

**REGULAR BOARD MEETING
AGENDA**

Date: October 5, 2021
 Time: 7:00 pm
 Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

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1. Call to Order	
1.1. Land Acknowledgement, Opening Prayer, National Anthem and Oath of Citizenship (G. Masri Ahmar)	
1.2. Motions Adopted In-Camera	
1.3. Information Received In-Camera	
2. Approval of the Agenda	
3. Declarations of Conflict of Interest	
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5. Delegations	
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Supporting HCDSB's Diverse Student Body

Hello, My name is Raghad Barakat although I'm sure you're already aware of that from previous delegations. I had hoped that many other students and I, had been clear as to the changes our student body needs. I am well aware that this delegation may be received as far more blunt than my previous ones. I am not apologetic for this, in fact, I think it is only fair to myself and other students fighting for this that our voice is delivered with the frustration we are feeling. I came into my senior year waiting for the follow-through of the motion set on June 29th in which our board had stated "Policy I-26 Student Trustees on the Halton Catholic District School Board, prevents Non-Catholic Students from becoming Student Trustees, limiting their ability for their voice to be heard at the board level;

BE IT RESOLVED, that the Director of Education, ask staff to return to the Board of Trustees for the September 7, 2021, Regular Board meeting, recommendations on how to provide equal leadership opportunities for non-Catholic Secondary Students."

Many of us felt like we were finally heard, and that the board would follow through with creating equity in the student trustee position after this.

On September 7th it was scheduled that the student trustee item would be brought up, and it was in the agenda package for the meeting. After reading the item and sharing it with peers we were all disheartened with the result as there was no mention of changing the policy or any specifics regarding staff feedback as was mentioned in the last motion.

This item stated that "the purpose of the opportunity afforded to Student Trustees is to directly inform the governance decisions of the district boards. While student trustees may not exercise a binding vote, they have an opportunity to influence the Board of Trustees in the management of Catholic district school boards. In this sense, student trustees form a part of the management of the school boards." That was the reasoning as to why non-Catholics can hold lesser leadership positions but not be Student trustees in this board. However, the student trustee's input on board decisions is brought by the student senate, which is brought by non-Catholic senators (such as myself) as well as Catholic senators. Student Trustees and adult trustees alike should not be voting on their personal opinions but instead voting based on the shared opinion of the people they represent. Given that student trustees' vote is non-binding and they are not only expressing their own opinions but the senates', then their opinion is not strictly "Catholic" as it is influenced by non-Catholics as well.

I would like to point out that there is a difference between senate opportunities and representation in the student trustee role and the opportunities that are offered. We have said this for a year now and yet it appears that none of you care to listen. Non-Catholics are qualified leaders, students and role models in a Catholic school board. This is why the Huron Catholic District School Board and the Sudbury Catholic district school board allow non-Catholics to be student trustees (also proving that it is not a breach of denominational rights). There is nothing

about being a non-Catholic that would prevent you from fulfilling the student trustee role well, other than an outdated requirement in a policy adopted 23 years ago. The student body has tried to communicate that to you through delegations, petitions and letters of correspondence (including one from the senate). If you are going to say that those calls to action by students are no longer relevant because it was last school year, then please refer to the letter of correspondence sent by Student Senate this week in support of this issue and hear from our current student trustees who “are committed to promoting awareness of issues affecting our students and our ability to enhance the importance of student’s voice” (HCDSB Website, Student Trustee Mission Statement), as well as represent our student body on the board level.

Katie Bowie’s Statement:

“The HCDSB has made it clear that everyone is welcome within our doors. To deny non-Catholic students the ability to represent themselves and be leaders within our community sends the opposite message, and it is not something that I believe our board should stand for. As a Catholic Student Trustee, I would be happy to welcome and work with any student trustees who are elected by their peers in a fair election, and I have a firm conviction that a non-Catholic Student Trustee could be just as good of a leader and role model for our student body as a Catholic Student Trustee

And, from myself, our former Burlington student trustee, I would have to agree with our current student leaders. In the last year, we have heard from numerous student advocates, both Catholic and non-Catholic, in regards to supporting non-Catholic student trustees. We already have..

Alicia Tokiwa’s Statement:

“Amending policy I-26 is an important step in not only supporting and empowering the students at our board; but also, simply allowing them access to the opportunities presented in secondary school. In Matthew it is said: “In everything do to others as you would have them do to you; for this is the law and the prophets.” (Matthew 7:12) This is Jesus’s only commandment, and a core tenant in all faiths. How can we exclude people that believe in the Golden Rule without excluding ourselves? Student Trustees are representatives of the student body, and the student body is made up of a diverse group that is not limited to Catholics. As a Catholic Student Trustee it would be an honour to work alongside a Non-Catholic Student Trustee at our Board. At a Catholic school, where we are taught that we are all God's people, it is our responsibility to uphold this and recognize the diverse perspectives that Non-Catholics can provide, which can be used to enrich student life, student success, and the prosperity of the Board Community. The policy as it stands is exclusive, marginalizing, and disallows Non-Catholic voices to be heard- Student Trustee or not. This is a defining moment in our board, where the Board of Trustees must decide whether to help students of all backgrounds succeed, or continue to hold them back. Amending Policy I-26 to allow for Non-Catholic Student Trustees is crucial in moving towards equity and prosperity as a board.”

Gabriela's Statement:

As a Student Trustee one of my jobs is to represent the point of view of the students from our schools, after a lot of talking with peers and the Senate, I think it is clear that as a board we should provide Non-Catholic Students a leadership opportunity like the position of a Student Trustee, this way we can have a clear and fair representation of students in our board. We need to remember that we are all made in the image and likeness of God, so as Catholics we need to recognize that Non-catholics can also do amazing things with a leadership role such as this one. I think it is important for us to make the schools inclusive and give everyone the same opportunity no matter what their faith is. It truly breaks my heart to know that I get more opportunities than my peers beside me in class just because of our difference in faith.

In my opinion I think that Non-Catholic student leaders can be just as good as a Catholic student leader. It is our time to show others what being catholic is all about, which is welcoming everyone since we are all God's children.

Raghad closing statement:

I think those statements have said enough. I will now address the parents and students watching at home. In 2022 the term of board of trustees will expire and there will be another election. If you are a Catholic rate payer (Meaning you have a child in HCDSB or pay Taxes to the Catholic Board) you are qualified to vote for the trustee who will represent your region. This includes non-catholic ratepayers. So pay attention to your children's board, if you do not like what you are witnessing from the board you have the power to change it in 2022. The Board has spoken about how they value student voice through "other leadership opportunities" such as senate. If the board truly cares for student voices and lesser positions I will ask them to read the letter of correspondence, or even consider their stand on the issue without having to read it as I understand it is not mandatory to read letters of correspondence. If you want "additional insight as to how to enhance student leadership opportunities that are equitable and accessible to all" you do not have to have a Board wide student Census, you can simply listen to what the student body has been telling you and is telling you here and now. I will now pass the floor to last year's Burlington region student trustee Kirsten Kelly.

Kirsten:

Thank you Raghad. Good evening, my name is Kirsten Kelly and tonight, I would like to provide my perspective as a former student trustee here at Halton Catholic.

Reading the report provided at the September 7th meetings has been overwhelmingly disappointing. For many months in my term as a student trustee, I have been working alongside Raghad in trying to the best of our abilities to provide an equitable change to include non-Catholic students as candidates to become student trustees. You have heard from me, from student delegations, and last year's student senate of over 100 senators, and yet no real change has been made.

As Raghad has mentioned, many of my decisions during my term were heavily influenced by a variety of students, including that numerous active non-Catholic students, who provided me with their unique and diverse perspectives whilst working on different initiatives. The work I had done at the board and the comments I had given were not my own, but a collection of various student views which most if not all have been influenced by non-Catholic students, especially student senators. This leadership position is ultimately not purely "Catholic" on its own, but still has inhibited Catholic values, because non-Catholic students are capable of uplift and commit to Catholic values. Regardless of religion, it was my responsibility as a student representative, to ensure I was properly representing not only Catholic students but for ALL students.

However, the collection of uplifting these voices as a student trustee is nowhere near having the direct experience and opportunity of being a student trustee.

Representing students as a student trustee has provided me with many opportunities that would not have been granted to me otherwise. In the last year, I have been able to connect and network with HCDSB staff, governmental members, and external youth advocacy groups. Such has allowed me the autonomy to work on initiatives to help represent students in our board, from bringing up different motions, giving different reports, and ultimately providing student perspective at board-wide committees and/or meetings.

In addition to board-wide connections, I have been granted the chance to represent students across the province in my work at the Ontario Student Trustees' Association (OSTA-AECO). In OSTA, I was elected as a Public Affairs Coordinator where my opportunities and network greatly increased. I was able to work with other student leaders across the province, work alongside governmental bodies, and connect with important figures from universities or well-known non-for-profit organizations.

Every involvement and initiatives I have done as a student trustee opened up opportunities for myself in the future. I can say to you that I would not have been granted half of the opportunities I have now if I had not been a student trustee. The role of a student trustee is far too different from that of a student senator or any other leadership opportunities provided on the September 7th report for that matter. So yes, the opinions of non-Catholics students are indirectly brought up at the board level, the voice they provide cannot compare to the opportunities they are barred from.

Back in June, this motion to create the September 7th report was brought to the table because trustees noted the disparity in opportunity that non-Catholic students have, yet the given report fails to provide an equitable solution to my non-Catholic student peers. I hope the board reconsiders its decision, as given my own personal perspective and opinion as a former student trustee who has received numerous amazing opportunities, non-Catholic students, advocates, and leaders deserve the same opportunities that myself and my Catholic peers have been granted. Halton Catholic, it is time to follow through with the slogan, and help all of our peers realize their full potentials and helping them to better achieve, believe, and belong in our Catholic community.

MINUTES OF THE REGULAR BOARD MEETING

Date:	September 21, 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) 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:	L. Collimore, Chief Officer, Research and Development Services (Electronically) S. Jayaraman, Senior Manager, Human Rights and Equity (Electronically) A. Kapur, Parliamentarian (Electronically) A. Swinden, Manager, Strategic Communication Services (Electronically) B. Vidovic, Senior Manager, Planning Services (Electronically) Z. Walters, Research, Research and Development Services (Electronically)	
Recording Secretary:	R. Di Pietro	

1. **Call to Order**

The Chair called the meeting to order.

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

The meeting opened at 7:30 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:

Retirement

Peter Michtics will retire effective December 31, 2021.

Resignations

Rachel Horton resigned effective September 10, 2021. Leanne McLean resigned effective August 13, 2021. Paula Monteiro resigned effective September 7, 2021.

Acting Department Head Appointment

John Kosir appointed as Acting Department Head effective September 1, 2021 for a period of up to one (1) year.

Teacher Hiring

Jayne Cook hired as a probationary Teacher effective September 1, 2021. Kerry Cameron, Mary Joh and Marta Zuljevic effective September 2, 2021. Daniella Balaz, Martin Carangal, Justyna Gruszczynska, Bettina Iozzo, Angela James and Odette Nindagiye effective September 7, 2021. Jennifer Proc and Ariana Mariella effective September 15, 2021. Nicholas Toye effective September 16, 2021. Julia DeSantis, Marlene Esteves, Rosalia Ford and Jessica Martinac effective September 20, 2021.

2. Approval of the Agenda

The following was added to the agenda:

- 10.8 Notice of Motion - HCDSB Attestation (H. Karabela)

On a point of order, the Chair ruled that Trustees are to discuss the agenda and not the contents of an agenda item.

#262/21

Moved by: P. DeRosa

RESOLVED, that *Trustee appeal the ruling of the Chair.*

The Chair called for a vote on **#262/21**:

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

The motion was **DEFEATED**.

#263/21

Moved by: B. Agnew

Seconded by: N. Guzzo

RESOLVED, that *the agenda be approved as amended.*

The Chair called for a vote on **#263/21**:

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

The motion **CARRIED**.

On a point of order, the Chair ruled that the agenda has been approved.

3. Declarations of Conflict of Interest

Trustee DeRosa declared a conflict of interest with information item 10.5 - 2020-21 Financial Report as of July 31, 2021. Trustee DeRosa has family members that are teachers therefore declared a conflict.

Trustee O'Brien declared a conflict of interest with information item 10.5 - 2020-21 Financial Report as of July 31, 2021. Trustee O'Brien's wife is an occasional teacher therefore declared a conflict.

4. Presentations

There were no presentations.

5. Delegations

5.1 COVID Protocols (D. Cherry)

Mr. Cherry presented a delegation on COVID protocols.

6. Approval of Minutes

**6.1 Minutes of the June 29, 2021 Special Board Meeting
#264/21**

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that the minutes of the June 29, 2021 Special Board Meeting be approved.

The Chair called for a vote on **#264/21**:

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

The motion **CARRIED**.

**6.2 Minutes of the September 7, 2021 Regular Board Meeting
#265/21**

Moved by: T. O'Brien

Seconded by: N. Guzzo

RESOLVED, that the minutes of the September 7, 2021 Regular Board Meeting be approved.

The Chair called for a vote on **#265/21**:

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

The motion **CARRIED**.

**6.3 Minutes of the September 16, 2021 Special Board Meeting
#266/21**

Moved by: M. Duarte

Seconded by: T. O'Brien

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

The Chair called for a vote on **#266/21**:

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-Czarota			
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.

Resolution **#161/21** to be added to the chart.

8. Action Items

8.1 Response to Delegation

#267/21

Moved by: M. Duarte

Seconded by: H. Karabela

RESOLVED, that the Board of Trustees received the delegation regarding COVID Protocols as information.

The Chair called for a vote on **#267/21**:

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

The motion **CARRIED**.

8.2 Soliciting Stakeholder Feedback (T. O'Brien)

#268/21

Moved by: T. O'Brien

Seconded by: P. DeRosa

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.

The Chair called for a vote on **#268/21**:

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

The motion was **DEFEATED**.

**8.3 Recommended Names for the Virtual Catholic Elementary School (N. Dinolfo)
#269/21**

Moved by: M. Duarte

Seconded by: P. DeRosa

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:

1st Choice: St. Clare of Assisi Catholic Elementary School (preferred)

2nd Choice: Blessed Carlo Acutis Catholic Elementary School (alternate)

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

The Chair called for a vote on **#269/21**:

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

The motion **CARRIED**.

**8.4 Policy I-06 Delegation to the Board (N. Guzzo)
#270/21**

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I-06 Delegation to the Board, be approved.

#270/21 (AMENDMENT 1)

Moved by: B. Agnew

Seconded by: N. Guzzo

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I-06 Delegation to the Board, be approved **and strike out 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.**

#271/21

Moved by: M. Duarte

RESOLVED, that the Board of Trustees take a ten (10) minute recess.

The Chair called for a vote on **#271/21**:

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

The motion was **DEFEATED**.

#270/21 (AMENDMENT 1)

Moved by: B. Agnew

Seconded by: N. Guzzo

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I-06 Delegation to the Board, be approved **and strike out 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.**

The Chair called for a vote on **#270/21 (AMENDMENT 1)**:

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

The amendment **CARRIED**.

#270/21 (AMENDMENT 2)

Moved by: P. DeRosa

Seconded by: H. Karabela

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I-06 Delegation to the Board, be approved **and add Employees or representatives of employee groups shall only delegate to the Board on matters not currently before central or local bargaining and at the discretion of the Chair, Vice Chair and Director of Education and Secretary of the Board.**

The Chair called for a vote on **#270/21 (AMENDMENT 2)**:

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

The amendment was **DEFEATED**.

#270/21 (AMENDMENT 3)

Moved by: V. Iantomasi

Seconded by: P. DeRosa

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I-06 Delegation to the Board, be approved and add *Employees or representatives of employee groups shall only delegate to the Board on matters not currently before central or local bargaining.*

The Chair called for a vote on **#270/21 (AMENDMENT 3)**:

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

The amendment **CARRIED**.

#270/21 (AS AMENDED)

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I-06 Delegation to the Board, be approved and add *Employees or representatives of employee groups shall only delegate to the Board on matters not currently before central or local bargaining.*

The Chair called for a vote on **#270/21 (AS AMENDED)**:

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

The motion **CARRIED**.

8.5 Policy I-19 Occupational Health and Safety (N. Guzzo)

#272/21

Moved by: N. Guzzo

Seconded by: M. Duarte

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.

The Chair called for a vote on **#272/21** and it **UNANIMOUSLY CARRIED**.

8.6 Policy I-46 Correspondence to the Board of Trustees (N. Guzzo)

#273/21

Moved by: N. Guzzo

Seconded by: T. O'Brien

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I-46 Correspondence to the Board, be approved at 2nd and 3rd reading.

The Chair called for a vote on **#273/21**:

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**.

8.7 Policy II-09 Opening and Closing Exercises (N. Guzzo)**#274/21****Moved by:** N. Guzzo**Seconded by:** T. O'Brien**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I1-09 Opening and Closing Exercises, be approved.**#274/21 (AMENDMENT)****Moved by:** H. Karabela**Seconded by:** T. O'Brien**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I1-09 Opening and Closing Exercises, be approved and include the following under requirements:

- Formal prayer shall form part of every opening or closing exercise and shall include the Our Father Prayer.

The Chair called for a vote on **#274/21 (AMENDMENT)**:

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

The amendment **CARRIED**.**#274/21 (AS AMENDED)****Moved by:** N. Guzzo**Seconded by:** T. O'Brien**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I1-09 Opening and Closing Exercises, be approved and include the following under requirements:

- Formal prayer shall form part of every opening or closing exercise and shall include the Our Father Prayer.

The Chair called for a vote on **#274/21 (AMENDMENT)**:

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

The motion **CARRIED**.

8.8 Policy III-15 Workplace Violence (N. Guzzo)

#275/21

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy III-15 Workplace Violence, be approved.

The Chair called for a vote on **#275/21** and it **UNANIMOUSLY CARRIED**.

8.9 Policy III-16 Workplace Discrimination and Harassment (N. Guzzo)

#276/21

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy III-16 Workplace Discrimination and Harassment, be approved.

#276/21 (AMENDMENT)

Moved by: V. Iantomasi

Seconded by: H. Karabela

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy III-16 Workplace Discrimination and Harassment, be approved *and include the following under resources:*

- [Bill 168 - Ontario's Law on Workplace and Harassment](#)

The Chair called for a vote on **#276/21 (AMENDMENT)**:

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

The amendment was **DEFEATED**.

#276/21

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy III-16 Workplace Discrimination and Harassment, be approved.

The Chair called for a vote on **#276/21**:

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**.

#277/21

Moved by: M. Duarte

Seconded by: N. Guzzo

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

The Chair called for vote on **#277/21** and it **UNANIMOUSLY CARRIED**.

8.10 Rescind Policy IV-07 Alternative Arrangements for School Facilities (N. Guzzo)

#278/21

Moved by: M. Duarte

Seconded by: N. Guzzo

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy IV-07 Alternative Arrangements for School Facilities, be rescinded.

The Chair called for vote on **#278/21**:

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

The motion was **DEFEATED**.

On a point of order, the Chair ruled that a Trustee was able to clarify their position.

8.11 Rescind Policy IV-08 School Sites and Operating Budget (N. Guzzo)

#279/21

Moved by: N. Guzzo

Seconded by: M. Duarte

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy IV-08 School Sites and Operating Budget, be rescinded.

The Chair called for vote on **#279/21**:

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

The motion was **DEFEATED**.

Due to technical difficulties the Chair called a five (5) minute recess.

8.12 HCDSB Procedural By-Laws (N. Guzzo)

#280/21

Moved by: N. Guzzo

Seconded by: M. Duarte

RESOLVED, that Halton Catholic District School Board accept the recommendation of the Policy Committee that the HCDSB Procedural By-Laws, be approved.

#281/21

Moved by: B. Agnew

Seconded by: J. O'Hearn-Czarnota

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

The Chair called for vote on **#281/21**:

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 item on the table.

Chair Murphy passed the gavel to Vice Chair Duarte.

On a point of order, the Chair ruled that the approval of the agenda has already taken place.

#282/21**Moved by:** T. O'Brien**RESOLVED**, that Trustees appeal the ruling of the Chair.The Chair called for vote on **#282/21**:

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-Czarota		
	K. Bowie (non- binding)		
	G. Masri Ahmar (non- binding)		
	A. Tokiwa (non- binding)		

The motion was **DEFEATED**.**#280/21 (AMENDMENT)****Moved by:** V. Iantomasi**Seconded by:** P. DeRosa**RESOLVED**, that Halton Catholic District School Board accept the recommendation of the Policy Committee that the HCDSB Procedural By-Laws, be ~~approved~~ [sent to a municipal lawyer for a legal opinion](#).The Chair called for vote on **#280/21 (AMENDMENT)**:

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

The amendment was **DEFEATED**.**#280/21****Moved by:** N. Guzzo**Seconded by:** M. Duarte**RESOLVED**, that Halton Catholic District School Board accept the recommendation of the Policy Committee that the HCDSB Procedural By-Laws, be approved.The Chair called for vote on **#282/21**:

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**.

Vice Chair Duarte returned the gavel to Chair Murphy.

The meeting adjourned at 11:26 p.m. with a prayer led by Vice Chair Duarte.

POST NOTES

8.13 HCDSB Procedural By-Law Review (N. Guzzo)
The meeting was adjourned.

9. Staff Reports

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 School Update (P. Daly)
The meeting was adjourned.

10.3 Conduct During Board Meetings
The meeting was adjourned.

10.4 Strategic Plan 2016-2021: Director's Report to Trustees - Year 5 of Implementation (P. Daly)
The meeting was adjourned.

10.5 2020-21 Financial Report as of July 31, 2021(A. Lofts)
The meeting was adjourned.

10.6 Summer 2021 - School Facilities Update (R. Merrick)
The meeting was adjourned.

10.7 Construction Report (R. Merrick)
The meeting was adjourned.

11. Miscellaneous Information

11.1 Minutes of the June 8, 2021 Policy Committee Meeting

11.2 Minutes of the June 8, 2021 Policy Committee Meeting provided as information.

The meeting was adjourned.

12. **Correspondence**
 - 12.1 *E. Boyd*
 - 12.2 *Educators for Human Rights*
 - 12.3 *Halton Parents for Change*
 - 12.4 *M. Lourenco*
 - 12.5 *M. Lourenco on behalf of ABC Ontario*
 - 12.6 *Learning Disabilities Association of Halton-Hamilton*

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 (M. Duarte)**

The meeting was adjourned.

Secretary of the Board

Chair



BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
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>		
June 1, 2021	Rationale for HCDSB Destreaming Decisions Relative to Ministry Mandate and Other Factors	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.	Senior Staff	Board Report - September 7, 2021
September 7, 2021	Menstrual Equity	WHEREAS , a provincial petition has gathered over 9,000 signatures to support Menstrual Equity throughout Ontario;		In progress
		WHEREAS , the Halton Catholic District		

		<p><i>School Board passed a motion for Menstrual Equity in 2020;</i></p> <p><i>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.</i></p>		
September 16, 2021	Indigenous, Equity and Human Rights Roadmap	<p><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></p>		January 2022
September 16, 2021	Indigenous, Equity and Human Rights Roadmap	<p><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</i></p>		First quarter of the 2021-2022 School Year

		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</i>		October 19, 2021

		<p><i>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 more and</i></p> <p>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



Naming of the Virtual Catholic Elementary School	Item 8.2
October 5, 2021	

Alignment to Strategic Plan

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

Purpose

To inform Trustees of the response from Bishop Crosby on the selection of a name for the new Virtual Catholic Elementary School.

Background Information

Following the Regular Board Meeting on September 21, 2021, Director Daly forwarded a letter to Bishop Crosby which included the prioritized list of names. The letter sent to Bishop Crosby is attached as Appendix A.

Bishop Crosby has responded with his approval of the name for the new Virtual Catholic Elementary School to be St. Clare of Assisi Catholic Elementary School. The response from Bishop Crosby is attached as Appendix B.

Recommendation

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

Resolution#:	<i>Moved by:</i> <i>Seconded by:</i>
Resolved , that the Halton Catholic District School Board approve the name St. Clare of Assisi Catholic Elementary School for our Virtual Catholic Elementary School.	



Report Prepared and Submitted by: Nancy Dinolfo
Superintendent of Education, School Services

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



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

September 22, 2021

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

Dear Bishop Crosby:

RE: PROPOSED NAME FOR THE VIRTUAL CATHOLIC ELEMENTARY SCHOOL

The Board at its Regular Meeting of September 21, 2021 selected a preferred name for the Virtual Catholic Elementary School and is seeking your approval. A copy of the Board Report is attached for your reference.

After a process of community consultation, the preferred name for our virtual elementary school is ***St. Clare of Assisi Catholic Elementary School***. If this name is acceptable to you, it is the intention of the Board to announce this to the community as soon as possible.

In the event that the proposed name does not meet with your approval, the Board will seek your approval for the alternate name considered – *Blessed Carlo Acutis Catholic Elementary School*.

The Board respectfully requests your consideration of the proposed name and will await your comments before proceeding. It is our hope to have your decision available for the October 5, 2021 Regular Board meeting.

Thank you for your consideration.

Sincerely,

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

Pat Daly
Director of Education

c.c. Nancy Dinolfo, Superintendent of Education



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

Contents

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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



BISHOP OF HAMILTON

September 23, 2021

Mr. Patrick Daly,
 Director of Education
 802 Drury Lane
 Burlington, ON L7R 2Y2

Dear Mr. Daly,

RE: PROPOSED NAME FOR THE VIRTUAL CATHOLIC ELEMENTARY SCHOOL

Thank you for your letter of September 22, 2021, in which you present the preferred name for your *virtual* elementary school – *St. Clare of Assisi Catholic Elementary School*. You ask for my approval of the name. It is hereby provided.

I was also pleased to see the “alternate” choice for the school – *Blessed Carlo Acutis Catholic Elementary School*. He was a young man, who died on October 12, 2006, at the age of 15, and who was beatified in 2020. He had a deep love for the Eucharist – calling it his “highway to heaven” – and was very adept at computer technology. His youth, and his computer savvy, make him an apt choice also.

During these months and months of COVID-19 protocols and restrictions, school boards have had to provide alternative approaches to education. I am impressed that *virtual* learning has become so integral to education in our time. Congratulations on the decisions by your Board of Trustees that make on-line learning possible for your students.

You will be impressed to know that even old fellows like “yours truly” have become proficient in ZOOM technology – and other platforms – for meetings and simply connecting with others! What would we do without it?

Congratulations on naming a *virtual* school for the Halton Catholic District School Board, may it be a blessed place of learning for young people!

Sincerely in Christ and Mary Immaculate,

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

/cd



HCDSB Procedural By-Law Review	Item 8.3
October 5, 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	<i>Moved by:</i>
	<i>Seconded by:</i>
<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 Halton 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

Action Report

HCDSB Attestation	Item 8.4
October 5, 2021	

The following Notice of Motion was presented at the September 21, 2021 Regular Board Meeting:

Moved by: H. Karabela

Seconded by:

RESOLVED, that the following options be added to the attestation in the Vaccine Disclosure Policy:

Religious/Creed/Human Rights Code Exemption

and

Prefer not to Disclose



Regular Board Meeting

Information Report

Student Trustees Update	Item 10.1
October 5, 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:

We have now selected Student Senators to fill positions available on the Executive Council of the Student Senate, including our Secretary, Media Representative, and Lead Senators. In addition, we ratified 5 major amendments to the Student Senate Constitution at our September 28th meeting, including the addition of a new standing committee on Equity and Inclusion. The new Constitution received a double majority, with a majority of senators voting in favour and passed unanimously by all senatorial delegations. As well, we reviewed the results of a survey we conducted of all our senators at our last meeting.

The most mentioned areas of concern include:

- student mental health
- return to school protocols
- a lack of safe and inclusive environments within our schools
- support for international students
- increasing representation of student voice at the board level
- tackling climate change within our schools
- increasing supports for students with special needs



- educating students on financial responsibility
- expanding access and use of technology within schools
- increasing diversity and representation of Indigenous students within our schools
- supporting LGBTQ+ students

Believing:

At the beginning of our first general Senate meeting there was a Commissioning Service by Mrs. Taylor, which welcomed all the Senators in the Senate and one Senator volunteered to read the closing prayer. Additionally, Student Senators were asked to complete a form requesting information on what issues they are most passionate about in our last meeting. One committee this year will be the Catholic Faith in Action Committee, and we are hoping to develop a lot of new initiatives with this committee and hopefully bring some back from other years. Finally, we were notified that the Our Father is starting to be included in the morning prayer at all schools.

Belonging:

Student Senator Raghad Barakat led a delegation to Senate regarding Policy I-26, specifically regarding non-Catholic Student Trustees. Trustee Tokiwa then put forth a motion for Student Senate to sign a letter of support to be presented alongside Raghad and Kirsten's motion which will be presented to the Board of Trustees. The motion passed at every school.

On Wednesday, September 29th, Trustee Masri Ahmar and Trustee Tokiwa attended their first Equity and Inclusive Education Steering Committee meeting and are in the planning stages to create a bridge between elementary and secondary students through equity initiatives, spearheaded through our new Equity and Inclusion Committee in Student Senate. The Student Trustees additionally plan on using the Senate as a platform to relay pertinent information to students regarding the important work conducted within the committee.

On Tuesday at the first Regular Senate Meeting, grade 9 senators attended for the first time, serving as an important component of the secondary student leaders in HCDSB. These Senators will allow the Student Senate to more accurately gauge the quality of the elementary-high school transition and will allow us to better connect with elementary students on the board.

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
October 5, 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 Trustees on school re opening.

Supports for Students

This year, Special education staff are able to go into multiple schools per day, where necessary, to provide the full breadth of support and programming for students with special education needs.

Tiered supports and interventions will continue to be offered from a variety of disciplines for student transitions, IEP development, professional development, assessments, and resource development for schools and families.

The Mental Health Literacy in Action for secondary students is underway and includes a plan for training and implementation. Mental health lessons will be taught to all secondary students in class and supported by their school based CYC & Social Work staff.

Extra Curricular Activities

A number of extra-curricular activities have been reintroduced both virtually and in person. At the secondary level, schools have begun the fall sports schedule. During the first week of competition, we have asked that spectators not attend either indoor or outdoor events. We are working on a protocol that will allow for spectators at future events.



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.

Vaccination Attestation

The Government of Ontario has implemented an immunization disclosure policy for all publicly funded school board employees, staff in private schools and licensed childcare settings and other individuals regularly in these settings for the 2021-22 school year. *Instructions from the Office of the Chief Medical Officer of Health* 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 are 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 are also required to participate in an educational session about the benefits of COVID-19 vaccination.

Those required to undertake testing will do so under the following instructions:

- Testing is to take place at an individual's residence prior to attending work.
- Testing should be implemented consistently on a weekly basis with at least 3 days between tests and conducted Sunday to Friday.
- Testing should not take place more than 48 hours before attending work.

Any individual that receives a preliminary positive result on a COVID-19 rapid antigen test is required to:

- Seek a confirmatory PCR test immediately (ideally within 48 hours) at a designated testing centre.
- Isolate immediately until the result of their confirmatory test is known.
- Safely return to work only after they receive a negative result on a confirmatory test at a designated testing centre.

Volunteers

The Instructions from the Office of the Chief Medical Officer of Health on September 7, 2021 also apply to volunteers who are in our schools on a consistent basis. Parent volunteers will complete the process at their home school. Those volunteers who are not fully vaccinated will need to complete the same rapid antigen testing process required of staff.



COVID-19 Advisory Board

Our COVID-19 Advisory Board found at [COVID-19 Advisory Board | Halton Catholic District School Board \(hcdsb.org\)](https://www.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.

Secondary Schools

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010, provides that thirty per cent of the final grade for secondary courses is based on a final evaluation administered at or towards the end of the course. This evaluation is based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content.

As in the past, Subject Councils will continue to make collaborative and consistent decisions about the final evaluation format for each course, which includes a culminating performance task and may include a final exam.

Community Involvement Graduation Requirement

Typically, secondary school students are required to earn 40 hours of community involvement activities as part of the requirements for earning an Ontario Secondary School Diploma (OSSD).

In 2021-22, the required number of hours for community involvement activities will be reduced from 40 to a minimum of 20 hours for graduating students. This is consistent with changes made in the 2020-21 school year. The community involvement graduation requirement of 40 hours will be restored in 2022-23 and students working towards their OSSD should be supported to meet these graduation requirements in time for their graduating year.

Ontario Secondary School Literacy Test (OSSLT)

Students graduating in the 2021-22 school year are exempted from the literacy graduation requirement. The literacy graduation requirement will be restored for students graduating in the 2022-23 school year. Students in Grades 10 and 11 and non-graduating students, including those who are learning remotely, are required to work towards the literacy graduation requirement, through participating in the OSSLT, adjudication or the Ontario Secondary School Literacy Course (OSSLC).

EQAO Assessments

In 2020-21, EQAO assessments for Grades 3 and 6 were paused while EQAO aligned assessments with the new elementary math curriculum and transitioned to a new online adaptive platform

In 2021-22, regular EQAO assessments will resume, with the following adaptations:

- All students in Grade 3 and 6 attending in-person learning will participate in the online EQAO math, reading, and writing assessments.



- All students enrolled in Grade 9 math attending learning in-person will write the Grade 9 math assessment.

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. Bus companies are continuing to actively recruit drivers and do have a number of drivers in the training process however this can take up to six weeks to complete.

As in prior years, parents, guardians and school staff are encouraged to subscribe to receive bus route delay notification emails at <http://www.haltonbus.ca/delays/email-subscriptions/> which also includes instructions on how to subscribe.

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



<p>Strategic Plan 2016-2021: Director’s Report to Trustees – Year 5 of Implementation</p>	<p>Item 10.3</p>
<p>October 5, 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

Contents

- Introduction 3
- Results..... 3
 - About the Respondents: Demographics* 3
 - Pillars of the Multi-Year Strategic Plan*..... 4
 - Achieving..... 4
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 - Belonging 9
 - Foundational Elements 12

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.

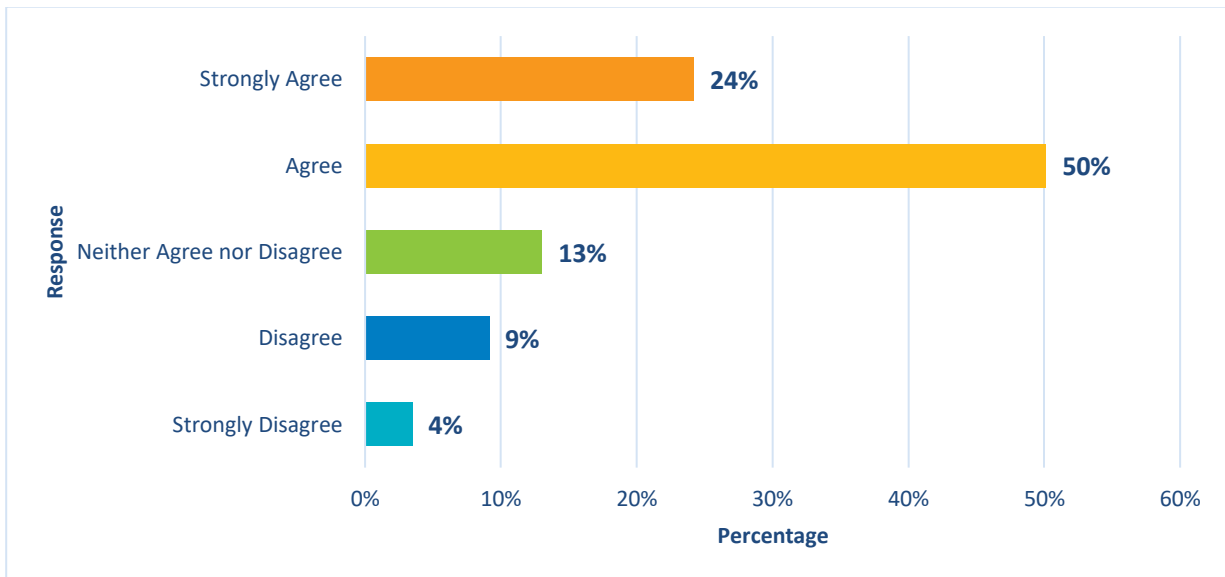


Figure 2: HCDSB schools, teachers, and learners collaborate in ways that promote student engagement, learning, and achievement (n = 1629)

- **78%** of respondents *agreed* or *strongly agreed* that at HCDSB schools, teachers and learners collaborate in ways that promote student engagement, learning, and achievement.

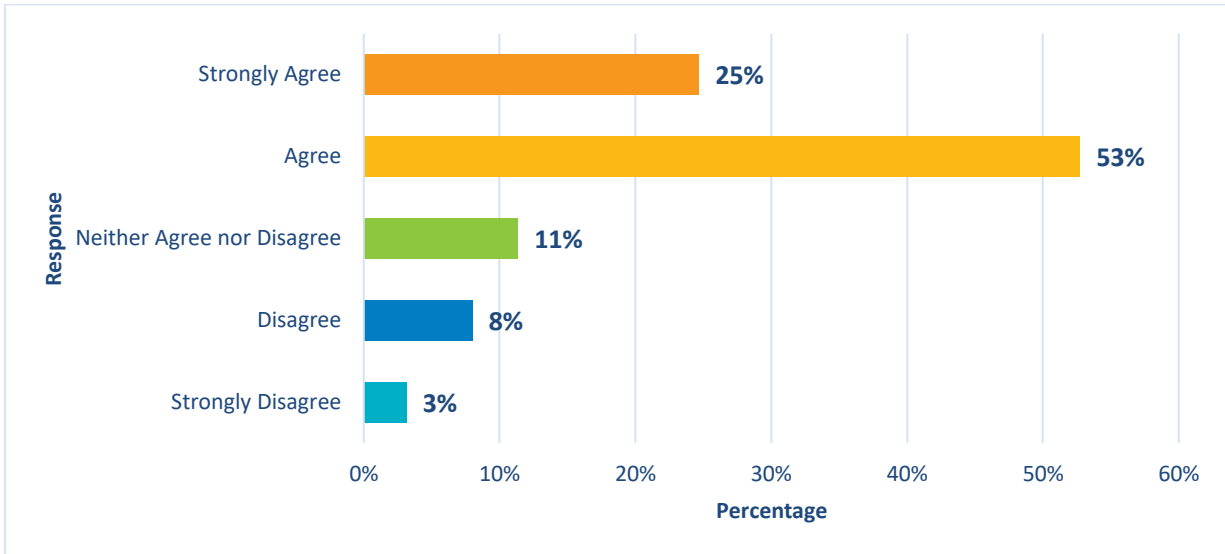
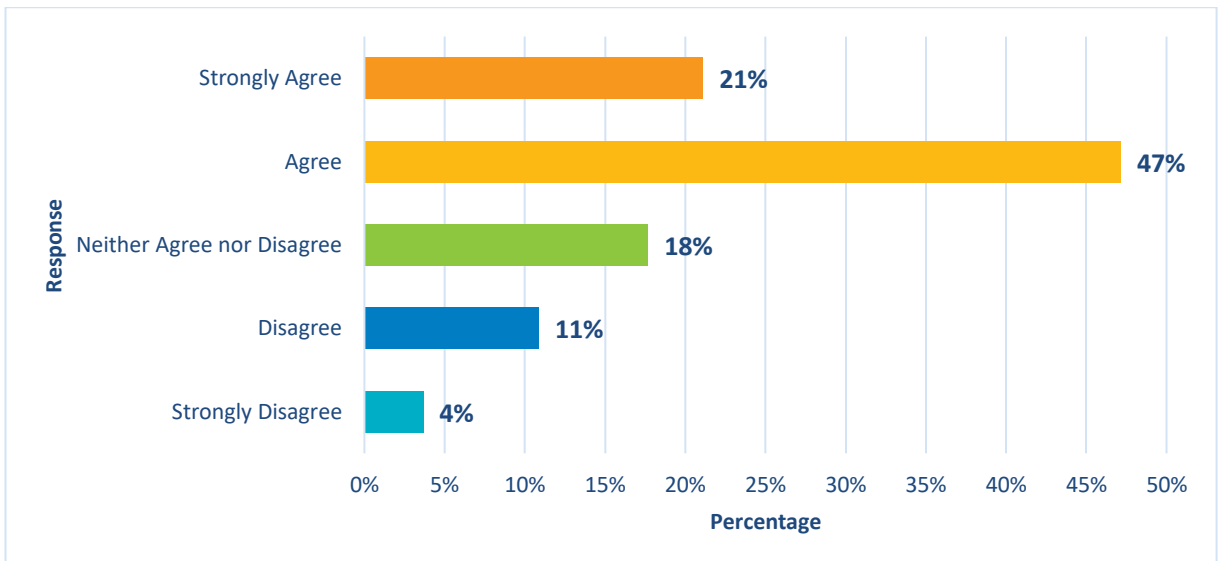


Figure 3: The HCDSB holds high expectations for all learners (n = 1637)

- **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.

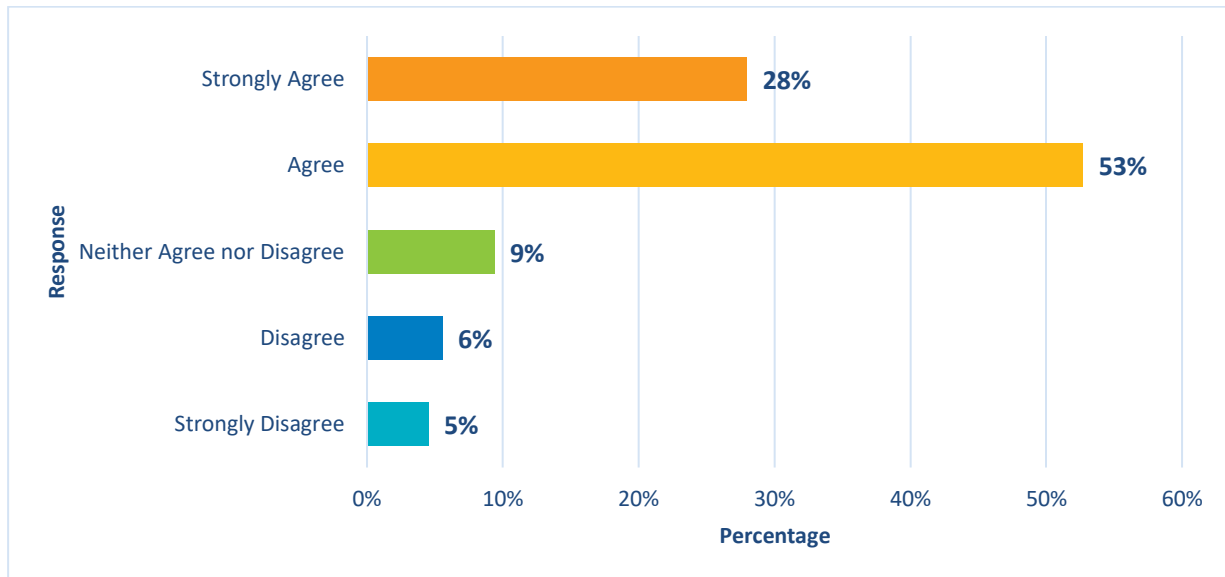


Figure 5: HCDSB secondary students have a good understanding of the Ontario Catholic School Graduate Expectations² (n = 69)

- **75%** of secondary student respondents *agreed* or *strongly agreed* that they had a good understanding of the Ontario Catholic School Graduate Expectations.

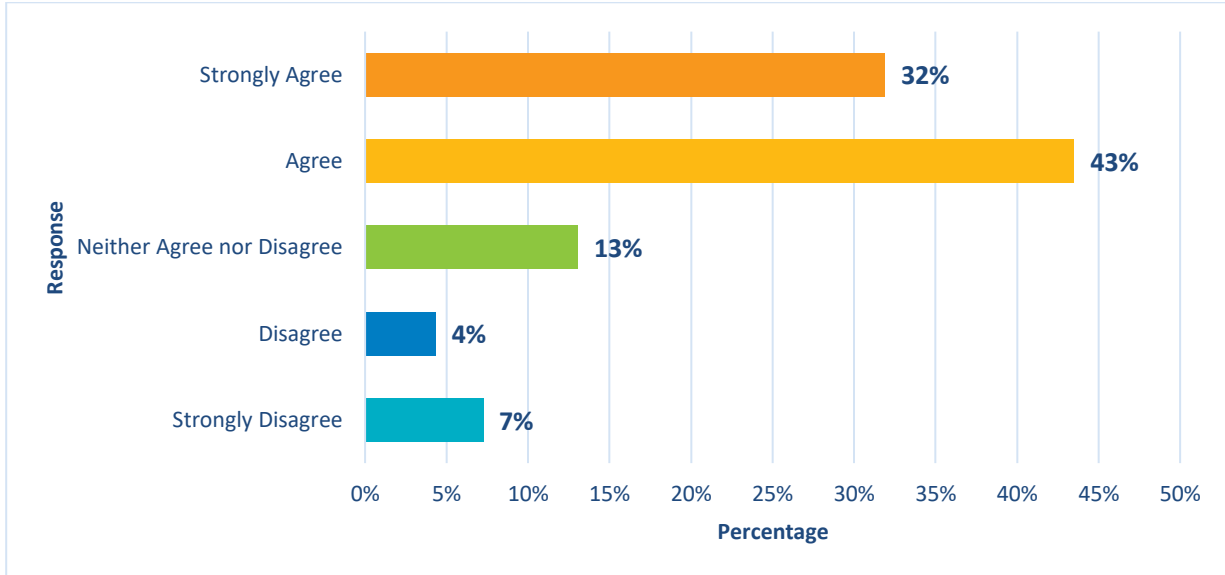
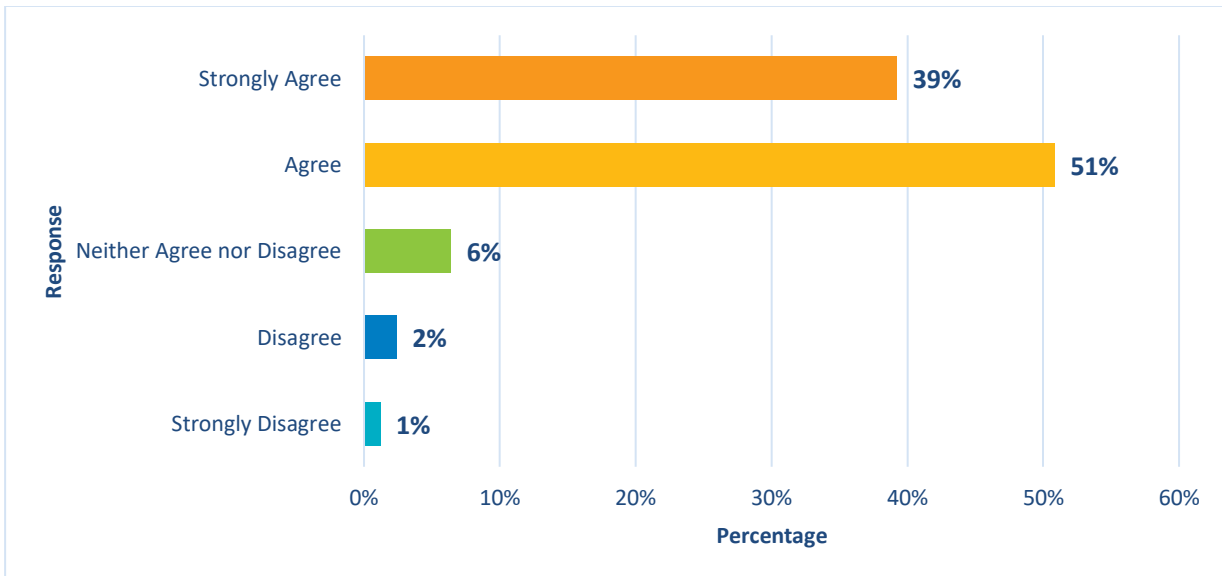


Figure 6: The HCDSB offers faith formation opportunities for its staff³ (n = 250)

- **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.

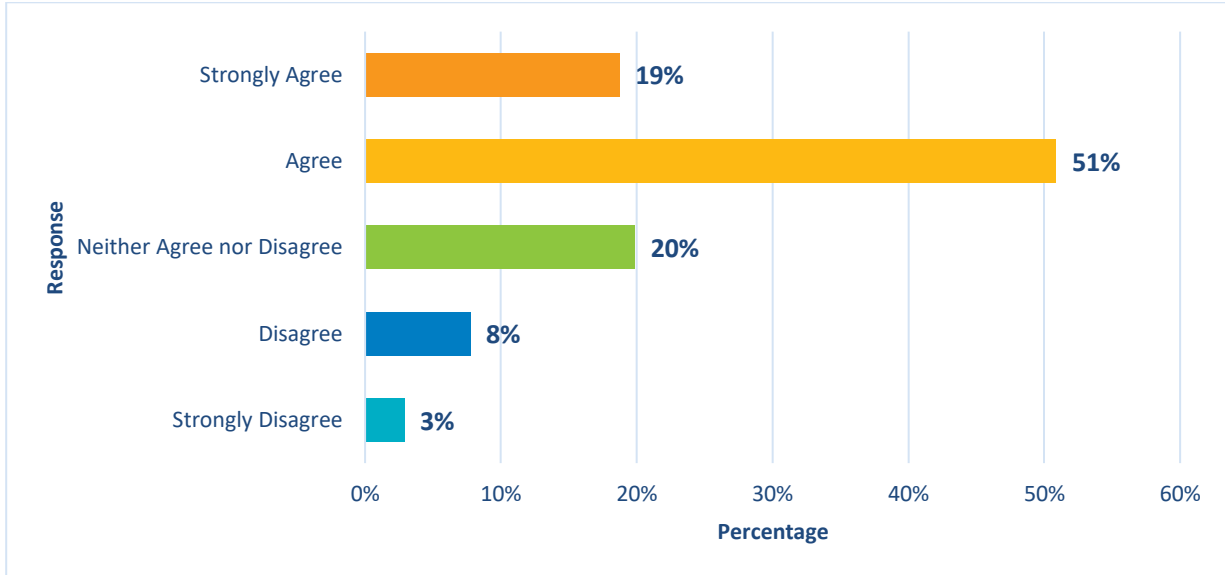
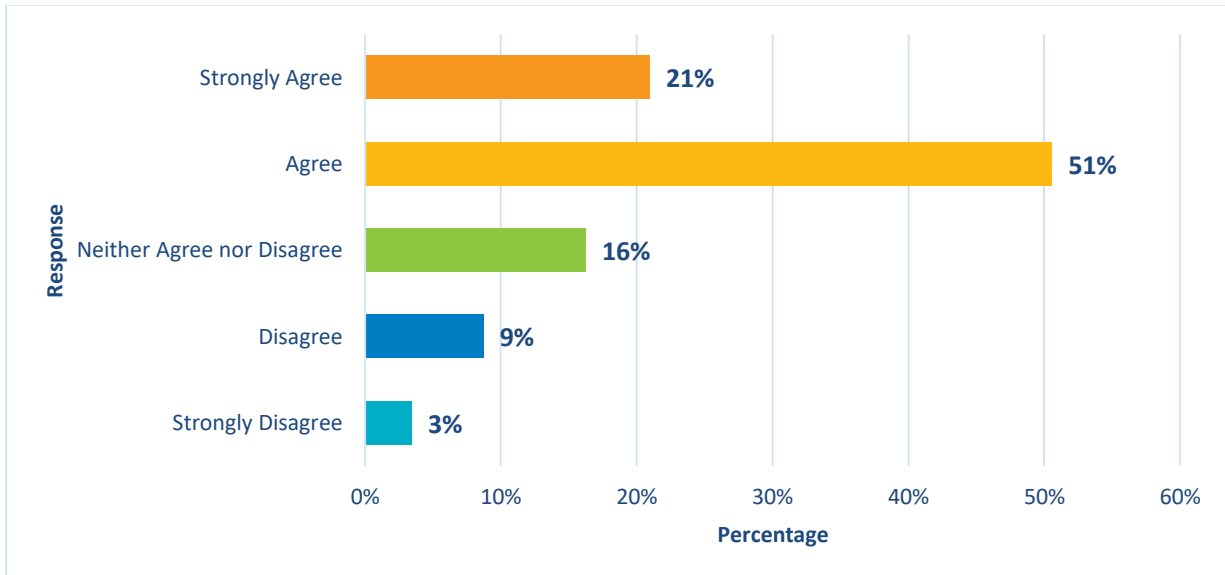


Figure 8: HCDSB students and staff model Christ in their actions (n = 1612)

- **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.

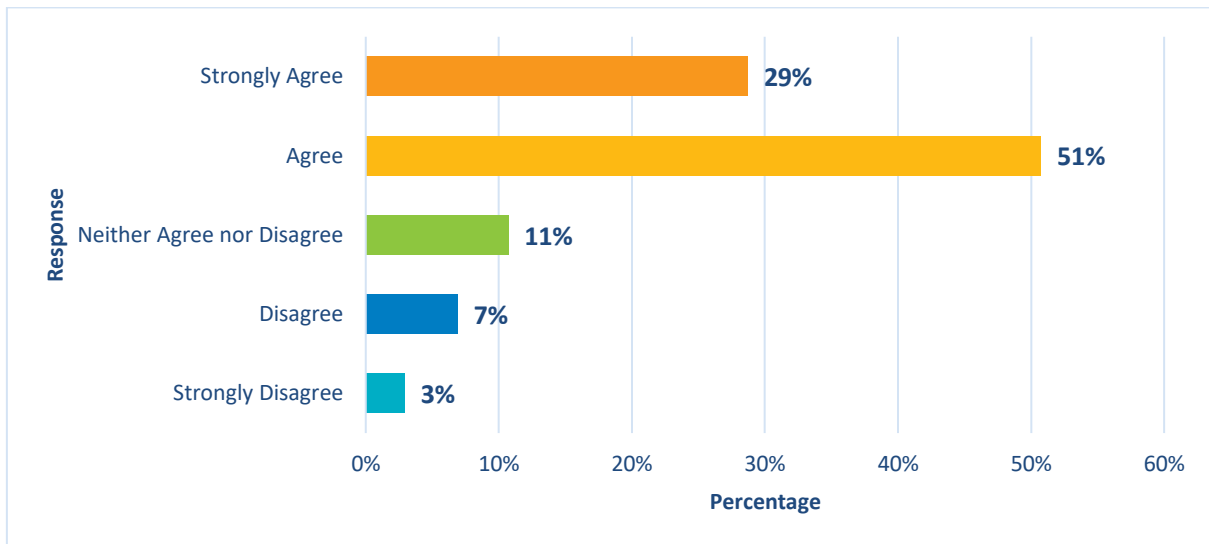
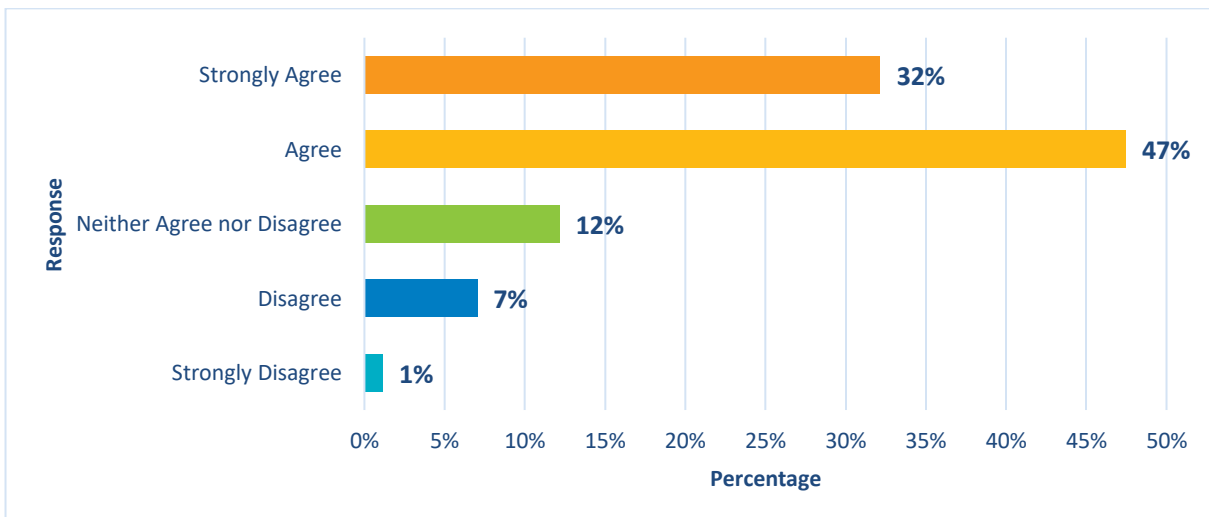


Figure 10: HCDSB workplaces promote staff safety⁴ (n = 255)

- **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.

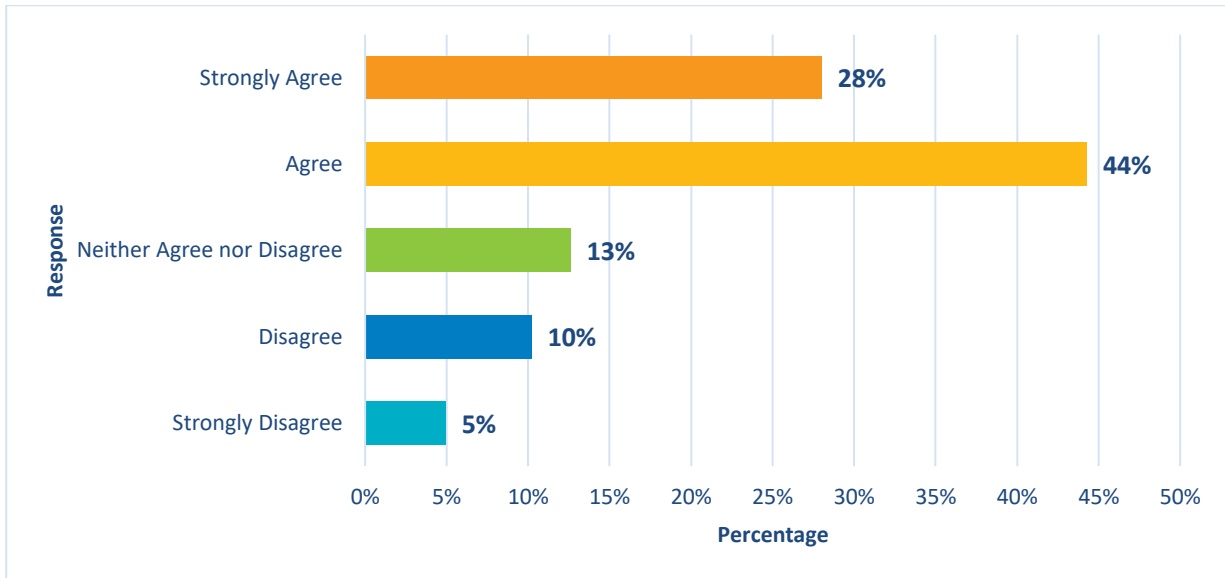
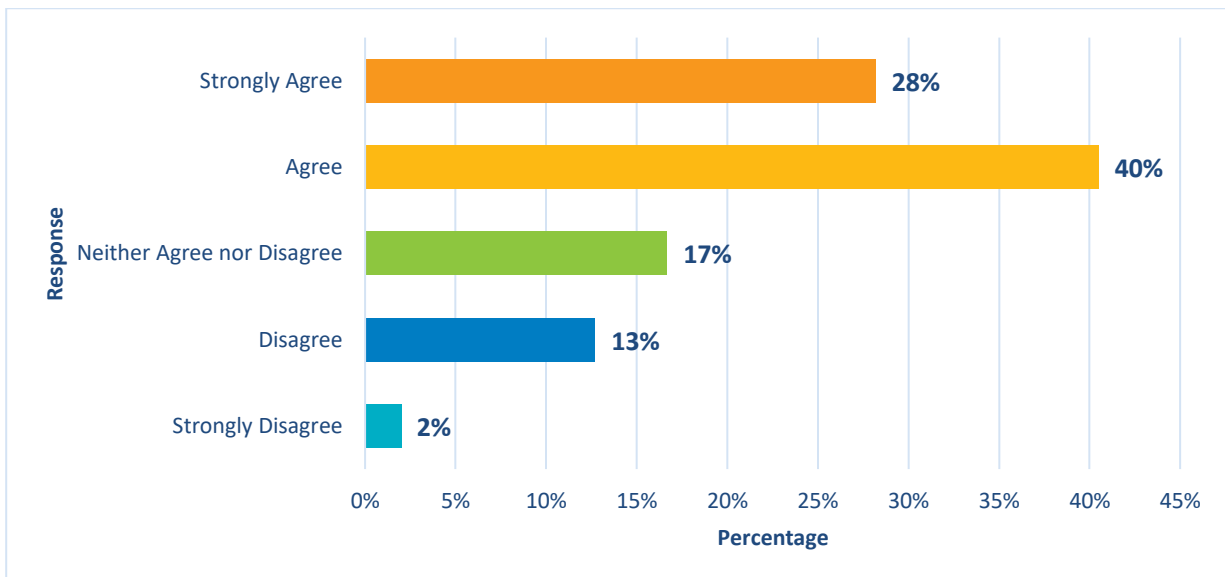


Figure 12: HCDSB workplaces are welcoming for all staff⁵ (n = 252)

- **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.

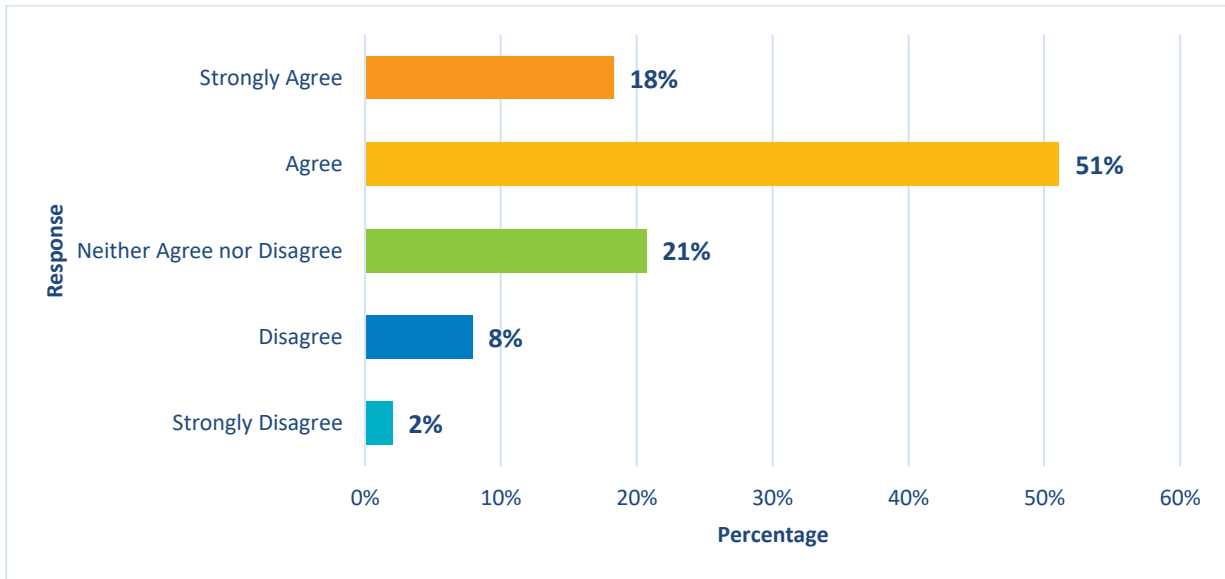
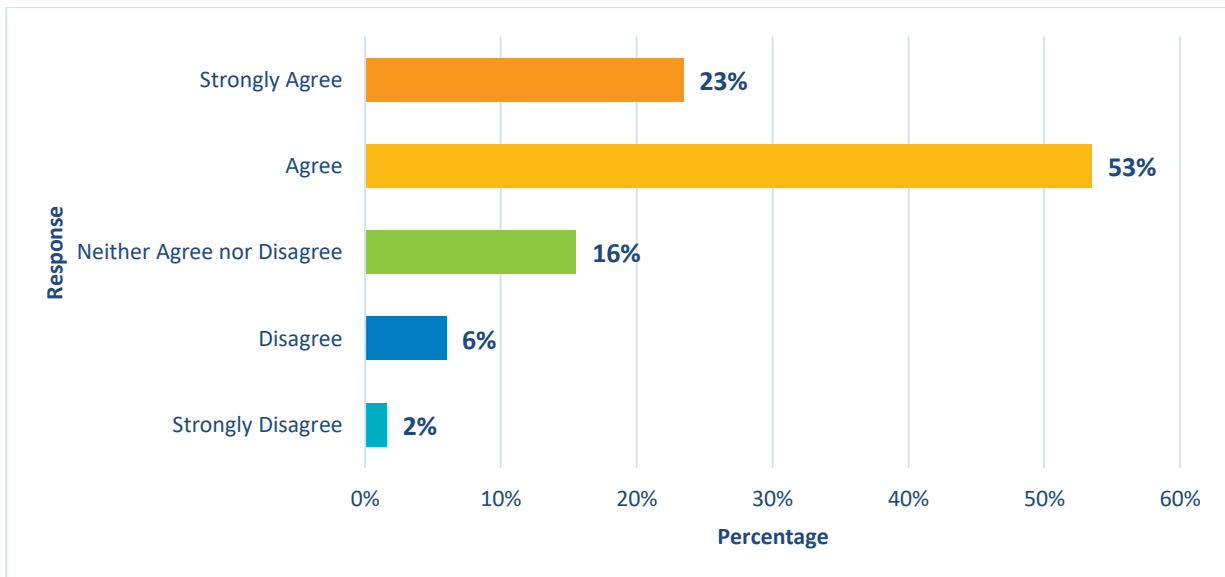


Figure 14: Community engagement: Students (n = 1623)

- **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.

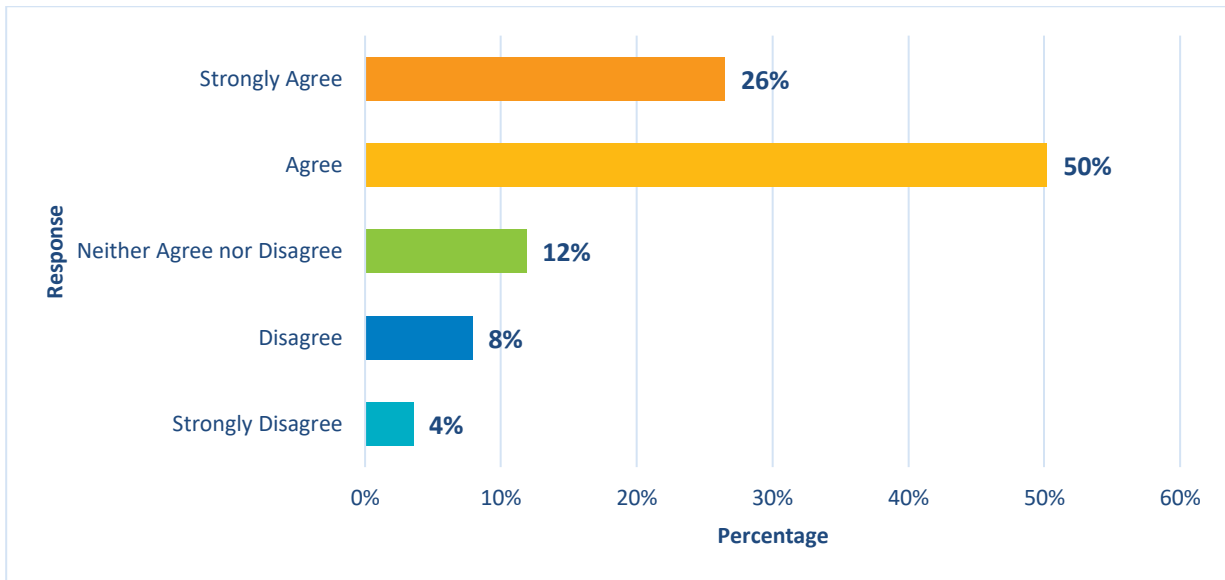


Foundational Elements

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.

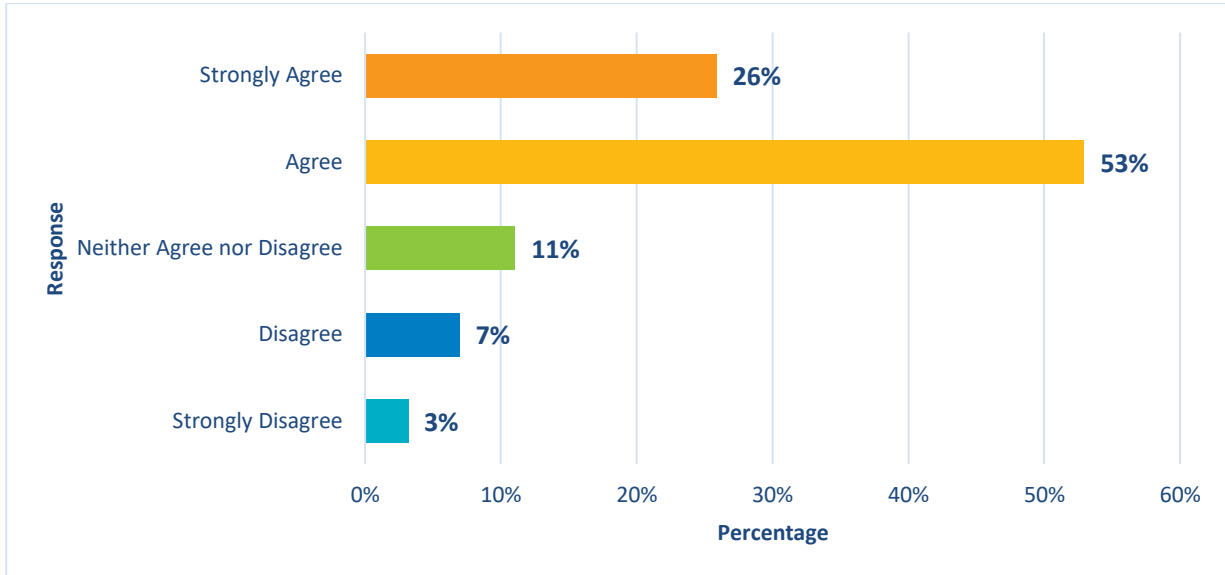
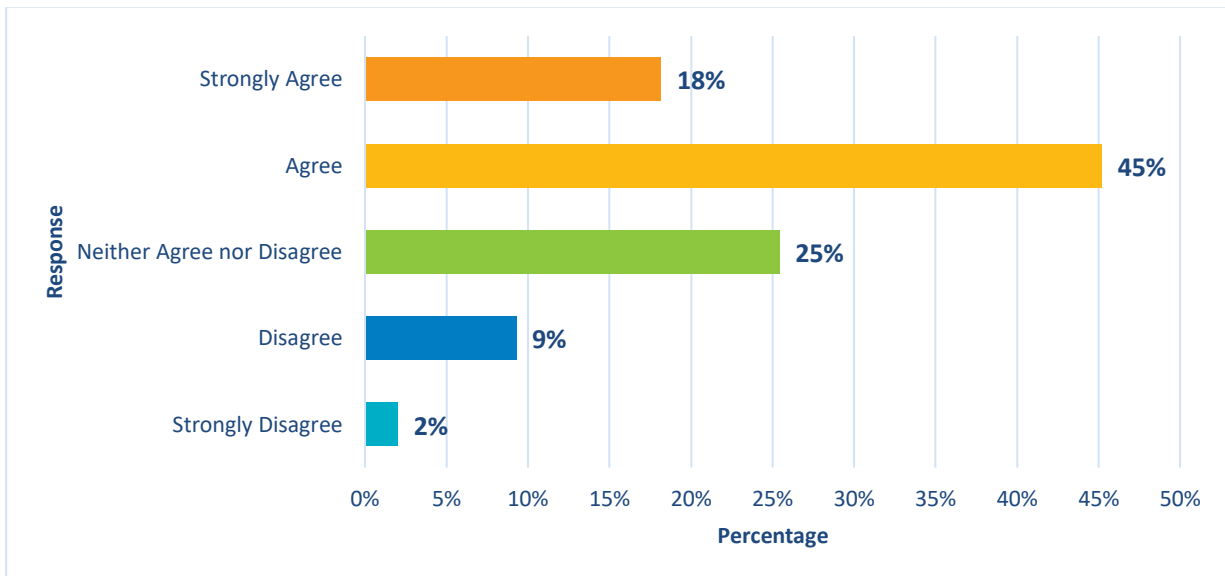


Figure 17: The HCDSB uses evidence to inform decisions, strategies, or initiatives⁷ (n = 248)

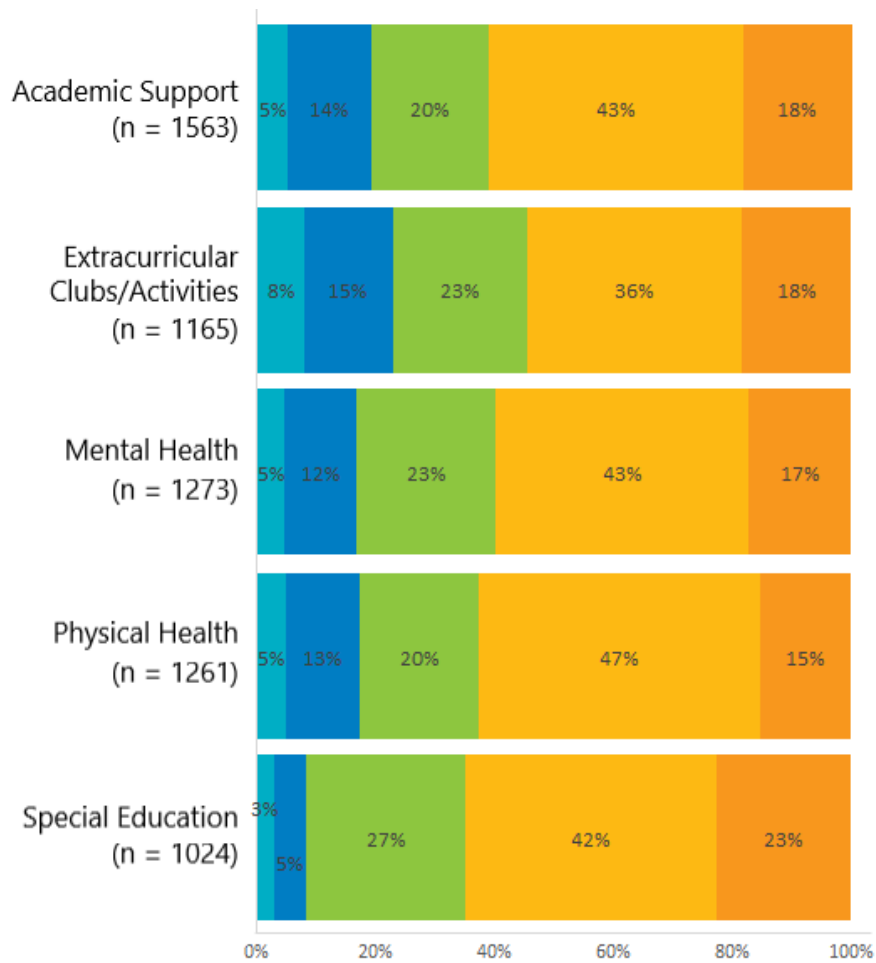
- **63%** of staff respondents *agreed* or *strongly agreed* that the HCDSB uses evidence/data to inform decisions, strategies, or initiatives.



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)



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:

- 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)



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):

- 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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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)



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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)



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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)



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 (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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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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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)**



Capital Projects Report as of July 31, 2021	Item 10.4
October 5, 2021	

Alignment to Strategic Plan

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

Purpose

To inform the Board of Trustees of the preliminary cost of capital projects as of July 31, 2021.

Background Information

The following information regarding Halton Catholic District School Board’s (HCDSB) 2020-21 Capital Budget was provided to Trustees:

1. Action Report 4.1 “2021-22 Budget Estimates” from the June 16, 2021, Special Meeting of the Board.
2. Information Report 10.3 “Capital Projects Report as of May 31, 2021” from the June 15, 2021, Regular Board Meeting.
3. Information Report 10.4 “Capital Projects Report as of November 30, 2020” from the February 2, 2021, Regular Board Meeting.
4. Action Report 8.2 “2020-21 Budget Estimates - Final” from the July 29, 2020, Special Meeting of the Board.

Comments

The attached Capital Projects Report summarizes \$172.1 million in projects currently approved and either in progress or recently completed. A total of \$106.4 million has been recorded for all of these projects, including open purchase orders of \$18.9 million. The open purchase orders primarily relate to the Milton #10 Catholic Elementary School, North Oakville Catholic Elementary School #4, the 2021 Renewal Projects and St. Kateri Tekakwitha Catholic Secondary School.



The expenditures outlined in the individual capital project summaries in Appendix A-1 to A-13 reflect construction, site, first-time equipping, and renewal costs to date. Each project summary also provides details on the project's source of funding.

There are a number of factors affecting the progress and cost of capital projects, in particular:

- Unforeseen site conditions
- Delays with material deliveries
- Increases in material and labour costs for skilled trades
- COVID-19 Pandemic related costs and delays

It should be noted that the Assumption project (Appendix A-3) surpassed its budget due to the change in the length of the project, winter working conditions, and complications with integrating the new building into the old. The Assumption project has been funded through proceeds of disposition.

Conclusion

HCDSB staff will continue to monitor the capital project budgets.

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
Major Capital Projects Summary
For the period ending July 31, 2021**

Appendix A

CURRENT PROJECTS	Board-Approved Budget	Expenses to Date	Commitments	Remaining Balance	Board-Approved Transfers from Previous Projects	Financial Position of Project	Status of Project
Adult Learning Centre (Oakville) (school refresh)	\$4,360,000	\$4,172,562	\$11,979	\$175,459	\$0	\$175,459	In progress
Artificial Turfs - various	\$3,000,000	\$1,882,167	\$499,676	\$618,157	\$0	\$618,157	Completed
Assumption (building addition & school refresh)	\$15,100,000	\$17,196,485	\$0	(\$2,096,485)	\$0	(\$2,096,485)	Completed; Overages funded through Proceeds of Disposition
Bishop P. F. Reding (building addition & childcare centre)	\$26,630,036	\$27,120,829	\$564,857	(\$1,055,649)	\$1,055,649	\$0	Completed
Milton #10 (new school & childcare centre)	\$18,727,105	\$2,487,538	\$13,794,749	\$2,444,818	\$0	\$2,444,818	In progress
North Oakville #4 (new school)	\$15,499,502	\$370,539	\$720,910	\$14,408,054	\$0	\$14,408,054	In progress
St. Kateri Tekakwitha (new school)	\$47,835,302	\$1,191,840	\$1,696,948	\$44,946,515	\$0	\$44,946,515	In progress
St. Mark (building addition & childcare centre)	\$7,642,880	\$8,821,105	\$0	(\$1,178,225)	\$1,178,225	\$0	Completed
St. Michael (building addition & childcare centre)	\$4,572,284	\$5,127,195	\$4,306	(\$559,217)	\$559,217	\$0	Completed
St. Nicholas (school consolidation)	\$14,033,252	\$13,263,506	\$0	\$769,746	\$0	\$769,746	Completed
St. Peter (childcare centre)	\$3,067,683	\$2,901,420	\$219,462	(\$53,199)	\$0	(\$53,199)	In progress
2020 Renewal Projects	\$2,500,000	\$2,492,672	\$11,112	(\$3,784)	\$226,992	\$223,208	Completed
2021 Renewal Projects	\$2,950,000	\$565,895	\$1,329,281	\$1,054,823	\$0	\$1,054,823	In progress
	\$165,918,044	\$87,593,753	\$18,853,280	\$59,471,011	\$3,020,083	\$62,491,096	
Professional Fees	\$3,173,000	\$0	\$0	\$3,173,000	(\$2,133,148)	\$1,039,852	
Contingencies	\$2,988,000	\$0	\$0	\$2,988,000	(\$2,477,460)	\$510,540	
	\$6,161,000	\$0	\$0	\$6,161,000	(\$4,610,608)	\$1,550,392	
Total Capital Projects	\$172,079,044	\$87,593,753	\$18,853,280	\$65,632,011	(\$1,590,525)	\$64,041,488	

Adult Learning Centre (Oakville)
For the period ending July 31, 2021

Project Start Year: 2018-2019
Project Description: Renovate former St. James school site into an Adult Learning Centre in Oakville

Project Budget & Expenses

	Board-Approved Budget	Board Approved Budget Transfers	Expenses to Date	Commitments	Total Projected Expenses to Date	Remaining Budget
Construction	\$3,850,000		\$3,805,670	\$7,310	\$3,812,980	\$37,020
Professional Fees	\$255,000		\$287,749	\$4,669	\$292,419	(\$37,419)
Inspections, soil test & surveys	\$0		\$12,693	\$0	\$12,693	(\$12,693)
Building Permits, Site Plan & Approval	\$0		\$66,449	\$0	\$66,449	(\$66,449)
Contingencies	\$255,000		\$0	\$0	\$0	\$255,000
Furniture & Equipment	\$0		\$0	\$0	\$0	\$0
	<u>\$4,360,000</u>	<u>\$0</u>	<u>\$4,172,562</u>	<u>\$11,979</u>	<u>\$4,184,541</u>	<u>\$175,459</u>

Project Funding Sources

Ministry Funding Sources

Board Funding Sources

	Revised Budget	Total Funding	Total Remaining Funding
Capital Reserve	\$877,034	\$701,575	\$175,459
Climate Action Incentive Fund (CAIF) - Federal	\$711,149	\$711,149	\$0
Immigration, Refugees and Citizenship Canada (IRCC)	\$2,771,817	\$2,771,817	\$0
	<u>\$4,360,000</u>	<u>\$4,184,541</u>	<u>\$175,459</u>

Board Motions

Action Report Item #8.9 at Board meeting December 17, 2019

Artificial Turfs (various sites)
For the period ending July 31, 2021

Project Start Year: Various
Project Description: Replace artificial turfs at various secondary schools

Project Budget & Expenses

	Board-Approved Budget	Board Approved Budget Transfers	Expenses to Date	Commitments	Total Projected Expenses to Date	Remaining Budget
Assumption	\$750,000		\$616,307	\$0	\$616,307	\$133,693
Bishop Reding	\$750,000		\$686,646	\$0	\$686,646	\$63,354
Corpus Christi	\$750,000		\$5,312	\$499,676	\$504,988	\$245,012
Notre Dame	\$750,000		\$573,902	\$0	\$573,902	\$176,098
	<u>\$3,000,000</u>	<u>\$0</u>	<u>\$1,882,167</u>	<u>\$499,676</u>	<u>\$2,381,843</u>	<u>\$618,157</u>

Project Funding Sources

Revised Budget	Total Funding	Total Remaining Funding
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Ministry Funding Sources

Board Funding Sources

Capital Reserve	\$3,000,000	\$2,381,843	\$618,157
	<u>\$3,000,000</u>	<u>\$2,381,843</u>	<u>\$618,157</u>

Board Motions

Action Report Item #8.6 at Board meeting January 15, 2019
Staff Report Item #9.1 at Board meeting November 17, 2020

**Assumption Catholic Secondary School
For the period ending July 31, 2021**

Project Start Year: 2017-2018
Project Description: Construction of school addition with 88 pupil places and school refresh

Project Budget & Expenses

	Board-Approved Budget	Board Approved Budget Transfers	Expenses to Date	Commitments	Total Projected Expenses to Date	Remaining Budget
Construction	\$13,137,963		\$15,719,036	\$0	\$15,719,036	(\$2,581,073)
Professional Fees	\$1,207,860		\$1,289,400	\$0	\$1,289,400	(\$81,540)
Inspections, soil test & surveys	\$135,680		\$14,353	\$0	\$14,353	\$121,327
Building Permits, Site Plan & Approval	\$117,840		\$152,644	\$0	\$152,644	(\$34,804)
Contingencies	\$100,000		\$0	\$0	\$0	\$100,000
Furniture & Equipment	\$294,600		\$21,052	\$0	\$21,052	\$273,548
	<u>\$14,993,943</u>	<u>\$0</u>	<u>\$17,196,485</u>	<u>\$0</u>	<u>\$17,196,485</u>	<u>(\$2,202,542)</u>
Bridge Financing	\$106,057	\$0	\$0	\$0	\$0	\$106,057
	<u>\$15,100,000</u>	<u>\$0</u>	<u>\$17,196,485</u>	<u>\$0</u>	<u>\$17,196,485</u>	<u>(\$2,096,485)</u>

Project Funding Sources

	Revised Budget	Total Funding	Total Remaining Funding
Ministry Funding Sources			
Board Funding Sources			
Proceeds of Disposition	\$15,100,000	\$17,175,433	(\$2,075,433)
Minor TCA	\$0	\$21,052	(\$21,052)
	<u>\$15,100,000</u>	<u>\$17,196,485</u>	<u>(\$2,096,485)</u>

Board Motions

Action Report Item #8.6 at Board meeting February 6, 2018
Action Report Item #8.5 at Board meeting May 15, 2018

**Bishop P.F. Reding Catholic Secondary School
For the period ending July 31, 2021**

Project Start Year: 2017-2018
Project Description: Construction of school addition with 609 pupil places, renovation and 4-room child care centre

Ministry Project Budget & Expenses

	Board-Approved Budget	Board Approved Budget Transfers	Expenses to Date	Commitments	Total Projected Expenses to Date	Remaining Budget
Construction	\$18,550,036	\$798,446	\$19,556,607	\$543,156	\$20,099,763	(\$751,281)
Professional Fees	\$1,150,000		\$1,104,536	\$21,701	\$1,126,237	\$23,763
Inspections, soil test & surveys	\$200,000		\$0	\$0	\$0	\$200,000
Building Permits, Site Plan & Approval	\$200,000		\$257,198	\$0	\$257,198	(\$57,198)
Contingencies	\$400,000		\$0	\$0	\$0	\$400,000
Furniture & Equipment	\$180,000		\$175,285	\$0	\$175,285	\$4,715
	<u>\$20,680,036</u>	<u>\$798,446</u>	<u>\$21,093,626</u>	<u>\$564,857</u>	<u>\$21,658,482</u>	<u>(\$180,000)</u>
Bridge Financing	\$180,000				\$0	\$180,000
	<u>\$20,860,036</u>	<u>\$798,446</u>	<u>\$21,093,626</u>	<u>\$564,857</u>	<u>\$21,658,482</u>	<u>\$0</u>

Board Renewal Project Budget & Expenses

School Refresh	\$5,770,000	\$257,203	\$6,027,203	\$0	\$6,027,203	\$0
	<u>\$26,630,036</u>	<u>\$1,055,649</u>	<u>\$27,120,829</u>	<u>\$564,857</u>	<u>\$27,685,685</u>	<u>\$0</u>

Project Funding Sources

	Revised Budget	Total Funding	Total Remaining Funding
Ministry Funding Sources			
Capital Priorities	\$18,073,020	\$18,073,020	\$0
Child Care Capital	\$2,057,016	\$2,057,016	\$0
Board Funding Sources			
School Renewal Funding Sources	\$6,500,000	\$7,555,649	(\$1,055,649)
	<u>\$26,630,036</u>	<u>\$27,685,685</u>	<u>(\$1,055,649)</u>

Board Motions

Action Report Item #8.2 at Board meeting January 16, 2018
Action Report Item #8.5 at Board meeting March 20, 2018
Action Report Item #8.6 at Board meeting January 15, 2019
Action Report Item #8.4 at Board meeting May 4, 2021

**Milton #10 Catholic Elementary School
For the period ending July 31, 2021**

Project Start Year: 2019-2020
Project Description: Construction of new elementary school in Milton with 671 pupil places and 5-room child care centre

Project Budget & Expenses

	Board-Approved Budget	Board Approved Budget Transfers	Expenses to Date	Commitments	Total Projected Expenses to Date	Remaining Budget
Construction	\$16,431,805	\$0	\$1,463,828	\$13,268,562	\$14,732,390	\$1,699,415
Professional Fees	\$1,320,300		\$833,397	\$496,257	\$1,329,654	(\$9,354)
Inspections, soil test & surveys	\$175,000		\$0	\$0	\$0	\$175,000
Building Permits, Site Plan & Approval	\$150,000		\$187,752	\$6,195	\$193,947	(\$43,947)
Contingencies	\$200,000		\$0	\$0	\$0	\$200,000
Furniture & Equipment	\$450,000		\$2,561	\$23,735	\$26,297	\$423,703
	<u>\$18,727,105</u>	<u>\$0</u>	<u>\$2,487,538</u>	<u>\$13,794,749</u>	<u>\$16,282,287</u>	<u>\$2,444,818</u>

Project Funding Sources

	Revised Budget	Total Funding	Total Remaining Funding
Ministry Funding Sources			
Capital Priorities	\$14,499,502	\$14,499,502	\$0
Child Care Capital	\$2,727,603	\$1,782,785	\$944,818
Board Funding Sources			
Proceeds of Disposition	\$1,500,000	\$0	\$1,500,000
	<u>\$18,727,105</u>	<u>\$16,282,287</u>	<u>\$2,444,818</u>

Board Motions

Staff Report Item #9.1 at Board meeting July 29, 2020

**North Oakville #4 Catholic Elementary School
For the period ending July 31, 2021**

Project Start Year: 2020-2021
Project Description: Construction of new elementary school in Oakville with 671 pupil places

Project Budget & Expenses

	Board-Approved Budget	Board Approved Budget Transfers	Expenses to Date	Commitments	Total Projected Expenses to Date	Remaining Budget
Construction	\$12,794,502		\$0	\$0	\$0	\$12,794,502
Professional Fees	\$1,050,000		\$303,227	\$708,193	\$1,011,420	\$38,580
Inspections, soil test & surveys	\$100,000		\$0	\$0	\$0	\$100,000
Building Permits, Site Plan & Approval	\$225,000		\$67,311	\$12,717	\$80,028	\$144,972
Contingencies	\$1,000,000		\$0	\$0	\$0	\$1,000,000
Furniture & Equipment	\$330,000		\$0	\$0	\$0	\$330,000
	<u>\$15,499,502</u>	<u>\$0</u>	<u>\$370,539</u>	<u>\$720,910</u>	<u>\$1,091,448</u>	<u>\$14,408,054</u>

Project Funding Sources

	Revised Budget	Total Funding	Total Remaining Funding
Ministry Funding Sources			
Capital Priorities	\$14,499,502	\$1,091,448	\$13,408,054
Board Funding Sources			
Capital Reserve	\$1,000,000	\$0	\$1,000,000
	<u>\$15,499,502</u>	<u>\$1,091,448</u>	<u>\$14,408,054</u>

Board Motions

Staff Report Item #9.3 at Board meeting May 18, 2021

**St. Kateri Tekakwitha Catholic Secondary School
For the period ending July 31, 2021**

Project Start Year: 2019-2020
Project Description: Construction of new secondary school in Milton with 1,542 pupil places

Project Budget & Expenses

	Board-Approved Budget	Board Approved Budget Transfers	Expenses to Date	Commitments	Total Projected Expenses to Date	Remaining Budget
Construction	\$43,527,000		\$1,022	\$0	\$1,022	\$43,525,978
Professional Fees	\$800,000		\$1,155,929	\$1,384,084	\$2,540,013	(\$1,740,013)
Inspections, soil test & surveys	\$325,000		\$3,065	\$0	\$3,065	\$321,935
Building Permits, Site Plan & Approval	\$275,000		\$21,881	\$0	\$21,881	\$253,119
Contingencies	\$1,500,000		\$0	\$0	\$0	\$1,500,000
Furniture & Equipment	\$1,408,302		\$9,943	\$312,864	\$322,807	\$1,085,495
	<u>\$47,835,302</u>	<u>\$0</u>	<u>\$1,191,840</u>	<u>\$1,696,948</u>	<u>\$2,888,787</u>	<u>\$44,946,515</u>

Project Funding Sources

	Revised Budget	Total Funding	Total Remaining Funding
Ministry Funding Sources			
Capital Priorities	\$41,335,302	\$2,888,787	\$38,446,515
Board Funding Sources			
Capital Reserve	\$6,500,000	\$0	\$6,500,000
	<u>\$47,835,302</u>	<u>\$2,888,787</u>	<u>\$44,946,515</u>

Board Motions

Staff Report Item #9.2 at Board meeting July 29, 2020

**St. Mark Catholic Elementary School
For the period ending July 31, 2021**

Project Start Year: 2017-2018
Project Description: Construction of school addition with 124 pupil places, 3-room child care centre, and 1 EarlyON room

Project Budget & Expenses

	Board-Approved Budget	Board Approved Budget Transfers	Expenses to Date	Commitments	Total Projected Expenses to Date	Remaining Budget
Construction	\$3,015,880	\$47,059	\$3,301,014	\$0	\$3,301,014	(\$238,075)
Professional Fees	\$272,000		\$277,810	\$0	\$277,810	(\$5,810)
Inspections, soil test & surveys	\$90,000		\$9,981	\$0	\$9,981	\$80,019
Building Permits, Site Plan & Approval	\$90,000		\$87,409	\$0	\$87,409	\$2,591
Contingencies	\$50,000		\$0	\$0	\$0	\$50,000
Furniture & Equipment	\$150,000		\$73,725	\$0	\$73,725	\$76,275
	<u>\$3,667,880</u>	<u>\$47,059</u>	<u>\$3,749,939</u>	<u>\$0</u>	<u>\$3,749,939</u>	<u>(\$35,000)</u>
Bridge Financing	\$35,000	\$0	\$0	\$0	\$0	\$35,000
	<u>\$3,702,880</u>	<u>\$47,059</u>	<u>\$3,749,939</u>	<u>\$0</u>	<u>\$3,749,939</u>	<u>\$0</u>

Board Renewal Project Budget & Expenses

School Refresh	\$3,940,000	\$1,131,166	\$5,071,166	\$0	\$5,071,166	\$0
	<u>\$7,642,880</u>	<u>\$1,178,225</u>	<u>\$8,821,105</u>	<u>\$0</u>	<u>\$8,821,105</u>	<u>\$0</u>

Project Funding Sources

	Revised Budget	Total Funding	Total Remaining Funding
Ministry Funding Sources			
Capital Priorities	\$1,610,867	\$1,610,867	\$0
Child Care Capital	\$1,542,760	\$1,542,760	\$0
EarlyON Capital	\$514,253	\$514,253	\$0
Board Funding Sources			
School Renewal Funding Sources	\$3,940,000	\$5,153,225	(\$1,213,225)
	<u>\$7,607,880</u>	<u>\$8,821,105</u>	<u>(\$1,213,225)</u>

Board Motions

Action Report Item #8.2 at Board meeting January 16, 2018
Action Report Item #8.7 at Board meeting February 6, 2018
Action Report Item #8.6 at Board meeting January 15, 2019

**St. Michael Catholic Elementary School
For the period ending July 31, 2021**

Project Start Year: 2018-2019
Project Description: Construction of school addition with 23 pupil places, 3-room child care centre and school refresh

Project Budget & Expenses

	Board-Approved Budget	Board Approved Budget Transfers	Expenses to Date	Commitments	Total Projected Expenses to Date	Remaining Budget
Construction	\$2,627,284		\$2,564,682	\$0	\$2,564,682	\$62,602
Professional Fees	\$235,000		\$376,093	\$2,367	\$378,460	(\$143,460)
Inspections, soil test & surveys	\$30,000		\$14,319	\$0	\$14,319	\$15,681
Building Permits, Site Plan & Approval	\$30,000		\$85,134	\$0	\$85,134	(\$55,134)
Contingencies	\$100,000		\$0	\$0	\$0	\$100,000
Furniture & Equipment	\$100,000		\$43,423	\$1,939	\$45,362	\$54,638
	<u>\$3,122,284</u>	<u>\$0</u>	<u>\$3,083,650</u>	<u>\$4,306</u>	<u>\$3,087,957</u>	<u>\$34,327</u>

Board Renewal Project Budget & Expenses

School Refresh	\$1,450,000	\$559,217	\$2,043,544	\$0	\$2,043,544	(\$34,327)
	<u>\$4,572,284</u>	<u>\$559,217</u>	<u>\$5,127,195</u>	<u>\$4,306</u>	<u>\$5,131,501</u>	<u>(\$0)</u>

Project Funding Sources

	Revised Budget	Total Funding	Total Remaining Funding
Ministry Funding Sources			
Capital Priorities	\$1,579,522	\$1,579,522	\$0
Child Care Capital	\$1,542,762	\$1,542,762	\$0
Board Funding Sources			
School Renewal Funding Sources	\$1,450,000	\$2,009,217	(\$559,217)
	<u>\$4,572,284</u>	<u>\$5,131,501</u>	<u>(\$559,217)</u>

Board Motions

Action Report Item #8.2 at Board meeting January 16, 2018
Action Report Item #8.5 at Board meeting April 17, 2018
Information Report Item #10.6 at Board meeting December 18, 2018
Action Report Item #8.6 at Board meeting January 15, 2019

**St. Nicholas Catholic Elementary School
For the period ending July 31, 2021**

Project Start Year: 2017-2018
Project Description: Construction of new elementary school in Oakville on old St. Joseph site with 527 pupil places

Project Budget & Expenses

	Board-Approved Budget	Board Approved Budget Transfers	Expenses to Date	Commitments	Total Projected Expenses to Date	Remaining Budget
Construction	\$12,656,252		\$12,202,979	\$0	\$12,202,979	\$453,273
Professional Fees	\$712,000		\$743,175	\$0	\$743,175	(\$31,175)
Inspections, soil test & surveys	\$140,000		\$52,163	\$0	\$52,163	\$87,837
Building Permits, Site Plan & Approval	\$150,000		\$265,189	\$0	\$265,189	(\$115,189)
Contingencies	\$125,000		\$0	\$0	\$0	\$125,000
Furniture & Equipment	\$100,000		\$0	\$0	\$0	\$100,000
	<u>\$13,883,252</u>	<u>\$0</u>	<u>\$13,263,506</u>	<u>\$0</u>	<u>\$13,263,506</u>	<u>\$619,746</u>
Bridge Financing	\$150,000	\$0	\$0	\$0	\$0	\$150,000
	<u>\$14,033,252</u>	<u>\$0</u>	<u>\$13,263,506</u>	<u>\$0</u>	<u>\$13,263,506</u>	<u>\$769,746</u>

Project Funding Sources

	Revised Budget	Total Funding	Total Remaining Funding
Ministry Funding Sources			
Capital Priorities	\$7,885,758	\$7,885,758	\$0
Board Funding Sources			
Education Development Charges	\$107,502	\$107,502	\$0
Proceeds of Disposition	\$5,889,992	\$5,270,246	\$619,746
Short-Term Loan	\$150,000		\$150,000
	<u>\$14,033,252</u>	<u>\$13,263,506</u>	<u>\$769,746</u>

Board Motions

Staff Report Item #9.1 at Board meeting September 5, 2017
 Action Report Item #8.7 at Board meeting September 17, 2017

Project Start Year: 2017-2018
Project Description: Construction of 5-room child care centre

Project Budget & Expenses

	Board-Approved Budget	Board Approved Budget Transfers	Expenses to Date	Commitments	Total Projected Expenses to Date	Remaining Budget
Construction	\$2,612,683		\$2,602,443	\$218,415	\$2,820,858	(\$208,175)
Professional Fees	\$195,000		\$254,883	\$1,047	\$255,930	(\$60,930)
Inspections, soil test & surveys	\$30,000		\$9,348	\$0	\$9,348	\$20,652
Building Permits, Site Plan & Approval	\$30,000		\$34,746	\$0	\$34,746	(\$4,746)
Contingencies	\$30,000		\$0	\$0	\$0	\$30,000
Furniture & Equipment	\$135,000		\$0	\$0	\$0	\$135,000
	<u>\$3,032,683</u>	<u>\$0</u>	<u>\$2,901,420</u>	<u>\$219,462</u>	<u>\$3,120,882</u>	<u>(\$88,199)</u>
Bridge Financing	\$35,000	\$0	\$0	\$0	\$0	\$35,000
	<u>\$3,067,683</u>	<u>\$0</u>	<u>\$2,901,420</u>	<u>\$219,462</u>	<u>\$3,120,882</u>	<u>(\$53,199)</u>

Project Funding Sources

	Revised Budget	Total Funding	Total Remaining Funding
Ministry Funding Sources			
Child Care Capital	\$3,067,683	\$3,120,882	(\$53,199)
Board Funding Sources			
	<u>\$3,067,683</u>	<u>\$3,120,882</u>	<u>(\$53,199)</u>

Board Motions

Action Report Item #8.3 at Board meeting April 17, 2018
Information Report Item #10.7 at Board meeting December 18, 2018

**2020 Facility Renewal Projects
For the period ending July 31, 2021**

Project Start Year: 2020-2021
Project Description: Various renewal projects at multiple school sites

Project Budget & Expenses

	Board-Approved Budget	Board Approved Budget Transfers*	Expenses to Date	Commitments	Total Projected Expenses to Date	Remaining Budget
School Renewal, School Condition Improvement & Proceeds of Disposition						
Corpus Christi (roof replacement)	\$1,300,000	\$226,992	\$1,526,992	\$0	\$1,526,992	\$0
Holy Trinity (lighting)	\$500,000		\$297,009	\$11,112	\$308,122	\$191,878
St. Christopher (roof replacement)	\$700,000		\$668,671	\$0	\$668,671	\$31,329
	\$2,500,000	\$226,992	\$2,492,672	\$11,112	\$2,503,784	\$223,208
Capital Reserve						
ALC Oakville (lighting, mechanical & school refresh) (Note: ALC Oakville costs captured as part of ALC Oakville project reported on Appendix A-1)	\$3,850,000		\$4,172,562		\$4,172,562	(\$322,562)
	\$6,350,000	\$226,992	\$6,665,234	\$11,112	\$6,676,346	(\$99,354)
Professional Fees	\$505,000	\$0	\$0	\$0	\$0	\$505,000
Contingencies	\$505,000	(\$226,992)	\$0	\$0	\$0	\$278,008
	\$1,010,000	(\$226,992)	\$0	\$0	\$0	\$783,008
	\$7,360,000	\$0	\$6,665,234	\$11,112	\$6,676,346	\$683,654

*Note: Professional Fees & Contingencies allocation:			
Professional Fees		Contingencies	
School	Amount	School	Amount
		Corpus Christi	\$226,992

	\$0		

			\$226,992
			=====

Board Motions
Action Report Item #8.1 at Board meeting November 5, 2019

**2021 Facility Renewal Projects
For the period ending July 31, 2021**

Project Start Year: 2020-2021
Project Description: Various renewal projects at multiple school sites

Project Budget & Expenses

	Board-Approved Budget	Board Approved Budget Transfers*	Expenses to Date	Commitments	Total Projected Expenses to Date	Remaining Budget
School Renewal, School Condition Improvement & Proceeds of Disposition						
Our Lady of Victory (lighting, mechanical & school refresh)	\$1,550,000		\$296,354	\$616,706	\$913,059	\$636,941
St. Joseph (A) (lighting, mechanical & school refresh)	\$1,400,000		\$269,541	\$712,576	\$982,117	\$417,883
	\$2,950,000	\$0	\$565,895	\$1,329,281	\$1,895,177	\$1,054,823
Capital Reserve						
Corpus Christi (artificial turf replacement) (Note: Costs captured as part of Artificial Turfs on Appendix A-2)	\$750,000		\$5,312	\$499,676	\$504,988	\$245,012
	\$3,700,000	\$0	\$571,207	\$1,828,958	\$2,400,165	\$1,299,835
Professional Fees	\$555,000		\$0	\$0	\$0	\$555,000
Contingencies	\$370,000		\$0	\$0	\$0	\$370,000
	\$925,000	\$0	\$0	\$0	\$0	\$925,000
	\$4,625,000	\$0	\$571,207	\$1,828,958	\$2,400,165	\$2,224,835

Board Motions

Staff Report Item #9.1 at Board meeting November 17, 2020



Conduct During Board Meetings	Item 10.5
October 5, 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 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 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

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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.*

MINUTES OF THE AUDIT COMMITTEE MEETING

Date: November 26, 2020
Time: 7:45 pm
Location: Teleconference via TEAMS

Committee Members Present: D. Morton, Chair, External Member
J. Fahrer, External Member
P. Murphy, Trustee Representative
V. Iantomasi, Trustee Representative
P. DeRosa, Trustee Representative

Committee Members N/A

Excused:

HCDSB Staff Present: P. Daly, Director of Education and Secretary of the Board
A. Lofts, Superintendent of Business Services and Treasurer of the Board
A. Cross, Senior Manager, Financial Services

Invited Guests: J. Baker, Manager, Regional Internal Audit Team (RIAT)
M. Fisher, External Auditor, KPMG
D. Marks, External Auditor, KPMG
J. O'Hearn-Czarnota, Trustee

Recording Secretary: K. Jones

1. Call to Order

1.1 Opening Prayer

The meeting opened with a prayer led by P. Murphy.

2. Approval of the Agenda

Moved By: V. Iantomasi

Seconded By: J. Fahrer

RESOLVED that the agenda be accepted as presented.

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

3. Declarations of Conflict of Interest

None.

4. Approval of Minutes - Audit Committee Meeting September 17, 2020

Moved By: V. Iantomasi

Seconded By: P. DeRosa

RESOLVED, that the minutes of the September 17, 2020 meeting be accepted as presented.
*The Chair called for a vote, and it **UNANIMOUSLY CARRIED.***

5. Presentations

None.

6. Business Arising from Previous Meetings

None.

7. Action Items

7.1 2019-20 Draft Audited Financial Statement (A. Lofts, A. Cross)

A. Cross reviewed the Financial Statements and the Notes to the Financial Statements. He reported that the financial statements are prepared by staff and then audited by the Board's external auditors, KMPG. Questions were asked and answered. D. Morton thanked the finance team for their hard work and dedication.

Moved By: P. Murphy

Seconded By: J. Fahrer

RESOLVED, that the Audit Committee approve the 2019-20 Draft Audited Financial Statements for submission to the Board of Trustees at the December 1, 2020, Regular Board Meeting.

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

7.2 2019-20 Audit Committee Annual Report to the Ministry

Moved By: V. Iantomasi

Seconded By: P. Murphy

RESOLVED, that the Audit Committee approve the 2019-2020 Audit Committee Annual Report for submission to the Board of Trustees and forwarded to the Ministry of Education.

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

8. Reports / Discussion Items

8.1 Compliance Report (A. Lofts)

On an annual basis, the Audit Committee is required to obtain confirmation from the Director of Education that all statutory requirements have been met as prescribed under Ontario Regulation 361/10 of the Education Act.

8.2 2019-20 Treasurer's Annual Investment Report (A. Lofts)

A. Lofts presented the Treasurer's Report.

8.3 Proposed 2020-21 Meeting Dates (A. Lofts)

Committee members are in support of a meeting in February / March 2021. K. Jones to email proposed dates.

9. Standing Reference Items

9.1 Ministry's Timing of the Audit Committee's Key Activities and proposed Audit Committee Meeting Agenda Topics

9.2 Ontario Regulation 361/10

10. Resolution re Absentees

None.

11. Adjournment

Moved By: P. DeRosa

Seconded By: P. Murphy

RESOLVED that the meeting move to Closed.

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

Moved By: P. DeRosa

Seconded By: P. Murphy

RESOLVED that the meeting adjourn.

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

The meeting adjourned at 9:45 pm.

MINUTES OF THE AUDIT COMMITTEE MEETING

Date: May 25, 2021
Time: 7:30 pm
Location: Teleconference

Committee Members Present: J. Fahrer, External Member
P. Murphy, Trustee Representative

Committee Members Absent:: D. Morton, Chair, External Member
V. Iantomasi, Trustee Representative
P. DeRosa, Trustee Representative

HCDSB Staff Present: P. Daly, Director of Education and Secretary of the Board
A. Lofts, Superintendent of Business Services and Treasurer of the Board
A. Cross, Senior Manager, Financial Services

Invited Guests: J. Baker, Manager, Regional Internal Audit Team (RIAT)
M. Fisher, External Auditor, KPMG
D. Marks, External Auditor, KPMG

Recording Secretary: K. Jones

1. Call to Order

The resource person to the committee, A. Lofts, called the meeting to order at 7:30 pm

2. Quorum was not present.

3. The meeting was adjourned at 7:35 pm.

MINUTES OF THE AUDIT COMMITTEE MEETING

Date: June 2, 2021
Time: 1:15 pm
Location: Teleconference

Committee Members Present: D. Morton, Chair, External Member
J. Fahrer, External Member
P. Murphy, Trustee Representative

Committee Members Absent:: V. Iantomasi, Trustee Representative
P. DeRosa, Trustee Representative

HCDSB Staff Present: P. Daly, Director of Education and Secretary of the Board
A. Lofts, Superintendent of Business Services and Treasurer of the Board
A. Cross, Senior Manager, Financial Services

Invited Guests: J. Baker, Manager, Regional Internal Audit Team (RIAT)
A. Eltherington, Regional Internal Auditor (RIAT)
M. Fisher, External Auditor, KPMG
D. Marks, External Auditor, KPMG

Recording Secretary: K. Jones

1. Call to Order

1.1 Opening Prayer

The meeting opened with a prayer led by A. Lofts.

2. Approval of the Agenda

Moved By: J. Fahrer

Seconded By: P. Murphy

RESOLVED that the agenda be accepted as presented.

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

3. Declarations of Conflict of Interest

None.

4. Approval of Minutes

None.

5. Presentations

None.

6. Business Arising from Previous Meetings

None.

7. Action Items

7.1 2020-21 Year-End Planning Report from KPMG (D. Marks)

KPMG Staff presented the 2020-21 year-end audit plan. Discussion ensued. It was confirmed that the engagement letter and fees have not yet been finalized. It was noted that in the next few years, asset retirement would be part of the year-end audit.

Moved By: P. Murphy

Seconded By: J. Fahrer

RESOLVED that the Audit Committee approve the External Auditor's 202-21 Year-End Planning Report for submission to the Board of Trustees at the June 15, 2021, Regular Board Meeting.

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

8. Reports / Discussion Items

None.

9. Standing Reference Items

For reference only.

10. Resolution re Absentees

Moved By: P. Murphy

Seconded By: J. Fahrer

RESOLVED that this item be postponed until the September 2021 Audit Committee Meeting.

11. Adjournment and Closing Prayer

Moved By: P. Murphy

Seconded By: J. Fahrer

RESOLVED that the meeting be adjourned at 1:46 pm.

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

MINUTES OF THE CATHOLIC PARENT INVOLVEMENT COMMITTEE (CPIC)

Date: June 7, 2021
Time: 7:00 pm
Location: Virtual Meeting

Members Present: T. Arruda-Newns
G. Bergin
S. Boulanger
V. Chininea
N. Dinolfo
M. Duarte
L. Efremova
S. Furlong-Warren
L. Gallo
D. Garell-Teti
M. Lourenco
J. MacLeod
T. O'Brien
J. Santos
S. Sywash

Guests:
P. Daly
A. Swinden

Regrets: O. Liuyomade
V. Monaco
Fr. D. Walter

Chair: J. Santos

Recording Secretary A. Brown

1. Opening Prayer & HCDSB Land Acknowledgement

J. Santos began the meeting at 7:01 p.m. with a welcome, V. Chininea led the committee with an opening prayer, followed by the Land Acknowledgement.

2. Approvals & Revisions

2.1 Agenda

Moved by: J. MacLeod

Seconded by: S. Furlong-Warren

That, the agenda be approved.

CARRIED

2.2 Minutes

- Amendments were made to the Minutes of May 3, 2021.

Moved by: M. Lourenco

Seconded by: S. Boulanger

That, the minutes of the May 3, 2021 Catholic Parent Involvement Committee be approved.

CARRIED

3. Board Update (N. Dinolfo)

3.1 General update

- Although only a week into June – as a system we have prayed, reflected, and embraced so many things together.
- Today we are praying the 5th day of the Novena to the Sacred Heart of Jesus – You comfort Us so we may comfort others and we will celebrate the feast of the Sacred Heart of Jesus on June 11th.

National Indigenous History Month

- our days, reflection and prayers are for our indigenous brothers and sisters and the grief and sorrow we share as a Catholic School System learning about the discovery of the unmarked grave of 215 children at the Residential School in Kamloops – we continue to pray and acknowledge the pain and suffering of the past and continue to work together for healing and reconciliation on June 21st - National Indigenous Peoples Day
- All of our schools have fully embraced our HCDSB board motion Supporting Our Diverse Community in particular our students and staff who are part of the 2SLGBTQ+ community – Rainbow Day on June 1st focused on the love we have for another where all are embraced with love and human dignity – virtually and in our school settings, symbols of our board response with signage and rainbow cross walks created the spaces for all our students to feel welcomed and supported – June 14th will be HCDSB Pride Awareness Day – schools will be bringing awareness to our staff and students about Pride and the history of Pride
- June is also Filipino Heritage Month together with Portuguese and Italian Heritage Month - - we celebrate Filipino, Portuguese and Italian Canadians and honour their contribution to the growth and development of our country and our HCDSB communities.
- All our schools are continuing with remote learning for the remainder of the school year.
- Tech and wifi continue to be provided to families who have asked for the resources. Students in elementary and secondary who have been provided with technology can keep the resources for their summer program and return them to the school in August/September.
- All of our category 4 or 5 Special Education classroom placements have some students attending in person. At the secondary CLC setting all schools have students and educators working on-site daily and in the elementary setting we have some

students attending daily or with a modified day and in-person educators supporting them.

- There have been some requests for some of our identified students to now attend in person over the past few weeks on a modified day. Parents are working together with their school and administrator to create a schedule that works best to meet the student need.
- Graduations – all school planned events have been communicated to the school community and include a virtual ceremony with an outdoor event following the health and safety protocols at this stage of reopening for the distribution of diplomas, awards and for families to take photos of their graduate.
- Our graduations will be the focus for our grade 8s and grade 12s. For our K- Grade 7 classes schools will end off the year in a positive note through the remote learning environment – guest speakers, special events, year-end liturgy and curb side pick-up and drop off of personal belongings and resources as per the protocols set out by Halton Region Public Health. Schools will communicate their plans to parents and guardians.
- We are also planning for the start of the 2021/22 school year:
- Our school year calendar has been approved by the ministry and a formal communication will be sent out to parents this week.
- September PA Days focus on Professional Development for our educators: Health and Safety Protocols, student mental health and wellbeing, learning recovery and intervention strategies to work with students after learning interruptions due to Covid -19 and further development of the new math curriculum.
- Our high schools will follow an in person quadmester schedule and the details of how the day will run will be shared with the calendar communication to parents. Our committee is working through what our schedule and day will look like and seek feedback through CPIC, SEAC and our student trustees.
- Our elementary learning environment survey is out now and will close on June 11. The Ministry has directed us to prepare for September 2021 as we were when school went remote in April. Our return in September will continue with students being in a cohort and children wearing masks. The focus is on vaccinating our educators and students from 12 – 17 for September. The data for Covid-19 will dictate what the health and safety protocols will be, but we have learned a lot this year and know the protocols Halton, and in particular Halton Catholic, put in place were successful. We have had minimal outbreaks in our schools and will continue to follow the direction from public health with our reopening plans.
- Schools have started transition planning for our special education students for August, where students and parents will meet with the school, ahead of the start of the school year and through a special program that has been planned for the week of August 23rd.
- Elementary Summer School Registration is open and has various offerings for grade 6-8 for literacy and numeracy and Camp Summerland for Grade 2 – 5 for students who have been selected for the program based on their needs and Special Education programs.
- We continue to have our virtual summer school secondary program offerings.
- We continue to take Kindergarten and all new student registrations at the schools, and this will continue through the summer.
- Our virtual new Kindergarten Parent Orientation sessions were well attended and engaged our new parents. We look forward to working together with them in the fall.

- Report Cards at the elementary and secondary panel will go home electronically. Elementary Report cards will go home on Wednesday June 23rd and secondary schools reports first week of July. Most elementary report cards will only have marks assigned and no commentary as a result of the sanctions from our elementary OECTA strike action. Classes that have been taught by a long-term occasional teacher will have commentary together with marks.
- All of our educators are continuing to support the students with their academic, spiritual and mental well-being. Educators have planned many different activities to wrap up the year on a positive note for the students and we thank our families for working in partnership with us this year and as we begin to plan for the fall.
- CPIC Speaker Series coming up and information will start to be released this week.
 - Questions for Superintendent Dinolfo were asked and answered.

4. Trustee update (M. Duarte)

4.1 General update

- A little bit of what is going on at the Board since the last CPIC meeting on May 3rd Trustees have been very busy since the last CPIC meeting with 3 Board meetings, 2 Special Board meetings, 1 policy meeting & 1 MYSP meeting!
- At the May 4th Board meeting Trustees approved the 2021-2022 school year calendar. At the same meeting the Capital Priorities Program Submission was approved with 2 new schools in Milton, 1 in Georgetown, 1 in North Oakville, besides a couple of extensions and re-builds.
- Phase 1 of the MYSP was concluded with Trustees accepting the recommendations of the MYSP committee as far as Mission, Vision and Values are concerned. Phase 2 – data collection is in process now. We hope to complete the 4 phases of the MYSP early next year.
- At the May 18th Board meeting there was 1 delegation on student voice and 3 delegations on cancellation of grade 9 pre-AP and pre-IB math programs because of Ministry mandated grade 9 math de-streaming implementation at HCDSB.
- At the May 27th Special Board meeting, Trustees responded to the student voice delegation by referring it to a “Working Staff Committee – Student Leadership”. This is a new committee comprising of Senior staff which will work with our students to better connect, align, support and expand student leadership, both at the system and school levels. This will be an exciting opportunity for our students. At the same meeting, the new name for Milton#3 high school was approved to be St Kateri Tekakwitha – our very own indigenous Canadian saint!
- The comprehensive, detailed and updated policy II-45 Equity and Inclusion was approved at the same meeting. This is an extremely important policy and we are proud of the effort and work that staff put into it and this policy will go a long way in making our students and staff feel included and safe.
- At the June 1st meeting, there was a presentation on the work done by the STEM committee over the past year. There were 2 delegations on cancellation of grade 9 pre-AP and pre-IB math programs because of de-streaming implementation at HCDSB. Prior to these delegations, staff had decided to retain programming for the math AP and IB programs to the way it originally was. The response to these delegations was that any cancellation of the AP or IB programming would be brought to the Board of Trustees.

- At the June 3rd Special Board meeting, the results of the STEM committee recommendations were presented and unanimously approved! The original STEM motion a year back, was to find opportunities to increase curricular and extra-curricular STEM activities and promote them in our system. The committee worked together for a whole year to come up with this report with concrete plans to implement and grow STEM/STEAM in all elementary and secondary schools in the system. STEM/STEAM is now tied to the curriculum and linked to the Ontario Catholic Schools Graduate expectations. We now have a detailed roadmap with plans for resources, dedicated staff and physical spaces in our schools. (See the board package for details). STEAM is now an excellent opportunity for school councils, parents and our alumni students to be involved in the deployment process at our schools (Camps / Clubs / Parent evenings etc..) and I hope you could help disseminate this info. This initiative also brings opportunities for all our girl students, whilst also providing equitable and accessible opportunities to each and every student in our system and my hope is that it will only keep on growing. Staff will bring this to CPIC as well as SEAC and will look to grow the committee representation.

4.2 Upcoming Notable Items

1. Trustees are involved with school graduation ceremony preparations this week – virtually!!
2. Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee will come up for discussion at the Policy meeting tomorrow night. If approved, it will go to the last Board meeting on June 15th for Board approval.
3. Trustees will be having meetings in July to discuss and approve the budget.
4. A consultant will be hired to assist with some areas of the MYSP Phase 2 (data collection) and this will happen in August.

Finally This being our end-of-the-year meeting, I would like to **Thank** each and every CPIC member for your dedication and contribution to CPIC and HCDSB. Have a great and safe summer with your families!

- Questions for Vice Chair Duarte were asked and answered.

5. Standing Items:

5.1 OAPCE Update (D. Garell-Teti)

- Submitted final regional report for Halton to the Executive Director of OAPCE on Friday. It will be included in upcoming Parent 4 Parent newsletter which is due to be released shortly.
- Attending a Board of Directors meeting near the end of June for OAPCE to look at strategic planning for the next year.
- Plan in works for upcoming events in June – along the lines of a Town Hall. Finalized plans will be forwarded to OAPCE reps.
- Denice thanked all OAPCE reps. for their contribution to OAPCE through school councils and parent engagements.

5.2 CPIC Subcommittees

5.2.1 School Council Support Committee (L. Efremova)

- Subcommittee met and provided a few comments and forwarded the school council handbook it to CPIC chairs. Feedback given that it needs further review and revisions. Hopefully it will be ready for September for the new members when they start.

5.2.2 Parent/Community Engagement Committee (J. MacLeod)

- Arranged the guest speaker for CPIC Speaker Series but have not met.

5.2.3 By-Laws Committee (S. Boulanger)

- Phase one of the review of the by-law document focused on language and structure has been complete. The subcommittee is meeting on Thursday to discuss more substantial changes to be made to the by-laws.

5.3 CPIC Representation on Board Committees

5.3.1 Mental Health (L. Efremova)

- Nothing to report at this time.

5.3.2 Bullying Prevention (S. Furlong-Warren)

- Nothing to report at this time.

5.3.3 Walk with Jesus (T. Newns-Arruda)

- The event took place on May 6th. Thanks go out to everyone involved in organizing the Walk with Jesus and to all who participated.

5.3.4 Home-School-Parish Partnership (J. Santos)

- Nothing to report at this time.

6. Discussion Items:

6.1 2021-2022 CPIC Meeting Dates

- changed some dates from the proposal last meeting, due to feedback given, in that four (4) Council of Chairs meetings may provide so much great information to bring back to Catholic School Councils. One CPIC meeting was removed in order to accommodate an extra Council of Chairs meeting for the 2021-2022 school year.
 - Questions asked and answered regarding the last Council of Chairs meeting.

6.2 Community Representative Position (open September 2021)

- Discussion took place on what kind of candidate they would like to see as a Community Rep. on CPIC come September 2021. Some excellent ideas were presented.
- Description from the Ministry of Education is as follows *“this person would contribute to the discussions of school council, represent the community respective and help build partnerships and links between the school and community”*.

7. Other Business/Future Agenda Items

- D. Garell-Teti brought to the committee’s attention Future Ground Prize for the David Suzuki Foundation. Encouraged all to vote. www.davidsuzuki.org
- Discussed possible topics for Council of Chairs meeting for 2021-2022
- Exiting CPIC members gave a brief overview on their roles on the Board Committees they sat on.

8. Closing Prayer

- J. Santos and G. Bergin both thanked everyone for your hard work on CPIC. N. Dinolfo thanked everyone but gave a special thank you to our departing members,
- N. Dinolfo ended the meeting with a closing prayer.

9. Adjournment

Meeting was adjourned at 8:08 p.m.

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: June 14, 2021
 Time: 7:00 pm
 Location: Microsoft Teams

Members Present	L. Anderson	M. Lourenco (Chair)
	M. Arteaga	P. Moran
	M. Duarte	R. Quesnel
	N. Guzzo	D. Rabenda
	D. Hotopeleanu	L. Rojas-Silva
	J. Lim	T. Veale
	A. Louca-Ricci	

Staff Present	J. Acheson, Acting Chief Social Worker
	S. Balogh, Superintendent, Special Education Services
	P. Brophy, Vice Principal, Corpus Christi Secondary School
	C. Chliszczyk, Vice Principal, Assumption Secondary School
	J. Crowell, Superintendent, Curriculum Services
	P. Daly, Director of Education
	O. Foese, Chief Psychologist
	D. Kollee, Chief Speech Language Pathologist
	F. Lannutti, Itinerant SERT
	C. Merla, Itinerant SERT
J. O'Reilly, Special Education Coordinator	
K. Wong, Principal, St. Kateri Tekakwitha	

Members Excused	B. Agnew, R. Barreiro, H. Karabela, S. Sweet
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Recording Secretary	A. Hughes
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1. Call to Order

The chair called the meeting to order.

1.1 Opening Prayer and Land Acknowledgement

The meeting opened at 7:01 p.m. with a prayer led by the Chair. The chair noted that the order of the presentations will be changed from what was contained in the meeting package.

1.2 Approval of Agenda

Moved by: P. Moran

Seconded by: R. Quesnel

RESOLVED, that the agenda be accepted as received. **CARRIED**

2. Presentations

2.1 Science, Technology, Engineering, Mathematics (STEM) (J. Crowell)

M. Lourenco introduced J. Crowell, Superintendent, Curriculum Services who presented on STEM. J. Crowell introduced some members of the steering committee; P. Brophy, Vice Principal, Corpus Christi Secondary School, C. Chliszczyk, Vice Principal, Assumption Secondary School and K. Wong, Principal, St. Kateri Tekakwitha who presented with him. The presentation concluded with staff answering questions. S. Balogh informed members that special education itinerants were added to the STEM steering committee and that

updates will be brought to SEAC in the fall. SEAC members were asked if any were interested in joining the STEM steering committee. M. Lourenco and N. Guzzo volunteered to join the steering committee. The Chair suggested if any other members were interested in joining the steering committee to email the chair and vice chair. The presentation is included in the meeting package.

2.2 Multi-Year Strategic Plan (P. Daly)

M. Lourenco introduced P. Daly, Director of Education who presented on the Multi-Year Strategic Plan. P. Daly explained the strategic planning process, timelines, next steps and concluded with answering questions. HCDSB is currently in year five of implementation of our 5-year Multi-Year Strategic Plan. The presentation is included in the meeting package.

2.3 Special Education Video (Special Education Staff)

S. Balogh presented a video “Special Education 2021” that special education staff created for SEAC. The compilation showcased the collaborative work and successes in special education over the 2020-2021 school year.

3. Action to be Taken

3.1 Minutes of the May 31, 2021 SEAC Meeting

Moved by: N. Guzzo

Seconded by: P. Moran

RESOLVED, that the minutes of the May 31, 2021 SEAC Meeting be approved as presented.

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

4. Declarations of Conflict of Interest

There were no conflicts of interest reported.

5. Business Arising from Previous Meetings (Chair)

M. Lourenco suggested that the ongoing Business Arising items and SEAC goals be reviewed in September at which point members can determine how they want to move forward on those items in the new school year.

6. Special Education Board Policy Review (Chair)

There were no policies for review.

7. Action and Information Items

7.1 Accessibility Plan (Chair)

The link to the Multi-Year Accessibility Plan was in the meeting package. The Chair explained that it is reviewed and updated on an annual basis by the committee. Members were asked if there were any questions or comments regarding the plan. The Chair told members that they can email their feedback on the plan and the feedback will be brought forward to the Multi-Year Accessibility Plan committee.

The Chair informed members of a memorandum that was received from the Deputy Minister of Education on the public consultation on the K – 12 Standards Development Committee’s initial recommendations report. The mandate of the committee is to provide recommendations to the government on removing and preventing accessibility barriers in the publicly funded education system. The memorandum, which includes the link to provide feedback, will be shared after the meeting by email with members.

8. Communications to SEAC

8.1 Superintendent's Report

S. Balogh provided updates on:

Professional Development: a FASD Presentation was provided to Administrators at the June 2nd Administrators meetings. The final Family of Schools meeting was held for Elementary SERTs. Award winners were celebrated who received the Suzanne Rossini Award for Closing the Achievement Gap and the Gary Mahoney Award for Most Improved Behaviour. We also celebrated 2 SERT retirees and there was a presentation on the new Mental Health and Well Being Multi-Disciplinary Team. The final Program Services meeting for the year in collaboration with Curriculum and Student Success was held. Psychology staff attended the College of Psychologists of Ontario Ethics Webinar.

Psychological Assessment Wait Times: are approximately 8 months. The next referrals that will be seen are from October 2020.

Ontario Autism Program (OAP): is a new initiative and is a needs-based funding/services for children with a diagnosis of Autism. It is an entry-to-school program and is a new pilot program. The Ministry of Children, Community, and Social Services and the Ministry of Education are partnering to deliver the OAP: Entry to School Program. The Entry to School Program is delivered by successful community service providers who have to go through an application process and will deliver the six-month, group-based skillbuilding program for young children (aged 3 – 5 years), enrolled in the OAP, who are entering school for the first time (either kindergarten or grade one). The group program will be delivered by community service providers and will be focused on preparing young children to enter school. The intent is for children to participate in the group program in the six months immediately prior to their school start date. As children participate in the group program, Entry to School program staff will work with local school boards to support and participate in school-based transition planning for these children. During the first six months after children start school, Entry to School program staff will be available to provide consultation support to families and/or educators, upon request, to support a successful transition to school. HCDSB has had two community agencies, in partnership with additional agencies, reach out with their intent to put in an application to deliver the "Entry to School Program" and would like a letter of support. Our staff have met with one group and will be debriefing as a team to make a final determination around supporting their application for the Entry to School Program. Applications from the community agencies are due June 25th. Successful applicants will be notified in the Fall.

Student Engagement Opportunity: over the course of the last several months, our Gifted classes have been participating in a program offered by Canada Learning Code called a "Hackathon". In this program, students were challenged to design a technical solution to a social issue of their choice. Learning objectives during the Hackathon included: collaboration in small groups, framing a social problem they would like to address, designing a tech solution to their framed problem using human-centred design thinking principles and conducting user interviews to determine if their solution meets user needs.

Destreamed Math Update: the curriculum was released by the Ministry last Wednesday. The technical briefing is taking place this week with the Ministry and Board staff. Training specific to the document will be provided to teachers including special education teachers. Staff will be coming together to do some writing over the summer. The September 2nd PA Day has been designated for math professional development.

June Planning: an email communication to families has gone out with the June protocol including how to retrieve any personal belongings and return any borrowed items. Special education students who are currently receiving instruction in-person will continue to do so until the last day of school, June 29th in elementary and June 28th in secondary.

September Planning: a few surveys have gone out to families to gather information for planning purposes. Secondary parents/guardians with students in Life Skills were sent a survey and the vast majority are opting for in-person. Elementary parents/guardians have been asked to confirm their intention for September. There are fewer students with IEPs who are opting for virtual school. At this point, based on the preliminary data, we can offer Placement 1-3, however we cannot commit to the placement 4 option for any of the specialized classes, given the feedback and high interest from parents to return to their home school. The next step is to review the information we have and to consult with families and school teams to determine next steps.

We have retained the elementary special education teachers for the virtual school. They taught the virtual Gifted and STC classes and they will be able to program and support students, including placement 3 options.

Secondary Model for September: several models are being considered. Information on the proposed models will be sent to SEAC and CPIC with a feedback form for members to provide input.

S. Balogh will inquire if school councils will receive the proposed models and feedback form.

The Suzanne Rossini Award for Closing the Achievement Gap and the Gary Mahoney Award for Most Improved Behaviour were further explained by J. O'Reilly.

M. Lourenco inquired about SEAC representation on the Destreaming committee/process. S. Balogh will bring the inquiry forward to the committee. The item will be added to the Business Arising chart.

8.2 Trustee Reports

M. Duarte reported on:

- There has been one Board of Trustees meeting and one Special Board of Trustees meeting since the last SEAC meeting. Included on the meeting agendas was the 2021 Education Development Charges By-Law Amendment, a STEM presentation, and delegations on the Pre AP, AP and IB math programs.
- A resolution was passed that any future proposed changes to the Pre AP, AP and IB math programs, would be brought to the Board of Trustees for approval.
- There was approval to proceed with phase two of the Multi-Year Strategic Planning Process. A consultant will be hired to assist with phase two of the Multi-Year Strategic Plan.
- Trustees are involved in school graduation preparation.
- Trustees will have meetings in June and July to discuss the budget.
- Staff and SEAC volunteers were thanked for their dedication and contributions.

The report concluded with questions being answered.

9. SEAC Discussion/Questions

The chair asked members if they had any items they wanted to discuss.

M. Lourenco inquired on the budget process. S. Balogh informed members that the information from the form that went to SEAC members on the budget was part of the process. The feedback was included in the budget presentation and was cross referenced. There is an upcoming Board of Trustees meeting focusing on the budget.

M. Lourenco inquired about the number of behavioural identifications reported at the May 31st SEAC meeting and if it will be looked at further. S. Balogh informed that the exceptionality data is always reviewed and monitored by the special education leadership team.

10. Meeting Summary and Next Steps

11. Next Agenda: Meeting September 27, 2021

12. Adjournment

12.1 Resolution re Absentees (Chair)

Moved by: P. Moran

Seconded by: T. Veale

RESOLVED, that B. Agnew, R. Barreiro, H. Karabela, S. Sweet be excused. **CARRIED**

12.2 Adjournment and Closing Prayer (Chair)

Moved by: D. Hotopeleanu

Seconded by: M. Duarte

RESOLVED, that the meeting adjourn. **CARRIED**

The meeting adjourned at 8:36 p.m. with a prayer led by the Chair.

MINISTRY MEMOS

DATE ISSUED	MEMO TITLE AND LINK
September 23, 2021	Updates to: Reciprocal Education Approach (REA) Instructions for First Nations and School Boards and Supporting Documents
September 23, 2021	Amendments to Restricted Purpose Revenues Regulation and the New Fees for Central Bargaining Regulation
September 24 2021	COVID-19 Immunization Assessments for Vaccine Eligible Students
September 24 2021	District School Board Preliminary Enrolment for 2021-22 and Enrolment Projections for 2022-23
September 29, 2021	Enrolment Open for Fresh from the Farm: Healthy Fundraising for Ontario Schools 2021
September 29, 2021	Fall 2021-22 Ontario School Information System (OnSIS0 Data Collection and Education Information Updates