

REGULAR BOARD MEETING AGENDA

Date: Tuesday, February 20, 2024
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

	Pages
1. Call to Order	
1.1 Land Acknowledgement, Opening Prayer, Our Father, National Anthem (D. Deepu)	
1.2 Motions Arising From In-Camera	
2. Approval of the Agenda	
3. Declarations of Conflict of Interest	
4. Presentations	
4.1 Senior Staff Updates - Black Excellence Symposium (E. Del Sordo)	1 - 19
5. Delegations	
6. Consent Agenda Items	
6.1 Action Items	
6.1.1 Minutes of the February 6, 2024 Regular Board Meeting	20 - 24
6.1.2 [Action] Policy Action Items	
6.1.2.1 [Action] Policy I-02 Records and Information Management (J. O'Hearn-Czarnota)	25 - 30
6.1.2.2 [Action] Policy II-05 Reporting Student Achievement to Parents/Guardians (J. O'Hearn-Czarnota)	31 - 35
6.1.2.3 [Action] Policy II-31 Risk Management (J. O'Hearn-Czarnota)	36 - 39
6.1.2.4 [Action] Policy IV-04 Loss or Damage to Personal Items (J. O'Hearn-Czarnota)	40 - 41
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6.2.1 [Business Arising from Previous Meetings] Business Arising from Previous Meetings	42 - 43

6.2.2	[Miscellaneous] Appointment of Representative to the OCSTA Board of Directors (M. Duarte)	44 - 48
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6.2.4	[Miscellaneous] Minutes of the January 9, 2024 Policy Committee Meeting	52 - 56
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11.	Information Reports	
11.1	Director's Annual Report (J. Klein)	60 - 60
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11.4	Initiation of School Name Selection Committees-Three New Elementary Schools Opening September, 2024 (E. Bakaic)	73 - 74
11.5	Math Action Plan Update (M. Skrzypek)	75 - 98
12.	Miscellaneous Information	
12.1	Student Trustees Update (A. Chua/D. Deepu/L. McGuire)	99 - 101
12.2	OCSTA Update (J. O'Hearn-Czarnota)	
13.	Correspondence	
14.	Open Question Period	
15.	In Camera	
16.	Resolution re Absentees	
17.	Adjournment and Closing Prayer (R. Kennedy)	

BLACK EXCELLENCE SYMPOSIUM



CELEBRATING BLACK STUDENTS IN BSU/BSA SPACES

BE YOU!

BLACK EXCELLENCE SYMPOSIUM

**BLACK
EMPOWERED
UNITED
STUDENTS**

HCDSB 2024

**THURSDAY
FEBRUARY 8 2024
Notre Dame CSS**

**250 students from 9 secondary
schools!**

Ancestral Acknowledgement

Today and everyday, we wish to acknowledge our African Ancestors, those Indigenous to the African continent and across the Diaspora. It is important to acknowledge the generations of people of African descent who were forcibly brought to this land and displaced around the world as a result of the Trans-Atlantic Slave trade. We would like to honour, uplift, and empower those of African descent as we progress towards equality in Canadian communities.

We want to recognize the contributions of Black Canadians and Afro-descendant Canadians whose stories are often unheard and whose voices are often silenced. It is necessary to reflect on the stories, experiences, and accomplishments of Canada's Black communities for which there are many, as well as recognize and celebrate that Black History is Canadian History.

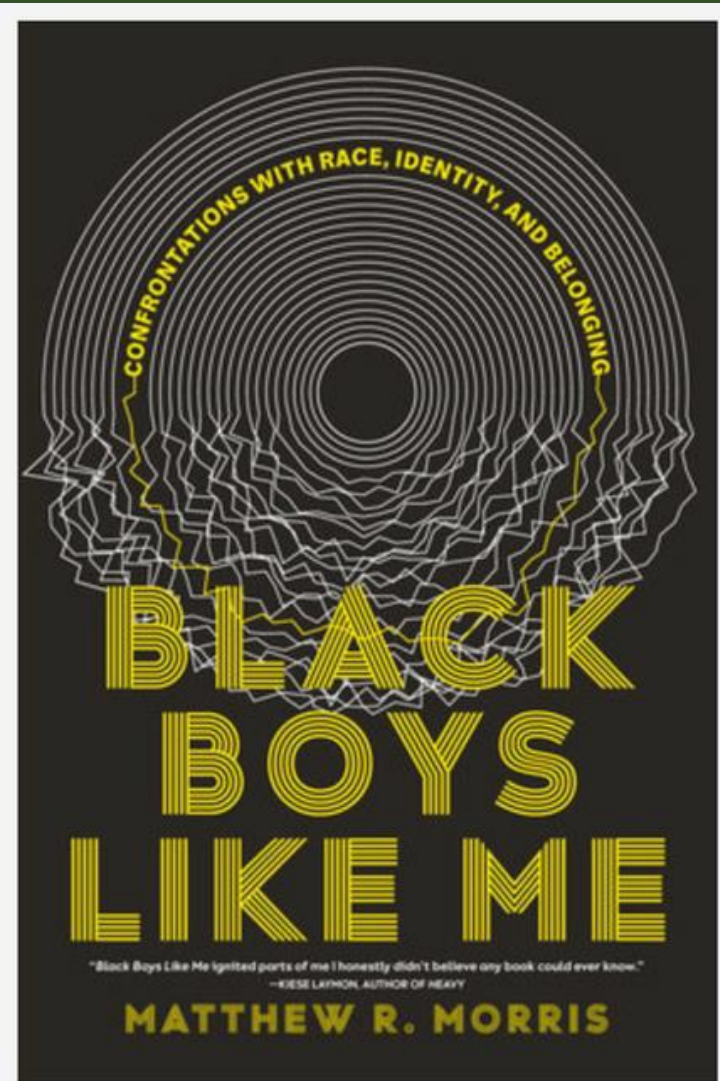
From StFX's NxtGen BSU

WORKSHOPS

B E Y O U!

Session & Facilitator	Location
Healthy Hair Maintenance - Angie from Mane Solution	Room 124
Barber - Mikey from The Groomsmen Barbershop	Room 130
Esports Session - Mr. Pugliese & ND BSU	Room 134
Styling 101: Curl Definition & Braids - Tiana from Filedaria	Room 136
Breaking Barriers - Halton Black Voices (Gennile & Kezia)	Lecture Hall
Vision Board Workshop- Hazel	Library Pit
Mindfulness & Empowerment - Chanelle Lobo	Library Up Top
Community Building - Aaron Parry	Rm 137
3 on 3 Basketball - Lennox Liverpool	Gym 1
Socacize - Ayanna	Gym 3

KEYNOTE SPEAKER



MATTHEW R. MORRIS

educator, anti-racism advocate, and writer



BARBERSHOP

B E Y O U!

WITH MIKEY FROM THE GROOMSMEN BARBERSHOP



BARBERSHOP: JOIN MIKEY OF THE GROOMSMEN BARBERSHOP AS YOU EXPLORE THE ART OF BARBERING. YOU WILL BE GUIDED THROUGH THE FUNDAMENTALS OF HAIR CUTTING, FADES, LINE UPS AND THE IMPORTANCE OF CLIENT RELATIONSHIP BUILDING.



BASKETBALL

BEYOU!

WITH COACH LENNOX FROM TIER1SPORTS

BASKETBALL: JOIN COACH LENNOX AS YOU DISCUSS THE GAME OF BASKETBALL AND HOW HE STARTED HIS COMPANY TIER1SPORTS. WE WILL BREAK DOWN THE IMPORTANCE OF TEAMWORK, SKILL DEVELOPMENT, AND PHYSICAL CONDITIONING. GOT SKILLS? BE PREPARED TO SHOOT SOME HOOPS AND ENGAGE IN A FRIENDLY 3 ON 3 BASKETBALL GAME.



BREAKING BARRIERS

WITH GINNILE & KEZIA FROM HALTON BLACK VOICES

BEYOU!

**LIVE
PODCAST**

Halton Black Voices presents "Breaking Barriers". This podcast-style talk-back session offers Black students a safe, non-judgmental space to share personal experiences and perspectives.

The N-Word Debate

Delving into the history and evolution of the N-word, this segment seeks to unpack its cultural significance, the impact it has on communities, and the ongoing debate around its usage.

Internalized Anti-Black Racism

A historical and contemporary examination of the duality of Blackness, exploring the nuanced challenges faced by individuals navigating diverse cultural backgrounds.

Building Confidence

Fostering unity and solidarity among Black students in white spaces is vital, challenging tokenism and hyper-individualism for collective empowerment.

Wear your Crown

A conversation about the biases against natural hairstyles, exploring the discrimination faced by individuals based on their hair texture and style.

Unpacking Black Excellence

Black excellence in education celebrates resilience and achievements (but to what standard?).

FEBRUARY 8TH 2024 - NOTRE DAME

THIS PODCAST-STYLE TALK-BACK SESSION WITH HALTON BLACK VOICES OFFERS BLACK STUDENTS A SAFE, NON-JUDGMENTAL SPACE TO SHARE PERSONAL EXPERIENCES AND PERSPECTIVES. STUDENTS WILL DISCUSS TOPICS SUCH AS THE N-WORD DEBATE, INTERNALIZED ANTI-BLACK RACISM, BUILDING CONFIDENCE, WEAR YOUR CROWN, AND UNPACKING BLACK EXCELLENCE.



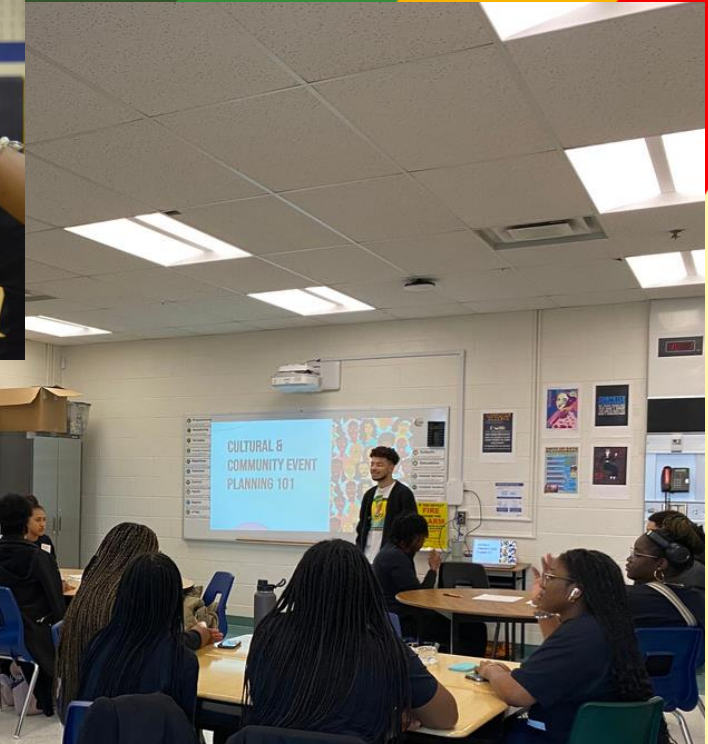
THURSDAY FEBRUARY 8 2024
Notre Dame CSS
9am - 2pm

COMMUNITY BUILDING

B E Y O U!

WITH AARON PARRY

AARON WILL DRAW FROM HIS EXPERIENCE IN YOUTH-LED BLACK COMMUNITY ORGANIZING TO SHARE THE BASICS OF PLANNING AND DELIVERING LOCAL CULTURAL AND COMMUNITY EVENTS. AS STUDENT LEADERS WHO MAY BE INTERESTED IN COMMUNITY ORGANIZING, IT CAN BE DAUNTING TO THINK ABOUT STEPPING INTO A FIELD THAT WASN'T COVERED IN YOUR HIGH SCHOOL CLASSES. TO BRIDGE THIS GAP, THIS SESSION WILL DEMYSTIFY THE CHALLENGES OF EVENT PLANNING AND GIVE PARTICIPANTS A GLIMPSE INTO HOW TO CREATE SCHOOL- OR COMMUNITY-BASED EVENTS THAT ARE INTENTIONAL, INCLUSIVE, AND UNIQUE! FROM BRAINSTORMING TO CONNECTING WITH COMMUNITY PARTNERS, AARON WILL WALK PARTICIPANTS THROUGH THE EVENT PLANNING PROCESS AND GIVE THEM THE SPACE TO DRAFT THEIR OWN PLANS FOR AN EVENT AND PITCH IT TO THE GROUP.



E-SPORTS

HOSTED BY ND BSU

JOIN US FOR THE 2K BLACKTOP WORKSHOP - A VIBRANT AND ENGAGING PLATFORM WHERE WE DELVE INTO THE HEART OF DIVERSITY IN GAMING AND ITS CULTURE. THIS WORKSHOP IS A CELEBRATION OF OUR SHARED LOVE FOR GAMING, HISTORY OF DIVERSITY IN GAME DEVELOPMENT, AND AN EXPLORATION OF THE UNIQUE EXPERIENCES THAT SHAPE US AS GAMERS. WE INVITE YOU TO SHARE YOUR PERSONAL GAMING STORIES, THE TRIUMPHS, THE CHALLENGES, AND THE MOMENTS OF JOY AND ACCEPTANCE THAT HAVE DEFINED YOUR JOURNEY. LET'S COME TOGETHER TO FOSTER A MORE INCLUSIVE GAMING COMMUNITY, WHERE EVERY PLAYER IS VALUED AND HEARD. SHOW OFF YOUR SKILLS IN OUR EXCITING NBA 2K24 TOURNAMENT. WITH AMAZING PRIZES AND SWAG UP FOR GRABS, IT'S TIME TO GAME ON! LET'S CHAMPION DIVERSITY, ONE GAME AT A TIME.

B E Y O U !



HEALTHY HAIR MAINTENANCE

WITH ANGIE FROM THE MANE SOLUTION

BEYOU!

JOIN ANGIE FROM THE MANE SOLUTION AS SHE DIVES INTO THE TOPIC OF COMMON HABITS THAT CAN DAMAGE AFRO-TEXTURED HAIR. IN THIS INFORMATIVE SESSION, ANGIE WILL GUIDE YOU ON HOW TO ESTABLISH A STRONG CONNECTION WITH YOUR HAIR AND PROVIDE VALUABLE INSIGHTS ON BUILDING AN EFFECTIVE HAIR CARE ROUTINE. DON'T MISS OUT ON THIS OPPORTUNITY TO LEARN AND IMPROVE YOUR HAIR CARE PRACTICES!



USING BUTTERS AND OILS ON DRY HAIR

Oils and butters are not actually moisturizers; they act as sealants. True hydration comes from water. It is also important not to mix water and oils together in a water bottle, as oil and water do not mix.

To properly hydrate the hair, it is necessary to use water or a water-based leave-in conditioner, and then use oils or butter to seal in the moisture for a temporary period.

MIXING OIL AND WATER

It is important not to mix water and oils together in a water bottle, as oil and water do not mix. To properly hydrate the hair, it is necessary to use water or a water-based leave-in conditioner, and then use oils or butter to seal in the moisture for a temporary period.



PROTECTIVE STYLES

WEARING PROTECTIVE STYLES TOO TIGHT

Tight hairstyles cause tension and pulling on the hair and hairline. Doing this repeatedly will cause hair loss over time.



WEARING PROTECTIVE STYLES FOR TOO LONG

Protective styles can be beneficial for length retention but if they are left in for an extended period, they can become quite damaging.

As new growth emerges from the root, the weight of the braid can cause tension and result in breakage along the hairline. It is recommended that protective styles should not be kept in for longer than 8 weeks to prevent such issues.

WEARING PROTECTIVE STYLES REPEATEDLY

Protective styles can cause tension alopecia by putting excessive tension on the hair follicles. This can lead to inflammation and damage to the hair follicles, resulting in hair loss. The tightness of certain hairstyles, such as braids or weaves, can pull on the hair strands and scalp, causing stress on the hair follicles.

WEARING TIGHT BONNETS

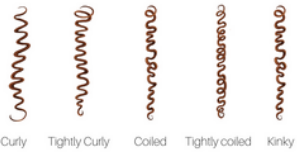
Most bonnets are made with an elastic. This elastic can cause friction and rubbing along the hairline, which causes breakage and hair loss. Look for a bonnet that has a soft material lined for the perimeter of the head. You can also use a satin scarf or satin pillow case to sleep with.

3

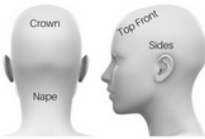
5 characteristics that determine your hair type

Hair Pattern

Hair type and curl pattern describe the shape of the follicle and the structure of the hair strands. There are a couple ways used to describe different afro-textured hair patterns. They are characterized as curly, tightly curly, coiled, tightly coiled and kinky.



Take strands from all areas of your head, the top front, the sides, the crown and the nape. Place them down on a white piece of paper to analyze. Be sure to indicate which areas the strands are coming from.



How many loops, twists and bends do you have along the strand?

What is the distance between each kink, bend or twist?

Lots of loops, kinks and bends along the hair strand indicate tightly curly, coily and kinky hair patterns.

Longer distances between kinks, twists and bends describe a looser hair pattern. Shorter distances indicate tightly curly, coiled, tightly coiled and kinky hair patterns.

Does the hair strand hang down or shrink up?
lots of shrinkage indicates tightly curly and coily hair patterns

What is the size of your coil?
What is the diameter of your circle? The smaller the circle the more shrinkage you experience.



STYLING 101: DEFINITION & BRAIDS

B E Y O U!

WITH TIANA FROM FILEDARIA

JOIN TIANA FROM FILEDERIA AS SHE TALKS ABOUT CURL DEFINITION & BRAIDS. SHE'LL SHOW YOU SOME TIPS & TRICKS ON HOW TO CREATE AND MAINTAIN THESE POPULAR HAIRSTYLES WHILE KEEPING YOUR HAIR AND SCALP AS HEALTHY AND NATURAL AS POSSIBLE! BRING YOUR OWN STYLING COMBS, BRUSHES, AND ACCESSORIES FOR THIS HANDS-ON WORKSHOP!

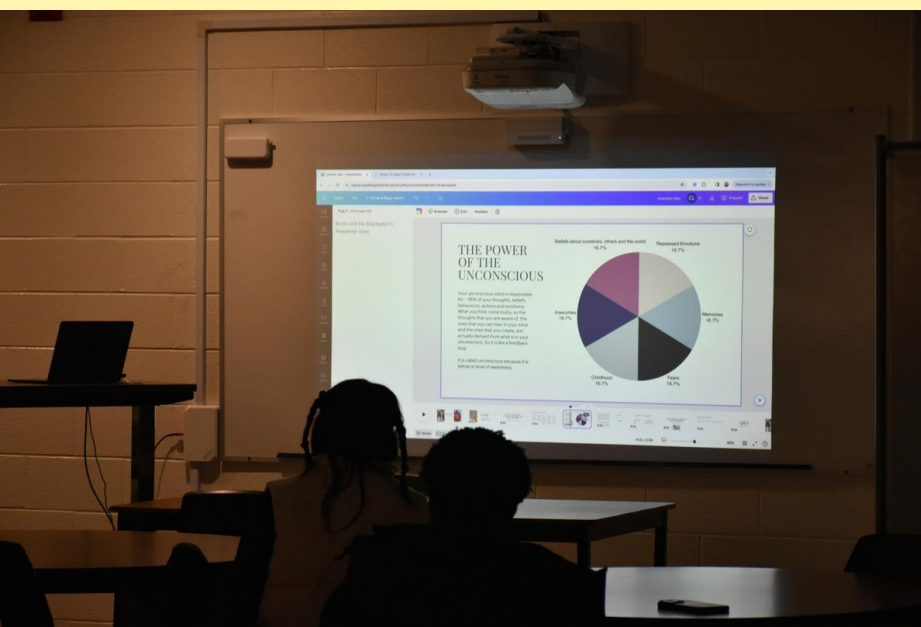


MINDFULNESS

B E Y O U !

WITH CHANELLE LOBO

YOUR MIND IS THE STUDENT AND YOU ARE THE TEACHER: YOUR MIND IS A POWERFUL TOOL AND IN OUR TIME TOGETHER YOU ARE GOING TO LEARN SOME KEY CONCEPTS ABOUT YOUR UNCONSCIOUS MIND, PERCEPTION, PROJECTION AND HOW TO BECOME A MASTER OF YOUR OWN MIND. THROUGH EXPERIENTIAL LEARNINGS, Q & A, LEARNING AND UNLEARNING, YOU WILL LEARN THE FOUNDATIONS TO BEST UNDERSTAND AND ACCESS THE POWER OF YOUR MIND.



SOCACIZE

BE YOU!

WITH AYANNA FROM SOCACIZE KIDZ

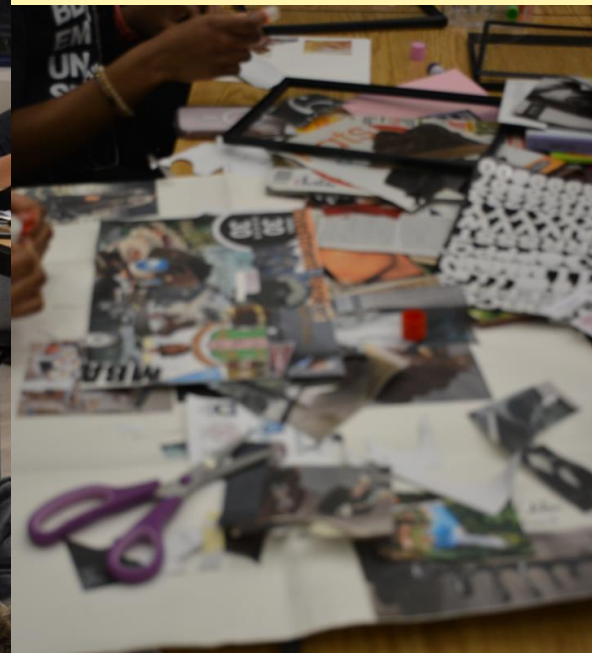
EMBARK ON A JOURNEY OF RHYTHM, CULTURE, AND PURE JOY WITH SOCACIZE KIDZ – WHERE CARIBBEAN AND AFRICAN DANCE MOVEMENTS COME ALIVE IN AN ENERGETIC FUSION OF SOCA, CALYPSO, REGGAE, DANCEHALL, AND EVEN A TOUCH OF HIP HOP! OUR EXHILARATING DANCE FITNESS PROGRAM IS TAILOR-MADE FOR STUDENTS, OFFERING A VIBRANT AND EXCITING WAY TO STAY ACTIVE, SOCIALIZE, AND UNLOCK THE POWER OF SELF-EXPRESSION.

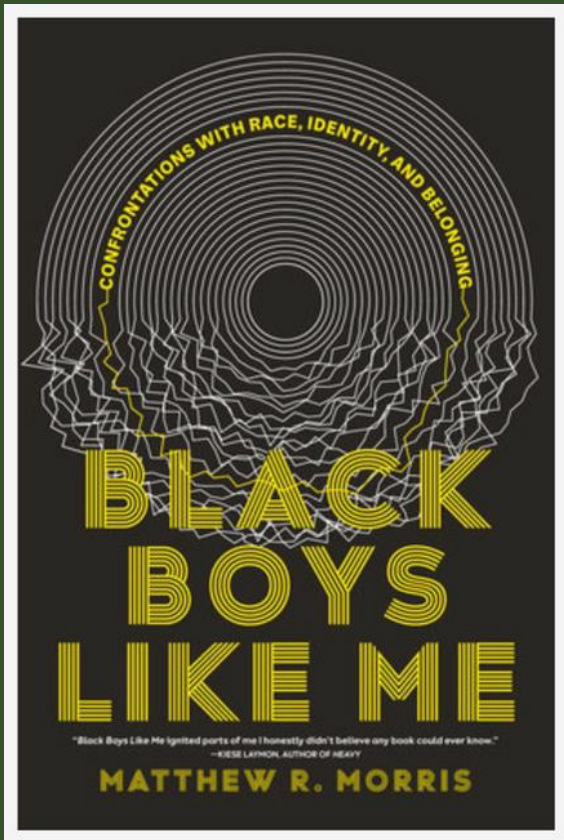
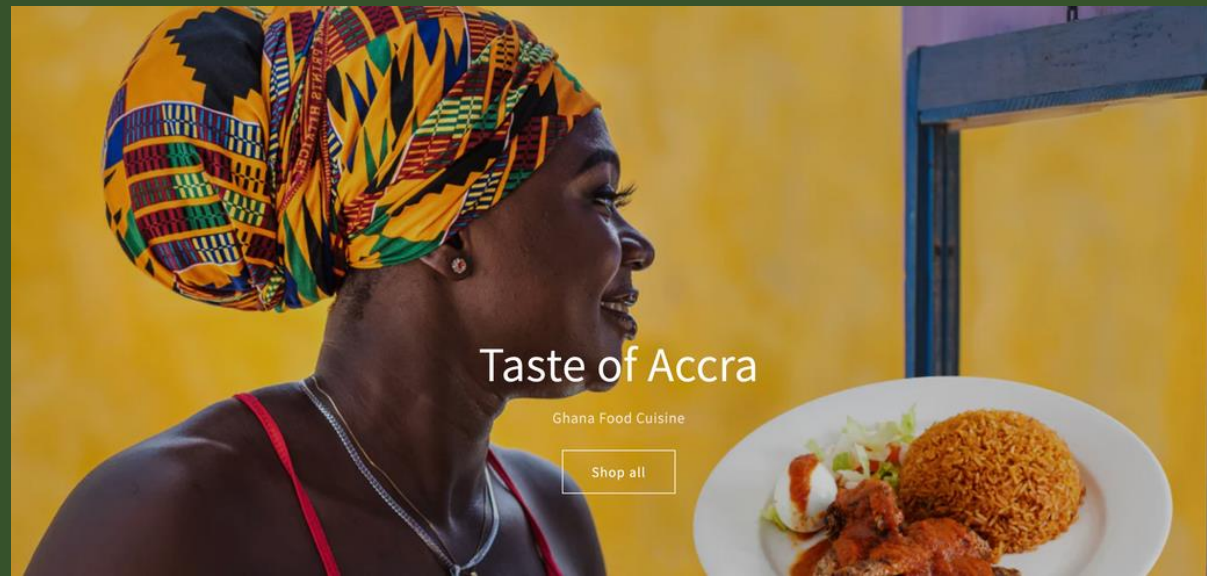


VISION BOARD

WITH HAZEL FROM BIG GIRL INTERRUPTED

BE PREPARED TO CREATIVELY MANIFEST YOUR DREAMS, GOALS AND ASPIRATIONS FOR 2024! OUR VISION BOARD EXPERIENCES INCLUDE ALL THE NECESSARY MATERIALS AND SUPPLIES FOR YOUR EXPERIENCE. STUDENTS ARE ENCOURAGED TO BRING PICTURES, QUOTES, OR AFFIRMATIONS TO ENHANCE THEIR VISION.





AND MORE

THANK YOU TO OUR SPEAKERS!

THANK YOU TO OUR LOCAL RESTAURANTS!

FEEDBACK: STUDENTS

SO ENGAGING

LOVED IT



I WAS ABLE TO CONNECT AND MEET
WITH OTHER BLACK STUDENTS

VERY ENGAGING AND INSIGHTFUL.

MATTHEW MORRIS WAS VERY VERY, VERY RELATABLE
TRUE LIFE CONTENT THAT HAPPENS TO BLACK
STUDENTS IN CANADA AND NORTH AMERICA EVERY
SINGLE DAY AND I FEEL LIKE IT TOUCHED EVERY SPOT
AND IT FELT LIKE HE WAS INSIDE MY BRAIN BASICALLY
SAYING MY EXPERIENCES, BUT ALSO ADDING
SOLUTIONS, AND WHAT WE SHOULD DO LIKE THAT WAS
REALLY COOL



- WHAT DID YOU LIKE THE MOST ABOUT THE WORKSHOPS YOU ATTENDED:
- MEETING NEW PEOPLE AND MAKING CONNECTIONS
 - I LOVED HOW ACTIVE THEY WERE
 - I LOVED THE SOCAZIZE CAUSE IT WAS VERY ENGAGING BUT WE COULDN'T STAY FOR LONG AND AS FOR THE STYLING 101 I ENJOYED LEARNING ABOUT MY HAIR
 - VERY INTERACTIVE
 - THE DIVERSITY AND INCLUSION



THEY TOOK MY THOUGHTS ON BLACK EXCELLENCE TO
A WHOLE NEW LEVEL. I LEARNED THE BEST WAYS TO
TAKE CARE OF MY HAIR. AND I GOT TO HEAR OTHER
PEOPLES' STORIES

FEEDBACK: STAFF

COMMUNITY BUILDING OPPORTUNITIES WERE POWERFUL

THE STUDENTS WERE SO ENGAGED AND LOVED BEING IN A SPACE WHERE BLACK EXCELLENCE WAS THRIVING. STUDENTS FELT AFFIRMED AND LOVED CONNECTING WITH OTHER BLACK STUDENTS ACROSS THE BOARD, AS WELL AS INTERACTING WITH OTHER STAFF. THEY LOVED THE WORKSHOPS THEY CHOSE AND APPRECIATED THE VARIETY PROVIDED. IT DEFINITELY HELPED BRING OUR BSU TOGETHER AND THEY ARE INSPIRED BY HEARING THE DIFFERENT BSUS ARE SPEARHEADING. A GREAT DAY OF COLLABORATING, COMMUNITY AND CELEBRATING BLACK CULTURE..



OVERALL GREAT JOB AND LOVED THE DAY. EVERYONE CONTINUES TO TALK ABOUT HOW MUCH THEY ENJOYED IT AND HOW GREAT IT FELT TO BE SURROUNDED BY BLACK EXCELLENCE.

FEEDBACK: FACILITATORS

THE OVERALL EXPERIENCE WAS FANTASTIC,
AND THE STUDENTS' FEEDBACK WAS
OVERWHELMINGLY POSITIVE.



THERE WAS SO MANY GREAT BREAKOUTS SESSIONS TOPICS,
STUDENTS FELT TORN ON WHICH ONE TO ATTEND, AND KIDS
THAT DIDN'T ATTEND - HAD MAD FOMO. A SUGGESTION IS TO
EXPAND THE SYMPOSIUM TO BE A WEEKLY EVENT (4 DAYS
INSTEAD OF 1 DAY). I CAN SEE EVERY SINGLE BLACK HCDSB
STUDENT ATTENDING THIS NEXT YEAR.

**A GLIMPSE INTO OUR
VERY 1ST BLACK
EXCELLENCE
SYMPOSIUM**



MINUTES OF THE REGULAR BOARD MEETING

Date: February 6, 2024
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

Trustees Present: B. Agnew, Vice-Chair E. Murphy
M. Duarte, Chair J. O'Hearn-Czarnota
H. Karabela T. Powell
K. Kelly (via Teams) C. Saunders
R. Kennedy

Student Trustees Present: A. Chua L. McGuire
D. Deepu

Senior Staff Present: E. Bakaic J. Klein, Director of Education
A. Cordeiro A. Lofts
J. Crowell R. Merrick
E. Del Sordo C. Oldman
N. Dinolfo M. Skrzypek
C. Jack-Caldeira

Also Present: L. Collimore, Chief Officer, Research & Development (via Teams)
S. Jayaraman, Senior Manager, Human Rights and Equity
A. Swinden, Manager, Strategic Communication Services

Recording Secretary: E. Trolio

1. Call to Order

The Chair called the meeting to order.

1.1 Land Acknowledgement, Opening Prayer, Our Father, National Anthem (A. Chua)

The meeting opened at 7:05 p.m. with a prayer led by Student Trustee Chua.

1.2 Motions Arising From In-Camera

#37/24

Moved by: B. Agnew

Seconded by: T. Powell

RESOLVED, that the Halton Catholic District School Board ratify the Local Memorandum of Settlement between the Board and EWAO-APSSP, in accordance with the School Boards' Collective Bargaining Act, effective September 1, 2022 and to expire August 31, 2026.

The Chair called for a vote on **#37/24**.

IN FAVOUR	OPPOSED	ABSTAIN
B. Agnew	R. Kennedy	
H. Karabela	C. Saunders	
K. Kelly		
E. Murphy		
J. O'Hearn-Czarota		
T. Powell		
A. Chua (non-binding)		
D. Deepu (non-binding)		
L. McGuire (non-binding)		

The motion **CARRIED**.

2. Approval of the Agenda

#38/24

Moved by: R. Kennedy

Seconded by: H. Karabela

RESOLVED, that the agenda be approved as amended with the removal of 6.2.2 and 6.2.4 from the Consent Agenda and renumbered 12.3 and 13.3 respectively.

The Chair called for a vote on **#38/24** and it **UNANIMOUSLY CARRIED**.

3. Declarations of Conflict of Interest

There were no conflicts of interest declared.

4. Presentations

There were no presentations.

5. Delegations

There were no delegations.

6. Consent Agenda Items

6.1 Action Items

6.1.1 Minutes of the January 16, 2024 Regular Board Meeting

#39/24

Moved by: J. O'Hearn-Czarnota

Seconded by: H. Karabela

RESOLVED, that the minutes of the January 16, 2024 Regular Board Meeting be approved.

The Chair called for a vote on *IC#39/24* and it *UNANIMOUSLY CARRIED*.

6.2 Noted Items

6.2.1 [Business Arising from Previous Meetings] Business Arising from Previous Meetings

6.2.2 [Miscellaneous] 2024 OCSTA Resolutions

This item was removed from the Consent Agenda by Chair Duarte and renumbered 12.3.

6.2.3 [Correspondence] Letter to Minister Lecce re: Greenhouse Gas Reduction Funding

6.2.4 [Correspondence] Ministry Communications to District School Boards January 2024

This item was removed from the Consent Agenda by Trustee Kennedy and renumbered 13.3.

Noted items provided for information.

7. Approval of Minutes

This item was addressed under the consent agenda items.

8. Business Arising from Previous Meetings

This item was addressed under the consent agenda items.

9. Action Items

There were no action items.

10. Staff Reports

There were no staff reports.

11. Information Reports**11.1 Director's Report (J. Klein)**

Director Klein shared his report.

11.2 2024-25 Budget Estimates - Schedule and Consultation (A. Lofts)

Superintendent Lofts provided an information report.

11.3 2024-2025 School Year Calendar (N. Dinolfo)

Superintendent Dinolfo presented a report regarding the 2024-2025 school year calendar.

12. Miscellaneous Information**12.1 Student Trustees Update (A. Chua/D. Deepu/L. McGuire)**

A report will be provided at the next meeting.

12.2 OCSTA Update (J. O'Hearn-Czarnota)

Trustee O'Hearn-Czarnota provided an update.

12.3 2024 OCSTA Resolutions

Chair Duarte provided the resolutions that will be submitted to OCSTA.

13. Correspondence**13.1 OCSTA Letter re: Resolution 7-23 Capital Funding (M. Duarte)**

The letter was shared by Chair Duarte as information.

13.3 Ministry Communications to District School Boards January 2024

Correspondence was provided as information.

14. Open Question Period

No questions were submitted.

15. In Camera

There was no follow-up In-Camera session.

16. Resolution re Absentees

There were no absentees.

17. **Adjournment and Closing Prayer (K. Kelly)**

#40/24

Moved by: C. Saunders

Seconded by: H. Karabela

RESOLVED, that the meeting adjourn.

The Chair called for a vote on **#40/24** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 7:55 p.m. with a prayer led by Trustee Kelly.

Secretary of the Board

Chair



Regular Board Meeting

Action Report

Policy I-02 Records Information Management	Item 6.1.2.1
February 20, 2024	

Alignment to Strategic Plan

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

Purpose

To approve *Policy I-02 Records Information Management* as presented.

Background Information

Policy I-02 Records Information Management was reviewed as part of the regular review cycle.

The Associated Policies and Procedures have been updated. The Application and Scope and Definitions have been updated with current terminology. Minor housekeeping changes have been made throughout.

Conclusion

Policy I-02 Records Information Management was presented at the Policy Committee Meeting on February 13, 2024 with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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

Moved by:
Seconded by:
Resolved , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy I-02 Records Information Management</i> , be approved.



Report Submitted and
Approved by:

J. O'Hearn-Czarnota
Chair of the Policy Committee

Records and Information Management Policy	
Adopted: December 15, 2015	Last Reviewed/Revised: February 20, 2024
Next Scheduled Review: 2026-2027	
Associated Policies & Procedures: VI-82 Records and Information Management Procedure I-07 Protection of Privacy VI-51 Privacy Breach Procedure VI-81 Privacy Procedure I-30 Video Surveillance VI-83 Video Surveillance Procedure I-43 Use of Technology and Digital Citizenship VI-62 Use of Technology and Digital Citizenship	

Purpose

The purpose of this policy is to outline the information lifecycle requirements for the secure management and preservation of all records and information at the Halton Catholic District School Board (HCDSB), and to promote information efficiency.

Application and Scope

All records and information received, created and maintained within administrative departments and schools support the HCDSB's day-to-day business operations, including:

- Any business process, application and information technology (IT) systems, including algorithmic learning models used to create, receive, store and manage records and information.
- All HCDSB staff and third-party contractors or agents who create or receive records and information on behalf of the HCDSB and who are required to manage all records and information in accordance with HCDSB policies, contracts and relevant legislation.

References

[ARMA International – The Principles®](#)

EC-Council Certified Chief Information Security Officer Program, Version 3 (textbook)

[Education Act](#)

[Gartner Glossary](#)

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

[Ontario Student Record \(OSR\) Guideline](#)

[Personal Health Information Protection Act \(PHIPA\)](#)

[Privacy and Information Management \(PIM\) Toolkit \(2018\)](#)

Definitions

- **Algorithmic learning model (ALM):** ALMs encompass machine learning and artificial intelligence systems designed to learn from data they are fed and make predictions and/or decisions based on that data.
- **Information Governance (IG):** IG is the security, control, and optimization of information.
- **Information Lifecycle:** is an approach to information management that recognizes that the value of information changes over time and that it must be managed accordingly.
- **Record:** Documented evidence that supports HCDSB and school decisions, regardless of format (e.g. printed form, film, electronic, or sound recording).
- **Retention Schedule:** A list of all the record classifications and their corresponding retention periods.
- **Transitory Records:** Recorded information not required to support decision making; usually includes duplicate copies of official records, correspondence of a personal nature and records retained for reference. Some transitory records may include personal information.

Principles

The Halton Catholic District School Board acknowledges the practical necessity and the importance of establishing and maintaining a comprehensive records information management system conforming to the following Guiding Information Governance Principles:

1. **Accountability:** The Director of Education oversees the HCDSB's records information management (RIM) program and designates authority to appropriate individuals as required.
2. **Compliance:** The HCDSB's RIM program will be constructed to comply with the provisions of the Education Act, the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), Regulation 823 (R.R.O. 1990), Canada Evidence Act, the Ontario Evidence Act,

Child and Family Services Act, Personal Health Information Protection Act (PHIPA), Ministry of Education Ontario

3. **Confidentiality, Integrity and Availability:** The HCDSB's RIM program will be constructed so the information assets generated by or managed for the HCDSB have a reasonable guarantee of protection, authenticity and reliability; and maintained in a manner that ensures their timely, efficient and accurate retrieval.
4. Student Record, (OSR) Guideline, other Federal and Provincial Legislation, the Privacy and Information Management toolkit (2018) and other information management standards.
5. **Retention and Disposition:** The HCDSB's RIM program will maintain its information assets for an appropriate time, considering its legal, regulatory, fiscal, operational, and historical requirements, and securely dispose of that information when it is no longer required in compliance with HCDSB policies, and applicable laws and regulations.
6. **Transparency:** The HCDSB's processes and activities, including its RIM program, will be documented in an open and verifiable manner and available to all personnel and appropriate, interested parties.

Requirements

- This policy applies to all phases of the information lifecycle. It includes creating or receiving, and using, storing, and securely disposing of records and information.
- HCDSB employees must take reasonable steps to ensure their decisions and actions are formally documented and captured.
- All HCDSB records and information are the property of the HCDSB.
- All HCDSB records and information, regardless of format and location, must be classified in accordance with their level of sensitivity and confidentiality, and stored in a secure location for the period of time defined in the HCDSB's records retention schedule.
- When records and information are no longer required, including transitory records and information, they must be securely destroyed, or maintained in a reliable format suitable for long-term preservation.

Responsibilities

Effective information management is critical to the operation of schools and the school board and is a part of every employee's responsibilities.

- **Director of Education**
The Director of Education is accountable for ensuring there is a records information

management program that complies with the principles of information governance including the required resources to ensure ongoing compliance.

- **Employees and Third Parties**

All HCDSB employees, including third parties, are responsible for the records and information they create, receive, and maintain to support the business operations of the HCDSB. All HCDSB employees and third parties must take reasonable steps to protect records and information under their access or control.

- **Privacy Records Information Management Office**

Privacy Records Information Management Office is responsible for the HCDSB's Records Information Management program.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
 Chair of the Board



Regular Board Meeting

Action Report

Policy II-05 Reporting Student Achievement to Parents/Guardians	Item 6.1.2.2
February 20, 2024	

Alignment to Strategic Plan

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

Purpose

To approve *Policy II-05 Reporting Student Achievement to Parents/Guardians* as presented.

Background Information

Policy II-05 Reporting Student Achievement to Parents/Guardians was reviewed as part of the regular review cycle.

References and Requirements have been updated. Minor housekeeping changes have been made throughout.

Conclusion

Policy II-05 Reporting Student Achievement to Parents/Guardians was presented at the Policy Committee Meeting on February 13, 2024 with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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

Moved by:
Seconded by:
Resolved , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy II-05 Reporting Student Achievement to Parents/Guardians</i> , be approved.



Report Submitted and
Approved by:

J. O'Hearn-Czarnota
Chair of the Policy Committee

Reporting Student Achievement to Parents/Guardians	
Adopted: October 23, 1973	Last Reviewed/Revised: February 20, 2024
Next Scheduled Review: 2026-2027	
Associated Policies & Procedures: II-46 Assessment and Evaluation VI-55 Assessment and Evaluation: Academic Dishonest and Plagiarism VI-56 Assessment and Evaluation: Late and Missed Assignments	

Purpose

To ensure teachers report on the academic achievement and learning skills of their students in accordance with Ministry and HCDSB evaluation policy and reporting periods and in the prescribed formats.

Application and Scope

This policy applies to all Halton Catholic District School Board (HCDSB), Administrators, Teachers and Designated Early Childhood Educators (DECE)(s).

References

[Education Act of Ontario](#)

[Growing Success - 2010](#)

[Growing Success – The Kindergarten Addendum – 2018](#)

[Growing Success – The Language Addendum - 2023](#)

[Growing Success – The Mathematics Addendum - 2020](#)

[Learning for All - 2013](#)

[Reporting Student Learning – Guidelines For Effective Teacher-Parent-Student Communication 2010](#)

[Halton Catholic District School Board Action Plan on Indigenous Education](#)

Principles

- The Halton Catholic District School Board recognizes that “assessment fosters a desire for our students to achieve their full academic, personal and spiritual potential within a safe and caring environment that responds to the unique needs and talents of each student” (Planting Seeds for Success, EOCCC).
- The Halton Catholic District School Board and the Ministry of Education recognize that report cards support assessment for learning, assessment as learning, and assessment of learning and provide an opportunity to:
 - improve student learning
 - establish a positive relationship between teachers, parents/guardians, and students;
 - involve parents/guardians as partners in a conversation about learning and assessment, and what they can do to support their child’s learning;
 - identify concerns about student progress early in the school year and develop strategies to improve student learning.

Requirements

Interviews shall be offered to all parents/guardians in accordance with the timelines established by HCD SB Senior Staff. Other periodic interviews and discussions may be arranged by mutual consent of teachers and parents/guardians, or as convened by the school principal.

ELEMENTARY:

- Schools will use the Elementary Provincial Report Card and Kindergarten Communication of Learning twice a year. The first provincial report card will be sent home between January 20 and February 20 of the school year, and the second will be sent home towards the end of June.
- Schools will use the Elementary Progress Report Card and Kindergarten Communication of Learning between October 20 and November 20 of the school year.
- Although there are three formal reporting periods, communication with parents/guardians and students about student achievement should be continuous throughout the year, by means such as, but not limited to, parent/guardian-teacher or parent/guardian-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports. Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents/guardians in supporting learning at home.
- The achievement of students identified with special education needs who do not access the Ontario Curriculum, either in whole or in part, will be reported on through an alternative report card.

SECONDARY:

- In addition to a progress report, semestered schools will use the Provincial Report Card, Grades 9–12, for formal written reports to parents/guardians, or students who have withdrawn from parental control, two times a semester. Non-semestered schools will use the Provincial Report Card, Grades 9–12, for formal written reports to parents/guardians a minimum of three times a year. The first report must be issued during the fall. Schools that offer a combination of semestered and non-semestered courses should develop a combined reporting schedule that provides for two written reports for semestered courses and three written reports for non-semestered courses.
- Although there are two formal reporting periods for a semestered course and three formal reporting periods for a non-semestered course, communication with parents/guardians and students about student achievement should be continuous throughout the course, by means such as, but not limited to, parent/guardian-teacher or parent/guardian-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports.
- Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents/guardians in supporting learning at home.
- The achievement of students identified with special education needs who do not access the Ontario Curriculum, either in whole or in part, will be reported on through an alternative report card.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Regular Board Meeting

Action Report

Policy II-31 Risk Management – First Aid	Item 6.1.2.3
February 20, 2024	

Alignment to Strategic Plan

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

Purpose

To approve *Policy II-31 Risk Management – First Aid* as presented.

Background Information

Policy II-31 Risk Management – First Aid was reviewed as part of the regular review cycle. Requirements have been updated and minor housekeeping changes have been made throughout.

Conclusion

Policy II-31 Risk Management – First Aid was presented at the Policy Committee Meeting on February 13, 2024 with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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

Moved by:
Seconded by:
Resolved , that the Halton Catholic District School Board accept the recommendation of the Policy II-31 Risk Management – First Aid, be approved.

Report Submitted and
Approved by:

J. O'Hearn-Czarnota
Chair of the Policy Committee

Risk Management – First Aid	
Adopted: June 24, 1997	Last Reviewed/Revised: February 20, 2024
Next Scheduled Review: 2026-2027	
Associated Policies & Procedures: VI-74 Risk Management – First Aid II-26 Managing Student Risk in Interschool Sports II-42 Medical Conditions V-05 School Accidents – Prevention & Safety VI-21 OSBIE Online Incident Reporting (Ontario School Board Insurance Exchange) VI-71 Concussion Safety	

Purpose

To provide assiduous attention to the first aid of all employees and students within the Halton Catholic District School Board (HCDSB)'s jurisdiction.

Application and Scope

This policy applies to all HCDSB sites within the jurisdiction of the Halton Catholic District School Board and where employees and students are on HCDSB related business and/or activities.

References

[Education Act](#)

[Occupational Health and Safety Act](#)

[Workplace Safety and Insurance Act](#)

[WSIB Regulation 1101](#)

Principles

The Halton Catholic District School Board will give assiduous attention to the first aid of students and employees in compliance with the *Education Act*, *Occupational Health and Safety Act* (OHSA), *Workplace Safety and Insurance Act* (WSIA), policies, procedures and protocols, as well as all other

legal obligations.

Requirements

- HCDSB encourages, supports and shall provide opportunities for employees to actively participate in Workplace Safety and Insurance Board (WSIB) recognized Standard First Aid certification.
- HCDSB will sponsor the following number of employees for each site to receive Standard First Aid and CPR/AED with Administrator approval:
 - Elementary Schools - 2 employees
 - Elementary Schools over 700 staff and students - 3 employees
 - Elementary Schools over 900 staff and students - 4 employees
 - Secondary Schools - 4 employees
 - Central Office Sites - 2 employees
- Each school site will meet the requirements of WSIB First Aid Regulation 1101 relating to first aid equipment, facilities and trained personnel:
 - employees holding a valid St. John Ambulance Standard First Aid certificate or equivalent, shall be identified as First Aid providers for the site.
 - a First Aid Station shall be located on site and valid First Aid certificates will be posted.
 - HCDSB shall require the Principal/or Supervisor to ensure that the first aid kits and their contents are inspected by an individual certified with first aid, or designated HCDSB vendor, at not less than quarter-yearly intervals; and shall mark the inspection card for each box with the date of the most recent inspection and the signature of the person completing the inspection.
 - HCDSB shall require the Principal or Supervisor to ensure that the Automated External Defibrillator (AED) is inspected on a monthly basis and shall mark the inspection card for each box with the date of the most recent inspection and the signature of the person completing the inspection.
 - a WSIB poster entitled “In Case of Injury” Poster (Form 82), shall be displayed in every workplace where all workers can see it.
 - procedures for record keeping of all injuries shall be in place, as per the HCDSB’s First Aid Protocol.
 - procedures shall be in place for periodic review of accident reports to provide corrective actions to help eliminate causes of injuries.
- Each First Aid Kit/Room shall be equipped with disposable non-latex gloves and a pocket

- The Director of Education shall establish administrative procedures consistent with HCDSB policies to implement this policy.
- The Principal/Site Administrator shall be responsible for implementing HCDSB policies, establishing and implementing site procedures, which will safeguard the health and welfare of staff, and students who have been injured, or taken ill, while on HCDSB premises, or on school-sponsored field trips/activities.

AUTHORIZED BY: _____
Chair of the Board



Regular Board Meeting

Action Report

Policy IV-04 Loss or Damage to Personal Items	Item 6.1.2.4
February 20, 2024	

Alignment to Strategic Plan

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

Purpose

To approve *Policy IV-04 Loss or Damage to Personal Items* as presented.

Background Information

Policy IV-04 Loss or Damage to Personal Items was reviewed as part of the regular review cycle. Apart from minor housekeeping changes, no other changes have been made to the policy.

Conclusion

Policy IV-04 Loss or Damage to Personal Items was presented at the Policy Committee Meeting on February 13, 2024 with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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

Moved by:
Seconded by:
Resolved , that the Halton Catholic District School Board accept the recommendation of the Policy IV-04 Loss or Damage to Personal Items, be approved.

Report Submitted and
Approved by:

J. O'Hearn-Czarnota
Chair of the Policy Committee

Loss or Damage to Personal Items	
Adopted: February 28, 1984	Last Reviewed/Revised: February 20, 2024
Next Scheduled Review: 2026-2027	
Associated Policies & Procedures: VI-22 Break-in Damage and Theft I-43 Use of Technology and Digital Citizenship VI-62 Use of Technology and Digital Citizenship	

Purpose

The purpose of this policy is to clarify the liability for personal property located in or on Halton Catholic District School Board (HCDSB) buildings, grounds, or off-site.

Application and Scope

This policy applies to the personal property of students, employees, parents/guardians, volunteers, visitors, trustees, and/or the general public on HCDSB premises, or if using a personal device to work off-site.

Principles

The property liability for a school board with respect to loss or damage by way of fire, theft, vandalism or other causes is limited to HCDSB buildings and to HCDSB property items located within its buildings relative to administration, instruction and maintenance programs.

Accordingly, the Halton Catholic District School Board will not be liable for any loss or damage by way of fire, theft, or other causes, of any personal property left on HCDSB premises, or if using a personal device to work off-site, by students, employees, parents/guardians or the general public.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____

Chair of the Board

BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
March 31, 2020	Update to Board Room Technology	<p>WHEREAS, the boardroom located in the Halton Catholic District school Board's Catholic Education Centre offices, is also the location where public meetings are held and in keeping with Section 208.1 sub sections, 1,2,3, and 4 of the Education Act which states that access to proceedings be allowed from remote locations to Trustees; and,</p> <p>WHEREAS, current audio, video and data transfer equipment is antiquated and unsatisfactory</p> <p>RESOLVED, that the Board gives instruction to the Secretary of the Board to investigate and provide at least three (3) costed reports at a regular board meeting, for the purpose of upgrading the current communication system and replace the same so as to allow seamless remote access with the latest technology (such as speech timing, floor queuing, live streaming, recording , screen sharing, document comparing, etc.) that has the capability of allowing a minimum of 25 remote users by no later than the May 5, 2020 Regular Board meeting; and that this technology be capable of relocation to any board office if required.</p>	A. Loft	In Progress

BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
June 16, 2021	Policy I-40 Performance Appraisal of the Director of Education	#194/21 RESOLVED , that Policy I-40 Performance Appraisal of the Director of Education be referred back to the Policy Committee.	E. Bakaic	



Regular Board Meeting

Miscellaneous

Appointment of Representative to the Ontario Catholic School Trustees Association Board of Directors	Item 12.3
February 20, 2024	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Belonging: Embracing relationships & sustaining safe, welcome schools.**

Purpose

To submit the appointment of the Halton Catholic District School Board Region 13 representative to the Ontario Catholic School Trustees Association (OCSTA) Board of Directors for the two-year term May 2024 to April 2026.

Comments

The OCSTA Board of Directors is the major decision-making body for the Association. Regional Directors are elected at the OCSTA Annual General Meeting. Roles and responsibilities are provided in Appendix B.

Conclusion

The appointment must be submitted to OCSTA no later than March 22, 2024.

Recommendation

The following recommendation will be presented for the consideration of the Board:

Resolution#:	Moved by:
	Seconded by:
RESOLVED , that the Halton Catholic District School Board appoint Trustee _____ as the Region 13 representative to the OCSTA Board of Directors for the two-year term May 2024 to April 2026.	

Report Prepared:

J. Klein
Director of Education and Secretary of the Board

Submitted by:

M. Duarte
Chair of the Board



Ontario Catholic School Trustees' Association

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Toronto, Ontario M4R 1K8
T. 416.932.9460 F. 416.932.9459
ocsta@ocsta.on.ca www.ocsta.on.ca

Patrick J. Daly, *President*
Michael Bellmore, *Vice President*
Nick Milanetti, *Executive Director*

January 23, 2024

MEMORANDUM

TO: Chairpersons and Directors of Education

- Toronto CDSB (Region 6)
- Dufferin-Peel CDSB (Region 7)
- York CDSB (Region 8)
- Ottawa CSB (Region 12)
- Halton CDSB (Region 13)

FROM: Nick Milanetti, Executive Director

SUBJECT: Appointment of Representatives to the OCSTA Board of Directors

Appointment of your board's representative/s to the OCSTA Board of Directors for the two-year term, May 2024 to April 2026 will be announced on May 3, 2024 at our Annual General Meeting & Conference.

Please inform us of your appointment(s) as soon as they are determined and no later than March 22, 2024.

It would be most helpful to have this information as soon as possible.

Please contact me if you have any questions.

cc: Nancy Crawford, Garry Tanuan
Luz del Rosario, Shawn Xaviour
Jennifer Wigston
Mark Mullan
Janet O'Hearn-Czarnota
Patrick Daly, President

Attachment: OCSTA Board of Directors – Roles & Responsibilities



Ontario Catholic School Trustees' Association

OCSTA Board of Directors – Roles and Responsibilities

OCSTA is a Not-For-Profit Corporation and is subject to the
Not-For-Profit Corporations Act

The Board of Directors is the major decision-making body of the Association. This group manages the affairs of the Associations and consists of:

3 Table Officers: President, Vice President, Past President
15 Regional Directors
Executive Director
Chaplain
ACBO Liaison to OCSTA

Regional Directors and Table Officers are elected at the Annual General Meeting.

The Board of Directors

- Serves as the principal source of policy and political direction for the Association between Annual General Meetings.
- Approves amendments to the Constitution and By-Law which are then taken to the membership for approval at an AGM.
- Approves the annual Association budget and establishes membership and service fees.
- Selects OCSTA Award recipients.
- Establishes ad-hoc Work Groups, as required.
- Other responsibilities as adopted by the Board of Directors.

Board of Directors' Meetings

- 6 times per year (September, December, February, April (2), and June.
- May be called by the President at other times.
- Shall be convened by the Executive Director upon direction in writing of five Directors.

Committee Meetings

- There are currently 5 Standing Committees.
- OCSTA Regional Directors are required to sit on 2 of these committees.
- Committees meet approximately 3-6 times per year.
- Ad Hoc Committees may be established, as needed.

Provincial Advisory Council Meetings

- There are currently 4 Provincial Advisory Councils
- Membership on the Advisory Councils includes two members of the OCSTA Board of Directors
- Councils meet a minimum of twice per year

Regional Directors

- Know and understand:
 - the issues currently under discussion at OCSTA;
 - the position of OCSTA on these issues; and
 - the position of boards (within their region) on these issues.
- Know the full range of services that are available from OCSTA for trustees and administrators and encourage the maximum use of OCSTA services.
- Engage and participate in meetings and Association events.
- Seek input and views from their respective regions and bring forward issues to the Board of Directors.
- Help to build member board commitment to OCSTA through liaison activities and information sharing with other trustees and member boards.
- Keep boards and trustees in their regions aware of OCSTA issues and initiatives, sharing available reports and position papers, as appropriate.
- Enhance communication between the Boards they represent and OCSTA by:
 - providing on a regular basis to boards in their regions, a report on OCSTA Board of Directors' meetings
 - encouraging boards to respond to OCSTA issues and discussion papers.
- Ensure that OCSTA is kept informed of important issues, events and needs of boards in their region.
- Respect and protect the confidentiality of matters discussed at the OCSTA board

Table Officers

The Role of the President

- Presides at all general meetings of the Association and at meetings of the Board of Directors
- Has general supervision of OCSTA's affairs
- Is an ex-officio member of all committees
- Is the official spokesperson for OCSTA

The Role of the Vice President

- Presides at meetings of the Board of Directors in the absence of the President.
- Represents the Association in place of the President, as required.
- Any other duties, as determined by the President.

The Role of the Past President

- Because of the immediate Past President's familiarity with Association operations and political priorities, this position fills an important role for the current President and the Board.

Mission Statement

Inspired by the Gospel, OCSTA provides leadership, service, and a provincial voice for Catholic school boards in promoting and protecting Catholic education in Ontario.

November 2023

Ontario Catholic School Trustees' Association

REGIONS

Region	Catholic District School Board	Number of Directors
1.	Huron-Superior Catholic District School Board Nipissing-Parry Sound Catholic District School Board Northeastern Catholic District School Board Sudbury Catholic District School Board	1
2.	Kenora Catholic District School Board Northwest Catholic District School Board Superior North Catholic District School Board Thunder Bay Catholic District School Board	1
3.	Northern Regions No. 1 & 2 (at large)	1
4.	Bruce-Grey Catholic District School Board Huron-Perth Catholic District School Board Waterloo Catholic District School Board Wellington Catholic District School Board	1
5.	London District Catholic School Board St. Clair Catholic District School Board Windsor-Essex Catholic District School Board	1
6.	Toronto Catholic District School Board	2
7.	Dufferin-Peel Catholic District School Board	2
8.	York Catholic District School Board	1
9.	Durham Catholic District School Board Peterborough, Victoria, Northumberland & Clarington Catholic District School Board Simcoe-Muskoka Catholic District School Board	1
10.	Algonquin & Lakeshore Catholic District School Board Catholic District School Board of Eastern Ontario Renfrew County Catholic District School Board	1
11.	Brant Haldimand-Norfolk Catholic District School Board Hamilton-Wentworth Catholic District School Board Niagara Catholic District School Board	1
12.	Ottawa Catholic School Board	1
13.	Halton Catholic District School Board	1
	TOTAL	15



2024 Canadian Catholic School Trustees Association Convention and AGM (CCSTA)	Item 12.4
Tuesday, February 20, 2024	

Alignment to Strategic Plan

This report is linked to the Halton Catholic District School Board (HCDSB) strategic priority of **Belonging: Embracing relationships & sustaining safe, welcoming schools.**

Purpose

To provide the Board of Trustees with information on the upcoming 2024 Canadian Catholic School Trustees Association Convention & AGM (CCSTA) from May 30th – June 1st, 2024, in Calgary, Alberta, and its associated cost.

A list of attendees proposing to attend is provided to the Board for information.

Background Information

The Canadian Catholic School Trustees' Association is a national organization promoting excellence in Catholic education throughout Canada.

CCSTA represents seven provincial and territorial Catholic school trustees' associations in Canada. In turn, these associations represent over 90 Catholic school boards, which educate more than 850,000 students in almost 2,000 schools from Vancouver, British Columbia to St. John's, Newfoundland and Yellowknife, Northwest Territories to Windsor, Ontario.

CCSTA works closely with the Canadian Conference of Catholic Bishops, Catholic organizations and the federal government to enhance and promote Catholic education. The Association also provides assistance to Catholic school trustees and parents so they can fully participate in the Catholic education process in their communities. In addition to its commitment in advocating for the faith formation of our children, CCSTA also provides opportunities for school trustees, staff and supporters of Catholic education to deepen their faith. One way in which the Association does this is through its publications and documents, which may be viewed under the Resources tab on this website.

The Canadian Catholic School Trustees' Association works with Catholic partners across Canada in providing our Catholic students with exemplary places where they may learn in their faith. The journey and accomplishments of the Catholic school, over the past two centuries, have been integral to the growth and spirit of Canada. Each school will continue to be, as our motto states, "a learning community enlivened by the spirit of Christ."



HCDSB Trustees and the Director have attended the CCSTA AGM in the past and have found it extremely beneficial to meet, collaborate and learn from Trustees and Catholic partners across the country while supporting Catholic education in Canada.

Comments

The information about this conference and AGM was sent to all Trustees with a request to indicate their intention to attend with a firm commitment. Following have confirmed their attendance:

1. Trustee M. Duarte – Chair
2. Trustee B. Agnew – Vice Chair
3. Trustee J. O'Hearn Czarnota – Regional Director OCSTA
4. Trustee C. Saunders
5. Trustee T. Powell
6. J. Klein – Director

As per Policy I-34 (B) *Reimbursement of Board Business expenses for Trustees and External members of Board Committees*, attendance at the CCSTA Conference is a Board Business event with cost related being covered which does not warrant Board approval.

This conference is being held in Calgary, Alberta which is outside the province, hence this information report is being provided with information regarding conference details, expenses, and benefits to our system.

Conference details:

Date: May 30th - June 1st, 2024

Location: Hyatt Regency Calgary, 700 Centre St S, Calgary, AB. T2G 5P6

Topics:

- Keynote Address - Who's Driving the School Bus
- Keynote Speaker – Courage to Lead
- Keynote Speaker - Maintaining the Gift of Catholic Education in an Era of Political
- Raising World Changers – Fostering Catholic Culture to Impact the World & Admission to Heaven
- Growing in Gratitude for God's Gift.
- The Catholic Church's Mission in a Polarized World.
- Being Well with the Lord.
- Braiding Together Truth and Reconciliation in the Calgary Catholic School District
- Growing in Gratitude for God's Gift.
- The Catholic Church's Mission in a Polarized World.
- Raising World Changers – Fostering Catholic Culture to Impact the World & Admission to Heaven
- Being Well with the Lord.
- Polarization



CCSTA Governance:

- Elections 2025 Convention Presentation
- CCSTA Annual General Meeting

Expenses:

An estimation of cost per attendee is below:

1. Registration - \$975
2. Hotel - \$239 / day x 3 days = \$ 717
3. Flights - \$600
4. Miscellaneous - \$300

Total cost approx. \$2592 per attendee with taxes extra.

Benefits of attending the conference / AGM:

1. Meet, collaborate, and learn from Trustees and Catholic partners across Canada.
2. Build relationships with Trustees across the province and country.
3. Support Catholic education in Canada.
4. Participate in Trustee Governance functions.

Conclusion

Following are the attendees for the 2024 CCSTA AGM:

1. Trustee M. Duarte – Chair
2. Trustee B. Agnew – Vice Chair
3. Trustee J. O’Hearn Czarnota – Regional Director OCSTA
4. Trustee C. Saunders
5. Trustee T. Powell
6. J. Klein – Director

Report Prepared by: M. Duarte on behalf of all attendees.

Report Submitted by: Marvin Duarte,
Chair of the Board

POLICY COMMITTEE MEETING MINUTES

Date: January 9, 2024
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

Trustees: B. Agnew
M. Duarte
H. Karabela
K. Kelly (electronically)
R. Kennedy
E. Murphy
J. O'Hearn-Czarnota (electronically)
C. Saunders
T. Powell

Trustees Absent: n/a

Student Trustees: L. McGuire (electronically)

Student Trustees Absent: A. Chua
D. Deepu

Senior Staff: E. Bakaic, Superintendent of Education, School Services
A. Cordeiro, Superintendent of Education, School Services
E. Del Sordo, Superintendent of Education, School Services & Student Success (electronically)
N. Dinolfo, Superintendent of Education, School Services (electronically)
C. Jack-Caldeira, Superintendent, Special Education Services
J. Klein, Director of Education
A. Lofts, Superintendent of Business Services (electronically)
C. Oldman, Chief Human Resources Officer
R. Merrick, Superintendent, Facilities Services
M. Skrzypek, Superintendent of Education, Mathematics Lead (electronically)
A. Swinden, Manager, Strategic Communications Services

Staff Present: D. Tkalcic, Manager, Purchasing Services
D. Gunasekara, Manager, Planning Services

Recording Secretary: C. Palucci

1. Call to Order

1.1. Land Acknowledgment and Opening Prayer

The meeting opened at 7:00 p.m. with a prayer led by T. Powell.

At the request of J. O'Hearn-Czarnota, the Chair passed the gavel to M. Duarte to act as the Policy Chair for the remainder of the meeting. All were in consensus.

2. Approval of the Agenda

P#012/24

Moved by: H. Karabela

Seconded by: T. Powell

That, the agenda be approved as presented.

The Chair called for a vote. Recommendation **P#012/24 UNANIMOUSLY CARRIED.**

3. Declarations of Conflict of Interest

There were no Conflicts of Interest declared.

4. Delegations

There were no Delegations.

5. Approval of the Minutes – December 12, 2023

P#013/24

Moved by: B. Agnew

Seconded by: T. Powell

That, the minutes of the December 12, 2023 Policy Committee be approved.

The Chair called for a vote. Recommendation **P#013/24 UNANIMOUSLY CARRIED.**

6. Action Items

6.1. Policy I-04 Cross Boundary School Attendance (A. Lofts, R. Merrick)

P#014/24

Moved by: B. Agnew

Seconded by: T. Powell

That, the Policy Committee recommends that Policy I-04 Cross Boundary School Attendance, be forwarded, to the January 16, 2024 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation **P#014/24 UNANIMOUSLY CARRIED.**

6.2. Policy II-12 Management of Aggressive Student Behaviour within Our Schools (C. Jack-Caldeira)

P#015/24

Moved by: T. Powell

Seconded by: B. Agnew

That, the Policy Committee recommends that Policy II-12 Management of Student Behaviours Posing Imminent Physical Risk, be forwarded, along with amendments, to the January 16, 2024 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation **P#015/24 CARRIED.**

In Favour	Opposed	Abstain	Absent
B. Agnew		H. Karabela	A. Chua (non-binding)
M. Duarte		R. Kennedy	D. Deepu (non-binding)
K. Kelly		C. Saunders	
L. McGuire (non-binding)			
E. Murphy			
J. O'Hearn-Czarnota			
T. Powell			

6.3. Policy II-41 School Uniform Dress Code/School Dress Code (A. Lofts)

P#016/24

Moved by: T. Powell

Seconded by: B. Agnew

That, the Policy Committee recommends that Policy II-41 School Uniform Dress Code/School Dress Code, be forwarded to the January 16, 2024, Regular Board Meeting for approval.

Amendment one (1) was tabled and agreed to by friendly consensus:

(1) Under Requirements/The Uniform Vendor, a sentence was added to the paragraph in the second (2nd) bullet:

[Up to three \(3\) trustees will also be invited to participate in the process.](#)

The Chair called for a vote. Recommendation **P#016/24 CARRIED.**

In Favour	Opposed	Abstain	Absent
B. Agnew	R. Kennedy		A. Chua (non-binding)
M. Duarte			D. Deepu (non-binding)
H. Karabela			
K. Kelly			
L. McGuire (non-binding)			
E. Murphy			
J. O'Hearn-Czarnota			
T. Powell			
C. Saunders			

6.4. Policy II-48 Violent Threat Risk Assessment (A. Cordeiro)

P#017/24

Moved by: C. Saunders

Seconded by: H. Karabela

That, the Policy Committee recommends that Policy II-48 Violent Threat Risk Assessment, be forwarded, along with amendments, to the January 16, 2024 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation **P#017/24 UNANIMOUSLY CARRIED.**

6.5. Policy III-01 Complaint/Grievance Process Non-Unionized Group Members (C. Oldman)

P#018/24

Moved by: E. Murphy

Seconded by: C. Saunders

That, the Policy Committee recommends that Policy III-01 Complaint/Grievance Process Non-Unionized Group Members be forwarded, along with amendments, to the January 16, 2024 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation **P#018/24 UNANIMOUSLY CARRIED.**

6.6. Policy III-04 Employee Assistance Program (C. Oldman)

P#0019/24

Moved by: B. Agnew

Seconded by: C. Saunders

That, the Policy Committee recommends that Policy III-04 Employee Assistance Program be forwarded to the January 16, 2024 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation **P#019/24 UNANIMOUSLY CARRIED.**

7. Discussion Items

There were no Discussion Items.

8. Information Items

8.1. Upcoming Agenda Items (January 9, 2024)

8.1.1. Policy I-02 Records and Management Information Policy (M. Grysiuk)

8.1.2. Policy I-20 Integrated Accessibility Standards (C. Oldman)

8.1.3 Policy II-05 Reporting Student Achievement to Parents/Guardians (J. Crowell)

8.1.4 Information Items

8.1.4.1 Administrative Procedure VI-16 Student Retreat Funds (A. Lofts)

8.1.4.2 Administrative Procedure VI-22 Break-in Damage and Theft (A. Lofts)

8.1.4.3 Administrative Procedure VI-37 Issuing and De-Commissioning of Forms (M. Grysiuk)

8.1.4.4 Administrative Procedure VI-45 Mobile Cellular Device Operating Procedure (A. Lofts)

8.1.4.5 Administrative Procedure VI-46(a) Use of Assistive Devices by the General Public (C. Oldman)

8.1.4.6 Administrative Procedure VI-46(b) Use of Service Animals by the General Public (C. Oldman)

8.1.4.7 Administrative Procedure VI-46(c) Use of Support Person by the General Public (C. Oldman)

8.1.4.8 Administrative Procedure VI-46(d) Accessibility Standards - Notification of Disruption of Service (C. Oldman)

8.1.4.9 Administrative Procedure VI-46(e) Monitoring and Feedback on Accessible Customer Service (C. Oldman)

8.1.4.10 Administrative Procedure VI-74 Risk Management - First Aid (E. Bakaic, C. Oldman)

8.1.4.11 Administrative Procedure VI-82 Records and Information Management Procedure (M. Grysiuk)

8.1.4.12 Administrative Procedure VI-83 Video Surveillance Procedure (M. Grysiuk)

9. Miscellaneous Information

There was no Miscellaneous Information.

10. Correspondence

There was no Correspondence.

11. In-Camera

There were no In-Camera items.

12. Motion to Excuse Absent Committee Members

P#020/24

Moved by: H. Karabela

Seconded by: T. Powell

That for personal reasons, Student Trustee Chua and Student Trustee Deepu were excused from the meeting.

The Chair called for a vote. Recommendation **P#020/24 UNANIMOUSLY CARRIED.**

13. Motion to Adjourn/ Closing Prayer

P#021/24

Moved by: C. Saunders

Seconded by: H. Karabela

That the meeting adjourn.

The Chair called for a vote. Recommendation **P#021/24 UNANIMOUSLY CARRIED.**

The meeting adjourned at 8:16 p.m. with a prayer led by C. Saunders.



Regular Board Meeting

Action Report

School Year Calendar 2024-2025	Item 9.1
Tuesday, February 20, 2024	

Alignment to Strategic Plan

This report is linked to our 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, welcome schools

Foundational Elements: Optimizing organizational effectiveness

Purpose

The *Education Act* requires each school board to establish a School Year Calendar, identify instructional days, professional activity days and holidays for each school year. The Ministry of Education establishes the number of instructional days for schools in the province and in accordance with Regulation 304, each Board is required to submit a Board-approved calendar to the Ministry of Education by March 1, 2024.

Background Information

The School Year Calendar Committee takes into account several considerations:

1. School communities have generally advised that when selecting a Professional Activity (PA) Day, a Friday or Monday is preferred. Some employers appear more willing to permit parents to have occasional holidays on those days (or just before statutory holidays).

An essential factor in the establishment of the 2024-2025 calendar is the integration of transportation services with our co-terminus board. Consultation, which complies with Ministry direction, has occurred with the Halton District School Board.

Comments

The 2024-2025 School Year Calendar Committee is comprised of a parent representative of the Catholic Parent Involvement Committee (CPIC), OECTA Unit Presidents (Elementary and Secondary),



CUPE 3166 and 5200 representatives, the Principals' Association representatives and one (1) trustee and a representative of Halton Student Transportation Services. The Committee met on January 10, 2024 and January 24, 2024 for the purpose of preparing a draft calendar.

The 2024–2025 School Year Calendar consists of one hundred and ninety four (194) days, of which, one hundred and eighty seven (187) are instructional days, of which ten (10) of those days (five (5) per semester) are classified as secondary school examination days as per Regulation 304.

Two (2) PA days will be used for assessment and completion of report cards at the elementary level. An additional PA Day will be used for elementary parent/teacher interviews.

The three (3) mandatory Provincial Priority PA Days that will occur next year will be devoted to criteria established by the Ministry.

At the time of this writing, all seven (7) Professional Activity days align with the Halton District School Board. *(Please refer to Appendix A).*

Conclusion

The proposed 2024-2025 School Year Calendar is being presented as an Action Item. Once approved, the proposed School Year Calendar will be forwarded to the Ministry of Education for final approval.

Recommendation

The following recommendations will be presented for the consideration of the Board.

Resolution#:

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board approve the 2024-2025 School Year Calendar as presented.

Report Prepared by:

Nancy Dinolfo
Superintendent of Education

Report Submitted by:

Nancy Dinolfo
Superintendent of Education

Report Approved by:

John Klein
Director of Education and Secretary of the Board

9.1 School Year Calendar 2024-2025 (Appendix A)

Monday, September 2, 2024	Labour Day (Statutory Holiday)
Tuesday, September 3, 2024	P.A. Day (Provincial Priorities)
Friday, October 11, 2024	P.A. Day (Faith Day)
Monday, October 14, 2024	Thanksgiving Day (Statutory Holiday)
Friday, November 29, 2024	P.A. Day (Elementary Reporting/Secondary Priorities)
Friday, December 20, 2024	*early dismissal (90 mins. early)
Monday, December 23, 2024 to Friday, January 3, 2025	Christmas Holidays
Thursday, January 23, 2025 to Wednesday, January 29, 2025	Secondary Exams (Semester 1)
Monday, January 27, 2025	PA Day (Elementary only/Elementary Reporting)
Friday, January 31, 2025	PA Day (Secondary only/Secondary Reporting)
Monday, February 3, 2025	First day of Semester 2 (Secondary Schools)
Friday, February 14, 2025	PA Day (Provincial Priorities)
Monday, February 17, 2025	Family Day (Statutory Holiday)
Monday, March 10, 2025 to Friday, March 14, 2025	March Break
Friday, April 4, 2025	PA Day (Provincial Priorities)
Friday, April 18, 2025	Good Friday (Statutory Holiday)
Monday, April 21, 2025	Easter Monday (Statutory Holiday)
Monday, May 19, 2025	Victoria Day (Statutory Holiday)
Friday, June 6, 2025	P.A. Day (Elementary only)
Thursday, June 19, 2025 to Wednesday, June 25, 2025	Secondary Exams (Semester 2)
Friday, June 27, 2025	P.A. Day (Secondary only)/ *early dismissal for elementary students (90 mins. early)
Monday, June 30, 2025	Board Designated Holiday (<i>for students, teachers, EAs, DECEs and paraprofessional staff</i>)

Regular Board Meeting

Information Report

Director's Annual Report	Item 11.1
Tuesday, February 20, 2024	

Alignment to Strategic Plan

This report is linked to the strategic priorities:

Achieving: Meeting the needs of all learners

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

Belonging: Embracing relationships & sustaining safe, welcoming schools

Foundational Elements: Optimizing organizational effectiveness

Purpose

The purpose of this report is to present Trustees with the Director's Annual Report for the 2022-2023 school year.

Background Information

Each year, the Director of Education reports on the Board's progress towards the goals established in our multi-year strategic plan. At the October 3, 2023 Regular Board Meeting, the Board of Trustees received the results of the [2022-2023 Strategic Plan Monitoring Survey](#), along with [the Director's Report to Trustees – Year 7 of Implementation](#).

The Director's Annual Report is based on the Director's Report to Trustees, highlighting just a few examples of the successes we achieved as a system during the 2021-2022 school year. [Click here](#) for a more comprehensive list of the action steps and initiatives we undertook last school year.

As we have done for the past few years, the **Director's Annual Report 2022-2023** is presented in a digital (web-based) format, enabling us to feature a multitude of rich media, including videos and hyperlinks to expanded information.

The report is focused on our key strategic priorities, and while it highlights the good work done throughout the Board over the past year, the real story of accomplishment is captured daily within the in-person and virtual classrooms across our district, and beyond our schools, within the wider community that we serve.

I invite you to explore the [2022-2023 Director's Annual Report](#).

Report Prepared &
Submitted by:

John Klein
Director of Education and Secretary of the Board

*Milton #3 (future St. Kateri
Tekakwitha)
Catholic Secondary School Project*

Construction Report - February 2024



Roofing ongoing.



Ongoing mechanical room piping installation.



Guardrail completed in the exercise room.



Air-vapour barrier being applied around the windows.

Upcoming Work

- Roofing on east portion of the school
- Painting
- Porcelain tile
- Spray foam insulation

If you have any comments or questions about the new school, please contact Michael Skrzypek, Superintendent of Education, at (905) 632-6300 or e-mail skrzypekm@hcdsb.org. For school construction information contact Ryan Merrick, Chief Operations and Sustainability Officer, Facility Management Services, at (905) 632-6300 or e-mail merrickr@hcdsb.org.

Milton #9 Catholic Elementary School Project

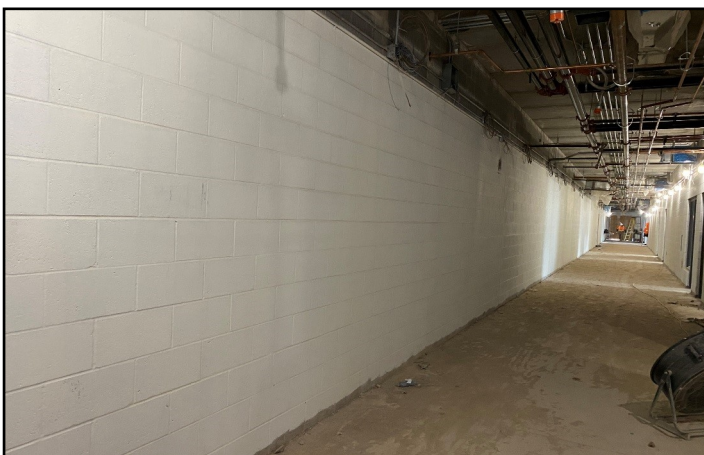
Construction Report - February 2024



Overall site progress.



Ongoing window installation.



Painting has started.



Glulam beams and metal decking have been completed.

Upcoming Work

- Roofing
- Ceramic flooring installation
- Painting
- Remaining curtain wall installation

If you have any comments or questions about the new school, please contact Emi Bakaic, Superintendent of Education, at (905) 632-6300 or e-mail bakaice@hcdsb.org. For school construction information contact Ryan Merrick, Chief Operations and Sustainability Officer, Facility Management Services, at (905) 632-6300 or e-mail merrickr@hcdsb.org.

North Oakville #4 Catholic Elementary School Project

Construction Report - February 2024



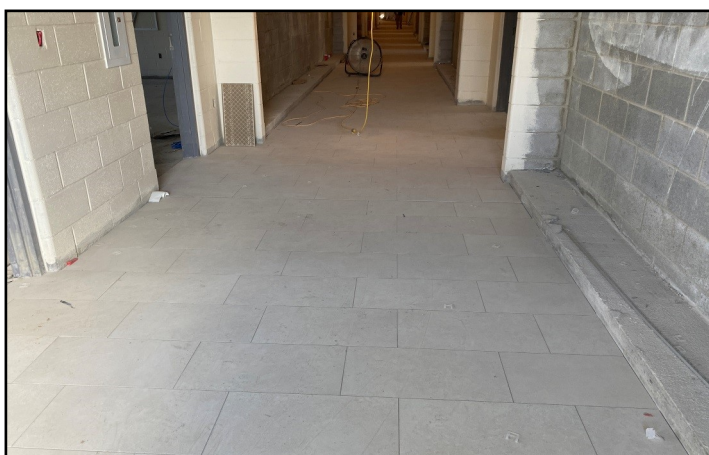
Overall site progress.



HVAC installation in the mechanical room.



Drywall in the main office.



Ceramic tile placement ongoing in the corridors.

Upcoming Work

- Ceramic flooring
- Mechanical room HVAC
- Lighting installation
- Classroom flooring

If you have any comments or questions about the new school, please contact Nancy Dinolfo, Superintendent of Education, at (905) 632-6300 or e-mail dinolfo@hcdsb.org. For school construction information contact Ryan Merrick, Chief Operations and Sustainability Officer, Facility Management Services, at (905) 632-6300 or e-mail merrickr@hcdsb.org.



Regular Board Meeting

Information Report

HCDSB Suspension Data, including Disproportionalities	11.3
Tuesday, February 20, 2024	

Alignment to Strategic Plan

This report is linked to our strategic priorities of

Achieving: Meeting the needs of all learners

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

Belonging: Embracing relationships and sustaining safe, welcoming schools

Purpose

The purpose of this report is twofold. The first is to provide the Board of Trustees with a summary of the suspensions and expulsions given to Halton Catholic District School Board (HCDSB) students, and the second is to provide an update using data from the Student Census, as it relates to the priority of student health, wellbeing, and engagement with a focus on suspension data.

Background Information

In September of 2021, the HCDSB's Office of Safe and Accepting Schools initiated the collection of data on Safe Schools Incidents: including suspensions/expulsions, student violent incidents, and student occurrences motivated by bias, prejudice, and hate. The data collection coincides with the creation of the online Safe Schools Incident (KICS) Reporting Tool, Forms 1 and 2.

Over the three-year period, the online reporting tool has been expanded and refined to capture additional data related to student incidents, particularly in the area of Human Rights and Equity whereby occurrences are further categorized by the Primary and Intersecting Code Ground(s) impacted. Through the Office of Safe and Accepting Schools, training has been provided to all school principals, vice principals, social workers, child youth counselors, special education resource teachers, designated early childhood educators, and educational assistants throughout the system. Teaching staff have been provided training led by their school administrator. Data collection in Safe and Accepting Schools continues to align with the expectations set out by the Ministry of Education and to support and guide HCDSB policies and administrative procedures.

Relatedly, HCDSB is committed to creating safe and inclusive work and learning environments where every member of our community feels welcome, valued, included, and respected. In line with these commitments, our HCDSB Equity and Inclusion Policy, and our [Multi-Year Strategic Plan](#), we administered the *Leave your Mark: Student Census* in 2022. This data collection



further aligns with provincial legislation and policy, including [Ontario's Anti-Racism Act](#) (2017), [Ontario's Education Equity Action Plan](#) (2017), and the [Ontario Human Rights Code](#). Recall that data collected through the census will help us to better understand the students we serve, and will also verify and assess any gaps and systemic disparities that are affecting students' experiences and outcomes. This data collection and analysis also speaks directly to several recommendations included in [the Equity Audit and Anti-Black Racism Strategic Plan Reports](#).

Comments

Safe School Incidents

To provide some perspective, in the 2022-2023 school year, there were over 3,000 Safe School Incidents reported and investigated via the KICS forms, including 1,085 suspensions, 1 expulsion, 220 student violent incidents, and 277 student occurrences motivated by bias, prejudice and hate reported to the Office of Safe and Accepting Schools. Suspension data from PowerSchool records are summarized in *Appendix A*.

Suspension Disproportionalities

This section of the report follows the March 2023 [Student Census 2022: Results Report](#). For the current report, we used student census data to examine disproportionalities of student health, wellbeing, and engagement outcomes (i.e., a measure of a group's overrepresentation or underrepresentation in a program or outcome). This approach is in line with the [ARDS](#) as well as the Ministry of Education's School Achievement Plan.

Specifically, our measure was the 2022-23 suspension records from PowerSchool. Care was taken to ensure that these records aligned with those reported by the Office of Safe and Accepting Schools. However, due to several data standards issues, there are some discrepancies between the two sources. The result is a potential total discrepancy of approximately 1% in the total number of suspended students. Analysis of all sets of records indicate that this potential discrepancy is within the margin of error for this analysis and would not noticeably change the outcomes of the disproportionality analysis.

As noted above (and in [Standard 29](#) of the ARDS), **the disproportionality index (DI)** is a measure of a group's overrepresentation or underrepresentation in a program or outcome compared to their share of the overall population, and was used in this analysis.

- ☐ A DI less than 1 means that there is *underrepresentation* of students in a given program or outcome.
- ☐ A DI greater than 1 means that there is *overrepresentation* of students in a given program or outcome.
- ☐ A DI of 1 means that there is *equal* representation of students in a given program or outcome.

The results of the suspension disproportionalities analysis are included in *Appendix B*. To summarize, the results suggest that there is a statistically significant disproportionality for suspensions amongst Race, Gender Identity, and Disability categories at HCDSB, with some identity groups showing overrepresentations in suspensions and some showing equal or underrepresentation. Last school year, for example, Black students were overrepresented in



the suspensions given. Consultations with relevant groups point to several factors that require additional analysis, including issues around school climate and staff diversity. Note the data presented in this report are a descriptive analysis only, more information is required for interpretation and to be applied to HCDSB programs and services. We intend to further examine these results by using other Student Census and Statistics Canada data (i.e., about income) known to be confounding factors to student health, wellbeing, and engagement.

Conclusion

We have provided you with information about safe school incidents at HCDSB for the most recent school year and reported on disproportionalities to assess and verify any systemic disparities that are affecting students' experiences and outcomes. With the addition of this information, we have a better understanding of the students we serve and the experiences they are having. In terms of next steps, these results will be used to inform the HCDSB's Student Achievement Plan and other school improvement planning efforts. We will also share these results with central departments/offices (i.e. Human Rights and Equity Office, Curriculum Services, Special Education, Student Success) to support the planning of training and targeted supports and have recently shared these results with our School Administrators to better equip them with the tools necessary to ensure alignment with the Ontario Human Rights Code, Ministry Legislation, and Board Policies and Administrative Procedures. The sharing of this information and the training that continues will empower staff to intentionally review and consider equity factors that influence decision making, such as systemic racism, socioeconomic status, and family circumstances of students. Decision makers must also consider their own social location and be cognizant of biases and stereotypes. These are requirements of all HCDSB employees. These ongoing training efforts will be evaluated to investigate their impact on any disproportionalities of suspension rates at HCDSB. Data analyses on the census data are ongoing; we plan to continue to use the disaggregated data to show patterns in other areas of interest, as required, to better inform decision making and meet the needs of HCDSB students.

Report Prepared by:

Dr. Lisa Collimore
Chief Officer, Research and Development Services

Anthony Cordeiro
Superintendent of Education, School Services

Dr. Nick Lombardo
Research Analyst, Research and Development Services

Report Submitted by:

Dr. Lisa Collimore
Chief Officer, Research and Development Services

Anthony Cordeiro
Superintendent of Education, School Services



Report Approved by:

John Klein

Director of Education and Secretary of the Board

Appendix A

The following tables use historical suspension data from the PowerSchool database.

Table 1. Number of Suspended Students by Grade and School Year

Grade	2021-22		2022-23	
	Num. of Suspended Students	%	Num. of Suspended Students	%
4	6	5%	5	2%
5	16	11%	16	8%
6	31	20%	34	16%
7	49	30%	65	31%
8	51	33%	90	43%
9	154	28%	193	30%
10	159	31%	153	24%
11	92	20%	183	29%
12	122	21%	113	18%

Table 2. Number of Suspended Students by Frequency, Panel, and School Year

Frequency of Suspensions (per student)	2021-22				2022-23			
	Elementary Suspended Students		Secondary Suspended Students		Elementary Suspended Students		Secondary Suspended Students	
	Number	%	Number	%	Number	%	Number	%
1	133	86%	403	76%	184	88%	495	77%
2	19	12%	83	16%	19	9%	92	14%
3	2	1%	18	3%	4	2%	26	4%
4	1	1%	14	3%	1	0%	19	3%
>5	0	0%	9	2%	2	1%	10	2%

STUDENT CENSUS 2022



Appendix B

Suspension Disproportionality Analysis

Background

The HCDSB’s Student Census is part of an effort to create and promote a more equitable and inclusive learning environment, where all students can achieve, believe, and belong. As such, it was developed with guidance from the Ministry of Education’s Education Equity Secretariat and in line with the [Anti-Racism Data Standards](#) (ARDS) established by the [Anti-Racism Act, 2017](#). The Student Census data is intended to enable HCDSB to help every student in our board achieve justice, as noted in our Catholic social teaching, by allowing us to verify, measure, address, and monitor systemic disparities that may be impacting student achievement and well-being.

This report follows the June 2023 [Student Census 2022: Student Achievement Disproportionalities](#), which analyzed disproportionalities in student achievement, including EQAO and report card marks along several lines of identity. In the current report, we once again are using the census data collected to examine student engagement and wellbeing, specifically looking at disproportionalities of student disciplinary outcome by focusing on suspensions. This approach is in line with the [ARDS](#) and is to be used to better understand system inequities.

Analyses

The student engagement and wellbeing outcome measure used in this report are the suspensions for the 2022-2023 school year. This measure was chosen after examination of best practices for school boards across Ontario and is a required component of Provincial School Achievement Plans. As required, initial analyses have been presented to relevant community groups for feedback. The qualitative data collected in these consultations informed the final analyses and interpretations presented below.

Suspension Measures

ONSIS Suspension. The ONSIS Suspensions recorded in Powerschool Disciplinary Incident tables is the data set used in this analysis. Students who had an ONSIS Suspension recorded in Powerschool during the 2022-2023 school year were included in this analysis. Please note, that while all suspension letters generated by school principals require Powerschool Disciplinary Incidents, there may be minor discrepancies in total numbers due to revisions, appeals, or incidences of human error in data entry. The estimated potential discrepancy in 2022-2023 is approximately 1%.

Disproportionality Index

As noted in [Standard 29](#) of the ARDS, the disproportionality index (DI) is a measure of a group’s overrepresentation or underrepresentation in a program or outcome compared to their share of the overall population.

- A DI less than 1 means that there is *underrepresentation* of students in a given program or outcome.
- A DI greater than 1 means that there is *overrepresentation* of students in a given program or outcome.
- A DI of 1 means that there is *equal* representation of students in a given program or outcome.

The equation for the disproportionality index is as follows:

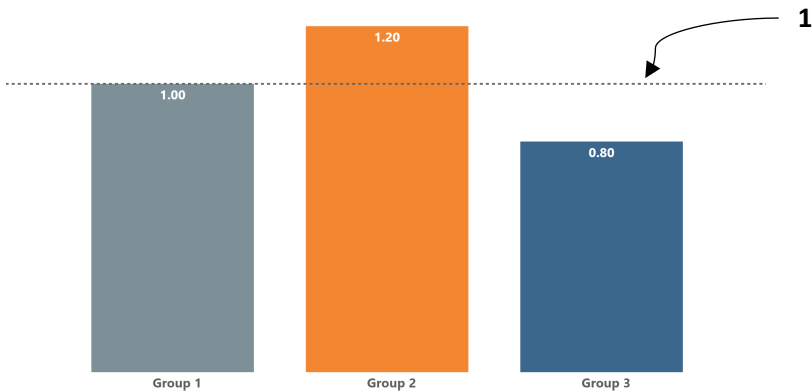
$$\text{Disproportionality Index} = \frac{\% \text{ of students from Group A in a particular program or outcome}}{\% \text{ of students from Group A in the overall population}}$$

Understanding this Report

In this report, bar charts are presented to show the disproportionality index between the percentage of students who responded to the Student Census that are in the given category and the percentage who were suspended (i.e., to show disproportionality of suspensions for our HCDSB students based on Student Census data). Individual groups are shown only when there are counts of above 15. This is in line with data suppression rules set by the ARDS.

As noted above, the bar charts demonstrate disproportionality of an outcome of suspension. These charts can be read by looking at the colour of each bar: **orange** representing positive disproportionality, above 1, **blue** representing a negative disproportionality below 1, and **grey** representing perfect proportionality at 1. Note that a dotted line crosses each chart at 1 to show where perfect proportionality should be. Generally, a further distance from that line, the greater the degree of disproportionality (either positive or negative).

Example: Bar Chart Showing Disproportionality Indices



In this sample bar chart, Group 1 shows no disproportionality, Group 2 shows an overrepresentation within the given outcome, and Group 3 shows an underrepresentation within the given outcome.

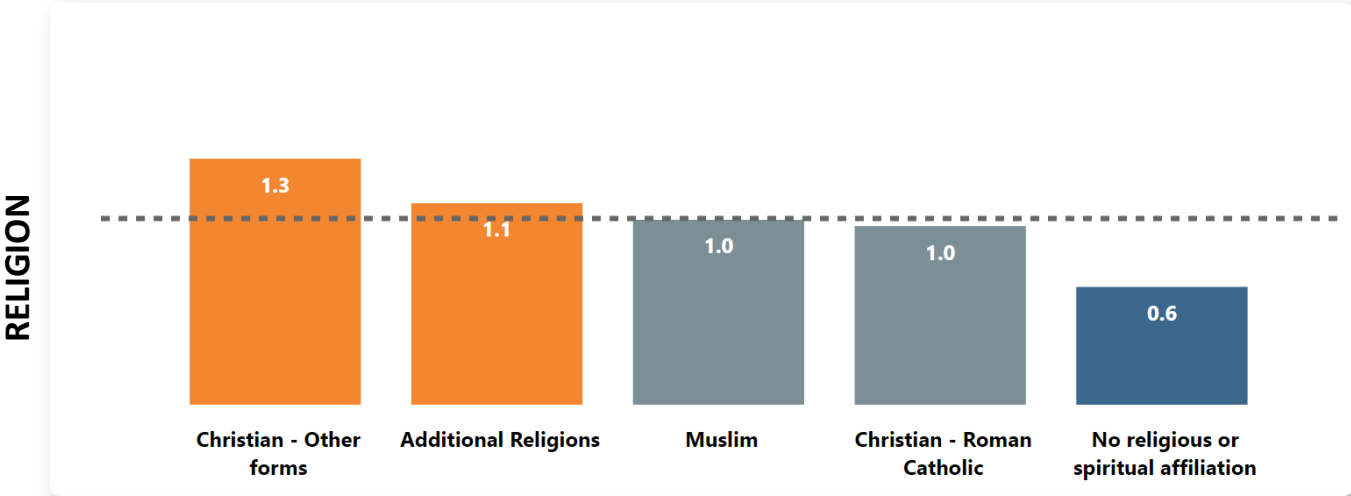
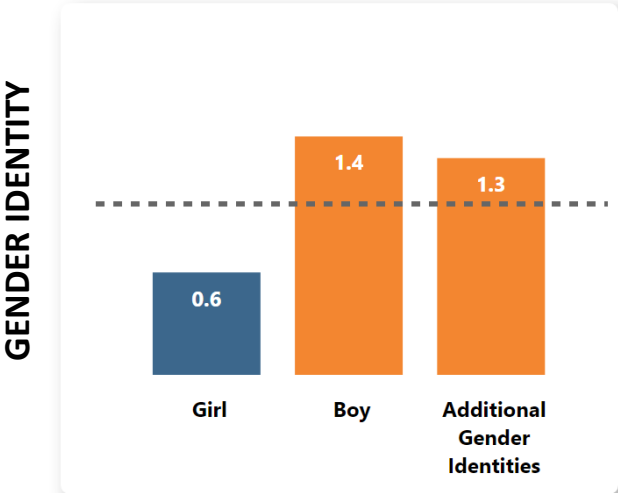
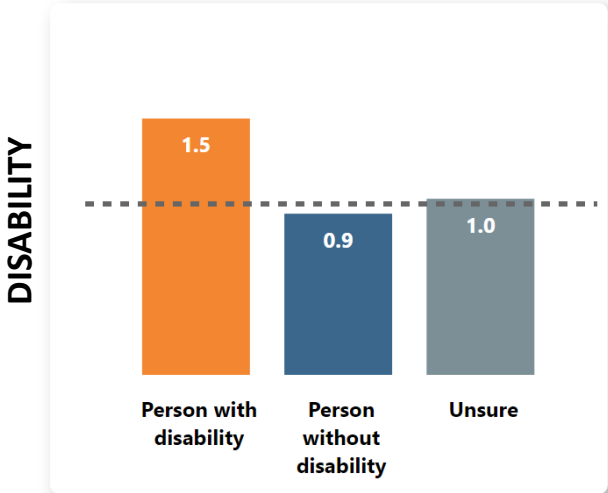
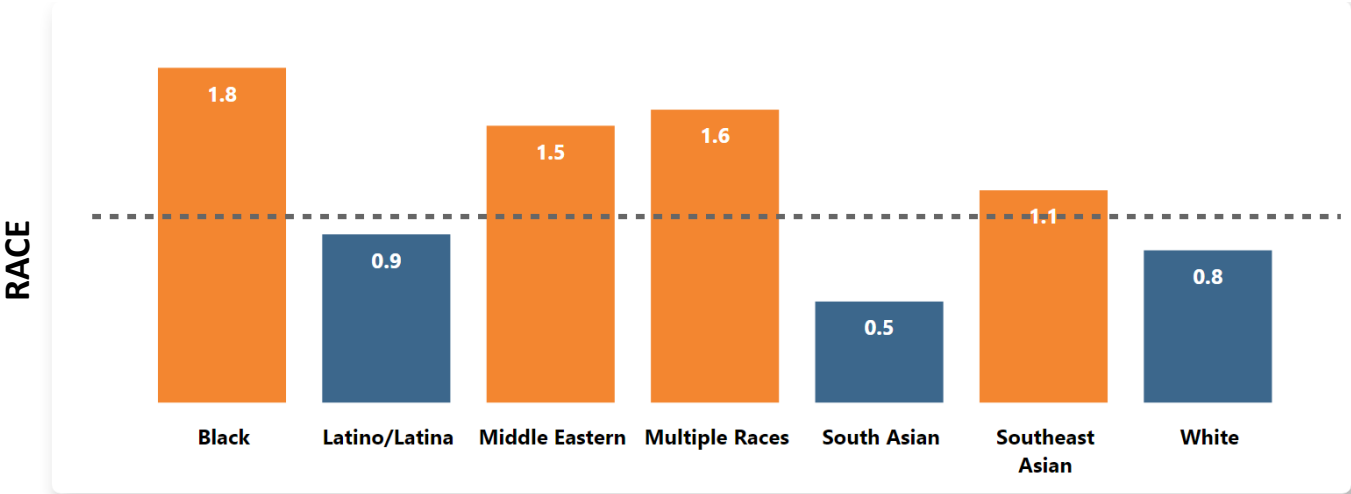
Important Note to the Reader about Interpretation

The data presented in this report are a descriptive analysis only. Additional context is required in order to be interpreted and applied to HCDSB programs and services. The data within this report seem to suggest that disproportionalities of student discipline exist at HCDSB. Initial consultation with relevant groups points to a number of factors that require additional analysis, including issues around school climate. We intend to further examine these descriptive results, by using other Student Census and Statistics Canada data (i.e., income) shown to be confounding factors to student discipline.

Suspensions (Elementary and Secondary Combined)

The following charts show the disproportionality of share of students from each demographic group amongst suspended students.

- There is marked disproportionality for suspensions amongst **Race, Gender Identity, and Disability Status** categories. Community members noted that these disproportionalities may reflect the different ways that behaviour is perceived by adults within schools, based in particular on gender and race.
- **Religion** shows much less variation amongst different groups.





Regular Board Meeting

Information Report

Initiation of School Name Selection Committees – Three New Elementary Schools Opening September, 2024	Item 11.4
February 20, 2024	

Alignment to Strategic Plan

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

Purpose

To initiate the process of naming the three new elementary schools opening September 2024.

Background Information

In accordance with *Policy H15 School Name Selection*, the Board will establish a School Name Selection Committee for each school to review possible names and develop a priority list of at least two (2) names, which will require Board approval. The list of two (2) names for each school will be forwarded to Bishop Douglas Crosby for review and consideration.

Comments

Staff will be initiating School Name Selection Committees for the following new schools which are anticipated to open in September 2024:

- Milton No. 9 Catholic Elementary School
- Milton No. 10 Catholic Elementary School
- North Oakville No. 4 Catholic Elementary School

A School Name Selection Committee will be comprised of Trustees and Student Trustees, including but not necessarily exclusive to local area representatives; Family of Schools Superintendent; School Principal, Pastor of the associated Parish, and parent representative(s). The School Name Selection Committee will invite submissions of suggested names based on diocesan criteria, review possible names, develop a priority list of at least two (2) names for consideration, and shall survey local public comment including parents/guardians and students who will attend the naming school community.



Conclusion

A Staff Report for each school will provide an update to Trustees regarding the School Naming process and the names that will be considered, including the feedback from the community, and will be brought to the Board at the April 16, 2024 Board Meeting.

Report Prepared by: E. Bakaic, Superintendent of Education

Report Submitted by: E. Bakaic, Superintendent of Education
N. Dinolfo, Superintendent of Education
M. Skrzypek, Superintendent of Education, Mathematics Lead

Report Approved by: J. Klein
Director of Education and Secretary of the Board

Regular Board Meeting

Information Report

Math Action Plan Update	Item 11.5
Tuesday, February 20, 2024	

Alignment to Strategic Plan

This report is linked, but not limited, to our strategic priority of **Achieving: Meeting the needs of all learners.**

Purpose

The purpose of this report is to update members of the Board of Trustees on initiatives related to the HCDSB 2023-24 Math Action Plan.

Background Information

The Board of Trustees received a presentation on the HCDSB 2023-24 Math Action Plan in October. Staff are in the process of implementing all the initiatives indicated in the plan, with some being completed. As per directives from the Ministry of Education, key performance indicators have been identified and are being used to identify the impact of the initiative on teachers and students. Final data will be provided to the Board in June.

HCDSB students are well positioned to be successful in Mathematics. Our schools demonstrate a consistently high level of dedication to learning. Parents indicate that academic excellence is a priority. In 2023-24, the Ontario Government has launched the Ontario Math Achievement Action Plan in order “to boost math competence in the classroom and improve board accountability.” Priorities included in the Ontario Math Achievement Action Plan include the following:

- Ensuring fidelity of curriculum implementation, including the intentional use of High-impact Instructional Practices;
- Engaging in ongoing learning on mathematics content knowledge for teaching;
- Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive;

The following tables outline the initiatives that demonstrates HCDSB commitment to Provincial Priorities and the implementation status to date. These initiatives have been recently reviewed to ensure alignment with the Multi Year Strategic Plan and our Student Achievement Plan.



Comments

Goal: Fidelity of Curriculum Implementation

Provincial Strategy	HCDSB Strategy	Implementation Status (range included)	Resources
Provide guidelines, resources, and supports for mathematics curriculum-aligned long-range plans, unit plans, and lesson plans	Revise Scope and Sequence Documents to assist teachers in Long Range Planning and integrating new resources	October-December Completed with Knowledgehook and Mathology for Grades 7 and 8.	Math Consultant, Destreaming Itinerants ; Distribution through Math Hub in Online Learning System (OLS)
Leverage digital math resources to support curriculum-linked practice at home	Investment in Digital Diagnostic Assessment Tools to allow teachers and parents to understand the student learning need	October – April Purchase completed. Training provided to Secondary Teachers Nov. 17; Training provided to Elementary Staff February 16; Resource survey to be sent in April	Knowledgehook, Destreaming Itinerants , Math Consultant, Catholic School Councils School Websites
Align resources, including staffing, with mathematics priorities	Additional instructional resources (Mathology) and training to support implementation	September-October Training provided to Grade 7/8 teachers in September	Math Consultant, Destreaming Itinerants , Publisher Resources
Directly connect long-range plans, course outlines, lesson plans and reporting to current Ministry policies and Curriculum	Principals will monitor curriculum implementation at the classroom level	October – December Monitoring of total time minutes scheduled (300 mins.) for Mathematics in October	Principals, Destreaming Itinerants , Superintendents of Families of Schools
Use a variety of assessment tools to inform next steps in curriculum implementation	Moderated school sessions to create benchmark standards in assessment and dedicated conversations about student achievement	November – May Moderated marking a component of April 8 PD Day	Principals, SPTLs, System supports as available (e.g., Consultants, Destreaming Itinerants)



Goal: Knowing the Catholic Mathematics Learner

Provincial Strategy	HCDSB Strategy	Implementation Range	Resources
Align Math Improvement Action Plan with board improvement planning, including using student assessment and demographic data to identify areas of focus	Use of EQAO and school related data (e.g., student census data, school climate survey, credit accumulation rates) in tandem with School Census Data to align supports for students from historically marginalized communities	October – November Tutoring supports, Math Intervention supports, Collaborative Cross Panel work schools determined in part by using EQAO data and Student Census Data	Senior Team; Research Department; EQAO partnership;
Determine key content areas, informed by EQAO data, including Strands and Skills reports, to determine where students may be struggling most and if there are gaps between classroom and EQAO achievement	Schools to identify a specific topic focus for professional development based on student learning need; Principals to be provided guidance on how to determine this focus	November Ongoing; Family of School Superintendents to review school Student Achievement Plans for specific focus	Principals, Family of School Superintendent, Mathematics Consultant, Research Team
Monitor and respond to students' perception of and confidence in math	Increase interest in Mathematics by engaging in accelerated learning opportunities	October – March Caribou Math made available to all schools in October; University of Waterloo Math Contests in November, February and May	Principals, Destreaming Itinerants, Classroom Teachers
Understand and respond to student mathematics strengths, needs and interests using a variety of sources, including the Curriculum and Resources website, Individual Education Plans (IEPs), and collaboration with special education teachers and educational assistants	Expansion of the Special Education Math Intervention initiative to include implementation with Itinerant Instructors to develop processes to identify and monitor achievement of students achieving at or below Level 2 in Mathematics	October – April Math Intervention Program using "Do the Math" in 10 schools, 80 students; data indicates significant positive impact on student achievement	Itinerant SERT (Math), De-streaming Itinerants; Research Department
Adapt lesson planning in response to data collected from multiple, frequent assessment opportunities	Continued participation in the Assessment Intervention in Mathematics (AIM) project for Primary students	October – May Engaged with AIM initiative project team in December and January; Board to implement paper screener in 5 schools (on voluntary basis) in May	Research Officer, Math Consultant, Carleton University Research Team
Plan, teach, and assess learning in culturally responsive and relevant ways that motivate students to take ownership of their learning of, and progress in, mathematics	Classroom sessions that demonstrate Indigenous Ways of Knowing in a specific content area of Mathematics Highlight achievements of Black Mathematicians during Black History Month	January – June Math Subject Council presented with information on Culturally Responsive and Relevant Pedagogy; Creation of the Benjamin	Indigenous Education Advisor; Human Rights and Equity Team; De-streaming and Secondary Math Itinerants; STEAM, Math, Equity and Inclusive Education Consultants;
		Banneker resource in February)	
Monitor and re-engage students at the earliest sign that attendance is impacting learning and implement board's 10-day and prolonged absence strategy	Secondary Numeracy School Improvement teams to monitor attendance data for Grade 9 and 10 Mathematics classes	October – May Math Numeracy Team meetings monitoring student data as part of the Student Achievement Plan	Secondary Math Itinerants, Secondary Principals, Chief Social Worker and School Social Workers, IT Analyst



Goal: Content Knowledge for Teaching

Goal	HCDSB Strategy	Implementation Status	Resources
Prioritize mathematics content knowledge for teaching in professional learning opportunities	Collaborative Cross Panel Concept Cycle of Learning in all Families of Schools	November – May Two completed in November/December. Eight to be completed in Feb - April	Math Consultant, De-streaming Itinerants, Secondary Math Itinerants
Understand the importance of the relationship between mathematics content knowledge and effective mathematics instruction	Grade 6 Collaborative Concept Study Cycle of Learning in Priority Schools	November, February, April Three to be completed in March - May	Math Consultant
Key leads (Principals, Consultants, Superintendents) to collaborate with Board Math Lead to identify school/division/grade mathematics content knowledge focus areas, including planning and monitoring associated professional learning	Superintendent led Professional Development for Principal as Instructional Leads	December – March Superintendent attendance at Secondary Math Subject Council; Regular contacts with Secondary Numeracy Vice Principals and Elementary Principals	Superintendent of Math (Board Math Lead)
Engage in regular collaborative meetings to deepen knowledge of mathematics, curriculum, instructional starting points, and interventions	Collaborative session opportunities for Elementary and Secondary teachers to align approaches across schools	PA Days PA Day in November brought together all Secondary Math Teachers; Dedicated Math time in February and April (Elementary)	Department Heads, SPTLS
Engage families and communities to support different ways of understanding and doing mathematics	Content Sharing initiative for Families to learn more about specific strategies they can use at home to promote learning with their children in curriculum areas of need	October – June SEAC presentation in October; CPIC presentation in March; Various elementary schools hosted Math nights	CPIC, SEAC, Catholic Councils of Chairs, School Websites, School Newsletters

Conclusion

Progress continues to be made in implementing the 2023-24 HCDSB Math Action Plan. Data is currently being collected and formatted in order to fully report on the impact of these initiatives in June.

Report Prepared by: Michael Skrzypek
Superintendent of Education, Mathematics

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Superintendent of Education, Mathematics

Report Approved by: John Klein
Director of Education and Secretary of the Board

HCDSB Math Achievement Action Plan

2023-24

February 2024 Update

Goals

Taking action in mathematics | Look-fors by provincial action

Math achievement efforts across the province should include multiple proven evidence-informed strategies and approaches to address local learning needs in schools.

The ministry has worked with researchers, math specialists, and school boards to identify three interwoven math actions to be prioritized in the 2023-24 school year. Board Math Leads, as they determine board and school priorities in mathematics achievement, will develop, implement, and monitor a Math Achievement Action Plan that includes meaningful and measurable key performance indicators (KPIs) aligned with each of the priority actions below.

A mathematics community of excellence: In order to promote effective math instruction, it is important for educators to foster mathematics communities in classrooms and schools, and to recognize that not all students learn math in the same way or within the same time frames. Effective math instruction is supported by an inclusive, positive, and safe learning environment where all students feel valued and engaged, and in which educators clearly communicate expectations and establish norms and routines with their students at the beginning of instruction. Educators at all levels of the school system have a role to play in establishing a culture of excellence in mathematics and setting conditions for success. This includes leaders reviewing practices to determine barriers to success, creating accountability, and attending to mathematics attitudes and mindsets in school and system improvement plans.

<p>PRIORITY ACTION: Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement</p> <ul style="list-style-type: none"> How are all educators throughout the system focused on developing a comprehensive understanding and precise implementation of the mathematics curriculum? How do grade, course, and daily lesson plans reflect the current curriculum, including the mathematical processes and connections between curriculum strands? <p>Board</p> <ul style="list-style-type: none"> Prioritize understanding of the curriculum and the continuum of learning across grades Align resources, including staffing, with mathematics priorities Provide guidelines, resources and supports for mathematics curriculum-aligned long-range plans, unit plans, and lesson plans Leverage digital math resources to support curriculum-linked practice at home 	<p>PRIORITY ACTION: Engaging in ongoing learning to strengthen mathematics content knowledge for teaching</p> <ul style="list-style-type: none"> What systems, supports, and resources are available to support teachers and leaders in determining a focus area for their math content knowledge development? How are all educators engaged in ongoing learning that strengthens their own mathematics knowledge, skills, and attitudes about math teaching and learning? <p>Board</p> <ul style="list-style-type: none"> Utilize student achievement data and student work to establish focus areas for mathematics professional learning Understand the importance of the relationship between mathematics content knowledge and effective mathematics instruction, as it relates to student achievement Prioritize mathematics content knowledge for teaching in professional learning opportunities and in allocation of resources, including staffing 	<p>PRIORITY ACTION: Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive</p> <ul style="list-style-type: none"> How is student assessment data and prior mathematics knowledge used to guide interventions and planning? How do educators learn about the mathematics strengths, needs and interests of all students to inform their instructional decisions? How are educators supporting inclusion and engagement for all students, especially those with diverse learning needs? <p>Board</p> <ul style="list-style-type: none"> Align Math Improvement Action Plan with board improvement planning, including using student assessment and demographic data to identify areas of focus Build capacity in data analysis resources to understand mathematics achievement from a variety of sources, including alignment between EQAO, report cards, and locally-developed assessment tools/tasks Provide a digital math tool to support student mathematics learning at home and/or at school, that can be used by teachers to understand current student learning levels and provide targeted supports for students Develop a system-wide attendance strategy for students with more than 10 days of absences as part of board's existing prolonged absence strategy
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1. Ensure fidelity of curriculum implementation, including the intentional use of High-impact Instructional Practices
2. Engage in ongoing learning to strengthen mathematics content knowledge for teaching
3. Know the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive

HCDSB Multi-Year Strategic Plan (MYSP)

Achieving

We hold high expectations for all.

Provide educational experiences to support every learner.

Focus on a high quality of instruction and program for academic excellence.

Create learning and working environments that set conditions for achievement and growth.

Centre students as co-creators in their learning and pathways.

Believing

We are distinctly Catholic.

Uphold a joyful Catholic learning environment that is rooted in justice, compassion, and service.

Honour and respect the inherent dignity of each student and staff member.

Foster the relationship between home, school, and parish.

Belonging

We are a community that accompanies.

Cultivate schools and workplaces that are safe, inclusive, and welcoming.

Value the identity and perspective of every student and staff member.

Support students and staff to thrive in their physical and mental health.

Build connections and shared purpose with community to be informed and engaged.

Becoming

We are on a journey together.

Embed equity and inclusion in our policies and actions to identify and dismantle structural inequities for students and staff.

Develop and support staff as professionals, collaborators, and leaders.

Transform environments and practices to respond to changing needs and conditions.



Instruction in the Classroom

- all elementary schools currently confirmed that 300 minutes of Mathematics instruction is occurring over a 5-day cycle (minimum 40 minutes per day) per Policy and Program Memorandum 160

Source: Principal Survey sent out in October 2023

- Resource Survey to be completed by Teachers and Principals by the end of April
- All schools selected specific focus topics (e.g. Fractions, Multiplication, Integers) in their Student Achievement Plans to further their work in Numeracy
- Schools are encouraged to use moderated marking in the coming months to calibrate assessments of students

Knowledgehook

- Knowledgehook formally introduced in October
- Knowledgehook training:
 - Secondary Mathematics educators (9-10) November 24, 2023, PA Day
 - Elementary educators (K-8) February 16, 2024, PA Day
 - Administrators Dashboard training January 25, 2024
 - Learning supported through divisional and staff meetings in 23 elementary schools
- Support platform created on the Online Learning System (D2L)
- Data from Knowledgehook integrated in elementary and secondary schools Student Achievement Plans for the purposes of goal-setting and understanding student learning need

Knowledgehook - Statistics

Ongoing communication and supports will be provided for Knowledgehook elementary and secondary schools:

Usage Data

- 737 teachers on Knowledgehook
- Over 19 000 HCDSB students on Knowledgehook
- Knowledgehook has been used in two Collaborative Concept Studies (Fractions) for Intermediate teachers in Grades 7-9 as a pre- and post- student achievement indicator
- Administrator Dashboard upgrade allows Principals to see progress based on specific concepts (e.g. multiplication, fractions, geometry, coding) in the school

Mathology®

Ongoing communication and supports will be provided for Mathology in Mathematics for elementary schools:

- Mathology was introduced for grades 1-6 in 2020 and for grades 7 & 8 in 2023.
- Mathology resources are included in the Grades 1-8 scope and sequences and are available in the Math hub.
- Mathology training:
 - All grade 7 & 8 teachers were invited to participate in a joint Mathology and Growing in Faith, Growing in Christ training at the beginning of the 2023/2024 school year.

Mathology Usage Statistics

- Usage Statistics:
 - The number of grades 1 to 8 teachers that have used Mathology at least 5 times in their planning and practice since September is 523 of 704 (74.3%).
- 100% participation rate of grade 7-8 teachers in training:
 - % of active grade 7 & 8 teachers participated in the training led by representatives from Mathology. 45 of 46 elementary schools were represented across the 4 training dates. The 46th school received training for their intermediate teachers from their family of schools de-streaming itinerant.

Collaborative Concept Study

- 2 Family of Schools, 10 teachers per family, Grades 7-9 teachers participated in a four day concept study in the area of Fractions
- Students completed a pre- and post- task using Knowledgehook to allow for monitoring of growth over time
- Majority of students showed gains based on the task; Destreaming team has analyzed the data and modified program to place more focus on intervention strategies
- Teachers completed a survey to analyze the impact on their practice and inform next steps
- Majority of teachers in Pilot programs indicated that the PD was meaningful

Collaborative Concept Study

Next Steps

- remaining 8 Family of Schools to participate in the Intermediate Collaborative Concept Study; focus on using Knowledgehook data to provide research-based interventions (whole class and small group) with students and an increased focus on High Impact Instructional Practices per Ministry of Education resources
- 6 Family of Schools to focus on Fractions, remaining 2 to complete work on Integers
- decisions based on collaboration with Department Heads
- 3 Concept Studies to be completed in Junior Mathematics in the area of Multiplication



Communicating with Families

- 10 Schools have hosted a Family Math Night/STEAM night across the District
- CPIC presentations taking place in March (Secondary –Virtual - Wednesday, March 6; Elementary – In person and virtual - Wednesday, March 20);
- schools continue to have access to System Level staff in order to organize and implement Family Math Nights;
- Information updated on our Board website regarding the Math Plan, alignment with Multi-Year Strategic Plan
- SEAC presentation in October



EQAO

- Students enrolled in Grade 9 Mathematics (MTH1W) in Semester 1 wrote the EQAO Grade 9 Assessment of Mathematics during the window: Wednesday, January 10, 2024, to Friday, February 2, 2024
- Individual Student Results were reported after each student completed the assessment
- Sample problems released by EQAO were shared with all secondary and elementary school staff with breakdowns by Strand and Achievement Category (Knowledge/Understanding, Application, Thinking)
- System Level Committee created to streamline EQAO processes and support timely communication
- Students and teachers supported with preparing for assessment through integrated EQAO questions into Knowledgehook and a HCDSB online preparation course, which includes the Sample Assessment
- Elementary and secondary schools supported with integrating EQAO data into their Student Achievement Plans for the purposes of goal-setting

EQAO – Moving forward

Ongoing communication and supports will be provided for EQAO Spring Assessments in Mathematics for elementary and secondary schools:
This data will be used to inform progress in our initiatives.

Wed. 8 May – Wed. 12 June 2024

Assessments of Reading, Writing and Mathematics, Primary- and Junior-Division

- Individual Student Results reported by the end of September 2024

EQAO Grade 9 Assessment of Mathematics, Spring 2024

- Individual Student Results reported after each student has completed the assessment

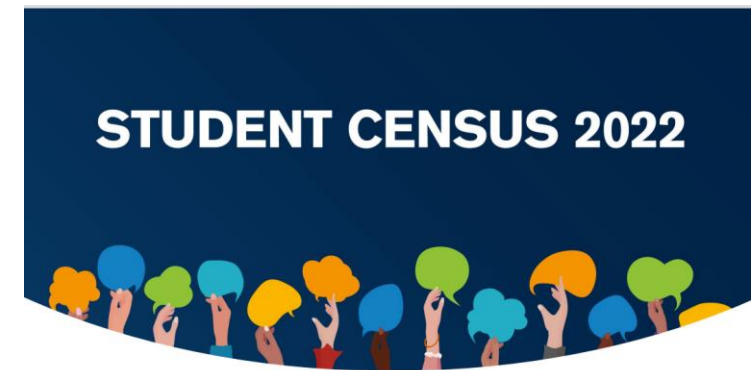
Wed. 29 May – Wed. 26 June 2024

Education Quality and Accountability Office



EQAO Data Analysis Partnership

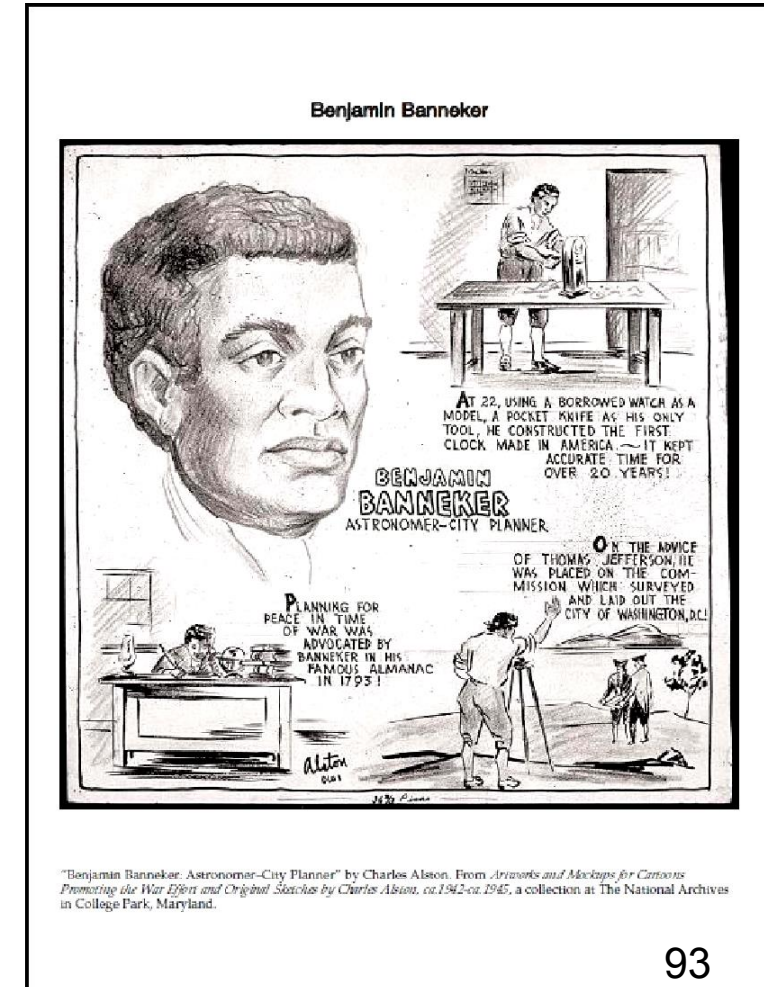
- EQAO has engaged with the HCDSB Research Team and the Superintendent of Mathematics to understand how data is being used to inform our decision making
- Example of Disproportionality study using Student Census Data and EQAO results that was presented to the Board of Trustees last May
- Data from that study used to inform Tutoring supports decisions this year, along with decisions on where the Do the Math supports were provided



Student Achievement
Disproportionality Analysis

Benjamin Banneker – Equity

- Destreaming Itinerants and STEAM Itinerants collaborated on creating a resource for Black History Month and beyond to recognize the contributions of Black people to Mathematics
- Benjamin Banneker was a self-taught Mathematician who made the first clock in the United States (out of wood with a pocket knife) and accurately predicted the solar eclipse in 1789 using Mathematical calculations
- Participating classes will have an opportunity to study time, make clocks and participate in activities that involve the solar eclipse (note: we are including safety lessons to ensure no students look at the sun)



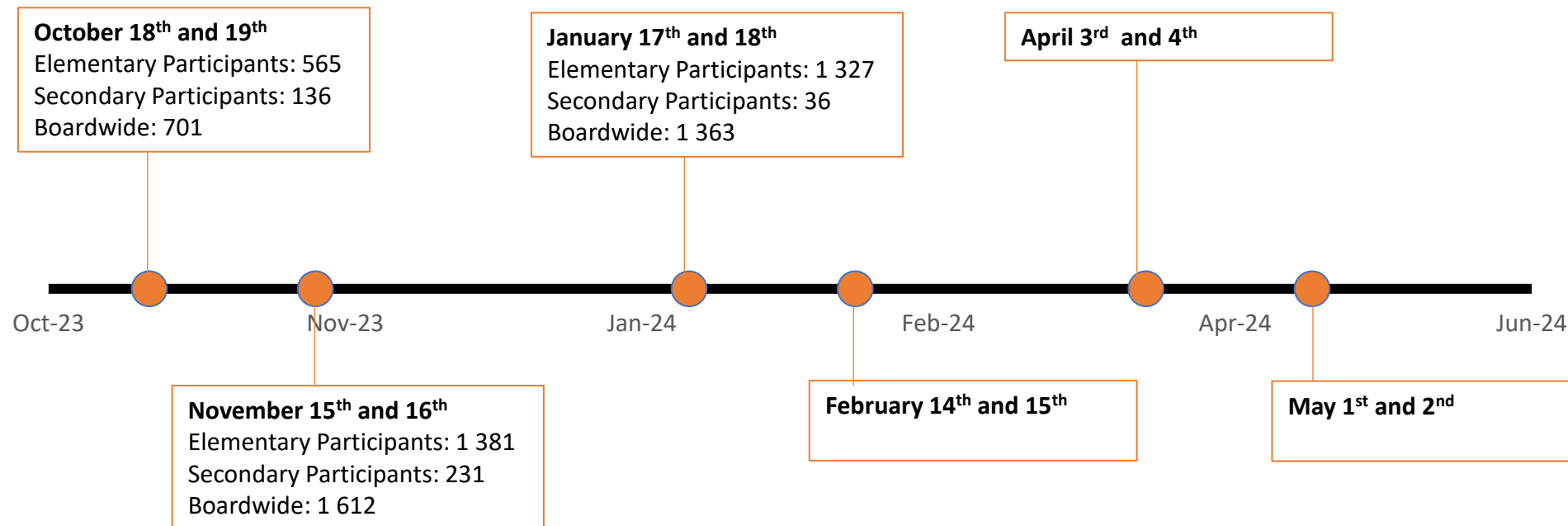
Caribou Math Contest

- Partnership with the providers of the Caribou Math contest to provide access to all schools and students.
- Volunteer contact teacher assist staff with implementing the contest at their school;
- Newsletters were sent to contact teachers with tips and tricks to administer the contest and its usefulness in the classroom was included in the De-streaming Newsletter for grade 7 and 8 teachers in the system
- Individual student results are released online after the second day of the contest.
- Registered students have access to try previous contests, interactive games and view solutions to previous questions.



HCDSB Math Action Plan – Key Performance Indicators

Ongoing communication and supports will be provided for Caribou Math
In HCDSB elementary and secondary schools:
This data will be used to inform progress in our initiatives.



AIM Project for Primary Numeracy Screening

- HCDSB to continue partnership with AIM to produce a digital Numeracy Screener
- We will be accessing a paper version of the screener in the months to come to complete with 5 schools by the end of May 2024
- Relationship will be ongoing, with Digital tool to be developed by 2025



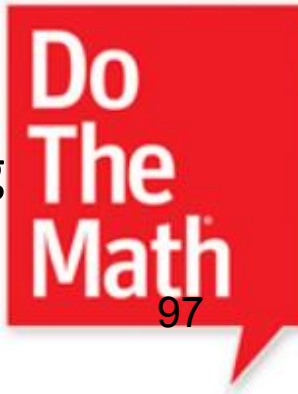


We are distinctly Catholic.

HCDSB Math Action Plan – Do The Math® Actions

Five De-Streaming Itinerants implemented an intensive numerical reasoning program, Do The Math, created by Marilyn Burns, a noted author in Mathematics education

- Each Itinerant is worked with grade 7 students at two elementary schools, three times per week, approximately 20 minutes each day
- 80 students took part in the program
- Students selected in consultation with their classroom teacher and school administration, as ones that would benefit from instruction that would further develop their understanding of multiplication.
- As part of the *Do The Math*® Numeracy program, HCDSB Research Staff is conducting an Outcome Evaluation Project (OEP)



HCDSB Math Action Plan – Key Performance Indicators

- As observed in pre-diagnostic task, students understand the meaning of multiplication, but need to shift from thinking additively to thinking multiplicatively.
- Our goal is for 80% of participants to demonstrate concept mastery by the end of the program.
- Itinerants are observing a shift from thinking additively to an automatic retrieval of multiplication facts and/or use of known facts to help solve unknown facts.

Name	Pre-Assessment	Post-Assessment
Amy	85%	100%
Martin	60%	82.5%
Kate	70%	95%
Kahlil	90%	100%
Sara	60%	77%
Luc	55%	97.5%
Mardeah	70%	95%
Zenith	37%	50%

Name	Pre-Assessment	Post-Assessment
Max	40%	90%
Nolan	60%	90%
Leanne	65%	100%
Nishant	40%	82.5%
Jaxson	30%	100%
Annakin	20%	85%
Leah	50%	95%



Student Trustees Update	Item 12.1
Tuesday, February 20, 2024	

Alignment to Strategic Plan

This report is linked to the strategic priorities:

Achieving: Meeting the needs of all learners

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

Belonging: Embracing relationships & sustaining safe, welcoming schools

Achieving:

On February 8-11, we had the opportunity to attend the Education Action Conference hosted by the Ontario Student Trustees Association. As the name suggests, this conference had various professional development sessions that were geared towards putting our education about our roles into proper, planned action that supports students in our board. This included, but was not limited to, keynote speakers from valuable provincial education associations, skill-building workshops, working groups, a chance to meet our alumni, and more. Some of our speakers included Annie Kidder, the Executive Director of People for Education, and Joseph Geiser, the Executive Director of CPCO. Trustee Chua and I attended the Networking Style workshop while Trustee McGuire attended the Brand Craft workshop. Additionally, we are proud to inform you about Trustee McGuire and my presentation at OSTA Talks, a session aiming to present major board initiatives at the provincial level. During this session, we were happy to talk about our upcoming board-wide Elementary Student Senate Pilot Program and gain some feedback from school board student trustees who already have this plan at their respective boards. Furthermore, as members of OSTA, we also participate in Advocacy Interest Groups - specifically focusing on Curriculum and School Community, and Truth and Reconciliation. We are currently working on some provincial initiatives that aim to benefit student trustees and their representation of students across the province. We would like to thank OSTA-AECO for this wonderful conference, especially the Executive team, my fellow Catholic and Public Cabinet members, and all other Student Trustees for a valuable experience in student leadership.

We also had our Student Senate meeting a few weeks ago, where we were able to gain some student feedback about the Elementary Senate Pilot Program, as well as conduct a mid-year reflection to gain insight into the senators' experience working in their roles throughout the first semester. We gathered some useful information regarding various aspects of student achievement, including opportunities for leadership - especially within minority groups, incorporating AI tools into education, breaking barriers towards equity, and more.



Believing:

Catholic education is the main cornerstone of student success. During the OSTA-AECO Education Action Conference in Ottawa, Ontario last week, the Student Trustees were able to engage in a variety of insightful professional development to help bolster their success in their role as a Catholic Student Trustee for the HCDSB. During our Catholic Education Interest Group sessions, we met with Development and Peace to learn more about peasant farms in South America and how North America and first world countries across the globe are some of the main contributors to this problem as we continue to neglect climate change and support fast fashion. This issue not only affects the thousands of family farms that are being obliterated, but also affects our global community. Furthermore, we also met with Joseph Geiser, the Executive Director of the Catholic Principals Council of Ontario (CPCO) to discuss the current issues that affect students, teachers, and administrators in unison and how we, as a collective body, can help support and enhance the quality of our schools through various levels. Subsequently, in light of the quickly upcoming Catholic Education Week in May, the Catholic Education Interest Group began the creation of our annual Catholic Education Week video, following this year's theme "We Are Called to Love". The Catholic Education Interest Group created short skits following the subthemes of hope, faith, mercy, justice, and joy that will be edited and clipped together to create the final video that will come out on the OSTA-AECO Instagram and OCSTA website during Catholic Education Week in May.

Belonging:

Since it is Black History Month, as the HCDSB we hope to honour and celebrate the contributions of Black individuals within Halton, in Canada, and throughout the world. One initiative that we are very proud of was the Envision Conference held at St. Ignatius of Loyola Catholic Secondary School hosted by the Loyola Black Student Association and the Loyola Student Council. This saw four Black professionals come to Loyola for the day to do panels, break out discussions, and other activities centered around career development and specifically what it means to enter the working world as a Black person. Students were incredibly satisfied with this conference, and we appreciate all the efforts of the administration, student council, and Black Student Association to make this initiative possible. The HCDSB also hosted the Black Excellence Symposium which brought Black Student Union members from across the board to Notre Dame for a day of fellowship and learning. Students were very excited to participate in this symposium for the very first time and wish to continue this for years to come. The Student Trustees also want to acknowledge the importance of recognizing Black excellence outside of black history month. To make our schools a better place we must consistently show support and look to create a safe and welcoming school environment for Black students. As Student Trustees, we wish to implement this by always consulting and sticking up for Black student voices. As well, we are also committed to educating our Student Senate about issues like racism that impact Black students and keeping equity as a core value within our board.

Our OSTA-AECO Education Action Conference also brought many opportunities for professional development in regard to equity and inclusion. Student Trustee Chua



participated in Sexual Assault Awareness and Prevention training within their Equity and Inclusion Advocacy Interest Group. This training was facilitated by the Carleton University Sexual Assault Support Center, which helped to teach students about consent education and how to implement it in Ontario school boards. They learned about how consent education at an early age is important to preventing sexual harassment and assault later in life, and how this mission can be carried out within our schools. We also engaged in a World Cafe session with the Public Education Exchange or PEX, to discuss the issue of education privatization. We discussed why this issue is harmful to equity within public education along with student trustees from across the province and came up with some solutions on how we could fix this issue. We are very grateful that the HCDSB allows us to attend these conferences, as we gain so much insight and ideas about how we should conduct our advocacy as Student Trustees. We strongly believe that these supports allow us to become better advocates for students, so thank you for your support of our development and growth.

Report Prepared and Submitted by:

A. Chua
Student Trustee, North Halton

D. Deepu
Student Trustee, Burlington

L. McGuire
Student Trustee, Oakville

Report Approved by:

J. Klein
Director of Education and Secretary of the Board