in and out of province as well as out of country, and issue letters of permission for qualifying candidates as required to meet the annual demand.

The Chair ruled in favour of a point of order regarding allotted time for debate.

#88/21

Moved by: V. Iantomasi

Seconded by: H. Karabela

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

The Chair for a vote on **#88/21** and it **UNANIMOUSLY CARRIED**.

#87/21 (AMENDMENT 1)

Moved by: B. Agnew

Seconded by: N. Guzzo

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

BE IT RESOLVED, that the Board of Trustees directs the Director of Education and Secretary of the Board to ~~make French Immersion a strategic priority at the next Strategic Planning Cycle and to undertake the expansion of the French Immersion Program~~ **with the objective of** to satisfying all registrations annually **in each region each year** based on each region's own capacity to expand the program starting in 2022/23. and for future years to come.

~~**BE IT FURTHER RESOLVED**, that the Board of Trustees directs the Director of Education and Secretary of the Board to implement a multi-year recruitment plan that satisfies the need for French Teachers and begin to search immediately for French teachers beginning with those currently employed by the board who are qualified to teach French and who are willing to transfer to the French Immersion program. At the same time, the Director of Education will instruct staff to begin immediately an annual and ongoing search for external candidates in and out of province as well as out of country, and issue letters of permission for qualifying candidates as required to meet the annual demand.~~

#87/21 (AMENDMENT 2)

Moved by: H. Karabela

Seconded by: T. O'Brien

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

~~**BE IT RESOLVED**, that the Board of Trustees directs the Director of Education and Secretary of the Board to make French Immersion a strategic priority at the next Strategic Planning Cycle and to undertake the expansion of the French Immersion Program~~ with the objective of to by satisfying all registrations annually in each region each year based on each region's own capacity to expand the program starting in 2022/23. and for future years to come.

~~**BE IT FURTHER RESOLVED**, that the Board of Trustees directs the Director of Education and Secretary of the Board to implement a multi-year recruitment plan that satisfies the need for French Teachers and begin to search immediately for French teachers beginning with those currently employed by the board who are qualified to teach French and who are willing to transfer to the French Immersion program. At the same time, the Director of Education will instruct staff to begin immediately an annual and ongoing search for external candidates in and out of province as well as out of country, and issue letters of permission for qualifying candidates as required to meet the annual demand.~~

The Chair for a vote on **#87/21(AMENDMENT 2)**:

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

The amendment (2) **CARRIED**.

#89/21

Moved by: T. O'Brien

Seconded by: P. DeRosa

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

The Chair called for a vote on **#89/21**. The vote was not unanimous therefore the meeting had to adjourn following the motion on the table.

#87/21(AMENDMENT AS AMENDED)

BE IT RESOLVED, that the Board of Trustees directs the Director of Education and Secretary of the Board to ~~make French Immersion a strategic priority at the next Strategic Planning Cycle and to undertake the expansion of the French Immersion Program with the objective of to~~ by satisfying all registrations annually in each region each year ~~based on each region's own capacity to expand the program starting in 2022/23. and for future years to come.~~

The Chair called for a vote on **#87/21(AMENDMENT AS AMENDED)**:

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

The amendment to the amendment **CARRIED**.

#87/21 (AS AMENDED)

Moved by: P. DeRosa

Seconded by: H. Karabela

BE IT RESOLVED, that the Board of Trustees directs the Director of Education and Secretary of the Board to undertake the expansion of the French Immersion Program by satisfying all registrations annually in each region each year starting in 2022-2023.

The Chair overruled a point of order that staff was no longer able to speak to the motion as the mover was closing debate.

#90/21

Moved by: T. O'Brien

BE IT RESOLVED, that the ruling of the Chair be appealed.

The Chair called for a vote of **#90/21**:

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

The motion was **DEFEATED**.

The Chair called for a vote of **#87/21 (AS AMENDED)**:

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

The motion **CARRIED**.

The meeting adjourned at 10:50 p.m. with a prayer led by Trustee Karabela.

POST NOTES:

8.5 Prioritizing Teachers and Educational Workers in the Second Phase of the Province's COVID-19 Vaccine Rollout (P. DeRosa)

The meeting was adjourned.

8.6 Approval to the Changes to the Executive Compensation Envelope (V. Iantomasi)

The meeting was adjourned.

8.7 Board Posting of All Executive Compensation by August 31st (V. Iantomasi)

The meeting was adjourned.

9. Staff Reports

The meeting was adjourned.

10. Information Items

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

The meeting was adjourned.

10.2 School Update (P. Daly)

The meeting was adjourned.

10.3 Milton No. 10 Catholic Elementary School Sketch Plan Design (R. Merrick)

The meeting was adjourned.

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

The meeting was adjourned.

11. Miscellaneous Information

11.1 Minutes of the January 18, 2021 CPIC Meeting

The meeting was adjourned.

12. Correspondence

12.1 M. Lourenco

12.2 R. Meditskos

12.3 Canadian Parents for French Ontario

The meeting was adjourned.

13. Open Question Period

The meeting was adjourned.

14. In Camera

The meeting was adjourned.

15. Resolution re Absentees

The meeting was adjourned.

16. Adjournment and Closing Prayer (H. Karabela)

The meeting was adjourned.

Secretary of the Board

Chair

BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
November 5, 2019	Math Action Plan	<i>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.</i>	Curriculum	June 2021 - further qualitative and quantitative data to Trustees on the progress towards the Math Action Plan.
March 31, 2020	Math & Science Extra Curricular Engagement – Past/Present Initiatives and Future Opportunities	<i>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. 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.</i>	Curriculum	April 2021- update on progress.
March 31, 2020	Update to Board Room Technology	<i>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,</i>	A. Lofts	February 2021 – Update in progress.

		<p>WHEREAS, current audio, video and data transfer equipment is antiquated and un-satisfactory</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>		
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	Electronic time clock available until the return to in-person meetings.
October 20, 2020	COVID-19 Related Financial Reporting	<p>BE IT RESOLVED, that the Board of Trustees direct the Secretary of the Board and Director of Education to provide an ongoing financial report of the past expenditures by HCDSB and all past,</p>	A. Lofts	April 20, 2021 June 15, 2021

		current and future funding received by HCDSB from different levels of government to effectively manage COVID-19 in the form of a quarterly financial report commencing on Nov 30, 2020 and reported to the Board at the December 15, 2020 Board meeting until such a time as the Ministry of Education removes all COVID-19 related protocols and guideline and all schools have returned to a conventional full time learning model.		
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OUTSTANDING POLICY ITEMS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS



Regular Board Meeting

Action Report

Prioritizing Teachers and Educational Workers in the Second Phase of the Province's COVID-19 Vaccine Rollout	Item 8.2
April 6, 2021	

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

Moved by: P. DeRosa

Seconded by:

WHEREAS, the Government of Ontario recently announced moving into the second phase of its COVID-19 Immunization Program;

WHEREAS, Teachers and educational workers in our schools are in contact and exposed to a multiple number of students, parents, and support workers at any given time;

BE IT RESOLVED, that the Board of Trustees and the Director of Education write a joint letter to the Government of Ontario requesting that teachers and educational workers be prioritized for in the second phase of the COVID-19 Immunization Program.



Regular Board Meeting

Action Report

Approval to the Changes to the Executive Compensation Envelope	Item 8.3
April 6, 2021	

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

Moved by: V. Iantomasi

Seconded by:

***BE IT RESOLVED,** that changes to the Executive Compensation Envelope of the Supervisory Staff shall be approved by the Board before implementation by the Director of Education. This to instruct the Secretary to the Board as the Director of Education to provide the Elected Board with an Executive Compensation summary report, outlining the initial contracts with starting salary, grid movement and increases for all Senior Staff and Managers for the years 2018, 2019, 2020 and 2021.*



Regular Board Meeting

Action Report

Board Posting of All Executive Compensation by August 31 st	Item 8.4
April 6, 2021	

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

Moved by: V. Iantomasi

Seconded by:

BE IT RESOLVED, Secretary and Director of Education provide the Elected Board all copies of the mandatory salary disclosures for the Executive Compensation, submitted to the Provincial Government and subsequently posted yearly by August 31st on the HCDSB Public Web Site for the years 2019, 2020 and 2021.

Regular Board Meeting

Staff Report

Recommended Names for Milton No. 3 Catholic Secondary School	Item 9.1
Tuesday, April 6, 2021	

Alignment to Strategic Plan

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

Purpose

To provide Trustees with an update on the process of naming the new Milton No. 3 Catholic Secondary School as per Board Policy I-15 School Name Selection.

Background Information

In consultation with the Milton No. 3 School Name Selection Committee, which consisted of Chair Patrick Murphy, Vice Chair Marvin Duarte, Father James S. Petrie of St. Benedict Parish, Claudia Brena-laniro, (parent), Jennifer Santos (parent), Student Trustee, Nicholas Gubert, Superintendent Emi Bakaic and Principal Kevin Wong, four (4) names were submitted for consideration by members of the broader community.

Comments

Stakeholder Consultation – Request for Potential Names

On Wednesday, February 24, 2021, an invitation to submit potential school names was sent to Our Lady of Fatima and Guardian Angels (Milton) school communities. The results of the feedback received are attached as [Appendix A](#).

Shortlist of School Names Selected

On Wednesday, March 17, 2021, the Milton No. 3 School Name Selection Committee reconvened to review the names submitted by members of the community. The Committee developed a short list of names in accordance with the Diocesan criteria outlined in Policy I-15. They considered all the names and rationale provided by community members and created a shortlist of four (4) names:

- Blessed Carlo Acutis
- St. Josephine Bakhita
- St. John Bosco
- St. Kateri Tekakwitha



Stakeholder Consultation –Vote for Preferred Name(s)

A voluntary, anonymous online feedback form was made available between March 19 and March 29, 2021 (inclusive). The link to the online forms was sent via email on March 19th to all parents with children currently attending Guardian Angels Catholic Elementary School and Our Lady of Fatima Catholic Elementary School, inviting them to select their top two (2) preferences from the shortlist of potential school names. The survey was also promoted on the two school websites, as well as, through St. Benedict Parish for parishioner input.

The rationale for the name selection and a brief biography of each saint were provided, and are attached in [Appendix B](#).

The feedback received is attached as [Appendix C](#).

As illustrated in the chart and table in Appendix A, there were a total of 1075 votes among the four suggested school names.

The name ‘St. Kateri Tekakwitha’ had the highest number of 1st choice votes (n = 445, 42%).

‘St. John Bosco’ received 373 votes (35%), ‘St. Josephine Bakhita’ received 132 votes (12%), and ‘Blessed Carlo Acutis’ received 115 votes (11%).

The preference of the community, as outlined above, is in favour of naming the new Milton No. 3 Catholic Secondary School, ‘St. Kateri Tekakwitha’.

Conclusion

Policy I-15 stipulates that a list of two (2) names – a preferred name and an alternate – be submitted to the Bishop of the Diocese for review and consideration.

Trustees are invited to consider two (2) recommended names for the new Milton No. 3 Catholic Secondary School to be forward to the Diocese of Hamilton for consideration by His Excellency, Bishop Douglas Crosby.

An Action Report recommending a preferred name and alternate to be submitted to Bishop Douglas Crosby for his consideration and response will be brought forward at the April 20th, 2021 Board Meeting.



Recommendation

The following recommendations will be presented for the consideration of the Board on April 20, 2021.

Resolution#:

Moved by:

Seconded by:

RESOLVED, that the Halton Catholic District School Board approve the following two (2) school names, ordered in priority as possible names for the new Milton No. 3 Catholic Secondary School:

1st Choice: St. Kateri Tekakwitha Catholic Secondary School (preferred)

2nd Choice: St. John Bosco Catholic Secondary School (alternate)

BE IT FURTHER RESOLVED, that the Board approved list of possible school names be submitted to Bishop Douglas Crosby for his consideration and response.

Report Prepared by:

Emi Bakaic
Superintendent of Education, School Services

Report Submitted by:

Emi Bakaic
Superintendent of Education, School Services

Report Approved by:

Pat Daly
Director of Education and Secretary of the Board

School Name Selection Process - Milton #3 Catholic Secondary School

Summary of Stakeholder Feedback – Potential Name Ideas

Contents

Background.....	2
Online Feedback Form.....	2
Names Submitted	3
All Feedback Shared.....	6
View list of all suggested names submitted through the online form.....	6

Background

On July 29, 2020, the Ministry of Education announced the approval for funding for a third Catholic secondary school in Milton. Although construction for this new school, currently known as Milton #3 Catholic Secondary School, is anticipated to be completed in 2022, the new school community will be established on September, 2021, in a temporary location until the new building is ready for occupancy.

One of the first steps in establishing a new school community is to determine a name. As per [Policy I-15 School Name Selection](#), a committee is struck to oversee the school naming process.

A School Naming Committee was established, and between February 24 and March 7, 2021 we gathered input from the community on possible names.

At their meeting held on March 17, 2021, the School Name Selection Committee reviewed the names submitted by members of the community. The Committee developed a short list of names, in accordance with the Diocesan criteria included in Policy I-15.

The short list of four (4) potential names was submitted for consideration by members of the broader school community. Stakeholders were asked to select their first and second choice of name.

This report summarizes the feedback received for potential name for Milton #3 Catholic Secondary School.

Online Feedback Form

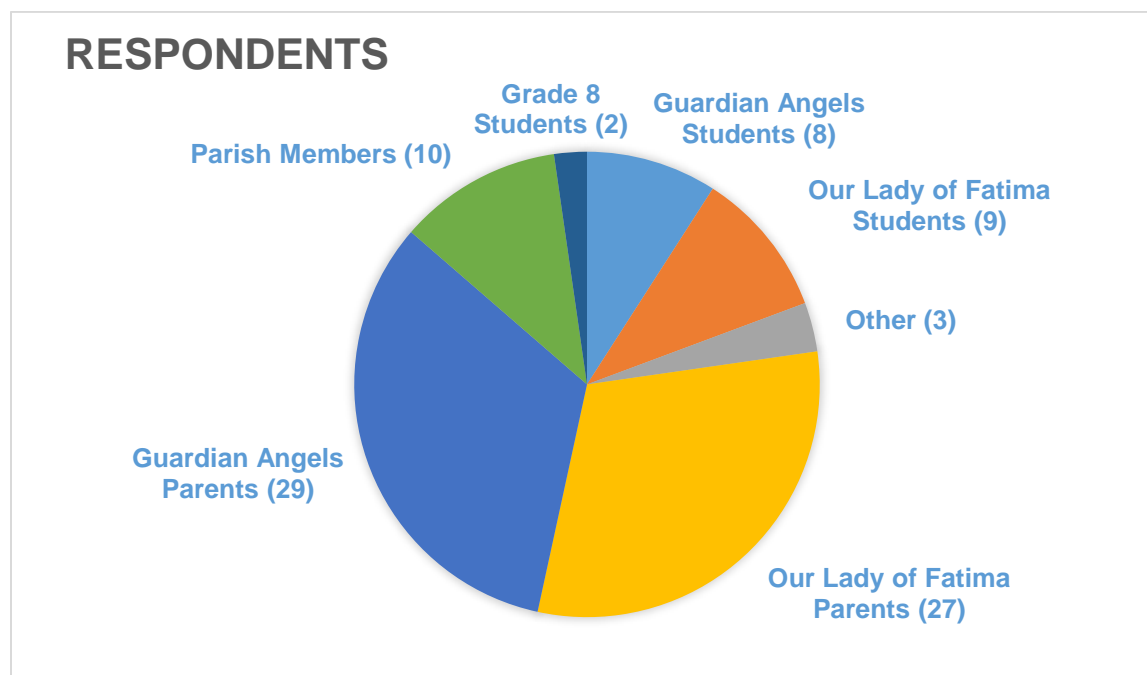
A voluntary, anonymous online feedback form was made available between March 19 and March 29, 2021 (inclusively).

The link to the online form was sent via email on March 19th to all parents with children currently attending *Guardian Angels Catholic Elementary School* and *Our Lady of Fatima Catholic Elementary School*. A reminder email was sent on March 26, 2021.

The survey was also promoted on the websites of these two schools, as well as through St. Benedict Parish.

Who Responded?

In total, **88** completed responses were submitted using the online feedback form. The chart below displays respondents' roles; the majority of respondents were parents or guardians with children attending Guardians Angels CES or Our Lady of Fatima CES (67%, n = 56).



Names Submitted

Respondents were invited to submit names for consideration by the School Naming Selection Committee. All responses are listed below under All Feedback Shared. There were **53 unique names submitted**. The following were the recurring names submitted.

St. John Bosco (7%; n=6)

Examples of rationale provided:

"He was a Roman Catholic priest who was a pioneer in educating the poor and founded the Salesian order."

"He was involved with the youth and was very instrumental in their spiritual growth"

"He was 'renowned for his work in educating and rehabilitating poor and disadvantaged youth.' "

St. Kateri Tekakwitha (7%; n=6)

Examples of rationale provided:

“St Kateri is a female, Indigenous Canadian saint, who converted to Catholicism as a teen. St Kateri lived a life dedicated to prayer. She is the patron saint of the environment.”

“I like that she is the patron saint of the environment and ecology which is important when dealing with climate change etc. in the present. Since she is an Indigenous woman, I believe this would provide an opportunity to continue the conversation and education surrounding Truth and Reconciliation with our students and the Indigenous People in our communities. She was diligent, hardworking and patient, characteristics that the students can aspire to.”

“St. Kateri is a saint with multiple under-represented identities usually seen in Catholic School names...she is female and of Native North American decent, which we feel is a good choice during this period of ongoing Reconciliation with Native communities in Canada. St. Kateri recognized the dignity of all human people. She is also associated with ecology and, in keeping with Native cultures, advocated stewardship of Creation and living in harmony with Nature. She often went to the woods to seek God's voice in Nature and is referred to as the "Lily of the Mohawks." Again, this connection with ecology is important as our current greatest challenge is Climate Change and, as such, St. Kateri represents an excellent role model for our young people to take action and seek to re-connect with the Natural World created by God.”

Blessed Cardinal Alojzija (Aloysius) Stepinac (5%; n=4)

Examples of rationale provided:

“Cardinal Stepinac was a defender of Catholicism during the communist Yugoslav regime & a hero to many. He was imprisoned for his beliefs but never wavered from his faith.”

“He was a martyr who stood up for human rights and religious freedom. Pope St John Paul II, beatified Cardinal Stepinac Oct 1998 and referred to him as one of the outstanding figures of the Catholic church. There were also prominent members of the Jewish community who testified to the generosity of aid Stepinac provided during the second world war.”

“Blessed Cardinal Aloysius Stepinac is one of the greatest patriots of the 20th century. He spent his entire life serving God and demonstrating the importance of faith, charity and virtue.”

St. John Paul II (5%; n=4)

Examples of rationale provided:

"Pope John Paul II is remembered for his successful efforts to end communism, as well as for building bridges with peoples of other faiths, and issuing the Catholic Church's first apology for its actions during World War II."

"He was a role model by trying to improve relations with other religions, his teachings were to be kind to each other."

"This is a fitting name for a high school because He was an extraordinary Pope who became a modern day saint. He was dedicated to empowering youth all over the world establishing the first world youth days and calling them to be "the salt of the earth" as Catholic leaders and messengers of the good news."

St. Teresa of Calcutta (Mother Teresa) (5%; n=4)

Examples of rationale provided:

"Because our children and youth will see in her a great example of humility and service for those around us."

"I think this name is good because St Teresa served the poor which represents that everyone should help those who need it even without being asked to help."

"St. Teresa would be a good choice of name because she was a good example for helping people and being humble."

Pope Francis (3%; n=3)

Examples of rationale provided:

"Pope Francis is a modern leader whose humility and inclusiveness resonates with our youth, engaging them to participate in our faith."

"Kind, accepting, forward-thinking"

"Pope Francis is an exemplary role model for youth today. As the head of the Catholic Church, Pope Francis has strived to relate to youth and spread God's message in ways that are accessible and meaningful to young adolescents (through social media, streaming videos). It would be wonderful to honour Pope Francis' commitment and connection to our youth by naming our new Milton high school after him."

Blessed Carlo Acutis (3%; n=3)

Examples of rationale provided:

"He is a great role model for teenagers."

"St. Carlo was a young devoted Catholic who preached the word of God using the internet. A modern day saint that teens could relate to and look up to."

As this is a secondary school, St Carlo would make a great role model for the students because he proved that anyone can be a saint in the modern world. He is the only saint who was found to wear Nikes and branded hoodies."

St. Thérèse of Lisieux (3%; n=3)

Examples of rationale provided:

"In my opinion I think this would be a good choice of name for the high school because she surrendered herself completely to the love of God, she said to all actions mattered no matter how big or small. Saint Thérèse was an great inspiration to me by being a influential model for Catholics and I hope others can learn from her too."

"It reflects Catholics and represents many Catholics."

"I think this would be a good choice of name for the new high school because her inspiration and powerful presence from heaven touched many people very quickly. She turned her anger and frustration into love and compassion. We should all learn from her and instead of being angry at others, we should take a breath and calm down."

All Feedback Shared

- [View list of all suggested names](#) submitted through the online form.

Blessed Carlo Acutis

Feast Day:	October 12
Patronage:	computer programmers, youth
Birth:	May 31, 1991
Death:	October 12, 2006
Beatified:	October 10, 2020

From a young age, Carlo Acutis demonstrated great interest in Catholic churches and often asked to see them. In addition to his love for the Church, Blessed Carlo was deeply interested in computers and taught himself how to code and build websites while still in primary school.

He used his knowledge of computers and coding to build websites for Catholic organizations. His most popular website was one that listed miracles from around the world based on a catalog he compiled since age 11. He completed the site shortly before his death. Carlo was also known to give away his pocket money to the poor and to speak up in defense of the disabled.

When Carlo developed leukemia as a teenager, he offered up his suffering for Pope Benedict XVI and the Church. He was quoted as saying, "I offer all the suffering I will have to suffer for the Lord, the Pope, and the Church." As part of his devotion, Carlo asked his parents to take him to various Eucharistic shrines, although his declining health made travel very difficult.

Carlo died on October 12, 2006 at age 15.

St. John Bosco

Feast Day:	January 31
Patronage:	apprentices, editors, school children, students, young people, magicians
Birth:	August 16, 1815
Death:	January 31, 1888
Beatified:	June 2, 1929
Canonized:	April 1, 1934

John Bosco, also known as Don Bosco, was born in Becchi, Italy. John's father died when he was two years old, and as soon as he was old enough to do odd jobs, John did so to help support this family.

John would go to circuses, fairs and carnivals, practice the tricks that he saw magicians perform, and then put on one-boy shows. After his performance, while he still had an audience of boys, he would repeat the homily he had heard earlier that day in church.

John worked as a tailor, baker, shoemaker and carpenter while attending college and seminary. He was ordained as a priest in 1841. As a teacher, John worked constantly with young people, finding places where they could meet, play and pray. John was also a chaplain in a hospice for girls. He wrote short treatises aimed at explaining the faith to children, and then taught children how to print them.

He founded the *Salesians of Don Bosco (SDB)* in 1859 - priests who work with and educate boys. He also founded the *Daughters of Mary, Help of Christians* in 1872, and *Union of Cooperator Salesians* in 1875.

St. Josephina Bakhita

Feast Day:	February 8
Patronage:	Sudan
Birth:	1869
Death:	February 8, 1947
Beatified:	May 17, 1992
Canonized:	October 1, 2000

St. Josephine Bakhita was born to a wealthy Sudanese family, and at the age of 9 was kidnapped by slave-traders and given the name *Bakhita* (lucky) by them. She was sold and resold in the markets at El Obeid and Khartoum, until she was finally purchased in 1883 by Callisto Legnani, an Italian consul who planned to free her. She accompanied Legnani to Italy in 1885 and worked for the family of Augusto Michieli. She was treated well in Italy and grew to love the country. She converted to Christianity and joined the Catholic Church on January 9, 1890, taking the name of Josephine as a symbol of her new life.

She entered the *Institute of Canossian Daughters of Charity* in 1896, taking her vows and serving as a Canossian Sister for the next fifty years. Her gentle presence, her warm, amiable voice, and her willingness to help with any menial task were a comfort to the poor and suffering people who came to the door of the Institute. After a biography of her was published in 1930, she became a noted and sought-after speaker, raising funds to support missions.

St. Kateri Tekakwitha

Feast Day:	July 14
Patronage:	the environment and ecology
Birth:	1656
Death:	April 17, 1680
Beatified:	June 22, 1980
Canonized:	October 21, 2012

St. Kateri was the daughter of a Christian Algonquin woman captured by Iroquois and married to a non-Christian Mohawk chief. She was orphaned during a smallpox epidemic, which left her with a scarred face and impaired eyesight.

Kateri was baptized in the Catholic faith in 1676 by Fr. Jacques de Lamberville, a Jesuit missionary. She was shunned and abused by relatives for her faith. Kateri escaped through 200 miles of wilderness to the Christian Native American village of Sault-Sainte-Marie. She took a vow of chastity in 1679, pledging to marry only Jesus Christ.

Kateri is known for her spirituality and her steadfast devotion. She was also very sickly, and sadly, five years after her conversion to Catholicism, she became ill and died at the age of 24. Her grave became a pilgrimage site and place of miracles for Christian Native Americans and French colonists.

Her name, Kateri, is the Mohawk form of Catherine, which she took from St. Catherine of Siena.

School Name Selection Process - Milton #3 Catholic Secondary School

Poll Results: Community Vote for New School Name

Contents

Background.....	2
Online Feedback Form.....	2
Poll Results.....	3

Background

On July 29, 2020, the Ministry of Education announced the approval for funding for a third Catholic secondary school in Milton. Although construction for this new school, currently known as Milton #3 Catholic Secondary School, is anticipated to be completed in 2022, the new school community will be established on September, 2021, in a temporary location until the new building is ready for occupancy.

One of the first steps in establishing a new school community is to determine a name. As per [Policy I-15 School Name Selection](#), a committee is struck to oversee the school naming process.

A School Naming Committee was established, and between February 24 and March 7, 2021 we gathered input from the community on possible names.

At their meeting held on March 17, 2021, the School Name Selection Committee reviewed the names submitted by members of the community. The Committee developed a short list of names, in accordance with the Diocesan criteria included in Policy I-15.

The short list of four (4) potential names was submitted for consideration by members of the broader school community. Stakeholders were asked to select their first and second choice of name.

This report summarizes the feedback received for potential name for Milton #3 Catholic Secondary School.

Online Feedback Form

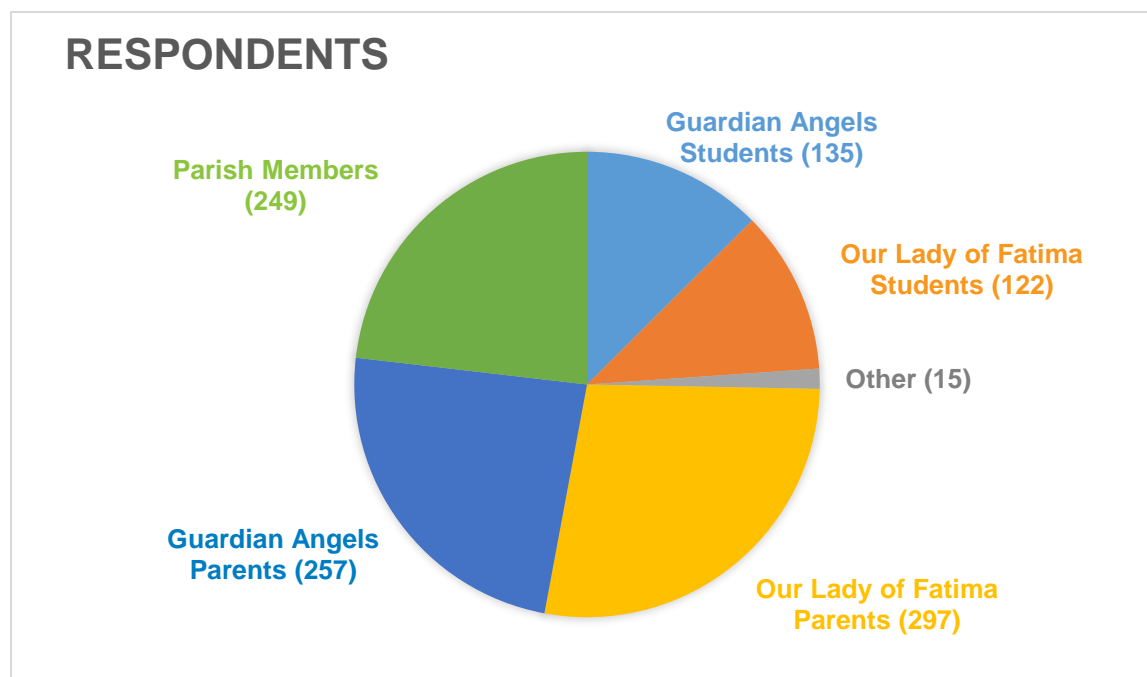
A voluntary, anonymous online feedback form was made available between March 19 and March 29, 2021 (inclusively).

The link to the online form was sent via email on March 19th to all parents with children currently attending *Guardian Angels Catholic Elementary School* and *Our Lady of Fatima Catholic Elementary School*. A reminder email was sent on March 26, 2021.

The survey was also promoted on the websites of these two schools, as well as through St. Benedict Parish.

Who Responded?

In total, **1075** completed responses were submitted using the online feedback form.



NOTE: 24% (n= 257) of responses received were from students. 46% (n=119) of the student votes were placed by Grade 8 students.

Poll Results

Respondents were invited to submit their first and second choice of school name. The results are listed in the chart below.

NAME	1 st Choice Votes	2 nd Choice Votes
St. Kateri Tekakwitha	445	177
St. John Bosco	373	226
St. Josephine Bakhita	132	470
Blessed Carlo Acutis	115	202



School Year Calendar 2021-2022	Item 9.2
Tuesday, April 6, 2021	

Alignment to Strategic Plan

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

Purpose

The *Education Act* requires each school board to establish a School Year Calendar, identify instructional days, professional activity days and holidays for each school year. The Ministry of Education establishes the number of days for schools in the Province and in accordance with Regulation 304, each Board is required to submit a Board-approved calendar to the Ministry of Education by May 1, 2021.

Background Information

The School Year Calendar Committee takes into account several considerations:

1. School communities have generally advised that, when selecting a Professional Activity (PA) Day, a Friday or Monday is preferred. Some employers appear more willing to permit parents to have occasional holidays on those days (or just before statutory holidays).
2. An essential factor in the establishment of the 2021-2022 calendar is the integration of transportation services with our co-terminus board. Consultation, which complies with Ministry direction, has occurred with the Halton District School Board
3. The Ministry of Education has asked school boards to consider having the 3 Provincial Priority PA Days before the start of classroom instruction for the 2021-2022 academic year.

Comments

The 2021 - 2022 School Year Calendar Committee is comprised of a parent representative of the Catholic Parent Involvement Committee (CPIC), OECTA Unit Presidents (Elementary and Secondary), CUPE 3166 and 5200 representatives, the Principals' Association representatives and one (1) trustee. The Committee met on March 18, 2021 for the purpose of preparing a draft calendar.



The 2021–2022 School Year Calendar consists of one hundred and eighty-seven (187) instructional days, of which ten (10) days (five (5) per semester) are classified as secondary school examination days as per Regulation 304.

Two (2) PA days will be used for assessment and completion of report cards at the elementary level. An additional PA day will be used for elementary parent/teacher interviews.

The three (3) mandatory Provincial Priority PA Days that will occur next year will be devoted to criteria established by the Ministry.

At the time of this writing, all seven (7) Professional Activity days align with the Halton District School Board, and both boards will have the same secondary school examination days. *(Please refer to Appendix A).*

Conclusion

A recommendation to approve the 2021–2022 School Year Calendar will be presented to trustees at the April 20, 2021 Board Meeting.

Recommendation

The following recommendations will be presented for the consideration of the Board.

Resolution#:

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board approve the 2021-2022 School Year Calendar as presented.

Report Prepared by:

Nancy Dinolfo
Superintendent of Education

Report Submitted by:

Nancy Dinolfo
Superintendent of Education

Report Approved by:

Pat Daly
Director of Education and Secretary of the Board

HCDSB 2021-2022 Proposed School Year Calendar Elementary

Date		Reason
Wednesday, September 1, 2021		Provincial Priorities PA Day
Thursday, September 2, 2021		Provincial Priorities PA Day
Friday, September 3, 2021		Board Designated Holiday
Monday, September 6, 2021		Labour Day
Friday, October 8, 2021		Faith Day – PA Day
Monday, October 11, 2021		Thanksgiving Day
Friday, November 26, 2021		Elementary Parent-Teacher Interviews
Monday, December 20, 2021 – Friday, December 31, 2021		Christmas Break
Friday, January 28, 2022		Elementary Report Card Writing - PA Day
Monday, February 21, 2022		Family Day
Monday, March 14, 2022 – Friday, March 18, 2022		March Break
Friday, April 15, 2022		Good Friday
Monday, April 18, 2022		Easter Monday
Monday, April 25, 2022		Provincial Priorities PA Day
Monday, May 23, 2022		Victoria Day
Monday, June 6, 2022		PA Day (Elementary only)
Thursday, June 30, 2022		Board Designated Holiday

Report Card Distribution Days:

Elementary Schools:

- Progress Reports: Tuesday, November 23, 2021
- Term 1 Report Cards: Thursday, February 17, 2022
- Term 2 Report Cards: Tuesday, June 28, 2022

HCDSB 2021-2022 Proposed School Year Calendar Secondary

Date		Reason
Wednesday, September 1, 2021		Provincial Priorities PA Day
Thursday, September 2, 2021		Provincial Priorities PA Day
Friday, September 3, 2021		Board Designated Holiday
Monday, September 6, 2021		Labour Day
Friday, October 8, 2021		Faith Day – PA Day
Monday, October 11, 2021		Thanksgiving Day
Friday, November 26, 2021		PA Day
Monday, December 20, 2021 – Friday, December 31, 2021		Christmas Break
Thursday, January 27, 2022 – Wednesday, February 2, 2022		Secondary Exam Period (5 days)
Friday, February 4, 2022		PA Day (Professional Development)
Monday, February 21, 2022		Family Day
Monday, March 14, 2022 – Friday, March 18, 2022		March Break
Friday, April 15, 2022		Good Friday
Monday, April 18, 2022		Easter Monday
Monday, April 25, 2022		Provincial Priorities PA Day
Monday, May 23, 2022		Victoria Day
Tuesday, June 21, 2022 – Monday, June 27, 2022		Secondary Exam Period (5 days)
Wednesday, June 29, 2022		PA Day
Thursday, June 30, 2022		Board Designated Holiday

Secondary School Examination Dates

- Semester 1: Thursday, January 27, 2022 to Wednesday, February 2, 2022 (5 days)
 - Thursday, February 3, 2022 (Instructional Day – Examination Review)
- Semester 2: Tuesday, June 21, 2022 to Monday, June 27, 2022 (5 days)
 - Tuesday, June 28, 2022 (Instructional Day – Examination Review)



Regular Board Meeting

Staff Report

Bishop P.F. Reding Catholic Secondary School Renewal Funding	Item 9.3
April 6, 2021	

Alignment to Strategic Plan

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

Purpose

To obtain Board authorization to proceed with additional renewal funds required for the completion of necessary renewal components at Bishop P.F. Reding Catholic Secondary School.

Background Information

1. Action Report Item 8.6 Proposed 2019 Facility Renewal Projects, from the January 15, 2019 Regular Board Meeting.
2. Action Report Item 8.2 Proposed 2018 Facility Renewal Projects, from the January 16, 2018 Regular Board Meeting.
3. Action Report Item 8.5 Bishop P.F. Reding Catholic Secondary School Addition Approval to Proceed with School Capital Planning, from the March 20, 2018 Regular Board Meeting.

Comments

In March 2018, Bishop P.F. Reding Catholic Secondary School was approved for a building addition by the Ministry of Education. The approval allocated funds to add 609 pupil places to accommodate the long-term enrollment for secondary school students in Northeast Milton. The building addition was comprised of four components: a 27 classroom addition on the northwest corner of the building, a new cafeteria space on the northeast corner of the building, a new childcare centre located on the southeast corner of the building and the addition of a 4th gymnasium and exercise room. Subsequently, renewal works on the existing building were also approved to modernize the facility, such as HVAC improvements, lighting upgrades and space conversions. The renewal works and building additions are now nearing completion after nearly two years of work.



As the project has progressed, staff have identified additional funding requirements that were unforeseen at the commencement of the project. Milton Hydro has stipulated that an electrical upgrade is required to meet current design standards. Furthermore, additional temporary asphalt installations have been required to ensure safety of staff and students on site. Lastly, additional costs associated with the Covid-19 pandemic have been realized to account for bonding, site security and rentals during the intermittent shutdowns. As such, additional funding is required to complete the project, in the amount of \$550,000 (see Appendix A). The electrical service upgrade, additional asphalt installations and the pandemic related costs would be funded through the Board's available capital funding allocations and capital reserves.

Conclusion

It is recommended that staff be authorized to proceed with the additional renewal funding allocation for the completion of required components associated with the new Bishop P.F. Reding School addition.

Recommendation

The following resolution will be submitted for Trustee consideration and approval at the April 20, 2021, Regular Meeting of the Board:

Resolution#:

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board authorize staff to expense funds from available capital funding and the capital reserve, for the proposed additional renewal requirements at Bishop P.F. Reding Catholic Secondary School, and that the expenditures will not exceed \$550,000.

Report Prepared by:

C. Abrahams
Senior Manager, Capital Projects

Report Submitted by:

R. Merrick
Superintendent, Facility Management Services

Report Approved by:

P. Daly
Director of Education and Secretary of the Board



APPENDIX "A"

Halton Catholic District School Board Bishop P.F. Reding Catholic Secondary School Additional Renewal Funding Preliminary Budget Estimate			
School Location	April 6, 2021 Budget Estimate		
Electrical Service Upgrade	\$350,000		
Additional Asphalt	\$75,000		
COVID-19 Expenses	\$125,000		
Total Expenses	\$550,000		



Regular Board Meeting

Information Report

Student Trustees Update	Item 10.1
April 6, 2021	

Alignment to Strategic Plan

This report is linked to the strategic priorities:

Achieving: Meeting the needs of all learners

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

Belonging: Embracing relationships & sustaining safe, welcoming schools

Achieving

Sign up for the 2021 Invest in Yourself Campaign officially closed on March 27th. Over 300 students from across our secondary schools registered for the event. Our webinar with CIBC ran Monday, March 29th, it was well received by both students and parents. The stock trading competition is now open, and will close June 1st.

Belonging:

OSTA-AECO is currently promoting the “Volume of Our Voices” initiative through a raffle. The Volume of Our Voices is an advocacy project that serves to amplify the stories of students in the provincial education system. We plan on giving away a total of \$250 in Amazon Gift Cards for students who have shared their stories.

On the March 23rd meeting, The Student Senate Wellbeing Committee passed a motion for a weekly social media initiative. The Committee aims to create posts throughout the month of May to help improve the health of students and staff. They chose May because, the first week of May is Mental Health Week. We look forward to helping to promote this cause.

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

K. Kelly
Student Trustee, Burlington

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



Regular Board Meeting

Information Report

Schools Update	Item 10.2
April 6, 2021	

Alignment to Strategic Plan

This report is linked to the strategic priorities:

Achieving: Meeting the needs of all learners

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

Belonging: Embracing relationships & sustaining safe, welcoming schools

Purpose

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

Learning & Instruction

Change in Learning Format

- Requested changes came in into effect on Monday March 29, 2021. Approximately 569 students moved from virtual to in person learning with approximately 101 students moving from in person instruction to the virtual school.
- As a result of this reorganization, effective Monday, March 29, 2021, some children in both the face-to-face and virtual school settings experienced a change in classroom teacher.
- This is the last opportunity to request a change in learning format.

Health & Safety Protocols

Onsite Screening

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



Secondary Students

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

School Staff

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

Visitors

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

COVID-19 Asymptomatic Targeted Testing

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

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

The testing is voluntary, and consent is required. Our board has employed a "hub" model with the Secondary School serving as the testing location for its students and families and staff and its feeder schools on a rotating schedule.

In our first phase testing was made available for asymptomatic students and staff. In the current round, testing is available for

- All students and their families
- All school staff and their household members
- All Child Care staff and their household members

Anyone with symptoms, **should seek testing at an assessment centre.**



[Tuesday April 6 2:00 pm – 8:00 pm](#)

St. Thomas Aquinas Family of Schools, OAKVILLE

[Wednesday April 7 2:00 pm – 8:00 pm](#)

Bishop Reding Family of Schools, MILTON

[Saturday April 10 9:00 am – 3:00 pm](#)

Notre Dame Family of Schools, BURLINGTON

Summer Programming

Ministry funding will support learning recovery by addressing learning gaps and focusing on literacy and mathematics. These opportunities will support all students, including students with special education needs, and provide supports for mental health and well being.

Core Summer School Programming

Secondary credit bearing courses will be offered as well as credit recovery courses and Reach Ahead opportunities for elementary students. Funding for literacy and numeracy summer supports will also be made available directly to school boards.

Upgrading Courses

Upgrading credit courses can be offered in a 55-hour learning format and may be delivered through varying models. Key course concepts and overall expectations are to be reviewed in a flexible, accelerated manner that allows students to demonstrate knowledge and skills.

Supports for Students with Special Education Needs

To support students with special education needs in summer program offerings in both credit and non-credit granting courses, funding will be made available for additional staffing resources such as special education resource teachers, and educational assistants.

Summer Transition Program School

Boards will be able to provide a summer program for students with high special education needs who may find the return to school challenging, with a focus on closing gaps in skills development, learning, and on establishing classroom routines prior to the opening of schools.

Mental Health Supports

Funding will also be provided to allow for the ongoing provision of mental health support over the summer months to students who are struggling with mental health concerns. Providing a connection to school-based mental health professionals will also help to facilitate a smooth transition back to school for students for whom a return to school would be challenging.

Literacy and Numeracy Summer Programs

Funding will be made available in to support literacy and numeracy summer programs in partnership with third parties, such as the Summer Learning Program administered through the Council of Ontario Directors of Education (CODE).



Ontario Secondary Schools Literacy Test (OSSLT)

The Ministry of Education has waived the literacy graduation requirement for all students graduating during the 2020–2021 school year.

This year's OSSLT field test will be available to students participating in in-person learning and working toward their Ontario Secondary School Diploma (OSSD) from **March 23 to June 4**. Students in Grades 10 and 11, and non-graduating Grade 12 students, can attempt the test and, if successful, have it counted on their transcript. The purpose of this field test is to allow students and educators to become familiar with the new assessment model, and to support the validation and development of the new e-assessment platform. **Graduating students do not need to take the field test.**

Conclusion

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

Report Prepared &
Submitted by:

Pat Daly
Director of Education and Secretary of the Board



Regular Board Meeting

Information Report

Long Term Capital Plan (LTCP): 2021 Annual Facility Accommodation Report	Item 10.3
April 6, 2021	

Alignment to Strategic Plan

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

Purpose

To provide the Board with a list of proposed capital projects and existing Board facilities with available space for planning and facility partnership opportunities, as per the requirements of Operating Policy I-37: Community Planning & Facility Partnerships.

Background Information

- 1) Information Report Item 10.9 “2019 Long-Term Capital Plan Update – Final Report,” from the June 18, 2019, Regular Meeting of the Board.
- 2) Information Report Item 10.5 “Long-Term Capital Plan Preliminary Enrolment Projections,” from the February 16, 2021, Regular Meeting of the Board.

Comments

2021 Community Planning and Facility Partnerships Virtual Meeting

In accordance with [Operating Policy I-37: Community Planning & Facility Partnerships](#) and [Administrative Procedure VI-78: Community Planning & Facility Partnerships](#), staff intends to host the Community Planning and Facility Partnerships virtual public meeting on April 26, 2021.

At a minimum, those notified of this meeting are identified in the “Approved Partner Notification List,” found in Section 2.1 of the Administrative Procedure VI-78. Other members of the community that have indicated an interest in participating in the meeting in the past will also be informed. In addition, notification will be provided to Trustees and Members of Provincial Parliament.

Due to current restrictions, the public meeting will be held virtually, with meeting material available through schoolplanning.hcdsb.org.



At the Community Planning and Facility Partnerships meeting, the following information will be available:

- A) The Draft 2021 Long-Term Capital Plan (LTCP) Update;
- B) Details of any schools eligible for facility partnerships;
- C) Background information on the Review Areas of the Board; and,
- D) Process for submitting project proposals and becoming an approved community partner of the Board.

Two types of partnership opportunities will be presented at this virtual meeting:

- new capital projects, and
- existing schools with under-utilized spaces.

These are described in detail in the sections below.

New Capital Projects

Staff have reviewed and will continue to review the new school accommodation needs as part of the 2021 Long-Term Capital Plan Update. Staff have identified the need for seventeen (17) new capital projects, where new schools will be required over the 15-year planning horizon to meet student accommodation needs or address renewal needs through school rebuilds. The Board will require thirteen (13) new elementary schools and four (4) secondary schools over the next 15-year period. This excludes proposed schools in future secondary plans that are currently undergoing planning processes.

New schools, additions and significant renovations can present opportunities to create partnerships. The Board will need to evaluate each capital construction opportunity on a case-by-case basis. Table 1 summarizes the new capital projects that will be identified as part of the 2021 Long-Term Capital Plan Update.

It should be noted that the timing of these new projects is contingent on land acquisition, Board Approval, Ministry funding approval, and municipal approvals.

Table 1: New Capital Projects for Potential Partnerships

School	Code	Review Area	Municipality	Year Required	Available for CPFP
Elementary Schools					
Georgetown West CES/Holy Cross Replacement [#]	HLYC	CEH1	Halton Hills	2022-23	Yes
Vision Georgetown #1 CES	VGE1	CEH2	Halton Hills	2024-25	Yes
Vision Georgetown #2 CES	VGE2	CEH2	Halton Hills	2028-29	Yes
Milton #9 CES	MIL9	CEM2D	Milton	2022-23	Yes
Milton #10 CES*	MIL10	CEM2C	Milton	2021-22	No
Milton #11 CES	MIL11	CEM2C	Milton	2024-25	Yes
Milton #12 CES	MIL12	CEM3A	Milton	2026-27	Yes
Milton #13 or Milton #14 CES	MIL13/MIL14	CEM3A	Milton	2028-29	Yes



School	Code	Review Area	Municipality	Year Required	Available for CPFP
St. Dominic CES Rebuild [#]	DOMI	CE01	Oakville	2022-23	Yes
North Oakville #4 CES*	NOE4	CE06	Oakville	2022-23	No
North Oakville #3 CES	NOE3	CE06	Oakville	2026-27	Yes
North Oakville #5 CES	NOE5	CE06	Oakville	2029-30	Yes
North Oakville #2 CES	NOE2	CE06	Oakville	2033-34	Yes
Secondary Schools					
Vision Georgetown #1 CSS [‡]	VGS1	CSH1	Halton Hills	2025-26	Yes
Milton #3 CSS* [‡]	MLS3	CSM3	Milton	2023-24	Yes
Milton #4 CSS [‡]	MLS4	CSM4	Milton	2027-28	Yes
North Oakville #1 CSS [‡]	NOS1	CSO4	Oakville	2033-34	Yes

[#] Opportunity for Community Planning and Facility Partnerships is dependent on Ministry funding for a school rebuild.

* Funding for school has been approved by the Ministry of Education.

[‡] Secondary schools also have the opportunity for indoor and outdoor space facility partnerships (e.g. sports dome at St. Francis Xavier CSS).

Of those schools, two (2) elementary schools (Milton #10 CES and North Oakville #4 CES) and one (1) secondary school (Milton #3 CSS) have received funding approval from the Ministry of Education in 2020. Planning is currently underway for these facilities, and construction has begun or is expected to begin by Fall 2021. Of these facilities, new community partnership opportunities will only be available at Milton #3 CSS in the form of partnerships for outdoor spaces.

Schools with Underutilized Spaces

As per the Administrative Procedure VI-78: Community Planning & Facility Partnerships (CPFP), the following factors, where applicable, should be considered in determining the suitability of facilities for partnerships opportunities:

- A) Facilities utilized at 60% or less for two (2) consecutive years and/or have 200 or more unused pupil places;
- B) Facilities projected to be 60% utilized or less for the next five (5) years and/or have 200 or more projected unused pupil places for at least five (5) years from the start of the partnership;
- C) Ability to identify and create a separate, distinct, and contiguous space within the facility, separate from the students;
- D) The facility is not located within an area where a Pupil Accommodation Review has been announced, subject to Operating Policy I-09 School Accommodation Review – Consolidation/Closure;
- E) Space will not be required in the future for programming or other uses;
- F) Appropriate access to the space;
- G) Parking availability;
- H) Site use restrictions; and,
- I) Official Plan Designation and/or Zoning Restrictions.



Criteria A and B were first reviewed to assess if space was available at current existing facilities. Preliminary utilization rates were presented as part of the “Long-Term Capital Plan Preliminary Enrolment Projections” Information Report at the February 16, 2021, Regular Meeting of the Board.

In addition to the schools that met the criteria for specific years, declining enrolment may permit opportunities for partnerships if utilization rates approach 60% or where the number of surplus pupil places approach 200. Based on the review, the schools listed in Table 2 have been identified for Community Planning and Facility Partnerships.

Table 2: School with Adequate Accommodation for Potential Partnerships

School	Review Area	FBC	> 200 Surplus Spaces	< 60% Utilization	Available for CPFP
Oakville					
St. Luke CES*	CE01	360	Yes (2025+)	Yes (2019+)	Yes
St. Vincent CES*	CE01	268	No	Yes (2022- 2027)	Yes
St. John Paul II CES*	CE02	570	Yes (2024+)	Yes (2025+)	No
St. Teresa of Calcutta CES*	CE02	533	Yes (2023+)	Yes (2024+)	Yes
Holy Family CES*	CE04	314	No	No	Yes

*Note that due to the uncertainty regarding French Immersion program expansion and accommodation, the availability of schools presented above may change.

Based on the information provided above, only four (4) schools meet CPFP criteria A and B of the Administrative Procedure in having sufficient empty classrooms and/or low utilization rate for potential partnerships, all of which are located in the Town of Oakville. The year that each school meets the criteria is indicated in the surplus spaces and low utilization columns. However, these schools may be available for partnerships before meeting the criteria if suitable partners express interest in pursuing an agreement to share space.

One (1) elementary school is nearing the limit of meeting the CPFP criteria, and as such, has been included as being available for partnerships. Holy Family CES has in the past seen declining enrolment and continues to see declining enrolment due to the mature nature of the community with low junior kindergarten (JK) enrolment. As such, the school has been included.

St. John Paul II CES is a large facility with available space. The number of surplus spaces may be addressed through optional programming that could increase enrolment at the school.

Of the facilities presented above, a total of four (4) viable schools have been identified to potentially house facility partnerships. Note that due to the uncertainty regarding French Immersion program expansion and accommodation, the availability of schools presented above may change.



Long-Term Capital Plan Progress

This report provides an overview of the information that will be presented to community partners. A review of the existing Board-wide accommodation and enrolment statistics will be provided as part of the 2021 Long-Term Capital Plan Update – Draft Report anticipated for the April 20, 2021, Regular Meeting of the Board. This report will also include recommended accommodation strategies such as school boundary reviews, pupil accommodation reviews and new capital projects for the Board over the 15-year planning horizon.

Below are the milestones for the planned 2021 Long-Term Capital Plan update. All information will be posted on the School Planning website (<https://schoolplanning.hcdsb.org/>) once presented to the Board of Trustees.

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

Tentative Dates	Forum	Actions
October – December 2020	Internal	Develop and complete preliminary enrolment projections for submission to the Ministry of Education
December 4, 2020	Ministry Submission	Enrolment projections submission
December 15, 2020	Board Meeting	Four Year Ministry Enrolment Projections Report
February 16, 2021	Board Meeting	LTCP Preliminary Enrolment Projections Report
April 6, 2021	Board Meeting	Annual Facility Accommodation Board Report
March – April 2021	Publish Materials Online	LTCP updated projections posted online
April 16, 2021	Publish Materials Online	Draft LTCP posted online
April 20, 2021	Board Meeting	Draft Report for LTCP
April 26, 2021	Public Meeting	2021 CPFP Public Meeting
April – May 2021	Online Survey	LTCP Survey launch
May 18, 2021	Board Meeting	Information Report on LTCP Public Feedback
June 1, 2021	Board Meeting	Presentation of final LTCP

Conclusion

As per the requirements of the Operating Policy I-37: Community Planning & Facility Partnerships, staff anticipate scheduling a virtual meeting for April 26, 2021, to present the information contained in this report to the community.

Report Prepared by:

D. Gunasekara
Planning Officer, Planning Services



Report Submitted by: B. Vidovic
Senior Manager, Planning Services

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

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

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



2021-22 Budget Consultation Survey Results	Item 10.4
April 6, 2021	

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 provide the Board of Trustees with a summary of the feedback received from our 2021-22 Budget Consultation Survey.

Background Information

As a component of the Board's annual budget process, each year the Halton Catholic District School Board (HCDSB) holds a public consultation survey to seek feedback about our proposed budget priority areas as well as to help identify potential areas for achieving saving and efficiencies for the next school year.

This year, our HCDSB stakeholders were invited to participate in an online survey from March 9th to 19th. An email invitation and a reminder email were sent to all staff and parents with a link to the 2021-2022 Budget Consultation Survey. Information regarding the consultation was posted on the landing page of our Board website and a media release was also posted and issued to all media contacts. Halton parishes were requested to post messaging on their website and/or share in the Parish bulletin and information was also shared via social media.

In total, we heard from 1539 respondents. A summary of the feedback received is attached as Appendix A.

Conclusion

The feedback received through the Budget Consultation Survey is shared with the Board of Trustees to help guide the decision-making process as the Board considers the 2021-22 Budget.



Report Prepared by: Zoe Walters
Researcher

Report Submitted by: Dr. Lisa Collimore
Chief Officer, Research and Development Services

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



2021-2022 Budget Consultation

SURVEY REPORT

Report Prepared by:
Research & Development Services
3/24/2021

Contents

<i>Survey Background</i>	3
<i>Survey Results</i>	3
About the Respondents: Demographics	3
Question Summaries.....	4
<i>Q1: Please rate the importance of maintaining and renewing our schools.</i>	4
<i>Q2: Please rate the importance of continuing our commitment to Faith Formation initiatives.</i>	7
<i>Q3: Please rate the importance of maintaining and enhancing our IT cybersecurity.</i>	7
<i>Q4: Please rate the importance of providing ongoing support in the areas of special education as well as student mental health and well-being.</i>	8
<i>Q5: Please rate the importance of maintaining schools and workplaces that are safe and welcoming for all.</i>	8
<i>Q6: Please rate the importance of enhancing parent involvement.</i>	9
<i>Q7: Do you have any ideas or thoughts about where the Board of Trustees can find savings and/or efficiencies for the Board?</i>	10
Appendix A.....	13
Appendix B.....	41
Appendix C.....	49
Appendix D.....	54

2021-2022 Budget Consultation

SURVEY REPORT

Survey Background

The Halton Catholic District School Board (HCDSB) was interested in seeking stakeholder input about the 2021-2022 budget to help identify potential areas for achieving savings and efficiencies, while also continuing to meet the needs of all learners in the Catholic system. While many HCDSB stakeholders provided their opinions on the 2021-2022 budget survey, the results are not representative of the entire HCDSB community and should be interpreted with caution.

The HCDSB community was invited to participate in the online survey between Tuesday March 9th and Friday March 19th, 2021. In total, 1539 responses were received. Responses are aggregated and discussed below.

Survey Results

About the Respondents: Demographics

Respondents were asked to indicate their role¹. Overall, most respondents (73.1%) were **parents/caregivers/guardians** (see Table 1).

Table 1. Respondents' Roles

Role	Count (n)	Percentage (%)
Parent/Caregiver/Guardian	1125	73.1%
HCDSB Staff	340	22.1%
Other	30	1.9%
HCDSB Student	21	1.4%
HCDSB School Council member	11	0.7%
Community Member	9	0.6%
Parish Member	3	0.2%
Total	1539	100%

If respondents selected *Parent/Caregiver/Guardian*, *HCDSB Staff*, *HCDSB Student*, or *HCDSB School Council member* as their role, they were then asked to select their school² or place of work. Overall, most respondents (69.5%) were part of the *elementary* panel (see Table 2).

¹ Respondents were only able to select one of the roles from the provided list so that the question about facilities could be analyzed appropriately.

² Parents with more than one child were asked to select one child's school and answer the survey with that child in mind. They were permitted to submit additional survey responses for each additional child, if desired.

Table 2. Respondents' Panel/Work Location

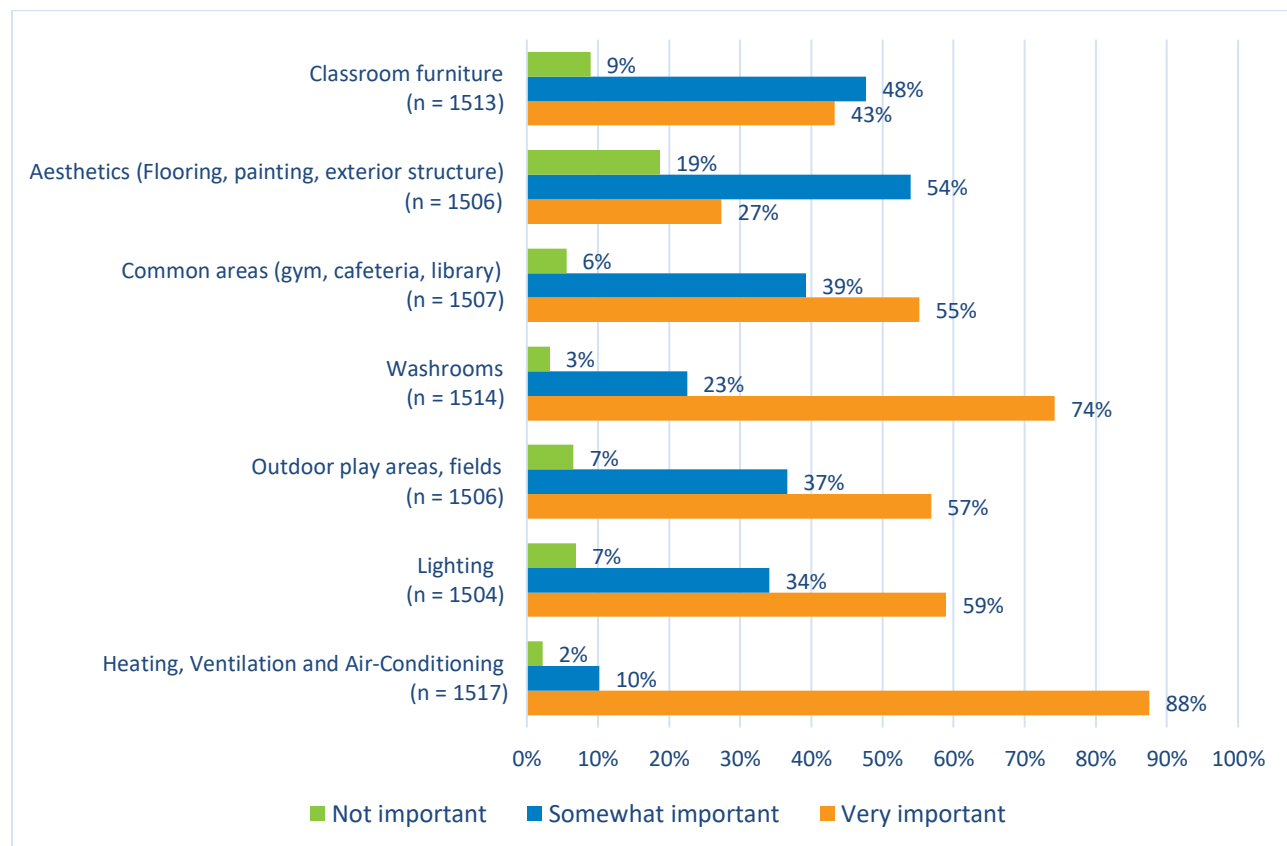
Panel/Work Location	Count (n)	Percentage (%)
Elementary	1040	69.5%
Secondary	370	24.7%
CEC	87	5.8%

Question Summaries

Q1: Please rate the importance of maintaining and renewing our schools.

Respondents were asked to indicate the importance of maintaining and renewing each specified school building component. Overall, the top three components with the highest rating of *very important* were: **Heating, Ventilation, and Air-Conditioning** (88%; n = 1328); **Washrooms** (74%; n = 1124); and **Lighting** (59%; n = 887). See *Figure 1* for the other components and their ratings.

Figure 1. Importance of Maintaining our Schools: OVERALL



Similar results about maintaining facilities components were found for each panel and for the CEC office, with one exception. For the elementary panel **outdoor play areas, fields** was of higher importance than **lighting** (see *Figures 2, 3, and 4* for the elementary, secondary, and CEC office breakdowns, respectively). Please see [Appendix A](#) for the school breakdowns.

Figure 2. Importance of Maintaining our Schools: ELEMENTARY PANEL

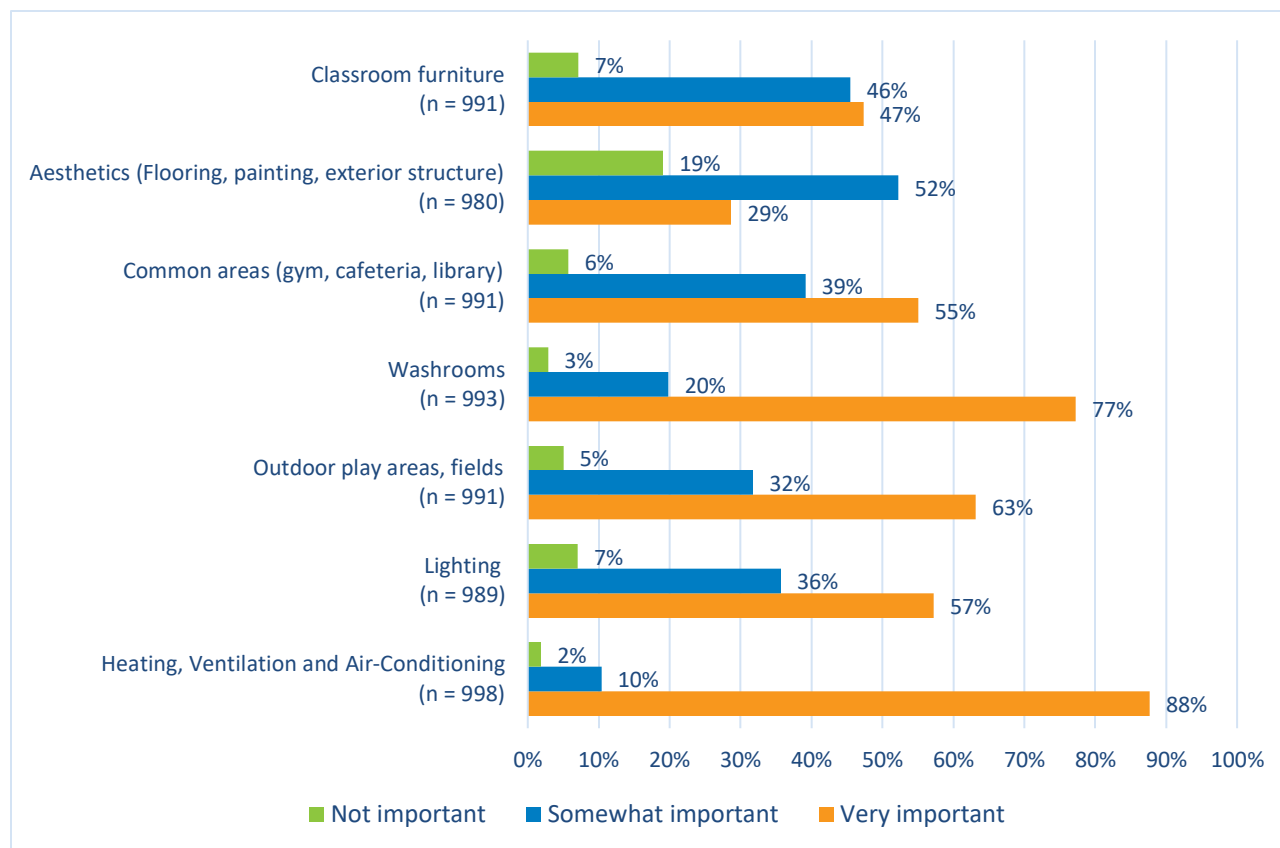


Figure 3. Importance of Maintaining our Schools: SECONDARY PANEL

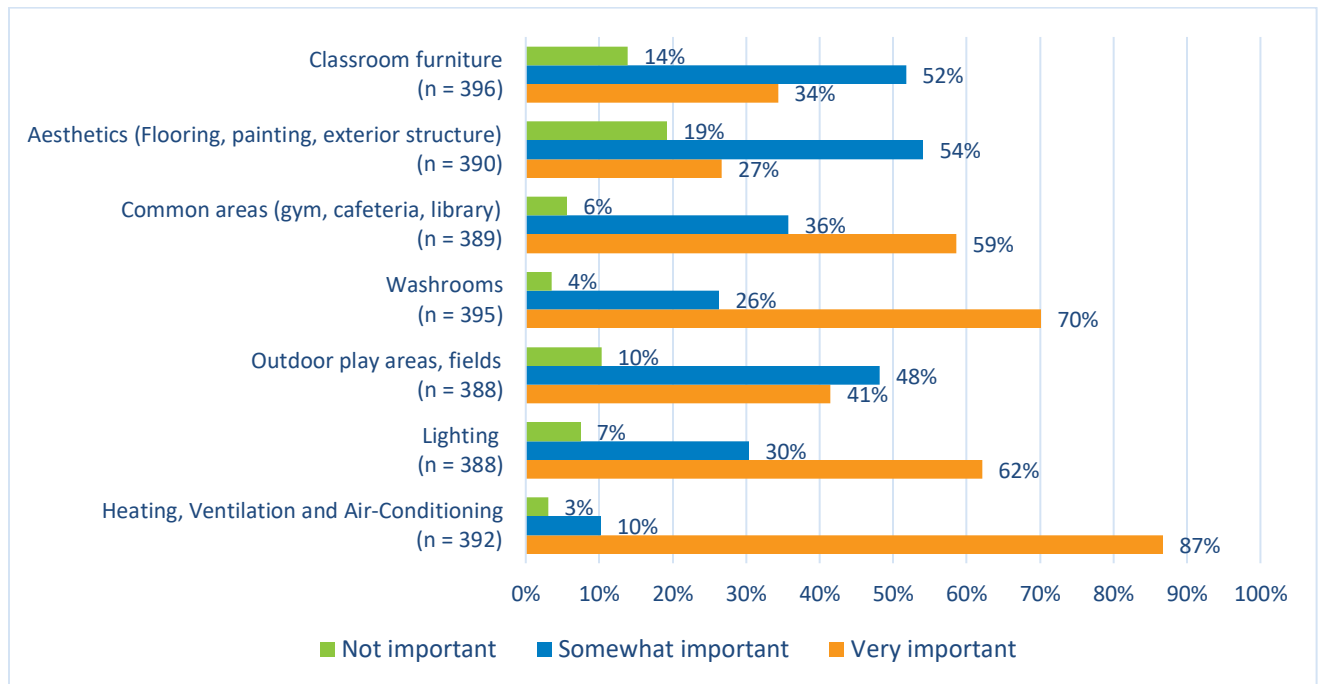
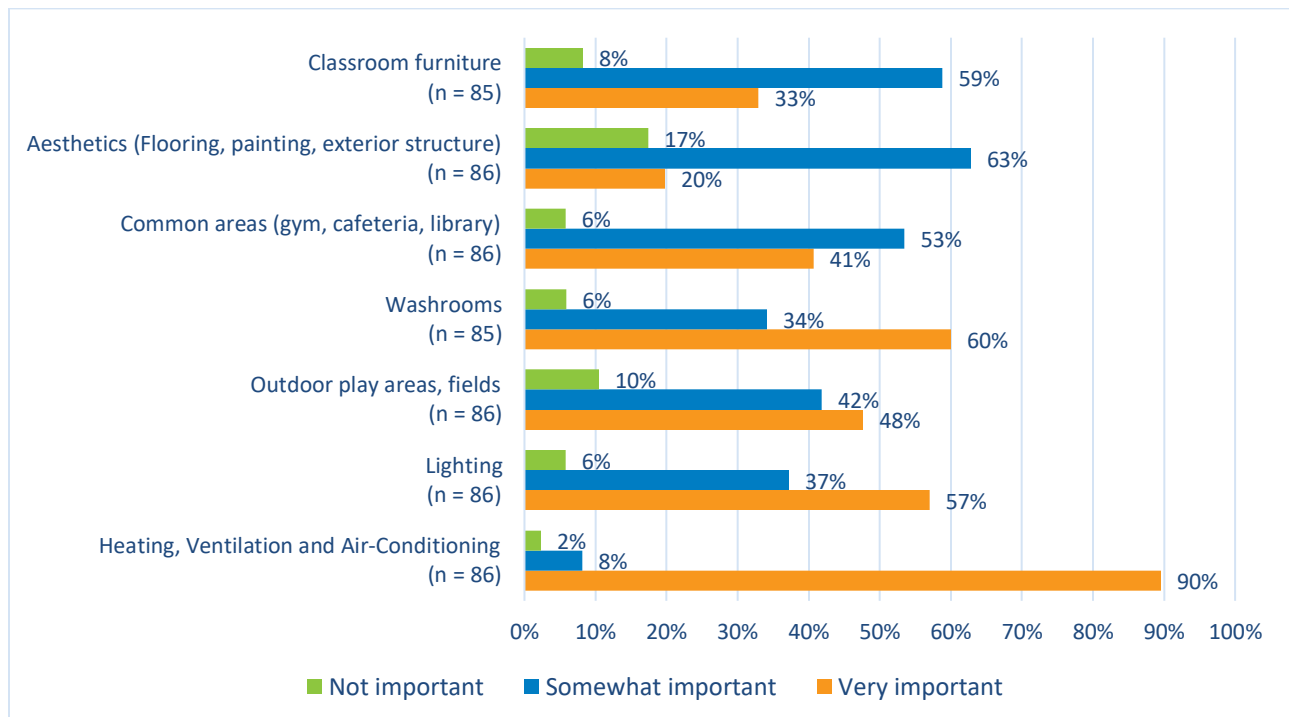


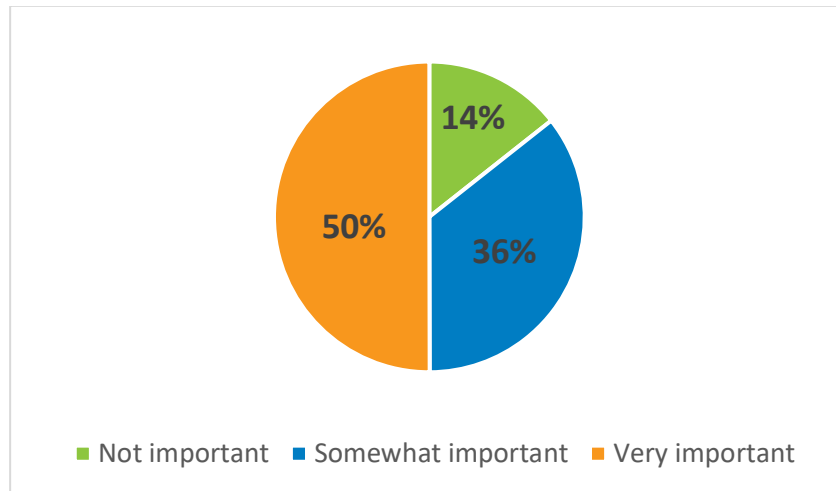
Figure 4. Importance of Maintaining our Schools: CEC OFFICE



Q2: Please rate the importance of continuing our commitment to Faith Formation initiatives.

Respondents were asked to rate the importance of continuing the HCDSB's commitment to Faith Formation initiatives (see *Figure 5*). Overall, half of respondents indicated that it is *very important* to continue this commitment (50%; n = 763).

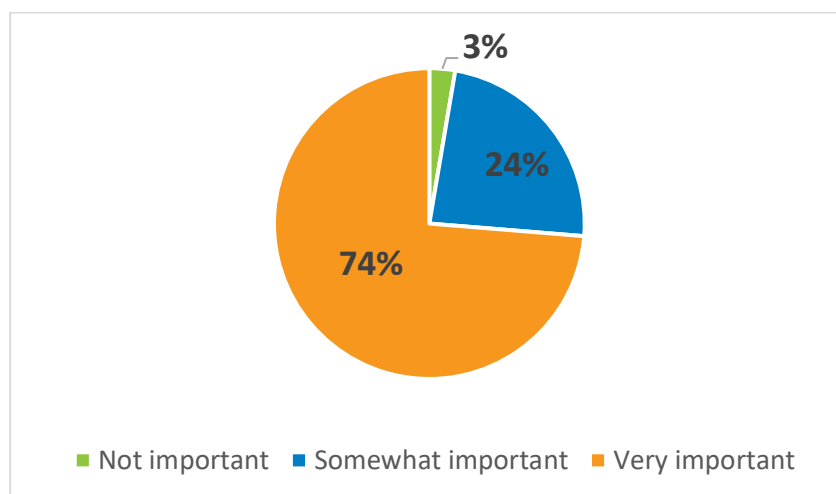
Figure 5. Importance of Faith Formation Initiatives (n = 1525)



Q3: Please rate the importance of maintaining and enhancing our IT cybersecurity.

Respondents were asked to rate the importance of the HCDSB maintaining and enhancing their IT cybersecurity (see *Figure 6*). Overall, the majority of respondents indicated that it is *very important* to maintain/enhance IT cybersecurity (74%; n = 1127).

Figure 6. Importance of IT cybersecurity (n= 1529)

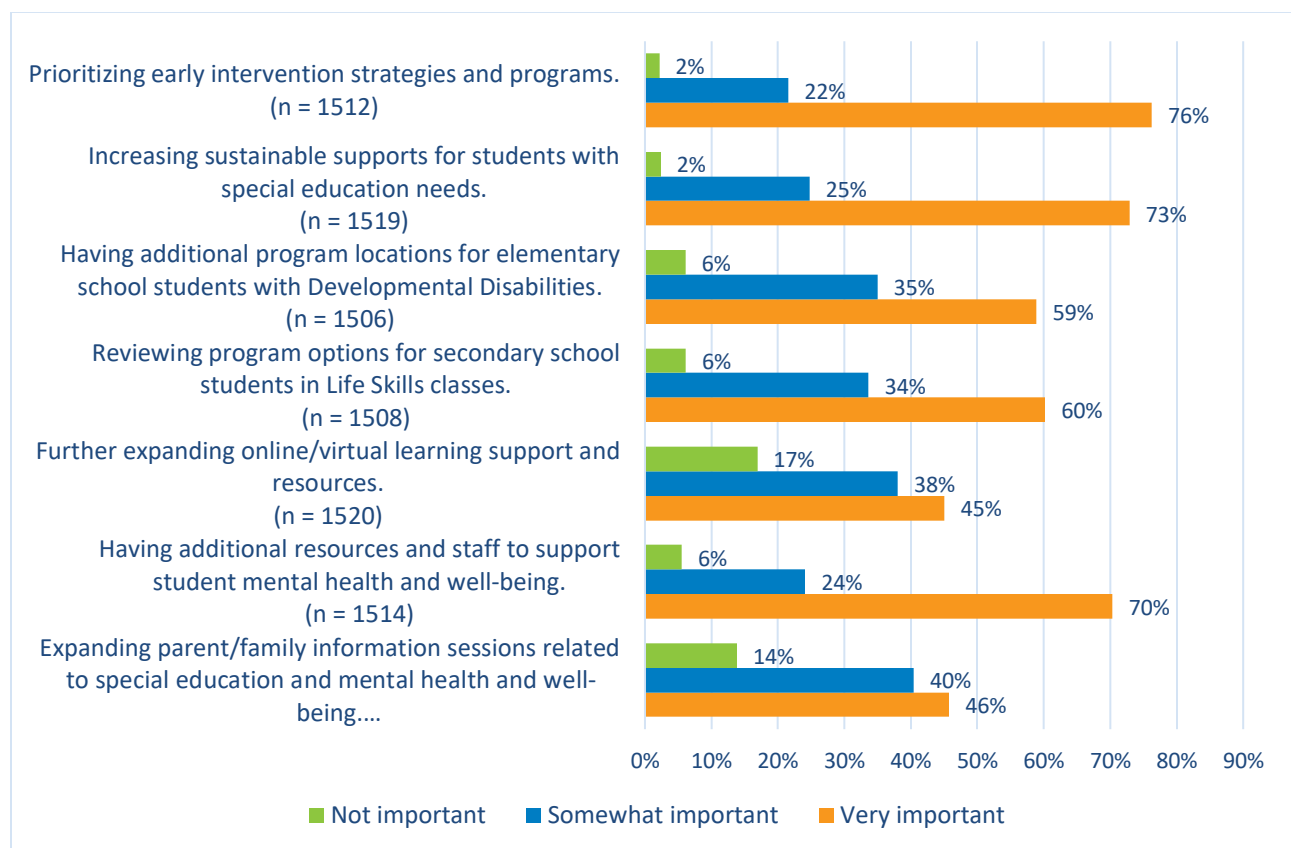


Q4: Please rate the importance of providing ongoing support in the areas of special education as well as student mental health and well-being.

Respondents were asked to indicate the importance of providing ongoing support in areas of special education and students mental health and well-being. Overall, the three areas with the highest rating of *very important* included: **Prioritizing early intervention strategies and programs** (76%; n = 1153); **Increasing sustainable supports for students with special education needs** (73%; n = 1107); and **Having additional resources and staff to support student mental health and well-being** (70%; n = 1065). See Figure 7 for the other areas and their ratings.

Respondents were also able to provide a comment if they had another suggestion for providing support in the area of special education. There were 167 comments submitted, and they can be found in [Appendix B](#).

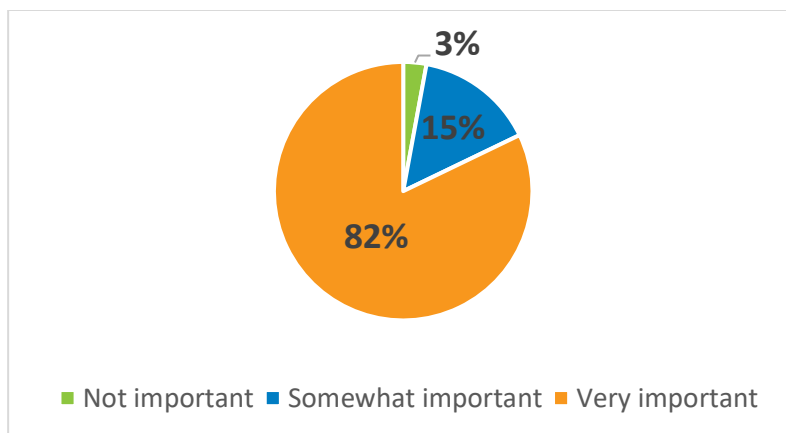
Figure 7. Importance of Special Education/Student Mental Health and Well-being



Q5: Please rate the importance of maintaining schools and workplaces that are safe and welcoming for all.

Respondents were asked to rate the importance of maintaining schools and workplaces that are safe and welcoming for all (see Figure 8). Overall, the majority of respondents indicated that it is *very important* to maintain safe and welcoming spaces (82%; n = 1247).

Figure 8. Importance of Maintaining Safe and Welcoming Schools/Workplaces (n = 1518)

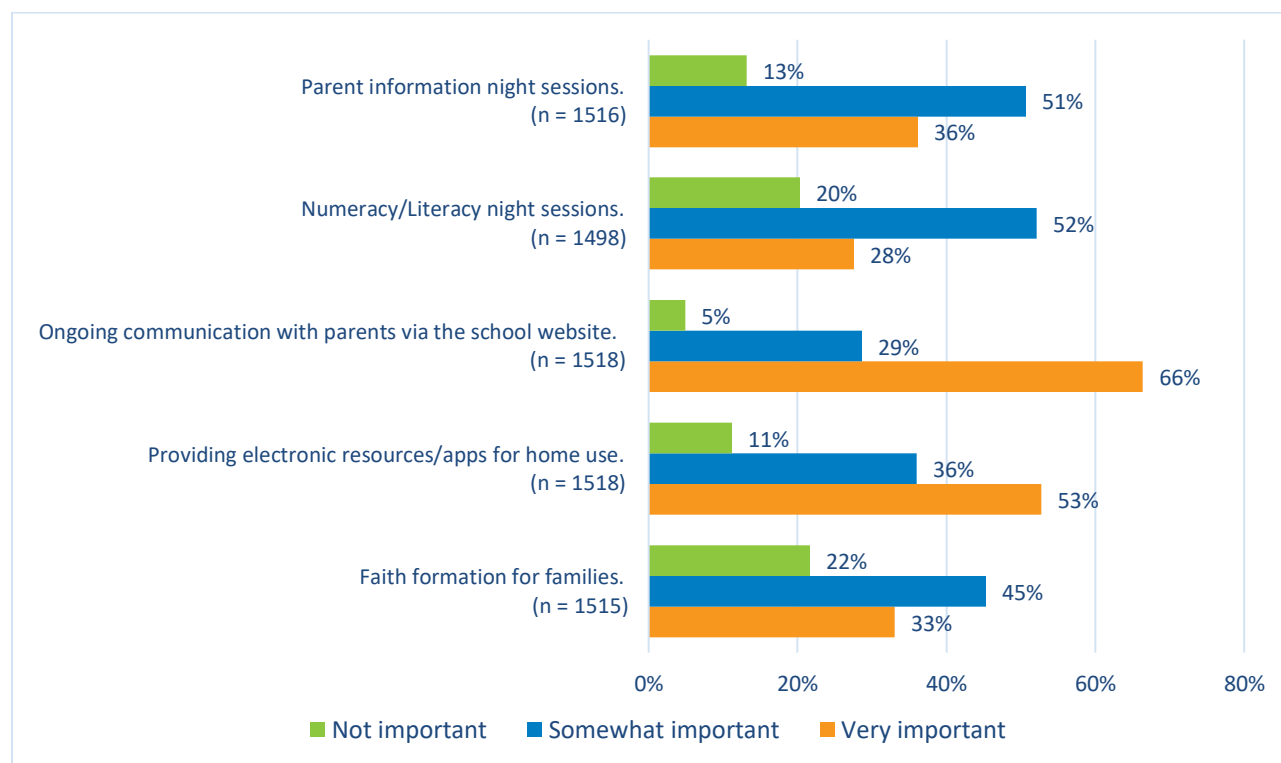


Q6: Please rate the importance of enhancing parent involvement.

Respondents were asked to indicate the importance of enhancing parent involvement. Overall, the three ideas with the highest rating of *very important* include: **Ongoing communication with parents via the school website** (66%; n = 1008); **Providing electronic resources/apps for home use** (53%; n = 801); and **Parent information night sessions** (36%; n = 548). See Figure 9 for other ideas and their ratings.

Respondents were also able to provide a comment if they had another suggestion for enhancing parent involvement. There were 103 comments submitted, and they can be found in [Appendix C](#).

Figure 9. Importance of Enhancing Parent Involvement



Q7: Do you have any ideas or thoughts about where the Board of Trustees can find savings and/or efficiencies for the Board?

Respondents were asked if they had additional ideas or thoughts about where savings and/or efficiencies can be found for the Board; there were 311 responses submitted, note that some responses mentioned where to increase or move funding to rather than where savings and/or efficiencies could be found.

Analyses of the responses revealed the following common main themes: **(1) EFFICIENT MANAGEMENT OF SCHOOL/BOARD OPERATIONS**, **(2) EFFICIENT STAFFING OF SCHOOLS/BOARD**, and **(3) SCHOOL PROGRAMMING AND SUPPORTS**. A number of sub-themes are also provided. We have provided examples for each theme below, but to read all of the responses received please see [Appendix D](#)

NOTE: The percentage provided with each theme refers to the proportion of respondents whose comment aligns with said theme. These themes do not account for all opinions expressed in the survey, but they do provide a summary of the most frequent themes found in the comments. Some of the responses are listed multiple times, under various themes.

THEME 1: EFFICIENT MANAGEMENT OF SCHOOL/BOARD OPERATIONS (n = 95; 30.5%):

- a) SUB-THEME: Manage our consumables and the budget allotted for classroom/school supplies more efficiently** (e.g., printing, paper, devices, textbooks, etc.), specifically through teacher input on needs, board-wide inventory, sharing resources amongst schools (10.3%; n = 32). For example:

“Any type of photocopy (especially colour) that goes in my mailbox. This is especially true for any P.D. resources. There is no need to have a physical copy of these materials.”

“Find efficiencies by providing teachers with the tools they need to do the job, not what people at the Board office think they may need to do the job. Many items end up sitting in storage unused because staff do not feel they fit their programs while teachers string together whatever they can to teach in the best ways for their students. Allowing teachers to consult on purchasing would be beneficial. |When it comes to textbooks, they should be signed out centrally. Too often a school doesn't have enough books while another has extra but they end up hoarding and the other school needs to purchase more. The Board should know how many of these books they have, and distribute them accordingly to schools so that every student has access to these resources.”

- b) SUB-THEME: Consider fundraising and volunteering to raise and save funds for school needs, specifically through parent involvement** (8.4%; n = 26). For example:

“Have more volunteer positions; use parent/community capacity.. much like parent - co-op institutions. |/- Accept more donations from parents/the community”

“Support of Parent Councils to encourage fundraising activities/events ”

- c) SUB-THEME: Reassess and limit external contracts/partnerships, specifically by limiting outsourcing services and comparing supplier costs.** (5.8%; n = 18). For example:

"...Bring custodial/maintenance work back in house to improve the quality of cleaning/maintenance and the safety of schools/staff/students..."

"Build partnerships with organizations/companies that will do business at reduced cost..."

d) SUB-THEME: More efficient use of energy (5.5%; n = 17). For example:

"... Also, please turn ALL lights off in school's buildings and install smart light outdoors that will only turn on when motion is detected, this can save lots of money on utility costs...."

"Change the lighting to LED to save electricity costs | Plan on changing the school board's truck fleet to electric vehicles over time | Use solar panels..."

e) SUB-THEME: Reduce spending on Board expenditures, such as catered meetings, mileage, etc. (3.5%; n = 11). For example:

"...Limit travel outside of Ontario in 21-22, in line with current travel restrictions. This would save on mileage, flight, accommodations, food costs into the next school year."

"Reduce expenditures within the board | Cut costs within unnecessary expenses..."

f) SUB-THEME: Secure funding from the provincial government and property taxes (3.5%; n = 11). For example:

*"- lobby/advocate for an increase in funding per student to meet provincial standards...
|- what is the Board of Trustees doing to support HCDSB students for equitable funding?"*

"The property taxes of many Catholic home owners goes to public schools, I suggest you send an e-mail to all the student's parent to check their property tax statement and send them suggestions, forms or information on line on how to change their taxes from public to Catholic."

THEME 2: EFFICIENT STAFFING OF SCHOOLS/BOARD (22.5%; n = 70)

a) SUB-THEME: Reassess school and board staff positions, including eliminating certain positions that are not deemed necessary and keeping essential positions (17.7%; n = 55). For example:

"It seems the board is top heavy with superintendents, consultants and itinerants when really we need to hire more teachers to reduce class sizes so students have a better educational experience as well hire more IT professionals who can support staff to manage technology at our schools in a timely manner so they can deliver a 21st century learning experience.."

"Reduce the amount of supervisor/manager/analyst positions in each department at the Board Office | - Reduce the amount of staff in the HR department, especially in areas

such as return to work and attendance management | - Reduce the number of consultants used and the use of retired principals in support roles for admin. Instead, increase support for front line staff..."

- b) SUB-THEME: Limit school and board staff wages, benefits, sick days, and absences during the work day** (e.g., training/PD) (8%; n = 25). For example:

"...How about a pay freeze or cut so more money can go to schools and student programs"

"...Also any training or learning days teachers have should be outside the 'school hours'. This will reduce cost of supply teachers."

THEME 3: SCHOOL PROGRAMMING AND SUPPORTS (10.9%; n = 34)

- a) SUB-THEME: Provide more technology and IT support** (8.0%; n = 25). For example:

"...Teachers need more IT support in the schools."

"Please do not cut Tech. Dept. budgets. It is extremely difficult to deliver a relevant 21st-century curriculum with the shoestring of a budget we have presently."

- b) SUB-THEME: Use e-learning/online courses, training, and work options** (3.2%; n = 10). For example:

"Continue to offer virtual PD sessions without the requirement for hospitality...continue to offer virtual school with higher ratio of students to teacher (if union will allow)..."

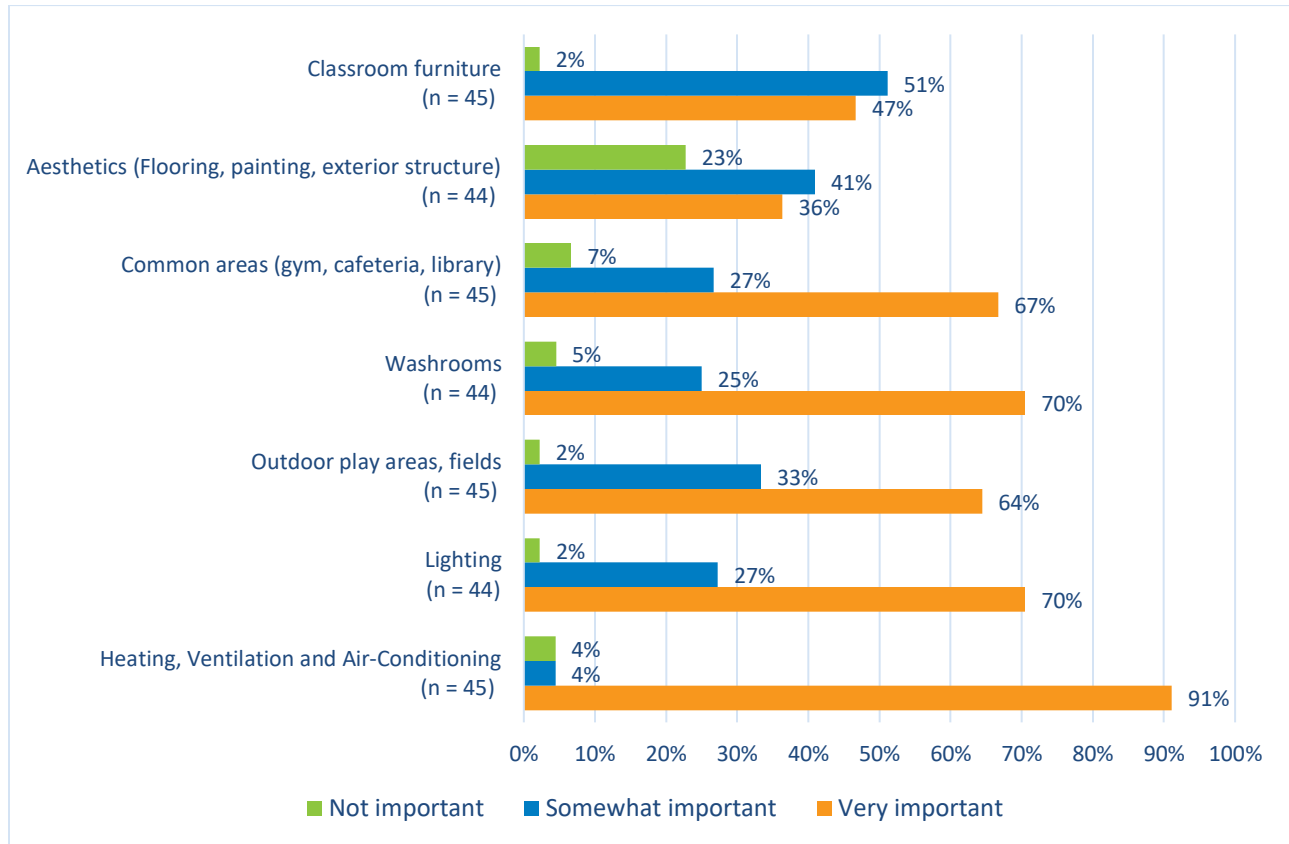
"Continue to allow staff to work from home. Encourage more Virtual Conferences to save on travel expenses when available..."

Appendix A

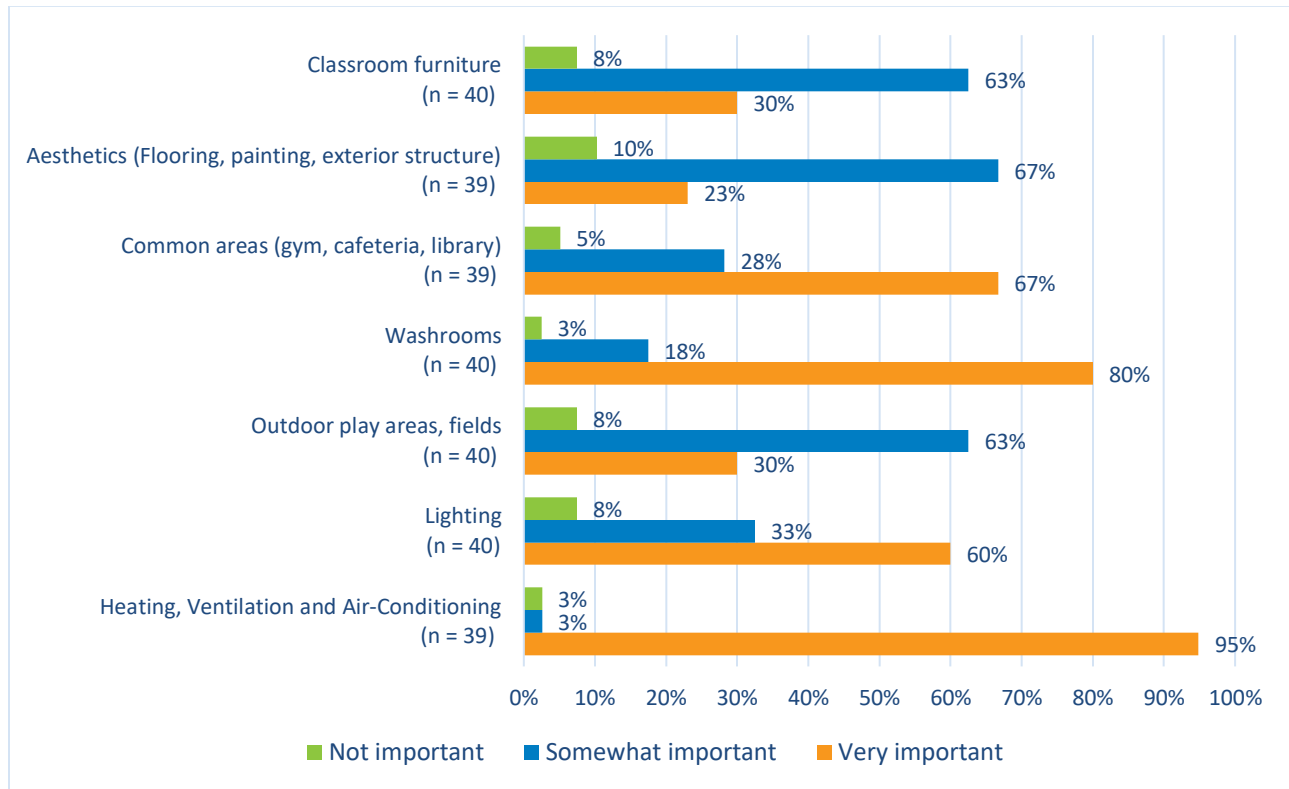
Q1: Importance of Maintaining our Schools - School Breakdown

NOTE: Consider the total number of respondents (n) when interpreting the percentage provided.

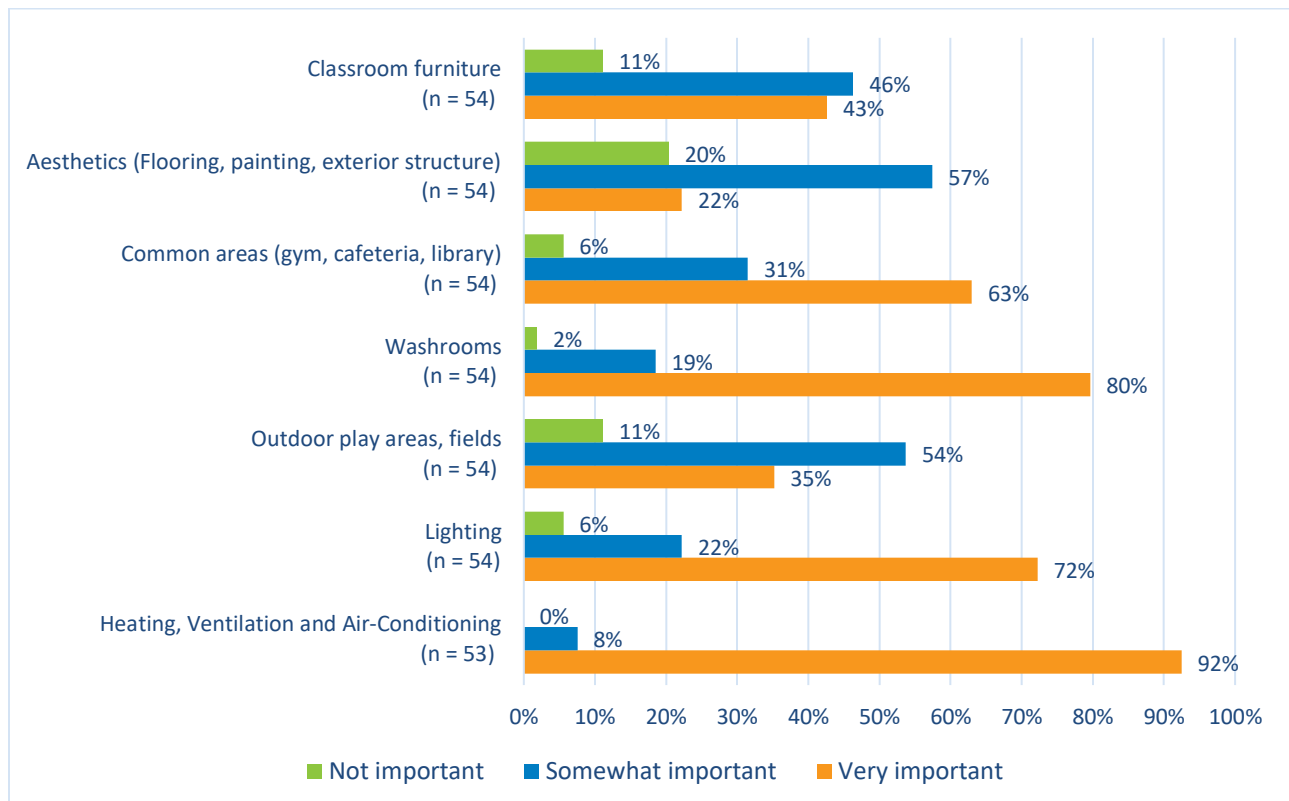
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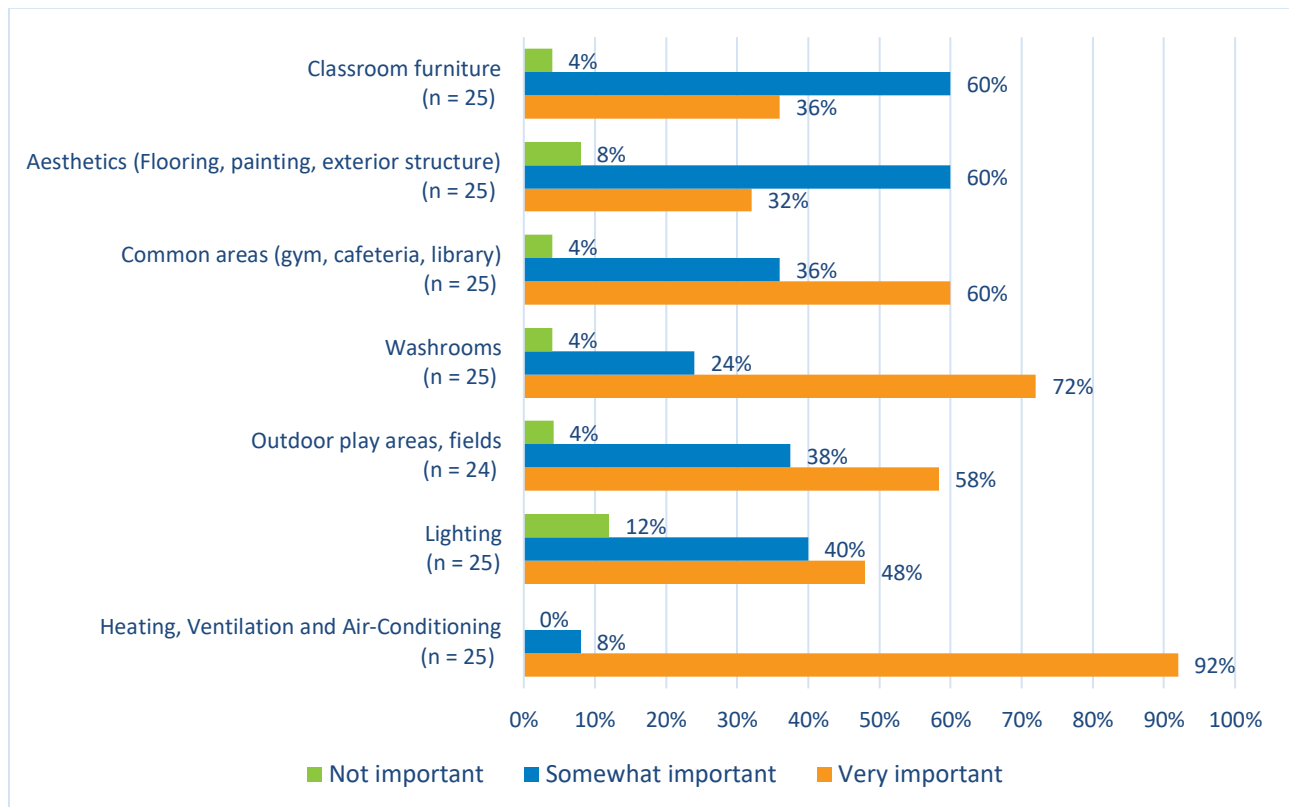
Assumption:



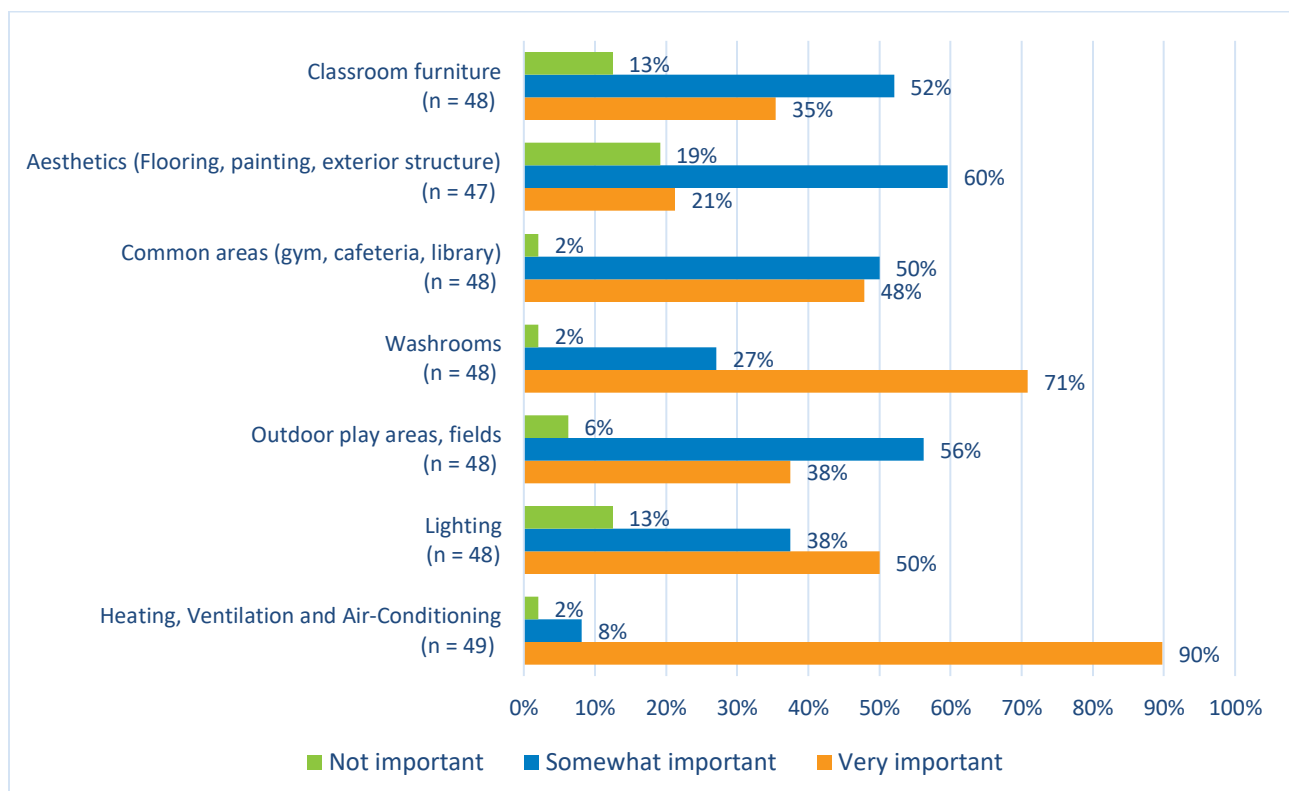
Bishop P.F. Reding:



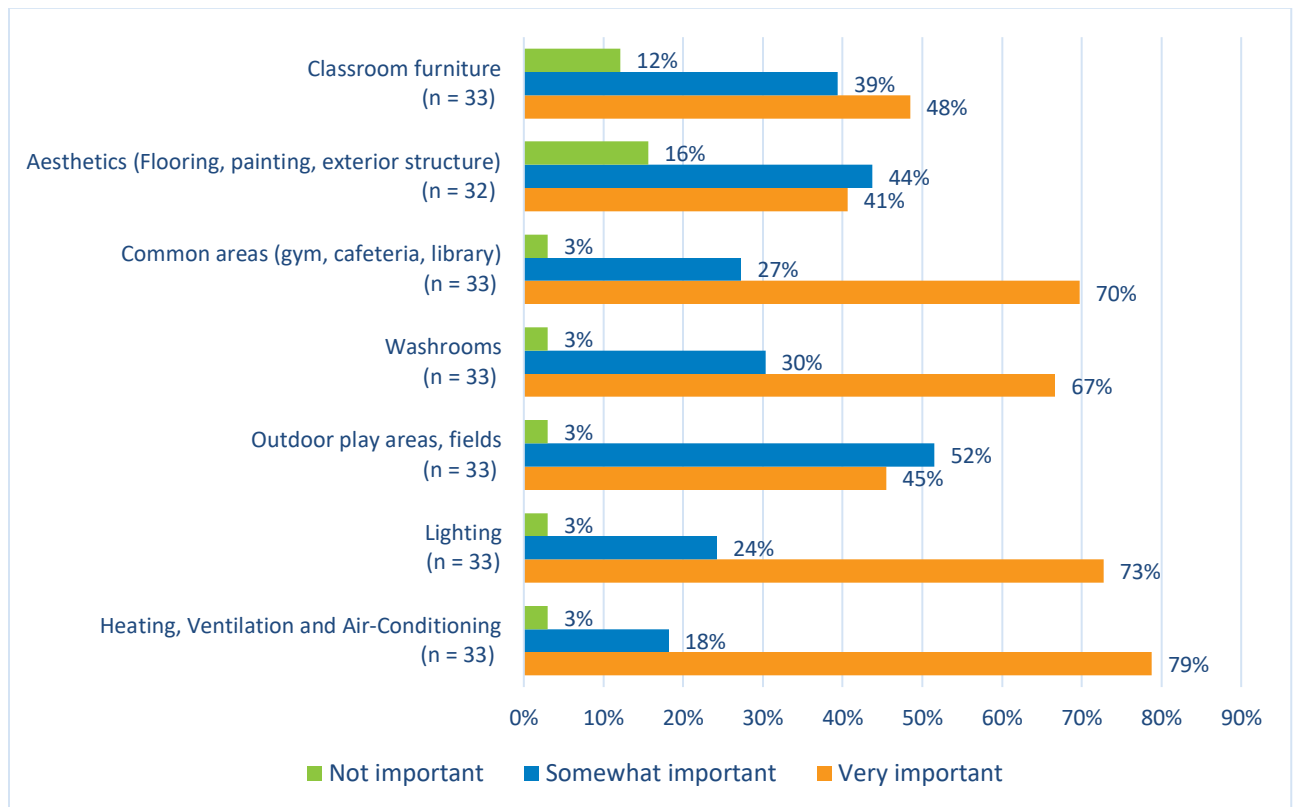
Canadian Martyrs:



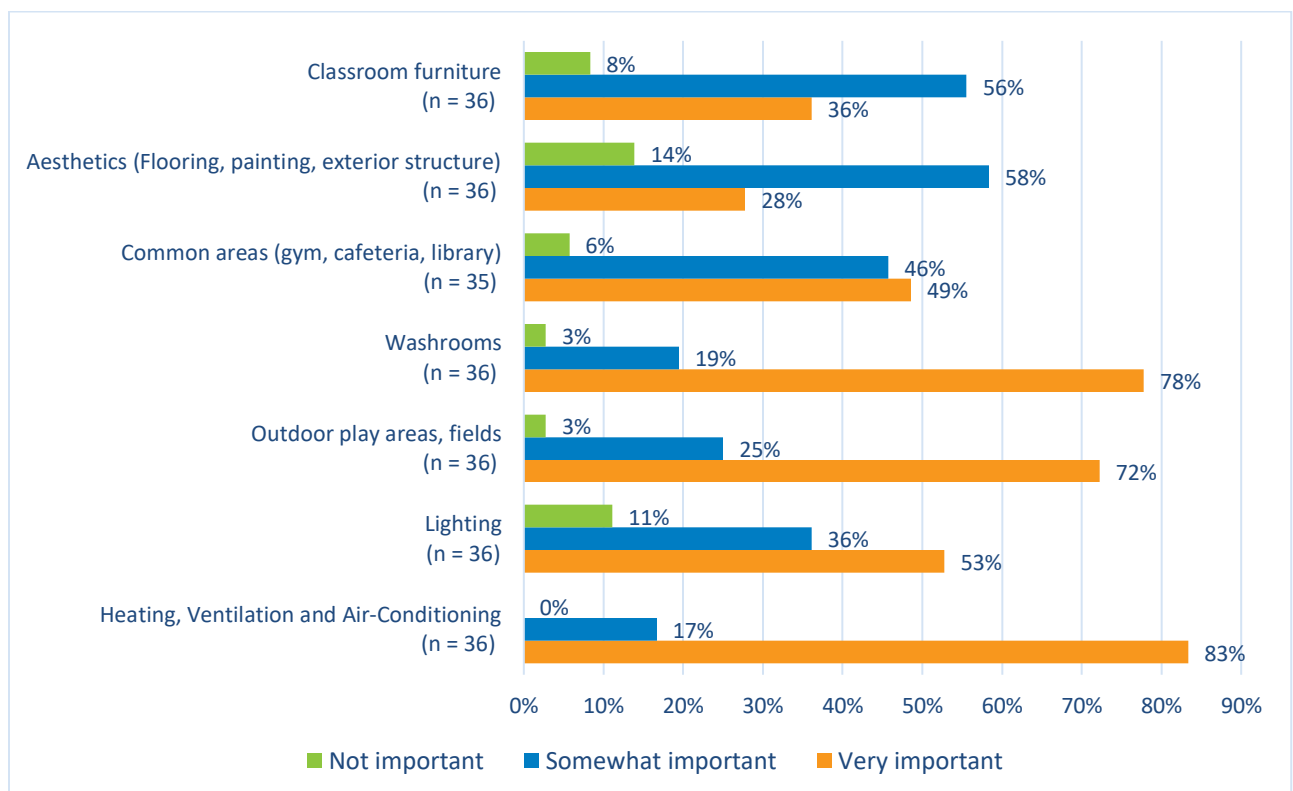
Christ the King:



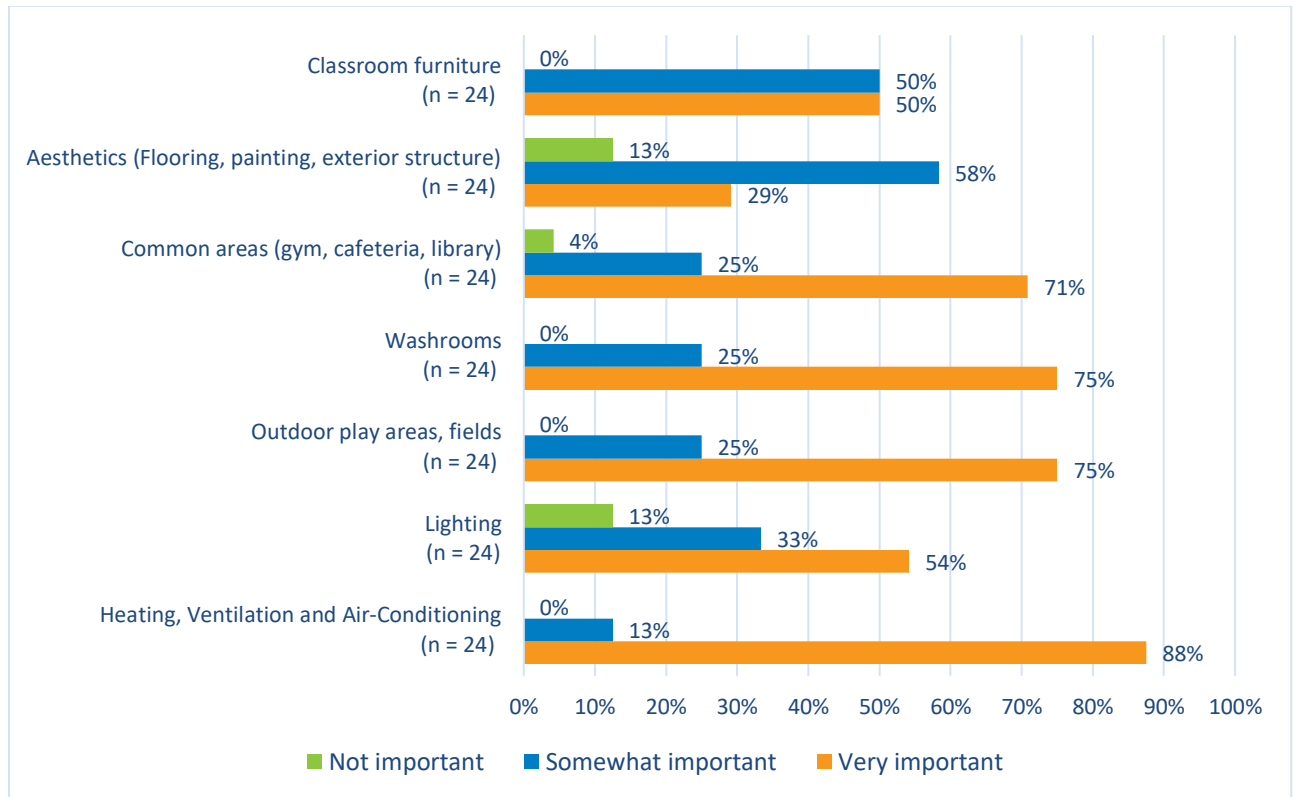
Corpus Christi:



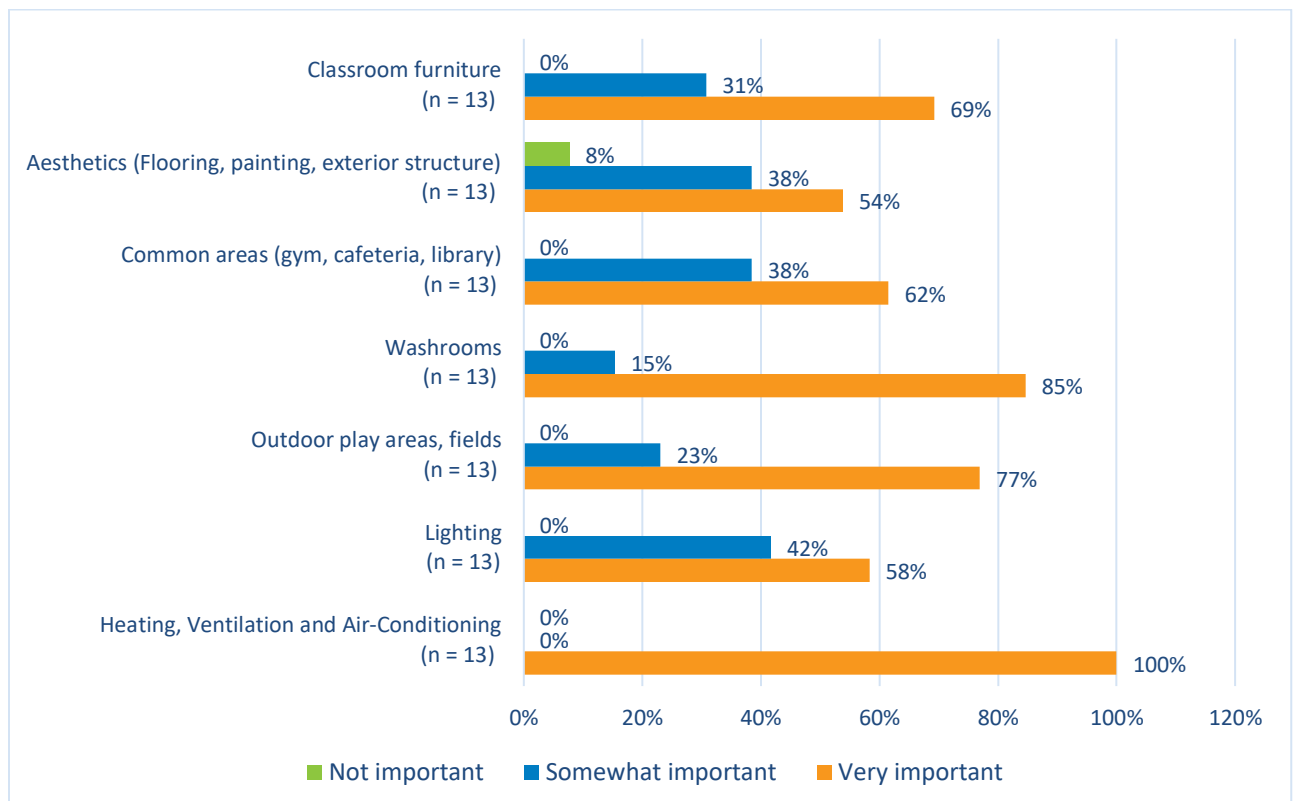
Guardian Angels:



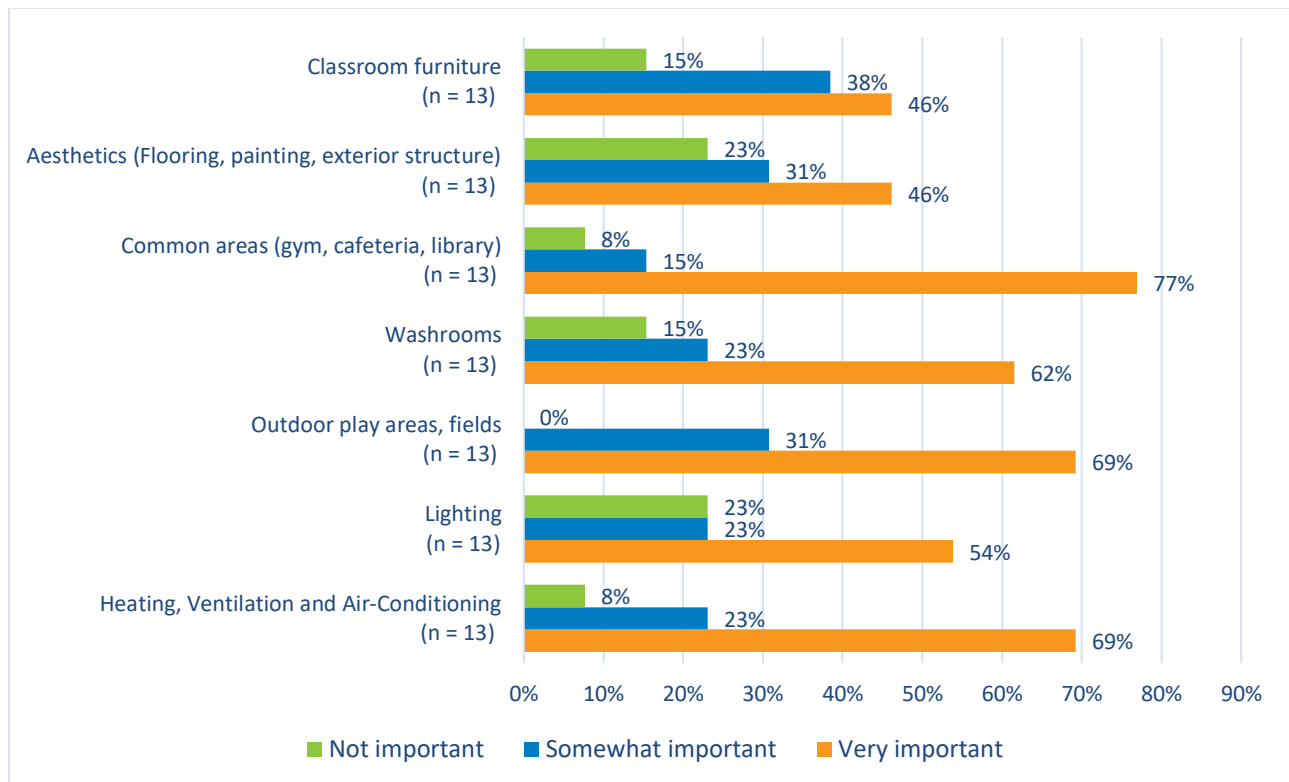
Holy Cross:



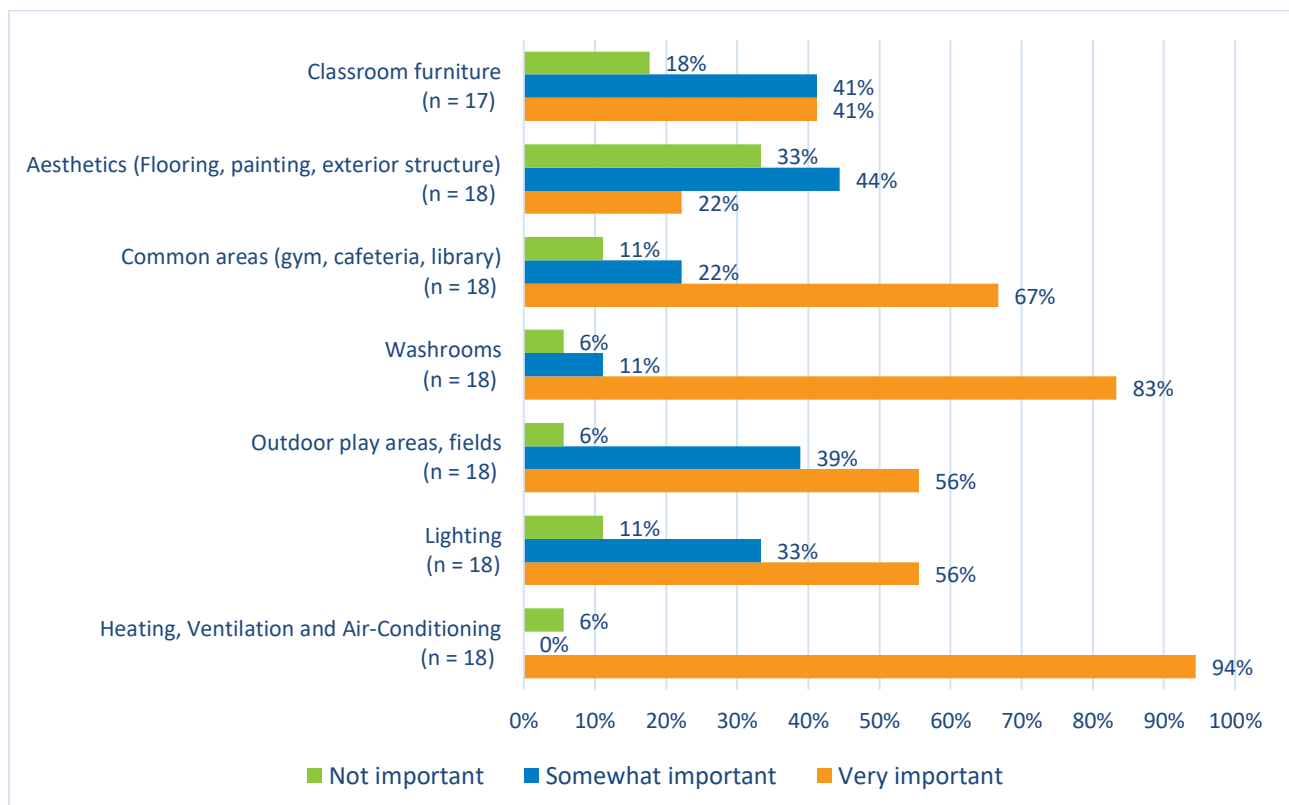
Holy Family:



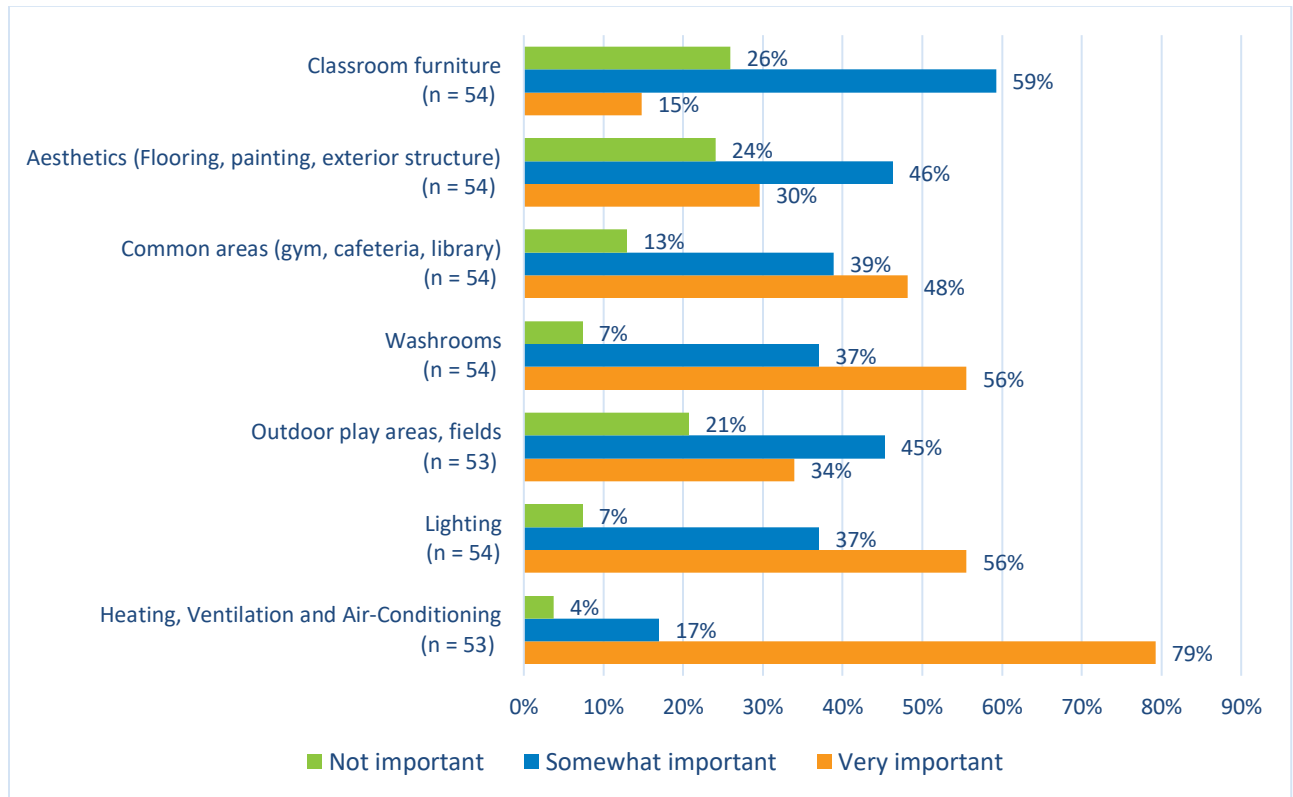
Holy Rosary (Burlington):



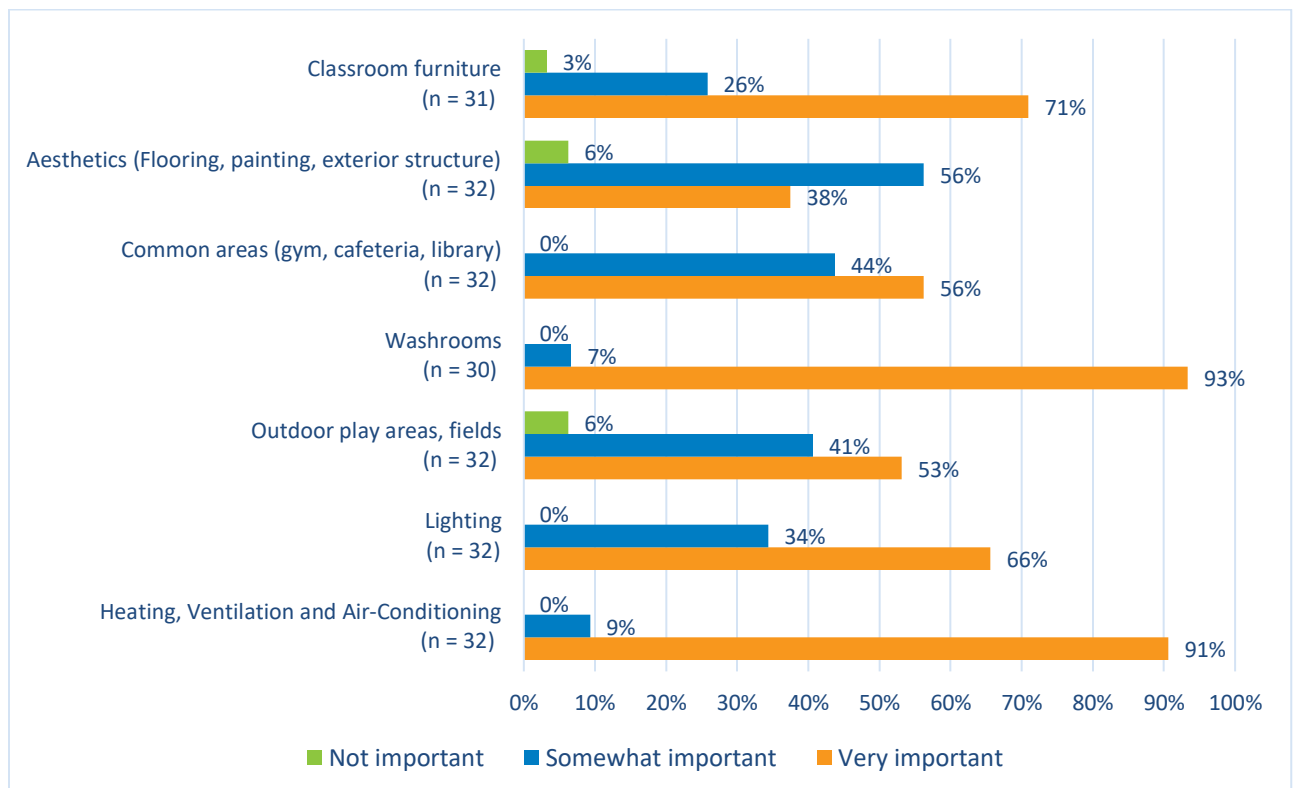
Holy Rosary (Milton):



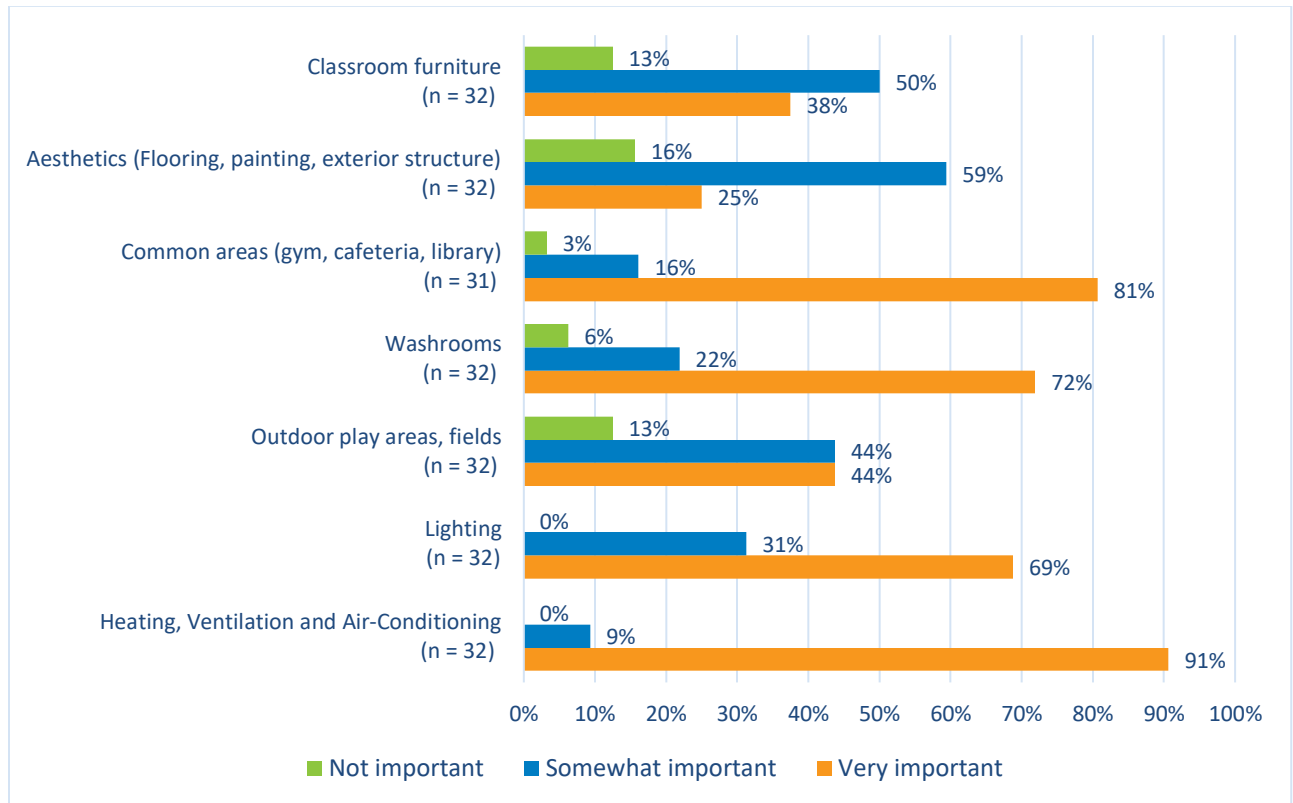
Holy Trinity:



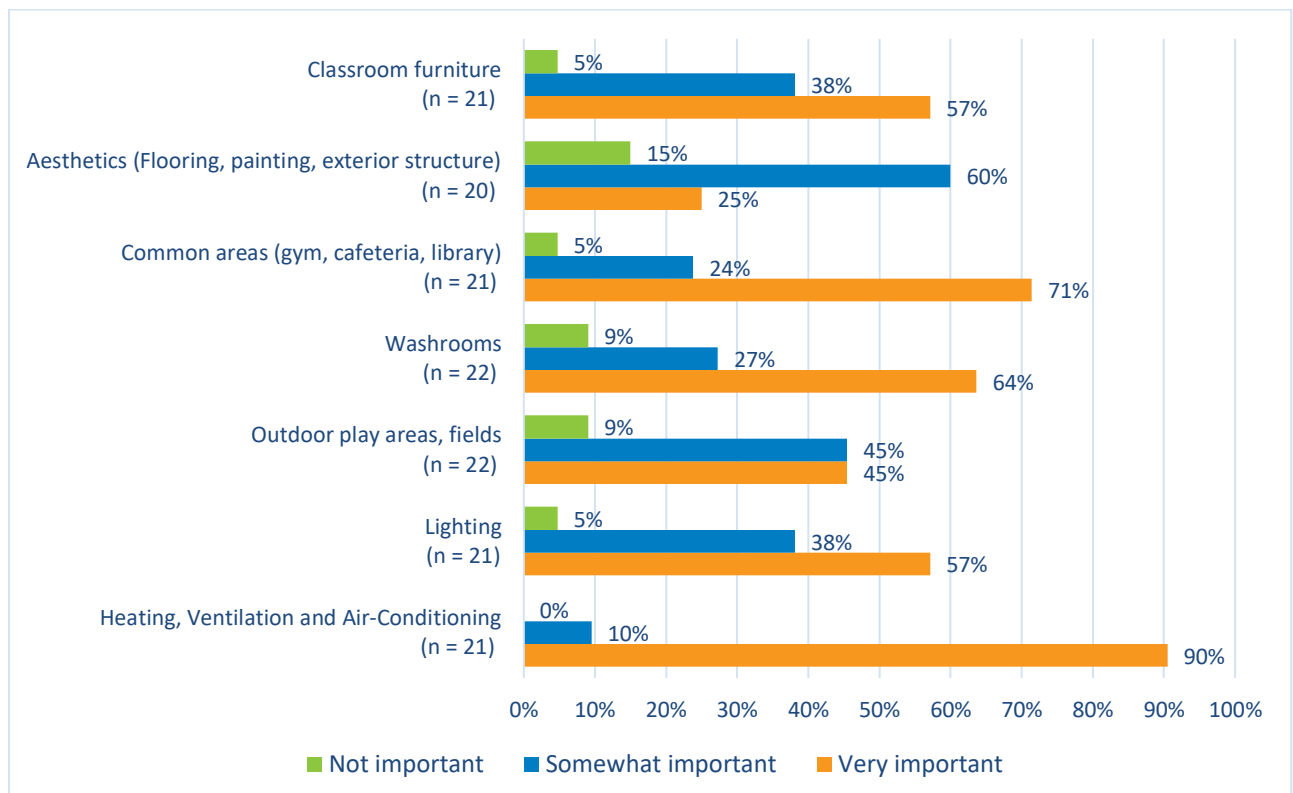
Lumen Christi:



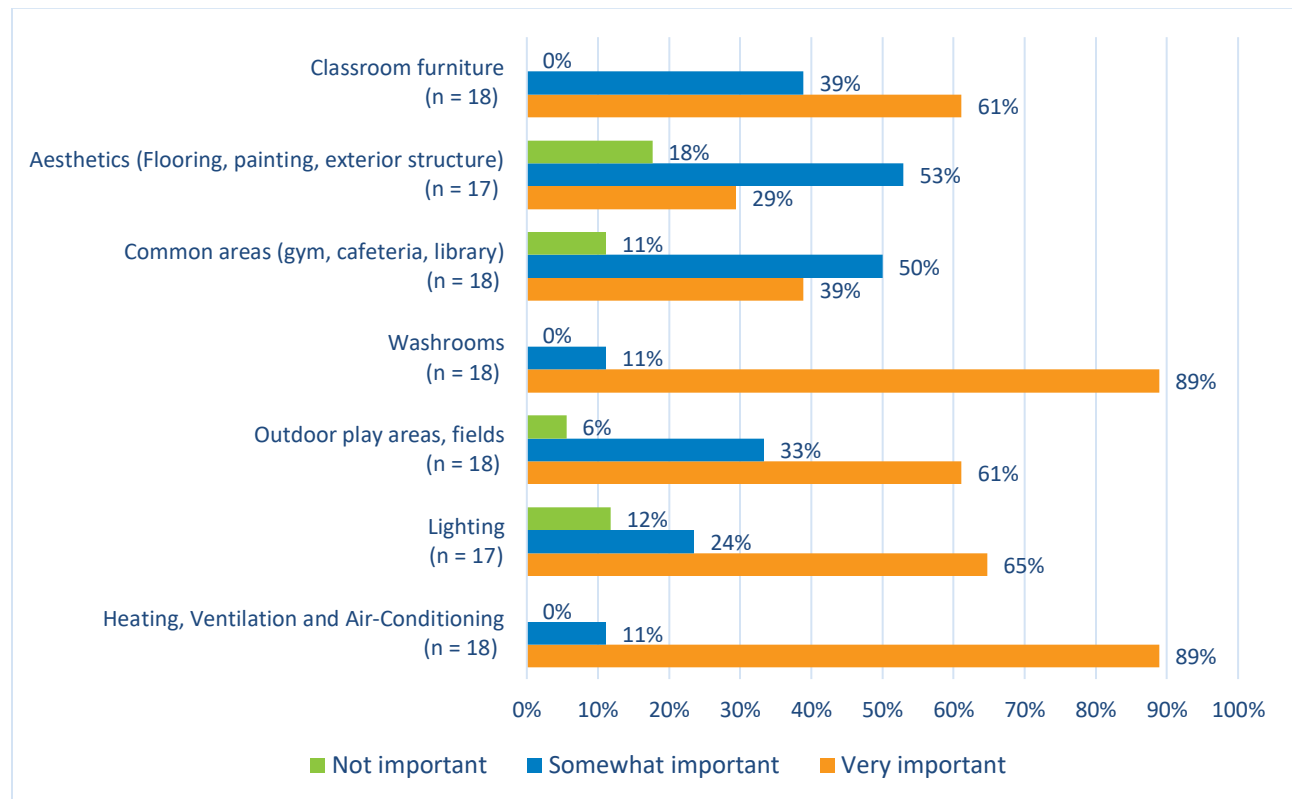
Notre Dame:



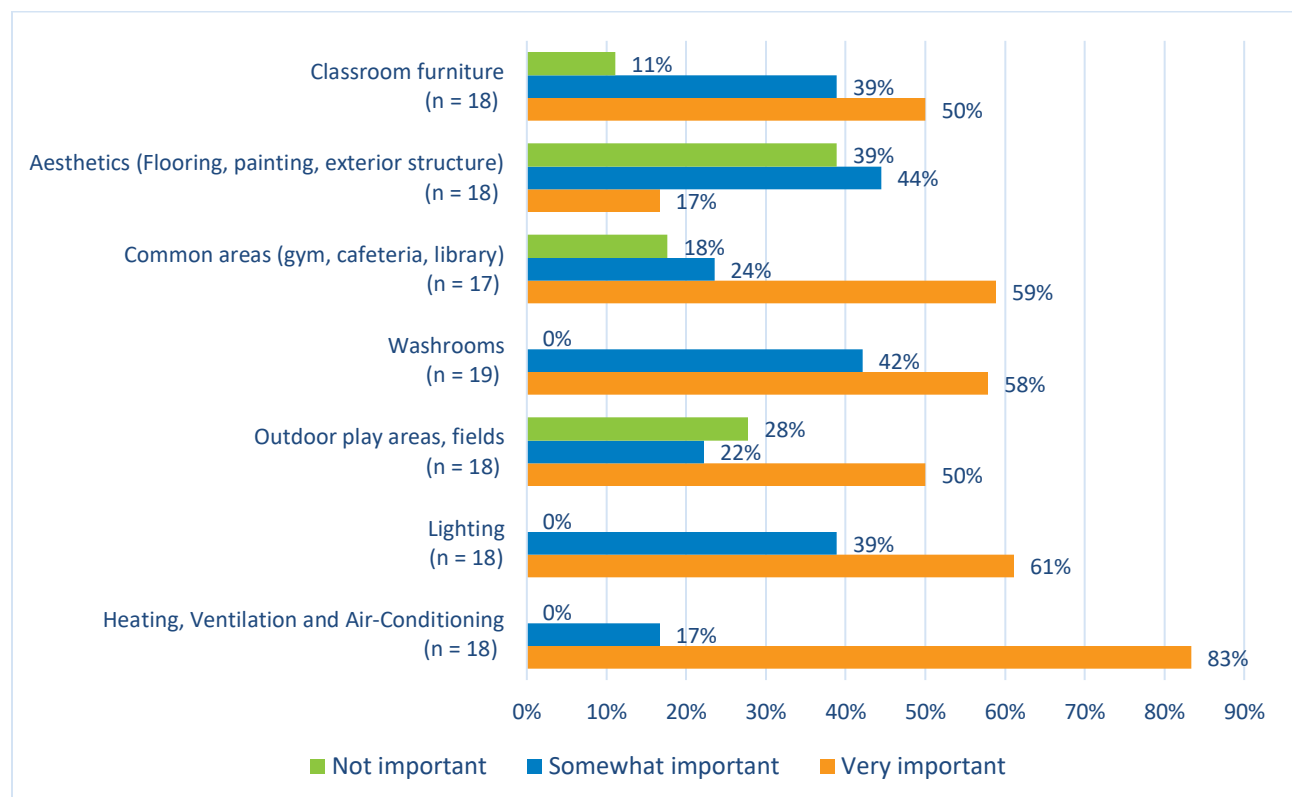
Our Lady of Fatima:



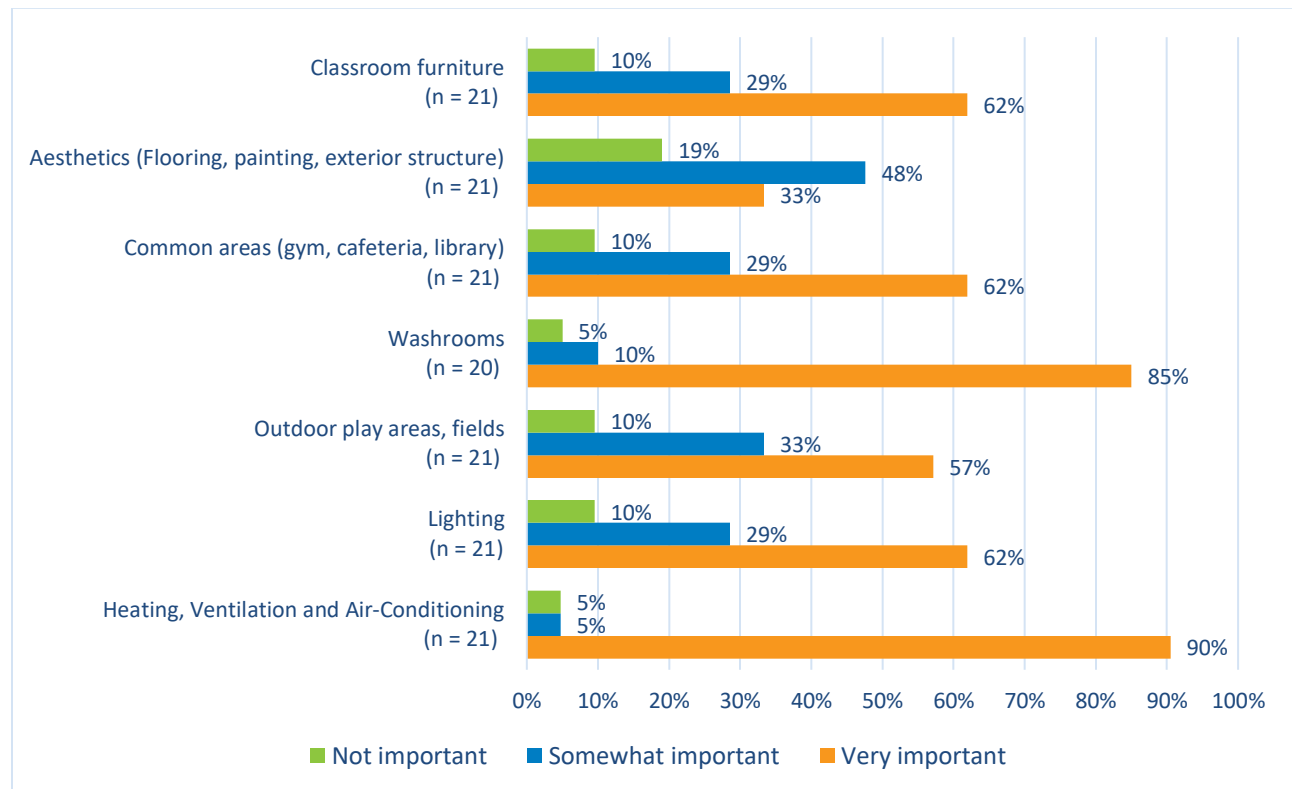
Our Lady of Peace:



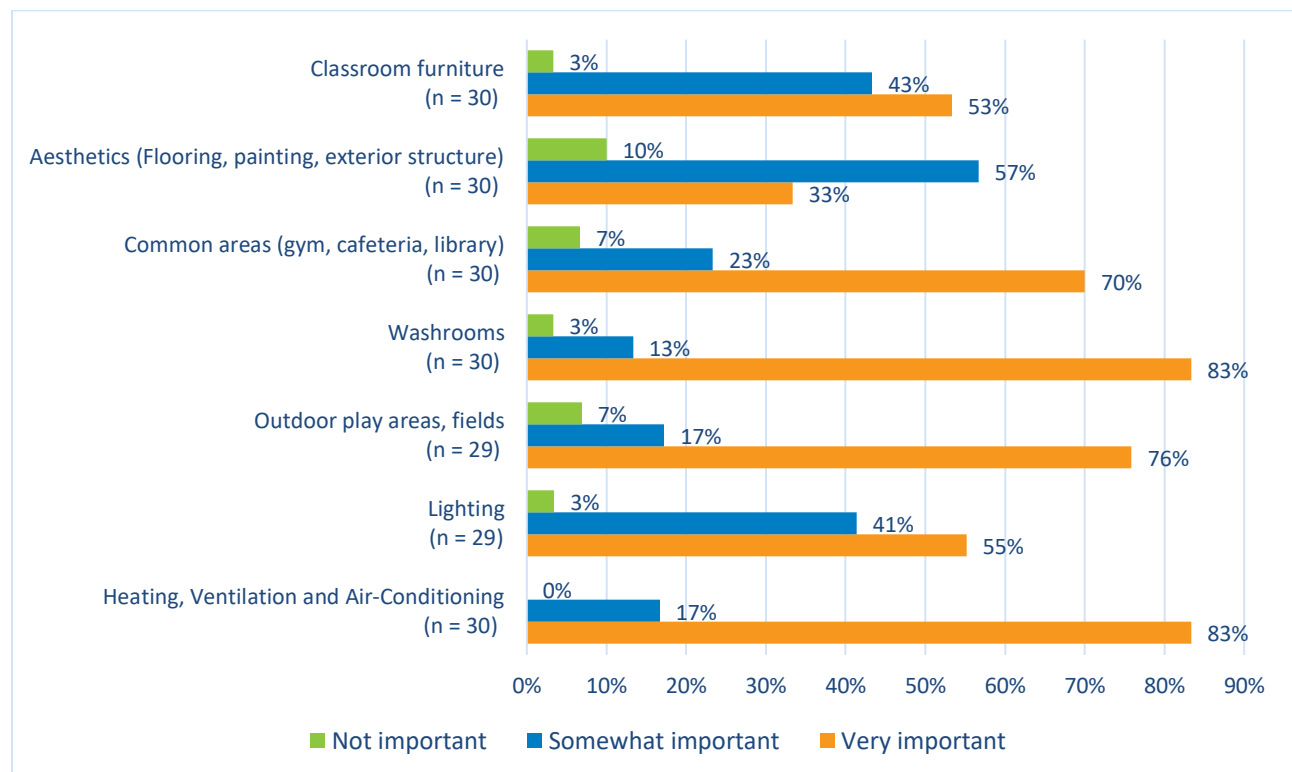
Our Lady of Victory:



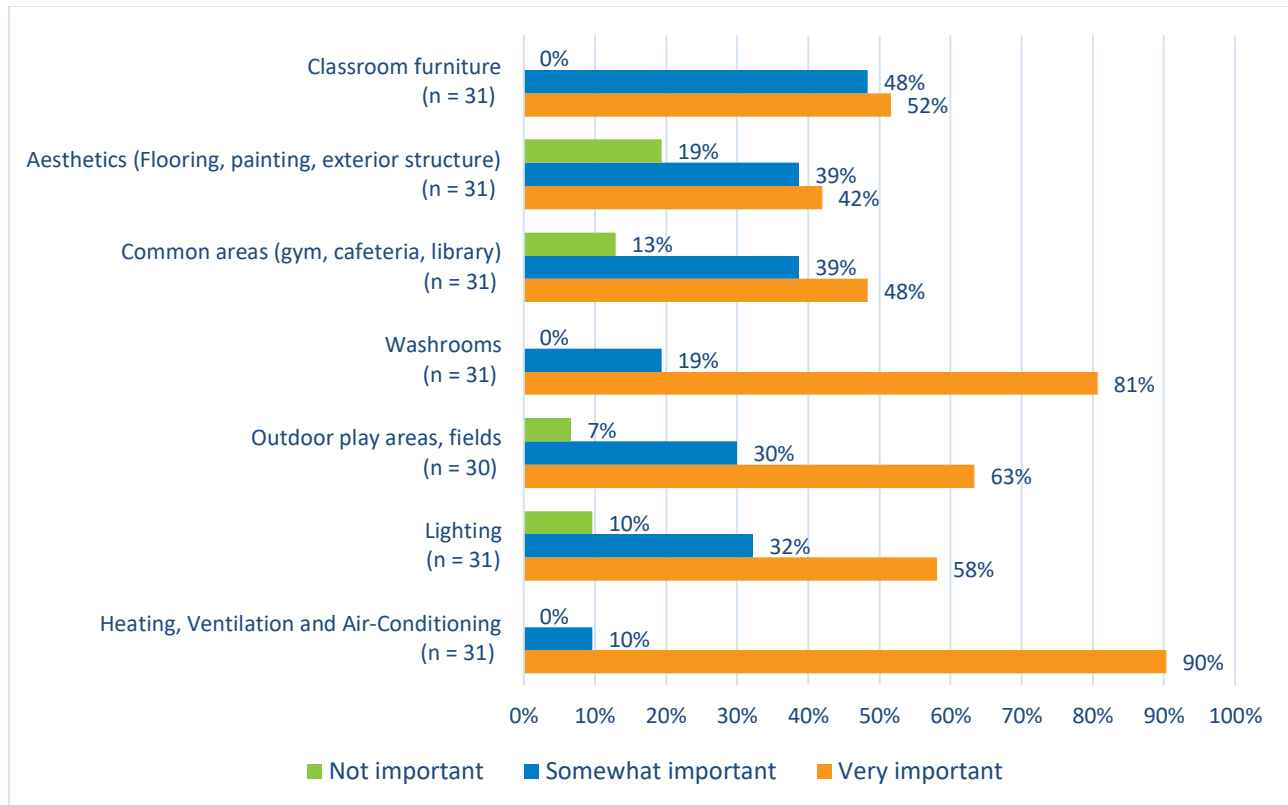
Queen of Heaven:



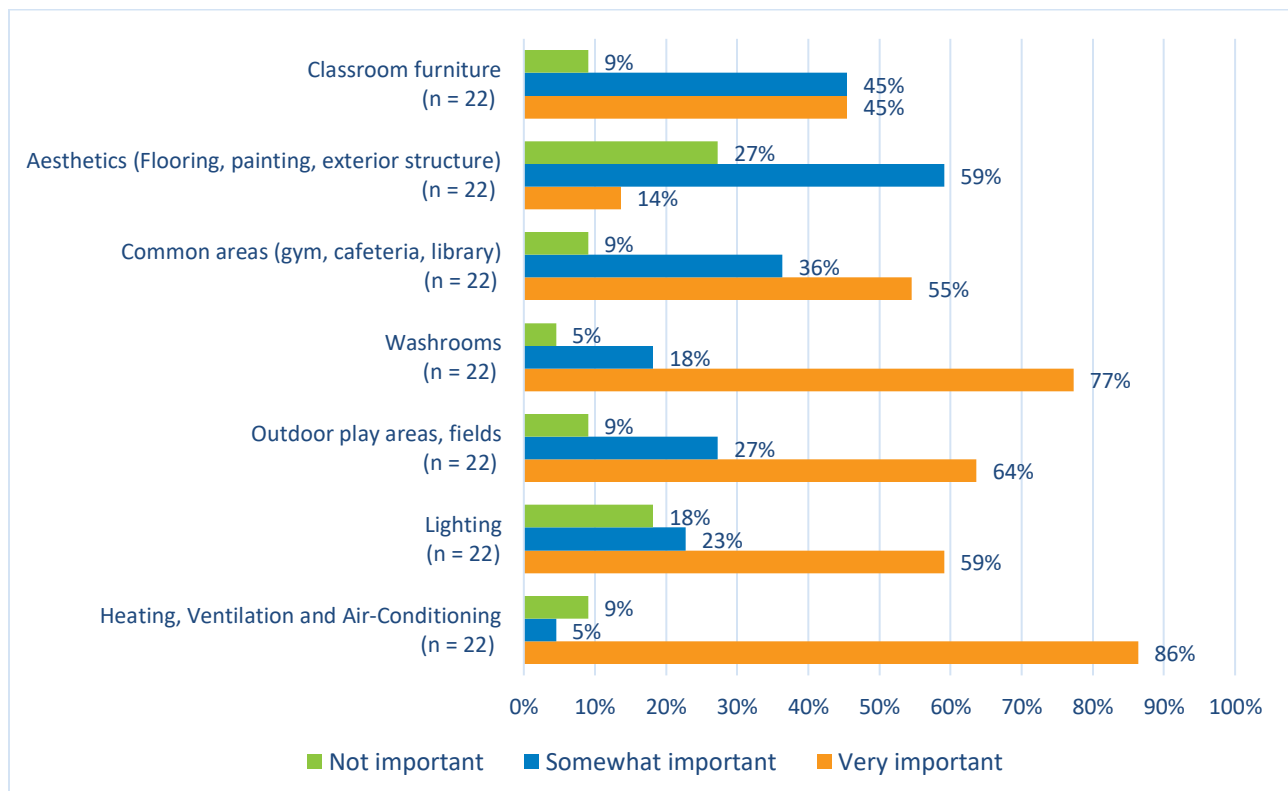
Sacred Heart of Jesus:



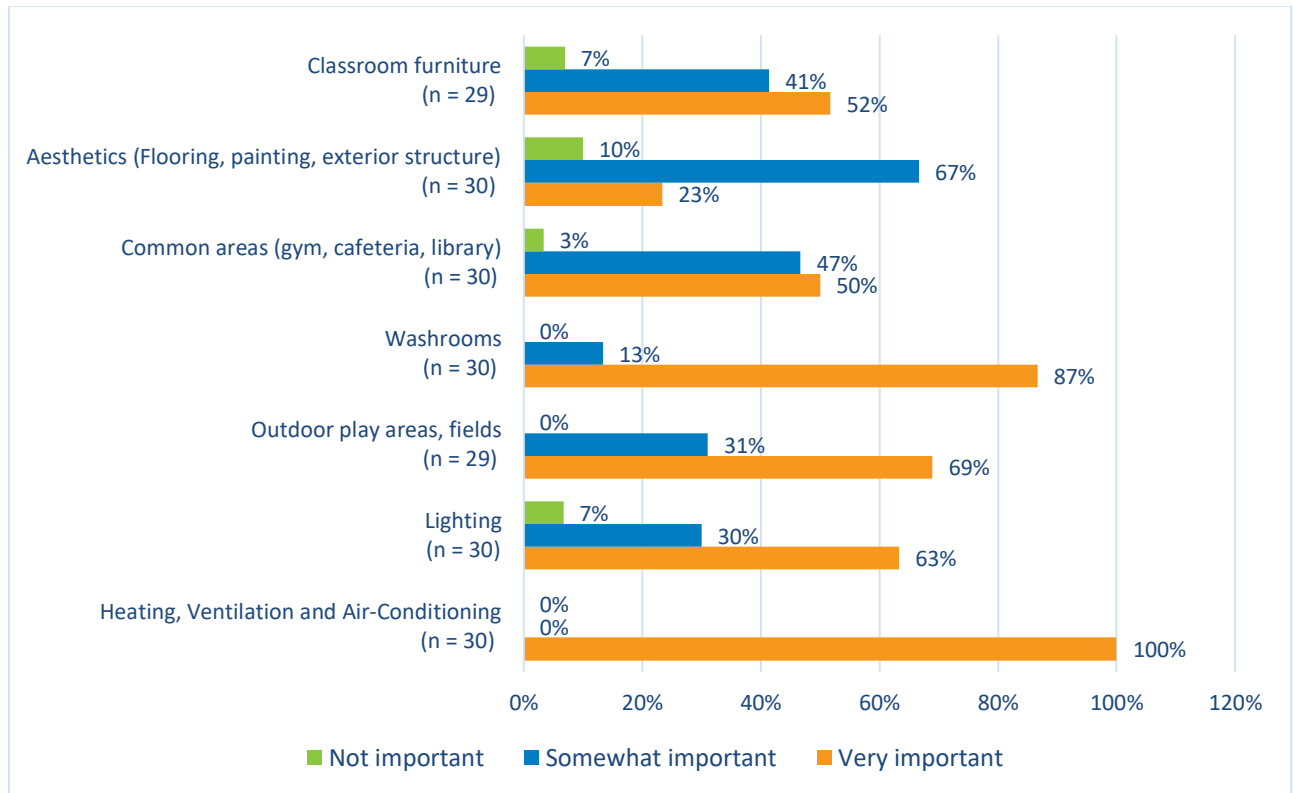
St. Andrew:



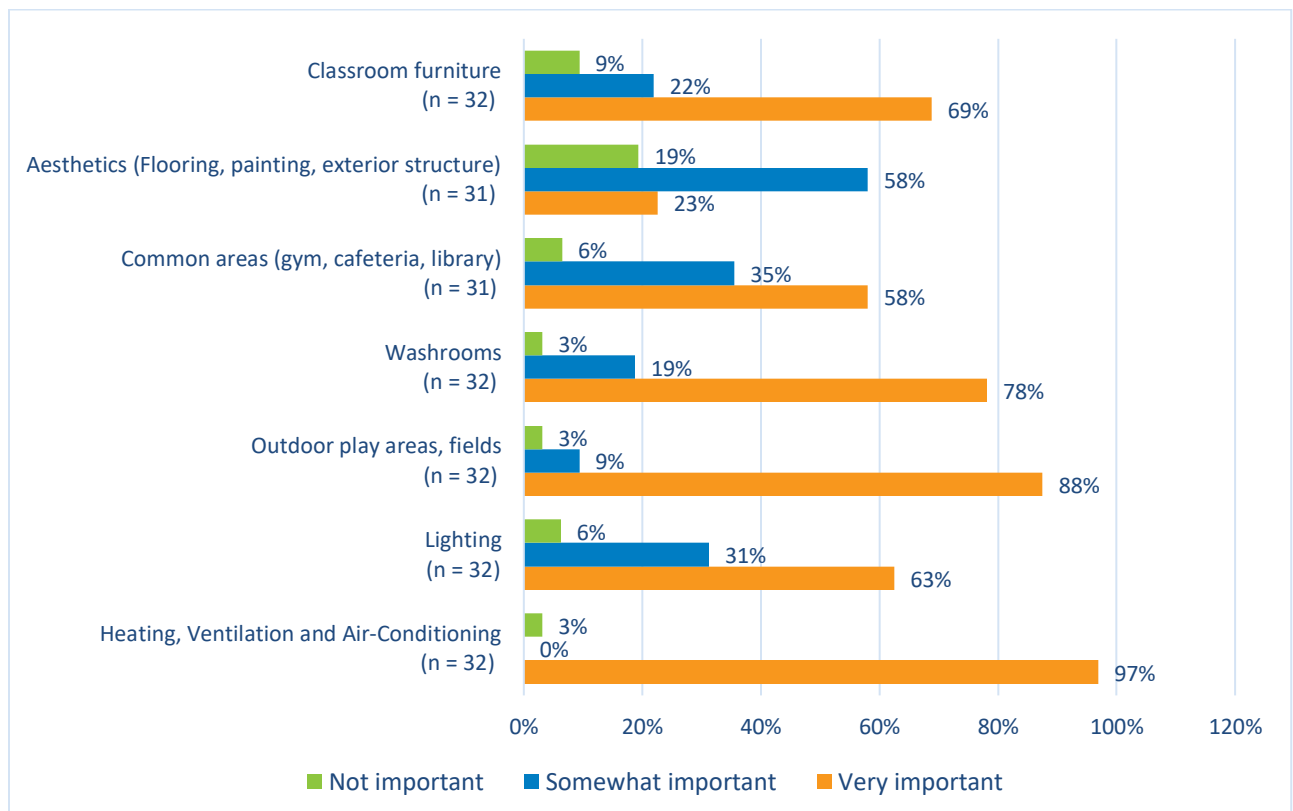
St. Anne:



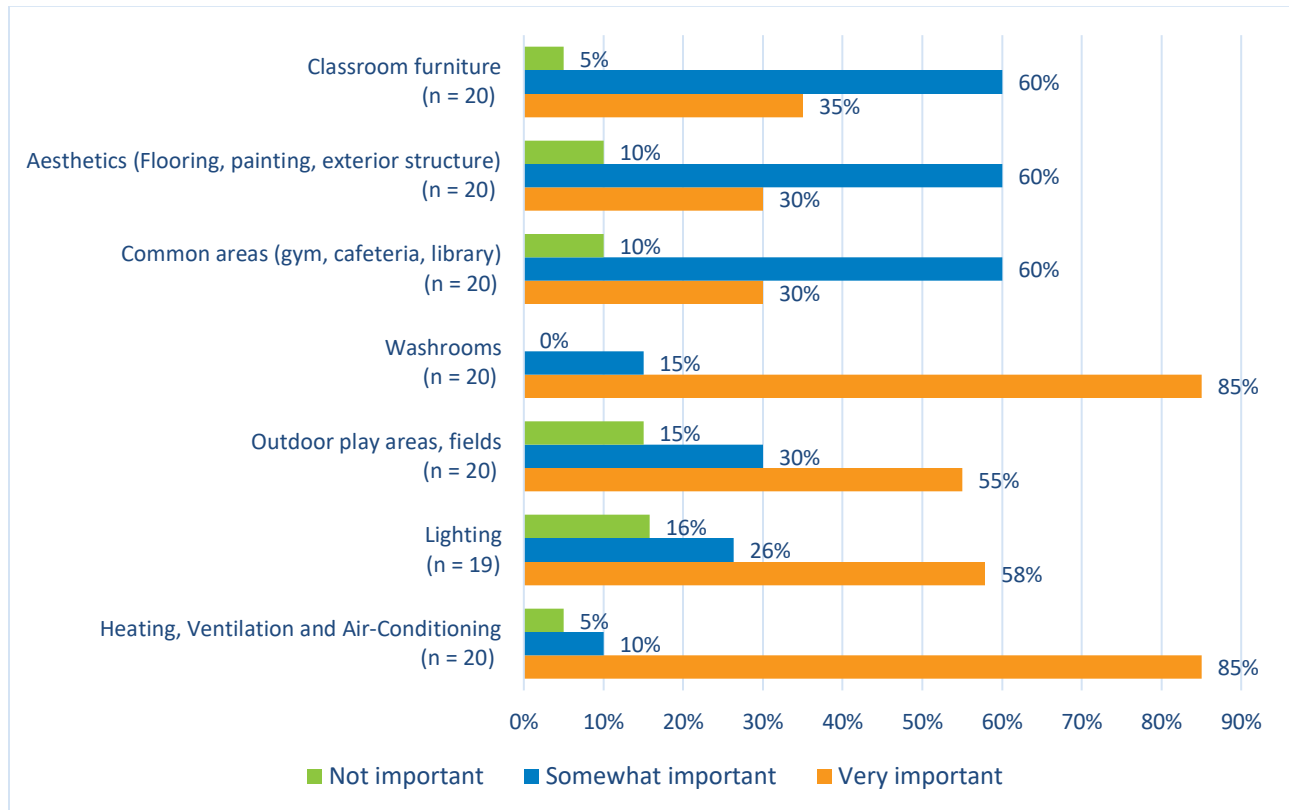
St. Anthony of Padua:



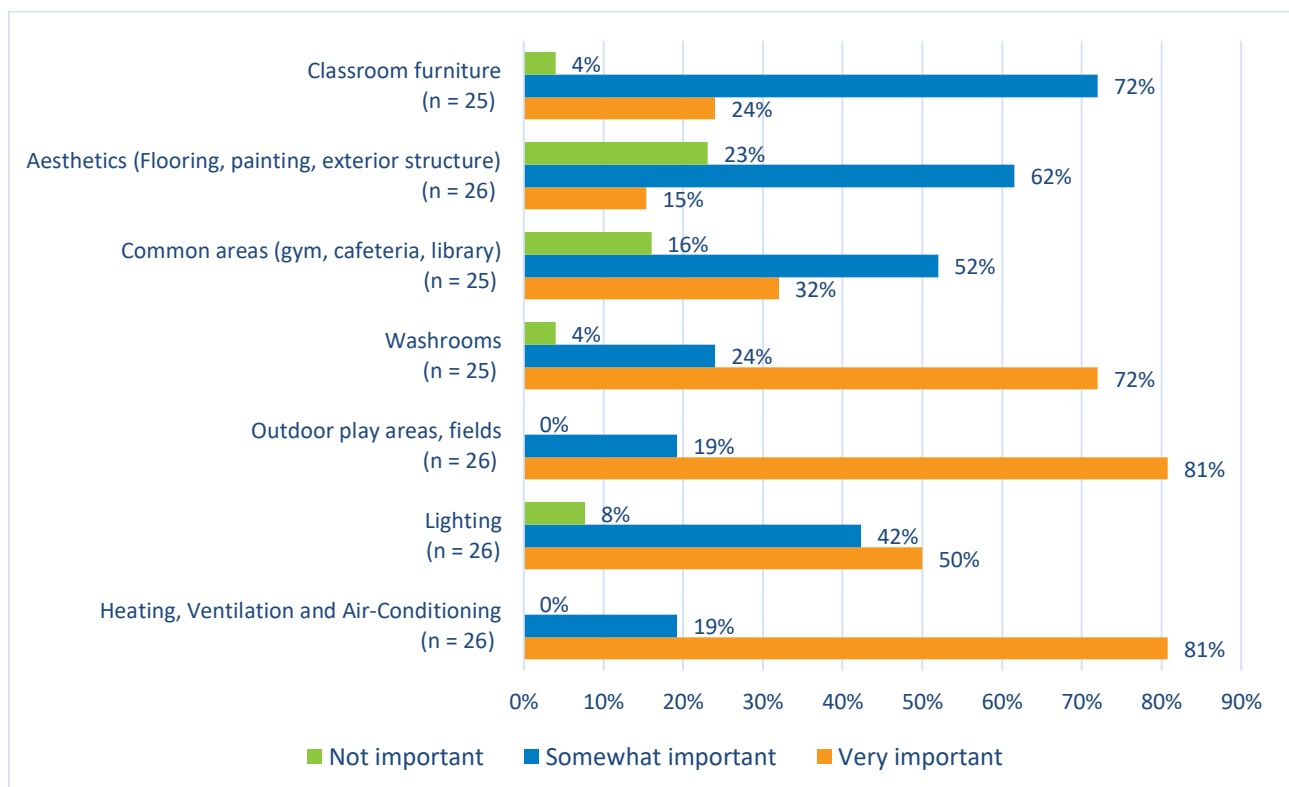
St. Benedict:



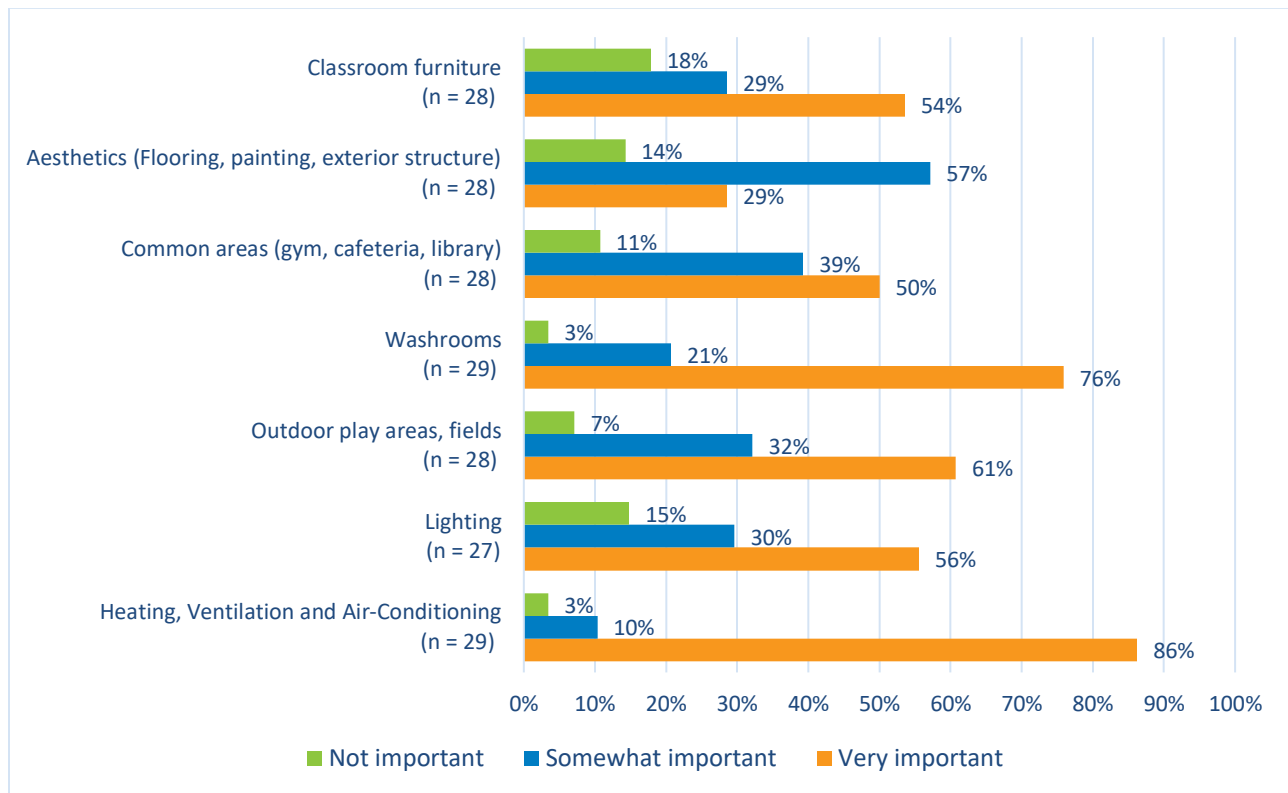
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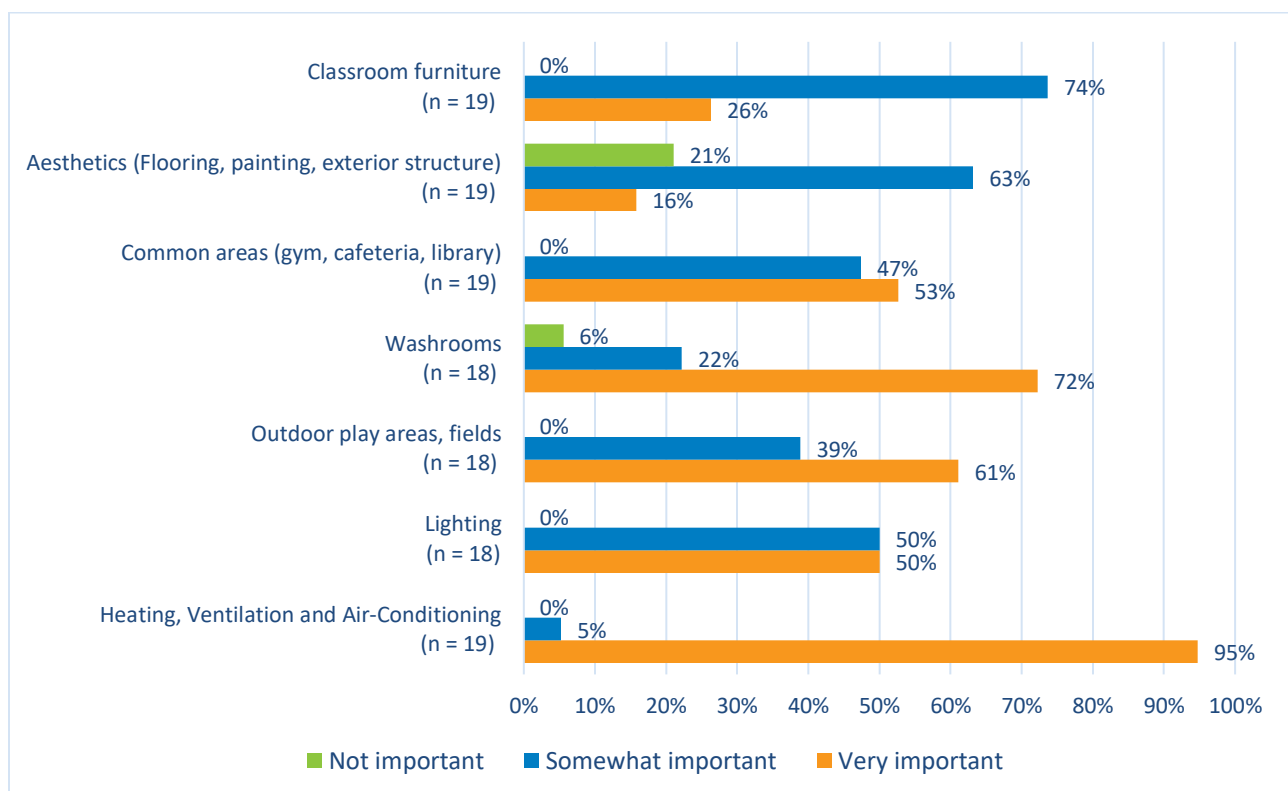
St. Brigid:



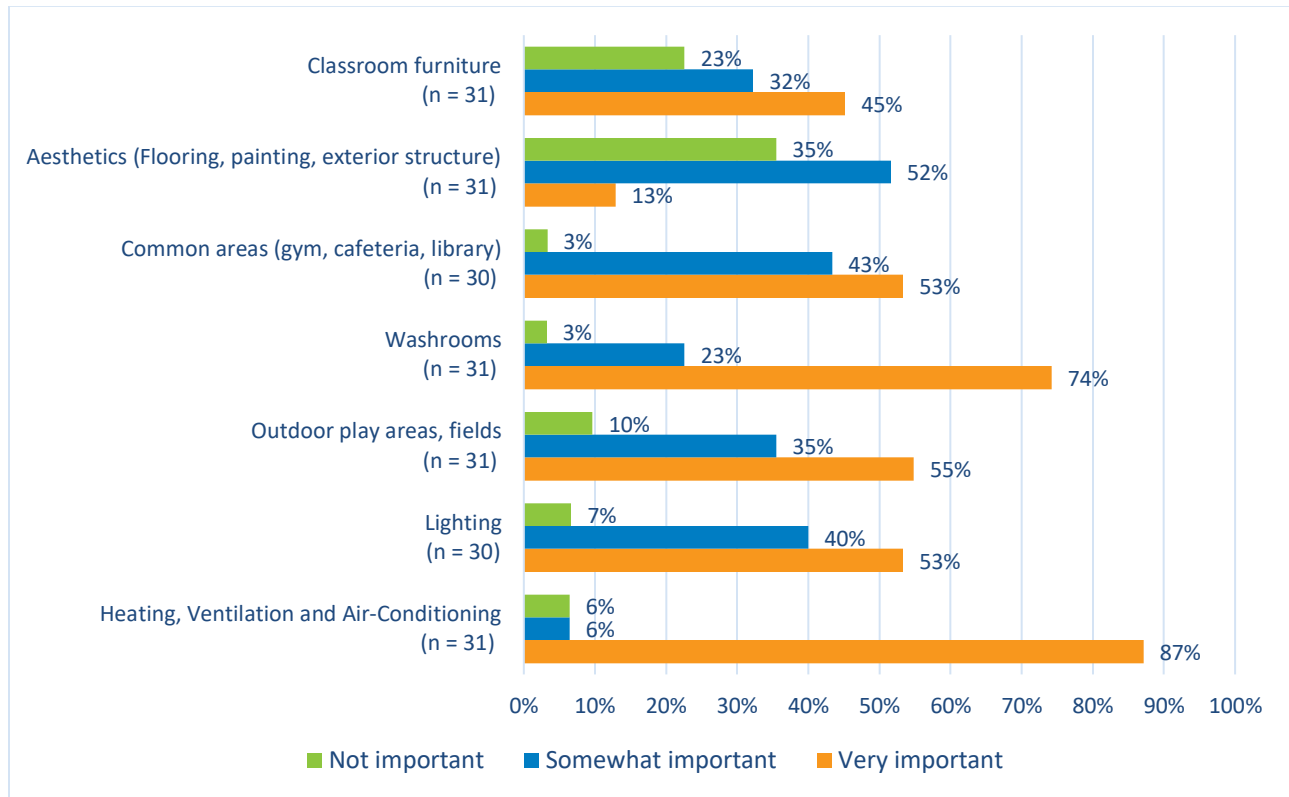
St. Catherine of Alexandria:



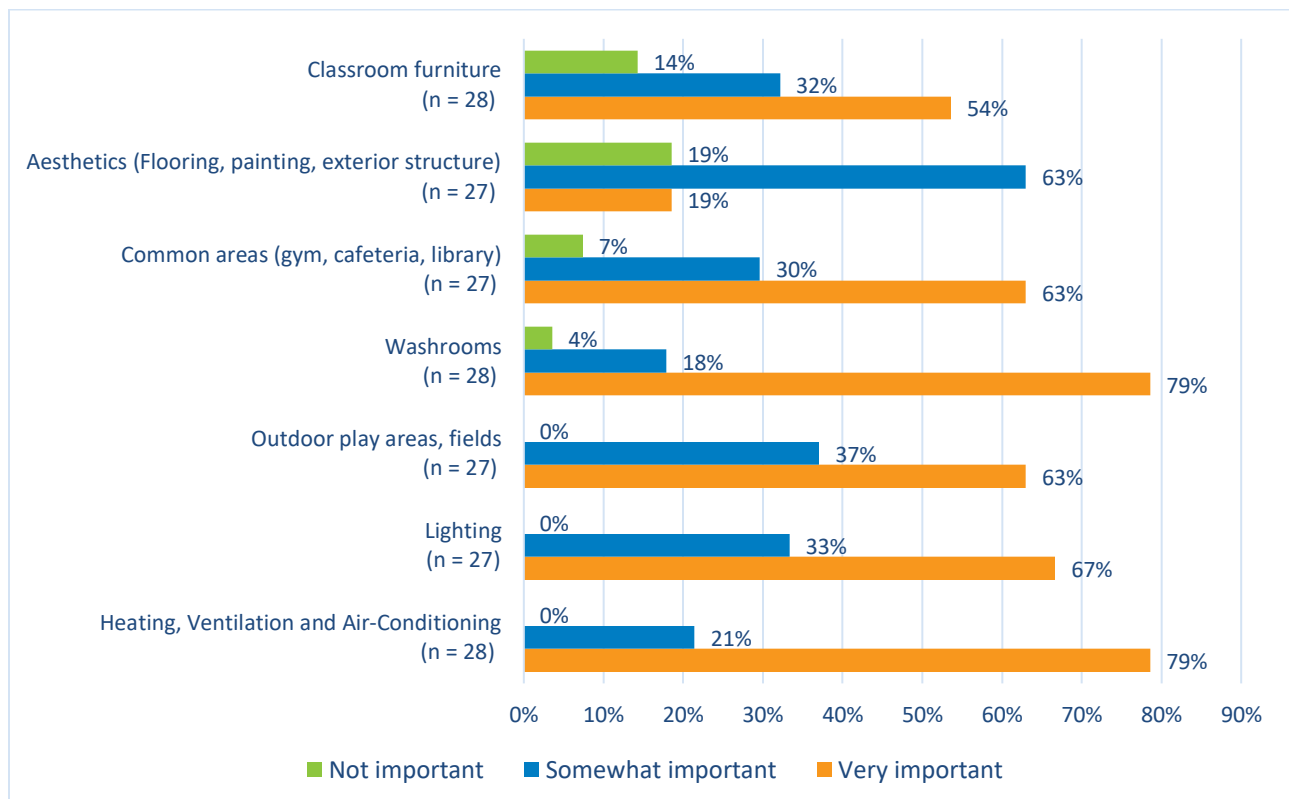
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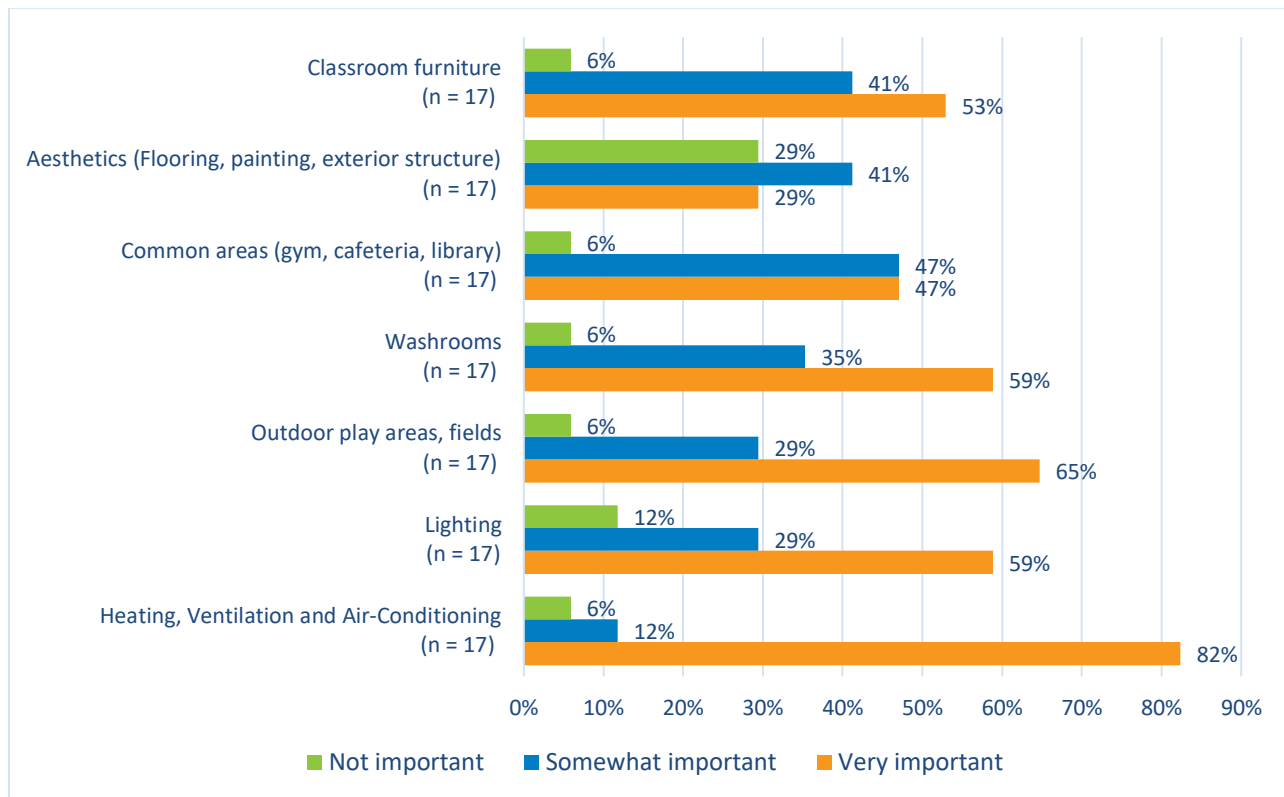
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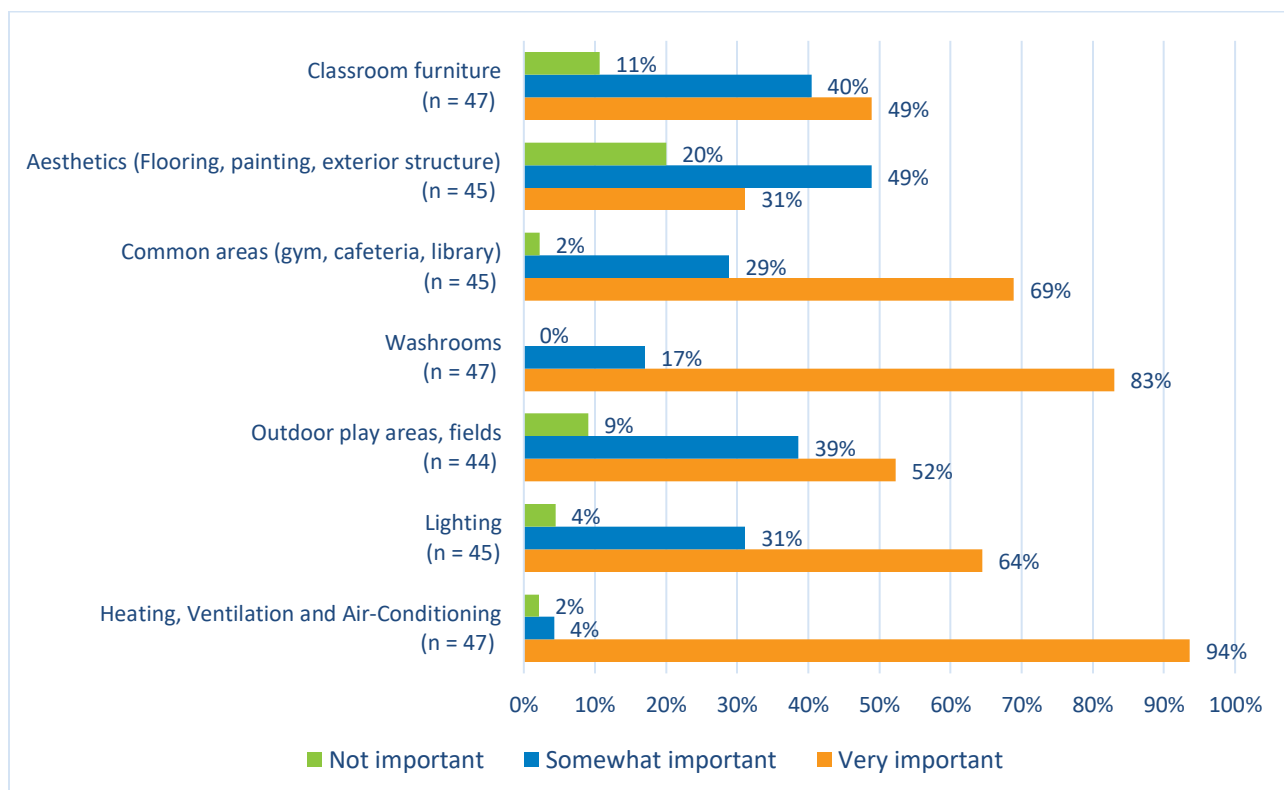
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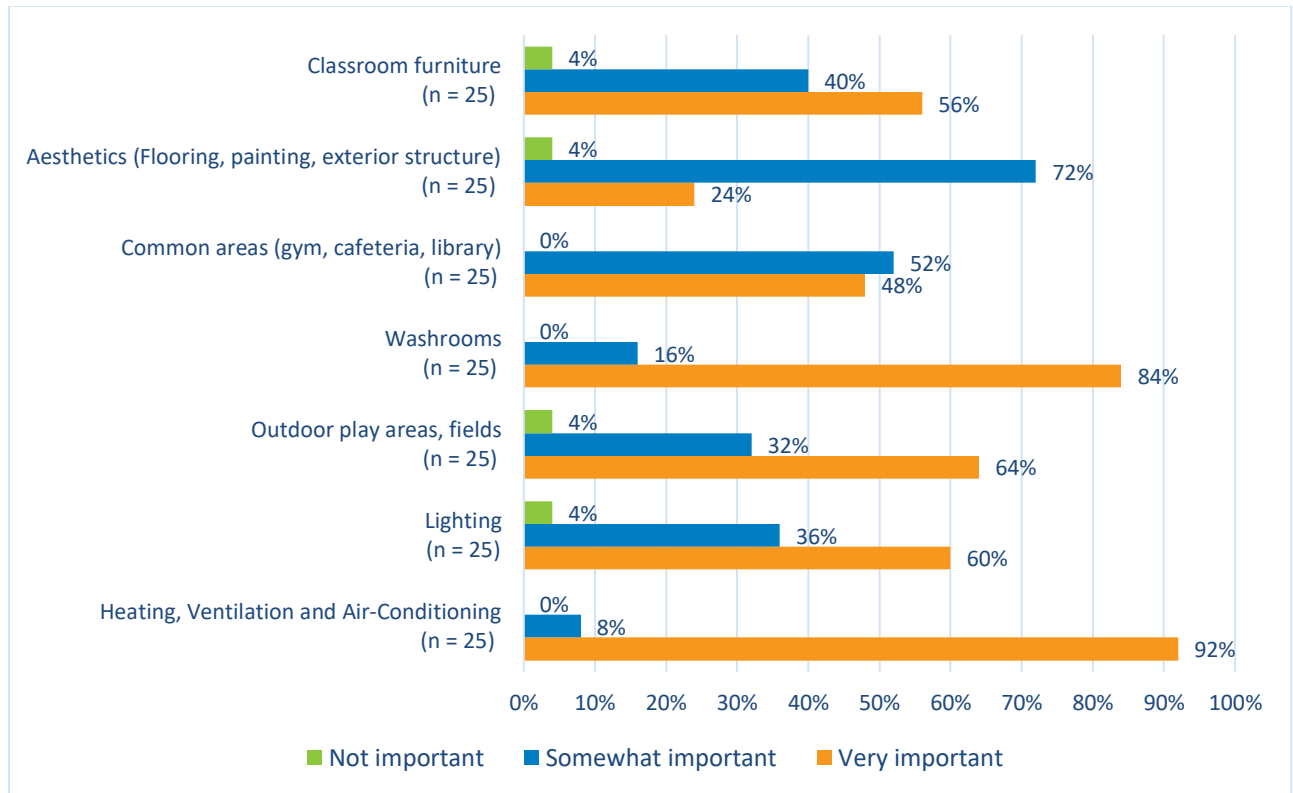
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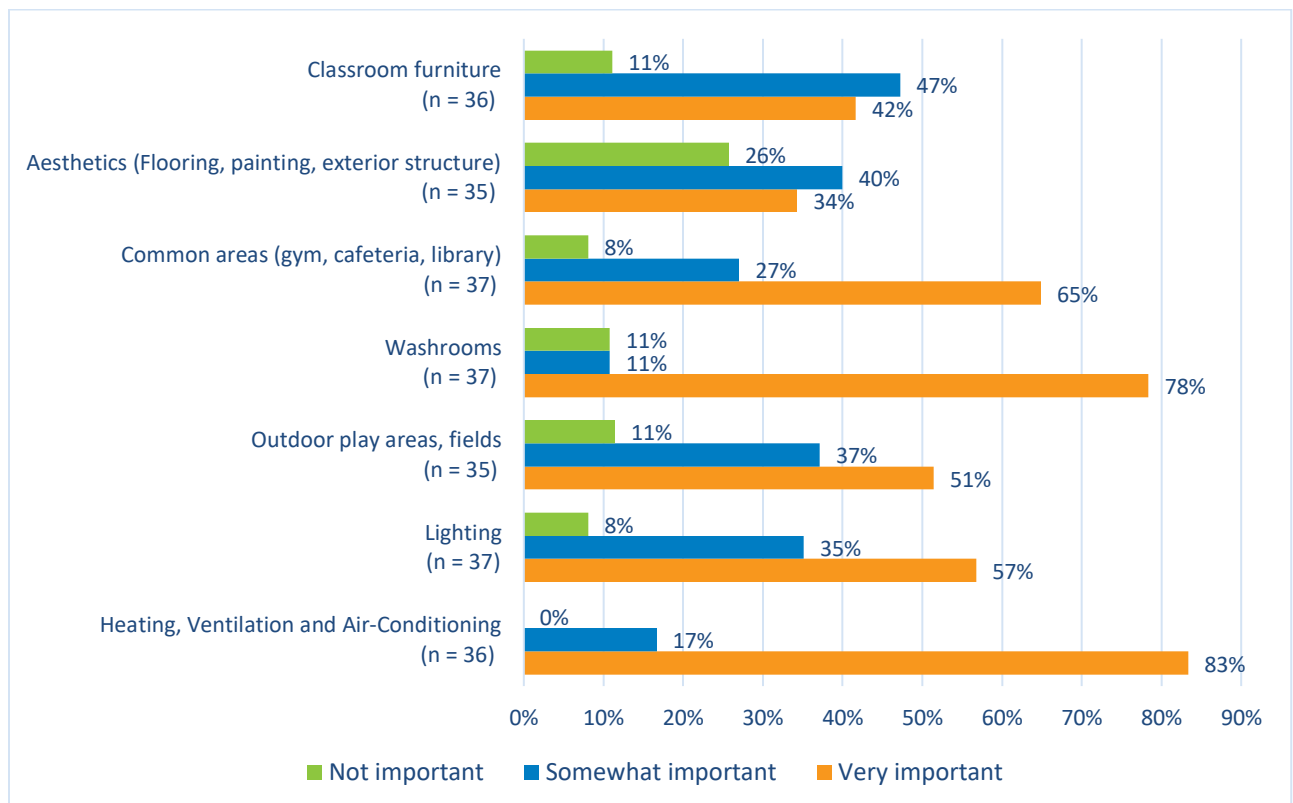
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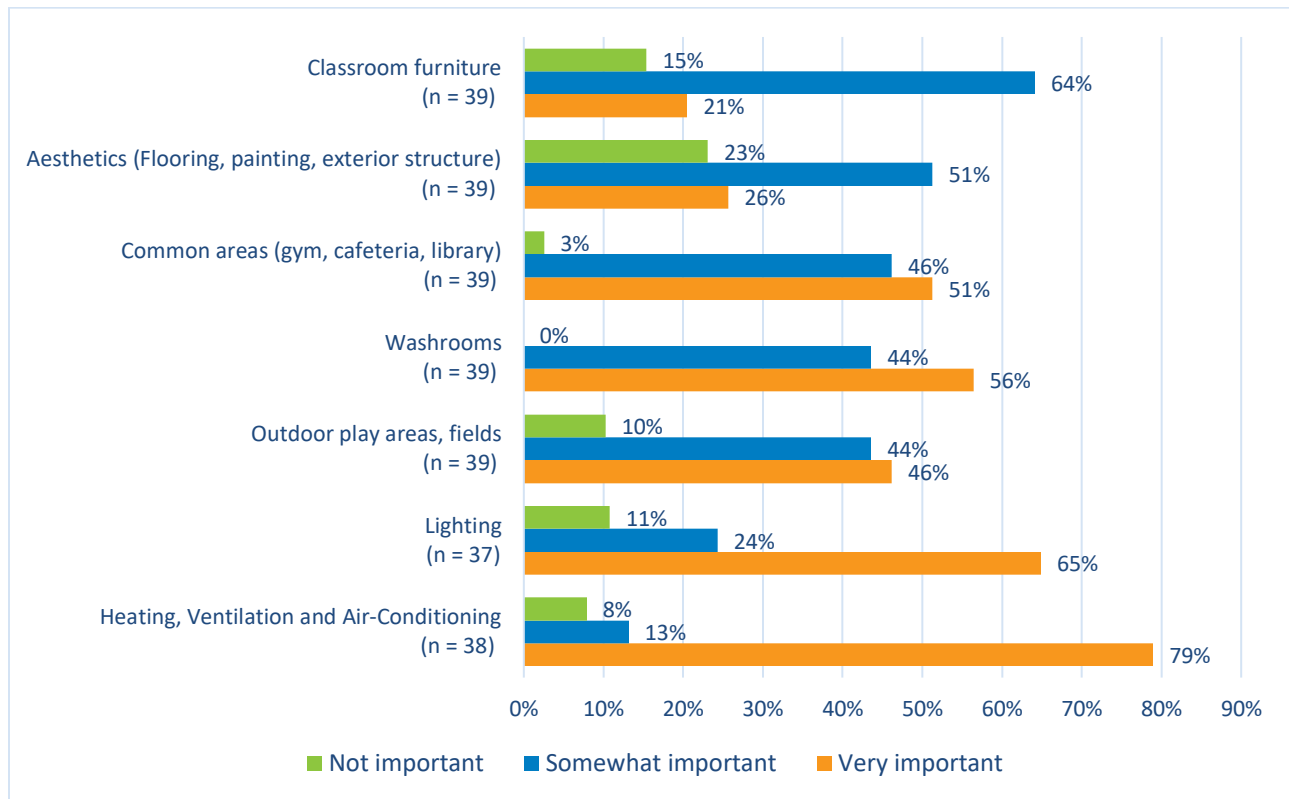
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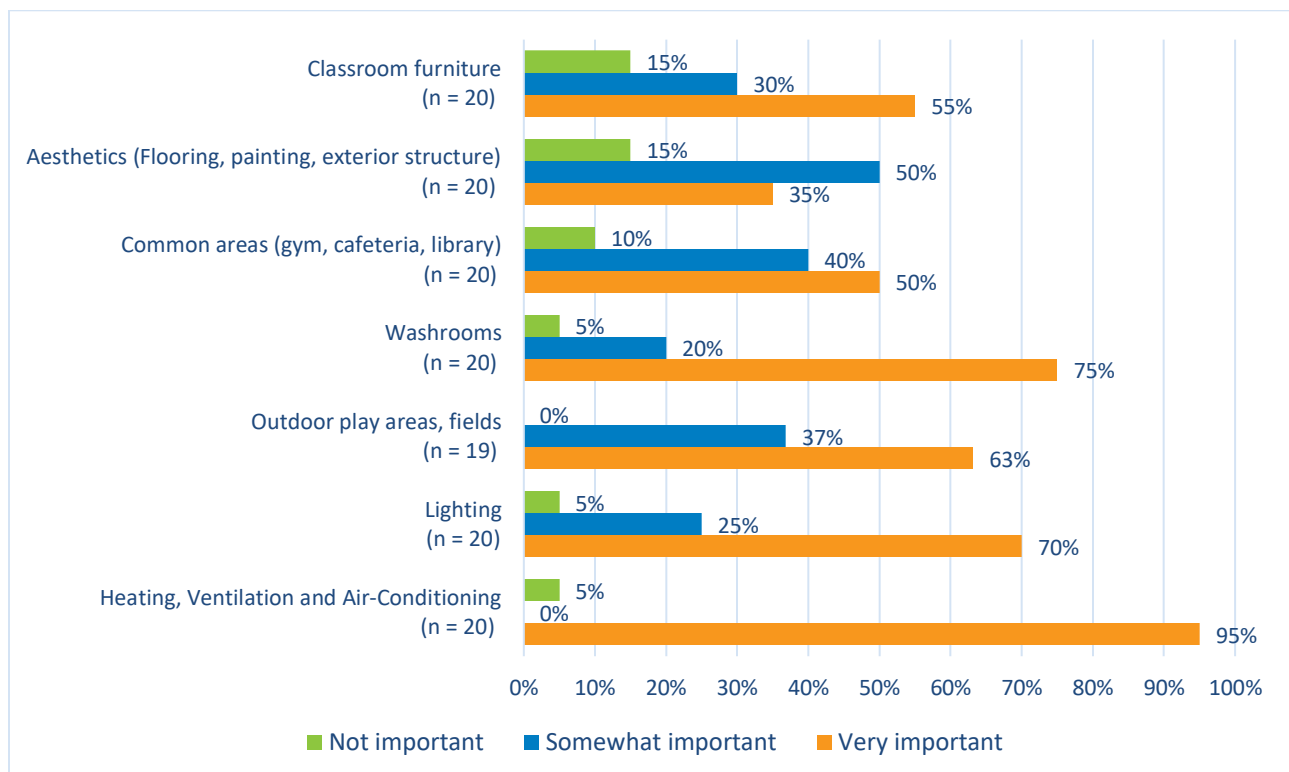
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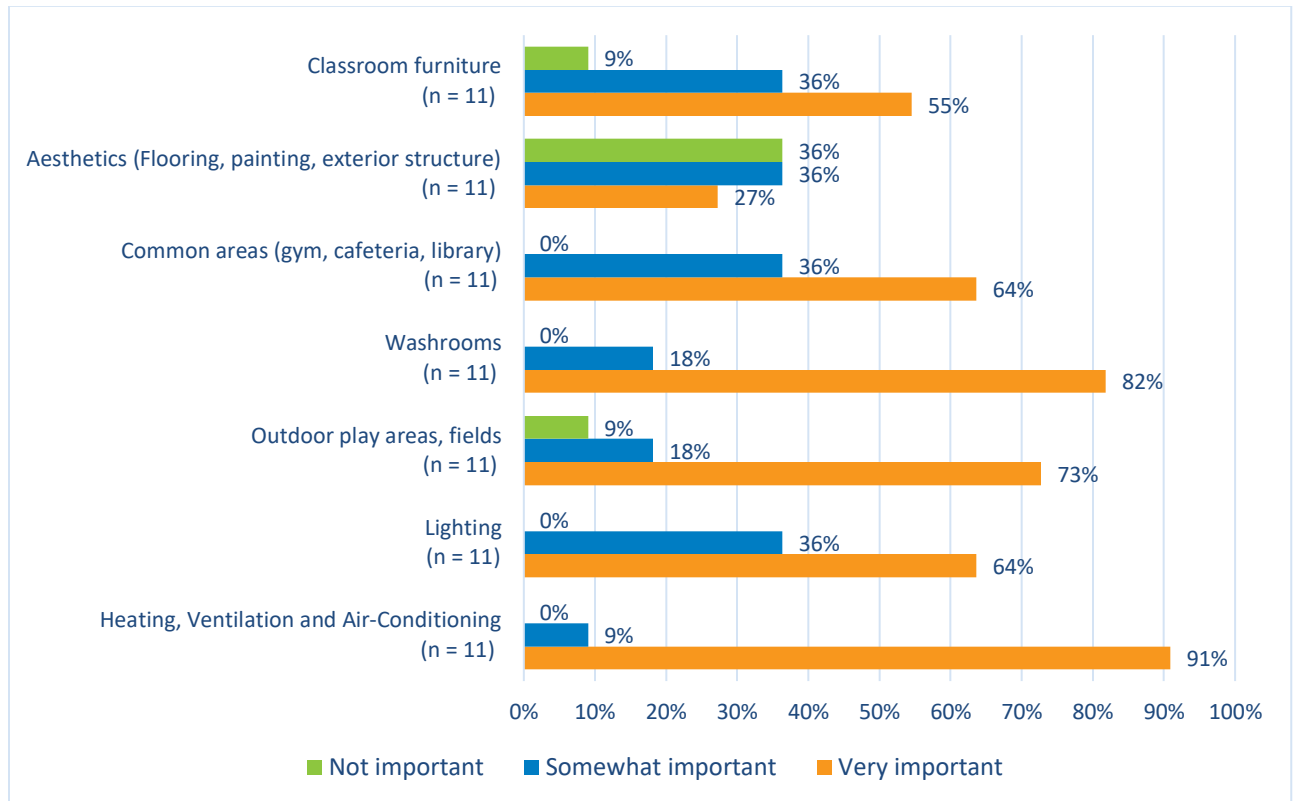
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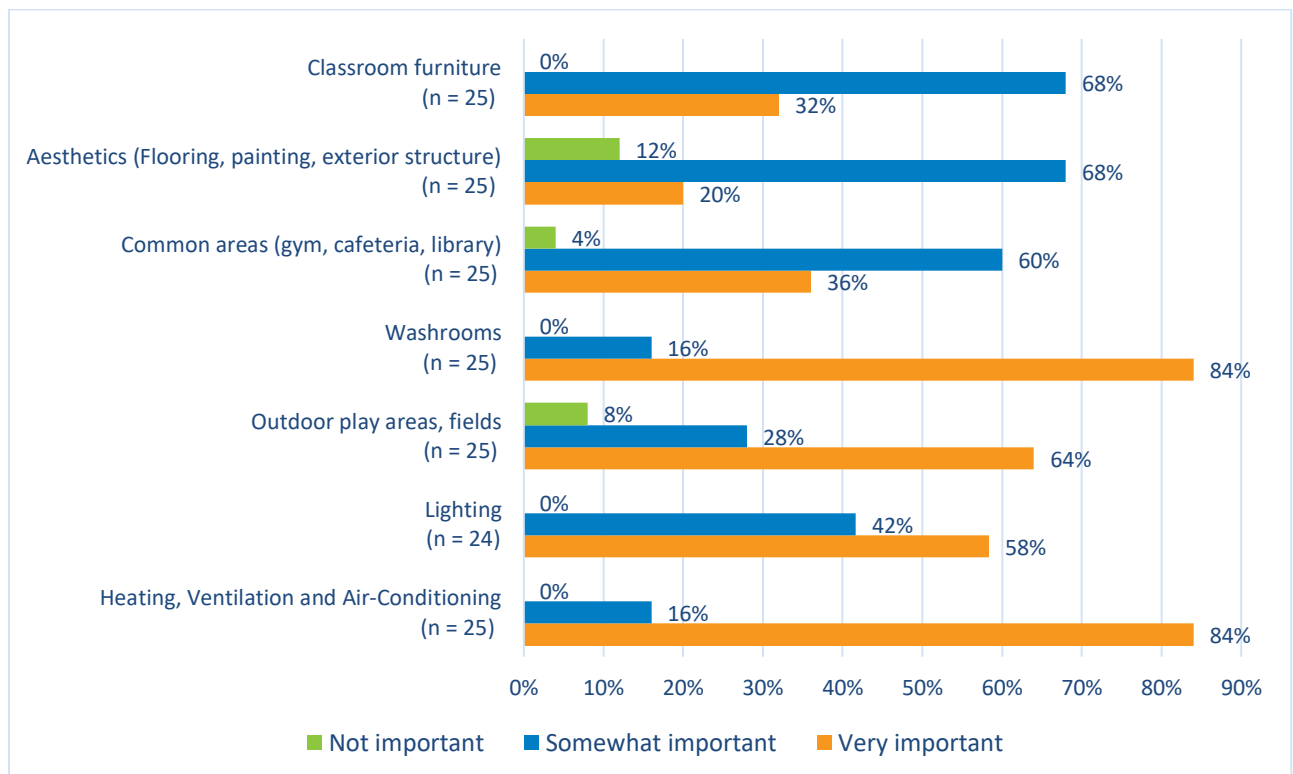
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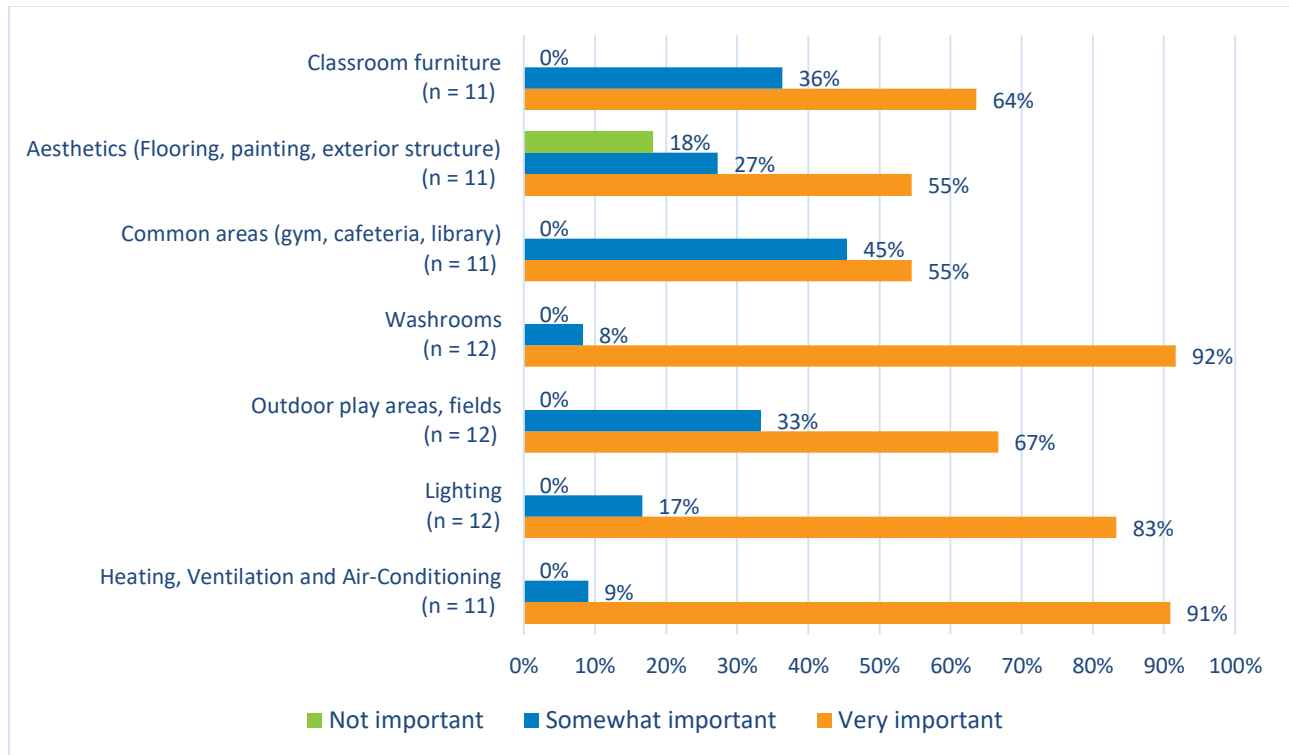
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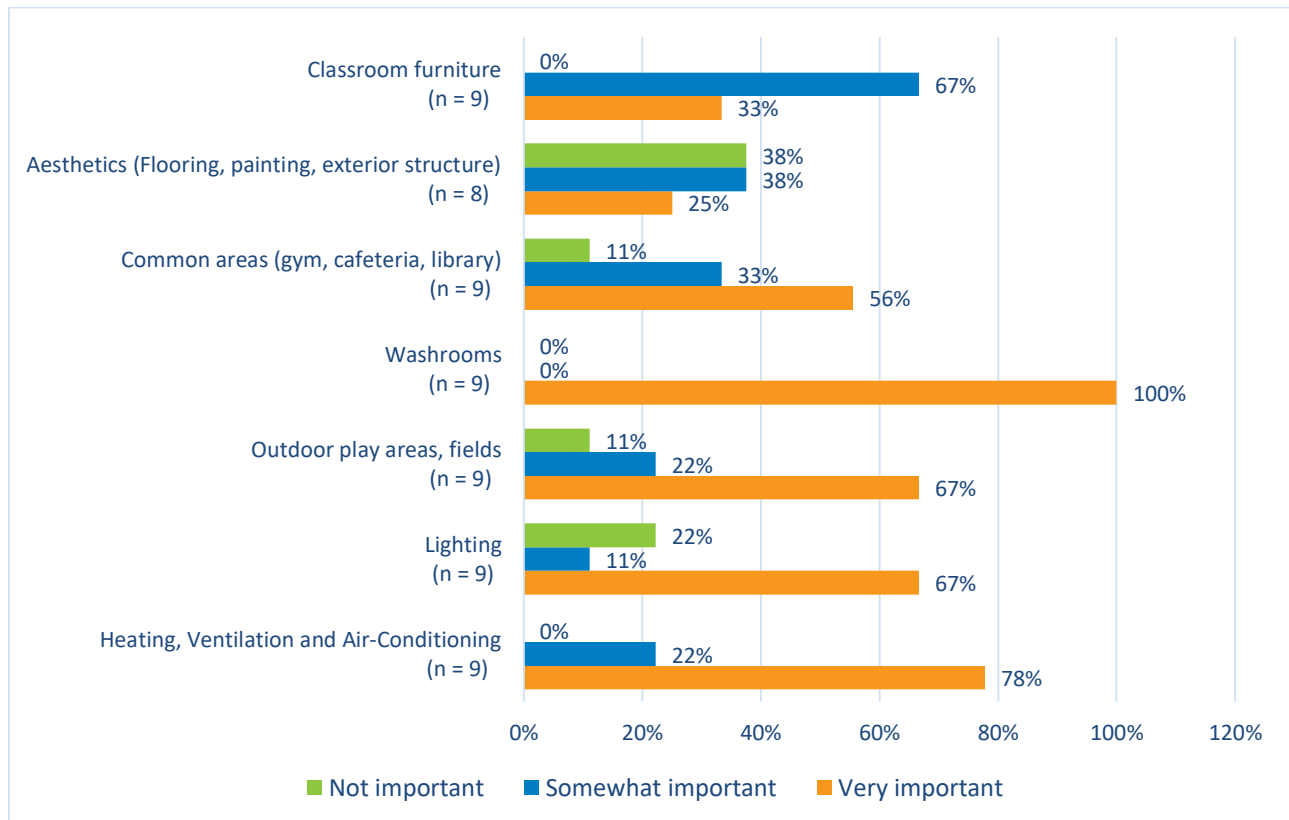
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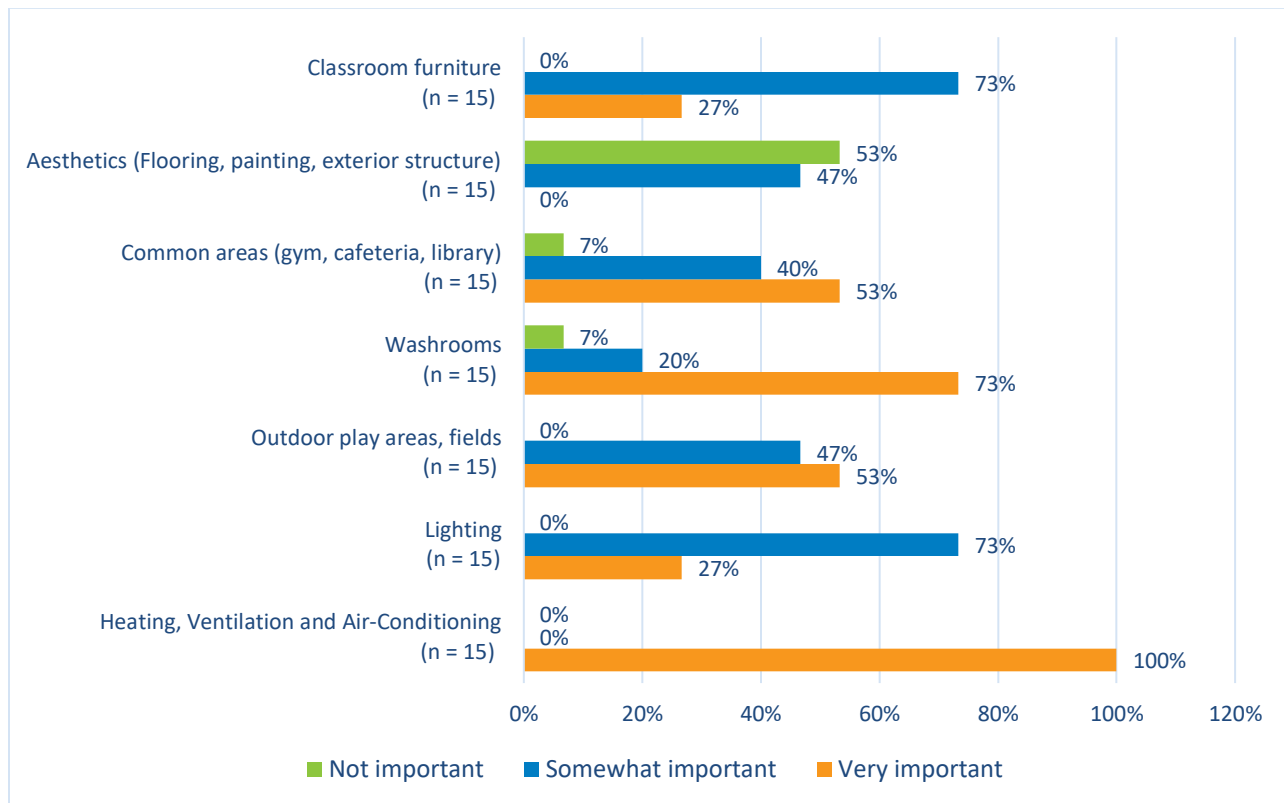
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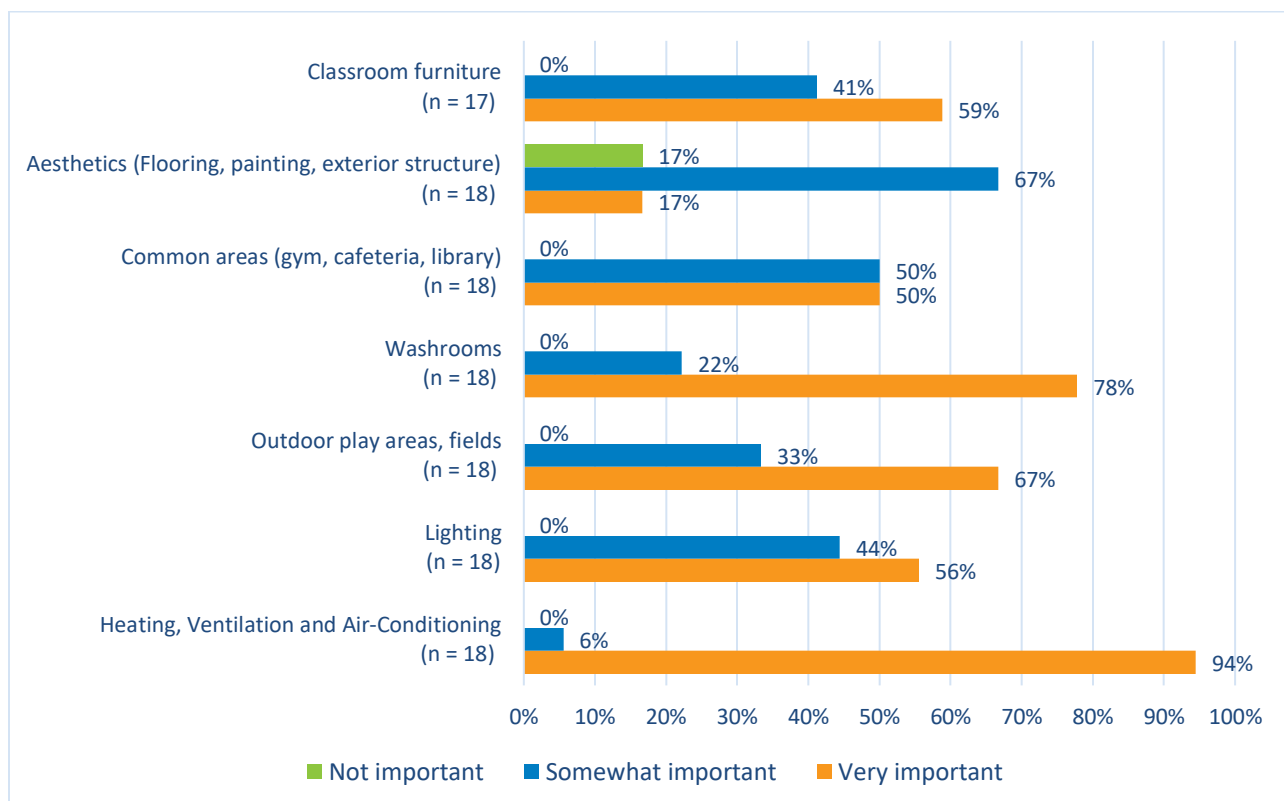
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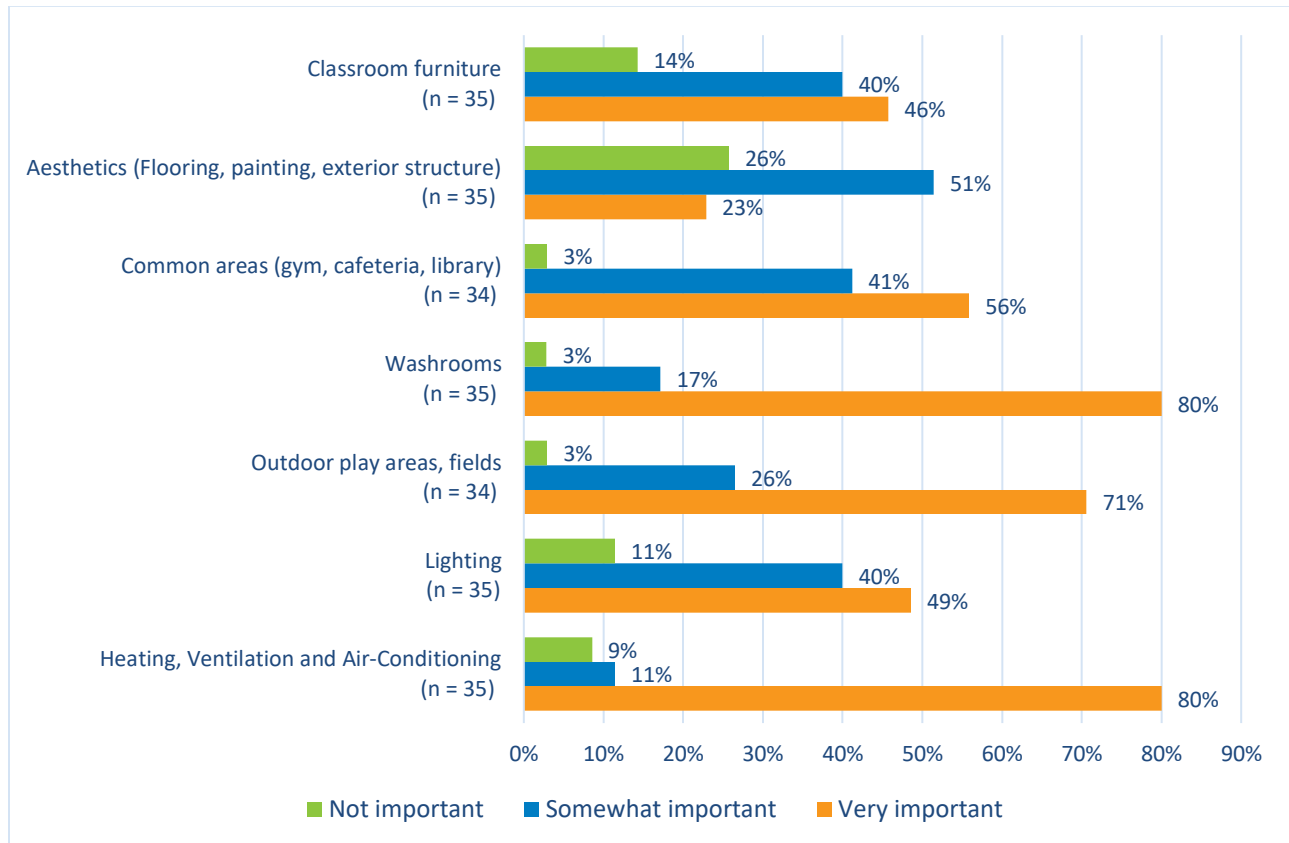
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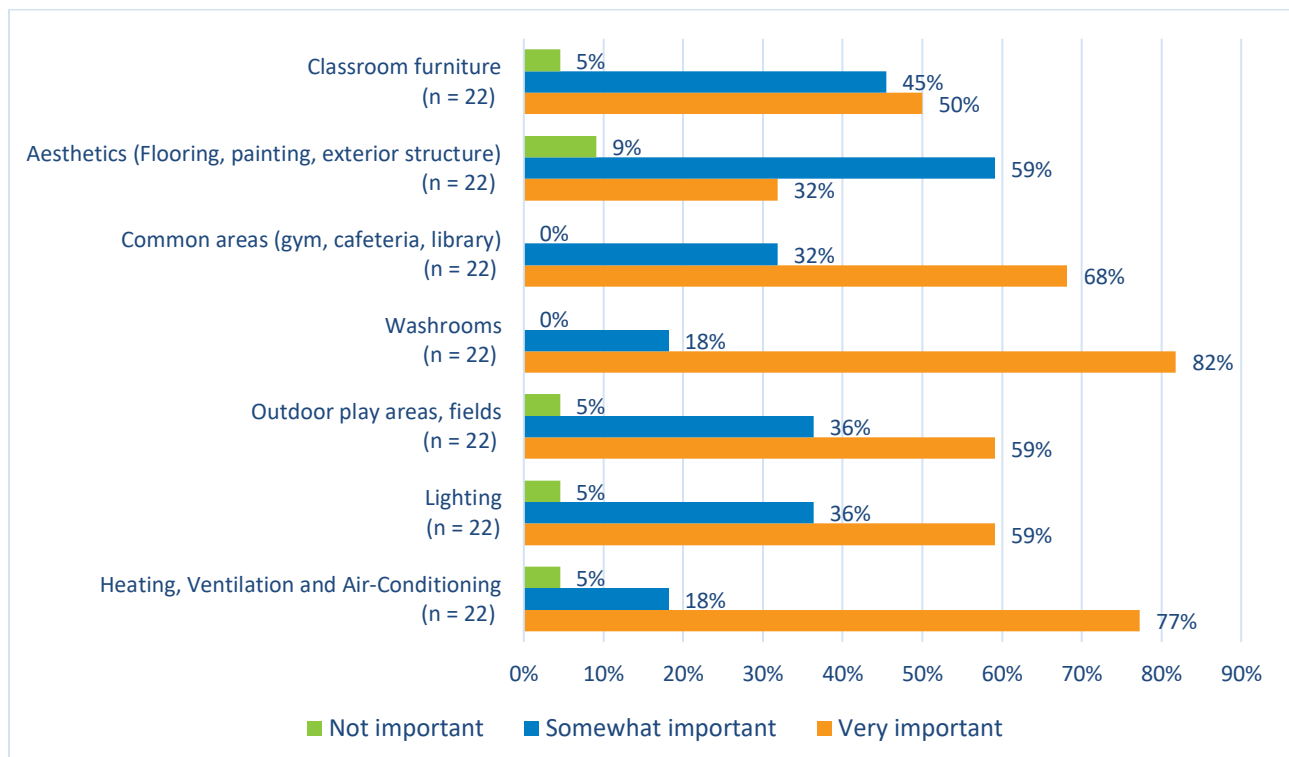
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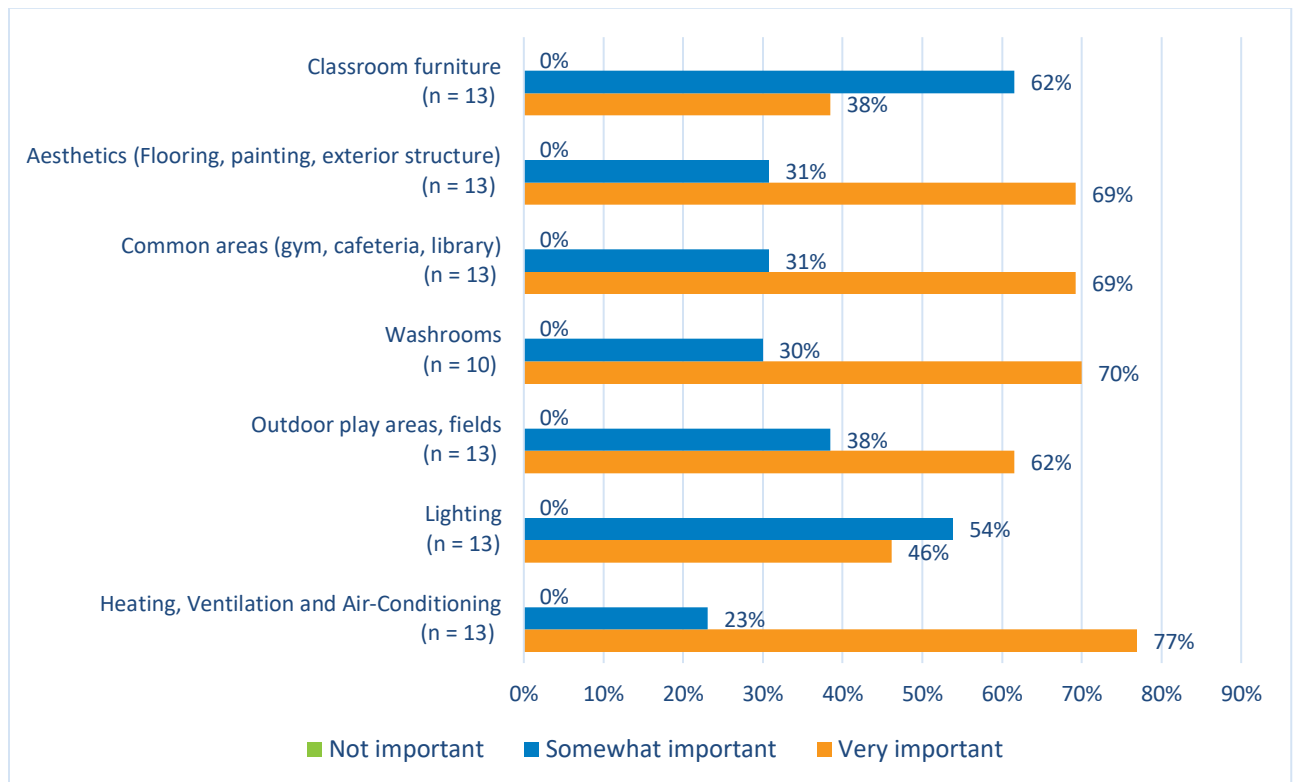
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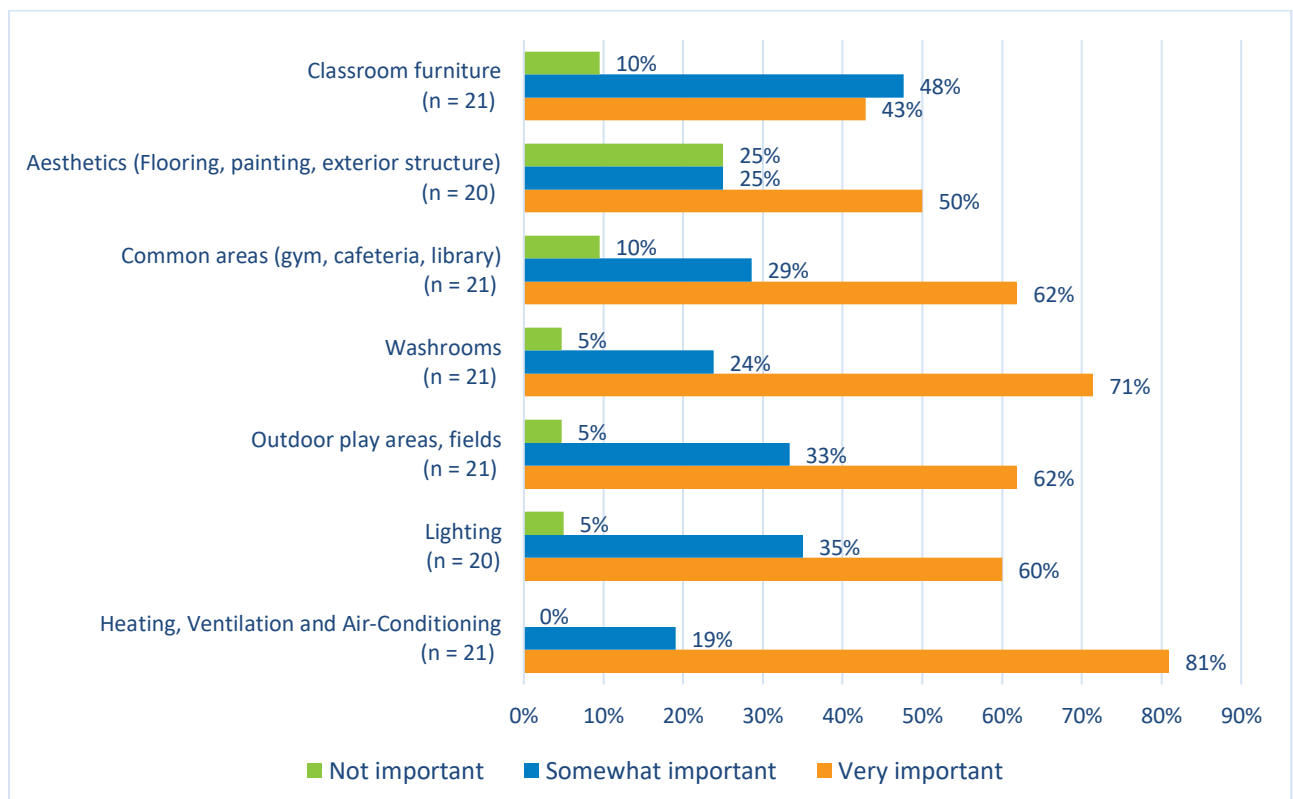
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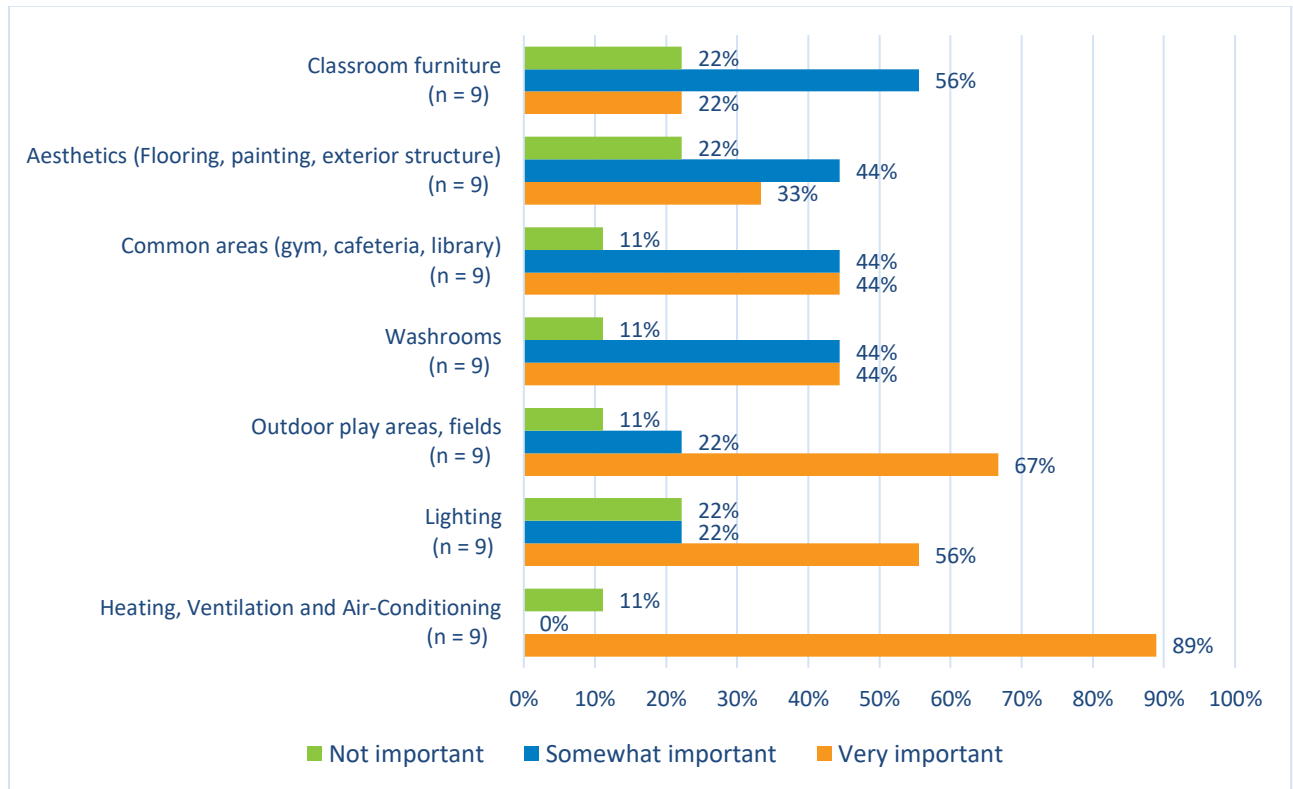
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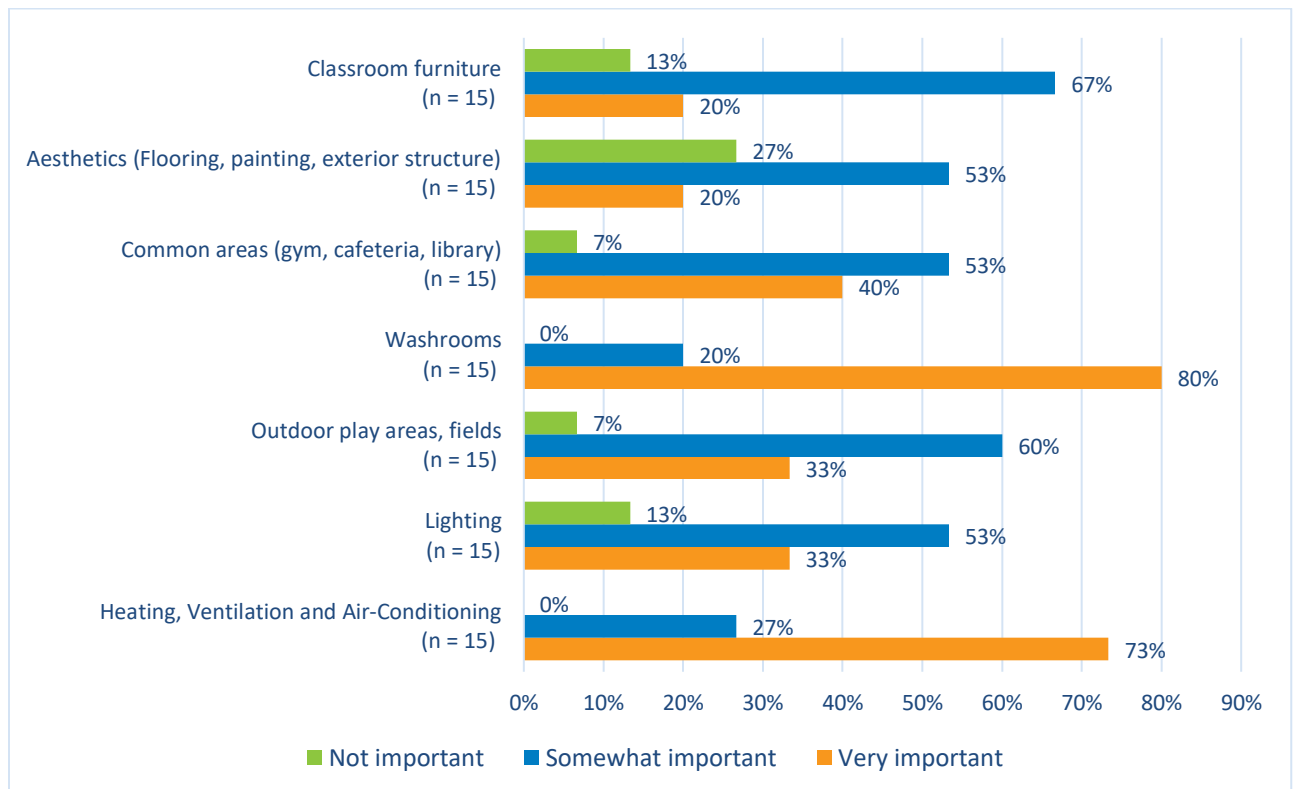
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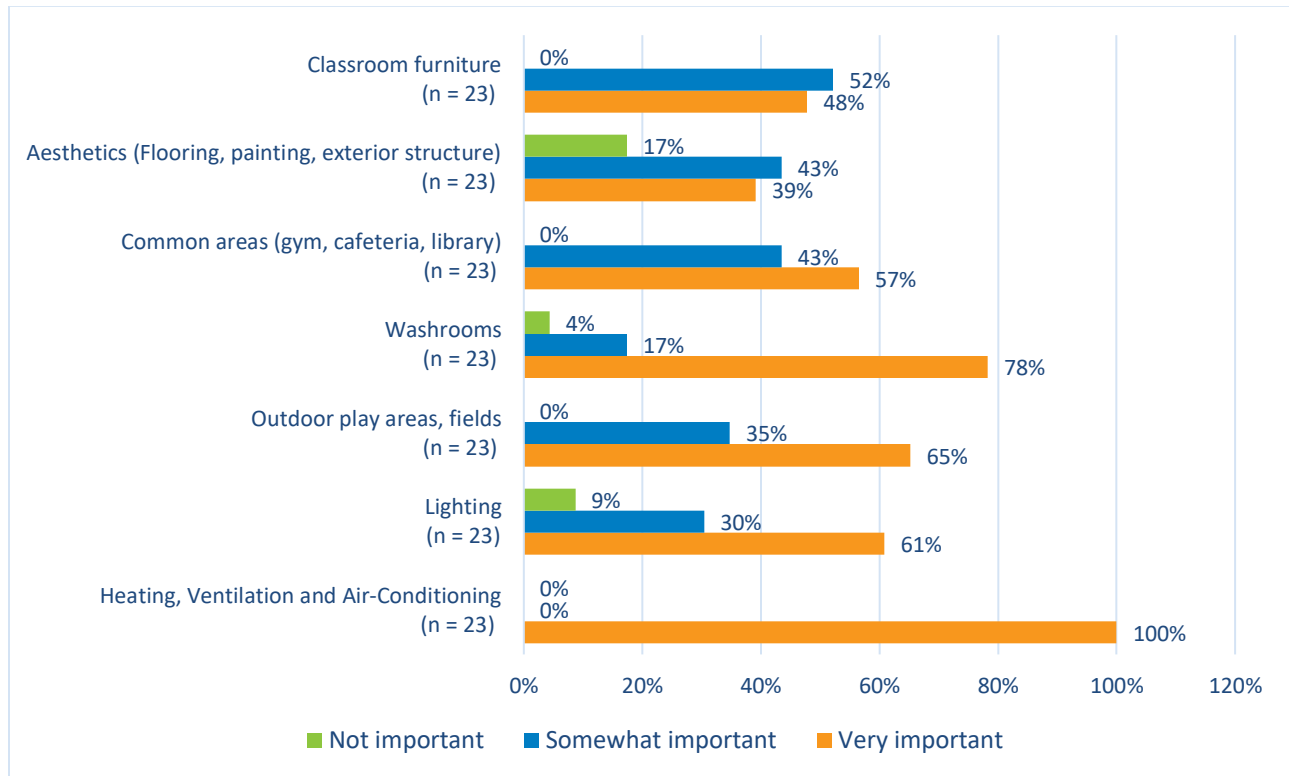
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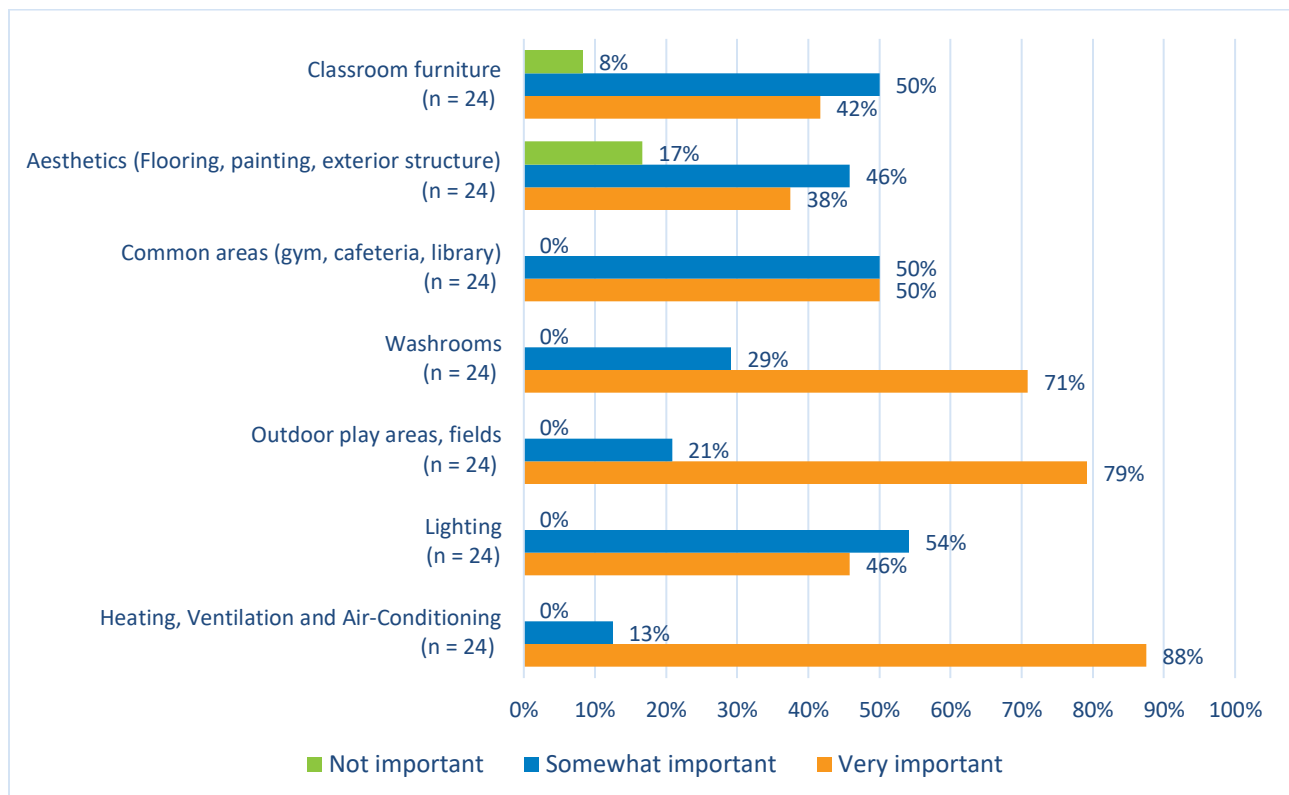
St. Paul:



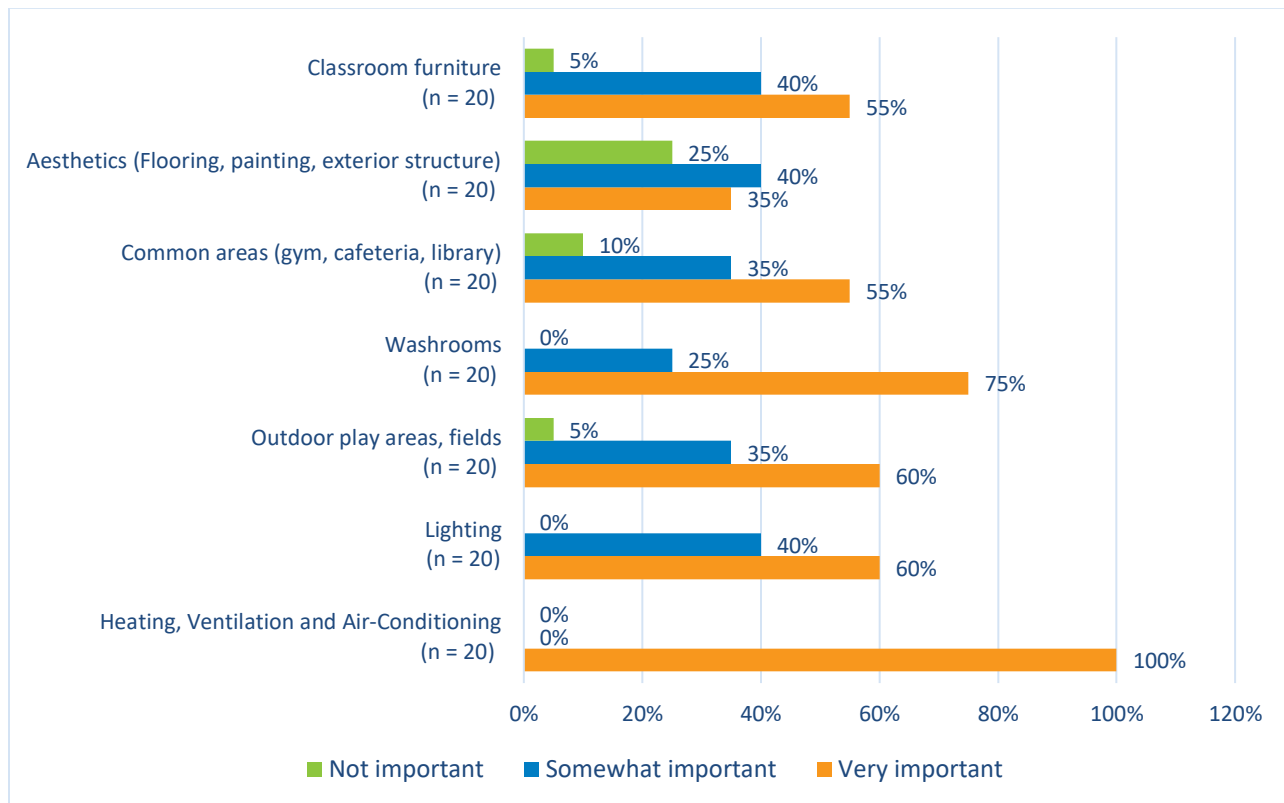
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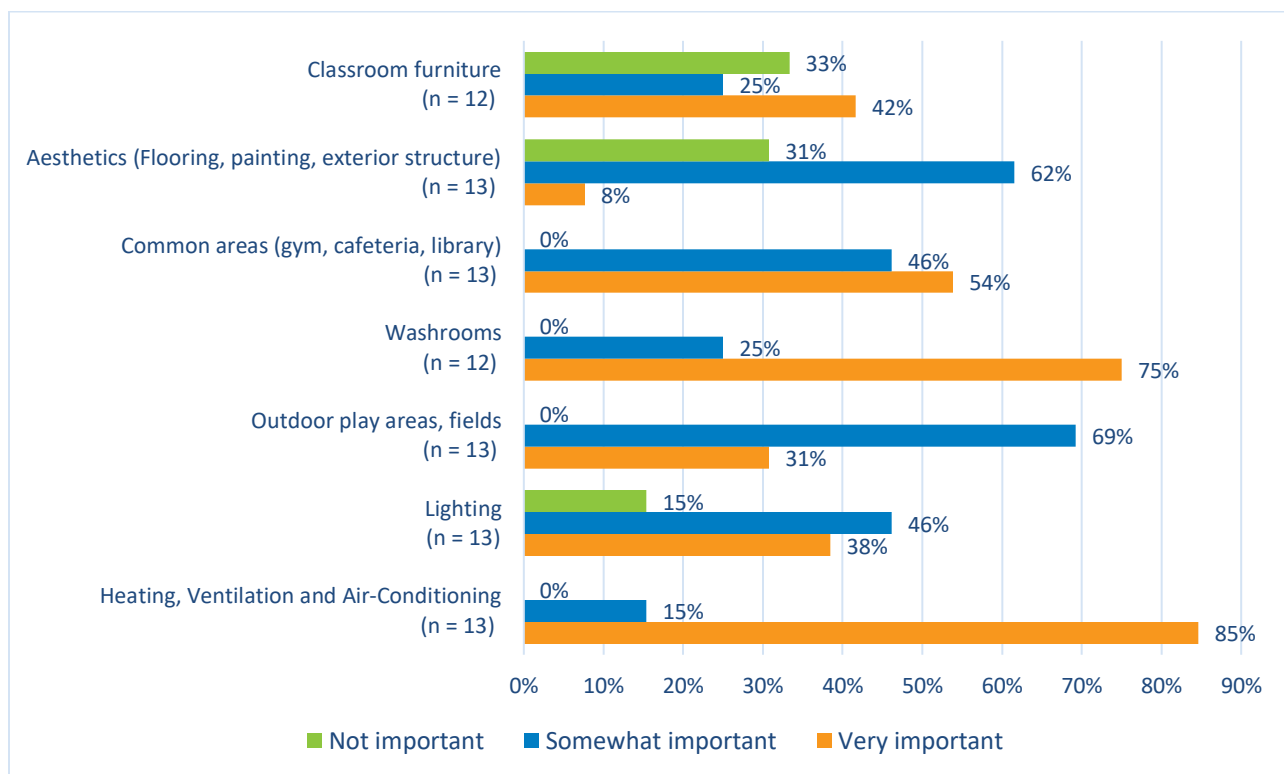
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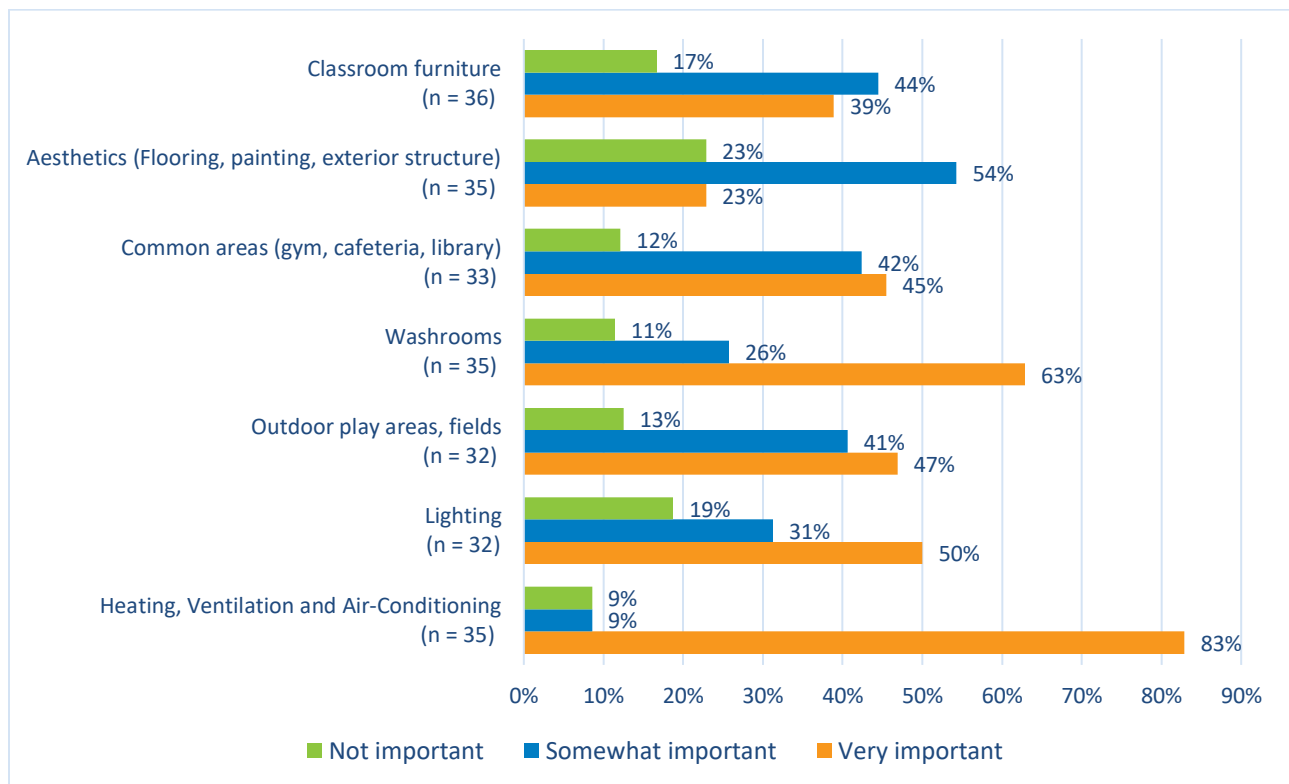
St. Scholastica:



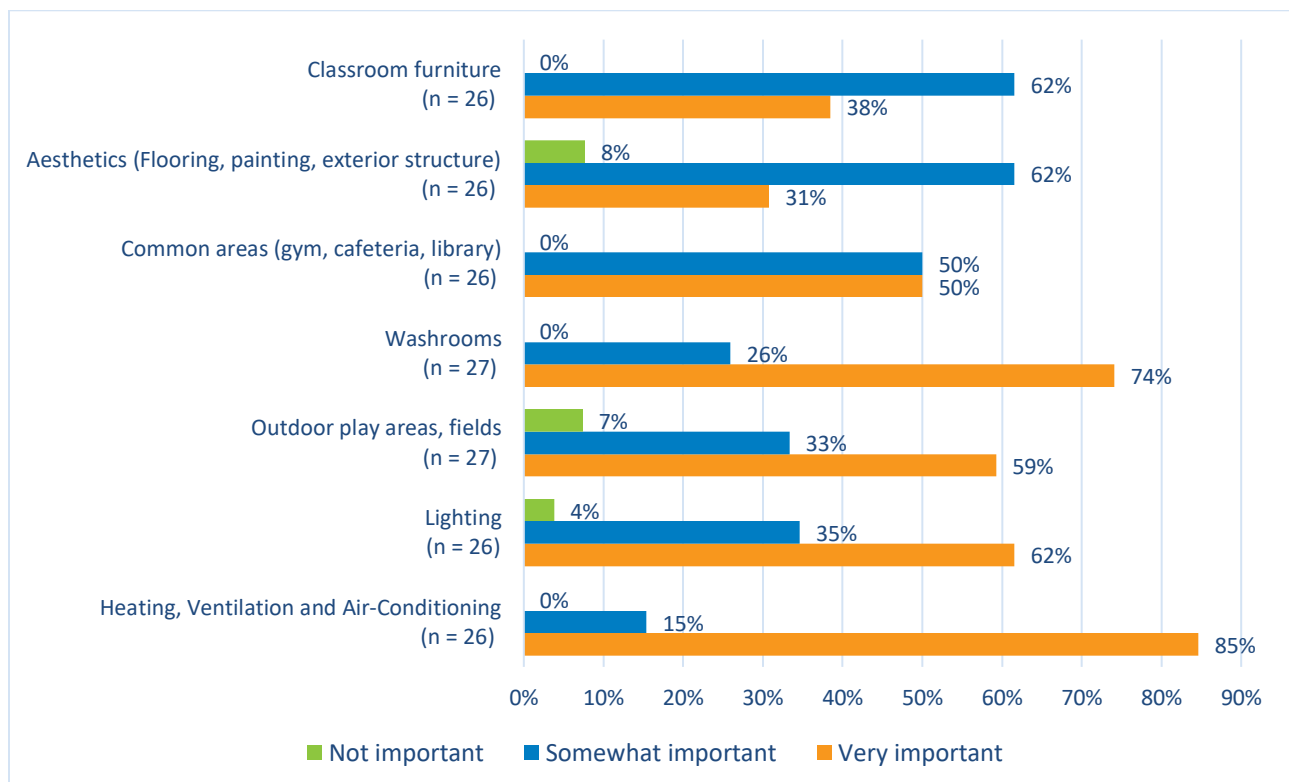
St. Teresa of Calcutta:



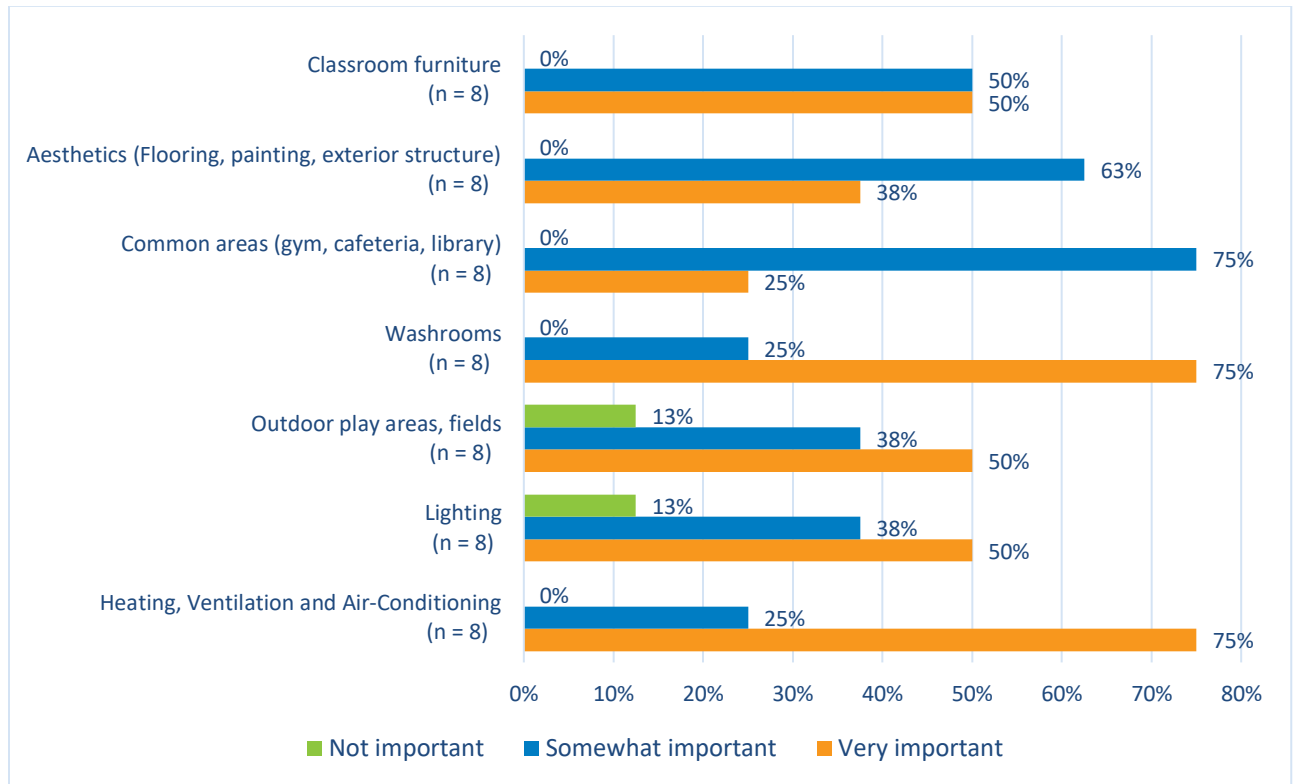
St. Thomas Aquinas:



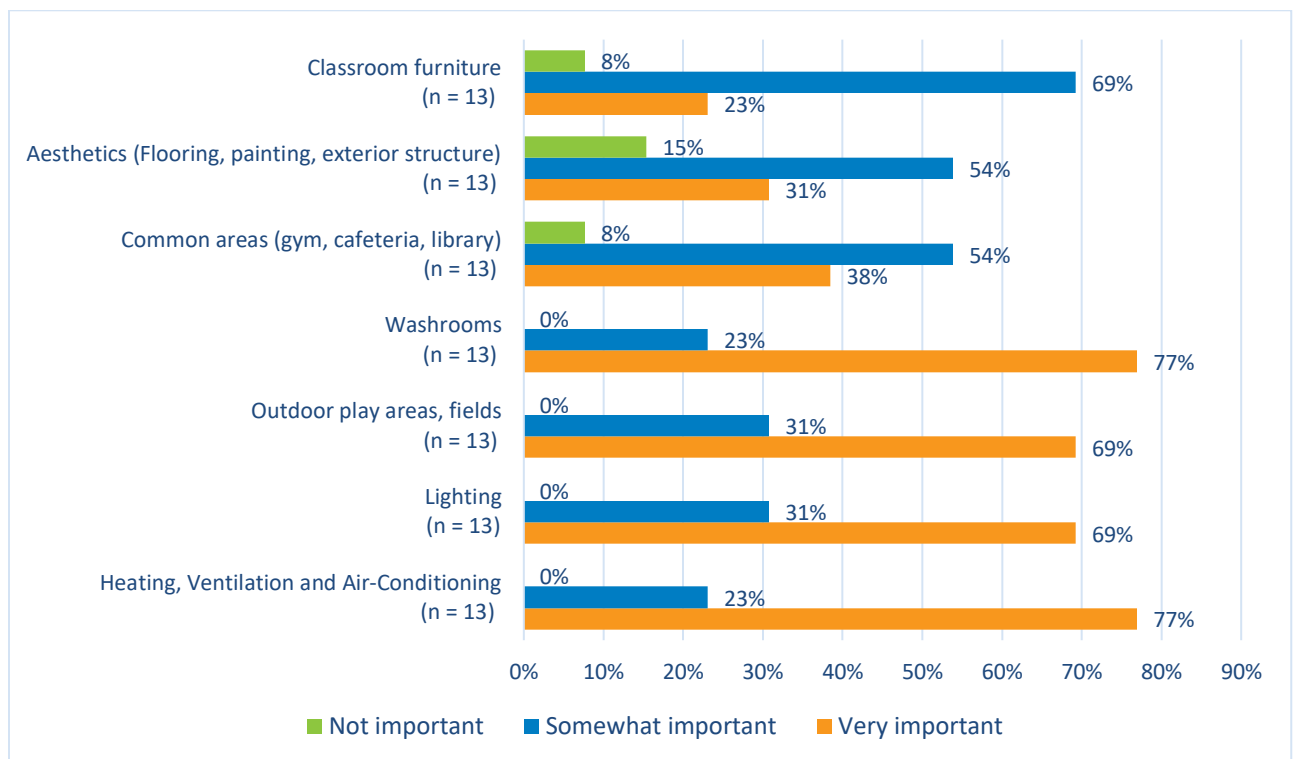
St. Timothy:



St. Vincent:



Thomas Merton:



Appendix B

Q4: Additional Suggestions for Providing Special Education Support

A buddy in a higher grade
ABA is very important I think for all students, as well as life skill.
Accessible playgrounds and gym equipment for all schools
actually have enough supply staff to cover when regular staff are away. I am so tired of doing without an EA because we are constantly understaffed!!!
additional programs for those students who don't fit into alternative education or spec ed such as FASD
Additional resources and staff to support student mental health and well being is very important. However, these resources and staff must be VISIBLE and ACCESSIBLE to students and their families. What is not needed is someone who has ""ticked a box"" and is being ""paid"" to provide a ""service"" but is either unavailable, that is ""hiding"" somewhere in an office and providing the said support for our students mental health and well being.
Additional staff, more behavioural supports in place, have EA have a say in the classroom.
Additional support for personnel - CYC and Social Workers - in elementary schools that goes beyond the numbers at each site to dig deeper into demographic, socio-emotional, and Social Risk indices.
Allergies and food intolerances and diseases.
As more and more children are being diagnosed with asd (autism), only more supports will be needed to ensure these student can become functional members of society
ASD training
Behaviour therapists working directly with students and staff
Benchmarking with best practices
Better pay to Education Assistants for their tireless support of these students
Better salary for the especial educational asistence
Better supports for alternative education
Bring back Lexia it works
Classroom teachers being more informed and accountable to provide differentiated instruction with the Academic and Applied
Cleaning
Cognitive behaviour .. relationships.. setting boundaries.. bing assertive .. martial arts by professional every other day for discipline mindfulness peace n physical protection
Continue to support students who are marginalized (ie. English language learners)
Create less stigmatizing approach to students.
Creation and maintenance of programs that foster curiosity and skill development around understanding and interacting with those that may be perceived as ""different"" from yourself for all staff and students, so that the uniqueness of others becomes something to enquire about and cherish rather than something that sets people apart from each other.
Curriculum resources and training for Life Skills and Gifted SETS
Decreasing wait times for student assessments
Develop programs to help special need students and neurotypical students work together, fostering friendship, inclusion and respect, with focus on the Golden Rule ""Mark 12:31 & Matthew 7:12""
Diversity inclusion and belonging
Don't forget to support English Language Learners as well.

EA allocation needs to change. The rubric is useful for forward planning does not have enough flexibility to deal with new registrations or changes in student need.

EA support must be increased so that learning can continue for everyone. Teachers often have to choose to ignore the class to tend to the student with special needs.

early intervention reading teachers

EAs to support students with behavioral IEPs to minimize disruption to classes that are currently effecting the learning of all students.

Educate teachers on addressing bullying issues with parents and school as a group instead of disconnecting everyone. Host all parents sessions

Educate the mentors on these topics as well so they can support the incoming students and point them to the resources.

Educating parents/children/staff on diversity, inclusion, racism, bullying

Educating Teachers and staff on how to teach children with special needs. Have staff readily available to help support teachers and school staff. Have a certified ABA therapist available to students in need. Very few teachers understand the importance of ABA therapy and even when taught, struggle to implement it properly. In addition, adding more EAs to the schools so SERTs are not faced with the tough decisions on which child deserves more support.

Eliminate the need for printings hundreds of pages at home

Emsuring there are sufficient and well trained teachers and EAs to address the complex needs of kids with special needs

Ensure teachers follow IEPs

Ensure that regular teachers are trained in handling and supporting students in ALL areas of special needs (IEPs). Regular teachers must be engaged in adhering to the IEP

Ensuring that ALL students within HCDSB are supported regardless of what their needs are - specifically marginalized groups, ie. LGBTQ+ and Indigenous students.

Ensuring that racialized students with mental health needs are being given particular attention and resources. Relatedly, ensuring that we have racialized spec ed staff in all areas: psychology, cyc, social workers, EAs to ensure that we have folks who can relate to racialized students with mental health needs.

ESL support for children in JK. Psychopedagogy available to JK students with low level of English

Expand in this by sharing program the Gov already has in place. Avoid overlap.

Expanding I'm physical health programs

Expanding special education to other activities regarding physiotherapy, occupational therapy and speech therapy. Having more specialists available for special needs students.

Faster testing

FRENCH

Full time CYC's' at each school, Virtual SERTs, increased number of Special Education Classrooms

Further support for SERTs, principals, and VPs to understand how mental health can be supported by special education

Get special education teachers that actually work and do their job. IEPs are legal documents which holds people to a certain standard and it appears some SERTs don't realize that

Greater support for identified students in high school who are NOT in life skills classrooms

Growth mindset workshops

Handle hate rage in black communities

Have a music room. Music feeds the mind and spirit for all students especially those with special needs

Have gifted Catholic school at grade 8 and above in addition to IB and AP

Have speakers come in to speak with not only students but parents about cyber bullying, sexual harassment, mental health. How to deal with and identifying. Who to go to. How to help and ask for assistance. I don't think enough information is out there for kids and parents to really understand what's happening. Drugs, parents need to know what's out there. The terms kids are using to hide this.

Having more EA support ! Children with IEP's and learning disabilities are not getting the extra help and they are falling behind because there isn't enough money to have EA's to help them in the class and the teacher can't help them because she has 30 other kids to teach ! This is not ok the kids with IEP's and learning disabilities should get that extra help . There needs to be more EA support for them

Having opportunity to involve physicians in the community with provision of mental health support if needed

Having Proper safe working equipment. (Snoezelen room, lifts, etc)

High school students need mental health support as well as empathy and understanding from teachers in the this stressful quadmester model. Students need to be made aware of the supports available to them. Peer groups and online clubs should become a priority and should clearly communicated to students on how to access them. Especially grade 9 students who may not be familiar with the school and due to Covid have had very limited interactions within the school.

Higher level academically compared to the rest of the world. Math and English

Hire and train additional Educational Assistants

Hire more EA to support.

hire staff who is not just good in credentials but actually have the empathy and patience to support students with special needs

I am not qualified to provide input in this area.

I have Not seen any activities related to creative arts- Dance, Musics, sports etc.

I rated the online/virtual very low because once this pandemic is over, I certainly hope that there will be no online option. I really think that students are losing out with online learning (physically, mentally, emotionally, socially and academically). It does not matter how great the online/virtual learning is, it does not take the place of face to face interactions. Students are suffering mentally and academically with online learning. It is not the way to learn.

I would suggest if we enroll ""Coding"" studying for students next year.

Identify candidates for IEP from grade 1

IEP's -June IEP CONSULTATIONS and provision of essential transition appointments prior to the start of the school year resuming (i.e. in August) -IEPs should be implemented, monitored, and followed online and in person in accordance to meeting the essential needs of SPEC Ed students. -Provisions to allow remote and in-person learners access to virtual board and or third party referral opportunities for S&L, OT or PT where distancing or the nature of the learning model requires remote options to satisfy learning/ essential needs and SMART goals. SOCIAL EMOTIONAL/ SOCIAL APTITUDE/ SOCIAL ETIQUETTE TRAINING -There should be ongoing opportunities for online students especially during the Pandemic to address their mental well-being, and SOCIAL EMOTIONAL goals online via the Spec Ed Team, ABA's, CYC's -This can be accomplished via the roll out of programs directed to treat diagnosed social awkwardness related to various specific diagnoses (ex. Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Panic Disorders, Social Anxiety Disorder, Avoidance Personality Disorder.) -Children especially those with social communication diagnoses whether learning online / in-person need Games clubs, homework clubs, social clubs even during COVID. A parent/ caregivers' awareness of supports and programs does not guarantee delivery of said programs to students with specific, legitimate needs, nor does it guarantee students access or eligibility to said supports and programs in the virtual learning format as it currently stands. There needs to be an easy, transparent format for parent self-referral of their children to intervention programs that the board can provide, and these programs must be featured and advertised to all

SPEC Ed Students and families and delivered in regular blocks at multiple times to provide opportunities to all SPEC students in need of these services equal access -there needs to be communication of these programs to all SPEC students/ SPEC Ed families via the board email and the child(rens) SPEC Ed Teams. SHORTAGE OF EA's Shortage of EA's in person and online our board and the shortage of other support workers should be a priority area of funds allocation. SEAC ROLE AND NEED FOR ADVOCACY SEAC needs to increase it's insight and learning into the needs of it's BROAD SPECTRUM remote learners with varying exceptionalities, which thus far have not been addressed. SEAC must BEGIN a concerted effort towards authentic advocacy of students' exceptional and essential needs to be met within the board by addressing these needs as expressed through the direct lens of parent advocates who (are boldly and unapologetically) the most informed about these needs, and thus the best source of information representing not only these needs for exceptional learners, but also the lived reality of online learning for their child(ren) and the family unit, which is a pivotal element towards this virtual learning models' success. VIRTUAL ADMIN / Spec Ed/ CYC/ ABA -A great emphasis needs to be placed on children's social-emotional skills learning and opportunities for practice of this essential learning in the virtual/online classroom (via SPEC Ed Teams, CYC's Teams, ABA's Team's, and when necessary Third Parties) where available, requested and referred to towards students' expressed needs, and in order to support classroom Teacher's soul efforts to juggle these needs without adequate supports in place.

Improving personal learning plans for gifted children

In school social worker with clinical skills both for child and family

Inclusion programs

Increase support staff. EAs/DECEs

Increase the number of EA's

Increased EA support!!!

Increased SERT personnel to manage a balanced and realistic caseload.

Increasing support for staff admin and students around social thinking, phonological awareness, early literacy and language support. Early intervention!

Individualized plans/programs for physical education

Introduce more fun learning games to develop social skills

Keeping one or two EA's in a class and not multiple in a day

Lower teacher to student ratio and smaller class sizes.

Lower teacher to student ratio and smaller class sizes.

Make gifted programming a priority in all schools, with options for enrichment programs in secondary schools.

Making sure that teachers have the supports that they need at all times (EA)

Making sure the people providing mental health supports are good at connecting with a wide range of students so that students in difficulties are comfortable coming forward to ask for help.

Mandatory staff training/ additional qualifications

Mental health counsellors who are designated for inschool visits 1x a week would be excellent. regional health has a 5 month wait list for counseling

Mental health days for high school students. Please I'm begging you. You have no idea how hard things are

Mental health is relevant considering Covid19

Mental.health needs to be addressed

Mentorship program, kids club program, board game program, after-school activities that are positive/inclusive that get into the children's space/likes

Mindfulness/ Coping skills for all students

More accessible assessment services with less wait times
More Communication with parents
more convenience and support for international students
More EA support for children struggling with academics after school closure
More EAs and Special education staff
More ea's in schools p
More EAs required
More educational assistants needed
MORE EQUAL ACCESS TO TECHNOLOGY. This is not consistent across all HCDSB schools.
More equipment targeted to their problem. More classrooms with special needs in order to help them keep up as much as they can with early partial integration of kids with disabilities. There is a good job in the instructional classes but very late and lack of support before the kids are located in the right accommodation. Early diagnosis and better training and support to teachers in regular classes
More full time support staff to meet the needs of the students.
more integration into the school community. While Best Buddies is an amazing way for this, it cannot be the only way.
More resources for in class instruction
More SERTs
More SERTs
More SERTs and fewer special education Teachers as officej staff at Board office. Student supports needed in the classroom not policy and make work staff
More SERTS to work with students.
More staff are needed in the school. The students need more day to day interaction with staff in the school as the current staff cannot keep up with all the demands. Bottom line - hire more staff.
More staffing is needed such as more Educational Assistants and Behaviour Analysts.
More support and programs for advanced children. Seems there is only support for those that are lagging but nothing to challenge those that are capable of more
More support for modified and accommodated students via resources and one on one support outside of the classroom teacher
More support workers EA.. full time positions,.
More teacher knowledge of technology programs and being more creative with online learning.
More teachers
Must be able to assess needs much quicker. We've been waiting 15 months and are told it could take another 9 months to get our child tested
No so much homework
On-site mental health nurse
Parking signals
Placing an emphasis on mental health strategies, e.g. to lower anxiety - mindfulness, meditation, yoga, retreat opportunities, healthy lifestyle
Please review Community Classrooms. For example there are currently 2 in Milton and students are being turned away because there is not enough space. Some years a third may need to be opened, other years, maybe we can get by with 2. It is important students have a space appropriate for their learning needs.
Programs in summer to support learning gaps in reading and writing for students who have been in and out of schools because of lockdown with priority given to students with special

promote mental health strategies, to help lower anxiety - mindfulness, meditation, yoga, healthy lifestyle choices, retreats.

Provide comparable SpecEd supports for French Immersion students. Specifically: include French in formal assessment/identification process; provide resources for literacy acquisition similar to Lexia or LLI; provide Talk to Text that works well for French students

Providing access to and support from SERTs and EAs in th classroom at the secondary level.

Providing classroom staff with PD for interventions and processes

Providing programs and special education to children who may be falling behind and not wait until children are failing because there isn't enough space for them early on when there of signs of the need. Never enough space, children have to have behavioural issues to be noticed that there is a need. The children who don't have bahvioural issues but need assistance just get left behind.

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Providing support would be great ,in itself ,as your counsellors are admitting there's little interest on part of teachers to pay more attention and credit the kids who require strenght.The focus and attention is all towards the mean cruel popular kid that may have talents and lots of pride already.Someone higher there in the hierarchy must take a close look since admin teachers other staff may be leaving kids feel inadequate and unworthy.

put the funds to work by hiring more staff in the school for one on one support

Reduce waiting lists for services

Reducing wait times for assessments of students identified as having a possible special education need

Sessions focused on faith and equity in Halton Catholic Schools geared towards addressing Indigenous issues, anti-Black

Shorten the wait times.

Shorter wait list, increased special Ed staff

Small class sizes.

Special wing attached to the school, bigger cleaning facilities needed for special needs.

Specialized virtual classes support

speech therapy

Step-by-Step instructions for Policy/Procedure for how to diagnose and assess care/treatment interventions for learning disabilities, special needs and any medical or mental conditions that affect learning, development and social skills.

student resources for mental health well- being

Student to student supports.

Students are struggling in many areas. We will need further Special Education support to closing gaps in student learning using targeted interventions.

Studies have shown that early, concentrated and focused intervention for children with special needs, emotional/mental well being issues provides significant more impact than that same support spread evenly across students ""school life cycle"" and therefore enhanced up front funding is a more efficient use of resources.

Support for children in special education is essential. It's an investment in their self esteem and self confidence. If they believe in themselves, the sky is the limit. We need EAs and SERTS and all other support staff in order to make this happen.

Supports for students who have been most impacted by Covid 19 - ie. students living in poverty, students whose first language is not English. These students need to be our priority in the next school year.

Teacher training in first aid mental health

Teachers need more support with Special Education; more EAs

Teachers need more support with Special Education; more EAs

Testing for dyslexia and ADHD for students.

The children are labeled with all tests (gifted pr). We are told that some of the children don't qualify but a ranking very high in academics. These children should be given more challenging work.

There needs to be more funding to go towards FASD training for teachers, admin and all support staff. There needs to be funding to educate other students on FASD to help destigmatize and create better awareness and increase the level of acceptance. There needs to be funding or a way to educate parents on what is available to them to better support their child (board members who have expertise)

To use higher grade students to help lower grade students

Train teachers and staff to better handle bullying and lead by example.....

Trusting the opinion and feedback of educational assistants that work directly with these students. I hear too many stories of wasted resources and new initiatives that aren't based on the reality of the child's needs. EAs are front-line workers supporting our students, requesting their feedback and input based on their personal experience with these students is of utmost importance.

Tutors, SERTS, use the D2L so parents can follow daily on all subjects

Video resources produced by HCDSB that utilize HCDSB staff and their experience and ideas in their subject area by having a HCDSB YouTube channel highlighting shared resources, best practices.

Virtual support

We must deal with children behaviours at school. Bringing in specialists in group or even individual level to correct their fears and the way they act. It's not their fault, society and access to content that is not age appropriate to them causes most of the issues. It may seem innocent but a child let's say 10 years old should not watch 14-16 or even older on tik-tok and all the other apps. They grew up too fast because they exposed to behaviours they don't understand and can not process. About the education: this would not require any additional funding, it only takes to change the way we educate our children. Simple recognize their individual, unique way of learning and solving. We have to teach children to think not just repeat. We must not kill their soul very early age and boxed them in. We must let them arrive in different ways when they finding answers. We must teach children to accept others way and instead of competing with each other , learn and adopt from others.

Why is this option not available for IT and Facilities questions above?

Work on transition to high school...especially regarding high school teachers knowing a child is involved in student success and what that means

Work on transition to high school...especially regarding high school teachers knowing a child is involved in student success and what that means

you need to provide students with learning disabilities with a human being to teach them how to read and write as opposed to using a computer to read and write for them - Let's say they become a plumber, carpenter or an electrician how are they going to use a computer to figure out and/or draw a quick little sketch of what they need to build

You seem to assume that students communicate with their parents. That's not always the case. I think you need to make it easier for parents to have a better understanding of what's happening with regards to grades and picking courses. If you haven't already you should log into the Facebook group for Holy Trinity parents, this is where they go to ask the questions that their not getting answers from

the school. Get down to ONE program, you'll save a ton of money. I don't understand why you use so many platforms - that must cost \$\$.

Appendix C

Q6: Additional suggestions for Parental Involvement

Activities like ruffles, bazars, festivals, etc organized by parents to help raise funds for the school
Actually listen to parents
Advise parents they are their children not the boards and as such the parents are COMPLETELY responsible for the upbringing of their children. NOT the board.
after COVid, more teachers-parents meeting to discuss students progress and to follow with what and how we help the teacher more.
Allow and foster parent groups with shared interest to build connections (rather than the false guise of ""privacy"" - especially for families that welcome connections).
Allow support groups / made up by parents plus or minus staff .
As a parent, since I came to Canada, I find it challenging to trace the educational progress of our kids. I appreciate it if more reports can be sent to parents about learning paths.
Ask ideas / input from parents
Better communication with parents from teachers re what is happening in class. Resources for parents to follow what is happening in class-eg. Text books, printed resources.
Better home-school communication for children with mental health difficulties or other exceptionalities
Better parent teacher communication with regard to expectations around student work...prior to the student actually completing it
Better tools may be needed to identify parents that have less time or means to assist their children with core skills such as math and reading/writing, then develop strategies to ensure core development
Board sponsored public speakers
Bring a professional psychology, sociology in to create an accurate environment in school in all aspects.
Bring back Lexia
Community Resources night
Conversation circles - for parents who are learning to speak English. The ""information nights"" need to be offered at a variety of different times to respect families who work shift work.
Could we get class contact lists? It would go a long way to establishing community if we could contact each of the other parents.
Daily communication with parents on learning subjects on a daily/monthly basis to practice the learning at home
Developing new ways and strategies for engaging parents who have traditionally not been as active due to systemic barriers such as language, timing of meetings, lack of representation, lack of child care, etc.
do not waste money on useless platforms like D2L, focus on targeted and concise communication with parents
Don't
Educating parents how to use our platforms online.
Eliminate the need for printings hundreds of pages at home
Email sent to parents would be more beneficial to share information about Parent Involvement opportunities, I think that many parents might not check the HCDSB website often.
Emphasizing the continued need for parent communication at the high school level...they aren't adults

Emphasizing the continued need for parent communication at the high school level...they aren't adults

Esl language lessons for families who can not afford to pay for English class

Extra curriculums, choir etc

Faith formation for families is crucial for parents of teenagers

Family event nights. but that really comes down to an involved parent community. however once the existing parent council and teachers come together to plan an event or two (family yoga or family bingo or movie night) it encourages more participation because lots of people do want to help out.

Focus should be shifted somewhat to figure out how to reach the parents that do not attend night sessions. Is offering night sessions to parents who are already engaged the most effective use of our resources?

Formation for parents with the support of the parish

Greater access to teachers

Have parents return to the schools. Children need to see their parents in school we don't need another app or ""session"" to achieve this.

Having ONE central location for information. That is ONE website where all information is found. Twitter sites/Instagram sites and other social media site in regards to board information should be shut down to avoid confusion and the increase in anxiety, depression and suicide in our young people that these sites are proven to have.

Hi

Host 1hour end of month ALL parents at the same time meetings where all parents attend at the same time to address any concerns and general class vibe! Creating positive environment in the class allows for effective and safe learning. It's not possible to have it unless all parents are allihjned and are gathered together .

I am a teacher and my experience with numeracy/literacy sessions is that those families that really need that support don't show up. So, although it is a great community event, I don't see that as 'good value' for the tax payers dollar.

I don't actually know what all of these entail. Perhaps more of a description could help.

I feel these are all important - it is the 'buy in' from parents that lags.

I hate using a million logins. School cash, d2l, MS teams, remind, see saw.....Find apps that are more multifunctional.

I would say email messages are easy but most of the time we are busy and full with so many messages that we don't see them. Use back of paper, the agenda or an app with only key points from teachers and school might be better to get to more parents

Improve the partnership with the parish to provide formation for families

In Elementary use Jump Math; improve libraries with teacher librarians and parent volunteers.

In Elementary use Jump Math; improve libraries with teacher librarians and parent volunteers.

In Spec Ed. we are planning 2 virtual parent engagement nights. I would suggest offering these even after COVID! Seems to be a good turn out.

Inclusion of parents in programs highlighting skill development around engaging with those perceived as ""different"" from ourselves, as mentioned above, in order to expand the community of people that is able to see individual differences as something to be curious about and has the skills to know how to respond in an inclusive way to that perceived difference.

Increased visibility into the classroom...allow parents to have classroom audits by parents.

Increasing opportunities and strategies for parents to receive information and communication from schools in their first language, if needed.

Information sessions regarding the new curriculum's such as math so we may be able to help our children when they are stuck on problems/homework

Introducing an app includes class teachers+ parents(whoever interested) where they could communicate easily and exchange student's progress and inform parents where a student needs additional help if needed on an ongoing basis; which will help students learn faster!

Invites parents to get more involves

Involving ESL families and more school support for ESL students.

It is important that if we are doing our part that parents 'buy in' to the importance of their child's education

It would be nice to have virtual meetings via WebEx Zoom etc.

Just giving a heads up through school messenger on deadlines, timelines as especially in high school those dates are not always communicated through a student and harder to find as a parent even though in the end it's the student's responsibility to follow up, but still good to know as a parent to ensure your child follows through

Just open communication between teacher and parent are super important. Even if just short. Listening to the parent who knows their child's needs best. Open mindedness & Communication is key.

Keep school website updated. I went in last week and Christmas info was on but not the upcoming week schedule??

Making it not seem as if parents are judged by other parents that have been on committees for a long time and that the parents only with ""money"" have more of a chance.

More extra curricular at st Dominic's. Maybe we would get more involved to volunteer.

More opportunity for individualized consultation or collaboration with teachers.

More parent involvement on boards/councils

More school activities, sports for younger students, more meeting teacher nights

more surveys, specifics on how parents can help their kids in education and when to step back

More teacher parent communication

More Volunteer opportunities virtual and In-person

Movie nights, outdoor events, bbqs to help build a sense of community after Covid.

Night events

Night sessions don't work - again, you're assuming ALL people would be available. We don't want Key Note speakers we want our teachers and admin to supply a one pager for us.

One on One sessions with families who need support; Provide initiatives from parent council to help families in needs (fundraisers)

Parent tip sheets or hotline to call with regard to online learning/computer problems.

Parents seem to have little trust ,very little parent involvement in past few years. Many left due to equity, favorites, fake teachers who are sending confusing messages to innocent children.

Post what the children are working on in google classroom on a regular basis.

provide direct funding to school parent councils so that they can develop community building activities as opposed to fundraising events

providing the lessons to see how things are taught. The Math Up program is so different than what parents are used to, it doesn't always compliment what children are learning at home. The program is so abstract. As well, the math program has changed, what is being done to catch up kids who didn't learn certain concepts with the old math program?

Regular updates & feedback on upcoming classroom subjects & activities would be very welcome.

school website updated daily : user friendly

Sessions focused on faith and equity geared towards addressing Indigenous issues, anti-Black racism and other key issues affecting families

Sessions on Diversity, inclusion and Equity are critical for parents, as well to ensure we are continually fostering s beloved community where everyone feels welcome,included and heard.

Social and community events based at local neighbourhood schools when pandemic ends

Social group family discussions

Some compensation for parents helping students doing online schooling

Some compensation for parents helping students doing online schooling

Streamlining communication so that we're not constantly receiving emails.

Surveys regarding health classes!! Regarding what is and what is not appropriate for our children

Teachers need to communicate with parents regarding progress of students once a week to see how best the students students doing online can be supported .

The schools need to go back to basics and set aside the technology and actually bring parents and students into the school for these information nights... We're all too busy and don't have time to go to your website to read the latest updates... Stop being lazy.

The teachers need to be sincere in their comments that they are here to support the parents. It is clear that our teachers do not care to support us amd do very little to keep us engaged and informed. there should be training programs for parents to help out with reading and math small group activities to help at risk students that are slipping through the cracks. This training should be done by consultants so that it is consistent and backed by theory and knowledge of the specific curriculum and the needs of students at that age. Parents love to help but just don't know how and teachers would love the help of competent and informed parents with a goal in mind.

This is a difficult one.

This is wonderful, but getting parents interested is always a challenge.

Training sessions on how to use D2L

Virtual events, particularly ones like info sessions, or listening to a speaker are vital moving forward. Parents can easily listen from their homes, which saves everyone time and energy. Offering events in different languages would also be more inclusive. This may be easier with virtual events with added tech for language.

Virtual meetings

-Virtual Parent Councils, Virtual Faith Nights organized in collaboration with our parish, Monthly virtuall family faith and fellowship/prayer/ rosary nights. Consider sending quick, relevant, specific surveys to the community and followingbup by presenting that community to individual school councils to aid councils in planning commjnity/ faith initiatives keeping the community sentiment in mind. Also, ensuring school councils review community feed back in preparing to set yearly initiatives and allocation of SGF's.

Volunteering opportunities within the school for example reading and math groups .

We have the responsibility to raise and teach the children in the Godly way. At one point we have to take a stand and choose which world view we follow. That responsibility requires both parents and school to come to agreement and walk that path. Community is very important and it requires active regular involvement from both sides where they can speak their mind freely. Let the children voice heard too, when they feel valued and recognized magic happens.

We have to increase student independence and decrease parental involvement.

we really like the idea of communication via progress or reports of communication.

Why is this option not available for IT and Facilities questions above?

Would b nice if they're priority is helping the children on kindness love ECT like the cheerleaders of the pack .. aswell as supporting the teachers n students .. bring more on with police check

YouTube channel -easy access access for all. Numeracy, literacy, phonological awareness, social thinking/social language and ways to foster faith, connections and strengthen family /community bond.

Appendix D

Q7: Responses provided for Savings and Efficiencies

Continue to offer virtual PD sessions without the requirement for hospitality | -encourage the use of more digital tools to save on printing/paper/photocopy costs (re-direct savings to information technology assets) | -re-negotiation of various contracts and agreements so that bulk orders across the board are taken into account to achieve overall discounts on certain purchases (ie. volume-pricing) | -continue to offer virtual school with higher ratio of students to teacher (if union will allow) | -investments in outdoor education classrooms and opportunities (re-direct funds from school budget)

Standardized curriculum for all teachers and standardized teaching practices. More time spent teaching in classroom per teacher less time ""planning and preparing"". Larger class sizes for academic level courses in non-core subjects. Online courses for non-core subjects. Fewer sick days, pension plans like the private sector, benefits like the private sector, accountability more in line with the private sector.

1) There are efficiencies in online learning that the board is not capitalizing on (you don't need each teacher doing the same thing - share the work) | 2) eliminate some trustees. Too many unnecessary opinions that don't provide value to students. | 3) it may be time to amalgamate the schools (catholic & public) at the highschool level. It would create significant efficiencies and catholic faith study could still be offered as a course selection.

If CEC staff have shown that they can work effectively and efficiently remotely then I would say office space for all is not necessary to maintain. Perhaps spaces that are shared wherein staff sign up for a desk, when needed, is the more cost saving approach. | | Get rid of all things paper. This year has proven that most staff do not need access to paper as everything can be stored digitally. | | Limit travel outside of Ontario in 21-22, in line with current travel restrictions. This would save on mileage, flight, accommodations, food costs into the next school year.

Continue to allow staff to work from home. Encourage more Virtual Conferences to save on travel expenses when available. Eliminate paper by securing emailing of documents.

As we have discovered that it is possible to meet using on-line platforms, some of these kinds of activities should be continued post-Covid-19 to create savings from less travel, less need to rent facilities, provide catering, etc. Even large conferences have been successfully offered on-line and, even though people miss the personal interactions, this is a way to still disseminate the information without having to cover airline, hotel and ancillary costs.

Blend in-class and virtual learning environments for all grades throughout the year

I think continuing to allow staff to work remotely will be beneficial as it can reduce mileage expenses

If the board wanted to offer/stand up a 'remote only' school, and for the entire region, you have 1 teacher teaching the class, and teaching assistants behind the scenes marking work and answering questions. This could reduce the amount of staff for remote learning. It would follow a similar structure to colleges and universities that have 1 professor for upwards of 400-500 students, but TA's behind the scenes to be able to help. This obviously would be less likely to work well in the primary grades, but should at least be considered for grades 6-8 as well as high school. | On a different topic, but could be related to budgeting, there should be consideration for the screening process for COVID, and not just taking a child's word for it that they are not feeling well. Or at a minimum, don't lead the witness in suggesting what 'could' be wrong with them. Children will lie to get out of class, and the implications and wasted resources on the medical staff to administer tests when children have lied about illness - especially when they admit they have lied, almost immediately. Where does budget come in to play here? If more probing cannot take place to see if a child is telling the truth (again,

maybe at least just for the primary grades), then invest in lie-detectors for each school. Save the medical professionals from taking time away from helping those that actually require it.

Would it be worth having more distance learning opportunities for students? Full online classes. I'm not sure how much it would reduce costs, but it may.

Cost Saving Opportunities: | - Reduce the amount of supervisor/manager/analyst positions in each department at the Board Office | - Reduce the amount of staff in the HR department, especially in areas such as return to work and attendance management | - Reduce the number of consultants used and the use of retired principals in support roles for admin. Instead, increase support for front line staff | - Reduce the amount of meetings and professional development for admin staff, so that more time is spent in the schools | - Reduce the number of retreats and other perks reserved for admin and senior management | - Restrict the percentage increase in pay of all non-union staff to match the percentage increase bargained by union staff (ie. if government limits unionized education staff to 1% increase per year, then all non union staff should be limited to 1% per year) | - Increase the number of years it takes for non-union staff to move from bottom to top of each salary band | | Finding Efficiencies: | - Have Board Office supervisory/management/executive staff spend at least 1 day a month at the schools, so they can recognize opportunities for improvement and see first hand the impact of the decisions they make | - Include all stakeholders, especially front line staff when determining best practices and finding efficiencies. Cost of not including front line workers in process has been made very apparent during COVID decisions by government | - Hire a manager to oversee all school and board based clerical staff to improve oversight, training and coverage | - Provide professional development at least one PD Day per year to all clerical and other frontline education support staff to ensure they are properly trained on all systems and protocols, thereby avoiding costly errors | - Bring custodial/maintenance work back in house to improve the quality of cleaning/maintenance and the safety of schools/staff/students | - Increase the number of front line IT staff as part of cybersecurity plans | - Commit to paying all staff a living wage including summer student work, contract work, etc and not entering into agreements with any entity that doesn't guarantee the same commitment. Our Pope has made it quite clear where the Catholic Church stands on this issue and it's well past time HCDSB starts to live by all Catholic values, not just the ones that aim to restrict, but also the ones that aim to empower

Reduce itinerants. | Reduce committees and workshops/meetings (and the associated costs) that remove teachers from the class and require supply teachers. | Consult teachers on technology needs so that useful and appropriate purchases are made.

-Decrease the amount of consultants and itinerant teachers- reassign them to run early intervention strategies within each school. Most teachers do not have any day to day dealings with any of these people-make their roles purposeful and have them work directly with the students. The money would be much better spent on Early Intervention strategies as they once did years ago with the ELOT program (early reading intervention). The itinerants who ran that program with at risk readers at each school were INVALUABLE- they worked directly with kids in reading recovery strategies and those kids benefitted from the targeted instruction. It was by far the worst decision that was ever made when that program was dismantled. Early intervention in the primary grades means less identified students in the long run. Also, get rid of all the waste at the Board Office. There must be ways that cost cutting can be done there- don't take money away from the schools. Schools need updated technology- I am using iPads in my classroom that are 10 years old. Start purchasing new tech for schools or at least recycle tech from the Board Office that is being replaced every two years back to the schools. The elementary schools are hurting- we don't have proper technology for kids to use especially in the primary grades. Schools haven't been able to properly fundraise this year due to Covid- decrease the money being spent at the Board Office and funnel that money to the schools. School administrators are always telling staff that there isn't enough school generated funds for things needed in the school. I am quite certain that there are many ways the Board can cost cut- since the board office employees are all working from home, there must be considerable savings there. PUT IT INTO SCHOOLS FOR TECH UPGRADES!!!

Removal/reduction of some positions such as Itinerants (pathways, curriculum, Spec. Ed) and ESL roles and re-allocating these funds/resources and support to other areas of need. Providing staff/students with greater access and/or funding for technology which will increase cost savings in paper/copying over time.

We need an IT department that works full time at the school everyday. So a reshuffling of staff is needed to make sure we have more teachers, EAs and IT staff in the school everyday.

Technology cost optimization and automation, stronger buying power with collaborating on contracts with other school boards when selecting vendors, vendor management tools to uncover recommendations for savings

Reduce expenditures within the board |Cut costs within unnecessary expenses |Targeting costs on improving technology |

I think you can save a ton of money if you ask parents to buy their own child's consumables. Most students want to use their own stuff any way and most families can more than afford to supply what we ask. If we only by smaller amounts just incase there are a few families that need support you would save plenty. Also, there are many corporations that need to upgrade their technology for business purposes and look for places to donate their older (3 - 5 years)computers. If we paired with some corporations or reached out to a few bigger companies, you would save plenty of money. Higher techs that know how to put the proper cyber security programs on the new computers and get them into the schools. I have computers in my class that need to be turned on the night before in order to be ready for class the next day. They have been at the school for more than 15 years...I know because I too have been there too long. We need to do better in this area...as a seasoned teacher I still have to use my own personal computer to use the white board and teams. This should not be! We also can't do coding as a whole class because there are not enough ipads or computers that are updated enough to run the programs. 21st century learning on 20th century technology.

Consumable costs of paper reproductions. However, this means more accessible tech in the schools. Increase staff usability and student access to tech to minimize printing costs.

Just a comment: We are an educational institution and I don't see any priority given to improving the academic success of students. (Especially given what has transpired over the recent year). | Were there any cost savings as a result of this year? (no sports programs, teacher supply days, less paper printed, etc) | I don't know where to access the financial statements - I would like all programs to move online to limit photocopying/ improve energy conservation. | Teachers need more IT support in the schools. | |

Reduce paper and increase digital interaction. I could easily have reviewed all the kindergarten paperwork electronically and signed.

Solution 1) Get rid of all computers in classrooms and computer labs (less hassle on IT tech support coming in to fix computers). Provide all grade 9 students then with laptops at the beginning of the school year (and continue this trend moving forward). | | In consultation with this, eliminate the ordering of paper by 90 percent. Paper would only be used for office and specific courses (IE Music sheets), and for exams. Create 'paperless' schools at the secondary level and provide for more alternatives for students with subsidized costs for laptops. |

using digital media and electronic forms and storage to cut down on paper waste!

Please do not cut Tech. Dept. budgets. It is extremely difficult to deliver a relevant 21st-century curriculum with the shoestring of a budget we have presently.

Continue to up the funding for technology courses. The majority of projects that we pay for can be designed, created and maintained with the resources of our technology students and educators. This would increase savings by having a trained and competent workforce.

Focus on giving quality technology dedicated to each classroom and each student. We need to further implement a program whereby teachers can view students screens simultaneously using their own computer!

If kids are distance learning (online classes) then perhaps some of the money not being spent to upkeep the buildings and other operational expenses can be used to buy ipads or something similar for the students at home, especially for the students that do not have them. If the board bought 10,000+ ipads in one deal I think they would be able to get a pretty good price per unit. Spend the money there and issue 1 ipad per student.

Less teacher development when more maintenance is needed. Wifi needs to be stronger

Security Awareness Training will help keep your IT systems safe and can offer a 500% ROI, against downtime caused by malware/ransomware.

Technological studies budgets have continually been reduced despite the fact that there is a \$40 per student top-up, for technology students, to pay for supplies and equipment. Many technology departments never see those funds. Why not?

Technology - technology is extremely important for staff and students. This area requires an overhaul of equipment and how it is maintained and distributed. |

They need to fix the washroom urgently. Libraries are without any relevant books. No good of resources of books. Computers are outdated. Please invest in technology. | | Too much spending on building structures but there is hardly any change in infrastructure. School is spending too many resources on websites and its own apps. | Too much spending on athletic, gym equipment, etc but there are hardly any resources for job placement and other programs. Too much spending in the electrical pathway program. That needs a balanced approach.

Updating technology for use in classrooms (tablet/laptop carts are currently unusable or incompatible with D2L)

With regards to technologies, having one consistent electronic platform that all teachers are trained on. For ex. rather than some teachers using google classrooms, others using One Note, other using

D2L, provide consistency across the board, efficiencies in training, teaching and less confusion for all involved.

Reduce or eliminate trustee stipends/positions. Freeze pay for executives, school administration.

Restructure superintendent, consultants and department head positions. | | HCDSB superintendents have had pay increases of 25%, 30% to over 50% in a single year. | | What is it that these people do to justify these increases? | | Consultants and department heads that download work onto their colleagues should be | | taking a pay cut and that pay should be shared amongst those who are actually doing the | | work. | | |

Senior level staff salaries. Consultants.

Senior level staff salaries. | Number of consultants.

Supply teachers during virtual learning sessions - switch to on-call teachers who are teaching 1 course per quadmester. | | Too much waste in the area of supply teachers. All learning can be switched to virtual. | | Redeploy some board staff (itinerants, consultants, etc.) and have them do LTOs or supplying. | | Better use support staff in schools (office admin, librarians, etc.) during COVID - check screening, monitor hallways, etc. | |

More transparency is needed on the Board financials. What % of the budget is spent on the backoffice staff, consultants, and other highly paid administrative staff vs front end staff. The elimination of waste should happen at the top, especially around outsourcing services. Any contract the Board touches that is made public seems to be overpiced.

Better alignment of teachers capacity and capabilities to demand. Also any training or learning days teachers have should be outside the 'school hours'. This will reduce cost of supply teachers.

Better control of the HVAC operations. | Better control of teachers taking too many days off, the rest of the working class do NOT have this luxury.

Cost Savings Suggestions | | -Multiple Return To School Plans models should be prepared this summer with ALL learning options/scenarios considered and projected, for SEPTEMBER 2021 start date, with a paramount attentiveness to ENSURING the remote start is ready to implement as the ""foundation"" for all possible eventualities, and irregardless of a delay tjat may occur with in-person learning again as a consequence the evanving status of the Pandemic come next school year. | | -Cut trustees salaries in response to COVID when such cuts are justifiable, and redirect these savings towards meeting the direct and specific essential needs of all students (but especially the most vulnerable students in SPEC Ed) | | -cut trustees salaries, and expenses for legal and insurance fees and teacher and redirect these towards essential teacher staffing shortages, but especially teachers for core subjects, and to address the EA shortage and shortage of French teachers which have been diverted towards expanding non essential, optional French streaming programs i(i.e. Immersion, and extended) thus directly failing to meet core French curriculum needs for all students. | | -divert allocation of funds from parliamentary consultants to meet the needs of trustees and rather direct them to meet core and essential needs of students that are not being met. | | -halt any direction towards expanding optional French programs at a time now when Core French needs are not being met in-person or online, as a result of French Teacher staff shortages that are due to a diversion of French teachers to these optional programs. | | |

Cut teachers pay!!!

Cut the salaries of Trustees and others at the school board who are not directly interacting with the kids on a daily basis. THAT is where the money needs to be. Helping kids

I have (3) children in the HCDSB. Regrettably, I continue to hear from them accounts of their teachers often being away from the classroom as they are sick. Further, the number of times they have indicated specific teachers are sick is disproportionate to the number of sick days I take, or any of my professional colleagues would take. || While I understand ""sick days"" are a benefit secured through the collective bargaining process, it is extremely disheartening when I see the terrible condition of the textbooks the children bring home for their studies or hear of antiquated computer equipment....recognising the significant costs associated with providing supply teachers on a regular basis. || I truly believe there needs to be more accountability within the schools by those in an oversight position to ensure benefit programs are being used appropriately, and funds are still available for the necessary student resources. This is one suggestion from a concerned parent who sees an opportunity to better utilise the current budget funds.

Improve energy efficiency of buildings to save costs and reduce carbon emissions || Move benefits packages to similar to most workers in Ontario this will reduce overall costs

Not really sure | How about a pay freeze or cut so more money can go to schools and student programs

Probably cost savings in Teacher Pensions and Benefits as these programs are very rich vs. market. Salaries

Senior level staff salaries - they don't deal directly with students, and yet get paid far more than those who deal with the most difficult situations in schools daily. | Consultants - we have lots of expertise in the classrooms of our schools, make it easier for them to collaborate rather than bringing in expensive outside people.

Since salaries are the highest costs in Education, they must be better controlled

Teacher are just simply paid too much. Their benefits are over the top. If you cut their benefits by 5 percent the savings would be in the millions. When 80 percent of your budget goes to salary then you are doing something wrong. I don't want to buy toilet paper and Kleenex to give to the schools any more. Cost saving is easy to accomplish if it weren't for the most powerful union.

Teachers are way overpaid. If teachers all took a pay cut, there would be more money to allocate to students' learning.

Teachers salaries

Teachers unions

I am a big believer in less board-level administrative positions and more 'front line' support (teachers, principals, EAs, etc.).

It seems the board is top heavy with superintendents, consultants and itinerants when really we need to hire more teachers to reduce class sizes so students have a better educational experience as well hire more IT professionals who can support staff to manage technology at our schools in a timely manner so they can deliver a 21st century learning experience.

Minimize the number of superintendents. | Force teachers to retire once they have taught 30 plus years. | Create more part time positions

How are your procurement practices? Do your contracts allow for partnership reductions and volume discounts and rebates. | What the pricing methodology can they be improved? | How often are these contracts reviewed and competed. | Are you spending too much on consultants and surveys where money can be spent on the actual projects on your list? |

Consult teachers on tech spending so it's not wasted. | And to reduce number of itinerants

-Keep logos same for longer|-minimize printing of posters etc that are only for 1 use|| For educators, continue to reduce printing - increase reusable resources -lamine paper resources - wipeable disinfectable reusable, white boards, chalkboards, digital etc|| Laminators at schools for permanent and reuseable resources || Increase front line staff| Reduce mid and upper management - more much needed direct contact with students||

Reduce or eliminate the number of itinerant teachers. What evidence is there that they engage the teachers that need their support the most? | Provide an equipment and resource bank that allows school staff and admin to see items that are available in the system because they are no longer useful at another school or are in surplus at another school, but that would fit their needs. Reusing items even as seemingly inconsequential as file folders or binders would be a savings and would support our environmental initiatives, and larger items wouldn't end up in storage or in the landfill.

Teacher's assistants for online classes are really necessary?|| Send illegible copies at home is waste of paper and money.

1) Board of Trustees, reduce number of trustees and associated budgets, individual and meetings etc. | 2) Board overhead - reduce number of superintendent's and director of education staff. Focus only on what they genuinely add value to over and above the provincial department of education. Different opinions and disagreements don't count as value add | 3) Streamline course offerings|| Overall cost saving comment - your survey questions appear to have a strong bias to new spending (i.e. how can you realistically say not important to special education). Why are you not asking about cost saving opportunities the Board has already identified? It gives the impression that the Board hasn't seriously looked for where spending can be reduced.

Consultant positions and senior staff at board level; NO cuts at the school level.

Consultants and Itinerants cost a lot and provide little. That money could be better used to hire more EA's (true frontline support) and IT staff.

Curriculum and Student Success Itinerants. There are 5 curriculum itinerants and 10 student success itinerants. What role did they play during the pandemic? How did they help teachers during this very difficult time when schools are in desperate need of teachers. Maybe there should be some cuts when it comes to these roles and send these teachers back to the classroom. These individuals ""worked"" from home for the whole year. What exactly were they doing? What will they do in the year 2021-2022 if they are still not allowed to go into school?

Cut all the secondary itinerants and consultants. Cut librarian teachers.||

Cut in half ALL teaching and professional people who are not in classrooms and get those individuals and the resources into the classroom. ||

Cut the curriculum department. They haven't done anything helpful this year. We had to figure everything out ourselves while they were at home posting on Facebook.

Eliminate teachers that don't have a class. Itinerants and consultants and move them into classes so students can benefit from smaller classes.

Eliminate the itinerant teacher roles. The money spent on salaries and on the initiatives led by the itinerants is rarely fruitful. These teachers should be reallocated to classroom positions, and the money should be spent on initiatives that have an immediate and measurable impact on student success (e.g. purchasing resources or allowing staff to have release time for CPLCs).

Evaluate how the board executive/administration duties can be leaned and/or more efficient. Decrease number of executive or leadership roles and put more funds into front line staff and resources

Have a central Catholic Leadership Position that would eliminate the need for so many different committees/positions that can provide resources and best practices of HCDSB staff and students.

I think Itinerant positions should not exist. The amount of money spent there (salaries, travel pay, overtime pay) is ridiculous compared to the value that they add. That money would be better spent invested in Special Education.

In terms of student experience, the number of board employees--such as consultants and superintendents--can not be justified. | |All new builds should include: | |Green roofs| |green energy| |sun tunnels- natural light| |radiant floor heating| |passive house building standards- save money on heat/ cooling , gas, hydro| |reuse school architectural design | |

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It is time that the board really review the benefits of Itinerants in our Board. This year, Numeracy was cancelled due to COVID - Itinerants have not been actively involved in anything this year -There are no projects ongoing for Itinerants. I truly believe that the Itinerant role is REDUNDANT. Their skills can be better put to use IN THE CLASSROOM as classroom teachers. EQAO presentations can be easily done and have been done by classroom teachers. These presentations have NOT changed from one year to the next. | |This is definitely an area where money can be saved.

less administration. fewer meetings to allow teachers to actually interact with students where most of the teaching, learning, supporting for mental health can occur...at recess, in the halls, more actual teaching days...save pd for the summer to be honest

Minimize the amount of SERTS in schools.

Reduce number of Board admin. |Cut at Board level not school, classroom level.

Reduce the Library Secretary position and Reception position in high schools. Seriously look at the value versus cost of itinerant positions. Reduce in-person meetings at the Board - the VP's need to be present in the schools.

Reduce the number of board office staff and consultants, use the funds for students.

Reduce the number of consultants and itinerants. |Sorry after 25 years of service I see little importance for them. |Put the money into the above and student expenses such as consumables and textbooks. |There is not doubt the pandemic expenses will come from the education budget. |Textbooks, Wood for construction class are far more important than Consultants and itinerants. Our buildings are getting old and capital costs will continue to increase. To replace a hoist in the auto shop will cost \$800. The classroom must be protected above all else. |

Reduce the number of itinerant staff as well as curriculum consultants. Have a more localized ie. in school support session for teachers. Making more use of teachers with years experience and qualifications along with classroom experience. Serts and ESL teachers should be for a few years with the need to go back into the classroom.

Review the layers of consultants, supervisors. Review the role of custodian regarding effectiveness of maintaining and improving school cleanliness and ventilation. Can we have operable windows please.

Taking away itinerants and other roles that are not useful to students and this year, teachers. Instead using the money for ELOTS and other reading and math intervention programs provided by qualified teachers with specialization in those areas. This would really help our students and we could teach them in grade one and two rather than waiting forever empower (only 6-8 students) in grade 3.

Work on improving inefficiencies at board level with executives/admin roles so more money can be spent on front lines

Cutting down on any support staff is NOT the answer!!!! We need more people in schools to support our students and teachers. We need EAs, ESL teachers, itinerants, SMALLER classes -especially helpful for early intervention. Being on-line has helped increase the gap in some students, we are seeing the consequences in every grade. And we need supply teachers.

Do not cut teachers, help get small class sizes to benefit the students and also support teachers more.

Hire more IT professionalsHire more IT professionals.....Hire more IT professionals We wait days on end to get issues fixed. It is time lost!!! We need training to keep up with a fast evolving nature of online learning and 21st century learning in the classroom. If i am not mistaken ... we still have the same ratio of IT people per HS that we had 20 years ago....when we used to get paper pay stubs delivered to our mailboxes in the main office.

Hire new Grads and or EA with less experience to give opportunities and perhaps save money on paying for seniority? | Encourage close to retire teachers who seem Burnt out or not actively engaged to consider early retirement make room for less experienced teachers new grads on lower income/ pay scale.

I think telling students we will supply them with certain things, then not give us the budget to purchase these items is ridiculous. | | I think not hiring more IT support was a big mistake. It takes weeks for a ticket to return, if it does at all, and by then the need in the classroom has been re-worked, to the detriment of the course and student learning. | |

Making sure there are enough supply teachers, Educational Assistance to cover absences.

Quality air ventilation equipment and PPE is where money should be allocated. | PPE could include medical grade masks, more sanitizers, wash stations, Lysol wipes, plexiglass glass etc to make kids, teachers and parents more comfortable. Smaller class sizes & more teachers are also necessary to keep everyone safe.

Seeing itinerants sitting in libraries and hearing about new 'coaches' for teachers makes me so angry when we need EA's. Parent's of students with IEPs have no idea how little their children are supported, aside from the classroom teachers. We came back to see St. Dominic had a fresh coat of paint this summer when students are going without needed support.

It would of been beneficial to have had staff recommendations on areas cost savings since we are not fully aware of all expenses. Reviewing financial statements does not give enough insights to make best recommendations. | Recommend Cost savings - School and board administration cost, Maintenance and service contracts and consulting (renegotiate pricing or reduce?) | Revenue generating - can more \$\$ be generated by renting out school gyms, libraries, fields etc |

Build partnerships with organizations/companies that will do business at reduced cost | | Have more volunteer positions; use parent/community capacity.. much like parent - co-op institutions. | | - Accept more donations from parents/the community

- increase donations | - better contracts | - more volunteering (use community/parent capacity) | - advocate for equitable funding for HCDSB students that meet provincial standards

Pool resources together for parent council lead initiatives i.e. pizza money for ipads etc. Group purchases with other schools to reduce cost of goods. | | Outsource janitorial services to private sector. Cleaning staff plays a big role, however, everytime i drop off a child I see very little work occurring. You could also look for a shared services model between catholic schools and public. Canadian Martyrs backs on to McMillian; cant 1 janitor service both?

Get rid of Sunshine cleaning to start. Hire more HCDSB people. We are losing a lot of money by outside contracting work. A lot of up selling. Companies are always sending 2 guys for a 1 person job. Or there is nobody checking up on how or if the job is complete.? Stop throwing this out every 5 years. So much waste in office supplies or school supplies for that matter. Desks/ Tables / Chairs. Carpets? All this new carpeting to schools, no schools using them.? Snowplough and grass cutting contractors are killing the gates and chain link fences every year? People working from home could have there benefits reduced. I can't work from home for my job duties, but someone can work from home and have the same coverage as me. ?

Always compare suppliers costs, open bid process to buy anything like the coy hall does to purchase material or projects

Consult with staff regarding renovations as so much money is wasted. The end result does not usually meet the needs of the school. Stop allowing the wrong group of people to make such important decisions. | Use the resources we have in our schools to complete projects instead of spending so much money on contractors. We have great teachers, students, other staff members, members in the community who would be great resources and would save the school board a great deal of money and the quality of the work would be much better. Let's put safety before budget. Let's build a better relationship with the community around us.

I understand the importance of the unions to protect the rights of their members but frankly when you have to use a company that belongs to the union to do all required works to maintain the schools we are wasting money. They can charge whatever they want because of the lack of competition. We all know that is what's going on. Imagine all the money-saving that could be used to better the learning for the children. It's not possible to comment on this issue without seeing the actual breakdowns, how many are on regular pay (cleaners, etc), and a detailed list of works performed to maintain the aesthetics, emergency works, etc. Based on the data provided for review the average school Op/Maint is \$630,000. It seems very high.

In terms of maintenance, look to the private sector for proven reputable trades and or contractors for bigger jobs

-LED lighting through building indoor and outdoor | - more natural light where possible | -updated thermal windows to reduce the escape of warm air during cold seasons | -avoiding overspending on contract work. Make best use of full time salaried employees.

-LED lighting through building indoor and outdoor | - more natural light where possible | -updated thermal windows to reduce the escape of warm air during cold seasons | -avoiding overspending on contract work. Make best use of full time salaried employees.

Not really . I think the board should be investing more money in a permanent cleaner for the washrooms, extracurricular activities . Keeping the school safe regarding covid 19.

Procurement of assets should be competitive rather than sole source | Check software subscriptions being duplicated or not in use | Utilities - streamline use of energy

Control of administrative costs at the board office and trustee levels. Asking schools and kids to go without basic needs in the classroom is not acceptable if the board administration costs are not held in line as well.

Cut the fat at the board!

For every Board meeting adjourned before the agenda has been completed - dock the Trustees pay.

Limiting budget for staff socials such as staff meetings and such but ensuring that teachers have access to adequate budget for their classrooms. I see budget wasted very much. As a teacher, I have spent thousands of my own dollars on my classroom but when I need to get some craft supplies for an activity such as something for lent for art, it is always difficult and time-consuming to get budget / visa for these supplies. These are some of the reasons your teachers burn out because they do not have adequate access to resources. Teacher Pay Teachers should also be accessed for teachers as part of the budget.

Reduce budgets provided to trustees significantly. Stop expectation that employees will be provided items which they would normally have to have anyway and that are most likely being used for personal use (cell phones, tablets).

Reduce compensation for trustees.

Start by looking at the board office for cost savings. There is no more cost cutting to be done at the school level.

Almost every kid has an ipad , lap top or tablet .Only the ones that dont have it or the ones in need should borrow from school .It amaze me to see and hear how many parents borrow one so theirs dont get damage. Its Sad to see How many parents take advantage of the situation.All parents should help by sending cleaning products, lysol etc with that many students the school should not have to use funds towarcas that .if we all cooperate we can help save .

-Rent out IT games/ robotics to families |-eliminate paper print outs such as the package to parents in sept, surveys, votes for uniforms etc... move to email or an app|-rent out to third party vendors to run their after school programs on school property . Such as music classes, dance, karate, etc... |- transition to e-text books and pay for a block of licenses for simultaneous users vs per seat license. Give families the option to leverage it. |-form a partnership with math tutoring companies who offer after school math support at a discounted rate. By highly skilled teachers who are passionate about math and effective at teaching it.|-

- Volunteerism on events and activities|- Fund Raising events involving the students and the community|- moving to LED lights and other technologically operated systems in the school|- Friday should be non-uniform day helps in reducing cost of buying uniform|- Events such as ""Clean Freak Day"" where all students will help clean the school per period, it will develop care for the school, appreciate those who maintains school cleanliness, develop life skills|

1- fundraising

80% of the annual provincial budget goes to teachers salary and fixed/defined benefit burdens. Parents and parent councils have to organize to raise funds so schools can buy a few computer or white boards. This is a complete disgrace. ||Shame.

Activates and fundraising ideas|local business sponsors for sport teams|Auctions with cooperation for local business|Improve the fundraising idea |Online shop for school sponsored by local business |Boost the Donations system by more add and creating electric school receipt especially before the taxation session |Fundraising parties on monthly bases with plan and attractive activates to be sponsored by local business |local products markets sale for school benefits |Open garage for school benefits| |

Allowing parents to buy textbooks for home use and donate them to the school when courses are complete (ideally for a tax credit).

Charitable foundation |Government grants |Fund raising events

Does the school do any form of fund raising? |Are students allowed to use their natural talents and endowments to raise funds for the school? Some of the roles the school is paying for can be taken by volunteers? Or parent volunteers? Provision of extra summer classes at a cost?

Finding sponsors, asking parents for an annual fee, asking municipality and region for financial contribution.

Fundraiser

Fundraising | Contributions | Government

I know the parish is struggling with budget and there is never communication through the school. I would not mind if there is an updated list of detailed things that the school needs opened for parents in case we want to contribute or buy them.

Make surveys where parents can express their interest on possible information session topics. As part of parent involvement Initiative offer opportunities for parents to volunteer their time by hosting a information session, for instance: a nutritionist on healthy eating, a Cyber Security expert on online safety, an Accountant on personal finances/budgeting, etc.. this will save costly fee from third parties and give an opportunity to some parents to volunteer some of their time if they are able and interested. Also, please turn ALL lights off in school's buildings and install smart light outdoors that will only turn on when motion is detected, this can save lots of money on utility costs. Identify the specific and justified need before spending in purchasing any physical items.

Maybe the school or student body can plan for any fund raising projects (e.g. raffle draw) to set up budget for certain school improvement?

more activities for fund raising would be very helpful. (virtual or after covid)

More fundraisers

More Fundraising activities with the community - in a COVID reality.

More fundraising efforts at individual school level, that is available directly for that school's fund?

Support of Parent Councils to encourage fundraising activities/events

Volunteer group program for parents to possibly assist Saturday mornings, when students are not in the school, to do maintenance around the school. Have the high school students get involved and help to maintain or paint parts of the schools. Teach them life skills. A donation based breakfast club program, to raise money for the school.

Volunteers

Any type of photocopy (especially colour) that goes in my mailbox. This is especially true for any P.D. resources. There is no need to have a physical copy of these materials.

Carefully consider the necessity of cosmetic updates, office updates and whether those expenses bring any value to student success. | Find efficiencies by providing teachers with the tools they need to do the job, not what people at the Board office think they may need to do the job. Many items end up sitting in storage unused because staff do not feel they fit their programs while teachers string together whatever they can to teach in the best ways for their students. Allowing teachers to consult on purchasing would be beneficial. | When it comes to textbooks, they should be signed out centrally. Too often a school doesn't have enough books while another has extra but they end up hoarding and the other school needs to purchase more. The Board should know how many of these books they have, and distribute them accordingly to schools so that every student has access to these resources.

Change the lighting to LED to save electricity costs | Plan on changing the school board's truck fleet to electric vehicles over time | Use solar panels | Review the board's printing practices and look for ways to reduce costs

Consult teachers who are in the classroom before programs/resources are purchased. Often, consultants and itinerants have been out of the classroom for many years and have lost touch with the realities in the classroom. Especially when tech is advancing so quickly. Therefore, resources may be purchased that don't meet the needs of the classroom. Regularly meeting with the sptls from each school could help shed light on what the needs and realities are in the classrooms. | There needs to be better communication and partnership between the teachers at the schools and the board office. The only way to save money is to work together, but that requires the board to recognize the

voice and experience of all its teachers. There are already divisional lead teachers at every school so the communication should be easy. ||

Continue to look for creative ways to provide supply teachers where needed in schools, with less cost. ie. using on-calls in secondary and not hiring a teacher to sit in on a class virtually if work can be asynchronous. I realize that there have been changes to help with this and we should continue to look at ways to minimize spending in this manner. Board incentives such as earned leave for not using up many sick days should continue to be an active incentive as well.

Create a resource recycling depot online (like a Marketplace)- ie. I have seen teachers throw out entire class sets of novels because they no longer use them but other teachers in other schools might want to use them and those novels could be shipped to those schools to avoid purchasing new sets. We have no mechanism in place to identify wanted items/resources or to share resource surplus with others in our board. Such a service would be good for many types of materials. I used to have an expensive blacklight light in my classroom that I never used and an electronic piano keyboard that someone else would probably have wanted in their room. It's also an environmentally friendly alternative to purchasing new supplies.

Do not print materials to send home to families (eg school year calendars). Most of these end up in the garbage.

Don't buy those lenovo pyramids/tablets ever again, those were absolutely a waste of money. In fact, take them back and get a refund. If you had consulted teachers before making purchases like this, you would have an idea of what is actually necessary rather than making an uninformed decision on behalf of teachers.

Go paperless. If every child has a device and we have Google Classroom, you can go paperless and save A LOT of money.

I think the Board has to be very conscious of where the schools are located and who the kids attending are, I don't think at our school anybody needs assistance with Electronic devices and I am sure that there are other schools where a lot of people needs it, I know we have to be fair and square but wasting money on resources where there are not needed is not helpful, just do a poll in each classroom if a family can afford a phone for an Elementary school kid they can also afford a laptop (it is a no brainer) |Once thing that we can't do without the school is the access to multiple sports and schools competitions please re-engage on those as soon as covid allows it|I also never understood the fund raisers considering the 6K in Property taxes alone that I pay in Oakville, however is my kid comes home and Say we need soccer balls to be able to play soccer outside in recess because the school does not have any I will go and buy one, if somebody ask bluntly for money without any detailed explanations I am sorry, we have the CRA and Town of Oakville for that (take money without explaining)

I thought the purchasing of the Teams tablets for all classrooms was a waste of money as a lot of them are now collecting dust.

New photocopiers that are efficient and don't break weekly causing repair costs

Purchase the online access codes to all student textbooks instead of purchasing individual physical textbooks for each student. ||

Purchasing supplies at more affordable retailers ie: Dollar Store or Costco ||

Recycling of resources

Reducing paper use. Reduce amount of printed sheets, or at least use double sided printing.

Stream line printer usage. I'm new to the board and the education sector. I was very surprised on the amount of printers installed and used everywhere. There are way too many printers being used in schools! They use power even when not in use and create an extra cost to have them networked to the infrastructure. In one school I noticed there is a common Xerox copier deployed in the admin office which is great, but a few secretaries, Vice principals and Principals have there own person printers as well. Approximately 4 extra printers for no good reason when the Xerox is less than 20 feet away from every single person in the admin office. If there is a question of security and confidential documents; setup virtual 'mailboxes' on these copiers so that they are sent to the copier and only printed when you go there and print from your 'mailbox'. There are functions to copiers to secure documents prior to being printed. Training should be done to utilize these features. There are many printers in various classrooms. The reason for these should be audited as well. A lot of printers and printing going on, which doesn't look good from a power usage and environmental usage (paper).

- lobby/advocate for an increase in funding per student to meet provincial standards... | - what is the Board of Trustees doing to support HCDSB students for equitable funding?

Merging Ontario's Public and Catholic Schools.

- solar panels on the roof | - fewer teachers for younger students, too much planning time & teachers involved

| Budgeting on such a large scale is very difficult.

1. Yes, remove the \$65.00 fee - it's ridiculous that you are asking for it this year especially after so many people were affected. You say it's ""optional"" yet my kid comes home asking me why I haven't paid it. | Paid for what???? There's absolutely nothing gained from us paying that as none of the services mentioned we've ever used. | Do you want money? Make the parents who use those activities pay for it. | 2. Get down to ONE platform (technology) and stick with it - become champions of it. Your PD days should be learning these platforms. | 3. Offer more summer courses for kids who might need a victory lap in a specific course. Make it available online -- charge us extra for that! I'd be more than willing to pay for that. | 4. Your schools are ""pretty enough"" - honestly you build it - and should leave it. | 5. Address your bullying issues - you're offering lip service right now and nothing more, there's absolutely no accountability - and if it's because of the Ministry - then stop the efforts because it's clearly a waste of time. The Catholic Board I would have expected would have been better at this than the Public, but you're not. | 6. Put religion courses in high school as an option, not a mandatory course. Many of the kids in the highschoools aren't even Catholic - why force it on them. You might get better engagement if you allowed them to choose it. | 7. Find out what your teachers want to teach, make them champions of that. You put them in a role they don't like, you're not going to produce the expected outcomes. | 8. Consistency - especially in elementary - you can't have one school following your rules and another one bending them. The community wants consistency - it's easy for you to provide it. | 9. Put some \$\$ into playground equipment that CAN be used - FOR ALL, not just primary and junior - stop being so afraid of getting sued. We sign off on a waiver - why is this not good enough. These walk and talk recesses are a joke - don't run, don't yell, god forbid you play or a teacher is out there yelling at you. It's sad, truly sad as a parent to watch it from afar. Your teachers are miserable - find out why. Start building some resilient children instead of these flowers you call children.

a diversity officer needs to be hired and more initiatives to stop bullying

A fair bit of money prior to COVID was spent on renting facilities to host PD sessions or meetings. A suggestion is to continue to hold these meetings virtually.

active involvement with provincial science, and math fairs for students.

Amaigamating smaller schools. Save money on building costs and staffing (one principal, secretary and custodian staff etc). Able to sell, if property is owned, unused school building.

Approach external sports clubs/ private education firm...etc, to do professional sessions at schools to find out potential talents ie in math, in Piano, in basket, soccer...etc. this will reduce the budget for additional activities.

As an Early French Immersion ""Pilot Program"" Parent, I'm concerned about bussing in the Secondary level because my child isn't eligible and my husband's and my work schedule aren't compatible with our child timing. We need the bus to transport him to and from school every day, as he use the bus since First Grade

Bigger classroom sizes not to cram kids or avoid putting portables.

BR is taking all required steps for improvement. I am satisfied with its strategy. Only thing would be if every student should be involved more in their classes. | Regards

Bring back Art class! These kids need an outlet for mental health and creativity! || MASKS need to go!!!!!! These poor kids dont have any breaks, including outside which is a DIRECT VIOLATION of their human rights!!!! | Bylaw and policy DO NOT supersede CANADIAN LAW in the constitution!! || You should be standing up for our children's rights , just like parents support the board when they want to strike or work to rule!!! | Parents are becoming less tolerant of the propaganda. Get it together!

Can we please paint the cross walk lines and arrows in the parking lot at Holy Rosary Burlington? The parking lot is very hazardous and I'm afraid someone is going to get seriously hurt. My suggestion is to ask staff to park around the perimeter of the church parking lot to allow better visibility during peak hours ie: morning and afternoon dismissal. || Thank you for this consideration. There has to be a safer way to park and drop off our children.

Catholic tax dollars should not be going to public schools (the default on property taxes).

College and university student peer tutoring volunteer program

Comment: || Maintaining and Renewing schools. || This is irrelevant during a pandemic when access to the school is limited or nonexistent and will be for at least another year! (2022) || Special Education || Important for parents who need extra support. || Mental health is important. || Recognizing that it is important to ensure programmes focus on positive solutions/goals and engagement. || Students claim ""intense stress"" funds that help create happy and relaxed learning where perfection is not expected. A credit fun course where students can be encouraged to relax, breathe, meditate and laugh. |

Convince the government to get rid of the Literacy Test?

Creation of a continuous improvement team that the board could use to inspect schools and define areas of opportunity and low hanging fruit to reduce cost and improve on expenditure selection

Cut schools who don't have enough students enrolled ,waste of space and costs,some schools dropped over 50% enrollment due to lack of respect for All kids.

Dividend ETF

Do not spend money for online learning.

don't have enough knowledge on current breakdown of costs to run operations to be able to provide insight. I would assume that parents would be angered if there was corporate sponsorship but i would think its healthy and appreciated if we had someone like Tim Hortons/Starbucks/Canada Goose/Roots etc be an approved sponsor for 3 years for sports program and equipment. Getting more kids involved in sport and physical activity after school keeps them busy and out of trouble and social again!!

Efficient employees. consistency

Eliminate French immersion. Extended French is the better way to go.

Encourage and promote activities that foster the students interesting on how to at value to the community and personal development.

End all misnamed anti-racism programs as they are anti-white, end all anti-catholic LGBTQ promotion programs, ant end all equity, diversity and inclusion programs as they don't allow for conservative or catholic viewpoints.

Energy efficiency initiatives

Ensure staff are given time to do PD and are taken care of so that they are refreshed and feeling appreciated during these times. An appreciated employee goes a long way for cost-saving!

Finish the work on time

-firstly, this is not about savings, but this is a comment that is very important. The schools must take safety on the Internet seriously! Our kids are hearing about things and seeing things that are highly inappropriate and not faith building. Our youth are being shaped by what they see and here at home, at school and in the schoolyard, with their friends etc. The Internet, social media must have regulations put on them. The school technicians have to have better protections placed on Internet and Wi-Fi, if at all possible. And when kids are at school devices should be put away except for safe/healthy learning. The amount of garbage out there that is pouring into our kids eyes and ears is unbelievable. It is not healthy. It is not healthy for their heart, their mind, their soul. We as parents, educators and educational institutions, school boards need to do a better job at keeping our kids safe in every way. They rely on us!

Focus should be put on increasing resources and learning regarding equity and inclusion strategies for all students and staff.

Get all the kids back to school full time, that will save a lot of money needed for electronics, internet and other costs related to virtual learning.

hand washing vs toxic hand sanitizer, same with cleaning solutions. | | not spending on measures for a virus with a 99% cure rate | | focus classroom time on learning not teaching the narrative of covid, this is the place of the family only. wasted resources and time | | have the teachers and ECE go outside at recess not yard supervisors who it seems are not doing more than engaging in social activities and coffee drinking rather than monitoring the children for assistance when needed | | the board pushing the mandate for masks on kindergarten to grade 3's is deplorable, we know the masks do nothing and if the teachers don't see the effects on the children then they are not paying attention to cues and are not in this job anymore for the children | | spend some money on a system that allows teachers to speak freely and not be ostracized when they're opinion is not the scripted one, you'd be surprised how many teachers do not support masks in schools and now even outside but are afraid to speak up because the backlash from this bully system is out of control | | spending more on remote learning when 90% of parents say its not suitable for elementary aged children means you aren't listening - most parents I know who have their children remote learning still, do so because they refuse to mask them all day, NOT because they are concerned about this flu | | |

Having information on how the funds are currently spent would be helpful to determine this.

Hiring a security/loss prevention expert to assess current environment, estimate current losses and formulate plan to prevent those losses.

Honestly, no. Too much has been cut away already and money has not been spent on certain supplies this past school year. | | Furthermore, when students return into the classrooms, which hopefully in September that means back full time into labs etc, they need equipment, use of musical instruments, supplies for experiments etc, and those must be provided to them. With a full year of items not being used, or supplies not used and past expiry dates, etc., those needs must be met. Our children have lost entire hands-on course experiences and those must be provided to them as soon as they are back in the schools.

How would we know?!? How are we doing this year? Are we over or under spent?

I am sure you can find savings - all organizations have to examine salaries, benefits, both official and unofficial perks and discretionary expenses. Examine the need of all board owned real estate used for administrative tasks, thoughtfully review remote working policies to determine if / where administrative costs can be decreased.

I believe they already did when they didn't reduce our kids class sizes.

I do not have ideas about where the board can find savings but, I do feel that there is a need to spend money on replenishing textbooks in the schools. My children have gone without textbooks over the years and instead were asked to access the on-line textbook. I feel that this on-line option is not available or feasible for many students as some students need to have the actual textbook to facilitate effective learning. This is where some of the funds should be spent.

I don't see anywhere else to add this comment. With such a large school yard I have never heard of ""walk and talk"" recess before. Pre-covid the children were often not permitted in the field because it was muddy, slippery, etc. Please fix the field so the children can play on all areas. Good play makes you learn better!

I find it hilarious that you identify dozens of potential ways to spend more money on various programs and initiatives. Yet when it comes to efficiencies you offer zero options - it's like figure it out for yourselves. How the heck am I supposed to know places that money can be spent better as a parent? Isn't that your job? Based upon the format of this questionnaire I'm guessing anybody with a modicum of common sense could identify areas of gross spending negligence. I'd love to have a look at your books. You'd save a ton and zero impact on education - hence it can't happen.

I find it stunning that HCDSB funding is significantly below average in Ontario; Halton is one of the most desirable places to live in Canada (in the world). Generally, I think there's way too much emphasis on expensive digital technology in any given basic grade-school curriculum & classroom; frankly, I don't think computer learning needs to be introduced until high school, which would save a lot of money, and a lot can be learned from the Waldorf curriculum (where Silicon Valley kids go!).

I personally think we should spend money on important issues, such as broken windows and leaking pipes and taps. I don't think administration in schools should waste money redecorating their office or installing new furniture in a staff room that no one uses. Replacing all the floors in the main office or library because some people dis-like the colour. I understand important events should be addressed, but must we spend thousands of dollars on pink ""t"" shirts every year?

I strongly believe as stated in previous surveys, that school maintenance and custodial duties need to be outsourced to private firms.

I suggest Trustees allow the Board staff to decide how our dollars are best spent and let the staff to do what they are paid to do. || I am not a Board employee, just a tax payer tired of us not utilizing Board staff and Trustee's getting in the way. Waste comes from when we don't focus on our kids education and safety.

I think having clean water for the children/ students to drink from those fountains that are in the school. I have seen the green water or sometime brown water come out of them. Might want to fix that. The smell of the school is like dirty feet smell and cologne. This would be one of my main concerns at this time. With the pandemic I'm sure there is more to worry about at this time.

I think that the school board would do better if there is a streamlining of the funds given to schools, I have friends that have children at different schools that do not have the same resources that my children's elementary schools had. I think the allotment of the budget should be more equitable. Their school doesn't have laptops to lend or a full time librarian or a full time office assistant. || I also believe the Board of trustees shouldn't waste our board meetings arguing about items that do not affect the children in their schools such as right to life issues. Let's worry about the issues that will benefit the children and the staff of schools.

I truly believe decreed school hours would benefit the staff, students, parents and cost of utilities to the school board. No need for 1hr lunch break it can be reduced to 1/2hr. 2 10 min breaks outside and also small breaks to dance or stretch as apposed to 1,5 hours on break can reduce hydro, maintenance staff hours. Our kids are really Burt out so are the parents, teachers and staff. I believe it be better to reduce school day hours for all involved

I will say focus on the kids' mental and body development, leaving political agendas out of the school. A lot of time and money are directed to support issues that do not need to be included in the kids' education at schools, such as Gender equality, Racism and the Far Right, Inclusivity. |Canada is a great free country, no need to change it. | | |

I won't be able to advise on cost saving without digging in cash flow and all invoices but I can recommend to increase income. | After hrs paid advanced math program | After hrs paid language program | After hrs paid music program | Any of these can be an excellent source of income to support school needs and be an added value to students who would love to attend.

I would advise the Board of Trustee's to ask the Senior Administration as to where they can find savings and efficiencies and support them with their efforts in doing so.

I'd like a breakdown of what is costing the most money to see where savings can occur.

I'd like to recommend that the board, first and foremost on academic formation. We are talking about our schools, and the primary purpose should be excellent education for the students. I've seen nothing above that relates to focusing on academics, very ironic for a school board. Please make sure our children learn well in our schools, above everything else. Thanks.

If you stop the patriarchy and colonization crap you're teaching, you'll save on the costs that formulated such a divisive curriculum in the first place.

I'm suggesting instead of hiring outside teachers . Home school teachers had 23-25 students in class before pandemic so why can't they have half of the students in person and half online. This will save money and also those teachers will make sure the whole class is maintaining good grades and are on the same level. I'm finding virtual teachers are just not as caring as the in person teachers from their homeschool

I'm sure I could come up with countless ways to save monies if we were privy to what exactly is spent on what...it's like anything else in life it's easier to budget when you have all the costs in front of you and then informed decisions can be made.

Improvement to the D2L. More intuitive please! Integrate with other learning sites

In future, I recommend you provide a 'don't know/not sure' response option for survey questions such as these. Forcing respondents to rate the level of importance on items they know little about means the results will be inaccurate. For example: ""Increasing sustainable supports for students with special education needs."" I don't know if this is important to 'increase' supports. Maybe there are already a lot of supports in place. I have no idea. So how can I comment on the importance of increasing these supports.

Incorporate LEAN thinking into the organizational culture to organically identify opportunities for process improvements and/or cost savings/avoidance

install solar panels on roof of schools.

Instead of providing online/technology training to older teachers, consider creation of a Mentorship program. Where a teacher that is not technologically savvy is partnered with a younger student who is, so they can learn from each other. |

Investment's in the bank if it is aloud.

Investment's in the bank if it is aloud.

It may not be savings for the school, but for the parents.. I can understand a uniform shirt being from a certain place. If bottoms aren't from the stores they say as long as they follow the guidelines of what they should look like I do not see why children are made to feel bad about it and are called out. Children grow, some quicker than others not every one has money to constantly buy new uniforms sometimes more than twice a year.

It would be beneficial if booking large off-site locations for meetings and catering could be done away with in future school years. It would be nice to see a board office with space for all of the board-based employees and sufficient meeting space.

Itinerant staff: teachers. CYCs. EAs providing intervention programs for three weeks of every month and allow the fourth week to be consultative for optional professional|Development and collaboration with classroom teachers. Consultants spending more time in schools too and taking on a more active role in PD and support of teachers, and programming for students.

Itinerant teachers should be pulled to fill in for absent teachers in the board when no supplies are available.|Curriculum Service Heads should be more communicative to teachers in the Board and be in the schools regularly rather than send out occasional emails from the Board that are lacking in concrete, helpful information, including reasons why they have decided to change reporting requirements and contributing to concrete assessment and evaluation solutions.

Its all about the children not aesthetics .. faith in Christ saves all.. Christ shud b mentioned thru out the days not jus in religion classes.. ty hope I helped :)

Less money spent on EQAO.

Less money spent on outdoor landscaping (mulching, grass cutting, blowing wood chips in FDK play area).|Less money spent on healthy snacks for all students (some families do not need the supplement of granola bars and apple sauce).|Less spent on gifted programs (specifically technology).|

Less PPE

Let schools run sustainable programs to meet there over head costs as opposed to dependence on the board. ||For example schools could lease premises for events or technology items at small fee to the communities etc ||Lease the stadium on the weekends or holidays where applicable including the gym membership etc

lets get back to some basics - the kids have been inundated with forced technology and remoteness. interacting, socializing, exploring nature and partaking in live faith events cost nothing - but with tremendous impact. we need to re-root our children in humanity and community.

Limit their own tendency to make requests of senior staff so that time can be spent more efficiently supporting students rather than the board of trustees.

Maintaining and Renewing schools budget

Make sure all schools are at full capacity, even if it means busing and cross boundary admissions. |

Many parents (before becoming parents) are not aware that a portion of the provincial taxes can be allocated towards the catholic school the child attends. || I have lived in Canada specifically in Oakville for 13 years and I was not aware about this. My parents and my extended family were not aware either until my son started JK in 2020. Our tax funds were allocated towards the public school system instead of the catholic for so many years. || I believe if the above is communicated to all the catholic community through the churches, website, etc. More Catholics will be aware and will change the tax funds allocation to the catholic school board. || Thank you. | Regards

Maybe if the school board had better Arts/special skills programs, students would not have to go to Toronto to get the education severely lacking in Halton. Hence - more enrolment, more \$\$

More supports or sponsorships for free after school programs for limited numbers | Like running and reading | | Also no reading programs within this school to engage students regardless of learning level | | Breakfast program should be available for all students grades 1-8 | Earlier in the mornings before school starts | Volunteer and staff can help supervise | |

More union related, but teachers should be measured on how good they are and how much effort they put in. Some teachers are so fabulous at keeping in good contact with parents, so kids can be supported at home and others are not. Yet they all get the same pay. There is no incentive or year-end performance review to measure how awesome and reward the awesome teachers. | | I'm willing to pay more to receive better services. I feel you've already cut everywhere you can. Online text books etc, but everything online also take a toll on children's eyesight. Still prefer paper books and novels, find online reading really tires out my child and can be counter productive. | | I know balancing the budget is a difficult task. Good luck. | |

Need more schools not probable class rooms. More schools or building of schools makes up more space for students to learn and teachers to spread out. Having more then one campus could be better.

New water fountains and locks on bathroom cubicles

No but I do believe the arts programs should be better funded. Why do the phys Ed programs get so much more funding than the arts??

No time or money should be spent on anything to do with social justice / political movements. These things should not be discussed in classrooms. | |

no, but EAs should be paid more....

no, but I have concern about our kids mental and physical wellness during this Pandemic, our next generation deserve much more than isolations and screens around them ...thanks

No. Just wish schools had more funding from government so they could all be at the level they wanted to be at.

Not a savings, but CEC staff need better space to work out of. One building is not even accessible.

Not a very good survey.

Not really I think that's all

Not sure. However, there needs to be a greater focus on the impacts of climate change. Decreasing greenhouse gas emissions should be a priority for the school board as well - this is why I highlighted lighting and HVAC as these are areas where significant reductions can be found, based on decisions that are made regarding how these upgrades are done.

Nothing comes to mind for now.

offer more after-hours gym rentals to soccer teams etc.

Organizing more fairs and indoor/outdoor markets

Our department has money left in our budget, yet this can only be spent on manipulatives for students. Many staff have spent their own money on technology (laptops, as some classrooms still do not have working desktops), apps on personal devices, etc. I think the departmental budget should have more freedom so that if there are extra funds, staff could be provided with laptops/tablets that can be taken home for use during afternoon instruction. We seem to be consistently one step behind other school boards in this area.

Overall teachers in departments like Math and Sciences are falling behind the curve in terms of delivering curriculum effectively. Truly doing their students a disservice whilst in a global Pandemic. We need to conduct performance evaluations more frequently, and gather student input on various courses and teachers. By conducting these reviews we can get a better sense of the cost for training sessions for teachers, save money in our hiring practices, etc... || Student Transportation, some high schools with lower transportation fees for i.e sports games due to distance, etc... have the same if not more capital allocated to their fund. Whereas schools further away from games and or field trips, who's transportation fees (due to distance etc...) are higher do not receive enough funding. |

Partner with the Halton Hills library to share resources - new books, audiobooks, etc.

Partnering with external, but publicly funded organizations to take advantage of the infrastructure and framework that schools provide in order to provide more resources (staff, equipment etc.) directly to students.

Perhaps hold ""town halls"" via zoom where parents can participate!

Please consider changing the boundary lines for schools to eliminate unnecessary costs for bussing. For example, if you include families in Oakville North of Dundas and East of Neyagawa to HT secondary you would not have to pay for bussing. It is 3.6km to HT from the area. Currently, the HCDSB busses students 5+km from the subdivision to Loyola daily.

Promoting that the entire Catholic Community (regardless of whether or not they have school aged children) choose to fund Catholic schools through their property taxes and assisting them in doing so.

Properly maintain facilities to keep them operating to keep costs down

Question 5 - Question 5: | ""Another area identified by staff as a budget priority for the 2021-2022 school year is maintaining schools and workplaces that are safe and welcoming for all."" | The Board and staff should all be role-models on this. Not too sure why we need extra funding for this when this is everyone's role - board trustees, teachers, staff, curriculum consultants should be including this in their curriculum, training, and role-modeling. We can make it safe and welcoming for all by being mindful of our own biases and stereotypes, ensuring each student are treated fairly regardless of their race, culture, language or background.

removal of Junior kindergarten

Remove and eliminate needless spending on aesthetics and focus on functional shortfalls / issues at the high school and functional improvements...the washrooms pre Covid have, for years, been so bad and neglected that my children wouldn't use them.

Remove faith formation initiatives. Remove costly architecture from future school designs and find aesthetically pleasing designs that cost less.

Removing French immersion programs and more French hours to all students. | Allow for outside vendors to provide physical education programs and music programs.

rent - reducing office space as we continue working online

Savings can be done by reducing the costs on spending for aesthetics (interior and exterior), unless it can be done by volunteers for free of charge. |

Schools need to create an inviting environment for students. Currently, students are under a lot of pressure and stress due to Covid19. | Additionally, teachers and principals should be trained on how to manage properly crisis situations like Covid.

Socializing events (unfortunately now is difficult), pizza night, pancake day etc | Kids love to celebrate and parents love to have their kids having fun with kids their age in a safe environment.

sometimes it feels like staff in itinerant positions, etc. are only doing make work projects for teachers (like workshops at the end of a long day, or ones that start before my school hours have even ended)

Spend less money on signage and ""decorating"" areas of the school--which tends to require 'updating' when new administrators arrive at a school.

Sport clubs for kids| |Chess clubs for kids more activities for kids

Stop allowing trustees to waste the boards meeting times discussing matters that are not related to education. for example Bill C14. | |Stop allowing the trustees to derail board meetings with subject matters that have NOTHING to do with the education of our children.

Stop French emersion, We are an English province and I only want my tax dollars going to English programs.

Stop providing busses for secondary students u less they are not near public transit.

Stop spending so much money on non-recyclable and unnecessary things like masks, goggles and shields in the younger grades. COVID doesn't spread there and it's scary for the kids. Let people breathe! :-)

Stop spraying schools, stop the antibacterial pumps everywhere, stop mask wearing period.

Stop wasting money on equity and diversity initiatives. We already a religion...

Strengthened relationships with community services, leaders, assistance ?| |Collaborative action with families from the community ?| |Energy costs?| |Energy efficiency in schools?|

Talk to your teachers and parents.

Teachers of the students home school need to get more involved in students who are doing virtual education by supporting them during and after school since they are getting paid already. What I mean is instead of hiring more teachers for virtual learning , the teachers for in person learning should have half students for in person and half virtual . Since in normal days they used to have a total of 25 students in a class.It's very possible to handle 12 students in person and 13 online in the same class. That would save money for the Board! Plus they would care more for their students than these outside hired virtual teachers.

Teachers of the students home school need to get more involved in students who are doing virtual education by supporting them during and after school since they are getting paid already. What I mean is instead of hiring more teachers for virtual learning , the teachers for in person learning should have half students for in person and half virtual . Since in normal days they used to have a total of 25 students in a class.It's very possible to handle 12 students in person and 13 online in the same class. That would save money for the Board! Plus they would care more for their students than these outside hired virtual teachers.

Test kids at a younger age to identify learning disabilities. And provide proven strategies that work for intervention like Lexia

The Board of Trustees need to stick to items that are actually their job. So many things on the agendas are their personal interest and have no place at board meetings.

The elimination of standardized testing like the EQAO. |

The funds used for the pathways program should be used for something else. My blueprint can be completed in class as it used to be and students change so much over time that the surveys they complete in intermediate are irrelevant in grades 11 and 12 when it matters.

The property taxes of many Catholic home owners goes to public schools, I suggest you send an e-mail to all the student's parent to check their property tax statement and send them suggestions, forms or information on line on how to change their taxes from public to Catholic.

There are potentially a large number of suggestions. However I would need to review comparative actual spend v budget and v prior year to see where overspending or mis-management of funds is occurring.

There could be a lot of savings if religion classes were dropped. Those teachers could be redeployed to other areas or surplused. Too much attention is spent on distinct religion classes. Faith can be incorporated across all classes without dedicating valuable class time and resources to a course that has no meaning on a student's transcript when reviewed for post secondary admissions. | |

They can involve students into most program also use parents & churches staff to help in some part

They shouldn't find savings on the expense of our children or taxpayers money..... They put the money to better use. They should always maintain the schools and keep them safe and clean. Especially the playgrounds. | | The nature playground to me seems ""more dangerous"" when you have low growing trees/bushes the same height as the children. Kids push and run around all the time..... One time, my son had injured his eye because of this reason. His face was scratched on one side. | | The tree stumps are another problem. They tip over when children jump on them and I have also seen some children pick them up and move them. I have seen kids numerous times being pushed, once a child was pushed by another, two-handed in the chest and he tripped over the stump and fell backwards. They had banged their head and started to cry. Head injury waiting to happen.... sand being flicked in kids eyes or dried leaves being thrown at children's faces or in their hoodies. I get it that they are playing, sand grit or debris in the eyes is extremely painful and can cause injury too. I think it's dangerous!! These are incidences and I am sure that they happen on a daily basis, several times a day too. | | Maybe I'm an over-protective mom but I expect my son to be safe and not have to worry about him getting hurt at school. It's scary!! | | Please maintain the school yards, I think it is extremely important!!

This isn't necessarily a cost savings opportunity - probably something that will cost taxpayers more... Simply make teachers/educators an essential service so unions can stop holding parents hostage every 3 to 4 years. | Take a page out of other countries textbooks and Operate schools year-round; The entire school infrastructure, salaries, utilities, etc. are Amortized over a 12 month period... so why do schools sit empty for 2 to 3 months per year? The most cost-effective way to run any operation is by running it 24 hours per day - 7 days a week... I'm not saying run schools 24/7... I'm saying instead of a 2 to 3 month summer break take A portion of that time and divide it into periodic breaks throughout a full school year and keep the kids learning... there must be studies on how much knowledge retention is lost over the summer. In addition to the improved retention it probably takes a month to get the kids back up to speed with schooling. | Lastly, Given Covid you've got kids that are literally going to be a full year behind - this is a great way to make it up with the resources we already have that are bought and paid for

This one is more like a revenue increase opportunity: | | Remind parents to check property tax education fund allocation status; New home owners default to the public option and need to download a form to switch over. Send an email with the link, and follow up at some point. I just switched over after a year of attendance with two children at St. Brigid. | | Thank you kindly

To be honest, it is difficult to state how to save money when it is usually necessary to spend money for improvement purposes. I do believe that ventilation is an issue with older schools such as St. Paul and this is definitely something that needs to be addressed with disclosure to the community.

Trustees can stop wasting resources by spending time in board meetings debating motions outside the scope of education. Resources should be put towards inclusivity and diversity and supporting student mental health.

Trustees can stop wasting time at board meetings debating sending letters to the Senate of Canada about medically assisted dying, and instead focus on the curriculum and safety of our children at school. | You talk about ""creating a sense of belonging for all members of our community "" and yet aim to make teachers's views on topics like Medically Assisted Dying, part of their requirements for hiring and promotion. Stop that nonsense and focus on what matters as SCHOOL BOARD.

Unfortunately I do not have any suggestions for savings. Our children have a very different educational experience than we did - no swimming lessons at the local rec centre, minimal (1, maybe 2) field trips per year, no school nurse - we are already scraping the bottom.

Unrelated but let non catholic students run for student trustee.

Use people at the board (consultants) to come into the school and actually help with some of the initiatives to help support students. Various initiatives seem great on paper, but teachers are stretched to the max and do not have time to learn to use and implement all the new initiatives. Eg. our school needs more math virtual help, so math consultants could help there, and that would also help them understand the issues students are facing by seeing problems first hand. | Additionally, investing more time in training teachers to use the additional resources (not sending links for self training), would be more effective.

Use standardized software throughout the school board not numerous platforms. | Online learning remove academic support and have period in the afternoon longer just like the public Highschool do. Academic support was not using teachers or students time efficiently. 100 kids online for math support when the teachers can't answer the questions and tell students to ask their teachers and students are grade 9 to 12. | Teachers should be efficient and effective teaching online and should all use one platform

Vending machines for healthy snacks

We could offer better course selection at the highschool level by moving to one school board for catholic and public schools. | Religion classes both catholic and world religion based could be offered as course selections. This would better prepare highschool students for the diversity of today's society and increase tolerance for those different from ourselves.

We have spent more time discussing my child's testing for any issues than it would take to do the tests. Would be far cheaper and far better for the child and teacher if needs could be identified quickly, and that would save 2 years of waiting and hundreds of conversations about what ""might"" be the challenges

We totally missed the boat on this...the school required that the students go to school with uniforms. but if we told the parents to send the children to school and use regular clothing but respectful each household could of donated that money ""\$300.00 to the school example 250 students x \$300.00 = \$75,000.00 per school... well I tried explaining it but nobody listened. We could of used ""covid19"" as an excuse for additional funding. We could of used cashonline donated the money and called it a day. now were filling out surveys... | Now we can use post covid19 for september 2022, enroll as much kids as possible tell the parents because of the past financial situation no uniforms for 2022 - 2023 but donate the dollar value to the school because of lack of funding etc.. this way each school can get minimum \$40,000 cash injection. | Tell the principals that if they want to get guest speakers to their school and have the parents donate money get good guest speakers. Do not get ex-teachers that wrote books on bullshit, it really turned my stomach.. each session is \$50.. per family x 200 families = \$10,000. for the night you have 5 of these per year | so far we just generated \$90,000.00 | let me know how much you need and we can work it backwards. | Remember your principals lost a lot of revenue over the years, you need to start thinking like each school is a franchise and your building farm teams for the future... time is a nonrenewable resource once its gone, its gone. |

We, as family, are very concerned about ongoing use of portables as permanent classrooms for kids for years?! | Portables do not have the same safety features as normal appropriate school facility (I am not even talking about some disasters as hurricane, tornado, earthquake). We would like you to consider the question why our kids, for example, in our St. Mary school have to spend year of education in portable where basic needs (like sinks, normal bathrooms) can't be met. Our child, for example, spent this year (grade 3) in portable and we being told that next year (grade 4) and year

after it (grade 5) would be in portable as well. What do you think? Maybe it is worse to spend some budget to eliminate this practice for kids? Thank you very much in advance.

Well, I don't want to share my honest opinion on that one, so I'll leave it blank. It is an unachievable request anyways. I would like to put in here that we need to add proper VENTILATION SYSTEMS & COOLING systems for the AGING elementary school classrooms. Specifically schools like HolyCrossGeorgetown. Majority students find April-June's end unbearable in the classroom to learn due to heat. Also, Ventilation should be TOP PRIORITY, due to COVID19. This will surely not be gone in a few months & it won't be the last Pandemic before HolyCross is finally replaced with a newer Proper upgraded Learning facility. ... so the least that could be done should be done in regards to better ventilation esp during masking, the masking is NOT over yet & I see it repeating yearly, & the learning in warmer months. | I missed opportunity to fill out surveys regarding COVID & school. My apologies for bringing it up here. In the meantime I'll close by saying, first we had a whole Summer from March 2020-September 2020 school start, to DO WORK inside schools & vacationed instead...& we have had much time to do more work & still haven't. So VENTILATION is HIGHEST priority in my eyes.

When it comes to the students, I don't think there should be a price tag on anything that will help them achieve their goals.

Yes rent out your gym facilities at a more reasonable fee, it seems like the board or school is really holding back on facilities rentals, staffs sometimes hogs gym spaces rather renting out to community clubs and organization for further rental income source, gym space are in such high demand why not make use of the source to generate income, but at a reasonable fee as most organizations are not for profit, they are just doing good by keep kids engage in sports and keeping them fit and healthy all together.

Yes, Itinerants can be creating content/slides for Teachers so we do not need to rely on Teacher Pay Teachers.

You could save on mental health support in the long run if you eliminate bullying properly. The anti bullying programs in the HCDSB are avoiding parts of the community. Based on the statistic that one in six people could be queer, results in them having 3 times more likelihood of developing mental illness due to bullying at school. So, it would be most beneficial for the schools to start teaching basic respect towards queer people.

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: February 22, 2021
Time: 7:00 pm
Location: Microsoft Teams

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

Staff Present	J. Acheson, Chief Social Worker
	S. Balogh, Superintendent of Special Education Services
	P. Daly, Director of Education
	O. Foese, Chief Psychologist
	A. Jones, Manager, Educational Assistants
	D. Kollee, Chief Speech Language Pathologist
	K. McCarthy, Special Education Consultant
	J. O'Reilly, Special Education Coordinator
M. Pickett, Special Education Staff	
L. Vacca, Special Education Consultant	

Members Excused	M. Duarte
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Members Absent	C. Parreira
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Recording Secretary	A. Hughes
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1. Call to Order

The chair called the meeting to order.

1.1 Opening Prayer

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

1.2 Approval of Agenda

Moved by: N. Guzzo

Seconded by: P. Moran

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

2. Presentations

2.1 Project Search Presentation (L. Vacca and M. Pickett)

B. Agnew introduced Special Education staff L. Vacca and M. Pickett who presented on Project Search. Project Search is a one-year, school to work program for young people with intellectual and developmental disabilities who are in their final year of secondary school. The presentation explained the program, its goals and benefits. Staff concluded with answering questions. The presentation is attached.

2.2 After School Skills Development Program (J. O'Reilly and K. McCarthy)

B. Agnew introduced J. O'Reilly, Special Education Coordinator and K. McCarthy, Special Education Consultant who presented on the After School Skills Development Program. It is a 2 year funded program from the Ministry of Education that supports students with Autism Spectrum Disorder as well as students with other special education needs. The program focusses on social, communication, self-regulation and life-planning skills. Staff concluded with answering questions. The presentation is attached.

3. Action to be Taken

3.1 Minutes of the January 25, 2021 SEAC Meeting

Moved by: N. Guzzo

Seconded by: D. Bardon

RESOLVED, that the minutes of the January 25, 2021 SEAC Meeting be approved as presented.

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

4. Declarations of Conflict of Interest

There were no conflicts of interest reported.

5. Business Arising from Previous Meetings (Chair)

The PAAC on SEAC survey key points were summarized by M. Lourenco and provided to members before the meeting. Members were asked to review the summary and prepare feedback notes for the next meeting. Time will be added to the March agenda to discuss the identified items and priorities.

A discussion occurred on Item #4 on the Business Arising Chart, Transition Planning Sub-Committee. B. Agnew will arrange a Transition Planning Sub-Committee meeting and send a meeting invite.

6. Special Education Board Policy Review

There were no Board policies to be reviewed.

7. Action and Information Items

7.1 SEAC Goal Setting Chart Updates (Chair)

B. Agnew discussed the SEAC Soundbytes. Members were emailed Soundbytes from past years on February 11th to review. M. Lourenco revised the first Soundbyte to be released, "What is SEAC" and sent it to members for feedback. Members were reminded to send their feedback to M. Lourenco as soon as possible so that it can be released to schools and shared on Twitter. The shared file will be sent to members after the meeting. B. Agnew would like to assign one to each member and members were encouraged to volunteer to edit a Soundbyte or create a new one, with the intent of sending them out twice a month. "Who is at the SEAC Table" will be the next one to be released.

Members were sent a survey on February 10, 2021 requesting input on suggested topics for staff presentations for future SEAC meetings over the course of this year and the 2021-2022 school year. S. Balogh reviewed the results of the Staff Presentations to SEAC survey. Topics that are timely and generated the most interest will be added to upcoming agendas.

Item #4 on the Goal Setting Chart, review the results of the PAAC on SEAC Survey, has been completed and a Stop/Start/Continue will be created in Microsoft Forms and sent to members before the next meeting.

7.2 Special Education Plan Review Discussion (Chair)

B. Agnew proposed that a Special Education Plan sub-committee be created with SEAC members and staff. Special Education staff will go through the plan first and then submit it to the subcommittee. S. Balogh suggested a form for all members to submit feedback on areas of the plan they would like the subcommittee to review. The subcommittee would then bring the revised plan back to the entire committee. Members will be sent an email inviting anyone who would like to volunteer for the subcommittee to send their name to the Chair. S. Balogh suggested an infographic to go with the plan and presented a sample.

7.3 Budget Priorities Discussion (Chair)

Members were asked to email their budget priority suggestions to the chair and A. Hughes. Suggestions will be shared with members.

8. Communications to SEAC

8.1 Superintendent's Report

S. Balogh provided updates on:

10th Annual Solutions for Learning Conference: will be on March 5 and 6th hosted by the Learning Disabilities Association of Halton-Hamilton. A number of teachers will be attending including teachers from elementary and secondary, as well as itinerants.

IEPs: term two IEPs will be going home this week for elementary students and by March 12th for secondary students. IEPs will be sent home electronically.

Summer Learning Program: we have received notice that there will be additional learning opportunities to support special education and mental health for the summer. More information will be communicated in the future in the form of a presentation.

World Autism Day: is recognized in April. A memo is going out to all schools this week regarding the Raise the Flag Campaign. The memo includes how schools can register for a flag and provides access to the Educator toolkits.

Mental Health and Wellbeing: Behaviour Analysts, Child and Youth Counsellors and Chaplains participated in a webinar delivered by School Mental Health Ontario. The webinar focused on mental health promotion, specifically creating caring conditions for learning in-person and virtually, with a focus on social-emotional skill building. School Mental Health Ontario resources were shared, as well as specific board examples. Two HCDSB CYCs, T. Henry and E. Rolfe were both asked to share their ideas at the provincial webinar and recognized for their great work.

Educational Assistants: participated in online sessions in ABA interventions as well as a template and guiding questions to develop a self-care plan on the February 5th PA day. All 11 Itinerant EAs have participated in the 6 sessions of FASD training over the last couple of weeks. There are 5 EAs who are supporting the After School Skills Development Program.

PRO Grant Update: we received notice that funds are available for SEAC and will be addressed further in the SEAC Discussion.

8.2 Trustee Reports

N. Guzzo reported on:

- At the February 2, 2021 Board of Trustees meeting, an action item passed on the Milton # 9 elementary school and the capital planning process was approved.
- The Equity and Inclusion policy was referred back to the policy committee and will be going out for stakeholder feedback.

- The multi-year strategic planning committee had its first meeting. Trustee Duarte is the Chair of the committee and sent an email to stakeholders asking for feedback on changes on the mission and the vision.
- The Ministry has brought Asymptomatic testing into the schools. More details will be shared once information is received.

8.3 Association Report – Autism Ontario (D. Barden)

D. Barden provided an overview of the Raise the Flag event celebrating World Autism day. Information was distributed to all HCDSB schools. Members were reminded of the Autism Ontario newsletter and new virtual initiatives were highlighted. Details are outlined in the attached Autism Ontario association report.

8.4 Association Report – Learning Disabilities Association of Halton-Hamilton (S. Sweet)

B. Agnew welcomed S. Sweet to her first SEAC meeting as the LDAHH representative. S. Sweet provided an overview of the 10th Annual Solutions for Learning virtual conference. A new executive functioning program for students was outlined, in-person programming will be restarting and recruitment for the Youth Ambassador program is underway. Details are outlined in the attached LDAHH association report.

M. Lourenco mentioned that ABC Ontario is having a virtual event on March 7th with a guest speaker and she will send the information to members.

9. SEAC Discussion

B. Agnew informed members that the Spirit of Inclusion sub-committee met and chose this year's recipients. Recipients and their families and Administrators will be invited to the March meeting.

B. Agnew and S. Balogh informed members that SEAC did receive Pro Grant Funds. The speaker list from last year's proposed event will be reviewed and availability will be looked into by the SEAC Communications sub-committee.

10. Meeting Summary and Next Steps

A Transition sub-committee meeting will be set, a speakers list for the PRO Grant event will be compiled, a start stop continue will be sent to members and the Soundbytes will be reviewed.

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

The agenda will include the Spirit of Inclusion Awards, Policy II-29 Inclusion & Range of Placement Options for Identified Students, a presentation by Pat Daly.

12. Adjournment

12.1 Resolution re Absentees (Chair)

Moved by: P. Moran

Seconded by: M. Lourenco

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

12.2 Adjournment and Closing Prayer (Chair)

Moved by: D. Rabenda

Seconded by: D. Bardon

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

The meeting adjourned at 9:13 p.m. with a prayer led by the Chair.



Project SEARCH: What's It All About?

SEAC Presentation

February 22, 2021

Lisa Vacca and Martha Pickett

Project SEARCH In The News



Project SEARCH

Project SEARCH Transition Model

Project SEARCH is a one-year, school-to-work program for young people in their final year of high school with intellectual and developmental disabilities:

- Goal of competitive employment
- Total workplace immersion
- Internship rotations for career exploration and job skills acquisition
- Customized job-search assistance

Project SEARCH Description

- 10-12 students with a variety of intellectual and developmental disabilities
- Certified instructor and skills trainers
- Immersed in host business culture
- Rotations through unpaid internships with continual feedback
- Outcome of employment in the community

Project SEARCH Eligibility Criteria

- 18 – 21 years old (High School Program)
- Appropriate hygiene, social, and communication skills
- Ability to take direction and change behavior
- Access to public transportation
- Pass drug screen, background check
- Desire to Work!

Project SEARCH Successful Outcomes

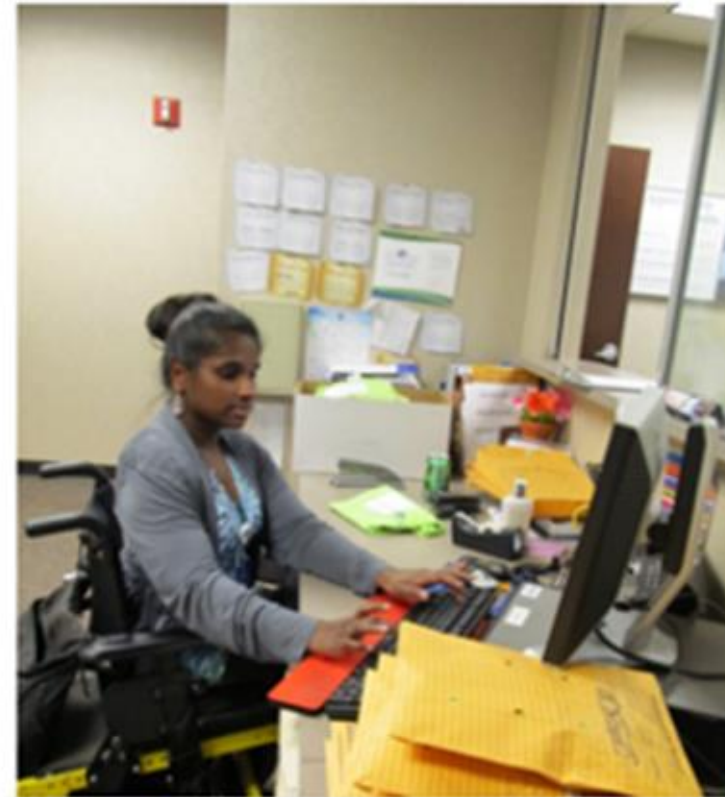
75% of Project SEARCH graduates from 600 sites get jobs
within a year after they graduate...

The Project SEARCH definition of a successful outcome:

- Competitive employment in an integrated setting
- Year-round work
- 16 hours/week or more (average is 27 hour work week)
- Minimum wage or higher

Project SEARCH Curriculum

- . Team Building
- . Workplace Safety
- . Technology
- . Self-Advocacy
- . Maintaining Employment
- . Financial Literacy



Latest Updates:

- ▶ Milton Hospital identified as potential Project SEARCH site for Fall of 2021
- ▶ Six potential placements as a start, with the potential to grow to 12. Initial start-up would require one teacher (provided by school board) and two skills trainers (provided by CLNH)
- ▶ License to be held jointly by CLNH and HCDSB funded partially by Ministry project initiative.
- ▶ Next steps would entail teacher selection, publicity regarding program, parent communication, student selection, staff training, site preparation

Additional Benefits of the Program

- Program model aligns with provincial mandates to work collaboratively with community partners—in this case CLNH-- regarding transitions (i.e. Integrated transition planning process, PPM156)
- Program has potential to expand to other sites and employers within Halton - Serves as a model for community businesses to acquire and train employees
- Resources can inform co-op practices within HCDSB and function as capacity building for school staff

After School Skills Development Program

Presented by Jodi O'Reilly & Karen McCarthy

What is the ASSDP?

- Two year funding from the Ministry of Education.
- ***The After School Skills Development Program*** supports students with Autism Spectrum Disorder (ASD) as well as students with other special education needs.

Program Focus:

- Social skills
- Communication skills
- Self-regulation
- Life-planning skills

Programs Running:

Children's Friendship Training (CFT)

- An evidenced based program that focuses on social skills development for elementary aged children.

The Program for the Education and Enrichment of Skills (PEERS)

- An evidenced based program that focuses on social skills for adolescents.

PEERS

16 week virtual session

1 session per week – 4:30 – 6:00pm

Target audience – higher functioning ASD students in secondary

Approx. 10 students per group

Parent engagement throughout the program

PEERS

Participation Requirements

- Students who struggle making and/or maintaining friendships
- Students in high school
- Must be interested in attending the program, participate voluntarily and consistently attend
- Must have verbal communication skills
- Must be able to participate in a virtual group setting without additional support
- Parent must be willing to participate

PEERS

Topics of Instruction:

- How to use appropriate conversational skills
- How to find common interests by trading information
- How to appropriately use humour
- How to enter and exit conversations between peers
- How to handle rejection, teasing, and bullying
- How to handle rumours and gossip
- How to be a good host during get-togethers
- How to make phone calls to friends
- How to choose appropriate friends
- How to be a good sport
- How to handle arguments and disagreements
- How to change a bad reputation

Children's Friendship Training

12 week virtual program

1 session per week – 4:30 – 5:30pm

Approx. 10 students per group

Parent engagement throughout the program

Children's Friendship Training

Participation Requirements:

- A diagnosis of Autism Spectrum Disorder (ASD) or have other social challenges (e.g. ADHD etc.) in grades 2-8
- Requires support to establish and/or maintain friendships
- Must have verbal communication skills
- Must be able to participate in a virtual group setting with minimal support
- Must be motivated to learn ways to make friends and interested in attending
- Must demonstrate emerging social skills (interest in engaging with peers, plays simple games, etc.))and have an interest in building relationships with same-aged peers
- Parent must be willing to participate

Children's Friendship Training

Topics of Instruction:

- How to 'play detective' to find common interests
- How to join a group of kids at play
- How to handle rejection, teasing, and bullying
- How to be a good host on a playdate
- How to be a good winner
- How to be a good sport
- How to show respect to adults
- How to make phone calls to friends

Staff Involved

- Each program includes multi-disciplinary collaboration
- Current staff includes: Communicative Disorders Assistants, Behaviour Analysts, Child and Youth Counsellors, Educational Assistants and Teachers with Special Education Qualifications.

5 Groups Running:

- 1 PEERS group – 2 BAs, 1 Teacher, 1 CYC, 1 EA
- CFT Gr. 2/3 – 1 Teacher, 1 CDA, 1 EA, 1 CYC
- CFT Gr. 4 – 1 Teacher, 2 CYCs, 1 EA
- CFT Gr. 4/5/6 – 1 Teacher, 2 CYCs, 1EA
- CFT Gr. 7/8 – 1 Teacher, 2 CYCs, 1 EA

Data Collection

- Students and/or Parents will complete a pre and post survey to measure growth over the course of the program.
- A feedback survey will be given to staff and parents regarding the program to help inform future ASSD Programs.

HALTON CATHOLIC DISTRICT SCHOOL BOARD - SPECIAL EDUCATION ADVISORY COMMITTEE

BUSINESS ARISING FROM PREVIOUS MEETINGS – February 22, 2021

SEAC MEETING DATE	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
October 5, 2020	SEAC Discussion	Development of Sub-Committees	All	Ongoing/As Needed
October 26, 2020	Business Arising	Letter to the Ministry of Education regarding Special Education Funding model	M. Lourenco and SEAC members	February 22, 2021
October 26, 2020	Business Arising	Community Consultation Section of the Special Education Plan	Special Education Staff and SEAC members	March 22, 2021
December 14, 2020 January 25, 2021	Association Report-ABC Association Report: Transition Planning	A sub-committee was proposed to discuss recommendations and to seek other SEAC member's input. Members are to bring feedback and next steps back at January meeting. Invitation to be sent to all SEAC members for first sub-committee meeting.	SEAC Transition Planning Sub-Committee members are: B. Agnew, M. Lourenco and D. Bardon. B. Agnew will send a meeting invite for the first sub-committee meeting to all SEAC members. An update will be provided after the first sub-committee meeting.	Ongoing

SEAC Goals 2021

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



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

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

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

Special Education Advisory Committee (SEAC)

Association Report

Association:	Autism Ontario
Representative:	Debra Bardon
Meeting Date:	February 22, 2021
Upcoming Events or Conferences	<p>World Autism Awareness Day is April 2, 2021 (Good Friday) Autism Ontario will be celebrating Raise the Flag on April 6, 2021. No in-person events this year due to covid-19.</p> <p>Through the simple act of raising a flag, unites families, schools, communities, government and professionals in recognizing World Autism Day, and celebrates autistic people while bringing to light the systemic barriers that must be removed to create a more supportive and inclusive Ontario for them.</p> <p>Please register by Tuesday, March 10th, 2021 if you require a flag.</p> <p>Schools: *Register and have access to our Educator Toolkits which include activities and educational videos. *You can share your school's stories of inclusion and acceptance. *Share your creativity by entering our flag colouring contest (with prizes) starting on March 6th! – check Facebook for details and registration. → https://raisetheflagforautism.com/</p> <div style="display: flex; justify-content: space-around;">   </div>
Website links/Brochure /Flyer attachments:	<p>Website: https://www.autismontario.com/ → Find a Chapter drop down menu to search for regional chapters throughout the province.</p> <p>Newsletter: register to receive email updates about news and events. → https://www.autismontario.com/newsletter</p>

	<p>Halton Facebook Page: https://www.facebook.com/AutismOntarioCW/</p> <p>➔ Halton falls within the “Central West Chapter” of Autism Ontario. This region covers the areas of Peel, Waterloo, Wellington, Hamilton, and Halton.</p>
New Initiatives:	<p>Transitioning many of Autism Ontario’s programs & services to online/virtual formats:</p> <ul style="list-style-type: none"> - Parent & Sibling Support groups - Educational & Training Seminars - Leisure & Social Programs – virtual classes for yoga, martial arts, cooking, art - Activity packages delivered to homes from local businesses – arts & crafts, sensory-related items - Twists on fundraising initiatives – virtual wine tasting & cooking with all items delivered to your door, online auctions <p>*All events require pre-registration. Typically, events & services are free of charge to registrants, occasionally there is a small cost.</p>
Other Information:	<p>Respite services not available at this time for any events.</p> <p>Website tools: guidance for caregivers, family, friends & educators regarding managing various aspects of life when living with Autism. Includes helpful information for holidays, school & therapy, life stages or transitions. Service navigation and funding (OAP). Autism Ontario research, reports & surveys. Stories of real-life inspiration.</p> <p>-</p>

Special Education Advisory Committee (SEAC)

Association Report

Association:	Learning Disabilities Association of Halton-Hamilton
Representative:	Samantha Sweet
Meeting Date:	February 22 nd , 2021
Upcoming Events or Conferences	LDAH's 10th Annual Educator's Conference is coming up on March 5th/6th. This is an online event with expert speakers from across Canada and the US. We have 4 keynote speakers and 12 breakout sessions in four streams (literacy, mathematics, AT and social-emotional wellbeing). All speaker sessions will be recorded and available to registrants for 30 days, allowing them to access all content from the event. Tickets are currently on sale at an EARLY BIRD price which finishes on February 14th . We encourage anyone interested in education for students with learning disabilities to attend or register to receive exclusive access to the recordings.
Website links/Brochure /Flyer attachments:	www.ldahh.ca
New Initiatives:	<p>LDAH is also proud to announce that it is launching two new Executive Functioning programs for students in February:</p> <ul style="list-style-type: none"> • One program will be offered for students in Grades 8-12, twice a week for four weeks. This is focused on building intrinsic motivation towards school success and helping students identify which learning strategies and tools will assist them with their unique learning needs. This program starts on February 15th online • We will also be starting a program this month for parents of students in the younger grades, helping them to reinforce successful learning, organizational and engagement strategies to support their children at home. <p>As soon as Public Health allows, LDAH will be restarting its in-person Social Skills program. This is an 8-week program with one session each week for students and one-session each week for follow-up with parents. The aim of the program is to encourage friendship, positive social/emotional behaviours, active listening, effective communication, and understanding of social norms. These skills will be taught through group discussion, play-based activities, team building games, and role-playing, and children will benefit from working together with other children that have similarities to them. This program is partially funded by a community donor and is offered at just \$125 for all 16 sessions.</p>

	<p>Finally, LDAHH is currently recruiting Youth Ambassadors for its Y2Y Program, funded by the Gaylea Foundation. Youth must be aged 15 to 24 and have a learning disability and/or ADHD. They will be involved in organizing monthly workshops for other youth with the support and involvement of LDAHH staff. These Ambassadors will speak about their lived experience with an LD to other youth and will help give our youth a voice in the community, and reduce the stigma associated with learning disabilities. We are looking for applicants from all segments of the community, and who demonstrate different versions of 'success' in life. Applications can be made online at www.ldahh.ca and are open until February 14th.</p>
Other Information:	

March 15, 2021

Dear Mr. Daly, Mr. Murphy and Trustees,

Tara Hamby and I are writing to you regarding Board Policy No. I-06 Delegations to the Board. The Board's policy prohibiting teachers and their representatives from delegating to the Board with respect to their employment or professional interests violates freedom of expression as guaranteed under the Canadian Charter of Rights And Freedoms.

The prohibition on employees and employee representatives delegating to the Board as defined in Board Policy No. I-06 is relatively unique to the Halton Catholic District School Board. Outside of Halton Catholic, it is not uncommon for a Unit President to delegate to the trustees of a Catholic school board on important political and workplace matters on behalf of their membership. Recent examples include delegating on matters ranging from health and safety of staff and students in schools during COVID-19 and policy debates centred around equity and inclusivity.

It is our contention that the prohibition on employees and their representatives delegating to the Board with respect to their employment or professional interests violates our freedom of expression guaranteed under section 2(b) of the Charter. The ban may also violate our freedom of association protected under section 2(d) of the Charter. Because it is a government entity HCDSB is subject to the Charter. Accordingly Board Policy No. I-06 must comply with the Charter. It is not an exercise of your discretion it is your obligation to protect and respect our right to freedom of expression on behalf of our members. This policy hinders our ability to express views on behalf of membership on important workplace matters in a public forum. Such speech lies at the core of the s. 2(b) free speech guarantee and is afforded significant constitutional protection.

The Policy asserts that HCDSB values "relations and partnerships and ... providing meaningful feedback mechanisms that encourage and support two-way communications" and to provide individuals or groups affected by a Board decision "the opportunity to present their position or concern to the Board of Trustees." We fail to see how allowing us to delegate HCDSB undermines the Policy rather it promotes the principles upon which the policy purports to uphold.

Both the Elementary and Secondary Catholic Teachers representatives and teachers themselves must be able to present at Board meetings. We respectfully request an immediate review of Policy I-06. Education staff and their representatives want to be able to delegate at Board meetings as is their right according to the Charter of Rights and Freedoms. We ask that a formal response be written to us. Thank you for your consideration.

Lorain BeraldoTurner
President, OECTA Halton Secondary

Tara Hamby
President, OECTA Elementary