

**REGULAR BOARD MEETING  
REVISED AGENDA**

Date: October 19, 2021  
Time: 7:00 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

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	<b>Pages</b>
<b>1. Call to Order</b>	
1.1. Land Acknowledgement, Opening Prayer, National Anthem and Oath of Citizenship (A. Tokiwa)	
1.2. Motions Adopted In-Camera	
1.3. Information Received In-Camera	
<b>2. Approval of the Agenda</b>	
<b>3. Declarations of Conflict of Interest</b>	
<b>4. Presentations</b>	
4.1. Senior Staff Updates	
<b>5. Delegations</b>	
5.1. Supporting HCDSB's Diverse Student Body (K. Dickinson, I. McCombe)	1 - 18
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12.4.	<i>M. Lourenco</i>	91 - 99
<b>13.</b>	<b>Open Question Period</b>	
<b>14.</b>	<b>In Camera</b>	
<b>15.</b>	<b>Resolution re Absentees</b>	
<b>16.</b>	<b>Adjournment and Closing Prayer (V. Iantomasi)</b>	

October 19<sup>th</sup>, 2021

## Supporting HCDSB's Diverse Student Body

Good evening Trustees. My name is Ian McCombe and presenting with me tonight is Kristy Dickinson. We will be speaking to the board tonight on behalf of Halton Parents for Change. We are urging you to reconsider your decision not to act in response to the repeated requests from HCDSB students to allow non-Catholic students to run for the position of student trustee. This request has been debated several times at the Board table, most recently at the Policy Committee meeting just last week, and thus far, you have not taken any action to address this very clear interest of our students. Additionally, during many of these debates, inaccurate statements have been made with regards to the requirements set out in the Education Act and related legislation. I would like to take this opportunity to make sure that these requirements are corrected so that these misstatements do not continue, nor hinder an informed decision.

First and foremost we would like to state our full support for any HCDSB student who wishes to seek election as student trustee in our Board. The student trustee role is a prestigious one which carries with it a great deal of responsibility. They are responsible for bringing the student voice to you, our Board of Trustees, so that you are aware of the wants and needs of our students. They are invited to join the Ontario Student Trustees Association, making powerful connections and lobbying for change at the Provincial level. There are also material rewards available in the form of honoraria for successful candidates.

These are all responsibilities, opportunities, and rewards which a large portion of your secondary students are not eligible to pursue. No matter how you try to rationalize this outcome as being for the benefit of the school board and Catholic education, the practice itself is discriminatory. A position such as that of student trustee, which disqualifies many, up to 40% of students in some HCDSB secondary schools, must be available fairly to all members of the student body, especially on grounds protected by the Human Rights Code.

As noted earlier, this matter has been debated many times before this Board, and in at least four delegations in the last six months, but no material changes have occurred. In fact, an amendment to policy I-26 was even proposed at the Policy Committee on June 8, 2021, but was summarily dismissed. Nevertheless, the blueprint exists. The HCDSB Student Senate has voted unanimously in support of the change. While several members of the Board appear to agree that the change is necessary, others have continued to cite reasons for delaying or opposing the change. We would also like to take this opportunity to address some of these concerns.

In the May 4th, 2021 board meeting, a trustee mentioned that regulations regarding the qualifications for student trustees were specified in the Municipal Act. This is false. The Municipal Act and the Municipal Elections Act do not specify requirements for Student Trustees or even Catholic School trustees. Entitlement to vote and qualifications for the positions of Catholic School trustee and student trustee are set out in the Education Act.

Regarding the Education Act itself, a number of incorrect statements have been made in nearly every meeting in which this matter has been discussed. First and foremost, there is no explicit stipulation that



a Student Trustee must meet the same qualifications as a municipally elected trustee, nor that they must be Catholic in the case of the separate school board. The qualifications are clearly stated in O. Reg 7/07 and are limited to the following:

- A full-time pupil in the school board in the senior division
- Not currently serving a sentence of imprisonment<sup>1</sup>

In fact, in the Ottawa Catholic District School Board, the only stated requirement for student trustees is that they meet the eligibility set out in the O. Reg 7/07. It appears that they are currently the only Catholic board in Ontario which has no requirement for student trustees to be explicitly Catholic.

At more than one board meeting it was argued that the term ‘trustee’ includes student trustees and as such they would be subject to the same restrictions. Again this is incorrect. The Education Act also explicitly states the following:

- *A member of a board may be referred to as a trustee for any purpose related to this Act.*<sup>2</sup>

and

- *A student trustee is not a member of the board and is not entitled to exercise a binding vote on any matter before the board or any of its committees.*<sup>3</sup>

In the policy meeting just this past week, October 12, 2021, seemingly fictitious regulations regarding the number of student trustees were cited. It is not known where this information came from as, once again, O. Reg 7/07 states clearly:

*“The board shall have at least two but not more than three student trustees.”*<sup>4</sup>

There is no regulation regarding the distribution of these student trustees.

As we have demonstrated, in the preceding months numerous incorrect statements have been made publicly by members of the board. While we sincerely hope that these were simple errors, we would like to call attention to the Trustee Code of Conduct which requires that trustees “shall demonstrate honesty and integrity” and with respect to legislation they “shall ensure that all information they communicate in the course of their duties is accurate and complete.”

Finally, there is the issue of denominational rights which is often used as a shield of sorts to deflect any undesirable change. Denominational rights are an extremely important part of the Constitution Act and provide the basis of our Catholic School Board, but they do not allow for unfettered discrimination to take place. There are limits to the scope they provide stated in the Constitution Act itself:

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<sup>1</sup> Student Trustees, O Reg 7/07, <<https://canlii.ca/t/5548v>> retrieved on 2021-10-13

<sup>2</sup> Education Act, RSO 1990, c E.2, s 1, <<https://canlii.ca/t/2c0#sec1>>, retrieved on 2021-10-13

<sup>3</sup> Education Act, RSO 1990, c E.2, s 55, <<https://canlii.ca/t/2c0#sec55>>, retrieved on 2021-10-13

<sup>4</sup> Student Trustees, O Reg 7/07, s 3, <<https://canlii.ca/t/sv7#sec3>>, retrieved on 2021-10-13





*93 1) Nothing in any such Law shall prejudicially affect any Right or Privilege with respect to Denominational Schools which any Class of Persons have by Law in the Province at the Union<sup>5</sup>*

This matter has been debated in Canadian courts numerous times already and has resulted in the following rubric being applied:

*In order to claim protection under s. 93(1) of the Constitution Act, 1867, the following conditions must be met:*

- (a) there must be a right or privilege affecting a denominational school;*
- (b) enjoyed by a particular class of persons;*
- (c) by law;*
- (d) in effect at the time of Union [Confederation];*
- (e) and which is prejudicially affected.<sup>6</sup>*

Plainly, the right to limit student trustees, which we've already established are distinct from Catholic school trustees, was not a right in effect at the time of Confederation, it should not be protected under Section 93. The Ontario Human Rights Commission also makes it clear that the Section 19 of the Ontario Human Rights Code, which deals specifically with denominational rights, that these rights are not a shield for discrimination:

*Separate schools in Ontario have special rights guaranteed by the Constitution and by the Education Act. Section 19 means that the Code cannot affect those rights, which are mainly related to the existence and funding of Roman Catholic schools.*

*Otherwise, the right to be free from discrimination under the Code applies to Catholic schools. All schools have a legal duty to provide students with an education environment free from harassment and other forms of discrimination because of Code grounds.<sup>7</sup>*

As this issue has been discussed recently, various types of compromise have been floated as possible solutions. In our opinion, these options do not go far enough in providing an equitable environment for non-Catholic students. One possibility was floated as creating a new position of "student trustee advisor" which would be available to non-Catholic students. While some may see this as an improvement, it still does not allow these students the opportunities that a trustee position would hold. OSTA and the Ministry of Education would likely not recognize these positions and students would not have the same networking connections presented. While the board would be in a position to offer an appropriate honoraria for the position, it is under no obligation to do so. It is important to remember the phrase, "Separate but equal is inherently unequal."

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<sup>5</sup> The Constitution Act, 1867, 30 & 31 Vict, c 3, s 93, <<https://canlii.ca/t/8q7k#sec93>>, retrieved on 2021-10-13

<sup>6</sup> A.G. (Que.) v. Greater Hull School Board, 1984 CanLII 29 (SCC), [1984] 2 SCR 575, <<https://canlii.ca/t/1lpfx>>, retrieved on 2021-10-13

<sup>7</sup> Ontario Human Rights Commission, Separate school rights preserved, <http://www.ohrc.on.ca/en/part-ii-%E2%80%93-interpretation-and-application/separate-school-rights-preserved>



The other common theme that we've heard recently is that trustees would prefer to wait for the current court case between York Catholic District School Board and a non-Catholic student who wishes to have the same opportunities we have spoken in favour of tonight. As I hope has been shown, there is nothing precluding the board from making this decision now. There is no need to wait for the court case to play out. To be clear, if the case does end in a formal ruling, the possible outcomes of this case are either that all boards are required to open up eligibility to non-Catholic students, or that boards are permitted to continue to set their policies at their discretion (in other words, status quo). There is no version of the outcome that would mandate that only Catholic student trustees are permitted, as some trustees have implied in previous discussions. Further, there are many possible paths this case could take through the legal system - many of which may mean we wait for years with no ruling at all. We implore you to seek a legal opinion if you'd like confirmation of this fact. Why not afford this opportunity to your students now, because it's the right thing to do, instead of waiting for the court to order you to do so?

Your students have used every channel they have available to them to express how strongly they feel that Policy I-26 should be amended. Please don't continue to ignore their voices.



**HALTON  
PARENTS  
FOR  
CHANGE**

[info@haltonparentsforchange.ca](mailto:info@haltonparentsforchange.ca)

# Supporting HCDSB's Diverse Student Community

Kristy Dickinson

Ian McCombe

Tuesday, October 19<sup>th</sup>, 2021

# Introduction



- Ian McCombe and Kristy Dickinson – Halton Parents for Change
- Requesting action regarding the allowance of non-Catholic student trustees
- Correction of past inaccurate statements regarding requirements set out in the Education Act and other related legislation
- Ensure an informed decision is made based on accurate information

# Student Trustee opportunities



# It's discrimination

Disqualifying up to 40% of  
students in some HCDSB  
secondary schools





# Proposed amendment to Policy I-26



Policy Meeting – June 8, 2021

Proposed changes were rejected with no discussion.

## Requirements

- This policy and the associated *Administrative Procedure VI-15 Student Trustees of the Halton Catholic District School Board* shall be in accordance with provisions of the Education Act, Ontario Regulation 07/07 and any guidelines issued by the Minister of Education under paragraph 3.5 of subsection 8(1) of the Education Act.
- Qualified student nominees will hold qualifications and endorsements as stated below:
  - ~~o active Parish membership and regular mass attendance;~~
  - ~~o a letter of endorsement from Catholic leaders from the school community, i.e. a School Chaplain~~
  - o a letter of endorsement from the school principal;
  - ~~o a letter of endorsement from their parish priest;~~
  - o a letter of endorsement from the school Student Council;
  - o full-time Catholic student, in good standing, and must be at least a senior in Grade 11 by September 1<sup>st</sup> of the subsequent year;a history of leadership interest as exhibited through work on the student senate, the student council, social justice groups, parish youth organizations, liturgical programming and/or music ministry; community youth organizations; and
  - o beginning knowledge of current key issues affecting Catholic education.

- 4.4 Policy I-26 Student Trustees on the Halton Catholic District School Board (N. Guzzo, K. Kelly)  
*P#56/21*  
*Moved by: J. O'Hearn-Czarnota*  
*Seconded by: B. Agnew*  
*That, the Policy Committee recommends that Policy I-26 Student Trustees on the Halton Catholic District School Board be forwarded, to the June 15, 2021 Regular Board Meeting for approval.*

The Chair called for a vote. Recommendation *P#56/21 DEFEATED*

In favour	Opposed	Abstain	Absent
B. Agnew	P. DeRosa		N. Gubert (non-binding)
N. Guzzo	M. Duarte		
J. O'Hearn-Czarnota	V. Iantomasi		
K. Kelly (non-binding)	H. Karabela		
	P. Murphy		
	T. O'Brien		

# Correcting false information

## Board policy

**2.** (1) The board shall develop and implement a policy providing for matters relating to student trustees and to the payment of honoraria for student trustees. O. Reg. 7/07, s. 2 (1).

Student Trustees, O Reg 7/07, s 2, <<https://canlii.ca/t/sv7#sec2>>, retrieved on 2021-10-14

## Qualifications

**5.** (1) A person is qualified to act as a student trustee if, on the first day of school after the term of office begins, he or she is enrolled in the senior division of a school of the board and is,

(a) a full-time pupil; or

(b) an exceptional pupil in a special education program for whom the board has reduced the length of the instructional program on each school day under subsection 3 (3) of Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools — General) made under the Act, so long as the pupil would be a full-time pupil if the program had not been reduced. O. Reg. 42/11, s. 1; O. Reg. 354/18, s. 3.

Student Trustees, O Reg 7/07, s 5, <<https://canlii.ca/t/sv7#sec5>>, retrieved on 2021-10-14

So I just want to bring attention to the statement bursary; we have to remember that student trustees are treated as trustees. And it's not a bursary, it's an honoraria for performing as elected members of the Senate. We do not... the policy that we have in place which precludes non-Catholics from participating comes to us from both the Education Act as well as the Municipal Act. The Municipal Act states very clearly that the requirement of a trustee, and doesn't distinguish, is that he or she be a Catholic, 18 years of old years of age, and supports Catholic education. Those are the requirements which we as trustees cannot change, only the province, the Ministry of Education, and the municipal guidance.

## Trustee

(12) A member of a board may be referred to as a trustee for any purpose related to this Act. 1997, c. 31, s. 1 (7).

## No membership or binding vote

(2) A student trustee is not a member of the board and is not entitled to exercise a binding vote on any matter before the board or any of its committees. 2006, c. 10, s. 6.

Education Act, RSO 1990, c E.2, s 1, <<https://canlii.ca/t/2c0#sec1>>, retrieved on 2021-10-14

Education Act, RSO 1990, c E.2, s 55, <<https://canlii.ca/t/2c0#sec55>>, retrieved on 2021-10-14

All Ontario school boards, except for Ottawa Catholic DSB, have their own policies that include a qualification criteria of being Catholic

Regular Board Meeting  
May 4, 2021 – 00:43:05 of YouTube recording



# Correcting false information



As background, though, I have to say that our board currently, with three student trustees, is over its limit based on our enrollment amount. At our enrollment, we really should only qualify for two trustees. ~~Past boards made a decision to extend it to three because of our geographic area. Being that we have four communities that are fairly spread; so they decided to have three. It would seem to me that taking one, it would not be representative of what the board looks like from a geographic perspective.~~

## Number of student trustees

**3.** The board shall have at least two but not more than three student trustees. O. Reg. 7/07, s. 3; O. Reg. 354/18, s. 1.

Student Trustees, O Reg 7/07, s 3, <<https://canlii.ca/t/sv7#sec3>>, retrieved on 2021-10-14

Policy Meeting  
October 21, 2021 – 00:49:38 of YouTube recording

# Denominational Rights



## Education

### Legislation respecting Education

**93** In and for each Province the Legislature may exclusively make Laws in relation to Education, subject and according to the following Provisions:

1. Nothing in any such Law shall prejudicially affect any Right or Privilege with respect to Denominational Schools which any Class of Persons have by Law in the Province at the Union;

The Constitution Act, 1867, 30 & 31 Vict, c 3, s 93, <<https://canlii.ca/t/8q7k#sec93>>, retrieved on 2021-10-14

# Denominational Rights



## Conditions for Application of s. 93 Guarantees

16. There is no disagreement between the parties as to the conditions under which the s. 93 guarantees of the *Constitution Act, 1867* will apply, as stated by the trial judge at p. 342 of his judgment:

[TRANSLATION] 2. In order to claim the protection of this section, the following conditions must of necessity be met:

- (a) there must be a right or privilege affecting a denominational school;
- (b) enjoyed by a particular class of persons;
- (c) by law;
- (d) in effect at the time of the Union;
- (e) and which is prejudicially affected.

A.G. (Que.) v. Greater Hull School Board, 1984 CanLII 29 (SCC), [1984] 2 SCR 575, <<https://canlii.ca/t/1lpfx>>, retrieved on 2021-10-14

# Denominational Rights



The logo of the Ontario Human Rights Commission, featuring the coat of arms of Ontario and the text "Ontario Human Rights Commission" and "Commission ontarienne des droits de la personne".

English | Français

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## Guide to your rights and responsibilities under the Human Rights Code

- ▶ Part I – Freedom from discrimination
- ▼ Part II – Interpretation and application
  - Part II – Interpretation and application
  - Pregnancy
  - Constructive discrimination
  - Discrimination because of association
  - Announced intention to discriminate
  - Special programs
  - Canadian citizenship
  - Disability [32]
  - Special interest organizations
  - Solemnization of marriage by religious officials
  - **Separate school rights preserved**
  - Restrictions of facilities by sex
  - Recreational clubs
  - Restrictions for insurance contracts
  - Employment [35]
  - Special employment
  - Employee benefit and pension plans
  - Discrimination in employment under government contracts
- Appendix A

## Separate school rights preserved

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[◀ previous](#) [next ▶](#)

Separate schools in Ontario have special rights guaranteed by the Constitution and by the *Education Act*. Section 19 means that the *Code* cannot affect those rights, which are mainly related to the existence and funding of Roman Catholic schools.

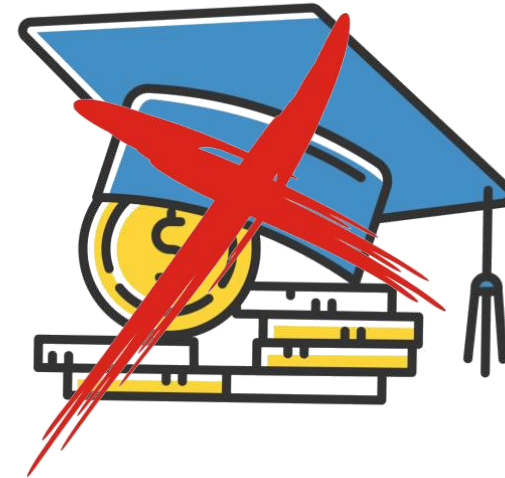
Otherwise, the right to be free from discrimination under the *Code* applies to Catholic schools. All schools have a legal duty to provide students with an education environment free from harassment and other forms of discrimination because of *Code* grounds.

This section does not deal with the rights or privileges of any religion-based schools other than Roman Catholic schools.

[◀ previous](#) [next ▶](#)

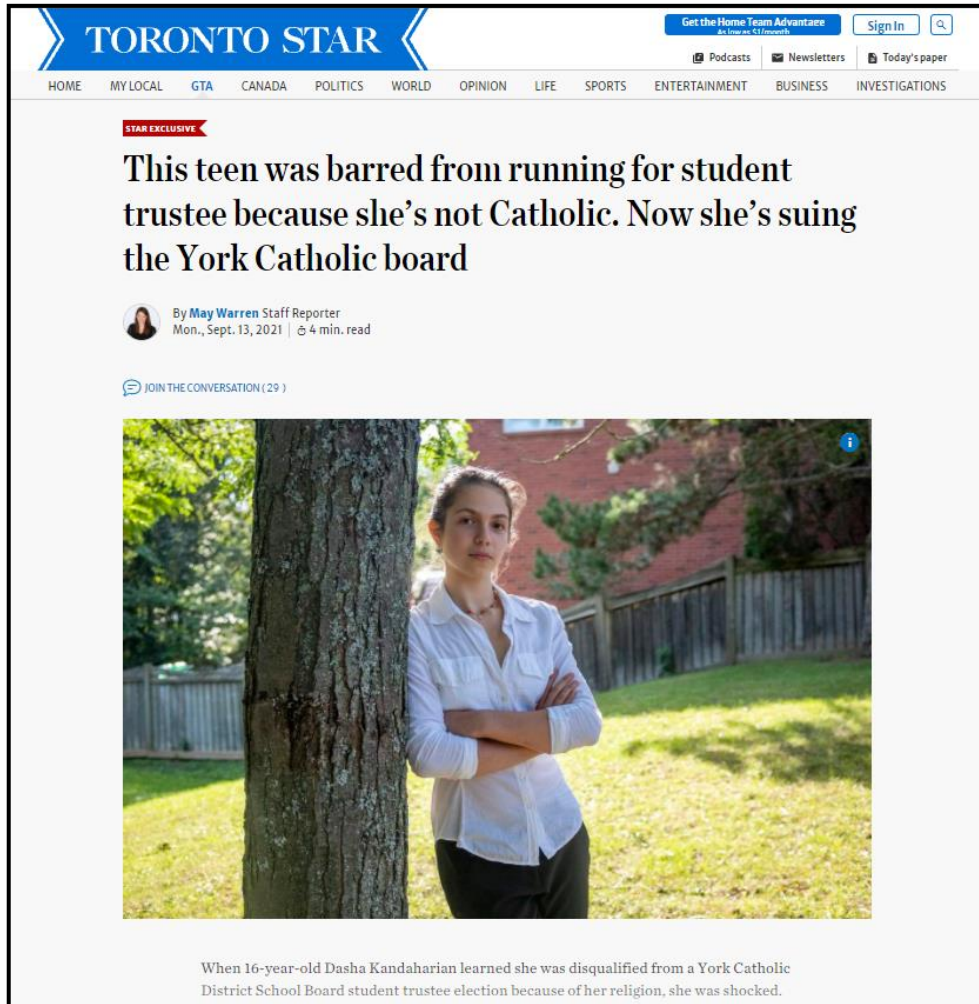
<http://www.ohrc.on.ca/en/part-ii-%E2%80%93-interpretation-and-application/separate-school-rights-preserved>

# A non-trustee position is not acceptable



“Separate but equal is inherently unequal.”

# Why wait for York Catholic?



Possible outcomes:

- Boards will be required to allow non-Catholic student trustees
- Boards will be permitted to continue to set their policies at their discretion (status quo)
- YCDSB independently changes their policy and the court case gets dropped with no legal decision
- The case takes years to work its way through legal channels while we do nothing

**Do it now because  
it's the right thing to do.**



# Why wait when your students have clearly told you what they want?



- 5. Delegations**
- 5.1. Declined Delegation
  - 5.2. Flying the Flag with Pride (N. Hotchkiss)
  - 5.3. Non-Catholic Student Trustees (N. Arango)
  - 5.4. Amending Policy I-26 and Allowing Non-Catholics to be Student Trustees (R. Barakat, T. Lefebvre, A. Robinson)

Regular Board Meeting  
April 6, 2021

- 5. Delegations**
- 5.1. Youth Vaccinations (N. Deveau)
  - 5.2. Student Experiences with Racism (J. Asante-Tutu, A. Chua)
  - 5.3. Indigenous Equity and Human Rights Roadmap (J. Black, D. DeSouza, L. Greaves)
  - 5.4. Importance of Student Voice (R. Barakat)

Regular Board Meeting  
June 15, 2021

- 5. Delegations**
- 5.1. Supporting HCDSB's Diverse Student Body (R. Barakat, K. Kelly)

Regular Board Meeting  
October 5, 2021

## Gabriela's Statement:

As a Student Trustee one of from our schools, after a lot of talking board we should provide Non-Catholic Student Trustee, this way we can have same opportunity no matter what the we need to recognize that Non-catholic as this one. I think it is important for opportunities than my peers beside. In my opinion I think that Non-Catholic student leader. It is our time to show everyone since we are all God's children.

## Alicia Tokiwa's Statement:

"Amending policy I-26 is students at our board; but also, secondary school. In Matthew it to you; for this is the law and the and a core tenant in all faiths. How without excluding ourselves? So student body is made up of a diverse Student Trustee it would be an Board. At a Catholic school, who responsibility to uphold this and provide, which can be used to Board Community. The policy a Non-Catholic voices to be heard 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."

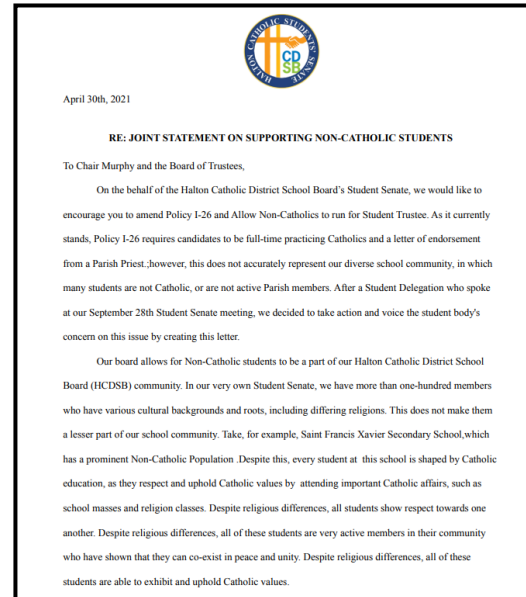
## Katie Bowie's Statement:

"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

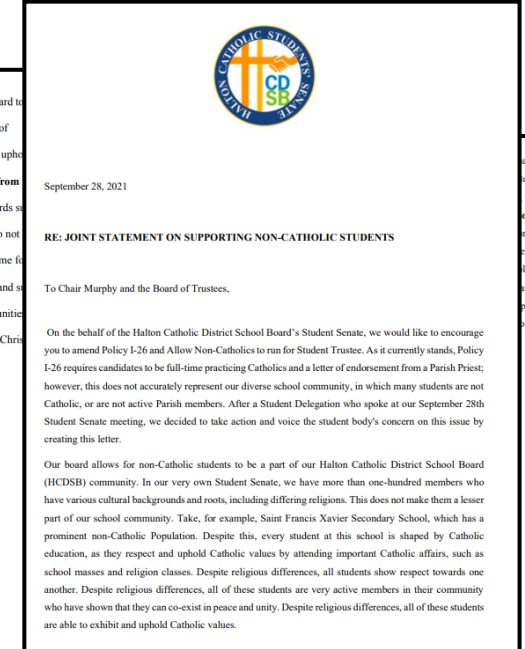
And, from myself, our former Burlington student trustee, I would have to agree with our current student leaders. In the last year, we have heard from numerous student advocates, both Catholic and non-Catholic, in regards to supporting non-Catholic student trustees. We already have..

Student Trustee statements  
Regular Board Meeting  
October 5, 2021

2020-2021 Student Senate letter in support of non-Catholic student trustees



2021-2022 Student Senate letter in support of non-Catholic student trustees



- 6. Notre Dame Catholic Secondary School's Student Senate
- 7. St. Francis Xavier Catholic Secondary School's Student Senate
- 8. St. Ignatius of Loyola Catholic Secondary School's Student Senate
- 9. St. Thomas Aquinas Catholic Secondary School's Student Senate
- 10. The Burlington Student Trustee of 2020-2021





# Questions?



## **EXAMS FOR HCDSB SECONDARY STUDENTS**

### **Impacts to Future Success including Mental Health and Well-Being**

My name is Maria Lourenco and I am the parent of an HCDSB Grade 12 student, as well as an HCDSB grad currently in his 3<sup>rd</sup> year of university. I'm here today to share my concerns about the lack of experience our senior students, particularly those in Grade 12 have with exam writing and the risks this presents to their future success – including their mental health and wellness.

I'll admit I never thought much about the importance of exam writing skills even as my eldest prepared for university. I became acutely aware of the importance of exam writing skills as my son finished his first university term, not only for academic success but equally so for mental health reasons. On the day my son was coming home for Christmas holidays after finishing his first term exams, I learned that a student at his school had taken their own life in the early hours of that morning. It shook me up. It is a bittersweet time as you watch your child head off to a semi-independent life, living away from home for the first time. But I had never thought about him not returning. Yet there was another set of parents facing just that. As I sought to learn what had happened, I read the social media posts from students, some of whom had witnessed one of their peers jump from their building. Many of them commented on the undue pressure of exams and that no exam should be worth so much – 50% or more of your final mark. I actually had no idea that exams were worth so much. I've since learned that exams can be worth even more sometimes, and in some cases a pass or certain mark on the final exam is required to earn the credit, regardless of the overall final grade. That's a lot of pressure. Is it right? Is it the best way to assess the knowledge and skill obtained through a course? I don't think so. But it doesn't matter what I think or what any of us here think. Universities haven't changed this practice, even during COVID. In fact some made exams tougher during COVID because they felt students would cheat while writing exams virtually. Other schools, like my son's, imposed rigid requirements including

monitoring students via a camera while they wrote their exams at home. Students were subject to an automatic fail if they averted their eyes or made other movements that could suggest cheating. The pressure is incredible and it's not looking to change any time soon. Universities compete on a global level, and making things easier on students probably wouldn't help their rankings. So whether we agree with these assessment practices or not, the reality is that it is the reality our graduates are facing when they leave our board.

We had a really robust discussion on this issue at our final school council meeting last year, and I've also listened in on some of the discussions at the board table. While it has been implied that HCDSB was returning to its past practices of offering exams at the secondary level, the board has been short on specifics and has not made any specific commitment to doing so. Time is of the essence here as we are more than halfway through the first quadmester and I'm getting the sense that exams will not be offered again this year. In defending this position, I've heard a lot of the same talking points over and over again, whether it be from administrators or senior staff. I'd like to take an opportunity to address those now.

The first is that not all graduating students pursue a university pathway. Well that's fair enough. But many of them do. So why aren't we concerned about them? I also find it ironic that there has been so much emphasis on destreaming, to ensure that all students have access to all available pathways including university. In fact trustees at this board recently passed a motion to review the impacts of streaming in HCDSB. Do you really think it is enough to destream so that students can attend university if they don't then have the necessary skills to be successful when they get there? We also heard at our school council meeting from college graduates that these skills are equally important for college bound students. It's wrong not to provide students with the skills they need regardless if it is an individual student or a large group. But the reality is, exam writing skills would be beneficial for a very many if not most of our secondary students.

Another common response is that final exams aren't necessarily the best way to assess learning. Again I would say that I don't necessarily disagree however the reality is that many of our graduates are going to face this type of assessment soon after they leave our board. Why wouldn't we want to help them be prepared for that?

There have also been many references to "Growing Success", the Ministry of Education's 2010 Guide to Assessment, Evaluation and Reporting. The comments have consistently been that there is no requirement to offer exams, and that boards can offer other culminating activities in addition or instead, therefore the board is compliant with the Ministry's requirements. This completely misses the point. The issue has never been one of compliance and I don't believe that's ever been stated, so I'm not sure why this is the response. And is it really the goal to do the bare minimum of what the Ministry requires? These Ministry guidelines have been in place since 2010, yet for as long as I can remember, certainly throughout my older son's high school career, exams have been given for pretty much all but the "hands on" type courses (or religion courses for some reason). I can understand that it may have been difficult during the height of the pandemic, especially when everything changed so drastically and unexpectedly overnight. However, we are well past that now and it is time to move forward. For most students, their high school career is only four years long and we are now into the third year of a disrupted or modified schedule. Our Grade 12 students haven't written an exam since the first semester of Grade 10, and depending on their timetable they may not have written an exam in a more rigorous course such as math or science since Grade 9. This is simply not acceptable for students headed to a postsecondary institution upon graduation. Obviously it was felt that there was some value to offering exams over all these years pre-COVID, including since the release of "Growing Success" in 2010. Why is there suddenly no value in offering exams to our senior high school students at the very least?

Perhaps most concerning is the sentiment that it is not the responsibility of the school board to prepare students for university. I was shocked to actually hear that expressed by an administrator.

Then at the October 5<sup>th</sup> board meeting, Director Daly stood firm against mandating exams for any courses, referring to success in high school and “hopefully” developing the skills that are needed for post secondary studies. Hopefully. Really? Is that the best we can do for our students?

The Education Act clearly states that “the purpose of education is to provide students with the opportunity to realize their potential and develop into highly skilled, knowledgeable, caring citizens who contribute to society”. Graduating high school, for the significantly vast majority of students, is not realizing their potential. By setting this as your end goal, you are letting down the students you have all been hired or elected to serve, and failing to fulfill your mandate under the Education Act. It is really that simple.

Perhaps the most confusing justification I’ve heard for not offering exams is one of mental health concerns. It hasn’t really been expanded upon but my guess is that this is referring to exams being stressful and anxiety inducing for some students, probably most students. I get that. But I also know of students who are worried about their postsecondary success in the absence of exam writing opportunities. In fact, I know you have received correspondence from one such student who had also planned to delegate. That student withdrew his delegation after being assured that exams would be back this year, yet it is becoming increasingly obvious that that is not the plan, if it ever was. But even for the students who are anxious about writing exams, are we really helping them by simply removing the experiences that cause them this angst? This is the equivalent of snowplow parenting; making life easy for our kids by simply removing every obstacle that gets in their way. I’m certainly not a mental health expert, but shouldn’t mental health have a long term perspective? Shouldn’t we be teaching our kids how to cope with the things that cause them stress and anxiety, and how to develop some resilience? Again, many of these students will have to face exams once they leave this board, a place where we strive to make them feel safe. The unfortunate reality is that this is not the case once they get out into the real world, including postsecondary education. As much progress as there has been in

addressing mental health issues on postsecondary campuses, mental health issues continue to be a significant problem, and COVID certainly hasn't helped that. Many first year students find university in particular to be an overwhelming, anxiety ridden experience, and often feel alone and isolated being away from their family and friends for the first time while also facing a challenging academic load like nothing they have seen before. Writing several three hour exams worth 50% of your mark for the first time is daunting enough. Imagine if you have not written an exam since Grade 9? Why would we put our graduates through that?

Many other boards are offering exams this year and some never stopped offering them even through COVID. University is highly competitive, and Ontario students are already at a disadvantage to international students in many programs, especially STEM programs. Not providing our students with the exam writing experience or skill development places our students at a disadvantage to many of their Ontario graduate peers as well. Why would we want to do that?

With all of that being said, there are alternative approaches that can be considered that also take into account the concerns outlined above, including the mental health concerns. Exams could be offered for Grade 11 and 12 students only this year and/or they don't have to be worth a significant portion of the final grade. Students could write mock exams or they could be worth a small percentage such as 5% of their final grade. Another alternative which would provide greater motivation to students, and something that is seen at postsecondary as well, is to provide a flexible weighting to the final exam. Allow the exam to be worth more if the student does well, and otherwise worth less. This would give students the incentive to work on developing skills without the anxiety of worrying about the impact if they don't do well. Growing Success also provides for professional judgement to be applied in the determination of a student's final mark. The board could also offer exam writing skills workshops to interested students, although I feel this is best done in addition to offering actual exams worth some

portion of the final mark. In addition to being an assessment tool, the goal is to provide students with the experience and skills they need when they graduate.

I was disappointed to hear Director Daly refuse to mandate any exams for secondary students when asked by a trustee at the October 5<sup>th</sup> board meeting. I'm at a loss to understand how last year, the board was able to make a board wide decision to NOT offer exams, a decision that was made without consulting stakeholders or trustees. Why can't the board then make the opposite decision for this year? In June the board received a recommendation from our school council, Assumption, to consider different ways to address this gap for our students. I received supportive messages from parents on other school councils who agreed with our position. At our first school council meeting this year, parents new to our council echoed the same concerns. As previously mentioned, a student had planned to delegate on this matter until he was led to believe that the board was returning to its previous practice of offering exams for this school year. There is no clear plan to address these concerns and the best I heard at the last board meeting was that teachers would be "permitted" to offer exams this year and that "hopefully" students would develop the skills needed for post secondary. Why isn't the board responding to these concerns raised by students and parents, including by a school council which is tasked through the Education Act with making recommendations to the board to improve student achievement?

This is frankly just not good enough. Our students deserve better and this board has a responsibility to do better. As such, I am asking Trustees to direct the Director to direct staff to institute final exams for the 2021-2022 school year, effective for the first quadmester, in a manner consistent with pre-COVID years, and to provide the particulars of how this will be executed at the next regularly scheduled board meeting.

Thank you for your consideration.

## MINUTES OF THE REGULAR BOARD MEETING

Date: October 5, 2021  
Time: 7:00 p.m.  
Location: Catholic Education Centre  
802 Drury Lane, Burlington

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

Student Trustees: K. Bowie (Electronically) A. Tokiwa (Electronically)  
G. Masri Ahmar (Electronically)

Senior Staff: E. Bakaic (Electronically) N. Dinolfo (Electronically)  
S. Balogh (Electronically) A. Lofts (Electronically)  
A. Cordeiro (Electronically) R. Merrick (Electronically)  
J. Crowell (Electronically) L. Naar (Electronically)  
P. Daly, Director of Education C. Oldman (Electronically)  
E. Del Sordo (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)  
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 Land Acknowledgement, Opening Prayer, National Anthem and Oath of Citizenship (G. Masri Ahmar)

The meeting opened at 7:00 p.m. with a prayer led by Student Trustee Masri Ahmar.

#### 1.2 Motions Adopted In-Camera

The following motion was adopted in-camera:

***RESOLVED** that the Board of Trustees appoint Deloitte LLP as the External Auditor for the three-year period ending with the audit of the financial statements for the year ending August 31st, 2024 with the option to extend the contract for a further duration of two one-year extensions ending December 31st, 2026.*

### 1.3 Information Received In-Camera

The following information was received in-camera:

#### Resignation

Lynne Bolton will resign effective October 7, 2021.

#### Acting Department Head

Kevin J. Da Silva appointed as Acting Department Head effective September 20, 2021 up to August 31, 2022.

#### Curriculum Consultant Generalist – STEAM Education

Matthew Kovacs appointed as Consultant Curriculum Generalist – STEAM Education effective October 4 2021 for a period of up to three (3) years (with a possibility of a one-year extension).

#### Teacher Hiring

Konstantinos Zafiridis effective September 20, 2021. Stephanie Eskandar effective September 21, 2021. Cassandra Asselin, Claudia Kapturkiewicz and Carolina Saenz-Molina effective September 22, 2021. Ryan Belluz, Helen Kosterman and Victoria Riddell effective September 23, 2021. Matthew Scudetto effective September 24, 2021. Andrea Casciaro, Matthew Italiano, Andrew Lucibello and Sabrina Sacchitiello effective September 27, 2021. Jillian Cox and Kevin Delov-Rogoza effective September 29, 2021. Catherine Pimentel effective October 11, 2021.

## 2. Approval of the Agenda

**#283/21**

**Moved by:** B. Agnew

**Seconded by:** M. Duarte

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

The Chair called for a vote on **#283/21**:

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

The motion **CARRIED**.

## 3. Declarations of Conflict of Interest

There were no conflicts of interest declared.



**4. Presentations**

There were no presentations.

**5. Delegations****5.1 Supporting HCDSB's Diverse Student Body (R. Barakat, K. Kelly)**

A delegation regarding student voice and opportunities of non-Catholics at HCDSB was presented.

**6. Approval of Minutes****6.1 Minutes of the September 21, 2021 Regular Board Meeting #284/21**

**Moved by:** B. Agnew

**Seconded by:** T. O'Brien

**RESOLVED**, that the minutes of the September 21, 2021 Regular Board Meeting be approved.

The Chair called for a vote on **#284/21**:

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**.

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

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

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

In order to speak to the delegation, the Chair passed the gavel to the Vice Chair.

**#285/21**

**Moved by:** T. O'Brien

**Seconded by:** M. Duarte

**RESOLVED**, that the Board of Trustees receive the delegation regarding Supporting HCDSB's Diverse Student Body as information.

The Chair called for a vote on **#285/21**:

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

The motion **CARRIED**.

The gavel was returned to the Chair.

## 8.2 Naming of the Virtual Catholic Elementary School (N. Dinolfo)

**#286/21**

**Moved by:** B. Agnew

**Seconded by:** N. Guzzo

**RESOLVED**, that the Halton Catholic District School Board approve the name St. Clare of Assisi Catholic Elementary School for our Virtual Catholic Elementary School.

**#286/21 (AMENDMENT)**

**Moved by:** V. Iantomasi

**Seconded by:** T. O'Brien

**RESOLVED**, that the Halton Catholic District School Board approve the name ~~St. Clare of Assisi~~ **Blessed Carlo Acutis** Catholic Elementary School for our Virtual Catholic Elementary School.

The Chair called for a vote on **#286/21(AMENDMENT)**:

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 amendment was **DEFEATED**.

**#286/21**

**Moved by:** B. Agnew

**Seconded by:** N. Guzzo

**RESOLVED**, that the Halton Catholic District School Board approve the name St. Clare of Assisi Catholic Elementary School for our Virtual Catholic Elementary School.

The Chair called for a vote on **#286/21**:

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

The motion **CARRIED**.

### 8.3 HCDSB Procedural By-Law Review (N. Guzzo)

**#287/21**

**Moved by:** N. Guzzo

**Seconded by:** T. O'Brien

**WHEREAS**, an organization's by-laws provide the framework to guide and facilitate effective Board meetings and sound decision-making at the board table;

**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;

**WHEREAS**, our Procedural By-Laws were up for review in the 2020-2021 review cycle;

**WHEREAS**, we have received feedback from multiple sources suggesting that our Procedural By-Laws are inconsistent and in need of review;

**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.

On a point of order, the Chair ruled that Trustees were not to enter into debate after a ruling.

**#288/21**

**Moved by:** T. O'Brien

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

The Chair called for a vote on **#288/21**:

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

The motion was **DEFEATED**.

**#287/21 (AMENDMENT)**

**Moved by:** T. O'Brien

**Seconded by:** P. DeRosa

**WHEREAS**, an organization's by-laws provide the framework to guide and facilitate effective Board meetings and sound decision-making at the board table;

**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;

**WHEREAS**, our Procedural By-Laws were up for review in the 2020-2021 review cycle;

**WHEREAS**, we have received feedback from multiple sources suggesting that our Procedural By-Laws are inconsistent and in need of review;

**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.~~ *the HCDSB Procedural By-Law Review be put out for a "Request for Tender" and brought back as an action item for the November 2, 2021 Regular Board Meeting.*

On a point of order, the Chair ruled no perceived conflict of interest.

**#289/21**

**Moved by:** V. Iantomasi

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

The Chair called for a vote on **#289/21**:

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

The motion was **DEFEATED**.

**#287/21 (AMENDMENT)**

**Moved by:** T. O'Brien

**Seconded by:** P. DeRosa

**WHEREAS**, an organization's by-laws provide the framework to guide and facilitate effective Board meetings and sound decision-making at the board table;

**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;

**WHEREAS**, our Procedural By-Laws were up for review in the 2020-2021 review cycle;

**WHEREAS**, we have received feedback from multiple sources suggesting that our Procedural By-Laws are inconsistent and in need of review;

**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.~~ *the HCDSB Procedural By-Law Review be put out for a "Request for Tender" and brought back as an action item for the November 2, 2021 Regular Board Meeting.*

The Chair called for a vote on **#287/21 (AMENDMENT)**:

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		
K. Bowie (non- binding)	J. O'Hearn-Czarota		
	G. Masri Ahmar (non- binding)		

The amendment was **DEFEATED**.

**#287/21**

**Moved by:** N. Guzzo

**Seconded by:** T. O'Brien

**WHEREAS**, an organization's by-laws provide the framework to guide and facilitate effective Board meetings and sound decision-making at the board table;

**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;

**WHEREAS**, our Procedural By-Laws were up for review in the 2020-2021 review cycle;

**WHEREAS**, we have received feedback from multiple sources suggesting that our Procedural By-Laws are inconsistent and in need of review;

**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.

The Chair called for a vote on **#287/21**:

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

The motion **CARRIED**.

#### 8.4 HCDSB Attestation (H. Karabela)

**#290/21**

**Moved by:** H. Karabela

**Seconded by:** T. O'Brien

**WHEREAS**, not everyone at our school board has filled out the attestation form;

**WHEREAS**, York Catholic District School Board has the option "Non-Disclosure of Vaccination Status" on their attestation form;

**WHEREAS**, staff at other boards are choosing this option so we should have this option for our staff as well;

**WHEREAS**, all those who choose an option other than fully vaccinated will still be required to undertake the required testing and educational program set out by the Ministry;

**BE IT RESOLVED**, that the following option be added to the HCDSB attestation form in the Vaccine Disclosure Policy: - Prefer Not to Disclose

The Chair called for a vote on **#290/21**:

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

The motion was **DEFEATED**.

**9. Staff Reports**

There were no staff reports.

**10. Information Items**

**10.1 Student Trustees Update (K. Bowie, G. Masri Ahmar, A. Tokiwa)**

The pillars of Achieving, Believing and Belonging were shared.

**10.2 School Update (P. Daly)**

Director Daly provided a school update.

**10.3 Strategic Plan 2016-2021: Director's Report to Trustees - Year 5 of Implementation (P. Daly)**

**#291/21**

**Moved by:** N. Guzzo

**Seconded by:** B. Agnew

**RESOLVED**, that the meeting move past 11:00 p.m.

The Chair called for a vote on **#291/21**:

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

The motion **CARRIED**.

Information regarding the monitoring results of year five of the implementation of the Halton Catholic District School Board multi-year strategic plan were provided.

On a point of order, the Chair ruled that Trustees are to discuss only the agenda item at hand.

**#292/21**

**Moved by:** T. O'Brien

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

The Chair called for a vote on **#292/21**:

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**.

Trustee Iantomasi was asked to leave the meeting.

**#293/21**

**Moved by:** B. Agnew

**Seconded by:** N. Guzzo

**RESOLVED**, that *meeting moved past 11:30 p.m.*

The Chair called for a vote on **#293/21**:

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

The motion was **DEFEATED**.

The meeting adjourned at 11:32 p.m. with a prayer led by Trustee O'Hearn-Czarnota.

#### **POST NOTES:**

#### **10.4 Capital Report as at July 31, 2021 (A. Lofts)**

*The meeting was adjourned.*



- 10.5 Conduct During Board Meetings**  
*The meeting was adjourned.*
- 11. Miscellaneous Information**
  - 11.1 Minutes of the November 26, 2020 Audit Committee Meeting**  
*The meeting was adjourned.*
  - 11.2 Minutes of the May 25, 2021 Audit Committee Meeting**  
*The meeting was adjourned.*
  - 11.3 Minutes of the June 2, 2021 Audit Committee Meeting**  
*The meeting was adjourned.*
  - 11.4 Minutes of the June 7, 2021 CPIC Meeting**  
*The meeting was adjourned.*
  - 11.5 Minutes of the June 14, 2021 SEAC Meeting**  
*The meeting was adjourned.*
- 12. Correspondence**
  - 12.1 Ministry Memos**  
*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 (N. Guzzo)**  
*The meeting was adjourned.*

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Secretary of the Board

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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	<i><b>BE IT RESOLVED</b>, 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>	A. Lofts	Quarterly Report
April 26, 2021	Supporting Our Diverse School Community	<p><i><b>WHEREAS</b>, many of our students, parents, caregivers, staff and community members identify as 2SLGBTQ+.</i></p> <p><i><b>WHEREAS</b>, 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><b>WHEREAS</b>, 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><b>WHEREAS</b>, 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 Educators, Educational Assistants, Special Education Staff (including Social Workers, Child and Youth Workers, Speech Pathologists, Special Education Resource Teachers, Psychology department, etc.) to be started in September of the 2021/ 2022 school year.</p> <p><b>BE IT FURTHER RESOLVED</b>, 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><b>BE IT FURTHER RESOLVED</b> each school be mandated safe space signage, to ensure that students in the 2SLGBTQ+ community are supported throughout the entire school year.</p> <p><b>BE IT FURTHER RESOLVED</b> that the Director of Education and Secretary of the Board ensure that the mandatory training is to be completed by the 2021/ 2022 school year if not sooner and provide an updated report on the progress to the Trustees at the first meeting in January 2022.</p>		
September 16, 2021	Indigenous, Equity and Human Rights Roadmap	<p><b>BE IT RESOLVED</b> 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 &amp; 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</p>		January 2022

		<i>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>		
September 16, 2021	Indigenous, Equity and Human Rights Roadmap	<b><i>BE IT FURTHER RESOLVED</i></b> , that HCDSB and its individual schools and staff deliberately seek out the voices of students from diverse social identities to guide decision-making, e.g. forming student advisory committees, allowing for more seats for students voices to be heard in HCDSB Sub-Committees, conducting roundtable discussions, conducting outreach to student clubs and organizations, to be implemented by the first quarter of the 2021-2022 school year.		First quarter of the 2021-2022 School Year
September 16, 2021	Indigenous, Equity and Human Rights Roadmap	<b><i>BE IT FURTHER RESOLVED</i></b> , that the School Resource Officer (SRO) program be reviewed to determine whether or not the program has fulfilled its mandate, by December 1, 2021.		December 1, 2021
September 16, 2021	Indigenous, Equity and Human Rights Roadmap	<b><i>BE IT FURTHER RESOLVED</i></b> , 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.		December 21, 2021

# OUTSTANDING POLICY ITEMS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS



## Regular Board Meeting

## Action Report

Policy II-07 The School Day (Daily Sessions) – Elementary & Secondary	Item 8.2
October 19, 2021	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy II-07 The School Day (Daily Sessions) – Elementary & Secondary*, as presented.

### Background Information

*Policy II-07 The School Day (Daily Sessions) – Elementary & Secondary* was reviewed as part of the regular Policy review cycle.

References have been updated and minor edits have been made to the Requirements for clarity.

### Conclusion

*Policy II-07 The School Day (Daily Sessions) – Elementary & Secondary* was presented at the Policy Committee Meeting on October 12, 2021, with a recommendation that it be forwarded to the Board of Trustees for approval.

### Recommendation

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

Moved by:
Seconded by:
<b>Resolved</b> , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy II-07 The School Day (Daily Sessions) – Elementary &amp; Secondary</i> , be approved.

Report Submitted and  
Approved by:

N. Guzzo  
Chair of the Policy Committee

<b>The School Day (Daily Sessions) – Elementary &amp; Secondary</b>	
<b>Adopted:</b> October 23, 1973	<b>Last Reviewed/Revised:</b> October 19, 2021
<b>Next Scheduled Review:</b> 2024-2025	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-39 Inclement Weather Safety</a> <a href="#">VI-47 Inclement Weather - Transportation Cancellations and Emergency School Closures</a>	

## Purpose

It shall be the policy of the Halton Catholic District School Board to establish the school day to be consistent with the Education Act, in compliance with the Regulations of the Province of Ontario.

## Application and Scope

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

## References

[Education Act](#)

[Ontario Regulation 298](#)

## Principles

### **The School Day (Daily Sessions) – Elementary and Secondary:**

- The school office shall be accessible to the students and parents thirty minutes before the commencement of instruction for the day, and ending fifteen minutes after classes end for the day.
- Teachers shall be present in the classroom or teaching area and ensure that the classroom or teaching area is ready for the reception of pupils at least fifteen minutes before the commencement of classes in the school in the morning and, where applicable, five minutes before the commencement of classes in the school in the afternoon.
- The length of the instructional program of each school day for pupils of compulsory school age and pupils in full day junior kindergarten or kindergarten shall be not less than five hours a day excluding recesses or scheduled intervals between classes.



- The instructional program on a school day shall begin not earlier than 8 a.m. and end not later than 5 p.m. except with the approval of the Minister.
- A board may reduce the length of the instructional program on each school day to less than five hours a day for an exceptional pupil in a special education program.
- Each pupil and each teacher shall have a scheduled interval for a lunch break.
- A pupil's interval for a lunch break shall be not less than forty consecutive minutes and need not coincide with the scheduled interval for the lunch break of any other pupil or any teacher.
- A teacher's interval for a lunch break shall be not less than forty consecutive minutes and need not coincide with the scheduled interval for the lunch break of any other teacher or any pupil.
- In the intermediate and the senior divisions, a principal may, subject to the approval of the board, provide for recesses or intervals for pupils between periods.
- The buildings and the playgrounds shall be open to pupils during the period beginning fifteen minutes before classes begin for the day and ending fifteen minutes after classes end for the day.
- In elementary schools, there shall be a morning recess and an afternoon recess, each of which shall be not less than ten minutes and not more than fifteen minutes in length, for pupils in the primary and junior divisions.
- The school shall be opened to the students during inclement weather (i.e. rain).
- When inclement weather results in bus cancellation, schools and the school office will remain open.
- When inclement weather results in school closure, schools and the school office will remain closed.

## Requirements

### **The School Day (Daily Sessions) – Secondary Only:**

In the event of significant change to the school day organization, the Principal will develop a proposal for the subsequent school year in accordance with the established guideline procedures. It is understood that the principal will have consulted staff members, Catholic School Council, and with their Family of Schools Superintendent. The proposal shall also include a response to the following criteria:

- The safety of the students and staff.
- The efficiency and quality of the educational programs to be provided.
- The co-curricular activities of the school.
- The needs of the school community.

- The maximum and efficient utilization of available instructional space.
- System bus scheduling requirements.
- Each secondary school Principal will meet and review with their Family of Schools Superintendent the school day organization proposal for the subsequent school year for his/her school.
- Each secondary school day organizational proposal is subject to the review and approval of the Director of Education prior to its implementation. Such review and approval will be given by April 30.
- The Director will advise the Board accordingly, of any changes that have been incorporated relative to the secondary school day, for each secondary school for the subsequent school year.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*



## Regular Board Meeting

## Action Report

Policy II-11 Daily Teacher Plans	Item 8.3
October 19, 2021	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy II-11 Daily Teacher Plans*, as presented.

### Background Information

*Policy II-11 Daily Teacher Plans* was reviewed as part of the regular Policy review cycle.

Only minor housekeeping changes were made.

### Conclusion

*Policy II-11 Daily Teacher Plans* was presented at the Policy Committee Meeting on October 12, 2021, with a recommendation that it be forwarded to the Board of Trustees for approval.

### Recommendation

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

Moved by:
Seconded by:
<b>Resolved</b> , that the Halton Catholic District School Board <i>accept the recommendation of the Policy Committee that Policy II-11 Daily Teacher Plans, be approved.</i>

Report Submitted and  
Approved by:

N. Guzzo  
Chair of the Policy Committee

<b>Daily Teacher Plans</b>	
<b>Adopted:</b> October 23, 1973	<b>Last Reviewed/Revised:</b> October 19, 2021
<b>Next Scheduled Review:</b> 2024-2025	
<b>Associated Policies &amp; Procedures:</b> N/A	

## Purpose

It is the policy of the Halton Catholic District School Board (HCDSB) to outline the expectation for teachers to establish daily teaching plans to be consistent with the Education Act, Regulations of the province of Ontario and all other directives by the province of Ontario.

## Application and Scope

This policy applies to all HCDSB teachers. The policy applies to all schools within the jurisdiction of the Halton Catholic District School Board

## References

[Education Act](#)

[Ontario Regulation 298](#)

[Growing Success – Assessment, Evaluation and Reporting in Ontario Schools](#)

## Principles

The HCDSB acknowledges that planning is a duty of teachers under the Education Act and is part of effective instruction.

Growing Success identifies that ‘teachers use practices and procedures that are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students.

## Requirements

A teacher shall, in addition to the duties assigned to the teacher under the *Education Act* and by the board, prepare for use in the teacher’s class or classes such teaching plans and outlines as required

by the principal and the appropriate supervisory officer and submit the plans and outlines to the principal or the appropriate supervisory officer, as the case may be, on request.

1. Teaching plans, records and outlines shall be available during the course of each school day during the school year.
2. In addition to his/her duties under the *Education Act* and the *Ontario Regulations*, the principal of a school shall supervise the instruction in the school, and advise and assist teachers in the performance of their teaching duties.

APPROVED:                      Regular Meeting of the Board

AUTHORIZED BY:            \_\_\_\_\_  
   *Chair of the Board*

## Regular Board Meeting

## Staff Report

Milton Catholic Elementary School Boundary Review to Accommodate French Immersion Expansion – School Boundary Review Committee Recommendation	<b>Item 9.1</b>
October 19, 2021	

### Alignment to Strategic Plan

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

### Purpose

The purpose of this report is to update the Board on the recommendation of the School Boundary Review Committee (SBRC) for the Milton Catholic Elementary School Boundary Review to Accommodate French Immersion Expansion.

### Background Information

1. Information Report Item 10.9 “2019 Long-Term Capital Plan Update – Final Report” from the June 18, 2019 Regular Meeting of the Board.
2. Information Report Item 10.3 “2021-2022 Projected Enrolment at Elementary French Immersion Schools” from the November 17, 2020 Regular Meeting of the Board.
3. Staff Report Item 9.2 “French Immersion Strategy” from the December 15, 2020 Regular Meeting of the Board.
4. Action Report Item 8.1 “French Immersion Program Expansion and Initiation of Milton Elementary School Boundary Review” from the January 19, 2021 Regular Meeting of the Board.

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

<https://schoolplanning.hcdsb.org/milton-catholic-elementary-boundary-review-to-accommodate-french-immersion-expansion/>

### Comments

At the December 15, 2020, Regular Meeting of the Board, staff presented elementary French Immersion registration numbers for the 2021-2022 school year and potential options for French Immersion program expansion for each municipality in Halton.

Following that, at the January 19, 2021, Regular Meeting of the Board, staff presented the Board with a plan to accommodate an expansion of the optional French Immersion program for up to two (2)



additional Grade 1 French Immersion classes up to a total of four (4) French Immersion classes in each municipality where demand warrants for the 2021-2022 school year and beyond. For the Town of Milton, the French Immersion program was being offered at St. Scholastica CES for the 2019-2020 school year. Due to the high growth in the St. Scholastica CES catchment and the school approaching total site capacity, as stated in the [2019 Long-Term Capital Plan](#), a temporary alternate location and temporary school boundary was created at St. Peter CES to accommodate an expansion for four (4) Grade 1 French Immersion classes in total for the Town of Milton for the 2021-2022 school year only. As this was only a temporary solution, a municipal elementary boundary review was required to determine long-term French Immersion program expansions in Milton.

In order to address the above concerns, a School Boundary Review for the Town of Milton elementary panel was initiated through Board Resolution #38/21 at the January 19, 2021, Regular Meeting of the Board:

***RESOLVED***, that the Halton Catholic District School Board direct staff to initiate a school boundary review process to identify an accommodation plan for French Immersion Expansion at the Milton Elementary Schools.

The school boundary review was undertaken following the Board resolution according to [Operating Policy I-29: School Boundary Review Process](#) and [Administrative Procedure VI-88: School Boundary Review Process](#) for the Town of Milton elementary panel and an advisory School Boundary Review Committee was created.

The advisory School Boundary Review Committee consisted of parent representation from all ten (10) Milton elementary schools. A list of the School Boundary Review Committee members is provided in Appendix A.

The goals of the boundary review were to:

- Review the school attendance boundaries for Milton elementary schools to facilitate French Immersion program expansion, which involved a comprehensive review of both Regular Track and French Immersion programming, where necessary; and,
- Work with senior staff to develop an accommodation plan for Milton Elementary Regular Track and French Immersion Students.

Additionally, the Board of Trustees directed the Director of Education to expand the French Immersion program by satisfying all registrations annually in each region starting in the 2022-2023 school year through Board Resolution #87/21 (as amended) at the March 16, 2021, Regular Meeting of the Board:

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

As such, the above resolution from the Board of Trustees was incorporated into the scope of the boundary review as the committee met to identify accommodation solutions to address French Immersion program expansion.



### School Boundary Review Milestones

From March 18, 2021 to October 7, 2021, the School Boundary Review Committee met through seven (7) virtual committee meetings. In addition, two (2) Virtual Public Information Meetings and two (2) Online Feedback Surveys were presented to the community through virtual methods during this time to gather feedback on the recommended boundary option(s) proposed by the Committee.

**Table 1: School Boundary Review Completed Tasks**

ACTIONS	DATE
Board Information Report – SBRC Initiation Report	January 19, 2021
Inaugural SBRC Working Meeting	March 18, 2021
SBRC Working Meeting #2	April 8, 2021
SBRC Working Meeting #3	April 29, 2021
SBRC Working Meeting #4	May 13, 2021
SBRC Working Meeting #5	May 20, 2021
Public Information Meeting #1	June 3, 2021
Feedback Survey #1 Opens	June 3, 2021
Feedback Survey #1 Closes	June 10, 2021
SBRC Working Meeting #6	June 23, 2021
Public Information Meeting #2	September 9, 2021
Feedback Survey #2 Opens	September 9, 2021
Feedback Survey #2 Closes	September 17, 2021
SBRC Working Meeting #7	October 7, 2021
Staff Report – SBRC Recommendation	October 19, 2021

**Table 2: School Boundary Review Next Steps**

ACTIONS	DATE
Public Delegations	November 2, 2021
Action Report – SBRC Recommendation	November 16, 2021

### Milton French Immersion Boundaries

Over the course of the School Boundary Review Committee meetings, a total of fourteen (14) school boundaries were considered. These included options where Regular Track boundaries change, French Immersion boundaries change, Extended French boundaries change, single-track French Immersion schools (i.e. elementary schools dedicated for French Immersion program students only) were introduced, and split grade French Immersion programming locations were proposed (i.e. one school offering Grade 1-5 French Immersion then students would transfer to another school for Grade 6-8 French Immersion) in order to accommodate an expanded French Immersion program. Based on the School Boundary Review Committee working meetings and public feedback received through Feedback Survey #1, Option A2 was selected as the recommended school boundary for French Immersion programming in the Town of Milton. Refer to Appendix B for a graphical depiction of the “Status Quo”





French Immersion program boundaries as well as the temporary school boundaries for the 2021-2022 school year, and Appendix C for the recommended French Immersion program boundaries as presented in Option A2.

Option A2 was selected for the following reasons:

- Offers French Immersion at more schools in the Town of Milton than currently available and provides students with access to a French Immersion program closer to their home school.
- Creates French Immersion program locations that are more walkable and accessible and reduces the need for student transportation for this optional program.
- Some of the enrolment pressure at St. Scholastica CES is alleviated by splitting the program with three other schools. Remaining accommodation pressure at St. Scholastica CES and St. Benedict CES may be addressed through the opening of planned new schools in the Boyne area<sup>1</sup>. Students can be accommodated long-term at St. Peter CES and Guardian Angels CES.
- No disruption to Regular Track and other optional programs (e.g. Extended French, Gifted Program, Other Special Education Classes).
- Students are able to attend Grade 1-8 French Immersion at one school compared to the split Grade 1-5 French Immersion and Grade 6-8 French Immersion school model presented in some other options.
- 66% of respondents in Feedback Survey #1 indicated that they either support or strongly support the proposed boundaries as presented in Option A2, and 70% preferred Option A2 over the other options presented as part of Virtual Public Information Meeting #1.

At the School Boundary Review Committee meeting that followed, grandfathering of students was reviewed. The Committee preferred the option of grandfathering all existing students in French Immersion at their current school location.

Option A2 and the preferred grandfathering plan was presented to the community through Virtual Public Information Meeting #2 and an additional opportunity to provide feedback was available. A summary of the results is provided in the section below and is available online under the Virtual Public Information Meeting #2 Feedback Survey Results on the [Milton Catholic Elementary Boundary Review to Accommodate French Immersion Expansion website](#).

### Public Feedback Comments and Concerns

Public feedback was sought several times throughout the School Boundary Review process. All parents of Milton elementary school students were sent communications by the Board through email regarding each of the Public Information Meetings and feedback surveys. In addition, opportunities to submit questions to Board staff and local School Boundary Review Committee parent representatives were available to members of the public throughout the Virtual Public Information Meetings and feedback survey time periods. Responses to common questions were posted on the Milton Catholic Elementary

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<sup>1</sup> Staff used best estimates and trending available at the time to determine French Immersion program enrolment projections and growth. Staff will continue to monitor growth in the French Immersion program due to the removal of class caps as more information becomes available.



Boundary Review to Accommodate French Immersion Expansion website under [Frequently Asked Questions \(FAQ\)](#).

On September 9, 2021, the Board hosted Virtual Public Information Meeting #2. The purpose of the meeting was to present the School Boundary Review Committee's recommended school boundary option and grandfathering plan to the Milton community. Members of the public were invited to submit questions to Board staff. Board staff responded to questions live as part of Virtual Public Information Meeting #2 and following the meeting, an online survey (Feedback Survey #2) was launched to gather additional community feedback.

Based on feedback received through [Feedback Survey #2](#), 73% of all respondents and 73% of respondents representing French Immersion supported Option A2. Additionally, 71% of all respondents and 75% of respondents representing French Immersion supported the SBRC preferred grandfathering plan through this survey.

## Conclusion

The recommendation of the School Board Review Committee is to proceed with changing the boundaries for the optional French Immersion program in the Town of Milton as shown in Option A2 (Appendix C), starting in the 2022-2023 school year. It is further recommended that all existing students in the French Immersion program, as of the 2021-2022 school year, be grandfathered at their existing French Immersion program location until Grade 8.

## Draft Recommendation

The following recommendations are submitted for Trustee consideration and approval:

<b>Resolution#:</b>	<i>Moved by:</i> <i>Seconded by:</i>
<p><b>RESOLVED</b>, that the Halton Catholic District School Board direct staff to implement boundaries for the optional French Immersion program as presented in Option A2 for the 2022-2023 school year in the Town of Milton, whereby these changes shall have the effect of altering existing optional French Immersion program attendance areas by:</p> <ol style="list-style-type: none"><li>1. Creating a French Immersion program at Guardian Angels CES that will have Guardian Angels CES, Our Lady of Fatima CES and Our Lady of Victory CES as feeder schools.</li><li>2. Creating a French Immersion program at St. Benedict CES that will have Lumen Christi CES, Queen of Heaven CES and St. Benedict CES as feeder schools.</li><li>3. Creating a French Immersion program at St. Peter CES that will have Holy Rosary (M) CES, St. Anthony of Padua CES and St. Peter CES as feeder schools.</li><li>4. Altering the French Immersion program at St. Scholastica CES to only have St. Scholastica CES, and future schools in the Boyne area as feeder schools.</li></ol>	



**RESOLVED**, that existing students in the French Immersion program, as of the 2021-2022 school year, at St. Benedict CES, St. Peter CES, and St. Scholastica CES be grandfathered.

Report Prepared by:

D. Gunasekara  
Planning Officer, Planning Services

B. Vidovic  
Senior Manager, Planning Services

Report Submitted by:

R. Merrick  
Superintendent, Facility Management Services

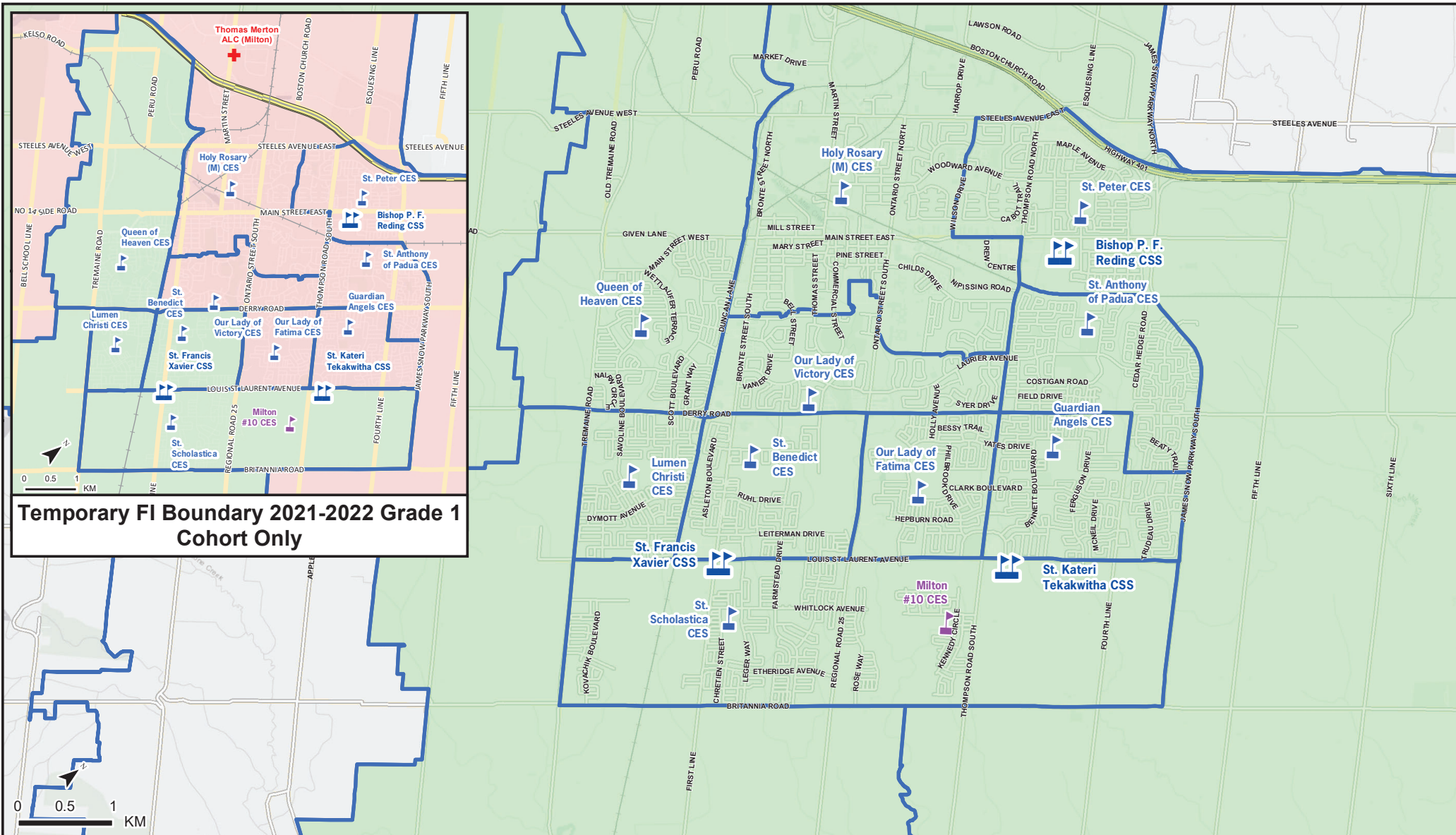
Report Approved by:

P. Daly  
Director of Education and Secretary of the Board

## School Boundary Review Committee (SBRC) Members

### Milton Catholic Elementary Boundary Review to Accommodate French Immersion Expansion

<b>Parent Representatives</b>	Holy Rosary (M) CES	Alisha Gillen
	Guardian Angels CES	Jennifer Santos
	Lumen Christi CES	Joe Jurus
		Nikola Blair
	Our Lady of Fatima CES	John Babos
		Tonia Sgro-Madrack
	Our Lady of Victory CES	Mark Billy
	Queen of Heaven CES	Michelle Bitmanis
	St. Anthony of Padua CES	Paul Kim
	St. Benedict CES	Bryan DeSousa
		Kylie Dillon
	St. Peter CES	Marc LeBrun
		Matthew Salvaterra
	St. Scholastica CES	Rosie Ogang
		Tanya Palermo
<b>Board Staff</b>	Superintendent of Education	Emi Bakaic
	Superintendent of Education	Lorrie Naar
	Superintendent of Education, Curriculum Services	Jeff Crowell
	Superintendent, Facility Management Services	Ryan Merrick
	Administrative Assistant, Facility Management Services	Donna Sayers
	Senior Manager, Planning Services	Branko Vidovic
	Planning Officer, Planning Services	Dhilan Gunasekara



**French Immersion Program Boundary**

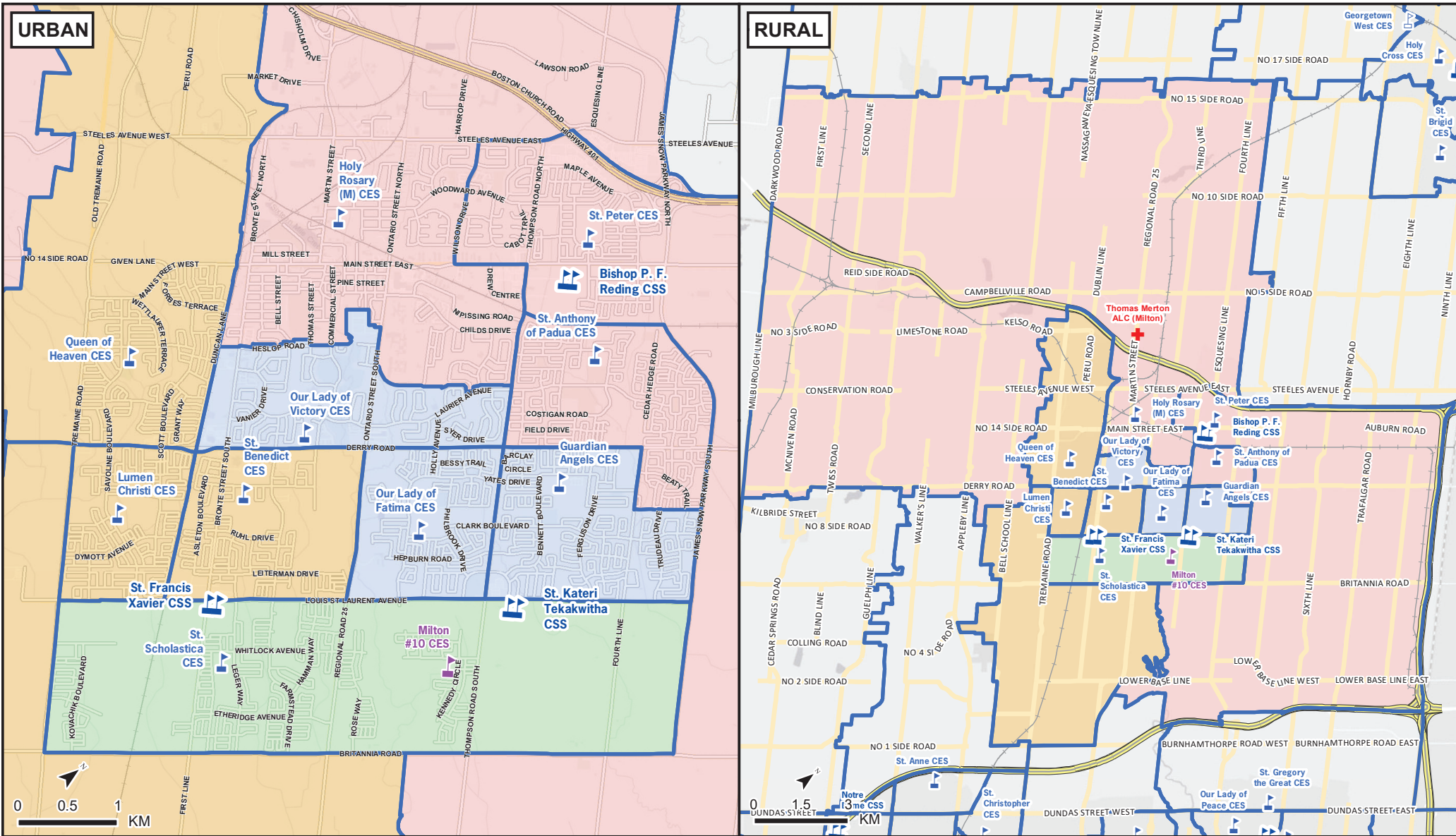
**Status Quo FI Boundary Map**

Town of Milton

St. Peter CES

St. Scholastica CES





**HALTON CATHOLIC DISTRICT SCHOOL BOARD** **SBRC Recommended French Immersion Program Boundary (Option A2)**  
**2022-2023 School Year**  
**Town of Milton**

■ St. Peter CES  
■ St. Scholastica CES  
■ Guardian Angels CES  
■ St. Benedict CES

## Regular Board Meeting

## Staff Report

North Oakville #4 Catholic Elementary School Boundary Review – School Boundary Review Committee Recommendation	<b>Item 9.2</b>
October 19, 2021	

### Alignment to Strategic Plan

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

### Purpose

The purpose of this report is to update the Board on the recommendation of the North Oakville #4 Catholic Elementary School Boundary Review Committee (SBRC).

### Background Information

1. Information Report Item 10.9 “2019 Long-Term Capital Plan Update – Final Report” from the June 18, 2019 Regular Meeting of the Board.
2. Information Report Item 10.6 “North Oakville #4 Catholic Elementary School Boundary Review” from the May 4, 2021 Regular Meeting of the Board.

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

<https://schoolplanning.hcdsb.org/north-oakville-4-catholic-elementary-school-boundary-review/>

### Comments

In the [2019 Long-Term Capital Plan \(LTCP\)](#), the Board identified North Oakville East as one of the development areas in Oakville, containing approximately 12,600 residential units of varying densities. Additionally, the Board identified North Oakville #4 CES as the next elementary school required in the North Oakville community to address accommodation pressures at St. Gregory the Great CES. On October 20, 2020, the Ministry of Education approved funding for North Oakville #4 CES.

In accordance with [Board Policy No. I-29: School Boundary Review Process](#), and following the protocols of the *New Development/Holding Area Administrative School Boundary Review Process*, based on Section 4.2 of [Administrative Procedure VI-88: School Boundary Review Process](#), staff initiated a School Boundary Review Process on May 4, 2021, for St. Gregory the Great CES to establish a school boundary for the new North Oakville #4 CES.

As part of the initiation of the School Boundary Review Process, an advisory School Boundary Review Committee was created. The School Boundary Review Committee consisted of parent representation



from St. Gregory the Great CES. A list of the School Boundary Review Committee members is provided in Appendix A.

The goals of the boundary review were to:

- Review the school attendance boundaries for St. Gregory the Great CES to establish school boundaries for North Oakville #4 CES; and,
- Complete the review with implementation to take effect for September 2022, before capacity is exceeded at St. Gregory the Great CES, and to ensure that elementary students from the North Oakville new development area are directed to their home school, North Oakville #4 CES, once it opens for the 2022-2023 school year.

### School Boundary Review Milestones

From June 28, 2021 to September 29, 2021, the School Boundary Review Committee met through two (2) virtual committee meetings. In addition, one (1) Virtual Public Information Meeting and a Public Feedback Survey was presented to the community through virtual methods during this time to gather feedback on the recommended boundary proposed by the Committee.

**Table 1: School Boundary Review Completed Tasks**

ACTIONS	DATE
Board Information Report – SBRC Initiation Report	May 4, 2021
Inaugural SBRC Working Meeting #1	June 28, 2021
Public Information Meeting & Public Feedback Survey	September 15, 2021
SBRC Working Meeting #2	September 29, 2021
Staff Report – SBRC Recommendation	October 19, 2021

**Table 2: School Boundary Review Next Steps**

ACTIONS	DATE
Public Delegations	November 2, 2021
Action Report – SBRC Recommendation	November 2, 2021

### North Oakville #4 Catholic Elementary School Boundary Review Process

As part of the School Boundary Review Committee review process, the committee reviewed various new school boundary options for North Oakville #4 CES and adjusted school boundaries for St. Gregory the Great CES. The Committee felt that Option 2 met the [six school boundary review criteria](#) and recommended that this option be shared with the community for public feedback. A map of the SBRC recommended school boundaries for North Oakville (identified as Option 2 during the boundary review process) is provided in Appendix B.





### Public Feedback Comments and Concerns

On September 15, 2021, the Board hosted a virtual Public Information Meeting on the SRBC recommended option. Following the meeting, a public feedback survey was made available to the community. In addition, opportunities to submit questions to Board staff and School Boundary Review Committee parent representatives were available to members of the public throughout the Virtual Public Information Meeting and feedback survey time periods. The feedback received from the community is available through the [North Oakville #4 Catholic Elementary School Boundary Review website](#).

Feedback received through the Virtual Public Information Meeting indicated that overall, 66% of respondents supported the SBRC recommended boundary change, 6% of the respondents were neutral to the boundary change, and 29% were opposed to the boundary change.

### Conclusion

The recommendation of the School Board Review Committee is to proceed with the boundary change to redirect the areas of North Oakville bounded by Sixth Line to the west, Dundas Street East to the south, Highway 407 to the north, and Ninth Line to the east, and as identified by patch numbers in the resolution below, from St. Gregory the Great CES to North Oakville #4 CES. A map of the new school boundaries for North Oakville #4 CES and St. Gregory the Great CES is provided in Appendix B. The boundary change is to take effect for September 2022 in anticipation of the opening of the new North Oakville #4 elementary school.

Students attending Grade 7 at St. Gregory the Great CES in the 2021-2022 school year, and who live within the new North Oakville #4 CES boundary will be grandfathered for the 2022-2023 school year.

### Draft Recommendation

The following draft recommendations are submitted for Trustee consideration and approval:

**Resolution#:**

*Moved by:*

*Seconded by:*

**RESOLVED**, that the Halton Catholic District School Board direct staff to implement the SBRC recommended boundaries for the 2022-2023 school year for St. Gregory the Great CES and North Oakville #4 CES, whereby these changes shall have the effect of altering existing attendance areas by:

1. Re-directing patch Z14, Z15, Z16, Z24, Z25, Z26, Z27, Z28, Z29, Z30, Z31, Z32, Z33 from St. Gregory the Great CES to North Oakville #4 CES.

**RESOLVED**, that students attending Grade 7 at St. Gregory the Great CES in the 2021-2022 school year and live within the new North Oakville #4 CES boundary be grandfathered for the 2022-2023 school year.



**Report Prepared by:**

D. Gunasekara  
Planning Officer, Planning Services

B. Vidovic  
Senior Manager, Planning Services

**Report Submitted by:**

R. Merrick  
Superintendent, Facility Management Services

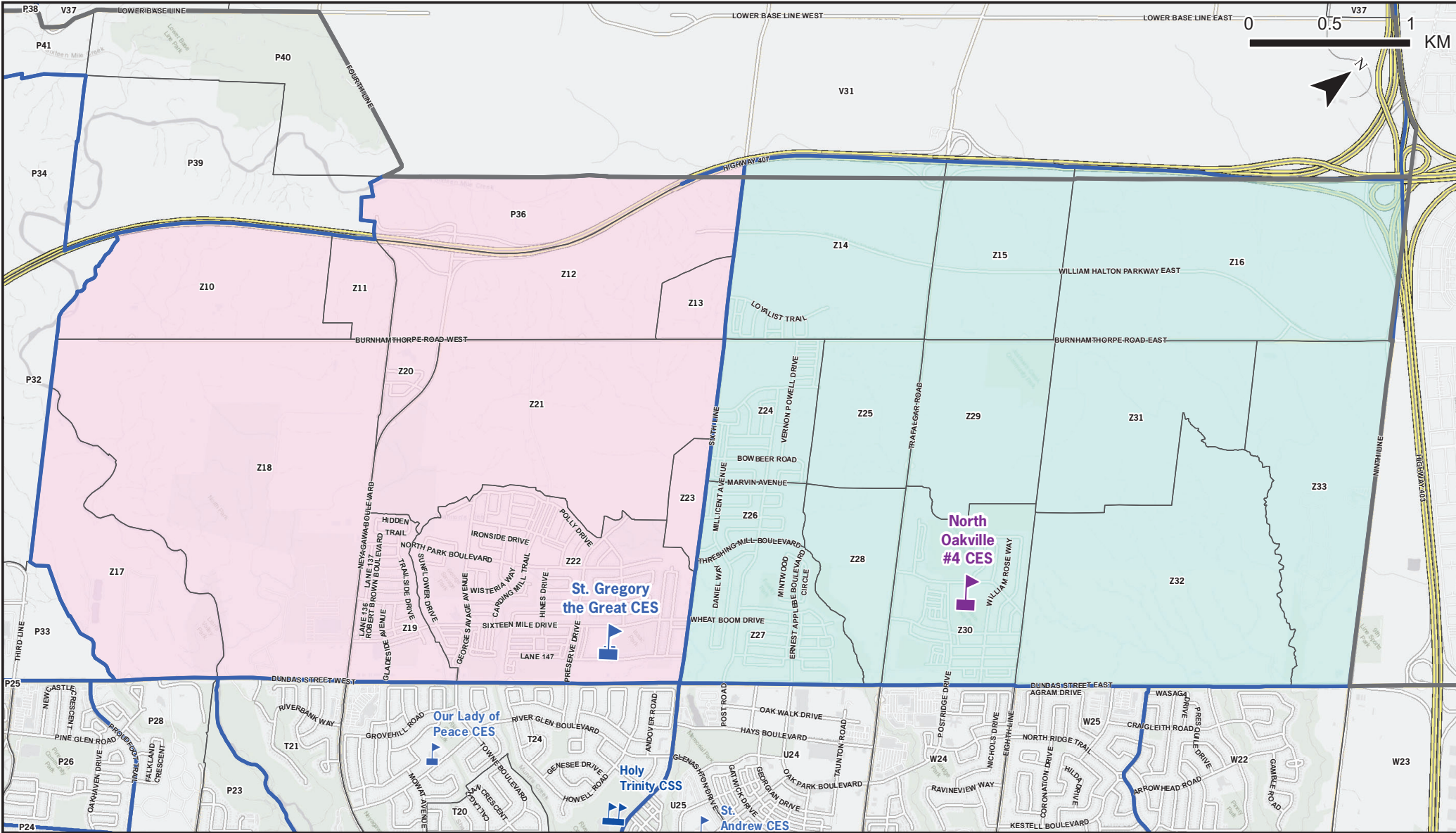
**Report Approved by:**


P. Daly  
Director of Education and Secretary of the Board

## School Boundary Review Committee (SBRC) Members

### North Oakville #4 Catholic Elementary School Boundary Review

<b>Parent Representatives</b>	St. Gregory the Great CES	Cherish de la Cruz
		Tosin Oyebola
<b>Board Staff</b>	Superintendent of Education	Emi Bakaic
	Superintendent, Facility Management Services	Ryan Merrick
	Administrative Assistant, Facility Management Services	Donna Sayers
	Senior Manager, Planning Services	Branko Vidovic
	Planning Officer, Planning Services	Dhilan Gunasekara
	Planning Officer, Planning Services	Kathie Panzer





**HALTON CATHOLIC DISTRICT SCHOOL BOARD**

**SBRC Recommended Boundary for North Oakville Community**

**2022-2023 School Year**

Town of Oakville

North Oakville #4 CES

St. Gregory the Great CES



## Regular Board Meeting

## Staff Report

Expansion of Elementary Community Classrooms	Item 9.3
Tuesday, October 19, 2021	

### Alignment to Strategic Plan

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

### Purpose

At the September 16, 2021, Special Board Meeting, a motion was moved by Trustee Agnew, seconded by Trustee Duarte, and passed, directing staff to bring a report to the Board of Trustees on how the Elementary Community Living Class can be expanded to include more sites and more students.

*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 to 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.*

### Background Information

The Community Living Class (CLC) is for students with mixed exceptionalities, and there is currently one special education classroom that serves elementary students, from Kindergarten to Grade 8, identified as Exceptional: Multiple and/or Intellectual: Developmental Disability.

Through an IPRC determination, students who would most benefit from a special education full-time placement are considered for the Community Living Class. This class accommodates students who are in need of medical and personal care, and in some cases, nursing support. The class has a capacity of 6 students and is staffed by a qualified special education teacher. The class capacity and staffing requirements are in compliance with the guidelines established by the Ministry of Education.

The CLC initially began at St. Gabriel CES in Burlington in 2001 and collapsed due to low enrollment around 2008. The CLC in Oakville began at St. James CES in 2003 and moved to the current location at St. Teresa of Calcutta CES in 2018.



## Comments

### **Class Composition**

Currently, at St. Teresa of Calcutta CES, half (3) of the class is comprised of students from Milton, and the balance of the students are from Burlington and Oakville. Based on information provided by special education and school-based staff, there are approximately nine potential students who would be suitable candidates for the CLC, of which the majority (6) reside in Milton. With that said, actual interest from families is yet to be confirmed.

### **Location Options**

This section outlines potential locations, based on current enrollment forecast data:

St. Christopher CES, Burlington, currently has available interior school space for the CLC, and no portable classrooms would be required.

St. Catherine of Alexandria CES, Georgetown, currently has no available interior school space and would require two portable classrooms.

St. Peter CES, Lumen Christi CES and Our Lady of Fatima CES, all in Milton, have no available interior school space and would require two portable classrooms.

St. Teresa of Calcutta CES, Oakville, is the current program location. Space for a second CLC that meets the requirements is currently available within the school.

### **Facility Accommodation Costs**

Facility accommodation costs are comprised of various components, including construction, furniture and equipment, and temporary accommodations.

**Construction** costs would be similar at all new sites in Burlington, Milton, and Halton Hills and are estimated to be approximately \$400,000. The construction includes the restructuring of two existing classrooms into a single suite.

**Furniture and equipment** costs would be similar at all new sites, estimated at approximately \$100,000. A second class in Oakville at St. Teresa of Calcutta CES would involve furniture and equipment costs of approximately \$50,000 due to the established and shared space.

Specialized classroom requirements include the following:

- Accessible washroom equipped with a shower
- Washer and dryer
- Sensory room
- Darkroom for vision therapy
- Wheelchair storage space
- Nurses' station
- Curtained medical beds (at least 2) with a handwashing station
- Ceiling mounted, track-based patient lift and adjustable LED lighting
- Kitchen space (microwave, sink, fridge for storage of medication)
- Storage space (drawers for each student with locked compartments)





- All the lights in rooms have dimmers with at least three different zones (with light filters)
- Tracking for a lift in the sensory room
- Exercise area (gym mats on the floor)
- Smartboard
- Parking lot changes (more space than for wheelchairs and equipment)

**Temporary accommodation** costs for portable classroom installation would be required in Halton Hills and Milton. These costs are estimated at approximately \$100,000 for portable classroom installation and an annual cost of \$40,000 for the lease of two portable classrooms.

### **Transportation**

All the students in the CLC are provided special education transportation while attending a specialized special education class. In consultation with Halton Student Transportation Services (HSTS) the calculated transportation cost is \$60,000 per year and is based on a single minibus, per run, per region. The total cost would be dependent upon student enrollment, location of classroom and the homeschool of the student(s).

### **Personnel Supports**

The CLC is taught by one Special Education Teacher (SET) and supported by Educational Assistant(s) (EAs). EAs are typically allocated through the homeschool.

**Table 1: Summary of Proposed Budget Costs by Location**

<b>Cost</b>	<b>St. Christopher CES Burlington</b>	<b>St. Catherine of Alexandria CES Georgetown</b>	<b>Our Lady of Fatima CES St. Peter CES Lumen Christi CES Milton</b>	<b>St. Teresa of Calcutta CES Oakville</b>
Transportation	\$60,000 per run per region	\$60,000 per run per region	\$60,000 per run per region	\$60,000 per run per region
Portable Classrooms	N/A	\$100,000 initial cost plus \$40,000 annually	\$100,000 initial cost plus \$40,000 annually	N/A
Furniture & Equipment	\$100,000	\$100,000	\$100,000	\$50,00
Construction	\$400,000	\$400,000	\$400,000	N/A
Estimated Teacher Salaries (benefits Included)	\$120,000	\$120,000	\$120,000	\$120,000
<b>TOTAL COST PER SITE</b>	<b>\$680,000</b>	<b>\$820,000</b>	<b>\$820,000</b>	<b>\$230,000</b>



## Conclusion

The purpose of this report is to address how the Community Living Class can be expanded to include more sites and students. This can be achieved by either opening a class at a new school site or by adding a second class at the current St. Teresa of Calcutta CES location.

In both cases, the expansion and sustainability of the Community Living Class are determined by parent interest in the class and subsequent student enrollment.

Based on the students returning to the CLC in September 2022 and potentially new students that would be eligible, 7 of the 14 are from Milton, and the balance of students are dispersed between Burlington (3) and Oakville (4).

Recommendations for a site location would include Oakville or Milton. The addition of a second class at St. Teresa of Calcutta CES, would allow flexibility to have one or two classes as needed, with less impact on a school. In addition, as seen at other sites that have specialized classes, having two classrooms at the same school supports teacher collaboration and optimal use of special education service support, as well as community agencies that assist students. Having a Milton school site for the CLC would support the large number of potential students from this municipality.

### Report Prepared by:

Stephany Balogh  
Superintendent, Special Education Services

Aaron Lofts  
Superintendent, Business Services & Treasurer of the Board

Ryan Merrick  
Superintendent, Facility Management Services

Jodi O'Reilly  
Special Education Coordinator

### Report Submitted by:

Stephany Balogh  
Superintendent, Special Education Services

### Report Approved by:

Pat Daly  
Director of Education and Secretary of the Board



Destreaming Grade 9 Math	Item 9.4
October 19, 2021	

## Alignment to Strategic Plan

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

## Purpose

This report is in response to a motion passed at the June 1, 2021 Regular Board meeting directing staff to provide a report to address questions raised in a delegation at that meeting.

## Background Information

The 2021-2022 school year marks the introduction of a new Grade 9 mathematics course. As part of Ontario's Math Strategy, the Grade 9 mathematics curriculum is based on the belief that all students can and deserve to be successful in math. The curriculum emphasizes the need to eliminate systemic barriers and to serve students belonging to groups that have been historically disadvantaged and underserved in mathematics education.

According to the Ministry of Education, research shows that students who are Indigenous, Black, and racialized, students who live in low-income households, and students with disabilities and/or student special education needs have historically been more likely to be streamed into Applied courses. Students then have fewer choice for courses that they can take in later grades which can then limit their access to some post-secondary pathways. As a result, a decision was made to end the "streaming" of students into Applied or Academic level math in grade 9 and instead create a "de-streamed" common math curriculum for students in their first year of secondary school.

The Ministry of Education notes the key benefits of this change to the math curriculum include:

- Sets high academic standards for all students;
- Enables students with a range of skills and interests to learn together;
- Increases opportunities and helping to remove systemic barriers for Indigenous, Black, and other racialized students, students who live in low-income households, and students with disabilities and special education needs;
- Keeps future options open for all students (for example, going to college, university, or apprenticeship);
- Provides more time for students and families to make informed decisions about their secondary pathways with greater transparency on how these pathways lead to post-secondary destinations.



## Comments

In the planning for the introduction of the new grade 9 math curriculum, the Destreaming Staff Committee and Senior staff concluded that in order to meet the overall goals of the destreamed curriculum one grade math course would be offered to students and that pre-AP extensions could be offered within these common courses for those students who were accepted into pre-AP math classes.

The decision to not continue to offer pre-AP as a congregated course was met with concern by many parents and students, some of which was expressed in delegations to the Board. Ultimately, staff decided to continue to offer separate pre-AP grade 9 Math courses.

The information below is offered in response to the concerns/questions addressed during the delegation presented at the June 1, 2021 Regular Board Meeting.

### About Advanced Placement (AP) and International Baccalaureate (IB)

**Advanced Placement (AP)** courses offer university-level content to students in secondary school. Students in AP and pre-AP programmes study topics in greater depth, providing an opportunity for enhanced learning. The AP curriculum and the Ontario Secondary curriculum overlap to a large extent. Students in pre-AP courses complete the Ontario secondary school courses with appropriate extensions designed to prepare students for writing the Grade 12 AP exam. Students who successfully complete an AP examination can receive university credit or advanced standing depending on the policy of the specific university however students are not required to write the AP exam.

AP has expanded since its inception in our Board to four of our secondary schools – Bishop Reding Catholic Secondary School, Assumption Catholic Secondary School, Holy Trinity Catholic Secondary School, and beginning this year, Christ the King Catholic Secondary School. This expansion speaks to the value that many students and parents see in the rigorous program delivery and course material.

The **International Baccalaureate (IB)** programme is offered at St. Thomas Aquinas Catholic Secondary School. Students enroll in pre-IB courses in grades 9 and 10 to prepare for required IB level courses in grades 11 and 12. In order to attain an IB Diploma, students must complete internal assessments, external exams set by the IBO as well as other program requirements. Students who successfully complete the IB Diploma can receive university credit or advanced standing depending on the policy of the specific university.



*Q: Are the Grade 9 destreamed math classes all going to be taught by AP certified or trained teachers to ensure they can appropriately deliver the pre-AP “extensions”?*

As noted above, our school district has continued to offer separate pre-AP Grade 9 math classes under the revised curriculum.

*Q: Staff projected how many of the incoming grade 9 pre-AP students might eventually write the AP exam - I believe it was 96 of 484 but did not explain how that number was calculated. I would like to know on what basis that number was determined. Also, what is the relevance of that number as a percentage of AP students or better still, total students, in the grade?*

The estimate is based on how many students have written AP exams over the past several years. The number is provided as information as to how many students ultimately write AP exams.

*Q: I would like to ask staff exactly how many HCDSB non-AP students, on average, earn a university credit by writing the College Board exam in an average year.*

While any student can choose to write AP exams, typically we have an average of approximately 5 students attempt an exam each year who have not been involved in AP programming. Students may choose whether to share AP exam results when applying to university.

*Q: Why are we talking about an exam they may or may not write in 4 years? And why do we care about students who write those exams despite never being a part of the program? How on earth is any of that relevant to the existing courses being cancelled?*

Comments regarding number of students enrolled and how many students write AP exams were offered as information. Exams were also discussed by a delegate in response to a question from a Trustee.

*Q: I'd like to ask the board to provide the names of the other boards that intend to deliver pre-AP/IB math as curriculum extensions within a destreamed math class*

Because AP is considered an optional program, Boards were given the ability to make board level decisions on these programs. This flexibility regarding optional programs is not new. Prior to the new math curriculum, Boards have differed in their approach to AP delivery. Some Ontario Boards offer AP in much the same way that we do at HCDSB, other boards begin pre-AP in grade 10 while others provide extensions to the Ontario curriculum in grade 11 and 12. Individual schools and boards also offer different AP course options. Some Boards have opted to continue with Grade 9 pre-AP math for this year with an eye to reassessing that model for next year.



*Q: Who decided on the approach that was right for this board and what were determined to be the needs of our families and constituents? Were HCDSB families consulted, and how? I would also like to know if the secondary math teachers, who will be expected to deliver the destreamed curriculum, in addition to the pre-AP extensions were consulted.*

The Destreaming Staff Committee, comprised of Senior Staff, Secondary Administrators, Senior Manager of Human Rights and Equity, Curriculum and Student Success Coordinator, Itinerants and Consultants, Secondary Department Heads, Special Education Coordinator and Consultants, began meeting and attending Ministry of Education sessions in early 2021 to gain a greater understanding of the rationale for the move to a destreamed curriculum. The Committee understood the intent of the direction was to destream academic and applied math. The Ministry did give flexibility to determine how Boards would move forward with optional programming such as Advanced Placement and the International Baccalaureate Diploma Programme. In the planning for the introduction of the new grade 9 math curriculum, the Destreaming Staff Committee and Senior Staff concluded that in order to meet the overall goals of the destreamed curriculum one grade 9 math course would be offered to students. As noted above, this decision was subsequently reversed and HCDSB continues to offer separate pre-AP grade 9 Math courses.

*Q: I would also like further information and clarification regarding the destreaming success in other jurisdictions.*

Several Ontario schools have piloted destreaming initiatives over the past number of years. Some additional information can be found in the Higher Education Quality Council of Ontario's publication [Destreaming in Ontario](#).

*Q: "Other provinces are doing quite well with their pre-AP preparations in grade 9 despite not having streamed programs". What is the evidence or data that supports that statement?*

For those provinces that have implemented a destreamed curriculum in grade 9, many students continue to participate in AP programming beyond grade 9 and the number of AP course providers have continued to grow in many provinces outside of Ontario.

*Q: "Data out of the TDSB and the data that is shared across the country indicates that students are thriving in pre-AP math programs in a destreamed environment." I would like to know how "thriving" is determined or measured and the source from which this determination was made.*

*I'm hoping staff can explain the statement that "students are thriving in pre-AP math programs in a destreamed environment" ....in TDSB and otherwise.*

Many students continue to participate in AP programming beyond grade 9 and the number of AP course providers have continued to grow in many provinces both inside and outside of Ontario.



*Q: I would like staff to explain what is meant by “destreaming populations” and/or provide a Ministry reference.*

Researchers have pointed out that marginalized students are much more likely to be streamed into applied courses. For example, in some Ontario Boards, students from low-income communities are significantly more likely to be enrolled in the applied level stream. Destreaming, therefore, would help minimize this social segregation along socio-economic lines.

## Conclusion

The Grade 9 Curriculum document was released in late spring, and a Destreaming Writing Team worked throughout the summer to plan and prepare professional development and resources for Secondary Math teachers and Department heads. Gr. 9 Math teachers and Math Department Heads participated in a PD workshop on September 2, 2021 and will receive ongoing support throughout the school year.

Report Prepared  
and Submitted by:

P. Daly  
Director of Education & Secretary of the Board



## 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:

Many clubs and sports teams have started up again, enriching student life, learning, and growth, while allowing students to connect with one another outside of the classroom, with many of the clubs being led by some of the best leaders in the Board. There are still some clubs and teams that have been unable to start up or participate in the fall season due to a lack of staff, student, or parent volunteers, which may be attributed to concerns regarding COVID-19 and an inconsistent workload due to the quadmester approach. We hope that these issues can be resolved so that students can have fulsome opportunities to engage in their school communities. The Waterloo math contests are approaching in the second quadmester, and students are working hard as midterms approach.

### Believing:

Following the motion presented at the last Board meeting, the Our Father and Land Acknowledgements have been implemented in morning announcements in schools; however, there have been concerns from students and staff that these additions have lengthened the morning announcements to the point that many students are disengaged and tuning them out. As well, some schools have taken to replacing individual school prayers and intentions with the Our Father, leading to many students missing out on these prayers.



Students and Staff are excited that school liturgies have begun again, and that many extracurricular activities furthering the Catholic faith are now available again. Many schools also participated in Thanksgiving food drives in the past few weeks.

### Belonging:

On October 6, 2021, Cerebral Palsy Day was held, and students wore green shirts, it was a great day to get more educated on topics that affect our peers. Following Mental Health Day, a lot of great resources were shared to students to help them through these stressful times after the pandemic, things like getting enough sleep and eating well are great ways students can improve their mental health. As a lot of extracurriculars are coming back we are encouraging everyone but mostly younger students to get involved in schools so they can find more friends and connect with others. Finally, a lot of students have expressed that after the delegation “Supporting HCDSB’s Diverse Student Body” was taken as information they felt the Board was not really listening to the students’ needs or even trying to come up with a conclusion together, since both the students and the Trustees are a key part of our 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 19, 2021	

### Alignment to Strategic Plan

This report is linked to the strategic priorities:

**Achieving:** Meeting the needs of all learners

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

**Belonging:** Embracing relationships & sustaining safe, welcoming schools

### Purpose

The purpose of this report is to provide Trustees with updates related to the operation of Halton Catholic District School Board (HCDSB) schools in the context of COVID-19.

### Elementary Schools

#### *Extra Curriculars*

Several types of extra-curricular activities have been reintroduced both virtually and in person. School sports will begin with intramural events and progress to inter-school competitions. Running intramural programs offer schools an opportunity to have students participate in organized school sports prior to a return to interschool sports.

Schools have been provided with an intramural support document that includes guidelines and information for schools to safely operate intramural programs. Given the number of variables at each school site (i.e. size of cohorts, available space, available equipment, student interest, etc.) schools will use the guidelines in accordance with their individual school needs.





## Secondary Schools

### *EQAO Assessments*

The 2021-2022 Grade 9 Assessment of Mathematics will be a multistage online assessment that is aligned with the new Destreamed Grade 9 Math (MTH1W). It tests math skills students are expected to have learned by the end of the Grade 9 Mathematics course. The administration window for the assessment is scheduled from October 2021-June 2022 to allow flexibility for school boards to accommodate the variety of learning models across Ontario.

The assessment is comprised of two 60-minute sessions. Teachers will receive individual results after the students complete the assessment.

### *Ontario Secondary Schools Literacy Test (OSSLT)*

The OSSLT measures whether students are meeting the minimum standard for literacy across all subjects up to the end of grade 9. Successful completion of the literacy test is one of the requirements to earn an Ontario Secondary School Diploma (Note: this requirement has been waived for students graduating during the 2021-2022 school year).

The OSSLT is a computer-based assessment that includes two sessions made up of multiple-select questions and open response questions. Each session is designed to be completed in 60 minutes. If students require additional time to complete a session, this is allowed. The test must be written in person, at a school site.

The administration of the OSSLT is scheduled to take place:

- **October 13 - December 1, 2021** – Grade 11s and non-graduating grade 12s
- **March 23 – May 19, 2022** – Grade 10s and previously eligible students

### *Take Our Kids to Work Day – November 3*

Launched in 1994 by The Learning Partnership, Take Our Kids to Work Day is an experiential learning opportunity for Grade 9 students across Canada offering them the chance to see the world of work firsthand, explore a variety of careers and sectors, and look at what skills are important to thrive in the world of work.

Students can participate in Take Our Kids to Work Day hosted by their parent's employer (in-person or virtually). If in person, they would be required to follow the COVID work protocols of that site. Grade 9 teachers will also lead their students through a lesson developed for this day.



## 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.

The Ministry of Education directed all schools to implement daily confirmation of COVID self-screening for all students, staff and visitors attending school in person for the first two weeks of the school year for. This process will remain in effect throughout the year for staff and visitors.

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

### *COVID-19 Advisory Board*

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

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

### *Vaccination Attestation*

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.

Boards are required to submit updated attestation results to the Ministry and post on our website. A summary of the Attestation numbers can be found [here](#).



## Conclusion

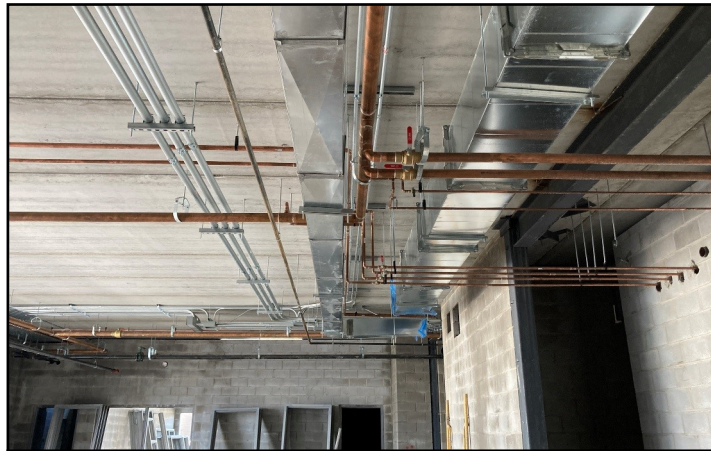
Our goals for our return to school will continue to be focused on:

- 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

## Construction Report - October 2021



### Construction Update

- The pictures above were taken on October 12, 2021. The top-left picture shows the completed exterior structural walls in the classroom wing. The top-right picture shows ongoing plumbing and HVAC installation. The bottom-left picture shows the ongoing structural walls. The bottom-right picture shows the complete mechanical room pads.
- Work completed included exterior wall, concrete topping, structural steel and mechanical services.

### Schedule Update

- Load bearing walls
- Underground and in-wall services
- Site grading and asphalt preparation
- Steel joist installation

If you have any comments or questions about the new school, please contact Emi Bakaic, Superintendent of Education, at (905) 632-6300 ext. 127 or e-mail [bakaice@hcdsb.org](mailto:bakaice@hcdsb.org). For school construction information contact Ryan Merrick, Superintendent, Facility Management Services, at (905) 632-6300 ext. 171 or e-mail [merrickr@hcdsb.org](mailto:merrickr@hcdsb.org).



## POLICY COMMITTEE MEETING MINUTES

Date: September 14, 2021  
Time: 7:00 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

Trustee Present: B. Agnew (Electronically)  
P. DeRosa (Electronically)  
M. Duarte (Electronically)  
N. Guzzo (Electronically)  
H. Karabela (Electronically)  
P. Murphy (Electronically)  
T. O'Brien (Electronically)  
J. O'Hearn-Czarota (Electronically)

Regrets: V. Iantomasi

Staff Present: E. Bakaic, Superintendent of Education, School Services (Electronically)  
A. Cordeiro, Superintendent of Education, School Services (Electronically)  
P. Daly, Director of Education (Electronically)  
N. Dinolfo, Superintendent of Education, School Services (Electronically)  
S. Jayaraman, Senior Manager, Human Rights and Equity (Electronically)  
A. Lofts, Superintendent of Education (Electronically)  
L. Naar, Superintendent of Education School Services (Electronically)  
A. Swinden, Manager, Strategic Communications (Electronically)  
L. Frees, Senior Manager, Human Resources Services (Electronically)  
K. George, Health and Safety Officer, Human Resource Services (Electronically)  
S. Saevil, Indigenous Education Advisor (Electronically)  
Recording Secretary: M. Zammit (Electronically)

1. **Call to Order**
  - 1.1 **Opening Prayer (B. Agnew)**  
The meeting opened at 7:00 p.m. with a prayer led by Trustee Agnew.
2. **Approvals**
  - 2.1 **Approval of Agenda**  
*P# 63/21*  
*Moved by:* M. Duarte  
*Seconded by:* B. Agnew  
*That, the agenda be approved as presented.*

The Chair called for a vote. Recommendation ***P#63/21 CARRIED***

In favour	Opposed	Abstain	Absent
B. Agnew			V. Iantomasi
P. DeRosa			

M. Duarte			
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn - Czarnota			

## 2.2 Approval of Minutes (June 08, 2021)

**P#64/21**

**Moved by:** B. Agnew

**Seconded by:** T. O'Brien

*That, the minutes of the June 08, 2021 Policy Committee be approved.*

The Chair called for a vote. Recommendation **P#64/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew			V. Iantomasi
P. DeRosa			
M. Duarte			
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn - Czarnota			

## 3. Declarations of Conflict of Interest

There were no Conflicts of Interest.

## 4. Action Items

### 4.1 Policy I-19 Occupational Health and Safety (E. Bakaic)

**P#65/21**

**Moved by:** M. Duarte

**Seconded by:** B. Agnew

*That, the Policy Committee recommends that Policy I-19 Occupational Health and Safety be forwarded, to the September 21, 2021, Regular Board Meeting for approval.*

The Chair called for a vote. Recommendation **P#65/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew			V. Iantomasi
P. DeRosa			
M. Duarte			
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn - Czarnota			

### 4.2 Policy III-15 Workplace Violence (E. Bakaic)

**P#66/21**

**Moved by:** J. O'Hearn-Czarnota

**Seconded by:** T. O'Brien

*That, the Policy Committee recommends that Policy III-15 Workplace Violence be forwarded, to the September 21, 2021 Regular Board Meeting for approval.*

The Chair called for a vote. Recommendation **P#66/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew			V. Iantomasi
P. DeRosa			
M. Duarte			
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn - Czarnota			

#### 4.3 Policy III-16 Workplace Discrimination and Harassment (E. Bakaic)

**P#67/21**

**Moved by:** M. Duarte

**Seconded by:** T. O'Brien

*That, the Policy Committee recommends that Policy III-16 Workplace Discrimination and Harassment be forwarded, to the September 21, 2021 Regular Board Meeting for approval.*

The Chair called for a vote. Recommendation **P#67/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew	H. Karabela		V. Iantomasi
P. DeRosa			
M. Duarte			
P. Murphy			
T. O'Brien			
J. O'Hearn - Czarnota			
N. Guzzo			

#### 4.4 Policy I-06 Delegation to the Board (B. Agnew)

**P#68/21**

**Moved by:** B. Agnew

**Seconded by:** T. O'Brien

*That, the Policy Committee recommends that Policy I-06 Delegation to the Board be forwarded, to the September 21, 2021 Regular Board Meeting for approval as amended*

*Trustees discussed and agreed via consensus on various amendments.*

The Chair called for a vote. Recommendation **P#68/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew	P. DeRosa		V. Iantomasi
M. Duarte	T. O'Brien		
H. Karabela			
P. Murphy			
J. O'Hearn - Czarnota			
N. Guzzo			

**4.5 Policy I-46 Correspondence to the Board (B. Agnew)****P#69/21****Moved by:** H. Karabela**Seconded by:** B. Agnew

*That, the Policy Committee recommends that Policy I-46 Correspondence to the Board be forwarded, to the September 21, 2021 Regular Board Meeting for approval at 2<sup>nd</sup> & 3<sup>rd</sup> reading as amended.*

Trustees discussed and agreed via consensus on various amendments.

The Chair called for a vote. **P#69/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew			V. Iantomasi
P. DeRosa			
M. Duarte			
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn - Czarnota			

**P#70/21****Moved by:** M. Duarte**Seconded by:** T. O'Brien

*That, the Policy Committee approves to extend the Policy Committee Meeting beyond 10:00 p.m.*

The Chair called for a vote. **P#70/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew			V. Iantomasi
P. DeRosa			
M. Duarte			
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn - Czarnota			

**4.6 Policy II-09 Opening and Closing Exercises (N. Guzzo)****P#71/21****Moved by:** P. DeRosa**Seconded by:** T. O'Brien

*That, the Policy Committee recommends that Policy II-09 Opening and Closing Exercises be forwarded, to the September 21, 2021 Regular Board Meeting for approval.*

Trustees discussed adding the Our Father prayer as an amendment, however there was no consensus.

The Chair called for a vote. Recommendation **P#71/21 CARRIED**



In favour	Opposed	Abstain	Absent
B. Agnew	T. O'Brien		V. Iantomasi
P. DeRosa			
M. Duarte			
H. Karabela			
P. Murphy			
J. O'Hearn - Czarnota			
N. Guzzo			

#### 4.7 Rescind Policy IV-07 Alternative Arrangements for School Facilities (A. Lofts)

**P#72/21**

**Moved by:** T. O'Brien

**Seconded by:** P. Murphy

*That, the Policy Committee recommends that Policy IV-07 Alternative Arrangements for School Facilities be forwarded, to the September 21, 2021 Regular Board Meeting to be rescinded.*

The Chair called for a vote. Recommendation **P#72/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew	P. DeRosa		V. Iantomasi
M. Duarte	H. Karabela		
P. Murphy			
T. O'Brien			
J. O'Hearn - Czarnota			
N. Guzzo			

#### 4.8 Rescind Policy IV-08 School Sites and Operating Budget (A. Lofts)

**P#73/21**

**Moved by:** B. Agnew

**Seconded by:** T. O'Brien

*That, the Policy Committee recommends that Policy IV-08 School Sites and Operating Budget be forwarded, to the September 21, 2021 Regular Board Meeting to be rescinded.*

The Chair called for a vote. Recommendation **P#73/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew	P. DeRosa		V. Iantomasi
M. Duarte	H. Karabela		
P. Murphy			
T. O'Brien			
J. O'Hearn - Czarnota			
N. Guzzo			

#### 4.9 HCDSB Procedural By-Laws (E. Bakaic)

**P#74/21**

**Moved by:** M. Duarte

**Seconded by:** B. Agnew

*That, the Policy Committee recommends that HCDSB Procedural By-Laws be forwarded, to the September 21, 2021 Regular Board Meeting for approval.*

*On a point of order, the chair ruled that the HCDSB Procedural By-laws can be amended.*

**P#75/21**

**Moved by:** T. O'Brien

**Resolved** that the Trustees appeal the ruling of the chair

The Chair called for a vote. Recommendation **P#75/21 DEFEATED**

In favour	Opposed	Abstain	Absent
P. DeRosa	B. Agnew		V. Iantomasi
T. O'Brien	M. Duarte		
	H. Karabela		
	P. Murphy		
	J. O'Hearn - Czarnota		
	N. Guzzo		

The Chair called for a vote. Recommendation **P#74/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew	P. DeRosa		V. Iantomasi
M. Duarte	H. Karabela		
P. Murphy	T. O'Brien		
J. O'Hearn - Czarnota			
N. Guzzo			

**P#76/21**

**Moved by:** B. Agnew

**Seconded by:** M. Duarte

*That, the Policy Committee approves to extend the Policy Committee Meeting beyond 10:30 p.m.*

The Chair called for a vote. **P#76/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew			V. Iantomasi
P. DeRosa			
M. Duarte			
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn - Czarnota			

5. Discussion Items  
There were no Discussion items.

6. Information Items
  - 6.1 Administrative Procedure VI—04 Complaints Resolution Process: Workplace Discrimination/Harassment/Violence (E. Bakaic)
  - 6.2 2021-2022 Policy Committee Work Plan (E. Bakaic)
  - 6.3 Upcoming Agenda Items

7. Miscellaneous Information  
There were no Miscellaneous Items.

8. In-Camera  
There were no in-camera items.

9. ***Motion to Excuse Absent Committee Members***  
***P#77/21***

***Moved by:*** H. Karabela

***Seconded by:*** P. DeRosa

***That*** Trustee V. Iantomasi be excused.

The Chair called for a vote. ***P#77/21 CARRIED***

In favour	Opposed	Abstain	Absent
P. DeRosa	B. Agnew		V. Iantomasi
M. Duarte			
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn - Czarnota			

10. ***Motion to Adjourn/ Closing Prayer (P. DeRosa)***  
***P#78/21***

***Moved by:*** P. DeRosa

***Seconded by:*** T. O'Brien

***That*** the meeting adjourn.

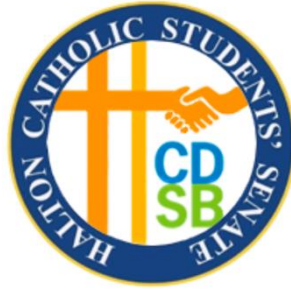
The Chair called for a vote. ***P#78/21 CARRIED***

In favour	Opposed	Abstain	Absent
B. Agnew			V. Iantomasi
P. DeRosa			
M. Duarte			
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn - Czarnota			

Trustee DeRosa closed the meeting with prayer at 10:45 p.m.

## MINISTRY MEMOS

DATE ISSUED	MEMO TITLE AND LINK
October 1, 2021	<a href="#">Updates to the School Screening Tool for the 2021-22 School Year</a>
October 1, 2021	<a href="#">Public Posting of the K-12 Education Standards Development Committee</a>
October 1, 2021	<a href="#">Safety Protocols and COVID-19 Related Protests and Incidents</a>
October 5, 2021	<a href="#">COVID-19 Rapid Antigen Screening for Students and Children in Schools and Child Care</a>
October 5, 2021	<a href="#">Construction Action Plan – COVID-19 Related Incremental Direct Costs for School Board Capital Projects Survey and Principals for Pandemic Related Provision Language</a>
October 6, 2021	<a href="#">COVID-19 Pulse Survey</a>
October 7, 2021	<a href="#">Inuktitut Language Instruction in Ontario Schools</a>
October 7, 2021	<a href="#">Thanksgiving Weekend Health and Safety Reminder</a>
October 8, 2021	<a href="#">Enhanced Student Access to Free Menstrual Products in Ontario Schools</a>
October 14, 2021	<a href="#">Proof of Vaccination Against COVID-19: Community Use of Schools</a>



September 28, 2021

**RE: JOINT STATEMENT ON SUPPORTING NON-CATHOLIC STUDENTS**

To Chair Murphy and the Board of Trustees,

On the behalf of the Halton Catholic District School Board's Student Senate, we would like to encourage you to amend Policy I-26 and Allow Non-Catholics to run for Student Trustee. As it currently stands, Policy I-26 requires candidates to be full-time practicing Catholics and a letter of endorsement from a Parish Priest; however, this does not accurately represent our diverse school community, in which many students are not Catholic, or are not active Parish members. After a Student Delegation who spoke at our September 28th Student Senate meeting, we decided to take action and voice the student body's concern on this issue by creating this letter.

Our board allows for non-Catholic students to be a part of our Halton Catholic District School Board (HCDSB) community. In our very own Student Senate, we have more than one-hundred members who have various cultural backgrounds and roots, including differing religions. This does not make them a lesser part of our school community. Take, for example, Saint Francis Xavier Secondary School, which has a prominent non-Catholic Population. Despite this, every student at this school is shaped by Catholic education, as they respect and uphold Catholic values by attending important Catholic affairs, such as school masses and religion classes. Despite religious differences, all students show respect towards one another. Despite religious differences, all of these students are very active members in their community who have shown that they can co-exist in peace and unity. Despite religious differences, all of these students are able to exhibit and uphold Catholic values.

To better support and represent our diverse school community, we encourage the Board to remove the requirements of, “Active Parish membership and regular mass attendance” and “A letter of endorsement from the Parish Priest.” In order to maintain the Catholic values that our Board upholds, we would suggest that to substitute these two requirements by having **a letter of endorsement from Catholic leaders in the school community, especially from a School Chaplain.** Other boards such as the Huron Catholic District School Board and the Sudbury Catholic District School Board do not have the requirements of a Parish Priest recommendation or their Student Trustees be Catholic, it is time for HCDSB to follow their lead. To help our non-Catholic peers feel better included, accepted, and supported in our board, we encourage HCDSB to amend this policy, and provide with the same opportunities as their Catholic peers. In following the words of Romans 15:7, “Therefore welcome one another as Christ has welcomed you, for the glory of God.”

In the name of our Welcoming Saviour,

### **The HCDSB Student Senate**

Assumption Catholic Secondary School’s Student Senate

Bishop Reding Catholic Secondary School’s Student Senate

Christ the King Catholic Secondary School’s Student Senate

Corpus Christi Catholic Secondary School’s Student Senate

Holy Trinity Catholic Secondary School’s Student Senate

Notre Dame Catholic Secondary School’s Student Senate

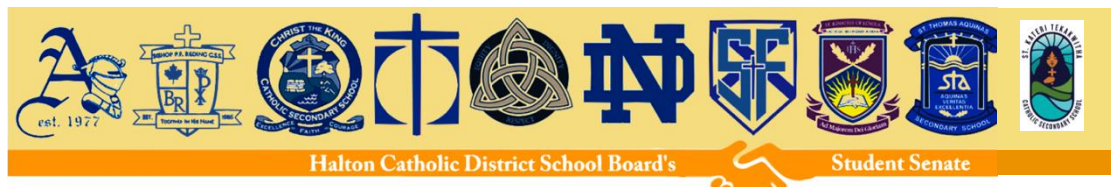
St. Francis Xavier Catholic Secondary School’s Student Senate

St. Ignatius of Loyola Catholic Secondary School’s Student Senate

St. Kateri Tekakwitha Catholic Secondary School’s Student Senate

St. Thomas Aquinas Catholic Secondary School’s Student Senate

The Student Trustees of 2021-2022



**From:** lidia silvestri

**Sent:** Sunday, October 17, 2021 4:02 PM

**To:** Daly, Patrick <[DalyP@hcdsb.org](mailto:DalyP@hcdsb.org)>; Murphy, Patrick <[MurphyP@hcdsb.org](mailto:MurphyP@hcdsb.org)>; O'Brien, Timothy <[O'BrienT@hcdsb.org](mailto:O'BrienT@hcdsb.org)>; Iantomasi, Vincent <[IantomasiV@hcdsb.org](mailto:IantomasiV@hcdsb.org)>; Agnew, Brenda <[AgnewB@hcdsb.org](mailto:AgnewB@hcdsb.org)>; Guzzo, Nancy <[GuzzoN@hcdsb.org](mailto:GuzzoN@hcdsb.org)>; Duarte, Marvin <[DuarteM@hcdsb.org](mailto:DuarteM@hcdsb.org)>; O'Hearn-Czarnota, Janet <[O'Hearn-CzarnotaJ@hcdsb.org](mailto:O'Hearn-CzarnotaJ@hcdsb.org)>; DeRosa, Peter <[DeRosaP@hcdsb.org](mailto:DeRosaP@hcdsb.org)>; Karabela, Helena <[KarabelaH@hcdsb.org](mailto:KarabelaH@hcdsb.org)>

**Subject:** [<EXTERNAL>] Secondary school exams

Dear Director Daly and HCDSB Trustees,

**Please include this email as correspondence at the October 19<sup>th</sup> board meeting.**

On June 21, 2021 my son wrote an email to you all about the importance of exams from a student perspective. He was also prepared to delegate at the first board meeting in September to further advocate on this subject. On August 30<sup>th</sup> he received an email from Director Daly which said the following:

“Over the summer a number of committees met to look at our return to school and among the topics for consideration were assessment practices at the secondary level and the value of teaching the skills required in completing tests and exams. Prior to COVID, as you know, many courses had final exams *and* culminating activities whereas some other course relied on course culminating activities for final assessment. We will return to this practice of a combination of final assessments (exams and culminating) in the Sept 2021-22 school.”

After that email from Director Daly my son withdrew his delegation and was happy to have been heard. So imagine my surprise when my other son in grade 9 was told by his math teacher there will be no exams. At this point I went back and listened to the board meeting from October 5<sup>th</sup>. Again, you can imagine my frustration and surprise when I read one of the slides that stated “as in the past subject councils will make decisions about final evaluation formats which includes culminating and MAY include a final exam.” During the board meeting Director Daly mentioned several times that not all classes had exams pre COVID, while this is true ALL of the core subjects did. Pre Covid core subjects had a combination of culminating and exams. Math is a core subject and has ALWAYS had exam and culminating for final assessment (pre COVID).

So I would like you to please explain what changed? The statement made at the meeting is completely contradictory to the email sent to my son by Director Daly. I can tell you he is also extremely frustrated and feels like he has been misled. I did encourage him to write a letter for correspondence himself in which he replied “they don’t really care about us (students)”.

You all encourage students to have a voice. I encouraged him to have a voice as well. I would like at this point to bring up some valid points from his email from June 2021.

“Post secondary exams are often weighted as much as 40-45% of the final grade signifying the inherent need for students to be well prepared for exam writing before they advance into post secondary. Exams are important to me as a grade 12 student as they provide students an opportunity to combine all their learnings throughout the course and apply that in a unique assessment which challenges and encourages deeper thinking than smaller assignments and tests. Exams require much more preparation and they force students to use all six of their core learning skills.

Throughout the pandemic the removal of exams as a part of students final assessment has led to myself and countless other students feeling unprepared for our future endeavours into post secondary.

Looking forward to my planned enrollment in university for the 2022-23 school year, I rarely feel adequately prepared for the heavy toll of writing exams in university. University exams require students to have built up the skills and knowledge from writing high school exams to succeed, and without those exams from the previous year and a half I struggle to see how I will cope with university exams.

The concern for both myself and other students in being unprepared for post secondary can be eased by HCDSB reversing their decision and reinstating exams for the 2021-2022 school year.”

I am asking you to reconsider and that for the sake of ALL students exams be implemented again immediately, including for this quadmester.

Thank you

Lidia Silvestri



**From:** Maria Lourenco

**Sent:** October 18, 2021 9:46 AM

**To:** Daly, Patrick <DalyP@hcdsb.org>; Murphy, Patrick <MurphyP@hcdsb.org>

**Cc:** Duarte, Marvin <DuarteM@hcdsb.org>; O'Brien, Timothy <O'BrienT@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; Iantomasi, Vincent <IantomasiV@hcdsb.org>; DeRosa, Peter <DeRosaP@hcdsb.org>; O'Hearn-Czarnota, Janet <O'Hearn-CzarnotaJ@hcdsb.org>; Guzzo, Nancy <GuzzoN@hcdsb.org>; Agnew, Brenda <AgnewB@hcdsb.org>; Bowie, Kaitlin <BowieK@hcdsb.org>; Masri Ahmar, Gabriela <MasriAhmarG@hcdsb.org>; Tokiwa, Alicia <TokiwaA@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>

**Subject:** Re: [<EXTERNAL>] Re: Exams for Secondary Students

Dear Trustees and Director Daly,

I would like to draw your attention to the Requirements of Policy I-46, "Correspondence to the Board of Trustees", approved by the Board on September 21, 2021:

- When correspondence is addressed to all Trustees, the Chair of the Board shall acknowledge receipt of the correspondence within two (2) business days, and provide a more fulsome response, as appropriate. A copy of the response will be shared with all Trustees.
- When correspondence is addressed to a member of staff, and copied to one or more Trustees, staff shall acknowledge receipt of the correspondence within two (2) business days, and provide a more fulsome response, as appropriate. A copy of the response will be shared with each Trustee copied in the correspondence.

In either case, an acknowledgement is required within two business days with a more fulsome response to follow. Why have I not received any response at all, not even an acknowledgement, to my correspondence dated four business days ago and addressed to both staff (Director Daly) as well as all Trustees? These are not frivolous questions. These are matters impacting the academic success and well-being of HCDSB students.

The Correspondence Policy states the following as one of its Principles: "**The HCDSB believes that effective communication is reciprocal and that all correspondence to individual trustees or to the Board of Trustees as a whole, shall be addressed**". It's hard to believe that when correspondence is ignored, even when your own policy mandates a response.

Please include this correspondence in full in the October 19th board report. I look forward to a response as required by your own recently passed policy.

Sincerely,  
Maria Lourenco

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**From:** Maria Lourenco

**Sent:** October 12, 2021 6:35 AM

**To:** Daly, Patrick <[DalyP@hcdsb.org](mailto:DalyP@hcdsb.org)>; Murphy, Patrick <[MurphyP@hcdsb.org](mailto:MurphyP@hcdsb.org)>

**Cc:** Marvin Duarte <[duartem@hcdsb.org](mailto:duartem@hcdsb.org)>; O'Brien, Timothy <[O'BrienT@hcdsb.org](mailto:O'BrienT@hcdsb.org)>; Karabela, Helena <[KarabelaH@hcdsb.org](mailto:KarabelaH@hcdsb.org)>; Iantomasi, Vincent <[IantomasiV@hcdsb.org](mailto:IantomasiV@hcdsb.org)>; DeRosa, Peter <[DeRosaP@hcdsb.org](mailto:DeRosaP@hcdsb.org)>; O'Hearn-Czarnota, Janet <[O'Hearn-CzarnotaJ@hcdsb.org](mailto:O'Hearn-CzarnotaJ@hcdsb.org)>; Guzzo, Nancy <[GuzzoN@hcdsb.org](mailto:GuzzoN@hcdsb.org)>; Agnew, Brenda <[AgnewB@hcdsb.org](mailto:AgnewB@hcdsb.org)>; [bowiek@hcdsb.org](mailto:bowiek@hcdsb.org) <[bowiek@hcdsb.org](mailto:bowiek@hcdsb.org)>; [masriahmarg@hcdsb.org](mailto:masriahmarg@hcdsb.org) <[masriahmarg@hcdsb.org](mailto:masriahmarg@hcdsb.org)>; [tokiwaa@hcdsb.org](mailto:tokiwaa@hcdsb.org) <[tokiwaa@hcdsb.org](mailto:tokiwaa@hcdsb.org)>

**Subject:** Fw: [<EXTERNAL>] Re: Exams for Secondary Students

Dear Director Daly, Chair Murphy and HCDSB Trustees,

I am seeking clarification regarding exams for HCDSB secondary students for the current, 2021-2022, school year. I have listened and re-listened to the discussion at the last board meeting and I find it to be unclear, confusing and contradictory to information previously shared.

Based on Director Daly's response below, and a response provided to an HCDSB secondary student who had otherwise planned to delegate on this matter at the first board meeting of the year, we were under the impression that HCDSB would be returning to its historical practice which included a final exam for some portion of the final mark for most courses other than "hands on" type courses.

In listening to the discussion at the last board meeting, that does not seem to be the case, but it is unclear exactly what the plans are. I understand that the Subject Councils were consulted and that exams would be "permitted" this year.....what exactly does that mean? Has there been any decisions made as to which courses will have exams and which will not? Or is it up to each individual teacher to decide? For courses where exams will not be provided, how exactly will students learn those exam writing skills that will be so crucial for their post-secondary success?

We are now more halfway through the first quadmester of the year, and students also don't seem to know whether or not they will be writing exams. Some students were told that their teachers were waiting to hear and would know by Thanksgiving if there were to be exams or not, and that since this was a late coming decision, the exams would be crammed in at the end of the quadmester. Since nothing was confirmed prior to Thanksgiving, the assumption is being made that there aren't going to be exams.

I accepted Director Daly's response below in good faith that the board was prepared to offer exams this year, if perhaps a little differently - maybe not in *all* the same courses as before, or maybe weighted a little differently. I thought the details were still being worked out at the beginning of September. But now, in the middle of October, and with the ongoing vagueness and evasiveness on this issue, I can't help but wonder if instead the board is just dragging things

out to the point where it will be too late to institute exams for this year, despite what we were previously led to believe.

Please provide some clarity on this matter - **with detailed specifics of exactly what our secondary students, especially our seniors, can expect in the way of exams and/or exam writing skill development for this 2021-2022 school year.**

Sincerely  
Maria Lourenco

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**From:** Catholic School Council - Assumption <[AssumptionCSC@outlook.com](mailto:AssumptionCSC@outlook.com)>

**Sent:** September 6, 2021 11:27 PM

**To:** Daly, Patrick <[DalyP@hcdsb.org](mailto:DalyP@hcdsb.org)>

**Cc:** McDougall, Clark <[McDougallC@hcdsb.org](mailto:McDougallC@hcdsb.org)>; Agnew, Brenda <[AgnewB@hcdsb.org](mailto:AgnewB@hcdsb.org)>; DeRosa, Peter <[DeRosaP@hcdsb.org](mailto:DeRosaP@hcdsb.org)>; Duarte, Marvin <[DuarteM@hcdsb.org](mailto:DuarteM@hcdsb.org)>; Guzzo, Nancy <[GuzzoN@hcdsb.org](mailto:GuzzoN@hcdsb.org)>; Iantomasi, Vincent <[IantomasiV@hcdsb.org](mailto:IantomasiV@hcdsb.org)>; Karabela, Helena <[KarabelaH@hcdsb.org](mailto:KarabelaH@hcdsb.org)>; Murphy, Patrick <[MurphyP@hcdsb.org](mailto:MurphyP@hcdsb.org)>; O'Brien, Timothy <[O'BrienT@hcdsb.org](mailto:O'BrienT@hcdsb.org)>; O'Hearn-Czarnota, Janet <[O'Hearn-CzarnotaJ@hcdsb.org](mailto:O'Hearn-CzarnotaJ@hcdsb.org)>; CPIC <[cpic@hcdsb.org](mailto:cpic@hcdsb.org)>; [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[ChliszczykC@hcdsb.org](mailto:ChliszczykC@hcdsb.org) <[ChliszczykC@hcdsb.org](mailto:ChliszczykC@hcdsb.org)>; [ThomasM@hcdsb.org](mailto:ThomasM@hcdsb.org) <[ThomasM@hcdsb.org](mailto:ThomasM@hcdsb.org)>;

McDougall, Clark <[McDougallC@hcdsb.org](mailto:McDougallC@hcdsb.org)>

**Subject:** Re: [<EXTERNAL>] Re: Exams for Secondary Students

Thank you, Director Daly for your response and for the efforts of staff in addressing this issue and the concerns raised. We look forward to more details on the assessment practices as the quadmesters and year unfolds. We are copying all members of our 2020-2021 Catholic School Council so that everyone is aware of the response to our recommendation to the Board.

Sincerely,

Maria Lourenco  
Santa Silvestri  
Co-chairs, Assumption CSC

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**From:** Daly, Patrick <[DalyP@hcdsb.org](mailto:DalyP@hcdsb.org)>

**Sent:** September 3, 2021 3:42 PM

**To:** Catholic School Council - Assumption <[AssumptionCSC@outlook.com](mailto:AssumptionCSC@outlook.com)>

**Cc:** McDougall, Clark <[McDougallC@hcdsb.org](mailto:McDougallC@hcdsb.org)>; Agnew, Brenda <[AgnewB@hcdsb.org](mailto:AgnewB@hcdsb.org)>; DeRosa, Peter <[DeRosaP@hcdsb.org](mailto:DeRosaP@hcdsb.org)>; Duarte, Marvin <[DuarteM@hcdsb.org](mailto:DuarteM@hcdsb.org)>; Guzzo, Nancy <[GuzzoN@hcdsb.org](mailto:GuzzoN@hcdsb.org)>; Iantomasi, Vincent <[IantomasiV@hcdsb.org](mailto:IantomasiV@hcdsb.org)>; Karabela, Helena <[KarabelaH@hcdsb.org](mailto:KarabelaH@hcdsb.org)>; Murphy, Patrick <[MurphyP@hcdsb.org](mailto:MurphyP@hcdsb.org)>; O'Brien, Timothy <[O'BrienT@hcdsb.org](mailto:O'BrienT@hcdsb.org)>; O'Hearn-Czarnota, Janet <[O'Hearn-CzarnotaJ@hcdsb.org](mailto:O'Hearn-CzarnotaJ@hcdsb.org)>

**Subject:** RE: [<EXTERNAL>] Re: Exams for Secondary Students

Good afternoon

I can provide an update from staff. Over the summer a number of committees met to look at our return to school. Many of the concerns raised by your council were also echoed by staff so a subcommittee was struck to focus on assessment practices at the secondary level and the value of reemphasizing the skills required in completing tests and exams and other types of assessments. Prior to COVID, as you know, many courses had final exams *and* culminating activities whereas some other courses, depending on a number of factors, relied on course culminating activities for final assessment. We will return to the practice of a combination of final assessments (exams and culminating) in the Sept 2021-22 school and work through our various secondary subject councils to emphasize the teaching of skills required in formal assessments/test/exams.

I hope this information is helpful.

Pat Daly

**From:** Catholic School Council - Assumption <[AssumptionCSC@outlook.com](mailto:AssumptionCSC@outlook.com)>

**Sent:** Friday, September 3, 2021 3:18 PM

**To:** Murphy, Patrick <[MurphyP@hcdsb.org](mailto:MurphyP@hcdsb.org)>; Duarte, Marvin <[DuarteM@hcdsb.org](mailto:DuarteM@hcdsb.org)>; Iantomasi, Vincent <[IantomasiV@hcdsb.org](mailto:IantomasiV@hcdsb.org)>; O'Brien, Timothy <[O'BrienT@hcdsb.org](mailto:O'BrienT@hcdsb.org)>; Agnew, Brenda <[AgnewB@hcdsb.org](mailto:AgnewB@hcdsb.org)>; Karabela, Helena <[KarabelaH@hcdsb.org](mailto:KarabelaH@hcdsb.org)>; DeRosa, Peter <[DeRosaP@hcdsb.org](mailto:DeRosaP@hcdsb.org)>; Guzzo, Nancy <[GuzzoN@hcdsb.org](mailto:GuzzoN@hcdsb.org)>; [ohearn-czarnotaj@hcdsb.org](mailto:ohearn-czarnotaj@hcdsb.org); Daly, Patrick <[DalyP@hcdsb.org](mailto:DalyP@hcdsb.org)>; McDougall, Clark <[McDougallC@hcdsb.org](mailto:McDougallC@hcdsb.org)>

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[REDACTED]

**Subject:** [<EXTERNAL>] Re: Exams for Secondary Students

Dear Chair of the Board, Secretary of the Board, and HCDSB Trustees,

We are once again following up on the recommendations of the Assumption Catholic Secondary School Council from June 11th, regarding exams and exam writing skills for secondary students. With the new school year just days away, we have still not received even an acknowledgement of our concerns and recommendations, much less a response as to how they will be addressed.

This is not a trivial matter, and was thoroughly discussed and debated at our last council meeting. This is an issue that can have a potentially significant impact on the future success of our students, whose education you have been entrusted with.

As outlined below, the Board has a duty, under the Education Act, to "consider each recommendation made to the board by the council" and to "advise the council of the action taken in response to the recommendation".

Furthermore, under Section 283 of the Education Act, the Director of Education has a duty to bring to the attention of the board any act or omission that "has resulted in a contravention of (the) Act or any policy, guideline or regulation made under (the) Act" and, "if a board does not respond in a satisfactory manner to an act or omission", to "advise the Deputy Minister of the Ministry of the act or omission".

Please advise of the action taken in response to our recommendation and if you are not able to do so before the board report is published for the September 7th board meeting, please include this communication in the Correspondence section of that board report. We would also then further ask the Chair to place this item on the next agenda for consideration by Trustees. If the board does not intend to respond to our Council, we trust that you will be advising the Deputy Minister of the board's failure to comply with the requirements of Regulation 612.

Sincerely,

Maria Lourenco  
Santa Silvestri  
Co-chairs, Assumption CSC

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**From:** Catholic School Council - Assumption <[AssumptionCSC@outlook.com](mailto:AssumptionCSC@outlook.com)>

**Sent:** June 25, 2021 7:07 PM

**To:** Murphy, Patrick <[MurphyP@hcdsb.org](mailto:MurphyP@hcdsb.org)>; Marvin Duarte <[duartem@hcdsb.org](mailto:duartem@hcdsb.org)>; lantomasi, Vincent <[lantomasiV@hcdsb.org](mailto:lantomasiV@hcdsb.org)>; O'Brien, Timothy <[O'BrienT@hcdsb.org](mailto:O'BrienT@hcdsb.org)>; Agnew, Brenda <[AgnewB@hcdsb.org](mailto:AgnewB@hcdsb.org)>; Karabela, Helena <[KarabelaH@hcdsb.org](mailto:KarabelaH@hcdsb.org)>; DeRosa, Peter <[DeRosaP@hcdsb.org](mailto:DeRosaP@hcdsb.org)>; Guzzo, Nancy <[GuzzoN@hcdsb.org](mailto:GuzzoN@hcdsb.org)>; [ohearn-czarnotaj@hcdsb.org](mailto:ohearn-czarnotaj@hcdsb.org) <[ohearn-czarnotaj@hcdsb.org](mailto:ohearn-czarnotaj@hcdsb.org)>

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**Subject:** RE: Exams for Secondary Students

Dear Chair Murphy, Director Daly and all Trustees,

We are following up on our correspondence and recommendations to the board from June 11<sup>th</sup> regarding exams for secondary students and attached below. To date, we have not received any response, not even an acknowledgement.

As you know, School Councils have a very specific mandate, and mechanism for carrying out that mandate, which is outlined in Regulation 612 (School Councils and Parent Involvement Committees). That is:

2. (1) The purpose of school councils is, through the active participation of parents, to improve pupil achievement and to enhance the accountability of the education system to parents. O. Reg. 612/00, s. 2 (1).
- (2) A school council's primary means of achieving its purpose is by making recommendations in accordance with this Regulation to the principal of the school and the board that established the council. O. Reg. 612/00, s. 2 (2).

Furthermore, the Regulation imposes upon the board a duty to respond.

### Duty of Board to Respond

21. The board that established a school council shall consider each recommendation made to the board by the council and shall advise the council of the action taken in response to the recommendation. O. Reg. 612/00, s. 21.

You will note that the requirement is for the board to advise what action will be taken in response, not simply an acknowledgement. Please provide a response at your earliest possible convenience that outlines, specifically, how our concerns and recommendations will be

addressed.

Sincerely,

Maria Lourenco  
Santa Silvestri  
Co-chairs, on behalf of  
Assumption Catholic Secondary School

Sent from [Mail](#) for Windows 10

**From:** [Catholic School Council - Assumption](#)

**Sent:** June 11, 2021 5:26 PM

**To:** [Murphy, Patrick](#); [Marvin Duarte](#); [Iantomasi, Vincent](#); [O'Brien, Timothy](#); [Agnew, Brenda](#); [Karabela, Helena](#); [DeRosa, Peter](#); [Guzzo, Nancy](#); [ohearn-czarnotaj@hcdsb.org](#); [Daly, Patrick](#); [Clark McDougall](#)

**Cc:** [minister.edu@ontario.ca](#); [ross.romano@ontario.ca](#); [yael.ginsler@ontario.ca](#); [jennifer.chan3@ontario.ca](#); [jane.mckenna@pc.ola.org](#); [effie.triantafilopoulos@pc.ola.org](#); [stephen.crawford@pc.ola.org](#); [parm.gill@pc.ola.org](#); [ted.arnott@pc.ola.org](#); CPIC;

[REDACTED]

**Subject:** Exams for Secondary Students

Dear Chair of the Board, Director of Education and All Trustees of the Halton Catholic District School Board:

We are writing to you on behalf of the Assumption Catholic School Council to bring forward concerns regarding a serious deficit that we feel is developing for our secondary students, that is, the lack of exam writing skills resulting from not writing any final course exams since the first semester of the 2019-2020 school year - a year and a half ago. We are concerned that this deficit will continue to grow should the decision be made to continue to not provide end of course exams in the expected quadmester model for at least the first half of the 2021-2022 year, or in any other modified return to school plan. This could mean at least two full years without exams, half of a typical high school career. This is significant, particularly for our students who will be entering Grade 11 or 12 in September.

We had a fulsome discussion on this topic at our June 2nd Council meeting. During the discussion we acknowledged and thanked our teachers and administrators for their exceptional efforts and dedication since the beginning of this pandemic and before. We acknowledged that this deficit is in no way a reflection on them, their talents or dedication.

We discussed and acknowledged various issues of equity, and the value of all pathways our students may choose, and that not all are bound for college or university.

We learned that approximately 48% of our graduating students apply to university, and approximately 80% of those proceed to university. Those numbers suggest that almost 40% of our students are university bound. (We were not provided with statistics for college applications or acceptance). We agreed that equity applies to those students as well, and that they too must be given the opportunities to develop the skills necessary for success once they graduate from HCDSB.

We discussed the impact of the COVID pandemic on our students' mental health, and that exams can be anxiety inducing. We also discussed the stress and anxiety of post secondary education, especially that first year transition, and especially where students may be living away from home for the first time, and without their usual support systems. With all of the changes that COVID has brought to our lives, these transitions now have the potential to be even more stressful than "normal".

Several of our members have children already enrolled in post-secondary, and those members shared the high value - rightly or wrongly - placed on final exams and even midterms, particularly in some university programs. Members shared the importance of exam writing skills for college bound students as well. We learned that in some programs, final exams and even midterms can be worth 40% or 50% of a final course grade. In some courses, students must obtain a certain mark or pass the final exam to pass the course, regardless of other assessments. Imagine the stress and anxiety that comes from that. Now imagine it when you haven't written an exam in two years, and when your high school education was also severely disrupted. Imagine you have four or five exams in the span of a week or two. Imagine you don't do well on the first one. Imagine the impact of all of *that* on your mental health.

We agreed that "test taking" is not the same as, and does not adequately prepare students for an end of course culminating exam - especially a post-secondary one. We also learned that in some courses, high school teachers are currently not even providing tests.

We know that HCDSB is committed to the success of its students. Graduating from high school is not success if students are not prepared for what comes next. Mental wellness must be a long term goal and must include providing our students with all the tools they need to face the challenges that await them upon graduation.

While our Council agreed on the issues and risks to our students, we had difficulty agreeing on the best solution. Some thoughts we discussed included:

- exam writing skill workshops and/or practice exams
- optional exams and/or
- exams worth as little as 5%, possibly with some flexibility for higher weighting if students do well
- focus on exam writing for students in grades 11 and 12 only

We recognize that this list is not exhaustive, and that there may be other options available.

Our Council did agree that this matter was of sufficient importance to be brought forth to the board for further review and consideration of possible solutions and direction to staff. We would encourage the board to also seek additional feedback from councils and parents of other secondary schools in our board.

Please include this correspondence in the June 15th board report. We look forward to a response from the board and are happy to be of further assistance in addressing this issue.



Yours in Catholic education,

Maria Lourenco, Co-Chair

Santa Silvestri, Co-Chair

on behalf of the Assumption Catholic School Council

cc: HCDSB Catholic Parent Involvement Committee

School Council Chairs, HCDSB Secondary Schools

Hon. Stephen Lecce, Minister of Education

Hon. Ross Romano, Minister of Colleges and Universities

Yael Ginsler, Assistant Deputy Minister, Student Achievement Division

Jennifer Chan, Director, Curriculum, Assessment, and Student Success Policy Branch

Jane McKenna, Burlington MPP

Effie Triantafilopoulos, Oakville-North Burlington MPP

Steven Crawford, Oakville MPP

Parm Gill, Milton MPP

Tedd Arnott, Wellington-Halton Hills MPP