

SPECIAL MEETING OF THE BOARD
AGENDA

Date: May 27, 2021
 Time: 7:30 pm
 Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

Pages

1. Call to Order	
1.1. Opening Prayer, National Anthem, and, Oath of Citizenship (J. Roshdy)	
2. Approval of the Agenda	
3. Declarations of Conflict of Interest	
4. Action Items	
4.1. Response to May 18, 2021 Delegations	
4.2. Bronte Green School Boundary Review Committee Recommendation (R. Merrick)	1 - 6
4.3. Religious Education Resource Selection (J. Crowell)	7 - 11
4.4. Naming of New Milton No. 3 Catholic Secondary School (E. Bakaic)	12 - 15
4.5. Policy III-11 Hiring and Promotion Policy Academic and Non-Academic Personnel (N. Guzzo)	16 - 21
4.6. PolicyII-45 Equity and Inclusive Education (N. Guzzo)	22 - 42
4.7. Policy I-34 (B) Reimbursement of Board Business Expenses for Trustees and External Members (N. Guzzo)	43 - 53
4.8. Policy I-40 Performance Appraisal of the Director of Education (N. Guzzo)	54 - 64
4.9. Policy II-26 Managing Student Risk in Interschool Sports - Elementary and Secondary Schools (N. Guzzo)	65 - 69
4.10. Policy II-33 Safe Arrival at School Program (N. Guzzo)	70 - 72
4.11. Policy II-43 Voluntary, Confidential Self Identification of First Nation, Métis, and Inuit Students (N. Guzzo)	73 - 78
4.12. Policy I-46 Correspondence to the Board of Trustees (N. Guzzo)	79 - 83
4.13. Policy II-29 Inclusion and Range of Placement Options for Identified Exceptional Students (N. Guzzo)	84 - 88

4.14. Policy II-40 Bullying Prevention and Intervention (N. Guzzo) 89 - 95

5. Correspondence

5.1. L. Silvestri 96 - 97

5.2. L. Silvestri 98 - 101

5.3. M. Lourenco 102 - 108

5.4. M.F. Quinn 109 - 109

6. Resolution re Absentees

7. Adjournment and Closing Prayer (M. Duarte)



Bronte Green School Boundary Review – School Boundary Review Committee Recommendation	Item 4.2
May 27, 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) and to obtain Board approval for the recommended boundary change.

Background Information

1. Staff Report Item 9.2 “Bronte Green School Boundary Review – School Boundary Review Committee Recommendation” from the May 4, 2021 Regular Meeting of the Board.
2. Information Report Item 10.7 “Bronte Green New Development Area Elementary School Boundary Review” from the March 2, 2021 Regular Meeting of the Board.
3. 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 an 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 the first group of students from the new community.

Resolution

The following resolution is respectfully 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 recommended 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:

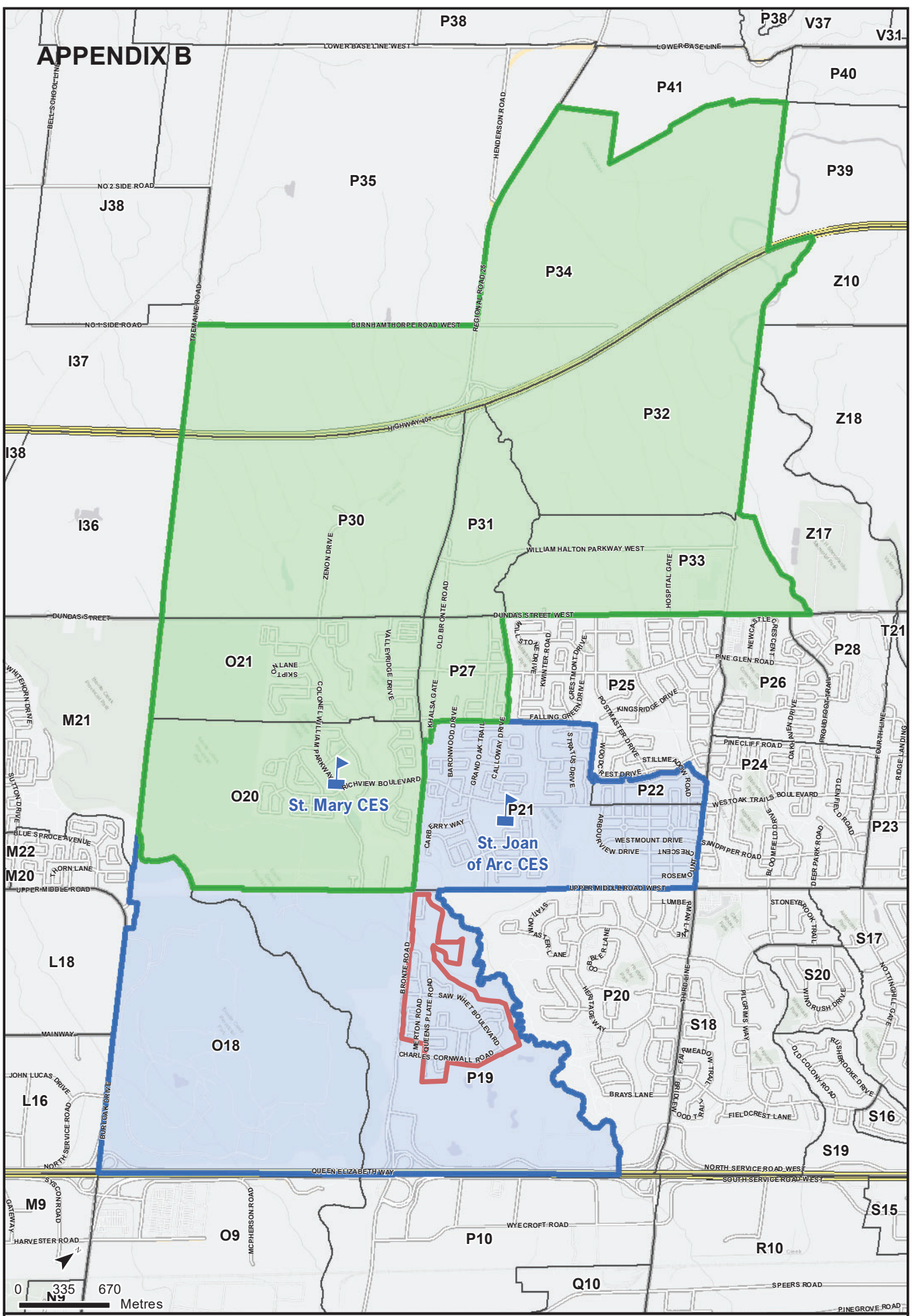
P. Daly
Director of Education and Secretary of the Board

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



SBRC Recommended Boundary
 2021-2022 School Year
 Town of Oakville

- Bronte Green Development Area
- St. Joan of Arc CES Regular Track Boundary
- St. Mary CES Regular Track Boundary



Religious Education Resource Selection	Item 4.3
May 27, 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 of the Board:

<p>Resolution#:</p>	<p><i>Moved by:</i></p> <p><i>Seconded by:</i></p>
<p>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: <i>Growing in Faith, Growing in Christ</i> in the estimate amount of \$268,421.48</p>	



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

Report Submitted by: J. Crowell
Superintendent – Curriculum Services

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



Naming of the Milton No. 3 Catholic Secondary School	Item 4.4
May 27, 2021	

Alignment to Strategic Plan

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

Purpose

To inform Trustees of the response from Bishop Crosby on the selection of a name for the new Milton No. 3 Catholic Secondary School.

Background Information

Following the Regular Board Meeting on May 4, 2021, Director Daly forwarded a letter to Bishop Crosby which included the prioritized list of names. The letter sent to the Bishop Crosby is attached as Appendix A.

Bishop Crosby has responded with his approval of the new name of Milton #3 school to be St. Kateri Tekakwitha Catholic Secondary School. The response from Bishop Crosby is attached as Appendix B.

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 name St. Kateri Tekakwitha Catholic Secondary School for Milton No. 3 Catholic Secondary School.	



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



802 Drury Lane
Burlington, ON
L7R 2Y2
(905) 632-6300
www.hcdsb.org

May 5, 2021

Most Reverend Douglas Crosby, O.M.I., D.D.
Bishop of Hamilton
700 King Street West
Hamilton, ON
L8P 1C7

Dear Bishop Crosby:

RE: PROPOSED NAME FOR THE NEW MILTON #3 CATHOLIC SECONDARY SCHOOL

The Board at its Regular Meeting of May 4, 2021 selected a preferred name for the new Milton #3 Catholic Secondary School and is seeking your approval. A copy of the Board Report is attached for your reference.

After a process of community consultation, the preferred name for our new secondary school is ***St. Kateri Tekakwitha Catholic Secondary School***. If this name is acceptable to you, it is the intention of the Board to announce this to the community as soon as possible. The new school will open in September 2022.

In the event that the proposed name does not meet with your approval, the Board will seek your approval for the alternate name considered – *St. John Bosco Catholic Secondary School*.

The Board respectfully requests your consideration of the proposed name and will await your comments before proceeding. It is our hope to have your decision available for the May 18, 2022 Regular Board meeting.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Pat Daly".

Pat Daly
Director of Education

c.c. *Emi Bakaic, Superintendent of Education*



B I S H O P O F H A M I L T O N

May 6, 2021

Mr. Patrick Daly, Director
Halton Catholic District School Board
802 Drury Lane
Burlington, ON L7R 2Y2

Dear Mr. Daly,

Thank you for your letter of May 5, 2021 in which you propose the name *Saint Kateri Tekakwitha Catholic Secondary School* for the new school in Milton.

It is a beautiful name and I approve wholeheartedly!

I look forward to visiting the school when it is completed, and I hope to gather with staff and students to bless the school when it is safe to do so.

May God bless “the build” going forward.

Sincerely in Christ and Mary Immaculate,

(Most Rev.) Douglas Crosby, OMI
Bishop of Hamilton

/cd



Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel	Item 4.5
May 27, 2021	

Alignment to Strategic Plan

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

Purpose

To approve *Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel* as presented.

Background Information

The purpose of this policy is to provide a fair, consistent and transparent policy that ensures equal opportunity for all qualified employees and applicants for employment with the Halton Catholic District School Board, in accordance with the Human Rights Code, and where possible by virtue of the availability of qualified candidates, give preferential consideration to qualified Roman Catholic applicants as indicated in the Human Resources Procedures and in accordance with the Human Rights Code, Section 24(1)(a), and the historical right under the Constitution Act, 1982 and the Education Act.

The revocation of Ont. Reg 274 and the introduction of Ministry PPM 165 has necessitated both a review and modifications to the Hiring and Promotion Policy. P. Daly, Director of Education presented a report at the November 10, 2020 Policy Committee meeting wherein he advised of the forthcoming changes to hiring practices as prescribed by the Ministry of Education. School Boards are expected to have their own hiring policies that meet the expectations and are consistent with Policy/Program Memorandum (PPM) No. 165 which became effective March 31, 2021.

The Executive Officer of Human Resources and Human Resources Services Management staff have reviewed the current policy and put forth recommendations.

Conclusion

Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel was presented at the Policy Committee Meeting on May 11, 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 III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel*, be approved.

Report Submitted and Approved by:

N. Guzzo
Chair of the Policy Committee

Hiring and Promotion Policy, Academic and Non-Academic Personnel	
Adopted: February 14, 1985	Last Reviewed/Revised: May 27, 2021
Next Scheduled Review: 2023-2024	
Associated Policies & Procedures: VI-28 Selection and Appointment of Positions of Academic Administrative Responsibilities I-02 Records and Management Information Policy VI-82 Records and Information Management Procedure VI-99 Hiring Practices for Teachers and Occasional Teachers	

Purpose

To provide a fair, consistent and transparent hiring policy that ensures equal opportunity for all qualified employees and applicants for employment with the Halton Catholic District School Board, in accordance with the Human Rights Code, and where possible by virtue of the availability of qualified candidates, give preferential consideration to qualified Roman Catholic applicants as indicated in the Human Resources Procedures and in accordance with the Human Rights Code, Section 24(1)(a), and the historical right under the Constitution Act, 1982, the Education Act and Policy/Program Memorandum (PPM) 165.

This policy further serves to support the development of a strong and diverse workforce to best serve the needs of students and communities within the Halton Catholic District School Board (HCDSB).

Application and Scope

This policy applies to all employees and applicants for any position of employment with the Halton Catholic District School Board and is consistent with PPM 165.

References

[Constitution Act, 1982](#)

[Education Act](#)

[Human Rights Code](#)

[Ontario Regulation 298, Operation of Schools - General](#)

[PPM 165](#)

Principles

- The Halton Catholic District School Board recognizes that our school community exists to foster and exemplify Catholic values centred on the person of Jesus Christ.
- The Halton Catholic District School Board believes that every person has a right to employment without discrimination. The Halton Catholic District School Board shall promote the hiring of staff from under-represented groups.
- The Halton Catholic District School Board considers witness to our faith as a key premise in recruiting, hiring and promoting teachers or any other employee whose position includes dealing with students in situations involving instruction, counselling, providing guidance or imparting curriculum. The Board will exercise preference to favour committed and practising Catholics in recruiting, hiring and promoting such employees.
- The Halton Catholic District School Board recognizes the interdependent components of qualifications and merit, diversity, equity and Human Rights, employment mobility, fairness and transparency, monitoring and evaluation, and conflict of interest in teacher hiring requirements.
- The Halton Catholic District School Board recognizes that teachers and the quality of their teaching is the single most important factor in the improvement of student achievement.

Requirements

- This policy will work in conjunction with the provisions of the applicable collective agreements, the Human Rights Code and applicable laws. In the event of a conflict between this policy and the terms within a collective agreement, the collective agreement prevails.
- This policy will maintain due regard for the provision of the best possible program, safety and well-being of students as mandated in Ontario Regulation 298, Operation of Schools – General.
- It is understood that teaching positions and other positions involving interaction with students within the Halton Catholic District School Board, require a significant degree of participation in the religious life of the Catholic school community. This would include participation in liturgical celebrations for students and staff; liaison with pastors and families for sacramental preparation programs and providing staff members with adult faith opportunities.
- The Director of Education is the employee of the elected Board of Trustees, and reports directly to the Board.
- The Board of Trustees through a hiring committee composed of three Trustees; the Secretary/Director; the Executive Officer of Human Resources and a Senior Staff member will perform the function of selecting the candidate for Supervisory Officer and Executive Officer. The final candidate in each hiring situation will be presented to the Board for approval, in camera.
- Trustees of the Halton Catholic District School Board shall entrust the day to day management of the Board to its staff through the Director of Education or designate.

- Criteria and qualifications for positions will be established in a fair and objective manner.
Recruitment for positions will be done as widely as is appropriate to ensure that all qualified applicants have the opportunity to apply.
- All employees and prospective employees shall have access and opportunity to positions within the Board subject to foregoing principles.
- Promotion will be based on demonstrated ability, skill, knowledge and the expertise required to perform the duties of the position and, in the case of employees assigned to positions involving interaction with students, the spiritual commitment to promote the Catholic education system and its Gospel values. The Board recognizes that the needs and priorities of the system must be the primary criteria for decisions with respect to hiring and promotion.
- Within the context of the denominational rights of Catholic school boards, every effort will be made to identify and remove discriminatory biases and systemic barriers that may limit an individual's candidacy for hiring or promotion.
- The Halton Catholic District School Board will not discriminate in its hiring and promotion practices. A qualified applicant who is related to a current or former employee may be hired upon consideration of potential, apparent and actual conflicts of interest. The following issues will be considered prior to selecting a candidate:
 - That the employee shall not be in a direct supervisory reporting relationship to a relative;
 - That staff who are related to the candidates must disclose such information to the Executive Officer, Human Resources Services;
 - That staff who are related do not partake in interviews or any part of the hiring process;
 - That staff who are involved in the hiring procedures and who have more than a professional relationship with the candidate disclose such information to the Executive Officer, Human Resources Services.
- Applications and documentation of all candidates and employees of the Halton Catholic District School Board will be maintained in a confidential file in the Human Resources Services in accordance with Board *Policy I-02 Records and Management Information Policy*.
- The Director of Education will report to the Board, on an ongoing basis, or as required, on the implementation of this policy.

Responsibilities

- The Director of Education or designate ensures effective systems are in place for the selection, supervision, development and performance review of all staff.
- The Executive Officer, Human Resources Services shall be responsible for implementing and monitoring this policy and administrative procedures.



APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



II-45 Equity and Inclusive Education	Item 4.6
May 27, 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#:	<i>Moved by:</i> <i>Seconded by:</i>
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 27, 2021
Next Scheduled Review: 2023-2024	
<p>Associated Policies & Procedures:</p> <p>VI-54 Equity and Inclusive Education</p> <p>VI-60 Student Groups in Catholic Schools</p> <p>I-43 Use of Technology and Digital Citizenship</p> <p>VI-62 Use of Technology and Digital Citizenship</p> <p>II-34 Participation in Programs and Courses of Study in Catholic Religious Education</p> <p>II-39 Progressive Discipline and Safety in Schools Code of conduct – Suspensions and Expulsions</p> <p>VI-44 Progressive Discipline and Safety in Schools</p> <p>II-40 Bullying Prevention and Intervention</p> <p>II-43 Voluntary Confidential Self-Identification of First Nation Metis and Inuit Students</p> <p>V-01 Use of School Grounds and Community Use of School Facilities</p> <p>VI-64 Community Use of School Facilities</p> <p>V-03 Photography, Advertising and Sales Representatives</p> <p>V-18 Community Engagement and Public Consultation Policy</p>	

Purpose

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

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

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

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

Application and Scope

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

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

In accordance with the above policy documents, applicable legislation that outlines the denominational rights of the Catholic school system and with adherence to the *Guiding Principles of the Equity and Inclusive Education Strategy*, and consistent with the Human Rights Code, each area of focus will be introduced and anchored by a preamble and HCDSB's 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

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:

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

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

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

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

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

7. Modesty Requirements for Dress in Physical Education Classes:

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

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

8. Participation in Daily Activities and Curriculum:

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

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

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

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

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

V. Limitations to Religious Accommodation

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

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

GUIDELINE FOR KIRPAN ACCOMMODATION

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

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

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

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



<p>Policy I-34(B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees</p>	<p>Item 4.7</p>
<p>May 27, 2021</p>	

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:

<p>Resolution#:</p>	<p>Moved by:</p> <p>Seconded by:</p>
<p>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.</p>	

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 27, 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



Policy I-40 Performance Appraisal of Director of Education	Item 4.8
May 27, 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 27, 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:

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.



<p>Policy II-26 Managing Student Risk in Interschool Sports - Elementary and Secondary School</p>	<p>Item 4.9</p>
<p>May 27, 2021</p>	

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:

<p>Resolution#:</p>	<p>Moved by: Seconded by:</p>
<p>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.</p>	

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 27, 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



Policy II-33 Safe Arrival at School Program	Item 4.10
May 27, 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#:	<i>Moved by:</i> <i>Seconded by:</i>
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 27, 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



<p>II-43 Voluntary, Confidential Self-Identification of First Nation, Métis & Inuit Students</p>	<p>Item 4.11</p>
<p>May 27, 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.

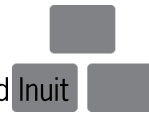
Background Information

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#:	<i>Moved by:</i>
	<i>Seconded by:</i>
Resolved , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy II-43 Voluntary, Confidential Self-Identification of First Nation, Métis & Inuit Students</i> , 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 27, 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



Policy I-46 Correspondence to the Board of Trustees	Item 4.12
May 27, 2021	

Alignment to Strategic Plan

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

Purpose

To approve *Policy I-46 Correspondence to the Board of Trustees*, as presented, at first reading.

Background Information

The purpose of this policy is to provide direction for handling correspondence received by the Board of Trustees and/or the Office of the Director of Education and sets parameters for correspondence to be published in the Board Agenda package.

Policy I-46 Correspondence to the Board of Trustees includes definitions related to correspondence, the process for individuals to follow when submitting correspondence to Trustees, the Director of Education and/or staff, criteria for correspondence to be added to a Board Agenda package and dealing with correspondence items during a board meeting.

Conclusion

Policy I-46 Correspondence to the Board of Trustees was presented at the May 11, 2021 Policy Committee Meeting with the recommendation that it be forwarded to the Board of Trustees for approval at first reading. Once approved, *Policy I-46 Correspondence to the Board of Trustees* will be forwarded for stakeholder input and returned to an upcoming Policy Committee meeting for further deliberation.

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-46 Correspondence to the Board of Trustees</i> be approved at first reading.	

Report Submitted and Approved by:

N. Guzzo
Chair of the Policy Committee

Correspondence to the Board of Trustees	
Adopted:	Last Reviewed/Revised: May 27, 2021
Next Scheduled Review:	
Associated Policies & Procedures: HCDSB Procedural Bylaws V-18 Community Engagement and Public Consultation Policy V-09 Public Concerns/Complaints Process Guidelines for Trustee Communications I-06 Delegation to the Board I-36 Trustee Code of Conduct	

Purpose

To provide a process for handling correspondence addressed to individual Trustees and/or the Board of Trustees.

It further serves to provide direction for handling correspondence received by the office of the Director and sets parameters for the correspondence to be published in the Board Agenda package.

Application and Scope

This policy applies to parents, guardians, students, ratepayers, organizations or members of the broader Halton community who wish to share correspondence with the Board of Trustees.

- This also applies to correspondence received by the Halton Catholic District School Board (HCDSB) and/or the Director of Education and Secretary of the Board and/or the Chair of the Board that would be of interest to HCDSB stakeholders.
- Correspondence from any organization that requests that their letter be shared with the Board of Trustees and the greater HCDSB community.
- Does not apply to correspondence received related to individual students or staff, or that is of a confidential matter.
- Does not apply to employees or representatives of employee groups who wish to address employment or professional interests.
- Does not apply to correspondence of a promotional nature or intended to solicit the purchase of goods and/or services.

References

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

Definitions

Correspondence – communication exchanged by written means (letter or email).

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

Secretary of the Board - refers to the Director of Education

Principles

- The Halton Catholic District School Board (HCDSB) values relationships and partnerships and is committed to providing meaningful feedback mechanisms for all stakeholders in an open and equitable fashion.
- The HCDSB recognizes that individuals or groups affected by a decision of the Board should have the opportunity to present their position or concern to the Board of Trustees.
- 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.

Requirements

I. Correspondence Addressed to Individual Trustees

- Trustees may wish to use Board-issued Trustee letterhead for the purposes of formal written communication with parents, students, staff, and/or constituents.
- Any response to communication prepared by an individual Trustee must only reflect the personal expression of opinion of the individual Trustee and should not speak on behalf of the Board or other Trustees.
- Trustees shall, on all matters, abide by Policy I07, Protection of Privacy, and Policy I-36 Trustee Code of Conduct.
- In accordance with the Municipal Freedom of Information and Protection of Privacy Act, Trustees shall not divulge, either in their written or verbal communications, personal information related to HCDSB's students or staff.

II. Correspondence Addressed to All Trustees

- When correspondence is addressed to all Trustees, the Chair of the Board shall respond to the correspondence, providing a copy of the response to the other Trustees.
- For any correspondence regarding any upcoming motions or subject that has not been discussed at the Board table, the Chair will respond in a manner outlining the next date and time of the discussion.

III. Correspondence Addressed to the Director of Education and/or Staff and Trustees

- When correspondence is addressed to the Director and/or a member of staff, and copied to one or more Trustees, the Director and/or staff shall respond to the correspondence and provide a copy of the response to each Trustee copied in the correspondence.

Criteria for Adding Correspondence to a Board Meeting Agenda

- At the request of the sender, correspondence that is addressed to the Board of Trustees and/or the Director of Education and Secretary of the Board, may be added to the Board Meeting agenda package.
- No correspondence shall be added to a public Board agenda package without the request or expressed consent of the sender.
- Correspondence containing any inappropriate, derogatory, inflammatory or disparaging statements about another individual shall not be part of any Board Meeting agenda package. When this occurs, the Chair of the Board or Director of Education and Secretary of the Board shall provide a response to the sender to indicate that the request to have the correspondence included in the agenda package has been denied. The sender shall be provided with an opportunity to adjust the correspondence to remove any inappropriate, derogatory, inflammatory or disparaging statements and resubmit the request.
- Correspondence must be received no later than 10:00 a.m. on the day before the Board Meeting. Correspondence received after this time may be added to the next Board Meeting agenda package at the request of the sender.
- Correspondence that meets the above requirements shall be placed under item #12 of the requested Board Meeting agenda. If a specific date is not requested, the correspondence will appear in the next scheduled Board Meeting agenda package.

Dealing with Correspondence Items During a Board Meeting

- Correspondence shall not be read aloud as it will have been presented in written format in the Board Meeting agenda package. Individuals who wish to vocally express their concerns may submit a request to [delegate](#) to the Board of Trustees.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



<p>II-29 Inclusion and Range of Placement Options for Identified Exceptional Students</p>	<p>Item 4.13</p>
<p>May 27, 2021</p>	

Alignment to Strategic Plan

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

Purpose

To approve *Policy II-29 Inclusion and Range of Placement Options for Identified Exceptional Students* as presented.

Background Information

Policy II-29 Inclusion and Range of Placement Options for Identified Exceptional Students was last reviewed in May 2017 and is in keeping with the policy review cycle. The policy was reviewed by staff and in consultation with SEAC members at the March 22, 2021 and April 19, 2021 Special Education Advisory Committee (SEAC) meetings.

The Associated Policies and Procedures have been updated with the addition of II-13 Psycho-Education Psychological Assessment of Individual Students and II-45 Equity and Inclusive Education. The References have been revised, with several additions, including the Halton Catholic District School Board Special Education Annual Plan. To align with the current policy template, a Definitions section was added. Minor edits throughout the policy were made to provide consistency and updated terms.

Conclusion

Policy *II-29 Inclusion and Range of Placement Options for Identified Exceptional Students* was presented at the Policy Committee Meeting on May 11, 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:

<p>Resolution#:</p>	<p>Moved by:</p> <p>Seconded by:</p>
<p>Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy II-29 Inclusion and Range of Placement Options for Identified Exceptional Students</i>, be approved.</p>	

Report Submitted and Approved by:

N. Guzzo
Chair of the Policy Committee

Inclusion and Range of Placement Options for Identified Exceptional Students	
Adopted: September 26, 1995	Last Reviewed/Revised: May 27, 2021
Next Scheduled Review: 2023-2024	
Associated Policies & Procedures: II-13 Psycho-Education Psychological Assessment of Individual Students II-45 Equity and Inclusive Education	

Purpose

To provide students identified as exceptional under the Education Act, with a full range of placements as defined under the Education Act and Regulations for the Province of Ontario.

Application and Scope

This policy applies to all students registered with and attending schools in the Board.

The responsibility for implementation of this policy applies to the Board’s senior administration, school administrators, teachers and academic support staff employed by the Board to support the needs of students identified as exceptional under the Education Act.

References

[Education Act 1\(1\)](#)

[Halton Catholic District School Board Special Education Annual Plan](#)

[Ont. Reg. 181/98, S.17. \(1\)](#)

[Ont. Reg. 181/98, S.18. \(2\)\(c\)](#)

[PPM 140 - Incorporating Methods of Applied Behaviour Analysis \(ABA\) into Programs for Students with Autism Spectrum Disorders \(ASD\)](#)

[PPM 149 - Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals and Para-Professionals](#)

[PPM 156 - Supporting Transitions for Students with Special Education Needs](#)

[Regulation 298, Section 31](#)

[Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide](#)

[Supreme Court of Canada Ruling \(1997\)](#)

Definitions

Exceptional Pupil: The Education Act defines an exceptional pupil as “a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program...” Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

Principles

- The Halton Catholic District School Board is a welcoming, inclusive Catholic faith community.
- The Halton Catholic District School Board recognizes the necessity of providing a full range of placements in order to respond to the needs of identified exceptional pupils.
- The Board is committed to the principle that all qualified, registered students shall be welcomed into their neighbourhood/regional school.
- The ‘appropriateness’ of a student’s placement is determined through an examination of a detailed student needs assessment resulting from a collaborative sharing of relevant information about the student among the child’s parents, school/Board staff, and the providers of the professional services received by the student.
- In keeping with Supreme Court of Canada rulings (Eaton, Feb. 6 1997) and with direction from the Ministry of Education for Ontario, [Special Education in Ontario, Kindergarten to Grade 12 Policy and Resource Guide](#), the integration of exceptional pupils is the normal practice, when such a placement meets the student’s needs (i.e. is in the best interest of the student). Consequently, as per [Regulation 181/98 S.17 \(1-2\)](#), the regular classroom, with appropriate support, in a student’s community school is the first placement option considered for all students , regardless of identified exceptionality, unless otherwise determined by a duly constituted Identification, Placement and Review Committee of the Board informed by parental wishes and relevant professional opinion.
- The Identification, Placement and Review Committees of the Board (IPRC):
 - Before considering the option of placement in a special education class, will consider whether placement in a regular class, with appropriate special education services, would meet the child’s needs and be consistent with parental preferences; [Ont. Reg. 181/98, S.17. (1)]
 - Having decided that the pupil should be placed in a special education class, [it must] state the reasons for that decision. [Ont. Reg. 181/98, S.18. (2)(c)]
 - The school and Board bear responsibility for informing parents and students of the range of available placement options and associated support services stipulated under the Education Act and provided by the Board.

The Individual Education Plan (IEP) for each student defines the mandatory professional obligations of the teacher(s) and support staff assigned to the identified student while in a given placement.

Requirements

- In a spirit of partnership, parents are encouraged to make the school aware of a child's special needs prior to or at the time of registration.
- The principal of the school receiving students identified as exceptional shall ensure implementation of entry or transition procedures as part of the student's entry plan to school.
- The extent to which changes in placement involve changes between classes, schools, or non-Board agencies and the Board, transition procedures shall be implemented as part of the entry plan to a new placement as outlined in *PPM 156 'Supporting Transitions for Students with Special Education Needs'*.
- Transition procedures will comply with the direction provided to boards in *PPM 140 'Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD)'* and *PPM 156 'Supporting Transitions for Students with Special Education Needs'*.
- Classroom teachers shall include all students regardless of exceptionality, in classroom activities and programs as determined through regular school and/or Board team meetings and parent consultation.
- Support for meeting the needs of identified students and assistance for the staff shall be provided to the placement by centrally deployed Special Education staff and system itinerant staff.
- Specialized Board-provided transportation is afforded for those students whose placement and special needs meet Board and Ministry criteria.
- Access to schools in support of identified exceptional pupils is granted to those health and social service providers properly engaged by the Local Health Integration Network (LHIN) in response to applications for service having been received from the principal of the school hosting the student's placement. The Board shall ensure that *PPM 149 'Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals and Para- Professionals'* is regularly reviewed.
- The full time Special Education class is the only placement in which a student does not have planned integration opportunities included in the Individual Education Program. All other placement options will include, in the identified student's individual program, appropriate (based upon needs) integration experiences with chronological age or grade peers. Students in a full time Special Education class placement deemed ready to benefit from integration will require an IPRC to place the student in a part time Special Education class placement before integration transitions may begin.
- Placement-specific programs and services are exclusively available to students assigned to the placement by a properly constituted IPRC.



- Access to full or part time special education class placement will be subject to the availability of space in the receiving class(es). Waitlisted students will be ranked according to the date of the IPRC, which placed the student in the Special Education class.
- Within the established funds received for Special Education from the Ontario Ministry of Education, the Board will provide those placement settings within the range of placements* as defined by the Ministry, and across exceptionalities, that are required to fulfil IPRC decisions.

*Ministry of Education’s five Placement Options are as follows:

A regular class with indirect support:

The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

A regular class with resource assistance:

The student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.

A regular class with withdrawal assistance:

The student is placed in a regular class and receives instruction outside the classroom, for less than 50 percent of the school day, from a qualified Special Education teacher.

A Special Education class with partial integration:

The student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to Regulation 298, Section 31, for at least 50 percent of the school day, but is integrated with a regular class for at least one instructional period daily.

A Special Education class full-time:

The student is placed by the IPRC in a special education class for the entire school day, where the student-teacher ratio conforms to Regulation 298, Section 31.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Policy II-40 Bullying Prevention and Intervention	Item 4.14
May 27, 2021	

Alignment to Strategic Plan

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

Purpose

To approve *Policy II-40 Bullying Prevention and Intervention* as presented.

Background Information

Policy II-40 Bullying Prevention and Intervention was reviewed as part of the regular Policy review cycle. The policy was reviewed by staff and in consultation with the policy working sub-group which consisted of a variety of stakeholders from staff, CPIC and SEAC representatives, student trustees and trustees.

Clarifying language has been added to the Purpose, Application & Scope. Updates have been made to the Definitions and Requirements to provide additional and current language from the Education Act and relevant Ministry documents. Minor changes have been made to improve readability and remove redundant language

Conclusion

Policy II-40 Bullying Prevention and Intervention was presented at the Policy Committee Meeting on May 11, 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#:	<i>Moved by:</i> <i>Seconded by:</i>
Resolved , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy II-40 Bullying Prevention and Intervention</i> , be approved.	

Report Submitted and Approved by:

N. Guzzo
Chair of the Policy Committee

Bullying Prevention and Intervention	
Adopted: April 15, 2008	Last Reviewed/Revised: May 27, 2021
Next Scheduled Review: 2023-2024	
Associated Policies & Procedures: I-43 Use of Technology and Digital Citizenship VI-62 Use of Technology and Digital Citizenship VI-63 Social Media II-39 Progressive Discipline and Safety in School Code of Conduct – Suspensions and Expulsions VI-44 Progressive Discipline and Safety in Schools II-45 Equity and Inclusive Education VI-54 Equity and Inclusive Education VI-60 Student Groups in Catholic Schools	

Purpose

To establish and promote a healthy, safe and inclusive learning environment where all students feel a positive sense of self, spirit and belonging. These are necessary conditions for student achievement, well-being and faith formation. This policy supports and promotes a safe, welcoming, inclusive and accepting school environment through appropriate prevention and intervention practices. This is reinforced by the application of progressive discipline in compliance with the *Education Act*, *PPM 128 Provincial Code of Conduct and School Board Codes of Conduct (2019)*, *PPM 144 Bullying Prevention and Intervention (2018)*, the *Parent’s Guide to the Provincial Code of Conduct (2019)* and *PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools (2013)*.

This policy authorizes the creation of procedures for implementation, specifically for Bullying Prevention and Intervention that shall be considered guidelines pursuant to the *Education Act*.

Application and Scope

This policy applies to all students and staff of the Halton Catholic District School Board (HCDSB) on school property, at school or HCDSB authorized activities, while using school authorized transportation services or in other venues or locations, including virtual spaces. This policy applies to inappropriate acts related to the definition of bullying as described in this policy, and considered by the principal to be detrimental to the moral tone, physical or mental well-being of the school.

References

[Caring and Safe Schools in Ontario: Supporting Students with Special Needs through Progressive Discipline, Kindergarten to Grade 12](#)

[Education Act](#)

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

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

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

[Ontario Human Rights Code](#)

[Ontario School Code of Conduct – Standards of Behaviour](#)

[The Parent's Guide to the Provincial Code of Conduct \(2019\)](#)

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

[PPM 128 Provincial Code of Conduct and School Board Codes of Conduct \(2019\) PPM 144 Bullying Prevention and Intervention \(2018\)](#)

[PPM 145 Progressive Discipline and Promoting Positive Student Behaviour \(2018\)](#)

[Youth Criminal Justice Act](#)

Definitions

Bullying - Bullying is defined as a form of (typically) repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

A power imbalance may occur between a pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or receipt of special education. Bullying usually happens when one or more students tease, threaten, spread rumours about, exclude, hit, shove, or hurt another person.

Bullying can take different forms. These include:

- **Physical:** unwanted sexual touching, hitting, shoving, stealing or damaging property
- **Verbal:** inappropriate epithets, remarks, jokes or innuendos, name calling, mocking, making sexist, sexualized, racist, homophobic, transphobic, and/or derogatory or profane comments

- **Social:** excluding others from a group or spreading gossip or rumours about them
- **Electronic** (commonly known as cyberbullying): spreading rumours, innuendos, hurtful comments, inappropriate images, cartoons or jokes, using cellphones, e-mail, text messaging, gaming platforms and/or through social media

Bullying Prevention: Is a whole school approach that heightens expectations for a safe, caring, equitable, inclusive and accepting learning environment. It includes a shared understanding about the nature and underlying causes of bullying and its effects on the lives of individual students and the school community.

Bullying Intervention: Is a comprehensive and effective response to a bullying incident that takes into consideration all parties involved in the bullying incident. It should provide specific supports for the student who has been bullied, interventions for the student who has bullied others and for the student who has been affected by witnessing the bullying.

Positive Learning Environment: Is the sum total of all relationships found within the school and is a critical component of bullying prevention. A positive learning environment is accepting, equitable, and inclusive of all persons regardless of race, colour, culture, ancestry, place of origin, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, religion, family status, or disability. A positive learning environment engages the school community, including parents/guardians, as well as the broader community. A positive learning environment exists when all members of the school community feel safe, respected, and actively promote positive language, behaviours and interactions.

Safe Schools Team: Each school must have in place a Safe Schools Team responsible for school safety that is composed of at least one student (where appropriate), one parent, one teacher, one support staff member, one community partner and the Principal or designate. The team must have a staff chair. An existing school committee can assume this role.

The Safe Schools Team is responsible to develop a school-based Bullying Prevention and Intervention Plan to guide the practices of the school staff and administration. This team is encouraged to plan activities and launch initiatives that heighten awareness of bullying and its impact on the learning environment. By organizing bullying prevention and intervention activities throughout the year, schools will affect positive change in student achievement and sense of belonging.

Principles

- The Halton Catholic District School Board recognizes that student, staff and community member conduct within our schools shall be rooted in the Gospel values and teachings of Jesus Christ, the Ontario Catholic Graduate Expectations, and the Board's Mission Statement and Governing Values.

- The HCDSB recognizes the importance of providing a caring, inclusive, and safe environment in which responses to behaviour issues are shaped by informed consideration of the individual needs and circumstances in each situation.
- The HCDSB recognizes that student, staff and community members have a responsibility to resolve conflict and differences in a respectful and civil manner with an equity and inclusion lens. The HCDSB recognizes that bullying of any type:
 - adversely affects students' ability to learn;
 - adversely affects healthy relationships and the learning environment for students, staff and community members;
 - adversely affects a school's ability to educate its students, and provide an equitable and inclusive learning environment; and
 - will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g. online/virtual space, off school property, or outside the regular school day) where engaging in bullying will have a negative impact on the learning environment.

The HCDSB acknowledges that open and ongoing dialogue among the principal, staff, parents/guardians and students is an essential component in creating a positive learning environment in which everyone is safe and respected.

Requirements

Notifying Parents (as per PPM 145, s. 6)

- Section 300.3 of the Education Act specifies when principals are required to notify the parents of students who have been harmed as the result of a serious student incident. Principals shall disclose the following information:
 - the nature of the activity that resulted in harm to the student;
 - the nature of the harm to the student;
 - the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response to the activity; and,
 - the supports that will be provided for the student in response to the harm that resulted from the activity.
- This section of the act also specifies that principals are required to notify the parents of students who have engaged in serious student incidents. Principals shall disclose the following information:
 - the nature of the activity that resulted in harm to the other student;
 - the nature of the harm to the other student;
 - the nature of any disciplinary measures taken in response to the activity; and,
 - the supports that will be provided for the student in response to engaging in the activity.

- When notifying parents of these incidents, the principal must invite parents to have a discussion with them about the supports that will be provided for their child.

Under the authority of the Education Act and the Youth Criminal Justice Act, and protected in accordance with the Municipal Freedom Information Protection and Privacy Act, the Halton Catholic District School Board or any of its employees will not disclose or provide access to information about a bullying incident unless authorized to do so by written consent or as required by law.

Establishing a Bullying Prevention and Intervention Plan

The Halton Catholic District School Board shall establish a Bullying Prevention and Intervention Plan for schools based on the model Bullying Prevention and Intervention Plan developed by the Ministry of Education. All schools shall implement the Board's plan in accordance with the *Education Act* and HCDSB policies and procedures. When establishing the plan, the Board will solicit the views of students, educators and staff of the Board, volunteers working in the schools, parents/guardians, Catholic School Councils, Safe Schools Teams, Special Education Advisory Committee (SEAC), Catholic Parent Involvement Committee (CPIC), the Indigenous Education Advisory Council, community based organizations and partners.

The plan shall include but not be limited to:

- A comprehensive prevention and awareness-raising strategy that includes expectations for appropriate student, staff and community member behaviour;
- Utilizing evidence-based strategies to support school-wide bullying prevention. This will focus on developing skills for healthy relationships by including bullying prevention strategies and highlighting equity and inclusive education principles in daily classroom teaching and/or school activities;
- Procedures to allow students, parents/guardians, staff and community members to report bullying incidents safely and in a way that discourages reprisal and threat thereof. These procedures will also define the rights, responsibilities, and roles of the principals, educators staff, students and parents/guardians;
- A comprehensive intervention strategy for principals and staff to address incidents of bullying, including appropriate and timely responses;

Providing support for students who have been bullied, interventions for students who have bullied others, and for students who have been affected by witnessing bullying.

- The HCDSB will establish and provide annual professional development programs to educate staff of the Board about bullying prevention and strategies for promoting positive learning environments.
- The HCDSB will review its Bullying Prevention and Intervention Plan according to the Board's regular policy review cycle and shall solicit the views of students, educators, HCDSB staff, volunteers working in the schools, parents/guardians, Catholic School Councils, Safe Schools

Teams, SEAC, CPIC, the Indigenous Education Advisory Council, social service agencies, community based organizations and partners.

- The HCDSB will post its Bullying Prevention and Intervention Plan on the HCDSB website.
- The Principal will post HCDSB's Bullying Prevention and Intervention Plan and the school's own Bullying and Intervention Plan on the school's website.
- The Principal will post the member titles of the Safe Schools Team on the school's website.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

Dear Director Daly and Trustees,

Please include this as correspondence at the Special Board meeting on May 27, 2021.

I wish to send this correspondence regarding the inclusion of Pre AP/IB in the destreamed grade 9 math. It was determined through numerous sources in the delegations at the May 18, 2021 Board meeting that this was not a ministry mandate but a decision made by senior staff of the board. My focus in this letter is in pre AP and AP as that is where my knowledge lies having a son in AP in grade 11.

At the meeting on May 18th, Superintendent Cordeiro stated that Pre AP and AP classes have always been taught within an academic class. This statement is **FALSE**. My son has been in Pre AP and AP classes for three years. Every class over those three years has been a congregated class of Pre AP or AP students. They have not been in a class with academic students. In the AP Info night presentation in the fall of 2020 given by Assumption Secondary School it was not mentioned once in their 48 minute discussion that Pre AP or AP classes were taught **within** an academic class. If AP is taught "within an academic class" then why are AP students given the opportunity to "drop down" to academic level classes if they find AP is not suitable to them. This is an option that was discussed at Assumptions AP Info night.

The Bishop Reding website describes Pre AP and AP programs as "optional" programs. Again the mandate by the Ministry of Education was directly for applied and academic courses and stated courses like AP and IB are optional programs therefore up to boards to decide. Yet in an email I received on April 30, 2021 from Assumption Administration it falsely informed parents that due to "a recent **change initiated by the Ministry of Education** to the Grade 9 Mathematics curriculum destreamed grade 9 math will now replace the AP Preparation, Academic, and Applied Mathematics course". As I learned of the disinformation in that email it left me feeling disheartened and troubled that parents were not being told the whole truth.

Referring back to the AP Info night by Assumption in the fall of 2020. They described the profile of an AP student as follows:

1. A student who is interested in learning and an interest in the subject matter
2. A student who comes to class prepared, ready to engage in the subject matter
3. A student who is frustrated by the pace of their grade 7 and 8 class. These students are ready to take on new challenges and are often waiting for students to complete work as teachers catch up the rest of the class.

The presenters went on to say students in an environment where they feel frustrated will not excel. The presenters stated "Pre AP and AP classes are taught by teacher specialists to support each individual student and provide more individualized attention because of the nature of the students taking these courses". Will it be "specialized teachers" teaching the destreamed class? I asked this of the AP co-ordinator at Assumption via email last week in which I was told this could not be guaranteed at this time. Superintendent Cordeiro insisted numerous times that Pre AP was not cancelled but offered in a destreamed setting. If a Pre AP class is described as "teachers being

able to provide more individualized attention” to students, then how can Superintendent Cordeiro say with certainty that allowing Pre AP to be included in destreaming will achieve this for these students. Even the best teacher will not be able to do all of this in a destreamed class. In the AP information night by Assumption the AP coordinator stated “the whole point of AP is not the exam at the end but the interest in the subject matter and the ability of AP teachers to teach in depth knowledge”. How can one teacher teach this “in-depth” knowledge but also teach at a slower pace for other students while maintaining the integrity of a Pre AP course designation?

In the end those that will suffer are the students. The high achieving students who have been excited to be in a class where they are finally challenged way beyond what elementary school could give them. For the gifted students, they will be going back to the level of frustration felt prior to being in a gifted class. It is taking a huge step back for this population of students (close to 20% as per Superintendent Cordeiro stated).

I strongly urge the HCDSB trustees to direct the Director of Education to reinstate Pre AP/IB grade 9 math in a congregated setting separate from the destreamed setting for the 2021-2022 school year.

Thank you,

Lidia Silvestri

From: Lucas Silvestri

Sent: May 24, 2021 9:54 PM

To: Daly, Patrick <DalyP@hcdsb.org>; Murphy, Patrick <MurphyP@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>

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

Subject: [<EXTERNAL>] The Benefits of the Pre-AP Program - Student Perspective

Dear Trustees of the HCDSB and Director Daly,

Please include this letter as correspondence at the Special Board Meeting on May 27th, 2021.

My name is Lucas Silvestri, and I am a Grade 11 student currently enrolled in the Pre-AP program at Assumption Catholic Secondary School in Burlington. Throughout my three years at Assumption I have taken 14 courses at the Pre-AP level, including Grade 9 Pre-AP Mathematics. In this letter I will be discussing my experiences in the Pre-AP program with reference to both Grade 9 Math, as well as some other courses I have taken in secondary school. However, before I tell you of my experiences with the Pre-AP program at Assumption, I would like to take a look back at my schooling experiences in elementary school, as this schooling has helped me to gain a better perspective of how the potential destreaming of Grade 9 Pre-AP Mathematics would negatively impact those who require higher level learning.

In Grade 4, I was a student at Holy Rosary Catholic Elementary School, and I spent my class time in a classroom with about 30 other students. All 30 students were taught the same lessons, at the same pace, which often would be equal to the pace of the slowest-learning student to ensure all students were grasping the concepts of whatever was being taught. In that same Grade 4 school year I was identified as Gifted, and was planning on moving schools to Canadian Martyrs Catholic Elementary School for Grade 5 to attend their Gifted Program. This program did not begin until Grade 5 however, so I had to stay at Holy Rosary, learning at a pace that I found to be

ridiculously slow from my perspective. I remember always feeling bored in school in Grade 4, and my teacher often tried to give me extra work in the style of brain teasers for me to complete after my assigned classwork to keep me busy in school.

From Grades 5 until 8 I attended the Gifted program at Canadian Martyrs and found the pace and difficulty of schoolwork to be much more appropriate for me. When Grade 8 approached, and it came time to choose my courses for my first year of high school, Pre-AP was presented to my Gifted class as a variation of the Gifted program in high school, and the best way for us as Gifted students to continue with our advanced learning in high school. We were told by AP Teachers from Assumption who visited our elementary school that Pre-AP classes move at a faster pace, providing additional enrichment work for students who learn at a more advanced level. Recalling the boredom I often faced in a standard class before my enrollment in the Gifted program, these Pre-AP courses were very appealing to me.

As I began high school in September 2018, it did not take me long to feel at home in my Pre-AP courses. The style in which these courses were taught was very similar to how I was taught during my years in the Gifted program, namely through the faster pace of learning and more mentally stimulating activities and assignments. My enrollment in these Pre-AP courses throughout Grade 9, and continuing until the present has helped me to adequately develop my skills and knowledge in a classroom of like-minded students. The advantages of Pre-AP are clear to see, as it allows for students who learn at an accelerated level to move forward in their learning at a faster pace, and implement these skills to eventually take AP Exams and earn potential university credits.

Should these courses be destreamed, and Pre-AP students made to take their classes with students who learn at slower paces, I fear that many students would feel bored and unchallenged

much in the same way I felt in my Grade 4 class. Even if teachers were to teach Pre-AP lessons to only those who require them, for a single teacher to do this in a class of students at all different learning levels would be impractical. Students of all levels would lose valuable time where they would be able to ask questions, as the teacher would be leading lessons for a huge range of abilities. Not only would this negatively affect Pre-AP students who would no longer have easy access to appropriate Pre-AP curriculum extensions, but it would also have a negative impact on any Applied or Academic students who may find the pace of learning to be too fast for their personal needs. The Board's decision to destream Grade 9 Pre-AP Mathematics would have long-lasting negative impacts on the Pre-AP students who will no longer feel challenged and will be missing out on opportunities to progress their learning in a way that could open up better post-secondary opportunities in the future.

Along with the 14 Pre-AP courses I previously mentioned to have taken throughout secondary school, I have also taken a number of regular Academic and Open level courses, which include but are not limited to Religion, Careers, Grade 11 English, and American History. The differences I have observed between these courses and my Pre-AP courses are numerous and large in quantity. In these Academic courses I have rarely felt challenged, and I have had to put little effort into my classwork to achieve the same grades that I work hard towards earning in Pre-AP. The main differences I have come to notice are that these Academic courses are taught at a much slower pace, with much less material being taught to students. Additionally, teachers mark assignments with much less strictness and difficulty. This led to higher marks with less effort being a common thread for me and many other Pre-AP students in these Academic courses. Were courses such as Grade 9 Pre-AP Mathematics to be destreamed I would fear that many students would feel

this same boredom and become unchallenged and uninterested in courses and subjects they previously enjoyed.

It is for these reasons that I, a student with experience in both Pre-AP and Academic classes, who has seen the difference of pace of learning between the two levels, and who has experienced the negative impacts of being unchallenged and bored in school, calls strongly for the Board to reconsider their decision on the destreaming of Pre-AP Grade 9 Mathematics, and any other Pre-AP courses which would have been planned to be destreamed in the future. This will allow for all students to learn at their own pace, and will provide students with a realistic chance of success in both post-secondary and beyond.

Thank you,

Lucas Silvestri

From: Maria Lourenco

Sent: May 25, 2021 4:24 PM

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

Cc: Daly, Patrick <DalyP@hcdsb.org>

Subject: [<EXTERNAL>] Destreamed Grade 9 Math and Pre-AP Grade 9 Math

Dear Trustees,

At the May 18th board meeting, staff shared confusing and novel information regarding the HCDSB AP program, the Ministry's mandate to destream Grade 9 math, and staff's subsequent plans to cancel Grade 9 Pre-AP/IB math, effective September 2021.

Much of the information provided was not only irrelevant to the questions asked, but was in fact not relevant to the issue under consideration.

If I may, I would like to refocus the issue in the hopes that the board will make a decision at the May 27th Special Meeting that will be in the best interest of students.

I hope that it was clear to all trustees that the board's plans with respect to grade 9 pre-AP/IB Math are not mandated by the Ministry. Among other things, this is evidenced by the fact that:

- the board references their decision as being "in the spirit" of the Ministry's direction
- Superintendent Crowell acknowledged in a phone conversation with me on May 7th that this was a board decision
- MOE Education Officer Carolyn Albanese confirmed to Jessica Lim that the Ministry's destreaming initiative is specific to Applied and Academic courses and that programs such as AP and IB are optional programs, not under the Ministry's jurisdiction and therefore not part of the destreaming mandate (see attached)
- other boards, in fact the largest boards in southern Ontario, are continuing to offer grade 9 pre-AP math as a distinct, separate course - that is: Toronto District, Toronto Catholic, York Region, York Catholic, Peel, and Dufferin Peel Catholic (see attached)

While these boards may be larger than ours, we have more than enough students registered in Grade pre-AP/IB Math for September - between 70 and 157 in any given school, and 584 in total - to offer several sections of the courses in any given HCDSB AP or IB school.

The board has also referenced other provinces as being destreamed, but a quick Google search reveals that in Alberta not only are Pre-AP courses available to grade 9 students (7-9, in fact), but also something called "Academic Alternative" - a program for "motivated students with above average performance".

<https://www.epsb.ca/programs/teachingphilosophy/academicalternative/>

<https://www.epsb.ca/programs/teachingphilosophy/pre-advancedplacement/>

The question then becomes, do Trustees support the board's decision to "change the delivery method" of grade 9 pre-AP Math? I won't belabour the many reasons why this is a troubling decision but I do hope that trustees will reflect on the feedback received in the delegations and correspondence from parents and students.

I would like to just briefly highlight a couple of things. The difference between a separate course with its own curriculum delivered directly to the appropriate group of students is fundamentally and substantially, significantly different from providing optional "curriculum extensions" to the kids who "want it" (possibly after school) - students who will also be receiving a common curriculum among a group of students with a wide ranging level of abilities - exacerbated by the unprecedented learning loss of the past year plus. In short, the proposed changes would severely and significantly compromise the integrity of the AP program.

I also have to wonder, has pre-AP ever been delivered in the manner described by the board in any other jurisdiction? It seems highly unusual.

Much of the feedback you have received references an accelerated learning pace in pre-AP classes but what you may not know is that one of the reasons for doing so is that the Grade 9 pre-AP Math curriculum in particular, actually covers part of the Grade 10 Ministry Academic curriculum. This pace continues every year in order to be able to deliver the required, university level curriculum in grade 12. Since math concepts build on each other, it is not clear how this can be accomplished through "extensions"will they all be jammed in at the end? Or will the board try to jam in more in grades 10-12, making those courses even faster paced and more challenging and therefore out of reach for more students? The Grade 12 curriculum is set by the College Board and subject to audit so it can't really change. The more years that students have to prepare for Grade 12 and possibly the College Board exam, the more successful the program, and our students will be. Don't we want to set our students up for success?

One thing that has also not been addressed, is that AP and pre-AP are taught by AP certified, or at the very least AP trained teachers. Will all of the destreamed math classes be taught by those teachers?

Another thing that has not really been addressed is, what happens to the pre-AP Grade 10 math course in September 2022, as the Ministry is likely to destream Grade 10 math next year? Where does it all end? Given the manner in which the board's plans for Grade 9 Pre-AP math were made with no consultation and insufficient notice, it is incumbent upon trustees to pro-actively ask these questions now, about all future courses, before we are all blindsided again.

The AP program has been one of my family's most positive experiences in the HCDSB. My youngest child, Elijah, is currently in grade 11 and my oldest, Joshua, just finished his 2nd year of a very challenging double degree university program which includes a degree in Financial Math. Joshua will be the first to tell you how much the AP program prepared him for a smooth transition to first year university. My children have benefited immensely from this program and personally, we have nothing to gain from this decision. However, I think it would be a great shame to deprive future classes and generations of this outstanding opportunity that, in my opinion, is a crown jewel of the HCDSB. Trustees, it is all up to you.

Please include this as correspondence in the board report for the May 27th Special Board Meeting.

Sincerely,

Maria Lourenco

PDSB

Johnfraser SS [REDACTED]
Mon 2021-05-17 8:24 AM

Good Morning,

The code for grade 9 math is now MTH1W0.

We will be using MTH1W9 for those in the AP program.

On May 11, 2021 2:19 p.m., Johnfraser [REDACTED] wrote:
Hi Jessica,

Although the Ministry changed the course codes to reflect the Math destreaming course, the AP-prep grade 9 and 10 courses are exempt and will still be offering the AP-prep program which is a combination of the Ontario math curriculum and AP curriculum.

Hope that helps!

Main Office

DPCDSB

From: Ariganello, Rosina [REDACTED]
Sent: Friday, May 7, 2021 10:12 AM
To: Lim, Jessica [REDACTED]
Subject: RE: Pre AP

Hi Jessica, how are you?

We are still offering Grade 9 PreAP Math.

YRDSB

On May 19, 2021 3:55 p.m., "Estafanos, Viviane" [REDACTED] wrote:
Hi Jessica

Even with the de-streaming, the ministry is keeping the Pre-AP Program firm. The grade 9 Pre-AP program is still offered by York Region District School Board and we will continue to offer the corresponding courses.

Thank you for your inquiry,

Ms. Estafanos

Viviane Estafanos

Thornlea Secondary School

Student Success Teacher and AP Coordinator

YCDSB

On May 11, 2021 3:45 p.m., Wolodymyr Bohdan Lechman [REDACTED] wrote:

Hello Mrs. Lim,

I am responding to your question in regards to the Pre-AP Math course in grade 9.

The course curriculum will not be affected by grade 9 de-streaming. They will continue to follow the previous course of studies.

If you have any questions or concerns please email me and we can arrange to speak about the issue.

Thank you & God bless.

Even if you're not sure you believe in God, that's ok - God believes in you.

Wolodymyr Bohdan Lechman

Vice Principal

Father Bressani Catholic High School

TCDSB

Tomeczek, Lisa (Bishop Allen Academy) [REDACTED]

Sun 2021-05-16 9:41 PM

Hi Jessica,

We will be offering all of our AP courses in Grade 9, including AP math. This course will be offered separately from the destreamed math course.

Ms. Tomeczek

TDSB

James, Timothy [REDACTED]

Mon 2021-05-17 9:25 AM

Hi Jessica;

Thanks for reaching out. The Ministry has de-streamed grade nine math across the province for the upcoming school year, however we are still planning on running a grade nine pre-AP math class if we have the enrollment numbers to do it.

Mr. James

HCDSB destreaming follow up

Jessica Lim [REDACTED]

Mon 2021-05-17 12:15 PM

To: Carolyn.albanese@ontario.ca <Carolyn.albanese@ontario.ca>

📎 2 attachments (2 MB)

Screenshot_20210517-113006_Gmail.jpg; Screenshot_20210517-113130_Gmail.jpg;

Hi Carolyn,

Thank you again for your prompt response to my phone call.

I am attaching a couple of sample board communication emails that were sent out to the parents of AP schools as per your request.

I will be sharing your clarification about the Ministry's destreaming policy with the Trustees who have responded to our correspondence regarding the Pre AP/IB Math changes, to inform that you confirmed that the destreaming direction was for the Applied and Academic courses only and the offering of specialty courses such as French Immersion, Pre AP and Pre IB is up to each school board.

Thank you again for your time and please feel free to connect with me again if you need any additional information.

Kind regards,
Jessica Lim

May 24, 2021

Dear Members of the Board of Trustees of the Halton Catholic District School Board.

My name is Mary-Frances Quinn and I am a grade 8 student at St. Marguerite d'Youville school in Oakville.

At your last meeting you heard from my mom and my sisters who asked you to change your decision and keep the grade 9, pre-AP math program.

Today I am here by myself to ask you to do the same thing. One of the questions that was asked in the meeting last week to my sister was how not having the pre-AP math program would have hurt her interest in STEM and being challenged in math.

In elementary school there are people in my class who are not very interested in math. They don't pay attention to the teacher, don't finish their homework, don't study for tests. I try very hard in math. I keep good notes and spend hours doing my homework and studying for tests. I applied for the pre-AP math program because I saw how well my sisters had done in math. This year, Charlotte got a perfect grade in grade 10, pre-AP math and my sister Adelaide got accepted into some great universities in Canada and the USA, to study math and science. I know that the pre-AP courses are advanced and can help me to do well too. If I have to be in the same class with students who are not interested in math next year, like in elementary school, I don't think I will have the same opportunity or experience that my sisters had.

I think if we want to help students do better in math, that it should start in grade two or three and up to grade 8 and not by cancelling pre-AP math in grade 9. I think if you did that, there would be more students like me, who want the challenge of pre-AP math in grade 9.

With so many students I know who have to go to Kumon or other tutors for math, I think students need more help at younger ages and I don't think that keeping me or other students out of pre-AP grade nine math is going to help those struggling with math, but I do think that cancelling the pre-AP grade nine math class it will hurt us students who were selected for it.

Please allow me and my fellow students to keep our pre-AP math program for grade 9 in September.

Thank you,
Mary-Frances Quinn