

REGULAR BOARD MEETING AGENDA

Date: Tuesday, May 4, 2021
Time: 7:30 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

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13. Open Question Period
14. In Camera
15. Resolution re Absentees
16. Adjournment and Closing Prayer (B. Agnew)



Regular Board Meeting

Declined Delegations	Item 5.1
May 4, 2021	

As per Operating Policy I-06 – Delegation to the Board, a total number of 16 delegations were declined for the May 4, 2021 Regular Board Meeting.

Submitted and approved by:

P. Murphy
Chair of the Board and Milton Trustee

HCDSB Delegation Script

Kaileen's Part:

Good evening everyone, my name is Kaileen Valencia and I am a Catholic student at St. Francis Xavier Catholic Secondary School. This year, grade 11 students such as myself, in Catholic secondary schools are required to take World Religions, and one of the assignments was to explain why it is important for a Roman Catholic school to teach world religions and the ethical values that go with it. I then wrote about what I learned in the course, which is part of our school board's curriculum: the importance of interreligious dialogue in all settings, religious tolerance, and complying to the four Ground Rules of Living Together. I would like to highlight today that the Halton Catholic District School Board claims to demonstrate a commitment to these teachings of tolerance, interreligious dialogue and mutual respect through our curriculum. While this sentiment is noble, I am not convinced that it is entirely accurate. As a Catholic, I was taught that “when a foreigner resides among you in your land, do not mistreat them” (Leviticus 19:33-34). My non-Catholic peers are not foreigners, but they are treated as such when they are not granted the same opportunities as me and my Catholic peers. Non-Catholic students take the same Catholic religion courses as me, come to the same school assemblies, masses and strive just as hard to be active in our board communities and are also Catholic ratepayers. So, how are we prohibiting them from representing themselves in a community to which they are highly dedicated and active contributors to? The Catholic morals I've been taught do not correspond with policy I-26, and claiming that policy I-26 is in motion because of Catholic traditions diminishes what our Catholic faith practice is really meant to be. Through the Golden Rule, which is at the heart of

Abrahamic faiths and our Catholic beliefs, I was guided to treat others with the same respect with which I would like to be treated, and to provide others with the same opportunity as myself. “So whatever you wish that others would do to you, do also to them” (Matthew 7:12) . As a Catholic, I am opposed to policy I-26 and as a student I am saddened by it. We are here today as your allies not your foe. Let’s work together, find solutions, and take action.

Aizah’s Part:

Hi everyone, my name is Aizah Ahmed. I am a Non-Catholic student at this board as well as a non-Catholic Student Senator. I can say with confidence that the difference in the position of a student trustee and senator is vast. Although both leadership positions are important, the student trustee offers a completely different set of opportunities that Non-Catholics should also be able to benefit from and run for. As Kaileen mentioned, policy I-26 doesn’t allow students like myself to run for student trustee regardless of their grades, volunteer hours or contributions to our school community. This sends the message that no matter how hard non-Catholic students work, the only thing that makes us unfit for a leadership position, such as a student trustee, is our faith. Although I understand that when the policy was adopted in 1998, it was created to ensure that the board operates from a Catholic lens and that student trustees have the same requirements as adult trustees. Student trustees are described as “the essential connection between students and Trustees” and are the representatives of the student body on the trustee level. However, they do not have the power to bring up a motion or have a binding vote. So whether they are Catholic or not does not matter, because they are there to represent the

student voice and cannot skew the Catholic lens due to their non-binding vote. It's also important to point out that despite not being Catholic, we are still shaped by the board's education system and the ethics that come with it. The HCDSB has stated that "we are committed to creating safe, inclusive and welcoming learning environments that support student achievement and well-being in our Catholic schools" (HCDSB website, Human Rights section). All the while not allowing non-Catholic students to reach their full potential within our community. The student senate has made a huge step towards this inclusion last week when they decided to support the issue after a delegation and action item were brought up in the meeting. The senate is an accurate depiction of our student body and what they need and it is evident that our students are in need of this change. The board has potential to create change and to ensure all students, regardless of their religious belief, are given equal opportunities to excel. Thank you.

MINUTES OF THE REGULAR BOARD MEETING

Date: April 6, 2021
Time: 7:30 p.m.
Location: Catholic Education Centre
802 Drury Lane, Burlington

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

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

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

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

Recording Secretary: R. Di Pietro

1. Call to Order

The Chair called the meeting to order.

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

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

1.2 Motions Adopted In-Camera

The following motion was adopted in-camera:

RESOLVED, that the Halton Catholic District School Board ratify the Memorandum of Settlement between the Board and CUPE Local 5200.00 Educational Assistants to be effective September 1, 2019 and to expire August 31, 2022.

1.3 Information Received In-Camera

The following information was received in-camera:

Hiring

James Mojic hired as a probationary teacher effective March 15, 2021.

Retirements

Wendy Giroux, Nicole Khalaf, Allison McLean, Marilyn Reaume and Caryn Scott-McKay retiring June 30, 2021.

Consultants Curriculum Generalist

Kristen Davison and Jacqueline Mickle appointed as Curriculum Consultant – Generalist effective September 1, 2021 for a period of up to three (3) years with the possibility of a one (1) year extension.

Acting Department Head

Paul Thomson appointed as Acting Department Head –effective February 22, 2021 to August. 31, 2021.

Acting Principal

Catherine Boiago appointed as Acting Principal effective March 22, 2021 with an end date to be determined.

2. Approval of the Agenda

The following was added to the agenda:

10.5 Notice of Motion - Supporting Our Diverse School Community (B. Agnew)

#91/21

Moved by: V. Iantomasi

Seconded by: P. DeRosa

RESOLVED, that *Safety in Halton Catholic District School Board Schools* be added to the agenda as an action item.

The Chair called for a vote on **#91/21**. The vote was not unanimous therefore the motion was **DEFEATED**.

#92/21

Moved by: V. Iantomasi

Seconded by: P. DeRosa

RESOLVED, that *Safety in Halton Catholic District School Board Schools* be added to the agenda as an information item.

The Chair called for a vote on **#92/21**:

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

The motion was **DEFEATED**.

#93/21

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that the agenda be approved as amended.

The Chair called for a vote on **#93/21** and it **UNANIMOUSLY CARRIED**.

3. Declarations of Conflict of Interest

There were no conflicts of interest declared.

4. Presentations

There were no presentations.

5. Delegations

5.1 Declined Delegation

A total of one delegation was declined.

5.2 Flying the Flag with Pride (N. Hotchkiss)

A delegation regarding flying the Pride flag at St. Ignatius of Loyola Catholic Secondary School and potentially all Halton Catholic District School Board schools during the month of June, which is designated as Pride month was presented.

5.3 Non-Catholic Student Trustees (N. Arango)

A delegation regarding Non-Catholic Student Trustees was presented.

5.4 Amending Policy I-26 and Allowing Non-Catholics to be Student Trustees (R. Barakat, T. Lefebvre, and A. Robinson)

A delegation regarding amending Policy I-26 and allowing Non-Catholics to be Student Trustees was presented.

6. Approval of Minutes

6.1 Minutes of the March 16, 2021 Regular Board Meeting

#94/21

Moved by: H. Karabela

Seconded by: B. Agnew

RESOLVED, that the minutes of the March 16, 2021 Regular Board Meeting be approved.

The Chair called for a vote on **#94/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa		
M. Duarte	V. Iantomasi		
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 reviewed.

8. Action Items

8.1 Response to Delegations

#95/21

Moved by: H. Karabela

Seconded by: T. O'Brien

RESOLVED, that the Board of Trustees receive the delegation regarding Flying the Flag with Pride as information.

#95/21 (AMENDMENT)

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that the Board of Trustees receive the delegation regarding Flying the Flag with Pride as information.—

RESOLVED, that staff prepare a report which includes what is currently being done in HCDSB Secondary Schools to support staff and students in the LGBTQ+ community.

The Chair overruled a point of order that amendments could not be made to the motion.

#96/21

Moved by: T. O'Brien

Seconded by: V. Iantomasi

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

The Chair called for vote of **#96/21**:

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

The motion **CARRIED**.

#95/21

Moved by: H. Karabela

Seconded by: T. O'Brien

RESOLVED, that the Board of Trustees receive the delegation regarding Flying the Flag with Pride as information.

The Chair called for vote of **#95/21**:

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

The motion **CARRIED**.

#97/21

Moved by: T. O'Brien

Seconded by: H. Karabela

RESOLVED, that the Board of Trustees receive the delegation regarding Non-Catholic Student Trustees as information.

#97/21 (AMENDMENT)

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that the Board of Trustees receive the delegation regarding Non-Catholic Student Trustees as information.

RESOLVED, that the delegation 5.3 Non-Catholic Student Trustees be referred to the Policy Committee for further review and wholesome discussion.

The Chair overruled a point of order that amendments could not be made to the motion.

#98/21**Moved by:** T. O'Brien**Seconded by:** H. Karabela**BE IT RESOLVED** that the ruling of the Chair be appealed.The Chair called for vote of **#98/21**:

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

The motion **CARRIED**.**#97/21****Moved by:** T. O'Brien**Seconded by:** H. Karabela**RESOLVED**, that the Board of Trustees receive the delegation regarding Non-Catholic Student Trustees as information.The Chair called for vote of **#97/21**:

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

The motion **CARRIED**.**#99/21****Moved by:** T. O'Brien**Seconded by:** V. Iantomasi**RESOLVED**, that the that the Board of Trustees receive the delegation regarding Amending Policy I-26 and Allowing Non-Catholics to be Student Trustees as information.The Chair called for vote of **#99/21**:

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

The motion **CARRIED**.

#100/21

Moved by: T. O'Brien

Seconded by: P. DeRosa

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

The Chair called for vote of **#100/21** and it **UNANIMOUSLY CARRIED**.

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

Trustee DeRosa provided the following amendment to his March 2, 2021 Notice of Motion:

#101/21

Moved by: P. DeRosa

Seconded by: T. O'Brien

Whereas: Teachers, educational workers, bus drivers and other staff in our schools are in contact and exposed to a multiple number of students, parents, and support workers at any given time.

Whereas: The COVID cases are rising, and we now see over 3,000 new cases a day in Ontario. The new variants now account for most of the new cases and are known to affect adolescents and younger populations. Students of all ages staff education workers including bus drivers are at greater risk.

Be It Resolved: that the Board of Trustees and the Director of Education request in writing by end of day April 7, 2021, the Government of Ontario including the Ministry of Education and the Local Public Health Unit that teachers, educational workers, bus drivers and other staff be prioritized for immunization against COVID-19 and that vaccinations begin immediately.

The Chair called for a vote on **#101/21**:

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

The motion **CARRIED**.

8.3 Approval to the Changes to the Executive Compensation Envelope (V. Iantomasi) #102/21

Moved by: V. Iantomasi

Seconded by: T. O'Brien

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.

The Chair called for a vote on **#102/21**:

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

The motion was **DEFEATED**.

8.4 Board Posting of All Executive Compensation by August 31st (V. Iantomasi) #103/21

Moved by: V. Iantomasi

Seconded by: H. Karabela

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.

The Chair called for a vote on **#103/21**:

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

The motion **CARRIED**.

9. Staff Reports

9.1 School Naming - Milton No. 3 Catholic Secondary School (E. Bakaic)

Trustees provided an update on the naming of the new Milton No. 3 Catholic Secondary School.

#104/21

Moved by: M. Duarte

Seconded by: B. Agnew

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

The Chair called for a vote on **#104/21**. The vote was not unanimous therefore the meeting had to adjourn.

The meeting adjourned at 10:30 p.m. with a prayer led by Chair Murphy.

POST NOTES:

9.2 2021-2022 School Year Calendar (N. Dinolfo)

The meeting was adjourned.

9.3 Bishop P.F. Reding Catholic Secondary School Renewal Funding (R. Merrick)

The meeting was adjourned.

10. Information Items

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

The meeting was adjourned.

10.2 Schools Update (P. Daly)

The meeting was adjourned.

10.3 Long Term Capital Plan (LTCP) Annual Facility Accommodation Report (A. Lofts)

The meeting was adjourned.

10.4 2021-2022 Budget Consultation Survey Results (L. Collimore)

The meeting was adjourned.

10.5 Notice of Motion Supporting Our Diverse School Community (B. Agnew)

The meeting was adjourned.

The following was provided to Trustees:

WHEREAS, our schools should be safe spaces for anyone that walks through our doors.

WHEREAS, many of our students, parents, caregivers, staff and community members identify as LGBTQ+.

WHEREAS, our strategic plan emphasizes that the wellbeing for all of our students and staff are met through a focus on equity and inclusion.

WHEREAS, raising the Pride flag demonstrates this commitment to our students, staff, parents, caregivers and community members.

WHEREAS, Pope Francis has told parents of LGBTQ+ children that "God loves your children as they are" and "the church loves your children as they are because they are children of God."

WHEREAS, Mark 10:13-16 states "People were bringing little children to Jesus for him to place his hands on them, but the disciples rebuked them. When Jesus saw this, he was indignant. He said to them, "Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these. Truly I tell you, anyone who will not receive the kingdom of God like a little child will never enter it." And he took the children in his arms, placed his hands on them and blessed them."

WHEREAS, there are students and staff within our Halton Catholic District School Board (HCDSB) community who identify with the LGBTQ2+ and

WHEREAS, we as a Board wish to ensure all the students and staff attending our schools and their families, know that we support and are welcoming of all students, staff and community members,

BE IT RESOLVED that the Director of Education and the Secretary of the Board direct all HCDSB schools including the Catholic Education Centre to fly the Pride flag during the month of June starting with 2021 and to work with Student Senate and Staff in organizing events throughout the month that focus on equity and inclusion for all.

BE IT FURTHER RESOLVED that each class in each HCDSB school be mandated to have a safe space poster, to ensure that students in the 2SLGBT community are supported throughout the entire school year.

11. Miscellaneous Information**11.1 Minutes of the February 22, 2021 SEAC Meeting**

The meeting was adjourned.

- 12. Correspondence**
 - 12.1 Halton Elementary and Secondary OECTA**

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 (P. Murphy)**

The meeting was adjourned.

Secretary of the Board

Chair

MINUTES OF THE REGULAR BOARD MEETING

Date:	April 20, 2021	
Time:	7:30 p.m.	
Location:	Catholic Education Centre 802 Drury Lane, Burlington	
Trustees:	B. Agnew (Electronically) P. DeRosa (Electronically) M. Duarte, Vice-Chair N. Guzzo (Electronically) V. Iantomasi (Electronically)	H. Karabela (Electronically) P. Murphy, Chair T. O'Brien (Electronically) J. O'Hearn-Czarnota (Electronically)
Student Trustees:	N. Gubert (Electronically) K. Kelly (Electronically)	J. Roshdy (Electronically)
Senior Staff:	E. Bakaic (Electronically) S. Balogh (Electronically) A. Cordeiro (Electronically) J. Crowell (Electronically) P. Daly, Director of Education	N. Dinolfo (Electronically) A. Lofts (Electronically) C. McGillicuddy (Electronically) R. Merrick (Electronically) J. O'Hara (Electronically)
Also Present:	J. Acheson, Chief Social Worker, Special Education Services (Electronically) L. Collimore, Chief Officer, Research and Development Services (Electronically) A. Cross, Senior Manager, Financial Services (Electronically) P. Dal Ben, Curriculum Consultant, Curriculum Services (Electronically) O. Foese, Chief of Psychological Services, Special Education Services (Electronically) S. Jayaraman, Senior Manager, Human Rights and Equity (Electronically) A. Kapur, Parliamentarian (Electronically) S. Saevil, Indigenous Education Advisor (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 (K. Kelly)

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

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:

Retirements

Jacqueline Hart, Nora Kane-Fedchenko, Monica Kiss and Deborah Krampelj retiring June 30, 2021. Basil Griffin retiring July 31, 2021.

Consultant Curriculum (Student Success) OYAP/SHSM/Pathways

Mark Ives appointed as Consultant-Curriculum (Student Success) OYAP/SHSM/Pathways effective September 1, 2021 up to three (3) years (with the possibility of a one-year extension).

Vice Principal, Special Education Services Summer Learning Program

Jodi O'Reilly appointed as Vice Principal, Special Education Services Summer Learning Program, for summer school 2021, with a renewable term (July 2022) at the Board's discretion and pending funding.

2. Approval of the Agenda

#105/20

Moved by: B. Agnew

Seconded by: T. O'Brien

RESOLVED, that the agenda be approved.

The Chair called for a vote on **#105/20** and it **UNANIMOUSLY CARRIED**.

3. Declarations of Conflict of Interest

Trustee DeRosa declared a conflict of interest with information item 10.3 - 2020-21 Budget Report September 1, 2020 to February 28, 2021. The item deals with budget. Salaries are included in the budget. For reasons of a perceived conflict of interest due to members of his family who are educators at the HCDSB.

Trustee O'Brien declared a conflict of interest with information item 10.3 - 2020-21 Budget Report September 1, 2020 to February 28, 2021. This item deals with budget. Salaries are included in the budget. Trustee O'Brien's wife is an occasional teacher with HCDSB therefore declared conflict.

4. Presentations

There were no presentations.

5. Delegations**5.1 Declined Delegations**

A total of seven delegations were declined.

5.2 Supporting Our Diverse School Community (E. Runions)

A delegation regarding support of flying the Pride flag was presented.

5.3 Supporting Our Diverse School Community (T. Bodnar, M. Bodnar, A. Power)

A delegation regarding support of flying the Pride flag was presented.

The Chair ruled in favour of a point of order that Trustees are not to enter debate and only ask questions of clarification.

5.4 Supporting Our Diverse School Community (E. Glavota, H. Minty, N. Shallow)

A delegation regarding support of flying the Pride flag was presented.

5.5 Flags and Symbols in Catholic Schools (S. Mandic, J. Roginski)

A delegation regarding concerns in flying the Pride flag was presented.

5.6 Flying of the Pride Flag (P. McConnell)

A delegation regarding concerns in flying the Pride flag was presented.

The Chair ruled in favour of a point of order that questions for clarification are to be germane to the delegation.

#106/20

Moved by: J. O'Hearn-Czarnota

Seconded by: M. Duarte

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

The Chair called for a vote on **#106/20**:

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

The motion was **DEFEATED**.

The meeting adjourned at 10:00 p.m. with a prayer led by Trustee O'Brien.

POST NOTES:**6. Approval of Minutes****6.1 Minutes of the April 6, 2021 Regular Board Meeting**

The meeting was adjourned.

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

The meeting was adjourned.

8. Action Items**8.1 Response to Delegations**

The meeting was adjourned.

8.2 Supporting Our Diverse School Community (B. Agnew)

The meeting was adjourned.

8.3 School Naming - Milton No. 3 Catholic Secondary School (E. Bakaic)

The meeting was adjourned.

- 8.4 **2021-2022 School Year Calendar (N. Dinolfo)**
The meeting was adjourned.
- 8.5 **Bishop P.F. Reding Catholic Secondary School Renewal Funding (R. Merrick)**
The meeting was adjourned.
- 8.6 **Multi-Year Strategic Plan - Mission, Vision, and Values (M. Duarte)**
The meeting was adjourned.
- 8.7 **Policy I-34 (B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees (N. Guzzo)**
The meeting was adjourned.
- 8.8 **Policy I-40 Performance Appraisal of Director of Education (N. Guzzo)**
The meeting was adjourned.
- 8.9 **Policy II-26 Managing Student Risk in Interschool Sports - Elementary and Secondary Schools (N. Guzzo)**
The meeting was adjourned.
- 8.10 **Policy II-33 Safe Arrival at School Program (N. Guzzo)**
The meeting was adjourned.
- 8.11 **Policy II-43 Voluntary, Confidential Self Identification of First Nation, Metis and Inuit Students (N. Guzzo)**
The meeting was adjourned.
- 8.12 **Policy II-45 Equity and Inclusive Education (N. Guzzo)**
The meeting was adjourned.
- 9. **Staff Reports**
 - 9.1 **Feasibility for the Implementation of Mental Health Literacy Curriculum in Secondary Schools 2021-2022 (S. Balogh, J. Crowell)**
The meeting was adjourned.
 - 9.2 **2021-22 Capital Priorities Program Submission (A. Lofts)**
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 **2020-21 Budget Report September 1, 2020 to February 28, 2021 (A. Lofts)**
The meeting was adjourned.
 - 10.4 **STEM Extra Curricular Engagement (J. Crowell)**
The meeting was adjourned.

- 10.5 **Construction Report - Bishop P.F. Reding Catholic Secondary School, St. Michael Catholic Elementary School, St. Peter Catholic Elementary School (R. Merrick)**
The meeting was adjourned.
11. **Miscellaneous Information**
11.1 **Minutes of the February 9, 2021 Policy Committee Meeting**
11.2 **Minutes of the March 1, 2021 CPIC Meeting**
The meeting was adjourned.
12. **Correspondence**
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 (T. O'Brien)**
The meeting was adjourned.

Secretary of the Board

Chair

MINUTES OF THE SPECIAL BOARD MEETING

Date: April 26, 2021
Time: 7:30 p.m.
Location: Catholic Education Centre
802 Drury Lane, Burlington

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

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

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

Also Present: P. Dal Ben, Curriculum Consultant, Curriculum Services (Electronically)
S. Jayaraman, Senior Manager, Human Rights and Equity (Electronically)
A. Kapur, Parliamentarian (Electronically)
A. Swinden, Manager, Strategic Communications

Recording Secretary: R. Di Pietro

1. Call to Order

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

The meeting opened with a prayer led by Student Trustee Roshdy.

2. Approval of the Agenda

There was not consensus on the Chair's suggestion to move 4.2 Support Our Diverse School Community before 4.1 Response to Delegations.

The Chair overruled a point of order regarding by-laws not being applied to call the Special Board meeting.

#107/21

Moved by: V. Iantomasi

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

The Chair called for vote of **#107/21**:

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

The motion was **DEFEATED**.

#108/21

Moved by: M. Duarte

Seconded by: N. Guzzo

BE IT RESOLVED that the agenda be approved.

The Chair called for vote of **#108/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	V. Iantomasi		
P. DeRosa	H. Karabela		
M. Duarte	T. O'Brien		
N. Guzzo			
P. Murphy			
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. Action Items

4.1 Response to April 20, 2021 Delegations

The Chair ruled the motion about flying only the Canadian flag fly at any school of the Halton Catholic District School Board including the Catholic Education Centre out of order as it conflicts with a motion currently under control of the assembly.

#109/21

Moved by: T. O'Brien

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

The Chair called for vote of **#109/21**:

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

The motion was **DEFEATED**.

The Chair overruled a point of order regarding the notice of motion does not belong to the assembly as not read out in public session.

#110/21

Moved by: V. Iantomasi

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

The Chair called for vote of **#110/21**:

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

The motion was **DEFEATED**.

#111/21

Moved by: M. Duarte

Seconded by: J. O'Hearn-Czarnota

RESOLVED, that the Board of Trustees receive the delegation regarding Supporting Our Diverse School Community as information.

The Chair called for vote of **#111/21**:

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

The motion **CARRIED**.

#112/21**Moved by:** M. Duarte**Seconded by:** J. O'Hearn-Czarnota*RESOLVED, that the Board of Trustees receive the delegation regarding Supporting Our Diverse School Community as information.*The Chair called for vote of **#112/21**:

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

The motion **CARRIED**.**#113/21****Moved by:** M. Duarte**Seconded by:** J. O'Hearn-Czarnota*RESOLVED, that the Board of Trustees receive the delegation regarding Supporting Our Diverse School Community as information.*The Chair called for vote of **#113/21**:

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

The motion **CARRIED**.**#114/21****Moved by:** M. Duarte**Seconded by:** J. O'Hearn-Czarnota*RESOLVED, that the Board of Trustees receive the delegation regarding Flags and Symbols in Catholic Schools as information.*The Chair called for vote of **#114/21**:

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

The motion **CARRIED**.

#115/21

Moved by: M. Duarte

Seconded by: J. O'Hearn-Czarota

RESOLVED, that the Board of Trustees receive the delegation regarding Flying of the Pride Flag as information.

The Chair called for vote of **#115/21**:

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

The motion **CARRIED**.

Trustee O'Brien moved an objection to consideration of item 4.2 Supporting Our Diverse School Community.

#116/21

Moved by: T. O'Brien

RESOLVED, that item 4.2 Supporting Our Diverse School Community be considered.

The Chair called for vote of **#116/21**:

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

The motion CARRIED.

4.2 Supporting Our Diverse School Community (B. Agnew)

#117/21

Moved by: B. Agnew

Seconded by: N. Guzzo

WHEREAS, our schools should be safe spaces for anyone that walks through our doors.

WHEREAS, many of our students, parents, caregivers, staff and community members identify as 2SLGBTQ+

WHEREAS, our strategic plan emphasizes that the wellbeing for all of our students and staff are met through a focus on equity and inclusion.

WHEREAS, raising the Pride flag demonstrates this commitment to our students, staff, parents, caregivers and community members.

WHEREAS, Pope Francis has told parents of 2SLGBTQ+, children that "God loves your children as they are" and "the church loves your children as they are because they are children of God."

WHEREAS, Mark 10:13-16 states "People were bringing little children to Jesus for him to place his hands on them, but the disciples rebuked them. When Jesus saw this, he was indignant. He said to them, "Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these. Truly I tell you, anyone who will not receive the kingdom of God like a little child will never enter it." And he took the children in his arms, placed his hands on them and blessed them."

WHEREAS, there are students and staff within our Halton Catholic District School Board (HCDSB) community who identify with the 2SLGBTQ+, and

WHEREAS, we as a Board wish to ensure all the students and staff attending our schools and their families, know that we support and are welcoming of all students, staff and community members,

BE IT RESOLVED that the Director of Education and the Secretary of the Board direct all Halton Catholic District School Board (HCDSB) schools including the Catholic Education Centre to fly the Pride flag during the month of June starting with 2021 and to work with Student Senate and Staff in organizing events throughout the month that focus on equity and inclusion for all.

BE IT FURTHER RESOLVED that each class in each HCDSB school be mandated to have a safe space poster, to ensure that students in the 2SLGBTQ+, community are supported throughout the entire school year.

#117/21(AMENDMENT 1)

Moved by: J. O'Hearn-Czarnota

Seconded by: M. Duarte

WHEREAS, our schools should be safe spaces for anyone that walks through our doors.

WHEREAS, many of our students, parents, caregivers, staff and community members identify as 2SLGBTQ+,

WHEREAS, our strategic plan emphasizes that the wellbeing for all of our students and staff are met through a focus on equity and inclusion.

~~**WHEREAS**, raising the Pride flag demonstrates this commitment to our students, staff, parents, caregivers and community members.~~

WHEREAS, Pope Francis has told parents of 2SLGBTQ+, children that “God loves your children as they are” and “the church loves your children as they are because they are children of God.”

WHEREAS, Mark 10:13-16 states "People were bringing little children to Jesus for him to place his hands on them, but the disciples rebuked them. When Jesus saw this, he was indignant. He said to them, "Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these. Truly I tell you, anyone who will not receive the kingdom of God like a little child will never enter it." And he took the children in his arms, placed his hands on them and blessed them."

WHEREAS, there are students and staff within our Halton Catholic District School Board (HCDSB) community who identify with the 2SLGBTQ+, and

WHEREAS, we as a Board wish to ensure all the students and staff attending our schools and their families, know that we support and are welcoming of all students, staff and community members,

~~**BE IT RESOLVED** that the Director of Education and the Secretary of the Board direct all HCDSB schools including the Catholic Education Centre to fly the Pride flag during the month of June starting with 2021 and to work with Student Senate and Staff in organizing events throughout the month that focus on equity and inclusion for all.~~

BE IT RESOLVED that the HCDSB create a shared understanding through mandatory training for senior staff (including Superintendents and board level Senior Managers/Chiefs of Programming) on the Catholic Social Teaching on loving and accompanying students who identify as 2SLGBTQ+, denominational rights and rights of students and staff under the Ontario Human Rights Code by the start of the 2021/ 2022 school year.

BE IT FURTHER RESOLVED, that the HCDSB create shared understanding through mandatory training on the Catholic Social Teaching on loving and accompanying students who identify as 2SLGBTQ+, denominational rights and rights of students and staff under the Ontario Human Rights Code in schools with Principals and VPs, Teachers, Chaplains, Early Childhood Educators, Educational Assistants, Special Education Staff (including Social Workers, Child and Youth Workers, Speech Pathologists, Special Education

Resource Teachers, Psychology department, etc.) to be started in September of the 2021/ 2022 school year.

BE IT FURTHER RESOLVED, that HCDSB staff raise awareness around Pride month, utilizing the guidelines the Institute for Catholic Education (I.C.E.) has provided to each board through the Directors of Education (Memo dated May 19, 2020) starting June 2021.

BE IT FURTHER RESOLVED ~~that each class in each HCDSB each school be mandated to have a safe space poster~~ *signage*, to ensure that students in the 2SLGBTQ+, community are supported throughout the entire school year.

BE IT FURTHER RESOLVED that the Director of Education and Secretary of the Board ensure that the mandatory training is to be completed by the 2021/ 2022 school year if not sooner and provide an updated report on the progress to the Trustees at the first meeting in January 2022.

The Chair overruled a point of order regarding a secondary amendment not being in order because it was inserting after something had been struck out.

#118/21

Moved by: T. O'Brien

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

The Chair called for vote of **#118/21**:

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

The motion was **DEFEATED**.

#117/21 (AMENDMENT 2)

Moved by: N. Guzzo

Seconded by: B. Agnew

WHEREAS, our schools should be safe spaces for anyone that walks through our doors.

WHEREAS, many of our students, parents, caregivers, staff and community members identify as 2SLGBTQ+.

WHEREAS, our strategic plan emphasizes that the well-being for all of our students and staff are met through a focus on equity and inclusion.

~~***WHEREAS***, raising the Pride flag demonstrates this commitment to our students, staff, parents, caregivers and community members.~~

WHEREAS, Pope Francis has told parents of 2SLGBTQ+ children that “God loves your children as they are” and “the church loves your children as they are because they are children of God.”

WHEREAS, Mark 10:13-16 states "People were bringing little children to Jesus for him to place his hands on them, but the disciples rebuked them. When Jesus saw this, he was indignant. He said to them, "Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these. Truly I tell you, anyone who will not receive the kingdom of God like a little child will never enter it." And he took the children in his arms, placed his hands on them and blessed them."

WHEREAS, there are students and staff within our Halton Catholic District School Board (HCDSB) community who identify with the 2SLGBTQ+ and

WHEREAS, we as a Board wish to ensure all the students and staff attending our schools and their families, know that we support and are welcoming of all students, staff and community members,

~~**BE IT RESOLVED** that the Director of Education and the Secretary of the Board direct all HCDSB schools including the Catholic Education Centre to fly the Pride flag during the month of June starting with 2021 and to work with Student Senate and Staff in organizing events throughout the month that focus on equity and inclusion for all.~~

BE IT RESOLVED that the Director of Education and the Secretary of the Board fly the Pride flag at the Catholic Education Centre during the month of June starting with 2021 and to work with Student Senate and Staff in organizing events throughout the month that focus on equity and inclusion for all.

BE IT RESOLVED that the HCDSB create a shared understanding through mandatory training for senior staff (including Superintendents and board level Senior Managers/Chiefs of Programming) on the Catholic Social Teaching on loving and accompanying students who identify as 2SLGBTQ+, denominational rights and rights of students and staff under the Ontario Human Rights Code by the start of the 2021/ 2022 school year.

BE IT FURTHER RESOLVED, that the HCDSB create shared understanding through mandatory training on the Catholic Social Teaching on loving and accompanying students who identify as 2SLGBTQ+, denominational rights and rights of students and staff under the Ontario Human Rights Code in schools with Principals and VPs, Teachers, Chaplains, Early Childhood Educators, Educational Assistants, Special Education Staff (including Social Workers, Child and Youth Workers, Speech Pathologists, Special Education Resource Teachers, Psychology department, etc.) to be started in September of the 2021/ 2022 school year.

BE IT FURTHER RESOLVED, that HCDSB staff raise awareness around Pride month, utilizing the guidelines the Institute for Catholic Education (I.C.E.) has provided to each

board through the Directors of Education (Memo dated May 19, 2020) starting June 2021.

BE IT FURTHER RESOLVED that each class in each HCDSB each school be mandated to have a safe space poster *signage*, to ensure that students in the 2SLGBTQ+ community are supported throughout the entire school year.

BE IT FURTHER RESOLVED that the Director of Education and Secretary of the Board ensure that the mandatory training is to be completed by the 2021/ 2022 school year if not sooner and provide an updated report on the progress to the Trustees at the first meeting in January 2022.

The Chair ruled a motion to postpone indefinitely out of order.

The Chair called for a vote on **#117/21 (AMENDMENT 2):**

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

The amendment was **DEFEATED**.

#119/21

Moved by: N. Guzzo

Seconded by: P. DeRosa

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

The Chair called for vote of **#119/21:**

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

The motion was **CARRIED**.

#117/21(AMENDMENT 3)**Moved by:** P. DeRosa**Seconded by:** T. O'Brien~~**WHEREAS**, our schools should be safe spaces for anyone that walks through our doors.~~~~**WHEREAS**, many of our students, parents, caregivers, staff and community members identify as 2SLGBTQ+.~~~~**WHEREAS**, our strategic plan emphasizes that the wellbeing for all of our students and staff are met through a focus on equity and inclusion.~~~~**WHEREAS**, raising the Pride flag demonstrates this commitment to our students, staff, parents, caregivers and community members.~~~~**WHEREAS**, Pope Francis has told parents of 2SLGBTQ2+ children that "God loves your children as they are" and "the church loves your children as they are because they are children of God."~~~~**WHEREAS**, Mark 10:13-16 states "People were bringing little children to Jesus for him to place his hands on them, but the disciples rebuked them. When Jesus saw this, he was indignant. He said to them, "Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these. Truly I tell you, anyone who will not receive the kingdom of God like a little child will never enter it." And he took the children in his arms, placed his hands on them and blessed them."~~~~**WHEREAS**, there are students and staff within our Halton Catholic District School Board (HCDSB) community who identify with the 2SLGBTQ2+ and~~~~**WHEREAS**, we as a Board wish to ensure all the students and staff attending our schools and their families, know that we support and are welcoming of all students, staff and community members,~~~~**BE IT RESOLVED** that the Director of Education and the Secretary of the Board direct all HCDSB schools including the Catholic Education Centre to fly the Pride flag during the month of June starting with 2021 and to work with Student Senate and Staff in organizing events throughout the month that focus on equity and inclusion for all.~~~~BE IT RESOLVED that the HCDSB create a shared understanding through mandatory training for senior staff (including Superintendents and board level Senior Managers/Chiefs of Programming) on the Catholic Social Teaching on loving and accompanying students who identify as 2SLGBTQ+, denominational rights and rights of students and staff under the Ontario Human Rights Code by the start of the 2021/2022 school year.~~~~BE IT FURTHER RESOLVED, that the HCDSB create shared understanding through mandatory training on the Catholic Social Teaching on loving and accompanying students who identify as 2SLGBTQ+, denominational rights and rights of students and staff under the Ontario Human Rights Code in schools with Principals and VPs, Teachers, Chaplains,~~

~~Early Childhood Educators, Educational Assistants, Special Education Staff (including Social Workers, Child and Youth Workers, Speech Pathologists, Special Education Resource Teachers, Psychology department, etc.) to be started in September of the 2021/ 2022 school year.~~

~~BE IT FURTHER RESOLVED, that HCDSB staff raise awareness around Pride month, utilizing the guidelines the Institute for Catholic Education (I.C.E.) has provided to each board through the Directors of Education (Memo dated May 19, 2020) starting June 2021.~~

~~**BE IT FURTHER RESOLVED** that each class in each HCDSB each school be mandated to have a safe space poster signage, to ensure that students in the 2SLGBTQ2+ community are supported throughout the entire school year.~~

~~**BE IT FURTHER RESOLVED** that the Director of Education and Secretary of the Board ensure that the mandatory training is to be completed by the 2021/ 2022 school year if not sooner and provide an updated report on the progress to the Trustees at the first meeting in January 2022.~~

WHEREAS, the Sacred Heart of Jesus, Indigenous month and Pride Month are all celebrated in June and the Board of Trustees recognizes and welcomes students belonging to the 2SLGBTQ+ community, and all other minority groups.

WHEREAS the Bishops understand the need for boards to take a positive and proactive approach to expressing their commitment to equitable, safe, and inclusive school communities.

BE IT RESOLVED that the Board of Trustees directs the Secretary of the Board and the Director of Education to undertake a complete review of all equity and inclusion programs currently in place at the Halton Catholic District School Board (HCDSB) to ensure that ministry guidelines are met and to improve such measures as required to meet HCDSB's specific needs and mandate all staff to take Equity and Inclusion Training to support the all-minority groups.

BE IT FURTHER RESOLVED, that due to time constraints, HCDSB adopt and fly for June 2021 the colored flag (attached) already suggested by the Ontario Catholic Educators (ICE) to represent equity, inclusivity, and diversity with a catholic lens, until a specific flag unique to the HCDSB can be developed.

The Chair called for a vote on **#117/21 (AMENDMENT 3):**

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

The amendment was **DEFEATED**.

#120/21

Moved by: B. Agnew

Seconded by: J. O'Hearn-Czarnota

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

The Chair called for vote of **#120/21**:

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

The motion was **DEFEATED**. The meeting to adjourn following motion on the table.

#117/21 (AMENDMENT 4)

Moved by: T. O'Brien

Seconded by: P. DeRosa

WHEREAS, our schools should be safe spaces for anyone that walks through our doors.

WHEREAS, many of our students, parents, caregivers, staff and community members identify as 2SLGBTQ+.

WHEREAS, our strategic plan emphasizes that the well-being for all of our students and staff are met through a focus on equity and inclusion.

~~**WHEREAS**, raising the Pride flag demonstrates this commitment to our students, staff, parents, caregivers and community members.~~

WHEREAS, Pope Francis has told parents of 2SLBTQ2+ children that "God loves your children as they are" and "the church loves your children as they are because they are children of God."

WHEREAS, Mark 10:13-16 states "People were bringing little children to Jesus for him to place his hands on them, but the disciples rebuked them. When Jesus saw this, he was indignant. He said to them, "Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these. Truly I tell you, anyone who will not receive the kingdom of God like a little child will never enter it." And he took the children in his arms, placed his hands on them and blessed them."

WHEREAS, there are students and staff within our Halton Catholic District School Board (HCDSB) community who identify with the 2SLGBTQ+ and

WHEREAS, we as a Board wish to ensure all the students and staff attending our schools and their families, know that we support and are welcoming of all students, staff and community members,

~~**BE IT RESOLVED** that the Director of Education and the Secretary of the Board direct all HCDSB schools including the Catholic Education Centre to fly the Pride flag during the month of June starting with 2021 and to work with Student Senate and Staff in organizing events throughout the month that focus on equity and inclusion for all.~~

BE IT RESOLVED that the HCDSB create a shared understanding through mandatory training for senior staff (including Superintendents and board level Senior Managers/Chiefs of Programming) on the Catholic Social Teaching on loving and accompanying students who identify as 2SLGBTQ+, denominational rights and rights of students and staff **under Section 19** the Ontario Human Rights Code and **Section 93 of the British North America Act**, by the start of the 2021/ 2022 school year.

BE IT FURTHER RESOLVED, that the HCDSB create shared understanding through mandatory training on the Catholic Social Teaching on loving and accompanying students who identify as 2SLGBTQ+, denominational rights and rights of students and staff under the Ontario Human Rights Code in schools with Principals and VPs, Teachers, Chaplains, Early Childhood Educators, Educational Assistants, Special Education Staff (including Social Workers, Child and Youth Workers, Speech Pathologists, Special Education Resource Teachers, Psychology department, etc.) to be started in September of the 2021/ 2022 school year.

BE IT FURTHER RESOLVED, that HCDSB staff raise awareness around Pride month, utilizing the guidelines the Institute for Catholic Education (I.C.E.) has provided to each board through the Directors of Education (Memo dated May 19, 2020) starting June 2021.

~~**BE IT FURTHER RESOLVED** that each class in each HCDSB each school be mandated to have a safe space poster signage, to ensure that students in the 2SLGBTQ+ community are supported throughout the entire school year.~~

BE IT FURTHER RESOLVED that the Director of Education and Secretary of the Board ensure that the mandatory training is to be completed by the 2021/ 2022 school year if not sooner and provide an updated report on the progress to the Trustees at the first meeting in January 2022.

The Chair called for a vote on **#117/21 (AMENDMENT 4):**

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

The amendment was **DEFEATED**.

#117/21(AMENDMENT 5)

Moved by: T. O'Brien

Seconded by: V. Iantomasi

WHEREAS, our schools should be safe spaces for anyone that walks through our doors.

WHEREAS, many of our students, parents, caregivers, staff and community members identify as 2SLGBTQ+.

WHEREAS, our strategic plan emphasizes that the well-being for all of our students and staff are met through a focus on equity and inclusion.

~~**WHEREAS**, raising the Pride flag demonstrates this commitment to our students, staff, parents, caregivers and community members.~~

WHEREAS, Pope Francis has told parents of 2SLBTQ+ children that "God loves your children as they are" and "the church loves your children as they are because they are children of God."

WHEREAS, Mark 10:13-16 states "People were bringing little children to Jesus for him to place his hands on them, but the disciples rebuked them. When Jesus saw this, he was indignant. He said to them, "Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these. Truly I tell you, anyone who will not receive the kingdom of God like a little child will never enter it." And he took the children in his arms, placed his hands on them and blessed them."

WHEREAS, there are students and staff within our Halton Catholic District School Board (HCDSB) community who identify with the 2SLGBTQ+ and

WHEREAS, we as a Board wish to ensure all the students and staff attending our schools and their families, know that we support and are welcoming of all students, staff and community members,

~~**BE IT RESOLVED** that the Director of Education and the Secretary of the Board direct all HCDSB schools including the Catholic Education Centre to fly the Pride flag during the month of June starting with 2021 and to work with Student Senate and Staff in organizing events throughout the month that focus on equity and inclusion for all.~~

BE IT RESOLVED that the HCDSB create a shared understanding through mandatory training for senior staff (including Superintendents and board level Senior Managers/Chiefs of Programming) on the Catholic Social Teaching on loving and accompanying students who identify as 2SLGBTQ+, denominational rights and rights of students and staff the Ontario Human Rights Code and by the start of the 2021/ 2022 school year.

BE IT FURTHER RESOLVED, that the HCDSB create shared understanding through mandatory training on the Catholic Social Teaching on loving and accompanying students who identify as 2SLGBTQ+, denominational rights and rights of students and staff under the Ontario Human Rights Code in schools with Principals and VPs, Teachers, Chaplains, Early Childhood Educators, Educational Assistants, Special Education Staff (including Social Workers, Child and Youth Workers, Speech Pathologists, Special Education Resource Teachers, Psychology department, etc.) to be started in September of the 2021/ 2022 school year.

BE IT FURTHER RESOLVED, that HCDSB staff raise awareness around Pride month, utilizing the guidelines the Institute for Catholic Education (I.C.E.) has provided to each board through the Directors of Education (Memo dated May 19, 2020) starting June 2021.

BE IT FURTHER RESOLVED that ~~each class in each HCDSB~~ each school be mandated ~~to have a safe space poster signage,~~ to ensure that students in the 2SLGBTQ+ community are supported throughout the entire school year.

BE IT FURTHER RESOLVED that the Director of Education and Secretary of the Board ensure that the mandatory training is to be completed by the 2021/ 2022 school year if not sooner and provide an updated report on the progress to the Trustees at the first meeting in January 2022.

The Chair called for a vote on **#117/21 (AMENDMENT 5):**

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

The amendment was **DEFEATED**.

The Chair called for a vote on **#117/21 (AMENDMENT 1):**

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

The amendment **CARRIED**.

#117/21(AS AMENDED)

Moved by: J. O'Hearn-Czarota

Seconded by: M. Duarte

WHEREAS, many of our students, parents, caregivers, staff and community members identify as 2SLGBTQ+.

WHEREAS, our strategic plan emphasizes that the wellbeing for all of our students and staff are met through a focus on equity and inclusion.

WHEREAS, Pope Francis has told parents of 2SLGBTQ+ children that "God loves your children as they are" and "the church loves your children as they are because they are children of God."

WHEREAS, Mark 10:13-16 states "People were bringing little children to Jesus for him to place his hands on them, but the disciples rebuked them. When Jesus saw this, he was indignant. He said to them, "Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these. Truly I tell you, anyone who will not receive the kingdom of God like a little child will never enter it." And he took the children in his arms, placed his hands on them and blessed them."

WHEREAS, there are students and staff within our Halton Catholic District School Board (HCDSB) community who identify with the 2SLGBTQ+ and

WHEREAS, we as a Board wish to ensure all the students and staff attending our schools and their families, know that we support and are welcoming of all students, staff and community members,

BE IT RESOLVED that the HCDSB create a shared understanding through mandatory training for senior staff (including Superintendents and board level Senior Managers/Chiefs of Programming) on the Catholic Social Teaching on loving and accompanying students who identify as 2SLGBTQ+, denominational rights and rights of students and staff under the Ontario Human Rights Code by the start of the 2021/ 2022 school year.

BE IT FURTHER RESOLVED, that the HCDSB create shared understanding through mandatory training on the Catholic Social Teaching on loving and accompanying students who identify as 2SLGBTQ+, denominational rights and rights of students and staff under the Ontario Human Rights Code in schools with Principals and VPs, Teachers, Chaplains, Early Childhood Educators, Educational Assistants, Special Education Staff (including Social Workers, Child and Youth Workers, Speech Pathologists, Special Education Resource Teachers, Psychology department, etc.) to be started in September of the 2021/ 2022 school year.

BE IT FURTHER RESOLVED, that HCDSB staff raise awareness around Pride month, utilizing the guidelines the Institute for Catholic Education (I.C.E.) has provided to each board through the Directors of Education (Memo dated May 19, 2020) starting June 2021.

BE IT FURTHER RESOLVED each school be mandated safe space signage, to ensure that students in the 2SLGBTQ+ community are supported throughout the entire school year.

BE IT FURTHER RESOLVED that the Director of Education and Secretary of the Board ensure that the mandatory training is to be completed by the 2021/ 2022 school year if not sooner and provide an updated report on the progress to the Trustees at the first meeting in January 2022.

The Chair called for a vote on **#117/21 (AS AMENDED)**:

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

The motion (as amended) **CARRIED**.

The meeting adjourned at 11:05 p.m. with a prayer led by Trustee O'Hearn-Czarota.

POST NOTES:

4.3 School Naming - Milton No. 3 Catholic Secondary School (E. Bakaic)

The meeting was adjourned.

4.4 2021-2022 School Year Calendar (N. Dinolfo)

The meeting was adjourned.

4.5 Bishop P.F. Reding Catholic Secondary School Renewal Funding (R. Merrick)

The meeting was adjourned.

4.6 Multi-Year Strategic Plan - Mission, Vision, and Values (M. Duarte)

The meeting was adjourned.

5. Correspondence

The meeting was adjourned.

6. In-Camera

The meeting was adjourned.

7. Resolution re Absentees

The meeting was adjourned.

8. Adjournment and Closing Prayer (J. O'Hearn-Czarnota)

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	May 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	Update and staff training 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	June 15, 2021

		<p>current and future funding received by HCDSB from different levels of government to effectively manage COVID-19 in the form of a quarterly financial report commencing on Nov 30, 2020 and reported to the Board at the December 15, 2020 Board meeting until such a time as the Ministry of Education removes all COVID-19 related protocols and guideline and all schools have returned to a conventional full time learning model.</p>		
April 26, 2021	Supporting Our Diverse School Community	<p>WHEREAS, many of our students, parents, caregivers, staff and community members identify as 2SLGBTQ+.</p> <p>WHEREAS, our strategic plan emphasizes that the well-being for all of our students and staff are met through a focus on equity and inclusion.</p> <p>WHEREAS, Pope Francis has told parents of 2SLGBTQ+ children that “God loves your children as they are” and “the church loves your children as they are because they are children of God.”</p> <p>WHEREAS, Mark 10:13-16 states “People were bringing little children to Jesus for him to place his hands on them, but the disciples rebuked them. When Jesus saw this, he was indignant. He said to them, “Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these. Truly I tell you, anyone who will not receive the kingdom of God like a little child will never enter it.” And he took the children in his arms, placed his hands on them and blessed them.”</p> <p>WHEREAS, there are students and staff within our Halton Catholic District School Board (HCDSB) community who identify</p>	P. Daly	January 2022

with the 2SLGBTQ+ and

WHEREAS, we as a Board wish to ensure all the students and staff attending our schools and their families, know that we support and are welcoming of all students, staff and community members,

BE IT RESOLVED that the HCDSB create a shared understanding through mandatory training for senior staff (including Superintendents and board level Senior Managers/Chiefs of Programming) on the Catholic Social Teaching on loving and accompanying students who identify as 2SLGBTQ+, denominational rights and rights of students and staff under the Ontario Human Rights Code by the start of the 2021/ 2022 school year.

BE IT FURTHER RESOLVED, that the HCDSB create shared understanding through mandatory training on the Catholic Social Teaching on loving and accompanying students who identify as 2SLGBTQ+, denominational rights and rights of students and staff under the Ontario Human Rights Code in schools with Principals and VPs, Teachers, Chaplains, Early Childhood Educators, Educational Assistants, Special Education Staff (including Social Workers, Child and Youth Workers, Speech Pathologists, Special Education Resource Teachers, Psychology department, etc.) to be started in September of the 2021/ 2022 school year.

BE IT FURTHER RESOLVED, that HCDSB staff raise awareness around Pride month, utilizing the guidelines the Institute for Catholic Education (I.C.E.) has provided to each board through the

		<p><i>Directors of Education (Memo dated May 19, 2020) starting June 2021.</i></p> <p>BE IT FURTHER RESOLVED <i>each school be mandated safe space signage, to ensure that students in the 2SLGBTQ+ community are supported throughout the entire school year.</i></p> <p>BE IT FURTHER RESOLVED <i>that the Director of Education and Secretary of the Board ensure that the mandatory training is to be completed by the 2021/ 2022 school year if not sooner and provide an updated report on the progress to the Trustees at the first meeting in January 2022.</i></p>		
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OUTSTANDING POLICY ITEMS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS



Regular Board Meeting

Action Report

Recommended Names for Milton No. 3 Catholic Secondary School	Item 8.2
Tuesday, May 4, 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-Ianiro, (parent), Jennifer Santos (parent), Student Trustee, Nicholas Gubert, Superintendent Emi Bakaic and Principal Kevin Wong, four (4) names were submitted for consideration to 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 the Our Lady of Fatima and Guardian Angels (Milton) school communities. The results of the feedback received is provided in [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 community members. 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 provided in [Appendix B](#). The feedback received is provided in [Appendix C](#).

As illustrated in the chart and table in Appendix C, 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%), followed by 'St. John Bosco' (373 votes, 35%), 'St. Josephine Bakhita' (132 votes, 12%), and 'Blessed Carlo Acutis' (115, 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

In accordance with Policy I-15, Trustees are invited to consider two (2) recommended names for the new Milton No. 3 Catholic Secondary School, and subject to Board approval, forward the two (2) names to His Excellency, Bishop Douglas Crosby for consideration and response.

Recommendation

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 and Submitted by:

Emi Bakaic
Superintendent of Education, School Services

Report Approved by:

Pat Daly
Director of Education and Secretary of the Board



2021-2022 School Year Calendar	Item 8.3
Tuesday, May 4, 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, identifying instructional days, professional activity days and holidays for each school year. The Ministry of Education establishes the number of days for the 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 28, 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-terminous 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 report, we have not received the Provincial Priority focus from the Ministry of Education.

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

The proposed 2021-2022 School Year Calendar was provided to trustees as a Staff Report at the April 6, 2021 Board Meeting and is now being presented as an Action Item. Once approved, the proposed School Year Calendar will be forwarded to the Ministry of Education for final approval.

Recommendation

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

Resolution#:	<i>Moved by:</i>
	<i>Seconded by:</i>
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

Action Report

Bishop P.F. Reding Catholic Secondary School Renewal Funding	Item 8.4
May 4, 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 is respectfully submitted for Trustee consideration and approval:

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

Action Report

2021-22 Capital Priorities Program Submission	Item 8.5
May 4, 2021	

Alignment to Strategic Plan

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

Purpose

To present staff's recommended priority ranking of capital projects for the 2021-2022 Capital Priorities Program.

Background Information

- 1) Staff Report Item 9.2 "2021-22 Capital Priorities Program Submission Report" from the April 20, 2021, Regular Meeting of the Board.
- 2) Information Report Item 10.3 "Long-Term Capital Plan (LTCP): 2021 Annual Facility Accommodation Report" from the April 6, 2021, Regular Meeting of the Board.
- 3) Staff Report Item 9.2 "North Oakville No. 4 Catholic Elementary School Approval to Proceed with School Capital Planning," from the November 3, 2020, Regular Meeting of the Board.
- 4) Staff Report Item 9.1 "Milton No. 10 Catholic Elementary School Project Budget and Approval to Proceed with School Capital Planning," from the July 29, 2020, Special Meeting of the Board.
- 5) Staff Report Item 9.2 "Milton No. 3 Catholic Secondary School Project Budget and Approval to Proceed with School Capital Planning," from the July 29, 2020, Special Meeting of the Board.
- 6) Action Report Item 8.8 "2019 Capital Priorities List Submission," from the June 18, 2019, Regular Meeting of the Board.
- 7) Information Report Item 10.9 "2019 Long-Term Capital Plan Update – Final Report," from the June 18, 2019, Regular Meeting of the Board.

Comments

At the June 18, 2019, Regular Meeting of the Board, staff presented the 2019 Long Term Capital Plan Update, which identified proposed accommodation strategies, such as capital projects, over a 15-year planning horizon. At the same meeting, the Board was provided with the list of capital projects that staff expected to be submitted as part of the previous 2019 Capital Priorities Program. In total, the Board submitted six (6) capital projects for funding consideration.



On July 29, 2020, the Ministry of Education approved funding for Milton #3 CSS and Milton #10 CES, which were identified as Priority #1 and #2, respectively, in the Board's list of priorities. Planning and building approvals are underway for these facilities, and construction has begun or is expected to begin by Fall 2021.

On October 20, 2020, the Ministry of Education approved funding for North Oakville #4 CES, which was identified as Priority #3 in the Board's list. Staff is currently in the process of school site acquisition and planning and building approvals. Construction will begin as soon as possible.

The full list of capital projects submitted as part of the previous 2019 Capital Priorities Program and the funding status of each submission is provided in the table below.

Table 1: 2019 Capital Priorities Program Submissions

Rank	2019 Capital Priorities Description	Child Care	Year Required	Status of Funding
1	Milton #3 CSS	N/A	2021-2022	Funding approved
2	Milton #10 CES	Five rooms	2021-2022	Funding approved
3	North Oakville #4 or #5 CES	N/A	2021-2022	Funding approved
4	Vision Georgetown #1 CES	Five rooms	2022-2023	Not funded
5	Holy Cross Rebuild	Five rooms	2021-2022	Not funded
6	St. Dominic Rebuild	N/A	2021-2022	Not funded

List of Capital Projects for 2021-22 Capital Priorities Program

On March 24, 2021, the Ministry of Education announced the launch of the 2021-22 Capital Priorities Program through Memorandum 2021:B05 (Appendix A), which provides school boards with the opportunity to submit up to ten (10) of their highest and most urgent capital project needs for Ministry funding consideration.

Similar to past programs, the Ministry has requested boards to submit the capital projects it expects to open no later than three (3) years from the year of funding submission. As such, the projects submitted through this program are expected to open no later than the 2024-2025 school year. In addition, school boards also have the opportunity to request child care capital funding for Capital Priorities projects with the support of the local Consolidated Municipal Service Manager (CMSM) or District Social Services Administration Board (DSSAB).

At the April 6, 2021, Regular Meeting of the Board, staff presented the Long-Term Capital Plan (LTCP): 2021 Annual Facility Accommodation Report, which identified the proposed new capital projects for the Board over a 15-year planning horizon. Based on this information, the below list provides seven (7) capital projects that staff recommend submitting to the Ministry of Education for the 2021-22 Capital Priorities Program.

**Table 2: 2021-22 Capital Priorities Program Priority List**

Rank	2021-22 Capital Priorities Description	Child Care	Request Type	Year Required
1	Milton #9 CES	Yes	Growth	2022-2023
2	Milton #3 CSS Addition	No	Growth	2022-2023
3	Vision Georgetown #1 CES	Yes	Growth	2024-2025
4	Milton #11 CES	Yes	Growth	2024-2025
5	North Oakville #3 CES	Yes	Growth	2024-2025
6	Georgetown West CES/Holy Cross Replacement Facility	Yes	Renewal	2022-2023
7	St. Dominic CES Rebuild	No	Renewal	2022-2023

Capital Priorities 1 to 5 is growth-related priorities that are the most urgent in need and are ranked in order of the availability of the sites, accommodation pressures, and timing.

The addition to Milton #3 CSS is being presented in order to acquire funding to build additional classrooms at the Milton #3 CSS facility beyond what was approved by the Ministry as part of the previous Capital Priorities submission. Staff expectation is that the additional classrooms will be built during the same time as the rest of the school building. However, this is dependent on funding approval and the timing of the funding announcement.

Staff have moved forward the need for North Oakville #3 CES to address school accommodation in Oakville that may be posed through the expansion of the French Immersion program.

Capital Priorities 6 and 7 are renewal-related priorities that are less urgent given the immediate availability of space.

Staff has met with the Consolidated Municipal Service Manager (CMSM) to determine if there are opportunities to accommodate a child care component as part of the above-noted capital projects. The Consolidated Municipal Service Manager (CMSM) has confirmed that there are child care opportunities for five (5) of the seven (7) Capital Priorities, as indicated in Table 2 above.

Conclusion

In response to the Ministry of Education Memorandum 2021:B05 2021-22 Capital Priorities Program, staff is proposing a list of seven (7) Capital Priorities projects, which includes five (5) growth-related projects and two (2) renewal projects. As per the discussions with the Consolidated Municipal Service Manager (CMSM), staff is also proposing to include a child care component for five (5) of the seven (7) Capital Priorities.



Recommendation

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

Resolution#:

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board approve the proposed ranking of capital projects for the 2021-22 Capital Priorities Program as follows:

Ranking	2021-22 Capital Priorities Project List
1.	Milton #9 Catholic Elementary School
2.	Milton #3 Catholic Secondary School Addition
3.	Vision Georgetown #1 Catholic Elementary School
4.	Milton #11 Catholic Elementary School
5.	North Oakville #3 Catholic Elementary School
6.	Georgetown West CES/Holy Cross Replacement Facility
7.	St. Dominic Catholic Elementary School Rebuild

Resolved, that the Board authorize staff to submit the Board's 2021 Capital Priorities Business Case Submission to the Ministry of Education for funding consideration as outlined in the relevant Ministry memorandum.

Report Prepared by:

D. Gunasekara
Planning Officer, Planning Services

B. Vidovic
Senior Manager, Planning Services

Report Submitted by:

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

Report Approved by:

P. Daly
Director of Education and Secretary of the Board

Ministry of Education**Ministère de l'Éducation**

Capital and Business Support
Division

Division du soutien aux immobilisations
et aux affaires

315 Front Street West
15th Floor
Toronto ON M7A 0B8

315, rue Front ouest
15^e étage
Toronto (ON) M7A 0B8

2021: B05

Date: March 24, 2021

Memorandum to: Directors of Education
Children's Service Leads, Consolidated Municipal Service
Managers (CMSMs) and District Social Services Administration
Boards (DSSABs)
Secretary/Treasurers of School Authorities

From: Didem Proulx
Assistant Deputy Minister
Capital and Business Support Division

Subject: **Launch of 2021-22 Capital Priorities Program including Child
Care Capital Funding**

Schools and child care centres are integral institutions in their respective communities. The Ministry of Education is committed to working closely with school boards to ensure infrastructure investments meet the needs of the community and deliver good value for the Ontario taxpayers.

2021-22 Capital Priorities Program

We are pleased to announce the launch of the 2021-22 Capital Priorities Program, providing school boards with an opportunity to identify and address their most urgent pupil accommodation needs, including:

- accommodation pressures;
- replacing schools in poor condition;
- supporting past consolidation decisions;
- providing facilities for French-language rights holders in under-served areas; and
- creating new licensed child care spaces in schools.

Summary of the 2021-22 Capital Priorities Program

- The submission deadline for all capital funding requests is **May 21, 2021**.
- School boards will have the opportunity to submit up to 10 of their most high and urgent Capital Priorities for ministry funding consideration.
- The 2021-22 Capital Priorities projects are expected to be completed and open no later than the 2024-25 school year.
- School boards have an opportunity to request child care capital funding for Capital Priorities projects, if the local CMSM or DSSAB support the need and confirm the proposed new space will not result in an operating pressure for the CMSM or DSSAB.
- **NEW:** Based on recommendations from the LEAN Review of the Capital Approval Process to enhance efficiencies, school boards will have the option to submit a facility space template for ministry approval as part of the funding request; however, it will only be eligible for new school build projects.
- School boards are encouraged to standardize the design of new school construction. The ministry will be exploring ways to leverage this opportunity going forward.
- School boards are encouraged to identify opportunities to use modular construction methods for any one of their project submissions. The ministry will work with those boards to further develop those opportunities, as appropriate.
- School boards are encouraged to identify opportunities to work together on joint-use school project submissions.
- All public announcements regarding capital investments in the publicly funded education system, including those previously funded, are joint communications opportunities for the provincial government, the school board, the CMSM or DSSAB, and/or community partners.
- Information sessions will be offered to school board staff to provide support on the completion of business cases. Further information will be sent to school boards in the coming weeks.

Project Submissions

As with previous rounds of the Capital Priorities Program, funding for Capital Priorities projects will be allocated on a business case basis for new schools, retrofits, and additions that need to be completed by the 2024-25 school year. School boards are invited to identify up to their ten most urgent Capital Priorities projects and submit the associated business cases through the School Facilities Inventory System (SFIS) in order to be considered for funding approval. School boards will be able to access Capital Priorities submission templates through SFIS beginning on March 24, 2021.

There are **two template reports** that are required to be submitted per submission:

1) Business Case - Part A (Written Report)

School boards are required to provide a written description of the project, including detailed information on the rationale, proposed scope of work and demonstrate why alternate options are not feasible.

2) Business Case - Part B (Excel Template)

- **Enrolment and School Capacity Data Form (Required For All Submissions)**

School boards are required to provide an overview of current and projected accommodation needs for the proposed capital project, including schools within the local proximity of the selected project site.

- **Space Template Form for New School Build Projects Including Child Care Centres (Optional)**

School boards have the option to submit a facility space template for requests associated with new school builds (including child care). The template will be reviewed in conjunction with all other materials submitted with the request. If the project is approved by the ministry, the school board may also receive approval for its space template, allowing the school board to immediately attain the services of an architect for this project. The Space Template has been modified to collect room details for any Child Care Centre spaces.

- **Joint Submission - Capital Funding for Child Care Form (If Applicable)**

With support from their local CMSM or DSSAB, school boards have an opportunity to request capital funding for the creation of new child care space as part of their Capital Priorities submission.

For all child care project requests submitted through Capital Priorities, school boards and CMSMs or DSSABs are required to complete a Joint Submission - Capital Funding for Child Care template to request Early Years Capital Program (EYCP) funding. Requests for capital funding must be signed by both the school board and the CMSM or DSSAB.

For information regarding the child care project submissions, please see Appendix B.

Other Considerations for Project Submissions

School Board Considerations

In addition to project specific assessments as detailed in Appendix A, the following school board performance measures will also be considered for all Capital Priorities project categories:

- School board's demonstrated willingness to participate with co-terminus school boards in joint-use school opportunities;
- School board's ability to build to ministry benchmark costs as evidenced by past projects;
- School board's ability to deliver projects within target timeframes as evidenced by past projects;
- School board's history of meeting the ministry's capital accountability measures;
- Accuracy of enrolment projections for previously approved projects; and
- Number of projects the school board currently has underway.

Joint-Use Capital Projects

The ministry encourages all school boards to consider collaborative capital project arrangements between school boards. This includes maximizing the opportunities of co-location, particularly in rural, northern or smaller communities.

The ministry will be reviewing all capital proposals submitted by boards for ministry funding to ensure joint-use opportunities between school boards have been explored before funding is granted.

School boards seeking Capital Priorities funding approval must:

- Document efforts made to explore joint-use opportunities for each capital project funding request as part of the business case submissions; and
- Demonstrate a willingness to participate with co-terminus school boards in joint-use school opportunities.

For joint-use school proposals, all participating boards must:

- Include the project as part of their Capital Priorities submission; and
- Explain the role of the joint-use nature of the project on expected improvements to student programming and operational efficiency.

Pilot of Modular Construction Projects

As part of their written submission, school boards are asked to identify whether they are interested having a project participate in the pilot program. Proposals should illustrate the benefits of the using modular construction over traditional construction to address their pupil accommodation needs.

Communications Protocol

School boards are reminded to follow the ministry's communications protocol requirements for all ministry funded major capital construction projects as outlined in Appendix D. This includes the placement of Ontario Builds signage of project sites within 60 days of receiving funding approval notification.

Should you have any questions related to the communication requirements, please contact MinistryofEducation@ontario.ca.

Ministry Contact

Capital Priorities Program

If you have any Capital Priorities Program questions, or require additional information, please contact the Capital Analyst assigned to your school board or:

- Patrizia Del Riccio, Manager, Capital Program Branch at 416-885-2950 or Patrizia.DelRiccio@ontario.ca or
- Sophie Liu, Manager, Capital Program Branch at 647-402-9597 or Sophie.Liu@ontario.ca or
- Paul Bloye, Director, Capital Program Branch at 416-325-8589 or at Paul.Bloye@ontario.ca.

Child Care Program

If you have any child care program questions, or require additional information, please contact Jeff O'Grady, Manager, Capital Policy Branch at 416-918-1879 or at Jeff.OGrady@ontario.ca.

We look forward to working with you to identify and develop your capital projects.

Other Capital Initiatives:

The 2021-22 Capital Priorities Program is one of the key initiatives under a broader, more ambitious agenda on capital, intended to better support infrastructure investments in the education sector including the following:

Lean Review of Capital Approval Process

The ministry has undertaken a review of its Capital Accountability Process with the intent to identify opportunities to help expedite responses to school boards. Thank you to all of the school boards that participated in the review and provided feedback and suggestions.

The ministry is streamlining and improving the capital approvals process to reduce response timelines. The ministry has already implemented a number of internal changes to its process with a number of more visible changes planned, including:

- the creation of different streams for different types of approvals with service delivery standards for each stream;
- establishing clear expectations for project submissions with templates, guidelines and process maps; and
- increasing transparency and accountability through a request tracking tool available to school boards.

The ministry is taking an agile approach to implementing the various elements of the new process, with a view to test, learn and adapt the processes to improve outcomes.

Update of Modular Construction Pilot

As part of the 2019-20 Capital Priorities program, the ministry announced a Modular Construction

Pilot as a means to better understand innovative opportunities to deliver projects in a more cost effective, expeditious manner. The ministry engaged Infrastructure Ontario to assess potential design and delivery efficiencies in the education sector with a focus on modular construction designs and practices.

Some key findings to successful implementation of modular construction included having design certainty with minimal changes, establishing a pipeline of projects for volume and, to some degree, utilizing a centralized approach for procurement and delivery.

With these learnings, the ministry continues to be interested in potential projects for a Modular Construction Pilot. School boards are requested to indicate whether they are interested having a project participate in the pilot program, to build schools using state of the art modular build technology to reduce time to completion.

Design Standards

The ministry is exploring the potential of design standards and as a means to making school construction more efficient. By using design standards that are tailored to schools, the ministry can achieve key design principles that will lay the groundwork for successful design, including:

- Cost-effective design that supports ministry guidelines, standards, and programs;
- Sustainable design that ensures effective and efficient service delivery;
- Adaptable and flexible design that responds to changing service needs;
- Safe, accessible and inclusive design; and
- Increased opportunities for modular construction, which will help shorten project delivery timelines to ensure schools can be built, and needs can be met, faster.

Urban Development

The ministry recognizes that intensification in high density urban areas poses unique challenges. Finding suitable land for the construction of a school is challenging and expensive. The ministry encourages school boards to pursue opportunities to explore new, innovative ways of thinking about school construction – such as “vertical schools”. The ministry asks that schools boards facing these concerns contact the ministry to discuss further.

We look forward to working with you on advancing these and numerous other initiatives that are part of the ministry’s ambitious capital agenda to ensure funding, programs and supports continue to meet the needs of students and school boards across the province.

Sincerely,

Original signed by:

Didem Proulx
Assistant Deputy Minister
Capital and Business Support Division

Appendices:

Appendix A: Eligibility and Evaluation Criteria

Appendix B: Child Care Capital Project Submission Requirements

Appendix C: Communications Protocol Requirements

- c. Senior Business Officials
 - Superintendents and Managers of Facilities Managers of Planning
 - Early Years Leads
 - CAOs of Consolidated Municipal Service Managers CAOs of District Social Services
 - Administration Boards
 - Parm Bhatthal, Director, Field Services Branch, Ministry of Education

Appendix A: Eligibility and Evaluation Criteria

Eligible Project Categories

Projects eligible for funding consideration for this round of the Capital Priorities Program must meet one or more of the following category descriptions:

1) Accommodation Pressure:

Projects will accommodate pupils where enrolment presently is or is projected to persistently exceed capacity at a school or within a group of schools, and students are currently housed in non-permanent space (e.g., portables).

Assessment of projects will include reviewing school-level capacity of impacted schools, including those in close proximity, historical enrolment trends, enrolment forecasts, and geographic distribution of students.

- Priority consideration for funding purposes will be given to projects with a utilization equal to or greater than 100% (including area schools) in the 5th year after the proposed school opening date as per the business case template.

2) School Consolidation and Facility Condition:

Projects that support the reduction of excess capacity in order to decrease operating and renewal costs, and/or address renewal need backlogs. These projects may also provide other benefits such as improved program offerings, accessibility or energy efficiency.

Projects associated with consolidations and/or closures that require a Pupil Accommodation Review (PAR) that has yet to be completed will not be eligible for funding purposes.

Note: School boards will be asked to confirm that schools identified to be closed as part of the proposed solution will be closed and removed from the school board's assets within two years of completion of the approved project.

Assessments will be based on the projected operating and renewal savings and the removal of renewal backlog needs relative to the project cost.

- Priority will be given to projects with an expected Internal Rate of Return equal to or greater than 2.5%. This will be calculated using the expected cost of the project compared to the expected savings resulting from proposed solution as per the business case template.

3) French-language Accommodation:

Projects will provide access to French-language facilities where demographics warrant. Such projects will only be considered for funding if the school board can demonstrate that a French-language population is not being served by existing French-language school facilities.

Note: Project requests associated with French-language facilities in existing geographic areas experiencing accommodation pressures will be reviewed for funding consideration based on

the Accommodation Pressure criteria identified above.

Assessment of projects will include enrolment forecasts, geographic distribution of students, reviewing school-level capacity of impacted schools, including those in close proximity and potential alternative solutions.

Ineligible Projects

Projects matching the following descriptions will not be considered for Capital Priorities funding purposes:

- Projects addressing an accommodation pressure as a result of a specialized or alternative program such as French Immersion;
- Projects for additional child care space that is not associated with a capital priorities school project (i.e., child care only project requests);
- Projects associated with consolidations and/or closures where a Pupil Accommodation Review has not been completed;
- Requests for Land Priorities funding for site acquisitions;
- Projects addressing the renewal needs of a facility; and
- Projects addressing school board administrative space.

The ministry will expect that school boards will explore various options before submitting their business cases for a specific option. School boards must be able to identify the cost differentiation and considerations of various options within its submitted business case.

Previously Approved Capital Priorities Projects and Scope Change Requests

If school boards are considering a scope change for a previously approved capital priorities project, they may be required to resubmit the project through the Capital Priorities Program. Please contact your Capital Analyst for further clarification.

Appendix B: Child Care Capital Project Submission Requirements

Child Care Eligibility

The ministry will consider funding child care centre capital projects in schools where there is a need for new child care construction and/or renovations to existing child care spaces for children 0 to 3.8 years of age. School boards will need to have the support of the corresponding Consolidated Municipal Service Manager (CMSM) or District Social Services Administration Board (DSSAB) regarding the eligibility and viability requirements to build or renovate child care rooms in the identified school.

When selecting a school for child care centre capital, school boards and CMSMs and DSSABs should consider available operating funding, cost effectiveness of the capital project, school capacity, location, long-term viability, age groups, accommodation pressures/service gaps, demand, local child care plan, etc. prior to signing the Early Years Joint Submission.

When considering long-term school viability, school board planners and CMSMs and DSSABs must consider at least the next five years and use population projections as well as other local data to inform submission decisions including an assessment of:

- Cost effectiveness of the project, including anticipated additional site, construction, labour/material or municipal costs associated with the project.
- Whether the school has existing child care centre space.
- The average daily enrollment and the on-the-ground capacity of the school.
- Current utilization rates, and historical/forward trend analysis.
- School board capacity to support cost overages and implementation.

Child Care Operational and Accountability Requirements

Approved new construction of child care rooms must meet the following operational and accountability requirements:

- The child care centre rooms are viable within existing CMSM or DSSAB operating funding.
- The physical space will be owned by the school board and leased to the child care operator or CMSM or DSSAB. School boards are not to charge operators beyond a cost-recovery level.
- School boards should operate on a cost-recovery basis and recover their accommodation costs (e.g., rent, heating, lighting, cleaning, maintenance, and repair costs) directly from child care operators and/or CMSMs and DSSABs as per the school board's usual leasing process. School boards should not absorb additional school board facility costs (e.g., custodial, heat, and lighting) and renewal costs (e.g., windows) through ministry funding, such as the School Facility Operations or Renewal Grant. School boards are not expected to take on additional costs to support facility partnerships, although school boards will continue to use their discretion in supporting partnerships based on their student achievement strategy.
- School boards are required to follow the capital construction approval process for the new construction and/or renovations of child care centre rooms as per the ministry's Capital Accountability Requirements.
- School boards will require an Approval to Proceed (ATP) before the child care capital

project can be tendered.

- School boards, CMSMs and DSSABs and/or child care operators should contact their child care licensing representative as soon as possible as all child care centre capital projects require a floor plan approval letter issued by the Ministry of Education's Child Care Quality Assurance and Licensing Branch prior to receiving an ATP or starting construction. In order to streamline the floor plan approval process, school boards, CMSMs and DSSABs and/or child care operators should note to their child care licensing representative if the child care floor plan has been used in the past (i.e., a repeat child care floor plan design) or if the child care floor plan will be used for multiple child care sites in the near future.
- Child care centre space will not count as loaded space.
- School boards will be held accountable for implementing appropriate measures to ensure that the cost and scope of approved child care centre capital projects are within the approved project funding.
- Rooms must be built in accordance with the Child Care and Early Years Act, 2014 (CCEYA).
- It is expected that all new child care centre rooms funded under this policy will be built to accommodate a maximum group size (at 2.8m² per child, as per the CCEYA) for each age grouping for children 0 to 3.8 years (e.g., 10 infant spaces, 15 toddler spaces, 24 preschool spaces, and 15 family age grouping spaces), and that child care centre rooms will be for exclusive use during the core school day. Although unobstructed space requirements are per child, infant, toddler and family age group sizes require additional space for separate sleep areas, change area, etc. these should be considered when developing child care floor plans. Consideration should also include the long-term use of the room, including the ability to convert to serve other child care age groups in future.
- It is important that school boards and CMSMs and DSSABs are taking into consideration licensed child care operator viability, and flexibility where appropriate, when determining appropriate mix of age groupings. Programs created will support continuity of services for children and families in order to accommodate children as they age out of programs. For example, if a toddler room is included in the child care capital project proposal a preschool room should also be available, unless a family age grouping room is in place.
- For the purpose of this policy, an eligible child care operator:
 - has a purchase of service agreement with the CMSM or DSSAB; or
 - is a licensed child care centre that is eligible to receive fee subsidy payments from the CMSM or DSSAB.
- Capital funding for a child care centre cannot be used to address other school board capital needs. Funding will not be provided for school-age child care spaces (except spaces within a family age grouping room) as the ministry will not fund exclusive space for before and after school child care programs.

Appendix C: Communications Protocol - Public Communications, Events and Signage

Acknowledgement of Support

School boards are required to acknowledge the support of the Government of Ontario in proactive media-focused communications of any kind, written or oral, relating to the agreement or the project. This could include but is not limited to:

- Reports
- Announcements
- Speeches
- Advertisements, publicity
- Promotional materials including, brochures, audio-visual materials, web communications or any other public communications.

This is not required for:

- Minor interactions on social media, including social media such as Twitter
- Reactive communications, such as media calls.

All public events and announcements regarding capital investments in the publicly funded education system are considered joint communications opportunities for the provincial government, the school board, as well as Consolidated Municipal Service Managers and District Social Service Administration Boards (CMSMs and DSSABs); and/or community partners.

Issuing a Media Release

When issuing a media release or other media-focused communication, school boards, CMSMs/DSSABs, and or community partners must:

- Recognize the Ministry of Education's role in funding the project
- Contact the ministry to receive additional content for public communications, such as a quote from the minister.

You can send your draft public communications to MinistryofEducation@ontario.ca to obtain a quote or other information for your public product.

Note: The ministry may also choose to issue its own news release about various project milestones. If the ministry chooses to do so, school boards, CMSMs/DSSABs, and/or community partners will be notified.

Invitations to the Minister of Education

Openings

School boards are to invite the Minister of Education to all openings of:

- New schools
- Additions that include new child care spaces, EarlyON Child and Family centres, or community hubs.

To invite the minister to your event:

- Send an email invitation as soon as possible to MinistryofEducation@ontario.ca

- Where appropriate please copy the ministry's regional manager in the Field Services Branch for your area
- Please do not move forward with your event until you have received a response from the ministry (you will be notified within 15 business days of the event as to the minister's attendance)
- Inform the ministry via the email address above if the date of your event changes.

Note: If the minister is unable to attend, your invitation may be shared with another government representative. Their office will contact you directly to coordinate details. Announcements do not need to be delayed to accommodate the minister. The goal is to make sure that the ministry is aware of the opportunity.

All Other Events

For all other media-focused public events, (e.g. sod turnings):

- Send an invitation to the minister at MinistryofEducation@ontario.ca with at least three weeks' notice
- Copy the ministry's regional manager in the Field Services Branch, in your area, where appropriate.

Note: These "other" events should not be delayed to accommodate the minister. Only an invitation needs to be sent; a response is not mandatory to proceed.

Ontario Builds Signage

NEW – The Government of Ontario is introducing Ontario Builds signage.

For approved Capital Priorities, Early Years Capital and Child Care Capital projects, school boards will be required to display Ontario Builds signage at the site of construction that identifies the financial support of the Government of Ontario.

School boards are responsible for the following:

- Producing and paying for Ontario Builds signage. For the Ontario Builds artwork and the visual identity guide, please access www.ontario.ca/page/ontario-builds-templates for templates to create the signage.
 - These are examples of project descriptions that could be used on the school board sign: "New school and child care centre," "New school," or "New school addition."
 - Francophone communities, consider producing both English and French signage.
- Providing the ministry with a digital proof of the sign which to be sent via email to MinistryofEducation@ontario.ca. Ministry approval of the digital proof must be received before finalizing and physically producing Ontario Builds signage.
- Posting signs in a timely manner. Please ensure a sign is present at the construction site at all stages – before construction work starts and throughout construction.
- Displaying permanent sign(s) for major school and /or early years and child care projects identified by the ministry in a prominent location that does not obstruct traffic or cause safety concerns, particularly if the sign is located near roads. To avoid potential safety

issues, school boards should ensure the appropriate provincial and municipal authorities are consulted on Ontario Builds signage.

- Removing the signage within six months of the completion of the project.
- Providing the ministry with a photograph after the sign has been installed; please send to MinistryofEducation@ontario.ca.
- Maintaining the signage to be in a good state of repair for the duration of the project.

Note: For projects that are co-funded, such as by a municipality or the federal government, use the Ontario Builds visual identity guide for partnership signage. Also, please facilitate signage approval from the partners.

Contact

Should you have any questions related to this communications protocol or Ontario Build signage, please send your questions via email to MinistryofEducation@ontario.ca.

Note: This communications protocol does not replace school boards' existing partnership with the Ministry of Education's regional offices. Regional offices should still be regarded as school boards' primary point of contact for events and should be given updates in accordance to existing processes.

Multi-Year Strategic Plan – Mission, Vision, Values	Item 8.6
Tuesday, May 4, 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 bring forward suggested revisions to the Board's Mission, Vision and Values statements.

Background Information

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

Between February 11th and February 18th, 2021, Halton Catholic District School Board (HCDSB) stakeholders were asked to provide feedback on suggested changes to each of the Mission, Vision, and Values statements to help inform the next HCDSB Multi-Year Strategic Plan. Where revisions were suggested, respondents were asked to indicate a preference between the original text and the revised option. Respondents also had the opportunity to provide comments.

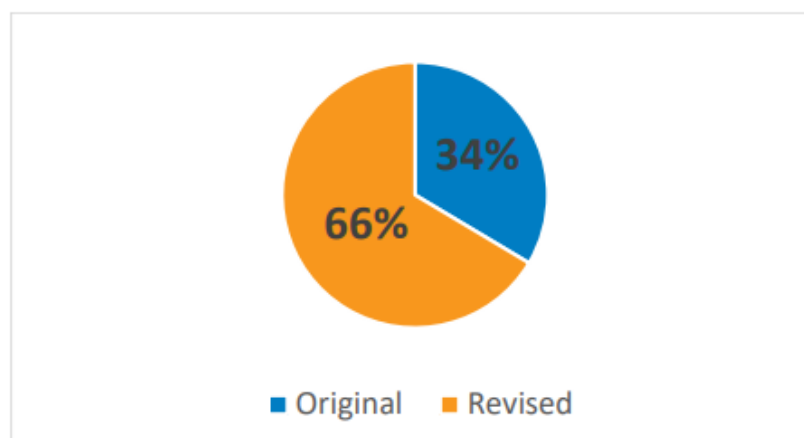
The report contains the data from 2159 survey responses, was considered at the April 8, 2021 meeting of the MYSP Committee and can be found [here](#).

Q2: Please select the Mission Statement you prefer:

Mission – Who Are We?	
Original:	Revised:
The Halton Catholic District School Board, in partnership with home and Church, dedicated to providing excellence in Catholic education by developing Christ-centred individuals enabled to transform society.	The Halton Catholic District School Board, in partnership with home and Church, is an inclusive and equitable learning community , dedicated to providing excellence in Catholic education by developing Christ-centred individuals enabled to transform society.

Overall, 2154 respondents completed this question. As illustrated in *Figure 1*, more respondents preferred the *Revised* Mission Statement (n = 1431; 66%)

Figure 1. Respondents' Preference – Mission Statement

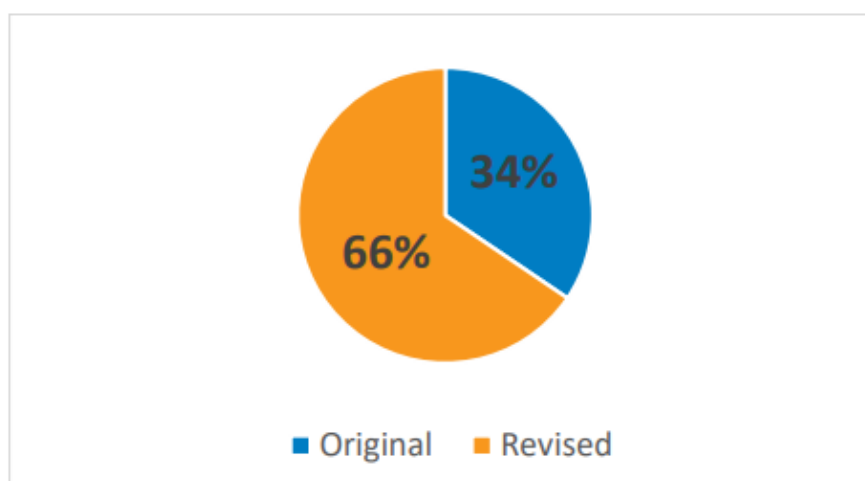


Q4: Please select the Vision Statement you prefer:

Vision – Where Do We Want To Be?	
Original:	Revised:
The Halton Catholic District School Board is a model learning community, widely recognized as distinctively Catholic, providing exceptional education, while nurturing the call to love and to serve as a people of faith, living out God's plan.	The Halton Catholic District School Board is an inclusive and equitable model learning community, widely recognized as distinctively Catholic, providing exceptional education, while nurturing the call to love and to serve as a people of faith, living out God's plan.

Overall, 2112 respondents completed this question. As illustrated in *Figure 2*, more respondents preferred the *Revised* Vision Statement (n = 1384; 66%)

Figure 2. Respondents' Preference – Vision Statement

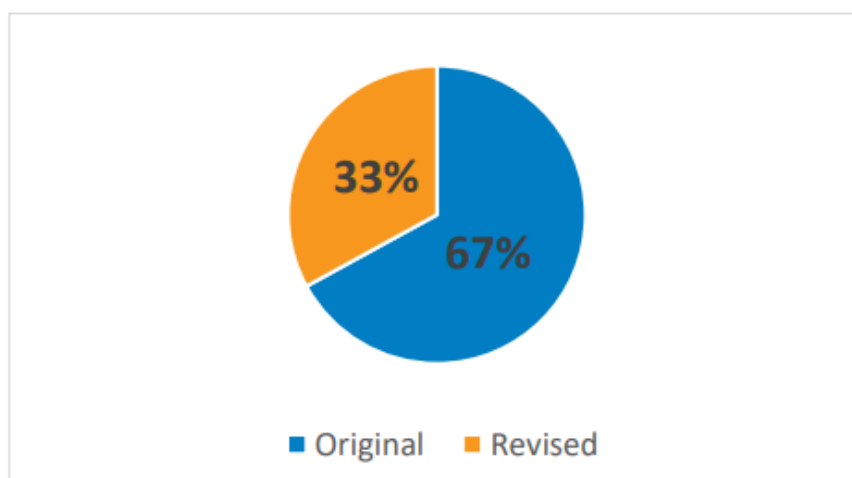


Q6: Please select the Values Statement #1 (“Our Catholic Faith”) you prefer:

Our Values Statement	
Original:	Revised:
At the Halton Catholic District School Board, we value: Our Catholic Faith and aspire to be models of Christ through our actions of love, forgiveness, compassion, and acceptance.	At the Halton Catholic District School Board, we value: Our Catholic Faith and aspire to be models of Christ through our actions of love, forgiveness, compassion, and acceptance, fostering a culture of life.

Overall, 2108 respondents completed this question. As illustrated in *Figure 3*, more respondents preferred the *Original* Values Statement #1 (n = 1413; 67%)

Figure 3. Respondents' Preference – Values Statement #1

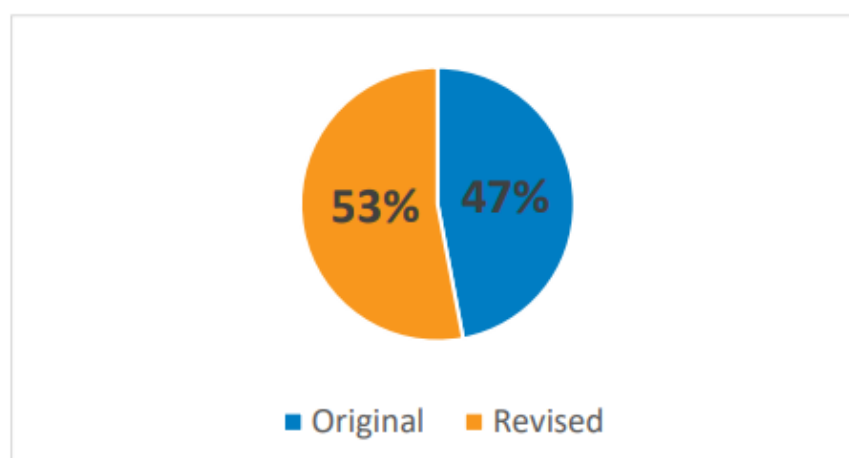


Q8: Please select the Values Statement #5 (“The Importance of Contributing to Our Communities”) you prefer:

Our Values Statement	
Original:	Revised:
At the Halton Catholic District School Board, we value: 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.	At the Halton Catholic District School Board, we value: The Importance of Contributing to Our Communities and celebrate diversity, honour individual rights, and embrace the social values of collective responsibility and the common good.

Overall, 2070 respondents completed this question. As illustrated in *Figure 4*, more respondents preferred the *Revised* Values Statement #5 (n = 1097; 53%)

Figure 3. Respondents' Preference – Values Statement #5



Comments

At the April 8, 2021 meeting the committee recommended that the results of the report be forwarded to the April 20, 2021 Regular Board meeting for acceptance and approval.

Recommendation

The following recommendation is presented for the consideration of the Board

Resolution#:

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Multi-Year Strategic Planning Committee that based on stakeholder feedback, that the Board accept results and make changes to the HCDSB Mission, Vision and Values.

Report Submitted and

Approved by:

M. Duarte
Chair of the Multi-Year Strategic Planning Committee



Regular Board Meeting

Action Report

Policy I-34(B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees	Item 8.7
May 4, 2021	

Alignment to Strategic Plan

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

Purpose

To approve *Policy I-34(B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees* as presented.

Background Information

Policy I-34 (B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees was reviewed as part of the regular policy review cycle. Revisions were made to improve readability, and ensure the policy follows the correct template and references as required. The *Trustee Expense Guidelines* have been included as Appendix A.

Conclusion

Policy I-34(B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees was presented at the Policy Committee Meeting on April 13, 2021 with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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

Resolution#:	Moved by:
	Seconded by:
Resolved , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy I-34(B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees</i> , be approved.	

Report Submitted and Approved by:

N. Guzzo
Chair of the Policy Committee

Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees

Adopted:
November 6, 2007

Last Reviewed/Revised: May 4, 2021

Next Scheduled Review: 2023-2024

Associated Policies & Procedures:

[I-24 Fraud Management](#)

[VI-24 Fraud Management](#)

[I-35 Trustee Honoraria](#)

[I-23 Catholic School Councils and Catholic Parent Involvement Committee](#)

[VI-84 Catholic School Councils and Catholic Parent Involvement Committee](#)

[III-13 Corporate Purchasing Card Distribution and Usage](#)

[VI-86 Corporate Purchasing Card Distribution and Usage Procedure](#)

[VI-45 Mobile Cellular Device Operating Procedure](#)

[VI-73 Meal and Hospitality Expenses for Employees at Board Sanctioned Events Procedure](#)

Purpose

To describe the terms and conditions under which an expense incurred by a trustee, student trustee, or external members of Board committees; in the course of discharging Board-recognized duties and responsibilities in accordance with the Education Act and its amendments, will be approved by the Board.

Application and Scope

This operating policy applies only to approved expenses incurred by a Trustee or Student Trustee of the Board or an external member of one of the Board's standing committees (e.g. Audit Committee, SEAC, CPIC) when performing Board recognized duties and responsibilities.

References

[Education Act and Regulations](#)

- Education Act, Section 171(17): Powers of Boards – Membership Fees and Travelling Expenses

- Education Act, Section 191.2: Expenses

[Broader Public Sector \(BPS\) Expenses Directive](#)

[Broader Public Sector Perquisites Directive](#)

[Trustee Expense Guideline](#) (gov.on.ca)

Principles

- The Board is committed to supporting Trustees while representing students' interests, the community and promoting the Halton Catholic District School Board's mission. It is recognized that in carrying out their responsibilities, Trustees may incur eligible expenses for which they will be reimbursed.
- Where appropriate, Trustees, Student Trustees, and Board committee members are entitled to be reimbursed for approved out-of-pocket expenses incurred for an official duty, function or on behalf of the Board and deemed reasonable and appropriate in the circumstances in which the expense is incurred.
- The Board will reimburse Trustees, Student Trustees, and Board committee members for travel, meals, accommodations and other business eligible expenses incurred while on Board business.
- Reimbursement for extraordinary or unusual expenses must be pre-approved by the Superintendent (or Resource to the Committee), Superintendent of Business Services or Chair of the Board, as appropriate. For expenses to be reimbursed, these must be appropriately authorized and approved. The expenses must be reasonable and relevant to the Board sanctioned event or business activity and be accompanied by appropriate proof of payment.
- Trustees, Student Trustees, and Board committee members make every effort to contain business expenses by sharing transportation whenever possible or selecting the most economical mode of travel. Where hotel accommodations are required, a standard room is booked unless one is not available.
- For travel outside of the Province of Ontario, an Information Report will be submitted to the Board regarding the conference details, including expenses, potential impact to current board practices, and any potential benefits to the system.
- The Board recognizes the moral, ethical and monetary value of responsible financial stewardship of the Board's resources as it relates to expenses claimed for reimbursement.
- Personal expenses are not permitted.
- Expenses related to political activities or event are not reimbursed.
- The Board assumes no obligation to reimburse expenses that do not comply with this policy.

Requirements

- Trustees, who are issued a Board Purchasing Card (P-card) in accordance with the Board's Corporate Purchasing Card Distribution and Usage Policy and Administrative Procedures, should use it to pay for approved expenses whenever possible.
- Submission of Board-related expenses require the following information, handwritten by the purchaser on the back of the original itemized receipt or detailed on the P-card reconciliation sheet:
 - Event name/Expenditure
 - Names/Roles of participants
 - Reason for expense
- Approval for reimbursement of expenses shall be provided by:
 - Superintendent (or Resource to the Committee) for external members of a Board standing committee (i.e. CPIC, SEAC)
 - Chair of the Board for Trustees
 - Superintendent of Business Services for the Chair of the Board
- Reimbursement for expenses where receipts are not provided by the vendor or are lost requires the Trustee to submit in writing the event name, expense, names of participants, the reason for the expense, and include the signature of the Chair of the Board or the Superintendent of Business Services.
- The Director of Education, Superintendent of Business Services or Chair of the Board may request additional information regarding conference expense details and possible future changes to our system's practices and benefits, which will be presented to the Board through an Information Report at a subsequent Board meeting.
- For travel outside of the Province of Ontario, an Information Report will be submitted to the Board regarding the conference details, including expenses and possible future changes to our practices and benefits to our system.
- All expense claims, both those using a Board P-card and those submitted for reimbursement, must have signed approval. The Chair of the Board must approve Trustee expense claims. The Superintendent of Business Services must approve the Chair of the Board's expense claims.
- All expense claims must be submitted and approved within 30 days of the end of the fiscal year in which the expenses were incurred and shall be paid promptly.
- All expense claims are subject to audit by the Board.
- All expenses not approved or not deemed as Board-related business by the Superintendent (or Resource to the Committee), Director of Education, Chair of the Board or Superintendent,

Business Services under the provisions in accordance with the Education Act, and its amendments, will not be eligible for reimbursement.

- The following expense items, where appropriate, are those for which claims may be submitted: to the Board as approved expenses while on Board business.

1. Technology

At the beginning of each elected term, each Trustee will be provided with technology equipment from an approved list, which includes:

- one (1) laptop/desktop and relevant software programs*;
- one cellular device (i.e. Smartphone) (not provided for Student Trustees)

All items must be returned to the Board and all expenses will cease to be covered upon the Trustee's end of term or date of resignation from the Board.

Student Trustees will receive one (1) laptop/desktop and relevant software programs.

* Re-elected Trustees' computer hardware will be replaced/upgraded as per the Board's refresh cycle.

2. Out-of-pocket business expenses

- A Trustee can expense a maximum of \$3,000 during a school year (does not include expenses charged to central Trustee accounts) in connection with carrying out their responsibilities as a Board member.

3. In addition to the \$3,000 budget, the following expense items, where appropriate, are those for which claims may be submitted to the Board as approved expenses while on Board business:

- Eligible mileage expenses;
- All costs incurred by a Trustee at annual conferences, professional development sessions, meetings and events related to discharging their responsibilities. These items are approved at the discretion of the Chair;
- As per the Trustee Expense Guidelines developed at the November 8, 2011, Policy Committee Meeting (Appendix A).

4. Mileage expenses

- The rate per kilometre paid, to be reviewed annually, is established by the Board based on the Canada Revenue Agency deemed reasonable rate, taking into consideration the following assumptions and conditions:
 - a) That the rate and/or amount paid is calculated to cover all operating expenses of the vehicle, including depreciation, insurance, interest, license, fuel, oil, tires and maintenance;
 - b) The rate paid relieves the Board of any further obligation for costs or expenses resulting from accidents, fines, or other extraordinary costs incurred while the vehicle is being operated on Board business.
- Mileage expenses will be reimbursed to Trustees and/or external members of Board committees, as applicable, due to attendance at an activity where mileage is incurred in

discharging their responsibilities.

- Trustees will be reimbursed for mileage to/from Board meetings and other Board related business from/to their home.

5. Toll Fees

- Where necessary and approved by the Chair of the Board or the Superintendent of Business Services, toll fees may be claimed. Transponder fees will not be reimbursed.

6. Other Travel Within and Outside the Province/Country

- Transportation is provided on rail and/or economy or equivalent flight with transportation service to and from the airport/train station. If a private vehicle is authorized and used, mileage is paid to the driver in accordance with Board policy rates. Participants shall make every effort to share transportation.

7. Accommodations

- Whenever possible, all hotel reservations will be made four (4) weeks in advance, and hotel accommodation costs will be charged to the Board's P-card or reimbursed to the individual. It is understood that staff require a minimum of four (4) weeks advanced notice from attendees to facilitate travel arrangements.
- All hotel reservations for Student Trustees shall be made by Board staff.
- Where appropriate, hotel reservations will be confirmed to attendees employing a confirmation number, which will be provided to the attendee prior to the function.
- It is also required that, if available, a standard room is the set option for accommodation.

8. Professional Development/Conference Fees

- Annually, the Board will establish a budget for Trustee conference/professional development (conferences, workshops, seminars). All costs associated with a conference are to be charged against the conference/professional development budget.
- Trustees shall secure the necessary approval where appropriate, from the Chair of the Board or Superintendent of Business Services as appropriate, to attend any function for which reimbursement of expenses is sought from the Board.
- Trustees will be reimbursed for the following expenses incurred:
 - Hotel room charges (standard room);
 - Registration fees for approved conferences (whenever feasible, registration fees will be prepaid by the Board);
 - Meals (including tax and gratuities up to maximum meal reimbursement rates (receipt must be provided));
 - Taxi costs;
 - Parking fees, and
 - Train/airline tickets when determined to be the most practical mode of transportation for the event at standard pricing. Airfare will be reimbursed up to the cost of economy or equivalent.

The following expenses will not be covered:

- Meals when they are provided through the conference;
- Movies/entertainment/recreation charges;
- Charges incurred by a family member/guest;
- Alcoholic beverages;
- Parking tickets or Traffic Act violations;
- Personal gifts.

9. Parking

- Parking costs for Board related business will be eligible when supported with receipts or an explanation in the case of metered parking.

10. Meals

- Meal expense while away on business will be reimbursed at actual cost up to a maximum of \$75.00 (CDN) per person, per day, including taxes and gratuities. The lesser of the actual cost or the maximum will be reimbursed. This rate is not a per diem rate.
- Gratuities will be capped at 15%, except where the restaurant applies an automated gratuity above 15%.
- Extenuating circumstances will be considered on an individual basis and require the Chair of the Board or the Superintendent of Business Services' approval.

11. Telephone Calls

- Telephone calls (within Canada) for Board related business are eligible expenses.
- Outofcountry long-distance and cellular charges will not be reimbursed unless approved by the Chair for Board-related business.

12. Alcohol

- Alcohol is not an eligible Trustee and/or external members of Board committees expense unless it is included in the conference or event cost by the organizer/sponsor.

13. International Travel

- Expenses for any travel outside of Canada and the United States will not be reimbursed.

14. Other Expenses

- When accompanied by an explanatory note, other expenses are eligible Trustee and/or external members of Board committee expenses when approved by the Superintendent (or Resource to the Committee), Director of Education, Chair of the Board or Superintendent of Business Services, as appropriate.
- Office supplies for Board related business are eligible Trustee expenses where/when they are not available using the Board's regular procurement process.
- Mailing and photocopying for Board related business are eligible trustee expenses where/when they are not available through the Board.

15. Donations

Donations, by any Trustee, to any groups or individuals will not be reimbursed, except when the donations are made on behalf of the Board of Trustees if approved in advance by resolution of the Board of Trustees.

All expense claims must be submitted and approved within thirty (30) days of the end of the fiscal year and will be paid promptly and posted on Board's website.

- 16.** The Superintendent of Business Services, in collaboration with the Chair of the Board, will make available a summary report of individual Trustee expenses annually in December for the previous budget year.

The summary report will include the following expense categories:

- Honorarium
- Office supplies
- Conferences and professional development
- Travel expenses
- General expenses
- Cell phone
- Office equipment
- Internet
- Legal fees
- Meeting expenses (e.g. hospitality)

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

APPENDIX A

TRUSTEE EXPENSE GUIDELINES BOARD REPRESENTATION AND TRUSTEES ATTENDANCE AT EVENTS

The guidelines are intended to identify expenses that are eligible for reimbursement, that are consistent with commonly held values and accepted practices that are not perceived as excessive.

Trustees are often called to attend numerous functions throughout the year. Trustees may also choose to attend events and/or conferences that are of interest to them. As stewards of the Board, they must uphold the Board's Mission statement and its' governing values whereby: *The Halton Catholic District School Board, in partnership with home and Church, is dedicated to providing excellence in Catholic education by developing Christ-centred individuals enabled to transform society.*

In addition to the honorarium, the Act provides that boards may establish a policy in order to reimburse trustees "for all or part of his or her out-of-pocket expenses reasonably incurred in connection with carrying out the responsibilities of a board member". Boards are authorized to reimburse trustees for travel to and from a trustee's residence to a meeting of the Board, or of a committee of the Board or for reasonable out-of-pocket expenses incurred in connection with the travel. Boards may also pay for expenses and membership fees of any member of the Board to attend meetings of an educational association. These expenses are addressed in Board Policy I-34 (B)

Reimbursable expenses can be classified as those that are related directly and/or indirectly to Board business. For the purposes of clarification, within these guidelines, events have been placed into five categories: Board Business; Board-Related Business; Community; Local; and Professional Development/Trustee-Liaison.

Board Business:

Examples of events that may be related to Board Business include Trustee Association meetings or events and/or Board or committee meetings. The costs associated with these events are covered through the Board budget. Such events include, but are not limited to:

- CCSTA Conference
- ICE Symposium
- OCSTA Conferences and Seminars

Board-Related Business:

Board-Related events are usually hosted by the Board and/or held in partnership with the Board. The costs associated with these events are covered through the Trustee's allocated budget. Such events include, but are not limited to:

- Board Recognition Night (optional)
- Events in support of the Halton Catholic Children Foundation (optional)
- Parent Conference

Community Events:

The Board is committed to creating and promoting opportunities for community outreach. It is in the interest of the Halton Catholic District School Board that its presence is visible within the community at community events. The Board, through the office of the Director and/or the Chair of the Board, may determine that it is advisable to attend or be represented at such events.

Examples of community events where the Board would cover the costs associated with these events by purchasing tickets or a table include, but are not limited to:

- Burlington and Oakville Prayer Breakfasts
- CYO Dinner
- Father Fogarty Awards
- Halton Food for Thought Breakfast Gala
- Halton Multicultural events
- Halton Pro-Life Dinner
- HIEC's Spring and Fall Breakfast
- Breakfast with the Mayor

Local Events:

At times, trustees are invited to attend local events within their respective jurisdiction. These events benefit from having local trustee representation and provide opportunities for trustees to remain connected to, and active within their local community and parishes.

The costs associated with these events are covered through the trustee's allocated budget. Such events include, but are not limited to:

- Local Municipal Celebrations (Civic Remembrance Day Celebrations, etc...)
- School-related events such as Spaghetti dinners or yearly BBQ
- Parish Celebrations

Professional Development / Trustee Liaison:

Trustees are often invited to attend seminars/workshops. The costs associated with these sessions, although attendance is voluntary, can be covered through the trustee's respective budget allocation. Trustees may also choose to pursue learning opportunities related to their role as school trustee. These events must be approved by the Chair of the Board. Such events include, but are not limited to:

- Ontario Association of Parents in Catholic Education
- Ontario Catholic Student Leadership Conference
- When Faith Meets Pedagogy
- People for Education

Unreasonable Expenses:

Examples of events that would not be directly supported by the Board, nor eligible for reimbursement for individual trustees include, but are not limited to:

- Partisan Political events
- Events that are contrary to the governing values of the Halton Catholic District School Board
- Events that are contrary to the tenets and teachings of the Catholic Church



Regular Board Meeting

Action Report

Policy I-40 Performance Appraisal of Director of Education	Item 8.8
May 4, 2021	

Alignment to Strategic Plan

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

Purpose

To approve *Policy I-40 Performance Appraisal of Director of Education* as presented.

Background Information

Policy I-40 Performance Appraisal of Director of Education was reviewed as part of the regular Policy review cycle. The performance appraisal of the Director of Education is due to commence in April 2021 and to be completed by May 31, 2021. It has been observed in past reviews that the current rating structure for the evaluation criteria is limiting in scope as it does not permit Trustees to provide mid-point scoring (i.e., a rating that falls between levels, for example, 2.5). This has resulted in ratings being applied inconsistently. Additionally, the current rating of *X-Unknown* has been interpreted in past reviews as a value of 0 (zero), thereby skewing the overall tabulation.

Changes have been made to the rating structure in Appendix A of the policy to include broader evaluation criterion from 1 to 5 as follows:

- 1-Unacceptable; 2-Below expectations; 3-Meets expectations; 4-Exceeds expectations; 5-Outstanding
- Only values of 1 to 5 shall be considered in the overall tabulations

Conclusion

Policy I-40 Performance Appraisal of Director of Education was presented at the Policy Committee Meeting on April 13, 2021 with a recommendation that it be forwarded to the Board of Trustees for approval.



Recommendation

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

Resolution#:

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy I-40 Performance Appraisal of Director of Education*, be approved.

Report Submitted and Approved by:

N. Guzzo
Chair of the Policy Committee

Performance Appraisal of the Director of Education	
Adopted: October 15, 2013	Last Reviewed/Revised: May 4, 2021
Next Scheduled Review: 2023-2024	
Associated Policies & Procedures: N/A	

Purpose

The Halton Catholic District School Board believes that a performance appraisal process for the Director of Education, provides a forum for constructive dialogue and exchange of information between the Director and the Board of Trustees, further that such process is an opportunity for both the Board and the Director to clarify expectations and goals, to review past accomplishments, and to agree on needs and priorities of the system. The end result provides clear objectives for the coming year.

Application and Scope

This policy applies to the Director of Education and the elected trustees at the Halton Catholic District School Board, and sets a process to be undertaken on an annual basis.

Principles

The Halton Catholic District School Board shall adopt a program of performance appraisal which:

- Is consistent with the Mission and beliefs of the Halton Catholic District School Board.
- Builds upon and improves the Director of Education's performance by establishing a formal process and mechanism by which to provide feedback and to discuss and monitor expectations and standards of performance.
- Sets measurable goals, objectives and directions for the Director that directly relate to the Board's Mission and Multi-Year Strategic Plan.
- Ensures that the Halton Catholic District School Board's expectations and priorities are being effectively addressed by the Director.
- Is completed annually by the Board of Trustees with all trustees participating in the evaluation process.
- Provides for professional growth of the Director and ensures accountability.

- Shall be based on duties as assigned in provincial statutes, regulations, policies and guidelines for the position of Director of Education.
- Is led by the Chair of the Board.

Requirements

- The annual performance review for the Director of Education shall be initiated by the Chair of the Board in April.
- The Director will submit a report which reviews activities and accomplishments for the year, to the Chair of the Board who will forward it to the trustees.
- The Chair will meet with the Director to review the appraisal process for the coming year, including a review of previous years' goals and identify goals for the next year.
- The Executive Assistant will circulate, to trustees, all forms, the Director's Report and a summary of the process. Trustees will be asked to complete the survey (*Appendix A*) and return it to the Chair at the April Board Meeting.
- The Chair and Vice-Chair of the Board shall review the data collected and the Chair and the Vice-Chair shall prepare a written appraisal report based on the data collected. This appraisal report will be reviewed by the trustees and then submitted to the Director of Education by May 31 each year.
- The Director of Education shall then respond and the appraisal report and Director's response shall be received by the Board for review, approval and disposition by the final Board meeting in June.
- The Director shall file an annual report identifying progress toward strategic priorities and goals outlined in the Multi-Year Strategic Plan, and areas of focus for attention for the upcoming school year at the September Board meeting. The report shall consider any recommendations arising out of the appraisal report and the Director's response from the previous school year.
- The appraisal report and response of the Director shall be filed in the office of the Chair, with a copy provided to the Director of Education.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

**Performance Appraisal
Director of Education**

Appendix A

Time Period:

This form is designed to obtain your perceptions of the performance of our Director for the above mentioned time period. Your personal opinions and observations are important, so please respond candidly to each item. Your responses will remain anonymous. A summary of all the responses will be compiled for all the trustees.

As you read through the following list, circle the appropriate number, and submit any additional comments in the space provided. Only values of 1 to 5 shall be considered in the overall tabulations.

- (1) Unacceptable
- (2) Below expectations
- (3) Meets expectations
- (4) Exceeds expectations
- (5) Outstanding

1. Catholic Leadership

- Promotes and integrates Gospel values throughout the system
- Leads prayer and liturgy at meetings
- Articulates Catholic values to community
- Demonstrates a strong understanding of and maintains a positive working relationship with the deanery and related parishes

- (1) Unacceptable
- (2) Below expectations
- (3) Meets expectations
- (4) Exceeds expectations
- (5) Outstanding

Comments:

2. Cultural Leadership

- Builds commitment to Board's Mission, beliefs and strategic priorities
- Maintains culture of respect through the system
- Creates a focus on faith, education excellence and student well-being

- (1) Unacceptable
- (2) Below expectations
- (3) Meets expectations
- (4) Exceeds expectations
- (5) Outstanding

Comments:

3. Communications

- Provides written and verbal reports to the Board of Trustees
- Regularly corresponds to the system
- Responds to media/general correspondence
- Responds to inquiries in a timely fashion
- Provides timely information on Ministry initiatives that may affect the system
- Interprets and communicates policy, procedures, legislation and regulations to others (staff and trustees) to increase understanding
- Maintains open and meaningful communication with the Board

- (1) Unacceptable
(2) Below expectations
(3) Meets expectations
(4) Exceeds expectations
(5) Outstanding

Comments:

4. Staff Relations

- Builds respectful relationships with all employee groups
- Creates an atmosphere of trust and collaboration
- Takes a problem-solving approach to issues
- Promotes a culture of learning that allows staff to engage in continuous learning Handles tough situations well and manages difficult personnel issues successfully

- (1) Unacceptable
(2) Below expectations
(3) Meets expectations
(4) Exceeds expectations
(5) Outstanding

Comments:

5. Community and Public Relations

- Represents the Board in a positive and professional manner
- Strengthens inter-board cooperation
- Enhances the system profile locally and provincially

- (1) Unacceptable
(2) Below expectations
(3) Meets expectations
(4) Exceeds expectations
(5) Outstanding

Comments:

6. Vision of System: Present and Future

- Articulates and promotes Mission and values of the system
- Understands system design and change management process
- Articulates how system and school planning align and reflect the Board's strategic priorities

- (1) Unacceptable
(2) Below expectations
(3) Meets expectations
(4) Exceeds expectations
(5) Outstanding

Comments:

7. Organizational Leadership

- Leads by example - is seen as instructional leader
- Takes forward thinking approach to anticipate change
- Inspires confidence in the system
- Maintains a clear and consistent sense of direction
- Deals directly with difficult issues
- Provides clear roles and high expectations for senior staff
- Integrates feedback from trustees, staff and the community into positive action

- (1) Unacceptable
(2) Below expectations
(3) Meets expectations
(4) Exceeds expectations
(5) Outstanding

Comments:

--

8. Fiscal Leadership

- Ensures the budget process reflects accountability in planning for economic and political realities
- Ensures budget allocations reflect articulated goals of system in the department planning process
- Ensures financial management of the Board is consistent with legal and Ministry requirements

- (1) Unacceptable
(2) Below expectations
(3) Meets expectations
(4) Exceeds expectations
(5) Outstanding

Comments:

--

9. Personal and Professional Attributes

- Participates in professional peer organizations
- Contributes to provincial initiatives, projects and/or committees
- Demonstrates ethical principles in management activities
- Is recognized as a professional leader

- (1) Unacceptable
(2) Below expectations
(3) Meets expectations
(4) Exceeds expectations
(5) Outstanding

Comments:

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SUMMARY OF BOARD RESPONSE:

After Board members have reviewed and discussed the Director of Education's report, the Chair and Vice Chair will summarize the points by completing this form.

The Director of Education does a competent job in these areas:

The Director of Education could develop in these areas:

Summary Statement:

Comments from the Director of Education:

Signature of Chair

Date:

Signature of Director of Education

Date:

The Director of Education's signature merely indicates that the completed form has been read and does not necessarily imply agreement with the performance evaluation.

A copy of this document will be placed in the Director of Education's personnel file.



Regular Board Meeting

Action Report

Policy II-26 Managing Student Risk in Interschool Sports - Elementary and Secondary School	Item 8.9
May 4, 2021	

Alignment to Strategic Plan

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

Purpose

To approve *Policy II-26 Managing Student Risk in Interschool Sports - Elementary and Secondary School* as presented.

Background Information

Policy II-26 Managing Student Risk in Interschool Sports - Elementary and Secondary Schools was reviewed as part of the regular Policy review cycle. Minor housekeeping changes have been made to add relevant References for consistency and reflect current language.

Conclusion

Policy II-26 Managing Student Risk in Interschool Sports - Elementary and Secondary School was presented at the Policy Committee Meeting on April 13, 2021 with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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

Resolution#:	Moved by:
	Seconded by:
Resolved , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy II-26 Managing Student Risk in Interschool Sports - Elementary and Secondary School</i> , be approved.	

Report Submitted and Approved by:

N. Guzzo
Chair of the Policy Committee

Managing Student Risk in Interschool Sports - Elementary and Secondary Schools

Adopted:

September 1, 1989

Last Reviewed/Revised: May 4, 2021

Next Scheduled Review: 2023-2024

Associated Policies & Procedures:

[II-31 Risk Management – First Aid](#)

[VI-74 Risk Management – First Aid](#)

[II-39 Progressive Discipline & Safety in Schools/Code of Conduct – Suspensions & Expulsions](#)

[VI-44 Progressive Discipline and Safety in Schools](#)

[II-42 Medical Conditions](#)

[V-05 School Accidents – Prevention & Safety](#)

[VI-21 OSBIE Online Incident Reporting \(Ontario School Board Insurance Exchange\)](#)

[VI-39 Inclement Weather Safety](#)

[VI-47 Inclement Weather - Transportation Cancellations and Emergency School Closures](#)

[VI-71 Concussion Safety](#)

Purpose

To provide thorough attention to the health and safety of student athletes participating in Halton Catholic District School Board sponsored and/or sanctioned interschool athletic activities.

Application and Scope

This policy applies to all Board and school sponsored and/or sanctioned interschool athletic activities taking place on Board sites or on sites located outside the jurisdiction of the Board.

References

[Education Act](#)

[Halton Catholic Athletic Association \(HCAA\)](#)

[Golden Horseshoe Athletic Conference \(GHAC\)](#)

[Ontario Federation of School Athletic Associations \(OFSAA\)](#)

[Ontario Physical Activity Safety Standards in Education \(OPASSE\)](#)

Principles

- The Halton Catholic District School Board believes that the safety and well-being of student athletes are of primary concern and recognizes that certain policies and procedures must be established and implemented by all instructors/coaches and participants in order to promote safe activities and a safe playing environment for the athletes.
- In accordance with the Education Act, the School Administrator, or designate and teacher has the right and responsibility of a judicious parent and will act in accordance with the expectations of a parent.

Requirements

The following minimum standards for dealing with athletic risk management will be implemented:

- Adherence to the Ontario Physical Activity Safety Standards in Education (OPASSE) Guidelines, specifically:
 - Equipment
 - Clothing/Footwear
 - Facilities
 - Special Rules/Instructions
 - Supervision
 - Coaching Certification
- Completion of appropriate (elementary or secondary) CONSENT TO PARTICIPATE AND MEDICAL INFORMATION FORMS (which outlines potential injury risk) prior to the first try-out for each sport in which the student is a participant.
- Coaches shall have access to the completed Interschool Consent To Participate and Medical Information Forms at all practices and competitions.
- Completion of an appropriate elementary or secondary RETURN TO PHYSICAL ACTIVITY NON-CONCUSSION MEDICAL ILLNESS/INJURY FORM where a student is returning to play after missing a practice or game due to an injury or illness requiring medical attention.
- Adherence to the Halton Catholic District School Board Medical Conditions policy and Concussion Safety procedures:
 - An appropriate means of communication on site, and a list of emergency contacts;
 - An appropriate means of transportation on site;

- The availability of an appropriate first aid kit;
- The identification of an IN-CHARGE PERSON, at all interschool athletic competitions, who will manage in the event of injury;
- The in-charge person at all identified “**high risk** activities” wherever they occur will be certified with a valid St. John Ambulance Standard First Aid certificate, or equivalent. The First Aid provider must be in attendance for the entire athletic event.
- Teachers/Coaches are to be aware of the medical/health conditions and physical limitations of their student athletes. This includes, but not limited to, knowledge of conditions such as heart disorders, asthma, diabetes, anaphylaxis, seizure disorder, and previous concussions.
- Teacher/Coaches must follow the appropriate HCDSB protocol based on the student athlete’s medical/health condition, as well as student injury/suspected injury for the duration of the sporting event.
- Prior to the instructor/coach teaching the skills of the activity, the instructor/coach will:
 - outline the possible risks of the activity (warnings of possible danger);
 - demonstrate how to minimize the risks;
 - set procedures and rules for safe practice of skills;
 - adhere to the safety procedures, rules of safe play, and parameters located within the Ontario Physical Activity Safety Standards in Education Guidelines; and
 - provide the appropriate supervision required by the activity.
- Prior to participating in the activity students must receive Concussion Safety procedures information or training on the following:
 - the definition and the seriousness of a concussion of how to identify the signs and symptoms of a suspected concussion;
 - the importance of reporting a suspected concussion to teacher/parents;
 - prevention techniques for the activity;
 - students must not participate in the activity until this instruction has been received.
- In activities requiring protective equipment - either supplied by the Board, or by the individual participant - such equipment must meet the minimum safety standards as established by the Ontario Physical Activity Safety Standards in Education (OPASSE), and/or the Halton Catholic Athletic Association (HCAA)/Golden Horseshoe Athletic Conference (GHAC)/Ontario Federation of School Athletic Associations’ (OFSAA) playing regulations for the sport and confirmed by the coaching staff.
- Environmental factors affecting the health and safety of participants and spectators (e.g. thunder and lightning, high winds, extreme temperatures and inclement weather) must be taken into consideration in terms of site appropriateness and/or cancellation/postponement.

- Each playing season, at least one coach from each school must attend (HCAA and Elementary) a preseason Coaches meeting to obtain important information about the upcoming season and safety updates.
- The Halton Catholic District School Board provides opportunities for instructors/coaches to participate actively in Coaching Clinics and First Aid Certification Training in adherence to the Halton Catholic District School Board Out of Classroom Safety Guidelines.
- Provisions must be made for health care insurance, Extended Blue Cross or equivalent, for each participant involved in athletic activities, which occur out of province/country.
- Any action taken to implement the requirements of this policy, including the application of consequences to students or direction to visitors to the school grounds or property, must be consistent with the Requirements of Policy II-39 *Progressive Discipline & Safety in Schools Code of Conduct - Suspensions & Expulsions*.
- Secondary school athletics follow procedures outlined by the Halton Catholic Athletic Association (HCAA) Constitution, Golden Horseshoe Athletic Conference (GHAC) Constitution, and Ontario Federation of School Athletic Associations (OFSAA) Constitution.
- Elementary school athletics follow procedures outlined in the Elementary Interschool Athletics Handbook: School Administrators and Coaches Information & Checklist.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Regular Board Meeting

Action Report

Policy II-33 Safe Arrival at School Program	Item 8.10
May 4, 2021	

Alignment to Strategic Plan

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

Purpose

To approve *Policy II-33 Safe Arrival at School Program* as presented.

Background Information

Policy II-33 Safe Arrival at School Program was reviewed as part of the regular Policy review cycle. Minor changes have been made to the policy to include relevant References for consistency and adding clarifying language to Principles and Requirements.

Conclusion

Policy II-33 Safe Arrival at School Program was presented at the Policy Committee Meeting on April 13, 2021 with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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

Resolution#:	Moved by:
	Seconded by:
Resolved , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy II-33 Safe Arrival at School Program</i> , be approved.	

Report Submitted and Approved by:

N. Guzzo
Chair of the Policy Committee

Safe Arrival at School Program	
Adopted: June 15, 1999	Last Reviewed/Revised: May 4, 2021
Next Scheduled Review: 2023-2024	
Associated Policies & Procedures: VI-18 Safe Arrival at School Program VI-39 Inclement Weather Safety VI-47 Inclement Weather - Transportation Cancellations and Emergency School Closures V-18 Community Engagement and Public Consultation Policy VI-58 Parent Notification System	

Purpose

To promote the safety of pupils, the Halton Catholic District School Board shall maintain and review a Safe Arrival at School Program for pupils enrolled in its schools.

Application and Scope

This policy applies to parents, pupils and schools under the jurisdiction of the Halton Catholic District School Board.

References

[Age of Majority Act](#)

[Education Act](#)

[PPM 123](#)

Principles

- Parents/guardians are responsible for their children's safety. Safe-Arrival programs are a mechanism that parents/guardians, students who are 18 years of age or older (adult students), or students (16 or 17) who have withdrawn from parental control, and schools can use to account for any pupil's unexplained failure to arrive at school.
- The Halton Catholic District School Board recognizes that pupil safety is a shared

responsibility involving the home, the school and other community agencies.

- The Halton Catholic District School Board is committed to providing a Safe Arrival at School Program which responds to the needs of the school community.
- The Halton Catholic District School Board recognizes that the Safe Arrival at School Program complements other school and community safety programs.

Requirements

- Each school shall have practices in place to address the status of any pupil's unexplained failure to arrive at school.
- The practices should address normal recurring circumstances as well as unusual events and conditions (e.g. inclement weather or bus cancellations).
- Review of the Safe Arrival at School Program for Schools will be undertaken in consultation with Catholic School Councils in alignment with *Administrative Procedure VI-18*.
- The Safe Arrival at School Program will be conducted in conjunction with the daily school attendance procedures.
- Parents/guardians, adult students, or students who have withdrawn from parental control, are responsible for communicating pupil absences or lateness to the school prior to the start of and/or throughout the school day, unless the parent/guardian, adult student, or student withdrawn from parental control, informs the school of a prolonged absence.
- Parents/guardians, adult students, or students who have withdrawn from parental control, are responsible for providing the school with complete and current emergency contact information to enable the school to make any necessary follow-up contacts.
- Information about the scope and practices of each school's Safe Arrival at School Program and about the roles and responsibilities of all stakeholders should be clearly identified and shall be communicated by the principal to the school community and reviewed in consultation with the Catholic School Council.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

Regular Board Meeting

Action Report

<p>II-43 Voluntary, Confidential Self-Identification of First Nation, Métis & Inuit Students</p>	<p>Item 8.11</p>
<p>May 4, 2021</p>	

Alignment to Strategic Plan

This report is linked to our strategic priorities of:

Achieving: Meeting the needs of all learners

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

Belonging: Embracing relationships & sustaining safe, welcoming schools

Purpose

To approve *Policy II-43 Voluntary, Confidential Self-Identification of First Nation, Métis & Inuit Students* as presented.

Background Information

Policy II-43 Voluntary, Confidential Self-Identification of First Nation, Métis & Inuit Students was reviewed as part of the regular Policy review cycle.

- Changes have been made to the policy to update and align language with relevant Ministry documents
- Minor changes have been made to update the Purpose, Application & Scope and References
- Principles were updated to include the Halton Catholic Board perspective
- Requirements integrate language that is consistent and aligns with Ministry directives
- Minor changes have been made to improve readability

Conclusion

Policy II-43 Voluntary, Confidential Self-Identification of First Nation, Métis & Inuit Students was presented at the Policy Committee Meeting on April 13, 2021 with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation



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

Resolution#:

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy II-43 Voluntary, Confidential Self-Identification of First Nation, Métis & Inuit Students*, be approved.

Report Submitted and Approved by:

N. Guzzo

Chair of the Policy Committee Meeting

Voluntary, Confidential Self-Identification of First Nation, Métis and Inuit Students	
Adopted: April 6, 2010	Last Reviewed/Revised: May 4, 2021
Next Scheduled Review: 2023-2024	
Associated Policies & Procedures: I-02 Records and Information Management I-07 Protection of Privacy II-45 Equity and Inclusive Education VI-54 Equity and Inclusive Education	

Purpose

To develop effective self-identification policies that ensure First Nation, Métis, and Inuit students receive the highest possible quality of education; that all Halton Catholic District School Board (HCDSB) students will develop knowledge, critical literacy, understanding of contemporary and traditional First Nation, Metis, and Inuit traditions, cultures and perspectives, and the important contributions of First Nation, Métis, and Inuit communities to Ontario's cultural, economic and social future.

To realize the learning aspirations and potential of First Nation, Métis and Inuit students through a responsive, transparent and accountable policy that focuses on improved programs and services and builds on strong partnerships with First Nation, Métis and Inuit communities. Continued data collection and analysis will support future decision making surrounding First Nation, Métis and Inuit student success.

Application and Scope

This policy applies to any student of First Nation, Metis or Inuit ancestry attending schools in the Board. A student who is 18 years of age or older, or a student (16 or 17) who has withdrawn from parental control, has the right to self-identity. For students under 18 years of age, a parent or guardian will self-identify on their behalf.

The responsibility for implementation of this policy applies to the HCDSB's senior administration and school administrators.

References

[Building Bridges to Success for First Nation, Metis and Inuit Students, Ministry of Education, 2007](#)

[Canadian Charter of Rights and Freedoms](#)

[The Constitution Act, 1982](#)

[Education Act](#)

[The Journey Together Ontario's Commitment to Reconciliation with Indigenous Peoples](#)

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

[Ontario First Nation, Métis, and Inuit Education Policy Framework: Implementation Plan 2014](#)

[Ontario First Nation, Metis, and Inuit Education Policy Framework, Ministry of Education, 2007](#)

[Ontario Human Rights Code](#)

[Ontario Human Rights Commission: Policy on preventing discrimination based on creed \(2015\)](#)

[Truth and Reconciliation Commission of Canada: Calls to Action \(2015\)](#)

Definitions

First Nation: A term that came into common usage in the 1970s to replace the word “Indian”, which many found offensive. The term “First Nation” has been adopted to replace the word “band” in the names of communities.

Indigenous peoples: The descendants of the original inhabitants of North America. Section 35(2) of the Constitution Act, 1982, states: “In this Act, ‘Aboriginal peoples of Canada’ includes the Indian, Inuit, and Métis peoples of Canada.” These separate groups have unique heritages, languages, cultural practices, and spiritual beliefs. Their common link is their indigenous ancestry.

Inuit: Indigenous people in northern Canada, living mainly in Nunavut, the Northwest Territories, northern Quebec, and Labrador. Ontario has a very small Inuit population. The Inuit are not covered by the Indian Act.

Métis people: People of mixed First Nation and European ancestry. The Métis history and culture draws on diverse ancestral origins, such as Scottish, Irish, French, Anishinaabe, and Cree.

Principles

- The Halton Catholic District School Board (HCDSB) recognizes that all people are created equal, in the image of God, each with inimitable characteristics deserving of dignity (Genesis: 1:27). In accordance with the Church's teachings, it is the policy of the HCDSB to provide in all its operations an educational environment which supports and fosters diversity, equity and inclusion within its Catholic community.
- The Halton Catholic District School Board is committed to providing a positive and inclusive Catholic learning environment which enhances the dignity and achievement of all members of its educational community. The HCDSB understands that accurate and reliable data is needed to ensure First Nation, Métis and Inuit students reach their full potential.

- **Excellence and Accountability**

The Halton Catholic District School Board believes quality education is essential for the continuing development of both Indigenous and non-Indigenous communities. The academic achievement of every First Nation, Métis, and Inuit student is supported through the delivery of quality education. The HCDSB provides support and resources for First Nation, Métis, and Inuit students.

- **Equity and Respect for Diversity**

The Halton Catholic District School Board creates and nurtures an academic environment for every First Nation, Métis, and Inuit student that promotes the development of a positive personal and cultural identity, as well as, a sense of belonging to both Indigenous and wider communities.

The Halton Catholic District School Board creates and supports an academic environment that fosters First Nation, Métis, and Inuit languages and cultures. It acknowledges the diversity found in First Nation, Métis, and Inuit communities and endorses learning about First Nation, Métis, and Inuit cultures, histories, and perspectives in a Catholic education system.

- **Inclusiveness, Cooperation, and Shared Responsibility**

The Halton Catholic District School Board recognizes that cooperation among governments, ministries, educational institutions (including the Ontario College of Teachers and faculties of education), and First Nation, Métis, and Inuit families, communities, and organizations is essential for the implementation of education programs and services designed for First Nation, Métis, and Inuit students, regardless of where they live.'

- **Respect for Constitutional and Treaty Rights**

The Halton Catholic District School Board respects Indigenous and Treaty Rights protected by Section 35 of the Constitution Act, 1982.

Requirements

1. Engage with local First Nation, Métis and Inuit parents and communities to build understanding of Indigenous student self-identification and to increase the number of students/families that choose to self-identify. Self-identification data will be collected as part of the registration process for all students.
2. Ensure the self-identification process is responsive, transparent and accountable, and focuses on improving services and supports, building on strong partnerships with Indigenous parents and their communities.
3. Collect, analyse and report on data for self-identified Indigenous students to inform targeted strategies for increasing Indigenous student achievement and success. Data collected will be evaluated on an annual basis by school and board improvement learning teams to inform culturally relevant and responsive student programming.
4. Adhere to the collection, use, sharing and secure storage of data in accordance with the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA). The HCDSB may make informed decisions regarding student achievement initiatives and supports. Data collected may be confidentially shared as required through the Ontario Student Information System (OnSIS) with the Ministry of Education and the Education Quality and Accountability Office (EQAO) for the purposes of funding and student achievement.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

Regular Board Meeting

Action Report

II-45 Equity and Inclusive Education	Item 8.12
May 4, 2021	

Alignment to Strategic Plan

This report is linked to our strategic priorities of:

Achieving: Meeting the needs of all learners

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

Belonging: Embracing relationships & sustaining safe, welcoming schools

Purpose

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

Background Information

At the April 13, 2021 Policy Committee meeting, Trustees reviewed stakeholder feedback. There were no changes made and the policy was approved.

Conclusion

Policy II-45 Equity and Inclusive Education was presented at the Policy Committee Meeting on April 13, 2021 with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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

Resolution#:	Moved by:
	Seconded by:
Resolved , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy II-45 Equity and Inclusive Education</i> , be approved.	

Report Submitted and Approved by:

N. Guzzo
Chair of the Policy Committee

Equity and Inclusive Education	
Adopted: January 18, 2011	Last Reviewed/Revised: May 4, 2021
Next Scheduled Review: 2023-2024	
Associated Policies & Procedures: VI-54 Equity and Inclusive Education VI-60 Student Groups in Catholic Schools I-43 Use of Technology and Digital Citizenship VI-62 Use of Technology and Digital Citizenship II-34 Participation in Programs and Courses of Study in Catholic Religious Education II-39 Progressive Discipline and Safety in Schools Code of conduct – Suspensions and Expulsions VI-44 Progressive Discipline and Safety in Schools II-40 Bullying Prevention and Intervention II-43 Voluntary Confidential Self-Identification of First Nation Metis and Inuit Students V-01 Use of School Grounds and Community Use of School Facilities VI-64 Community Use of School Facilities V-03 Photography, Advertising and Sales Representatives V-18 Community Engagement and Public Consultation Policy	

Purpose

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

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

HCDSB and its staff are committed to the elimination of systemic barriers as outlined in Ontario's Education Equity Action Plan (2017) and the Ontario Ministry of Education (the "Ministry"), and Accepting Schools Act in a manner which is consistent with the exercise of HCDSB's denominational

rights under section 93 of the *Constitution Act, 1982* and as recognized at section 19 of the Ontario *Human Rights Code*.

Application and Scope

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

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

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

References

[Education Act](#)

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

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

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

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

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

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

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

[Ontario Human Rights Code](#)

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

[Anti-Racism Act 2017](#)

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

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

[Nostrae Aetate](#)

Definitions

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

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

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

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

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

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

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

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

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

Principles

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

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

1. Board Policies, Programs, Procedures and Practices:

Preamble:

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

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

Our Commitment:

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

2. Shared and Committed Leadership:**Preamble:**

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

HCDSB recognizes the critical role of all leaders including Trustees, Superintendents, Principals, Teachers, Designated Early Childhood Educators, Child and Youth Counsellors, Social Workers, in fostering inclusive, safe and welcoming learning environments and upholding human rights

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

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

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

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

Our Commitment:

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

3. School Community Relationships:**Preamble:**

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

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

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

Our Commitment:

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

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

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

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

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

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

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

Our Commitment:

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

5. Religious Accommodation:

Preamble:

Committed to the mission of the Church, HCDSB provides a learning and working environment in which all individuals are treated with respect and dignity regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability, in accordance with the Ontario *Human Rights Code* and Ministry Policy/Program Memorandum No. 108.

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

Our Commitment:

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

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

Preamble:

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

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

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

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

Our Commitment:

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

7. Professional Learning:**Preamble:**

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

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

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

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

Our Commitment:

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

8. Accountability and Transparency**Preamble:**

HCDSB acknowledges and assumes the responsibility for its policies, actions, and decisions. In the pursuit of greater transparency and accountability, HCDSB, in respectful collaboration and communication with the whole Catholic school community, will report on its goals and progress in

the areas of policy review, school improvement planning and the implementation of *The Strategy*. In accordance with Accepting School Act, HCDSB will survey parents, staff and students once every two (2) years to assess the effectiveness of the related equity and inclusion policies, procedures and programs.

Our Commitment:

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

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

Data Collection, Integration and Reporting

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

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

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

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

Requirements

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

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

Responsibility

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

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

Religious Accommodation Guideline

Appendix “A”

MISSION STATEMENT

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

INTRODUCTION

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

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

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

I. Legislative and Policy Context

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

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

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

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

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

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

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

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

II. Definitions

1. Accommodation:

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

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

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

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

2. Creed:

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

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

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

3. Undue Hardship:

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

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

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

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

III. Accommodation Guidelines

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

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

1. Accommodation Based on Request:

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

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

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

2. General Procedures for Religious Accommodation:

a. Staff

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

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

b. Students

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

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

3. Unresolved Requests:

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

4. Areas of Accommodation:

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

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

IV. General Guidelines and Procedures

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

1. School Opening and Closing Ceremonies:

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

Memorandum No. 108 states the following:

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

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

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

2. **Absence for Religious Holy Days:**

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

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

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

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

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

Guidelines for Administrators:

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

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

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

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

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

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

Unresolved Requests:

a. Employee

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

b. Students

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

3. Prayer:

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

4. Dietary Restrictions:

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

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

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

5. Fasting:

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

6. Religious Dress:

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

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

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

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

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

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

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

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

7. Modesty Requirements for Dress in Physical Education Classes:

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

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

8. Participation in Daily Activities and Curriculum:

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

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

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

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

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

V. Limitations to Religious Accommodation

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

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

GUIDELINE FOR KIRPAN ACCOMMODATION

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

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

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

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

Religious Education Resource Selection	Item 9.1
Tuesday, May 4, 2021	

Alignment to Strategic Plan

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

Purpose

The purpose of this report is to recommend the purchase of the Grade Eight, *Growing In Faith, Growing In Christ*, Complete Print and Digital District Implementation Package to support the implementation of the Ontario Catholic Elementary Curriculum Policy Document for Religious Education, Grades 1-8, 2012.

The Halton Catholic District School Board's investment in classroom learning materials ensures the provision of appropriate resources that support the Catholic faith Tradition as well as the Ontario Curriculum.

Background Information

The Ontario Catholic Elementary Curriculum Policy Document for Religious Education, Grades 1-8, was completed in 2012 and was created to support the academic and spiritual development of students in Catholic schools. The General Directory for Catechesis and its most recent edition the Directory for Catechesis provide the focus and framework to the policy document. The Assembly of Catholic Bishops of Ontario (ACBO) collectively set the Religious Education program through their Education Commission and the Institute for Catholic Education (ICE). In May 2013, it was approved for implementation. The policy document has been forwarded to the Vatican and has been foundational in the creation of the new Religious Education program *Growing In Faith, Growing In Christ*.

In order to support the *Ontario Catholic Elementary Curriculum Policy Document for Religious Education, Grades 1 – 8, 2012*, the Assembly of Catholic Bishops of Ontario announced that Pearson Canada would be awarded the contract to create and publish a new Religious Education program for Catholic schools. With the participation and contribution of bishops, theologians and Catholic School board representatives from Ontario, Alberta and Saskatchewan, the resource *Growing in Faith, Growing in Christ* was developed.

The following is a schedule of the *Growing in Faith, Growing In Christ* purchase by the Halton Catholic District School Board:



2014-2015 *Grade One*, Comprehensive Resource Package

2015-2016 *Grade Two and Grade Three*, Comprehensive Resource Package

2016-2017 *Grade Four*, Comprehensive Resource Package

2017-2018 *Grade Five*, Comprehensive Resource Package

2018-2019 *Grade Six*, Comprehensive Resource Package

2019-2020 *Grade Seven*, Comprehensive Resource Package

This exceptional resource reflects current pedagogical understandings that support all curriculum through the Catholic Tradition and Catholic theological thought. In a statement on the value of the program, the Ontario and Western Bishops say:

Growing in Faith, Growing in Christ creates strong links between home, school, and parish. The classroom experience helps students to deepen their love of God and their neighbours. Using the best pedagogical practices, the program seeks to engage students in knowing and living their faith. This will not only help them today but will also prepare them for tomorrow as they grow and mature and make significant contributions to our society as faith-filled Catholics who radiate the joy of believing.

It is recommended that the Halton Catholic District School Board continue with the implementation of the *Growing in Faith, Growing in Christ* resource by purchasing the Grade Eight Comprehensive Resource Package for implementation in September 2021. The proposed publication dates for the resource by Grade Level are as follows:

Grade	Print Resources	Digital Resources
1	April 2015 (purchased)	August 2015 (purchased)
2	August 2015 (purchased)	December 2015 (purchased)
3	April 2016 (purchased)	August 2016 (purchased)
4	April 2017 (purchased)	August 2017 (purchased)
5	May 2018 (purchased)	August 2018 (purchased)
6	May 2019 (purchased)	August 2019 (purchased)
7	May 2020 (purchased)	August 2020 (purchased)
8	May 2021	August 2021
KDG	May 2022	August 2022



Comments

The components of the Grade 8 program include:

Teacher Resource

- Print and digital formats
- Detailed lesson plans, and background information
- Support of theological learning and experience for teacher
- Support differentiated instruction for each lesson and unit
- demonstration of learning statements, to support teacher assessment of the expectations
- unit inquiry tasks to support assessment and evaluation as per Ministry of Education guidelines
- culturally responsive pedagogy

Student Book

- Print and digital formats, to support home/school/parish connections
- Supports literacy
- Ignites inquiry-based learning opportunities
- Highly Visual content
- Variety of text forms, including media literacy supports such as infographics, charts, diagrams, etc.
- Culturally responsive pedagogy

Multi-Media/Interactive Elements

- Songs with instrumental tracks, lyrics, and scores
- Interactive activities
- Extended Image Gallery for projects
- Audio playback for the student resource
- Videos
- School, Home and Parish Portal

In addition, boards who purchase the Comprehensive Resource Package will also receive:

- Half-day in-person implementation and resource overview session;
- Five on-line Professional Development modules to provide background and support for key program concepts (self-directed or used for staff development);
- Teacher access to digital components for multiple grades to facilitate combined grade classroom;
- Combined grade support, correlations and strategies;
- Report card comments (if requested; would be developed in partnership with appropriate board support);
- Sacramental instruction support; and
- One copy of the student resource and digital access to home and parish components for every parish in the district.



EXPENDITURE SUMMARY:

Product Description	Quantity	Print/Digital (Full Implementation)	Total
Digital Teacher Resources: - Teacher, Student and Parish Websites, digital Teacher Resource	97	\$950.00	\$92,150.00
Digital Student Resources: - Student Website & digital student book	2,558	\$52.00	\$133,016.00
Print Teacher Resources	97	\$45.00	\$4,365.00
Print Student Resources	2,558	\$3.50	\$8,953.00
PRODUCT TOTAL			\$238,484.00
TAXES			\$29,271.58 HST \$665.90 GST
SUBTOTAL BEFORE SHIPPING FEES (shipping fees have not yet been provided)			\$268,421.48

Conclusion

The recommendation is to purchase *Growing in Faith, Growing in Christ*, Comprehensive Resource Package as the approved Grade Eight Religious Education Program Resource, with the intention of continuing to purchase *Growing in Faith, Growing in Christ* grade level resources including Kindergarten as it becomes available. By purchasing the *Growing In Faith, Growing In Christ* product, in collaboration with the Assembly of Catholic Bishops of Ontario and in solidarity with the Holy See, the Halton Catholic District School Board, will provide all elementary students, staff and their families an opportunity to grow, learn and develop in the Catholic faith tradition we have been entrusted to share.

Recommendation

The following recommendation is presented for the consideration for the May 18, 2021 Regular Board meeting:

Resolution#:

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board approve the purchase of the Grade Eight Core Religious Education Complete Print and Digital District Implementation Package: *Growing in Faith, Growing in Christ* in the estimate amount of \$268,421.48.



Report Prepared by: P. Dal Ben
Curriculum Consultant, Curriculum Services

Report Submitted by: J. Crowell
Superintendent of Education, Curriculum Services

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



Regular Board Meeting

Staff Report

Bronte Green School Boundary Review – School Boundary Review Committee Recommendation	Item 9.2
May 4, 2021	

Alignment to Strategic Plan

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

Purpose

The purpose of this report is to update the Board on the recommendation of the Bronte Green School Boundary Review Committee (SBRC).

Background Information

1. Information Report Item 10.7 “Bronte Green New Development Area Elementary School Boundary Review” from the March 2, 2021 Regular Meeting of the Board.
2. Information Report Item 10.9 “2019 Long-Term Capital Plan Update – Final Report” from the June 18, 2019 Regular Meeting of the Board.

Additional background material including the options explored, presentations and minutes of the Advisory School Boundary Review Committee can be found online at:

<https://schoolplanning.hcdsb.org/bronte-green-new-development-area-elementary-school-boundary-review/>

Comments

In the [2019 Long-Term Capital Plan \(LTCP\)](#), the Board identified Bronte Green (formerly Saw Whet Golf Course) as one of the development areas in Oakville. In addition, the LTCP identified the need to conduct a School Boundary Review to address enrolment pressures from this new development to St. Mary CES and determine a home school for the new community in Oakville.

The school boundary review was undertaken in accordance to [Board Policy No. I-29: School Boundary Review Process](#) and [Administrative Procedure No. VI-88: School Boundary Review Process](#) and a advisory School Boundary Review Committee was created.

The advisory School Boundary Review Committee consisted of parent representation from St. Mary CES and St. Joan of Arc CES. A list of the School Boundary Review Committee is provided in Appendix A.



The goals of the boundary review were to:

- Review the school attendance boundaries for St. Mary CES and St. Joan of Arc CES to support long-term sustainable enrolment at both schools;
- Complete the review with implementation to take effect for September 2021 to ensure that a home school for the Bronte Green New Development Area is determined in advance of first group of students from the new community.

School Boundary Review Milestones

From March 24, 2021 to April 21, 2021, the School Boundary Review Committee met through two (2) virtual committee meetings. In addition, one (1) Virtual Public Information Meeting and a Public Feedback Survey was presented to the community through virtual methods during this time to gather feedback on the proposed boundary reviewed by the Committee.

Table 1: School Boundary Review Completed Tasks

ACTIONS	DATE
Board Information Report – SBRC Initiation Report	March 2, 2021
Inaugural SBRC Working Meeting #1	March 24, 2021
Public Information Meeting & Public Feedback Survey	April 7, 2021
SBRC Working Meeting #2	April 21, 2021
Staff Report – SBRC Recommendation	May 4, 2021

Table 2: School Boundary Review Next Steps

ACTIONS	DATE
Public Delegations	May 18, 2021
Final Action Report presented to the Board	May 18, 2021

Bronte Green New Development Area Elementary School Accommodation Plan

As part of the School Boundary Review Committee review process, the committee was presented with the option of redirecting the Bronte Green New Development Area from St. Mary CES to St. Joan of Arc CES. The option of redirecting portions of the Bronte Green New Development Area to different schools was also discussed, however it was decided by the committee that it would be best to keep the new community together at one school. In addition, the areas to the west of Bronte Green that form the Bronte Creek Provincial Park and a few rural style residential homes on the west side of Bronte Road (patch O18 and P19) with no current students would also be directed to St. Joan of Arc CES.

The School Boundary Review Committee recommended boundary is provided in Appendix B.

The committee ultimately supported the option of directing the entire Bronte Green New Development Area to St. Joan of Arc CES from the St. Mary CES catchment. The proposed boundary change, SBRC supported option, was shared with the community for public feedback.



Public Feedback Comments and Concerns

On April 7, 2021, the Board hosted a virtual Public Information Meeting on the SRBC supported option. Following the meeting, a public feedback survey was made available to the community.

The feedback received from the community is available through the School Planning website at: <https://schoolplanning.hcdsb.org/bronte-green-new-development-area-elementary-school-boundary-review/>.

Based on feedback received through Virtual Public Information Meeting, overall 77% of respondents supported the SBRC boundary change, 8 % of the respondents were neutral to the boundary change, and 16% were opposed to the boundary change.

Conclusion

The recommendation of the School Board Review Committee is to proceed with the boundary change to redirect the Bronte Green New Development Area from St. Mary CES to St. Joan of Arc CES. The boundary change is to take effect for September 2021 to ensure that a home school for the Bronte Green New Development Area is determined in advance of first group of students from the new community.

Draft Recommendation

The following draft recommendations are submitted for Trustee consideration and approval:

Resolution#:

Moved by:

Seconded by:

RESOLVED, that the Halton Catholic District School Board direct staff to implement the SBRC recommend boundaries for the 2021-2022 school year for St. Mary CES and St. Joan of Arc CES, whereby these changes shall have the effect of altering existing attendance areas by:

1. Re-directing patch O18 and P19 from St. Mary CES to St. Joan of Arc CES.

Report Prepared by:

B. Vidovic
Senior Manager, Planning Services

D. Gunasekara
Planning Officer, Planning Services

Report Submitted by:

R. Merrick
Superintendent, Facility Management Services

Report Approved by:

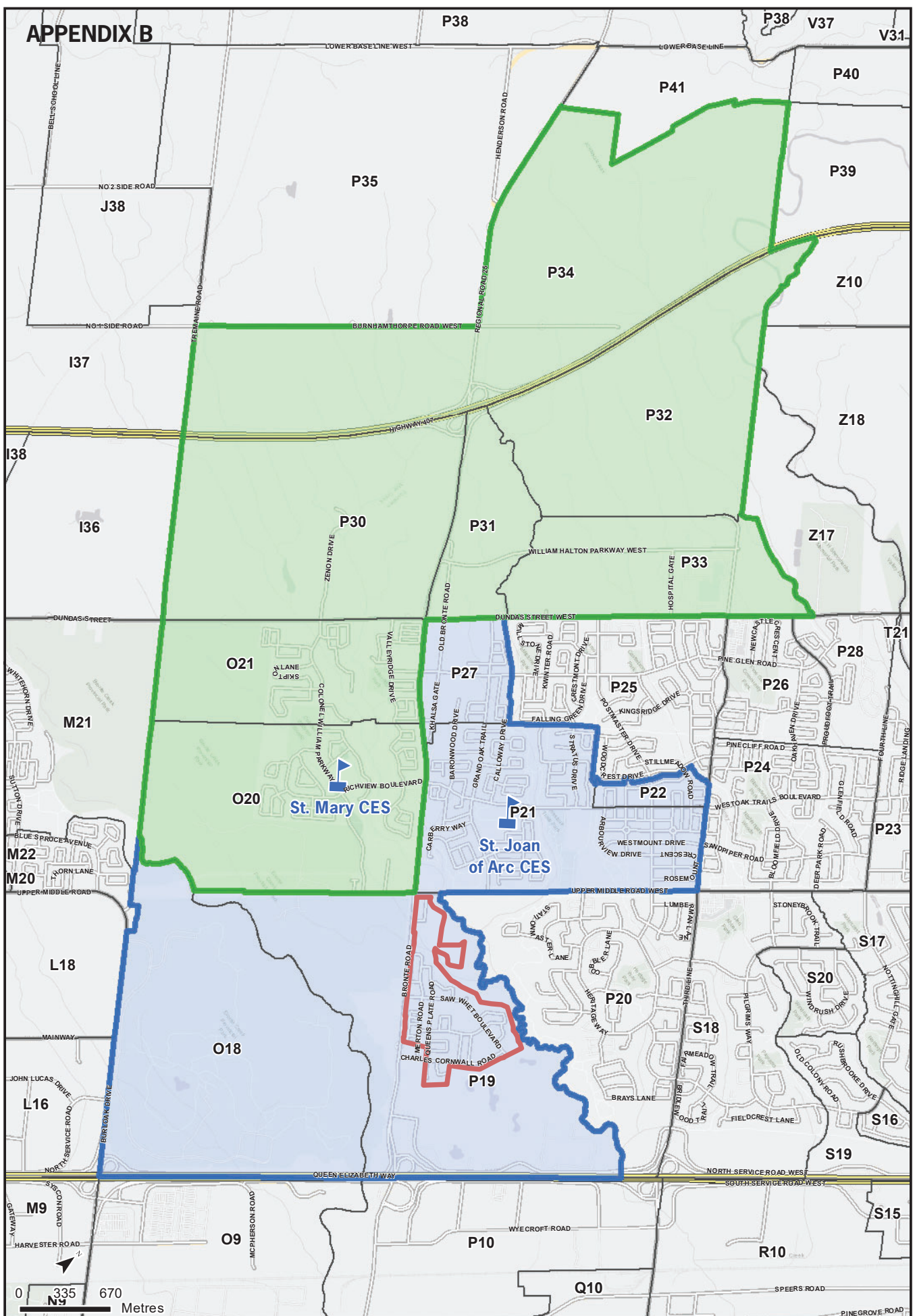
P. Daly
Director of Education and Secretary of the Board

School Boundary Review Committee (SBRC) Members

Bronte Green New Development Area School Boundary Review

Parent Representatives	St. Joan of Arc CES	Nyasha Chigwamba
		Neil Menezes
	St. Mary CES	Christian Howard
		Nunzio Izzo
Board Staff	Superintendent of Education	Emi Bakaic
	Superintendent, Facility Management Services	Ryan Merrick
	Administrative Assistant, Facility Management Services	Donna Sayers
	Senior Manager, Planning Services	Branko Vidovic
	Planning Officer, Planning Services	Dhilan Gunasekara

APPENDIX B





Regular Board Meeting

Information Report

Student Trustees Update	Item 10.1
May 4, 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

Believing

In recognition of Catholic Education Week, the Student Senate has leveraged our social media platforms to promote the significance of this week – including Ontario Catholic Student Youth Day. In addition, the Student Senate's Mental Health Committee has organized a virtual campaign scheduled to take place in the coming weeks. This campaign will promote good Mental Health practices and help break the stigma.

Belonging:

The Student Senate has accomplished much during its monthly meeting conducted on Tuesday, April 27, 2021. The Halton Catholic District School Board is very diverse, and the Student Senate wanted to acknowledge this by sending in a letter to the Board to encourage them to allow for Non-Catholic Student Trustee candidates.

Additionally, May is Pacific Islander and Asian Heritage Month and the Student Senate wanted to ensure that it is recognized to embrace our diverse community. Thus, Student Senate voted in favour of a Social Media Blitz to share posts and resources about the topic on our pages.



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
May 4, 2021	

Alignment to Strategic Plan

This report is linked to the strategic priorities:

Achieving: Meeting the needs of all learners

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

Belonging: Embracing relationships & sustaining safe, welcoming schools

Purpose

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

On April 12, 2021 the Premier of Ontario announced that all Ontario elementary and secondary schools would move to remote learning as of Monday 19, 2021.

As such, all staff have been encouraged to work from home. If educators are not able to meet the daily obligations of synchronous and asynchronous learning, alternate arrangements have been made to work from school. In addition, some staff are be required to report to school to support students with special education needs in the delivery of in person programming.

Learning & Instruction

Elementary Schools

- Monday, April 19, 2021 served as a transition day to facilitate the distribution of technology to families and to allow educators an opportunity to plan for the return to remote learning for students enrolled in in-person learning at a Halton Catholic District School Board (HCDSB) elementary school.
- Remote instruction for elementary students who have been learning in-person from school began on Tuesday, April 20, 2021.



- Students with special education needs who may require accommodations to attend school in-person during this period of remote learning began in on Tuesday April 20, 2021

Secondary Schools

- Fully remote instruction began on Monday, April 19, 2021, as per the established schedule for students enrolled in an HCDSB Secondary School.
- Life Skills Classes resumed in person instruction on Tuesday, April 20, 2021.
- Quadmester 4 began on Monday, April 26, 2021.

Remote learning continues to be provided for all students in accordance with [PPM 164: Requirements for Remote Learning](#), which provides specific expectations around synchronous learning.

Virtual Elementary School

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

Special Education

- To support remote learning for all special education students, school staff (Teachers, Educational Assistants, etc.) as well as board professionals (e.g. Speech and Language Pathologists) will continue to provide ongoing support and services virtually.
- For students with special education needs who could not be accommodated through remote learning, in-person support during the remote learning period commenced on Tuesday April 20, 2021.

Technology Support for Students

- Families requiring a device and/or internet connectivity to support student learning during the period of remote learning were invited by their schools to make a request via an online form.



Child Care

Child care centres have remained open and two of our school sites (St. Scholastica and St. Brigid Catholic Elementary Schools) have been designated for emergency child care with additional sites being considered.

Graduation Celebrations

Due to the current COVID-19 health situation, all HCDSB elementary and secondary schools will hold their 2021 Graduation Ceremonies in a virtual format. The decision to move the graduation ceremonies to virtual format was made in the interest of student and staff safety and well-being.

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.

Students attending in person, 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.

The administration of the OSSLT field test may be reconsidered pending the duration of the remote learning period.

Summer School 2021

Secondary School Credit Bearing Programs

Currently, the 2021 Summer School has been configured for virtual learning for all courses that will be offered. Program offerings include:

- Secondary credit bearing courses
- Credit recovery courses
- Reach Ahead opportunities.
- 55 hour Upgrading credit courses.



Special Education Services Summer Programming

Special Education Summer Learning Program.

- This virtual program will offer synchronous instruction for two (2) weeks in the month of July (July 12-23) with a focus on functional literacy and numeracy skills, social skills and adaptive functioning skills.

Virtual Summer Transition Program

- This one-week program will support students with special education needs with the transition back to school in September.

Both programs will be supported by EA(s), BA(s), SLP(s)/CDA(s) and/or CYC(s).

Special Education Services will also support Summer School Grade 6 – 8, Camp Summerland and the Secondary School Credit Earning Courses throughout the duration of these programs in the month of July.

Planning for the 2021-21 School Year

While awaiting further direction from the Ministry, staff are planning for a number of potential scenarios for September including in person and virtual learning at the elementary panel and the current quadmester hybrid model that we have had in the secondary panel this year. As was this case this year, plans will also be in place to move to a different delivery model if necessary.

School Climate Survey

The Ministry mandated *School Climate Survey* is scheduled to begin the week of May 10, 2021. Respondents will be asked to answer questions about Safety, Community, and Academic Climate at school, to help us understand what their school and classrooms are like. By measuring school climate via student, parent, and staff surveys, it is our hope to implement plans, policies, and procedures to improve the aspects of school climate that respondents indicate require attention.

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

2021 Long-Term Capital Plan (LTCP) Update - Draft	Item 10.3
May 4, 2021	

Alignment to Strategic Plan

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

Purpose

To provide the Board with the draft 2021 Long-Term Capital Plan (LTCP) Update for review, provide an update on the upcoming milestones for presenting the plan for feedback, and finalizing the update for June 2021.

Background Information

- 1) Information Report Item 10.3 "Long-Term Capital Plan (LTCP): 2021 Annual Facility Accommodation Report" from the April 6, 2021, 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.
- 3) Information Report Item 10.2 "Four Year Ministry Enrolment Projections" from the December 15, 2020, Regular Meeting of the Board.
- 4) Information Report Item 10.9 "2019 Long-Term Capital Plan Update – Final Report," from the June 18, 2019, Regular Meeting of the Board.

Comments

Long-Term Capital Plan Process

The Long-Term Capital Plan ("LTCP") is a comprehensive planning tool that presents detailed enrolment projections and school utilization for a fifteen (15) year horizon. This plan will be used to guide accommodation planning and setting objectives and goals to meet over the short and long term at the Board. The data provided in the LTCP is analyzed to:

1. Identify enrolment pressures such as over and under-utilization of schools and suggest preferred mechanisms for addressing these accommodation issues through:
 - School Boundary Reviews
 - Administrative Program Reviews



- School additions and renovations
 - Pupil Accommodation Reviews (PARs), which may result in school closures and consolidations as per Board's Operating Policy I09: School Accommodation Review – Consolidation/Closure
 - Proposed new schools
2. Identify potential partnership opportunities as per the Board's Operating Policy I37: Community Planning and Facility Partnerships.
 3. Identify future Capital Projects and potential future School Closure and Consolidation projects to be submitted in response to Ministry Funding Announcements.

It should be noted that any proposals identified as a part of this LTCP are potential solutions to the challenges expected by the Board. Reviews required to address accommodation challenges will follow respective Operating Policy I19 School Boundary Review Process and Administrative Procedure VI-88 School Boundary Review Process.

Staff expect to complete updates and enhancements to the LTCP on an annual basis due to the dynamic nature of accommodation planning, which can result in changes to enrolment projections and proposed accommodation challenges due to changing demographics, new residential developments, and programming changes. This is to ensure the plan remains relevant to the current trends and can track the progress being made year over year in achieving the goals and objectives of the 2018 Long-Term Capital Plan, which was the last 5-year cycle update.

The [2021 Long-Term Capital Plan](#) serves as an update to the 2019 LTCP. The plan will continue to be updated annually to reflect changes in enrolment projections and proposed accommodation challenges due to changing demographics, new residential developments, and programming changes since 2019. Note that staff did not complete the annual update in 2020 due to challenges associated with the COVID-19 pandemic.

The draft 2021 Long-Term Capital Plan is available online through: schoolplanning.hcdsb.org/long-term-capital-plan-2021/.

The enrolment projections provided in this plan are as of April 25, 2021. Note that the COVID-19 pandemic has impacted enrolment at the Halton Catholic District School Board (HCDSB) in the 2020-21 school year, and it may impact enrolment at HCDSB schools in the short term. In addition, there is uncertainty regarding the impact of the Board Resolution to allow all registrants into the French Immersion program in Grade 1, starting in the 2022-23 school year, until trends can be established.

Municipal Accommodation Overview

Regional Overview

The total enrolment of the Board for the elementary and secondary school panels is projected to continue growing overall. Over time, the Board will be required to increase its overall capacity in the growing areas with new schools and construction of permanent classroom additions. Alternatively, the Board will also be required to reduce its overall capacity in areas of decline to ensure schools remain viable over time.

The projection period for the Long-Term Capital Plan (LTCP) is 15 years, between the 2020-2035 school years. During this time, the Board anticipates the following:



- Within a 15-year period, the Board's elementary panel enrolment is projected to increase from 23,289 students to 32,571 students, an increase of approximately 40%.
- Within a 15-year period, the Board's secondary panel enrolment is projected to increase from 13,190 students to 17,137 students, an increase of approximately 30%.

The increase is largely driven by growth in the greenfield development areas of Halton through the Boyne, Agerton, Trafalgar, and Britannia Secondary Plans in the Town of Milton, North Oakville East Secondary Plan in Oakville, and the Vision Georgetown Secondary Plan in the Town of Halton Hills.

An overview of municipal school accommodation is provided below. Detail projections by school, municipality, Review Areas (geographic units of analysis created by Planning Services staff to analyze larger community trends impacting schools at a smaller scale than the municipal or regional scale, and typically share similar characteristics such as general age of housing stock and demographic trends) and the Region are provided within the [2021 LTCP](#).

City of Burlington

The City of Burlington has primarily been characterized as a municipality with maturing neighbourhoods, which results in a decreasing student-aged population and an imbalance in student population across some schools. The City is proposing intensification at new Mobility Hubs located at key GO Stations in the City.

Enrolment in South Burlington elementary schools (CEB2) has increased overall due to a recent increase in the JK population; however, it is uncertain whether similarly high JK cohorts will occur over the next few school years. Enrolment is forecasted to decline in the Orchard and Alton community schools (CEB4). Sacred Heart of Jesus CES (CEB4) will face accommodation pressure in the medium-term due to the expanding French Immersion program. Overall, the secondary panel in Burlington (CSB1) is expected to increase gradually in the long-term due to better retention rates and recent increases in the number of non-HCDSB students entering the Board at the secondary panel.

Town of Halton Hills

The two (2) primary urban community areas in the Town of Halton Hills, Acton and Georgetown, contain the majority of the area's student population. Accordingly, Acton is primarily characterized as a municipality with maturing neighbourhoods with a few pockets of growth, resulting in a stabilizing student-aged population at St. Joseph (A) CES (CEH3). Alternatively, Georgetown has a mix of both mature and newer neighbourhoods. The newer neighbourhoods are located in the south (CEH2) and are served by St. Catherine of Alexandria CES and St. Brigid CES. St. Catherine of Alexandria CES has seen year-to-year increases as development progresses. Conversely, enrolment in St. Brigid CES has started to decline. The mature neighbourhoods are located in the north (CEH1) and are served by Holy Cross CES and St. Francis of Assisi CES.

Residential growth continues to occur in CEH2 due to continued developments in South Georgetown. In addition, the Town of Halton Hills recently adopted the Vision Georgetown Secondary Plan (CEH2), which will introduce over 6,600 new residential units in the community of Georgetown. The need for one (1) Catholic Elementary School and one (1) JK-Grade 12 school has been identified in the Secondary Plan. These new developments will also impact the sole Catholic Secondary School in Halton Hills, Christ the King CSS (CSH1).



Recently, the Town has initiated new secondary planning processes for Southeast Georgetown and Stewarttown. New students may be expected from these development areas.

Town of Milton

The Town of Milton is one of the primary growth areas for the Board, and as a result, it is expected to generate a significant number of students within the south Milton urban area. This growth sustains the Board's ongoing yearly increase in student population, countering the effects of projected declines elsewhere. All communities in Milton are expected to continue to yield a high number of students for a number of years. As it relates to future development potential, Milton still has a generous supply of greenfield developments (low to medium density development subdivisions – Single Family Dwelling and Townhomes) to meet its growth targets; these include the Boyne Secondary Plan (CEM2C-2D), Milton Education Village (CEM2D), and most recently the Trafalgar, Agerton and Britannia secondary plans areas in the Milton Urban Expansion Lands (CEM3A).

With the exception of Guardian Angels CES, Our Lady of Fatima CES and St. Peter CES, the remaining schools within these review areas will continue to exceed Functional Building Capacity (FBC) over the medium to long term. St. Scholastica (CEM2D) is expected to exceed Site Capacity by 2022, at which point new elementary schools will be required.

A 29-classroom addition and a 4-room Child Care Centre addition to Bishop P. F. Reding CSS (CSM1), which increased the FBC of the school from 912 to 1542, was completed in 2020-21.

On July 29, 2020, the Ministry of Education announced funding for a new elementary school (Milton #10 CES) and a new secondary school (Milton #3 CSS) in the Boyne community. This will alleviate accommodation pressures in the Boyne community until additional schools are built as the community grows. On November 17, 2020, the Board approved new ultimate boundaries for Milton #3 CSS and an accommodation plan for the area to hold Milton #3 CSS students in the interim until the Milton #3 CSS building is complete.

Town of Oakville

Overall, Oakville's built neighbourhood fabric can be characterized in three (3) ways: maturing, established, and new growth. South of the QEW (CE01) is comprised of the oldest maturing neighbourhoods; north of the QEW and south of Upper Middle Road (CE02, CE03, CE05) are mostly maturing with newer neighbourhoods seeing mainly infill growth and low enrolment yields; however, there remain areas with greenfield development potential (Saw Whet Golf Course and Glen Abbey Golf Course). North of Upper Middle Road and south of Dundas Street (CE02 and CE05) are established neighbourhoods with sustained and continued development and enrolment growth. The geography north of Dundas Street (CE06) is new greenfield development, characterized by high development growth and potentially high enrolment yields.

In 2018-19, two school consolidations took place to address declining enrolment and high renewal needs; closure and consolidation of St. John (O) CES into Our Lady of Peace CES and St. Michael CES (CE04-5), and consolidation of St. James CES and St. Joseph (O) CES into St. Nicholas CES (CE01). Overall enrolment will decline over the long-term in most schools south of Dundas Street, including St. Vincent (CE01), St. Luke (CE01), St. John Paul II (CE02), and St. Teresa of Calcutta CES (CE02).

St. Mary CES (CE02) will face accommodation pressure in the short term due to the expanding French Immersion program at that school.



2020 Grade 8 to 9 Retention and Grade 9 Admissions

In the past, Grade 8 to Grade 9 retention rates by school and Grade 9 admissions were provided as part of the Four Year Ministry Enrolment Projection report in December. For this year and future years, a summary of the data can be found in Section 3.3 of the 2021 LTCP.

For the 2020-21 school year, there has been a slight decline overall in both the percentage of Grade 8 HCDSB students opting to attend a Grade 9 HCDSB secondary school and a lower percentage of external admissions to Grade 9. This may be due to the impact of the COVID-19 pandemic.

2021 LTCP Accommodation Strategies

The 2021 Long-Term Capital Plan identified short-term (1-5 year) and long-term (6-15 year) recommendations by Elementary Review Areas (ERAs) and Secondary Review Areas (SRAs). **The project timelines specified in the LTCP are guidelines meant to inform the accommodation planning process and may change depending on various circumstances and/or time-specific opportunities that present themselves.**

Accommodation projects listed within the LTCP include:

- **New capital projects** in developing areas of Halton Region that require new pupil places to meet growth demands;
- **Pupil Accommodation Reviews (PARs)** in areas of declining enrolment, when empty pupil places could be removed to enhance efficiencies;
- **School Boundary Reviews** in areas where enrolment can be re-balanced to address over- and under-utilization rates at schools;
- **Administrative Program Reviews** in areas where enrolment can be re-balanced through optional programming changes determined by Senior Administrative staff;
- **Capital Renewal Projects** for specific schools that require capital works for maintenance purposes, classroom enhancements, program enhancements, or capacity enhancements (among others);
- **Schools with Underutilized Spaces** are schools that are still needed to provide pupil accommodations and operate as a viable school but have excess space that can be utilized with approved community partners to fill empty spaces no longer needed for school accommodation.

The full history of actions taken to address accommodation projects/recommendations since the 2018 LTCP have been provided in each of the review area sections of the 2021 LTCP.

Additionally, updated recommendations for future projects are identified in Section 8. They are also outlined below.

City of Burlington

Review Area	Short-Term Recommendation (1-5 year)	Long-Term Recommendation (6-15 year)
CEB1	Continue to monitor enrolment.	Continue to monitor enrolment.
CEB2 CEB3	Continue to monitor enrolment.	A School Boundary Review should be conducted for CEB2 and CEB3 to balance enrolment across area schools.



Review Area	Short-Term Recommendation (1-5 year)	Long-Term Recommendation (6-15 year)
CEB4	Continue to monitor enrolment.	<p>A School Boundary Review or Administrative Program Review may need to be conducted to address high enrolment at Sacred Heart of Jesus CES due to the expanding French Immersion program.</p> <p>If enrolment continues to decline at St. Elizabeth Seton CES and St. Christopher CES, explore facility partnership opportunities at the schools.</p>
CEB5	N/A	N/A
CSB1	<p>A School Boundary Review may need to be conducted in 1-5 years to rebalance enrolment in Burlington secondary schools as Assumption CSS is projected to exceed site capacity in the long-term. This is dependent on the impact of increased class sizes on utilization.</p> <p>Explore the potential for program enhancements to increase overall enrolment at Corpus Christi CSS.</p>	If enrolment continues to decline at Corpus Christi CSS, explore facility partnership opportunities at the school.

Town of Halton Hills

Review Area	Short-Term Recommendation (1-5 year)	Long-Term Recommendation (6-15 year)
CEH1	Continue to apply for Ministry funding for a replacement facility to address high renewal needs and capacity constraints at Holy Cross CES (Georgetown West CES).	Continue to monitor enrolment.
CEH2	Once development within Vision Georgetown is initiated, the first elementary school (Vision Georgetown #1 CES) will be required by 2024-25 to accommodate students from new development. This elementary school may form part of a JK-Grade 12 school located along the eastern portions of the Secondary Plan. Timing will be further refined by staff once development applications in the Vision Georgetown Secondary Plan area are circulated.	Following the opening of the first elementary school in Vision Georgetown in 2024-25, the second elementary school (Vision Georgetown #2 CES) will be required for 2028-29. Timing will be further refined by staff once development applications in the Vision Georgetown Secondary Plan area are circulated.
CEH3	Continue to monitor enrolment.	If enrolment continues to decline at St. Joseph (A) CES, explore facility partnership opportunities at the school.
CSH1	Continue to monitor enrolment.	<p>Once development within Vision Georgetown is initiated, a new secondary school (Vision Georgetown #1 CSS) will be required by 2025-26 to accommodate students from new development and to alleviate enrolment pressures at Christ the King CSS. This secondary school will form part of a JK-Grade 12 school located along the eastern portions of the Secondary Plan. Timing will be further refined by staff once development applications in the Vision Georgetown Secondary Plan area are circulated.</p> <p>Explore potential for program enhancements and facility partnerships at Christ the King CSS following the opening of Vision Georgetown #1 CSS.</p>

**Town of Milton**

Review Area	Short-Term Recommendation (1-5 year)	Long-Term Recommendation (6-15 year)
CEM1	An Administrative School Boundary Review should be conducted to determine school catchments for Milton Heights.	Continue to monitor enrolment.
CEM2A	Continue to monitor enrolments.	It should be noted that schools with available capacity within CEM2A may hold students from the Milton Urban Expansion Lands (CEM3A) due to its proximity to the area.
CEM2B	Continue to monitor enrolment.	Continue to monitor enrolment.
CEM2C-2D	<p>A School Boundary Review should be conducted to determine school catchments for Milton #10 CES.</p> <p>As development proceeds within the Boyne Secondary Plan and Milton Education Village, the next elementary school (Milton #9 CES) will be required by 2022-23 to accommodate students from new development. Following that, the fourth elementary school (Milton #11 CES) in Boyne will be required by 2024-25. It should be noted that schools with available capacity within CEM2A may also hold students from the Milton Urban Expansion Lands (CEM3A) due to its proximity to the area, which may impact the timing of Milton #11 CES.</p>	Continue to monitor enrolment.
CEM3A-3B	Continue to monitor enrolment.	Once development proceeds within the Milton Urban Expansion Lands (CEM3A), five (5) new elementary schools will be required within the area. The first elementary school in this area (Milton #12 CES) will be required by 2026-27 to accommodate students from the Trafalgar Secondary Plan. Following that, the second elementary school (Milton #13 or #14 CES) in either the Trafalgar or Britannia Secondary Plan will be required by 2028-29. The timing of new schools will be refined once development applications area circulated and additional details are available.
CSM1 CSM2-3	An Administrative School Boundary Review should be conducted to determine school catchments for Milton Heights.	Once development proceeds within the Milton Urban Expansion Lands (CSM3), a new secondary school (Milton #4 CSS) will be required within the area for 2027-28. The timing of the new school will be refined once development applications area circulated and additional details are available.



Town of Oakville

Review Area	Short-Term Recommendation (1-5 year)	Long-Term Recommendation (6-15 year)
CE01	Continue to apply for Ministry funding to address renewal needs and rebuild St. Dominic CES. Identify St. Luke CES and St. Vincent as available for Community Planning and Facility Partnerships.	Continue to monitor enrolment.
CE02 CE03	An Administrative School Boundary Review should be conducted to determine school catchments for North Oakville West (West of Sixteen Mile Creek). A School Boundary Review may be conducted for CE02-6 to balance enrolment across area schools. Identify St. Teresa of Calcutta CES as available for Community Planning and Facility Partnerships.	If enrolment continues to decline at St. John Paul II Catholic Elementary Schools, explore facility partnership opportunities at the school.
CE04	A School Boundary Review may be conducted for CE02-6 to balance enrolment across area schools. Identify Holy Family CES as available for Community Planning and Facility Partnerships.	If the School Boundary Review and French Immersion Program Review, as well as the availability of Holy Family CES and St. Marguerite d'Youville CES (CE05) for Community Planning and Facility Partnerships, do not result in a reduction in empty pupil places and increased utilization of Holy Family CES and St. Marguerite d'Youville CES, a Pupil Accommodation Review involving CE04 and CE05 may be required in the future, pending moratorium.
CE05	A School Boundary Review may be conducted for CE02-6 to balance enrolment across area schools.	If enrolment continues to decline at St. Marguerite d'Youville CES, explore facility partnership opportunities at the school. If the School Boundary Review and French Immersion Program Review, as well as the availability of Holy Family CES (CE04) and St. Marguerite d'Youville CES for Community Planning and Facility Partnerships, do not result in a reduction in empty pupil places and increased utilization of Holy Family CES and St. Marguerite d'Youville CES, a Pupil Accommodation Review involving CE04 and CE05 may be required in the future, pending moratorium.
CE06	An Administrative School Boundary Review should be conducted to determine school catchments for North Oakville West (West of Sixteen Mile Creek). A School Boundary Review may be conducted for CE02-6 to balance enrolment across area schools. As development proceeds within the North Oakville East Secondary Plan, the next elementary school (North Oakville #3 CES) will be required by 2024-25 to accommodate students from new development.	As development proceeds within the North Oakville East Secondary Plan, the fourth elementary school (North Oakville #5 CES) in North Oakville will be required by 2029-30 to accommodate students from new development. The fifth elementary school (North Oakville #2 CES) in North Oakville will be required by 2033-34. The timing of development within certain neighbourhoods of North Oakville will continue to be monitored to determine the order that North Oakville #2, #3 and #5 CES will be the required.
CS01 CS02 CS03 CS04	Continue to monitor enrolment and program offering at the school.	As development proceeds within the North Oakville East and West Secondary Plans, a secondary school (North Oakville #1 CSS) may be required in North Oakville by 2033-34 to accommodate students from new development.



2021 Community Planning & Facility Partnerships (CPFP) Meeting

On April 6, 2021, staff presented the 2021 Long-Term Capital Plan (LTCP): Annual Facility Accommodation Report, which identified facility partnership opportunities for the Board, as per requirements of Policy I 37: Community Planning & Facility Partnerships.

The 2021 CPFP meeting was held virtually on April 26, 2021. Attendees included Region of Halton staff, child care providers, staff from another school board, and some community members. At the meeting, staff presented information on the Community Planning and Facility Partnerships procedure, partnership process, location of future co-build opportunities and schools with underutilized space over the next 1-5 year horizon.

Note that staff did not present potential shared use opportunities identified for the 6-15 year horizon as there is some uncertainty regarding the availability of schools at this time due to the ongoing COVID-19 pandemic and potential movement of students that may occur in order to accommodate an expanded French Immersion program across the Board. These are however, identified in the 2021 LTCP and will be monitored by staff.

Public Feedback

Following the release of the draft 2021 LTCP, staff will send a notification to the HCDSB community inviting them to provide feedback on the information presented in the plan and recommended accommodation strategies. Feedback may be considered prior to presenting the final 2021 LTCP to Trustees as information at the June 1, 2021 Board Meeting. This plan will serve as the guide to future accommodation planning for the Halton Catholic District School Board.

Long-Term Capital Plan Progress Update

Below are the milestones for the planned 2021 Long-Term Capital Plan update. All information will be posted on the School Planning website (schoolplanning.hcdsb.org/long-term-capital-plan-2021/) 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
April 26, 2021	Public Meeting	2021 CPFP Public Meeting
April 30, 2021	Publish Materials Online	Draft LTCP posted online
May 4, 2021	Board Meeting	Draft Report for LTCP



Tentative Dates	Forum	Actions
May 5-7, 2021	Online Survey	LTCP Survey launch
May 17-21, 2021	Online Survey	LTCP Survey closes
June 1, 2021	Board Meeting	Presentation of final LTCP with Public Feedback

Conclusion

It is anticipated that the 2021 Long-Term Capital Plan Update will be completed for the June 1, 2021, Regular Meeting of the Board. Staff will continue to report to the Board and notify the public of the ongoing progress being made on the LTCP.

Report Prepared by:

D. Gunasekara
Planning Officer, Planning Services

B. Vidovic
Senior Manager, Planning Services

Report Submitted by:

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

Report Approved by:

P. Daly
Director of Education and Secretary of the Board



COVID-19 Resilience Infrastructure Stream Funding	Item 10.4
May 4, 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 an update on the COVID-19 Resilience Infrastructure Stream (CVRIS) projects.

Background Information

On October 28, 2020, the Board received memo [2020:B20 COVID-19 Resilience Infrastructure Stream: Education Related \(CVRIS-EDU\) Projects](#) from the Ministry of Education. Recognising that COVID-19 has created new demands for infrastructure investments, a new, time limited COVID-19 Resilience Infrastructure Stream (CVRIS) has been introduced under the Investing in Canada Infrastructure Program (ICIP) to provide up to \$700 million in combined federal-provincial funding for education-related infrastructure projects. The CVRIS initiative aims to support retrofits, repairs, and upgrades to school board facilities to respond to the COVID-19 pandemic by supporting health and safety. Eligible facilities include elementary and secondary schools, continuing educational facilities and child care centres co-located with school board facilities.

Comments

School boards were invited to put forward proposals for consideration that will protect the health and wellbeing of students, staff and children in schools and co-located child care centres. The application deadline was November 18, 2020. Halton Catholic District School Board submitted their list of identified projects in the following areas:

- Heating, Ventilation and Air-Conditioning (HVAC) Improvements
- Information Technology (IT) Improvements
- Water Bottle Filling Stations
- Washroom Upgrades
- Accessibility Improvement (Power Door Operators)



- Window Replacement
- Child Care Centre Improvements

The project submissions were evaluated by Federal and Provincial Staff. On February 18, 2021, the Board was informed that approximately \$6.8 million in projects were approved as part of the CVRIS initiative. The approved project details are listed in Appendix A. The projects were initiated immediately to complete installation works in 2021, in accordance with the program guidelines.

Conclusion

Recognising that COVID-19 has created new demands for infrastructure investments, a new, time limited COVID-19 Resilience Infrastructure Stream (CVRIS) has been introduced under the Investing in Canada Infrastructure Program (ICIP) to provide up to \$700 million in combined federal-provincial funding for education-related infrastructure projects. The Board successfully secured approximately \$6.8 million of the funding, which will be invested in COVID-19 related infrastructure in the 2021 calendar year.

Report Prepared and Submitted by:

R. Merrick
Superintendent, Facility Management Services

Report Approved by:

P. Daly
Director of Education and Secretary of the Board

COVID-19 Resilience Infrastructure Stream Funding

Approved Projects

Project	School	Funding
HVAC Improvements #1	St. Dominic CES, Holy Cross CES, St. Joseph (A) CES, Our Lady of Victory CES	\$2,630,000
IT Improvements #1	Assumption CSS, Bishop P.F. Reding CSS, Christ the King CSS, Corpus Christi CSS, Notre Dame CSS, Holy Trinity CSS, St. Francis Xavier CSS, St. Ignatius of Loyola CSS, St. Thomas Aquinas CSS	\$307,461.63
Bottle Filling Stations	Our Lady of Peace CES, St. Mary CES, St. Teresa of Calcutta CES, Holy Cross CES, St. Raphael CES, Holy Rosary (B) CES, Holy Rosary (M) CES, St. Peter CES, Sacred Heart of Jesus CES, Lumen Christi CES, St. Anthony of Padua CES	\$55,000.00
Washroom Upgrades	St. Matthew CES, Ascension CES, Assumption CSS, Holy Rosary (B) CES, Holy Rosary (M) CES, Christ the King CSS, St. Brigid CES, St. Catherine of Alexandria CES, Sacred Heart of Jesus CES, St. Andrew CES, St. Michael CES, Notre Dame CSS, St. Timothy CES, Guardian Angels CES, St. Bernadette CES, St. Gregory the Great CES, St. Joan of Arc CES, St. Teresa of Calcutta CES, St. Dominic CES, St. Luke CES	\$126,500.00
Power Door Operators #1	Ascension CES, Holy Cross CES, Holy Rosary (B) CES, St. Dominic CES, St. Gabriel CES, St. Joseph (A) CES, St. Raphael CES, St. Vincent CES, Thomas Merton (O) CSS	\$241,500.00
Entrance Door Security	St. Nicholas CES, St. Michael CES, St. John (B) CES, St. Brigid CES, St. Matthew CES	\$12,000.00

Project	School	Funding
IT Improvements #2	Ascension CES, Canadian Martyrs CES, Guardian Angels CES, Holy Cross CES, Holy Family CES, Holy Rosary (B) CES, Holy Rosary (M) CES, Lumen Christi CES, Our Lady of Fatima CES, Our Lady of Peace CES, Our Lady of Victory CES, Queen of Heaven CES, Sacred Heart of Jesus CES, St. Andrew CES, St. Anne CES, St. Anthony of Padua CES, St. Benedict CES, St. Bernadette CES, St. Brigid CES, St. Catherine of Alexandria CES, St. Christopher CES, St. Dominic CES, St. Elizabeth Seton CES, St. Francis of Assisi CES, St. Gabriel CES, St. Gregory the Great CES, St. Joan of Arc CES, St. John (B) CES, St. John Paul II CES, St. Joseph (A) CES, St. Luke CES, St. Marguerite d'Youville CES, St. Mark CES, St. Mary CES, St. Matthew CES, St. Michael CES, St. Nicholas CES, St. Patrick CES, St. Paul CES, St. Peter CES, St. Raphael CES, St. Scholastica CES, St. Teresa of Calcutta CES, St. Timothy CES, St. Vincent CES, 1480 Mansfield Drive (Fmr St. John Oakville CES)	\$444,757.05
Child Care Centre Improvements	St. Luke CES, St. Bernadette CES, St. Marguerite d'Youville CES, Our Lady of Peace CES, St. Timothy CES, St. Christopher CES, St. Mark CES, St. Gregory the Great CES, Bishop P.F. Reding CSS, St. Brigid CES	\$82,000.00
HVAC Improvements #2	St. Bernadette CES, St. Brigid CES, St. Luke CES, St. Marguerite d'Youville CES, St. Timothy CES, Our Lady of Peace CES, St. Paul CES, St. Matthew CES	\$1,010,000.00
Window Replacement	Holy Trinity CSS, St. John (B) CES, St. Paul CES, Holy Rosary (M) CES, Bishop P.F. Reding CSS	\$884,000.00
HVAC Improvements #3	St. Michael CES, Ascension CES, St. Raphael CES	\$940,000.00
Power Door Operators #5	St. Bernadette CES	\$45,500.00
Child Care Centre Improvements	St. Luke CES, St. Timothy CES, St. Christopher CES, St. Mark CES	\$14,000.00

Regular Board Meeting

Information Report

Milton #10 Catholic Elementary School Boundary Review

Item 10.5

May 4, 2021

Alignment to Strategic Plan

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

Purpose

To initiate a school boundary review process to determine a home school boundary for the new Milton #10 community and support sustainable long-term enrolment at St. Scholastica Catholic Elementary School.

Background Information

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

Comments

Milton #10 CES is located in the new residential development area of Boyne, in the southern part of the Town of Milton urban boundary. See Appendix A for a location map. The Boyne area contains many low and medium-density residential developments. Approximately 16,900 units are expected for the Boyne community.

Currently, all elementary students within the Boyne community are being accommodated at St. Scholastica CES for K-8. However, St. Scholastica CES is nearing site capacity and cannot accommodate future students from the Boyne community. St. Scholastica CES is projected to exceed site capacity by 2022 due to development pressures and the expanding French Immersion program. See enrolment projections and facility utilization chart below (Table 1).

Table 1: Enrolment Projections and Facility Utilization

School	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change
						2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	
St. Scholastica CES	0%	671	276	947	Enrol.	0	0	231	446	633	882	1202	1623	2088	2631	3311	3910	4456	4998	5520	6024	6504	6847	7169	7472	1080%
					UTZ			34%	66%	94%	131%	179%	242%	311%	392%	493%	583%	664%	745%	823%	898%	969%	1020%	1068%	1114%	

On July 23, 2020, the Ministry of Education approved funding for Milton #10 CES. Staff is currently proceeding with municipal approvals and construction in order to have the facility ready for the 2022-2023 school year.



As part of the boundary review for St. Scholastica CES (formerly Milton #8 CES) completed on January 16, 2018, the Board also approved holding areas designated in principle for future schools in the Boyne area, including for Milton #10 CES. As such, the community had been aware that the area is designated to be moved to a future elementary school. At this time, staff has identified the need to conduct a School Boundary Review to determine school catchments for Milton #10 CES and address enrolment pressures that St. Scholastica CES may face in the 2022-2023 school year.

Scope of the School Boundary Review

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

- Review the school attendance boundaries for St. Scholastica CES to establish school boundaries for Milton #10 CES;
- Complete the review with implementation to take effect for September 2022, before capacity is exceeded at St. Scholastica CES, and to ensure that elementary students from the Boyne new development area are directed to their home school, Milton #10 CES.

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

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

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

This boundary review will involve St. Scholastica CES, which is a school that continues to face accommodation pressures. It will also involve Milton #10 CES, which does not have an established school boundary but has been assigned a holding area in principle.

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

The 2019 Long-Term Capital Plan had identified Milton #10 CES as the next elementary school to accommodate students from new development as a short-term recommendation (1-5 years). The Boyne area has been identified as requiring new schools as growth occurs. In addition, as part of the School Boundary Review to establish boundaries for St. Scholastica CES, a designated holding area in principle was assigned for Milton #10 CES.

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

Advisory School Boundary Review Committee Composition

When a boundary review process is initiated, an advisory School Boundary Review Committee (SBRC) is created. The role of the committee is advisory and is responsible for reviewing potential boundary



and accommodation options with an objective lens meant to benefit the Catholic school community as a whole.

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

School Boundary Review Milestones

The following table provides the tentative School Boundary Review milestones:

Table 2: Tentative School Boundary Review Milestones

TENTATIVE DATE	FORUM	ACTIONS
May 4, 2021	Board Meeting	Information Report – SBRC Initiation Report
May 21, 2021	Notification	Communication for SBRC Parent Member Selection
June 2, 2021	SBRC Meeting	SBRC Working Meeting #1
June 23, 2021	Information Meeting	Community Consultation
July 14, 2021	SBRC Meeting	SBRC Working Meeting #2 (if needed)
September 7, 2021	Board Meeting	Interim Staff Report – SBRC Recommendations
September 21, 2021	Board Meeting	Public Delegations
September 21, 2021	Board Meeting	Final Action Report – SBRC Recommendations
September 22-24, 2021	Notification	Communication to the impacted school communities

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

Conclusion

As per Section 4.2 of [Administrative Procedure VI-88: School Boundary Review Process Administrative Procedure](#), staff will be proceeding with the New Development/Holding Area Administrative Standard School Boundary Review Process involving St. Scholastica CES to designate a new school catchment for Milton #10 CES that also supports sustainable long-term enrolments at both schools.

Report Prepared by:

D. Gunasekara
Planning Officer, Planning Services

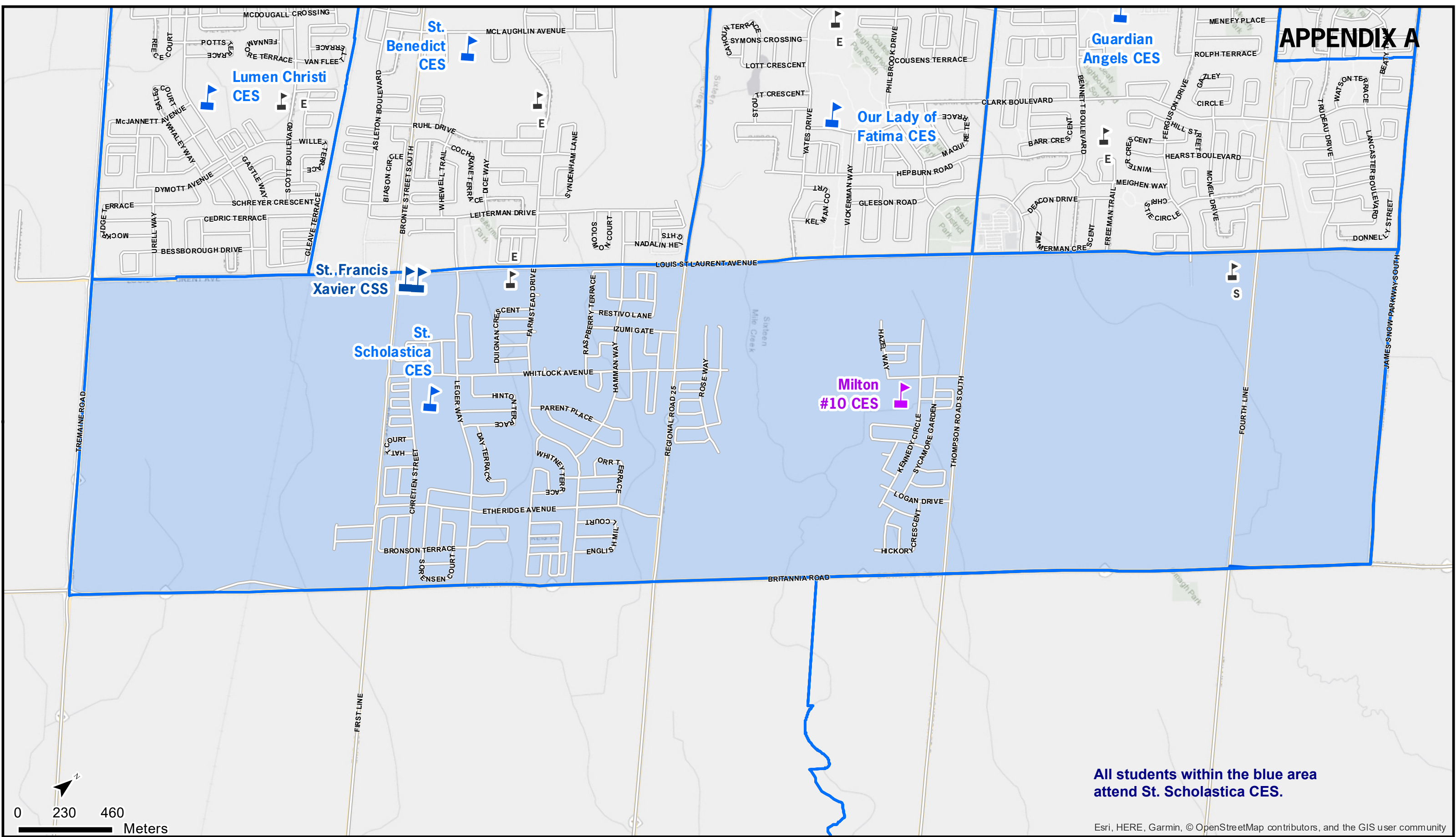
B. Vidovic
Senior Manager, Planning Services

Report Submitted by:

R. Merrick
Superintendent, Facility Management Services

Report Approved by:

P. Daly
Director of Education and Secretary of the Board



Regular Board Meeting

Information Report

North Oakville #4 Catholic Elementary School Boundary Review	Item 10.6
May 4, 2021	

Alignment to Strategic Plan

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

Purpose

To initiate a school boundary review process to determine a home school boundary for the new North Oakville #4 CES community and support sustainable long-term enrolment at St. Gregory the Great CES.

Background Information

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

Comments

North Oakville #4 CES is located in the new residential development area of North Oakville, within the North Oakville East Secondary Plan. See Appendix A for a location map. The North Oakville development area community contains many low and medium-density residential developments. Approximately 12,600 residential units, of varying densities, are expected from the North Oakville community.

Currently, all elementary students within the North Oakville community are being accommodated at St. Gregory the Great CES for K-8. However, St. Gregory the Great CES is nearing site capacity and cannot accommodate future students from the North Oakville community. St. Gregory the Great CES is projected to exceed site capacity by 2024 due to development pressures and the potential expansion pressures from optional programming demands (ie. French Immersion program). See enrolment projections and facility utilization chart below (Table 1).

Table 1: Enrolment Projections and Facility Utilization

School	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change
						2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	
St. Gregory the Great CES	0%	671	276	947	Enrol.	188	294	409	515	606	712	795	932	1087	1254	1438	1645	1842	2013	2178	2322	2425	2508	2562	2586	327%
					UTZ	28%	44%	61%	77%	90%	106%	118%	139%	162%	187%	214%	245%	275%	300%	325%	346%	361%	374%	382%	385%	

On October 20, 2020, the Ministry of Education approved funding for North Oakville #4 CES. Staff is currently proceeding with municipal approvals and construction in order to have the facility ready for September 2022.



North Oakville #4 CES does not have an established school boundary. Staff has identified the need to conduct a School Boundary Review to determine school catchments for North Oakville #4 CES and address enrolment pressures for St. Gregory the Great CES.

Scope of the School Boundary Review

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

- Review the school attendance boundaries for St. Gregory the Great CES to establish school boundaries for North Oakville #4 CES;
- Complete the review with implementation to take effect for September 2022, before capacity is exceeded at St. Gregory the Great CES, and to ensure that elementary students from the North Oakville new development area are directed to their home school, North Oakville #4 CES, once it opens for the 2022-2023 school year.

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

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

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

This boundary review will involve St. Gregory the Great CES, which is a school that continues to face accommodation pressures. It will also involve establishing boundaries for the planned North Oakville #4 CES, which does not have an established school boundary but is a home school for the North Oakville community.

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

The 2019 Long-Term Capital Plan had identified North Oakville #4 CES as the next elementary school to accommodate students from new development as a short-term recommendation (1-5 years). The entire North Oakville East Secondary Plan area had been identified as a New Development Area in the 2019 LTCP and in prior years of the LTCP.

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

Advisory School Boundary Review Committee Composition

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



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

School Boundary Review Milestones

The following table provides the tentative School Boundary Review milestones:

Table 2: Tentative School Boundary Review Milestones

TENTATIVE DATE	FORUM	ACTIONS
May 4, 2021	Board Meeting	Information Report – SBRC Initiation Report
May 28, 2021	Notification	Communication for SBRC Parent Member Selection
June 16, 2021	SBRC Meeting	SBRC Working Meeting #1
September 15, 2021	Information Meeting	Community Consultation
September 29, 2021	SBRC Meeting	SBRC Working Meeting #2 (if needed)
October 19, 2021	Board Meeting	Interim Staff Report – SBRC Recommendations
November 2, 2021	Board Meeting	Public Delegations
November 2, 2021	Board Meeting	Final Action Report – SBRC Recommendations
November 3-5, 2021	Notification	Communication to the impacted school communities

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

Conclusion

As per Section 4.2 of [*Administrative Procedure VI-88: School Boundary Review Process Administrative Procedure*](#), staff will be proceeding with the New Development/Holding Area Administrative Standard School Boundary Review Process for St. Gregory the Great CES to establish boundaries for North Oakville #4 CES.

Report Prepared by:

D. Gunasekara
Planning Officer, Planning Services

B. Vidovic
Senior Manager, Planning Services

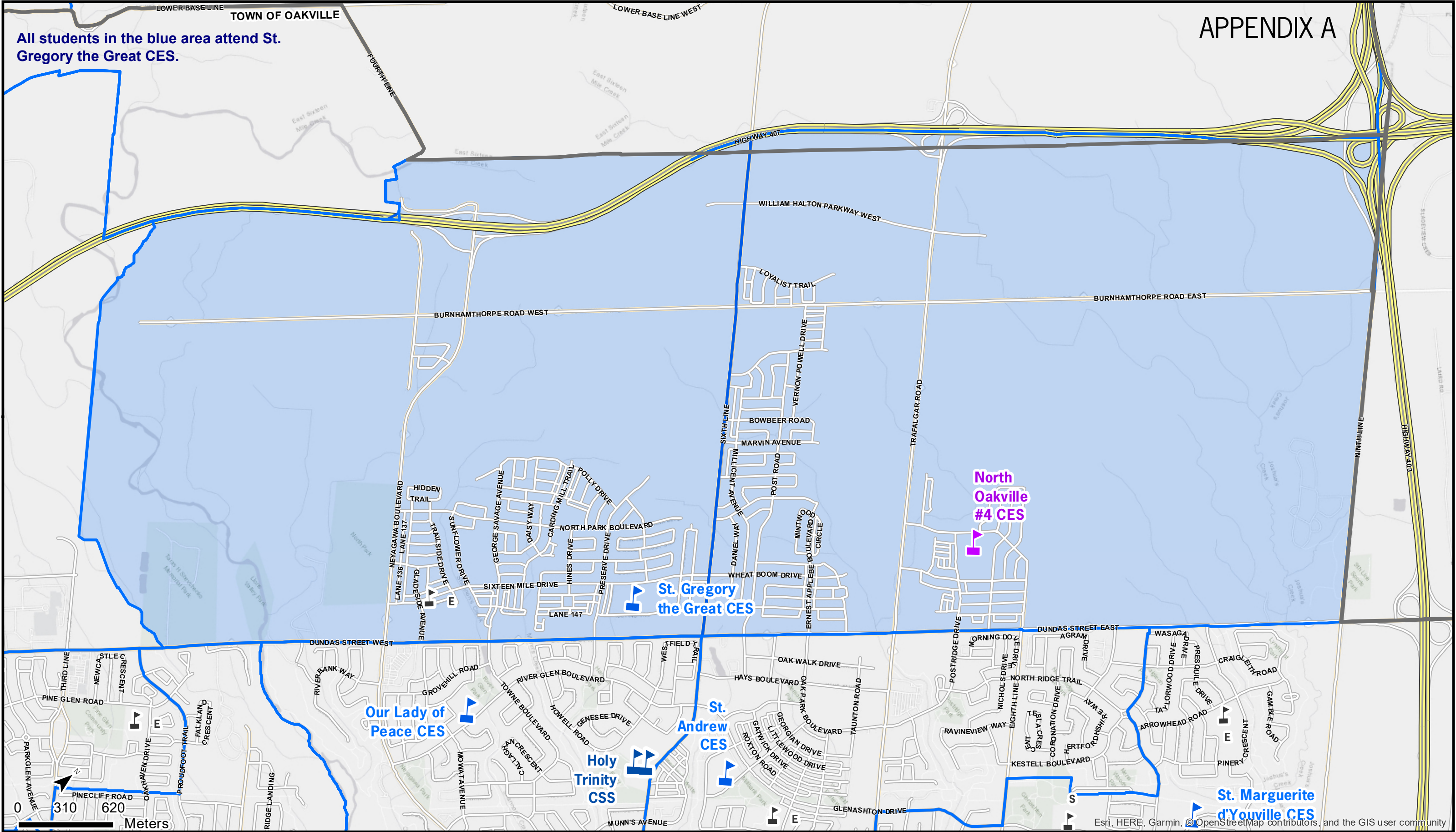
Report Submitted by:

R. Merrick
Superintendent, Facility Management Services

Report Approved by:

P. Daly
Director of Education and Secretary of the Board

All students in the blue area attend St. Gregory the Great CES.





School Boundaries in North Oakville East

2020-2021 School Year

 HCDSB Elementary	 CSDCCS Schools
 HDSB Schools	 CS Viamonde Schools
 HCDSB Secondary	 HCDSB Proposed Elementary
 Administration or Other	 HCDSB Adult Learning Centre

The current street network was provided by the Region of Municipality of Halton and the Region assumes no responsibility or liability for its use or accuracy. Proposed roads are subject to change. It is the intention of the HCDSB to provide up-to-date and accurate information, and reasonable efforts have been made by the HCDSB to verify the information, however, a degree of error or change is inherent. This information is distributed "as is" without warranty. HCDSB assumes no legal liability or responsibility for the accuracy, completeness, or use of this information. If you are unable to find the information you require, please contact the Planning Services Department at 905-882-4800 or visit www.haltoncatholic.ca for additional information.

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MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: March 22, 2021
Time: 7:00 pm
Location: Microsoft Teams

Members Present	B. Agnew	A. Louca-Ricci
	M. Arteaga	M. Lourenco
	R. Barreiro	P. Moran
	N. Guzzo	R. Quesnel
	J. Lim	D. Rabenda

Staff Present	S. Balogh, Superintendent of Special Education Services
	A. Bator, Special Education Consultant
	P. Daly, Director of Education
	O. Foese, Chief Psychologist
	N. Franz, Behaviour Analyst
	A. Jones, Manager, Educational Assistants
	D. Kollee, Chief Speech Language Pathologist
	K. Mann, Behaviour Analyst
	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
	D. Hotopeleanu
	H. Karabela
	S. Sweet
	T. Veale

Members Absent

Recording Secretary	A. Hughes
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1. Call to Order

The chair called the meeting to order.

1.1 Opening Prayer and Land Acknowledgement

The meeting opened at 7:01 p.m. with a prayer led by the Chair.

1.2 Approval of Agenda

Moved by: M. Lourenco

Seconded by: P. Moran

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

2. Presentations

2.1 Spirit of Inclusions Awards Presentation (Chair)

B. Agnew welcomed the Spirit of Inclusion recipients, their families, and school staff.

B. Agnew explained the Spirit of Inclusion Award and that the SEAC selection committee had another challenging task this year in selecting this year's recipients. After careful deliberation, recipients were selected for this year's elementary and secondary award.

B. Agnew shared some nomination information describing the many attributes and qualities that led to Rachel of St. Benedict Catholic Elementary School being selected as recipient of the Spirit of Inclusion elementary award. The student was presented with a plaque and photos were taken.

B. Agnew shared nomination information describing the many attributes and qualities that led to Robby, a student at Holy Trinity Catholic Secondary school, being chosen as this year's secondary recipient of the Spirit of Inclusion award. A school plaque was presented, and photos were taken.

2.2 Behaviour Analysts Services and Support, ABA Bonanza Presentation (N, Franz, K. Mann & J. O'Reilly)

B. Agnew introduced J. O'Reilly, Special Education Coordinator and Behaviour Analysts Nicole Franz and Katie Mann who presented on the Behaviour Analysts role at HCDSB, processes for student and school support and the upcoming ABA Bonanza. The presentation is attached.

3. Action to be Taken

3.1 Minutes of the February 22, 2021 SEAC Meeting

***Moved by:** M. Lourenco*

***Seconded by:** N. Guzzo*

***RESOLVED,** that the minutes of the February 22, 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)

M. Lourenco asked about the updates to members on the Psychological Assessment wait list. S. Balogh responded that members were updated in November 2020 and that she has an update in her Superintendent report later in the evening. Updates will continue to be provided at the November, March and June meetings.

M. Lourenco asked for clarification on the process for the budget priorities. S. Balogh responded that an email will be going out later this week with the feedback members provided on budget priorities. Members were encouraged to send any further suggestions, if interested, following the meeting. S. Balogh informed members that results from the budget survey to the greater community were not available yet. The intent is that in April the information will be reviewed, along with having a presentation from A. Lofts, Superintendent, Business Services & Treasurer of the Board.

6. Special Education Board Policy Review (Chair)

A red line version of Policy No. II-29 Inclusion and Range of Placement options for Identified Exceptional Students was included in the meeting package for members to review. B. Agnew asked members for input or questions on the policy. The proposed changes were reviewed, and members provided feedback. It was suggested that the policy be deferred to the May 11th policy meeting rather than the April 13th policy meeting in order to provide more time for review by members. The Chair encouraged members to send any further input by email.

7. Action and Information Items

7.1 Transition Planning Sub-Committee Update (S. Balogh/J. O'Reilly)

B. Agnew informed members that the Transition Planning Sub-Committee had a meeting. S. Balogh and J. O'Reilly provided information on the discussions and outcomes from the meeting such as; a transition checklist, grade 8 to grade 9 transition, update and print the parent guide to special education and a transition FAQ on the Board website. The report is attached.

7.2 Special Education Plan Sub-Committee Update (S. Balogh)

S. Balogh told members that the Special Education Plan Sub-Committee had their first meeting and that a draft document was included in the SEAC meeting package for members to review. An overview of the special education plan revision process, timelines and initial revisions to the community consultation process was provided. Members will receive an email with a form to gather input on the plan following the meeting.

7.3 SEAC Meeting Evaluation (S. Balogh)

The SEAC meeting evaluation form was emailed to members at the beginning of March to solicit feedback toward more effective meetings. The response rate was low. S. Balogh reviewed the responses submitted and noted the major themes and consistencies for each of Stop; Start; Continue; and Comments sections of the evaluation.

S. Balogh addressed suggestions such as maintaining timelines on the agenda and using time effectively at meetings, more participation from members, focusing on action plans, and to continue with presentations from staff.

8. Communications to SEAC

8.1 Superintendent's Report

S. Balogh provided updates on:

World Down Syndrome Day: was March 21st. Many schools showed their support by "Rocking their Socks" and shared their celebrations on social media platforms such as Twitter.

Congratulations: to Denise Kollee, our Chief Speech Pathologist and our Speech and Language department at large, who are the recipients of the Unsung Hero Award from the School of Rehabilitation Science at McMaster University. This award recognizes those who have made a special contribution to the School of Rehabilitation Science, in particular those who go above and beyond the call of duty.

Staff Professional Development and Training: a new SERT meeting was held in March which included topics such as an introduction to the ABA and HCDSB transition process from preschool to post-secondary. A session was held for elementary SERTs and SETs, topics such as virtual resources, the entry process into specialized classes (CLC, STC, ESC & Gifted), the SEA Showcase, and a KTEA presentation from ISERTs and the Psychology Department were reviewed. The Selective Mutism training was well-attended by ISERTs and Speech and Language staff. SLPs/CDAs have completed professional development on the Story Champs program they are using to support narrative development.

Mental Health and Wellbeing: The Mental Health Team is offering a parent information series and communication went out across the system over the weekend. The sessions will be offered once per week on various topics related to mental health, wellbeing and parenting for six consecutive weeks. All presentations will be recorded live and a link to each live session will be posted on the Board's homepage

the day of the scheduled presentation. The recorded presentation will also be available on the Board's website and YouTube channel for later viewing.

Youth Leadership Program for Newcomer Youth: three sessions have been presented. The first was done by the social work department and it was a presentation on Mental Health Resources. The second presentation was done by the CYC department and the topic was: Bullying, Social Isolation and Healthy Relationships. The third presentation was done by the Psychology department on the topic of anxiety and how to manage it. Thank you to our team who have been responsive to the needs of our system and for their collaboration with our Settlement Workers.

SNAP Program: STOP NOW AND PLAN (SNAP), is an evidence-based program new to HCDSB. It is a preventative, proactive, self-regulation, and conflict resolution program for children aged 6-12. The program runs once a week for 13 weeks and is delivered by the Child & Youth Counsellor and are teacher supported. The pilot will roll out in three phases starting in March 2021 until December 2021 with full implementation in January 2022. We will be piloting this program in grade 3 classes to start as it aligns with our boards model of focused support for K-3.

Psychology: a committee of Chiefs, Psychology staff, Social Workers and CYCs are revising the life promotion suicide response protocol. Our clinical staff is participating in an exploration of new brief digital interventions and associated progress monitoring tools under guidance from School Mental Health Ontario and Harvard university. Our staff are predominantly working on February 2020 referrals, which corresponds to a wait time of 13 months.

Educational Assistants: Itinerant EAs are continuing to work on completing the Relias training (ABA) with our BAs and are working on Boardmaker 7 training, including necessary coaching at school sites.

8.2 Trustee Reports

N. Guzzo reported on:

- Since the last SEAC meeting there were two Board meetings on March 2 and 16, 2021.
- There were amendments to a resolution to increase the ability to have access for a line of credit for purchasing land for new builds.
- External auditors have been appointed for a period of one year.
- There was a student mental health motion to have mental health programs that are available online reviewed with a report back to the Board. It was also passed that as a Board to write a letter to the Ministry of Education to request an update to the curriculum so that it is inclusive of all groups.
- There was a motion to expand the regional French immersion program to eliminate the waitlist by the 2022-2023 school year.
- The Board is continuing to work on the strategic plan.
- There will be two Board meetings and a policy meeting in April.

9. SEAC Discussion/Questions

The PRO Grant speaker list was sent to members for feedback. Some feedback was received. B. Agnew asked members to email her with their speaker preference.

P. Moran indicated he is preparing a document to present at a future SEAC meeting on SEAC Goals and meeting effectiveness.

10. Meeting Summary and Next Steps**11. Next Agenda: Meeting Monday, April 19, 2021**

The agenda will include a Budget Presentation and SEAC meeting dates will be established for the next school year.

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

Moved by: N. Guzzo

Seconded by: M. Lourenco

RESOLVED, that M. Duarte, D. Hotopeleanu, H. Karabela, S. Sweet and T. Veale be excused.

CARRIED

12.2 Adjournment and Closing Prayer (Chair)

Moved by: P. Moran

Seconded by: M. Lourenco

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

The meeting adjourned at 9:03 p.m. with a prayer led by the Chair.

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

From: Lex Smitko [REDACTED]

Sent: April 27, 2021 6:06 PM

To: Murphy, Patrick <MurphyP@hcdsb.org>; Duarte, Marvin <DuarteM@hcdsb.org>; Agnew, Brenda <AgnewB@hcdsb.org>; DeRosa, Peter <DeRosaP@hcdsb.org>; Guzzo, Nancy <GuzzoN@hcdsb.org>; Iantomasi, Vincent <IantomasiV@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; Obrient@hcdsb.org; Ohearn-czarnotaj@hcdsb.org; DiPietro, Rosie <DiPietroR@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>
Subject: [<EXTERNAL>] Raise the flag support letter

> Dear Director Daly and Secretary of the Board,

>

> I fully support the motion to raise the pride flag each June and posting safe space posters in each classroom at HCDSB. I find it deeply concerning that trustees are voting based on their personal feelings which don't reflect the feelings of the voters that they were elected to represent. This is a gross misuse of their power and position.

>

> In contemplating the board's position, I had to ponder the simple question that we as Catholics often consider, "What would Jesus do?" While a simple question, I truly believe that it informs our demeanour and actions as Catholics. Wouldn't Jesus demonstrate love and acceptance for all? Wouldn't Jesus want everyone to feel safe, loved and included? I firmly believe for us to do as Jesus would do, that the board must fly the Pride flag and demonstrate non-judgmental inclusivity. Simply put, students and staff have a right to feel safe, included and loved.

>

> I'm asking that the Board act in consideration of the well-being of all students and from the love and inclusivity that we know Jesus would demonstrate and vote yes to the loving act of flying the pride flag.

>

> Please include this in the official board meeting correspondence.

> Thank you for your consideration.

>

> Alexis Smitko

From: Maria Lourenco [REDACTED]
Sent: April 23, 2021 5:59 PM
To: Murphy, Patrick <MurphyP@hcdsb.org>; Daly, Patrick <DalyP@hcdsb.org>; Duarte, Marvin <DuarteM@hcdsb.org>; Guzzo, Nancy <GuzzoN@hcdsb.org>
Cc: Karabela, Helena <KarabelaH@hcdsb.org>; Agnew, Brenda <AgnewB@hcdsb.org>; O'Brien, Timothy <O'BrienT@hcdsb.org>; Iantomasi, Vincent <IantomasiV@hcdsb.org>; DeRosa, Peter <DeRosaP@hcdsb.org>; Ohearn-czarnotaj@hcdsb.org; DiPietro, Rosie <DiPietroR@hcdsb.org>; Alexandra Terrana [REDACTED] info@ombudsman.on.ca; Swinden, Andrea <SwindenA@hcdsb.org>
Subject: Re: [<EXTERNAL>] Correspondence Policy

I have still not received any answers to my questions, which were originally submitted March 2nd, almost two months ago.

As most of you know, I am a highly engaged stakeholder and parent who has contributed to this board in many ways, and currently as co-chair of my Catholic School Council, Vice-Chair of the Special Education Advisory Committee, and member at large on the Catholic Parent Involvement Committee. I don't think it's too much to ask for the courtesy of an appropriate and respectful response when I raise questions and concerns.

Not only have my questions not been addressed about the ever changing rules about publishing correspondence, it seems in the meantime they have changed AGAIN....but only a few select stakeholders have been advised? I consider this to be a discriminatory practice with stakeholders not being treated equitably and I myself have been treated unfairly a number of times. Why is that?

Please provide a response to all of my questions and include this correspondence in the board report of April 26th, and actually every board report after until ALL of the questions have been answered and addressed.

Sincerely,
Maria Lourenco

From: Maria Lourenco [REDACTED]
Sent: April 12, 2021 4:52 PM
To: Murphy, Patrick <MurphyP@hcdsb.org>; Daly, Patrick <DalyP@hcdsb.org>; 'Duarte, Marvin' <DuarteM@hcdsb.org>; Guzzo, Nancy <GuzzoN@hcdsb.org>
Cc: 'Karabela, Helena' <KarabelaH@hcdsb.org>; 'Agnew, Brenda' <AgnewB@hcdsb.org>; O'Brien, Timothy <O'BrienT@hcdsb.org>; Iantomasi, Vincent <IantomasiV@hcdsb.org>; DeRosa, Peter <DeRosaP@hcdsb.org>; Ohearn-czarnotaj@hcdsb.org <Ohearn-czarnotaj@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>; Alexandra Terrana [REDACTED]
Subject: Re: [<EXTERNAL>] Correspondence Policy

Good afternoon,

I am following up on the email below, from a month ago today. I'm disappointed to say that I have never received even an acknowledgement of my concerns, much less an actual response to my questions. I have highlighted them below. As a reminder, the Principles in the draft policy state that "The HCDSB believes that effective communication is **reciprocal** and that **all correspondence** to individual Trustees or to the Board of Trustees as a whole, **shall be addressed.**"

Also, I asked for this correspondence to be included "on the Policy Committee agenda when the draft Correspondence Policy is also on the agenda". I see that the Correspondence Policy is on the agenda for tomorrow night's Policy Committee meeting, however the request to include my correspondence has not been honoured. Please amend the Policy Committee report to include the correspondence from March 12th below.

Thank you.

Maria

From: Maria Lourenco [REDACTED]
Sent: March 12, 2021 4:21 PM
To: Murphy, Patrick <MurphyP@hcdsb.org>; Daly, Patrick <DalyP@hcdsb.org>; 'Duarte, Marvin' <DuarteM@hcdsb.org>
Cc: 'Karabela, Helena' <KarabelaH@hcdsb.org>; 'Agnew, Brenda' <AgnewB@hcdsb.org>; O'Brien, Timothy <O'BrienT@hcdsb.org>; lantomasi, Vincent <lantomasiV@hcdsb.org>; DeRosa, Peter <DeRosaP@hcdsb.org>; 'Guzzo, Nancy' <GuzzoN@hcdsb.org>; ohearn-czarnotaj@hcdsb.org <ohearn-czarnotaj@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>; Alexandra Terrana <[REDACTED]>
Subject: Fw: [<EXTERNAL>] Correspondence Policy

Dear Director Daly and Chair Murphy,

I am following up as I have still not received answers to the questions from my correspondence dated March 2nd (see below).

In particular, what was the rationale for publishing the "Dying with Dignity" letter in the February 16th board report? - a letter that had nothing to do with education, did not request to be published, and was from an organization whose very mandate is antithetical to the Catholic faith?

I received your message below that my correspondence of March 2nd was not published because it was received after the agenda package was posted and that "this year" you are "committed to be consistent and not add any correspondence after the agenda package is posted". This response raises many questions.... First of all, as I have shared many times, I have been told this in the past.....only to later find other pieces of correspondence published that were received after the package was posted, sometimes well after the package was posted including the day of the meeting. So it seems to me that your rules change on a whim. What is the rationale for suddenly going back to only publishing correspondence received before the report is posted? When was this decided and how and when was this shared with the community to ensure transparency and fair and equitable treatment of all stakeholders? Also, what is your definition of "this year"? In September of this school year, you were publishing letters received in the afternoon of scheduled board meetings - and reading them aloud upon request....

Not allowing correspondence to be published after a board report is posted severely restricts stakeholders from providing feedback on issues that are on the agenda that they might not be aware of until the report is publicly available. This is not being accountable, open or transparent.

A Policy would certainly eliminate any "confusion" in the future. More accurately, it would ensure fair and consistent treatment of all stakeholders. Your reference to the draft Correspondence Policy would suggest it is going ahead....but you haven't actually stated that, and the future of the policy is otherwise unclear, as I also referenced. Some trustees felt the current process - of the Chair, Vice-Chair and Director just making a decision - was working well. I hope these latest inconsistencies make it clear why a Policy is needed.

If the board is indeed committing to moving forward with the draft Policy, why not start to follow the provisions laid out in that draft policy? I didn't hear any objections from trustees to any of the provisions in the draft policy, just whether or not it was actually needed (I assure you, it very much is). The draft Policy allows for correspondence received up to 11:59 pm the day before the board meeting to be published in the report. Why then are you suddenly, after the draft policy has been presented, operating under such a starkly contrasting rule that has not been in place since....at least November? Again, when exactly did the rule change?

The draft Policy states that correspondence received after the deadline for publication in the immediately next board meeting, would appear on the next scheduled Regular Board Meeting agenda. While it was not confirmed to me, I would assume that my correspondence of March 2nd is scheduled to be published in the March 16th board report. I would instead ask that you publish this correspondence instead - the full thread which includes the March 2nd correspondence. Also please include this correspondence in full on the Policy Committee agenda when the draft Correspondence Policy is also on the agenda.

In closing, I would like to draw your attention to the Principles in the draft Correspondence Policy. In particular, the third bullet which states that:

"HCDSB believes that communication is reciprocal and that all correspondence to individual Trustees or to the Board of Trustees as a whole, shall be addressed".

I assume the Policy does not have to be in force for the board to honour this Principle and as such, I look forward to receiving answers to the questions raised both in this correspondence and that of March 2nd, attached below.

Sincerely,

Maria Lourenco

From: DiPietro, Rosie <DiPietroR@hcdsb.org>

Sent: March 2, 2021 11:36 AM

To: [REDACTED]

Cc: Murphy, Patrick <MurphyP@hcdsb.org>; Duarte, Marvin <DuarteM@hcdsb.org>; Daly, Patrick <DalyP@hcdsb.org>

Subject: RE: [<EXTERNAL>] Correspondence Policy

Good morning,

This will acknowledge receipt of your request to have your correspondence included in our Regular Board Meeting package for March 2, 2021.

Your correspondence was received after the agenda package was posted and therefore will not be included. This year we have committed to be consistent and not add any correspondence after the agenda package is posted.

The draft Correspondence Policy before the Policy Committee for review should eliminate any confusion in the future.

Thank you for your understanding.

Rosie

Rosie Di Pietro

Executive Assistant to the Director of Education
Halton Catholic District School Board

802 Drury Lane, Burlington, ON L7R 2Y2
(905) 632-6314, ext. 115 | dipietror@hcdsb.org

From: Maria Lourenco <[REDACTED]>
Date: March 2, 2021 at 7:06:36 AM EST
To: "Murphy, Patrick" <MurphyP@hcdsb.org>, "Daly, Patrick" <DalyP@hcdsb.org>
Cc: "Duarte, Marvin" <DuarteM@hcdsb.org>, "Agnew, Brenda" <AgnewB@hcdsb.org>, "Karabela, Helena" <KarabelaH@hcdsb.org>, "Iantomasi, Vincent" <IantomasiV@hcdsb.org>, "O'Brien, Timothy" <O'BrienT@hcdsb.org>, "DeRosa, Peter" <DeRosaP@hcdsb.org>, "Guzzo, Nancy" <GuzzoN@hcdsb.org>, ohearn-czarnotaj@hcdsb.org
Subject: [<EXTERNAL>] Correspondence Policy

Dear Trustees and Secretary of the Board,

I would like to first of all thank Trustees Agnew and Karabela for their work on developing and presenting the Draft Correspondence Policy at the February 9th Policy Committee meeting. The draft policy is thorough and I believe lays out a very clear framework as to how correspondence received by the board would be dealt with, including reasonable and fair criteria for deciding when correspondence should be published in board reports. Having such a policy would ensure a consistent and fair approach and effectively manage stakeholders' expectations.

However, the discussion that followed the presentation of the policy was confusing and it is unclear what the next steps are. In particular, there was discussion amongst several trustees that the current approach of the Chair, Vice Chair and Director deciding which correspond to publish and not publish was working well and that that should be codified. It seems to me that at that point, the conversation had gone full circle.....

The point of having a correspondence policy is, at least in part, to establish objective criteria to be used consistently to make those determinations. Leaving it up to three people, who could very well change from one year to the next, or, even amongst the same three people may have a difference of opinion from time to time essentially defeats the point of the policy in the first place. It was stated by Chair Murphy that the intention is to be "open" and that currently, all correspondence that "meets the criteria" is in fact published.....but the question remains - *what exactly is the criteria??* I have asked this question repeatedly over the years and received conflicting information and more recently - have not been provided any answer at all. So, in light of the conversation at the February 9th Policy Committee; I ask again, and I would appreciate an answer this time - ***what is the criteria that is used to determine whether or not an item of correspondence will be published in the board report?*** Since the system is working so well.....

It would seem to me, as I have articulated in the past, that without a clearly outlined policy, the decision is subject to inconsistency and potential for bias, manipulation and censorship. In fact, we didn't have to go too far into the future to see this in action once again. In the February 16th board report, there were three pieces of correspondence from stakeholders, and one from the organization "Dying with Dignity", (who I would not define as a stakeholder of the Halton Catholic District School Board in any way, shape or form), in opposition to Trustee Karabela's motion "Opposing the Euthanasia Bill C-7". There were no letters published in support of the motion. Only one of the stakeholders actually asked to have their letter published, the others did not, and neither did the organization. So please tell me, **what was the criteria used to determine that these pieces of correspondence should be published by the Halton CATHOLIC DSB?** Fast forward another two weeks and we learn that there were several pieces of correspondence in support of the motion that were in fact denied publication in the February 16th board report. One of them mentions that their correspondence was inadvertently sent in too late. Back in September, the board published and read aloud correspondence received on the day of the meeting. Just how late were these items of correspondence for the February 16th report that they could not be published? **What exactly is the deadline for submitting an item of correspondence and having it published in the report?**

I was particularly dismayed to see the board publish the letter from "Dying with Dignity". I have repeatedly asked, what is the criteria for organizations to have their letters published. I've given an example of an organization with concerns about the *education of students*, an organization that was in fact directed to send a letter to the Chair and the Director to have their concerns addressed (they never were), whose correspondence was not published, yet a letter from an organization that has nothing to do with education, that is not a stakeholder of the board, and that did not request to have their letter published, was published? Not to mention that the organization's very purpose and mission is in direct conflict with the tenets of the Catholic faith. For that reason it was quite disappointing when a majority of trustees voting *against* removal of the letter from the board's report. One trustee mentioned that they were in favour of "freedom of speech" and of stakeholders making up their own minds and decisions. None of that is relevant whatsoever. For one thing, while stakeholders can certainly have their own opinions on any number of issues, those who support the Halton Catholic DSB, either as ratepayers and/or parents sending their children to its schools, do so knowing that the institution defines itself as being "distinctively Catholic", and that it has an obligation to carry out its mission through a Catholic lens and remaining true at all times to the Catholic faith. (What otherwise is the point of having a Catholic board?) It is not up to a Catholic school board to present the different sides of any debate in order for its stakeholders to make a decision on anything in their personal lives - certainly not an issue on which the Church's position is pretty clear. As you may be aware, there are many social media platforms that censor users in various ways - including deleting their accounts - when they don't agree with their position on any number of issues. *So why on God's Earth would a Catholic school board provide a platform for an institution whose very existence is diametrically opposed to the Catholic faith?* Do you think "Dying with Dignity" would publish a letter from the Halton

Catholic board? or the Canadian Conference of Catholic Bishops? Or any letter with an opposing position? Why would the Halton Catholic Board publish their letter?

In reviewing the way correspondence was handled in the February 16th and March 2nd board meetings, it is difficult not to reach a conclusion that the Halton Catholic board is in fact in favour of Bill C-7 and Euthanasia. If the board wants to avoid the appearance of bias, manipulation and censorship, it needs to establish a policy which clearly outlines the criteria for publishing correspondence in board reports, and it needs to actually follow the policy - consistently. I would further suggest that the board's correspondence policy prohibit the board from publishing correspondence from organizations whose mission and purpose runs contrary to the Catholic faith and Church.

Please include this correspondence in the March 2nd Board Report.

Sincerely,

Maria Lourenco

From: S Johnson [REDACTED]

Sent: April 26, 2021 11:52 PM

To: Murphy, Patrick <MurphyP@hcdsb.org>; Duarte, Marvin <DuarteM@hcdsb.org>; Agnew, Brenda <AgnewB@hcdsb.org>; DeRosa, Peter <DeRosaP@hcdsb.org>; Guzzo, Nancy <GuzzoN@hcdsb.org>; Iantomasi, Vincent <IantomasiV@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; obrient@hcdsb.org; ohearn-czarnotaj@hcdsb.org; DiPietro, Rosie <DiPietroR@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>

Subject: [<EXTERNAL>] Fly the Flag

Dear Trustees,

I am writing to let you know my absolute disgust in how the board meeting ran tonight. The behavior [REDACTED]

[REDACTED] was horrific. I am a proud catholic mother, wife, daughter, friend. My children attend a HCDSB school. Today I am ashamed. I am ashamed as a mother for sending my children to a school where trustees behave in this way. I am ashamed for supporting HCDSB with our tax dollars. I will not feel ashamed again.

These actions by trustees have forced many to draw a line in the sand. I can not with a holy spirit in my heart support these elected officials.

I fully support the motion to allow the flag to fly at HCDSB. This is where I draw the line in the sand for my family. We will pull our children from this school board. One flag at the Catholic Education Center and one poster per classroom is nothing but a joke and a complete disregard to students and educators in our school.

I am saddened and disappointed in us as catholic people. As catholics we are raised to be better. We are taught to always improve yourself and your community. To love and include all brothers and sisters in our community. Tonight we failed. We failed our students. We failed our staff. We failed our ratepayers. We failed. I do not accept this failure. Our students, our staff and our ratepayers deserve more than this. As a HCDSB parent I do not accept this for my children or for my family. We CAN and WILL do better than this.

One thing that has come to light in all of this turmoil amongst our board is a beacon of hope and beacon of light. That is in our community. Our community and extensions of our community have rallied around our students and staff. They have shown their support now more than ever when it is needed the most. That is what good catholic community members do. They don't push away people; they embrace everyone for who they are. The way God created them. The community will fight because that is what we will do for all of our community members to feel welcome within our schools.

I work in a different school board. The school board that I work for embraces all of our students and staff. They are encouraged to be who they are. They are welcome in our

schools. It is a shame that HCDSB does not support this due to a few actions from a few trustees.

Thank you

Stephanie Johnson

I would like this to be included in any official packages for future meetings.

To Whom It May Concern,

We are coming forward as a collective body of HCDSB Student Council Presidents and Vice Presidents to condemn the decision made by the Board and respective representatives regarding 2SLGBTQ+ allyship on Tuesday, April 26th. The “Supporting Our Safe Schools” motion, along with various other efforts, is meant to create a diverse, safe, and inclusive environment for students of all backgrounds - and we unanimously feel that this initiative was stopped short of its intended purpose.

As student leaders, and representatives of our peers and school community, it is our responsibility to speak up on issues that are impacting said peers and school community. An overwhelming majority of students have expressed their frustration, disappointment and most of all, shame, regarding the decision made by the HCDSB this week. As a result, a great deal of the trust that was once placed in the Board by students has been lost. Many 2SLGBTQ+ students have come forward with their experiences of being alienated in an environment that is meant to nurture and educate without prejudice. In a school board that is supposed to promote equity, respect, and inclusivity, as well as align with the messages of Christ, this is unacceptable.

As students of this school board, it is crucial that we exemplify Catholic values and follow Catholic Social Teachings by spreading love and respect not only in our schools, but in every aspect of our lives. However, when our school board is not representing those values, students will not pride themselves in being part of such a community. The primary goals of the HCDSB are to

educate its students in a safe and respectful manner, and to spread gospel; primarily done through the values of “equity, dignity, and respect.” The decision to go against the dignity of 2SLGBTQ+ students by denying them visibility and support is something that is antithetical to the core goals and values of our Board and Christ’s mission of love.

As the future generation of leaders, our goal is to create a world where everyone - regardless of their sexuality, gender, race, or social status - feels accepted and loved, just as taught in the Bible and in Catholic Social Teachings. The HCDSB Student Council Presidents, as well as our peers, feel that the decision made by the Halton Catholic District School Board on Tuesday, April 26th does not represent the vision we have for our school communities, nor does it represent the values we stand for as a school board. We express our utmost disappointment in this decision, and the Halton Catholic District School Board must do better for *all* of its students.

In His Name,

HCDSB Student Council Presidents

Kaitlynne J. Tan - President of Assumption Catholic Secondary School

Gracie Thrush - Vice President of Assumption Catholic Secondary School

Faiq Farooq - Co-President of Bishop Reding Catholic Secondary School

Hana Rehman - Co-President of Bishop Reding Catholic Secondary School

Emma Gormley - Co-President of Christ the King Catholic Secondary School

Anne Kovacs - Co-President of Christ the King Catholic Secondary School

Taelan-Brynn Thomason - President of Corpus Christi Catholic Secondary School

Luai Bashar - Vice President of Corpus Christi Catholic Secondary School

Olivia Theodoratos - President of Holy Trinity Catholic Secondary School

Emma Knynenburg - Representative of St. Francis Xavier Catholic Secondary School

Lubna Alshamari - Representative of St. Francis Xavier Catholic Secondary School

Jasneet Sandhu - Representative of St. Francis Xavier Catholic Secondary School

Jose Jesus II Abejo - PR/Media Director of St. Francis Xavier Catholic Secondary School

Celestia Peritore - President of St. Ignatius of Loyola Catholic Secondary School

Isabella Colmenares - Vice President of St. Ignatius of Loyola Catholic Secondary School

John McCoy - Vice President of St. Ignatius of Loyola Catholic Secondary School

Jack Kukolic - President of St. Thomas Aquinas Catholic Secondary School

Lourd Yousif - Vice President of St. Thomas Aquinas Catholic Secondary School

David Ribkoff - Vice President of St. Thomas Aquinas Catholic Secondary School

Zechariah 7:9 “This is what the Lord Almighty said: ‘Administer true justice; show mercy and compassion to one another.’”

John 15:12-13 “My command is this: Love each other as I have loved you. Greater love has no one than this: to lay down one’s life for one’s friends.”

Romans 15:7 “Accept one another, then, just as Christ accepted you, in order to bring praise to God.”



April 30th, 2021

RE: JOINT STATEMENT ON SUPPORTING NON-CATHOLIC STUDENTS

To Chair Murphy and the Board of Trustees,

On the behalf of the Halton Catholic District School Board's Student Senate, we would like to encourage you to amend Policy I-26 and Allow Non-Catholics Students to be Student Trustee Candidates. As it currently is, Policy I-26 requires candidates to be full-time practicing Catholics who also need a letter of endorsement from a Parish Priest. However, this does not properly represent our diverse school community, in which many students are not Catholic, or are not active Parish members. After hearing from a Student Delegation who spoke at our April 27th Student Senate meeting, we decided to take action to help show our support for our multi-religious and diverse school community.

Our board allows for non-Catholic students to be a part of our Halton Catholic District School Board (HCDSB) community. In our very own Student Senate, we have more than a hundred members who have various cultural backgrounds and roots, including those various differing religions. However, this does not make them a lesser part of our school community. Take, for example, Saint Francis Xavier, in which most of the student population are non-Catholic. Nevertheless, our non-Catholic peers are shaped by Catholic education, as they respect and uphold Catholic values by participating in important Catholic affairs, such as school masses and religion classes. Despite religious differences, all students show respect towards one another. Despite religious differences, all of these students are very active members in their community who have shown that they can co-exist in peace and unity. Despite religious differences, all of these students are able to exhibit and uphold Catholic values.

To better support and represent our diverse school community, we encourage the Board to remove the Requirements of, “Active Parish membership and regular mass attendance” and “A letter of endorsement from the parish priest.” In order to maintain the Catholic values that our Board upholds, we would suggest that to substitute these two requirements by having **a letter of endorsement from Catholic leaders in the school community, especially from a School Chaplain.** To help our non-Catholic peers feel better included, accepted, and supported in our board, we encourage HCDSB to amend this policy, and provide with the same opportunities as their Catholic peers. In following the words of Romans 15:7, “Therefore welcome one another as Christ has welcomed you, for the glory of God.”

In the name of our Welcoming Saviour,

The HCDSB Student Senate

1. Assumption Catholic Secondary School’s Student Senate
2. Bishop Reding Catholic Secondary School’s Student Senate
3. Christ the King Catholic Secondary School’s Student Senate
4. Corpus Christi Catholic Secondary School’s Student Senate
5. Holy Trinity Catholic Secondary School’s Student Senate
6. Notre Dame Catholic Secondary School’s Student Senate
7. St. Francis Xavier Catholic Secondary School’s Student Senate
8. St. Ignatius of Loyola Catholic Secondary School’s Student Senate
9. St. Thomas Aquinas Catholic Secondary School’s Student Senate
10. The Burlington Student Trustee of 2020-2021

