

**REGULAR BOARD MEETING
AGENDA**

Date: September 21, 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 (K. Bowie)	
1.2. Motions Adopted In-Camera	
1.3. Information Received In-Camera	
2. Approval of the Agenda	
3. Declarations of Conflict of Interest	
4. Presentations	
5. Delegations	
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6. Approval of Minutes	
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12.6.	Learning Disabilities Association of Halton-Hamilton	299 - 301
13.	Open Question Period	
14.	In Camera	

15. Resolution re Absentees
16. Adjournment and Closing Prayer (M. Duarte)

Hello. My name is David Cherry and I am a resident of Burlington. I will be discussing my thoughts on the covid protocols to help you make good decisions for the betterment of the students in the future.

The rule of law is one of the founding principles our country. The supreme law of the country is made up of both constitutional law and common law. **Any laws passed by provincial and regional governments cannot override this.** Included in this supreme law is our Charter of Rights and Freedoms which includes freedom of conscience, beliefs, religion, opinions, thoughts as well as legal rights such as life, liberty and the security of the person. Freedom and security of the person are the most important.

Canada is also a signatory of the Nuremberg Code and almost every country in the world has signed this. After WWII, trials were held for crimes against humanity and you may not know this but many doctors and nurses were tried, convicted and put to death for administering illegal experiments and chemicals into people which caused suffering and death. This Code clearly states that for any medical experiment, and this would include vaccines, that **“The voluntary consent of the human subject is absolutely essential. This means that the person should have legal capacity to give consent; should be situated as to be able to exercise free power of choice, without the intervention of any element of force, fraud, deceit, duress, overreaching, or other ulterior form of constraint or coercion; and should have sufficient knowledge and comprehension of the elements of the subject matter involved as to enable him to make an understanding and enlightened decision”.**

This brings me then to the discussion of masks, request of vaccination status and potential (forced) compulsory or mandated vaccines on children in the near future. Simply stating, all of these mandates violate our laws just discussed. Knowing someone’s vaccination status can also lead to discrimination of the unvaccinated versus the vaccinated causing social injustice as we are seeing the threat of withdrawing services if one does not comply with being vaccinated or even disclose their vaccination status. This is defined as coercion. Furthermore, we only need to look at the Criminal Code of Canada to see where other laws are being broken. The following codes would also apply:

264 (1) Criminal harassment – engaging in threatening conduct directed at the other person or any member of their family

269.1 (1) Torture – where severe pain or suffering, whether physical or mental, is intentionally inflicted on a person to intimidate or coerce

346 (1) Extortion – threats, accuses, menaces or induces violence to do anything or cause anything to be done

I watched recently a video of a 30 year retired OPP officer, Vincent Gircys, who discussed these issues in detail. I suggest you listen to it very closely since it can give you a deeper insight into the legalities. His comments were based on opinions of many police officers who are currently employed throughout Canada. Here is the link to the complete interview. His talk begins at around 1 hour and 12 minutes, but really you should watch the entire video since a lot of the discussion pertains to the law.

<https://rumble.com/vm1c33-our-rights-of-refusal-with-rocco-galati-tanya-gaw-and-other-guests.html>

Do you, our elected officials, not have to take an oath to abide by and uphold the laws of Canada?

On the scientific side, here is some good information:

-There is no evidence that masks work to prevent covid. I have read many studies which show masks stop dust particles, sweat, saliva etc. but not extremely small submicron invisible particles which are many times smaller than the smallest holes in the mask. It appears to me it is partly to control and scare children as I see no other logical or scientific reason. These masks also hurt their immune system by lowering the amount of oxygen they breathe in plus it causes a build-up of germs and bacteria on the mask and in their face, nose and mouth. In fact, on the Ontario government website it clearly states: “**Face coverings will not protect you from getting COVID-19”. Why then are masks being mandated?**

-The latest CDC data from the United States shows that the mortality rate of someone dying from covid, 19 years and younger, is **0.002%**. This is the same as the flu or pneumonia. In fact, they classify the flu, pneumonia and covid as the same illness in their statistics.

-Based on a study which uses the latest data from Statistics Canada, the amount of people dying (%) in the last year is the same as the last ten years, so in essence no increase in death and the pandemic, if there was one, is over or never happened. In fact, the Ontario government quietly revoked the Covid Emergency on June 9 without formally telling the people or the press. The link is as follows:

<https://www.globalresearch.ca/analysis-all-cause-mortality-week-canada-2010-2021-province-age-sex-no-covid-19-pandemic-strong-evidence-response-caused-deaths-most-elderly-young-males/5754402>

In short, the virus, if it exists, has almost no effect on children. Their natural immunity nullifies it. Why cause unnecessary harm?

For vaccination status and forced vaccinations, this must be legally the choice of the individual plus they are entitled to medical privacy as a legal and human right or security of person. I could talk about the vaccines at length, but I can save that for another day. However, with the large amount of easily available information online from VAERS (the vaccine accident reporting system in the US) and other similar sources, there has been over **31,000 vaccine related deaths in just the US, UK and EU alone with over 2,500,000 reported injuries**. Clearly the vaccines are not safe and can cause death and irreparable harm. The vaccines are experimental only and have not gone through the typical 3-10 year phase trials.

Recently I received an e-mail from Joseph Brant Hospital requesting donations to assist with mental health. In this e-mail it mentioned that in the last year **50% of children have had emotional problems**. I am not surprised. These illegal and unnecessary lockdowns and mandates have caused a huge amount of emotional suffering as well as physical, social and economic problems. Therefore it is time to leave our children alone – let them enjoy their youth and get back to normal. Stop the wearing of masks and any future mandates related to vaccines or vaccine status.

David Cherry
Burlington, Ontario
September 16, 2021

MINUTES OF THE SPECIAL BOARD MEETING

Date: June 29, 2021
Time: 7:30 p.m.
Location: Catholic Education Centre
802 Drury Lane, Burlington

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

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

Trustees Absent: N. Gubert

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

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

Recording Secretary: R. Di Pietro

1. **Call to Order**
 - 1.1 **Opening Prayer, National Anthem, and Oath of Citizenship (N. Gubert)**

The meeting opened at 7:30 p.m. with a prayer led by Student Trustee Gubert.
 - 1.2 **Motions Adopted In-Camera**

A motion regarding property was adopted in-camera.
2. **Approval of the Agenda**

The Chair overruled a point of order regarding action item 5.1 - Conduct During Board Meetings not properly being added to the agenda.

#223/21
Moved by: T. O'Brien
RESOLVED, that Trustees appeal the ruling of the Chair.

The Chair called for a vote on *#223/21*:

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

The motion was **DEFEATED**.

The Chair overruled a point of order regarding the Director of Education and Secretary of the Board having no jurisdiction over action item 5.1 - Conduct During Board Meetings.

#224/21

Moved by: V. Iantomasi

RESOLVED, that Trustees appeal the ruling of the Chair.

The Chair called for a vote on **#224/21**:

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

The motion was **DEFEATED**.

#225/21

Moved by: M. Duarte

Seconded by: N. Guzzo

RESOLVED, that the agenda be approved.

The Chair called for a vote on **#225/21**:

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

The motion **CARRIED**.

3. Declarations of Conflict of Interest

There were no conflicts of interest declared.

4. Presentations**4.1 Schools Update (P. Daly)**

Director Daly provided information on planning for the 2021-2022 school year.

Chair Murphy passed the gavel to Vice Chair Duarte.

5. Action Items**5.1 Conduct During Board Meetings (P. Murphy)**

#226/21

Moved by: P. Murphy

Seconded by: B. Agnew

WHEREAS Trustees are required to conduct themselves in a manner that enhances confidence in publicly funded Education

WHEREAS Trustees are always bound to act with dignity, civil behavior, decorum and be respectful of other Trustees, the Director of Education, staff, all members of the Halton Catholic District School Board (HCDSB) community, as well as the public

WHEREAS training sessions have been provided to Trustees by certified Parliamentarians on proper parliamentary procedure and meeting conduct, and a certified Parliamentarian has provided on going advice during Board meetings on proper parliamentary procedures and conduct. In addition, Trustees have been copied on parliamentarian opinions regarding procedure and meeting conduct and Trustees have been reminded of proper parliamentary procedures and conduct in through several email communications

WHEREAS according to HCDSB Procedural By-Law 8.1 – Role of Chair “In addition to any other duties under the Act, the Chair of a Board shall, (b) conduct the meetings in accordance with this By-Law or other procedures and practices for the conduct of Board Meetings, and shall preserve order and decide all questions of order subject to an appeal to the board; . . .”

WHEREAS Section 207 (3) of the Education Act addresses the exclusion of persons from Board meetings, it provides: “The presiding officer may expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting.”

WHEREAS behaviour of some Trustees has been seen as disruptive and dilatory, which has delayed the Board from moving the business of the Board forward, resulting in several special called meetings, eroding public confidence in the Board, and resulting in some Trustees being expelled from Board meetings

WHEREAS the integrity of the Chair has been called into question and it was alleged that the Chair is biased in his conduct of Board meetings which impacts the functioning and reputation of the Board

WHEREAS accusations have been made towards staff regarding reports provided to Trustees, questioning timeliness and content

BE IT RESOLVED that the Board of Trustees direct the Secretary of the Board and Director of Education to commission an investigation by an Integrity Commissioner or Lawyer to determine if the conduct of the Chair was bias as stated

BE IT FURTHER RESOLVED that the conduct of Trustees during Board meetings be investigated with regards to their mandate as detailed in the Education Act, as directed by Board Policies and Procedure and Board Procedural By-Laws regarding civil behavior, decorum, treatment of staff, the public and fellow trustee(s) with respect

BE IT FURTHER RESOLVED that the investigation review allegations that have been made toward staff by Trustees regarding acts that were not legal or non-complaint with regulations and are unfounded. If there has been dilatory behaviour causing the business of the Board to have been purposefully delayed and if there has been behaviour in general that has not been in the best interest of the Board and Student achievement

BE IT FURTHER RESOLVED that that the investigation report be completed before the September 7, 2021 Regular Board Meeting. Included in the report should be any findings with recommendations, corrective actions and recommended disciplinary actions, in accordance with Policy I-36 Trustee Code of Conduct.

The Chair overruled a point of order regarding the motion being out of order.

#227/21

Moved by: T. O'Brien

RESOLVED, that Trustees appeal the ruling of the Chair.

The Chair called for a vote on **#227/21**:

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

The motion was **DEFEATED**.

The Chair overruled a point of order regarding Trustees can follow by-laws 4.3.7 – Breach of Code of Conduct and/or Fiduciary Obligations.

#228/21

Moved by: T. O'Brien

RESOLVED, that Trustees appeal the ruling of the Chair.

The Chair called for a vote on **#228/21**:

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

The motion was **DEFEATED**.

#226/21 (AMENDMENT 1)

Moved by: T. O'Brien

Seconded by: H. Karabela

WHEREAS Trustees are required to conduct themselves in a manner that enhances confidence in publicly funded Education

WHEREAS Trustees are always bound to act with dignity, civil behavior, decorum and be respectful of other Trustees, the Director of Education, staff, all members of the Halton Catholic District School Board (HCDSB) community, as well as the public

WHEREAS training sessions have been provided to Trustees by certified Parliamentarians on proper parliamentary procedure and meeting conduct, and a certified Parliamentarian has provided on going advice during Board meetings on proper parliamentary procedures and conduct. In addition, Trustees have been copied on parliamentarian opinions regarding procedure and meeting conduct and Trustees have been reminded of proper parliamentary procedures and conduct in through several email communications

WHEREAS according to HCDSB Procedural By-Law 8.1 – Role of Chair “In addition to any other duties under the Act, the Chair of a Board shall, (b) conduct the meetings in accordance with this By-Law or other procedures and practices for the conduct of Board Meetings, and shall preserve order and decide all questions of order subject to an appeal to the board; . . .”

WHEREAS Section 207 (3) of the Education Act addresses the exclusion of persons from Board meetings, it provides: “The presiding officer may expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting.”

WHEREAS behaviour of some Trustees has been seen as disruptive and dilatory, which has delayed the Board from moving the business of the Board forward, resulting in several special called meetings, eroding public confidence in the Board, and resulting in some Trustees being expelled from Board meetings

WHEREAS the integrity of the Chair has been called into question and it was alleged that the Chair is biased in his conduct of Board meetings which impacts the functioning and reputation of the Board

WHEREAS accusations have been made towards staff regarding reports provided to Trustees, questioning timeliness and content

BE IT RESOLVED that the Board of Trustees direct the Secretary of the Board and Director of Education to commission an investigation by an Integrity Commissioner or Lawyer to determine if the conduct of the Chair was bias as stated

BE IT FURTHER RESOLVED that the conduct of Trustees during Board meetings be investigated with regards to their mandate as detailed in the Education Act, as directed by Board Policies and Procedure and Board Procedural By-Laws regarding civil behavior, decorum, treatment of staff, the public and fellow trustee(s) with respect

BE IT FURTHER RESOLVED that the investigation review allegations that have been made toward staff by Trustees regarding acts that were not legal or non-complaint with regulations and are unfounded. If there has been dilatory behaviour causing the business of the Board to have been purposefully delayed and if there has been behaviour in general that has not been in the best interest of the Board and Student achievement

BE IT FURTHER RESOLVED that that the investigation report be completed before the September 7, 2021 Regular Board Meeting. Included in the report should be any findings with recommendations, corrective actions and recommended disciplinary actions, in accordance with Policy I-36 Trustee Code of Conduct.

The Chair called for a vote on **#226/21 (AMENDMENT 1)**:

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

The amendment was **DEFEATED**.

The Chair ruled in favour of a point of order regarding rulings of points of order are to come from the Chair.

The Chair overruled a point of order regarding the parliamentarian relying on OCSTA guidelines.

#229/21

Moved by: V. Iantomasi

RESOLVED, that Trustees appeal the ruling of the Chair.

The Chair called for a vote on **#228/21**:

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

The motion was **DEFEATED**.

#226/21 (AMENDMENT 2)

Moved by: T. O'Brien

Seconded by: P. DeRosa

WHEREAS Trustees are required to conduct themselves in a manner that enhances confidence in publicly funded Education

WHEREAS Trustees are always bound to act with dignity, civil behavior, decorum and be respectful of other Trustees, the Director of Education, staff, all members of the Halton Catholic District School Board (HCDSB) community, as well as the public

WHEREAS training sessions have been provided to Trustees by certified Parliamentarians on proper parliamentary procedure and meeting conduct, and a certified Parliamentarian has provided on going advice during Board meetings on proper parliamentary procedures and conduct. In addition, Trustees have been copied on parliamentarian opinions regarding procedure and meeting conduct and Trustees have been reminded of proper parliamentary procedures and conduct in through several email communications

WHEREAS according to HCDSB Procedural By-Law 8.1 – Role of Chair “In addition to any other duties under the Act, the Chair of a Board shall, (b) conduct the meetings in accordance with this By-Law or other procedures and practices for the conduct of Board Meetings, and shall preserve order and decide all questions of order subject to an appeal to the board; . . .”

WHEREAS Section 207 (3) of the Education Act addresses the exclusion of persons from Board meetings, it provides: “The presiding officer may expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting.”

WHEREAS behaviour of some Trustees has been seen as disruptive and dilatory, which has delayed the Board from moving the business of the Board forward, resulting in several special called meetings, eroding public confidence in the Board, and resulting in some Trustees being expelled from Board meetings

WHEREAS the integrity of the Chair has been called into question and it was alleged that the Chair is biased in his conduct of Board meetings which impacts the functioning and reputation of the Board

WHEREAS accusations have been made towards staff regarding reports provided to Trustees, questioning timeliness and content

BE IT RESOLVED that the Board of Trustees direct the Secretary of the Board and Director of Education to commission an investigation by an Integrity Commissioner or Lawyer to determine if the conduct of the Chair was bias as stated. *All persons involved in any investigations will be approved by the Board of Trustees*

BE IT FURTHER RESOLVED that the conduct of Trustees during Board meetings be investigated with regards to their mandate as detailed in the Education Act, as directed by Board Policies and Procedure and Board Procedural By-Laws regarding civil behavior, decorum, treatment of staff, the public and fellow trustee(s) with respect

BE IT FURTHER RESOLVED that the investigation review allegations that have been made toward staff by Trustees regarding acts that were not legal or non-complaint with regulations and are unfounded. If there has been dilatory behaviour causing the business of the Board to have been purposefully delayed and if there has been behaviour in general that has not been in the best interest of the Board and Student achievement

BE IT FURTHER RESOLVED that that the investigation report be completed before the September 7, 2021 Regular Board Meeting. Included in the report should be any findings with recommendations, corrective actions and recommended disciplinary actions, in accordance with Policy I-36 Trustee Code of Conduct.

The Chair called for a vote on **#226/21 (AMENDMENT 2)**:

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

The amendment was **DEFEATED**.

#226/21 (AMENDMENT 3)

Moved by: V. Iantomasi

Seconded by: P. DeRosa

WHEREAS Trustees are required to conduct themselves in a manner that enhances confidence in publicly funded Education

WHEREAS Trustees are always bound to act with dignity, civil behavior, decorum and be respectful of other Trustees, the Director of Education, staff, all members of the Halton Catholic District School Board (HCDSB) community, as well as the public

WHEREAS training sessions have been provided to Trustees by certified Parliamentarians on proper parliamentary procedure and meeting conduct, and a

certified Parliamentarian has provided on going advice during Board meetings on proper parliamentary procedures and conduct. In addition, Trustees have been copied on parliamentary opinions regarding procedure and meeting conduct and Trustees have been reminded of proper parliamentary procedures and conduct in through several email communications

WHEREAS according to HCDSB Procedural By-Law 8.1 – Role of Chair “In addition to any other duties under the Act, the Chair of a Board shall, (b) conduct the meetings in accordance with this By-Law or other procedures and practices for the conduct of Board Meetings, and shall preserve order and decide all questions of order subject to an appeal to the board; . . .”

WHEREAS Section 207 (3) of the Education Act addresses the exclusion of persons from Board meetings, it provides: “The presiding officer may expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting.”

WHEREAS behaviour of some Trustees has been seen as disruptive and dilatory, which has delayed the Board from moving the business of the Board forward, resulting in several special called meetings, eroding public confidence in the Board, and resulting in some Trustees being expelled from Board meetings

WHEREAS the integrity of the Chair has been called into question and it was alleged that the Chair is biased in his conduct of Board meetings which impacts the functioning and reputation of the Board

WHEREAS accusations have been made towards staff regarding reports provided to Trustees, questioning timeliness and content

BE IT RESOLVED that *as per Section 218 (2) 218 (3), which states that the Board must provide a mechanism to enforce their code conduct by retaining a third party investigation by an integrity commissioner or lawyer to conduct the said investigation of the Board of Trustees which shall be retained by the Board* ~~the Board of Trustees direct the Secretary of the Board and Director of Education to commission an investigation by an Integrity Commissioner or Lawyer to determine if the conduct of the Chair was bias as stated.~~

BE IT FURTHER RESOLVED that the conduct of Trustees during Board meetings be investigated with regards to their mandate as detailed in the Education Act, as directed by Board Policies and Procedure and Board Procedural By-Laws regarding civil behavior, decorum, treatment of staff, the public and fellow trustee(s) with respect

BE IT FURTHER RESOLVED that the investigation review allegations that have been made toward staff by Trustees regarding acts that were not legal or non-complaint with regulations and are unfounded. If there has been dilatory behaviour causing the business of the Board to have been purposefully delayed and if there has been behaviour in general that has not been in the best interest of the Board and Student achievement

BE IT FURTHER RESOLVED that that the investigation report be completed before the September 7, 2021 Regular Board Meeting. Included in the report should be any

findings with recommendations, corrective actions and recommended disciplinary actions, in accordance with Policy I-36 Trustee Code of Conduct.

The Chair called for a vote on **#226/21 (AMENDMENT 3):**

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

The amendment was **DEFEATED**.

#226/21 (AMENDMENT 4)

Moved by: T. O'Brien

Seconded by: P. DeRosa

WHEREAS Trustees are required to conduct themselves in a manner that enhances confidence in publicly funded Education

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WHEREAS training sessions have been provided to Trustees by certified Parliamentarians on proper parliamentary procedure and meeting conduct, and a certified Parliamentarian has provided on going advice during Board meetings on proper parliamentary procedures and conduct. In addition, Trustees have been copied on parliamentarian opinions regarding procedure and meeting conduct and Trustees have been reminded of proper parliamentary procedures and conduct in through several email communications

WHEREAS according to HCDSB Procedural By-Law 8.1 – Role of Chair “In addition to any other duties under the Act, the Chair of a Board shall, (b) conduct the meetings in accordance with this By-Law or other procedures and practices for the conduct of Board Meetings, and shall preserve order and decide all questions of order subject to an appeal to the board; . . .”

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BE IT RESOLVED that the Board of Trustees direct the Secretary of the Board and Director of Education to commission an investigation by an Integrity Commissioner or Lawyer to determine if the conduct of the Chair was bias as stated.

BE IT FURTHER RESOLVED that the conduct of Trustees during Board meetings be investigated with regards to their mandate as detailed in the Education Act, as directed by Board Policies and Procedure and Board Procedural By-Laws regarding civil behavior, decorum, treatment of staff, the public and fellow trustee(s) with respect

BE IT FURTHER RESOLVED that the investigation review allegations that have been made toward staff by Trustees regarding acts that were not legal or non-complaint with regulations and are unfounded. If there has been ~~dilatory~~ behaviour causing the business of the Board to have been ~~purposefully~~ delayed and if there has been behaviour in general that has not been in the best interest of the Board and Student achievement

BE IT FURTHER RESOLVED that that the investigation report be completed before the September 7, 2021 Regular Board Meeting. Included in the report should be any findings with recommendations, corrective actions and recommended disciplinary actions, in accordance with Policy I-36 Trustee Code of Conduct.

#230/21

Moved by: V. Iantomasi

Seconded by: P. DeRosa

RESOLVED, to postpone this matter until a cost estimate is obtained for a full investigation.

The Chair called for a vote on **#230/21**:

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

The motion was **DEFEATED**.

The Chair called for a vote on **#226/21 (AMENDMENT 4)**:

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

The amendment was **DEFEATED**.

#231/21

Moved by: B. Agnew

Seconded by: P. Murphy

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

The Chair called for a vote on **#231/21**:

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

The motion **CARRIED**.

#226/21 (AMENDMENT 5)

Moved by: T. O'Brien

Seconded by: V. Iantomasi

WHEREAS Trustees are required to conduct themselves in a manner that enhances confidence in publicly funded Education

WHEREAS Trustees are always bound to act with dignity, civil behavior, decorum and be respectful of other Trustees, the Director of Education, staff, all members of the Halton Catholic District School Board (HCDSB) community, as well as the public

WHEREAS training sessions have been provided to Trustees by certified Parliamentarians on proper parliamentary procedure and meeting conduct, and a certified Parliamentarian has provided on going advice during Board meetings on proper parliamentary procedures and conduct. In addition, Trustees have been copied on parliamentarian opinions regarding procedure and meeting conduct and Trustees have been reminded of proper parliamentary procedures and conduct in through several email communications

WHEREAS according to HCDSB Procedural By-Law 8.1 – Role of Chair “In addition to any other duties under the Act, the Chair of a Board shall, (b) conduct the meetings in accordance with this By-Law or other procedures and practices for the conduct of Board Meetings, and shall preserve order and decide all questions of order subject to an appeal to the board; . . .”

WHEREAS Section 207 (3) of the Education Act addresses the exclusion of persons from Board meetings, it provides: “The presiding officer may expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting.”

WHEREAS behaviour of some Trustees has been seen as disruptive and dilatory, which has delayed the Board from moving the business of the Board forward, resulting in several special called meetings, eroding public confidence in the Board, and resulting in some Trustees being expelled from Board meetings

WHEREAS the integrity of the Chair has been called into question and it was alleged that the Chair is biased in his conduct of Board meetings which impacts the functioning and reputation of the Board

WHEREAS accusations have been made towards staff regarding reports provided to Trustees, questioning timeliness and content

BE IT RESOLVED that the Board of Trustees direct the Secretary of the Board and Director of Education to commission an investigation by an Integrity Commissioner or Lawyer to determine if the conduct of the Chair was bias as stated.

BE IT FURTHER RESOLVED that the conduct of Trustees during Board meetings be investigated with regards to their mandate as detailed in the Education Act, as directed by Board Policies and Procedure and Board Procedural By-Laws regarding civil behavior, decorum, treatment of staff, the public and fellow trustee(s) with respect

BE IT FURTHER RESOLVED that the investigation review allegations that have been made toward staff by Trustees regarding acts that were not legal or non-complaint with regulations and are unfounded. If there has been dilatory behaviour causing the business of the Board to have been purposefully delayed and if there has been behaviour in general that has not been in the best interest of the Board and Student achievement

BE IT FURTHER RESOLVED that that the investigation report be completed before the September 7, 2021 Regular Board Meeting. Included in the report should be any findings with recommendations, *recommended* corrective actions and recommended disciplinary actions, in accordance with Policy I-36 Trustee Code of Conduct.

The Chair called for a vote on **#226/21 (AMENDMENT 5)**:

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

The amendment **CARRIED**.

#232/21

Moved by: T. O'Brien

Seconded by: P. DeRosa

RESOLVED, that the matter be postponed indefinitely.

The Chair called for a vote on **#232/21**:

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

The motion was **DEFEATED**.

#226/21 (AMENDMENT 6)

Moved by: J. O'Hearn-Czarnota

Seconded by: B. Agnew

WHEREAS Trustees are required to conduct themselves in a manner that enhances confidence in publicly funded Education

WHEREAS Trustees are always bound to act with dignity, civil behavior, decorum and be respectful of other Trustees, the Director of Education, staff, all members of the Halton Catholic District School Board (HCDSB) community, as well as the public

WHEREAS training sessions have been provided to Trustees by certified Parliamentarians on proper parliamentary procedure and meeting conduct, and a certified Parliamentarian has provided on going advice during Board meetings on proper parliamentary procedures and conduct. In addition, Trustees have been copied on parliamentarian opinions regarding procedure and meeting conduct and Trustees have been reminded of proper parliamentary procedures and conduct in through several email communications

WHEREAS according to HCDSB Procedural By-Law 8.1 – Role of Chair “In addition to any other duties under the Act, the Chair of a Board shall, (b) conduct the meetings in accordance with this By-Law or other procedures and practices for the conduct of Board Meetings, and shall preserve order and decide all questions of order subject to an appeal to the board; . . .”

WHEREAS Section 207 (3) of the Education Act addresses the exclusion of persons from Board meetings, it provides: “The presiding officer may expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting.”

WHEREAS behaviour of some Trustees has been seen as disruptive and dilatory, which has delayed the Board from moving the business of the Board forward, resulting in several special called meetings, eroding public confidence in the Board, and resulting in some Trustees being expelled from Board meetings

WHEREAS the integrity of the Chair has been called into question and it was alleged that the Chair is biased in his conduct of Board meetings which impacts the functioning and reputation of the Board

WHEREAS accusations have been made towards staff regarding reports provided to Trustees, questioning timeliness and content

BE IT RESOLVED that the Board of Trustees direct the Secretary of the Board and Director of Education to commission an investigation by an Integrity Commissioner or Lawyer to determine if the conduct of the Chair was bias as stated.

BE IT FURTHER RESOLVED that the conduct of Trustees during Board meetings be investigated with regards to their mandate as detailed in the Education Act, as directed by Board Policies and Procedure and Board Procedural By-Laws regarding civil behavior, decorum, treatment of staff, the public and fellow trustee(s) with respect

BE IT FURTHER RESOLVED that the investigation review allegations that have been made toward staff by Trustees regarding acts that were not legal or non-complaint with regulations and are unfounded. If there has been dilatory behaviour causing the business of the Board to have been purposefully delayed and if there has been behaviour in general that has not been in the best interest of the Board and Student achievement

BE IT FURTHER RESOLVED that that the investigation report be completed before [August 24, 2021](#). ~~the September 7, 2021 Regular Board Meeting~~. Included in the report should be any findings with recommendations, recommended corrective actions and recommended disciplinary actions, in accordance with Policy I-36 Trustee Code of Conduct.

The Chair called for a vote on **#226/21 (AMENDMENT 6)**:

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

The amendment **CARRIED**.

#226/21 (AS AMENDED)

Moved by: P. Murphy

Seconded by: B. Agnew

WHEREAS Trustees are required to conduct themselves in a manner that enhances confidence in publicly funded Education

WHEREAS Trustees are always bound to act with dignity, civil behavior, decorum and be respectful of other Trustees, the Director of Education, staff, all members of the Halton Catholic District School Board (HCDSB) community, as well as the public

WHEREAS training sessions have been provided to Trustees by certified Parliamentarians on proper parliamentary procedure and meeting conduct, and a certified Parliamentarian has provided on going advice during Board meetings on proper parliamentary procedures and conduct. In addition, Trustees have been copied on parliamentarian opinions regarding procedure and meeting conduct and Trustees have been reminded of proper parliamentary procedures and conduct in through several email communications

WHEREAS according to HCDSB Procedural By-Law 8.1 – Role of Chair “In addition to any other duties under the Act, the Chair of a Board shall, (b) conduct the meetings in accordance with this By-Law or other procedures and practices for the conduct of Board Meetings, and shall preserve order and decide all questions of order subject to an appeal to the board; . . .”

WHEREAS Section 207 (3) of the Education Act addresses the exclusion of persons from Board meetings, it provides: “The presiding officer may expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting.”

WHEREAS behaviour of some Trustees has been seen as disruptive and dilatory, which has delayed the Board from moving the business of the Board forward, resulting in several special called meetings, eroding public confidence in the Board, and resulting in some Trustees being expelled from Board meetings

WHEREAS the integrity of the Chair has been called into question and it was alleged that the Chair is biased in his conduct of Board meetings which impacts the functioning and reputation of the Board

WHEREAS accusations have been made towards staff regarding reports provided to Trustees, questioning timeliness and content

BE IT RESOLVED that the Board of Trustees direct the Secretary of the Board and Director of Education to commission an investigation by an Integrity Commissioner or Lawyer to determine if the conduct of the Chair was bias as stated.

BE IT FURTHER RESOLVED that the conduct of Trustees during Board meetings be investigated with regards to their mandate as detailed in the Education Act, as directed by Board Policies and Procedure and Board Procedural By-Laws regarding civil behavior, decorum, treatment of staff, the public and fellow trustee(s) with respect

BE IT FURTHER RESOLVED that the investigation review allegations that have been made toward staff by Trustees regarding acts that were not legal or non-complaint with regulations and are unfounded. If there has been dilatory behaviour causing the business of the Board to have been purposefully delayed and if there has been behaviour in general that has not been in the best interest of the Board and Student achievement

BE IT FURTHER RESOLVED that that the investigation report be completed before August 24, 2021. Included in the report should be any findings with recommendations, recommended corrective actions and recommended disciplinary actions, in accordance with Policy I-36 Trustee Code of Conduct.

The Chair called for a vote on **#226/21 (AS AMENDED)**:

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

The amendment **CARRIED**.

Vice Chair Duarte passed the gavel to Chair Murphy.

The Chair overruled that an action item be placed on the agenda.

#233/21

Moved by: M. Duarte

Seconded by: N. Guzzo

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

The Chair called for a vote on **#233/21**:

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

The motion was **DEFEATED**.

The Chair overruled a point of order that Trustees are to go back in-camera.

The meeting adjourned at with a prayer led by Trustee O'Brien.

POST NOTES:

6. **Correspondence**
 - 6.1 **Assumption Catholic School Council**
 - 6.2 **L. Silvestri**

The meeting was adjourned.
7. **In-Camera**

The meeting was adjourned.
8. **Resolution re Absentees**

The meeting was adjourned.
9. **Adjournment and Closing Prayer (T. O'Brien)**

The meeting was adjourned.

Secretary of the Board

Chair

MINUTES OF THE REGULAR BOARD MEETING

Date:	September 7, 2021	
Time:	7:30 p.m.	
Location:	Catholic Education Centre 802 Drury Lane, Burlington	
Trustees:	B. Agnew (Electronically) P. DeRosa (Electronically) M. Duarte, Vice-Chair N. Guzzo (Electronically) H. Karabela (Electronically)	V. Iantomasi (Electronically) P. Murphy, Chair T. O'Brien (Electronically) J. O'Hearn-Czarnota (Electronically)
Student Trustees:	K. Bowie (Electronically) G. Masri Ahmar (Electronically)	A. Tokiwa (Electronically)
Senior Staff:	E. Bakaic (Electronically) A. Cordeiro (Electronically) J. Crowell (Electronically) P. Daly, Director of Education	N. Dinolfo (Electronically) A. Lofts (Electronically) R. Merrick (Electronically) L. Naar (Electronically)
Also Present:	S. Jayaraman, Senior Manager, Human Rights and Equity (Electronically) A. Kapur, Parliamentarian (Electronically) S. Saevil, Indigenous Education Advisor (Electronically)	
Recording Secretary:	R. Di Pietro	

1. **Call to Order**

The Chair called the meeting to order.

1.1 **Opening Prayer, National Anthem and Oath of Citizenship (K. Bowie)**

The meeting opened at 7:45 p.m. with a prayer led by Student Trustee Bowie.

1.2 **Motions Adopted In-Camera**

There were no motions adopted in-camera.

1.3 **Information Received In-Camera**

The following information was received in-camera:

Retirements

Eugene Amoroso, Vincent Aresta, Stephen De Paulo, Patricia Fung-A-Ling, Elizabeth Gurowka and Marie von Boetticher retired effective June 30, 2021. Susan Catalano, Debbie Gilchrist, Andrew Jordan, Mimma Reszitaryk and Gregory Zilli retired effective August 31, 2021.

Resignations

Emma Ryan resigned effective July 1, 2021. Deborah Polak resigned effective August 25, 2021. Emma Anifowose, Carla Anzit, Ana Brinjak, Miranda Carney, Jason Frenza, Jessica O'Brien, Nicholas Oreskovich, Rebecca Paribello-Orsini, Andrea Poste, Tatiana Smith and Ida Wells resigned effective August 31, 2021.

Department Head Appointments

Shannon Boileau, Tara Boyce, Adrienne Bradley and Colleen Quinlan appointed as Department Heads effective September 1, 2021 for a period of up to four (4) years. Carolyn Montgomery appointed as Acting Department Head effective September 1, 2021 for a period of up to one (1) year.

Acting Elementary School Principals/Secondary School Vice Principal

Tony Ceelen and Elizabeth MacIntyre appointed as Acting Elementary Principals effective September 1, 2021 with an end date to be determined. Paul Cianciolo appointed as Acting Secondary School Principal effective September 7, 2021 to approximately November 15, 2021.

Teacher Hiring

Christopher Antilope, Norman Bailey, Noah Counce, Julia Cabral, Jake Coleiro, Jacqueline Covell, Michelle De Freitas, Sara Di Michele, Stephanie Fedor, Samantha Green, Brenna Holland, Jonathan Hull, Caitlin McCallen, Olena McLean, Michael T. O'Neill, Tatiana Osorio Gomez, Rachelle Page, Michael Palermo, Anita Paone, Laura Pellizzari, Anna Pocrnick, Alessandra Previte, Linsey Provos, Megan Rucurean, Daniel Thurner, Paul Zeppieri and Jessica Zoldak hired as probationary teachers effective September 1, 2021.

2. Approval of the Agenda

The following was added to the agenda:

- 10.4 Notice of Motion - Soliciting Stakeholder Feedback (T. O'Brien)

#238/21

Moved by: B. Agnew

Seconded by: T. O'Brien

RESOLVED, that the agenda be approved as amended.

The Chair called for a vote on **#238/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa		
M. Duarte	V. Iantomasi		
N. Guzzo	H. Karabela		
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Bowie (non- binding)			
G. Masri Ahmar (non- binding)			
A. Tokiwa (non- binding)			

The motion **CARRIED**.

3. Declarations of Conflict of Interest

There were no conflicts of interest declared.

4. Presentations**4.1 Support of Motions (K. Kelly)**

Former Student Trustee Kelly presented why Trustees should support the motions (Menstrual Equity, Indigenous Studies, Indigenous, Equity and Human Rights Roadmap) that she was involved in putting forward in June 2021.

4.2 Return to School 2021-2022 (P. Daly)

Director Daly provided information regarding updates, continuing measures and goals for the 2021-2022 school year.

#239/21

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that section 4.1.8 (Adjournment) relating to the 10:00 p.m. extension of the procedural by-laws be suspended.

The Chair called for a vote on **#239/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	V. Iantomasi		
P. DeRosa			
M. Duarte			
N. Guzzo			
H. Karabela			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Bowie (non- binding)			
G. Masri Ahmar (non- binding)			
A. Tokiwa (non- binding)			

The motion **CARRIED**.

5. Delegations

There were no delegations.

6. Approval of Minutes**6.1 Minutes of the June 15, 2021 Regular Board Meeting**

#240/21

Moved by: B. Agnew

Seconded by: T. O'Brien

RESOLVED, that the minutes of the June 15, 2021 Regular Board Meeting be approved.

The Chair called for a vote on **#240/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa		
M. Duarte	V. Iantomasi		
N. Guzzo			
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Bowie (non- binding)			
G. Masri Ahmar (non- binding)			
A. Tokiwa (non- binding)			

The motion **CARRIED**.

**6.2 Minutes of the June 16, 2021 Special Board Meeting
#241/21**

Moved by: M. Duarte

Seconded by: B. Agnew

RESOLVED, that the minutes of the June 16, 2021 Special Board Meeting be approved.

The Chair called for a vote on **#241/21** and it **UNANIMOUSLY CARRIED**.

**6.3 Minutes of the June 24, 2021 Special Board Meeting
#242/21**

Moved by: B. Agnew

Seconded by: J. O'Hearn-Czarnota

RESOLVED, that the minutes of the June 24, 2021 Special Board Meeting be approved.

The Chair called for a vote on **#242/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	V. Iantomasi		
P. DeRosa			
M. Duarte			
N. Guzzo			
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Bowie (non- binding)			
G. Masri Ahmar (non- binding)			
A. Tokiwa (non- binding)			

The motion **CARRIED**.

The Chair overruled a point of order that student trustees cannot vote on meetings they did not attend. Any Trustee can vote on the minutes as published.

6.4 Minutes of the June 29, 2021 Special Board Meeting

#243/21

Moved by: H. Karabela

Seconded by: P. DeRosa

RESOLVED, that in order to allow review, the minutes of the June 29, 2021 Special Board Meeting be deferred to the September 21, 2021 meeting.

The Chair overruled a point of order that the vote requires 2/3 majority as deferring item is changing the agenda. The agenda was not changed.

The Chair called for a vote on *#243/21*:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
P. DeRosa	B. Agnew		
M. Duarte	N. Guzzo		
H. Karabela	V. Iantomasi		
P. Murphy	G. Masri Ahmar (non- binding)		
T. O'Brien			
J. O'Hearn-Czarnota			
K. Bowie (non- binding)			
A. Tokiwa (non- binding)			

The motion *CARRIED*.

6.5 Minutes of the August 17, 2021 Special Board Meeting

#244/21

Moved by: M. Duarte

Seconded by: B. Agnew

RESOLVED, that the minutes of the August 17, 2021 Special Board Meeting be approved.

The Chair called for a vote on *#244/21*:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa	H. Karabela	
M. Duarte	V. Iantomasi		
N. Guzzo			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Bowie (non- binding)			
G. Masri Ahmar (non- binding)			
A. Tokiwa (non- binding)			

The motion *CARRIED*.

7. **Business Arising from Previous Meetings**

7.1 **Summary of Outstanding Items from Previous Meetings**

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

8. **Action Items**

8.1 **Menstrual Equity (N. Guzzo)**

#245/21

Moved by: N. Guzzo

Seconded by: M. Duarte

WHEREAS, a provincial petition has gathered over 9,000 signatures to support Menstrual Equity throughout Ontario;

WHEREAS, the Halton Catholic District School Board passed a motion for Menstrual Equity in 2020;

BE IT RESOLVED, that in collaboration with the Halton District School Board the Halton Catholic District School Board Chair write a letter to the Ministry of Education to urge the provincial implementation of accessible and free menstrual hygiene products in across Ontario schools.

#245/21 (AMENDMENT)

Moved by: P. DeRosa

Seconded by: T. O'Brien

WHEREAS, a provincial petition has gathered over 9,000 signatures to support Menstrual Equity throughout Ontario;

WHEREAS, the Halton Catholic District School Board passed a motion for Menstrual Equity in 2020;

BE IT RESOLVED, that ~~in collaboration with the Halton District School Board~~ the Halton Catholic District School Board Chair write a letter to the Ministry of Education to urge the provincial implementation of accessible and free menstrual hygiene products in across Ontario schools.

The Chair called for a vote on **#245/21 (AMENDMENT)**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
P. DeRosa	B. Agnew		
V. Iantomasi	M. Duarte		
H. Karabela	N. Guzzo		
K. Bowie (non- binding)	P. Murphy		
G. Masri Ahmar (non- binding)	T. O'Brien		
A. Tokiwa (non- binding)	J. O'Hearn-Czarnota		

The amendment was **DEFEATED**.

The Chair ruled in favour of point of order that a question was not germane to the motion.

#246/21

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that the meeting pass 10:30 p.m.

The Chair called for a vote on **#246/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	V. Iantomasi		
P. DeRosa			
M. Duarte			
N. Guzzo			
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Bowie (non- binding)			
G. Masri Ahmar (non- binding)			
A. Tokiwa (non- binding)			

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

The Chair ruled in favour of a point of order that a Trustee had spoken to the motion and now could only ask questions for clarification purposes.

#245/21

Moved by: N. Guzzo

Seconded by: M. Duarte

WHEREAS, a provincial petition has gathered over 9,000 signatures to support Menstrual Equity throughout Ontario;

WHEREAS, the Halton Catholic District School Board passed a motion for Menstrual Equity in 2020;

BE IT RESOLVED, that in collaboration with the Halton District School Board the Halton Catholic District School Board Chair write a letter to the Ministry of Education to urge the provincial implementation of accessible and free menstrual hygiene products in across Ontario schools.

The Chair called for a vote on **#245/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	V. Iantomasi	P. DeRosa	
M. Duarte		H. Karabela	
N. Guzzo			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Bowie (non- binding)			
G. Masri Ahmar (non- binding)			
A. Tokiwa (non- binding)			

The motion **CARRIED**.

The meeting adjourned at 10:43 p.m. with a prayer led by Trustee Agnew.

POST NOTES:

- 8.2 **Data Collection (N. Guzzo)**
The meeting was adjourned.
- 8.3 **Indigenous Studies (B. Agnew)**
The meeting was adjourned.
- 8.4 **Indigenous Equity and Human Rights Roadmap (B. Agnew)**
The meeting was adjourned.
- 8.5 **Elementary Community Classrooms (B. Agnew)**
The meeting was adjourned.
- 8.6 **Senior Staff Updates (B. Agnew)**
The meeting was adjourned.
- 9. **Staff Reports**
 - 9.1 **Equal Leadership Opportunities for Non-Catholic Secondary Students (P. Daly)**
The meeting was adjourned.
 - 9.2 **De-Streaming of Grade Nine Math (P. Daly)**
The meeting was adjourned.
 - 9.3 **Recommended Names for the Virtual Catholic Elementary School (N. Dinolfo)**
The meeting was adjourned.
- 10. **Information Items**
 - 10.1 **Student Trustees Update (K. Bowie, G. Masri Ahmar, A. Tokiwa)**
The meeting was adjourned.
 - 10.2 **Utilization of MPAC Data for Public Feedback on the Multi-Year Strategic Plan (A. Lofts)**
The meeting was adjourned.
 - 10.3 **Conduct During Board Meetings**
The meeting was adjourned.

10.4 Notice of Motion – Soliciting Stakeholder Feedback

The meeting was adjourned. The following was provided to Trustees:

RESOLVED, that the Halton Catholic District School Board direct the Secretary of the Board and Director of Education to utilize MPAC information in order to solicit feedback from as many Halton Catholic ratepayers as possible for the purpose of collaboration in creating our Multi-Year Strategic Plan.

11. Miscellaneous Information**11.1 Minutes of the May 31, 2021 SEAC Meeting****11.2 Minutes of the June 7, 2021 CPIC Meeting**

The meeting was adjourned.

12. Correspondence**12.1 Assumption Catholic School Council****12.2 S. Tiffault****12.3 Halton Parents for Change**

The meeting was adjourned.

13. Open Question Period

The meeting was adjourned.

14. In Camera

The meeting was adjourned.

15. Resolution re Absentees

The meeting was adjourned.

16. Adjournment and Closing Prayer (B. Agnew)

The meeting was adjourned.

Secretary of the Board

Chair

MINUTES OF THE REGULAR BOARD MEETING

Date:	September 16, 2021	
Time:	7:30 p.m.	
Location:	Catholic Education Centre 802 Drury Lane, Burlington	
Trustees:	B. Agnew (Electronically) P. DeRosa (Electronically) M. Duarte, Vice-Chair N. Guzzo (Electronically)	P. Murphy, Chair T. O'Brien (Electronically) J. O'Hearn-Czarnota (Electronically)
Student Trustees:	K. Bowie (Electronically) G. Masri Ahmar (Electronically)	A. Tokiwa (Electronically)
Trustees Absent	H. Karabela (Electronically)	V. Iantomasi (Electronically)
Senior Staff:	E. Bakaic (Electronically) S. Balogh (Electronically) A. Cordeiro (Electronically) J. Crowell (Electronically) P. Daly, Director of Education	N. Dinolfo (Electronically) A. Lofts (Electronically) R. Merrick (Electronically) L. Naar (Electronically)
Also Present:	J. Acheson, Chief Social Worker, Special Education Services (Electronically) L. Collimore, Chief Officer, Research and Development Services (Electronically) S. Jayaraman, Senior Manager, Human Rights and Equity (Electronically) A. Kapur, Parliamentarian (Electronically) J. O'Reilly, Special Education Coordinator, Special Education Services (Electronically) A. Swinden, Manager, Strategic Communication Services (Electronically)	
Recording Secretary:	R. Di Pietro	

1. Call to Order

The Chair called the meeting to order.

1.1 Opening Prayer, National Anthem, and Oath of Citizenship (A. Tokiwa)

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

2. Approval of the Agenda

#247/21

Moved by: N. Guzzo

Seconded by: M. Duarte

RESOLVED, that the agenda be approved.

The Chair called for a vote on **#247/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa		V. Iantomasi
M. Duarte			H. Karabela
N. Guzzo			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Bowie (non-binding)			
G. Masri Ahmar (non-binding)			
A. Tokiwa (non-binding)			

The motion **CARRIED**.

3. **Declarations of Conflict of Interest**

There were no conflicts of interest declared.

4. **Action Items**

4.1 **Data Collection (N. Guzzo)**

#248/21

Moved by: N. Guzzo

Seconded by: B. Agnew

WHEREAS the Halton Catholic District School Board (HCDSB) has been mandated under the Anti-Racism Act 2017 to collect voluntary identity-based data by January 1, 2023;

WHEREAS collecting fulsome data about historically under-served communities within HCDSB we can better provide appropriate resources through curriculum and PD sessions;

WHEREAS in addition to curriculum, the data will ensure that the appropriate supports are in place to support staff and students experiencing marginalization;

WHEREAS the Human Rights Tribunal states that "all schools in Ontario have a legal duty under the Education Act and Ontario's Human Rights Code to ensure a school environment free from harassment and other forms of discrimination based on sexual orientation, gender identity and gender expression", by not recognizing all groups experiencing marginalization in our data collection, we are upholding systemic discrimination;

BE IT RESOLVED that HCDSB forms and surveys, where identity-based data analyses will allow for a more comprehensive and accurate capture of the demographics of our school population, specifically our staff and students, provide the full range of options for gender identity and sexual orientation.

The Chair called for a vote on **#248/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	T. O'Brien		V. Iantomasi
P. DeRosa			H. Karabela
M. Duarte			
N. Guzzo			
P. Murphy			
J. O'Hearn-Czarnota			
K. Bowie (non- binding)			
G. Masri Ahmar (non- binding)			
A. Tokiwa (non- binding)			

The motion **CARRIED**.

4.2 Indigenous Studies (B. Agnew)

#249/21

Moved by: B. Agnew

Seconded by: N. Guzzo

WHEREAS, there is a need to create additional educational opportunities specific to Native studies;

WHEREAS, the majority of Indigenous history and learning currently happens in our schools;

WHEREAS, students and parents are generally unaware of the Native Studies offered by the Ministry, and

WHEREAS, the Halton Catholic District School Board has written a letter to the Ministry of Education to provide a more Inclusive Curriculum;

BE IT RESOLVED that schools include more conversation and promotion of Culturally-Diverse secondary courses, such as the Native Studies.

The Chair called for a vote on **#249/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew			V. Iantomasi
P. DeRosa			H. Karabela
M. Duarte			
N. Guzzo			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Bowie (non- binding)			
G. Masri Ahmar (non- binding)			
A. Tokiwa (non- binding)			

The motion **CARRIED**.

4.3 Indigenous Equity and Human Rights Roadmap (B. Agnew)

Moved by: B. Agnew

Seconded by: N. Guzzo

WHEREAS, the statement released by the Director of Education on June 1, 2020, regarding recent events of anti-Black racism expresses that “Let us be sources of peace, comfort and healing to one another as we work together to create a world that is free from all forms of racism, discrimination and hatred.”;

WHEREAS, our Halton Catholic District School Board (HCDSB) students have reached out about their experiences of racism in our schools; including incidents of the use of racial slurs, assumptions and stereotyping of racialized students, international students being stigmatized about their lack of assimilation (accents, culture) thus causing fear to interact with Canadian Students, and jokes being made at the expense of racialized students;

WHEREAS, the HCDSB Board Operating Policy II-45 Equity and Inclusive Education states, “The Board recognizes that any form of social or cultural discrimination is incompatible with Catholic moral principles and is in violation of the Ontario Human Rights Code”;

BE IT RESOLVED that the Director of Education and the Secretary of the Board direct staff to create an Indigenous Education Action Roadmap and a separate Human Rights & Equity Roadmap on the HCDSB website in regards to Equity initiatives. These initiatives include examples such as culturally responsive and relevant pedagogy by shining light on the allocation of budget to support learning on anti-racism and anti-oppression and tackling discrimination to build on inclusive learning and tackling discrimination in the classroom. The end goal being that all staff, students, parents, and stakeholders of HCDSB will be consistently informed of all the internal happenings regarding, by January 2022;

BE IT FURTHER RESOLVED, that by the start of the 2021-2022 school year, HCDSB will provide accessible resources on its online platforms regarding preventing and responding to discrimination specific to racism, homophobia, and transphobia in an educational environment;

BE IT FURTHER RESOLVED, that HCDSB and its individual schools and staff deliberately seek out the voices of students from diverse social identities to guide decision-making, e.g. forming student advisory committees, allowing for more seats for students voices to be heard in HCDSB Sub-Committees, conducting roundtable discussions, conducting outreach to student clubs and organizations, to be implemented by the first quarter of the 2021-2022 school year;

BE IT FURTHER RESOLVED, that Anti-racism training be mandated for all teachers, administrators, staff, and students to be completed annually, utilizing the training that is already provided;

BE IT FURTHER RESOLVED, that the School Resource Officer (SRO) program be reviewed to determine whether or not the program has fulfilled its mandate, prior to the 2021-2022 school year;

BE IT FURTHER RESOLVED, that staff continue to create and promote mental health resources catered specifically to the unique experiences of racialized and culturally

diverse students. These resources will be presented in a staff report to Trustees by the October 5th, 2021 Board meeting, and;

BE IT FURTHER RESOLVED, that the effectiveness, equity, and outcomes of the overall practice of streaming be reviewed as a part of the race-based student data collection, in both the pilot and the final board-wide data collection.

Following discussion, it was agreed to vote separately on each motion.

#250/21

Moved by: B. Agnew

Seconded by: N. Guzzo

BE IT RESOLVED that the Director of Education and the Secretary of the Board direct staff to create an Indigenous Education Action Roadmap and a separate Human Rights & Equity Roadmap on the HCDSB website in regards to Equity initiatives. These initiatives include examples such as culturally responsive and relevant pedagogy by shining light on the allocation of budget to support learning on anti-racism and anti-oppression and tackling discrimination to build on inclusive learning and tackling discrimination in the classroom. The end goal being that all staff, students, parents, and stakeholders of HCDSB will be consistently informed of all the internal happenings regarding, by January 2022.

The Chair called for a vote on **#250/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa	K. Bowie (non- binding)	V. Iantomasi
M. Duarte	T. O'Brien		H. Karabela
N. Guzzo			
P. Murphy			
J. O'Hearn-Czarnota			
G. Masri Ahmar (non- binding)			
A. Tokiwa (non- binding)			

The motion **CARRIED**.

Trustees in agreement to eliminate the following motion:

BE IT FURTHER RESOLVED, that by the start of the 2021-2022 school year, HCDSB will provide accessible resources on its online platforms regarding preventing and responding to discrimination specific to racism, homophobia, and transphobia in an educational environment.

#251/21

Moved by: B. Agnew

Seconded by: N. Guzzo

BE IT FURTHER RESOLVED, that HCDSB and its individual schools and staff deliberately seek out the voices of students from diverse social identities to guide decision-making, e.g. forming student advisory committees, allowing for more seats for students voices to be heard in HCDSB Sub-Committees, conducting roundtable discussions, conducting outreach to student clubs and organizations, to be implemented by the first quarter of the 2021-2022 school year.

In response to a point of order regarding a title of a motion cannot be debated once moved and seconded, the Chair replied that a Trustee was looking for clarification of the motion.

The Chair called for a vote on *#251/21*:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew		P. DeRosa	V. Iantomasi
M. Duarte			H. Karabela
N. Guzzo			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Bowie (non- binding)			
G. Masri Ahmar (non- binding)			
A. Tokiwa (non- binding)			

The motion **CARRIED**.

#252/21

Moved by: B. Agnew

Seconded by: N. Guzzo

BE IT FURTHER RESOLVED, that Anti-racism training be mandated for all teachers, administrators, staff, and students to be completed annually, utilizing the training that is already provided.

The Chair called for a vote on *#252/21*:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	T. O'Brien		V. Iantomasi
P. DeRosa			H. Karabela
M. Duarte			
N. Guzzo			
P. Murphy			
J. O'Hearn-Czarnota			
K. Bowie (non- binding)			
G. Masri Ahmar (non- binding)			
A. Tokiwa (non- binding)			

The motion **CARRIED**.

#253/21

Moved by: B. Agnew

Seconded by: N. Guzzo

BE IT FURTHER RESOLVED, that the School Resource Officer (SRO) program be reviewed to determine whether or not the program has fulfilled its mandate, by December 1, 2021.

The Chair called for a vote on **#253/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa		V. Iantomasi
M. Duarte			H. Karabela
N. Guzzo			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Bowie (non- binding)			
G. Masri Ahmar (non- binding)			
A. Tokiwa (non- binding)			

The motion **CARRIED**.

#254/21

Moved by: B. Agnew

Seconded by: N. Guzzo

BE IT FURTHER RESOLVED, that staff continue to create and promote mental health resources catered specifically to the unique experiences of racialized and culturally diverse students. These resources will be presented in a staff report to Trustees at the December 21, 2021 Board meeting.

The Chair called for a vote on **#254/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
P. DeRosa			B. Agnew
M. Duarte			V. Iantomasi
N. Guzzo			H. Karabela
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Bowie (non- binding)			
G. Masri Ahmar (non- binding)			
A. Tokiwa (non- binding)			

The motion **CARRIED**.

#255/21

Moved by: B. Agnew

Seconded by: N. Guzzo

BE IT FURTHER RESOLVED, that the effectiveness, equity, and outcomes of the overall practice of streaming be reviewed as a part of the race-based student data collection in the final board-wide data collection.

#255/21 (AMENDMENT)

Moved by: N. Guzzo

Seconded by: M. Duarte

BE IT FURTHER RESOLVED, that the effectiveness, equity, and outcomes of the overall practice of streaming be reviewed as a part of the race-based student data collection, in ~~both the pilot and the final board-wide data collection.~~

The Chair called for a vote on **#255/21 (AMENDMENT)**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa		V. Iantomasi
M. Duarte	T. O'Brien		H. Karabela
N. Guzzo			
P. Murphy			
J. O'Hearn-Czarnota			
K. Bowie (non- binding)			
G. Masri Ahmar (non- binding)			
A. Tokiwa (non- binding)			

The amendment **CARRIED**.

#255/21 (AS AMENDED)

Moved by: B. Agnew

Seconded by: N. Guzzo

BE IT FURTHER RESOLVED, that the effectiveness, equity, and outcomes of the overall practice of streaming be reviewed as a part of the race-based student data collection, in the final board-wide data collection.

The Chair called for a vote on **#255/21 (AS AMENDED)**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa		V. Iantomasi
M. Duarte			H. Karabela
N. Guzzo			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Bowie (non- binding)			
G. Masri Ahmar (non- binding)			
A. Tokiwa (non- binding)			

The motion **CARRIED**.

#256/21

Moved by: M. Duarte

Seconded by: J. O'Hearn-Czarnota

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

The Chair called for a vote on **#256/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew			V. Iantomasi
P. DeRosa			H. Karabela
M. Duarte			
N. Guzzo			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Bowie (non- binding)			
G. Masri Ahmar (non- binding)			
A. Tokiwa (non- binding)			

The motion **CARRIED**.

4.4 Elementary Community Classrooms (B. Agnew)

#257/21

Moved by: B. Agnew

Seconded by: M. Duarte

WHEREAS there is a continued demand to meet the needs of some of our special education learners, who have complex needs;

WHEREAS the Halton Catholic District School Board currently only has one Community Classroom for elementary students;

WHEREAS the capacity limits for the classroom are low and turnover is low thereby limiting access to the classroom and;

WHEREAS the Community Classroom is currently housed in Oakville;

BE IT RESOLVED that the Director of Education direct staff to bring a report the Board of Trustees for the October 19, 2021 Board Meeting, outlining how this program can be expanded to include more sites and more students.

The Chair called for a vote on **#257/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew			V. Iantomasi
P. DeRosa			H. Karabela
M. Duarte			
N. Guzzo			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Bowie (non- binding)			
G. Masri Ahmar (non- binding)			
A. Tokiwa (non- binding)			

The motion **CARRIED**.

4.5 Senior Staff Updates (B. Agnew)

#258/21

Moved by: B. Agnew**Seconded by:** M. Duarte

WHEREAS, there are numerous happenings in and around the Halton Catholic District School Board (HCDSB) across the region including school-based initiatives, student success, sporting and extra circular events, social justice programs, parish led initiatives, Special Education programs, staff excellence, and more and;

WHEREAS, there is not always a consistent opportunity to present information on these various happenings to the Board of Trustees, parents, students, staff and other HCDSB stakeholders;

BE IT RESOLVED, that each Superintendent and the Director of Education prepare and present a monthly report at the last regularly scheduled board meeting of each month effective October 19, 2021.

#259/21

Moved by: M. Duarte**Seconded by:** N. Guzzo**RESOLVED**, that the meeting move past 10:30 p.m.

The Chair called for a vote on #259/21:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew		K. Bowie (non- binding)	V. Iantomasi
P. DeRosa		G. Masri Ahmar (non- binding)	H. Karabela
M. Duarte		A. Tokiwa (non- binding)	
N. Guzzo			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			

The motion **CARRIED**.

#258/21 (AMENDMENT)

Moved by: J. O'Hearn-Czarnota**Seconded by:** M. Duarte

WHEREAS, there are numerous happenings in and around the Halton Catholic District School Board (HCDSB) across the region including school-based initiatives, student success, sporting and extra circular events, social justice programs, parish led initiatives, Special Education programs, staff excellence, and more and;

WHEREAS, there is not always a consistent opportunity to present information on these various happenings to the Board of Trustees, parents, students, staff and other HCDSB stakeholders;

BE IT RESOLVED, that each Superintendent and the Director of Education prepare and present a monthly presentation, to be no longer than fifteen (15) minutes, and present a monthly report at the last regularly scheduled board meeting of each month, effective September 21 beginning October 19, 2021.

The Chair called for a vote on **#258/21 (AMENDMENT)**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	T. O'Brien		V. Iantomasi
P. DeRosa			H. Karabela
M. Duarte			
N. Guzzo			
P. Murphy			
J. O'Hearn-Czarnota			
K. Bowie (non- binding)			
G. Masri Ahmar (non- binding)			
A. Tokiwa (non- binding)			

The amendment **CARRIED**.

#258/21 (AS AMENDED)

Moved by: B. Agnew

Seconded by: M. Duarte

WHEREAS, there are numerous happenings in and around the Halton Catholic District School Board (HCDSB) across the region including school-based initiatives, student success, sporting and extra circular events, social justice programs, parish led initiatives, Special Education programs, staff excellence, and more and;

WHEREAS, there is not always a consistent opportunity to present information on these various happenings to the Board of Trustees, parents, students, staff and other HCDSB stakeholders;

BE IT RESOLVED, that each Superintendent and the Director of Education prepare a monthly presentation, to be no longer than fifteen (15) minutes, at the last regularly scheduled board meeting of each month, beginning October 19, 2021.

The Chair called for a vote on **#258/21 (AS AMENDED)**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa		V. Iantomasi
M. Duarte			H. Karabela
N. Guzzo			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Bowie (non- binding)			
G. Masri Ahmar (non- binding)			
A. Tokiwa (non- binding)			

The motion **CARRIED**.

5. Resolution re Absentees

#260/21

Moved by: M. Duarte*Seconded by:* P. DeRosa*RESOLVED, that Trustee Iantomasi and Trustee Karabela be excused from the meeting.*

The Chair called for a vote on #260/21:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
P. DeRosa	B. Agnew		V. Iantomasi
M. Duarte	N. Guzzo		H. Karabela
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Bowie (non- binding)			
G. Masri Ahmar (non- binding)			
A. Tokiwa (non- binding)			

The motion *CARRIED*.

6. Adjournment and Closing Prayer (P. DeRosa)

#261/21

Moved by: M. Duarte*Seconded by:* J. O'Hearn-Czarnota*RESOLVED, that the meeting adjourn.*

The Chair called for a vote on #261/21:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew			V. Iantomasi
P. DeRosa			H. Karabela
M. Duarte			
N. Guzzo			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Bowie (non- binding)			
G. Masri Ahmar (non- binding)			
A. Tokiwa (non- binding)			

The motion *CARRIED*.

The meeting adjourned at 10:45 p.m. with a prayer led by Trustee DeRosa.

Secretary of the Board

Chair



BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
October 20, 2020	COVID-19 Related Financial Reporting	<p><i>BE IT RESOLVED, that the Board of Trustees direct the Secretary of the Board and Director of Education to provide an ongoing financial report of the past expenditures by HCDSB and all past, current and future funding received by HCDSB from different levels of government to effectively manage COVID-19 in the form of a quarterly financial report commencing on Nov 30, 2020 and reported to the Board at the December 15, 2020 Board meeting until such a time as the Ministry of Education removes all COVID-19 related protocols and guideline and all schools have returned to a conventional full time learning model.</i></p>	A. Lofts	Quarterly Report
April 26, 2021	Supporting Our Diverse School Community	<p><i>WHEREAS, many of our students, parents, caregivers, staff and community members identify as 2SLGBTQ+.</i></p> <p><i>WHEREAS, our strategic plan emphasizes that the well-being for all of our students and staff are met through a focus on equity and inclusion.</i></p> <p><i>WHEREAS, Pope Francis has told parents of 2SLGBTQ+ children that “God loves your children as they are” and “the church loves your children as they are because they are children of God.”</i></p> <p><i>WHEREAS, Mark 10:13-16 states “People were bringing little children to Jesus for him to place his hands on them,</i></p>	P. Daly	January 4, 2022

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

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

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

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

BE IT FURTHER RESOLVED, *that the HCDSB create shared understanding through mandatory training on the Catholic Social Teaching on loving and accompanying students who identify as 2SLGBTQ+, denominational rights and rights of students and staff under the Ontario Human Rights Code in schools with Principals and VPs, Teachers,*

		<p>Chaplains, Early Childhood Educations, Educational Assistants, Special Education Staff (including Social Workers, Child and Youth Workers, Speech Pathologists, Special Education Resource Teachers, Psychology department, etc.) to be started in September of the 2021/ 2022 school year.</p> <p>BE IT FURTHER RESOLVED, that HCDSB staff raise awareness around Pride month, utilizing the guidelines the Institute for Catholic Education (I.C.E.) has provided to each board through the Directors of Education (Memo dated May 19, 2020) starting June 2021.</p> <p>BE IT FURTHER RESOLVED each school be mandated safe space signage, to ensure that students in the 2SLGBTQ+ community are supported throughout the entire school year.</p> <p>BE IT FURTHER RESOLVED that the Director of Education and Secretary of the Board ensure that the mandatory training is to be completed by the 2021/ 2022 school year if not sooner and provide an updated report on the progress to the Trustees at the first meeting in January 2022.</p>		
September 7, 2021	Menstrual Equity	<p>WHEREAS, a provincial petition has gathered over 9,000 signatures to support Menstrual Equity throughout Ontario;</p> <p>WHEREAS, the Halton Catholic District School Board passed a motion for Menstrual Equity in 2020;</p> <p>BE IT RESOLVED, that in collaboration with the Halton District School Board the Halton Catholic District School Board</p>		In progress

		<i>Chair write a letter to the Ministry of Education to urge the provincial implementation of accessible and free menstrual hygiene products in across Ontario schools.</i>		
September 16, 2021	Indigenous, Equity and Human Rights Roadmap	<i>BE IT RESOLVED that the Director of Education and the Secretary of the Board direct staff to create an Indigenous Education Action Roadmap and a separate Human Rights & Equity Roadmap on the HCDSB website in regards to Equity initiatives. These initiatives include examples such as culturally responsive and relevant pedagogy by shining light on the allocation of budget to support learning on anti-racism and anti-oppression and tackling discrimination to build on inclusive learning and tackling discrimination in the classroom. The end goal being that all staff, students, parents, and stakeholders of HCDSB will be consistently informed of all the internal happenings regarding, by January 2022.</i>		January 2022
September 16, 2021	Indigenous, Equity and Human Rights Roadmap	<i>BE IT FURTHER RESOLVED, that HCDSB and its individual schools and staff deliberately seek out the voices of students from diverse social identities to guide decision-making, e.g. forming student advisory committees, allowing for more seats for students voices to be heard in HCDSB Sub-Committees, conducting roundtable discussions, conducting outreach to student clubs and organizations, to be implemented by the first quarter of the 2021-2022 school year.</i>		First quarter of the 2021-2022 School Year

September 16, 2021	Indigenous, Equity and Human Rights Roadmap	<i>BE IT FURTHER RESOLVED, that the School Resource Officer (SRO) program be reviewed to determine whether or not the program has fulfilled its mandate, by December 1, 2021.</i>		December 1, 2021
September 16, 2021	Indigenous, Equity and Human Rights Roadmap	<i>BE IT FURTHER RESOLVED, that staff continue to create and promote mental health resources catered specifically to the unique experiences of racialized and culturally diverse students. These resources will be presented in a staff report to Trustees at the December 21, 2021 Board meeting.</i>		December 21, 2021
September 16, 2021	Elementary Community Classrooms	<i>WHEREAS there is a continued demand to meet the needs of some of our special education learners, who have complex needs WHEREAS the Halton Catholic District School Board currently only has one Community Classroom for elementary students WHEREAS the capacity limits for the classroom are low and turnover is low thereby limiting access to the classroom and WHEREAS the Community Classroom is currently housed in Oakville BE IT RESOLVED that the Director of Education direct staff to bring a report the Board of Trustees for the October 19, 2021 Board Meeting, outlining how this program can be expanded to include more sites and more students.</i>	Special Education Services	October 19, 2021
September 16, 2021	Senior Staff Updates	<i>WHEREAS, there are numerous happenings in and around the Halton Catholic District School Board (HCDSB) across the region including school-based initiatives, student success, sporting and extra-curricular events, social justice programs, parish led initiatives, Special Education programs, staff excellence, and</i>		October 19, 2021

		<p>more and WHEREAS, there is not always a consistent opportunity to present information on these various happenings to the Board of Trustees, parents, students, staff and other HCDSB stakeholders</p> <p>BE IT RESOLVED, that each Superintendent and the Director of Education prepare a monthly presentation, to be no longer than fifteen (15) minutes, at the last regularly scheduled board meeting of each month, beginning October 19, 2021.</p>		
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OUTSTANDING POLICY ITEMS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS



Regular Board Meeting

Action Report

Soliciting Stakeholder Feedback	Item 8.2
September 21, 2021	

The following Notice of Motion was presented at the September 7, 2021 Regular Board Meeting:

Moved by: T. O'Brien

Seconded by:

RESOLVED, that the Halton Catholic District School Board direct the Secretary of the Board and Director of Education to utilize MPAC information in order to solicit feedback from as many Halton Catholic ratepayers as possible for the purpose of collaboration in creating our Multi-Year Strategic Plan.



Recommended Names for the Virtual Catholic Elementary School	Item 8.3
September 21, 2021	

Alignment to Strategic Plan

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

Purpose

To provide Trustees with an update on the process of naming the Virtual Catholic Elementary School as per Board Policy I-15 School Name Selection.

Background Information

In consultation with the Virtual Catholic Elementary School Name Selection Committee, which consisted of Chair Patrick Murphy, Trustee Janet O’Hearn-Czarnota, Fr. Dave Walter of Holy Cross Parish in Georgetown, Heidi Hartmann (parent representative), Raquel Garcia (parent representative), Superintendent Nancy Dinolfo, Principal Michele Braida and Vice Principal Martin Simon, four (4) names were submitted for consideration by members of the broader HCDSB community.

Comments

Stakeholder Consultation – Request for Potential Names

On July 14, 2021, an invitation to submit potential school names was sent to the HCDSB Elementary School community at large, as well as all parishes in Halton for parishioner input. The deadline for responses was July 23, 2021.

Shortlist of School Names Selected

On Thursday, July 29, 2021, the Virtual Catholic Elementary School Name Selection Committee reconvened to review the names submitted by members of the community. The Committee developed a short list of names in accordance with the Diocesan criteria outlined in Policy I-15. They considered all the names and rationale provided by community members and created a shortlist of four (4) names:

- Blessed Carlo Acutis
- St. Clare of Assisi
- St. Isidore of Seville
- St. Josephine Bakhita

Stakeholder Consultation –Vote for Preferred Name(s)

A voluntary, anonymous online feedback form was made available between August 9, 2021 to August 16, 2021 (inclusive). The link to the online forms was sent via email on August 9th to all the HCDSB families at



large, inviting them to select their top two (2) preferences from the shortlist of potential school names. The survey was also promoted on HCDSB social media, as well as, through all parishes in Halton for parishioner input.

The rationale for the name selection and a brief biography of each saint were provided. The feedback received is attached as **Appendix A**.

As illustrated in the chart and table in Appendix A, there were a total of 2104 votes among the four suggested school names. The name ‘St. Clare of Assisi’ had the highest number of 1st choice votes (n = 822, 39%). ‘Blessed Carlo Acutis’ received 588 votes (28%), ‘St. Josephine Bakhita’ received 391 votes (19%), and ‘St. Isidore of Seville’ received 303 votes (14%).

The preference of the community, as outlined above, is in favour of naming the Virtual Catholic Elementary School, ‘**St. Clare of Assisi**’ with a second choice being ‘**Blessed Carlo Acutis**’.

Conclusion

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

Trustees are invited to consider two (2) recommended names for the Virtual Catholic Elementary School to be forward to the Diocese of Hamilton for consideration by His Excellency, Bishop Douglas Crosby.

Recommendation

In accordance with Policy I-15, Trustees are invited to consider two (2) recommended names for the Virtual Catholic Elementary School, and subject to Board approval, forward the two (2) names to His Excellency, Bishop Douglas Crosby for consideration and response.

Resolution#:	<i>Moved by:</i>
	<i>Seconded by:</i>
Resolved , that the Halton Catholic District School Board approve the following two (2) school names, ordered in priority, as possible names for the Virtual Catholic Elementary School:	
<i>1st Choice: St. Clare of Assisi Catholic Elementary School (preferred)</i>	
<i>2nd Choice: Blessed Carlo Acutis Catholic Elementary School (alternate)</i>	
BE IT FURTHER RESOLVED , that the Board approved list of possible school names be submitted to Bishop Douglas Crosby for his consideration and response.	

Report Prepared by: Nancy Dinolfo
Superintendent of Education

Report Submitted by: Nancy Dinolfo
Superintendent of Education

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



School Name Selection Process - Virtual Catholic Elementary School

Poll Results: Community Vote for New School Name

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Background

During the 2020-2021 school year, we started the HCDSB Virtual Catholic Elementary School to meet the remote learning needs of students and families across our district. As we prepare to welcome students and staff back to school for the 2021-2022 school year, we look forward to continue offering excellence in Catholic education through a remote learning experience for families who have made the decision that their children will learn from home for the time being.

We are currently in the process of naming our HCDSB Virtual Catholic Elementary School, and the School Naming Committee is seeking the input of our HCDSB community to help them decide on the new name for this school.

In July, we reached out to our community to ask for input on potential name ideas. We received 192 responses and 90 unique names were submitted. At the meeting held on July 29th, the School Name Selection Committee reviewed the names submitted by members of the community and developed a short list of names in accordance with the Diocesan criteria included in Policy I-15.

The short list of four (4) potential names were then shared with our HCDSB community, with an invitation to select the first and second choices for school name from the short.

This report summarizes the feedback received for potential name for the HCDSB Virtual Catholic Elementary School.

Online Feedback Form

A voluntary, anonymous online feedback form was made available between August 9 and August 16, 2021 (inclusively).

The link to the online form was sent via email on August 9th to all staff as well as all parents/guardians with children currently registered in an HCDSB Catholic Elementary School. A reminder email was sent on August 13, 2021.

The invitation to vote on the new school name was also sent to Halton Deanery parishes.

Who Responded?

In total, **2104** completed responses were submitted through the online poll.

Parents or Guardians	1182
Staff	713
Students	145
Halton Parishioner	34
Member of the Broader Community	15
Other	10
HCDSB Trustee	5

Poll Results

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

NAME	1 st Choice Votes	2 nd Choice Votes
Saint Clare of Assisi	822	609
Blessed Carlo Acutis	588	357
Saint Josephine Bakhita	391	582
Saint Isidore of Seville	303	556



Policy I-06 Delegation to the Board	Item 8.4
September 21, 2021	

Alignment to Strategic Plan

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

Purpose

To approve *Policy I-06 Delegation to the Board*, as presented.

Background Information

The policy was deferred from the June 8, 2021 Policy Committee meeting to allow for further review.

Requirements have been amended to include the length of delegations, the maximum number of delegations to be given per meeting and delegations will only be accepted from HCDSB stakeholders. An addition was made to include delegations to the Policy Committee meetings and notification of delegations to Trustees.

Definitions have been added.

Conclusion

Policy I-06 Delegations to the Board was presented at the Policy Committee Meeting on September 14, 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><i>Moved by:</i></p> <p><i>Seconded by:</i></p>
<p>Resolved, that the Halton Catholic District School Board <i>accept the recommendation of the Policy Committee that Policy I-06 Delegation to the Board, be approved.</i></p>

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Delegation to the Board	
Adopted: February 28, 1995	Last Reviewed/Revised: September 21, 2021
Next Scheduled Review: 2024-2025	
Associated Policies & Procedures: HCDSB Procedural Bylaws V-18 Community Engagement and Public Consultation Policy	

Purpose

To provide an opportunity for individuals or groups to delegate or make a presentation to the Board of Trustees on matters relating to educational issues and/or other matters within the Board’s jurisdiction.

Application and Scope

I. Standard Delegations

This policy applies to any individual or group wishing to delegate or make a presentation to the Board of Trustees on an ad hoc matter that falls within the Board’s jurisdiction.

II. Process Review Delegations

This policy applies to delegations on matters pertaining to a review process (e.g. School Boundary Review, School Accommodation Review).

References

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

Definitions

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

Principles

- The Halton Catholic District School Board values relationships and partnerships and is committed to providing meaningful feedback mechanisms that encourage and support two-way communications.
- The Board recognizes 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.
- All requests to delegate to the Board will be subject to the approval of the Chair, which will not be unreasonably withheld

Requirements

- An individual or group wishing to delegate to the Board, shall submit the request in writing to the office of the Director of Education and Secretary of the Board no later than (7) days prior to the meeting of the Board, by 5:00 p.m.
- A person under 18 years of age, who wishes to make a delegation to the Board must have written consent of his or her parent/guardian with the understanding that the person's image (photograph and/or video) will be posted on the Board's website, social media channels and/or by the media.
- Any one delegation or individual shall be permitted to make only one presentation to the Board on an issue. Any additional presentation on the same issue is permitted provided that the significant difference(s) are outlined and presented in writing to the Chair of the Board and/Secretary of the Board seven (7) days prior to the Board meeting.
- The regional Trustee(s) will be notified if a delegate registers to make a delegation on a subject matter that is region specific.
- The Chair of the Board, in consultation with the Secretary of the Board, shall determine whether there are significant differences in the written request for an additional presentation and grant or deny the request to delegate to the Board. The Chair of the Board will share the denied delegation request with all trustees. Appeals to this decision must be made by a trustee and shall come before the Board for decision. Should the appeal be successful, the delegation or individual will be allowed to appear at the request of meeting.
- Delegates may be heard at the Policy Committee Meeting on an item on the agenda or concerning matters within the Committee's terms of reference. The Chair of the Policy Committee in consultation with the Secretary of the Board or Superintendent assigned to the committee will review delegation requests to determine eligibility.
- When a request to delegate is denied, the Secretary of the Board shall provide written notice to the individual, or group, with a copy to all trustees and offer to include their concerns as correspondence in the Board Meeting agenda package.
- The number of declined individuals, or groups, who requested to delegate will be made public in the Board package.

- Employees of the Board or representatives of employee groups shall not delegate to the Board to express their views relative to their employment or professional interests.
- Commercial enterprises are prohibited from appearing before the Board as a delegation for purposes of promoting their products/services.
- Delegations will only be accepted from HCDSB stakeholders.
- The request shall outline in some detail the subject matter(s) to be presented and indicate who the presenters(s) will be for the group or organization. A maximum of three (3) presenters and no other person may address the Board unless approval is given by the Chair of the Board. At the discretion of the Chair, delegations with similar rationales will be grouped together (for a total of a 10 minute presentation).
- A complete script and presentation must be delivered or sent electronically to the Office of the Director of Education and Secretary of the Board at least four (4) business days prior to the Regular Board meeting (by 1:00 pm).
- At the Board Meeting, the presenter(s) will use the script that they provided in their package.
- Personal information as defined by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) is collected under the authority of the Education Act and the Municipal Act, in accordance with the provisions of MFIPPA. The name and the contents of the submission are subject to disclosure by way of publication of the agenda on the Board's website. As well, all Board Meetings are video and audio recorded.
- There may be up to a maximum of five (5) delegations at any one meeting. At the discretion of the Chair of the Board, additional delegations may be added as deemed appropriate.
- Trustees may ask two (2) questions for clarification purposes.
- Trustees will have three (3) minutes in total to ask their clarification questions, which includes the response.
- The complete presentation by any delegation shall not exceed ten (10) minutes, exclusive of Trustee questions.
- To allow for equitable time allocated to each delegation, the Chair shall act as the moderator for each delegation presentation and will govern the questions from The Board of Trustees, preserving the intent of the questions to be strictly for clarification purposes.
- The Chair of the meeting may expel or exclude a delegate from the meeting should they engage in conduct contrary to the HCDSB Code of Conduct or fail to comply with this policy.
- Presenters and guests in the gallery are expected to maintain a level of decorum, which will allow meetings to proceed without interruptions, and free of abusive or derogatory language at all times. Individuals and delegations are advised that placards and disruptive demonstrations are not permitted at the Board's Catholic Education Centre or at any other location where a Board meeting is held. The Chair may expel or exclude from the meeting any person(s) who engages in this or any other form of improper conduct.

Response to Delegation(s)

I. Standard Delegations

The Board's agenda shall include, an action item, entitled Board Response to the Delegation(s) at the same meeting. Trustees in attendance may move and approve a motion for:

- a decision on the matter at the same meeting;
- referral of the matter to a future meeting;
- a staff report on the matter to be considered at a future meeting;
- to receive for information.

II. Process Review Delegations

For delegations on matters under review by a committee of the Board with recommendation(s) for action, the Board of Trustees shall make a decision on the matter no fewer than ten (10) business days from the public delegation(s).

Once the Board makes a decision on a presentation, the Secretary of the Board shall communicate the Board's decision in writing to the spokesperson for the group or organization.

The Director of Education shall develop administrative procedures to support the implementation, compliance and enforcement of this Policy.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Policy I-19 Occupational Health and Safety	Item 8.5
September 21, 2021	

Alignment to Strategic Plan

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

Purpose

To approve *Policy I-19 Occupational Health and Safety*, as presented.

Background Information

The Occupational Health and Safety Act Section 25 (j) states that School Boards are required to “prepare and review at least annually a written Occupational Health and Safety Policy” and Section 25 (k) requires the employer to post a copy of the policy in a conspicuous location in the workplace.

The Occupational Health and Safety Policy must include the employer’s commitment to preventing occupational illness and injury in the workplace as well as their responsibility to implement and maintain a safe and healthy work environment. The policy must also include supervisor and worker responsibility statements as they pertain to health and safety in the workplace. Supervisors have the responsibility to ensure that safe and healthy work conditions are maintained in their work areas. Workers have the responsibility to work safely and in accordance with both legislated and employer procedures.

As per legislated requirements, this policy will be reviewed, revised if necessary and dated within a twelve (12) month period. Copies will be provided to each site and supervisors will be responsible for posting the policy annually in a conspicuous location in the workplace.

The Executive Officer of Human Resources and Human Resources Services Management staff have reviewed the policy. A References section has been added. Apart from minor housekeeping changes, there are no changes to the policy for the 2021-2022 school year.



Conclusion

Policy I-19 Occupational Health and Safety was presented at the Policy Committee Meeting on September 14, 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:

Moved by:
Seconded by:

Resolved, that the Halton Catholic District School Board *accept the recommendation of the Policy Committee that Policy I-19 Occupational Health and Safety, be approved.*

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Occupational Health & Safety	
Adopted: September 26, 1995	Last Reviewed/Revised: September 21, 2021
Next Scheduled Review: 2022-2023	
Associated Policies & Procedures: VI-79 Indoor Air Quality Investigation Process VI-92 Roof Access Procedures II-12 Management of Aggressive Student Behaviours Within Our Schools III-15 Workplace Violence III-16 Workplace Discrimination and Harassment VI-04 Complaints Resolution Process - Workplace Discrimination/Harassment/Violence	

Purpose

The Halton Catholic District School Board is dedicated to providing a safe working environment for its workers/employees. All workers/employees of the Board must be committed to an objective of reducing the risk of injury and illness.

Application and Scope

This policy applies to all workers/employees, as defined in the Occupational Health and Safety Act, of the Halton Catholic District School Board.

References

[Occupational Health and Safety Act, R.S.O. 1990, c. O.1 \(ontario.ca\)](#)

Principles

It is in the best interest of all workers/employees to consider health and safety in every activity. Commitment to health and safety must form an integral part of the Halton Catholic District School Board and its workers/employees.

Requirements

- The Halton Catholic District School Board is committed to taking every reasonable precaution for the protection of all workers/employees.
- The Halton Catholic District School Board is responsible for providing adequate training for workers/employees in their specific work tasks to protect their health and safety.
- Supervisors at all levels will be accountable for the health and safety of workers/employees under their supervision.
- Supervisors at all levels are responsible to ensure that machinery, equipment and work methods are safe and that workers/employees perform their duties in compliance with legislation and established safe work practices and procedures.
- Supervisors shall advise a worker/employee of the existence of any potential or actual danger to the health and safety of the worker/employee of which the supervisor is aware.
- Supervisors shall take every reasonable precaution for the protection of workers/employees.
- Workers/supervisors must receive adequate training in their specific work tasks to protect their health and safety.
- Every worker/employee must protect her or his own health and safety by working in compliance with the legislation and with safe work policies, procedures and practices established by the Board.
- Workers/employees are required to report, immediately, unsafe or unhealthy situations to their immediate supervisor or designate.
- This policy will be reviewed on an annual basis and posted in all Board locations in accordance with the Occupational Health and Safety Act.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Policy I-46 Correspondence to the Board	Item 8.6
September 21, 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*, as presented.

Background Information

At the February 9, 2021 Policy Committee meeting, the newly drafted policy *Correspondence to the Board of Trustees* was presented as a discussion item. At the Special Board Meeting held on June 16, 2021, Policy I-46 Correspondence to the Board of Trustees was introduced and approved by the Board of Trustees at first reading.

The policy was released for Stakeholder Consultation on June 18, 2021. The online form remained open over the summer months and was closed on September 10, 2021.

Changes have been made to provide direction for handling correspondence received by the Office of the Director of Education and/or the Board of Trustees and to set parameters for the correspondence to be published in the Board Meeting agenda package.

Conclusion

Policy I-46 Correspondence to the Board was presented at the Policy Committee Meeting on September 14, 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:

<i>Moved by:</i>
<i>Seconded by:</i>
Resolved , that the Halton Catholic District School Board <i>accept the recommendation of the Policy Committee that Policy I-46 Correspondence to the Board, be approved at 2nd and 3rd reading.</i>

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

<h2>Correspondence to the Board of Trustees</h2>	
Adopted: June 16, 2021	Last Reviewed/Revised: September 21, 2021
Next Scheduled Review: 2024-2025	
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 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.
- Ministry memorandums are also included.
- 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 acknowledge receipt of the correspondence within two (2) business days, and provide a more fulsome response, as appropriate. A copy of the response will be shared with all Trustees.

III. Correspondence Addressed to Staff and Trustees

- When correspondence is addressed to a member of staff, and copied to one or more Trustees, staff shall acknowledge receipt of the correspondence within two (2) business days, and provide a more fulsome response, as appropriate. A copy of the response will be shared with each Trustee copied in the correspondence.
- All Ministry of Education memorandums or communications addressed to the Director of Education, Chair of the Board or Trustees that is not of a confidential nature shall be shared through a hyperlink on the Board Meeting agenda package.

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 3:00 p.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



Policy I-46 | Correspondence to the Board of Trustees

- 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



Policy II-09 Opening and Closing Exercises	Item 8.7
September 21, 2021	

Alignment to Strategic Plan

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

Purpose

To approve *Policy II-09 Opening and Closing Exercises*, as presented.

Background Information

Halton Catholic District school board acknowledges the ancestral lands on which it sits. Land acknowledgements date back centuries for Indigenous people and having it in the opening or closing exercises is an important first step to recognizing and honouring the original inhabitants of Canada.

Requirements have been updated to include, Land acknowledgements shall form part of every opening or closing exercise.

Conclusion

Policy II-09 Opening and Closing Exercises was presented at the Policy Committee Meeting on September 14, 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><i>Moved by:</i></p> <p><i>Seconded by:</i></p> <p>Resolved, that the Halton Catholic District School Board <i>accept the recommendation of the Policy Committee that Policy II-09 Opening and Closing Exercises, be approved.</i></p>
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Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Opening and Closing Exercises	
Adopted: February 20, 1987	Last Reviewed/Revised: September 21, 2021
Next Scheduled Review: 2024-2025	
Associated Policies & Procedures: N/A	

Purpose

To provide direction to all members of schools under the Board's jurisdiction with respect to requirements on opening or closing exercises as stated in the *Education Act*, the *Safe Schools Act, 2000*, Ontario Regulation 298, and attendant regulations, and to promote the distinctiveness, values, and mission of the Halton Catholic District School Board.

Application and Scope

This policy applies to all schools under the jurisdiction of the Halton Catholic District School Board.

References

[Education Act](#)

[Safe Schools Act, 2000](#)

[Ontario Regulation 298](#)

Attendant Regulations

HCDSB Mission Statement

Principles

- The religious environment and climate of the Catholic School System permeates throughout the whole of school life.
- Catholic schools endorse and promote the mandate, values, traditions, and distinctiveness of the Catholic School System.
- Catholic schools instill in students respect, loyalty, allegiance, and pride in their country.

Requirements

- Formal prayer shall form part of every opening or closing exercise.
- Land acknowledgements shall form part of every opening or closing exercise.
- Scriptural/spiritual readings may form part of every opening or closing exercise.
- Secular readings or recitations may form part of every opening or closing exercise but may not replace scriptural/spiritual readings.
- The singing of *O Canada* shall form part of every opening or closing exercise. Students and staff shall participate in the singing of *O Canada*.
- A student is not required to sing *O Canada* in the following circumstances:
 - In the case of a student who is less than 18 years old, if the student's parent or guardian applies to the principal to be exempted from doing so.
 - In the case of a student who is at least 18 years old, if the student applies to the principal to be exempted from doing so.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Policy III-15 Workplace Violence	Item 8.8
September 21, 2021	

Alignment to Strategic Plan

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

Purpose

To approve *Policy III-15 Workplace Violence*, as presented.

Background Information

The Occupational Health and Safety Act, 2010 states that school boards are required to review annually, and revise if necessary, its policy on Workplace Violence.

The Executive Officer of Human Resources and Human Resources Services Management staff have reviewed the policy.

References have been updated, and apart from minor housekeeping, there are no changes to the policy for the 2021-2022 school year

Conclusion

Policy III-15 Workplace Violence was presented at the Policy Committee Meeting on September 14, 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><i>Moved by:</i></p> <p><i>Seconded by:</i></p>
<p>Resolved, that the Halton Catholic District School Board <i>accept the recommendation of the Policy Committee that Policy III-15 Workplace Violence, be approved.</i></p>

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Workplace Violence	
Adopted: June 29, 2010	Last Reviewed/Revised: September 21, 2021
Next Scheduled Review: 2022-2023	
Associated Policies & Procedures: VI-04 Complaints Resolution Process: Workplace Discrimination/ Harassment/Violence III-05 Employee Assault II-39 Progressive Discipline and Safety In Schools VI-44 Progressive Discipline and Safety in Schools	

Purpose

To ensure that the environment of the Halton Catholic District School Board in which its employees work and its students learn is free of workplace violence as defined under the *Occupational Health and Safety Act*.

Application and Scope

This policy applies to all Board employees, trustees and other users of the Board’s facilities, such as members of consultative committees, parents, volunteers, permit holders, contractors and employees of other organizations not related to the Board but who nevertheless work on or are invited onto Board premises. This policy also covers workplace violence by such persons which are proven to have repercussions that adversely affect the Board’s learning and working environment.

The rights of students to a respectful working and learning environment, free from violence, are dealt with under other appropriate policy, legislation or regulations including, but not limited to, the *Education Act*, Ontario Schools Code of Conduct and codes of behaviours.

References

[Occupational Health and Safety Act](#)

[Education Act](#)

[Ontario Schools Code of Conduct](#)

[Workplace Violence Reporting Process in School Boards \(Road Map\)](#)

Definitions

Workplace Violence - Workplace Violence means:

- a) the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker;
- b) an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker; and
- c) a statement or behaviour that is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

Workplace: The Workplace is any place where employees perform work or work-related duties or functions. Schools and school-related activities, such as extra-curricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions fall within the scope of this policy.

Principles

The Halton Catholic District School Board is committed to providing a safe working environment in which all employees are treated with respect and dignity, safe from violence and harassment.

It is the policy of the Board to ensure conduct in its workplaces is in accordance with the gospel values of Jesus Christ, the Board's Mission and Vision Statement, and Guiding Principles.

This policy is intended to provide greater awareness of the value of establishing and maintaining respectful working and learning environments.

The Board will assess the risks of workplace violence that may arise from the nature of the workplace, in accordance with the provisions of the *Occupational Health and Safety Act*.

Requirements

1. Information and Instruction with Respect to Workplace Violence:

- a) The Board will provide an employee with,
 - i. information and instruction that is appropriate for the employee on the contents of the policy and program with respect to workplace violence; and
 - ii. any other prescribed information or instruction.
- b) The information provided to an employee may include personal information related to a risk of workplace violence from a person with a history of violent behaviour if,

- i. the employee can be expected to encounter that person in the course of his or her work; and
 - ii. the risk of workplace violence is likely to expose the employee to physical injury.
- c) The Board will not disclose more personal information than is reasonably necessary to protect the employee from physical injury.

2. Domestic Violence:

- a) The Board will take every reasonable precaution to protect an employee from domestic violence, if aware, that is likely to expose an employee to physical injury that may occur in the workplace.

3. Assessment of the Risks of Workplace Violence:

- a) The Board will assess the risks of workplace violence that may arise from the nature of the workplace, the type of work or the conditions of work.
- b) The Board will reassess the risks of workplace violence as often as necessary to ensure that the related policy and the related program continue to protect employees from workplace violence.
- c) The assessments and reassessments shall take into account:
- i. circumstances that would be common to similar workplaces;
 - ii. circumstances specific to the workplace; and
 - iii. any other prescribed elements.
- d) Circumstances that would be common to schools of the Board are:
- i. the existence of potential risks due to interactions with the public, students, parents and employees; and
 - ii. the existence of protocols between the Board and the police force on its territory.
- e) Circumstances specific to a school are:
- i. the school safety plan;
 - ii. the provisions of the lockdown plan of the school;
 - iii. the relationship between the school and the local police.
- f) The Board shall advise the local committee or the local health and safety representative of the results of the assessment and reassessment, and provide a written copy to same.
- g) If there is no local committee or the local health and safety representative, the Board will advise the employees of the results of the assessment and reassessment and, if the assessment or reassessment is in writing, will provide written copies on request.

4. Program to Implement the Policy with Respect to Workplace Violence:

- a) The Board will develop and maintain a program to implement the policy with respect to workplace violence.
- b) Without limiting the generality of paragraph a) above, the program will;
 - i. include measures to take and procedures to follow in order to control risks of workplace violence identified in the risk assessment that is required under section 3, as likely to expose an employee to physical injury;
 - ii. include measures to take and procedures to follow in order to summon immediate assistance when workplace violence occurs or is likely to occur;
 - iii. include measures that employees must take and procedures that they must follow to report incidents of workplace violence to the Board or their supervisor;
 - iv. set out how the Board will investigate and deal with incidents or complaints of workplace violence, then subsequently act in a fair and timely manner; and
 - v. include any prescribed elements.

5. Posting of the Policy:

- a) The policy and procedures concerning workplace violence will be posted in a conspicuous place at the workplace.

6. Review of the Policy:

- a) The Board will review the policy with respect to workplace violence as often as is necessary, but at least annually.

7. Duties of the Supervisor:

The supervisor will advise an employee of the existence of any potential or actual danger to the health and safety of the employee of which the supervisor is aware, or ought to be aware, including personal information, related to a risk of workplace violence from a person with a history of violence behaviour if,

- a) the employee can be expected to encounter that person in the course of his or her work; and
- b) the risk of workplace violence is likely to expose the employee to physical injury.

8. Duties of the Board:

The Board will inform and communicate with the appropriate Union leader should a threat or act of serious and/or violent nature be made towards one of its members.

9. Duties of the Employee:

The employee shall advise the Board or the supervisor of any incident or risk of workplace violence of which he or she is aware.

10.Reprisal:

This policy prohibits reprisals against individuals, acting in good faith, who report incidents of workplace violence or act as witnesses. The Board will take all reasonable and practical measures to prevent reprisals, threats of reprisal, or further violence. Reprisal is defined as any act of retaliation, either direct or indirect.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Policy III-16 Workplace Discrimination and Harassment	Item 8.9
September 21, 2021	

Alignment to Strategic Plan

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

Purpose

To approve *Policy III-16 Workplace Discrimination and Harassment*, as presented.

Background Information

Policy III-16 Workplace Discrimination and Harassment is reviewed on an annual basis. The Ontario Occupational Health and Safety Act requires that employers implement specific workplace harassment policies and procedures and ensure that incidents and complaints of workplace harassment are properly investigated. Similarly, the Ontario Human Rights Code requires employers to ensure the workplace is free from harassment on a number of prescribed and prohibited grounds.

The Executive Officer of Human Resources and Human Resources Services Management staff have reviewed the policy and recommend that apart from minor housekeeping, no changes to the policy for the 2021-2022 school year.

Conclusion

Policy III-16 Workplace Discrimination and Harassment was presented at the Policy Committee Meeting on September 14, 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>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 III-16 Workplace Discrimination and Harassment</i>, be approved.</p>

Report Submitted and Approved by:

N. Guzzo
Chair of the Policy Committee

Workplace Discrimination and Harassment	
Adopted: June 29, 2010	Last Reviewed/Revised: September 21, 2021
Next Scheduled Review: 2022-2023	
Associated Policies & Procedures: VI-04 Complaints Resolution Process Workplace Discrimination/Harassment/Violence I-36 Trustee Code of Conduct I-43 Use of Technology and Digital Citizenship VI-62 Use of Technology and Digital Citizenship II-39 Progressive Discipline & Safety in Schools Code of Conduct - Suspensions & Expulsions VI-44 Progressive Discipline and Safety in Schools	

Purpose

To uphold Halton Catholic District School Board's commitment to providing an environment free of discrimination and harassment for all its employees, stakeholders and students, where all individuals are treated with respect and dignity, can contribute fully and have equal opportunities.

The Workplace Discrimination and Harassment Policy is guided by the Ontario Human Rights Code and the Occupational Health and Safety Act.

Application and Scope

This policy applies to all Board employees, trustees and other users of the Board's facilities, such as members of consultative committees, parents, volunteers, permit holders, contractors and employees of other organizations not related to the Board but who nevertheless work on or are invited onto Board premises. This policy addresses workplace harassment and discrimination from all sources including third parties, supervisors, employees, students, parents and members of the public.

The rights of students to a respectful working and learning environment, free from discrimination and harassment, are protected under other appropriate policy, legislation or regulations including, but not limited to, the *Education Act*, Ontario Schools Code of Conduct and codes of behaviours.

This policy applies to the workplace. The Board's workplace is any place where employees perform work or work-related duties or functions. Schools and school-related activities, such as extra-curricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions fall within the scope of this policy.

References

[Human Rights Code](#)

[Occupational Health and Safety Act](#)

[Education Act](#)

[Ontario Schools Code of Conduct](#)

Definitions

Protected Grounds of Discrimination - Protected grounds as set out in applicable human rights legislation (Human Rights Code Part I Section 5 (1)).

Discrimination - Discrimination includes, but is not limited to, a differential act, system or behaviour which differentiates between individual or groups, imposes a disadvantage or withholds an advantage on the basis of any protected ground in the Ontario Human Rights Code (The Code). It may involve direct actions, or it may involve rules, practices or procedures that appear neutral, but disadvantage certain groups of people.

Workplace Harassment -

- engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome, or
- workplace sexual harassment.

Harassment typically involves a pattern of comment or conduct that occurs over time. However, a single incident or a serious nature may be sufficient to constitute harassment.

Harassment may include slurs, epithets, threats, derogatory comments or visual depictions, unwelcome jokes and teasing. Harassment can be verbal, visual, by conduct, or in the written word.

Workplace Sexual Harassment -

- engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or
- making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

Examples of discrimination or harassment or sexual harassment include (but are not limited to):

- Epithets, remarks, jokes or innuendos related to a person's race, gender identity, gender expression, sex, disability, sexual orientation, creed, age, or any other ground
- Display or distribution of offensive or racist pictures, graffiti or other derogatory material.
- Singling out a person for humiliating or demeaning "teasing" or jokes because they are a member of a Code-protected group
- comments about a person's dress, speech or other practices that may be related to their sex, race, gender identity or creed.
- Sexual advances or requests for sexual favours which are known or ought reasonably to have been known by the person making the advances to be unwelcome.
- Sexually oriented remarks or behaviours which are known or ought reasonably to have been known by the person making the remarks and/or engaging in the behaviour to be unwanted or unwelcome.
- The display of sexually explicit or exploitative pictures, cartoons or jokes within the Board premises or on Board property or the telling of jokes of a sexual nature.

However, the standard exercise of supervisory responsibilities, including training, evaluation, counseling, and discipline when warranted, does not constitute workplace discrimination or harassment.

Principles

The Halton Catholic District School Board expects that conduct in its workplaces shall be in accordance with the gospel values of Jesus Christ, the Goals of Education and the Board's Mission Statement.

The Halton Catholic District School Board is committed to providing a learning and working environment that is safe and inclusive of the needs and well-being of the individual employee and student.

The Board will not tolerate, condone or ignore any workplace discrimination or harassment.

Where any employee of the Board is found to have violated this Policy, they may be disciplined, up to and including termination of employment.

Requirements

1. Information and Instruction with Respect to Workplace Discrimination and Harassment:

- a) The Board will provide employees with,
 - i. Information and training that is appropriate for employees on the contents of the policy and program with respect to workplace discrimination and harassment; and
 - ii. Any other prescribed information

2. Procedure to Implement the Policy with Respect to Workplace Discrimination and Harassment:

- a) The Board has developed a procedure to implement the policy with respect to workplace harassment. Refer to *Administrative Procedure VI-04 Complaints Resolution Process - Workplace Discrimination Harassment Violence* for more information.
- b) Without limiting the generality of paragraph a) above, the procedure includes:
 - i. Measures and procedures for employees to report incidents of workplace discrimination or harassment to a person other than the employer or supervisor, if the employer or supervisor is the alleged harasser;
 - ii. How incidents or complaints of workplace discrimination or harassment will be investigated and dealt with;
 - iii. How information obtained about an incident or complaint of workplace discrimination or harassment, including identifying information about any individuals involved, will not be disclosed unless the disclosure is necessary for investigating, taking corrective action, or by law; and
 - iv. How an employee who has allegedly experienced workplace discrimination or harassment and the alleged harasser (if an employee of the Board) will be informed of the results of the investigation and of corrective action that has been or will be taken.

3. Dissemination of the Policy:

The policy and procedures concerning workplace discrimination and harassment will be posted at a visible place in the workplace.

The Director of Education, through Human Resources will ensure that new employees receive a copy of this policy and ensure that it will be highlighted at orientations for new principals and supervisors and at parent meetings.

All principals must review this policy and associated Administrative Procedure VI-04 Complaints Resolution Process on an annual basis with all staff at the start of each school year. The principal must ensure that all teaching and support staff in the building who may be absent on the day of the review of the policy, review the policy and procedure as soon as possible.

4. Review of the Policy:

- a) The Board will review the policy with respect to workplace harassment as often as is necessary, but at least annually.

5. Duties of the Supervisor:

The Board strives to maintain an environment respectful of human rights and free of objectionable behaviour for all persons served by it. It must be ever vigilant of anything that might interfere with this duty. The Board expects that all persons in its learning/working environment will:

- Be aware and sensitive to issues of harassment;

- Support individuals who are, or have been targets of harassment;
- Prevent harassment through training;
- Take all allegations of harassment seriously and respond promptly;
- Provide positive role models; and not demonstrate, allow or condone behaviour contrary to the policy, including reprisals.

6. Role and Responsibilities:

All employees of the Board are expected to uphold and abide by this policy and maintain an environment respectful of human rights and free of discrimination and harassment for all persons served by it.

The Board will investigate and deal with all complaints or incidents under this policy in a fair and timely manner. Information about a complaint or incident will not be disclosed except to the extent necessary to protect workers; to investigate the complaint or incident; to take corrective action; or as otherwise required by law.

All employees, and in particular, principals, managers and supervisors have the additional responsibility to act immediately on observations or allegations of discrimination or harassment and should address potential problems before they become serious. All employees are encouraged to report workplace harassment and discrimination to the appropriate person.

7. Reprisal:

This policy prohibits reprisals against individuals, acting in good faith, who report incidents of workplace discrimination or harassment, participate in an investigation and/or act as witnesses. The Board will take all reasonable and practical measures to prevent reprisals, threats of reprisal, or further harassment. Reprisal is defined as any act of retaliation, either direct or indirect.

8. Complaints:

All employees have a right to claim and enforce their right to a workplace free of discrimination and harassment and are entitled to have access to the complaint procedures. Every attempt should be made to resolve matters through an information resolution. In order to resolve workplace harassment, supervisory and managerial personnel must address and attempt to resolve complaints under this policy and procedure in a timely fashion and keep records of complaints and any subsequent response or action taken. Refer to *Administrative Procedure VI-04 Complaints Resolution Process - Workplace Discrimination Harassment Violence* for more information.

9. Attendant Procedures:

The Director of Education shall establish administrative procedures relative to the complaint process in collaboration with Human Resources Services.

The Executive Officer, Human Resources Services shall be responsible for implementing and monitoring this policy and its attendant administrative procedures.



Policy No. III-16 | Workplace Harassment

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Policy IV-07 Alternative Arrangements for School Facilities	Item 8.10
September 21, 2021	

Alignment to Strategic Plan

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

Purpose

To rescind *Policy IV-07 Alternative Arrangement for School Facilities*.

Background Information

In 2018, the Ontario Government amended the EDC regulation to eliminate the requirement that school boards (i) annually review their budgets to find operating surpluses that can be allocated to reduce EDCs and (ii) determine if alternative accommodation arrangements are available. The Board is no longer obligated to do either of these tasks. Therefore, this policy is no longer relevant and should be rescinded.

Conclusion

Policy IV-07 Alternative Arrangement for School Facilities was presented at the Policy Committee Meeting on September 14, 2021, with a recommendation that it be forwarded to the Board of Trustees to be rescinded.

Recommendation

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

<p>Moved by:</p> <p>Seconded by:</p>
<p>Resolved, that the Halton Catholic District School Board <i>accept the recommendation of the Policy Committee that Policy IV-07 Alternative Arrangement for School Facilities, be rescinded.</i></p>

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Alternative Arrangements for School Facilities	
Adopted: May 18, 1999	Last Reviewed/Revised: September 21, 2021
Next Scheduled Review: Rescinded September 21, 2021	
Associated Policies & Procedures: N/A	

Purpose

To set out the Halton Catholic District School Board's intention to consider possible alternate arrangements for the accommodation of elementary and secondary school pupils to the conventional process under which a school site is acquired and a stand-alone school is built on it.

Application and Scope

This policy applies to all new elementary and secondary schools being contemplated by the Board.

Principles

- A number of legislative provisions encourage school boards to consider alternative arrangements for the accommodation of students and the Board has determined that these possibilities should be explored.
- The Board recognizes that alternative arrangements can provide an opportunity to improve service delivery and peak enrolment capacity, reduce duplication of public facilities, maximize the effective use of available dollars, and reduce site size requirements. These may include a variety of acquisition strategies such as forward buying, options, purchases, lease buy-back, sites exchanges and joint venture partnerships.
- The Board shall retain sufficient governance authority over the facility to ensure that it is able to deliver the appropriate educational program to its pupils and to ensure that its identity, ambiance and integrity are preserved. All arrangements must be consistent with the Mission and set of Governing Values of the Board.
- The Board must be responsive to the needs of the system as perceived by the extended educational community.
- Prior to approving any new school accommodation, the Board will ensure that it has reviewed a full report setting out the possible arrangements that have been considered.

- The Board will consider possible arrangements with municipalities, school boards or other persons or bodies in the public or private sector, including arrangements of a long-term or cooperative nature, which would provide accommodation for the new elementary school pupils and new secondary school pupils who are resident pupils of the Board, subject to the principles and requirements as set out in this and other Board policy.
- The arrangements must be cost effective and advantageous for the Board compared to other possible arrangements including an acquisition of a school site and the construction of a free-standing building.
- The arrangement shall comply with any guidelines issued by the Ministry of Education.
- The Board may enter into lease arrangements respecting school facilities intended to be used to accommodate peak enrolment, but shall not enter into such arrangements respecting school facilities that are necessary to accommodate long-term enrolment unless the arrangements could result in ownership at the Board's discretion.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Policy IV-08 School Sites and Operating Budget	Item 8.11
September 21, 2021	

Alignment to Strategic Plan

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

Purpose

To rescind *Policy IV-08 School Sites and Operating Budget*.

Background Information

In 2018, the Ontario Government amended the EDC regulation to eliminate the requirement that school boards (i) annually review their budgets to find operating surpluses that can be allocated to reduce EDCs and (ii) determine if alternative accommodation arrangements are available. The Board is no longer obligated to do either of these tasks. Therefore, this policy is no longer relevant and should be rescinded.

Conclusion

Policy IV-08 School Sites and Operating Budget was presented at the Policy Committee Meeting on September 14, 2021, with a recommendation that it be forwarded to the Board of Trustees to be rescinded.

Recommendation

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

<p><i>Moved by:</i></p> <p><i>Seconded by:</i></p> <p>Resolved, that the Halton Catholic District School Board <i>accept the recommendation of the Policy Committee that Policy IV-08 School Sites and Operating Budget, be rescinded.</i></p>

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

School Sites and Operating Budget	
Adopted: May 18, 1999	Last Reviewed/Revised: September 21, 2021
Next Scheduled Review: Rescinded September 21, 2021	
Associated Policies & Procedures: N/A	

Purpose

To set out the Board's intention to conduct an annual review of operating budget savings that could be applied to reduce the growth related net education land costs.

Application and Scope

The process set out under this policy will be conducted annually as part of the preparations leading to setting of the annual budget estimates for the Board.

Principles

- Under the General Legislative Grant Regulation, only a surplus from the non-classroom part of the estimates is eligible to be used to acquire school sites.
- If a review of the estimates has identified an operating budget saving that could be available to reduce education land costs, the Board will consider applying this saving to implement a reduction in the “growth related net education land cost” and the education development charge that may be levied by the Board.
- Where there has been or it appears that there will be surplus in the non-classroom part of the estimates of the Board in a fiscal year, a clear record will be kept of the Board's decision as it relates to this surplus.
- The application of this policy shall comply with any guidelines issued by the Ministry of Education.
- The application of this policy shall take into consideration any changes in Legislation or Regulation that may affect its implementation.
- Prior to finalizing the annual budget estimates, the Board shall review the operating budget for savings that could be applied to growth related net education land costs.
- Where there has been or it appears that there will be surplus in the non-classroom part of the estimates of the Board in the fiscal year, the Board shall determine whether all, part, or none of

the surplus will be designated as available for the purpose of acquiring school sites by purchase, lease, or otherwise.

- Where there has been or it appears that there will be surplus in the non-classroom part of the estimates of the Board in a fiscal year, the Board shall pass a motion substantially in the form attached as *Appendix "A"* to this policy.
- Where there has been or it appears that there will be surplus in the non-classroom part of the estimates of the Board in a fiscal year, reasons for the decision related to this surplus shall be included in the motion or as part of the public record related to the motion.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

Rescinded

APPENDIX "A"

Halton Catholic District School Board

Board Motion Pursuant to the Policy entitled "School Sites – Operating Budget Surplus" Concerning the Use of Operating Budget Surpluses for the Acquisition of School Sites

Whereas it appears that there will be a surplus in the non-classroom part of the budget in the amount of \$X;

Moved that:

1. The Board will designate \$Y as available for the purpose of acquiring school sites by purchase, lease or otherwise;
2. The Board's reason for so deciding are as follows:



<p>HCDSB Procedural By-Laws</p>	<p>Item 8.12</p>
<p>September 21, 2021</p>	

Alignment to Strategic Plan

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

Purpose

To approve the *HCDSB Procedural By-Laws*, as presented.

Background Information

At the June 8, 2021 Policy Committee Meeting Trustee Murphy brought forward item 4.11 for the following purposes:

“Over the past few months, it has become increasingly difficult to complete an entire board agenda package. Many other boards have no time limit on the end of their board meetings. They simply end once the entire agenda is completed, unless a motion to adjourn is carried. As this has not been this Board’s practise, the approach that I have put forward will allow for more time without increasing the scope of the meeting time as undefined. This change will allow more time for business of the board to be completed in a timely manner without creating the need for multiple special called meetings.”

Changes have been made to the times for Regular Board Meetings (4.1.1), Adjournment (4.1.8), and In-Camera (4.3.1).

In addition, Order of Business (9.5) has been amended to include the *Land Acknowledgement*.

Conclusion

The *HCDSB Procedural By-Laws* were presented at the Policy Committee Meeting on September 14, 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 style="text-align: center;"><i>Moved by:</i></p> <p style="text-align: center;"><i>Seconded by:</i></p> <p>Resolved, that the Halton Catholic District School Board <i>accept the recommendation of the Policy Committee that the HCDSB Procedural By-Laws, be approved.</i></p>
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Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

HALTON CATHOLIC DISTRICT SCHOOL BOARD

PROCEDURAL BY-LAWS

September 2021

1. PREAMBLE		
1.1	Education Act	The provisions of the <u>Education Act</u> , R.S.O. 1990. c. E-2, as amended from time to time, and any related <u>Ontario Regulations</u> take precedence over any By-Laws formulated by the Halton Catholic District School Board; hereafter referred to as the Board.
1.2	Rules and Regulations	The rules and regulations contained in this By-Law shall be observed in all proceedings by the Board and shall be the rules and regulations for the order and dispatch of the business of the Board and its Committees except where statute or legislative regulation otherwise provides.
1.3	Robert's Rules of Order	In any instance or instances not provided in statute or in this By-Law, Board Policies and Regulations or the Education Act, Robert's Rules of Order shall govern insofar as they are applicable.

2. DEFINITIONS		
2.1		The singular includes the plural.
2.2	ACT	means the Education Act as amended from time to time.
2.3	ACTION REPORT	means a report that requires a resolution by the Board of Trustees.
2.4	AD HOC COMMITTEE	means a committee where Trustees may, from time to time, form working groups to address specific issues which shall report to the Board of Trustees. Membership may include Trustees and staff and other individuals as appropriate. Examples of Ad Hoc Committees include: <ul style="list-style-type: none"> • School Uniform Committee
2.5	BOARD	means the Halton Catholic District School Board which, in accordance with the ACT, is a Roman Catholic School Board in union with the See of Rome and operates in the Regional Municipality of Halton.
2.6	CHAIR	means Chair of the Board, except where otherwise indicated as meaning chair of any committee or sub-committee of the Board.
2.7	COMMITTEE	means any Statutory, Standing or Ad-Hoc Committee established by the Board.
2.8	CONSENSUS	means Trustees present at the meeting can 'support' or 'live with' a proposed direction or decision, without a formal call for votes.
2.9	CONFLICT OF INTEREST	means a direct or indirect pecuniary interest as defined by the Municipal Conflict of Interest Act R.S.O. 1990. c. M-50 as amended from time to time.
2.10	DIRECTOR	means the Director of Education who is Chief Education Officer and Chief Executive Officer of the school system and Secretary of the Board;
2.11	EX OFFICIO	means a member who is permitted to act by virtue of office. The ex-officio member does not vote and is not counted in determining a quorum.
2.12	IN-CAMERA	means a meeting of the Board or of Board Committee from which the public is excluded when the subject-matter under consideration involves matters appropriately addressed In-Camera: <ul style="list-style-type: none"> (i) The security of property of the Board (ii) The disclosure of intimate, personal or financial information in respect of a member of the Board or committee, an employee or prospective employee of the Board or a pupil or his or her parent or guardian; (iii) The acquisition or disposal of a school site; (iv) The acquisition or disposal of property; (v) Decisions in respect of negotiations with employees of the Board; or

		(vi) Litigation affecting the Board.
2.13	INFORMATION REPORT	means a report submitted by staff and presented at a Board meeting for the information of Trustees. The information is deemed to have been received by virtue of inclusion in the Agenda. No action is required.
2.14	MEETING	includes a meeting of the Board and of a Committee. All meetings are open to the public except for In-Camera meetings as per 2.12.
2.15	MEMBER	means elected Trustee of the Board.
2.16	MISCELLANEOUS INFORMATION	means information of a general nature provided to Trustees at a Board meeting. The information is deemed to have been received by virtue of inclusion in the Agenda. No action is required.
2.17	QUORUM	means a majority of 50% or more of all members, excluding Student Trustees, who are entitled to vote.
2.18	SCRUTINEER	means a person who observes any process which requires oversight. The scrutineer observes the counting of ballot papers, and ensures that election rules are followed.
2.19	SIMPLE MAJORITY	means a majority of Trustees present and eligible to vote.
2.20	SECRETARY OF THE BOARD	means the Director of Education.
2.21	STAFF REPORT	means a report submitted and presented to Trustees at a Board meeting for the information of Trustees. This initial report is to provide information and raise awareness regarding items that may subsequently become action reports. A follow-up report will typically be presented as an Action Item at a future Board meeting.
2.22	STANDING COMMITTEE	means a committee formed to deal with longstanding and ongoing issues relating to the decision-making responsibilities of the Board of Trustees, and that will periodically bring a recommendation to the Board. Examples include: <ul style="list-style-type: none"> • Employee Assistance Program Committee • Policy Committee • Salary and Bargaining Advisory Committee
2.23	STATUTORY COMMITTEE	means a committee established as a result of legislation or Ministry of Education mandate. These committees have Trustee representation and a staff person is also assigned as resource to provide expertise, administrative requirements and provide necessary information. Committees include: <ul style="list-style-type: none"> • Audit Committee • Special Education Advisory Committee (SEAC) Ontario Regulation 464/07 s.1 • Discipline Committee • Catholic Parent Involvement Committee (CPIC) – Ontario Ministry of Education, 2005 Parent Involvement Advisory Committee Policy • Supervised Alternative Learning (SAL)
2.24	STUDENT TRUSTEE	means the student representative elected by his/her peers to represent pupils on the Board in accordance with the Act and Regulations.
2.25	TWO THIRDS	means not less than two-thirds of Trustees present and eligible to vote.
2.26	TREASURER	Subsection 170 (1).1 of the Education Act requires that the Board appoint a Treasurer.
2.27	TRUSTEE	means a person elected, acclaimed or appointed to the office of Trustee of the Board pursuant to the provisions of the Municipal Elections Act 1996.S.O. 1990. C. 32. Sched., as amended from time to time and the Education Act

2.28	VICE-CHAIR	means the Vice-Chair of the Board, except where otherwise indicated as meaning Vice-Chair of any committee or sub-committee of the Board.
2.29	WORKING STAFF COMMITTEE	means a Committee established at the discretion of the Director which may, from time to time, require the participation of Trustees.
2.30	48 HOURS	means a notice that includes Saturday, Sunday and Statutory holidays.

3.	INAUGURAL MEETING OF THE BOARD	
3.1	Date of the Inaugural Meeting of the Board	In the year in which municipal elections take place, the <i>Inaugural Meeting of the Board</i> shall be held on the first Tuesday in December commencing at 7:00 p.m., following a 6:00 p.m. Mass.
3.2	Purpose of Inaugural Meeting	The purpose of the Inaugural Meeting shall be to fulfil the requirements of the Act and Regulations, including the election of the Chair and Vice-Chair.
3.3	Presiding Officer at the Inaugural Meeting	The Secretary shall act as Chair pro tem, or in the absence of the Secretary, his/her designate, until the Chair is elected.
3.4	Bishop's Attendance	The Bishop or his delegates are to be invited to the Inaugural Meeting of the Board.
3.5	Order of Business	<ol style="list-style-type: none"> 1. Eucharistic Celebration (6:00 p.m.) 2. Entry Procession (7:00 p.m.) 3. Opening Prayer and Welcoming Remarks: Director of Education 4. Reading of Clerk's Notices certifying to the election of the members: Director of Education 5. Remarks and Commissioning of Trustees – Bishop 6. Declaration of Oath of Allegiance (for those members who wish to take the Oath of Allegiance) and Declaration of Office - Judge 7. Declaration of Board as Legally Constituted 8. Election / Installation / Remarks of Board Chair 9. Election / Installation / Remarks of Board Vice-Chair 10. Resolutions is: <ol style="list-style-type: none"> 10.1 Banking Authority 11. Expressions of Appreciation – Chair 12. Closing Prayer and Adjournment
3.6	PROCEDURE FOR ELECTION OF OFFICERS AT THE INAUGURAL MEETING	
3.6.1	Procedural Requirements	The Secretary shall or call upon an invited judge to: <ol style="list-style-type: none"> (i) read the return of the municipal clerks certifying to the election of the members; (ii) ascertain that the members have met all procedural requirements and are eligible to take office; (iii) administer or arrange for the administering to each member of the Board the appropriate Declaration of Office and Oath of Allegiance (for those members who wish to take the Oath of Allegiance) (iv) declare the Board to be legally constituted.
3.6.2	Election Process	The Secretary shall then conduct the election to the office of Chair of the Board, which shall be as follows: All Trustees-elect are eligible to participate. <ol style="list-style-type: none"> (i) The Secretary shall appoint two scrutineers, whose names shall be recorded in the minutes. (ii) Nominations shall be called for the Office of Chair of the Board. (iii) A Student Trustee is ineligible for nomination. (iv) Each nomination shall require a mover and a seconder.

		<p>(v) Immediately after each nomination, the nominee shall confirm whether he/she wishes to accept or decline the nomination.</p> <p>(vi) After receiving all nominations, the Secretary shall call for nominations three more times, thereafter, the Secretary shall ask for a motion to close nominations.</p> <p>(vii) The Secretary will then ask the nominees, in the same order as they were nominated, if they wish to say a few words. Trustees may ask questions of each candidate.</p> <p>(viii) If more than one nomination is received, an election shall be conducted by secret ballot.</p> <p>(ix) The Secretary and/or designate shall act as election returning officer.</p> <p>(x) The Secretary shall announce the result of the ballot by declaring the name of the member elected and shall not declare the count.</p> <p>(xi) The member receiving a clear majority of the votes cast by all the members shall be declared elected. Should no candidate receive a clear majority of the votes cast, the names of the candidate receiving the smallest number of votes shall be dropped. The Board shall proceed to vote anew and so continue until a Chair is elected.</p> <p>(xii) In the case of an equality of votes at the election of a Chair or Vice-Chair, the candidates shall draw lots to fill the position of Chair or Vice-Chair as the case may be pursuant to Section 208 (8) of the Education Act.</p> <p>(xiii) The Secretary shall announce the result of the ballot by declaring the name of the member elected and shall not declare the count.</p> <p>(xiv) A motion will be requested to destroy the ballots.</p>
3.6.3	Election of Vice-Chair	The Secretary shall assume the Chair position and shall conduct the elections for the Vice-Chair of the Board in the manner prescribed for the election of the Chair, using the same procedures as set out in clause 3.6.2.
3.6.4	Term of Office	The term of office of the Chair and Vice-Chair positions and municipal appointment shall be for a period of one year, unless as otherwise required by the By-Laws of the Institution, Agency or Province to which the appointments are made.
3.7	ELECTION OF OFFICERS – AT TIMES OTHER THAN THE INAUGURAL MEETING OF THE BOARD	
3.7.1	Election of Chair	At the first meeting in December of each year, and at the first meeting after a vacancy occurs in the office of Chair, the Trustees shall elect one of themselves to be Chair.
3.7.2	Election of Vice-Chair	At the first meeting in December of each year and at the first meeting after a vacancy occurs in the office of Vice-Chair, the Trustees shall elect one of themselves to be Vice-Chair.
3.7.3	Election Process	For the purposes of section 3.7, the process outlined in Sections 3.6.2 and 3.6.3 shall apply.
3.8	APPOINTMENT OF TRUSTEES TO BOARD COMMITTEES	
3.8.1	Appointment process	The Chair shall present for Board confirmation, Trustee appointments to all Standing, Statutory and Ad Hoc committees and to municipal agencies; or alternatively, present a date when such appointments shall be made. Such appointments shall be made no later than the next Regular Meeting of the Board.

4.	MEETINGS OF THE BOARD	
4.1	REGULAR BOARD MEETINGS	
4.1.1	Time	The Regular Meetings of the Board shall be held at the Catholic Education Centre at 7:00 p.m.
4.1.2	Day	The Regular Meeting of the Board shall be held on the first and third Tuesday of each month in the Board Room.
4.1.3	Chairing the Meeting	The Chair for each Regular Meeting of the Board will be the Chair of the Board or in the absence of the Chair, by the Vice-Chair of the Board.
4.1.4	Notice	The Secretary shall give each Trustee at least forty-eight (48) hours written notice (including Saturdays, Sundays and legal holidays) of all meetings of the Board. The student Trustees shall receive such notice of the meeting and other meetings as required.
4.1.5	Summer Meetings	There shall be no Regular Meetings scheduled from July 1 st to August 31 st . During July and August meetings may be held, as needed, at the call of the Chair. The Regular Meeting of the Board, following the summer recess, shall be scheduled for the first Tuesday of September.
4.1.6	Holy Week	The Board, except for emergency, shall not meet during Holy Week. Any meeting scheduled for that week shall be re-scheduled to a date and time by majority vote of members.
4.1.7	Public Attendance	All meetings of the Board shall be open to the public, subject to article 4.3.8.
4.1.8	Adjournment	Meetings of the Board shall adjourn not later than 11:00 p.m. , unless two-thirds (2/3) of the members present and voting agree to an extension of time. In any event, the Board shall not conduct its business beyond 11:30 p.m. without the unanimous consent of members' present, save for the item on the table. Unanimous consent is required every half hour thereafter.
4.1.9	Cancellation of Meeting	In the event of inclement weather or emergency; the Chair, in consultation with the Vice-Chair and the Director of Education or delegate may cancel a Regular Meeting of the Board. In the absence of the Chair, the Vice-Chair, in consultation with the Director or delegate may cancel a meeting.
4.1.10	Notice of Cancellation	Notice of cancellation of meeting, determined as provided in section 4.1.9, will be transmitted in the same manner as the notice of meeting. In the event of inclement weather or an emergency, the Director of Education or delegate will notify Trustees by telephone and/or electronically and a notice of cancellation shall be posted at the meeting place.
4.2	SPECIAL BOARD MEETINGS	
4.2.1	Authority to Convene	Special meetings of the Board shall be scheduled on Tuesdays, where feasible and may be called by the Chair or shall be called upon the written request of five (5) members to the Secretary of the Board, specifying the subject(s) for which the meeting is to be held.
4.2.2	Matters to be Considered	The notice of every such Special Meeting shall state the business to be transacted. Notwithstanding any other provisions to the Board's By-Laws, no other business shall be considered except with the unanimous consent of Trustees present.
4.2.3	Notice of Meeting	The Secretary shall notify each member of the Board of any Special Meeting of the Board and distribution of Agenda and background material, where feasible, at least twenty-four (24) hours (excluding Saturdays and Sundays) previous to the time at which such meeting is to take place.

4.3	IN-CAMERA MEETINGS	
4.3.1	Time	In-Camera Meetings of the Board shall be held prior to, and when necessary, following the Public Session meeting. In-Camera meetings will commence at 6:30 p.m. and adjourn at 7:00 p.m. in order to allow Public Session to begin on time.
4.3.2	Unfinished Business	Any unfinished business will resume under Item 14 of the Regular Meeting of the Board Agenda.
4.3.3	In-Camera Confidentiality and Fiduciary Obligations	Matters discussed In-Camera are privileged and confidential and Trustees shall maintain their fiduciary obligations. All reports prepared in support of an item on the In-Camera Agenda which is not open to the public shall be received in confidence and the materials and discussion shall be treated as confidential.
4.3.4	Reporting Decisions at Public Session	Information received In-Camera may be reported in public session, except as required to remain in the In-Camera minutes.
4.3.5	In-Camera Matters	Motions adopted or defeated will be recorded in the In-Camera minutes.
4.3.6	Attendance at the In-Camera Meetings	The Director shall attend In-Camera meetings. The Board or the Director may require the presence of Supervisory Officers and may admit other persons to In-Camera meetings. The Supervisory Officers or other such persons shall withdraw at the direction of the Chair or the Director when special circumstances warrant.
4.3.7	Breach of Code of Conduct and/or Fiduciary Obligations	<p>A Trustee who has reasonable grounds to believe that another Trustee has breached In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law, may bring the alleged breach to the attention of the Board.</p> <p>If an alleged breach is brought to the attention of the Board, the Board shall make inquiries into the matter and shall, based on the results of the inquiries, determine whether there has been a breach.</p> <p>If the Board determines that a Trustee has breached In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law, the Board may impose one or more of the following sanctions:</p> <ul style="list-style-type: none"> (a) Verbal warning by the Chair. (b) A letter of warning. (c) Censure of the Trustee. (d) Barring the Trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board. (e) Barring the Trustee from sitting on one or more committees of the Board, for the period of time specified by the Board. <p>A Trustee who is barred from attending all or part of a meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting and that are not available to the members of the public.</p> <p>In appropriate circumstances, the Board may also resolve to disassociate the Board from any action or statement of a Trustee.</p> <p>In addition to the sanctions above, the Board may declare the office of the Chair and/or Vice-Chair to be vacant effective as of the date of the Board's determination, where the Chair and/or Vice-Chair:</p> <ul style="list-style-type: none"> (a) becomes disqualified as a Trustee;

		<p>(b) deliberately breaches any relevant legislation or other Ministry of Education requirements;</p> <p>(c) deliberately breaches any Board By-Laws, Policies, General Administrative Procedures or practices; and/or</p> <p>(d) acts in such a manner as to lose the confidence of the Board.</p> <p>If a Board determines that a Trustee has breached In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law, the Board shall give the Trustee written notice of the determination and of any sanction imposed by the Board. The notice shall inform the Trustee that he or she may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice that is at least 14 days after the notice is received by the Trustee.</p> <p>The Board shall consider any submissions made by the Trustee and shall confirm or revoke the determination within 14 days after the Trustee's submissions are received.</p> <p>If the Board revokes a determination that a Trustee has breached In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law, any sanction imposed by the Board is also revoked.</p> <p>If the Board confirms a determination that a Trustee has breached In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law, the Board shall, within 14 days after the Trustee's submissions were received, confirm, vary or revoke the sanction(s) imposed by the Board.</p> <p>If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination about the alleged breach was made by the Board.</p> <p>Despite subsection 207(1) of the <i>Education Act</i> which requires meetings of the Board to be open to the public, but subject to the requirements below for specific resolutions of the Board to be made in public, the Board may close to the public the part of the meeting during which a breach or alleged breach of In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law, is considered when the breach or alleged breach involves any of the following matters:</p> <p>(a) the security of the property of the Board;</p> <p>(b) the disclosure of intimate, personal or financial information in respect of a Trustee or committee, an employee or prospective employee of the Board or a student or his or her parent or guardian;</p> <p>(c) the acquisition or disposal of a school site;</p> <p>(d) decisions in respect of negotiations with employees of the Board; or</p> <p>(e) litigation affecting the Board.</p> <p>The Board shall do the following things by resolution at a meeting of the Board, and the vote on the resolution shall be open to the public:</p>
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		<p>(a) Make a determination that a Trustee has breached In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law.</p> <p>(b) Impose a sanction on a Trustee for a breach of In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law.</p> <p>(c) Confirm or revoke a determination regarding a Trustee’s breach of In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law.</p> <p>(d) Confirm, vary or revoke a sanction after confirming or revoking a determination regarding a Trustee’s breach of In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law.</p> <p>A Trustee who is alleged to have breached In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law shall not vote on any of the resolutions listed above.</p> <p>When a resolution listed above is passed, the resolution shall be recorded in the Minutes of the meeting.</p> <p>The <i>Statutory Powers Procedure Act</i> does not apply to any the enforcement provisions under section 218.3 of the <i>Education Act</i>.</p> <p>Nothing in this provision prevents a Trustee’s breach of the <i>Municipal Conflict of Interest Act</i> from being dealt with in accordance with that <i>Act</i>.</p>
4.3.8	In-Camera Topics	<p>In accordance with the Act, a meeting of the Board may be closed to the public when the subject matter under consideration involves, the security of the property of the Board;</p> <p>(i) the disclosure of intimate, personal or financial information in respect of a member of the Board or committee, an employee or prospective employee of the Board or a pupil or a parent or guardian;</p> <p>(ii) the acquisition or disposal of a school site; or</p> <p>(iii) decisions in respect of negotiations with employees of the Board;</p>
4.4	ELECTRONIC MEETINGS (POLICY 1-28)	
4.4.1	Attendance	A Trustee and/or Student Trustee who requests to participate in a meeting of the Board by electronic means and participates by such means in accordance with Board policy for the use of electronic means shall be deemed to be present at the meeting and shall be counted as part of the quorum and shall be entitled to vote on any matter on which he/she is eligible to vote.
4.4.2	Physical Presence	The Chair of the Board or designate, the Director of Education or designate and one other Trustee shall be physically present at all open and In-Camera (closed) sessions of an electronic meeting of the Board in the Board Room or at a site or sites as otherwise determined by the Board.
4.4.3	Vote by Secret Ballot	In cases where a vote for the election of the Chair and Vice-Chair is to be conducted by secret ballot in accordance with the Board’s By-Laws, or the requirements of the Education Act or for any other reason, a Trustee who is eligible to vote on the matter, who is present at the meeting by electronic means and who chooses to vote, may at the time votes are being cast, cast his or her vote by means of a private telephone conversation or by e-mail with the scrutineer(s) who shall mark the vote on a paper ballot in the same form and manner as though the ballot had

		been marked in person by the voter, and the ballot shall then be included with the other ballots to be counted. The ballots cast electronically in this matter are subject to the same obligations of confidentiality on the part of the scrutineer(s) as those cast by voters physically present at the meeting.
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5.	QUORUM	
5.1	Quorum of the Board	A majority of all Trustees of the Board, except for Student Trustees, shall constitute a quorum for Meetings of the Board.
5.2	Declaring Pecuniary Interests	When a Trustee declares pecuniary interests under the Municipal Conflict of Interest Act, the number of Trustees that constitutes a quorum in Article 5.1 is adjusted as directed by the Municipal Conflict of Interest Act.
5.3	If Quorum not Present	If quorum is not present within fifteen (15) minutes after the time appointed for a meeting, the Board shall not convene and the Secretary shall record the names of Trustees present and the Board shall forthwith stand adjourned until the next Regular Meeting of the Board.
5.4	Recording Lack of Quorum	When a quorum is no longer in attendance, no business can be legally transacted and it shall be the responsibility of the presiding Chair and the Recording Secretary to note the lack of a quorum and have the fact recorded in the minutes and adjourn the meeting.
5.5	Recording Trustees' Absence	When a member is absent from a Regular Meeting of the Board, for business or personal reasons, such absence and the reason for same be recorded in the minutes. The Board may, by motion, grant permission for the absence and said resolution shall be entered in the minutes. A member shall notify the Secretary prior to the Board meeting that the member will not be in attendance.
5.6	Arrival and Departure Times	The arrival time and departure time of Trustees must be recorded.

6.	COMMUNICATIONS	
6.1	Delivery	A member of the Board shall notify the Secretary in writing of the member's official address. All notices or communications delivered electronically, or if necessary, mailed to the member at the address as given, shall be deemed to have been received by the member.

7.	COMMITTEES	
7.1	Committees	Committees will meet as required, at the call of their respective Chairs, and may bring recommendations to the Board of Trustees for approval.
7.2	AD HOC/STANDING COMMITTEES	
7.2.1	Establishment process	An Ad Hoc/Standing Committee may be established with the approval of the majority of the members of the Board for any purpose or need of the Board and will convene as required. Each Ad Hoc/Standing Committee will report directly to the Board. When its mandate is completed, the Ad Hoc Committee will step down.
7.2.2	Committee Composition	Following consultation with Trustees, the Chair shall present for Board confirmation, Trustee appointments to all Standing and Ad Hoc committees.

7.2.3	Election of Chair	Having established the composition of the Ad Hoc/Standing Committee, the Committee, at its first meeting, shall select the Chair of the Committee.
7.2.4	Initial Meeting	An Ad Hoc/Standing Committee shall be first convened within one month of the date of the resolution appointing such committee and thereafter as determined by the Committee.
7.2.5	Terms of Reference	The Terms of Reference, duties/mandate and timelines shall be specifically outlined and approved by the Board following the initial meeting of the Committee.
7.2.6	Existence	Ad Hoc Committees shall exist until the Committee presents its final recommendation to the Board for approval and thereafter dissolved; or at any time upon resolution of the Board; in any event, at the end of the term of office for the Board. Standing Committees shall exist such time upon resolution of the Board; in any event, at the end of the term of office of the Board.
7.2.7	Non Members	An Ad Hoc Committee may include members who are not members of the Board to deal with matters as assigned to it by the Board.
7.2.8	Right to Speak of Members	All Trustee members of Ad Hoc/Standing Committees shall have the right to speak to the report of the Committee when it is brought to the Board for consideration. Members of the Committee who are not Trustees may be allowed to address the Board at the discretion of the Chair.
7.2.9	Chair – Member of Committees	The Chair or, in the Chair’s absence, the Vice-Chair of the Board shall be a member ex officio of Statutory, Ad Hoc or Standing Committees established pursuant to Article 2.11.
7.2.10	Participation of Trustees Non-Members	Any Trustee who is not a member of a committee may take part in the proceedings of the Committee but may not vote or move any motion, nor shall such Trustee be part of any quorum.
7.2.11	Substitute Chair for Committees	When a Committee Chair is unable to attend a meeting of the Board or a meeting of the/a Committee, the Committee Chair shall appoint a member of the Committee to substitute.
7.2.12	Chair	The Chair may serve as Chair of an Ad Hoc or Standing Committee.
7.2.13	Report to the Board	The Committee shall make recommendations only on matters falling within the Committees’ Terms of Reference. Committees appointed to report on any matter referred to them by the Board shall report in writing to the Board. A minority of any committee may also report.
7.3	STATUTORY COMMITTEES	
7.3.1		Members of the Board will be appointed to such committees as outlined in the Education Act and the regulations made thereunder.

8.	ROLE AND DUTIES OF THE CHAIR AND VICE-CHAIR OF THE BOARD	
8.1	Role of Chair	In addition to any other duties under the Act, the Chair of a Board shall, (a) preside over meetings of the Board; (b) conduct the meetings in accordance with this By-Law or other procedures and practices for the conduct of Board Meetings, and shall preserve order and decide all questions of order subject to an appeal to the board; (c) establish agendas for Board meetings, in consultation with the Board’s Director of Education;

		<p>(d) ensure that members of the Board have the information needed for informed discussion of the agenda items;</p> <p>(e) convey the decisions of the Board to the Board's Director of Education;</p> <p>(f) provide leadership to the Board in maintaining the Board's focus on the multi-year plan established under section 169.1 of the Act;</p> <p>(g) provide leadership to the Board in maintaining the Board's focus on the Board's mission and vision; and</p> <p>(h) assume such other responsibilities as may be specified by the Board.</p>
8.2	Absence of Chair	In the absence of the Chair for any meeting, or part thereof, the Vice-Chair shall preside at the meeting and perform all duties appropriate to the Chair.
8.3	Absence of Chair and Vice-Chair	In the case of the absence of both the Chair and the Vice-Chair and where there is a quorum in attendance, the Secretary or designate shall call the meeting to order and a Chair who shall be chosen by the members present shall preside and act during such absence.
8.4	Absence of Chair, Vice-Chair and Secretary to the Board	If the Chair, Vice-Chair and the Secretary are absent for the opening of a meeting and there is a quorum in attendance, the members present shall appoint a Chair and Secretary pro tem.
8.5	Working Staff Committees	When the Director requests a Trustee representative to sit on the Working Staff Committee, the Chair may sit on the Committee or select a designate representative based on interest, availability and existing commitments. The Chair, in consultation with Trustee members, shall ensure an equitable distribution of Trustee membership on committees.
8.6	Official Representative of the Board	The Chair or designate chosen by the Chair from among the other Trustees shall be an official representative of the Board at all public functions.
8.7	Signing Authority and Public Announcements	The Chair shall be an official signing officer of the Board and shall act as spokesperson to the public on behalf of the Board, unless otherwise determined by the Board for specific matters. Where the Chair of the Board is making public announcements, he/she shall represent the position of the Board.
8.8	Signing Authority in the Chair's Absence	The Vice-Chair shall be an official signing officer of the Board and shall assume all the responsibilities, privileges and duties of the Chair in the absence or incapacity of the Chair for a period exceeding forty-eight (48) hours.
8.9	Chair - Reporting Absence	The Chair shall notify the Vice-Chair of his or her impending absence or incapacity.
8.10	Death or Resignation of the Chair	In the event of death or resignation of the Chair of the Board during the year, the Vice-Chair shall assume the Chair until the first Regular Meeting of the Board in December following.
8.11	Death or Resignation of Vice-Chair	In the event of the position of Vice-Chair becoming vacant for any reason (death, resignation or assuming the role of the Chair), a new Vice-Chair shall be elected, at the next meeting in accordance with Section 3.6.3.

9.	AGENDA	
9.1	Provision of Draft Agenda to Trustees	A draft Agenda will be sent electronically to each member, seven (7) days prior to the next meeting.
9.2	Provision of Final Agenda – Regular Meetings	For Regular Meetings of the Board, the final Agenda and supporting documentation will be provided to each Trustee and Student Trustee on the Friday preceding the date of the meeting.

9.3	Provision of Final Agenda – Special Board Meeting	The Secretary shall notify each member of the Board of any Special Meeting of the Board and distribution of Agenda and background material, where feasible, at least twenty-four (24) hours in advance of such meeting (excluding Saturdays and Sundays) previous to the time at which such meeting is to take place.
9.4	Posting Agenda	The Board Agenda will be available on the Board’s Website on the Friday preceding the Board Meeting.
9.5	Order of Business	<p>The order of Business for Regular meetings of the Board shall be as follows:</p> <ol style="list-style-type: none"> (1) Call to Order <ul style="list-style-type: none"> ○ Land Acknowledgment, Opening Prayer, National Anthem and the Oath of Citizenship ○ Motions Adopted In-Camera ○ Information Received In-Camera (2) Approval of Agenda: The Agenda shall be confirmed and may be amended (Refer to By-Laws 9.6 & 9.7) (3) Declarations of Conflict of Interest: The Chair calls for those members present to disclose any conflict of interest on any matter which is to be the subject of consideration at the meeting. (4) Presentations: Of general nature and might recognize outstanding achievements (5) Delegations: Refer to delegations to the Board – By-Law # 12 (6) Approval of Minutes: To be considered by Trustees only with reference to the accuracy of the minutes as recorded. Corrections, additions or deletions shall be presented as motions, voted upon and recorded in the new minutes. (7) Business Arising from Previous Meetings: No topic under this item of the Agenda shall be introduced in the same context as the preceding meeting and any matter raised for discussion shall be considered only if further information is available and relative to the situation. Under this item, Trustee or staff may present new information related to business in the minutes and Trustees may question staff relevant to any follow-up action resulting from a decision or matter reported in the minutes. (8) Action Items: Reports presented requiring decision by the Board of Trustees. (9) Staff Reports: Staff reports requiring a decision or presenting information about the system, are presented under this section. The report may be presented as an Action Report at a future Board meeting. (10) Information Reports: Verbal or written reports to the Board that promotes student success and other issues of general nature. (11) Miscellaneous Information: Information of general nature, including notices. (12) Correspondence: All correspondence requiring the collective decision of the Board and which has yet to be decided by the Board shall be tabled for Board consideration and direction. The Board shall provide direction as to how either the Chair or Secretary of the Board shall respond. (13) Open Question Period (ten minutes) – The Chair may recognize a member of the public in attendance at the meeting (refer to By- Law # 13)

		<p>(14) In-Camera: Unfinished business; only those matters which fall under the Education Act may be discussed.</p> <p>(15) Resolution re Absentees: The Chair shall report in accordance with Section 5.5 of the Board By-Laws.</p> <p>(16) Adjournment/Closing Prayer</p>
9.6	Items on the Agenda	<p>Agenda of meetings of the Board shall be prepared by the Chair and Vice-Chair, in consultation with the Secretary. No matter shall be placed on the Agenda of a meeting of the Board unless:</p> <ul style="list-style-type: none"> • It results from the report from a Committee and relates to a matter that has been referred to it by action of the Board; • It is a report from Administration; • It is pursuant to a Notice of Motion made by an individual Trustee under the provisions of section # 9.12; • It is a matter that, in the opinion of the Secretary, requires action by the Board as matter of urgency; • Any Trustee may request that an item, other than an action item, be placed upon the Agenda and the Trustee shall give seven (7) days notice of such proposed Agenda items in writing to the Secretary. The Secretary and the Chair may in their discretion add such proposed Agenda items to the Agenda.
9.7	Items not included on the Agenda	<p>Items not included on the Agenda at the start of the Board Meeting shall be handled in the following manner:</p> <ul style="list-style-type: none"> • Any item for discussion or information only may be included on the Agenda with the consent of two-thirds of members present and eligible to vote. • Any item requiring action or policy decisions shall only be included on the Agenda with the unanimous consent of the whole Board present and eligible to vote.
9.8	Segregating Matters of In-Camera Session	The Agenda shall segregate matters to be considered in private sessions and no public disclosure of said private session matters shall be made.
9.9	Agenda for Special Board Meetings	The provisions of Section 9.5 apply, with necessary variations, to Special Meetings of the Board.
9.10	Agenda for Meeting from which the public is excluded	The provisions of Section 9.5 apply, with necessary variations, to the order of business for Meetings of committees that are not open to the public.
9.11	Variation	Variations in the Order of Business prescribed in 9.8, 9.9, 9.10 shall be permitted with the consent of the majority of Trustees as the case may be, who are present an eligible to vote, and such consent shall be ascertained without debate.
9.12	Notice of Motion	<p>A Trustee may place a Notice of Motion, regarding any matter with respect to which the Trustee has a right to vote, upon the Agenda of the next regularly scheduled meeting. Such notice of motion:</p> <ul style="list-style-type: none"> • Shall be made during the Approval of the Agenda and added as an Information Item of a regularly scheduled Board Meeting; • Shall be submitted in writing at the Regular Meeting of the Board and recorded in its minutes for consideration by the Board at its next Regular meeting; • Shall take the form “At the next regular scheduled meeting of the Board I shall move or cause to be moved that....”; • Shall not be subject of any debate or comment at the meeting at which it is introduced;

		<ul style="list-style-type: none"> • Shall be accompanied by an explanatory notice prior to the draft Agenda being distributed; and • Shall, after its appearance on the Agenda, be taken as read unless any Trustee requests that it be read in full.
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10.		MOTIONS																
10.1	Moved and Seconded	All motions at meetings must be moved and seconded before being accepted by the Chair. No motion shall be debated or put to a vote unless it has been recorded.																
10.2	Authority to Read	Any member may request the motion under discussion to be read at any time in the course of the debate, provided that no such request shall be made so as to interrupt a member speaking to the question.																
10.3	Open and Close Debate on Main Motion	The mover of a duly seconded motion will open and close debate on the motion. The mover may open debate for a time limit of five minutes and close debate for a period of up to three minutes. All other members may only speak once to the motion for a period of three minutes. No member shall speak longer than three minutes to a motion without leave of the Chair. This does not prohibit a member from raising a point of privilege, a point of order, or a point of clarification.																
10.4	Open and Close Debate on Amendments	The same procedures as in By-law 10.3 will apply to amendments.																
10.5	Authority to Speak	Any member desiring to speak shall indicate by up-raised hand and await recognition by the Chair. Speakers may speak when recognized by the Chair, and may not speak to the issue again until all other Trustees who wish to speak have been recognized by the Chair.																
10.6	Speakers' List	It is the responsibility of the Chair to maintain a speakers' list.																
10.7	Code of Conduct	Having been recognized to speak, a member shall respect the Board's Code of Conduct.																
10.8	Interruption	No member shall be interrupted while speaking except to be called to order by a member on a matter of privilege or a point of order. In such case, the member shall remain silent until the point of order has been decided by the Chair. A member so interrupting shall speak to the point of order or in explanation only.																
10.9	Recognition of Motions	<p>When a question is under debate, the following motions shall be recognized in order of precedence:</p> <table border="0"> <tr> <td>Motion</td> <td>Conditions</td> </tr> <tr> <td>To adjourn</td> <td>Not debatable</td> </tr> <tr> <td>Suspend the rules</td> <td>Not debatable 2/3 majority</td> </tr> <tr> <td>To lay on the table</td> <td>Not debatable</td> </tr> <tr> <td>To postpone to a later time (defer)</td> <td></td> </tr> <tr> <td>To refer</td> <td></td> </tr> <tr> <td>To amend</td> <td></td> </tr> <tr> <td>To postpone indefinitely</td> <td></td> </tr> </table>	Motion	Conditions	To adjourn	Not debatable	Suspend the rules	Not debatable 2/3 majority	To lay on the table	Not debatable	To postpone to a later time (defer)		To refer		To amend		To postpone indefinitely	
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To refer																		
To amend																		
To postpone indefinitely																		
10.10	Order of Precedence	<p>The following order of precedence may be addressed to the Chair and in so doing interrupt the Trustee on the floor:</p> <table border="0"> <tr> <td>Motion</td> <td>Conditions</td> </tr> <tr> <td>Question of privilege</td> <td>Chair to determine</td> </tr> <tr> <td>Point of order</td> <td>Chair to rule</td> </tr> <tr> <td>Appeal (a decision of Chair)</td> <td>Requires a seconder</td> </tr> <tr> <td>Objection to consideration</td> <td>Non-debatable, 2/3 required</td> </tr> </table>	Motion	Conditions	Question of privilege	Chair to determine	Point of order	Chair to rule	Appeal (a decision of Chair)	Requires a seconder	Objection to consideration	Non-debatable, 2/3 required						
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Objection to consideration	Non-debatable, 2/3 required																	

10.11	Subdivision of Question	When a question under consideration contains two or more distinct propositions, any particular propositions, upon the request of any member, may be considered and voted upon separately.
10.12	Chair Taking Part in Debate	Should the Chair elect to vacate the Chair to take part in any debate or discussion or for any other reason, the Chair shall call upon the Vice-Chair, or in the Vice-Chair's absence, one of the Trustees, to assume the duties of the Chair until the Chair resumes it. The Vice-Chair or any Trustee temporarily occupying the Chair, shall discharge all the duties and enjoy all the rights of the Chair during the ensuing proceedings only.
10.13	Point of Order	When the Chair is called upon to decide a point of order or practice, the Chair shall, before deciding, state the rule applicable to the case, without comment.
10.14	Order of Questions	All questions shall be put in the order in which they are moved, except the amendments shall be put before the main motion, the last amendment first.
10.15	To Postpone	A motion to postpone to a certain time or day, takes precedence over motions to committee or refer, to amend and to postpone indefinitely. Only the time to which the motion is postponed can be debated and is amendable (by altering the time).
10.16	To Refer	A motion to refer to a Standing Committee shall take precedence over a motion to refer to a Special Committee or to Administration.
10.17	To Amend	After a resolution is moved and seconded, a motion to amend may be made; a motion to amend the amendment may be made. No further motion to amend shall be made until these have been decided
10.18	To Lay on the Table	A motion to lay on the table is not debatable; and issued for the purpose of allowing the Board or Committee to deal with some other matter at the same meeting prior to dealing with the matter temporarily laid on the table. A matter laid on the table may be dealt with at the same meeting or at a subsequent meeting.
10.19	To Withdraw	After a motion is read by the Chair, it shall be deemed to be in possession of the Board. A motion may, by consensus, be withdrawn for the purpose of obtaining further relevant information and/or background to be included when this will serve to clarify the motion.
10.20	To Reconsider	The Board may set aside a vote taken on a motion in order to re-examine its action if a motion to reconsider is made at the same meeting as the original vote. A Trustee who voted with the prevailing side must present the motion to reconsider. The motion to reconsider will require an affirmative vote of the majority of the members present and eligible to vote. The reconsideration may occur at the same meeting.
10.21	To Postpone Indefinitely	A motion to postpone indefinitely is to remove the main motion from the assembly's consideration for the session without a direct vote on it. The motion is debatable.
10.22	Motion Lost	A motion if lost, shall not again be entertained at the same meeting.
10.23	To Rescind	The Board may annul an action it has taken at a previous meeting by a motion to rescind the objectionable resolution, order or other proceeding; and this motion will require an affirmative vote of two-thirds (2/3) of the members present who are eligible to vote on the matter to pass. A motion to rescind any former action of the Board may be made by any member, provided that a written notice of intention to move the rescission shall have been given at a previous meeting of the Board. Once a motion to rescind has been decided in the negative, no further motion to

		rescind shall be entertained for the next twelve months without the unanimous consent of all Trustees present and eligible to vote on the matter. A motion to rescind is not in order if the previous resolution has been acted upon and cannot be reversed.
10.24	Receipt of Reports	To 'receive' means that the Board receives a report or document without denoting agreement or disagreement.
10.25	To Adjourn	A motion to adjourn shall be in order except when a Trustee is speaking, or a vote is taken. A motion to adjourn shall not be open to amendment or debate, but a motion to adjourn to a certain time may be amended and debated. After a motion to adjourn has been defeated, no second motion to the same effect shall be made until after some intermediate proceedings shall have been made.
10.26	Recording of all Motions	All motions, carried and defeated, must be recorded in the minutes.

11.	VOTING	
11.1	Voting	Every Trustee present, excluding those that have declared an interest as required by the Municipal Conflict of Interest Act, may vote on all questions on which the Trustee is entitled to vote. Although it is desirable that a Trustee should record a vote in each case, the Chair has no power to compel a vote.
11.2	Right to Vote	Only Trustees present or deemed to be present at the meeting when a vote is taken shall have the right to vote.
11.3	Recounting Votes	When a vote takes place on any motion, the votes of the Trustees may be recounted at the request of a Trustee. A Trustee may, by request, have an item or items within any report, voted on separately.
11.4	Affirmative Vote Required	Except as otherwise provided in these By-laws, an affirmative vote shall require a majority of the votes of the Trustees who do vote (abstentions count as a non-vote).
11.5	Minimum Number	Any matter, on which there are fewer than two Trustees eligible to vote at a Committee meeting, shall stand referred to the Board.
11.6	Methods of Voting	Although the method requested by any person eligible to vote should be used to the extent practicable, the particular method of voting to be used to dispose of any matter shall be governed by the following rules: <ul style="list-style-type: none"> • By general (or unanimous) consent, in which the Chair exercising discretion, states that the motion will be adopted in the absence of objection; • By show of hands, in which each person eligible to vote raises their hand in response to the request of the Chair for the votes, in the affirmative and in the negative, as the case may be, until the votes are counted; • For recorded vote, each person eligible to vote stands in place in response to the requests of the Chair for the votes in the affirmative and in the negative, as the case may be, until the Chair has called the name of each person as voting, respectively, in the affirmative, or in the negative.

		<ul style="list-style-type: none"> All final motions under “Action Items” of Regular/Special Board Meetings as well as Regular/Special Board In-Camera Meetings require a recorded vote and will be included in the minutes of said meeting. By ballot, if it specifically applies to the election of the Chair or Vice Chair, in which each person eligible to vote shall mark on a paper provided by the Secretary, the person’s choice from among the available alternatives, the papers being collected and counted immediately thereafter.
11.7	Ruling of the Chair	The ruling of the Chair shall be final, subject only to an appeal of the ruling to the Board or by a member, without debate. Such appeal shall be voted upon and a simple majority carries such a motion.
11.8	Student Trustees	Student Trustee votes shall not be counted in determining any Board decision.
11.9	Right of the Chair to Vote	The Chair may vote with the other members of the Board upon all motions, and any motion on which there is an equality of votes is lost.
11.10	Vote Lost on Equality	Any motion on which there is an equality of votes is lost.
11.11	Declaration of Result	The Chair shall declare the result of all votes. After the Chair has put a question to vote, there shall be no further debate and no member shall walk across or out of the room. The decision of the Chair as to whether the question has been finally put shall be conclusive.
12.	DELEGATIONS AND SUBMISSIONS Policy I-6	
12.1	Purpose	A delegation wishing to make a presentation to the Board will submit the request in writing to the Secretary of the Board.
12.2	Request to be Heard	The request shall be received by the Secretary at least seven (7) days prior to the meeting of the Board.
12.3	Nature of the presentation	The request shall outline in some detail the nature of the presentation and indicate who the spokesperson will be for the group or organization.
12.4	Brief	A copy of the complete presentation must be provided to the Secretary of the Board at least four (4) business days (by 1:00 p.m.) prior to the Regular Board meeting. The presenter(s) will highlight the pertinent points in their presentation to the Board.
12.5	Time Available – Delegations	The delegation will be allowed a time of ten (10) minutes for their presentation.
12.6	Commercial Enterprises Prohibited	Commercial enterprises are prohibited from appearing before the Board as a delegation for purposes of promoting their products/services.
12.7	Response from the Board	The Board may make a decision on the presentation at the same meeting, refer the matter to a future meeting, request a staff report on the matter to be considered at a future meeting or receive as information. Once the decision is made, the Secretary of the Board will communicate the Board's decision in writing to the spokesperson for the group or organization.

13.	OPEN QUESTION PERIOD	
13.1	Purpose	The purpose of the Open Question Period is to allow specific questions to the Board on any aspect of the Board’s public operations.
13.2	Requirements	Questions shall be submitted, in writing prior to the commencement of the meeting, along with the name, address and telephone number of the questioner.
13.3	Validity of Questions	The Chair will determine the validity of the questions.

13.4	Timing	The open question period will last a maximum of ten (10) minutes, with each questioner allowed a maximum of two (2) minutes.
13.5	Response	The Chair will attempt to provide a response or direct the question to another Trustee or the Director of Education. If no immediate response can be given, a response will be communicated to the questioner at the earliest possible date. Copies of any written response to a question will be provided to Trustees and added to the minutes of a subsequent meeting.
13.6	Out of Order	Questions concerning the character or performance of named individuals or positions identified as such (students, teachers, staff, citizens or Trustees) shall be ruled out of order by the Chair.
13.7	Employees of the Board	Employees of the Board or representatives of employee groups shall not utilize the Open Question Period to express their views relative to their employment or professional interests.
13.8	Questions/Petitions/Enquiries	All questions, petitions, enquiries or communications on any subject shall, upon presentation, be referred by the Chair to the appropriate meeting without a motion, unless otherwise determined by a majority of all members present.

14.	AMENDMENT OF BY-LAWS	
14.1	Purpose	An individual Trustee may give notice of an amendment, alteration or addition to the by-laws. Such notice will be referred to the Policy Committee for study and report.
14.2	Review Process	The By-Laws of the Halton Catholic District School Board shall be reviewed every four (4) years by the Board.
14.3	Temporary Suspension of By-laws - Voting	The Board may temporarily suspend a provision of these By-Laws by a two-thirds (2/3) majority vote of the members of the Board, except where the provision is grounded in an obligation imposed by law.
14.4	Timing on Agenda	A temporary suspension of the By-Laws shall expire at the end of the meeting in which the By-Laws are suspended, unless the Board determines otherwise.
14.5	Timing of Suspension	No temporary suspension of the By-Laws shall extend beyond the current meeting of the Board.

15.	REPORTING BY WAY OF MINUTES	
15.1	Reporting	Every Committee shall report after each of its meetings by way of the delivery of Minutes in either approved or unapproved form, segregating matters that have been considered public session from those that have been considered in private session and no public disclosure shall be made of these matters considered in private session.
15.2	Duty of the Board	The Board shall keep minutes.
15.3	Content of Minutes	Minutes of meetings of every committee and Board meeting shall contain the following information: <ul style="list-style-type: none"> • The name of the body meeting; • The date of the meeting; • Whether the meeting was a regular or special meeting. • The name of each Trustee who has disclosed any interest in any matter on the Agenda of such meeting, an identification of the matter in which the Trustee disclosed the interest and, if the public was not excluded from the meeting, the general nature of the interest disclosed.

		<ul style="list-style-type: none"> • The names of the Trustees, senior staff, external consultants, Board auditors or Board solicitors who were present, noting the time of arrival and departure. • The resolutions and recommendations adopted by the Board. • The time of adjournment.
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16.	DUTIES AND POWER OF SCHOOL TRUSTEES	
16.1	Duties of the Board	<p>As members of the Board, representing all Catholic School ratepayers in the Regional Municipality of Halton, Trustees recognize:</p> <p>That the duties of the Halton Catholic District School Board and its Trustees shall be the duties as defined in the <u>Education Act</u> and in the Regulations of Ontario; the By-Laws, Policies and Procedures, Mission and Vision Statement of the Halton Catholic District School Board and the declaration of Office.</p>
16.2	Governing Power	Members will exercise their power to govern only as Trustees of the corporate body, not as individuals.



HCDSB Procedural By-Law Review	Item 8.13
September 21, 2021	

Alignment to Strategic Plan

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

Purpose

The procedural bylaws are the most important guidelines in Board procedures for Trustees, staff and stakeholders for dealing with business of the board. When our Procedural bylaws have inconsistencies or contradictions, it creates confusion, and undue challenges not only at the board table but in trying to deal with board matters in a proficient, and productive way.

There is a requirement for all of us to take part in meaningful and productive discussions and matters that are rooted in the utmost success of our students. This cannot be fully accomplished unless we have a mechanism that allows us to set guidelines that are clear and concise to all those impacted by the work and decisions of the board.

Comments

We have had several recommendations providing input on the importance of reviewing and revising our bylaws so that they can help facilitate better practices at the board level for meetings, committees, and transparency for all impacted.

Conclusion

Our bylaws have been delayed in being reviewed due to the Global pandemic, and it is of extreme importance and timing for the Board of trustees to work with someone who has expertise in parliamentary procedure to assist in creating the most productive and clear work for the benefit of our students, staff and parents.



Recommendation

The following recommendation is presented for consideration of the Board:

RECOMMENDATION	Moved by:
	Seconded by:
<i>WHEREAS, an organization's by-laws provide the framework to guide and facilitate effective Board meetings and sound decision-making at the board table;</i>	
<i>WHEREAS, the Haton Catholic District School Board (HCDSB) Procedural By-Laws are to be reviewed every four (4) years as per By-Law 14.2;</i>	
<i>WHEREAS, our Procedural By-Laws were up for review in the 2020-2021 review cycle;</i>	
<i>WHEREAS, we have received feedback from multiple sources suggesting that our Procedural By-Laws are inconsistent and in need of review;</i>	
<i>BE IT RESOLVED, that we forward the HCDSB Procedural By-Laws to Parliamentarian Atul Kapur to review and provide recommendations to Trustees at a future Policy Committee Meeting.</i>	

Report Prepared &
Submitted by:

Nancy Guzzo
Oakville Trustee

Report Approved by:

P. Daly
Director of Education and Secretary of the Board



Regular Board Meeting

Information Report

Student Trustees Update	Item 10.1
September 21, 2021	

Alignment to Strategic Plan

This report is linked to the strategic priorities:

Achieving: Meeting the needs of all learners

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

Belonging: Embracing relationships & sustaining safe, welcoming schools

Achieving:

On September 14th, 2021, Student Trustees chaired the first introductory meeting of the Student Senate. The purpose of this meeting was to introduce our new Student Senators to the role of Student Senate, our Constitution, and our goals for the year. Important goals for the Senate as highlighted in this meeting include increased transparency and accountability of Student Trustees, a prioritization of the role of Student Voice, and a focus on collaboration. As well, we are now in the process of selecting Student Senators to fill positions available on the Executive Council of the Student Senate, including our Secretary, Media Representative, and Lead Senators.

Believing:

Two Senators volunteered to read opening and closing prayer at the introductory Senate meeting. Additionally, Student Senators were asked to complete a form requesting information on what issues they are most passionate about. The Student Trustees plan on using this information to create subcommittees that will model Christ's teachings of being leaders, activists, and advocates for positive change in the Halton Catholic School Board and beyond.



Belonging:

We have the largest Student Senate population to date, with 97 members across all our Secondary Schools, who have diverse backgrounds, experiences, and passions. As well, to ensure representation of all our students for the year, for the first time, we have reserved two voting positions within each school for Grade 9 students to become Student Senators. Applications for this position closed on the 17th of September, and we are now in the process of selecting our Grade 9 Senators for the year.

Report Prepared & Submitted by: K. Bowie
Student Trustee, Oakville

G. Masri Ahmar
Student Trustee, Burlington

A. Tokiwa
Student Trustee, North Halton

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



Regular Board Meeting

Information Report

School Update	Item 10.2
September 21, 2021	

Alignment to Strategic Plan

This report is linked to the strategic priorities:

Achieving: Meeting the needs of all learners

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

Belonging: Embracing relationships & sustaining safe, welcoming schools

Foundational Elements: Optimizing organizational effectiveness

Purpose

The purpose of this report is to update Trustees on the reopening of school in September 2021.

Return to School Updates

School Organizations

As is typical in any year, school administration and senior staff have undertaken the job of reorganizing schools, where needed, based on the most current registrations. School reorganizations have taken place at 7 schools over the past two weeks.

Virtual Catholic Elementary School

Over 930 elementary students have returned to school in a fully online format. The HCDSB Virtual Catholic Elementary School is supported by classroom teachers, Special Education staff, Child and Youth Councillors and Social Work, as well as the school administrative team.

Students with special education needs continue to be supported by their virtual school teacher who works together with the special education resource teachers (SERTs) on staff in the Virtual school, to support their learning needs, as per their Individual Education Plans (IEPs). Students continue to have access to SEA equipment/assistive technology as staff are supported with training to enhance student access to learning.



Secondary Schools

For the fall semester, school boards were instructed to timetable students with no more than two courses at a time in order to preserve the option of reverting to more restrictive measures, if needed.

In this quadmester model, students attend two classes per day. Over a 10-week period students will complete 2 credits and then move to another 2 courses for an additional 10 weeks. Students will have completed 4 credits by the traditional end of semester one.

Remote learning in our HCDSB secondary schools remains an option, using the same hybrid model implemented during the 2020-2021 school year.

A number of extra-curricular activities have been reintroduced both virtually and in person.

Health and Safety

A number of measures continue in this year to help maintain a safe environment for our students and staff. These measures include daily self-assessment screening, masking, adapted school environments, hand hygiene, enhanced cleaning and updated ventilation. Board staff continue to meet weekly with Halton Public Health.

The Ministry of Education directed all schools to implement daily confirmation of COVID self-screening for all students, staff and visitors attending school in person for the first two weeks of the school year for. The confirmation of student screening will end on Friday, September 17, 2021 (unless otherwise advised by the Ministry of Education). The screening confirmation process will remain in effect throughout the year for staff and visitors.

Regardless of whether or not there is daily confirmation required at the school, parents and guardians are to complete the [COVID-19 School Screening Tool](#) for each child every day before leaving home for school.

COVID-19 Advisory Board

Our COVID-19 Advisory Board found at [COVID-19 Advisory Board | Halton Catholic District School Board \(hcdsb.org\)](#), provides the number of active confirmed positive COVID-19 cases in connection to HCDSB schools and is updated daily. For all confirmed cases, families and staff at the school will be notified by letter. Halton Public Health will contact any close contacts directly.

It should be noted that a positive case at a school does not mean the individual was exposed to COVID-19 at the school.

Vaccination Attestation

As announced on August 17, 2021, the Government of Ontario is implementing an immunization disclosure policy for all publicly-funded school board employees, staff in private schools and licensed child care settings and other individuals regularly in these settings for the 2021-22 school



year. This announcement was followed by *Instructions from the Office of the Chief Medical Officer of Health* on September 7, 2021. These instructions have been issued under the authority of subsection 2(2.1) of Schedule 1 and Schedule 4 of [O. Reg. 364/20: Rules for Areas at Step 3 and at the Roadmap Exit Step](#) under the [Reopening Ontario \(A Flexible Response to COVID-19 Act, 2020\)](#).

Regular rapid antigen testing requirements will be in place for staff who are not fully vaccinated against COVID-19. Individuals who do not intend to be vaccinated without a documented medical reason will also be required to participate in an educational session about the benefits of COVID-19 vaccination.

As per the Ministry of Education requirement, the COVID-19 Vaccination Attestation Report must be submitted and subsequently posted on the Board's website, as per the following schedule:

REPORTING TO THE MINISTRY	POSTING OF AGGREGATED DATA
By September 10 , 2021	By September 15, 2021
By September 17, 2021	By September 22, 2021
By September 24, 2021	By September 29, 2021
By the first Friday of each month	By five (5) calendar days following the reporting to the Ministry

The [September 15th report](#) containing the required aggregated data is now available online at: <https://www.hcdsb.org/return-to-school/maintaining-safe-healthy-schools/vaccination-disclosure-policy/>.

Ventilation

All HCDSB schools were inspected in the spring and summer and recommissioning and balancing was conducted where needed. We have updated all equipment to the highest MERV rated filter possible.

Ventilation equipment is being run before and after building occupancy and the number of air changes have been increased to improve indoor air quality. HVAC systems are calibrated for maximum air flow.

Standalone HEPA filter units are placed in all Kindergarten classrooms and selected other rooms to improve air exchange.

The Ministry has introduced a new Standardized School Ventilation Measures Report for the 2021-22 school year which can be found on the [Return to School](#) section of our Board website, under [Ventilation](#).

Transportation

Like a number of school boards throughout the province, Halton Student Transportation Services (HSTS) has faced some driver shortages. These routes have been covered by part time drivers which has resulted in delays on some routes. The bus companies continue to work to fill these routes.



Conclusion

Our goals for our return to school will continue to be focused on:

- Ensuring **protocols are in place** so that students and staff are **healthy and safe**.
- Assessing student learning needs and develop plans to provide appropriate intervention, where needed
- Continuing to enhance the **distance learning** experience for students who continue to learn from home and to supplement in school instruction.
- Maintaining a focus on **mental health supports for students and staff** returning to school and those who will continue to learn and work from home
- Re-engaging the school community through the reintroduction of co-curricular activities, school social events and home/school/parish initiatives

Report Prepared &
Submitted by:

Pat Daly
Director of Education and Secretary of the Board



Conduct During Board Meetings	Item 10.3
September 21, 2021	

Alignment to Strategic Plan

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

Purpose

The purpose of this report (Appendix A) is to provide Trustees an investigation report, as requested through Board Resolution #226/21.

Background

At the June 29, 2021 Special Board Meeting, the Board of Trustees passed the following motion:

***WHEREAS** Trustees are required to conduct themselves in a manner that enhances confidence in publicly funded Education*

***WHEREAS** Trustees are always bound to act with dignity, civil behavior, decorum and be respectful of other Trustees, the Director of Education, staff, all members of the Halton Catholic District School Board (HCDSB) community, as well as the public*

***WHEREAS** training sessions have been provided to Trustees by certified Parliamentarians on proper parliamentary procedure and meeting conduct, and a certified Parliamentarian has provided on going advice during Board meetings on proper parliamentary procedures and conduct. In addition, Trustees have been copied on parliamentarian opinions regarding procedure and meeting conduct and Trustees have been reminded of proper parliamentary procedures and conduct in through several email communications*

***WHEREAS** according to HCDSB Procedural By-Law 8.1 – Role of Chair “In addition to any other duties under the Act, the Chair of a Board shall, (b) conduct the meetings in accordance with this By-Law or other procedures and practices for the conduct of Board Meetings, and shall preserve order and decide all questions of order subject to an appeal to the board; . . .”*

***WHEREAS** Section 207 (3) of the Education Act addresses the exclusion of persons from Board meetings, it provides: “The presiding officer may expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting.”*

***WHEREAS** behaviour of some Trustees has been seen as disruptive and dilatory, which has delayed the Board from moving the business of the Board forward, resulting in*



several special called meetings, eroding public confidence in the Board, and resulting in some Trustees being expelled from Board meetings

WHEREAS *the integrity of the Chair has been called into question and it was alleged that the Chair is biased in his conduct of Board meetings which impacts the functioning and reputation of the Board*

WHEREAS *accusations have been made towards staff regarding reports provided to Trustees, questioning timeliness and content*

BE IT RESOLVED *that the Board of Trustees direct the Secretary of the Board and Director of Education to commission an investigation by an Integrity Commissioner or Lawyer to determine if the conduct of the Chair was bias as stated.*

BE IT FURTHER RESOLVED *that the conduct of Trustees during Board meetings be investigated with regards to their mandate as detailed in the Education Act, as directed by Board Policies and Procedure and Board Procedural By-Laws regarding civil behavior, decorum, treatment of staff, the public and fellow trustee(s) with respect*

BE IT FURTHER RESOLVED *that the investigation review allegations that have been made toward staff by Trustees regarding acts that were not legal or non-complaint with regulations and are unfounded. If there has been dilatory behaviour causing the business of the Board to have been purposefully delayed and if there has been behaviour in general that has not been in the best interest of the Board and Student achievement*

BE IT FURTHER RESOLVED *that that the investigation report be completed before August 24, 2021. Included in the report should be any findings with recommendations, recommended corrective actions and recommended disciplinary actions, in accordance with Policy I-36 Trustee Code of Conduct.*

Report Prepared and
Submitted by:

P. Daly
Director of Education and Secretary of the Board



IN THE MATTER OF
an Investigation into Conduct during Board Meetings
Authorized by June 29, 2021 Resolution of
the Halton Catholic District School Board

Report Prepared by Barry Bresner of ADR Chambers Inc.

August 24, 2021

ADR CHAMBERS INC.
180 Duncan Mill Road,
4th Floor Toronto, ON
M3B 1Z6
Tel: (416) 307-0002
Fax: (416) 307-0011

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I INTRODUCTION

[1] Pursuant to a Resolution (attached as Appendix “A”) passed by the Halton Catholic District School Board (“HCDSB”) at a Special Meeting of the Board of Trustees (“Board”) on June 29, 2021 as Item 5.1 on the Agenda – *Conduct During Board Meetings* (“the Resolution”), the Secretary of the Board and Director of Education were directed to commission an investigation by an Integrity Commissioner or lawyer into the following matters:

- a) Whether the Chair was biased in his conduct of Board meetings, which impacts the functioning and reputation of the Board;
- b) Whether the conduct of Trustees during Board meetings was compliant with their mandate as detailed in the *Education Act* and as directed by Board Policies and Procedure and Board Procedural By-Laws regarding civil behaviour, decorum and treating staff, the public and fellow trustee(s) with respect; and
- c) Whether allegations made toward staff by Trustees regarding acts that were not legal or non-compliant with regulations are unfounded and whether there has been dilatory behaviour causing the business of the Board to have been purposefully delayed and whether there has been behaviour in general that has not been in the best interests of the Board and Student achievement.

[2] The Board further resolved that this report be completed by August 24, 2021 and include any findings with recommendations, recommended corrective actions and recommended disciplinary actions in accordance with Policy I-36 *Trustee Code of Conduct*.

[3] It is apparent from the foregoing that the Trustees have recognized the need for an independent review and assessment of the Board’s proceedings to assist in the resolution of the apparent dysfunction at the Board. While this report relates to Board meetings since the election of a new Chair on December 1, 2020, it is clear from a sampling of earlier meetings of the Board and interviews with Trustees, that the dysfunction also existed under the previous Chair. An article reporting on the December 1st meeting in InsideHalton.com (www.insidehalton.com/news-story/10285584-video-halton-catholic-district-school-board-trustees-clash-during-heated-meeting-that-sees-new-chair-elected) noted that the Board had retained a

Parliamentarian in October 2020 “to help address issues related to meeting conduct”. The article further noted, accurately, that the December 1, 2020 meeting was marked by a Trustee accusing another of a personal attack, a warning by the Chair that a Trustee would be asked to leave the meeting if he persisted with repeated statements, cross-talk and multiple requests for the advice of the Parliamentarian. Those comments could be applied, in varying degrees, to the subsequent meetings of the Board through June 2021.

II PRELIMINARY MATTERS

[4] The appointment of the Integrity Commissioner/lawyer was made through a Request for Quotation dated July 7, 2021 (“RFQ”). ADR Chambers was notified that it had been awarded the RFQ on July 21, 2021. With a prescribed completion date of August 24, 2021, the investigation was necessarily limited by time constraints.

[5] It should be noted at the outset that the investigative mandate does not fit neatly into the customary role of an Integrity Commissioner. For example, in the municipal arena, Integrity Commissioners have generally ruled that they have no jurisdiction over the conduct of participants at council meetings; noting that the control of such meetings falls under the authority of the Chair of those meetings [by way of example, see *Dhillon v. Moore*, 2018 ONMIC 15 (CanLII)]. The current mandate specifically requires a review of the conduct of Trustees at meetings of the Board.

[6] It is further noted that an investigation by an Integrity Commissioner is typically triggered by a specific complaint or series of complaints. In such cases, the investigation usually involves interviews with the complainant, the subject of the complaint and relevant witnesses. The mandate in the present case does not involve specific allegations and no formal complaint has been made. Rather, the present enquiry is more general in nature and it was left to the investigator to personally review the publicly available videos of the Board meetings from December 2020 through June 2021 in order to reach his conclusions independently and without any preconceived notion of the issues beyond the general statements in the Resolution. Given that mandate and the tight time frame for presenting this report, the interviewing of all Trustees was neither feasible nor essential. However, in the interests of fairness, all Trustees were offered an opportunity to speak with the investigator if they so wished to express any views on the issues under investigation.

[7] This report should not be taken as expressing any views on the merits of the substantive matters debated at the Board. Rather, the focus is restricted to the conduct of the Trustees in addressing those issues. Similarly, this report should not be seen as reaching any conclusion on whether any Trustee has breached the Code of Conduct or any other enactment. It would be unfair to do so without providing the relevant Trustee with an opportunity to be heard. However, Trustees are named in the report as part of the mandate is to report on the investigator's observations from the review of the meetings and to identify circumstances where there are grounds for suggesting a possible breach.

[8] This report will touch on legal issues, but should not be interpreted as providing legal advice or opinion to the Board or any of the Trustees. The investigator has not been retained as a lawyer and is not providing this report in that capacity. To the extent legal advice is required by the Board or a Trustee, a lawyer should be retained.

III SCOPE OF THE INVESTIGATION

[9] In preparing this report, regard was had to the following:

- a) video recordings of the public portions of Meetings and Special Meetings of the Board on December 1st, 15th and 17th, 2020, January 5th and 19th, February 2nd and 16th, March 2nd and 16th, April 6th, 20th and 26th, May 4th, 18th and 27th and June 1st, 3rd, 15th, 16th, 24th and 29th, 2021.
- b) the 2016 *Board Procedural By-Laws*;
- c) Board Policies *I - Governance of Policy*, *I-06 Delegation to the Board*, *I-28 Electronic Meetings* and *I-36 Trustee Code of Conduct*;
- d) *the Education Act*, R.S.O. 1990, c.E.2 as amended ("*Education Act*") and O. Reg. 246/18 – *Members of School Boards-Code of Conduct*, O. Reg. 7/07 – *Student Trustees* and R.R.O. 1990, Reg. 309 -*Supervisory Officers*;
- e) for context, a sampling of videos of meetings of the Board's Policy Committee in 2021 and of Board meetings prior to December 2020;

- f) *Robert's Rules of Order, Newly Revised* ("RONR"), 12th edition (2020);
- g) Trustee Modules of the Ontario Catholic School Trustees Association (OCSA);
- h) Emails from the Chair to all Trustees dated December 15, 2020, January 19, February 16 and April 19, 2021, referenced in the 3rd Recital to the Resolution; and
- i) Media reports, articles and relevant jurisprudence.

[10] As indicated above, all Trustees were provided with an opportunity to speak with the investigator. Trustees Agnew, Guzzo and Karabela responded to that invitation and were interviewed. Trustee DeRosa responded by email attaching a letter dated August 6, 2021, which he had addressed to the Chair. Trustee Iantomasi responded to the invitation by asking questions in a series of emails which did not address the issues identified in the Resolution, but focused on the process by which the appointment of ADR Chambers and the investigator was made. He was advised that, as an individual Trustee, such questions were inappropriate.

[11] The issues identified in the Resolution are addressed below.

IV OVERVIEW

[12] The issues raised in the Resolution are not unique to HCDSB. Dysfunction in both public and separate school boards has been a source of debate over many years. For example, see: www.OSBA.org/Resources/Article/Board_Operations/Is_Your_School_Board_Dysfunctional.aspx ; www.tvo.org/article/ontarios-school-boards-are-a-mess-we-made . Indeed, Section 230 of the *Education Act* provides that in certain circumstances involving violations of specified provisions of the Act or Regulations, the Minister may direct an investigation of the Board's affairs. The issues raised in the Resolution may fall short of those which would trigger Ministerial intervention, but one goal of this report is to

identify the causes of dysfunction and to make recommendations to address those causes, with a view to avoiding a situation which might lead to such intervention.

[13] It is clear from the 21 scheduled and special meetings convened by the Board between December 1, 2020 and June 29, 2021 that there are substantial differences of opinion held by the Trustees on many issues. That is to be expected and, in and of itself, is not a concern. However, it also appears that the Board has evolved into two factions, which frequently vote as a bloc regardless of the issues on the table. The result has been numerous 4 to 4 deadlocks with the Chair casting the deciding vote on those matters requiring a simple majority vote (section 208(12) of the *Education Act* provides for the right of the Chair to vote on all motions). That factionalism has also resulted in matters requiring a special majority or unanimity to regularly be defeated. Frustration on the part of all Trustees is evident and it is unfortunate, but not surprising, that tempers occasionally flare.

[14] The differences of opinion at the Board also manifest themselves in multiple motions to amend, repetitive debate on the main motions and the motions to amend, cross-talk, Trustees being interrupted with Points of Order, rulings having to be made on the Points of Order by the Chair, often after consulting the Board's Parliamentarian, and appeals from the rulings on the Points of Order.

[15] The procedural wrangling which has come to dominate much of the debate at the Board, particularly on the more contentious issues, has slowed the deliberative process of the Board. However, section 10 of HCDSB's Procedural By-Laws acknowledges the right of Trustees to move amendments, raise Points of Order and appeal rulings on Points of Order. Further, section 1.3 of the Procedural By-Laws provides that "[i]n any instance or instances not provided in statute or in this By-Law, Board Policies and Regulations or the Education Act, Robert's Rules of Order shall govern insofar as they are applicable."

[16] The Procedural By-Laws and RONR are intended to foster greater order and efficiency in meetings. However, the authors of RONR foresaw and provided for the possibility that the procedures might be abused by including a section on *Dilatory and Improper Motions* (RONR (12th ed.) 10:39). As stated in RONR:

39:1 A motion is dilatory if it seeks to obstruct or thwart the will of the assembly as clearly indicated by the existing parliamentary situation.

39:2 Parliamentary forms are designed to assist in the transaction of business. Even without adopting a rule on the subject, every deliberative assembly has the right to protect itself from the dilatory use of these forms.

[17] One example of dilatory motions provided in RONR is *“constantly raising points of order and appealing from the chair’s decision on them”*.

[18] RONR further provides (at 39:6) that motions are *“improper when they present practically the same question as a motion previously decided at the same session... or that conflict with, or present practically the same question as one still within the control of the society because not finally disposed of.”*

[19] It is also noteworthy that RONR imposes the difficult task of policing the meetings and making the call as to when a tactic is dilatory or improper on the Chair. As stated in RONR at 39:4:

It is the duty of the presiding officer to prevent members from misusing the legitimate forms of motions, or abusing the privilege of renewing certain motions, merely to obstruct business. Whenever the chair becomes convinced that one or more members are repeatedly using parliamentary forms for dilatory purposes, he should either not recognize these members or he should rule that such motions are not in order – but he should never adopt such a course merely to ‘speed up’ business, and he should never permit his personal feelings to affect his judgment in such cases. If the chair only ‘suspects’ that a motion is not made in good faith, he should give the maker of the motion the benefit of the doubt. The chair should always be courteous and fair, but at the same time he should be firm in protecting the assembly from imposition.

[20] In the ordinary course, the Board meets twice monthly at 7:30 p.m. on the first and third Tuesday. Special meetings are called by the Chair as needed to complete the Board's business. Pursuant to the Board's Procedural By-Laws, section 4.1.8, the meetings are required to adjourn at 10:00 p.m. unless 2/3 of the Trustees present vote to extend to 10:30. Unanimity is required to extend beyond 10:30 p.m. The meetings during the period under review average approximately 3 hours, reflecting an extension to 10:30. Motions to extend beyond 10:30 are rarely successful, but the meeting can continue past the deadline in order to complete the item on the table at that time. Typically, the Agendas are not completed in the allotted time.

[21] During the COVID-19 pandemic, the meetings of the Board have been conducted electronically. While the Chair and Vice-Chair attend in person, the remaining Trustees connect to the meetings over the internet. Trustees have experienced occasional connectivity issues from time to time, but Trustee Iantomasi has had ongoing connectivity issues, which appear to be due to an unreliable internet connection at his location. As indicated later in this report, his absences due to being disconnected have triggered disputes at the Board meetings.

[22] The Policy Committee of the Board is comprised of all Trustees and chaired by Trustee Guzzo. It meets in advance of Board meetings with the goal of fashioning or amending policies to be recommended for adoption by the Board. The mandate for this report is limited to meetings of the Board, but a brief sampling of Policy Committee meetings was done for context. Even on that sampling, it was apparent that there was extensive and vigorous debate on many of the policies which the Policy Committee, by a majority vote, recommended for adoption by the Board. The Policy Committee meetings also appear to be marked by the same conduct issues as occur at the Board meetings. While there may be occasions where, on sober reflection in the intervening days between the Policy Committee meeting and the Board Meeting, a Trustee concludes that an amendment should be made to a draft policy, in many cases it appears that the debate at the Policy Committee is replicated at the Board and amendments are moved notwithstanding that they are doomed to fail given the will of the majority expressed previously at the Policy Committee meeting.

[23] Apart from the procedural framework, it is important to recognize the legislative framework established by the *Education Act* and the distinction between the roles

assigned to the Board of Trustees, the Chair of the Board and the Director of Education and Superintendents.

[24] For present purposes, the relevant provision of the *Education Act* governing the duties of Board members is section 218.1. More particularly, the following subsections of section 218.1 are instructive:

Duties of board members

218.1 A member of a board shall,

(a) carry out his or her responsibilities in a manner that assists the board in fulfilling its duties under this Act, the regulations and the guidelines issued under this Act, including but not limited to the board's duties under section 169.1;

[...]

(e) uphold the implementation of any board resolution after it is passed by the board;

(f) entrust the day to day management of the board to its staff through the board's director of education;

(g) maintain focus on student achievement and well-being; and

(h) comply with the board's code of conduct.

[25] The relevant duties of the Chair are contained in section 218.4 of the *Education Act*. In relevant part, the Chair is to preside over Board meetings and to *conduct the meetings in accordance with the Board's procedures and practices for the conduct of board meetings*. The Board's Procedural By-Laws further provide in section 8.1 that the Chair "shall preserve order and decide all questions of order subject to an appeal to the board".

[26] The qualifications and responsibilities of the Director of Education and Supervisory Officers are set out in Part XI of the *Education Act*. The Director of Education is the Chief Executive Officer and Chief Education Officer of the Board and

acts as Secretary to the Board. As such, the Director of Education is responsible for the development and maintenance of an effective organization and the programs required to implement Board policies. In brief, the Board is responsible for setting policies and the Director of Education is responsible for implementing and maintaining those policies. Operational matters fall within the purview of the Director of Education. The line between policy matters and operational matters can sometimes be blurred, but it is clear that the Board has no involvement in the day-to-day operations of HCDSB. As stated in Board Policy *No. I- Governance of Policy*, the Director of Education is responsible for recommending policies or a review of the by-laws to the Board through its Policy Committee and for developing administrative procedures to implement approved Board policies.

[27] O. Reg. 246/18 made under the *Education Act* requires every board to adopt a code of conduct that applies to all members of the board. HCDSB's Policy *I-36 - Code of Conduct* ("the Code") recites section 218.1 of the *Education Act* regarding the responsibilities of Board members (excerpted in para. 24 above) and section 218.4 setting out the duties of the Chair (excerpted in para. 25 above). The Code also provides, in relevant part, as follows:

3. Integrity and Dignity of Office

- Trustees are expected to discharge their duties and responsibilities in a professional and ethical manner, consistent with Gospel Values, the teachings of the Catholic Church, the *Education Act* and Regulations, the *Municipal Freedom of Information and Privacy Act* and Regulations, the *Municipal Conflict of Interest Act*, the Board's By-Laws and Policies, and any other Act or Regulation that may be applicable to the Trustees' duties.
- Trustees will act, and be seen to act, in the best interests of the public they serve. Trustees are elected to represent all stakeholders in the Halton Catholic District School Board by articulating and supporting a shared commitment to excellence in Catholic education that promotes student achievement and well-being through the delivery of effective and appropriate education programs and effective stewardship of the Board's resources.

4. Civil Behaviour

- Trustees shall, at all times, act with decorum and shall be respectful of other Trustees, the Director of Education, staff, all members of the HCDSB community, as well as the public.
- As stewards of the system, Trustees are held to a high standard of conduct and should serve as role models of exemplary behaviour reflective of the values articulated in the Ontario Catholic School Graduate Expectations,

This includes but is not limited to:

- Trustees shall respect and comply with all applicable federal, provincial and municipal laws;
 - Trustees shall demonstrate honesty and integrity;
 - Trustees shall respect differences in people, their ideas and their opinions;
 - Trustees shall treat one another with dignity and respect at all times, and especially when there is disagreement:
 - Trustees shall respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability; and
 - Trustees shall respect the rights of others.
- Trustees shall be prepared for meetings, avoid disrupting the process, and refrain from engaging in conduct or contributing to a tone of sarcasm or denigration during meetings of the Board, and at all other times that would discredit or compromise the integrity of the Board.
 - In performing their duties as trustees, and in all matters of communication, including email, telephone and face-to-face meetings with staff, parents, and other stakeholders, appropriate language and professionalism are expected. [...]
 - Subject to the duty of a Trustee under Section 218.1(e) of the *Education Act*, to uphold the implementation of any Board resolution after it is passed by the Board, a Trustee may

comment on, or disagree with, a decision taken by the Board. A Trustee may not make disparaging remarks about another Trustee or a group of Trustees in expressing such comment or disagreement or speculate on the motives of a Trustee or group of Trustees, or staff.

- Any Trustee who fails or refuses to comply with the procedural By-Laws of the Board and/or the Trustee Code of Conduct, uses offensive language, disobeys the decisions of the Chair of the Board on points of order, or makes any disorderly noise or disturbance, may be ordered by the Chair to leave for the remainder of the meeting, and in the case of a refusal to do so, may, on the order of the Chair, be removed from the room where such meeting is taking place and/or the Board office. Such a removal will be recorded in the minutes of the meeting. Section 207(3) of the *Education Act* addresses the exclusion of persons from board meetings. It provides: “The presiding officer may expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting.”

5. Complying with Legislation

All Trustees shall comply with the letter and spirit of all laws of Canada and the Province of Ontario and any contractual obligations of the Board in conducting the business of the Board.

- The Trustees acknowledge they may only act on behalf of the Board through resolution and may not act individually or purport to represent the interest of the Board without the express knowledge and consent of the Board of Trustees, shown through resolution.
- Trustees shall ensure that all information they communicate in the course of their duties is accurate and complete. [...]

6. Upholding Decisions

- Trustees must:

- a) accept that authority rests with the Board and that they have no individual authority other than that delegated by the Board;
- b) uphold the implementation of any Board resolution after it is passed by the Board;
- c) comply with Board Policies and Procedures; and
- d) refrain from speaking on behalf of the Board unless authorized to do so.

[28] The Code further provides a procedure, consistent with section 218.3 of the *Education Act*, which provides for any Trustee to bring an alleged breach of the Code by another Trustee to the attention of the Board for determination by the Board. As indicated above, that process has not been invoked in the meetings under review.

[29] It is against the above backdrop that the issues identified in the Resolution are addressed.

V ALLEGED BIAS OF THE CHAIR

[30] In the legal context, allegations of bias generally relate to a judge, arbitrator or other person charged with judicial or quasi-judicial decision-making responsibilities being predisposed to favour one party to a dispute over another party to that dispute. It is well-established that adjudicative bodies owe a duty of fairness and impartiality to the parties who appear before them and that the rigour with which the duty is applied depends upon the nature of the tribunal. It has been said by the Supreme Court of Canada that “bias reflects a state of mind that is closed or predisposed to a particular result on material issues (*R. v. S. (R.D.)*, [1997] 3 S.C.R. 484).

[31] However, a school board is not an adjudicative body. The rulings of the Chair on procedural matters, including Points of Order, are subject to appeal to the Board. The right of appeal protects against rulings that a Trustee might perceive as biased. In the context of HCDSB, the allegations of bias can more accurately be described as

allegations that the Chair has acted unfairly towards certain Trustees in a manner which violates his duty under sections 281.1 and 218.4 of the *Education Act* and the Code.

[32] RONR 62:2 addresses “Remedies for Abuse of Authority by the Chair in a Meeting”. In essence, a Trustee who feels that the Chair has not complied with the Policies and Procedures of the Board by, for example, failing to provide him or her with a proper opportunity to speak to an issue that is not dilatory, should immediately raise a Point of Order. The Chair’s ruling on that Point of Order can be appealed to the Board. As stated in RONR (at 62:7), “these procedures enable the majority to ensure enforcement of the rules”.

[33] The allegations of bias or improper conduct by the Chair must be viewed in context. Those allegations emanate from Trustees Iantomasi and DeRosa, both of whom previously served as Chair. Trustee Iantomasi was the Chair in the preceding year and was defeated in the December 2020 election of Trustee Murphy as the current Chair. On most substantive issues before the Board, Trustees Iantomasi and DeRosa are supported by Trustees Karabela and O’Brien. As a minority of 4, they are very often outvoted by a 5-4 margin, with the Chair casting the deciding vote. The objective observer of the meetings gets a clear sense of their frustration with being cast in the minority. One also gets a clear sense of the frustration of Trustees Agnew, Duarte, Guzzo, O’Hearn-Czarnota and, at times, Chair Murphy, as a result of their perception that the minority group has abused the meeting procedures in a manner that delays the business of the Board and that is detrimental to the integrity and reputation of the Board. In short, there are two factions at the Board which are often at loggerheads.

[34] That broader context has to be taken into account in addressing the specific accusations of bias of the Chair which were made during the meetings under consideration.

[35] The following paragraphs summarize the events at those meetings where express allegations of bias were made against the Chair. However, those meetings cannot be taken out of context and the conclusions drawn on the bias allegations are based on an assessment of Trustee conduct at the totality of the meetings under review.

V.1 Board Meeting of April 20, 2021

[36] On April 19, 2021, the Chair wrote to all Trustees to remind them of their obligations at the April 20, 2021 meeting, including a warning that it would not be “in order to offer comments, ask argumentative questions or enter into debate in dealing with the delegations at the meeting”. He also advised that “[s]ome matters on the agenda may be emotionally charged. I ask that you remain focused on the topic and not the person who may have an opposing view. We will have many guests watching tomorrow as well as many media outlets. We want to make sure we represent ourselves, HCDSB, ratepayers and our communities with the respect they deserve.”

[37] At the Board meeting of April 20th, Trustee Iantomasi accused the Chair of bias by ruling in favour of a Point of Order which objected to Trustee DeRosa giving a speech in response to a delegation on “Supporting Our Diverse School Community”. In context, the Board was entertaining five delegations presenting opposing views on whether to allow the Pride flag to be flown and posters to be displayed at schools during Pride Week. That was a divisive and emotional issue. Trustees O’Brien and Iantomasi questioned why a number of other delegations on the topic were declined and the Chair explained that he had exercised his discretion to put the first five delegations received on the agenda and that he felt both sides of the debate would be fairly represented. Policy I-06 *Delegation to the Board* provides that discretion to the Chair and further provides for a maximum of five delegations at any one meeting unless the Chair decides to increase that number.

[38] Policy I-06 further provides that, in addressing delegations, the Chair “will govern the questions from the Board of Trustees, preserving the intent of the questions to be strictly for clarification purposes.”

[39] In questioning one of the delegations, Trustee DeRosa commenced with a lengthy preamble, intimating his view in opposition to the delegation. As no question had been asked, let alone a question of clarification, a Point of Order was raised. The Chair ruled in favour of that Point of Order, restricting Trustee DeRosa to asking a clarifying question. Trustee Iantomasi interjected to accuse the Chair of bias, as other Trustees had spoken without asking a clarifying question. Other Trustees had spoken to complement or voice support for the delegations, but no Point of Order was raised at that time. A brief argument ensued between the Chair and Trustee DeRosa, which

culminated in the Chair giving Trustee DeRosa the floor for one additional minute to ask a question of clarification.

[40] At the same meeting, Trustee Iantomasi objected to a question posed by Student Trustee Kelly to a delegation. The Chair ruled in favour of Trustee Iantomasi.

[41] The balance of the questioning of delegations at the meeting was civil and respectful.

[42] It was the duty of the Chair to restrict the questioning of delegates to questions seeking clarification and to rule on Points of Order. He did so and it was open to any Trustee to appeal that ruling. There is no basis for a finding of bias at that meeting.

V.2 Special Meeting of April 26, 2021

[43] At the outset of the Special Meeting on April 26, 2021, Trustee Iantomasi objected to the Agenda as being biased and unlawful. As the Procedural By-Laws provide in section 8.1(c) that the Chair is responsible for establishing the agendas, in consultation with the Director of Education, the allegation of a biased Agenda can be seen as an allegation of bias of the Chair.

[44] The Chair ruled against Trustee Iantomasi and an appeal from that ruling was unsuccessful, with Trustees Iantomasi, DeRosa, Karabela and O'Brien in the minority supporting the appeal. The debate centered on a motion brought by Trustee Agnew to fly the Pride Flag at schools during the month of June and to mandate a safe space poster in each school. The minority group clearly did not want that motion heard; hence the objection to the agenda. When the motion by Trustee Agnew was finally reached on the Agenda, Trustee O'Brien objected to it being considered. The Chair ruled that Trustee O'Brien's motion could proceed to a vote on whether Trustee Agnew's motion could be considered at the meeting. Trustee Iantomasi raised a further Point of Order as to the form of the question to be put to a vote. Ultimately, Trustee O'Brien's motion was defeated, with only Trustees Iantomasi, O'Brien, DeRosa and Karabela voting in favour.

[45] Trustee O'Hearn-Czarnota then moved an amendment to the main motion brought by Trustee Agnew. Without going into detail, there ensued a Point of Order by

Trustee Iantomassi, an unsuccessful motion by Trustee O'Brien to take a 5 minute recess, an objection to proceeding by Trustee Iantomassi because Trustee Karabela had been disconnected, a motion by Trustee DeRosa to amend the amendment, a vote to extend the meeting to 10:30 (opposed by Trustees Iantomasi and Karabela), a motion by Trustee DeRosa to replace the motion to amend in its entirety, a motion by Trustee O'Brien to delete a paragraph of Trustee DeRosa's amendment, a Point of Order by Trustee Iantomasi objecting to the meeting extending beyond 10:30 (the Chair ruled against that Point of Order with the advice of the Parliamentarian as the matter under consideration had to be completed), an unsuccessful motion to amend by Trustee O'Brien to add a reference to section 93 of the BNA Act, a further unsuccessful motion by Trustee O'Brien to delete the reference to posting safe space signage, an unsuccessful motion by Trustee O'Brien to postpone the motion indefinitely, a Point of Order raised by Trustee Iantomasi to revisit the postponement issue (ruled out of order) and an unsuccessful motion by Trustee O'Brien to strike out the resolution in its entirety.

[46] While the meeting was protracted, it is evident from watching the video of the proceedings that the Chair did his best to maintain an orderly meeting in difficult circumstances. Arguably, he might have been justified in deciding that dilatory tactics were being employed to frustrate the will of the majority at the meeting. He did not do so. There is no basis for finding any bias on the part of the Chair in setting the Agenda for or conducting the April 26, 2021 meeting.

V.3 Special Meeting of June 16, 2021

[47] At a number of the meetings, it was noted that Trustee Iantomasi has experienced connectivity issues. Those issues were evident on June 16, 2021 as he was disconnected on at least two occasions for a period of time. A number of motions were carried in his absence, but given the votes on those motions, most of which were unanimous, his absence did not affect the outcome. The Chair chose to proceed with the business of the Board rather than wait for Trustee Iantomasi to reconnect. While the *Safe Arrival at School* Policy was being voted on, the Chair was alerted that Trustee Iantomasi had raised a Point of Privilege by text to the Chair. The Chair advised the meeting that he had not had time to look at his phone during the meeting and that if Trustee Iantomasi was having connectivity issues he should contact the appropriate staff person to assist him with re-connecting.

[48] After Trustee Iantomasi rejoined the meeting, he raised a Point of Order regarding whether an abstention should count as a vote against a motion. The Chair, with the advice of the Parliamentarian, ruled against him and an argument with the Chair ensued. Trustee Iantomasi was warned that he was out of order and told to respect the Chair. Trustee Iantomasi persisted with a further Point of Order which resulted in the Chair again ruling him out of order and removing him from the meeting.

[49] Trustee DeRosa then sought to change his vote on an earlier motion on which he had abstained in order to change the result of the vote on that motion. The Chair, with the advice of the Parliamentarian, ruled that he could not change his vote once voting had been completed. Trustee O'Brien unsuccessfully appealed that ruling. During the vote on a subsequent motion to approve a policy, Trustee DeRosa raised a motion to reconsider. The Chair ruled he could not do that mid-vote. Trustee DeRosa continued to argue and was warned that he was out of order. Shortly thereafter, Trustee DeRosa raised a Point of Privilege to complain that he felt there was imbalance in how the meeting was being conducted, that it was difficult for him to carry on with the meeting when he felt that he wasn't receiving equal treatment and that he was being beaten up in trying to serve his constituents. The Chair advised him that all Trustees were treated fairly and were expected to follow the rules. The Chair noted that he had sent multiple emails to the Trustees on meeting procedures and, while he appreciated Trustee DeRosa's sentiments he would rule against the Point of Privilege. A few minutes later, Trustee DeRosa spoke, without being recognized, to accuse the Chair of using sarcasm. The Chair gave him his final warning and removed him from the meeting.

[50] While the issues addressed at the meeting were not particularly divisive or controversial, it is clear that tempers flared. The Chair could have handled Trustees Iantomasi and DeRosa differently, but made the judgment call to remove them to restore order, after prior warnings were disregarded.

[51] While RONR provides that the Chair should be "courteous and fair" at all times, it also requires the Chair to "be firm in protecting the assembly from imposition". Section 207(3) of the *Education Act* and section 4 of the Code of Conduct both confirm the right of the Chair to order a Trustee to leave the meeting if they fail to comply with the Procedural By-Laws, disobey the rulings of the Chair on Points of Order or otherwise disrupt the meeting.

[52] In the circumstances, the removal of Trustees Iantomasi and DeRosa from the meeting was well within the authority of the Chair and does not establish bias on the part of the Chair.

V.4 Special Meeting of June 24, 2021

[53] The first two Action Items on the Agenda for the June 24, 2021 meeting were the 2021-22 Budget Estimates and the 2021-22 Year-End Audit Planning Report from KPMG. During the vote on the motion to approve the budget (other than salaries), Trustee O'Hearn-Czarnota was disconnected due to a technical issue. The Vice-Chair tried to reach her by telephone and the vote was paused for approximately 10 minutes until she reconnected and cast her vote. After the vote, Trustee Iantomasi raised a Point of Privilege to point out that when he was disconnected a week earlier, the Chair had indicated he had no time to read Trustee Iantomasi's text message and carried on with the vote in the absence of Trustee Iantomasi. The Chair indicated that, at the prior meeting, he had been mid-meeting and had no time to read texts.

[54] Later in the meeting, during the debate on an Equity Audit, Trustee Iantomasi interjected with a Point of Order while Trustee Guzzo was speaking. The Chair ruled that Trustee Guzzo was in order and that Trustee Iantomasi was out of order. Trustee Guzzo complained that she was feeling aggression from Trustee Iantomasi when he interjected while she was speaking. The Chair asked all Trustees to be collegial. There ensued an argument between the Chair and Trustees Iantomasi and DeRosa, with Trustee Iantomasi claiming the floor and Trustee DeRosa stating that he won't be silenced. The Chair advised Trustee DeRosa that he had used up his allotted time for debate and could only ask questions. Trustee Iantomasi interjected and both he and Trustee DeRosa argued with the Chair. The Chair told Trustee Iantomasi that he had not been recognized and gave him a final warning. Trustee Iantomasi continued to argue and told the Chair that he had let the Parliamentarian put words in his mouth. The Chair removed him from the meeting. Trustee O'Brien then unsuccessfully appealed the ruling that Trustee DeRosa was out of order.

[55] Trustee DeRosa then raised a Point of Privilege to express what he described as his serious concerns about debate management. The Chair ruled him out of order as that was not a proper Point of Privilege. There was then an unsuccessful appeal of the ruling to remove Trustee Iantomasi from the meeting, followed by Trustee DeRosa

expressing his concern with the tone and manner in which meetings were being managed. He asserted that the meetings were conducted in a manner that was unbalanced, unfair and biased, such that it was increasingly difficult to express his views. The Chair responded that he respected Trustee DeRosa's opinion. He added that he did not seek to create issues, but had to address the actions of Trustees and enforce the rules as he saw fit.

[56] The events leading to the removal of Trustee Iantomasi do not support the allegation of bias. He was out of order and insisted on interjecting when not recognized by the Chair. He was warned, and not having heeded the warning, was removed from the meeting. However, the handling of Trustee Iantomasi's connectivity issue at the earlier meeting is troubling when contrasted with the patience exhibited when Trustee O'Hearn-Czarnota was disconnected during the vote on the budget forecasts. The disparity of treatment could be interpreted as reflecting a double standard.

[57] However, there are distinguishing factors between the two situations. It appears that Trustee Iantomasi has regularly experienced connectivity issues, apparently due to an unreliable signal at his location. Pausing the business of the Board, particularly on non-contentious items, to accommodate Trustee Iantomasi's recurring connectivity issues would not be fair to the other Trustees or to the orderly conduct of business at the Board. Presumably, Trustee Iantomasi's connectivity issue could be resolved by participating from a different location with a stronger signal or, when permitted, in person. In contrast, Trustee O'Hearn-Czarnota does not appear to have had recurring connectivity issues and the disconnection occurred while the Trustees were voting on an important and time-sensitive issue.

V.5 Conclusions on Bias

[58] Having listened to over 50 hours of Board meetings, I do not share Trustee DeRosa's sense that the Chair has acted in a manner that is unfair or unbalanced. He has stayed calm and respectful in emotionally charged debates and has sought to ensure that all Trustees have the same opportunity to express themselves. All Trustees are allotted the same time to speak and are able to ask proper questions. All Trustees have the same right to make motions, move amendments, raise Points of Order or Points of Privilege and to appeal the Chair's rulings.

[59] I have not timed the meeting minutes at which Trustees DeRosa, Iantomasi and O'Brien have had the floor, but they are three of the most vocal Trustees and I suspect their speaking time exceeds that of many, if not all, other Trustees. I am unable to discern any basis for the suggestion that the Chair is not giving them a fair opportunity to be heard. The fact that Trustees Iantomasi and DeRosa are met with Points of Order while they are speaking or that they are unsuccessful on Points of Order they raise against other Trustees does not reflect bias on the part of the Chair. The Chair is required to rule on Points of Order and he does not always rule against Trustees Iantomasi and Derosa. When he does rule against them, his rulings generally follow the advice of the Parliamentarian and an objective observer would not conclude that there has been a pattern of discriminatory rulings. Further, the ultimate decision on Points of Order is that of the Board on an appeal of the Chair's rulings. On occasion, the Chair has been over-ruled on appeal.

[60] As indicated in the above paragraphs, the Chair has removed Trustees Iantomasi (twice) and DeRosa (once) from meetings. Those removals were within his discretionary authority to control the meetings in order to ensure that the business of the Board is not derailed. All Trustees are aware of the rules of proper meeting conduct and of the potential consequences if they fail to adhere to those rules.

[61] The Board of Trustees of HCDSB is comprised of 9 individuals willing to give generously of their time and energy to further the same objectives. Not surprisingly, they differ in their views of what is required to achieve those objectives. Their differences are particularly acute when dealing with polarizing and emotional issues such as the Gay Pride flag debate or the debate over whether non-Catholic students can be student trustees. The task for the Chair is a difficult one. He initially sought to encourage a spirit of collaboration amongst the Trustees by refraining from voting. Unfortunately, that resulted in 4:4 votes, such that motions would fail for want of a majority. The Chair advised the Trustees in his email of April 19, 2021 that in "order to ensure that the business of the board can effective (sic) move forward, in the future I will be voting on matters as I see fit."

[62] While I accept that the Trustees who find themselves in the minority on most contentious matters perceive a lack of fairness, they are duty bound to respect the will of the majority. In my assessment, the Chair has generally acted in a fair and respectful

manner towards all Trustees. He has ruled both in favour and against Points of Order raised by Trustees from both factions. There is no indication that he has allowed more speaking time to the Trustees whose views he shares than to those he opposes. In short, apart from the one incident in which he was unwilling to wait for Trustee Iantomasi to re-connect, I have found no reasonable grounds to support a finding of bias or unfair treatment on the part of the Chair. As regards that single incident, it did not affect the outcome of any vote and, in any event, must be viewed in the broader context of all meetings; which I find to have been fair and balanced in the circumstances.

VI THE CONDUCT OF TRUSTEES DURING BOARD MEETINGS

[63] The mandate under the Resolution includes a consideration of whether the Trustees have complied with their obligations under the *Education Act*, as directed by Board Policies and Procedure and Board Procedural By-Laws regarding civil behaviour, decorum and treating staff, the public and fellow Trustee(s) with respect during Board meetings.

[64] As indicated in the section addressing the allegations of bias against the Chair, there have been breaches of civil behaviour and decorum from time to time. There are a number of strong personalities on the Board and, given the philosophical differences between the minority and majority groups, it is not surprising that clashes occur. However, there has not been any name calling, direct insults or other seriously disruptive behaviour, other than the use of parliamentary procedures by the minority group to frustrate and delay the majority's agendas. Those tactics, while arguably in breach of the Trustees' duties under the *Education Act*, the Board's Procedural By-Laws and the Code of Conduct, do not constitute breaches of decorum or civil behaviour. Indeed, Trustees O'Brien and Karabela almost invariably put forward their positions in accordance with the procedural rules and without raised voices or inappropriate argument. On one occasion, Trustee O'Brien argued with the Chair, but almost immediately apologized. Trustees Guzzo, O'Hearn-Czarnota, Agnew and Duarte also generally abide by the procedural rules and the rulings of the Chair. As indicated elsewhere in this report, Trustee DeRosa occasionally strays from the rules, but he generally does so in a polite and soft-spoken manner. For example, in questioning delegations, ostensibly for clarification, he has a tendency to speak at length, prompting Points of Order alleging that he is improperly debating the delegates rather than asking

a clarifying question. In one meeting, he explained that was simply his way of speaking and that he needed to lay the groundwork for the question he wanted to ask. Trustee Iantomasi has a strong personality and is aggressive in putting forth his opinions, both on substantive issues and procedural matters in a manner which sometimes grates on Trustees who disagree with him. There is nothing unusual in finding personality clashes on a board.

[65] The mix of personalities on a board does not necessarily have to result in dysfunction. Indeed, not every meeting of the Board has been dysfunctional. For example, the Chair complimented the Trustees at the end of the meeting of May 18, 2021 for their decorum at that meeting. While the meeting included a dispute over the Agenda and Points of Order, the Trustees were respectful of each other and the delegations.

[66] In contrast, the Special Meeting of June 29, 2021 which addressed the Resolution which authorized this investigation and report, was described as follows in the Oakville News of July 2, 2021:

During the June 29 meeting it took the board three recorded votes and almost eight minutes to approve the agenda.

And despite clear indication that that Murphy's motion had enough support for approval, opponents initiated about a dozen amendments.

Some involved minor wording changes; others were as dramatic as tabling or postponing the motion indefinitely.

All the amendments except one meaningless wording change were defeated 5-4, but opponents spoke to each one, often reiterating the same arguments repeatedly.

They also made numerous calls for rulings to parliamentarian Kapur and appealed procedural rulings on the part of the chair over the three-hour meeting.

Burlington trustees Tim O'Brien and Vincent Iantomasi moved most of the unsuccessful amendments but were consistently supported by Oakville trustees Helena Karabela and Peter DeRosa.

[67] Although Trustee DeRosa voted against the Resolution, he stated during the meeting that he was pleased with the management of the speakers' list and acknowledged the need to do better at meetings. While the procedural steps taken by the minority at that meeting could clearly be seen as dilatory, the meeting itself provided a fair opportunity for all to voice their opinions with decorum preserved. That said, dilatory behaviour designed to frustrate the business of the Board can be interpreted as demonstrating a lack of respect for the will of the majority of the Trustees.

[68] Moving a series of motions or Points of Order that are doomed to fail and repeatedly appealing procedural rulings of the Chair are hallmarks of dilatory conduct. When a Trustee disagrees with a motion being debated, he or she has the opportunity to voice his or her opinion on that motion. Where it is clear that there is sufficient support for a motion to be passed, a Trustee acts in bad faith and in violation of his or her obligations in moving amendments or moving to table or postpone the main motion indefinitely when it is plain and obvious that those motions will fail for lack of requisite support and are only raised to delay the inevitable. Such conduct can amount to a breach of the fundamental obligation of a Trustee, under section 218.1 of the *Education Act*, to "carry out his or her responsibilities in a manner that assists the board in fulfilling its duties under this Act, the regulations and the guidelines issued under this Act, including but not limited to the board's duties under section 169.1". Obstructive conduct does not assist the Board in fulfilling its responsibilities.

[69] There have been specific incidents where Trustees have not acted respectfully towards other Trustees, staff and the public at Board meetings. While it can be argued that the dilatory tactics of the minority illustrated in the above meeting summaries and reflected in other Board meetings, are a form of disrespect to all stakeholders by frustrating the will of the majority to advance the business of the Board in an efficient manner, the following paragraphs of the report will focus on specific incidents.

[70] The obligations imposed on Trustees to act with decorum and to act respectfully towards other Trustees, the Director of Education, staff, all members of the HCDSB

community and the public are set out in the Code of Conduct, quoted in paragraph 27 above.

[71] In the Special Meeting of the Board on May 27, 2021, one of the items on the Agenda was a revised Policy III-11 *Hiring and Promotion Policy Academic and Non-Academic Personnel*. The Policy was triggered by a Policy/Program Memorandum from the Ministry of Education on March 31, 2021 which provided guidelines for hiring practices at all district school boards. One of the Principles in the draft Board Policy was for HCDSB to promote the hiring of under-represented groups. The Principles also recognized “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”.

[72] In the debate on Policy III-11, which had been recommended by the Policy Committee, Trustee Iantomasi stated that “there is too much focus on human rights” and that “our denominational rights override human rights”. It was obvious from the reaction at the meeting that those comments were offensive and disrespectful to some of the Trustees and staff in attendance and, presumably, to some in the streaming audience. Those comments were also at odds with the Code of Conduct which requires Trustees to “*respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability*”.

[73] There were a number of delegations at the June 15, 2021 Board meeting, including a delegation by a student on the “Importance of Student Voice” in which the student spoke to the perception that the Board was not giving sufficient weight to the opinions of the students on topics such as the current prohibition against non-Catholic students being elected as student trustees, notwithstanding the substantial number of non-Catholic students at HCDSB high schools. As indicated above, the questioning of delegations by the Trustees is restricted to clarifying questions. Trustee Iantomasi praised the student for her “great presentation”, but then took issue with the presentation with questions regarding the provisions of the *Education Act*, and the delegate’s comment that the majority of students at one of the high schools was non-Catholic. He claimed to have information from staff at the school that non-Catholic students represented less than 50% of the student body. The delegate answered that she had unsuccessfully sought accurate information and that her assessment was based on her observation of the students in her classes. Trustee DeRosa, in turn, questioned why the student felt that student voices were not being heard given that they were free

to present delegations to the Board. The delegate pointed to the delegations on flying the Pride flag which had been supported by the majority of the student body, but their views had been disregarded by the Board. Trustee DeRosa suggested that it was just a matter of not getting the result they wanted as opposed to their not having a forum to voice their opinions. Points of Order and a Point of Privilege were raised objecting to the questioning. The Chair did not rule in favour of those points, but reminded Trustees DeRosa and Iantomasi that they should restrict themselves to clarifying questions and pointed out to Trustee Iantomasi that the important point was that a substantial number of students were not Catholic and that all should be mindful that “what we say and how we say it” is important.

[74] The questioning of the student delegate can be contrasted with the treatment of other delegations on controversial issues, which are generally received politely with few, if any, questions that go beyond points of clarification. The Board always addresses the response to delegations later in its agendas and that is the time for debate. With a few exceptions, delegations are received as information to the Board. While the questioning of the student delegate was permitted by the Chair, it can be perceived as disrespectful to challenge a student on a delegation in the manner which occurred on June 15th.

[75] At the June 24, 2021 Special Meeting, the Board addressed a motion to approve the budget estimates (other than the estimates for salaries, which was dealt with separately). During the time allotted to Trustee DeRosa to debate the motion, he read a statement accusing staff of disregarding his requests for “standard financial reports” and of providing “untimely and incomplete” reports, which precluded him from fulfilling his fiduciary duty of financial oversight. Superintendent Lofts was clearly offended by those remarks. It was pointed out that when the Board requested additional data it was provided promptly. Trustee Guzzo stated that no information had ever been withheld. Superintendent Lofts added that when the Board passed a motion the prior Fall requesting monthly reports, those reports were provided at great cost and effort and that he had never received any questions on those reports. The Chair intervened to state that Trustee DeRosa was entitled to his opinion and asked everyone to move on.

[76] At an earlier meeting on March 2, 2021, the Board was debating a motion to authorize an increase in the borrowing limits by staff. Trustee Iantomasi suggested the

motion was not authorized by the Board's Banking Resolution, debated the point with the Superintendent and was twice ruled out of order. Trustee DeRosa then complained that he needed estimates of cash flow to support an increase in the borrowing limits. It was explained to him that the increase was requested to permit flexibility in the future and that any estimated cash flows would be purely hypothetical. The Superintendent further advised him that if the Board required such cash flows they would be provided. Trustee DeRosa brought a motion requiring such cash flows and that motion failed.

[77] Trustee DeRosa has a particular interest in Board finances and sits on the Audit Committee. He may have some expertise in financial matters. However, his dealings with senior staff on financial matters appear to reflect a misapprehension of his authority as a Trustee. Section 16.2 of the Procedural By-Laws provides that "*members will exercise their power to govern only as Trustees of the corporate body, not as individuals*". The Code of Conduct confirms that "Trustees must accept that authority rests with the Board and that they have no individual authority other than that delegated by the Board."

[78] In OCSTA's Module 3 on the Roles and Responsibilities of Trustees it is provided that:

Under the *Education Act*, the Board as a whole is legally accountable for its decisions, rather than individual trustees, including the chair. In fact, the Act gives no individual authority to trustees.

A clear understanding of an individual trustee's role is fundamental to good governance. A school board trustee is a member of a board, and, as such, trustees cannot act unilaterally.

[79] Pursuant to the *Education Act* and Regulation 309 made under that Act, Supervisory Officers must meet stringent criteria to qualify them for their positions. They are to be afforded respect and that is confirmed in section 4 of the Code of Conduct. The Board has oversight responsibilities, but no individual Trustee has the right to unilaterally demand financial reporting of a type that the Board has not directed. Trustee DeRosa was entitled to bring a motion on March 2nd seeking additional financial data. That motion did not succeed and Trustee DeRosa was duty-bound to accept that result. As noted by Superintendent Lofts, the imposition of

additional reporting requirements comes with a cost and it is the Board's decision whether to incur that cost.

[80] In that light, Trustee DeRosa's statements on June 24th can be seen as disrespectful and insulting to Superintendent Lofts and his staff, the Director of Education and the other Trustees. His comments called the competency of the Superintendent and his staff into question. His comments intimated that other Trustees were not properly performing their financial oversight responsibilities by failing to support his requests for additional information. It is particularly egregious to make such bald accusations without any specifics as to the nature of the "standard financial reports" he claims were not being provided or the manner in which the financial information being provided was "incomplete" or "untimely". Presumably, the reports which Trustee DeRosa claims were not being providing were reports that had not been requested by the Board. There is no indication that any Board-sanctioned requests for financial information were not complied with or that the Board has questioned the completeness or untimeliness of the financial reports it received.

[81] While a Trustee can perhaps be excused for a spontaneous outburst in an emotional moment, the fact that Trustee DeRosa apparently read from a prepared statement is an aggravating factor. To make such premeditated and bald allegations in a public forum in which those accused of wrongdoing have no opportunity to respond, can be seen as an example of a failure to act respectfully towards staff and other Trustees and a failure to recognize that a single Trustee has no authority to act unilaterally in such matters.

VII ALLEGATIONS OF UNLAWFUL CONDUCT/DILATORY BEHAVIOUR

[82] The third mandate under the Resolution raises three disparate areas of enquiry, all of which have been addressed to some extent above.

VII.1 Allegations of Unlawful Activities by Staff

[83] As with the other parts of the mandate in the Resolution, no particulars were provided of specific instances where Trustees allege that staff acted in an illegal manner or a manner that was non-compliant with regulations.

[84] From a review of the meetings over the relevant period, the only instance of such conduct was Trustee DeRosa's accusations of incomplete and inaccurate financial reporting and of a failure to provide "standard financial reports". That incident was fully explored in paragraphs 75 to 81 above.

[85] As previously noted, Trustee DeRosa's comments at the June 24th Special Meeting were out of order. Arguably, any concerns he had regarding financial irregularities should not have been raised in that forum and in that manner. An investigation into his broad, unparticularized allegations is well beyond the scope of this inquiry and report.

[86] For present purposes, it is noted that HCDSB's auditors are KPMG and that the most recent audited statements for the period ending August 31, 2020 note that the financial statements were prepared in accordance with the *Financial Administration Act*, supplemented by *Ontario Ministry of Education Memorandum 2004:B2* and *Ontario Regulation 395/11 of the Financial Administration Act*. KPMG also notes that during the audit process, it identifies and assesses the risks of any material misstatement of the financial statements, whether due to fraud or error, designs and performs audit procedures responsive to those risks and obtains audit evidence that is sufficient and appropriate to provide a basis for its opinion that the financial statements present fairly, in all material respects, the financial position of HCDSB.

[87] It is also noted that Part IX of the *Education Act* contains detailed requirements for financial matters at school boards, including the provision of the audited financial statements to the Minister (section 252). Division D of Part IX provides for the supervision of the financial affairs of school boards by the Minister. There is no suggestion that the Minister has expressed any concerns in that regard.

[88] As noted above, it appears that when the Board directs staff to provide additional financial information such as monthly statements, such information is provided promptly.

[89] There is nothing in any of the materials available to me that would provide any support for the allegations by Trustee DeRosa of misfeasance in financial reporting.

VII.2 Dilatory Behaviour Causing the Business of the Board to be Purposefully Delayed

[90] As noted previously, the Board rarely, if ever, completes its considerations of the matters on its agendas. It can be argued, with some justification, that some of the agendas are overly ambitious. However, there are obviously other factors at play. Many of those factors are obvious and reflect the factionalism at the Board: multiple motions to amend in circumstances where it is obvious that there is insufficient support, multiple Points of Order and appeals from the rulings of the Chair where, again, it is obvious that there is insufficient support for the appeal. There is also significant delay which results from motions to approve policies recommended by the Policy Committee, which have been thoroughly debated at the Policy Committee, then were re-debated at length during the Board meeting in circumstances where there is no reasonable basis for believing that the vote at the Board will differ from that at the Policy Committee meeting.

[91] However, the delays resulting from the procedural steps sanctioned by the Procedural By-Laws and Board Policy I – *Governance of Policy* cannot necessarily be characterized as intentional efforts to delay the business of the Board and, in most cases, it is difficult to ascribe that motive to the Trustee(s) causing the delay.

[92] As noted above, there are at least two meetings in which there are reasonable grounds for suggesting they be characterized as an abuse of the procedural norms in order to intentionally delay or derail the consideration of a matter before the Board. The Special Meeting of April 26, 2021 is reviewed at paragraphs 43-46 and the Special Meeting of June 29, 2021 is reviewed at paragraphs 66-68 above.

[93] Also, as noted above, it is the Chair's responsibility to make the judgment call on whether the tactics being employed at a meeting are dilatory or improper. One can have some sympathy for the Chair in those circumstances. He risks being accused of bias or unfairness if he makes that judgment call against a Trustee and such a determination does nothing to mend the bridges between the factions. However, making that call when warranted can have the salutary effect of deterring such conduct in the future, and thereby assisting in the goal of completing the Board's business more efficiently.

[94] In summary, it is rarely easy to determine if the parliamentary tactics being employed are intended to delay the business of the Board or simply reflect the desire of Trustees to use the procedural tools at hand to make their voices heard. There are reasonable grounds for finding dilatoriness at the meetings of April 26 and June 29, 2021, both of which raised issues to which the minority were strongly opposed, but it would be unsafe to reach a conclusion as to the intention of Trustees in other circumstances.

VII.3 Behaviour in General that has not been in the Best Interests of the Board and Student Achievement

[95] All of the behaviour described in the preceding paragraphs which delays the business of the Board can be viewed as counter to the best interests of the Board and student achievement. The internal squabbling over procedures does nothing to advance the business of the Board and the fundamental goal of promoting student achievement and well-being (see *Education Act*, section 169.1 (a)).

[96] It would be a virtually endless task to identify every instance in the 21 meetings in which debate has been repetitive, doomed motions and motions to amend have been brought and debated, debates over agendas have taken up valuable meeting time, and procedural rulings have been sought and appealed, none of which advance the business of the Board in any meaningful way.

[97] All Trustees in both factions of the Board have employed the procedural rules. While I take no sides on the issues with which the Board has grappled, it is evident from this report that the minority, and particularly Trustees Iantomasi and DeRosa,

may feel singled out for criticism in the manner in which they have invoked or disregarded the rules. That is simply the result of a dispassionate review of the meetings and should not be taken in any way as casting doubt on the sincerity of their beliefs in the positions they have taken. They, and all Trustees, have devoted substantial time and effort in their roles as Trustees. I have no reason to doubt that they all sincerely believe they are acting in the best interests of their constituents and other stakeholders.

VIII CONCLUSIONS AND RECOMMENDATIONS

[98] While there are clearly reasonable grounds for complaint under the Code of Conduct, any sanction would reflect the will of the Board upon completion of the prescribed process under section 4.3.7 of the Procedural By-Laws and section 11 of the Code of Conduct. The process is triggered by a Trustee bringing the alleged breach to the attention of the Board. Obviously, the Trustee who is the subject of the Complaint has a right to defend themselves. As indicated at the outset, no such complaint has been made and the negative comments in this report about the conduct of individual Trustees are simply observations to which the affected parties have not had an opportunity to respond. Nothing in this report should be taken as making any finding of a breach of the Code of Conduct or any other enactment governing the duties and responsibilities of Trustees. It would be wrong to make any such finding without providing the affected parties an opportunity to be heard. Any such finding can only be made through the prescribed process. As instructed, I have simply reviewed the meetings and have reported on those instances which may constitute a breach.

[99] The Trustees must decide, as individuals, whether it would assist or harm the business of the Board to bring a complaint against another Trustee. The dynamic of this Board is such that one complaint could generate any number of complaints against Trustees on both sides of the debates. That sort of finger-pointing could be counter-productive in focusing on past conduct rather than moving forward with the business of the Board.

[100] Each Trustee brings their own skillset and point of view to the Board meetings. There is great value in vigorous debate, but, ultimately, there are lines which should not be crossed. It is primarily the thankless duty of the Chair to draw those lines to the

extent that they relate to meeting conduct. His correspondence to Trustees demonstrates the effort he has made to draw those lines. Unfortunately, it is apparent that the lines are still being crossed to the detriment of the Board's ability to efficiently conduct its affairs.

[101] The following recommendations are put forward in the hope they will assist in addressing somewhat the dysfunction observed at the Board:

- a) Legal counsel should be retained to review and streamline the Board's Procedural By-Laws and Policy I – *Governance of Policy* to make them more efficient;
- b) HCDSB Policy I-06 currently provides for four possible responses to delegations: (i) make a decision on the matter at the same meeting, (ii) refer the matter to a future meeting, (iii) request a staff report on the matter, or (iv) receive for information. While the most frequent response to a delegation is to receive it as information, there are occasions where the other options are debated and, on one occasion, there was no majority vote on any of the options with the unfortunate result that the delegation received no response. The Policy could be amended to provide that, absent a majority vote on another option, the default response will be to accept the delegation as information. That would avoid the need for a motion to receive a delegation as information, as currently occurs.
- c) I am not aware of the pro-active steps, if any, taken after an election of Trustees to encourage mutual respect and collaboration. Other non-profit and for-profit boards have found it effective to schedule retreats with a professional facilitator to engage the directors or trustees in sessions which build relationships between them and lead them to work co-operatively. Such retreats can be surprisingly effective.
- d) Trustees should refrain from actions which they know only serve to irritate other Trustees. For example, there is one Trustee who regularly votes against approving the Minutes of prior meetings, without having voiced any concern with those Minutes. The approval of Minutes is generally a consent exercise at most boards, absent an error which is identified and corrected. Opposing

something as innocuous as the Minutes without any explanation is not productive and only furthers the factionalism at the Board.

- e) As regards proposed policies or amendments to policies approved by the Policy Committee, it should usually suffice for Trustees to succinctly state the basis for their support or opposition to the proposal without repeating the arguments they made at the Policy Committee. Absent new information in the intervening week, no constructive purpose is served by a repetitive debate, as it should be apparent that the votes on a policy recommended by the Policy Committee will not change.

- f) Given the arguments that have been triggered by technical issues, Policy I-28 on Electronic Meetings should be amended to specify the platform to be used, the technical specifications required by participants and provide clearer guidelines on how technical difficulties will be addressed during meetings. One possibility is to put the onus on the participants to ensure they are in a location with reliable internet access and to provide a specified window of time to permit a participant to re-connect, failing which the meeting will proceed in their absence.

[102] There is no magic bullet which will remedy the divide between the majority and minority at the Board. It will take goodwill and, most importantly, mutual respect to put their philosophical differences aside for the greater good. Each of the Trustees has something positive to bring to the table and an effective board makes use of those attributes. Frustration has been exhibited by all Trustees and that is understandable, but with the advent of a new school year it is hoped they can take this report as constructive criticism, and move forward in a more positive manner.

Dated August 24, 2021 at Toronto, Ontario.



Barry H. Bresner, LL.B., FCI Arb

Investigator – ADR Chambers Inc.

Appendix “A” - Resolution re Conduct during Board Meetings

passed June 29, 2021 per Attachment C to the RFQ

5.1 Conduct During Board Meetings

Moved by: P. Murphy

Seconded by: B. Agnew

WHEREAS Trustees are required to conduct themselves in a manner that enhances confidence in publicly funded Education;

WHEREAS Trustees are always bound to act with dignity, civil behavior, decorum and be respectful of other Trustees, the Director of Education, staff, all members of the Halton Catholic District School Board (HCDSB) community, as well as the public;

WHEREAS training sessions have been provided to Trustees by certified Parliamentarians on proper parliamentary procedure and meeting conduct, and a certified Parliamentarian has provided on going advice during Board meetings on proper parliamentary procedures and conduct. In addition, Trustees have been copied on parliamentarian opinions regarding procedure and meeting conduct and Trustees have been reminded of proper parliamentary procedures and conduct in through several email communications;

WHEREAS according to HCDSB Procedural By-Law 8.1 – Role of Chair “In addition to any other duties under the Act, the Chair of a Board shall, (b) conduct the meetings in accordance with this By-Law or other procedures and practices for the conduct of Board Meetings, and shall preserve order and decide all questions of order subject to an appeal to the board; . . .”

WHEREAS Section 207 (3) of the Education Act addresses the exclusion of persons from Board meetings, it provides: “The presiding officer may expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting.”

WHEREAS behaviour of some Trustees has been seen as disruptive and dilatory, which has delayed the Board from moving the business of the Board forward, resulting in several special called meetings, eroding public confidence in the Board, and resulting in some Trustees being expelled from Board meetings;

WHEREAS the integrity of the Chair has been called into question and it was alleged that the Chair is biased in his conduct of Board meetings which impacts the functioning and reputation of the Board;

WHEREAS accusations have been made towards staff regarding reports provided to Trustees, questioning timeliness and content;

***BE IT RESOLVED** that the Board of Trustees direct the Secretary of the Board and Director of Education to commission an investigation by an Integrity Commissioner or Lawyer to determine if the conduct of the Chair was biased as stated;*

***BE IT FURTHER RESOLVED** that the conduct of Trustees during Board meetings be investigated with regards to their mandate as detailed in the Education Act, as directed by Board Policies and Procedure and Board Procedural By-Laws regarding civil behaviour, decorum, treatment of staff, the public and fellow trustee(s) with respect;*

***BE IT FURTHER RESOLVED** that the investigation review allegations that have been made toward staff by Trustees regarding acts that were not legal or non-complaint with regulations and are unfounded. If there has been dilatory behaviour causing the business of the Board to have been purposefully delayed and if there has been behaviour in general that has not been in the best interest of the Board and Student achievement;*

***BE IT FURTHER RESOLVED** that the investigation report be completed before **August 24, 2021**. Included in the report should be any findings with recommendations, recommended corrective actions and recommended disciplinary actions, in accordance with Policy I-36 Trustee Code of Conduct.*



<p>Strategic Plan 2016-2021: Director’s Report to Trustees – Year 5 of Implementation</p>	<p>Item 10.4</p>
<p>September 21, 2021</p>	

Alignment to Strategic Plan

This report is linked to all strategic priorities:

Achieving: Meeting the needs of all learners

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

Belonging: Embracing relationships and sustaining safe, welcome schools

Foundational Elements: Optimizing organizational effectiveness

Purpose

The purpose of this report is to provide the Board of Trustees with the monitoring results of year five of the implementation of the Halton Catholic District School Board (HCDSB) multi-year strategic plan.

Background Information

In September 2016 the HCDSB launched a multi-year strategic plan. The plan, [Focus on Our Students: Strategic Plan 2016-2021](#), identifies specific outcome measures in four priority areas: Achieving, Believing, Belonging and Foundational Elements.

Annual monitoring of our plan is conducted by Research and Development Services using a survey to track progress from the perspectives of our stakeholders, including parents, staff, and students. For the 2020-21 school year, an online survey was available from June 8th to 23rd, 2021. Also part of this monitoring activity is a listing of select successes that relate to the goals within each pillar; successes are reported by senior staff at the end of each monitoring cycle. This is the fifth and final monitoring report for the 2016-21 MYSP provided by the Director of Education and Secretary of the Board; year 1 was presented on September 19, 2017, year 2 was presented on October 2, 2018, year 3 was presented on September 17, 2019, and year 4 was presented on October 6, 2020.



Conclusion

In year 5, a total of 1646 HCDSB stakeholders responded to the survey. Overall, results of the survey suggest that we continued to make good progress in all four of our pillars, with the majority of respondents (55-90%) agreeing or strongly agreeing that we met our targets in 2020-21. The full set of survey results of the **Monitoring our Multi-Year Strategic Plan: 2020-2021 Survey** are attached as Appendix A. Our **Year 5 Report Card** listing our successes is also attached as Appendix B.

Next Steps

These monitoring results suggest that the HCDSB made significant progress towards fulfilling the goals outlined in our Multi-year Strategic Plan, despite the periods of mandated school closures last year. Our Senior Staff continue to refine the 2021-2022 System Priorities using the results of this monitoring report to help guide our priorities for the upcoming year.

Report Prepared by:

Zoe Walters
Researcher, Research and Development Services

Dr. Jennifer McDonald
Research Officer, Research and Development Services

Report Submitted by:

Dr. Lisa Collimore
Chief Officer, Research and Development Services

Pat Daly
Director of Education and Secretary of the Board

Report Approved by:

Pat Daly
Director of Education and Secretary of the Board



Monitoring our Multi-Year Strategic Plan: 2020-21

Survey Report

Report Prepared by:
Research & Development Services
6/28/2021

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Monitoring our Multi-Year Strategic Plan: 2020-2021

Survey Report

Introduction

Five years ago, the Halton Catholic District School Board (HCDSB) released a Multi-Year Strategic Plan (MYSP) with the purpose of identifying the board's values and various strategic goals related to those values. At the end of each year, Research and Development Services asks stakeholders to assess how the HCDSB is progressing in our strategic goals. This report contains data collected from the survey for year 5 of this plan.

HCDSB stakeholders (including parents, school staff, secondary school students, Halton Parish members, and Board Office staff) were invited to participate in the online survey between June 8th and June 23rd, 2021. In total, 1646 responses were received. Responses are aggregated and discussed below¹.

Although we heard from many stakeholders this year, please note that the results are not representative of the *entire* HCDSB community and thus should be interpreted with caution.

Results

About the Respondents: Demographics

Respondents were asked to indicate their role (see *Table 1*). Overall, the majority of respondents (79.59%; n = 1310) were *parents/guardians*.

Table 1. Respondents' Roles

Role	Count (n)	Percentage (%)
Parent/Guardian	1310	79.59%
School Staff	226	13.73%
Secondary School Student	69	4.19%
Board Office (CEC) Staff	30	1.82%
Other	7	0.43%
Halton Parish Member	4	0.24%
TOTAL	1646	100.0%

If respondents selected *Parent/Guardian* as their role, they were then asked to select the panel(s) that their child(ren) attend(s). Most respondents had children in the **elementary panel** (57.6%; n = 755), 23.0% (n = 301) had children in the **secondary panel**, and 19.4% (n = 254) had children in **both panels**.

¹ 'Not applicable' responses were removed from the dataset for all questions, and the 'n' value reflects the number of respondents for each question, and it is noted after each figure caption.

If respondents selected *School Staff* as their role, they were then asked to select the panel in which they work. Slightly more than half of the school staff (52.7%; n = 119) worked in the **elementary panel**; 47.3% (n = 107) worked in the **secondary panel**.

Pillars of the Multi-Year Strategic Plan

The monitoring survey asked about the four pillars: *Achieving, Believing, Belonging, and Foundational Elements*. Several multiple-choice questions were asked for each pillar. Results are summarized by pillar below.

Achieving

Overall, most respondents (68-77%) agreed that in year 5 of the Strategic Plan, the HCDSB is meeting the needs of all learners through our *Achieving* pillar goals (see Figures 1 to 3 below).

Figure 1: The HCDSB offers educational experiences and opportunities to all learners (n = 1628)

- **74%** of respondents *agreed or strongly agreed* that the HCDSB offers educational experiences and opportunities to support all learners.

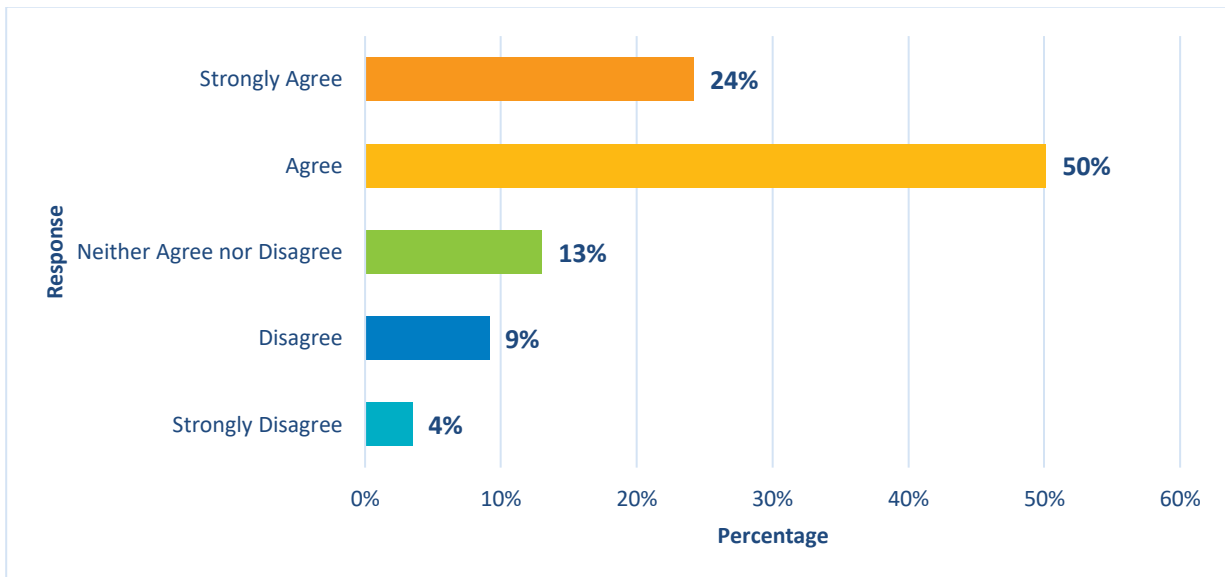


Figure 2: HCDSB schools, teachers, and learners collaborate in ways that promote student engagement, learning, and achievement (n = 1629)

- **78%** of respondents *agreed* or *strongly agreed* that at HCDSB schools, teachers and learners collaborate in ways that promote student engagement, learning, and achievement.

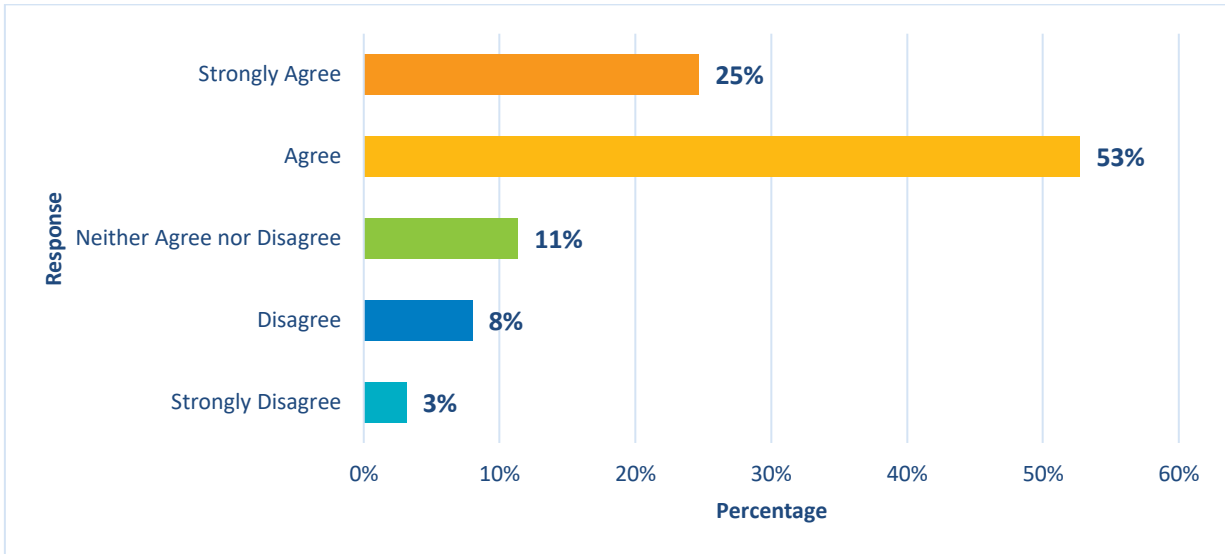
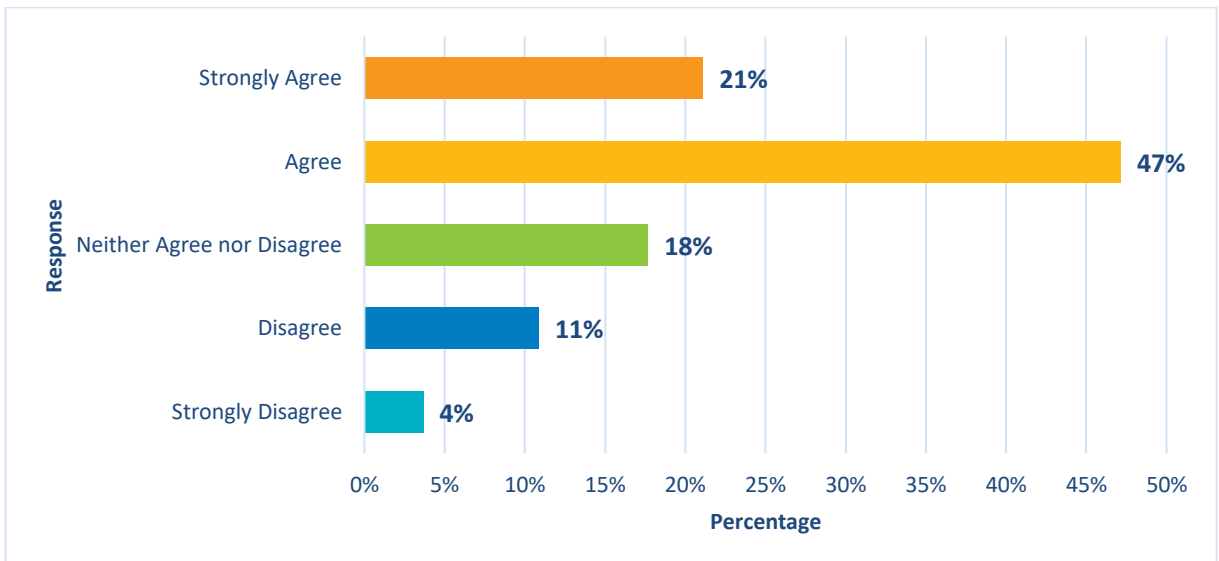


Figure 3: The HCDSB holds high expectations for all learners (n = 1637)

- **68%** of respondents *agreed* or *strongly agreed* that the HCDSB holds high expectations for all learners.



Believing

Overall, most respondents (70-90%) agreed that in year 5 of the Strategic Plan, the HCDSB is celebrating our Catholic faith and aspiring to be models of Christ through our *Believing* pillar goals (see Figures 4 to 8 below).

Figure 4: The HCDSB promotes a Catholic learning environment rooted in Gospel Values and the [Ontario Catholic School Graduate Expectations](#) (n = 1622)

- **81%** of respondents *agreed or strongly agreed* that the HCDSB promotes a Catholic learning environment rooted in Gospel Values and the Ontario Catholic School Graduate Expectations.

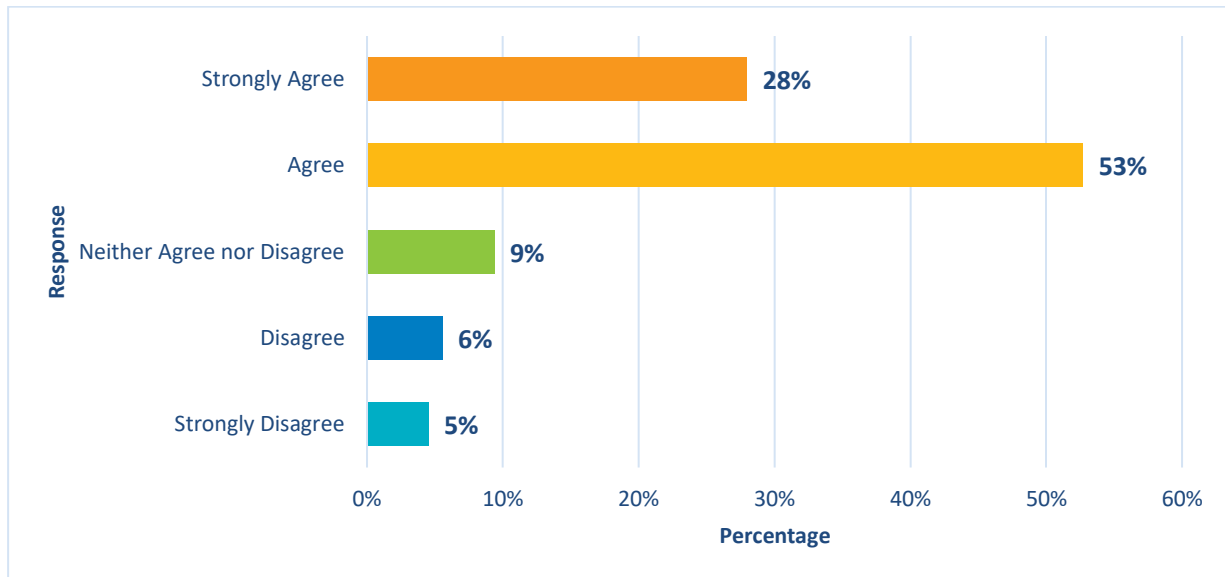


Figure 5: HCDSB secondary students have a good understanding of the Ontario Catholic School Graduate Expectations² (n = 69)

- **75%** of secondary student respondents *agreed* or *strongly agreed* that they had a good understanding of the Ontario Catholic School Graduate Expectations.

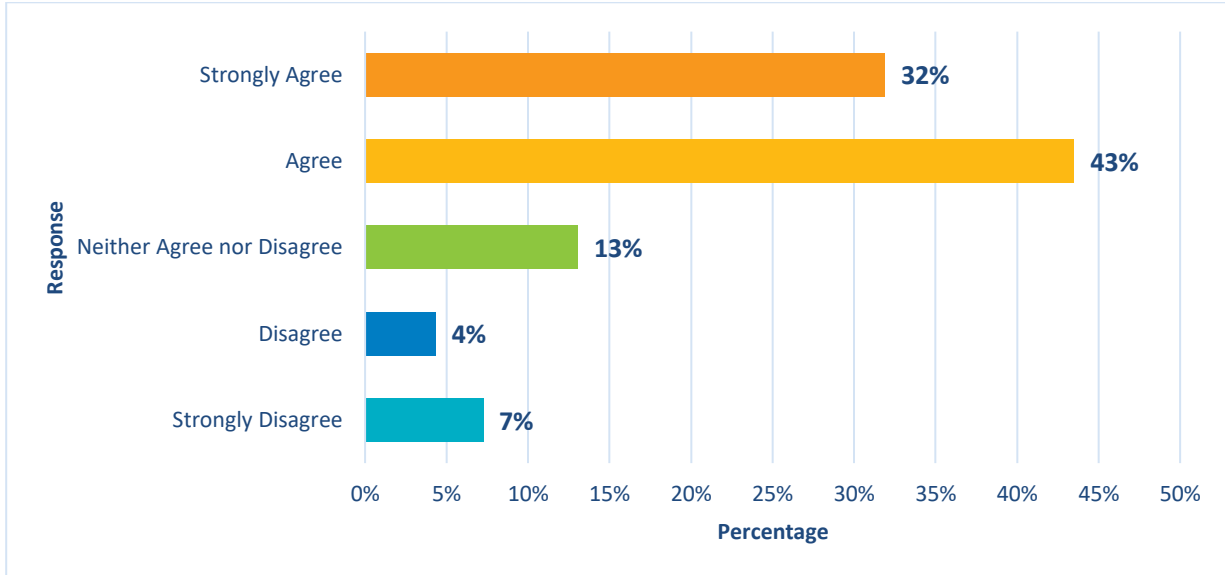
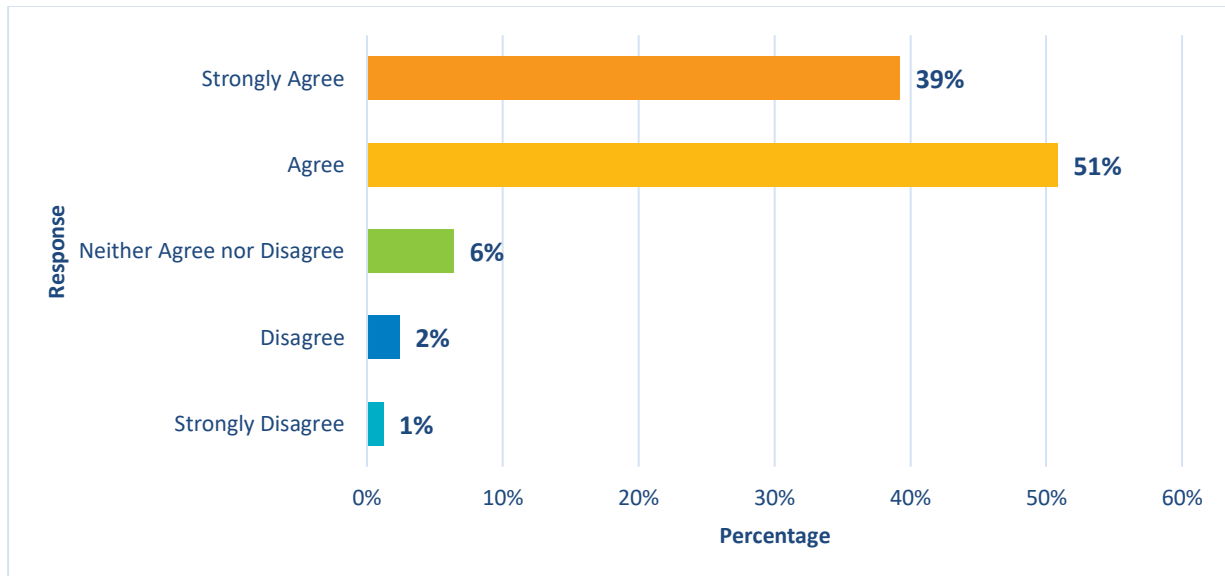


Figure 6: The HCDSB offers faith formation opportunities for its staff³ (n = 250)

- **90%** of staff respondents *agreed* or *strongly agreed* that the HCDSB offers faith formation opportunities for its staff.



² Only asked to *Secondary School Students*

³ Only asked to *Board Office (CEC) Staff and School Staff*

Figure 7: HCDSB schools and parishes work together to strengthen home/school/parish relationships (n = 1599)

- **70%** of respondents *agreed* or *strongly agreed* that the HCDSB schools and parishes work together to strengthen home/school/parish relationships.

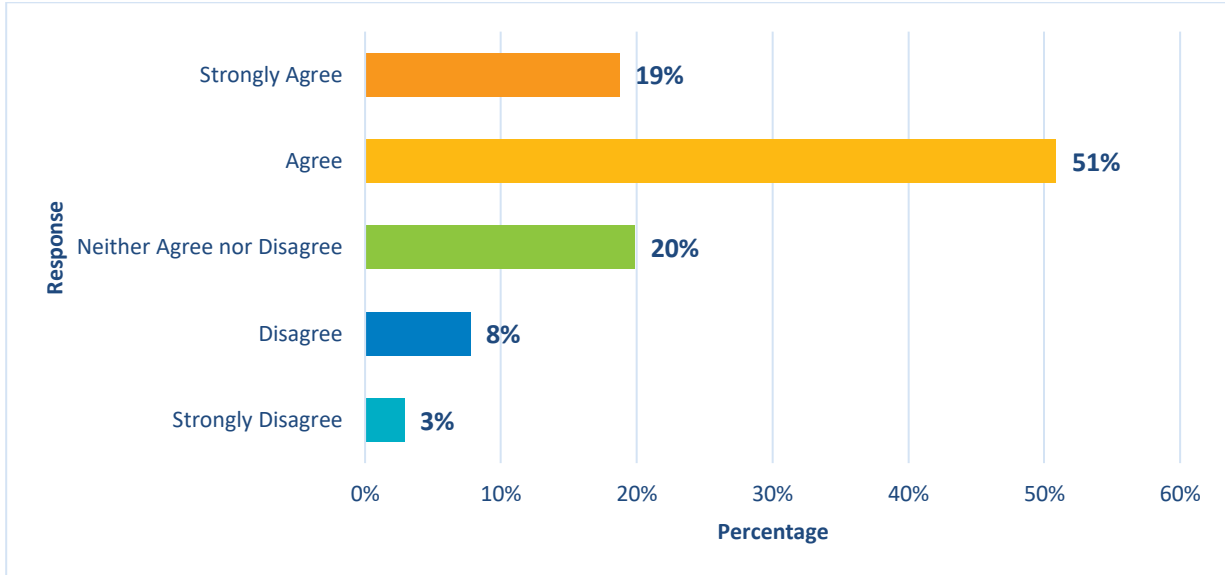
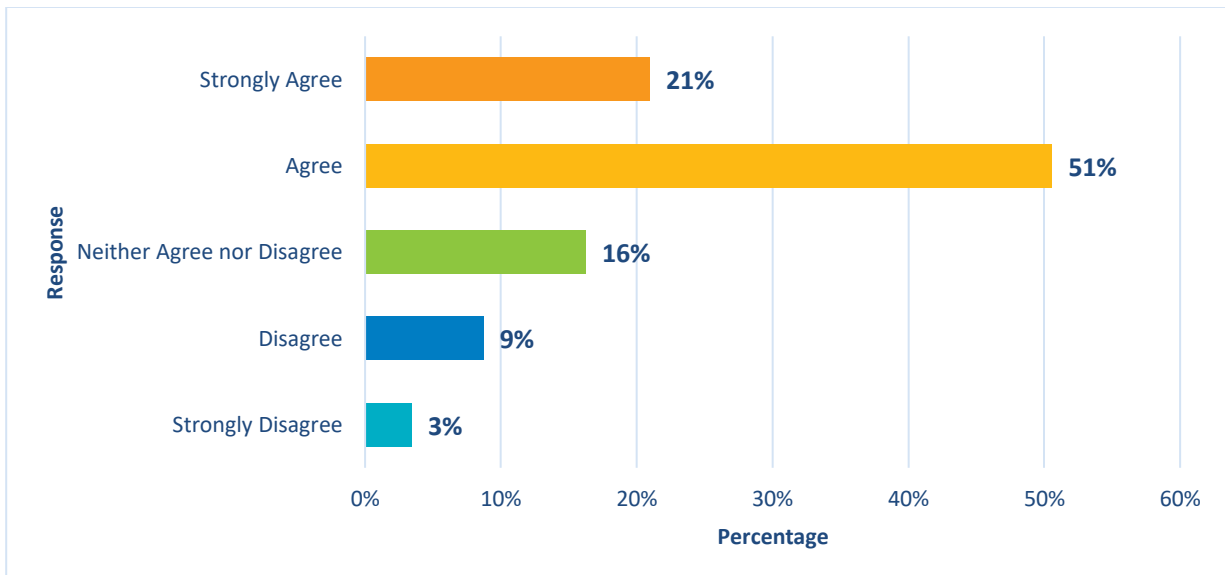


Figure 8: HCDSB students and staff model Christ in their actions (n = 1612)

- **72%** of respondents *agreed* or *strongly agreed* that HCDSB students and staff model Christ in their actions.



Belonging

Overall, most respondents (68-80%) agreed that in year 5 of the Strategic Plan, the HCDSB is embracing relationships and sustaining safe and welcoming schools through our *Belonging* pillar goals (see Figures 9 to 14 below).

Figure 9: HCDSB schools promote student safety (n = 1640)

- **79%** of respondents *agreed or strongly agreed* that HCDSB schools promote student safety.

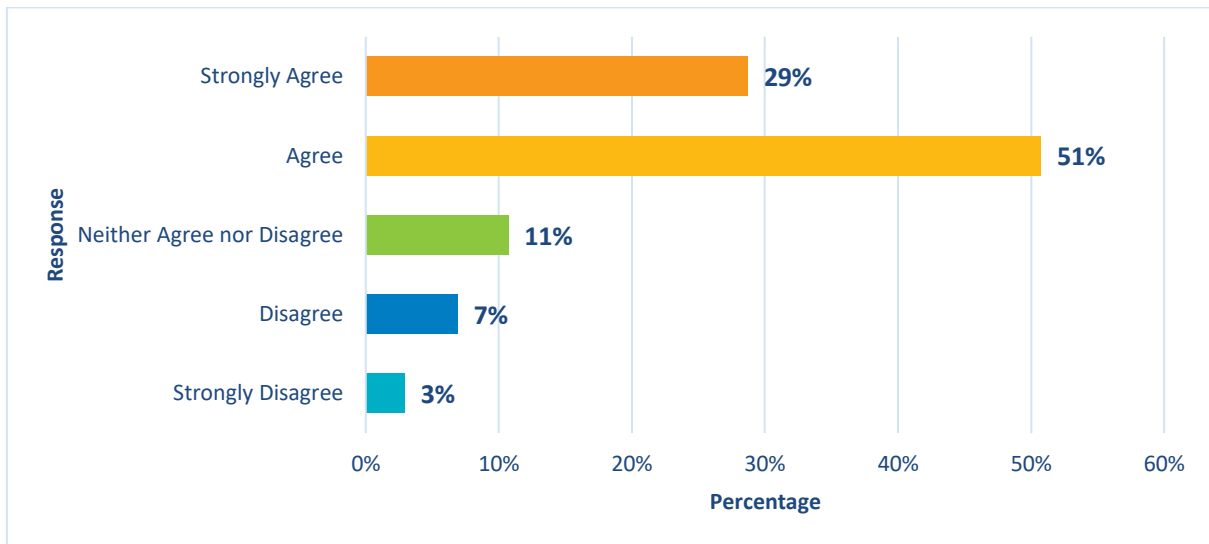
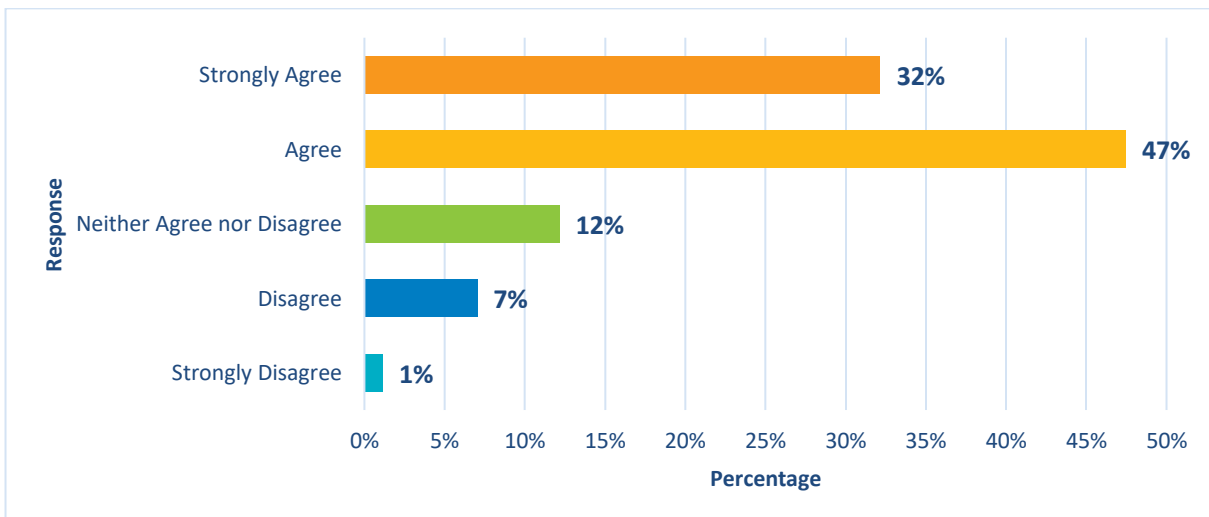


Figure 10: HCDSB workplaces promote staff safety⁴ (n = 255)

- **80%** of staff respondents *agreed or strongly agreed* that HCDSB workplaces promote staff safety.



⁴ Only asked to *Board Office (CEC) Staff and School Staff*

Figure 11: HCDSB schools are welcoming for all (n = 1636)

- **72%** of respondents *agreed* or *strongly agreed* that HCDSB schools are welcoming for all, and promote a positive sense of belonging.

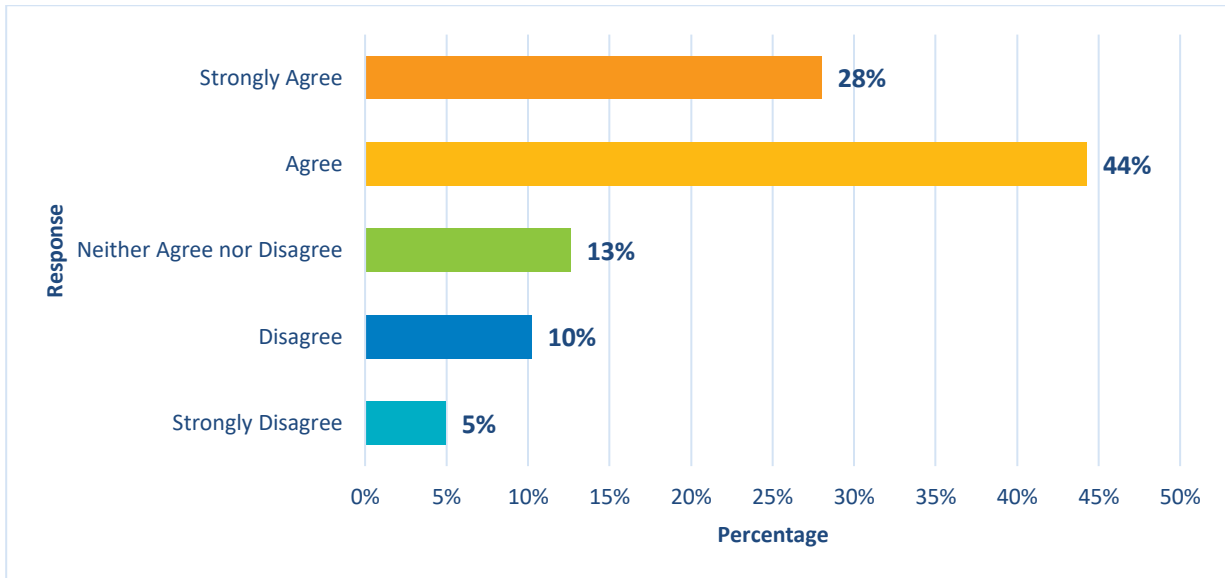
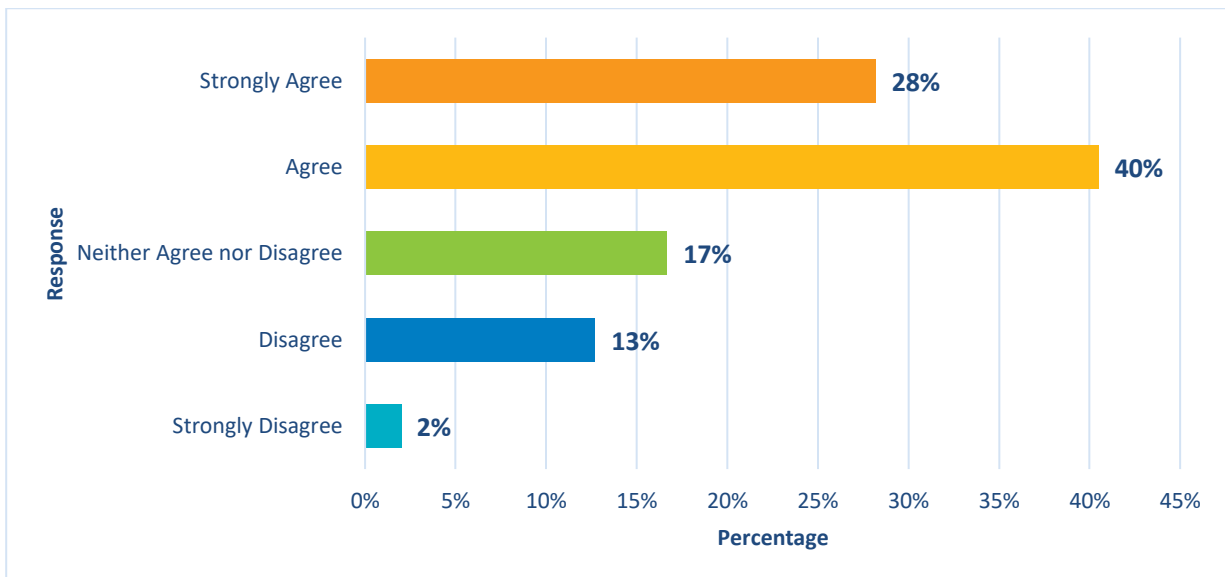


Figure 12: HCDSB workplaces are welcoming for all staff⁵ (n = 252)

- **68%** of staff respondents *agreed* or *strongly agreed* that their HCDSB workplaces are welcoming for all staff, and promote a positive sense of belonging.



⁵ Only asked to Board Office (CEC) Staff and School Staff

Figure 13: Community relationships: HCDSB (n = 1619)

- **69%** of respondents *agreed or strongly agreed* that the HCDSB nurtures and supports relationships with community/external partners.

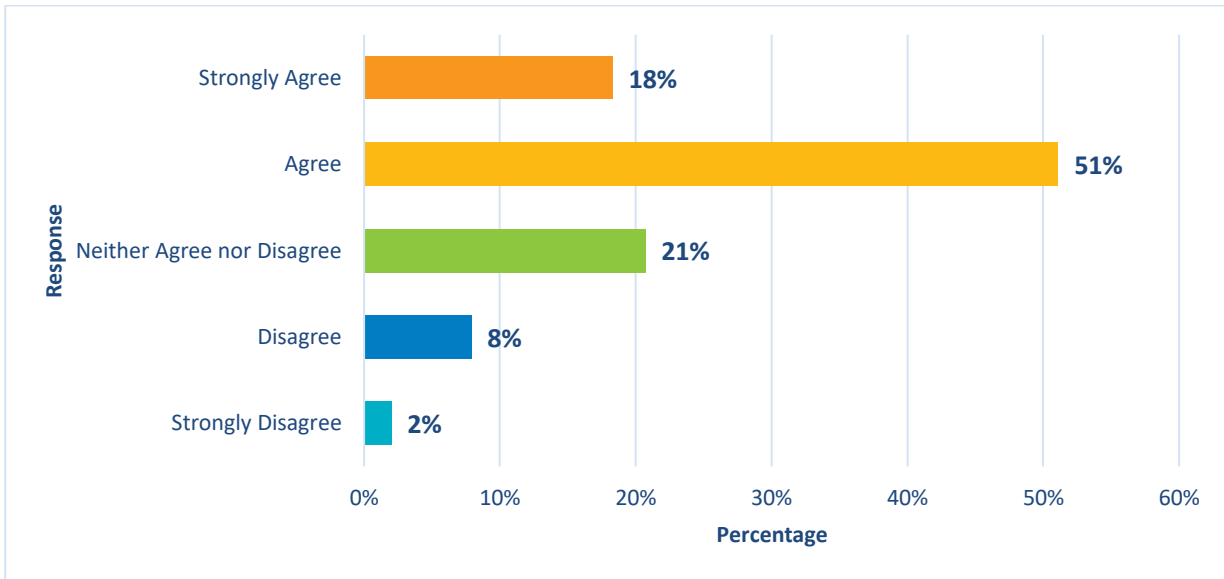
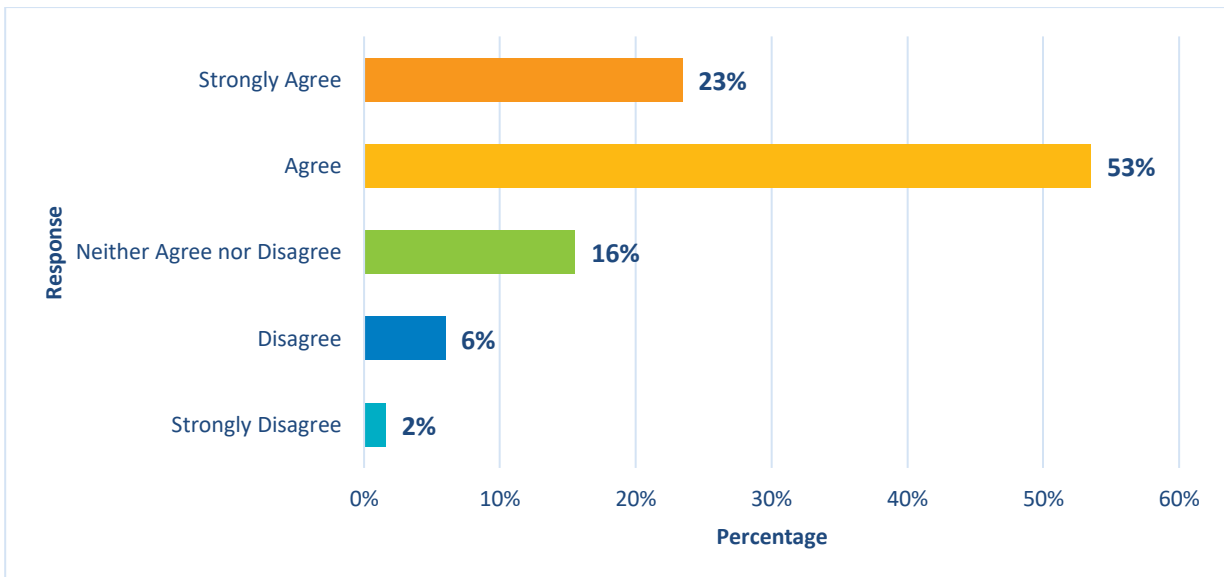


Figure 14: Community engagement: Students (n = 1623)

- **76%** of respondents *agreed or strongly agreed* that HCDSB students are taught to think of others, and are given opportunities to get involved and be leaders in the school and/or community.

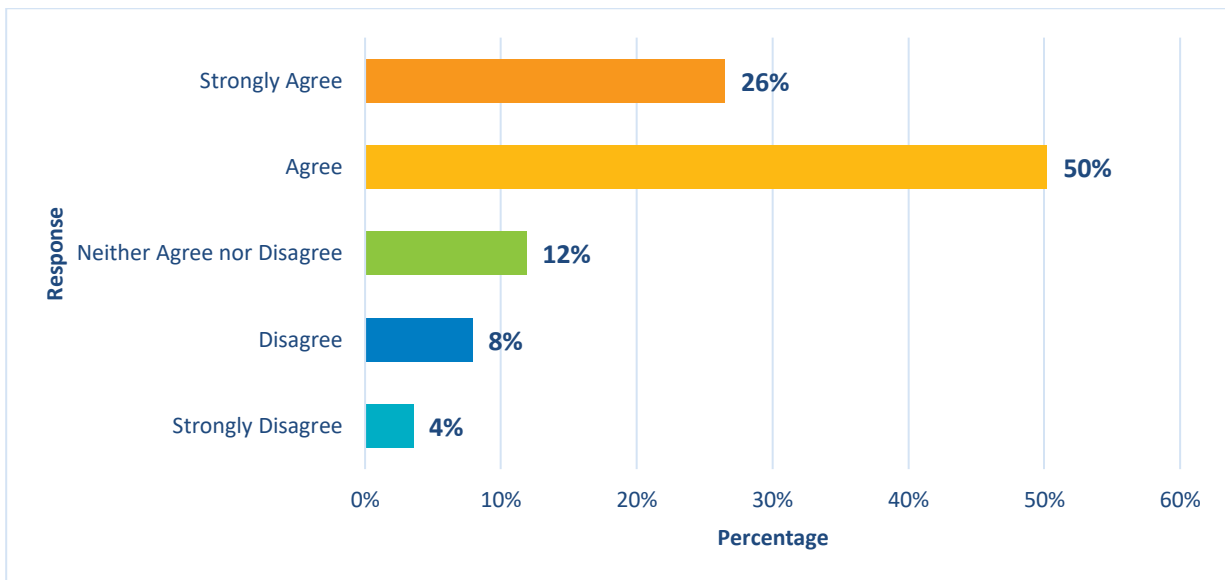


Foundational Elements

Overall, most respondents (55-79%) agreed that in year 5 of the Strategic Plan, the HCDSB is optimizing organizational effectiveness through our *Foundational Elements* pillar goals (see Figures 15 to 18 below).

Figure 15: The HCDSB offers professional development and training for our staff⁶ (n = 253)

- **76%** of staff respondents *agreed or strongly agreed* that HCDSB staff have opportunities for professional development and training related to their role.



⁶ Only asked to *Board Office (CEC) Staff and School Staff*

Figure 16: Communication from HCDSB schools/board office is clear, transparent, and responsive (n = 1631)

- **79%** of respondents *agreed* or *strongly agreed* that communication from schools/the board office is clear, transparent, and responsive.

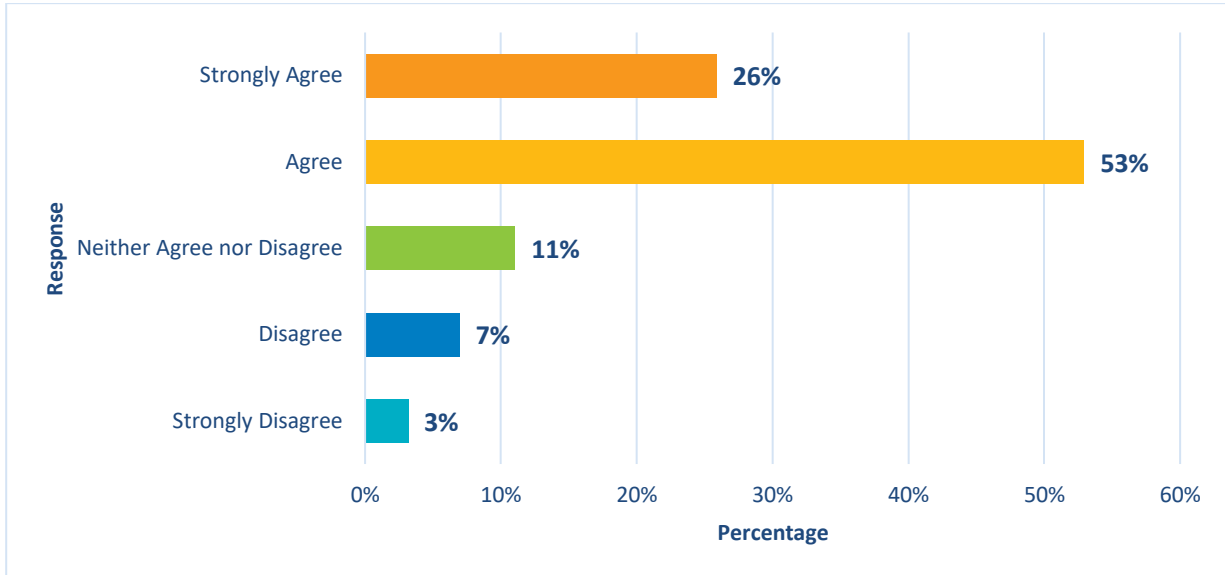
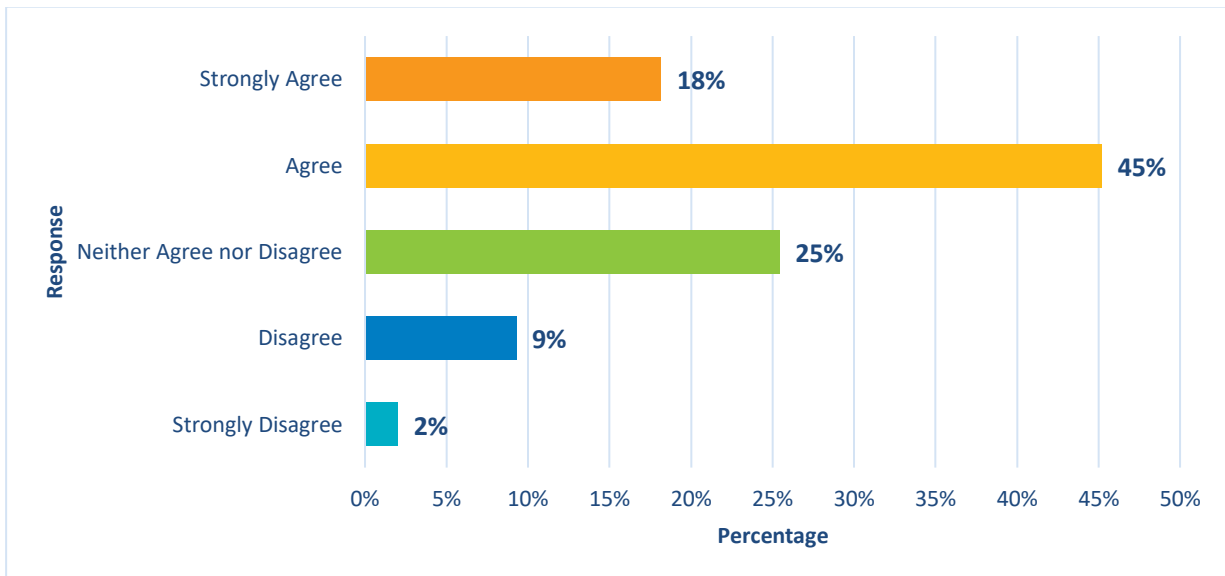


Figure 17: The HCDSB uses evidence to inform decisions, strategies, or initiatives⁷ (n = 248)

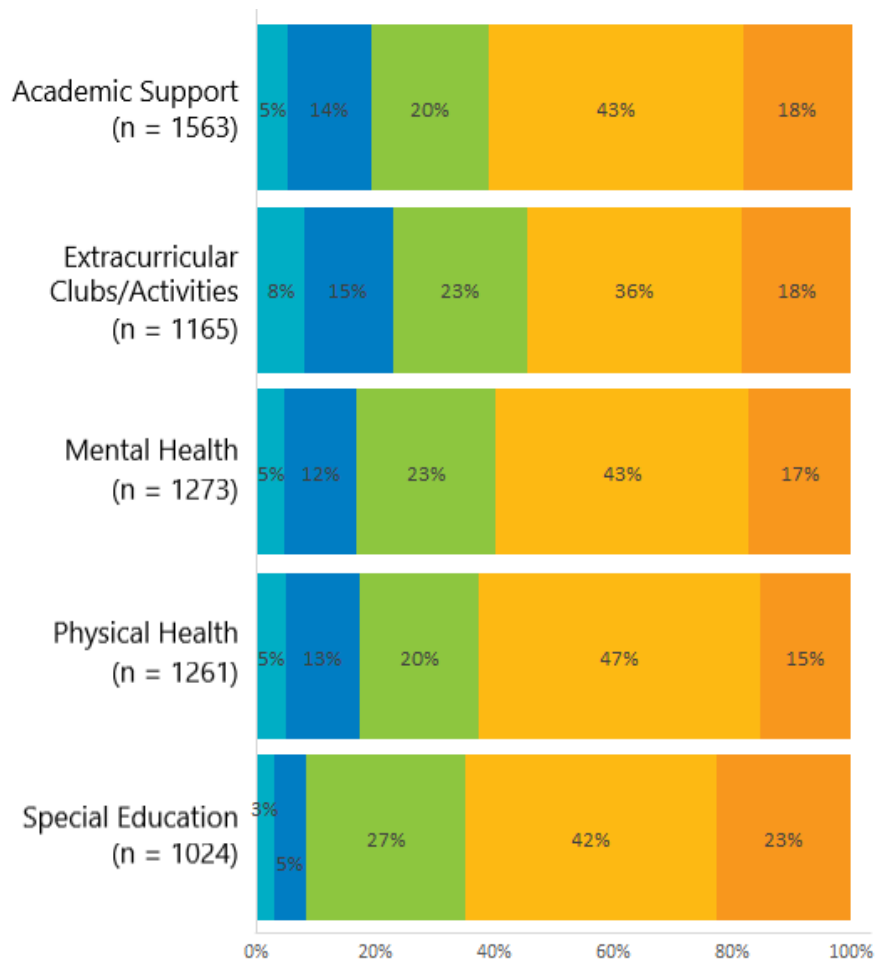
- **63%** of staff respondents *agreed* or *strongly agreed* that the HCDSB uses evidence/data to inform decisions, strategies, or initiatives.



⁷ Only asked to Board Office (CEC) Staff and School Staff

Figure 18: The HCDSB offers supports and opportunities for HCDSB students in the following areas...

- 55-65% of respondents *agreed* or *strongly agreed* that schools offered support/opportunities to students in various areas





Strategic PLAN

2016-2021

Director's Report to Trustees
Year 5 of Implementation
September, 2021





ACHIEVING

Meeting the needs of all learners

1. Educational experiences and opportunities are differentiated to support all learners.
2. Teachers and learners are collaborating in innovative school and classroom communities that encourage student engagement, learning and achievement.
3. We hold high expectations for all learners.



BELIEVING

Celebrating our Catholic faith & aspiring to be models of Christ

1. All learners experience a Catholic learning environment rooted in Gospel Values and the Ontario Catholic School Graduate Expectations.
2. Our schools foster the relationship between home and parish.
3. Staff and students are discerning believers, formed in the Catholic faith community, who model Christ in their actions.



BELONGING

Embracing relationships & sustaining safe, welcoming schools

1. Schools and workplaces are safe and welcoming for all, cultivating a positive sense of belonging and well-being.
2. Relationships with all educational partners are nurtured and supported.
3. Students are service-minded global citizens, engaged and empowered to be leaders in their communities.



FOUNDATIONAL ELEMENTS

Optimizing organizational effectiveness

1. Improved access to services and supports for students and schools.
2. Communication is clear, transparent and responsive.
3. Results-based accountability and evidence-informed decision-making are the standard approaches to planning and improvement efforts.
4. Stewardship of resources optimizes human, financial, physical and material assets.
5. Proactive recruitment, talent growth and succession planning are aligned to student and system needs.



1. Educational experiences and opportunities are differentiated to support all learners.

1.1 Students are supported in their schools and classrooms using a tiered intervention model and evidence-informed instruction to meet individual needs.

1.2 Parents, educators, and professionals work together to determine student needs and goals.

1.3 Optional and alternative programming available in preparation for post-secondary destination pathways.

1.4 State-of-the-art facilities are constructed (consolidation + new build) and school populations are addressed to ensure appropriate use of space.

Successes:

- The annual Strategic Plan Monitoring Survey, released in June 2021, found that 74% of respondents agreed that HCDSB offers educational experiences and opportunities to support all learners. **(1)**
- We continue to successfully operate Thomas Merton Centre for Continuing Education to support all learners in our school community. **(1)**
- We provided teacher resources/PD to support teaching of new mathematics curriculum. **(1.1)**
- Mental Health Services staff continue to support all three tiers in every HCDSB school, in-person and/or virtually. For example: **(1.1)**
 - Tier 1: Staff PD in Trauma Informed Classrooms, Anxiety, Depression, Mentally Healthy Classrooms, etc.; school-wide initiatives such as Bullying Prevention and Mental Health Week; and evidence-based programs such as Roots of Empathy Recovery Program, MindUP, Healthy Transitions, Zones of Regulation, and Kids Have Stress Too!, delivered based on specific needs of the schools/students;
 - Tier 2: Individual counselling utilizing the Brief Intervention for School Clinicians (BRISC) strategy, Cognitive Behavioural Therapy (CBT), Dialectical Behaviour Therapy (DBT), etc.;
 - Tier 3: Supporting families/students in navigating referrals to external agencies as well as providing individual counselling while community referrals are pending.
- CYCs piloted a new evidenced-based Tier 1 program, Stop Now and Plan (SNAP), in 10 schools and delivered the program virtually. **(1.1)**
- Mental Health Services staff provided individual and group Mental Health support in July/August, offering The Art of Wellness, Kids Have Stress Too!, and Transition Support groups to all ages. **(1.1)**
- We continue to utilize a multi-tier Response To Intervention (RTI) model during team meetings. **(1.1)**



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Successes:

- We increased the staff contingent for Behaviour Analyst to increase capacity to support student transitions into school for students with Autism Spectrum Disorder (ASD). (1.1)
- We offered the After School Skills Development Program to support students with ASD or other special education needs; this involved participation in Children's Friendship Training (CFT) or the Program for the Education and Enrichment of Relational Skills (PEERS). (1.1)
- Speech-Language Pathologists (SLPs) and Communicative Disorders Assistants (CDAs) provided virtual tiered intervention during remote learning. (1.1)
- Implemented a tiered support model for students with Fetal Alcohol Spectrum Disorders (FASD). (1.1)
- We launched class-wide Tier 1 programs to support social cognition skills, narrative development, and phonological awareness in elementary school and conversation and discourse skills in secondary Life Skills classrooms. (1.1)
- We continue to offer the Empower Reading program in most of our elementary schools. (1.1)
- We continue to use an Independence Rubric process to assess and identify students' areas of need and levels of independence. (1.1)
- We continue with Special Incidence Potion (SIP) claims process to provide extra support to students who need it. (1.1)
- We continue to refine processes to support all students through tiered Transition Support, Focused Support and Transdisciplinary Rounds. (1.1)
- Pathways Itinerants connected with grade 7 and 8 students to discuss pathways planning and supported elementary schools with virtual grade 8 transition meetings. (1.1)



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Successes (cont'd):

- The Pathways team continued to use social media to promote the importance and purpose of their programs, to enable opportunities for parent dialogue, and to inform parents of a new electronic course selection process. (1.2)
- Student Success/Pathways hosted numerous events (grade 8 nights, Women in Trades, Skills Ontario, virtual conference) that included parental invitations and feedback and student engagement. (1.2)
- We collaborated with the Halton Transition Advisory Committee. (1.2)
- Psychological assessments included Microsoft Teams-based videoconferencing, web-based data gathering tools, and tablet-based assessment tools to adhere to public health requirements and ensure continuation of evidence-based assessment of students' learning and mental health needs. (1.2)
- Parents supported students during virtual speech and language sessions, which allowed them to see and practice strategies to support their child's development. (1.2)
- We implemented an electronic management system for IEPs and the Identification, Placement, and Review Committee (IPRC) process to modernize collaboration between parents, educators and professionals to determine individual students needs and areas of growth. (1.2)
- We implemented Phase 1 of the electronic referral system through eLite for Psych-Ed and SLP referrals. (1.2)
- We used case conferences (parent, community, school) as a way to successfully support students within the school community. In-school team meetings also continued. (1.2)
- We increased outreach to parents involving teachers and our youth settlement workers. (1.2)
- We offered de-streaming presentations on "Understanding the why, who and what" for the Catholic Parent Involvement Committee and Special Education Advisory Committee. (1.2)



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Successes (cont'd):

- During the 2020-21 school year, 229 students were enrolled in the International Baccalaureate (IB) Programme offered at St Thomas Aquinas CSS in Oakville; 152 students in the Pre-IB courses (grades 9 and 10), and 77 students in the IB courses (grades 11 and 12). **(1.3)**
- In 2020-21, 97% of IB students received an IB diploma (36 of 37 students). Two students earned a perfect score (45 diploma points); this was the first time this score was obtained in the history of the Programme. **(1.3)**
- Our Advanced Placement (AP) programs continued to grow; three of the four Catholic secondary schools offering AP have expanded their grade 12 program course offerings (Assumption, Bishop P. F. Reding, Holy Trinity). **(1.3)**
- Our AP students continue to succeed in AP exams and post-secondary achievements; five students were identified by the College Board as AP Scholars and academic institutions/universities have recognized the achievements of our AP students by awarding over \$600K in prestigious scholarships and awards. **(1.3)**
- We trained over 35 teaching staff through the AP College Board, provided resources to expand AP course offerings and provided culturally reflective and responsive options. **(1.3)**
- Bishop P. F. Reding CSS was one of two Ontario schools selected to partner with University of Toronto and St. Michael's College, to give AP students early access to university life and help them develop research skills. **(1.3)**
- We continue to support alternative programs such as Ontario Youth Apprenticeship Program (OYAP), Specialized High Skills Major (SHSM), Co-op, and Dual Credits to ensure that *all* students find their pathway to success, beginning in grade 7 and 8. **(1.3)**
- We engaged our Structured Teaching and Life Skills classes in the 'Let's Go Fitness' program, introducing a fitness instructor as a viable pathway for students with exceptionalities. **(1.3)**



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1.3 Optional and alternative programming available in preparation for post-secondary destination pathways.

1.4 State-of-the-art facilities are constructed (consolidation + new build) and school populations are addressed to ensure appropriate use of space.

Successes (cont'd):

- We acquired funding to offer additional SHSM programs this upcoming school year including Arts & Culture at Notre Dame, Business at Corpus Christi and Holy Trinity, Environment at Corpus Christi, Non Profit at Bishop P. F. Reding and St. Ignatius of Loyola, and Sports and Construction at St. Thomas Aquinas. (1.3)
- We expanded Dual Credit program offerings through virtual delivery; Adult Dual Credit Program enrolment offered to Thomas Merton Centre students tripled. (1.3)
- We promoted the government-funded Personal Support Worker College program to Thomas Merton students. (1.3)
- We continue to use of the A4 Catholic Learning Community D2L platform to support staff with programming and the transition process leading to post-secondary pathways. (1.3)
- We participated in the Ministry of Education Pilot Project, “Pilot to Support Transitions to Post-Secondary Pathways for Students with Developmental Disabilities”. (1.3)
- We implemented the Project SEARCH school-to-work transition program in collaboration with Community Living North Halton and Halton Health Care to provide opportunities for Community Pathways students. (1.3)
- We expanded existing Extended French (EF) and French Immersion (FI) programs to accommodate increasing interest and demand in optional French as a Second Language (FSL) programming; this involved expansion of Grade 1 FI to new school sites throughout HCDSB and expansion of the FI program to secondary sites in preparation for the launch in September 2021. (1.3)



1. Educational experiences and opportunities are differentiated to support all learners.

- 1.1 Students are supported in their schools and classrooms using a tiered intervention model and evidence-informed instruction to meet individual needs.
- 1.2 Parents, educators, and professionals work together to determine student needs and goals.
- 1.3 Optional and alternative programming available in preparation for post-secondary destination pathways.
- 1.4 State-of-the-art facilities are constructed (consolidation + new build) and school populations are addressed to ensure appropriate use of space.

Successes (cont'd):

- With the support of our Facilities Department, 16 elementary schools were provided with new outdoor learning spaces or enhancements to existing outdoor learning spaces. (1.4)
- Next-generation Wi-Fi enhancements continue to be incorporated into all of our locations and external Wi-Fi areas support our outdoor learning spaces. (1.4)
- Planning Services reviewed our Long-Term Capital Plan (LTCP) to ensure it reflects the most current trends; the most recent update was presented to the Board of Trustees on June 15, 2021. (1.4)
- We completed a \$25M building addition and redeveloped site at Bishop P. F. Reding CSS. (1.4)
- Major renewal projects were undertaken at Our Lady of Victory and St. Joseph Catholic Elementary Schools. (1.4)
- We replaced our artificial turf sports field at Corpus Christi CSS. (1.4)
- We made an investments of approximately \$8M in HVAC systems. (1.4)
- The Board began construction on Milton No. 10 Catholic Elementary School and St. Kateri Tekakwitha CSS in Milton. (1.4)



2. Teachers and learners are collaborating in innovative school and classroom communities that encourage student engagement, learning and achievement.

- 2.1 Support innovative teaching practices and instructional methods enabled by technology to more precisely address the learning needs of all students.
- 2.2 Engage students in authentic, personalized, relevant inquiry learning.
- 2.3 Modernize schools and classrooms that support and enhance innovation in learning.
- 2.4 Provide high capacity network infrastructure, software deployment strategies, cloud-based applications and seamless BYOD.
- 2.5 Mapping of Ontario Catholic School Graduate Expectations and 21st century competencies.
- 2.6 Provide staff with training and resources to better utilize technology relevant to their learning needs.

Successes:

- The annual Strategic Plan Monitoring Survey, released in June 2021, found that 78% of respondents agreed that at HCDSB schools, teachers and learners collaborate in ways that promote student engagement, learning, and achievement. (2)
- A number of innovative teaching practices were implemented in 2020-21 including but not limited to:
 - Curriculum Services staff facilitated webinars for educators on a variety of topics related to Synchronous/Asynchronous and Hybrid learning that were identified as areas of need, including D2L, Microsoft Teams, Descriptive Feedback, Differentiated Instruction, Culturally Responsive and Relevant Pedagogy (CRRP), and Cross-Curricular Integration. (2.1)
 - We made online resources to support using D2L accessible from our HCDSB D2L homepage and Online Learning System (OLS). (2.1)
 - We created the “CRRP Text Selection Checklist within a Catholic framework” tool to assist educators in centering equity and inclusive education in resource selection. (2.1)
 - The Pathways team engaged with grade 7-8 students virtually in activities such as the Real Game, which incorporated elements of financial literacy, career education, post-secondary pathways and self-discovery. They also developed a lesson involving creating nametags with a laser engraver and related software, which was designed to teach students about the device and help them make real-world connections to workplace applications. Elementary Pathways Itinerants ran Twilight Learning Sessions for teachers. (2.1)



2. Teachers and learners are collaborating in innovative school and classroom communities that encourage student engagement, learning and achievement.
 - 2.1 Support innovative teaching practices and instructional methods enabled by technology to more precisely address the learning needs of all students.
 - 2.2 Engage students in authentic, personalized, relevant inquiry learning.
 - 2.3 Modernize schools and classrooms that support and enhance innovation in learning.
 - 2.4 Provide high capacity network infrastructure, software deployment strategies, cloud-based applications and seamless BYOD.
 - 2.5 Mapping of Ontario Catholic School Graduate Expectations and 21st century competencies.
 - 2.6 Provide staff with training and resources to better utilize technology relevant to their learning needs.

Successes (cont'd):

- The Student Success team implemented the “Innovation Creativity Entrepreneurship” component of the SHSM Program and students participated in the Skills Ontario virtual competition. (2.2)
- We engaged educators in professional learning opportunities to support inquiry learning. This included summer institutes/book studies on inquiry-based learning, coding, structuring literacy and numeracy instruction, building thinking classrooms in mathematics, and figuring out fluency in mathematics. (2.2)
- Curriculum Services staff conducted an assessment to determine needs of classroom educators to address the needs they identified in their students. (2.2)
- We piloted a student-centered coding initiative in cooperation with McMaster University’s Computer Science Department; secondary students were trained by McMaster students on a coding language and then worked virtually with intermediate students and teachers to deliver coding lessons. (2.2)
- We established an Educator Summer Reading Club to identify texts for Board-approved literature studies (Grades 9-12) to enable reading and discussing literature through a Catholic lens and intentionally incorporating culturally relevant texts into our classrooms. (2.2)
- In 2020-21 we implemented our Virtual Catholic Elementary School, serving over 5000 students. Around 320 educators worked collaboratively to engage and develop the skills of our students across 195 classrooms in a virtual setting. Our class placements included Kindergarten to grade 8, French Immersion, Extended French, a grade 5-8 gifted class, and a Structured Teaching class. (2.3)
- We purchased more than 5,000 new devices through Information Technology (IT) Services, including over 3,500 Chromebooks to support online student learning through loan-out programs and over 1,500 laptops to support teaching staff instruction. (2.3)



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Successes (cont'd):

- We created English literacy, poetry, and spoken word units and resources reflecting CRRP and provided opportunities for educators to participate in the Board Literature Review process for Indigenous Education. Chosen titles were added to the holdings in Library Services for teachers. (2.3)
- We completed the Ministry of Education broadband modernization project to allow for additional Internet connectivity in our schools and installed additional Internet services in all schools to support redundancy in our online services. (2.4)
- We increased the technology available in school to support modernization of EQAO assessments and deployed technology to Elementary Core FSL staff to facilitate seamless program delivery. (2.4)
- We posted an Assessment and Evaluation series on D2L homepage with information on how to upload curriculum expectations and OCSGEs to courses so that teachers can use them for assessment. (2.5)
- We continue to participate in Habitat for Humanity's "The Meaning of Home" contest as an authentic creative writing opportunity for our grade 4-6 students. This contest aligns to the Focus on Faith themes for junior grades, which reflect the 'Responsible Citizen' OCSGE. (2.5)



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Successes (cont'd):

- We offered several training sessions, supports, and resources to help staff utilize technology or support remote learning, including: (2.6)
 - Resources shared on the HCDSB D2L homepage;
 - Resources shared in the [Online Learning System](#) (OLS);
 - Hybrid Learning Resources document curated to offer videos and tip sheets;
 - Mastery View Gradebook pilots with three secondary schools;
 - Curriculum Itinerant/Consultant-led sessions, staff meetings, drop-in times, and ongoing individual support on the use of D2L and Office 365 (i.e. Microsoft Teams);
 - PA Day sessions led by teachers on technology use and time provided for self-directed learning from the Hybrid Learning Resources document;
 - Ongoing program training for Educational Assistants to support virtual learners (e.g., Boardmaker Online, Microsoft Teams, Online Autism Training, Safe Management training);
 - Special Education Services created videos to support the use of the digital Special Equipment Amount (SEA) platform and offered Read & Write training sessions and SEA D2L site supports;
 - LEARNstyle training for Special Education Teachers of our Community Classes;
 - Training for Special Education staff and administrators on new electronic modules in eLite;
 - Training for the Student Success team on using a laser engraver and the changes to myBlueprint;
 - Purchased an additional cyber awareness training package to support staff and secondary students.
- We upgraded the Board StaffNET portal page to allow for a more seamless approach for staff information sharing. (2.6)
- We continued using digital assessment tools in psychological assessments and virtual parent conferencing. (2.6)



3. We hold high expectations for all learners.

3.1 Provide support and self-directed professional learning opportunities.

3.2 Students provided with opportunities to gain experiences, skills and knowledge needed for success in the real world.

Successes:

- The Mentoring Program for new administrators supported thirty (30) first-year and second-year Principals and Vice Principals. There were thirty (30) experienced school administrators providing mentorship to those new in their roles. **(3.1)**
- We offered a three-part series entitled “Your Steps, Your Direction”, focused on helping people discern a leadership calling. Eighteen (18) participants took part in the series. **(3.1)**
- Vice-Principals continue to participate in a *Community of Practice* to provide networking and support in sustaining strong leadership. **(3.1)**
- The Catholic Leadership Program supported learning for teachers interested in pursuing positions of added responsibility; 28 people enrolled in Module 1 (year 1) and 53 graduated from Module II (year 2). The program was offered virtually, with guest speakers and reflection logs from participants. **(3.1)**
- We continued Catholic Learning Communities for all of our specialized classes. **(3.1)**
- In 2020-21, our staff engaged in professional learning around various topics. **(3.1)**
Some examples:
 - Teacher-led virtual sessions exploring/promoting useful strategies for daily classroom practice;
 - The Special Education department offered PD/training to Itinerant Teams on Relias Modules, Department Heads on ways to support our Gifted students (on-demand through the National Association of Gifted Children), and all staff on Applied Behaviour Analysis (ABA). The department also provided reimbursement for all staff to take the Autism AQ course and had offered 20 spaces at the Learning Disabilities Association of Halton-Hamilton Conference;
 - Student Success team members received training on Equity Guidance and Career Education— De-streaming and participated in a Book Club Study of “White Fragility” with Curriculum staff;
 - Research and Development Services staff participated in an online training course through Algonquin College and the First Nations Information Governance Centre on the Fundamentals of OCAP® (Ownership, Control, Access, and Possession) related to First Nations data.



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Successes (cont'd):

- We continued to offer secondary students opportunities through SHSM, CO-OP, OYAP, and College, University, and Career exploration. Likewise, elementary students had several Experiential Learning opportunities to gain skills and knowledge in this domain (e.g., guest speakers addressing topics such as resiliency, stress, transition to secondary school, fitness, work as a Chef; participation in the first HCDSB Skills Competition; and meetings with Pathways Itinerants). (3.2)
- We expanded Dual Credit program offerings and increased enrolment in Adult Dual Credit through Thomas Merton Centre. (3.2)



1. All learners experience a Catholic learning environment rooted in Gospel Values and the Ontario Catholic School Graduate Expectations.

- 1.1 Increase awareness of the Ontario Catholic School Graduate Expectations.
- 1.2 Provide tools, resources and supports to staff so that Curriculum across all subject matters is taught through the lens of the Catholic faith.
- 1.3 Introduce and provide opportunities for traditional and contemporary Catholic spiritual practices to support all students in engaging and sustaining a vibrant spiritual life in relationship with God.
- 1.4 Provide liturgical supports and in-servicing for staff.
- 1.5 Provide Adult Faith Formation opportunities for all staff.
- 1.6 Provide staff with tools and supports to strengthen and enhance the characteristic belief and spirit of our Catholic school communities.

Successes:

- The recent Strategic Plan Monitoring Survey revealed that 81% of HCDSB stakeholders agreed that the HCDSB promotes a Catholic learning environment rooted in Gospel Values and the Ontario Catholic School Graduate Expectations (OCSGE). (1.1)
- On the Strategic Plan Monitoring Survey, 75% of secondary student respondents indicated having a good understanding of the OCSGEs. (1.1)
- Pathways presentations included the OCSGEs and made a connection with the 4-Step Inquiry Model. (1.1)
- The OCSGEs are referenced regularly through news releases, social media, school and board website stories, and Director and Trustee communications. (1.1)
- We began to implement the Catholic Kindergarten program, which involves a provincial webinar facilitated, in part, by HCDSB staff. (1.2)
- We implemented the intermediate Growing in Faith Growing in Christ resource. (1.2)
- In 2020-21, over 200 teachers successfully completed the *Religious Education in Catholic Schools* Additional Qualification (AQ). (1.2)
- Around 15 educators enrolled in a Master of Religious Education program after attending an information session offered by University of Toronto, St. Michael's College. (1.2)
- We shared Christian Mediation tools on school and board websites; students participated in Christian Meditation both in person and virtually. (1.3)
- Prayer resources were made available in the Virtual Chapel for anyone to access. (1.3)
- Morning prayers and reflections were led by Chaplaincy Leaders online. (1.3)



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Successes (cont'd):

- We shared the resources on Diocesan guidelines for liturgical celebration and seasons, and Ontario Catholic School Trustees' Association Catholic Education Week prayer and liturgy resources. (1.4)
- We provided information about the liturgical year and how to celebrate it through the *Grace Notes* online newsletter and shared prayers, liturgies, resources, and PowerPoint outlines for online use by schools and classroom teachers. (1.4)
- We offered virtual liturgical year events and prayer services, including a Weekly Prayer Liturgy for Catholic Education Centre staff and Trustees. (1.4)
- Provision of an opening school liturgy for all schools by the System Chaplain, modeled at the Administrator Opening Mass. (1.4)
- Adult Faith Formation sessions continued for staff in a virtual format. This provided the opportunity for a broader gathering of participants across the system. (1.5)
- Pastoral Animators participated in online meetings and had one-on-one communications with the HCDSB System Chaplain. (1.6)
- School Chaplains networked with Pastoral Animators in their Family of Schools. (1.6)
- We frequently shared *Grace Notes*, and Diocesan and other web links with information and resources for prayers and liturgies. (1.6)
- The Chief Social Worker, Chief of Mental Health Programming, and Religious Consultant provided Catholic Values Training to all external agency partners working in HCDSB. (1.6)
- We created CRRP Diplôme d'études en langue française (DELF)-inspired activities for use with newly-defined reading list resources from grades 7-12 in all FSL program tracks. (1.6)
- Staff were given opportunities through CRRP events to understand Catholic thought and theology on the subject of equity and inclusion. (1.6)



2. Our schools foster the relationship between home and parish.

- 2.1 Create and facilitate opportunities for dialogue, initiatives and activities that will support a vibrant Catholic community.
- 2.2 Establish a Focus on Faith Council to intentionally look at Catholic School Graduate Expectations and faith connections across our system.
- 2.3 Work in collaboration with Diocese to strengthen collaborative initiatives (Training for student ministers, sacramental preparation, Diocesan Initiatives).
- 2.4 Offer opportunities for Faith Formation in partnership with local parishes and the Diocese for all members of the community (Parents, Staff, Trustees, and Parishioners).

Successes:

- The recent Strategic Plan Monitoring Survey revealed that 70% of respondents indicated agreement that HCDSB schools and parishes work together to strengthen home/school/parish relationships. (2)
- The Focus on Faith Council gathered input on needs across various community partners. (2.1)
- There was ongoing sharing of information at the Deanery meetings. (2.1)
- A Return to School Committee on “Promoting Catholic Identity in Remote Spaces” developed plans that focused on enriching our faith experiences in remote and in-person learning settings. (2.1)
- We provided Summer Orientation sessions with incoming International Students, launched a Parent Portal in D2L, and hosted “Saturday Coffee with Fr. Con” – a virtual chat with Fr. Con O’Mahoney. (2.1)
- Virtual Chapels were made available to the school communities. (2.1)
- The February 2021 Faith and Equity Day provided opportunities for staff across each school and Board site to celebrate in our Catholic faith and explore how faith and equity are intertwined. (2.1)
- The Focus on Faith Council continues to meet throughout the year to share practices and information, and hear the needs of the various groups in the HCDSB community. (2.2)
- The Hamilton Catholic Education Partnership Steering Committee continues to meet six times a year. The partners developed a Faith Formation resource to support the implementation of staff faith formation across the Diocese. Two HCDSB staff participated in the Faith Formation program, “Information To Transformation. (2.3)
- Regular meetings take place with senior staff and the Vicar of Education to ensure HCDSB and the Diocese work together in the changed virtual working environment. (2.3)



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Successes (cont'd):

- Around 90% of staff who responded to the recent Strategic Plan Monitoring Survey agreed that the HCDSB offers faith formation opportunities for its staff. (2.4)
- Adult Faith Formation sessions continued to run with the support of many Diocesan staff. (2.4)
- We welcomed our new Auxiliary Bishop, Bishop Lobsinger, to give talks at several sessions that spoke about our faith and wellness throughout the pandemic with Trustees, Catholic Education Centre staff, and Principals. (2.4)
- Theological Education for Leadership (TEL) sessions continued for our administrators with a focus on “What does God require of you? Only this - to do justice, to love kindness, and to walk humbly with your God.” (Micah 6:8). Equity and our faith, both personally and professionally, were the themes throughout the sessions. (2.4)
- Our 3rd Annual Lenten Trivia Challenge was hosted on social media through the Board’s Twitter and Instagram accounts. (2.4)

2021 Lenten Trivia Social Media Analytics (#HCDSBLent)

- Impressions: 400K
- Reach: 206K
- Mentions: 137

- Our 2nd Annual Advent Trivia Challenge was hosted on social media through the Board’s Twitter account. (2.4)

2021 Advent Trivia Social Media Analytics (#HCDSBAdvent)

- Impressions: 230K
- Reach: 220K
- Mentions: 238



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Successes (cont'd):

- We held our 8th Annual Keeping Christ in Christmas Student Contest. Despite the change in format requirements due to COVID-19, we received over 350 student submissions. (2.4)

2021 Keeping Christ in Christmas Social Media Analytics (#KeepingChrist)

- Impressions: 718K
- Reach: 229K
- Mentions: 254
- Once again, we took samples of the student artwork submitted for the contest and created Christmas cards, which were then offered up for purchase in our community. All proceeds went to the Society of Saint Vincent de Paul in support of their family Christmas program. (2.4)

Keeping Christ in Christmas — Christmas Card Fundraiser

- 765 card sets were ordered.
- \$10,793 was raised.



3. Staff and students are discerning believers, formed in the Catholic faith community, who model Christ in their actions.

- 3.1 Create and support opportunities for staff and students to work together on social justice issues through the eyes of faith and as people of life.
- 3.2 Work in partnership with the Office of Justice and Peace in the Diocese of Hamilton to communicate, promote, and connect schools with opportunities to support social justice initiatives within the Diocese.
- 3.3 Retreats organized for staff and students.
- 3.4 Develop a reflection component for students and staff to be incorporated into all social justice projects and initiatives.

Successes:

- The recent Strategic Plan Monitoring Survey revealed that 72% of HCDSB stakeholders agreed that HCDSB students and staff model Christ in their actions. (3)
- Various equity sessions were held throughout the year with staff and students examining social justice issues through our faith lens. (3.1)
- Culture of Life clubs ran virtually in schools. (3.1)
- A team of teachers created a comprehensive resource to support the introduction of French Immersion Religion in grade 9 through the lens of action-oriented tasks throughout the liturgical year. (3.1)
- We promoted Development and Peace initiatives and activities through secondary Chaplains and elementary Pastoral Animators. (3.2)
- The Catholic Education Centre's Wellness Committee offered a virtual retreat for staff that focused on their well-being and self-care as we navigate coming through the pandemic. (3.3)



1. Schools and workplaces are safe and welcoming for all, cultivating a positive sense of belonging and well-being.

1.1 Examine current transition programs and initiatives.

1.2 Create opportunities for students, parents, and staff to become more engaged in school-level programs and initiatives.

1.3 Ensure supports and programs are in place to increase awareness and understanding of Medical and Health Conditions.

1.4 Set standards and expectations for staff to model positive, inclusive and respectful language and behaviour in schools and workplaces.

1.5 Welcome and engage new families in activities and initiatives supporting their child's education.

Successes:

- The recent Strategic Plan Monitoring Survey indicated that 79% of HCDSB stakeholders agreed that HCDSB schools promote student safety, and 79% of staff respondents agreed that HCDSB workplaces promote staff safety. (1)
- On the Strategic Plan Monitoring Survey, 72% of HCDSB stakeholders agreed that HCDSB schools are welcoming for all students and promote a positive sense of belonging. (1)
- We held a series of [Fostering Mental Health & Well-being: Parent Information Sessions](#) to support students and families during the pandemic. (1)
- We continued to create individual transition plans for students to support entry to school and support grade to grade, class to class, school to school, and school to community transitions, as directed by [PPM 156](#). (1.1)
- We offered various transition supports and resources, including, but not limited to: (1.1)
 - Transition support for new students (entering Kindergarten or new to our Board);
 - One-week transition program for students with special education needs during the summer;
 - Transition support group as part of the 2021 Summer Mental Health Programming;
 - Transition support from Behaviour Analysts;
 - Use of an infographic to support the transition to/from virtual and in-person learning;
 - Use of an updated Transition Plan in eLite;
 - Updated HCDSB Family Transition Guide;
 - Addition of a “Community Pathways” section in myBlueprint’;
 - Created a Welcome Guide for secondary newcomer students and families new to HCDSB;
 - Staff meetings and initiatives to ensure smooth transitions to high school for English Language Learners;
 - Began to create transition plans for students entering optional FSL programs at HCDSB.
- Pathways Itinerants created virtual tours of secondary schools for incoming grade 8 students. (1.2)



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Successes (cont'd):

- [Policy/Program Memorandum 161](#) – *Supporting Children and Students with Prevalent Medical Conditions in Schools* – was further reviewed with support from the Medical Conditions Committee and was used to update our medical conditions policy, procedures, and protocols, accordingly. (1.3)
- The Medical Conditions Committee met three times to review medical and health conditions and protocols. (1.3)
- We provided a variety of supports and training to increase awareness and understanding of various medical and health conditions. (1.3)
- Parent communication regarding medical and health conditions was posted on each school website. (1.3)

Auto-injector usage: (1.3)

- We continued to offer anaphylaxis online training for all staff in direct contact with students.
- Training and in-service on use of auto-injectors (EpiPen, ALLERJECT, Emerade) continued.
- Protocols, as well as updates to the FAQs were posted on the Board website for parents.
- To monitor annual EpiPen usage, we administered a survey to each school.
- Individual student *Plans of Care* were completed in collaboration with parents and schools.

Medical conditions: (1.3)

- We posted protocols for Asthma, Diabetes, Epilepsy, Heart Conditions, and SADS on our website as well as links to all forms.
- Individual student *Plans of Care* were completed in collaboration with parents and schools.
- OPHEA Asthma Kits and resources were made available to all schools.

Immunizations: (1.3)

- Ongoing communication to increase parent and school awareness about school-based immunization programs and the Immunization School Pupils Act .



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Successes (cont'd):

Concussions: (1.3)

- The Concussion Protocol and all related documents have been updated based on the requirements of [PPM 158](#) and was posted on school and Board websites.
- Staff training was provided through new training modules.
- Concussion tracking continues, including types/cause of concussions Board-wide.
- Rowan's Law Day was recognized in September 2020.

COVID-19: (1.3)

- Safety Protocols were developed and communicated to provide awareness to all stakeholders, with guidance from the Ministry of Education, Ministry of Health, and local Halton Region Public Health.
- We provided on-line training of COVID-19 protocols and health and safety requirements and reviewed protocols for all staff.
- We continued to consult and collaborate with the Halton Regional Health Department and shared many of their resources with schools and families. (1.3)
- Site-based Staff Wellness Committees were established in 2020-2021. Surveys specific to each site were sent out throughout the year to collect information from staff on their well-being needs and various supports/initiatives were then put in place at each site to enhance staff well-being. (1.3)



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Successes (cont'd):

- The Board's Equity and Inclusive Education Steering Committee developed and launched a protocol on harmful language titled "Racism and Discrimination: Responding with Faith, Hope and Love". (1.4)
- We launched the Culturally Responsive and Relevant Pedagogy (CRRP) project in collaboration with libraries in Secondary Schools, "Building libraries to affirm the dignity and inherent value of every student in Catholic Secondary Schools". (1.4)
- We facilitated over 60 HCDSB staff capacity-building sessions on equity and inclusion to a combined total of over 9,600 participants to build a shared understanding of key concepts including Human Rights and accommodations, CRRP, equity and inclusion frameworks, building equity literacy, anti-racism, de-streaming, faith and equity, equity as a leadership competency, supporting 2SLGBTQ+ students, Islamophobia, whiteness, Indigenous Cultural Safety, and Indigenous pedagogy. (1.4)
- All schools participated in a three-part training to address systemic anti-Black racism at the beginning of the school year. Schools formed equity teams to develop context-specific Action Plans to build staff capacity, dismantle anti-Black racism, and centre Black excellence. (1.4)
- In consultation with Indigenous Elders, Knowledge Keepers from Mississaugas of the Credit First Nation, Six Nations, the Indigenous Education Advisory Council, and the HCDSB Indigenous Education Advisor, we have created a territorial/land acknowledgement and shared it widely through our YouTube channel. (1.4)
- During the month of June, we launched a celebration of [Pride Month](#) across all HCDSB schools to raise awareness around Pride and nurture our call to build safe and inclusive learning environments where every student, staff and community member is welcomed, valued and respected. (1.4)
- We prepared a toolkit for schools in support of First Annual International Day of People with Disabilities with a focus on celebrating diversity and inclusion. (1.4)
- We invited stakeholder feedback to review and provide input on changes to [Policy II-45 Equity & Inclusive Education](#). The [consultation findings](#) are posted on the [HCDSB website](#). (1.4)



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1.5 Welcome and engage new families in activities and initiatives supporting their child's education.

Successes (cont'd):

- The Leadership program provided mandatory and optional sessions that focused on equity and human rights; these helped ensure that, as leaders, we provide an inclusive learning and work environment for all. Program participants also took part in an Indigenous learning experience focused on Aboriginal Culture, History, and the Calls to Action in the Truth and Reconciliation Report. (1.4)
- The Settlement Services team served approximately 6,236 Welcome Centre clients in the 2020-21 school year, including over 210 new families in our schools. (1.5)
 - Youth and Family Settlement Workers and Assessors delivered 221 group sessions and supported families to receive information, resources, and services to help them integrate into our schools and their community. (1.5)
 - Through our Community Connection program, the Settlement team ran two online leadership programs with 85 students to help them acquire and use leadership skills through leading camps and multicultural celebrations for other youth. (1.5)
 - We delivered 25 group sessions under Mental Health Programming (e.g., short-term counselling, information sessions, and workshops). (1.5)
- We hosted 'Ready, Set, Go!' virtual information sessions to support parents of children transitioning to Kindergarten; recorded videos were posted on the HCDSB website. (1.5)
- In collaboration with our Welcome Centre and Newcomer Services, we featured heritage months on our websites and through social media, promoting awareness around the diversity in the school communities across our district. (1.5)
- We continued recognizing celebrations of various faith traditions on social media to raise awareness and a sense of belonging in our community. (1.5)
- All school and board websites feature a translation button to convert text to a desired language. (1.5)
- System messages to parents are translated into most prominent languages across our district: Arabic, Chinese, and Spanish. Translations to additional languages are provided upon request. (1.5)



2. Relationships with all educational partners are nurtured and supported.

2.1 Work with community partners to enhance delivery of and access to services and supports.

2.2 Launch an awareness campaign on community services available for families and students.

Successes:

- The recent Strategic Plan Monitoring Survey revealed that 68% of HCDSB stakeholders agreed that the HCDSB nurtures and supports relationships with external partners. (2)
- The PPM 149 Committee met regularly to vet and review external agencies and specific programs to ensure alignment with our Catholic Values and expectations of service. In 2020-21, we added the equity-focused program by Roots to our PPM 149 partnerships. (2.1)
- Community Partners were engaged and continued to provide services during the pandemic. Partners shifted to virtual support and Social Workers/CYCs assisted families and students with referrals, ensuring that they had virtual access to the services. (2.1)
- Transfer of School Based Rehab Services to ErinoakKids was supported through providing an orientation to their staff in August 2020 and collaborating to develop processes to support OT/PT/Speech services both in schools and virtually. (2.1)
- We continued our strong community partnerships with organizations such as Halton Food for Thought and Our Kids Network to support our students and families. (2.1)
- Several Student Success initiatives (EL, Co-Op, SHSM, OYAP, Outdoor Ed.) have continued to increase connections to the Halton community (e.g., Halton Industry and Education Council, City of Burlington). The Student Success website and social media presence helps to reach the school communities and keep them informed of programs and initiatives. (2.1, 2.2)
- We worked closely with community partners, such as the Canadian Caribbean Association of Halton, to deliver events and learning opportunities on topics such as anti-Black & anti-Asian racism and Islamophobia and share services supporting students and families. (2.1, 2.2)



3. Students are service-minded global citizens, engaged and empowered to be leaders in their communities.

3.1 Explore and expand learning experiences for students outside of school.

3.2 Students supported and encouraged to apply for SpeakUp grants, Students as Researchers projects.

3.3 Secondary schools have student leadership/mentoring programs.

3.4 Establish an HCDSB Alumni Association.

Successes:

- The recent Strategic Plan Monitoring Survey revealed that 76% of HCDSB stakeholders felt that HCDSB students are taught to think of others and are given opportunities to get involved and be leaders in the school and/or community. **(3)**
- Several Student Success initiatives and external partnerships have continued to increase opportunities for K-12 students to have learning experiences outside of the classroom within Halton (e.g., The Specialist High Skills Major program offered certifications, reach ahead experiences, and experiential learning delivered by sector partnerships unique to their program). **(3.1)**
- We successfully expanded program offerings with Mohawk College for 2021-2022 school year and Dual Credit Programs to meet the needs of our students. **(3.1)**
- We hosted a virtual college panel for students to inquire about their post-secondary programs and assist in their decision-making process. **(3.1)**
- Students with special education needs had the opportunity to participate in a summer coding program, summer learning program, and After School Skills Development Program. **(3.1)**
- The Student Success team helped schools establish License 2 Learn (L2L) - a tutoring certification program that enables students to help other students within their school community. **(3.3)**
- We piloted a Youth Voice Forum on Mental Health at the secondary level where students received leadership and group facilitation training through the organization, Live Different, and utilized this training to co-facilitate Youth Voice Forum break-out groups on student mental health topics. **(3.3)**
- We continue to promote stories about HCDSB alumni on our websites and social media. **(3.4)**



1. Improved access to services and supports for students and schools.

- 1.1 Professional development, training, initiatives and staff support are provided to schools based on the Family of Schools model.
- 1.2 Cross-panel learning activities take place within a Family of Schools.
- 1.3 Inter-departmental collaboration, shared learning, and planning.
- 1.4 Mental Health Plan to support student well-being through increased awareness (Talk), professional development (Learn) and timely access to support (Support).
- 1.5 Streamlining of supports and resources.

Successes:

- The recent Strategic Plan Monitoring Survey indicated that 76% of HCDSB staff respondents agreed that staff have opportunities for professional development and training related to their role. **(1.1)**
- Itinerant staff continue to support school staff based on a Family of Schools model. **(1.1)**
- Program Services staff, school administrators and staff, and Information Technology staff worked collaboratively throughout the year to identify technology needs to support student learning. **(1.1)**
- New and continuing program teachers received Specialist High Skills Major professional development and other training. **(1.1)**
- The Student Success team developed a virtual/electronic course selection process with Guidance. **(1.1)**
- We implemented training on the new Student Information System, PowerSchool. **(1.1)**
- Social Workers and CYCs offered presentations to the system on topics such as supporting student attendance, Trauma, Mental Health, and Duty to Report. **(1.1)**
- We moved most cross-panel activities to virtual offerings to help transition grade 8 students to secondary school. **(1.2)**
- The Grade 9 De-streamed Mathematics Summer Writing Team included cross-panel educators teaching grades 7 to 10. **(1.2)**
- French as a Second Language (FSL) teaching staff had the opportunity to take part in Summer initiatives to inform the HCDSB direction in all grade levels and program tracks. **(1.2)**



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Successes (cont'd):

- Research, Special Education, and Curriculum staff worked collaboratively to review external research proposals. **(1.3)**
- Special Education central staff participated in monthly presentations which highlighted the scope of various disciplines at the board including SLPs, CDAs, Behaviour Analysts, CYCs, and the Social Work and Psychological Services team. **(1.3)**
- Various Special Education staff participated in planning the ABA for All PD for educators and the Behaviour Analyst team organized Self & Match Training for all Special Education Resource Teachers and Special Education teachers. **(1.3)**
- Collaborative learning and planning sessions occurred with secondary English as a Second Language (ESL) and Student Services staff around processes and practices for reception and support of multilingual learners (ELLs). **(1.3)**
- We engaged in work between FSL and a wide variety of curricular areas and departments to inform FSL teacher recruitment, practice, and pedagogy. **(1.3)**



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Successes (cont'd):

- We continued to offer various Mental Health/social-emotional literacy professional development opportunities to all staff (e.g., virtual Lunch and Learns, staff meeting presentations, and weekly resource sharing to build capacity and tips to support student mental health during the pandemic). (1.4)
- Every HCDSB school identified a Mental Health & Well-Being Committee to support mentally healthy, caring, welcoming, inclusive, and safe school environments. (1.4)
- We engaged in a Mental Health Social Media Strategy to share mental health resources and to highlight positive activities happening within schools and to acknowledge awareness days. (1.4)
- Special Education Services staff hosted a six-part virtual parent information series, Fostering [Mental Health and Well-being](#), to support families during the pandemic. (1.4)
- We completed the implementation of a new modernized Student Information System, PowerSchool. (1.5)
- We shared mental health resources from School Mental Health Ontario (SMHO) with school staff. (1.5)
- We created an Elementary Resource and Secondary Resource site in the HCDSB Online Learning System. (1.5)
- School Communications Toolkits were developed and shared with school administrators to ensure consistency of messaging related to the management of COVID-19 across our schools throughout the school year. (1.5)
- We continue to streamline the posting process of Board-wide communication across school websites to ensure alignment and consistency in messaging and improve supports to our schools. (1.5)



2. Communication is clear, transparent and responsive.

- 2.1 Create a cohesive communications strategy that ensures timely sharing of information, aligned with strategic priorities.
- 2.2 Establish feedback mechanisms for parents, staff and students that encourage and support two-way communication.
- 2.3 Create opportunities for cross-departmental collaboration between corporate staff.
- 2.4 Review and improve the school and district websites to ensure they are clear, easy to navigate and comply with AODA standards.

Successes:

- The annual Strategic Plan Monitoring Survey indicated that 79% of respondents agreed that the communication from schools and/or the Board is clear, transparent, and responsive. **(2)**
- Communications plans were developed and implemented to ensure timely, consistent sharing of information related to labour negotiations and COVID-19, as well as any new initiatives, programs, and events. **(2.1)**
- We continue to send out HCDSB news releases to media contacts and share the releases with staff, parents, and members of the HCDSB community through email and social media. **(2.1)**
- We provided ongoing media, social media, and website training to various staff across HCDSB. **(2.1)**
- We continue to monitor daily media and share pertinent news stories with senior staff and school/Board administrators. **(2.1)**
- We continue to streamline the posting process of Board-wide communication across school websites to ensure alignment and consistency in messaging and improve supports to our schools. **(2.1)**
- Teachers were added to virtual Catholic Learning Communities for information dissemination and collaboration. **(2.1)**
- A series of School Communications Toolkits were developed and shared with school administrators to ensure consistency of messaging around COVID-19, Labour Relations, Pride Month, and other areas throughout the 2020-2021 school year. **(2.1)**
- Strategic Communications and Information Technology Services collaborated in the development and redesign of a new Board website, which was launched in January 2021. The new HCDSB website is now accessible to a wider range of people with disabilities and provides a more user-friendly experience for all website visitors. **(2.1, 2.3, 2.4)**



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Successes (cont'd):

- The Milton Secondary School Boundary Review Committee (SBRC), running from the 2019-20 to 2020-21 school year, included one of the largest parent and student SBRC representation in recent years (23 parent and four student representatives), ensuring all Milton communities were involved throughout the process. Staff hosted a YouTube live event in October 2020 to present information to the community; as of summer 2021 the video had over 600 views. (2.2)
- During COVID-19 closures and gathering restrictions, staff moved toward conducting virtual public information meetings and online surveys through the [Planning website](#) to gather community input for accommodation options under review, resulting in a total of 4,102 webpage visitors. (2.2)
- Three new School Boundary Reviews were initiated to address accommodation challenges in new growth communities in Milton and Oakville. (2.2)
- We made available an Activity Feed that can be added to all teacher D2L homepages that allows for safe communication to and from students. (2.2)
- We had increased outreach efforts by our youth settlement workers. (2.2)
- During the 2020-21 school year, a new policy was created to provide a process for handling correspondence addressed to individual Trustees and/or the Board of Trustees. [Policy I-46 Correspondence to the Board of Trustees](#), was approved at First Reading at the Policy Committee Meeting held on June 16, 2021, and subsequently released for Stakeholder Consultation. The [consultation findings](#) are posted on the [HCDSB website](#). (2.2)
- In keeping with our commitment to community engagement and public consultation, during the 2020-21 school year, we initiated a public consultation during a review of the Mission, Vision, and Value Statements. The [consultation findings](#) are posted on the [HCDSB website](#). (2.2)



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Successes (cont'd):

- Stakeholder consultations undertaken during the 2020-21 school year included collaboration between Strategic Communications Services, Research and Development Services, and other departments such as Business Services, Facility Management Services, and Program Services. **(2.3)**
- We continue to use a weekly memo schedule to share important system/departmental information with school and Board administrators. **(2.3)**
- With the completion of the new Board website, all HCDSB websites now meet Web Content Accessibility Guidelines (WCAG) 2.0 Level AA compliance standards. **(2.4)**
- Strategic Communications provided support to Planning Services to enhance the School Planning website to ensure compliance with the Accessibility for Ontarians Disability Act (AODA). **(2.4)**
- We conducted ongoing streamlining and editing of HCDSB webpages to ensure programming and site information is up-to-date and accurate. **(2.4)**
- An online [Accessibility Feedback Form](#) was posted on the Board's website to gather accessibility-related feedback and a mechanism for reporting barriers to accessibility by visitors to our facilities and/or websites. **(2.2, 2.4)**



3. Results-based accountability and evidence-informed decision-making are the standard approaches to planning and improvement efforts.

3.1 Develop organizational capacity for evidence-informed practice to support planning and improvement efforts across all schools and departments.

3.2 Establish monitoring cycles and report on progress regularly across all priority areas.

3.3 Removing barriers around data and research literacy by creating relationships among educators and administrators.

3.4 Providing research and data support that is accessible and improves learning.

Successes:

- Superintendents conducted ongoing monitoring of School Improvement Plans through regular school visits, and tracked them through an electronic school visit form. **(3.1)**
- An Educational Assistant deployment algorithm, developed by Research and Development Services, continues to be adopted in other School Boards, including Waterloo Catholic District School Board. **(3.1)**
- Research and Development Services continued to automate solutions for managing data flow for various initiatives, including: Special Education referral automation, Duty to Report. **(3.1, 3.4)**
- Research and Development Services modified and developed a HCDSB School Climate Survey Battery for students for both virtual and in-person learning environments and administered it successfully for the first time in 2020-21. **(3.1, 3.4)**
- In 2020-21, over 75 surveys, forms, and/or evaluations were conducted by the Research and Development Services Department; we heard from over 54,000 stakeholders this year. **(3.2)**
 - We completed annual survey reports to monitor progress on various Board/Ministry Initiatives (including but not limited to the Multi-Year Strategic Plan, transitions, Professional Development, Program Services Projects, School Climate, and PPM 164: Impact of Remote Learning). **(3.2)**
- IEP Review Cycles continue to be maintained. **(3.2)**
- Psychology staff and Speech-Language Pathologists continue to monitor wait times for assessments and implement strategies for equitable waits across the system. **(3.2)**
- Met all financial reporting deadlines and complied with reporting restrictions or requirements. **(3.2)**



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Successes (cont'd):

- Research and Development Services worked closely with several Superintendents and Board staff to identify gaps, define data needs, and collect data to support evidence-informed decision making. **(3.3)**
- We continued use of Microsoft Teams to support School Administrators and CEC staff with resources/understanding data and other research-related activities. **(3.3)**
- We continued collaboration related to data literacy with community partner Our Kids Network. **(3.3)**
- We participated in a GTA Research Project with other Boards regarding the impact of COVID-19 and school achievement and well-being. The report was published by the Principal Investigator. **(3.3)**
- We communicated an ongoing review of enrolment against projections across the Board on a monthly basis, while navigating the changes to learning environments resulting from the pandemic. **(3.4)**
- The Research Portal continues to be updated with resources and reports. In 2020-21, HCDSB staff downloaded over 2000 resources and there were around 250 unique page views (logins). **(3.4)**
- HCDSB staff published a summary of the Early Years Numeracy Collaboration Project in a peer-reviewed journal. **(3.4)**
- Office of the Director staff, Research and Development Services and Human Rights and Equity, secured external funding for a pilot study on the collection of identity-based data and completed a Student Census Pilot Study in preparation for a Board-wide student census in 2022. **(3.4)**
- myBlueprint usage increased to 8500 logins in K-6; active engagement was at 90% for grades 7-8 and 95% for grades 9-12. **(3.4)**

FOUNDATIONAL ELEMENTS



Optimizing organizational effectiveness

4. Stewardship of resources optimizes human, financial, physical and material assets.

- 4.1 Regular analysis of budget for alignment with strategic priorities and outcomes.
- 4.2 Establish and maintain a capital and operating reserve fund.
- 4.3 Continuous review and monitoring of system staffing needs.
- 4.4 Identify school consolidation projects.
- 4.5 Identify and implement cost-saving opportunities and practices (e.g. economy of scale centralized purchases).
- 4.6 Review programs and services to ensure ongoing feasibility (cost-benefit analysis).

Successes:

- Business Services completed monthly monitoring and reporting of the Board's budget, identifying budget pressures and working with all budget stakeholders on solutions that address the needs of the system and support our strategic priorities. **(4.1)**
- Stakeholder feedback received through senior staff, budget survey, and Trustee budget sessions was used to ensure alignment to system needs and strategic priorities. **(4.1)**
- We engaged in ongoing examination and collaboration between departments to ensure targeted and effective spending as optional FSL programs grow. **(4.1)**
- For 2020-21, as of December 2020's Revised Estimates, HCDSB is estimating an operating reserve of approximately \$2.3M and a capital reserve of \$9.1M after utilizing \$5.6M during the year to address COVID-19 pandemic-related needs. **(4.2)**
- Business Services worked with all departments throughout 2020-21 to address pressing budget needs, including additional temporary staffing. **(4.3)**
- After reviewing our system staffing needs in 2020, we hired 768 new staff members. **(4.3)**
 - 231 permanent staff: 19 administrative positions, 9 Association of Professional Student Services Personnel (APSSP), 10 Custodians, 29 Educational Assistants (EAs), 112 Elementary Teachers, 24 Secondary Teachers, 6 Principals/Vice-Principals, and 22 Clerical staff.
 - 464 supply teaching staff: 253 Occasional Teachers, 166 EAs, 49 Designated Early Childhood Educators (DECE) (43 supply and 6 emergency supply), and 2 Casual-Clerical staff.
 - 67 temporary staff: 7 administrative positions, 12 APSSP, 21 Custodians, 11 Principals/Vice-Principals, and 16 Clerical staff.
- Human Resources maintains a continuous recruitment process for supply lists for Occasional Teachers, Early Childhood Educators, and Educational Assistants to meet system needs. **(4.3)**
- Special Education Resource Teacher and EA allocation processes continue to be maintained to ensure we are meeting system staffing needs. **(4.3)**



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- 4.6 Review programs and services to ensure ongoing feasibility (cost-benefit analysis).

Successes (cont'd):

- Priority future Accommodation and Planning projects were identified and posted on the Board website as part of the 2021 Long-Term Capital Plan and shared with the Board's stakeholders through the 2021 Community Planning and Facility Partnerships meeting. **(4.4)**
- HCDSB Ranked 4th of 72 Ontario school boards in the 2021 Top Energy Performing School Boards Report from the Climate Challenge Network (ranked 1st in the GTA). **(4.5)**
- We completed a LED lighting retrofit at St. Ignatius of Loyola CSS. **(4.5)**
- Our collaborative spending partners include, but are not limited to: the Ontario Education Collaborative Marketplace (OECM), Halton Cooperative Purchasing Group (HCPG), Halton Student Transportation Services (HSTS), Educational Computing Network of Ontario (ECNO), Catholic School Boards Services Association (CSBSA), Ministry of Government and Consumer Services (MGCS) and various individual school boards and municipalities. The Board further seeks collaboration by actively engaging in opportunities with the Council of Senior Business Officials (COSBO) Effectiveness and Efficiency project. **(4.5)**
- As part of the budget process, Business Services worked with budget holders to consider alternative solutions to address program initiatives and enhancements. **(4.5)**
- Further efficiencies in the operations of the Halton Student Transportation Services (HSTS) consortium were identified through annual route efficiency studies and review of sharing opportunities with municipal partners. **(4.5)**
- We successfully pivoted Transportation to incorporate the new secondary panel noon hour dismissal and successfully implemented pandemic procedures and requirements (e.g., seating charts, enhanced bus disinfectant, and increased communication with bus companies). **(4.5)**



5. Proactive recruitment, talent growth and succession planning are aligned to student and system needs.

5.1 Develop and implement a strategic recruitment process to hire staff reflective of the communities we serve.

5.2 Expand the leadership development strategy to include operational/business staff.

5.3 Provide training and support to staff based on identified learning and departmental needs.

Successes:

- We continued to develop our strategic recruitment process based on system needs. **(5.1)**
- Human Resources staff attended 16 recruitment fairs hosted by several universities, ApplyToEducation, and Careers for Canada. **(5.1)**
- In addition to posting job opportunities on our Board website, ApplyToEducation, and other recruitment platforms, we also shared job postings through social media ads on Twitter and LinkedIn. **(5.1)**
- We hired an additional Student information Systems Analyst to assist schools in managing student data and an additional Financial Analyst to better serve every department's financial needs and assist with increased Board and Ministry reporting requirements. **(5.2)**
- We continued to expand the leadership candidate pools list for school administrators. **(5.2)**
- "The Leadership Journey: Your Steps, Your Direction" series is offered to all Board employees interested in exploring their leadership capabilities. 40 people participated in the program. **(5.2)**
- "Equity and Inclusive Education: Leadership Development Sessions" are open to all staff and, in particular, those interested in leadership. **(5.2)**
- Staff across Board departments continue to be provided with training and support from their departmental administrator and/or colleagues, responsive to their learning needs. **(5.3)**
- We provided in-depth training to school and Board administrative staff on the financial reporting system as well as the new online Purchasing-Card reconciliation process. **(5.3)**



2020-21 Financial Report as of July 31, 2021	Item 10.5
September 21, 2021	

Alignment to Strategic Plan

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

Purpose

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

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

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

Background Information

- 1) Information Report 10.2 “2020-21 Budget Report for September 1, 2020, to May 31, 2021” from the June 15, 2021, Regular Board Meeting.
- 2) Information Report 10.7 “2020-21 Financial Report as of April 30, 2021” from the June 1, 2021, Regular Board Meeting.
- 3) Information Report 10.5 “2020-21 Financial Report as of March 31, 2021” from the May 18, 2021, Regular Board Meeting.
- 4) Information Report 10.3 “2020-21 Budget Report for September 1, 2020, to February 28, 2021” from the April 20, 2021, Regular Board Meeting.
- 5) Information Report 10.3 “2020-21 Financial Report as of January 31, 2021” from the March 2, 2021, Regular Board Meeting.
- 6) Action Report 8.3 “2020-21 Revised Budget Estimates (Including September 1, 2020, to November 30, 2020, Actuals)” from the December 17, 2020, Special Meeting of the Board.
- 7) Action Report 8.2 “2020-21 Budget Estimates (Final)” from the July 29, 2020, Special Meeting of the Board.



- 8) Action Item 8.1 “Financial Reporting & Board Responsibility for Financial Oversight (P. DeRosa)” from the June 2, 2020, Regular Board Meeting.

Comments

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

On July 31, 2021, the fiscal year is 92% complete (11 months/12 months), and the school year is 100% complete (10 months/10 months). Therefore, it is expected that the percentages received or spent to be between 92% and 100%.

Conclusion

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

Report Prepared by:	A. Cross Senior Manager, Financial Services
Report Reviewed by:	A. Lofts Superintendent of Business Services and Treasurer of the Board
Report Submitted by:	A. Lofts Superintendent of Business Services and Treasurer of the Board
Report Approved by:	P. Daly Director of Education and Secretary of the Board

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

	Year-to-Date				Year-to-Date vs Prior Year-to-Date				Material Variance Note
	July 31, 2021	2020/2021	2020/2021	Percent Received	July 31, 2021	July 31, 2020	\$ Change	Percent Change	
	Actuals	Revised Estimates	Remaining Balance		Actuals	Actuals			
(in PSAB Format)	(in PSAB Format)			(in PSAB Format)	(in PSAB Format)				
OPERATING REVENUE									
Province of Ontario									
Legislative Grants	\$ 301,957,708	\$ 301,565,650	\$ (392,058)	100.1%	\$ 301,957,708	\$ 278,025,639	\$ 23,932,069	8.6%	1
Municipal Taxes	80,336,037	95,822,850	15,486,813	83.8%	80,336,037	58,100,838	22,235,199	38.3%	2
	382,293,745	397,388,500	15,094,755	96.2%	382,293,745	336,126,478	46,167,268	13.7%	
Other Provincial Grants									
Prior Year Grant Adjustment - Operating	421,174	-	(421,174)	0.0%	421,174	23,424	397,750	1698.0%	3
Other Provincial Grants	13,456,607	20,851,439	7,394,832	64.5%	13,456,607	3,587,563	9,869,044	275.1%	4
	13,877,781	20,851,439	6,973,658	66.6%	13,877,781	3,610,987	10,266,794	284.3%	
Other Revenue									
Government of Canada	1,847,419	3,008,562	1,161,143	61.4%	1,847,419	1,571,162	276,257	17.6%	5
Tuition Fees	1,893,422	1,562,000	(331,422)	121.2%	1,893,422	2,848,971	(955,549)	-33.5%	6
Use of Schools/Rentals	843,402	2,028,962	1,185,560	41.6%	843,402	1,645,146	(801,744)	-48.7%	7
Cafeteria/Vending Funds/Uniform Commissions	31,680	20,000	(11,680)	158.4%	31,680	19,208	12,473	64.9%	
Interest Revenue	202,479	200,000	(2,479)	101.2%	202,479	813,871	(611,391)	-75.1%	8
Donations	297	-	(297)	0.0%	297	(15,296)	15,593	-101.9%	
Miscellaneous Recoveries	141,743	46,998	(94,745)	301.6%	141,743	198,254	(56,511)	-28.5%	
Recoveries - Secondments	1,073,429	1,050,625	(22,804)	102.2%	1,073,429	1,057,491	15,938	1.5%	
Plant Revenue	190,457	220,000	29,543	86.6%	190,457	246,043	(55,586)	-22.6%	
Miscellaneous Revenue	302,778	120,000	(182,778)	252.3%	302,778	272,472	30,306	11.1%	
EDC Revenue	13,984,801	7,000,000	(6,984,801)	199.8%	13,984,801	6,307,867	7,676,934	121.7%	9
	20,511,907	15,257,147	(5,254,760)	134.4%	20,511,907	14,965,189	5,546,718	37.1%	
School Generated Funds Revenue	2,349,694	7,000,000	4,650,306	33.6%	2,349,694	8,039,446	(5,689,752)	-70.8%	10
Amortization of Deferred Capital Contribution	16,070,186	17,531,112	12,635,669	91.7%	16,070,186	15,443,595	626,591	4.1%	11
Total Operating Revenue	435,103,313	458,028,197	34,099,627	95.0%	435,103,313	378,185,695	56,917,618	15.1%	
Available for Compliance									
(Surplus) Deficit - Operating	-	7,079,261	7,079,261	0.0%	-	-	-	0.0%	
Available for Compliance - Transfer from (to) Internally Reserve	-	608,778	608,778	0.0%	-	-	-	0.0%	
Total (Surplus) Deficit Available for Compliance	-	7,688,039	7,688,039	0.0%	-	-	-	0.0%	
Unavailable for Compliance									
Unavailable for Compliance (PSAB Adjustment)	-	(196,914)	(196,914)	0.0%	-	-	-	0.0%	
Amortization of EFB - Retirement/Health/Dental/Life Insurance	-	(458,219)	(458,219)	0.0%	-	-	-	0.0%	
Unavailable for Compliance (Increase) Decrease in School Generated Funds	-	-	-	0.0%	-	-	-	0.0%	
Revenues Recognized for Land	-	(7,000,000)	(7,000,000)	0.0%	-	-	-	0.0%	
Total Unavailable for Compliance (Surplus)	-	(7,655,133)	(7,655,133)	0.0%	-	-	-	0.0%	
Total Annual (Surplus) Deficit	-	32,906	32,906	0.0%	-	-	-	0.0%	
Total Revenue After PSAB Adjustment	\$ 435,103,313	\$ 458,061,104	\$ 34,132,533	95.0%	\$ 435,103,313	\$ 378,185,695	\$ 56,917,618	15.1%	

Revenue
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OPERATING REVENUE

Province of Ontario

Legislative Grants

Municipal Taxes

Other Provincial Grants

Prior Year Grant Adjustment - Operating

Other Provincial Grants

Other Revenue

Government of Canada

Tuition Fees

Use of Schools/Rentals

Cafeteria/Vending Funds/Uniform Commissions

Interest Revenue

Donations

Miscellaneous Recoveries

Recoveries - Secondments

Plant Revenue

Miscellaneous Revenue

EDC Revenue

School Generated Funds Revenue

Amortization of Deferred Capital Contribution

Total Operating Revenue

Available for Compliance

(Surplus) Deficit - Operating

Available for Compliance - Transfer from (to) Internally Reserve

Total (Surplus) Deficit Available for Compliance

Unavailable for Compliance

Unavailable for Compliance (PSAB Adjustment)

Amortization of EFB - Retirement/Health/Dental/Life Insurance

Unavailable for Compliance (Increase) Decrease in School Generated Funds

Revenues Recognized for Land

Total Unavailable for Compliance (Surplus)

Total Annual (Surplus) Deficit

Total Revenue After PSAB Adjustment

	Month vs Prior Month				Material Variance Note	Month vs Prior Year Month				Material Variance Note
	July 31, 2021	June 30, 2021	\$ Change	Percent Change		July 31, 2021	July 31, 2020	\$ Change	Percent Change	
	Actuals	Actuals				Actuals	Actuals			
	(in PSAB Format)	(in PSAB Format)				(in PSAB Format)				
	\$	\$	\$			\$	\$	\$		
Legislative Grants	22,672,597	26,128,205	(3,455,608)	-13.2%	1	22,672,597	17,502,038	5,170,559	29.5%	6
Municipal Taxes	-	22,976,622	(22,976,622)	-100.0%	2	-	-	-	0.0%	
	22,672,597	49,104,827	(26,432,230)	-53.8%		22,672,597	17,502,038	5,170,559	129.5%	
Other Provincial Grants										
Prior Year Grant Adjustment - Operating	-	-	-	0.0%		-	-	-	0.0%	
Other Provincial Grants	476,524	981,516	(504,992)	-51.5%	3	476,524	316,804	159,720	50.4%	7
	476,524	981,516	(504,992)	-51.5%		476,524	316,804	159,720	150.4%	
Other Revenue										
Government of Canada	-	768	(768)	-100.0%		-	-	-	0.0%	
Tuition Fees	22,213	(7,475)	29,688	-397.2%		22,213	(2,040)	24,253	-1188.8%	
Use of Schools/Rentals	78,485	26,046	52,440	201.3%		78,485	(11,906)	90,392	-759.2%	
Cafeteria/Vending Funds/Uniform Commissions	1,533	1,882	(349)	-18.6%		1,533	1,222	310	25.4%	
Interest Revenue	11,786	19,456	(7,670)	-39.4%		11,786	15,565	(3,780)	-24.3%	
Donations	297	70	227	324.3%		297	69	228	327.8%	
Miscellaneous Recoveries	36,179	20,266	15,913	78.5%		36,179	-	36,179	3617882.0%	
Recoveries - Secondments	263,226	82,801	180,425	217.9%	4	263,226	-	263,226	26322623.0%	8
Plant Revenue	7,704	4,002	3,703	92.5%		7,704	26,161	(18,456)	-70.5%	
Miscellaneous Revenue	7,300	-	7,300	730000.0%		7,300	-	7,300	730000.0%	
EDC Revenue	1,940,682	694,235	1,246,448	179.5%	5	1,940,682	158,922	1,781,760	1121.2%	9
	2,369,405	842,050	1,527,355	181.4%		2,369,405	187,993	2,181,412	1260.4%	
School Generated Funds Revenue	50,049	115,511	(65,462)	-56.7%		50,049	22,763	27,286	119.9%	10
Amortization of Deferred Capital Contribution	1,460,926	1,460,926	-	0.0%		1,460,926	1,403,963	56,963	4.1%	
Total Operating Revenue	27,029,501	52,504,831	(25,475,330)	-48.5%		27,029,501	19,433,562	7,595,939	39.1%	
Available for Compliance										
(Surplus) Deficit - Operating	-	-	-	0.0%		-	-	-	0.0%	
Available for Compliance - Transfer from (to) Internally Reserve	-	-	-	0.0%		-	-	-	0.0%	
Total (Surplus) Deficit Available for Compliance	-	-	-	0.0%		-	-	-	0.0%	
Unavailable for Compliance										
Unavailable for Compliance (PSAB Adjustment)	-	-	-	0.0%		-	-	-	0.0%	
Amortization of EFB - Retirement/Health/Dental/Life Insurance	-	-	-	0.0%		-	-	-	0.0%	
Unavailable for Compliance (Increase) Decrease in School Generated Funds	-	-	-	0.0%		-	-	-	0.0%	
Revenues Recognized for Land	-	-	-	0.0%		-	-	-	0.0%	
Total Unavailable for Compliance (Surplus)	-	-	-	0.0%		-	-	-	0.0%	
Total Annual (Surplus) Deficit	-	-	-	0.0%		-	-	-	0.0%	
Total Revenue After PSAB Adjustment	\$ 27,029,501	\$ 52,504,831	\$ (25,475,330)	-48.5%		\$ 27,029,501	\$ 19,433,562	\$ 7,595,939	39.1%	

Halton Catholic District School Board
Revenue
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Material Variance Explanation

Year-to-Date vs Prior Year-to-Date

1. Legislative Grants - Increase due to increased funding in 2020-21 compared to 2019-20.
2. Municipal Taxes - Increase due to receiving the June installments from the Municipalities in 2021. In 2020, the provincial government allowed municipalities to defer the June tax installments until September 2020.
3. Prior Year Grant Adjustment - Operating - Increase due to Ministry adjustment received based on 2018-19 FS review.
4. Other Provincial Grants - Increase due to COVID-19 related grants in 2020-21.
5. Government of Canada - Increase due to the timing difference of when federal grant funding has been received.
6. Tuition Fees - Decrease due to less international students in the 2020-21 due to the COVID-19 pandemic.
7. Use of Schools/Rentals - Decrease due to COVID-19 pandemic.
8. Interest Revenue - Decrease due to lower interest rates and less funds available to invest due to the change in the Ministry's cash management strategy.
9. EDC Revenue - Increased EDC revenue received to date from Halton municipalities.
10. School Generated Funds - Decrease due to less fundraising at the schools as a result of the COVID-19 pandemic.
11. Amortization of Deferred Capital Contribution - Increased due to more capital assets in 2020-21 compared to 2019-20 funded by the Ministry.

Halton Catholic District School Board
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Material Variance Explanation

Month vs Prior Month

1. Legislative Grants - Ministry monthly allocation variation (8.4% for June vs. 6.0% for July).
2. Municipal Taxes - Decrease due to the timing of municipal tax payments. Municipalities are required to make an installment by June 30th.
3. Other Provincial Grants - Decrease due to the timing grant payments. Funding received in July 2021 included ESL funding of \$407K and Spec. Ed. Grants of \$52K. June 2021 included Spec. Ed. grants totaling \$319K and IT Federal COVID funding of \$577K.
4. Recoveries - Secondments - Increase due to the timing of secondment recoveries received from third parties.
5. EDC Revenue - Increased EDC revenue received from Halton municipalities (primarily Milton for June 2021).

Month vs Prior Year Month

6. Legislative Grants - Increase due to increased funding in 2020-21 compared to 2019-20.
7. Other Provincial Grants - Decrease due to the timing grant payments. Funding received in July 2021 included ESL funding of \$407K and Spec. Ed. Grants of \$52K. July 2020 included ESL funding of \$307K and LBS grant of \$10K.
8. Recoveries - Secondments - Decrease due to the timing of secondment recoveries received from third parties.
9. EDC Revenue - Increased EDC revenue received from Halton municipalities (primarily Milton for June 2021). Driven by development in the Region.
10. School Generated Funds - Increase due to refunding of fees collected at the schools as a result of the COVID-19 pandemic in June 2020.

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	Year-to-Date				Year-to-Date vs Prior Year-to-Date				Material Variance Note
	July 31, 2021	2020/2021	2020/2021	Percent Spent	July 31, 2021	July 31, 2020	\$	Percent Change	
	Actuals	Revised Estimates	Remaining Balance		Actuals	Actuals	Change		
(in PSAB Format)	(in PSAB Format)								
Classroom Instruction									
Classroom Teachers	222,205,502	237,804,898	15,599,396	93.4%	222,205,502	205,332,418	16,873,084	8%	1
Occasional Teachers	4,979,105	8,655,000	3,675,895	57.5%	4,979,105	4,754,525	224,580	5%	2
Educational Assistants	24,340,230	25,254,036	913,806	96.4%	24,340,230	23,160,762	1,179,469	5%	3
Early Childhood Educators (E.C.E) and Supply	9,074,802	9,393,800	318,998	96.6%	9,074,802	8,434,075	640,727	8%	4
Textbooks & Classroom Supplies	5,911,074	7,091,138	1,180,064	83.4%	5,911,074	4,996,952	914,121	18%	5
Computers	1,857,567	4,098,329	2,240,761	45.3%	1,857,567	1,118,797	738,770	66%	6
Professionals, Paraprofessionals & Technical	13,988,107	16,658,192	2,670,085	84.0%	13,988,107	14,026,963	(38,856)	0%	
Library and Guidance	5,518,947	6,079,100	560,153	90.8%	5,518,947	5,385,226	133,721	2%	7
Staff Development	1,155,986	3,520,207	2,364,221	32.8%	1,155,986	1,044,286	111,701	11%	10
Department Heads	1,126,993	535,800	(591,193)	210.3%	1,126,993	656,968	470,025	72%	8
Subtotal Classroom Instruction	290,158,314	319,090,500	28,932,186	90.9%	290,158,314	268,910,972	21,247,342	7.9%	
Non Classroom - School Support Services									
School Administration	20,579,969	22,516,720	1,936,751	91.4%	20,579,969	20,023,756	556,213	3%	9
Coordinators and Consultants	4,083,483	4,914,095	830,612	83.1%	4,083,483	3,749,819	333,664	9%	11
Continuing Education	6,723,665	7,696,542	972,878	87.4%	6,723,665	7,244,473	(520,808)	-7%	12
Subtotal School Support Services	31,387,117	35,127,357	3,740,240	89.4%	31,387,117	31,018,049	369,068	1.2%	
Recoverable Expenses	1,188,715	1,389,400	200,685	85.6%	1,188,715	1,249,973	(61,258)	-4.9%	
Other Non Classroom									
Board Administration	11,289,158	12,652,818	1,363,660	89.2%	11,289,158	9,974,334	1,314,825	13%	13
Transportation	11,094,567	11,275,124	180,557	98.4%	11,094,567	9,008,482	2,086,084	23%	14
Subtotal Other Non Classroom	22,383,725	23,927,942	1,544,217	93.5%	22,383,725	18,982,816	3,400,909	17.9%	
Pupil Accommodation									
School Operations and Maintenance	29,937,141	36,567,343	6,630,203	81.9%	29,937,141	26,986,484	2,950,657	11%	15
Other Pupil Accommodation	10,419,631	11,367,697	948,066	91.7%	10,419,631	12,320,545	(1,900,914)	-15%	16
Subtotal Pupil Accommodations	40,356,771	47,935,040	7,578,269	84.2%	40,356,771	39,307,029	1,049,743	2.7%	
Other									
Other Non-operating expenses	575,497	47,375	(528,122)	1214.8%	575,497	49,049	526,448	1073%	17
Provision for Contingencies	-	5,234,353	5,234,353	0.0%	-	-	-	0%	
	575,497	5,281,728	4,706,231	10.9%	575,497	49,049	526,448	1073.3%	
School Generated Funds expenses	3,570,447	7,000,000	3,429,553	51.0%	3,570,447	8,223,671	(4,653,224)	-56.6%	18
Amortization expense	17,383,914	18,964,270	1,580,356	91.7%	17,383,914	16,136,086	1,247,828	7.7%	19
Total Expenses Before PSAB Adjustments	\$ 407,004,500	\$ 458,716,237	\$ 51,711,737	88.7%	\$ 407,004,500	\$ 383,877,644	\$ 23,126,856	6.0%	
PSAB Adjustments									
Increase in Employee Future Benefits	-	(458,219)	(458,219)	0.0%	-	-	-	0%	
(Decrease) in Accrued Interest on Debentures	-	(196,914)	(196,914)	0.0%	-	-	-	0%	
Total PSAB Adjustment	\$ -	\$ (655,133)	\$ (655,133)	0.0%	\$ -	\$ -	\$ -	0.0%	
Total Expenses After PSAB Adjustments	\$ 407,004,500	\$ 458,061,104	\$ 51,056,603	88.9%	\$ 407,004,500	\$ 383,877,644	\$ 23,126,856	6.0%	

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Appendix B

	Month vs Prior Month				Material Variance Note	Month vs Prior Year Month				Material Variance Note
	July 31, 2021 Actuals	June 30, 2021 Actuals	\$ Change	Percent Change		July 31, 2021 Actuals	July 31, 2020 Actuals	\$ Change	Percent Change	
Classroom Instruction										
Classroom Teachers	15,101,036	32,214,465	(17,113,429)	-53%	1	15,101,036	10,779,468	4,321,568	40%	13
Occasional Teachers	473,829	425,335	48,495	11%		473,829	72,810	401,019	551%	14
Educational Assistants	487,993	2,456,490	(1,968,497)	-80%	2	487,993	218,242	269,751	124%	15
Early Childhood Educators (E.C.E) and Supply	133,898	901,372	(767,474)	-85%	3	133,898	32,437	101,461	313%	16
Textbooks & Classroom Supplies	689,270	646,903	42,367	7%		689,270	278,219	411,051	148%	17
Computers	219,369	252,476	(33,107)	-13%		219,369	112,720	106,649	95%	18
Professionals, Paraprofessionals & Technical	1,029,096	1,102,697	(73,601)	-7%		1,029,096	1,435,648	(406,552)	-28%	19
Library and Guidance	266,759	658,377	(391,618)	-59%	4	266,759	229,329	37,430	16%	
Staff Development	78,838	153,475	(74,637)	-49%		78,838	52,552	26,286	50%	
Department Heads	2,100	259,573	(257,473)	-99%	5	2,100	2,100	-	0%	
Subtotal Classroom Instruction	18,482,188	39,071,162	(20,588,974)	-52.7%		18,482,188	13,213,525	5,268,663	39.9%	
Non Classroom - School Support Services										
School Administration	1,365,242	1,923,217	(557,975)	-29%	6	1,365,242	1,263,663	101,579	8%	20
Coordinators and Consultants	336,874	522,248	(185,374)	-35%	7	336,874	262,891	73,983	28%	
Continuing Education	806,842	831,074	(24,231)	-3%		806,842	947,435	(140,593)	-15%	21
Subtotal School Support Services	2,508,958	3,276,539	(767,581)	-23.4%		2,508,958	2,473,990	34,968	1.4%	
Recoverable Expenses	82,377	161,131	(78,754)	-48.9%		82,377	62,699	19,678	31.4%	
Other Non Classroom										
Board Administration	915,814	910,811	5,003	1%		915,814	771,759	144,055	19%	22
Transportation	-	1,109,457	(1,109,457)	-100%	8	-	724,391	(724,391)	-100%	23
Subtotal Other Non Classroom	915,814	2,020,268	(1,104,454)	-54.7%		915,814	1,496,150	(580,336)	-38.8%	
Pupil Accommodation										
School Operations and Maintenance	2,532,685	3,033,984	(501,299)	-17%	9	2,532,685	2,679,407	(146,722)	-5%	24
Other Pupil Accommodation	262,518	918,522	(656,005)	-71%	10	262,518	514,727	(252,209)	-49%	25
Subtotal Pupil Accommodations	2,795,203	3,952,507	(1,157,304)	-29.3%		2,795,203	3,194,135	(398,931)	-12.5%	
Other										
Other Non-operating expenses	7,965	9,221	(1,255)	-14%		7,965	1,737	6,228	359%	
Provision for Contingencies	-	-	-	0%		-	-	-	0%	
	7,965	9,221	(1,255)	-13.6%		7,965	1,737	6,228	358.6%	
School Generated Funds expenses	222,598	400,887	(178,290)	-44.5%	11	222,598	12,971	209,627	1616.1%	26
Amortization expense	1,580,356	1,580,356	-	0.0%		1,580,356	1,466,917	113,439	7.7%	27
Total Expenses Before PSAB Adjustments	\$ 26,595,460	\$ 50,472,070	\$ (23,876,610)	-47.3%		\$ 26,595,460	\$ 21,922,124	\$ 4,673,335	21.3%	
PSAB Adjustments										
Increase in Employee Future Benefits	-	-	-	0%		-	-	-	0%	
(Decrease) in Accrued Interest on Debentures	-	-	-	0%		-	-	-	0%	
Total PSAB Adjustment	\$ -	\$ -	\$ -	0.0%		\$ -	\$ -	\$ -	0.0%	
Total Expenses After PSAB Adjustments	\$ 26,595,460	\$ 50,472,070	\$ (23,876,610)	-47.3%		\$ 26,595,460	\$ 21,922,124	\$ 4,673,335	21.3%	

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Material Variance Explanation

Year-to-Date vs Prior Year-to-Date

1. Classroom Teachers - Increase in salaries and benefits due to additional teachers hired to address the virtual school needs as well as the classroom size hard cap as a result of the COVID-19 pandemic.
2. Occasional Teachers - Increase in occasional teacher costs due to COVID 19.
3. Educational Assistants - Increase due to additional EAs being hired in 2020-21.
4. Early Childhood Educators (ECE) - Increase in salaries and benefits due to additional ECEs hired to address the virtual school needs.
5. Textbooks & Classroom Supplies - Increase in software purchases, digital licenses for core and immersion French, religious texts and instructional supplies for schools.
6. Computers - Increased due to computer equipment purchased and software licenses for remote learning needs as a result of the COVID-19 pandemic and increased SEA computer equipment purchases.
7. Library and Guidance - Increase due to additional library technicians in 2020-21 due to vacancies in 2019-20.
8. Department Heads - Increase due to the department head allowance rate change as per the ratified collective bargaining agreement combined with the separation of release time for 2020-21.
9. School Administration - Increase due to adding the virtual school as a result of the COVID-19 pandemic.
10. Staff Development - increase due to additional training and staff development after adjusting for delivery during COVID 19.
11. Coordinators and Consultants - Increase due to additional supervisor ECE and two additional secondary consultants.
12. Continuing Education - Decrease due to less lease charges as a result of the relocating Thomas Merton Oakville to a Board owned site compared to a leased site in 2019-20. The decrease is partially offset by an increase in site renovation costs and computer equipment.
13. Board Administration - Increase due to the Broadband Modernization initiative and the hiring of additional staff as approved in the 2020-21 budget.
14. Transportation - Variance due to increased monthly transportation costs in 2021 vs. 2020 (increase of \$167,000 per month for September through April and \$391,000 for May and June).
15. School Operations and Maintenance - Increase due to temporary custodial staff, cleaning supplies, and HVAC/air filtration costs incurred as a result of COVID-19.
16. Other Pupil Accommodation - Decrease due to less interest charges on capital projects including Education Development Charge (EDC) land sites as a result of lower principal balances in 2021-20 compared to 2019-20.
17. Other non-operating - Increase due to the purchase of personal protective equipment as a result of the COVID-19 Pandemic.
18. School Generated Funds - Decrease due to less fundraising at the schools as a result of the COVID-19 pandemic.
19. Amortization - Increased due to more capital assets in 2020-21 compared to 2019-20.

Halton Catholic District School Board
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Material Variance Explanation

Month vs Prior Month

1. Classroom Teachers - Decrease due to school ending in June and the timing of payments to secondary teachers.
2. Educational Assistants - Decrease due to the school year ending in June and the timing of payments to EAs.
3. Early Childhood Educators (ECE) - Decrease due to the school year ending in June and the timing of payments to ECEs.
4. Library and Guidance - Decrease due to timing of payments for guidance teachers.
5. Department Heads - Decrease due to school ending in June and the timing of payments to secondary teachers.
6. School Administration - Decrease due to school clerical staff primarily being 10-month employees.
7. Coordinators and Consultants - Decrease due to the timing of payments to teacher consultants as school ended in June.
8. Transportation - Variance due to school ending in June. HSTS invoices total annual expenses over the 10-month school year.
9. School Operations - Decrease due to HVAC expenses, timing of maintenance and supply invoices, and a decrease in month over month natural gas, electrical and plumbing costs.
10. Other Pupil Accommodation - Decrease due to the debt payment made in June 2021.
11. School Generated Funds - Decrease due to timing of purchases. More purchases made during the final month of school compared to in the summer.

Month vs Prior Year Month

13. Classroom Teachers - Increase due to the timing of pay periods for elementary teachers. Elementary teachers also received their union negotiated retro pay for 2019-20 and 2020-21 in July 2021.
14. Occasional Teachers - Increase due to timing of payment for union negotiated retro pay for 2019-20 and 2020-21 in July 2021.
15. Educational Assistants - Increase due to the timing of pay periods and additional EAs being hired in 2020-21. In 2019-20, the June 2020 pay periods aligned with the end of school. In 2020-21 the pay periods did not align with the end of school.
16. Early Childhood Educators (ECE) - Increase due to the timing of pay periods and additional ECEs hired to address the virtual school needs. In 2019-20, the June 2020 pay periods aligned with the end of school. In 2020-21 the pay periods did not align with the end of school.
17. Textbooks & Classroom Supplies - Increase due to the timing of purchases of classroom materials and supplies.
18. Computers - Increase due to increased software licenses partially offset by decrease in wireless infrastructure lease costs.
19. Professionals, Paraprofessionals & Technical- Decrease due to fees and contractual services related to software migration costs in 2020 compared to 2021, reduction in computer tech equipment due to timing on purchases.
20. School Administration - Increase due to adding the virtual school as a result of the COVID-19 pandemic.
21. Continuing Education - Decrease due to Thomas Merton Oakville relocating to HCDSB owned site in 2020-21 and due to HCDSB receiving property tax refunds in July 2021 for the new leased site in Milton.
22. Board Administration - Increase due to additional FTE approved as part of 2020-21 budget - purchasing officer, computer techs, financial analyst, mail clerk.
23. Transportation - Variance due to the timing of when invoices were received and processed. June 2020 invoice was processed in July 2020. June 2021 invoice was processed in June 2021.
24. School Operations - Decrease due to the timing of COVID-19 cleaning supply purchases.
25. Other Pupil Accommodation - Decrease due to less interest charges on capital projects including Education Development Charge (EDC) land sites as a result of lower principal balances in July 2021 compared to July 2020.
26. School Generated Funds - Increase due to timing of purchases processed in July 2021 compared to July 2020.
27. Amortization - Increased due to more capital assets in 2020-21 compared to 2019-20.



Summer 2021 – School Facilities Update	Item 10.6
September 21, 2021	

Alignment to Strategic Plan

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

Purpose

To inform the Board of school statuses for the start of the 2021-22 school year and the maintenance and construction projects completed during the summer of 2021.

Background Information

The Facility Management Services department had an extremely busy summer of 2021, with cleaning the Board’s 58 school facilities and completing numerous maintenance and construction projects. Over \$5 million in renewal projects were undertaken, with an aim to improve school conditions and enhance the learning environment for students, staff and community user groups. Furthermore, over \$15 million in new construction projects were undertaken. Lastly, extensive work was completed to create healthy and safe learning environments in light of the COVID-19 pandemic. The following sections summarize some of the work that was completed during the summer of 2021.

Comments

Summer Cleaning

All schools throughout the Board underwent a thorough cleaning and disinfection over the summer and were ready for students and staff on September 7, 2021. Over 350,000 m² of school space was cleaned in the months of June and July, with life safety system checks and maintenance repairs executed on items requiring attention.

School & Classroom Setup

Custodial staff were busy throughout the month of August setting up schools and classrooms based on provincial recommendations in light of the current pandemic. Hand hygiene and disinfection stations



were created throughout all schools, including in every classroom. Classrooms were also decluttered, and signage was installed in schools.

Portable Classrooms

To accommodate enrolment pressures across the Board, portable classrooms were re-allocated across the Board's 58 school sites. No new portable classrooms were added for the 2021-22 school year, but 17 portable classrooms were relocated to accommodate enrolment changes. All relocated portable classrooms are now installed and ready for students and staff.

Bishop P.F. Reding Catholic Secondary School Building Addition

The major renovation and building addition at Bishop P.F. Reding CSS was completed in August 2021. The new 5-room child care centre addition was opened in the fall of 2020 and will be operated by The Family Place Child Care. The new cafeteria and fourth gymnasium were opened to staff and students on September 7, 2021.



Bishop P.F. Reding CSS Child Care Centre Addition



Bishop P.F. Reding CSS Cafeteria Addition



Bishop P.F. Reding CSS Gymnasium Addition



St. Michael Catholic Elementary School Childcare Addition

Following the completion of the renewal works at St. Michael CES, a new learning commons and 3-room child care centre addition was opened at the school. The childcare centre is operated by Oakville YMCA and has a total of 49 pupil places.



St. Michael CES Learning Commons Addition



St. Michael CES Child Care Centre Addition



St Peter Catholic Elementary School Childcare Addition

A new 5-room child care centre addition was opened at St. Peter CES in April of 2021. The childcare centre is operated by the GTA YMCA and has a total of 88 pupil places.



St. Peter CES Child Care Centre Addition



St. Peter CES Child Care Centre Addition



School Lighting Retrofit

A major lighting retrofit was undertaken at Corpus Christi CSS, St Ignatius of Loyola CSS and Christ the King CSS in July and August of 2021. Most existing fixtures were replaced with LED fixtures, creating a solution that yielded excellent energy performance. The new lighting has dramatically brightened the school's learning environments for students and staff.

Our Lady of Victory Catholic Elementary School Renewal

An extensive renovation was completed at Our Lady of Victory CES during July and August 2021. Much of the school's main heating, ventilation, and air-conditioning (HVAC) equipment was replaced to improve indoor air quality, occupant comfort and reliability of the system. The items replaced included the boilers, chiller and classroom heat pumps. All lighting was replaced with LED fixtures and controls to help increase the school's energy efficiency. Flooring was replaced in the kindergarten, gymnasium, and corridors.

St. Joseph Catholic Elementary School Renewal

A major renewal project was completed at St. Joseph CES throughout the summer months. Classroom heat pumps were replaced to improve indoor air quality, occupant comfort and reliability of the system. All lighting was replaced with LED fixtures and controls to help increase the school's energy efficiency. Flooring was replaced in the kindergarten, gymnasium, and corridors. In addition, several lockers, toilets, and handwashing sinks were replaced as they had reached the end of their functional lifespan.

Outdoor Classrooms

A total of 16 outdoor classrooms were installed at various Board locations over the summer. The outdoor classroom provides staff and students the opportunity to teach, learn and enhance the educational experience in an outdoor setting. The typical design involved two semi circles, a teaching stone, several trees and is AODA compliant.



Outdoor Classroom at St. Peter CES

Heating, Ventilation & Air-Conditioning (HVAC) Improvements

Several HVAC projects were undertaken over the past year to improve ventilation systems in all schools. All HVAC systems were assessed, and many were recommissioned or rebalanced to provide optimal air flow to classrooms. Furthermore, new system components will ensure system reliability to maintain indoor air quality. In total, nearly \$5 million was spent to improve HVAC systems across 48 of the Board's facilities.

Conclusion

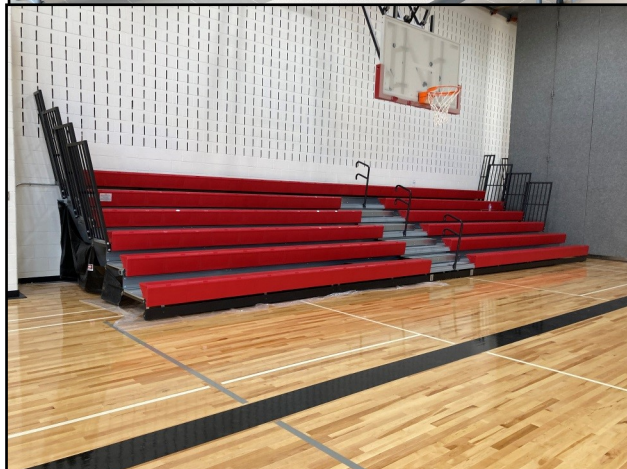
The Facility Management Services department had an extremely busy summer of 2021, with cleaning the Board's 58 school facilities and completing several construction projects. All operations, maintenance and construction work has now been completed and schools were ready for students and staff on September 7, 2021.

Report Prepared by: C. ABRAHAMS
SENIOR MANAGER, CAPITAL PROJECTS

Report Submitted by: R. MERRICK
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

Report Approved by: P. DALY
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

Construction Report - September 2021



Construction Update

- The pictures above were taken on September 14, 2021. The top-left picture shows the completed landscaping at the main entrance. The top-right picture shows the finished cafeteria. The bottom pictures show the completed gym flooring and bleacher installation.
- Work completed included landscaping and architectural finishes. Occupancy was obtained for all areas.

Schedule Update

- Deficiency completion.

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

Construction Report - September 2021



Construction Update

- The pictures above were taken on September 9, 2021. The top picture shows the ongoing structural steel installation. The bottom picture shows the completed ground floor load bearing walls and precast concrete slab.
- Work completed included ground floor load bearing walls, concrete slab and some mechanical services.

Schedule Update

- Load bearing walls
- Underground and in-wall services
- First floor mechanical services

If you have any comments or questions about the new school, please contact Emi Bakaic, Superintendent of Education, at (905) 632-6300 ext. 127 or e-mail bakaice@hcdsb.org. For school construction information contact Ryan Merrick, Superintendent, Facility Management Services, at (905) 632-6300 ext. 171 or e-mail merrickr@hcdsb.org.

POLICY COMMITTEE MEETING MINUTES

Date: June 08, 2021
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

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

Student Trustees Present: N. Gubert (Electronically)
K. Kelly (Electronically)

Staff Present: E. Bakaic, Superintendent of Education, School Services (Electronically)
S. Balogh (Superintendent of Education, Special Education (Electronically)
A. Cordeiro, Superintendent of Education, School Services (Electronically)
P. Daly, Director of Education (Electronically)
N. Dinolfo, Superintendent of Education, School Services (Electronically)
S. Jayaraman, Senior Manager, Human Rights and Equity (Electronically)
A. Lofts, Superintendent of Education (Electronically)
C. McGillicuddy Superintendent of Education (Electronically)
L. Naar, Superintendent of Education School Services (Electronically)
J. O'Hara, Executive Officer, Human Resources Services (Electronically)
A. Swinden, Manager, Strategic Communications (Electronically)
B. Vidovic, Senior. Manager, Planning & Assessment Services (Electronically)
Recording Secretary: M. Zammit (Electronically)

1. Call to Order
 - 1.1 Opening Prayer (P. Murphy)
The meeting opened at 7:00 p.m. with a prayer led by Trustee Murphy.
2. Approvals
 - 2.1 Approval of Agenda
P# 51/21
Moved by: B. Agnew
Seconded by: M. Duarte
That, the agenda be approved as presented.

The Chair overruled a point of order regarding information not received for agenda items 4.4 & 4.5 at the time of the Friday, June 4th published agenda package.

P#52/21

Moved by: H. Karabela

RESOLVED, that the ruling of the Chair be appealed.

The Chair called for a vote. *P#52/21* the appeal was *DEFEATED*.

In favour	Opposed	Abstain	Absent
P. DeRosa	B. Agnew		
V. Iantomasi	M. Duarte		
H. Karabela	P. Murphy		
T. O'Brien	J. O'Hearn-Czarnota		
N. Gubert (non-binding)	K. Kelly (non-binding)		
	N. Guzzo		

The Chair called for a vote. *P#51/21 CARRIED*

In favour	Opposed	Abstain	Absent
B. Agnew	P. DeRosa		
M. Duarte	V. Iantomasi		
N. Guzzo	H. Karabela		
P. Murphy	T. O'Brien		
J. O'Hearn-Czarnota	N. Gubert (non-binding)		
K. Kelly (non-binding)			

2.2 Approval of Minutes (May 11, 2021)

P#53/21

Moved by: H. Karabela

Seconded by: T. O'Brien

That, the minutes of the May 11, 2021 Policy Committee be approved.

The Chair called for a vote. *P#53/21 CARRIED*

In favour	Opposed	Abstain	Absent
B. Agnew	P. DeRosa		
M. Duarte	V. Iantomasi		
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Kelly (non-binding)			
N. Gubert (non-binding)			

3. Declarations of Conflict of Interest

There were no Conflicts of Interest.

4. Action Items

4.1 Policy I-06 Delegation to the Board (B. Agnew)

Following various discussions Trustees agreed to defer Policy I-06 Delegation to the Board to the September 2021 Policy Meeting to allow further review.

Student Trustee N. Gubert disconnected from meeting.

4.2 Policy I-11 International Student Admission Requirements (Fee Paying Students) (A. Lofts, A. Cordeiro)

P#54/21

Moved by:

Seconded by:

That, the Policy Committee recommends that Policy I-11 International Student Admission Requirements (Fee Paying Students) be forwarded, to the June 15, 2021 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation *P#54/21 CARRIED*

In favour	Opposed	Abstain	Absent
B. Agnew			N. Gubert (non-binding)
P. DeRosa			
M. Duarte			
N. Guzzo			
V. Iantomasi			
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarota			
K. Kelly (non-binding)			

4.3 Policy I- 23 Catholic School Councils and Catholic Parent Involvement Committee (N. Dinolfo)

P#55/21

Moved by: B. Agnew

Seconded by: P. Murphy

That, the Policy Committee recommends that Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee Requirements be forwarded, to the June 15, 2021 Regular Board Meeting for approval.

P#55/21 (AMENDMENT)

Moved by: H. Karabela

Seconded by: M. Duarte

That, the Policy Committee recommends that Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee Requirements be forwarded, to the June 15, 2021 Regular Board Meeting for approval and that under requirements the following be added "All members of the Catholic School Council or CPIC, must be Catholic with a provision for non-Catholic membership of up to 30%. For Councils with less than 8 members a provision may be made for a maximum of two non-Catholic members".

The Chair called for a vote. Recommendation *P#55/21 (AMENDMENT) CARRIED*

In favour	Opposed	Abstain	Absent

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

The Chair called for a vote. Recommendation *P#55/21 (AS AMENDED) CARRIED*

In favour	Opposed	Abstain	Absent
P. DeRosa	B. Agnew		N. Gubert (non-binding)
M. Duarte	N. Guzzo		
V. Iantomasi	K. Kelly (non-binding)		
H. Karabela	P. Murphy		
T. O'Brien	J. O'Hearn-Czarnota		

- 4.4 Policy I-26 Student Trustees on the Halton Catholic District School Board (N. Guzzo, K. Kelly)

P#56/21

Moved by: J. O'Hearn-Czarnota

Seconded by: B. Agnew

That, the Policy Committee recommends that Policy I-26 Student Trustees on the Halton Catholic District School Board be forwarded, to the June 15, 2021 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation *P#56/21 DEFEATED*

In favour	Opposed	Abstain	Absent
B. Agnew	P. DeRosa		N. Gubert (non-binding)
N. Guzzo	M. Duarte		
J. O'Hearn-Czarnota	V. Iantomasi		
K. Kelly (non-binding)	H. Karabela		
	P. Murphy		
	T. O'Brien		

- 4.5 Policy II-09 Opening and Closing Exercises (N. Guzzo, K. Kelly)

Moved by: B. Agnew

Seconded by: M. Duarte

That, the Policy Committee recommends that Policy II-09 Opening and Closing Exercises be forwarded, to the June 15, 2021 Regular Board Meeting for approval.

(AMENDMENT 1)

Moved by: M. Duarte

Seconded by: H. Karabela

That, the Policy Committee recommends that Policy II-09 Opening and Closing Exercises be forwarded, to the June 15, 2021 Regular Board Meeting for approval and that under requirements in the second bullet it should read “may” instead of “shall” “Land acknowledgements may form part of every opening or closing exercise.

Following discussion Trustee Duarte and Trustee Karabela withdrew the amendment.

The Chair called for a vote. *(Amendment 1) DEFEATED*

In favour	Opposed	Abstain	Absent
	B. Agnew		N. Gubert (non-binding)
	P. DeRosa		
	M. Duarte		
	V. Iantomasi		
	H. Karabela		
	P. Murphy		
	T. O'Brien		
	J. O'Hearn-Czarnota		
	K. Kelly (non-binding)		

(AMENDMENT 2)

Moved by: H. Karabela

Seconded by: T. O'Brien

That, the Policy Committee recommends that Policy II-09 Opening and Closing Exercises be forwarded, to the June 15, 2021 Regular Board Meeting for approval and that under requirements in the first bullet addition of “and shall include the Our Father”.

(AMENDMENT 3)

Moved by: T. O'Brien

Seconded by: V. Iantomasi

That, the Policy Committee recommends that Policy II-09 Opening and Closing Exercises be forwarded, to the June 15, 2021 Regular Board Meeting for approval and that under requirements in the first bullet addition of “and shall include the Our Father, recited in an Indigenous language.

Trustees were in agreement to forward amendments to Policy II-09 Opening and Closing Exercises to the Sherry Saevil, Indigenous Education Advisor (Curriculum Services), for feedback then to SEAC, and CPIC for their feedback.

P#57/21

Moved by: P. Murphy

Seconded by: T. O'Brien

That, the Policy Committee approves to extend the Policy Committee Meeting beyond 10:00 p.m.

The Chair called for a vote. *P#57/21 CARRIED*

In favour	Opposed	Abstain	Absent
B. Agnew	V. Iantomasi		N. Gubert (non-binding)
P. DeRosa			
M. Duarte			
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Kelly (non-binding)			

P#58/21

Moved by: P. Murphy

Seconded by M. Duarte

That, the resolution regarding Policy I-26 Student Trustees on the HCDSB be reconsidered.

The Chair overruled a point of order regarding reconsideration of the resolution regarding Policy I-26 Student Trustees on the HCDSB.

The Chair called for a vote. Recommendation *P#58/21 DEFEATED*

In favour	Opposed	Abstain	Absent
B. Agnew	M. Duarte		N. Gubert (non-binding)
P. Murphy	P. DeRosa		
N. Guzzo	V. Iantomasi		
J. O'Hearn-Czarnota	H. Karabela		
K. Kelly (non-binding)	T. O'Brien		

4.6 Policy V-08 School Anniversary Celebrations (L. Naar, A. Swinden)

P#59/21

Moved by: H. Karabela

Seconded by: J. O'Hearn-Czarnota

That, the Policy Committee recommends that Policy V-08 School Anniversary Celebrations be forwarded, to the June 15, 2021 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation *P#59/21 UNANIMOUSLY CARRIED*

4.7 Policy V-12 Blessing and Official Opening of a New School (L. Naar, A. Swinden)

P#60/21

Moved by: T. O'Brien

Seconded by: J. O'Hearn-Czarnota

That, the Policy Committee recommends that Policy V-12 Blessing and Official Opening of a New School be forwarded, to the June 15, 2021 Regular Board Meeting for approval.

*P#60/21 (AMENDMENT)**Moved by:* V. Iantomasi*Seconded by:* P. DeRosa*That, the Policy Committee recommends that Policy V-12 Blessing and Official Opening of a New School be forwarded, to the June 15, 2021 Regular Board Meeting for approval with the "Ground Breaking Ceremony" section removed under Requirements.*The Chair called for a vote. Recommendation *P#60/21 (AMENDMENT) DEFEATED*

In favour	Opposed	Abstain	Absent
V. Iantomasi	B. Agnew		N. Gubert (non-binding)
	P. DeRosa		
	M. Duarte		
	N. Guzzo		
	H. Karabela		
	P. Murphy		
	T. O'Brien		
	J. O'Hearn-Czarnota		
	K. Kelly (non-binding)		

The Chair called for a vote. Recommendation *P#60/21 CARRIED*

In favour	Opposed	Abstain	Absent
B. Agnew	V. Iantomasi		N. Gubert (non-binding)
P. DeRosa			
M. Duarte			
N. Guzzo			
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Kelly (non-binding)			

4.8 Policy V-13 Blessing and Rededication of a Major Addition to a School (L. Naar, A. Swinden)

*P#61/21**Moved by:* B. Agnew*Seconded by:* M. Duarte*That, the Policy Committee recommends that Policy V-13 Blessing and Rededication of a Major Addition to a School be forwarded, to the June 15, 2021 Regular Board Meeting for approval.*

P#61/21 (AMENDMENT)

Moved by: V. Iantomasi

Seconded by: P. DeRosa

That, the Policy Committee recommends that Policy V-13 Blessing and Rededication of a Major Addition to a School be forwarded, to the June 15, 2021 Regular Board Meeting for approval with the removal of the first bullet under the Application and Scope section.

The Chair called for a vote. Recommendation *P#61/21 (AMENDMENT) DEFEATED*

In favour	Opposed	Abstain	Absent
V. Iantomasi	B. Agnew		N. Gubert (non-binding)
P. DeRosa	M. Duarte		
H. Karabela	N. Guzzo		
	P. Murphy		
	T. O'Brien		
	J. O'Hearn-Czarnota		
	K. Kelly (non-binding)		

The Chair called for a vote. Recommendation *P#61/21 CARRIED*

In favour	Opposed	Abstain	Absent
B. Agnew	V. Iantomasi		N. Gubert (non-binding)
M. Duarte	P. DeRosa		
N. Guzzo			
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Kelly (non-binding)			

P#62/21

Moved by: M. Duarte

Seconded by: T. O'Brien

That, the Policy Committee approves to extend the Policy Committee Meeting beyond 10:30 p.m.

The Chair called for a vote on *P#62/21*. The vote was not unanimous therefore the meeting had to adjourn.

The Chair called for a vote. Recommendation *P#62/21 DEFEATED*

In favour	Opposed	Abstain	Absent
B. Agnew	V. Iantomasi		N. Gubert (non-binding)
P. DeRosa			
M. Duarte			
N. Guzzo			

H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Kelly (non-binding)			

POST NOTES:

- 4.9 *Rescind Policy IV-07 Alternative Arrangements for School Facilities (A. Lofts)*
The meeting was adjourned
- 4.10 *Rescind Policy IV-08 School Sites and Operating Budget (A. Lofts)*
The meeting was adjourned
- 4.11 *HCDSB Procedural By-Laws (P. Murphy)*
The meeting was adjourned
5. *Discussion Items*
There were no Discussion items.
6. *Information Items*
- 6.1 *Administrative Procedure VI-17 International Student Admission Requirements (Non-Resident) (A. Lofts, A. Cordeiro)*
- 6.2 *Administrative Procedure VI-61 Recognition and Acknowledgement of Dignitaries, Board Officials at Board and School Events (L. Naar, A. Swinden)*
- 6.3 *Administrative Procedure VI-83 Video Surveillance (M. Grysiuk)*
- 6.4 *Administrative Procedure VI-84 Catholic School Councils and Catholic Parent Involvement Committee (N. Dinolfo)*
- 6.5 *Administrative Procedure VI-94 International Student Program - Agents of Fee Paying Students (A. Lofts, A. Cordeiro)*
- 6.6 *2020-2021 Policy Committee Work Plan (E. Bakaic)*
- The meeting was adjourned*
7. *Miscellaneous Information*
The meeting was adjourned.
8. *In-Camera*
The meeting was adjourned
9. *Motion to Excuse Absent Committee Members*
There were no absentees.
10. *Motion to Adjourn/ Closing Prayer (T. O'Brien)*
T. O'Brien closed the meeting with prayer at 10:35 p.m.

September 17, 2021

Dear Director Daly, Chair Murphy and all Trustees,

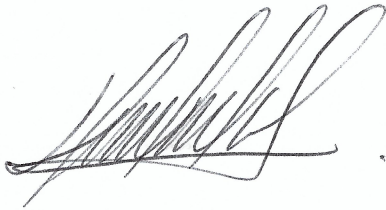
I have a child attending grade 8 in Oakville. I am writing to ask the board to include us, the parents, when making any decision that affects our kids and the entire Halton Catholic School Community, including Covid 19 protocols.

A survey, or any other method of data collection that let us participate in the desition making process.

Thanks for caring about our community and kids and ensuring their rights are respected.

Please include this as correspondence in the next regular board meeting of September 21, 2021.

Thank you,

A handwritten signature in black ink, appearing to read 'Elsa Boyden', with a stylized, cursive script.

Elsa Boyden



OPEN LETTER re: MANDATORY 'VACCINATION'

Wednesday, September 8, 2021

Dear Trustees, Directors and Superintendents,

Educators For Human Rights (EFHR) represents a growing number of Ontario teachers and education workers in the public education sector.

As we have previously stated, and we repeat, "the medical and health choices of each member are the sole purview of that member." Our unions, employers and colleagues must respect that privacy.

The law is unequivocal on this.

We therefore categorically reject any notion that the union, the employer, the government or anyone else has any say in the matter of a member's health and health choices, and its disclosure.

Notwithstanding that unwavering position, today we are writing to clarify our position on mandatory COVID-19 vaccinations and mandatory testing of COVID-19 for unvaccinated, accommodated educator(s) and those who choose not to disclose their private medical history to their school board.

Our members across Ontario are not going to disclose their vaccination status to their school board employers as personal medical health is protected by privacy laws and other legislation. The medical health and choices of an individual are private and confidential and therefore are not required to be disclosed to anyone.

The school boards do not have the right to ask about vaccination status, and there is no legitimate scientific let alone lawful rationale for these mandates, despite the despotic, and desperate, totalitarian edicts emanating from the Ontario Chief Medical Officer of Health's office.

Each individual's privacy is protected under the Personal Information Protection and Electronic Documents Act, 2000 (PIPEDA), the Personal Health Information Protection Act, 2004 (PHIPA) as well as the Ontario Occupational Health and Safety Act, R.S.O. 1990, c. O.1 and the Municipal Freedom of Information and Protection of Privacy Act, RSO 1990.

Further, members are not going to consent to any type of COVID-19 testing that the school boards are mandating. They will not give informed consent.

Informed consent means that the person who will administer the medical treatment or procedure needs to inform you of all the benefits and risks associated with the medical treatment or procedures as well as alternative treatments before you decide if you will consent or not. This is medical freedom. These are our God-given inalienable rights that simply cannot be unilaterally overridden by decree.

Elements of consent include your expressed, informed and explicit consent (voluntary) and must be obtained prior to treatment. Without consent it is considered assault under the Criminal Code of Canada. Consent given under fear or duress is not consent. Section 265(3) of the Criminal Code of Canada defines consent in relation to assault as:

Consent

(3) For the purposes of this section, no consent is obtained where the complainant submits or does not resist by reason of

- (a) the application of force to the complainant or to a person other than the complainant;
- (b) threats or fear of the application of force to the complainant or to a person other than the complainant;
- (c) fraud; or
- (d) the exercise of authority.

The Ontario Health Care Consent Act, 1996 defines "consent" as well:

CONSENT TO TREATMENT

No treatment without consent

10 (1) A health practitioner who proposes a treatment for a person shall not administer the treatment, and shall take reasonable steps to ensure that it is not administered, unless,

- (a) he or she is of the opinion that the person is capable with respect to the treatment, and the person has given consent; or
- (b) he or she is of the opinion that the person is incapable with respect to the treatment, and the person's substitute decision-maker has given consent on the person's behalf in accordance with this Act, 1996, c. 2, Sched. A, s. 10 (1).

Elements of consent

11 (1) The following are the elements required for consent to treatment:

1. The consent must relate to the treatment.
2. The consent must be informed.
3. The consent must be given voluntarily.
4. The consent must not be obtained through misrepresentation or fraud. 1996, c. 2, Sched. A, s. 11 (1).

Treatment is defined in the Ontario Health Care Consent Act, 1996 as follows:

“means anything that is done for a therapeutic, preventive, palliative, diagnostic, cosmetic or other health-related purpose, and includes a course of treatment, plan of treatment or community treatment plan.”

This definition would include any vaccination or any COVID-19 test, as they are both, allegedly, “preventive,” “diagnostic” and for a “health-related purpose.”

The Nuremberg Code, to which Canada is a signatory, states that it is essential before performing a medical procedure on human beings, that there is voluntary informed consent. It also confirms a person involved should have legal capacity to give consent, without the intervention of any element of force, fraud, deceit, duress, overreaching, or other ulterior form of constraint or coercion; and should have sufficient knowledge and comprehension of the elements of the subject matter involved as to enable him/her to make an informed decision.

Nuremberg Code: Article 6, Section 1:

Any preventative, diagnostic and therapeutic medical intervention is only to be carried out with the prior, free and informed consent of the person concerned, based on adequate information. The consent should, where appropriate, be expressed and may be withdrawn by the person concerned at any time and for any reason without disadvantage or prejudice.

Nuremberg Code: Article 6: Section 3:

In no case should a collective community agreement or the consent of a community leader or other authority substitute for an individual's informed consent.

By forcing employees to submit to a COVID-19 vaccination or test (including the rapid antigen test), a board is in breach of the Nuremberg Code.

There are also the Universal Declaration on Bioethics and Human Rights and the Helsinki Declaration which provide very clear guidance on the matter of medical informed consent and testing.

Furthermore, the Supreme Court of Canada has well established case law that deals with medical treatment without the informed consent of the patient. Case law, to some in the legal field, would be regarded as the most recent, gold-standard-type of law. Case law cannot be overturned or overruled without new case law on that issue. The Supreme Court of Canada has made it clear that it is unconstitutional to force medical treatment of any kind without the informed consent of the patient. Any action taken by an employer in contravention of case law, would be unlawful.

In terms of accessing an individual's health records, the Ontario Occupational Health and Safety Act also speaks to this. Under the Ontario Occupational Health and Safety Act, R.S.O. 1990, c. O.1 under Section 63(2) it states:

Information confidential

Employer access to health records

(2) No employer shall seek to gain access, except by an order of the court or other tribunal or in order to comply with another statute, to a health record concerning a worker without the worker's written consent. R.S.O. 1990, c. O.1, s. 63 (2).

Also under the Ontario Occupational Health and Safety Act, R.S.O. 1990, c O.1 it outlines penalties:

PART IX

OFFENCES AND PENALTIES

Penalties

66 (1) Every person who contravenes or fails to comply with,
(a) a provision of this Act or the regulations;
(b) an order or requirement of an inspector or a Director; or
(c) an order of the Minister,

is guilty of an offence and on conviction is liable to a fine of not more than \$100,000 or to imprisonment for a term of not more than twelve months, or to both. R.S.O. 1990, c. O.1, s. 66 (1); 2017, c. 34, Sched. 30, s. 4 (1).

While we recognize that Section 63(2) of the Ontario Occupational Health and Safety Act, 1990 states that accessing the health records of an employee is subject to any other statute (which presumably includes the Reopening Ontario {A Flexible Response to Covid-19} Act, 2020), it is nonetheless important to highlight this Act. "Any other statute" is a very broad legal inclusion and would include many of the laws we have referenced in this letter.

As we understand it, all law must be compatible and in compliance with other legislation, and all of it must comply with the Charter and the Canadian Bill of Rights.

The Canadian Charter of Rights and Freedoms Section 2 (a) (freedom of conscience and religion) and Section 7 (everyone has the right to life, liberty, and security of person and the right not to be deprived thereof except in accordance with the principles of fundamental justice) apply to these mandates. Human bodily autonomy is as basic as it gets in terms of rights. We have the right to liberty – and this includes an individual's right to refuse medical treatment (including experimental, investigational, authorized or even "approved" 'vaccines' or any of the available tests for COVID-19).

The Canadian Bill of Rights includes:

PART I

Bill of Rights

1 It is hereby recognized and declared that in Canada there have existed and shall continue to exist without discrimination by reason of race, national origin, colour, religion or sex, the following human rights and fundamental freedoms, namely,

(a) the right of the individual to life, liberty, security of the person and enjoyment of property, and the right not to be deprived thereof except by due process of law;

The PCR and antigen tests are a form of genetic testing and also would fall under the definition of a medical procedure. As such, Bill S-201, the Genetic Non-Discrimination Act, Statutes of Canada 2017: "An Act to prohibit and prevent genetic discrimination" applies. In this Act "genetic test" is defined as "a test that analyzes DNA, RNA or chromosomes for purposes such as the prediction of disease or vertical transmission risks, or monitoring, diagnosis or prognosis (*test génétique*)."

This legislation also outlines prohibitions:

Prohibitions

Genetic test

3 (1) It is prohibited for any person to require an individual to undergo a genetic test as a condition of

- (a) providing goods or services to that individual;
- (b) entering into or continuing a contract or agreement with that individual; or
- (c) offering or continuing specific terms or conditions in a contract or agreement with that individual.

As well, the Act outlines offences and punishment:

Contravention of sections 3 to 5

7 Every person who contravenes any of sections 3 to 5 is guilty of an offence and is liable

- (a) on conviction on indictment, to a fine not exceeding \$1,000,000 or to imprisonment for a term not exceeding five years, or to both; or
- (b) on summary conviction, to a fine not exceeding \$300,000 or to imprisonment for a term not exceeding twelve months, or to both.

Lastly, as indicated by Ontario Public Health numerous times (and as evidenced in our ICU statistics), vaccinated persons can still get and transmit COVID-19 despite their inoculation. With this "scientific" evidence, why are only the non-disclosed, unvaccinated or accommodated persons under the Human Rights Code forced to comply with the mandatory COVID-19 testing? The testing, hypothetically, is to ensure that you don't transmit COVID-19 to other co-workers or the students that you interact with on a regular basis.

The fact that boards are outwardly targeting unvaccinated, accommodated or non-disclosed employees is grounds for discrimination and harassment and is liable for legal action as well. In addition, discriminating against non-disclosed, unvaccinated or accommodated employees is contrary to school board policy and our collective agreements.

It is evident that the public school boards in Ontario are in breach of a range of federal and provincial legislation, the collective agreements, as well as case law and their own internal policies and procedures with the recent COVID-19 vaccination and testing mandates.

Management rights, per collective agreements and the KVP test, cannot supersede the Charter and the various legislative instruments we have outlined herein, nor do they have any power whatsoever over an individual's bodily autonomy, or unilaterally negate an individual's fundamental right to medical privacy.

Moreover, given the significant, wide-ranging implications of these mandates, management rights must not and cannot simply disregard or discard ample available evidence that completely refutes the "science" that Ontario's Chief Medical Officer of Health and the Ontario Science Table relentlessly invoke -- but actually never provide in any meaningful way, most often lacking relevant context -- to justify implementing and enforcing these illegal, unlawful and unethical intrusions, and the subversive attempts to circumvent the law through deception, obfuscation and intimidation tactics.

Across Canada (and internationally), numerous court actions are awaiting to allow a full discovery, examination and contextualization of this evidence, but courts have been delayed from hearing these cases, which is itself highly suspect.

We also note the inconsistent mandate policies emerging across boards (and sectors, across Canada), where some demands are far more invasive and discriminatory than others. While we outright reject them all as invalid and unlawful, if the policies are not universally consistent we contend they are inequitable and therefore automatically invalidated and unenforceable.

In conclusion, we hereby notify the employer that our members will hold each trustee, director and superintendent, as employer management representatives, individually and personally liable for any financial injury and/or loss of personal income and ability to provide food and shelter for our families if school boards threaten, implement or enforce any degree of punitive, coercive or discriminatory actions against an individual based on an individual's legal and lawful right to not participate in the Ontario public school boards' COVID-19 vaccination and testing mandates; we will neither disclose our vaccination status to the employer or any other designate or agency, nor will we participate in any testing schemes imposed on us.

Sincerely,
 Educators For Human Rights
 EducatorsForHumanRights@protonmail.com

Cc. Hon. Doug Ford	Fred Hahn (CUPE)	Dr. Barbara Yaffe (OACMOH)
Hon. Stephen Lecce	Warren Thomas (OPSEU)	Daniel Therrien (OPC)
Hon. Christine Elliott	Parker Robinson (OTF)	Patricia DeGuire (OHRC)
Nancy Naylor (EDU)	Sam Hammond (CTF)	Rocco Galati (CRC)
Karen Brown (ETFO)	Cathy Abraham (OPSBA)	Amina Sherazee (CRC)
Barb Dowbrowski (OECTA)	Lisa Collins (OPC)	
Karen Littlewood (OSSTF)	Tony Pontes (CODE)	
Anne Vinet-Roy (AEFO)	Dr. Kieran Moore (OCMOH)	

*Please view our Mission Statement on Facebook, Instagram and Twitter:
 @EducatorsHuman*

<p>Selected list of applicable federal and provincial statutes and international declarations whereby 'mandatory' 'vaccination' and testing is unlawful and unethical (including but not limited to):</p>	<p>Constitution Acts, 1867-1982 / The Canadian Charter of Rights and Freedoms Canadian Bill of Rights Canadian Human Rights Act Genetic Non-Discrimination Act Criminal Code Privacy Act (Canada) Personal Information Protection and Electronic Documents Act Human Rights Code (Ontario) Personal Health Information Protection Act (Ontario) Health Care Consent Act (Ontario) Occupational Health and Safety Act (Ontario) Freedom of Information and Protection of Privacy Act (Ontario) Municipal Freedom of Information and Protection of Privacy Act (Ontario) Education Act (Ontario)</p> <p>Universal Declaration on Bioethics and Human Rights Nuremberg Code Helsinki Declaration</p> <p>Oakes Test KVP Test</p> <p>Hippocratic Oath Physician's Pledge</p>
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To: **Ontario Human Rights Commission**

CC: **Stephen Lecce**, Minister of Education
Nancy Naylor, Deputy Minister of Education
Merrilee Fullerton, Minister of Children, Community, and Social Services
Janet Menard, Deputy Minister of Children, Community, and Social Services
Stephen Crawford, MPP - Oakville
Jane McKenna, MPP - Burlington
Effie Triantafilopoulos, MPP - Oakville North-Burlington
Parm Gill, MPP - Milton
Ted Arnott, MPP - Wellington-Halton Hills
Hamidah Meghani, Medical Officer of Health, Halton Region
Ontario Association of Children's Aid Societies
Halton Children's Aid Society

July 21st, 2021

To the Ontario Human Rights Commission,

We are writing this letter as a concerned group of parents, all with children enrolled in the Halton Catholic District School Board (HCDSB). Following the Government of Ontario's news release on June 15, 2021, titled Ontario Supporting 2SLGBTQI+ Students, we are writing due to concerns regarding deeply ingrained systemic discrimination present in the Board of Trustees, not only with regard to the 2SLGBTQI+ community, but also racial minorities, Indigenous Persons, and other marginalized groups.

There is a long history of our HCDSB Trustees demonstrating homophobic, transphobic, discriminatory, and racist views; however, we have recently witnessed an escalation in the prevalence of these behaviours. Certain trustees and senior school board staff appear emboldened to voice and make decisions based on these views with no consequence for their actions. We are concerned for the safety and well-being of not only our children, but also the greater student body, who must live with the decisions and policies set by these board members.

There are four specific areas of concern we wish to bring to your attention:

1. A refusal by the Board of Trustees to act on allegations of racial and religious discrimination
2. Using interpretations of religious doctrine to justify discrimination
3. Discrimination against non-Catholic students
4. Discrimination against non-Catholic parents

Refusal to Act on Allegations of Racial and Religious Discrimination

At the Board Meeting on June 15, 2021, three delegations were presented by current HCDSB students. The first two delegations outlined first-hand accounts of racism and harassment they experienced within their schools. The third delegation clearly outlined how the student voice continues to be



ignored, particularly with respect to the inclusion of minorities and non-Catholic students. Following these delegations, the Board of Trustees had an opportunity to formally respond to them. During the discussion, two motions were put forth by Trustee Nancy Guzzo.

Trustee Guzzo's first motion requested a staff report and investigations into these incidents, and others within the HCDSB school system. This was voted down by Trustees Tim O'Brien, Vincent Iantomasi, Helena Karabela, and Peter DeRosa.

Trustee Guzzo then proposed a second motion, to have an independent third party investigate these allegations. Again, this motion was voted down by Trustees O'Brien, Iantomasi, Karabela, and DeRosa.

These four trustees obstructed any formal response to the delegations (including deferring a decision to the next board meeting) and led to the meeting ending without a decision. The result of this behaviour is that the students who bravely came forward with their stories of the racism prevalent within HCDSB schools were ignored. When the opportunity to protect students from this harassment was presented, the trustees did nothing. The system which allowed these discriminatory and racist acts to occur remained unchanged.

This occurred despite training and professional education events hosted by HCDSB for their trustees. Notably, one such training session, held on July 21, 2020 and titled Understanding the Impact of Anti-Black Racism in Education was run by Kike Ojo, an award-winning expert on equity, inclusion, and diversity. During the question period, Trustee Iantomasi requested clarification on the definition of colonialism and slavery, as he disagreed with the one provided by Ms. Ojo. She began by explaining that unless one has more than 10,000 hours of training in a specific area, each individual must enter this forum with a learning mindset, and then moved to answer Trustee Iantomasi's question. Trustee Iantomasi then informed Ms. Ojo that he has a Master's degree in political science, and continued to speak over this expert while she was trying to answer him. He then stated:

Trustee Iantomasi: Slavery isn't just about coloured people or Indians or anything like that. Slavery is slavery and comes in all colours.¹

This is one of many examples of Trustee Iantomasi, along with other trustees, demonstrating their unwillingness to learn about the historical context of the systemic racism which impacts our students and community members of colour on an almost daily basis. His belief in his own expertise continues to create a barrier to his learning, which then is exemplified in instances when students present their own accounts of racism, which are subsequently ignored.

Using Interpretations of Religious Doctrine to Justify Discrimination

While listening to recent board meetings, it is evident how certain trustees feel about the rights of their students, in relation to the rights of the Church. At the Board Meeting on May 28, 2021, Trustee Iantomasi made several alarming comments during a debate about the hiring and promotion policy, and specifically of hiring of under-represented groups. Below is a summarized transcript of this debate:

Trustee Iantomasi: There's too much focus on human rights, and we know from precedent-setting legal cases that although we want to uphold the human rights, our

¹ Available at <https://www.youtube.com/watch?v=SrtnUsjqqz4> timestamp 1h59m



denominational rights are front and centre, and they do override most of this, but this particular policy doesn't speak to it. [...]

Trustee Brenda Agnew: Can you confirm for me that you actually said that we have too much focus on human rights?

Trustee lantomasi: The focus that I am referring to is the wording, and there is no overriding mention of our denominational rights. That's the focus with which I'm speaking or I'm addressing.

Trustee Agnew: So you're looking to see the denominational rights supersede the human rights.

Trustee lantomasi: That is correct.²

Further, there is ample evidence to show that the trustees also put denominational rights ahead of human rights when it comes to their staff. Two events stand out when considering how trustees wish staff to be treated.

The first event occurred at the Board Meeting on January 19, 2021, during a discussion around performance reviews of teachers and other staff. Trustee O'Brien proposed an amendment that would have enabled Principals and Vice-Principals to consider the personal faith of staff in their performance appraisals, a completely subjective measure. Despite opposition from some trustees as well as from board staff (including the Director of Education), Trustee O'Brien concludes his arguments by stating:

Trustee O'Brien: Your value system must somehow be included in that appraisal. If you must take out the Catholic component or cannot evaluate a teacher on that or how they show Christ to the kids, then I don't think you can really give an honest appraisal.³

Trustee O'Brien's amendment was ultimately defeated, but was supported by Trustees DeRosa, lantomasi, Karabela, and O'Brien.

The second event occurred at the Board Meeting on February 16, 2021, where Trustee Karabela tabled a motion titled *Opposing Euthanasia Bill C-7*. As part of her motion, Trustee Karabela included the below stipulation with regard to teachers seeking to move teaching positions or promotions within the board:

BE IT FURTHER RESOLVED that teachers seeking promotion to other teaching positions or board-level positions be expected to:

- 1) be opposed to all forms of euthanasia, and*
- 2) be opposed to the principles listed in this motion above as found in Bill C-7 or not be promoted.*⁴

² Available at https://www.youtube.com/watch?v=XEDR3_0G4tQ timestamp 1h44m

³ Available at <https://www.youtube.com/watch?v=hRdrbEMUmwE> timestamp 0h20m

⁴ Available at https://www.hcdsb.org/wp-content/uploads/2021/02/BOARD_2021_02_16_REPORT.pdf, p16-17



The above portion of Trustee Karabela’s motion is a direct violation of the Canadian Charter of Rights and Freedoms, which protects an individual’s freedom of religion. In the case of *R. v. Big M Drug Mart Ltd.*, [1985] 1 S.C.R. 295, heard by the Supreme Court of Canada, the court ruled that:

“With the Charter, it has become the right of every Canadian to work out for himself or herself what his or her religious obligations, if any, should be and it is not for the state to dictate otherwise.”⁵

An amendment to the motion that removed this part of the text from the motion passed, but of importance is that the amendment was opposed by Trustees Karabela, Iantomasi, and O’Brien.

It is further worth noting that the remainder of Trustee Karabela’s motion requested that the Board of Trustees write a letter to the Canadian Senate voicing their opposition to Bill C-7, a bill that has nothing to do with education. A large amount of time was spent debating this motion (which ultimately failed) and goes to further prove that religious doctrine is consistently put ahead of student well-being and achievement.

All of the above-stated incidents clearly demonstrate how the trustees prioritize denominational rights over human rights and use religious doctrine to justify their discrimination.

Animosity Towards 2SLGBTQI+ Community Members

At the Board Meeting on April 6, 2021, the trustees heard a motion from a student requesting the Pride Flag be raised for the month of June, in celebration of Pride Month. This student, Nic Hotchkiss (they/them), provided the Board examples of the discrimination they have encountered at their HCDSB high school due to their belonging to the 2SLGBTQI+ community. The following is a transcript of Trustee DeRosa’s questioning:

Trustee DeRosa: My struggle, flying the flag for one month, how far does that go to improve your plight or your perceived plight [...] How is the flying of the flag for one month going to help your situation? [...] I’m concerned about the original objective of making sure you are safe and making sure you’re included and making sure you’re meant to feel included on a daily basis... I am just struggling to see how flying a flag can improve that plight.⁶

As is evident in this exchange, this is another example of a trustee, an elected official in a position of power, minimizing the lived experiences of a student. He questions them on their “perceived plight”, in a blatant show of blaming the victim.

This delegation led to Trustee Agnew putting forth a motion to raise the Pride Flag in support of not only Mx Hotchkiss, but also the wider 2SLGBTQI+ community, at the Board Meeting on April 20, 2021. During this meeting, several delegations were made by concerned community members, including a current HCDSB teacher, a current HCDSB parent of a student who identifies as part of the 2SLGBTQI+ community, and a group of former HCDSB students including one 2SLGBTQI+ community member. During this same meeting, two delegations from parties opposed to raising the Pride Flag also spoke.

⁵ Available at <https://scc-csc.lexum.com/scc-csc/scc-csc/en/item/43/index.do>, paragraph 135

⁶ Available at <https://www.youtube.com/watch?v=t3d1hm2fIRc> timestamp 0h46m



The terminology used by these delegators was disgusting and will not be repeated in this letter. These words were heard by our students and our communities. Instead of calling out these biases and overt bigotry, these delegations were “accepted as information”. After much debate, which included a great deal of aggressive questioning by trustees to delegators, Trustee Agnew’s motion was repeatedly amended by other Trustees until it no longer provided for the raising of the Pride Flag. The motion that passed in the Special Board Meeting on April 26, 2021, retained very little of Trustee Agnew’s original motion. At one point during debate, Trustee DeRosa even proposed an amendment that simply struck out the entire text of the motion. Once again, by not calling out hate, the HCDSB Trustees are complicit in it.

Discrimination Against Non-Catholic Students

Another matter that has been before the Board of Trustees in several recent meetings has surrounded delegations by students requesting that non-Catholic students be allowed to serve as Student Trustees on the Board.

The qualifications for Student Trustees is set out in Regulation 7/07 under the *Education Act*, R.S.O. 1990, c.E.2:

Qualifications

5. (1) A person is qualified to act as a student trustee if, on the first day of school after the term of office begins, he or she is enrolled in the senior division of a school of the board and is,
 - (a) a full-time pupil; or
 - (b) an exceptional pupil in a special education program for whom the board has reduced the length of the instructional program on each school day under subsection 3 (3) of Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools — General) made under the Act, so long as the pupil would be a full-time pupil if the program had not been reduced.

As can be seen, there is no requirement that Student Trustees in a Catholic school board be Catholic. However, the HCDSB has implemented a policy that requires Student Trustees to be Catholic⁷, thereby disqualifying students who are otherwise qualified under the provisions of Regulation 7/07.

⁷ For regular, elected Trustees, qualifications are set out in subsection 219 of the *Education Act*:

Qualifications of members

219 (1) A person is qualified to be elected as a member of a district school board or school authority if the person is qualified to vote for members of that district school board or that school authority and is resident in its area of jurisdiction.

Pursuant to sections 1 and 54 of the Education Act, to be qualified to vote for members of a Catholic district school board, one must be Roman Catholic. Therefore, to be qualified to be elected as a member of a Catholic district school board, one must be Catholic. This provision ensures some connection between the person running to be a Trustee and the Catholic board, as there is no requirement that the person be a student or parent of a student. The provisions relating to the qualifications and election of Student Trustees in Regulation 7/07, however, are separate, and cannot be read together with section 219. If Student Trustees were required to be qualified under section 219, most students could not qualify, as they do not meet the age requirement to vote (age 18). The requirement that a candidate be a student within the board provides the necessary connection to the board.



Under Provincial law, non-Catholic students are allowed to attend any secondary school regardless of Catholic or Public, and within HCDSB make up nearly half of students in some school communities. These students are not afforded equal opportunity at the board. Catholic students have these prestigious positions available (which include scholarships), while non-Catholics are explicitly excluded from applying.

In the HCDSB Policy Meeting on June 8, 2021⁸, Student Trustee Kirsten Kelly (they/them) brought a motion to change the rules surrounding the application criteria for Student Trustee positions. Their motion would have removed the requirement for parish membership and a letter of recommendation from a priest, and replaced it with a letter of recommendation from any Catholic community member (for example, the school chaplain). This motion was immediately defeated by Trustees Karabela, O'Brien, Iantomasi, and DeRosa, as well as Chair Patrick Murphy and Vice-Chair Marvin Duarte, with no discussion or debate by trustees.

In the Board Meeting on June 15, 2021⁹, student Raghad Barakat delegated on the same topic. Trustee Iantomasi had incorrectly asserted that the HCDSB could not change these provisions, as they were required by the *Education Act*. When challenged by Ms Barakat with the correct wording of the *Education Act*, he repeatedly deflected and claimed that denominational rights should supersede the *Education Act* itself. Trustee DeRosa then continued to suggest to Ms Barakat that she was only bringing her concerns to the Board because the trustees had decided against Trustee Kelly's motion, as if Ms Barakat's voice was that of a petulant child. This lying about factual information and outright dismissal of students again demonstrates how little these trustees care about the best interests of their students and, instead, prioritize maintaining a system which minimizes and actively excludes the voices and opinions of minority groups. Notably, the HCDSB Student Senate, a group of students elected to represent each high school, was in favour of allowing non-Catholic students to run for Student Trustee and informed the board of their recommendation. This information was, again, ignored.

Discrimination Against Non-Catholic Parents

One final example of the board using its power to discriminate against non-Catholics within the HCDSB community was during the Policy Meeting on June 8, 2021¹⁰, during a discussion related to a recent proposed policy change to remove the limit on the number of non-Catholic parents who can participate on a School Council. Many HCDSB schools have growing numbers of non-Catholic students and families, particularly in high school. The board is using its power once again to systematically limit their voices, despite the fact that most of these parents are involved with the simple goal to help their schools organize extra-curricular events and fundraising efforts.

The composition of and qualifications for School Councils are set out in Regulation 612/00 under the *Education Act*. With respect to parents, subsection 4(1) states:

4. (1) A person is qualified to be a parent member of a school council if he or she is a parent of a pupil who is enrolled in the school.

⁸ Available at <https://www.youtube.com/watch?v=74ex-fBiOjo> timestamp 2h34m

⁹ Available at <https://www.youtube.com/watch?v=DUu6VEN0OHs> timestamp 2h02m

¹⁰ Available at <https://www.youtube.com/watch?v=74ex-fBiOjo> timestamp 1h45m



There is no provision in the Regulation regarding the need for a parent to be Catholic to qualify as a member of a school council within a Catholic school board. However, HCDSB has implemented a policy which limits the number of non-Catholic parents who can be members of a school council, which has the effect of disqualifying parents from membership who are otherwise qualified under the Regulation.

The HCDSB has implemented similar policies limiting the participation of non-Catholic parents on the Parent Involvement Committee, a group of parents meant to provide support and feedback to trustees on various matters.

Conclusion

Over and over again, we, as a group of parents, are hearing stories from students and staff of discrimination within the schools and at the board level. These are from individuals who, due to witnessing the abuse of power of the board, are too scared to come forward. One Educational Assistant (EA) provided us with an email from her principal related to Pride Month. This EA is known to the principal to be part of the 2SLGBTQI+ community. The EA was instructed to not share personal information with the students, and to only promote information that was available within the HCDSB curriculum (which is notably lacking in reference to 2SLGBTQI+ content and education).

The examples presented in this letter are not exhaustive by any stretch, but are indicative of the repeated perpetration of racist, anti-2SLGBTQI+, and acts of religious suppression within this board, and particularly within this Board of Trustees. These actions are not new or isolated, rather they are obviously deeply ingrained. Our children are not safe. We request an immediate investigation by the Ontario Human Rights Commission, the involvement of the Ministry of Education, and the Ministry of Child and Youth Services.

Sincerely,

Allison Kolch

Jessica Macias

Ian McCombe

Alexandra Power

Stacey Vlasic

Lauren Wallis



On behalf of **Halton Parents for Change**
info@haltonparentsforchange.ca



References

Education Act, R.S.O. 1990, c.E.2

<https://www.ontario.ca/laws/statute/90e02>

O. Reg. 7/07: STUDENT TRUSTEES

<https://www.ontario.ca/laws/regulation/070007>

O. Reg. 612/00: SCHOOL COUNCILS AND PARENT INVOLVEMENT COMMITTEES

<https://www.ontario.ca/laws/regulation/000612>

HCDSB Policy I-26: Student Trustees on the Halton Catholic District School Board

<https://www.hcdsb.org/wp-content/uploads/2020/12/I-26-Student-Trustees-on-the-Halton-Catholic-District-School-Board.pdf>

HCDSB Procedure VI-15: Student Trustees on the Halton Catholic District School Board

<https://www.hcdsb.org/wp-content/uploads/2020/12/VI-15-Student-Trustees.pdf>

HCDSB Policy I-23: Catholic School Councils and Catholic Parent Involvement Committee

<https://www.hcdsb.org/wp-content/uploads/2020/12/I-23-Catholic-School-Councils-and-Catholic-Parent-Involvement-Committee.pdf>

HCDSB Procedure VI-84: Catholic School Councils and Catholic Parent Involvement Committee

<https://www.hcdsb.org/wp-content/uploads/2020/12/VI-84-Catholic-School-Councils-and-Catholic-Parent-Involvement-Committee.pdf>

Supreme Court Judgement - R. v. Big M Drug Mart Ltd., [1985] 1 S.C.R. 295

<https://scc-csc.lexum.com/scc-csc/scc-csc/en/item/43/index.do>

Copies of delegations to the HCDSB Board of Trustees can be found in the Agenda packages for each meeting at:

<https://www.hcdsb.org/our-board/events-and-meetings/>

Letter to HCDSB from Halton Children's Aid Society:

<http://haltoncas.ca/news/halton-cas-statement-on-hcdsb-decision-to-not-raise-the-pride-flag-in-june/>

Links to videos of each meeting of the HCDSB Board of Trustees can also be found at:

<https://www.hcdsb.org/our-board/events-and-meetings/>

Links to meetings referenced in this letter:

January 19, 2021	https://www.youtube.com/watch?v=hRdrbEMUmwE
February 16, 2021	https://www.youtube.com/watch?v=HbetWkfpA2A
April 6, 2021	https://www.youtube.com/watch?v=t3d1hm2fIRc
April 20, 2021	https://www.youtube.com/watch?v=hllRV4AM1Wc
April 26, 2021	https://www.youtube.com/watch?v=MSyCgbV_qPo
May 28, 2021	https://www.youtube.com/watch?v=XEDR3_OG4tQ
June 8, 2021	https://www.youtube.com/watch?v=74ex-fBiOjo
June 15, 2021	https://www.youtube.com/watch?v=DUu6VEN0OHs

From: Maria Lourenco
Sent: September 16, 2021 1:48 PM
To: Daly, Patrick <DalyP@hcdsb.org>; Murphy, Patrick <MurphyP@hcdsb.org>
Cc: 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>; O'Hearn-Czarnota, Janet <O'Hearn-CzarnotaJ@hcdsb.org>; Guzzo, Nancy <GuzzoN@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>
Subject: [<EXTERNAL>] Re: Board Resolution #161/21 - Staff Report in response to June 1st Delegation

I am following up as I have not yet received a response regarding the implementation of Resolution #161/21.

I have changed the subject line as I had the incorrect delegation date; May 27th was the date I submitted the delegation however the delegation occurred at the June 1st meeting.

Please include this correspondence in the September 21st meeting agenda.

Thanks
Maria

From: Maria Lourenco
Sent: September 7, 2021 5:57 PM
To: Daly, Patrick <DalyP@hcdsb.org>; Murphy, Patrick <MurphyP@hcdsb.org>
Cc: Marvin Duarte <duartem@hcdsb.org>; O'Brien, Timothy <O'BrienT@hcdsb.org>; Iantomasi, Vincent <IantomasiV@hcdsb.org>; agnewb@hcdsb.org <agnewb@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; DeRosa, Peter <DeRosaP@hcdsb.org>; O'Hearn-Czarnota, Janet <O'Hearn-CzarnotaJ@hcdsb.org>; Guzzo, Nancy <GuzzoN@hcdsb.org>
Subject: Board Resolution #161/21 - Staff Report in response to May 27th Delegation

Dear Director Daly and Chair Murphy,

At the June 1st, 2021 HCDSB Board meeting, trustees *unanimously* passed the following Resolution, #161/21:

BE IT RESOLVED *that the Director direct staff to prepare a staff report to address the 11 questions (in bold text) raised in the June 1, 2021 delegation by Ms. Lourenco, to be presented at the first board meeting in September 2021.*

As you know, the first board meeting of September 2021 is this evening, yet I do not see the required report on the agenda, and so it would appear that the resolution has not been complied with. As you also know, resolutions of the board are binding.

While I do see a report (Item 9.2) on "De-streaming Grade 9 math", it does not address the requirements of resolution #161/21, nor does it make any reference to that resolution. In fact, the stated Purpose of that Report is that "**This report is in response to questions raised with the release of the planned implementation of the new grade nine math curriculum last**

spring". The delegation however, asked for a "**Staff Report to trustees that clearly explains the Advanced Placement (AP) and International Baccalaureate (IB) programs offered by HCDSB and to provide clarity to the very confusing information presented by staff at the May 18th board meeting**"; the delegation then presented specific questions that laid out the particulars of the information that was confusing to myself as well as other students and parents who were present or listening that evening. While the report does provide something of an overview of the AP program, it does not address the specific questions, which included specifics on course delivery and information shared by staff seemingly in justification to change the method of delivery - effectively cancelling the courses that currently exist. Also, the report provides only a passing reference to the IB program, and no real overview. While the IB program is similar in some ways to the AP program, it is on the whole quite a different program.

In the interests of clarity, I have attached the original delegation as well as a summary of the questions that were to be addressed in the staff report. I have rewritten some of the questions as the full context of the delegation is missing in the summary of questions and also, at the time of the delegation, the future of Grade 9 Pre-AP and pre-IB Math were still unclear. In any event, the full delegation is also included should there be any question as to the integrity of the list of questions.

Please advise how the board intends to fulfill the requirements of Resolution #161/21 passed by the board at its June 1st meeting.

Sincerely,

Maria Lourenco

From: Maria Lourenco [REDACTED]
Sent: September 17, 2021 2:05 PM
To: Murphy, Patrick <MurphyP@hcdsb.org>; Daly, Patrick <DalyP@hcdsb.org>; Balogh, Stephany <BaloghS@hcdsb.org>
Cc: President ABC Ontario <president@abcontario.ca>; [REDACTED]; Jessica Lim <[REDACTED]>; Duarte, Marvin <DuarteM@hcdsb.org>; Agnew, Brenda <AgnewB@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; Guzzo, Nancy <GuzzoN@hcdsb.org>; Iantomasi, Vincent <IantomasiV@hcdsb.org>; DeRosa, Peter <DeRosaP@hcdsb.org>; O'Brien, Timothy <O'BrienT@hcdsb.org>; O'Hearn-Czarnota, Janet <O'Hearn-CzarnotaJ@hcdsb.org>; claudine.munroe@ontario.ca; minister.edu@ontario.ca; DiPietro, Rosie <DiPietroR@hcdsb.org>
Subject: Re: [<EXTERNAL>] ABC Ontario Minority Report to Halton Catholic District School Board Special Education Plan

Please include the following correspondence in the September 21st board report including the attached Minority Report.

I would also like to take this opportunity to address some of the comments in the response.

With regards to the consultation process for the Special Education Plan, the Minority Report does acknowledge the expanded process for this past year. While we did not submit feedback directly as part of that process, we did submit extensive feedback during the review of Policy II-29, Inclusion and Range of Placement Options for Identified Exceptional Students ("the Policy"), which you acknowledge was taken into consideration. We were not satisfied with the response to that feedback, hence the reason for submitting a Minority Report. We did explain how our report came to include additional matters, most of which intersect with the issue of range of placement options, so I will not belabour those points at this time.

With respect to whether or not our feedback on the Policy was shared with trustees; the Policy was reviewed at the May 11th Policy Committee meeting, almost one month after we presented our feedback to SEAC. As you know, the Policy Committee is the appropriate forum for the deliberation and debate of policies which are then typically referred for approval at the subsequent board meeting, mostly as a formality. The point has been made several times that there should not be further debate or deliberation at the board table as the venue for that is the Policy Committee. At the May 11th Policy Committee, trustees recommended approval of the Policy to the May 18th Board meeting. At the May 11th Policy meeting, one of the SEAC trustees asked if ABC's feedback had been shared with trustees and it was confirmed that it had not, but that it would be shared as part of the SEAC minutes. SEAC minutes are not published until approved at the next SEAC meeting, which in this case was scheduled for May 31st. And while SEAC minutes are included in board reports, in this case that did not occur until June 15th given the timing of the various meetings and approvals. And in any event, while SEAC minutes may be included in board reports, I've never seen them discussed or even referred to. So while technically the report may have been shared with trustees, it was quite simply too late and not done in a manner that placed any value on the feedback. The feedback should have been shared ahead of the May 11th Policy Committee meeting, and there was almost a month of time in which that could have occurred. Given all of that, I stand by the statement in the Minority Report that ABC's feedback on the Policy was "not brought forward to Trustees who ultimately approve the Policy".

I remain truly hopeful for meaningful collaboration on behalf of gifted, and all special education students. As always, we are always available for further discussion and to find a positive way forward.

Sincerely,

Maria Lourenco
ABC Ontario Representative and Vice Chair, HCDSB SEAC

On Aug 25, 2021, at 11:07 AM, Balogh, Stephany <BaloghS@hcdsb.org> wrote:

Good Morning,

Thank you for sharing the extensive report outlining the viewpoints and recommendations from ABC, as they pertain to the Special Education Plan.

With regards to the timing of the information, it is worth noting that an extensive and transparent consultation process took place throughout the 2020-2021 school year. Significant changes were made to the Consultation Process, which were reviewed and revised with input from SEAC. Members were invited to participate in the formation of a sub-committee to formally review the plan, and an electronic feedback form was provided to each association for input. ABC Halton was a member of the sub-committee and although a feedback form was not submitted by the association, staff included input received from ABC through the year. A timeline for the review of the plan was created and communicated, with frequent check-in points. All dates were met, including the dissemination of the draft of the plan, summary of changes, and feedback received, with all members by the end of May 2021 for further review.

Following the final June SEAC meeting, the Special Education Plan was submitted and accepted by the Ministry, prior to the Minority Report being sent by ABC. As a next step, and as per the Ministry of Education Standard for School Boards' Special Education Plans, an addendum will be sent to the Ministry with a description of the minority report, which will be included in the plan, along with the response from the board.

It is also important to clarify that the feedback that ABC provided regarding the review of Policy II-29 Inclusion and Range of Placements Options was shared with the Board of Trustees in full, along with the links to the two livestreamed SEAC meetings (April and May 2021) where discussions took place regarding the policy. The policy feedback is also in the SEAC meeting minutes, which are posted on the board's website.

Please be assured that staff will reflect on the feedback and continue to work collaboratively with ABC and SEAC.

Sincerely,
Stephany Balogh

Superintendent of Special Education
Halton Catholic District School Board

Achieving Believing Belonging

From: Maria Lourenco [REDACTED]
Sent: July 30, 2021 9:14 PM
To: Balogh, Stephany <BaloghS@hcdsb.org>; Daly, Patrick <DalyP@hcdsb.org>; Murphy, Patrick <MurphyP@hcdsb.org>
Cc: President ABC Ontario <president@abcontario.ca>; [REDACTED] Jessica Lim [REDACTED]; Duarte, Marvin <DuarteM@hcdsb.org>; Agnew, Brenda <AgnewB@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; Guzzo, Nancy <GuzzoN@hcdsb.org>; Iantomasi, Vincent <IantomasiV@hcdsb.org>; DeRosa, Peter <DeRosaP@hcdsb.org>; O'Brien, Timothy <O'BrienT@hcdsb.org>; O'Hearn-Czarnota, Janet <O'Hearn-CzarnotaJ@hcdsb.org>; samantha_sweet@ldahh.ca; Tracy Veale Intertek <[REDACTED]>; Dan Hotopeleanu [REDACTED] J Paul Moran <[REDACTED]>; [REDACTED] Rick Barreiro [REDACTED] Michelle Arteaga <[REDACTED]>; Andrea Louca <[REDACTED]>; Diane Rabenda <[REDACTED]>; Rhonda Quesnel <[REDACTED]>; Stacey Manzerolle <[REDACTED]>; claudine.munroe@ontario.ca; minister.edu@ontario.ca
Subject: [<EXTERNAL>] ABC Ontario Minority Report to Halton Catholic District School Board Special Education Plan

To: Stephany Balogh, Superintendent of Special Education, HCDSB
Patrick Daly, Director of Education, HCDSB
Patrick Murphy, Chair, HCDSB

Attached please find a Minority Report from ABC Ontario regarding Halton Catholic's 2021-2022 Special Education Plan.

As you know, we have been advocating for several years for better and more accessible programming options for secondary gifted students, and most recently through the review of Policy II-29 "Inclusion and Range of Placement Options for Identified Exceptional Students". We always knew this wasn't the only issue affecting gifted students at HCDSB, but we had chosen to focus on secondary programming for a few reasons, not the least of which we felt it was the easiest to solve. The process has been disheartening as it has historically lacked collaboration and oftentimes became acrimonious. Along the way we sought to better educate the board's decision makers about gifted students and their needs in the hopes that that would lead to a more collaborative working relationship. But even our efforts to bring a presentation to the board of Trustees was fiercely opposed and met with inexplicable controversy. Unfortunately, the reports prepared by staff throughout this time are deeply flawed, but they continue to be referenced as support for current decisions.

Having exhausted all other options, we decided to prepare this Minority Report primarily to address the lack of a full range of placements for gifted students at HCDSB, in particular for secondary students. But the lack of placement options intersects with many other areas of the Plan, and we would be remiss in not addressing those other areas as well. As such, our Report

is rather comprehensive as we have sought to address the areas most significantly impacting gifted students, as well as other students with special education needs.

We do wish to acknowledge that recent changes in Special Education leadership have resulted in a much more respectful and collaborative relationship, and that some concessions have been made in the Plan to accommodate for the needs of secondary gifted students - specifically a description of informal "clustering" practices. However, there is no evidence that this is actually happening in practice and in fact, there is evidence that it is not. Most importantly, this simply isn't enough. Gifted students deserve more than a compromise. They deserve to have their needs met and the same opportunity to reach their full potential as all other students. In fact, it is a requirement of the Education Act and Ministry of Education policy.

Finally, we know how important equity and inclusion is to this Board, and that these principles have been central to many of the discussions and debates over the past year in particular. We hope that you will also review the attached report through this lens. Inclusion is not achieved simply by grouping together students based on demographic data, or even a common exceptionality. A sense of belonging is central to inclusion and for gifted students this is often achieved by the opportunity to learn alongside their like-minded peers. Equity means every student having the appropriate opportunities available to them, in order to be learning at an appropriate level and pace. Every student deserves to learn something new every day, and the opportunities to achieve their full, God-given potential, whatever that may be. HCDSB has a long way to go in achieving equity and inclusion for its gifted students.

We are always here for any clarification or questions that you may have. We are ready to put the past behind us and move forward in a truly collaborative manner to find solutions to the gaps identified in the attached report. We hope that the decision makers at Halton Catholic are too.

Respectfully submitted,

Maria Lourenco, ABC Representative and Vice Chair, HCDSB SEAC
Jessica Lim, ABC Alternate Representative, HCDSB SEAC

cc:

Barb Cyr, President, ABC Ontario

Sherry Foster, President, ABC Halton

Trustees, Halton Catholic District School Board

SEAC members, Halton Catholic District School Board

Stacey Manzerolle, Gifted Representative, Minister's Advisory Council on Special Education (MACSE)

Claudine Munroe, Acting Assistant Deputy Minister, Student Support and Field Services Division & Director, Special Education / Success for All Branch, Ministry of Education

Stephen Lecce, Minister of Education



**MINORITY REPORT ON THE
HALTON CATHOLIC DISTRICT SCHOOL BOARD'S
SPECIAL EDUCATION PLAN, 2021-2022**

**Submitted by:
Maria Lourenco & Jessica Lim
ABC Halton SEAC Representatives**

July 2021

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EXECUTIVE SUMMARY

The initial and primary purpose of writing this Minority Report was to address the lack of a full or appropriate range of placement options for HCDSB gifted students at the secondary level. However, special education is an interconnected process and the range of placement options cannot be resolved in isolation. The lack of placement options at the secondary level is both a cause and consequence of other factors in the special education process at HCDSB. Special education is intended to have student needs at its core. The system should be driven by student need but what we find at HCDSB is a process in which students are made to fit the system; a system driven by an ideology regarding gifted students that is often at odds with the regulations and Ministry policy and directives - and therefore the goal of all students working towards their full potential.

The Identification Placement and Review Committee (“**IPRC**”) process has been established through legislation and is designed to determine the best placement based on the student’s needs, and to vary that placement *only* when a student’s needs dictate. At HCDSB, we find that IPRCs for secondary gifted students are based on the placements the board is willing to offer. This includes Review IPRCs in which there has been no change to the student’s learning profile or needs, but HCDSB lacks continuity of placement options.

The IPRC is also the process to initially determine whether a student is in need of special education programs and services and whether the student meets one of the Ministry defined exceptionalities (identification). At HCDSB, we have potentially gifted students being denied identification and/or the IPRC process simply based on their age - even with professionally completed assessments in hand.

These practices reflect an underlying philosophy and attitude that giftedness does not exist or cannot be assessed before a certain age, and that gifted students do not then require any interventions after grade 8. These attitudes have been expressed verbally by staff to ABC Ontario representatives and to parents, and in some cases are reflected in staff reports and surveys. This philosophy and these practices are fundamentally at odds with the legislation and the Ministry’s expectations; primarily [Policy/Program Memorandum \(PPM\) No. 11 - Early Identification of Children’s Learning Needs](#) (“**PPM11**”) and [Regulation 181/98 - Identification and Placement of Exceptional Pupils](#). While the Plan makes references to these requirements and states the board’s compliance with the same, upon closer examination and based on what we know to be the practice, we find the board not to be in full compliance with respect to gifted students.

These attitudes and philosophy reflect a fundamental misunderstanding of gifted students, and result in a misapplication of the regulations and the IPRC process in particular. How can students only have special needs from grades 5 to 8? This narrow view is neither supported by research nor the Ministry's requirements and expectations.

These attitudes and philosophy are not expressly stated in the Plan and cannot always be easily detected. They are sometimes evidenced by what is missing as much as by what is said. The Board's model for special education places an emphasis on inclusion but fails to recognize that inclusion, especially for gifted students, is not accomplished simply by grouping students together based on demographic data, and that such practices may in fact preclude students from being placed in appropriate educational settings, according to their needs. These attitudes also impact staff development plans, where little attention is paid to understanding the needs of gifted students or the development of appropriate programming, as well as a lack of true collaboration with ABC and SEAC, with our concerns being easily and regularly dismissed.

Our hope in issuing this report is that staff will take the opportunity to reflect on the feedback and embrace the opportunity to work collaboratively with ABC and SEAC to address the identified gaps. We also hope that Trustees will gain a better understanding of the Ministry requirements and how the board falls short, and work towards improved accountability. The most important goal is improved conditions for gifted students in terms of identification and placement opportunities, ultimately leading to improved programming so that gifted students may too have the opportunity to reach their full potential.

INTRODUCTION AND OVERVIEW

Special education in Ontario is “governed by the [Education Act](#), the regulations made under the Act, [policy/program memoranda](#), and ministry policy documents. The legal framework provides the comprehensive procedures for the identification of exceptional students, for the placement of those students in educational settings where the special education programs and services appropriate to their needs can be delivered, and for the review of the identification of exceptional students and their placement.”

The above statement is found in the 2017 Policy and Resource Guide published by the Ministry of Education entitled “[Special Education in Ontario, Kindergarten to Grade 12](#)” (“**the Guide**”). The Guide is a comprehensive document outlining the requirements of the legislation and Ministry expectations as they pertain to special education. The Guide also includes the following statement, which gives a clear mandate to Ontario school boards and school authorities:

*“The Ontario government is committed to enabling all students to reach their potential, and to succeed. With the release of the Ministry of Education document *Achieving Excellence: A Renewed Vision for Education in Ontario (2014)*, expectations have been raised both for the education system and for the development of the potential of Ontario’s children. The ministry recognizes that every student is unique and that each must have opportunities to achieve success according to his or her own interests, abilities, and goals. It also recognizes that among children and youth who are at risk of not succeeding are those with special education needs.”*

The Guide is inclusive of all students receiving special education programs and services and articulates a singular vision of achieving potential for all students, without exception, starting in Kindergarten and through to Grade 12.

Giftedness is one of 11 exceptionalities defined by the Ministry of Education. ABC Halton (“**ABC**”, “**we**”) have been advocating for Gifted students on the HCDSB Special Advisory Committee (“**SEAC**”) and directly to Trustees for many years, within the framework provided by HCDSB. Unfortunately, we have found that these processes provide very limited opportunity to effect the required change and can actually be counterproductive. As such, we felt compelled to submit a Minority Report to this year’s Special Education Plan.

Most recently, we had the opportunity to provide feedback on the [Board’s Policy II-29, “Inclusion and Range of Placements Policy”](#). We prepared a detailed [report](#) of our concerns, as well as recommendations. Our concerns and recommendations were not addressed by staff and were not brought forward to Trustees who ultimately approve the Policy. Furthermore, we are concerned with misinformation provided by staff to SEAC and

Trustees. For example, staff indicated that the placement option proposed by ABC cannot be offered due to Ministry constraints, despite the information shared by ABC that similar placements have been offered for many years at other boards and are reflected in their Special Education Plans with no apparent objection by the Ministry.

[The Guide](#) includes a Section (Part B) entitled “Standards for School Boards’ Special Education Plans” (“**the Standards**”), which, as the name suggests, details the Ministry’s requirements for school boards’ special education plans.

We have compared HCDSB’s Draft 2021 Special Education Plan (“**the Plan**”) against specific Standards which we felt were of greatest relevance and impact to gifted students, and where we had the greatest concerns. Our review was not meant to be exhaustive of all the Standards and requirements, and no inference should be made regarding compliance with those elements not expressly referenced.

In addition, we compared the Plan to the relevant legislation and other Ministry directives. We also considered our knowledge and experience with current practice at the board, as per our experience representing parents and as members of SEAC.

Our report is presented in reference to each of the Standards reviewed. The order is neither consistent with [the Guide](#) or the Plan, but rather reflects a logical flow of the issues.

In the Standards section of [the Guide](#) it states that the Plan must be submitted to the Ministry, along with “a copy of the board’s motion of approval of the plan, including the date of approval”, and “a copy of any related motions or recommendations from the board’s SEAC”. While not expressly stated, this would imply that the Ministry expects SEAC to make motions to the board with respect to the Plan, and that the trustees are expected to pass a motion approving the Plan, which is the practice at many boards. At HCDSB, the Special Education Plan is not presented to the board of Trustees, not even as an information item. One of our recommendations going forward is for SEAC to pass a motion recommending approval of the Plan, and for the board to pass a motion approving the Plan.

Minority Reports are a mechanism for SEAC members to outline any concerns with a board’s approved special education plan. Per the Ministry Standard on “The Board’s Consultation Process”, the board is required to include a description of any Minority Reports, as well as the board’s response to the same, in its special education plan.

We look forward to the board’s response to this Minority Report, and to working collaboratively with the board to address the identified gaps on behalf of gifted students and all students receiving special education programs and services at HCDSB.

MINISTRY STANDARD: EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

REQUIREMENTS

Both [PPM 11](#) and the [Ministry Guide](#) require boards to “have in place ‘procedures to identify each child’s level of development, learning abilities and needs’ ” and to “ensure that educational programs are designed to accommodate these needs and to facilitate each child’s growth and development”. The plan must contain a statement that “these procedures are a part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and should continue throughout a child’s school life”.

Among other things, special education plans must contain a description of:

- ❖ the guiding principles or philosophy used by the board for early identification of children’s learning needs
- ❖ the parent’s role in early identification
- ❖ policies and procedures on screening, assessment, referral, identification and program planning for students who may be in need of special education programs and service
- ❖ the types of assessment tools/strategies used to gather appropriate information on students in order to assist in the development of appropriate educational programs
- ❖ the types of early intervention strategies that are used to support students prior to referral to an IPRC

HCDSB PLAN

While the HCDSB Plan does include the required statement regarding continuous assessment and program planning, both the Plan and HCDSB practice fail to deliver with respect to our younger gifted students.

We recognize that the Plan does reference “developmentally appropriate programs” and differentiated instruction “for those students who achieve and exceed benchmarks”.

However, this is very non-specific and upon closer examination, these statements raise a number of questions and concerns, including the dichotomy of approach for students *not* achieving benchmarks, in which case “teachers are provided with a ***rich resource*** of activities and suggestions” (***emphasis added***). In addition:

- ❖ what is meant by “developmentally appropriate programs”? how is the “developmental appropriateness” determined, and by whom?
- ❖ differentiated instruction is typically not individualized, and is already an expectation of educators - therefore, it is not an accommodation or special education programming, nor can it be considered an intervention
- ❖ the Ministry definition for giftedness specifically references a need for “differentiated learning experiences of a depth and breadth ***beyond those normally provided in the regular school program***” (***emphasis added***)
- ❖ benchmarks are typically based on age-based norms for neurotypical students; gifted students may already be achieving or approaching benchmarks prior to the beginning of a course or grade
- ❖ use of age and neurotypical based benchmarks may create unintentional limits to programming and learning for gifted students, and create barriers to reaching their full potential
- ❖ we know anecdotally that HCDSB educators are reluctant and often unwilling to provide above grade level resources, even when this may be precisely what a student needs
- ❖ “accelerated learning opportunities” in the Plan references secondary students only, and is limited to the number of credits earned in a year, not necessarily progression through the grades or the pace of learning

Overall, the “Early Identification Procedures and Intervention Strategies” section of the Plan primarily addresses students with learning challenges and provides significant detail on assessment and intervention for those students, while providing no real detail for students achieving and exceeding benchmarks, and no specific mention at all of gifted learners.

The Plan also states that “Enrichment activities *may* be considered to address the learning needs of students whose achievement consistently supresses the provincial standard for grade level expectations; the student consistently achieves level 4 (80 - 100%/A- to A+)”. (***emphasis added***)

It is important to note that, contrary to popular belief, not all gifted learners achieve or exceed benchmarks - achievement is not a sign or direct consequence of giftedness. Furthermore, students may be gifted or have significant strength in specific areas, including specific areas of a specific subject, and therefore do not achieve “consistently”. This is why giftedness is a special education exceptionality. Gifted learners are at risk of not

succeeding, and most certainly at risk of not achieving their potential. As with other students with special education needs, gifted students need the appropriate interventions in order to achieve. The Plan makes a distinction between students who “may be at risk” and those who “may need greater challenges”, as if the two are mutually exclusive - they are not.

Additionally, many gifted learners are twice-exceptional or “2e”; gifted students may also be on the autism spectrum or have a learning or physical disability, or another need.

There is no reference to assessment or interventions for 2e students and in fact, no references to such students in the Plan at all. We know anecdotally and from staff comments that HCDSB’s philosophy is to focus on the area of deficit first. Research does not support this approach, which can in fact be very detrimental.

As an example, one parent informed ABC that staff had advised that the board would address their child’s anxiety, but *not* their giftedness. This approach fails to recognize that anxiety is often the result of other needs, including giftedness, not being addressed. Furthermore, the refusal to identify the child as gifted was attributed to the child’s age, a common response to parents of younger (potentially) gifted students, demonstrating the board’s bias against early identification and intervention for gifted students.

At the [May 2021 SEAC meeting](#), ABC noted a concerning number and increase of students with an identified exceptionality in the “Behavioural” category and queried as to whether these could be situations where unaddressed needs in other areas were manifesting as behavioural issues, as in the example provided. While staff concurred this was a possibility, there was no commitment to investigating the issue further. We consider this very troubling. Appropriate assessment and identification are crucial first steps to planning effective interventions and preventing compounding of deficits which otherwise become increasingly intractable.

Again, giftedness does not always result in academic achievement and can be masked by other issues, some of which may appear as deficits. Teachers are not trained to identify giftedness.

The Plan speaks to the importance and helpfulness of the parent’s perspective, and that “parents are encouraged to make their observations available to school staff and to share relevant assessments”. However, we know of many parents with students younger than grade 5 who bring forth observations of potential giftedness - including parents with professional assessments and/or previous identifications in hand - who have been systematically denied programming or identification for their children.

Parents have been told, *in the absence of any IPRC process*, that the board does not provide giftedness identification before Grade 4 (in preparation for grade 5) - despite this not being reflected in the Plan or any board policy. This philosophy does however permeate the Plan, including this section, in the language that is used and by what is missing as much as by what is clearly articulated.

A child does not suddenly become gifted in Grade 4. By then, the student has gone through 6 years of school without a proper identification of her/his learning strengths and needs. Many gifted children learn to hide their giftedness, underachieve and use poor study habits by the time their exceptionality is identified. This is happening despite the availability of age-normed tests and existing research supporting early intervention for gifted children

Most importantly, this philosophy is contrary to the principles behind early assessment, identification and interventions, [PPM 11](#), the requirements in [the Guide](#), and the requirements of [Regulation 181/98](#), which are further discussed later. This philosophy and the board's practices place young gifted children at further risk.

RECOMMENDATIONS

ABC provides the following recommendations to address these concerns:

- that the Plan, and board processes, be reviewed and updated to remove language and bias, intentional or otherwise, that potentially excludes gifted learners
- that the Plan be updated to provide detailed assessment and early intervention strategies for students who are achieving or exceeding benchmarks
- that special education staff receive Professional Development regarding indicators of potential giftedness, as well as assessment and early intervention strategies for gifted and twice exceptional students - including those who may not be achieving or exceeding benchmarks
- that special education staff and administrators receive training on the requirements of Regulation 181/98 and the identification/IPRC process

MINISTRY STANDARD: EDUCATIONAL AND OTHER ASSESSMENTS

REQUIREMENTS

Part of the purpose of this standard is to make parents aware of the ways in which assessments are used. Among other requirements, special education plans must include an explanation of how the results of an assessment are communicated to parents.

HCDSB PLAN

The Plan addresses assessments in several sections including “Gifted Screening Process”.

While the Plan includes statements that indicate which assessment results are communicated with parents, the Plan is often lacking as to *how* this happens - which is the requirement. In fact, an amendment in the “Psychological Assessments” section actually strikes out a sentence which previously provided such details.

With respect to the gifted screening process, there is no indication that the results of stage 1 screening are shared with parents (unless requested), other than notification to parents of students who meet the criteria to advance, that their child is being referred to the next stage.

In addition, key details are missing as to the way the gifted screening assessments are used. The Plan states that *“Identified students qualify for stage 2 testing based on their CCAT-7 test scores. Recommendation for stage 2 testing may also result from the Board’s school team and board process, with the Special Education Consultant gathering data and information from the relevant sources, including further available data and teacher input where appropriate”*.

These statements are vague and do not specify the criteria for stage 2 testing. While the process also references other recommendations from Staff, it is again unclear what factors might be considered.

Of particular concern is that there is no reference to parental input. Mention of the parent’s role is only made under “Early Identification Procedures and Intervention Strategies”, where it is a specific requirement under the Ministry Standard; although as previously stated we have concerns with actual practice.

While the CCAT-7 is an efficient and economical tool for universal screening, it has many flaws, and many Gifted students do not actually do well on this pencil and paper, timed, “fill in the bubble” type test. Parent insights and observations should be part of the process, and should in fact be given significant consideration.

For students who do not meet the criteria for referral to stage 2 based on the inherent flaws of a universal screening process, parents may not be aware of the option to obtain a private assessment, and may face barriers to doing so. This is particularly true for low income families, those who are less educated and/or do not speak English, and others who are traditionally marginalized - the same families whose children may not perform as well on these group tests.

The current process presents many barriers to these families and students. Consideration of parent as well as staff input should be given sufficient weight in the process of stage 2 referral.

Information regarding private assessments is included within the “Gifted Screening Process” section with an explanation that these will be “reviewed by the HCDSB Psychology department to determine that test results meet the criteria for referral to IPRC”, and that “eligibility for gifted identification is determined by a review of the results through the HCDSB psychology department”.

This reference seems to confuse the internal group screening process with assessments obtained privately, and contravenes the requirements of [Regulation 181/98](#) with respect to the IPRC process and referrals to the same.

The gifted screening process is an internal process and as such, the board can certainly establish its own criteria for referral to an IPRC. However, when parents or guardians bring forth a private assessment for purposes of a potential identification of Giftedness, they are in fact seeking an IPRC - even though they may not call it by name, as most are likely not familiar with the process at that stage. As per [Regulation 181/98](#), there is no criteria for referral to an IPRC beyond a parent’s request for one, which boards are obligated to accommodate.

Again, we are aware of many parents of younger students being told, in the absence of an IPRC process, and with a professional, WISC based assessment in hand which meets HCDSB criteria for gifted identification that their child will not be identified as gifted simply because of their age. As previously noted, this is not reflected in the Plan or any board policy, and is contrary to the requirements of [PPM 11](#), [the Guide](#), and [Regulation 181/98](#).

The IPRC is the appropriate and legislatively mandated process for determining “eligibility” for a gifted identification. Such a determination and identification cannot be made outside of that process, including by the HCDSB psychology department. Typically, when parents bring forth such an assessment and ask for a gifted identification, it is because they have been advised by an external psychologist that their child does in fact meet the standard criteria of most school boards, including HCDSB, for a gifted identification (ie. 98th percentile). While we appreciate that the assessment must be reviewed to ensure that it is valid, it is not appropriate for any decisions to be made regarding identification outside of an IPRC, nor is it appropriate for parents to be denied the IPRC process for any reason if it has been requested - directly or otherwise.

RECOMMENDATIONS

ABC provides the following recommendations to address these concerns:

- that the results of stage 1 of the gifted screening process be shared with parents, and that this practice be reflected in the Plan
- that the Plan clearly specify *how* all assessment results are shared with parents - as specifically required by the Ministry Standard
- that the Plan include specific details around the criteria for referral to stage 2 in the gifted group screening process
- that parent input be part of the process for consideration of referral to stage 2 of the gifted screening process and that the opportunity to do so be well communicated to parents
- that references to “test results meeting the criteria for referral to IPRC” and “eligibility for gifted identification....determined by....the HCDSB psychology department” be removed from the Plan, and that these practices be immediately terminated as they contravene the requirements of [Regulation 181/98](#)
- that the remaining information on “Private Assessments” found in the “Gifted Screening Process” section be moved to “Gifted Assessments” found in the “Assessment Referral Process” section
- that special education staff and administrators receive training on the requirements of [Regulation 181/98](#) and the the identification/IPRC process

MINISTRY STANDARD: THE IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC) PROCESS AND APPEALS

REQUIREMENTS

Special education plans must include a description of *the board's* IPRC process, as well as the number of IPRC referrals, reviews and appeals conducted within the board in the previous school year.

This Standard further requires that boards provide “details concerning the IPRC process” in their special education plans.

HCDSB PLAN

While the Ministry's requirements for this standard are brief, the HCDSB Plan does not comply.

The number of IPRC referrals, reviews and appeals conducted in the previous year are not included in the plan. The Plan does not even include the word “appeals” in the title of this section - or anywhere in the Plan.

The Plan does not outline any details or specifics of HCDSB's process but rather references and provides links to [Regulation 181/98](#), the [Ministry Guide](#), and the [Board's Parent Guide](#), simply stating that the board's process “aligns with the MOE's expectations”. This would seem to fall short of the Ministry's requirements.

Furthermore, we believe it would be helpful to parents to have the detailed process, including any particulars that are specific to the board explained in plain language and in a simplified format. Requiring additional clicks or for users to read legislation or search through a lengthy guide makes the process cumbersome and potentially inaccessible. In fact, the link to the Parent Guide is currently broken in both the 2020-2021 Plan and the 2021-2022 Draft Plan.

In practice, the board does not always comply with the requirements of the legislation. As previously noted, we are aware that parents have been denied an IPRC to consider a gifted identification even with a professional assessment in hand, or that parents have been denied an IPRC in the absence of an assessment. This is typically the response to parents with children younger than Grade 4 seeking a gifted identification, while parents in grade 4 are deferred to the group screening process.

For gifted secondary students, parents are typically presented with one placement option as a foregone conclusion and not provided an explanation of the placement options that the board otherwise claims are available, limited as they may be. It is for this reason that almost all gifted secondary students (approximately 98%) are in a placement option of “Regular Classroom - Indirect Support”.

One of the purposes of an IPRC process is to determine the most appropriate placement for the student based on the individual student’s strengths and needs. The decision must also be consistent with parental preferences. We know that gifted students do not always receive the most appropriate placement based on the board’s lack of a full range of placements at all grades, and the board’s propensity to deny gifted identification to students younger than Grade 4 (in preparation for Grade 5).

Once the most appropriate placement has been determined, the legislation requires a Review IPRC to change the placement. A review IPRC “shall consider the pupil’s progress with reference to the pupil’s individual education” ([Reg. 181/98 s. 23\(2\)](#)) and must provide “the reasons for the committee’s decision that the pupil’s identification or placement or both should be changed” ([Reg. 181/98 s.23 \(5\)](#)). In other words, a change in placement should only occur based on the progress and needs of the student. In HCDSB, students in a gifted special education class in grade 8 are forced into a change of placement due to a lack of continuity in the board’s range of placements between elementary and secondary without consideration for what is in the best interest of the student.

RECOMMENDATIONS

ABC provides the following recommendations to address these concerns:

- that the Plan include a detailed, yet plain language description of the IPRC process as required by the Ministry Standard
- that [Regulation 181/98](#) be provided in its entirety as an appendix, not a link
- that the Plan include the number of IPRC referrals, reviews and appeals conducted within the previous school year
- that special education staff and administrators receive training on the requirements of [Regulation 181/98](#) and the identification/IPRC process
- that, in the meantime, special education staff and administrators be immediately advised that:
 - parents are entitled to an IPRC upon request, even if they are not aware of the process or refer to it by name, and
 - that students, including those with external assessments, can no more be denied an identification than to have one conferred in the absence of a properly conducted IPRC
- that a full range of placements be provided to students at all grade levels, including regional classes - this topic is explored in further detail in the next section

MINISTRY STANDARD: SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

REQUIREMENTS

Following are some of the requirements for Special Education Plans with respect to this Standard which are found to be missing, incomplete or unclear:

- ❖ state the maximum class size for each type of special education class
- ❖ outline ways in which a student can be integrated into the regular classroom when the placement meets the student's needs and is in accordance with the parent's preferences
- ❖ outline specific information about each type of placement provided at the elementary and secondary levels
- ❖ list the criteria used for determining the need to change a student's placement
- ❖ describe the alternatives that are provided where the needs of a student cannot be met with the board's range of placements and the ways in which the options are communicated to parents
- ❖ describe the ways in which the board's SEAC is involved in providing advice on determining the range of placements offered

HCDSB PLAN

The plan does not state the maximum class size for each type of special education class.

Information on regular classroom integration / about each type of placement at elementary and secondary

The Plan simply states that "students are integrated into the regular classroom in a purposeful manner, considering their need for professional and paraprofessional support". It is unclear what this exactly means and we know that many gifted students do not receive any programming at all in a regular classroom placement.

The Plan indicates that placement in “Regular Classroom with Resource Support” (Option 2) includes “in-class support from a Special Education Classroom Teacher”, but we know anecdotally that this often does not occur, particularly for gifted students. Gifted student IEPs are also short on details and so it is unclear exactly what, if any, programming or supports these students are receiving. In a [Gifted Secondary Student Survey](#) completed in 2018, some gifted students specifically commented on not receiving any programming, and/or their teachers not even knowing they were gifted.

Criteria for changing a student’s placement

The Plan fails to provide criteria for changing a student’s placement. For students in one of the “regular classroom” placements, the Plan simply refers to “gathering data” from various parties as part of the problem solving process, but does not provide any specifics.

The Plan makes no reference to the criteria or process for changing a placement for students currently in a special education class. In fact, the Plan states that “secondary placements include options 1-3 as determined through an IPRC” (all regular class options), but this is in fact a forced change of placement for Grade 8 gifted students transitioning out of a special education class. This change in placement is not determined through the IPRC process but rather is due to the board’s lack of continuity of the special education class placement option, and has nothing to do with a student’s change in need, or lack thereof. As outlined under the [Ministry Standard for “The Identification, Placement and Review Process and Appeals”](#), the legislation requires a Review IPRC which considers the student’s progress and must provide the reasons for a student’s change in placement....suggesting, logically, that such a change in placement would be precipitated by a change in the needs of the student.

Description of the alternatives that are provided where the needs of a student cannot be met with the board’s range of placements and the ways in which the options are communicated to parents

While the plan fails to recognize the lack of continuity in the range of placement options for gifted students between the elementary and secondary panels, it also fails to provide the alternatives available and we know that in practice, these options are not adequately explained or provided to parents.

We know anecdotally that as gifted students transition from grade 8 to grade 9, parents are presented with “Regular Classroom - Indirect Support” as the only placement option and/or a foregone conclusion and not provided an explanation of other options which the board

lists in the Plan. As a result, approximately 98% of gifted secondary students are in this placement. There could not be a more drastic change for these students as they undergo several transitions simultaneously, despite no evidence of a change in their needs.

The board has an obligation to ensure that students with special education needs are provided with an education appropriate to their needs, whether directly provided or purchased. [The Education Act](#) requires that boards either “provide or enter into an agreement with another board to provide in accordance with the regulations special education programs and special education services for its exceptional pupils” (S 170 (1) paragraph 7). Instead of complying with the Education Act, HCDSB simply forces a change of placement on gifted students as they transition from the elementary to secondary panels.

SEAC Advice

This section of the Plan makes no reference at all to advice from SEAC regarding special education placements provided by the board. While SEAC is given an annual opportunity to provide feedback on the Plan, the format does not allow for review or discussion of substantive changes to board policies and processes, particularly as significant as the placement options offered by the board. In the six years plus that the current ABC Ontario representative has served on the HCDSB SEAC, the board has never specifically asked SEAC for feedback on any of the placement options offered.

In the 2020-2021 school year, SEAC had an opportunity to provide feedback regarding the Board’s [Policy II-29, Inclusion and Range of Placement Options for Identified Exceptional Students](#), which claims to provide “students identified as exceptional under the Education Act, with a full range of placements”, with no stated limitations. [ABC Ontario provided detailed feedback](#) on the policy through the SEAC process, including concerns around the inadequacy and lack of continuity of placement options for secondary gifted students, despite policy statements that suggest otherwise.

Staff did not formally respond to or address the concerns raised and the report was not shared with Trustees or even referenced for their information or consideration in their review and approval of [Policy II-29](#). The board of Trustees also does not receive the HCDSB Special Education Plan for review or approval.

While ABC recognizes that gifted special education classes would be difficult to offer at the secondary level due to numbers and timetabling constraints, other options are available that would result in less disruption for students transitioning out of specialized classes, as well as a much more appropriate environment and better programming for all gifted secondary students.

The Board's position throughout our advocacy over the years has been to suggest that secondary gifted students do not require special programming or placements, with a number of reasons provided including that students are otherwise sufficiently challenged. These claims are neither supported by research or HCDSB's own data, indicate a lack of awareness of the needs of gifted students, and subvert the legislation and Ministry requirements for special education which do not provide limits based on grade, age or exceptionality but require a placement to be continued until the *student's* needs dictate otherwise.

The Board's response has also been to suggest that the placement options they are permitted to provide are limited to a narrow interpretation of the five placement options provided in [the Guide](#), despite the clear wording that "other options exist to meet the student's needs, and parents and school board staff are encouraged to explore them." Just as specialized classes can be structured in different ways while meeting the Ministry's criteria for a "special education class" (ie. all students of one exceptionality or students of different exceptionalities), so too do other boards' special education plans describe different types of "regular classes" populated in very specific ways to better meet the needs of gifted students. There are several examples of boards who cluster secondary gifted students with other high ability students into a specific *regular class* placement as per their special education plans. These classes are really more of a hybrid between a regular and special education class, and provide for less disruption from elementary to secondary.

In their response to our concerns around [Policy II-29](#) raised at SEAC, staff referenced a [2019 Staff Report on Clustering and Accelerated Learning Opportunities](#) which concluded that no changes in programming or placement options were needed for gifted secondary students, but that the board would provide opportunities for gifted students to be "placed in the same classes wherever possible". Staff noted a long list of contributors to the review and the report - of which ABC Ontario and SEAC were notably absent. Additionally, the report was presented to Trustees *before* being shared with SEAC. ABC Ontario had a number of concerns with conflicting and misinformation found in the report, leading to faulty conclusions. These concerns were shared once the report was shared with SEAC, however the conclusions had already been reached and accepted by the Board. This [2019 report](#) specifically reviewed programming and placement options for secondary gifted students, but was not shared with ABC Ontario or SEAC until it was too late, despite the Ministry requirement for boards to seek advice from SEAC regarding the range of placement options. The lack of consultation with SEAC and ABC Ontario on this report significantly undermines the value of SEAC and its association members.

We acknowledge that staff did add a section to the Plan regarding the informal clustering that had been promised in the 2019 report. However, as clearly noted in the Plan, this practice is *not* a placement. It can best be described as an accommodation, and with the qualifiers of “where possible, and timetabling allows” carries with it very little commitment and certainly no legal obligation. While we acknowledge that such a practice is “better than nothing”, it does not take the place of a formal placement option which we had specifically requested, particularly as there is evidence that this informal “clustering” practice has not been effectively implemented and no evidence to the contrary.

Furthermore, in order for clustering to be effective, there needs to be a sufficient number of gifted students at each given location who are interested. We know anecdotally that gifted students are encouraged towards and attracted to the Advanced Placement (AP) or International Baccalaureate (IB) programs. The data also clearly shows that the vast majority of HCDSB gifted secondary students attend schools offering one of these programs, leaving relatively few gifted students in the remaining secondary schools. In fact, in the latest data available to ABC, secondary schools not offering these programs, but located in a region where other schools did, had less than 15 gifted students across all grades making it almost impossible to cluster gifted students in those schools.

AP and IB are popular with gifted students as they are characterized by the two most important factors for effective gifted programming: accelerated pace and opportunities to collaborate with like-minded and like-ability peers. Gifted students not able to attend AP or IB schools are at a disadvantage to their gifted peers in those schools as they lack access not only to these programs, but also the ability to be clustered with other gifted students in any given class. This situation is a direct result of HCDSB offering these programs in select schools only.

This situation also results in an inequity created by a geographical barrier which is more significant for students from disadvantaged backgrounds. These students may not have the means to access transportation in order to access these programs and schools, including the clustering opportunities, or to access private enrichment opportunities.

RECOMMENDATIONS

In order to address the above, ABC Ontario makes the following recommendations:

- that HCDSB create a regular classroom, regional placement option that clusters secondary gifted students within AP and IB schools
- that HCDSB formally seek the advice of SEAC regarding all placement options in the 2021-2022 school year, and commit to continue doing so at least once per SEAC term (ie. 2022-2026, 2026-2030, etc.,)
- that special education staff and administrators receiving training on Regulation 181/98 and the IPRC process, including the appropriate reasons for a change in placement and the requirement to present parents and students with information regarding all available placement options as part of the process
- that the Plan be updated to include the alternatives that are provided when the needs of a student cannot be met within the board's range of placements, including purchase from another board as required by the legislation, and that both the Plan and board processes be updated to indicate the manner in which the options will be communicated to parents
- that the details of Regular Class placements as described in the Plan be reviewed and updated to accurately reflect how students of all exceptionalities are supported and integrated into the classroom in each such placement option
- that the Plan clearly stipulate the maximum class size for each type of special education class, as required in the Standard

MINISTRY STANDARD: STAFF DEVELOPMENT

REQUIREMENTS

Following are some of the Ministry requirements for the “Staff Development” section of Special Education Plans which are found to be missing, incomplete or unclear:

- ❖ ways in which the school board’s SEAC is consulted about staff development
- ❖ methods of determining priorities in the area of staff development
- ❖ details of the board’s budget allocation dedicated to the staff development plan in the area of special education
- ❖ any cost-sharing arrangements with other ministries or agencies for staff development

HCDSB PLAN

While this section of the Plan is detailed, it does lack some important information. The plan lists many different areas in which staff development is provided and speaks to staff having input into their own development based on areas of need. However, it is unclear how priorities for the systems as a whole are determined.

The plan does not provide any information regarding budget allocations for staff development or cost-sharing arrangements.

The Plan indicates that SEAC “is consulted when setting budget priorities for special education. Input into the staff development plan flows from SEAC’s involvement in setting budget priorities”. As suggested, SEAC is not directly consulted about staff development as required by the Standard. SEAC members may - or may not - propose initiatives related to staff development in presenting budget requests to the board. As well, the process at SEAC does not include acknowledgement of which SEAC priorities were approved - staff development or otherwise - by the board.

In listing “recent examples of (SEAC) budget priorities”, the Plan wording has not changed in several years. In fact, it does *not* reflect budget priorities submitted by SEAC for the 2021-2022 school year that were related to staff / staff development, including:

- ❖ development of pandemic plan/dedicated staff training for Special Education Program delivery and supports for online learning or in-class delivery
- ❖ gifted specific PD for SETs, SERTs and regular classroom teachers to better understand the needs of gifted students as well as the effective delivery of differentiation, clustering and other accommodations and strategies
- ❖ increased or Redeployed Staff - EAs, Itinerant SERTs/Gifted Itinerant - to support regular classroom teachers with differentiation, clustering and other accommodations and strategies for gifted students with a regular classroom placement, which includes all secondary gifted students

Additionally, in June 2019 a [staff report on the results of a board survey of parents of gifted students](#) indicated “a focus on staff professional development” as a “suggested area for improvement....consistent with the results of the [2018 student survey](#)”. In September 2019, a [staff report on “Clustered Classes and Accelerated Learning Opportunities”](#) included a recommendation “that Board staff provide greater professional development opportunities for secondary staff to support gifted learners and other high achieving students”. These reports and recommendations were not referenced in the applicable years of the Board’s Special Education Plan as required by the Ministry Standard for “The Board’s Consultation Process”. There was no consultation with ABC or SEAC as to how the board could fulfill these recommendations, and nothing has been brought forward to SEAC as to how these recommendations have been or will be fulfilled.

RECOMMENDATIONS

We recommend that the Plan be updated to:

- provide budget allocations for Staff Development as well as any cost-sharing arrangements, as required by the Standard
- clearly articulate how system level priorities for staff development are established

We further recommend that the Board collaborate with ABC and SEAC as to how to best fulfill the recommendations for staff professional development with respect to gifted students, as identified in the above noted reports.

We also recommend that the board consider hiring or redeploying an itinerant SERT to specialize in gifted education, to ensure ongoing professional development and capacity building through the system, as identified by SEAC as a budget priority.

This report also includes recommendations for training and staff development in specific areas of the special education process and the Plan. Those recommendations are also summarized at the end of this Report. (See "[Summary of Recommendations](#)").

Finally, we recommend that the Plan as well as current processes be revised to ensure that consultation with SEAC becomes a regular part of the process with respect to staff development priorities, that SEAC be provided a response as to which recommendations were/will be acted upon, the reasons for accepting or rejecting SEAC recommendations, and some detail of the staff development initiatives specifically resulting from SEAC recommendations.

MINISTRY STANDARD: INDIVIDUAL EDUCATION PLANS (IEPs)

REQUIREMENTS

Following are some of the requirements for Special Education Plans with respect to this Standard which are found to be missing, incomplete or unclear:

- ❖ the board's plan for implementing the ministry's standards for IEPs (Part E of [the Guide](#))
- ❖ the board's results of the ministry's review for the previous year, along with the board's plan for a response to these results

HCDSB PLAN

Ministry (and other) Reviews

The most recent Ministry review mentioned in the plan is from the 2006-2007 school year. The results of that review and the board's response to the same are unclear; the Plan simply states that "school boards received individual reports and a provincial trends memorandum was developed and shared with all school boards".

The plan also mentions internal reviews between 2010 and 2015, (limited to schools engaging in School Effectiveness Framework District Reviews from 2012 - 2015) and school Principal reviews in the 2015 - 2016 school year. There are no reviews mentioned past 2016. Instead, the Plan details the history (to date) of in-service training - which appears to have shifted from IEP Standards and best practices to more procedural matters.

We are concerned that reviews against Ministry standards which are conducted internally would not be conducted with the necessary objectivity, particularly if completed by school level administrators. However, even these reviews seem to have ceased. We are also concerned with what appears to be a shift in training to procedural matters and in particular, efficiencies. While we certainly appreciate the importance of efficient processes, too much efficiency can detract from the personalization of IEPs, which are by definition individualized instruments - for example "consistent strengths and needs to be utilized on IEPs". This is a particular concern for us as we know anecdotally that many IEPs for gifted students are similar, and lacking in detail or any real personalization.

As outlined above, the Ministry Standard for Staff Development requires SEAC to be consulted about staff development. SEAC members have asked for presentations on IEPs and the new IEP engine in particular. While there seems to be extensive IEP related staff training, SEAC has not been consulted for feedback in this regard.

Ministry standards for IEPs

The Plan simply states that HCDSB's IEPs "comply with the Ministry of Education's standards for the development, implementation, monitoring, and review of IEPs." However, the plan is short on particulars, or the results of any reviews - whether Ministry or internal.

The Ministry standards for IEPs are outlined in significant detail in Part E of [The Guide](#). A review of the board's compliance with the same is outside the scope of this Report. However, as noted above we find from feedback received from parents that some gifted students' IEPs tend to include the bare minimum of information and are typically lacking in any significant details or goals, particularly for students in a regular classroom placement, which is the vast majority of gifted students. Often they simply provide for an accommodation of "enrichment", with no other details provided. All of which seems to miss the "Individual" part of an "Individual Education Plan". And yet, staff typically still take the maximum of 30 instructional days to prepare these documents.

RECOMMENDATIONS

We recommend that:

- the SEAC agenda for 2021-2022 include a presentation from staff on the IEP process (including but not limited to the new IEP engine) with an opportunity for SEAC members to provide feedback on the process and current IEPs in place
- the board establish an annual, or at least bi-annual review of a sample of IEPs for different exceptionalities across the board, to be conducted by board level staff
- SEAC be provided the opportunity to provide input into the criteria for the board's IEP reviews
- the results of the board's annual or bi-annual review of IEPs be reported back to SEAC for further input

Most importantly, we encourage staff to ensure that individual student's IEPs are in fact individualized with sufficient detail as to the student's strengths and needs and specific, measurable goals for each reporting period.

MINISTRY STANDARD: THE BOARD'S GENERAL MODEL FOR SPECIAL EDUCATION

REQUIREMENTS

This Standard requires that the “plan must be designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and regulations made under the Act and any other relevant legislation”. The plan must also include a statement confirming that it “has been designed in accordance with this requirement”.

This Standard also requires that the Plan “outline in detail the board’s general philosophy and service-delivery model for the provision of special education programs and services”.

HCDSB PLAN

The Plan does not include the required compliance statement as outlined above.

This section of the Plan is very brief and does not provide the detail required by the Standard regarding a “general model for special education”. It focuses exclusively on placement options and decisions, and is confusing and inaccurate. There is very little that speaks to HCDSB specific philosophy or operations.

The Plan correctly states that, in accordance with the legislation the regular classroom is the first placement option to be considered. However, the Plan fails to clarify that this consideration must be made with respect to whether such a placement “(a) would meet the pupil's needs; *and* (b) is consistent with parental preferences. [O. Reg. 181/98, s. 17 \(1\)](#).” (*emphasis added*). HCDSB fails to recognize, in both the Plan and in practice, that a special education class must be offered when a regular classroom placement *does not* meet the criteria clearly outlined in the Regulation.

The Plan confirms that “the Education Act provides for a variety of placements for identified students which range from fully integrated regular class placement to fully contained special education placement with no integration” (but incorrectly references this provision as being in Regulation 298 S. 31). The Plan references [Policy II-29](#) as being developed in

recognition of the regulations and outlining placement options offered by HCDSB, suggesting a full range. As previously noted and shared in [our feedback](#) through SEAC, the Policy does not specify the placement options offered, but does imply that the board offers a full range with no limitations indicated. However, this is simply not the reality.

The Plan also notes that “All placements consider relevant student information along with school and parental feedback with the best interests of the student at the centre of all decision making”. This statement simply cannot be true when the board does not provide a full range of placements for all exceptionalities at all grade levels, or information on alternatives when the appropriate placement - based on individual student need - is not offered. Specifically, as we have also noted, consideration of student need is absent in the placement of secondary gifted students, and particularly those transitioning out of a grade 8 special education class.

It is also impossible to provide appropriate placements for students that the board systematically refuses to identify. If the board has a philosophy against identifying students of a particular age with a given exceptionality, it should be noted in this section of the Plan. However, it cannot be overstated that such a philosophy is in contravention of [PPM 11](#), the legislation and Ministry expectations - and is harmful to students.

Perhaps most reflective of HCDSB’s philosophy is the statement that “the HCDSB has long promoted the inclusion of students with special education needs in regular classrooms in the student’s neighbourhood school, where possible”.

The implication that inclusion is achieved by placing students with their same aged peers in a regular classroom in their neighbourhood school is misguided. Inclusion is not achieved simply by placing students together based on demographics. Inclusion implies a sense of belonging and acceptance. We know that gifted students have brains that are wired differently and that they think and feel and experience things differently from their neuro-typical peers. As a result, gifted students are often seen and treated differently by their neuro-typical peers, such that they may not feel as if they belong. Additionally, their same-aged peers and sometimes even their teachers may not be able to relate to them. Because of their heightened sensitivities, gifted children and youth are also acutely aware of their differences and how they are perceived. Gifted students need exposure to, and opportunities to collaborate with their gifted peers in order to feel a genuine sense of belonging and inclusion. It is crucial not only for their academic advancement but also for their social and emotional well-being.

Inclusion also implies that all students have equitable access to appropriate education opportunities. We know that this is very difficult to achieve for gifted students in a “regular classroom” where the curriculum and its delivery are often not appropriate for these learners and where teachers are also tasked with meeting the needs of a diverse group of learners with a wide range of abilities.

RECOMMENDATIONS

ABC Ontario recommends that the Board take some time to reflect upon the feedback in this Minority Report and consider what their philosophy and approach actually is, in current practice.

The board should then consider, in collaboration with SEAC, whether their philosophy and approach aligns with the regulations and Ministry expectations and how to address any gaps, including those identified in this report.

Finally, we encourage the board to develop a philosophy and model for special education that respects the importance of early assessment and intervention for ALL students, as well as a responsible range of placement options for students of all exceptionalities, from Kindergarten to Grade 12, in line with Ministry expectations and legislative requirements.

MINISTRY STANDARD: THE BOARD'S CONSULTATION PROCESS

REQUIREMENTS

This Standard requires that “boards must take into consideration issues and feedback from members of the community such as parents, members of school councils, community organizations and students”.

Among other things, the Plan *must* include:

- ❖ a statement of how members of the community, particularly parents of children who are receiving special education programs and services, are informed of the timelines and methods for providing input into the board's special education plan
- ❖ a summary of feedback received as a result of consultation with members of the community
- ❖ information on the results of any internal and external reviews of existing special education programs and services within the board that have taken place in the previous or current school year
- ❖ a list of internal and external reviews of the board's special education programs and services that are planned for the following year

HCDSB PLAN

We appreciate the extensive revisions to the 2021 Plan which outlines many of the different forms in which staff receive feedback throughout the year regarding the Plan, and that these revisions themselves were a response to feedback.

We also appreciate that as of this year, also in response to our feedback, the board website provides an ongoing “invitation” for community members to provide feedback on the Plan, with a link to the SEAC e-mail. However, this approach requires community members to find or be aware of this opportunity and e-mail - an e-mail that has been in place for many years but as far as we are aware, generates little if any response from the community. Not surprisingly, this very passive approach did not generate any feedback from the community on the Plan.

SEAC did review a summary of feedback received from SEAC members, and we were pleased that it referenced feedback received throughout the year, even if not directly referencing the Plan or as part of the Plan review process. However, this summary of feedback was not directly included in the Plan as required by the Ministry Standard.

With respect to our concerns around the range of placements for secondary students, we appreciate that the board added detailed information regarding informal “clustering” of secondary students. However, as previously outlined in this report, the information found in the Plan is inconsistent with actual practice and in any event, is not adequate to meet the needs of those students or the requirements of the legislation and Ministry expectations.

While the Plan states that the “results of internal and external reviews of existing special education programs and services within the board that have taken place in the previous or current school year will be included in the plan, as well as a list of planned reviews for the following year”, all of which is in fact required by the Standard - the plan does not actually provide any of that information - neither current or previous year reviews or any planned reviews. As a result, it does not comply with its own statement and by extension, the Ministry Standard.

This lack of compliance has been the case for as many years as we are aware and was also raised during the review of the 2020 Plan but not addressed. Over the last few years there were several reports and surveys conducted on behalf of gifted students to which ABC provided detailed responses. None of those reports or responses have ever been included in an HCDSB Plan and our concerns have never been appropriately addressed. Yet, we find the Board to be continually relying on these past surveys and reports in their responses to our ongoing concerns.

Despite a clear requirement from the Ministry to consult with SEAC as well as members of the community, we have been disappointed with the following actions of HCDSB with respect to reviewing gifted programs and the needs of gifted students:

- ❖ a gifted student survey that was compiled and sent out without any knowledge of ABC or SEAC (2018)
- ❖ [a report on the gifted student survey results](#) that was never shared with ABC or SEAC until it was accidentally leaked; even then it was only shared with SEAC as [staff sought to discredit a related delegation](#) to the board of trustees (2018)
- ❖ [skewed interpretation of the results of the gifted student survey](#), including failure to acknowledge any deficits or need for improvement which were clearly evident in the results and direct commentary from gifted students (2018)
- ❖ *(example: all neutral responses were interpreted in the board’s favour)*

- ❖ dismissal of ABC's concerns regarding the student survey structure, questions, results and interpretation demonstrated by [disallowing a statement to that effect to be published in the SEAC minutes](#), followed by failure to respond to a [subsequent letter issued by ABC](#) as recommended by the Chair of the Board, or to take any remedial action whatsoever (2018)
- ❖ failure to implement a [trustee motion](#) that would have provided gifted students access to appropriate programming, a motion which was then "[put on hold](#)" and eventually [overturned by newly elected trustees](#); lack of consultation with ABC and SEAC throughout the process which involved several related motions specific to gifted students being unilaterally debated and decided by trustees (2018-2019)
- ❖ refusal of staff to collaborate with ABC on the subsequent survey of parents of gifted students ("parent survey") (2019)
- ❖ recommendations for the parent survey provided at ABC's initiative were almost entirely dismissed (2019)
- ❖ *(example: request not to provide a "neutral" option as those results are difficult to interpret was ignored; [neutral responses in the survey ranged from 15% to 46%](#))*
- ❖ request by board staff that ABC **NOT** encourage parents to complete the parent survey (2019)
- ❖ leading and unsubstantiated statements within the parent survey (2019)
- ❖ *(example: "[academic level courses are often sufficiently challenging](#)")*
- ❖ staff rejection of ABC offer to provide input to [request from Trustees](#) regarding meeting the needs of gifted students (2019)
- ❖ [selective reporting of parent survey results which were also consolidated in a manner which obscured important details and prevented meaningful interpretation](#) (2019)
- ❖ [low threshold for acceptable results from parent survey - and dismissal of ABC concerns regarding the same](#) (2019)
- ❖ *(example: [60% satisfaction rate](#) was acceptable to the board which did not consider any need for improvement)*
- ❖ [failure to address clearly identified gaps including 28-40% of respondents wanting "more programming options for secondary students" and 20-30% wanting "improved gifted programming". choosing instead to focus future plans on "teacher training" \(indicated by 20%-22% of respondents\) and data collection and analysis](#) (2019)
- ❖ public allegations by staff of incorrect [data and statistics provided by ABC](#) which staff were subsequently unable to substantiate (2019)
- ❖ deliberate and aggressive opposition from senior staff and SEAC trustees to ABC's request to provide a [presentation regarding the needs of gifted students](#) to the Board of Trustees (2019)

- ❖ biased external research selection and inaccurate claims regarding gifted students which were allegedly research based, but for which staff refused to provide the source(s) (2019)
- ❖ lack of consultation with ABC or SEAC on the comprehensive [2019 Report “Staff Report on Clustered Classes and Accelerated Learning Opportunities”](#) that was specific to the needs of gifted students; a report that contained many inconsistencies and contradictions and questionable research interpretation (2019)

Many of the above survey results, staff reports and board motions were never shared with ABC or SEAC. Of those that were, in every case they were first shared with the board of Trustees and only brought to SEAC after decisions were made. Furthermore, at no time was the input of ABC actively sought by staff or trustees, although we did often take it upon ourselves to provide it anyway. Unfortunately that input was not acknowledged or recognized, or taken into consideration.

While these actions are not immediately recent, they are referenced here for a few important reasons. First, they demonstrate a clear pattern of working around SEAC and its member associations, in this case ABC, which would seem to be in contradiction of [Regulation 464/97](#) (Special Education Advisory Committees) and certainly the Ministry’s expectations with respect to the role of SEAC and its member associations. In addition, whether feedback is actively sought or simply received, we do not believe that it is the Ministry’s intent for boards simply to receive feedback without appropriately addressing it - or even acknowledging it. In our experience the board has a habit of dismissing feedback that does not fit with their pre-existing philosophy, or which might require change of any significance. This history also demonstrates a philosophy regarding gifted students which is at the root of the issues and creates obstacles in addressing gaps in identification, placement and programming for these students. While this philosophy is never clearly articulated, it is the only explanation for such a low threshold as to what is acceptable for these students, and or continually ignoring the concerns raised by students, parents and ABC representatives.

In addition, the board continues to this day to reference and rely on these problematic surveys and reports. While the board may have improved its consultation process “on paper”, it continues to dismiss feedback that does not align with its existing philosophy and special education structures and programming.

RECOMMENDATIONS

We realize that we cannot change the past, and we are hopeful that the process will continue to be more collaborative going forward. However, as noted above, we find that our efforts have continued to be plagued by reports with which we have many serious concerns and were prepared and concluded without any of our input despite being the duly appointed representatives for gifted students at HCDSB.

We therefore recommend that the board shelve those reports and commit to starting afresh, with an open mind, and in genuine collaboration with ABC and SEAC. We are committed to working with the board to address:

- ❖ early and ongoing identification of gifted students
- ❖ appropriate interventions and programming at all grades, including an appropriate range of placements for secondary gifted students
- ❖ staff development and training necessary to support the above

We are confident that if we can truly work collaboratively to address the above, the board will also develop a better understanding of the needs of gifted students which will impact their attitude and philosophy, such that addressing the needs of these students will become as natural and ingrained a process as meeting the needs of all diverse and exceptional learners.

SUMMARY OF RECOMMENDATIONS

The following is a summary of the recommendations found throughout this report. For clarification and ease of reference, we have grouped them into key areas including a separate section for recommendations which are solely updates or revisions to the Plan document. As the various components do intersect, it is best to review the recommendations in their entirety.

Board Philosophy and General Model for Special Education

ABC Ontario recommends that the Board take some time to reflect upon the feedback in this Minority Report and consider what their philosophy and approach actually is in current practice.

The Board should then consider, in collaboration with SEAC, whether their philosophy and approach aligns with the regulations and Ministry expectations and how to address any gaps, including those identified in this report.

We encourage the board to develop a philosophy and model for special education that respects the importance of early assessment and intervention for ALL students, as well as a responsible range of placement options for students of all exceptionalities, from Kindergarten to Grade 12, in line with Ministry expectations and legislative requirements. Part of this process should include reviewing and updating the Plan itself to remove language and bias, intentional or otherwise, that potentially excludes gifted learners.

Identification, Assessment and Early Intervention Practices

With respect to identification, assessment and early intervention, ABC Ontario recommends that:

- the Plan be updated to provide detailed assessment and early intervention strategies for students who are achieving or exceeding benchmarks
- references to “test results meeting the criteria for referral to IPRC” and “eligibility for gifted identification....determined by....the HCDSB psychology department” be removed from the Plan, and that these practices be immediately terminated as they contravene the requirements of [Regulation 181/98](#)

- special education staff and administrators be immediately advised that:
 - parents are entitled to an IPRC upon request, even if they are not aware of the process or refer to it by name, and
 - that students, including those with external assessments, can no more be denied an identification than to have one conferred in the absence of a properly conducted IPRC
- the results of stage 1 of the universal gifted screening process be shared with parents, and that this practice be reflected in the Plan
- parent input be part of the gifted screening process for consideration of referral to stage 2 and that the opportunity to do so be well communicated to parents

Placement Options

With respect to special education placements, ABC Ontario recommends that:

- a full range of placements be provided to students at all grade levels, including regional classes
- specifically, HCDSB create a regular classroom, regional placement option that clusters secondary gifted students within AP and IB schools
- the Plan be updated to include the alternatives that are provided when the needs of a student cannot be met within the board's range of placements, including purchase from another board as required by the legislation, and that both the Plan and board processes be updated to indicate the manner in which the options will be communicated to parents
- HCDSB formally seek the advice of SEAC regarding all placement options in the 2021-2022 school year, and commit to continue doing so at least once per SEAC term (ie. 2022-2026, 2026-2030, etc..)

Individual Education Plans

With respect to Individual Education Plans, ABC Ontario recommends that:

- the SEAC agenda for 2021-2022 include a presentation from staff on the IEP process (including but not limited to the new IEP engine) with an opportunity for SEAC members to provide feedback on the process and current IEPs in place

- the board establish an annual, or at least bi-annual review of a sample of IEPs for different exceptionalities across the board, to be conducted by board level staff
- staff ensure that individual student's IEPs are in fact individualized with sufficient detail as to the student's strengths and needs and specific, measurable goals for each reporting period
- SEAC be provided the opportunity to provide input into the criteria for the board's IEP reviews
- the results of the board's annual or bi-annual review of IEPs be reported back to SEAC for further input

Staff Professional Development

With respect to staff training and professional development, ABC Ontario recommends that:

- special education staff receive Professional Development regarding indicators of potential giftedness, as well as assessment and early intervention strategies for gifted and twice exceptional students - including those who may not be achieving or exceeding benchmarks
- special education staff and administrators receive training on the requirements of [Regulation 181/98](#) and the identification / IPRC process including Review IPRCs and the appropriate reasons for a change in placement as well as the requirement to present parents and students with information regarding all available placement options as part of the process
- the Board collaborate with ABC and SEAC as to how to best fulfill the recommendations for staff professional development with respect to gifted students, as identified in the [2019 Staff Report on the "Gifted Parent Survey Results"](#), as well as the [2019 Staff Report on "Clustered Classes and Accelerated Learning Opportunities"](#)
- the Board consider hiring or redeploying an itinerant SERT to specialize in gifted education, to ensure ongoing professional development and capacity building through the system, as identified by SEAC as a budget priority
- the Plan as well as current processes be revised to ensure SEAC is specifically consulted with respect to staff development priorities, that SEAC be provided a response as to which recommendations were/will be acted upon, the reasons for accepting or rejecting SEAC recommendations, and some detail of the staff development initiatives specifically resulting from SEAC recommendations

Plan Document Updates

ABC Ontario recommends that the Plan document be updated to:

- clearly specify *how* all assessment results are shared with parents
- include specific details around the criteria for referral to stage 2 in the gifted group screening process
- ensure that the section on “Private Assessments” includes information on external assessments only, and information related to the universal gifted screening process be included in the “Gifted Screening Process” section only
- include a detailed, yet plain language description of the IPRC process
- include [Regulation 181/98](#) in its entirety as an appendix, not a link
- include the number of IPRC referrals, reviews and appeals conducted within the previous school year
- accurately reflect how students of all exceptionalities are supported and integrated into the classroom in each such placement option, in the section on Regular Class placements
- clearly stipulate the maximum class size for each type of special education class
- provide budget allocations for Staff Development as well as any cost-sharing arrangements
- clearly articulate how system level priorities for staff development are established

Finally, we recommend that going forward, the HCDSB SEAC vote on a motion annually to recommend approval of the updated Plan, and that the Board of Trustees then vote on a motion to approve the Plan.

Respectfully submitted,

Maria Lourenco & Jessica Lim, SEAC Representatives
on behalf of ABC Ontario, Halton chapter



Mr. Patrick Murphy,
 Chair of the Board of Trustees,
 Halton Catholic District School Board,
 802 Drury Lane,
 Burlington, ON
 L7R 2Y2

June 7, 2021

Dear Chair Murphy and Trustees:

Please accept this letter as Learning Disabilities Association of Halton/Hamilton's Minority Report to the Halton Catholic District School Board (HCDSB) Special Education Plan 2021-22 (Plan), supported by the HCDSB Special Education Advisory Committee.

The Learning Disabilities Association of Halton/Hamilton (LDAHH) is unable to support the Plan for the following reasons:

1. For many years, research has shown educators that if a student struggles from First Year Kindergarten through the primary grades, by the time the student is assessed in Grade 3, he/she will present with the characteristics of Learning Disabilities. Therefore, it is vitally important that HCDSB has an Early Intervention Process that flags students who are potentially at risk for future school failure, followed by evidence-based intervention strategies that are progress-monitored, while they are in Kindergarten. In the Special Education Plan, there are no details provided of the screening tools used to identify Phonological Awareness Skills and Reading Fluency. LDAHH requires information on the evaluations and intervention strategies that are being used to support our students to be able to support this Plan.
2. Although LDAHH supports the inclusion of students with special education needs in the regular classroom in the student's neighbourhood as the first placement option [MOE Regulation 181/98 S.17 91-2)], we recognize and advocate that this model is not the best option for all students. As outlined in the Special Education Plan's Model for Special Education, Regulation 298 S.31 of the Education Act provides for a variety of placements for identified students which range from fully integrated regular class

placement to fully specialized education class placement with no integration. However, while regular classroom placements are available to students with learning disabilities in HCDSB, there are no Special Education Placements available for our students. LDAHH is unable to support this Plan until there is equity of access for students with learning disabilities to the full range of supports that they require and are entitled to under the Education Act.

3. When students with diagnosed and identified Learning Disabilities enter from another school board, the HCDSB does not automatically assume the identification. If the HCDSB criteria for identification is different from the Ministry of Education categories for identification, and those of other School Boards, it needs to be outlined in the Plan somewhere.
4. The Learning Disabilities Association of Ontario (LDAO) advocates that all LDAO nominated SEAC (Special Education Advisory Committees) representatives and alternates abide by and act in accordance with all LDAO policies as set out in the Public Policy Manual 2002 (Policy A1). LDAO advocates that, in accordance with Ontario legislation and Ministry of Education directions, a full range of special education placement options, including referral to a Demonstration School, self-contained special education class, and withdrawal programming and in-class resource support from a Special Education Teacher with regular class placement, be available to all students with Learning Disabilities for the purposes of special education program delivery regardless of the currently offered placement options at his/her school board (Policy G 5). There is no continuum of service Grades 1-12 specific to students with Learning Disabilities as listed above in the Plan at this time.

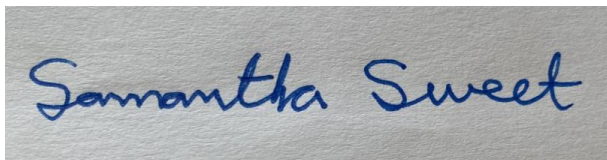
We are addressing the needs of students with Learning Disabilities, but we have always kept in the forefront of our thinking the needs of all exceptional students and we will continue to do so.

LDAH will continue to advocate for strong Early Identification Procedures and Intervention Strategies so that children with a Phonological Awareness deficit are flagged and their needs are met using evidence-based intervention strategies that are progress-monitored. LDAHH will also continue to advocate for a continuum of services Grades 1-12 for all students within all exceptionalities if it meets their needs. Each student is a unique individual and as such has specific needs at any and all stages of their education. "All students can achieve high standards given significant time and support." Learning for All, K-12.

We urge the HCDSB Chair and Trustees to consider addressing our concerns listed above and we look forward to your response. We also look forward to working co-operatively and collegially with the Board, the school board administration and SEAC members in the coming years.

Respectfully Submitted

Samantha Sweet
SEAC Representative



Learning Disabilities Association of Halton
560 Guelph Line, Burlington, Ontario, L7R 3M4
905-333-1977 info@ldahh.ca www.ldahh.ca

Cc

Christa Keating-McKay, President LDAHH
Brenda Agnew, Chair, HCDSB SEAC
Stephany Balogh, Superintendent Special Education
Pat Daly, Director of Education, HCDSB
Diane Wagner, LDAO