HALTON CATHOLIC DISTRICT SCHOOL BOARD CDSB

REGULAR BOARD MEETING
AGENDA

Date: Tuesday, October 20, 2026
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 (P. Hanna)	
	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 - Math Achievement Action Plan (M. Skrzypek)	1 - 22
5.	**Delegations**		
6.	**Consent Agenda Items**		
	6.1	Action Items	
	6.1.1	[Approval of Minutes] Minutes of the September 15, 2026 Regular Board Meeting	23 - 28
	6.1.2	[Action Item] HCDSB Procedural By-Law (B. Agnew)	29 - 54
	6.1.3	[Action Item] Policy I-22 Admission to HCDSB Elementary and Secondary Schools (B. Agnew)	55 - 59
	6.1.4	[Action Item] Policy I-29 School Boundary Review Process (B. Agnew)	60 - 65
	6.1.5	[Action Item] Policy I-34(B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees (B. Agnew)	66 - 78
	6.1.6	[Action Item] Policy I-35 Trustee Honoraria (B. Agnew)	79 - 82
	6.1.7	[Action Item] Policy II-25 Selection of Learning and Library Materials (B. Agnew)	83 - 89
	6.1.8	[Action Item] Policy II-45 Equity and Inclusive Education (B. Agnew)	90 - 110

6.2 Noted Items

6.2.1 [Business Arising from Previous Meetings] Business Arising from Previous Meetings 111 - 111

6.2.2 [Miscellaneous] Minutes of the June 8, 2026 CPIC Meeting 112 - 116

6.2.3 [Miscellaneous] Minutes of the June 15, 2026 SEAC Meeting 1 117 - 119

6.2.4 [Miscellaneous] Minutes of the June 15, 2026 SEAC Meeting 2 120 - 121

6.2.5 [Miscellaneous] Minutes of the September 8, 2026 Policy Committee Meeting 122 - 125

6.2.6 [Miscellaneous] Minutes of the September 14, 2026 CPIC Meeting 126 - 129

7. Approval of Minutes

8. Business Arising from Previous Meetings

9. Action Items

9.1 Proposed Holy Cross Renewal Project (R. Merrick) 130 - 134

9.2 Proposed Facility Renewal Projects (R. Merrick) 135 - 139

10. Staff Reports

11. Information Reports

11.1 CEO Update (J. Klein) 140 - 146

11.2 2024-2028 MYSP Progress Report: Year Two (J. Klein) 147 - 163

11.3 2025-2026 EQAO and OSSLT Results (M. Skrzypek) 164 - 170

11.4 Construction Report (R. Merrick) 171 - 172

12. Miscellaneous Information

12.1 Student Trustees Update (G. De Almeida, P. Hanna, G. Toki) 173 - 175

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 (M. Duarte)



HALTON CATHOLIC DISTRICT SCHOOL BOARD

Regular Board Meeting
October 20, 2026

HCDSB
2026-2027
Mathematics Achievement Action Plan

Michael Skrzypek, Superintendent of Education, HCDSB Math Lead

Achieving

We hold high expectations for all.

Provide educational experiences to support every learner.

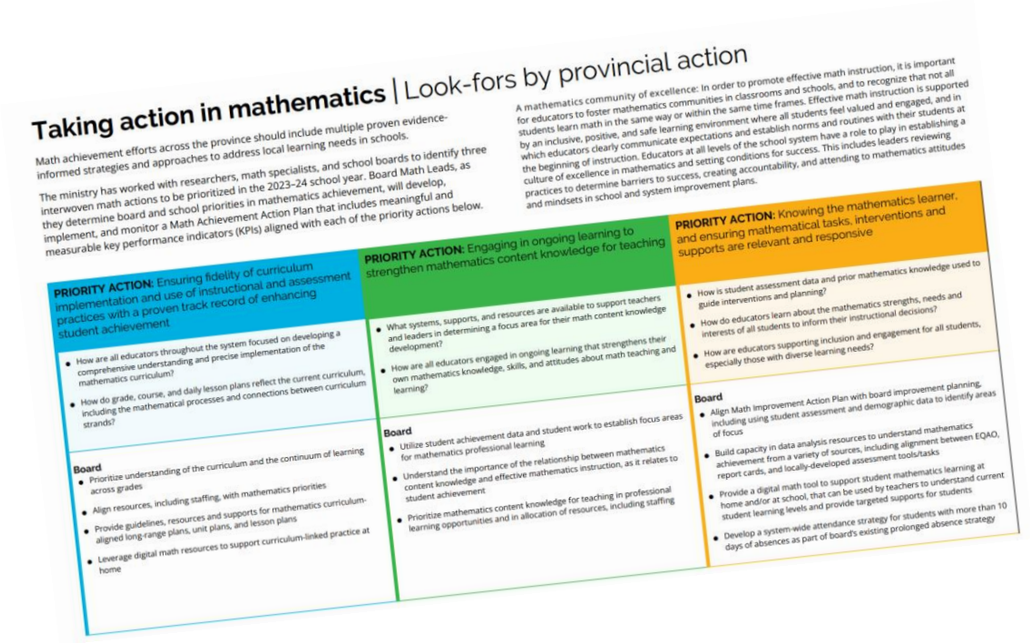
Focus on a high quality of instruction and program for academic excellence.

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

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



Provincial 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.

PRIORITY ACTION: Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement	**PRIORITY ACTION:** Engaging in ongoing learning to strengthen mathematics content knowledge for teaching	**PRIORITY ACTION:** Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive
• 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?	• 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?	• 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?
Board • 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	**Board** • 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	**Board** • 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

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

Core Resources

- Halton Catholic District School Board supports the use of three Ministry approved resources: Edwin (new for 2025-26, Math UP, and Mathology
- Elementary Scope and Sequences (Long Range Plans) used in prior years (with a focus on MathUp and Mathology) are still encouraged to be implemented; or teachers are encouraged to shift to the Edwin Scope and Sequence, continuing to use MathUp and Mathology where it is suitable as an additional core resource.
- My Math Path (Edwin) Pilot (print textbook) is complete at three schools; all staff will continue to use print textbook in tandem with online use of Edwin

HCDSB Strategic Plan Priority:
Focus on a high quality of instruction and program for academic excellence

Supplementary Resources

- Supplementary Resources include Knowledgehook and TVO Learn
- TVO Learn lessons have been aligned to support most current HCDSB Scope and Sequences as well as new Edwin Scope and Sequences
- Ministry Teacher Supports (which include; examples, key concepts, and sample tasks) will be directly linked to new Edwin Scope and Sequences that will be created by the HCDSB Math Team

HCDSB Strategic Plan Priority:
Focus on a high quality of instruction and program for academic excellence

Digital Math Tools - Knowledgehook

- Knowledgehook continues be a part of instructional and assessment practice;
- As of 2026/27 Digital Tools funding as part of Core Funding grant;
- Knowledgehook forms a key component of the Professional Learning Cycle as part of the Student Achievement Plan
- Encouraging students to participate in the “Mathalon” with recognition at the school and board level for students who have successfully completed one

HCDSB Strategic Plan Priority:
Focus on a high quality of instruction and program for academic excellence

Math Contests

- Secondary Schools will participate in the University of Waterloo Mathematics Contests
  - Pascal – Grade 9 Cayley – Grade 10
  - Fermat – Grade 11 Euclid – Grade 12
  - As well as the Canadian Intermediate Mathematics Contest, Canadian Senior Mathematics Contest, Euclid Mathematics, Freyer, Galois, Hypatia
- April Math Competition Coordinated by Vice Principal Melissa Giardina for students from all 10 HCDSB Secondary Schools
- Elementary Schools will participate in the Gauss Contest (University of Waterloo) for Grade 7 and 8
- Currently piloting Inspire Canada Math Contest for Elementary. If the pilot is a success, the HCDSB math team will look to expand across all schools and all grades

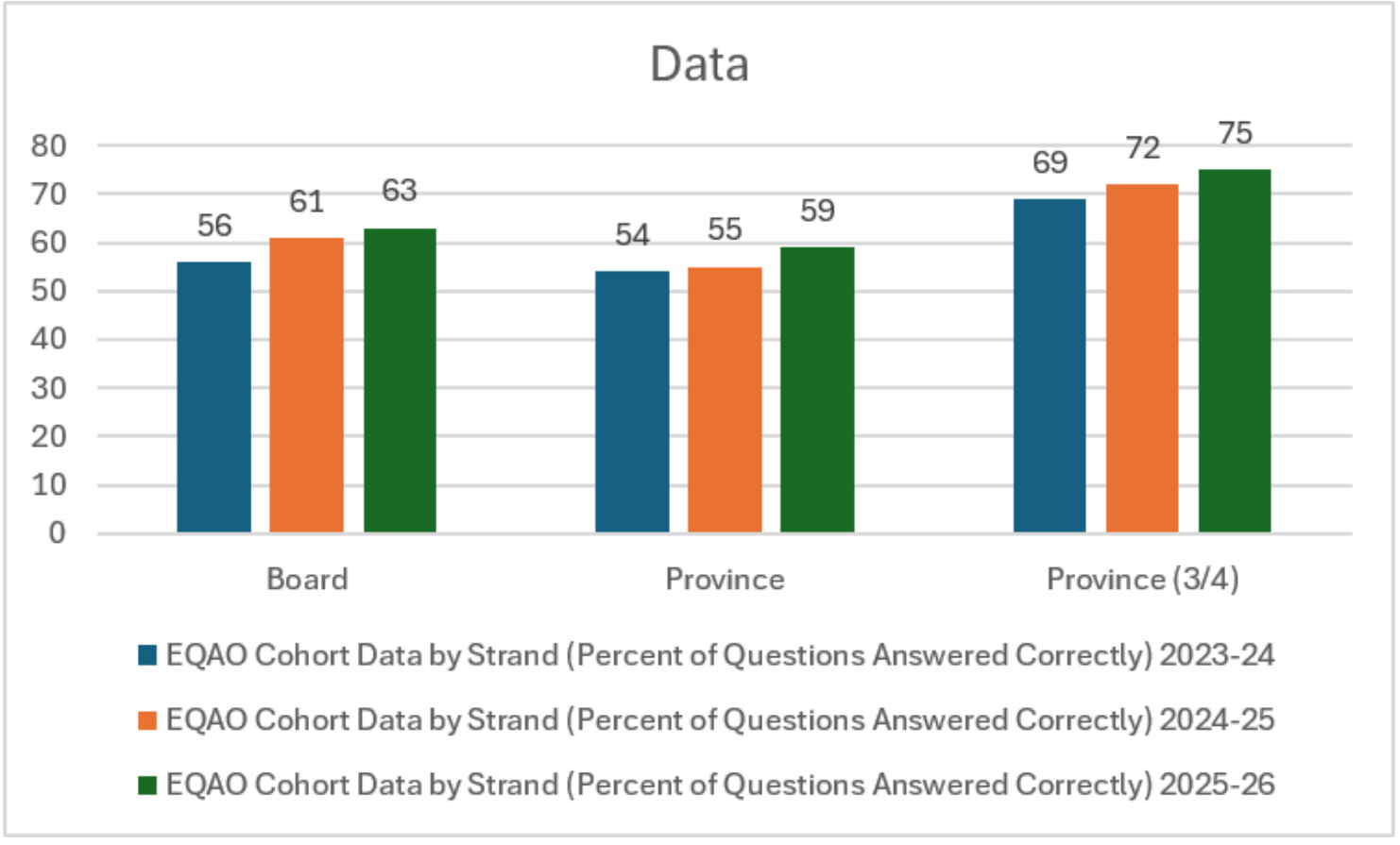
HCDSB Strategic Plan Priority:
Focus on a high quality of instruction and program for academic excellence

Content Focus for Improved Learning 2025-2026

- All Elementary School Administrators met with the Board Math Lead in January to March to identify content areas where students struggled based on 2024/25 EQAO data
- School Administrators to follow up with Family of School Superintendent as part of the school visit process
- Schools are focused on two areas: Content Area and High-Impact Instructional Practice

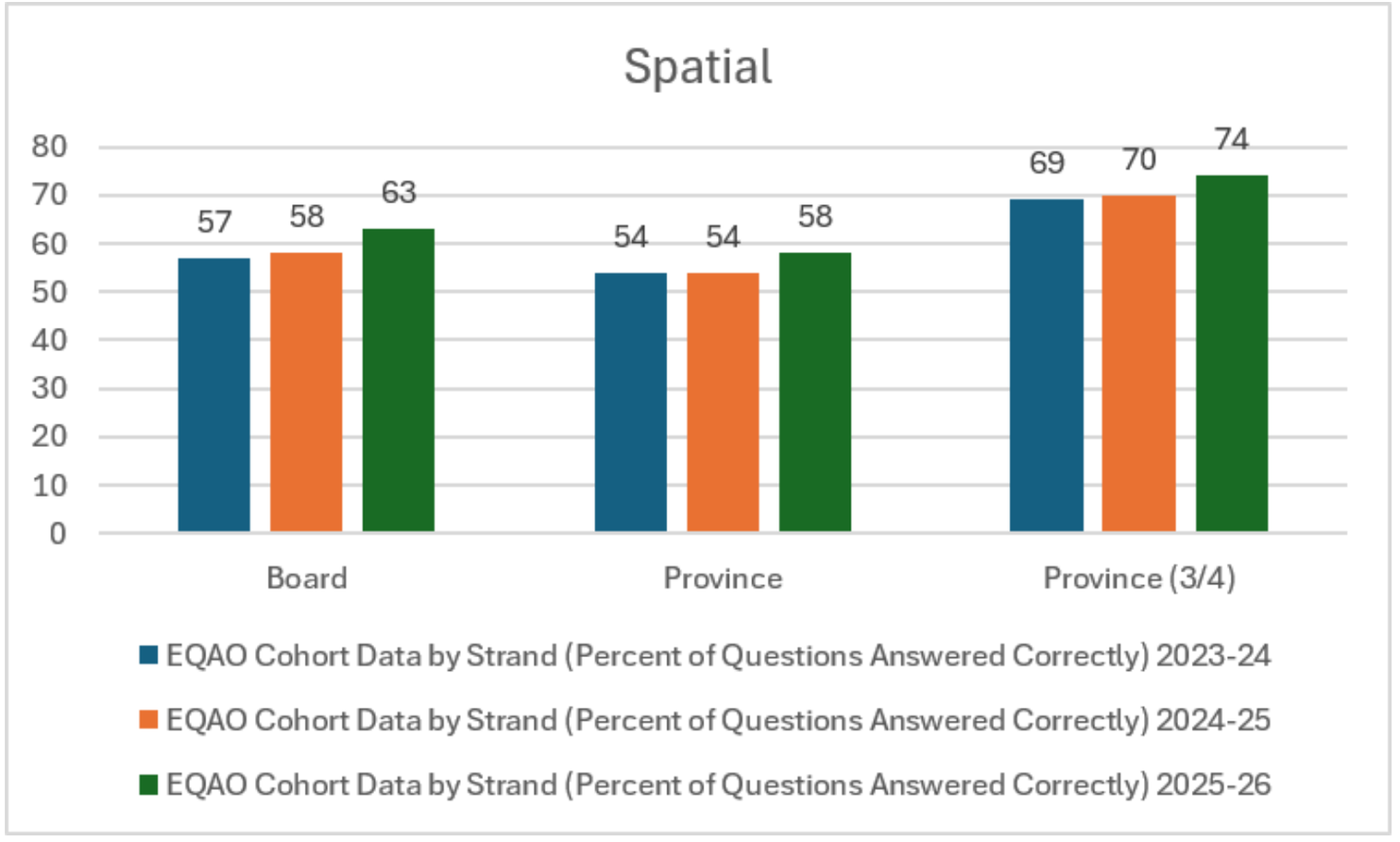
HCDSB Strategic Plan Priority: Create learning and working conditions that set conditions for achievement and growth

By the Numbers – Junior – Data (+2%)



HCDSB Strategic Plan Priority:
Focus on a high quality of instruction and program for academic excellence

By the Numbers – Junior – Spatial Sense (+5%)



HCDSB Strategic Plan Priority:
Focus on a high quality of instruction and program for academic excellence

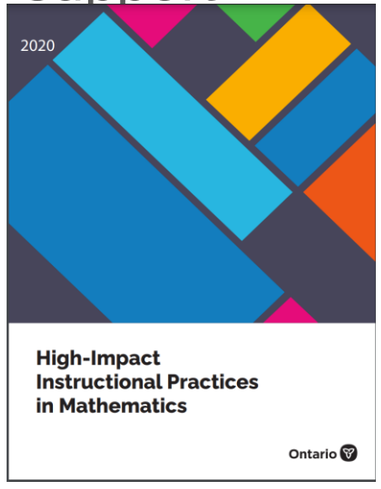
Content Focus for Improved Learning

- Elementary School Administrators to work with Family of School Superintendents and Principals to support identification of content areas where students struggled based on 2025/26 EQAO data
- School Administrators to implement Short Learning Cycle from November until April
- Support focused on two areas: Content Area and High-Impact Instructional Practice

HCDSB Strategic Plan Priority: Create learning and working conditions that set conditions for achievement and growth

High-Impact Instructional Practices in Mathematics

- Published by the Government in 2020
- Focus on evidence-based practices know to improve student learning in Mathematics
- Strategies include Deliberate Practice, Direct Instruction, Small Group Instruction, Tools and Representations, Learning About Problem Solving, Learning Through Problem Solving
- HCDSB Math Team created a reflection rubric school staff can use to support the creation of their Math Goal
- All schools will include a practice as part of their Numeracy Goal



HCDSB Strategic Plan Priority:
Focus on a high quality of instruction and program for academic excellence

Tutoring Supports

- Ministry of Education provides funding to HCDSB to provide Tutoring suppo
- Partnership with Halton Black Voices beginning in October
  - Schools asked to identify students who would benefit from tutoring support with a priority for Grade 9 Destreamed students and Grade 10 students who have previously engaged in tutoring with HCDSB
  - Also used the support of Black Graduation Coach to encourage engagement
  - 115 students identified to receive support;
  - Most received 10 tutoring sessions per student; some received less as they registered later

HCDSB Strategic Plan Priority: Provide educational experiences to support every learner

After School Numeracy Support

- Ministry of Education provides funding to HCDSB to provide Summer Learning Support in Numeracy for Intermediate students through the Thomas Merton Center
- HCDSB provides summer intervention for 6, 7 and 8 students in Literacy and Numeracy (half Literacy, half Numeracy)
- 429 students participated in this work
- Schools may also access Ministry of Education funding to provide after school supports for students in Numeracy
- All schools in Secondary and 3 schools in Elementary are currently offered this support in 2025/26

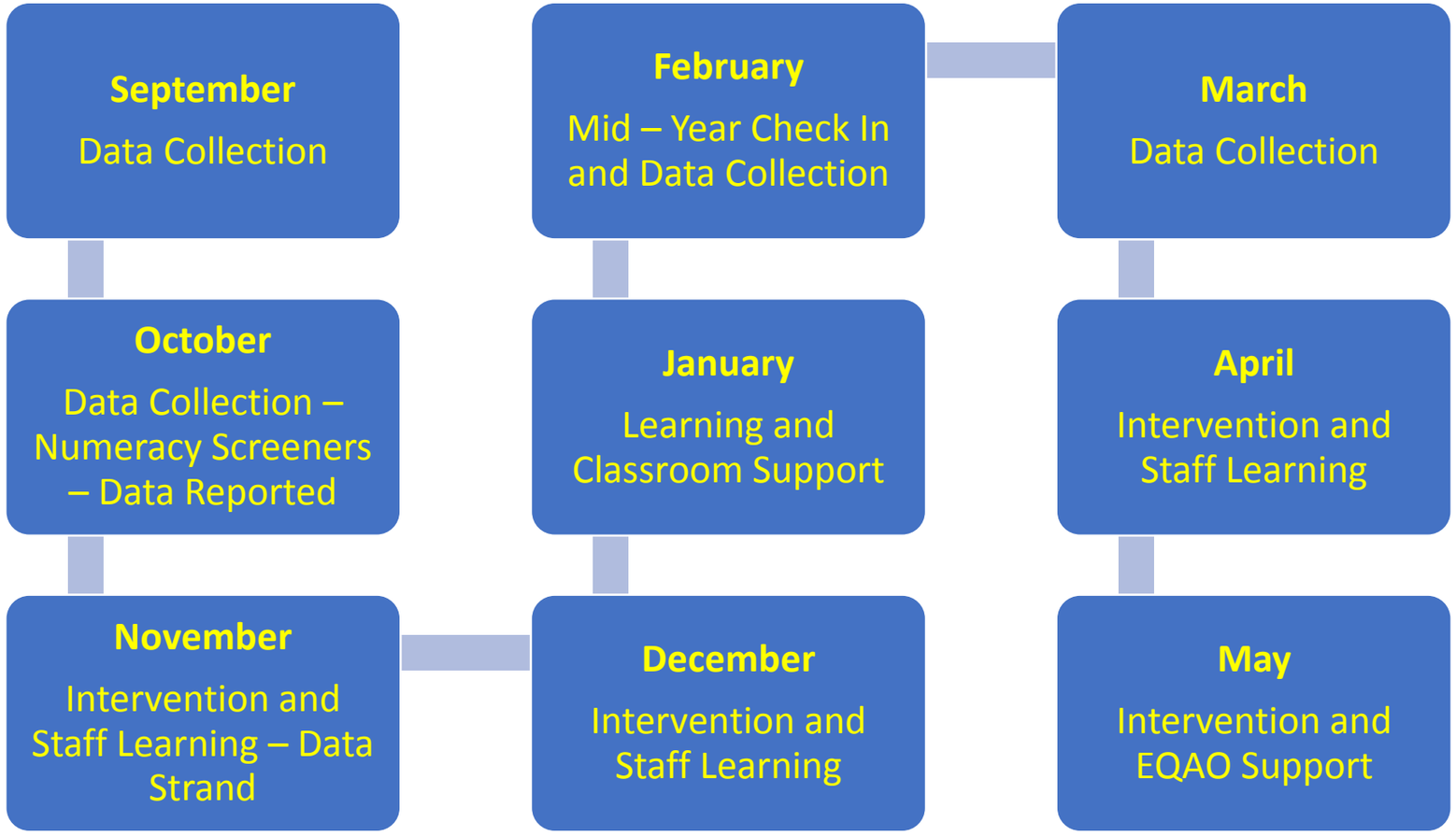
HCDSB Strategic Plan Priority: Provide educational experiences to support every learner

Math Interventions – Do The Math

- HCDSB uses the resource “Do The Math” as an intervention program for students in the area of Numeracy to develop prociency in Addition and Subtraction or Multiplication and Division
- Evidence gathered from the prior years has indicated that Do The Math has a positive impact on student learning and increases student confidence
- HCDSB Math Team and Special Education continued to provide in-school learning interventions using tools such as “Do The Math”
    - The Math Team will continue to provide learning opportunity for SERTs new to the program

HCDSB Strategic Plan Priority: Provide educational experiences to support every learner

Priority School Model – 2 Elementary Schools



HCDSB Strategic Plan Priority: Provide educational experiences to support every learner

Priority Schools - Elementary

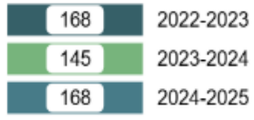
- Each priority school will complete two Short Learning Cycles, with content focus to be determine by 2025/26 EQAO Data
    - Math Team staff will complete two Short Learning Cycles using Knowledgehook
    - Schools will be provided with professional learning to support educators in teaching the content and determining appropriate interventions
    - Teachers will also be supported with adapting long-range plans and implementing Edwin math resources to identify student and curricular strengths and needs of the resource
- Elementary Math Itinerants will also support preparation for and writing of EQAO Primary and Junior Assessments
    - Supports will include preparation activities to help students become familiar with question style and format, practice test strategies, and show all mathematics thinking to maximize opportunity for success
- Math Itinerants will also support math needs of other schools in each region, divided North/South

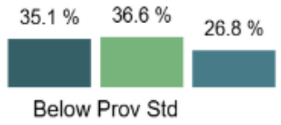
Priority Schools – Elementary: Comparisons

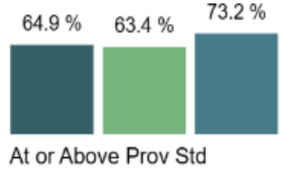
Primary

Results Rel. to Provincial Std. at School Level Over Time

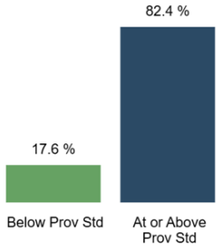
# of FP Students







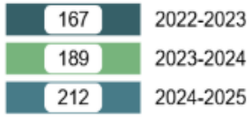
2025-26

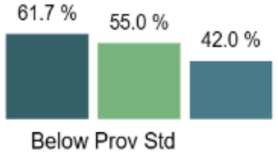


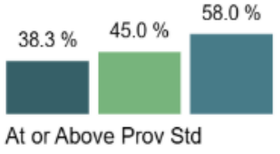
Junior

Results Rel. to Provincial Std. at School Level Over Time

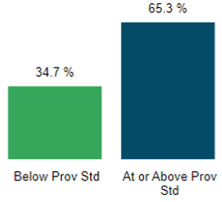
# of FP Students







2025-26



HCDSB Strategic Plan Priority: Provide educational experiences to support every learner

Priority School Model – 2 Secondary Schools

First Semester (1 School)

September
Data Collection

October
In class supports

November
Mid – Year Check In; Curriculum assessment

December
Intervention and Staff Learning

January
Semester Consolitation and EQAO support

Second Semester (1 School)

February
Data Collection

March
In class supports

April
Mid – Year Check In; Curriculum assessment

May
Intervention and Staff Learning

June
Semester Consolidation and EQAO support

HCDSB Strategic Plan Priority: Provide educational experiences to support every learner

Priority Schools - Secondary

- Secondary Itinerant is placed in identified school (different schools each semester) to support implementation of the Grade 9 Destreamed Mathematics Program
- Itinerant support includes in-class intervention for students, progress monitoring, fidelity to curriculum, teacher transitions, mid-year check-ins, EQAO implementation, lunch hour and after school supports, contest implementation
- Currently the Secondary Itinerant has been working with staff to support targeted instructional approaches, identifying students at risk, and providing supports to close gaps

Questions?



Subject to Approval

MINUTES OF THE REGULAR BOARD MEETING

Date:	September 15, 2026	
Time:	7:00 pm	
Location:	Catholic Education Centre - Board Room 802 Drury Lane Burlington, Ontario	
Trustees Present:	B. Agnew	P. Murphy
	M. Duarte, Chair of the Board	J. O'Hearn-Czarnota, Vice-Chair of the Board
	H. Karabela	T. Powell (electronically)
	K. Kelly	C. Saunders
	R. Kennedy	
Student Trustees Present:	G. De Almeida	G. Toki
	P. Hanna	
Senior Staff Present:	E. Bakaic	A. Lofts
	K. Clutterbuck	R. Merrick
	J. Crowell	L. Naar
	E. Del Sordo	A. Perusin
	C. Jack-Caldeira	M. Skrzypek
	J. Klein, CEO	
Also Present:	L. Collimore, Chief Officer, Research and Development Services S. Jayaraman, Senior Manager, Human Rights and Equity A. Swinden, Manager, Strategic Communications Services	
Recording Secretary:	R. Di Pietro	

1. Call to Order

The Chair called the meeting to order.

1.1 Land Acknowledgement, Opening Prayer, Our Father, National Anthem (G. De Almeida)

The meeting opened at 8:09 p.m. with a prayer led by Student Trustee De Almeida.

1.2 Motions Arising From In-Camera

#077/26
Moved by: B. Agnew
Seconded by: K. Kelly

RESOLVED, *that the Halton Catholic District School Board approve the appointment of Sue-Ann Hernaez to the Special Education Advisory Committee (SEAC) as the alternate representative for Autism Ontario effective September 2026.*

The Chair called for a vote on ***#77/26*** and it ***UNANIMOUSLY CARRIED.***

#078/26
Moved by: P. Murphy
Seconded by: J. O'Hearn-Czarnota

RESOLVED, *that the Halton Catholic District School Board adopt the In-Camera Board meeting personnel matter.*

The Chair called for a vote on ***#78/26:***

IN FAVOUR	OPPOSED	ABSTAIN
B. Agnew	H. Karabela	
M. Duarte	R. Kennedy	
K. Kelly	C. Saunders	
P. Murphy		
J. O'Hearn-Czarnota		
T. Powell		
G. De Almeida (non-binding)		
R. Hanna (non-binding)		
G. Toki (non-binding)		

The motion ***CARRIED.***

2. Approval of the Agenda

#079/26
Moved by: K. Kelly
Seconded by: P. Murphy

RESOLVED, *that the agenda be approved.*

The Chair called for a vote on ***#079/26*** and it ***UNANIMOUSLY CARRIED.***

3. Declarations of Conflict of Interest

There were no conflicts of interest declared.

4. Presentations

4.1 Senior Staff Updates - Roots and Radiance Program (S. Jayaraman)

An update including parental experience with the Summer 2026 Roots and Radiance Program was presented.

5. Delegations

There were no delegations.

6. Consent Agenda Items

6.1 Action Items

6.1.1 [Approval of Minutes] Minutes of the June 16, 2026 Regular Board Meeting

6.1.2 [Approval of Minutes] Minutes of the June 23, 2026 Special Board Meeting

6.1.3 [Approval of Minutes] Minutes of the July 22, 2026 Special Board Meeting

6.1.4 [Approval of Minutes] Minutes of the September 8, 2026 Special Board Meeting

6.1.5 [Action] Policy I-19 Occupational Health and Safety (B. Agnew)

6.1.6 [Action] Policy I-38 School Board Trustee Election Guidelines (B. Agnew)

6.1.7 [Action] Policy III-15 Workplace Violence (B. Agnew)

6.1.8 [Action] Policy III-16 Workplace Discrimination and Harassment (B. Agnew)

#080/26
Moved by: J. O'Hearn-Czarnota
Seconded by: P. Murphy

RESOLVED, *that the Halton Catholic District School Board approve Consent Agenda Action Items 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5, 6.1.6, 6.1.7 and 6.1.8 as submitted at the September 15, 2026 Regular Board Meeting.*

The Chair called for a vote on ***#080/26*** 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] Minutes of the April 27, 2026 SEAC Meeting

6.2.3 [Miscellaneous] Minutes of the June 9, 2026 Policy Committee Meeting

6.2.4 [Correspondence] School Board and Police Service Partnerships and Regulatory Amendments (Ministry of Education)

Noted items were provided for information.

7. Approval of Minutes

This item was addressed under Consent Agenda Items.

8. Business Arising from Previous Meetings

This item was addressed under Consent Agenda Items.

9. Action Items

9.1 Bequest to HCDSB (A. Lofts)

#081/26
Moved by: P. Murphy
Seconded by: H. Karabela

RESOLVED, *that the Halton Catholic District School Board approve the bequest from the Estate of Philip Strecker.*

The Chair called for a vote on ***#081/26*** and it ***UNANIMOUSLY CARRIED.***

9.2 Joint Election Audit Compliance with HDSB (A. Lofts)

#082/26
Moved by: P. Murphy
Seconded by: B. Agnew

RESOLVED, *that the Halton Catholic District School Board approve the Draft Terms of Reference appended to this report with respect to establishing a Joint Election Compliance Audit Committee with the Halton District School Board for the 2026 to 2030 term of office, as defined in the Municipal Elections Act, 1996; and*

BE IT FURTHER RESOLVED, *that the Board of Trustees approve the appointment of two members of the Joint Compliance Audit Committee, on behalf of the Halton Catholic District School Board for a term beginning November 15, 2026, and ending November 14, 2030.*

The Chair called for a vote on ***#082/26*** and it ***UNANIMOUSLY CARRIED.***

10. Staff Reports

10.1 Proposed Holy Cross Renewal Project (R. Merrick)

The proposed Holy Cross Catholic Elementary School facility renewal project was provided.

10.2 Proposed 2027 Facility Renewal Projects (R. Merrick)

The proposed 2027 facility renewal projects was provided.

11. Information Reports

11.1 Chief Executive Officer Update (J. Klein)

Director Klein presented his report.

11.2 Impacts of the Expansion of the French Immersion Program and Extended French on the Core French Program Across the System (K. Clutterbuck, J. Crowell, J. Klein)

Trustees provided with a comprehensive review of the impacts of French Immersion and Extended French program growth in the Halton Catholic District School Board.

11.3 Equity Audit - Progress Report 2025 (S. Jayaraman)

The progress made towards implementing the recommendations outlined in the Equity Audit by Halton Catholic District School Board in the year 2025 was outlined.

11.4 Anti-Black Racism Strategic Plan - Progress Report 2025 (S. Jayaraman)

Progress made towards implementing the recommendations by Halton Catholic District School Board in the year 2025, since the public release of the Anti-Black Racism Strategic Plan Report prepared by Koskie Minsky, LLP in December 2023 was outlined.

11.5 Construction Report (R. Merrick)

Trustees provided an update on the construction for Milton #11 Catholic Elementary School and Georgetown West Catholic Elementary School.

12. Miscellaneous Information

12.1 Student Trustees Update (G. De Almeida, P. Hanna, G. Toki)

The pillars of Achieving, Believing, Belonging and Becoming were shared.

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

Trustees encouraged to register for the virtual OCSTA Fall Regional Meeting taking place on September 29, 2026.

13. Correspondence

There was no correspondence.

14. Open Question Period

No questions were submitted.

15. In Camera

#083/26
Moved by: P. Murphy
Seconded by: B. Agnew

RESOLVED*, that the meeting move in-camera.*

The Chair called for a vote on ***#083/26*** and it ***UNANIMOUSLY CARRIED.***

The meeting moved back in-camera at 10:09 p.m.

The meeting moved back to open session at 10:22 p.m.

16. Resolution re Absentees

There were no absentees.

17. Adjournment and Closing Prayer (K. Kelly)

#084/26
Moved by: B. Agnew
Seconded by: C. Saunders

RESOLVED*, that the meeting adjourn.*

The Chair called for a vote on ***#084/26*** and it ***UNANIMOUSLY CARRIED.***

The meeting adjourned at 10:23 p.m. with a prayer led by Trustee Kelly.

_____

Secretary of the Board

_____

Chair

HALTON CATHOLIC DISTRICT SCHOOL BOARD

HCDSB

Regular Board Meeting

Action Report

HCDSB Procedural By-Law	**Item 6.1.2**
October 20, 2026	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Belonging:** We are a community that accompanies.

Purpose

To approve *HCDSB Procedural By-Law* as presented.

Background Information

Bill 101, Putting Student Achievement First Act, 2026 introduced significant changes to the governance and administration of Ontario school boards. The *HCDSB Procedural By-Law* was reviewed and revised in accordance with recent governance standards established under this new legislation. Review and recommendations have been provided by HCDSB legal counsel.

Amendments have been made to include updated language to clarify processes that reflect redefined Trustee responsibilities and to align with the new legislative changes. Housekeeping changes have been made throughout.

Conclusion

HCDSB Procedural By-Law was presented at the Policy Committee Meeting on October 13, 2026 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 *HCDSB Procedural By-Law,* be approved.

Report Submitted and Approved by: B. Agnew
Chair of the Policy Committee

HALTON CATHOLIC DISTRICT SCHOOL BOARD
PROCEDURAL BY-LAW
October 2026

TABLE OF CONTENTS

PREAMBLE 1
DEFINITIONS 1
INAUGURAL MEETING OF THE BOARD 3
Procedure for Election of Officers at the Inaugural Meeting 4
Election of Officers - at times other than the Inaugural Meeting of the Board 5
Appointment of Trustees to Board Committees 5
MEETINGS OF THE BOARD 6
Regular Board Meetings 6
Special Board Meetings 7
In-Camera Meetings 7
Electronic Meetings (Policy 1-28) 8
QUORUM 8
COMMUNICATIONS 9
COMMITTEES 9
ROLE AND DUTIES OF THE CHAIR AND VICE-CHAIR OF THE BOARD 11
AGENDA 12
MOTIONS 15
VOTING 19
DELEGATIONS AND SUBMISSIONS (Policy I-06) 21
AMENDMENT OF BY-LAW 21
REPORTING BY WAY OF MINUTES 22
DUTIES AND POWER OF SCHOOL TRUSTEES 22
CODE OF CONDUCT 23

HALTON CATHOLIC DISTRICT SCHOOL BOARD
PROCEDURAL BY-LAW

1.	PREAMBLE	
1.1	**Education Act**	The provisions of the *Education Act*, R.S.O. 1990. c. E-2, and regulations thereunder, (as amended from time to time), and legislation, Ministry of Education policy and guidelines, take precedence over the By-laws approved by the Board of Trustees of the Halton Catholic District School Board (HCDSB).
1.2	**Rules**	Trustees shall observe the provisions of this By-law at all meetings of the Board of Trustees or Committee of the Whole Board. Each of the provisions of this By-law shall be independent and servable, and the invalidity or unenforceability, in whole or in part, of any one or more of such provisions shall not be deemed to impair or affect the validity, enforceability or effect of the remainder of the By-law, and in such event all the other provisions of this By-law shall continue in full force and effect as if such invalid provision had never been included.
1.3	**Robert's Rules of Order**	The current edition of *Robert's Rules of Order Newly Revised* shall govern where a procedural rule is not articulated by legislation or the HCDSB By-law.

2.	DEFINITIONS	
2.1	The singular includes the plural and masculine includes the feminine.	
2.2	**Abstention**	when votes are cast a decision not to vote shall not be counted in the vote tally.
2.3	**Act**	means the *Education Act*, RSO 1990, c.E.2, as amended from time to time, and includes, where the context requires, the Ontario Regulations enacted thereunder.
2.4	**Board**	means the Board of Trustees and CEO of the HCDSB.
2.5	**CEO**	means the Chief Executive Officer, which is inclusive of the title Director of Education, who is also the Chief Education Officer and Chief Executive Officer Secretary of to the HCDSB, and Secretary of the Board of Trustees.
2.6	**Chair**	means Chair of the Board of Trustees, except where otherwise indicated as meaning the chair of a committee of the Board of Trustees.
2.7	**Committee**	includes a Statutory, or Special Committee established by the Board of Trustees.
2.8	**Committee of the Whole Board**	means a Committee of the Whole Board of Trustees sitting in camera (in private) pursuant to s.207(2) of the *Act*.

2.9	**HCDSB**	means the Halton Catholic District School Board, a corporation pursuant to s.58.5(1) of the *Act*.
2.10	**In-Camera Meeting**	means a meeting of the Board of Trustees or Committee of the Board, meeting in private pursuant to s.207 (2) of the *Act*.
2.11	**Meeting**	means a meeting of the Board, and a Committee of the Board with quorum.
2.12	**Member**	means a member of the Board of Trustees, elected, acclaimed or appointed pursuant to the *Municipal Elections Act* or *Education Act*, as the case may be, and does not include a Student Trustee.
2.13	**Miscellaneous Information**	means information of a general nature provided to Trustees at a Board meeting. The information is deemed to have been received by virtue of inclusion in the agenda. No action is required.
2.14	**Motion**	is a proposal by a Trustee for approval by the Board.
2.15	**Notice**	all notice periods expressed in hours or days shall include holidays, where notice is expressed as a school day it shall be defined in accordance with RRO 1990, Reg 304.
2.16	**Quorum**	means the presence of a majority of the members constituting the Board of Trustees, excluding Student Trustees, or Committee of the Board.
2.17	**Report**	means an oral or written report that includes a main motion in writing recommended for approval of the Board of Trustees.
2.18	**Resolution**	means, unless otherwise defined, a main motion expressed in writing and approved by a majority of members present and voting.
2.19	**Scrutineer**	means a person selected to observe an election process, and in the case of the election of the Board Chair and Vice Chair, to count the ballots, in accordance with this By-law.
2.20	**Secretary**	means the Secretary of the Board, which is an office held by the CEO pursuant to s.283.1(1)(e) of the *Act*.
2.21	**Special Committee**	means a committee that the Board of Trustees may establish with a defined mandate and timeline to address a specific governance matter.
2.22	**Statutory Committee**	means a committee established pursuant to the *Act*, which are as follows: • Audit Committee - O. Reg. 361/10 • Special Education Advisory Committee (SEAC) - O. Reg. 464/97 • Discipline Committee - *Education Act* s.309(12) and s.311.3(9) • Catholic Parent Involvement Committee (CPIC) - O. Reg. 612/00 • Supervised Alternative Learning (SAL) - O. Reg. 374/10

2.23	**Student Trustee**	means a student elected by their peers to represent pupils at the Board in accordance with s.58 of the *Act*.
2.24	**Treasurer**	Subsection 170 (1).1 of the *Education Act* requires that the Board appoint a Treasurer, which shall be the Superintendent of Business.
2.25	**Vice-Chair**	means the Vice-Chair of the Board, except where otherwise indicated as meaning Vice-Chair of a committee.

3.	**INAUGURAL MEETING OF THE BOARD**	
3.1	**Date of the Inaugural Meeting of the Board**	In the year in which municipal elections take place, the Inaugural Meeting of the Board shall be held on the first Tuesday on or after November 15 commencing at 7:00 p.m., following a Mass.
3.2	**Purpose of Inaugural Meeting**	The purpose of the Inaugural Meeting shall be to fulfil the requirements of the *Act* and Regulations, including swearing the Oath and Declaration at s.209 of the *Act* and the election of the Chair and Vice-Chair.
3.3	**Presiding Officer at the Inaugural Meeting**	The Secretary, or designate, until the Chair is elected.
3.4	**Bishop's Attendance**	The Bishop, or his delegate, shall be invited to the Inaugural Meeting of the Board.
3.5	**Order of Business**	1. Eucharistic Celebration 2. Entry Procession (7:00 p.m.) 3. Opening Prayer and Welcoming Remarks - CEO 4. Reading of Clerk's Notices certifying to the election of the members – CEO988 5.]4[6. Remarks and Commissioning of Trustees - Bishop/delegate 6. Declaration of Oath or Affirmation of Allegiance (for those members who wish to take the Oath or Affirmation of Allegiance) and Declaration of Office - Judge 7. Declaration of Board as Legally Constituted 8. Election/Installation / Remarks of Board Chair 9. Election/Installation / Remarks of Board Vice-Chair 10. Resolution(s): 10.1 Banking Authority 11. Expressions of Appreciation - Chair 12. Closing Prayer and Adjournment

3.6	PROCEDURE FOR ELECTION OF OFFICERS AT THE INAUGURAL MEETING	
3.6.1	**Procedural Requirements**	The Secretary shall call upon an invited judge or Commissioner of Oaths to: (i) read the return of the municipal clerks certifying to the election of the members; (ii) ascertain that the members have met all procedural requirements and are eligible to take office; (iii) administer or arrange for the administering to each member of the Board the appropriate Declaration of Office and Oath of Allegiance (for those members who wish to take the Oath of Allegiance); (iv) declare the Board to be legally constituted.
3.6.2	**Election Process**	The Secretary shall then conduct the election to the office of Chair of the Board, which shall be as follows: (i) The Secretary shall appoint two (2) scrutineers, whose names shall be recorded in the minutes. (ii) Nominations shall be called for the Office of Chair of the Board. (iii) All Trustees are eligible for nomination, but a Student Trustee is ineligible. (iv) Each nomination shall require a mover and a seconder. Trustees may nominate themselves; a seconder is required. (v) Immediately after each nomination, the nominee shall confirm whether he/she wishes to accept or decline the nomination. (vi) After receiving all nominations, the Secretary shall call for nominations three (3) more times, thereafter, the Secretary shall ask for a motion to close nominations. (vii) The Secretary will then ask the nominees, in the same order as they were nominated, if they wish to speak to the nomination for no more than three (3) minutes each. Trustees may ask questions of each candidate, which shall not be counted as part of the three-minute time limit. (viii) If more than one (1) nomination is received, an election shall be conducted by secret ballot. (ix) The Secretary and/or designate shall act as election returning officer. (x) The member receiving a majority of the votes cast by the members shall be declared elected. Should no candidate receive a majority of the votes cast, the names of the candidate receiving the least number of votes shall be dropped (if there are more than two (2) nominees and there is a tie for the least number of votes, there will be a "run off" vote to determine which of the tied

		nominees shall remain on the list). The Board shall proceed to vote anew and so continue until a Chair is elected by a majority of the votes cast. (xi) In the case of an equality of votes at the election of a Chair or Vice-Chair, the candidates shall draw lots to fill the position of Chair or Vice-Chair as the case may be pursuant to Section 208 (8) of the *Education Act*. (xii) The Secretary shall announce the result of the ballot by declaring the name of the member elected and shall not declare the count (xiii) A motion will be requested to destroy the ballots.
3.6.3	**Election of Vice-Chair**	The Secretary shall then conduct the elections to the office of Vice-Chair of the Board in the manner prescribed for the election of the Chair, using the same procedures as set out in Article 3.6.2.
3.6.4	**Term of Office**	The term of office of the Chair and Vice-Chair positions shall be for a period of one year, ending at the earlier of a resignation or deemed resignation, or the first meeting on or after the anniversary of the date the term of office the Board began.
3.7	**ELECTION OF OFFICERS - AT TIMES OTHER THAN THE INAUGURAL MEETING**	
3.7.1	**Election of Chair**	At the first meeting after a vacancy occurs in the office of Chair, the Trustees shall elect one of themselves to be the new Chair.
3.7.2	**Election of Vice-Chair**	At the first meeting after a vacancy occurs in the office of Vice-Chair, the Trustees shall elect one of themselves to be Vice-Chair.
3.7.3	**Election Process**	For the purposes of Article 3.7, the process outlined in Article 3.6.2 and 3.6.3 of this By-law shall apply.
3.7.4	**Term of Office**	The term of office for an officer elected under this Article shall end at the first meeting on or after the anniversary of the date the term of office for the vacating officer began.
3.8	**APPOINTMENT OF TRUSTEES TO BOARD COMMITTEES**	
3.8.1	**Appointment process following the Inaugural Meeting of the Board**	The Chair shall present for Board information, Trustee appointments to all Statutory Committees of the Board and to any municipal agencies who have requested a Trustee appointee at the Inaugural Meeting, or by no later than the next Regular Meeting of the Board.

4.	MEETINGS OF THE BOARD	
4.1	**REGULAR BOARD MEETINGS**	
4.1.1	**Time**	Regular Meetings of the Board shall be held at the Catholic Education Centre starting at 7:00 p.m.
4.1.2	**Day**	Regular Meetings of the Board shall be held on the third Tuesday of each month in the Board Room, except for the months of October, December, and March. A Regular Meeting shall not be held during Holy Week and may be rescheduled at the discretion of the Chair.
4.1.3	**Chairing the Meeting**	The presiding officer for each Regular Meeting of the Board will be the Chair of the Board. In the absence of the Chair the Vice Chair shall preside. In the absence of the Chair and Vice Chair, the members present may elect one of themselves to be chair for that meeting.
4.1.4	**Notice**	The Secretary shall give each Trustee, including Student Trustees, at least forty-eight (48) hours written electronic notice of all Regular Meetings of the Board.
4.1.5	**Summer Meetings**	There shall be no Regular Meetings scheduled from July 1to August 31. During July and August Special Meetings may be held, as needed, at the call of the Chair. The first Regular Meeting of the Board following the summer recess shall be scheduled for the third Tuesday of September.
4.1.6	**Public Attendance**	All meetings of the Board shall be open to the public, subject to Article 4.3. of this By-law.
4.1.7	**Adjournment**	Regular meetings of the Board shall adjourn not later than 11:00 p.m., unless a resolution to extend the time is approved by two-thirds (2/3) of the votes cast, save for disposition of any item still on the table at 11:00 p.m. The Board shall not conduct its business beyond 11:30 p.m. without a resolution receiving the unanimous consent of the members present and voting, save for disposition of any item still on the table at 11:30 p.m. Unanimous consent is required to continue for every half hour thereafter, save for disposition of any item still on the table at the time.
4.1.8	**Cancellation of Meeting**	In the event of emergency, including inclement weather, the Chair, in consultation with the Vice-Chair and the CEO, or delegate, may cancel a Regular Meeting of the Board. If the Chair is unavailable, the Vice-Chair, in consultation with the CEO, or delegate, may cancel a meeting.
4.1.9	**Notice of Cancellation**	Notice of cancellation of a meeting will be communicated by email and/or telephone and in addition a notice of cancellation shall be posted at the Board office.

4.2	**SPECIAL BOARD MEETINGS**	
4.2.1	**Authority to Convene**	Special meetings of the Board shall be scheduled on Tuesdays, where feasible, at the call of the Chair in consultation with the CEO.
4.2.2	**Matters to be Considered**	The notice of every such Special Meeting shall state the business to be transacted, and no other business shall be considered at a Special Meeting.
4.2.3	**Notice of Meeting**	The Secretary shall notify each member of the Board and Student Trustees by email, and/or telephone, if necessary, of any Special Meeting of the Board and shall provide the agenda and background material, where feasible, at least twenty-four (24) hours prior to the time at which such meeting is to commence.
4.3	**IN-CAMERA MEETINGS**	
4.3.1	**Time**	In-Camera matters, when required, and pursuant to s.207(2) of the *Act* shall be considered by the Board sitting as a Committee of the Whole Board in private session, starting at 6:30 p.m., and closing or adjourning to start public session at 7:00 p.m. If necessary to complete the In-Camera agenda, the Board may resolve to resume meeting In-Camera after the close of public session.
4.3.2	**In-Camera Confidentiality and Fiduciary Duty**	Matters discussed In-Camera, including staff reports in support of In- Camera agenda items, are confidential to the HCDSB and Trustees shall maintain confidentiality pursuant to their fiduciary duty to HCDSB. The duty of confidentiality shall survive a Trustee's term of office.
4.3.3	**Reporting Decisions at Public Session**	Information received In-Camera may be reported in public session, in a manner that maintains the confidentiality.
4.3.4	**In-Camera Matters**	Matters discussed at an In-Camera meeting of the Board sitting as a Committee of the Whole Board requiring the approval of the Board of Trustees shall be brought forward as a motion for approval in public session in a manner that maintains confidentiality.
4.3.5	**Attendance at the In-Camera Meetings**	The CEO shall attend In-Camera meetings except where the subject matter of the In-Camera meeting is directly related to the appraisal of the CEO. The Board or the CEO may require the presence of Supervisory Officers and may admit other persons to In-Camera meetings. The Supervisory Officers or other such persons shall withdraw at the direction of the Chair or the CEO when special circumstances warrant.

4.4	ELECTRONIC MEETINGS (POLICY I-28)	
4.4.1	**Attendance**	Members and Student Trustees are entitled to participate in a meeting of the Board or a Committee of the Board, including a Committee of the Whole Board, by electronic means, subject to the limitations outlined in Board Policy 1-28 and O. Reg. 463/97. A Trustee participating electronically shall be deemed to be present at the meeting and shall be counted as part of the quorum and shall be entitled to vote on any matter before the Board.
4.4.2	**Physical Presence**	The Chair of the Board or designate, the CEO or designate and one other Trustee shall be physically present in the Board room for all public meetings of the Board and Committee of the Whole Board.
4.4.3	**Means for Electron Participation**	At the request of any Board member or student trustee, the Board shall, subject to the limitations outlined in Board Policy I-28 and O. Reg. 463/97, provide the member or student trustee with electronic means for participating in one or more meetings of the Board or of a committee of the Board, including a committee of the whole Board. If the means of participating in a meeting by video conference fail during the meeting, the Board will ensure that they are able to continue participating by telephone.
4.4.4	**Vote by Secret Ballot**	In cases where a vote is to take place by ballot, a Trustee who is attending by electronic means may communicate their vote by telephone conversation or email with a scrutineer, who shall mark the vote on a paper ballot in the same form and manner as though the ballot had been marked in person by the voter, and the ballot shall then be included with the other ballots to be counted. The Scrutineer's duty of confidentiality shall apply to all votes cast, both electronically and in person.

5.	QUORUM	
5.1	**Quorum of the Board**	The presence of a majority of all Trustee members of the Board, in person or electronically, excluding Student Trustees, shall constitute a quorum for Meetings of the Board, pursuant to Section 208 (11) of the *Act*.
5.2	**Declaring Pecuniary Interests**	When a Trustee declares a conflict of interest, the number of Trustees necessary to achieve quorum shall be calculated as if the conflicted Trustee were not a member of the Board, as directed by the *Municipal Conflict of Interest Act*.

5.3	**If Quorum not Present**	If quorum is not present within fifteen (15) minutes after the time appointed for the start of a meeting, the meeting shall not be called to order and the Secretary shall record the names of Trustees present and the meeting shall forthwith be adjourned until the next Regular Meeting of the Board.
5.4	**Recording Lack of Quorum**	If quorum is lost during a meeting, no business can thereafter be legally transacted, and it shall be the responsibility of the Chair and the Recording Secretary to note the lack of a quorum and have the fact recorded in the minutes and adjourn the meeting.
5.5	**Recording Trustees' Absence**	When a member is absent from a Regular Meeting of the Board, such absence shall be recorded in the minutes. The Board may, by motion, grant permission for the absence, subject to the limitations outlined in Board Policy I-28 and O. Reg. 463/97, for the purposes of s.228(1)(b) of the *Act* (a deemed vacating of the seat) and said resolution shall be entered in the minutes. A member shall notify the Chair of the Board or designate prior to the Board meeting that the member will not be in attendance.
5.6	**Arrival and Departure Times**	The arrival time and departure time of Trustees must be recorded if different from the times of the Call to Order and Adjournment**.**

6.	**COMMUNICATIONS**	
6.1	**Delivery**	Members of the Board or a Committee of the Board and Student Trustees shall notify the Secretary in writing of their official address and email address. All notices or communications sent electronically, shall be deemed to have been received.

7.	**COMMITTEES**	
7.1	**Chair**	All Committees, except the Committee of the Whole, Discipline Committee and SAL Committee shall elect a Chair and Vice Chair at their first meeting. The Chair of the Board shall appoint a Chair and Alternate Chair for the Discipline Committee and SAL Committee.
7.2	**Substitute Chair for Committees**	When a Committee Chair is unable to attend a meeting, the Vice Chair or Alternate Chair shall preside.
7.3	**Committees**	Committees will meet as required, at the call of their respective Chairs, and may bring recommendations to the Board of Trustees for approval. Only the Discipline Committee and the SAL Committee may make decisions binding on the HCDSB.

7.4	**Procedure**	Committees shall follow the procedures identified in their terms of reference for the conduct of meetings.
7.5	**Establishment of Special Committee**	Special Committees may be established by resolution of the Board, in respect of education, finance, personnel and/or property. Each Special Committee will report directly to the Board and shall include no fewer than three (3) Trustee members and no greater than seven (7) Trustee members.
7.6	**Terms of Reference**	The Board shall approve Terms of Reference for Special Committees, to include an outline of the purpose and mandate, reporting frequency, number of members and date for completion of the work of the Committee.
7.7	**Committee Composition**	Following consultation with Trustees, the Chair shall present for Board information the appointments to a Special Committee. The CEO shall be a member of all Special Committees.
7.8	**Initial Meeting**	A Special Committee shall be first convened within one month of the date of the resolution appointing such committee.
7.9	**Existence**	A Special Committee is dissolved: (a) automatically upon presentation of its final recommendation to the Board for approval; or (b) at any time upon resolution of the Board; and (c) in any event, on November 1 of the next calendar year.
7.10	**Members Right to Speak**	With the exception of the Discipline Committee and SAL Committee, the Committee Chair shall bring reports of the Committee to the Board, and thereafter all Trustee members of an Ad Hoc/Standing Committee shall have the right to speak to the report.
7.11	**Chair - Member of Committees**	If not otherwise a member of the Committee, the Chair or, in the Chair's absence, the Vice-Chair of the Board may attend any meeting of a committee of the Board as an *ex officio*, non-voting member. The presence of the Chair or Vice Chair shall not be counted towards quorum.
7.12	**Participation of Trustees Not Committee Members**	With the exception of the Discipline Committee or SAL Committee, any Trustee who is not a member of a committee may attend a committee meeting and may, with the recognition of the Chair, participate in a discussion, but may not vote or move any motion, nor shall such Trustee be counted towards quorum.

7.13	**Report to the Board**	A Committee shall make recommendations in writing to the Board only on matters falling within the Committees' Terms of Reference. Committees appointed to report on any matter referred to them by the Board shall report in writing to the Board. A minority of any committee may also submit a written report to the Board.

8.	**ROLE AND DUTIES OF THE CHAIR AND VICE-CHAIR OF THE BOARD**	
8.1	**Role of Chair**	In addition to any other duties assigned under the *Act* or by resolution of the Board, the Chair of a Board shall: (a) preside over meetings of the Board; (b) conduct the meetings in accordance with this By-law or other procedures and practices for the conduct of Board Meetings, and shall preserve order and decide all questions of order subject to an appeal to the Board; (c) establish agendas for Board meetings, in consultation with the Board's CEO; (d) ensure that members of the Board have the information needed for informed discussion of the agenda items; (e) convey the decisions of the Board to the Board's CEO; (f) provide leadership to the Board in maintaining the Board's focus on the multi-year plan established under section 169.1 of the *Act*; (g) provide leadership to the Board in maintaining the Board's focus on the Board's mission and vision; and (h) assume such other responsibilities as may be specified by the Board.
8.2	**Absence of Chair**	In the absence of the Chair for any meeting, or any part thereof, the Vice-Chair shall preside at the meeting and perform all duties appropriate to the Chair.
8.3	**Absence of Chair and Vice-Chair**	In the absence of both the Chair and the Vice-Chair, and where there is a quorum in attendance, the Secretary or designate shall call the meeting to order and a temporary Chair shall be chosen by and from among the members present to preside over the meeting.
8.4	**Official Representative of the Board**	The Chair or designate chosen by the Chair from among the other Trustees shall be an official representative of the Board at all public functions.
8.5	**Signing Authority and Public Announcements**	The Chair shall be a signing officer of the Board and shall act as spokesperson to the public on behalf of the Board, unless otherwise determined by the Board for a specific matter. Where the Chair of the Board is making public announcements, he/she shall represent the position of the Board in accordance with Board direction.

8.6	**Chair - Reporting Absence**	The Chair shall notify the Vice-Chair of his or her impending absence or incapacity at the first possible opportunity.

9.	**AGENDA**	
9.1	**Provision of Draft Agenda to Trustees**	A draft agenda will be sent electronically to each member, seven (7) days prior to the next Regular meeting and shall include as an Appendix an Order Paper listing resolutions approved by the Board, the implementation of which is not yet complete.
9.2	**Provision of Final Agenda - Regular Meetings**	For Regular Meetings of the Board, the final agenda and supporting documentation will be provided to each Trustee and Student Trustee on the Thursday preceding the date of the meeting and will at the same time be posted on the HCDSB website. Any Correspondence Items and Notices of Motion submitted by the deadline identified in Article 9.11 will be posted on the HCDSB website as soon thereafter as practicable and before the Call to Order of the meeting.
9.3	**Provision of Final Agenda - Special Board Meeting**	The Secretary shall notify each member of the Board of any Special Meeting of the Board and distribute the agenda and background material, where feasible, at least twenty-four (24) hours in advance of such meeting (including Saturdays, Sundays and Statutory Holidays).
9.4	**Order of Business**	The order of Business for Regular meetings of the Board shall be as follows: (1) **Call to Order** o Land Acknowledgement, Opening Prayer, Our Father, National Anthem o Motions arising from an In-Camera meeting of the Committee of the Whole. (2) **Approval of Agenda**: The agenda shall be confirmed and may be amended prior to being approved (Refer to Article 9.6 & 9.7 of this By-law). (3) **Declarations of Conflict of Interest**: The Chair calls for those members present to disclose any conflict of interest on any matter which is to be the subject of consideration at the meeting. (4) **Delegations**: Refer to delegations to the Board - Article 12 of this By-law. (5) **CEO Update**: Verbal or written information communicated by the CEO or designate that does not require a decision by the Board of Trustees. (6) **Consent Agenda Items**: Refer to Article 9.6 of this By-law.

		(7) **Approval of Minutes**: To be considered by Trustees only with respect to the accuracy of the minutes as recorded. Corrections, additions or deletions shall be presented as motions, voted upon and recorded in the minutes of the current meeting and, if approved, the changes will be made to the amended minutes. (8) **Business Arising from Previous Meetings**: Under this agenda item, a staff member may present new information related to business in the minutes of the previous meeting, and a Trustee may question staff with respect to any follow-up actions, but a Trustee may not re-open a debate or discussion previously closed. (9) Motions for which prior notice has been given. (10) **Reports**: Reports presented by the Chair of a Committee or the CEO, or designate, requiring decision by resolution of the Board of Trustees. (11) **Miscellaneous Information**: Information as defined at Article 2.13 of this By-law is presented under this agenda item. (12) **Correspondence**: All correspondence requiring the collective decision of the Board and which has yet to be reviewed by the Board shall be tabled for Board consideration and direction as to how either the Chair or Secretary of the Board shall respond. (13) **In-Camera**: The Board may resolve to go in-camera, when required, and pursuant to s.207(2). (14) **Resolution re Absentees**: Any requests for approval under Article 5.5 of this By-law shall be considered. (15) **Adjournment/Closing Prayer**
9.5	**Items on the Agenda**	Agenda of meetings of the Board shall be prepared by the Chair and Vice-Chair, in consultation with the Secretary. No matter shall be placed on the agenda of a meeting of the Board unless: • It is a report requiring a decision by the Board of Trustees; • It is pursuant to a Notice of Motion made by an individual Trustee under the provisions of Articles 9.11 or 9.12, of this By-law; • It is a matter that, in the opinion of the CEO, requires action by the Board as matter of urgency.

9.6	**Consent Agenda**	In preparing the agenda, the Chair and Vice-Chair, in consultation with the Secretary, may place any item(s) on the Consent Agenda that they believe will be non-controversial; possible examples include, but are not limited to, Approval of Minutes, Resolution re Absentees, and Action Items recommended to the Board from a Committee. During Approval of the Agenda, any Trustee or Student Trustee may require that any item or items on the Consent Agenda be moved to its/their usual place on the agenda. When the Consent Agenda is reached in the Order of Business, a single motion will be moved, seconded and voted upon without debate to approve all the items on the Consent Agenda. If this motion is defeated, then each individual item on the Consent Agenda will be moved to its usual place on the agenda and considered individually at the appropriate time.
9.7	**Items not included on the Final Agenda**	Items not included on the Final Agenda (as described in 9.2, 9.3 and 9.6) shall be handled in the following manner: • Any item requiring action or policy decisions at the same Regular Meeting of the Board and any item at a Special Meeting of the Board shall only be added to the agenda with the unanimous consent of the members present and voting. After any items have been added to the agenda as above, the agenda as amended requires a majority vote for approval.
9.8	**Agenda for Special Board Meetings**	The agenda for a Special Meeting of the Board shall be limited to the matters included in the notice of the meeting.
9.9	**Agenda for Meeting from which the public is excluded**	The agenda for an In-Camera meeting of the Committee of the Whole Board is limited to the matters outlined in Article 2.8.
9.10	**Variation**	Variations in the Order of Business prescribed in Articles 9.4 of this By-law shall be allowed upon approval by non-debatable resolution of the Board.
9.11	**Notice of Motion**	A Trustee may place a Notice of Motion upon the agenda of the next regularly scheduled meeting. Subject to any Regulations pursuant to s.283.0.3 of the *Act*, such notice of motion: (a) Must be submitted in writing to the Secretary by 3:00 p.m. the day before the Regular Meeting of the Board unless Article 9.12 applies; (b) Shall take the form “At the next regular scheduled meeting of the Board I shall move or cause to be moved that….”; (c) May be accompanied by an explanatory

		note; (d) Will be printed in the agenda under Item 11 - Miscellaneous Information; (e) Shall be taken as read and recorded in the minutes, unless any Trustee requests that it be read in full; and (f) Shall not be subject of any debate or comment at the meeting at which it is first introduced.
9.12	**Notice of Motion During a Meeting**	Despite 9.11(a), a Trustee may submit a Notice of Motion during a Regular Meeting of the Board if it arises from and relates directly to the presentation of a Delegation, Report or CEO Update at the meeting. Such a Notice of Motion: (a) Must be submitted in writing before the adjournment of that meeting; (b) Shall take the form "At the next regular scheduled meeting of the Board I shall move or cause to be moved that…."; (c) Shall be read aloud and recorded in the minutes; and (d) Shall not be subject of any debate or comment at the meeting at which it is introduced. Subject to any Regulations pursuant to s.283.0.3 of the *Act*, the Chair will determine whether the Notice of Motion meets the criteria for this Article of the By-law to apply, and if not, the Chair will rule the Notice out of order under this Article and require that it be submitted in accordance with Article 9.11.
10.	**MOTIONS**	
10.1	**Moved and Seconded**	All motions at meetings must be moved and seconded before being debated and considered for approval by the Board, except that motions brought to the Board on behalf of or on the recommendation of a Committee of the Board do not require a seconder. No motion shall be debated or put to a vote unless it has been read aloud and recorded.
10.2	**Authority to Read**	Any member may request the motion under discussion to be read at any time in the course of the debate, provided that no such request shall be made so as to interrupt a member speaking to the question. The Chair may decline a repeated request if the Chair deems that it is being used for dilatory purposes.
10.3	**Amendments in Writing**	Any substantial amendment must be submitted in writing.

10.4	**Open and Close Debate on Main Motion**	The mover of a main motion under consideration by the Board shall have the option of opening and closing the debate on the motion. The mover may open debate for a time limit of five minutes and close debate for a period of up to three minutes. All other members may only speak once to the motion for a period of three minutes. No member shall speak longer than three minutes to a motion without leave of the Chair. This does not prohibit a member from raising a point of privilege or a point of order**.** In addition to the above time limits for debate, each member other than the mover will be allowed up to three minutes to ask questions through the Chair who will direct the question as appropriate; this time limit does not include time for the response to the question. If the question is directed through the Chair to the mover of the motion, the mover may choose to respond at the time, when they close debate, or not respond.
10.5	**Open and Close Debate on Amendments**	The same procedures as in Article 10.4 of this By-law will apply to amendments to a motion.
10.6	**Authority to Speak**	Any member desiring to speak shall indicate by up-raised hand and await recognition by the Chair. Speakers may only speak when recognized by the Chair.
10.7	**Speakers' List**	It is the responsibility of the Chair to maintain a speakers' list.
10.8	**Conduct of Member**	A Member shall at all times: (a) Respect and abide by the Board's Code of Conduct; (b) Speak only after being recognized by the Chair (except to raise a point of order or point of privilege) (c) Address all debate, remarks, questions, or comments to the Chair; and (d) Confine all remarks, questions or comments to the motion/issue which is the subject of debate.
10.9	**Interruption**	No member shall be interrupted while speaking except to be called to order by the Chair or by a member on a point of privilege or a point of order. In such case, the member shall remain silent until the point has been decided by the Chair. A member so interrupting shall speak to the point of order or privilege only.

<table>
<tr><td>10.10</td><td>Recognition of Motions</td><td>When a question is under debate, the following motions shall be recognized in order of precedence:
<table><tr><th>Motion</th><th>Conditions</th></tr><tr><td>To adjourn</td><td>Not debatable See 10.27</td></tr><tr><td>To Recess</td><td>Not debatable</td></tr><tr><td>To Suspend the rules</td><td>Not debatable 2/3 vote</td></tr><tr><td>To lay on the table</td><td>Not debatable See 10.19</td></tr><tr><td>Call the Question (End Debate and Vote Immediately)</td><td>Not debatable 2/3 vote</td></tr><tr><td>To postpone to a later time (defer)</td><td>See 10.16</td></tr><tr><td>To refer</td><td>See 10.17</td></tr><tr><td>To amend</td><td>See 10.18</td></tr><tr><td>To postpone indefinitely</td><td>See 10.22</td></tr></table></td></tr>
<tr><td>10.11</td><td>Order of Precedence</td><td>The following order of precedence may be addressed to the Chair and in so doing interrupt the Trustee on the floor:
<table><tr><th>Motion</th><th>Conditions</th></tr><tr><td>Question of privilege</td><td>Chair to determine</td></tr><tr><td>Point of order</td><td>Chair to rule</td></tr><tr><td>Appeal (a decision of Chair)</td><td>Requires a seconder. See 11.6</td></tr><tr><td>Objection to consideration</td><td>Non-debatable, 2/3 vote required</td></tr></table></td></tr>
<tr><td>10.12</td><td>Subdivision of Question</td><td>When a question under consideration contains two or more distinct propositions, any propositions, upon the request of any member, may be considered and voted upon separately.</td></tr>
<tr><td>10.13</td><td>Chair Taking Part in Debate</td><td>Should the Chair elect to vacate the Chair to take part in any debate or discussion or for any other reason, the Chair shall call upon the Vice-Chair, or in the Vice-Chair’s absence, one of the Trustees, to assume the duties of the Chair until the Chair resumes presiding over the meeting. The Vice-Chair or any Trustee temporarily occupying the Chair, shall discharge all the duties and enjoy all the rights of the Chair during the ensuing proceedings only.</td></tr>
<tr><td>10.14</td><td>Point of Order</td><td>When the Chair is called upon to decide a point of order or privilege, the Chair shall, before deciding, state the rule applicable to the case.</td></tr>
<tr><td>10.15</td><td>Order of Questions</td><td>All questions shall be put according to the order of precedence.</td></tr>
<tr><td>10.16</td><td>To Postpone</td><td>A motion to postpone to a certain time or day, takes precedence over motions to refer, to amend and to postpone indefinitely. Only the time to which the motion is postponed can be debated and is amendable (by altering the time).</td></tr>
</table>

10.17	**To Refer**	A motion to refer to a Statutory or Special Committee shall take precedence over a motion to refer to Administration.
10.18	**To Amend**	After a motion is moved and seconded, a motion to amend may be made; a motion to amend the amendment may be made. Only one amendment and one amendment to the amendment can be considered at one time.
10.19	**To Lay on the Table**	A motion to lay on the table is not debatable; and issued for the purpose of allowing the Board or Committee to deal with some other matter at the same meeting prior to dealing with the matter temporarily laid on the table. A matter laid on the table may be taken up from the table and dealt with at the same meeting or at the next regular meeting. If the matter is not taken up by the end of the next regular meeting, it is dropped.
10.20	**To Withdraw**	After a motion is read by the Chair, it shall be deemed to be in possession of the Board. A motion may, by consensus, be withdrawn for the purpose of obtaining further relevant information and/or background to be included when this will serve to clarify the motion.
10.21	**To Reconsider**	The Board may set aside a vote taken on a motion in order to re-examine its action if a motion to reconsider is made at the same meeting as the original vote. The motion to reconsider may only be moved by a member who voted with the prevailing side. The motion to reconsider must be decided at the same meeting, otherwise will be treated as defeated, and will require an affirmative vote of the majority of the members present and voting. If the motion to reconsider is adopted, the reconsideration may occur at the same meeting and must occur by the end of the next regular meeting, otherwise the original vote is final.
10.22	**To Postpone Indefinitely**	A motion to postpone indefinitely is to remove the main motion from consideration without a direct vote on it. The motion is debatable.
10.23	**Motion Lost**	A motion if lost, shall not again be entertained at the same meeting other than by Reconsideration.
10.24	**To Rescind**	The Board may annul an action it has taken at a previous meeting by a motion to rescind the objectionable resolution, order or other proceeding; and this motion will require an affirmative vote of two-thirds (2/3) of the members present and voting to pass unless action pursuant to s.283.0.3. A motion to rescind any former action of the Board may be made by any member, provided that a written notice of intention to move the rescission shall have been given at a previous meeting of the Board. Once a motion to rescind has been decided in the negative, no further motion to rescind shall be entertained for the next

		twelve months without the unanimous consent of all Trustees present and voting on the matter or pursuant to a decision made pursuant s.283.0.3 of the *Act*. A motion to rescind is not in order if the previous resolution has been acted upon and cannot be reversed.
10.25	**Amend Something Previously Adopted**	A motion to amend something previously adopted is a main motion that requires notice and a majority vote to be adopted.
10.26	**Receipt of Reports**	To 'receive' means that the Board receives a report or document without denoting agreement or disagreement.
10.27	**To Adjourn**	A motion to adjourn shall be in order except when a Trustee is speaking, or a vote is taken. A motion to adjourn shall not be open to amendment or debate, but a motion to adjourn to a certain time may be amended and debated. After a motion to adjourn has been defeated, no second motion to the same effect shall be made until after some intermediate proceedings shall have been made.
10.28	**Recording of all Motions**	All motions, carried and defeated, must be recorded in the minutes.

11.	**VOTING**	
11.1	**Voting**	Every Member and Student Trustee present, excluding those that have declared an interest as required by the *Municipal Conflict of Interest Act*, may vote on all resolutions before the Board. Although it is desirable that a Member or Student Trustee should cast a vote on each resolution, the Chair has no power to compel a vote.
11.2	**Right to Vote**	Only Members or Student Trustees present in person or by electronic means at the meeting when a vote is taken shall have the right to vote.
11.3	**Recounting Votes**	When a vote takes place on any motion, the votes of the Trustees may be recounted if requested by a Member or Student Trustee immediately after the announcement of the result and before the next item of business has been reached.
11.4	**Affirmative Vote Required**	Except as otherwise provided in this By-law or, where applicable, the current edition of *Robert's Rules of Order Newly Revised*, an affirmative vote shall require a majority of the votes of the Members who are Trustees and do vote. An abstention shall not be counted.
11.5	**Methods of Voting**	Although the method requested by any person eligible to vote should be used to the extent practicable, the particular method of voting to be used to dispose of any matter shall be governed by the following rules: • By general (or unanimous) consent, in which the Chair exercising discretion, states that the

		motion will be adopted in the absence of objection; • By show of hands, in which each person eligible to vote raises their hand in response to the request of the Chair for the votes, in the affirmative and in the negative, as the case may be, until the votes are counted; • For recorded vote, each person eligible to vote raises their hand in response to the requests of the Chair for the votes in the affirmative and in the negative, as the case may be, until the Chair has called the name of each person as voting, respectively, in the affirmative or in the negative. • All final motions of Regular/Special Board Meetings as well as Regular/Special Board In-Camera Meetings require a recorded vote and will be included in the minutes of said meeting. • By ballot, if it specifically applies to the election of the Chair or Vice Chair, in which each person eligible to vote shall mark on a paper provided by the Secretary, the person's choice from among the available alternatives, the papers being collected and counted immediately thereafter by an appointed Scrutineer.
11.6	**Ruling of the Chair**	The ruling of the Chair shall be final, subject only to an appeal of the ruling to the Board by a member. Such appeal requires a seconder and the Chair can give the reasons for the ruling without vacating the chair. Unless the appeal is undebatable under *Robert's Rules of Order*, the member making the appeal may speak to the reasons for the appeal for up to one minute and the Chair may respond without vacating the chair. A majority vote is required to overturn the ruling of the Chair**.**
11.7	**CEO & Student Trustees**	The CEO and Student Trustee votes shall not be counted in determining any Board or Committee decision.
11.8	**Right of the Chair to Vote**	The Chair may vote with the other members of the Board upon all motions.
11.9	**Vote Lost on Equality**	Any motion on which there is an equality of votes is lost.
11.10	**Declaration of Result**	The Chair shall declare the result of all votes. After the Chair has put a question to vote, there shall be no further debate, and no member shall walk across or out of the room. The decision of the Chair as to whether the question has been finally put shall be conclusive.

12.	DELEGATIONS AND SUBMISSIONS Policy I-06	
12.1	**Purpose**	A delegation wishing to make a presentation to the Board will submit the request in writing to the Secretary of the Board.
12.2	**Request to be Heard**	The request shall be received by the Secretary at least seven (7) days prior to the meeting of the Board.
12.3	**Nature of the presentation**	The request shall outline in some detail the nature of the presentation and indicate who the spokesperson will be for the group or organization.
12.4	**Brief**	A copy of the complete presentation must be provided to the Secretary of the Board at least four (4) business days (by 1:00 p.m.) prior to the Regular Board meeting. The presenter(s) will highlight the pertinent points in their presentation to the Board.
12.5	**Time Available - Delegations**	The delegation will be allowed a time of ten (10) minutes for their presentation.
12.6	**Trustee Questions**	Each Trustee and Student Trustee may ask up to two (2) questions for clarification purposes which must be based directly on the material presented in the delegation. Each Trustee and Student Trustee will have a maximum of three (3) minutes to ask their questions of clarification, which includes time for the response.
12.7	**Commercial Enterprises Prohibited**	Commercial enterprises are prohibited from appearing before the Board as a delegation for purposes of promoting their products/services.
12.8	**Response from the Board**	The Board shall automatically receive the delegation as information.

13.	AMENDMENT OF BY-LAW	
13.1	**Notice and Vote Required**	This By-law may be amended by the affirmative vote of the majority of the members of the Board, provided that written notice was given as per Article 13.2 of this By-law.
13.2	**Purpose**	An individual Trustee may give written notice of motion to amend the By-law.
13.3	**Temporary Suspension of By-law - Voting**	The Board may temporarily suspend a provision of this By-law by a two-thirds (2/3) vote, except where the provision is grounded in an obligation imposed by law.
13.4	**Timing of Suspension**	A temporary suspension of the By-law shall expire at the end of the meeting in which the By-law is suspended, unless the Board sets an earlier expiry time.

14.	REPORTING BY WAY OF MINUTES	
14.1	**Reporting**	Every Committee shall report to the Board after each of its meetings by way of the delivery of Minutes in either approved or unapproved form, segregating matters that have been considered in public session from those that have been considered in private session and no public disclosure shall be made of these matters considered in private session.
14.2	**Duty of the Board**	The Board shall keep minutes of all Board meetings.
14.3	**Content of Minutes**	Minutes of meetings of every committee and Board meeting shall contain the following information: • The name of the body meeting; • The date of the meeting and time the meeting was called to order; • Whether the meeting was a regular or special meeting; • The name of each Trustee who has disclosed any interest in any matter on the agenda of such meeting, an identification of the matter in which the Trustee disclosed the interest and, if the public was not excluded from the meeting, the general nature of the interest disclosed; • The names of the Trustees, senior staff, external consultants, Board auditors or Board solicitors who were present, noting the time of arrival and departure if different from the times of the Call to Order and Adjournment; • Each motion debated; • The resolutions adopted by the Board; • The time of adjournment.

15.	DUTIES AND POWER OF SCHOOL TRUSTEE	
15.1	**Duties of the Board**	As members of the Board, representing all Catholic School ratepayers in the Regional Municipality of Halton, Trustees recognize: That the duties of the HCDSB and its Trustees shall be the duties as defined in the *Education Act* and in the Statutes and Regulations of Ontario, and as prescribed by the Minister of Education, the By-laws, Policies and Procedures, Mission and Vision Statement of the HCDSB and the Declaration of Office.
15.2	**Governing Power**	Members will exercise their power to govern only as Trustees of the corporate body, and not as individuals.

16.	CODE OF CONDUCT	
16.1	**Breach of Code of Conduct**	Members shall adhere to the Board's Trustee Code of Conduct and all provisions outlined in Board Policy I-36, O. Reg. 312/24, and O. Reg. 306/24. Any violation of the Trustee Code of Conduct policy shall be subject to provisions in 218.3 of the *Act*. Nothing in this provision prevents a Trustee's breach of the *Municipal Conflict of Interest Act* from being dealt with in accordance with that *Act*.

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Regular Board Meeting **Action Report**

Policy I-22 Admission to HCDSB Elementary and Secondary Schools	**Item 6.1.3**
October 20, 2026	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Belonging:** We are a community that accompanies.

Purpose

To approve *Policy I-22 Admission to HCDSB Elementary and Secondary Schools* as presented.

Background Information

Policy I-22 Admission to HCDSB Elementary and Secondary Schools has been reviewed as part of the regular review cycle. The policy provides direction to parents/guardians who wish to register their child(ren) in a school in the Halton Catholic District School Board.

The policy name and Requirements have been updated. Minor housekeeping changes have been made throughout.

Conclusion

Policy I-22 Admission to HCDSB Elementary and Secondary Schools was presented at the Policy Committee Meeting on October 13, 2026 with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy I-22 Admission to HCDSB Elementary and Secondary Schools*, be approved.

Report Submitted and Approved by: B. Agnew
Chair of the Policy Committee

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Policy No. I-22

Admission to HCDSB Elementary and Secondary Schools

Adopted: March 26, 1996	**Last Reviewed/Revised:** October 20, 2026
Next Scheduled Review: 2029-2030	
Associated Policies & Procedures: **I-01** Catholic School Support **I-04** Cross Boundary School Attendance **I-11** International Student Admission Requirements (Fee Paying Students) **II-34** Participation in Programs and Courses of Study in Religious Education **II-51** Optional French Programming (French Immersion and Extended French) **VI-17** International Student Admission Requirements (Non-Resident) **VI-19** Admission to HCDSB Elementary and Secondary Schools **VI-53** Optional French Programming	

Purpose

To provide direction on the process for the admission of Catholic students to the elementary and secondary schools of the Halton Catholic District School Board (HCDSB).

Application and Scope

This policy applies to all students registering for the first time in elementary and secondary schools under the jurisdiction of the HCDSB.

References

Education Act

Institute for Catholic Education

Principles

- HCDSB is committed to cultivating the special characteristics of Catholic Education, to teach the Authentic Truths of the Faith, in line with the Magisterium of the Church, and in co-operation with the bishops in the exercise of their teaching office.
- The Ministry of Education recognizes the right of Catholic schools to provide Catholic education.
- Catholic school ratepayers expect that Catholic faith and culture permeates everything that

happens within the Catholic school, culminating in graduates who exemplify the Ontario Catholic Graduate Expectations.

- HCDSB believes that its admissions policy must respect the constitutional rights of Catholic ratepayers in order to maintain the Catholicity of our schools.
- The Education Act allows for any student to enrol in a Catholic secondary school regardless of their religion.

Requirements - Elementary

- Parents/guardians are required to register their child and submit required documentation.
- Students registering for the first time with the HCDSB shall be required to produce proof of age, proof of address and a Catholic baptismal certificate of the Roman or Eastern Rite.
- If the child has no Roman/Eastern Rite Catholic baptismal certificate, the child may be admitted if one parent/guardian can provide a Roman/Eastern Rite Catholic baptismal certificate.
- If the child has no Roman/Eastern Rite Catholic baptismal certificate, and neither parent/guardian can provide a Roman/Eastern Rite Catholic baptismal certificate, the parents/guardians shall be provided with the name and telephone number of the appropriate pastor in order to assist the parents/guardians in obtaining a valid baptismal certificate, or in order to make the preparations for the child to be received into the Catholic Church through baptism.
- A letter from the proper pastor (or his delegate) recommending a student for admission to a Catholic School is acceptable in lieu of a baptismal certificate. The proper pastor is the pastor of the parish to which the family belongs by territory or registration as in the case of a "national" parish. With the support of the Catholic Parish Priest, the Chief Executive Officer (CEO) may make a determination to approve the admission of a non-Catholic child on a conditional basis.
- Students shall be admitted on condition that the parent/guardian provides a Catholic baptismal certificate or the letter from the CEO on the first day of school for a child or on a date agreed upon between the Principal and the parent/guardian.
- The letter from the parish priest should state that the parent/guardian wants their child educated in the Catholic school and is prepared to follow through on having the child baptized.
- Students shall be admitted to Year 1 of the Kindergarten program in September of any school year provided that they will reach the age of four (4) on, or before December 31st, in that same calendar year.
- Students shall be admitted to Year 2 of the Kindergarten program in September of any school year provided that they reach the age of five (5) on, or before December 31st, in that same calendar year.
- Students shall be admitted to Grade 1 in September of any school year, provided that they reach the age of six (6) on, or before, December 31st, in that same calendar year.
- The school shall complete all required registration forms.
- Requests for elementary school admission that do not meet the requirements of this policy and

have extenuating and compelling family circumstances should be submitted in writing to the CEO.

Requirements - Secondary

- Parents/guardians are required to register their child and submit required documentation.
- Students from HCDSB elementary schools will follow registration procedures for admission to Catholic secondary schools.
- Students registering for the first time with HCDSB shall make application with the Principal of the Catholic secondary school.
- A student who is 16 or 17 years of age and has indicated they have withdrawn from parental/guardian control is required to show proof of new address and indicate in writing they have withdrawn from parental/guardian control.
- A student who withdraws from parental/guardian support who is registering at a secondary school is required to submit the necessary documentation.
- The student shall be interviewed by the Principal or designate of the Catholic secondary school to determine reasons for seeking admission.

Refer to *Procedure VI-19 Admission to HCDSB Elementary and Secondary Schools* for required registration documents and guidance.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____

Chair of the Board

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Regular Board Meeting **Action Report**

Policy I-29 School Boundary Review Process	**Item 6.1.4**
October 20, 2026	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Belonging:** We are a community that accompanies.

Purpose

To approve *Policy I-19 School Boundary Review Process* as presented.

Background Information

Policy I-29 School Boundary Review Process has been reviewed as part of the regular review cycle.

Minor housekeeping changes have been made throughout.

Conclusion

Policy I-29 School Boundary Review Process was presented at the Policy Committee Meeting on October 13, 2026 with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy I-29 School Boundary Review Process*, be approved.

Report Submitted and Approved by: B. Agnew
Chair of the Policy Committee

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Policy No. I-29

School Boundary Review Process

Adopted: June 18, 2002	**Last Reviewed/Revised:** October 20, 2026
Next Scheduled Review: 2029-2030	
Associated Policies & Procedures: **II-51** Optional French Programming (French Immersion and Extended French) **V-18** Community Engagement and Public Consultation Policy **VI-53** Optional French Programming **VI-88** School Boundary Review Process	

Purpose

To provide direction in the establishment of School Boundaries for schools within the jurisdiction of the Halton Catholic District School Board (HCDSB).

Application and Scope

This policy applies to the review process for the creation and/or alteration of school boundaries for the schools under the jurisdiction of the HCDSB.

This policy applies to schools of the HCDSB offering elementary and/or secondary programs. Wherever possible, schools should be subject to a School Boundary Review process that has the effect of re-directing student enrolment only once in a five-year period, unless high rates of growth in developing areas or other circumstances that necessitate a review, as determined by the HCDSB.

References

Education Act Section 171 (1), s.7

Definitions

School Boundary Review Committee (SBRC): is an advisory committee established by the Chief Executive Officer (CEO), or designate, that represents the affected school(s) of a boundary review. The Committee will act as the official conduit for information shared between the HCDSB and the affected school communities.

School Boundary: a delineated geographical area for a particular school and/or program identifying where students are to receive their educational instruction based on their home address.

Principles

- HCDSB:
  - Has the authority under Section 171 (1), s.7 of the Education Act to determine the number and type of schools to accommodate its student enrolment and to delineate the attendance area (school boundary) for each school, as well as those boundaries specific to academic programs offered by the HCDSB.
  - The Board of Trustees (the Board) is responsible for making the final decision regarding the establishment and modification of school boundaries. In making their decision, the Board of Trustees is tasked in:
    - Deciding the most appropriate student accommodation arrangements for the delivery of elementary and secondary programs.
    - Upholding their primary responsibility of fostering student academic achievement and well-being and ensuring effective stewardship of HCDSB resources and the HCDSB's financial viability and sustainability.
    - Having regard to the principles and option development criteria set out herein.
    - Being responsible for undertaking School Boundary Reviews where appropriate, to optimize utilization of schools in circumstances of increased enrolment pressures and/or declines.
    - Endorsing and welcoming the input of members of the Catholic school communities into the school boundary review process.
    - Sharing relevant information pertaining to the school boundary review process with those affected by the process.
- The School Boundary Review Committee (SBRC) is tasked and committed to actively and equitably review boundary review options with an objective lens, which seeks to benefit Catholic school communities as a whole, and not the individual.
- In developing and/or amending school boundaries, the School Boundary Review Committee (SBRC) and HCDSB Staff shall develop school boundary options and/or changes that meet the following criteria:
  - Optimizing the use of existing school facilities, while ensuring that students are accommodated to the extent possible, in permanent school facilities that are within their enrolment capacities;
  - Minimizing the use of portable classrooms whenever possible, except during the establishment phases of new communities and throughout the peak enrolment phases of schools;

- To the extent possible, minimizing school boundary adjustments, thereby ensuring that said boundaries remain stable, over the long-term;
- Optimize the cost-effective use of school transportation in accordance with HCDSB policy, and have consideration for maximizing the number of students that can walk-to schools where feasible;
- Ensure that the boundary creates classroom organizations that are sustainably sized according to Ministry loading requirements, and appropriately sized to foster an ideal environment for academic achievement, social diversity, and overall student well-being; and,
- To the extent possible, give due consideration to the concept of a community of associated schools and where feasible, give consideration to a Catholic School Community in which school boundaries will substantially match Catholic Parish boundaries.

Requirements

- An annual update of enrolment and a review of accommodation needs is to be conducted for every school as part of the Long-Term Capital Plan, which includes school boundary reviews.
- School communities are informed and are provided with details with respect to the HCDSB's process for boundary reviews.
- Chairs of affected Catholic School Council(s) in collaboration with the affected school Principal(s) will appoint two (2) representatives to join the School Boundary Review Committee.
- Appropriate HCDSB staff are non-voting members of the committee.
- Public consultation meeting(s) are to be held, allowing for community participation wherein all scenarios are posted and discussed.
- As part of Community Consultation sessions, the affected school communities are invited to provide input to the School Boundary Review Committee via written comments, online feedback surveys, and other electronic means of communication, as appropriate.
- Criteria for decision making on boundary changes is as per HCDSB policy.
- The Interim Staff Report, which includes the Boundary Review Committee's final recommendation(s), shall be posted on the HCDSB's public website.
- The affected school communities will be provided the following information:
  - A link to the Interim Staff Report which includes the School Boundary Review Committee's final recommendations;
  - The date at which such recommendations will be presented to the Board;
  - Information around the Delegation Process;
  - The scheduled date the Board of Trustees will render its final decision;

- HCDSB staff will inform the affected communities of the final Board approved recommendation(s).

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____

Chair of the Board

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Regular Board Meeting **Action Report**

Policy I-34 (B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees	**Item 6.1.5**
October 20, 2026	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Belonging:** We are a community that accompanies.

Purpose

To approve *Policy I-34 (B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees* as presented.

Background Information

Policy I-34 (B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees was reviewed as part of the regular review cycle.

Amendments have been made throughout the policy to reflect the Ministry's Interim Expense Policy Requirements issued under the Education Act s. 8(1) para. 3.7 and s. 8(2.1). Minor housekeeping changes have been made throughout.

Conclusion

Policy I-34 (B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees was presented at the Policy Committee Meeting on October 13, 2026 with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy I-34 (B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees*, be approved.

Report Submitted and Approved by: B. Agnew
Chair of the Policy Committee

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Policy No. I-34 (B)

Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees

Adopted:	**Last Reviewed/Revised:**
November 6, 2007	October 20, 2026

Next Scheduled Review: 2029-2030

Associated Policies & Procedures:

I-23 Catholic School Councils and Catholic Parent Involvement Committee
I-24 Fraud Management
I-35 Trustee Honoraria
III-13 Corporate Purchasing Card Distribution and Usage
VI-24 Fraud Management
VI-45 Mobile Cellular Device Operating Procedure
VI-73 Meal and Hospitality Expenses for Employees at Board Sanctioned Events Procedure
VI-84 Catholic School Councils and Catholic Parent Involvement Committee
VI-86 Corporate Purchasing Card Distribution and Usage Procedure

Purpose

To describe the terms and conditions under which the Board will approve an expense incurred by a trustee, student trustee, or external member of Board committees, in the course of discharging Board-recognized duties and responsibilities in accordance with the Education Act and its amendments.

This policy also implements the Minister's binding expense policies and guidelines issued under paragraph 3.7 of subsection 8(1) of the Education Act.

Application and Scope

This operating policy applies only to approved expenses incurred by a Trustee or Student Trustee of the Board or an external member of one of the Board's standing committees (e.g. Audit Committee, SEAC, CPIC) when performing Board-recognized duties and responsibilities.

The Minister's prohibitions on membership fees and discretionary-event expenses apply to Trustees and Student Trustees. External committee members remain eligible only for expenses that are necessary to attend the committee meeting to which they are appointed.

References

Broader Public Sector (BPS) Expenses Directive

Broader Public Sector Perquisites Directive

Education Act and Regulations

- Education Act, section 171(17): Powers of Boards – Membership Fees and Travelling Expenses
- Education Act, section 191.2: Expenses
- Education Act, section 8(1) paragraph 3.7 and s. 8(2.1), as amended by the Putting Student Achievement First Act, 2026)

Minister of Education and Deputy Minister Interim Expense Policy Requirements (May 14, 2026), issued under the Education Act, s. 8(1), para. 3.7

Trustee Expense Guideline (applies only to the extent consistent with the May 14, 2026 Interim Expense Policy)

Principles

- Halton Catholic District School Board (HCDSB) is committed to supporting Trustees while representing students' interests, the community and promoting the HCDSB's mission. It is recognized that in carrying out their responsibilities, Trustees may incur eligible expenses for which they will be reimbursed.
- Where appropriate, Trustees, Student Trustees, and Board committee members are entitled to be reimbursed for approved out-of-pocket expenses incurred for an official duty, function or on behalf of the Board and deemed reasonable and appropriate in the circumstances in which the expense is incurred.
- HCDSB will reimburse Trustees, Student Trustees, and Board committee members for travel, meals, accommodations and other business-eligible expenses incurred while on Board business, provided the expense is not a membership fee prohibited by this policy and is not incurred for a discretionary event or activity as defined below.
- Reimbursement for extraordinary or unusual expenses must be pre-approved by the Superintendent (or Resource to the Committee), Chief Financial Officer (CFO) and Treasurer of the Board or Chair of the Board, as appropriate. For expenses to be reimbursed, these must be appropriately authorized and approved. The expenses must be reasonable and relevant to the Board sanctioned event or business activity and be accompanied by appropriate proof of payment.
- Trustees, Student Trustees, and Board committee members make every effort to contain business expenses by sharing transportation whenever possible or selecting the most economical mode of travel. Where hotel accommodations are required, a standard room is booked unless one is not available.
- For travel outside of the Province of Ontario, an Information Report will be submitted to the

Board regarding the conference details, including expenses, potential impact to current board practices, and any potential benefits to the system.

- HCDSB recognizes the moral, ethical and monetary value of responsible financial stewardship of the board's resources as it relates to expenses claimed for reimbursement.
- Personal expenses are not permitted.
- Expenses related to political activities or event are not reimbursed.
- HCDSB assumes no obligation to reimburse expenses that do not comply with this policy.
- HCDSB will not incur or reimburse expenses that the Minister has directed boards not to pay. Compliance with the Interim Expense Policy Requirements is mandatory. Non-compliance may expose the Board to a reduction of its administration expense limit or other Ministry oversight measures.

Requirements

- Trustees, who are issued a Board Purchasing Card (P-card) in accordance with the Board's Corporate Purchasing Card Distribution and Usage Policy and Administrative Procedures, should use it to pay for approved expenses whenever possible.
- Submission of board-related expenses require the following information, handwritten by the purchaser on the back of the original itemized receipt or detailed on the P-card reconciliation sheet:
    - Event name/Expenditure
    - Names/Roles of participants
    - Reason for expense
- Every claim involving travel, registration, meals, accommodation, or hospitality shall state, on the claim or P-card reconciliation, whether the activity is a core board or statutory-committee duty or a discretionary event. A discretionary event claim shall not be processed.
- Approval for reimbursement of expenses shall be provided by:
    - Superintendent (or Resource to the Committee) for external members of a Board standing committee (i.e. CPIC, SEAC)
    - Chair of the Board for Trustees
    - CFO and Treasurer of the Board for the Chair of the Board
- Reimbursement for expenses where receipts are not provided by the vendor or are lost requires the Trustee to submit in writing the event name, expense, names of participants, the reason for the expense, and include the signature of the Chair of the Board or the CFO and Treasurer of the Board.
- The Chief Executive Officer (CEO), CFO and Treasurer of the Board or Chair of the Board may request additional information regarding conference expense details and possible future changes to our system's practices and benefits, which will be presented to the Board through

an Information Report at a subsequent Board meeting.

- For travel outside of the Province of Ontario, an Information Report will be submitted to the Board regarding the conference details, including expenses and possible future changes to our practices and benefits to our system.
- All expense claims, both those using a board P-card and those submitted for reimbursement, must have signed approval. The Chair of the Board must approve Trustee expense claims. The CFO and Treasurer of the Board must approve the Chair of the Board's expense claims.
- All expense claims must be submitted and approved within 30 days of the end of the fiscal year in which the expenses were incurred and shall be paid promptly.
- All expense claims are subject to audit by the board.
- All expenses not approved or not deemed as board-related business by the Superintendent (or Resource to the Committee), CEO, Chair of the Board or CFO and Treasurer of the Board under the provisions in accordance with the Education Act, and its amendments, will not be eligible for reimbursement.

Ministerial prohibitions (Interim Expense Policy - in force until further notice)

The following rules apply effective May 14, 2026 and continue until the Minister revokes or replaces them. They apply whether the cost would otherwise have been charged to a central Trustee account, an individual Trustee envelope, a P-card, or reimbursed from any other board source.

1. Membership fees

HCDSB will not incur or reimburse expenses for Trustees or Student Trustees to pay membership fees in a Trustee Association or similar professional association. This includes, without limitation, fees associated with the Ontario Catholic School Trustees' Association (OCSTA), the Canadian Catholic School Trustees' Association (CCSTA), and any comparable provincial, national or professional association of trustees or school board members.

No such fee shall be processed on a P-card, purchase order, central Trustee account, or individual Trustee envelope.

2. Discretionary events and activities

HCDSB will not incur or reimburse expenses for Trustees or Student Trustees to attend or participate in a discretionary event or activity. Prohibited costs include registration fees and travel, meal, accommodation and hospitality expenses.

A discretionary event or activity is any of the following, in a case where the member's attendance or participation is not essential to the board's core business operations, and expenses are incurred by choice rather than operational necessity:

- professional development activities;
- professional associations' or sector organizations' events or activities;
- education-related symposiums, conferences and conventions.

Examples that fall in the default "not reimbursable" category include OCSTA or CCSTA AGMs and conferences, the ICE Symposium, When Faith Meets Pedagogy, People for Education events, OAPCE conferences, and comparable sector gatherings. Naming an event in former *Appendix A* does not make it eligible.

Core business operations, for this policy, means the statutory work of the Board and its committees required by the Education Act or a regulation, and other duties the Chair of the Board and the CFO and Treasurer of the Board jointly record in writing, before the expense is incurred, as essential to the board's core operations rather than optional professional development or sector networking. That written finding shall be kept with the claim.

If a later Ministerial policy or guideline amends these prohibitions, the CFO and Treasurer of the Board shall apply the new direction immediately and bring a revision of this policy to the next Policy Committee meeting.

The following expense items, where appropriate, are those for which claims may be submitted to the HCDSB as approved expenses while on board business.

1. Technology

At the beginning of each elected term, each Trustee will be provided with technology equipment from an approved list, which includes:

- one (1) laptop/desktop and relevant software programs*;
- one cellular device (i.e. smartphone) (not provided for Student Trustees)

All items must be returned to the HCDSB, and all expenses will cease to be covered upon the Trustee's end of term or date of resignation from the Board.

Student Trustees will receive one (1) laptop/desktop and relevant software programs.

* Re-elected Trustees' computer hardware will be replaced/upgraded as per the Board's refresh cycle.

2. Out-of-pocket business expenses

- A Trustee can expense a maximum of $3,000 during a school year (does not include expenses charged to central Trustee accounts) in connection with carrying out their responsibilities as a Board member.
- The $3,000 envelope may be used only for expenses that are otherwise eligible under this policy. It may not be used for membership fees, discretionary events or activities, political events, alcohol, donations (except as provided in section 15), or personal expenses.

3. In addition to the $3,000 budget, the following expense items, where appropriate, are those for which claims may be submitted to the board as approved expenses while on board business:

- Eligible mileage expenses;
- Costs of attending a meeting of the Board or of a committee of the Board, or another activity that the Chair of the Board and the CFO and Treasurer of the Board have recorded in writing as essential to core business operations;

- As per the Trustee Expense Guidelines in *Appendix A*, as revised to conform with the Minister's Interim Expense Policy.

4. Mileage expenses

- The rate per kilometre paid, to be reviewed annually, is established by the HCDSB based on the Canada Revenue Agency deemed reasonable rate, taking into consideration the following assumptions and conditions:

    a) That the rate and/or amount paid is calculated to cover all operating expenses of the vehicle, including depreciation, insurance, interest, license, fuel, oil, tires and maintenance;

    b) That the rate paid relieves the HCDSB of any further obligation for costs or expenses resulting from accidents, fines, or other extraordinary costs incurred while the vehicle is being operated on board business.

- Mileage expenses will be reimbursed to Trustees and/or external members of Board committees, as applicable, due to attendance at an activity where mileage is incurred in discharging their responsibilities.
- Trustees will be reimbursed for mileage to/from Board meetings and other board-related business from/to their home.
- Mileage is not payable for travel to a discretionary event or activity.

5. Toll Fees

- Where necessary and approved by the Chair of the Board or the CFO and Treasurer of the Board, toll fees may be claimed. Transponder fees will not be reimbursed.

6. Other Travel Within and Outside the Province/Country

- Transportation is provided on rail and/or economy or equivalent flight with transportation service to and from the airport/train station. If a private vehicle is authorized and used, mileage is paid to the driver in accordance with HCDSB policy rates. Participants shall make every effort to share transportation.
- Travel of this kind is payable only where the underlying activity is not a discretionary event and has been authorized in accordance with this policy. International travel remains ineligible under section 13.

7. Accommodations

- Whenever possible, all hotel reservations will be made four (4) weeks in advance, and hotel accommodation costs will be charged to the board's P-card or reimbursed to the individual. It is understood that staff require a minimum of four (4) weeks advanced notice from attendees to facilitate travel arrangements.
- All hotel reservations for Student Trustees shall be made by HCDSB staff.
- Where appropriate, hotel reservations will be confirmed to attendees employing a confirmation number, which will be provided to the attendee prior to the function.
- It is also required that, if available, a standard room is the set option for accommodation.

- Accommodation is payable only where the underlying activity is not a discretionary event.

8. Professional Development/Conference Fees

- Professional development activities and education-related symposiums, conferences and conventions are discretionary events under the Minister's Interim Expense Policy unless the Chair of the Board and the CFO and Treasurer of the Board jointly record in writing, before any cost is incurred, that the particular member's attendance is essential to the board's core business operations and is a matter of operational necessity rather than choice.
- Absent that written finding, the HCDSB shall not pay or reimburse registration fees, travel, meals, accommodation or hospitality for such events, and no Trustee conference/professional development budget shall be used for that purpose.
- Where the written finding is made, only the following may be paid, and only at the most economical reasonable cost: standard-room hotel charges; registration fees (prepaid by the HCDSB where feasible); meals within the section 10 maximum, and only if not provided by the event; taxi or equivalent local ground transportation; parking fees; and economy-class rail or air travel.
- The following expenses will not be covered:
    - Meals when they are provided through the conference;
    - Movies/entertainment/recreation charges;
    - Charges incurred by a family member/guest;
    - Alcoholic beverages;
    - Parking tickets or Traffic Act violations;
    - Personal gifts.

9. Parking

- Parking costs for board-related business will be eligible when supported with receipts or an explanation in the case of metered parking.

10. Meals

- Meal expense while away on business will be reimbursed at actual cost up to a maximum of $75.00 (CDN) per person, per day, including taxes and gratuities. The lesser of the actual cost or the maximum will be reimbursed. This rate is not a per diem rate.
- Gratuities will be capped at 15%, except where the restaurant applies an automated gratuity above 15%.
- Extenuating circumstances will be considered on an individual basis and require the Chair of the Board or the CFO and Treasurer of the Boards approval.
- Meal claims are not payable in connection with a discretionary event.

11. Telephone Calls

- Telephone calls (within Canada) for board-related business are eligible expenses.
- Out of country long-distance and cellular charges will not be reimbursed unless approved by the Chair for board-related business.

12. Alcohol

- Alcohol is not an eligible Trustee and/or external members of Board committees expense unless it is included in the conference or event cost by the organizer/sponsor.

13. International Travel

- Expenses for any travel outside of Canada and the United States will not be reimbursed.

14. Other Expenses

- When accompanied by an explanatory note, other expenses are eligible Trustee and/or external members of Board committee expenses when approved by the Superintendent (or Resource to the Committee), CEO, Chair of the Board or CFO and Treasurer, as appropriate.
- Office supplies for board-related business are eligible Trustee expenses where/when they are not available using the HCDSB's regular procurement process.
- Mailing and photocopying for board-related business are eligible trustee expenses where/when they are not available through the HCDSB.
- "Other expenses" cannot be used to circumvent the membership-fee or discretionary-event prohibitions.

15. Donations

Donations, by any Trustee, to any groups or individuals will not be reimbursed, except when the donations are made on behalf of the Board of Trustees if approved in advance by resolution of the Board of Trustees.

All expense claims must be submitted and approved within thirty (30) days of the end of the fiscal year and will be paid promptly and posted on the HCDSB's website.

16. The CFO and Treasurer of the Board, in collaboration with the Chair of the Board, will make available a summary report of individual Trustee expenses annually in December for the previous budget year.

The summary report will include the following expense categories:

- Honorarium
- Office supplies
- Conferences and professional development
- Travel expenses
- General expenses
- Cell phone
- Office equipment
- Internet
- Legal fees
- Meeting expenses (e.g. hospitality)

The "Conferences and professional development" column shall report only amounts that were paid under the written operational-necessity finding in section 8. Membership fees paid before May 14, 2026 may appear in a historical note; no new membership fees shall be reported as current-year eligible expenses.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____

Chair of the Board

APPENDIX A

TRUSTEE EXPENSE GUIDELINES
BOARD REPRESENTATION AND TRUSTEES' ATTENDANCE AT EVENTS

These guidelines identify expenses eligible for reimbursement and are consistent with commonly held values and accepted practices that are not perceived as excessive.

Trustees are often called to attend numerous functions throughout the year. Trustees may also choose to attend events and/or conferences that are of interest to them. As stewards of the board, they must uphold the Board's Mission statement and its governing values, whereby: *The Halton Catholic District School Board, in partnership with home and Church, is dedicated to providing excellence in Catholic education by developing Christ-centred individuals enabled to transform society.*

In addition to the honorarium, the Act provides that boards may establish a policy in order to reimburse trustees "for all or part of his or her out-of-pocket expenses reasonably incurred in connection with carrying out the responsibilities of a board member. Boards are authorized to reimburse trustees for travel to and from a trustee's residence to a meeting of the Board, or of a committee of the Board or for reasonable out-of-pocket expenses incurred in connection with the travel. Those statutory powers are now limited by the Minister's Interim Expense Policy Requirements issued under the Education Act s. 8(1) para. 3.7 and s. 8(2.1). Membership fees in a Trustee Association or similar professional association, and expenses of attending a discretionary event, shall not be incurred or reimbursed.

Reimbursable expenses can be classified as those that are related directly and/or indirectly to board business. For the purposes of clarification, within these guidelines, events have been placed into five categories: Board Business; Board-Related Business; Community; Local; and Professional Development/Trustee-Liaison.

Board Business:

Eligible "Board Business" means meetings of the Board and of committees of the Board that are required by the Education Act or a regulation, and other meetings the Chair records as essential to core operations (for example, a legally required hearing, a Ministry-mandated working session, or a Board-called special meeting). Costs of attending those meetings — typically mileage, parking and, where overnight travel is necessary, a standard room and meals within section 10 — remain eligible.

Trustee Association meetings, AGMs, conferences, seminars and symposiums (including OCSTA, CCSTA and ICE) are discretionary events. The board will not incur or reimburse registration, travel, meal, accommodation or hospitality costs for them, and will not pay the related membership fees.

Board-Related Business:

Board-Related events are usually hosted by the board and/or held in partnership with the board. The costs associated with these events are covered through the Trustee's allocated budget. Such events include, but are not limited to:

- Board Recognition Night (optional)
- Parent Conference

Optional attendance at a board-hosted recognition event is eligible only for a modest, pre-authorized cost that is not a discretionary conference and is not a membership fee. A parent conference that is professional development or a sector symposium is not eligible unless the section 8 operational-necessity finding is made.

Community Events:

The Board is committed to creating and promoting opportunities for community outreach. It is in the interest of the Halton Catholic District School Board that its presence is visible within the community at community events. The Board, through the office of the CEO and/or the Chair of the Board, may determine that it is advisable to attend or be represented at such events. The Board will not purchase tickets or tables, and will not reimburse Trustees, for community events unless the Chair of the Board and the CFO and Treasurer of the Board jointly record in writing that the particular attendance is essential to core business operations. Visibility, relationship-building and customary community presence, standing alone, do not meet that test. The events formerly listed (prayer breakfasts, award dinners, galas and similar) are treated as discretionary unless that written finding is made.

Local Events:

At times, trustees are invited to attend local events within their respective jurisdiction. These events benefit from having local trustee representation and provide opportunities for trustees to remain connected to, and active within their local community and parishes.

Attendance at local municipal, school or parish events is part of the role and is encouraged. Ticket costs, meals and similar outlays are reimbursable from the $3,000 envelope only where they are modest, documented, and not a discretionary conference or association event. Purely social tickets (for example a paid school dinner where the Trustee is not discharging a formal board function) should not be claimed. Mileage to a school in the Trustee's area for a board-related purpose remains eligible under section 4.

Professional Development / Trustee Liaison:

Voluntary seminars, workshops and learning opportunities are professional development activities and are therefore discretionary events. They are not reimbursable unless the written operational-necessity finding in section 8 is made before any cost is incurred. The events formerly listed in this paragraph are not eligible by default.

Unreasonable Expenses:

Examples of events that would not be directly supported by the board, nor eligible for reimbursement for individual trustees include, but are not limited to:

- Partisan Political events
- Events that are contrary to the governing values of the Halton Catholic District School Board
- Events that are contrary to the tenets and teachings of the Catholic Church
- Membership fees in a Trustee Association or similar professional association

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Regular Board Meeting **Action Report**

Policy I-35 Trustee Honoraria	**Item 6.1.6**
October 20, 2026	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Belonging:** We are a community that accompanies.

Purpose

To approve *Policy I-35 Trustee Honoraria* as presented.

Background Information

Policy I-35 Trustee Honoraria has been updated in accordance with O. Reg. 320/26 Honoraria for Board Members effective September 28, 2026.

Amendments throughout the policy have been made in accordance with O. Reg. 320/26 and related regulations. Minor housekeeping changes have been made throughout.

Conclusion

Policy I-35 Trustee Honoraria was presented at the Policy Committee Meeting on October 13, 2026 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 *Policy I-35 Trustee Honoraria*, be approved.

Report Submitted and Approved by: B. Agnew
Chair of the Policy Committe

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Policy No. I-35

Trustee Honoraria	
Adopted: October 5, 2010	**Last Reviewed/Revised:** October 20, 2026
Next Scheduled Review: 2030-2031	
Associated Policies & Procedures: N/A	

Purpose

To establish requirements for Trustee Honoraria as outlined in O. Reg. 320/26 Honoraria for Board Members, which replaced O. Reg. 357/06 effective September 28, 2026.

Application and Scope

This policy applies to all honoraria for trustees for the Trustee term of office beginning November 15, 2026.

Honoraria for the year beginning November 15, 2025 and ending November 14, 2026 continue to be paid in the amount determined under O. Reg. 357/06 and this policy as they read on September 21, 2026, as required by O. Reg. 320/26, s. 2.

This policy does not apply to student trustees. Student trustee honoraria continue to be determined under O. Reg. 7/07 Student Trustees.

References

O. Reg 7/07

O. Reg. 163/07

O. Reg 320/26

O. Reg. 357/06

O. Reg. 412/00

Public Sector Compensation Restraint Act to Protect Public Service Act (2010)

Definitions

Honoraria: defined in the Public Sector Compensation Restraint to Protect Public Services Act,

2010 as "*…all forms of payment, benefits and perquisites paid or provided, directly or indirectly, to or for the benefit of*" a trustee.

Principles

O.Reg. 320/26 establishes that for a term of office beginning on November 15, 2026 or later, the annual amount for a Trustee, not including Student Trustees, consists of the following amounts:

1. For a member of the Board, including the Chair and Vice-Chair, an amount that is the lesser of,
   i. $9,000
   ii. the total of the base amount and the enrolment amount determined by the board for its members for the 2025-2026 year of the term of office under O. Reg. 357/06 (Honoraria for Board Members) made under the Act and the board's policy, as they read on September 21, 2026.
2. For the Chair of the Board, an additional amount of $1,000.
3. For the Vice-Chair of the Board, an additional amount of $500.

Requirements

- **Honoraria Calculation:** Per O. Reg. 320/26 the trustee honoraria for the year November 15, 2026, to November 14, 2027 is as follows:
- The lesser of:

  For a member of the Board, including the Chair and Vice-Chair, an amount that is the lesser of,

  1. $9,000
  2. $12,875 (the total of the base amount and the enrolment amount determined by the HCDSB for its members for the 2025-2026 year).
  3. For the Chair of the Board, an additional $1,000.
  4. For the Vice-Chair of the Board, an additional amount of $500.

Effective November 15, 2026

	Base Amount	Additional Amount	Total
Member	$ 9,000	$ -	$ 9,000
Chair	9,000	1,000	10,000
Vice-Chair	9,000	500	9,500

Effective November 15, 2025

	Base Amount	Enrolment Amount	Total
Member	$ 5,900	$ 6,975	$ 12,875
Chair	10,900	8,769	19,669
Vice-Chair	8,400	7,872	16,272

No attendance amount and no distance amount shall be paid in respect of any year of the term beginning November 15, 2026.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____

Chair of the Board

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Regular Board Meeting

Action Report

Policy II-25 Selection of Learning and Library Materials	**Item 6.1.7**
October 20, 2026	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Belonging:** We are a community that accompanies.

Purpose

To approve *Policy II-25 Selection of Learning and Library Materials* as presented.

Background Information

Policy II-25 Selection of Learning and Library Materials was reviewed as part of the regular policy review cycle.

References have been updated. The Principles and Requirements have been updated to reflect current language and processes. Minor housekeeping changes have been made throughout.

Conclusion

Policy II-25 Selection of Learning and Library Materials was presented at the Policy Committee Meeting on October 13 2026, with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy II-25 Selection of Learning and Library Materials, be approved.*

Report Submitted and Approved by: B. Agnew
Chair of the Policy Committee

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Policy No. II-25

Selection of Learning and Library Materials	
Adopted: January 30, 1990	**Last Reviewed/Revised:** October 20, 2026
Next Scheduled Review: 2029-2030	
Associated Policies & Procedures: **II-45** Equity and Inclusive Education	

Purpose

To approve materials that will enhance learning opportunities for the religious, moral, intellectual, physical and social growth of each student in an atmosphere of faith, while recognizing individual skills and abilities.

Application and Scope

This policy applies to all schools within the Halton Catholic District School Board (HCDSB).

References

Ontario Human Rights Code

The Ontario Curriculum Review and Revision Guide – Appendix: Textbooks and supplementary learning resources

The Ministry of Education Trillium List

Principles

- HCDSB approves learning and library materials that support a quality education which integrates the Catholic faith and the teachings of the Gospel with the school curriculum.
- HCDSB recognizes that both in its content and methodology, inclusive curriculum seeks to recognize our commitment to Catholic values and to affirm the life experiences of all students, in alignment with the protections under the Ontario Human Rights Code.
- HCDSB recognizes that strengthening inclusive and culturally responsive and relevant teaching, curriculum, assessment and resources is essential to promoting student achievement and wellbeing and commits to advance culturally responsive and relevant pedagogy.

- HCDSB and its schools will select appropriate materials that best serve the needs of all students.
- This material will be consistent with the directives of the Ministry of Education and with Catholic values to meet the requirements of the course or subject guidelines for which they are intended.
- Any materials that depict scenes of explicit and/or gratuitous sexual content will not be permitted.

Requirements

Selection of Learning Materials:

- In Secondary Schools each Department Head, in consultation with the teachers in the department and other staff, and subject to the approval of the Principal, selects learning resources for the department's courses of study.
- In Elementary Schools the Principal, in consultation with the teachers in each division, and other staff, selects learning resources for each program area.
- All learning materials for use by schools must be selected under the guidelines set out by the Ministry of Education, the *Trillium list* and the Ontario Curriculum Review and Revision Guide - Appendix: Textbooks and supplementary learning resources.
- Learning materials which form a major portion of the classroom program must be submitted for approval by the HCDSB as required by the Education Act.

Selection of Library Materials:

- Principals, Vice-Principals, department heads, teachers, librarians and library technicians and students will be responsible for recommending library materials, based on the evaluation criteria as set by the Ministry of Education and in consideration of *Policy II-45 Equity and Inclusive Education.* Feedback and suggestions from parents and guardians are always welcome.
- Elementary library books *may* be reviewed as needed by a Committee comprising of experts in the field along with other library technicians.
- Secondary library materials *may* be reviewed by Subject Councils, librarians and/or other staff as needed.

Reconsideration of Learning Materials:

- Should a parent/guardian, student or staff question the selection of a particular learning or library material, the Principal shall:
    - acknowledge the concern and inform the appropriate staff.
    - direct the concerned party to complete a Request for Reconsideration of Selection of Learning and Library Materials form.

    - meet with the concerned party and appropriate staff to discuss the situation to arrive at a solution that is acceptable to all parties.
- At the school level the parties may decide to provide an alternative selection for an individual student's use. The Principal will inform the Manager, Library Services of the issue and any resolution.
- If the request to reconsider cannot be successfully resolved at the school level the concerned party will be advised by the Principal of the right to have the unresolved matter deliberated by the Committee for the Review of Materials. If the concerned party wishes to pursue the matter, the Principal will inform the appropriate school staff, the Superintendent of Curriculum Services and the School Superintendent. The concerned party will forward the request form to the Chair of the Committee for the Review of Materials.
- As chaired by the Superintendent of Curriculum Services or another designate and is struck as needed.
- The Committee membership for the review of materials shall include:
    - Superintendent of Curriculum Services
    - Religion and Family Life Consultant
    - Literacy Consultant
    - Manager, Library Services
    - a teacher from the appropriate division/department
    - a pastor from the Halton Deanery and/or the Vicar of Education
    - an elected parent/guardian representative from CPIC
    - librarian/library technician
    - a classroom teacher
    - a principal
    - a trustee
    - a student trustee
    - a staff member from the Office of Human Rights and Equity
    - other support staff (as warranted)
- It should be noted that no member of the school from which the concern arises may be a member of the Committee.
- The Chair of the Committee may also ask to meet at different times, or together, with the complainant and the person who selected the materials or with any other person who may act as a resource to the committee.

- The Committee will review the material, deliberate the concern and make a recommendation, which will be forwarded to the Chief Executive Officer (CEO).
- The decision regarding the material will be made by the CEO and a written notice of the decision will be sent within one month's time to the complainant, the school's Superintendent and the school's Principal who will forward a copy of the notice to the appropriate staff.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____

Chair of the Board

Halton Catholic District School Board
802 Drury Lane, Burlington, ON L7R 2Y2
T: 905-632-6300
www.hcdsb.org

REQUEST FOR CONSIDERATION: SELECTION OF LIBRARY AND LEARNING MATERIALS

You are requesting the review of material presently being used in the Halton Catholic District School Board. Please complete the following form and return it to the principal of your school so that we may adequately respond to your concern.

Title:	
Author:	
Publisher:	
1. Did you read the material in its entirety? Yes ☐ No ☐	
2. What are your specific objections to this material? *(Please refer to specific pages and passages to support your explanation.)*	
3. What do you feel might be the impact of students reading this material?	
4. What outcome are you seeking regarding this material?	
5. Do you have a recommended alternative for this selection?	
6. Request initiated by: ☐ Parent ☐ Student ☐ Staff	
Address:	
Home Telephone:	Work #:
Cell #:	Email:
Date:	

HALTON CATHOLIC DISTRICT SCHOOL BOARD CDSB

Regular Board Meeting **Action Report**

Policy II-45 Equity and Inclusive Education	**Item 6.1.8**
October 20, 2026	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Belonging:** We are a community that accompanies.

Purpose

To approve *Policy II-45 Equity and Inclusive Education* as presented.

Background Information

Policy II-45 Equity and Inclusion Education was reviewed as part of the regular review cycle.

References and Definitions have been updated. Principles have been updated to include current language. Minor housekeeping changes have been made throughout.

Conclusion

Policy II-45 Equity and Inclusion Education was presented at the Policy Committee Meeting on October 13, 2026, with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy II-45 Equity and Inclusion Education, be approved.*

Report Submitted and Approved by: B. Agnew
Chair of the Policy Committee

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Policy No. II-45

Equity and Inclusive Education

Adopted:	**Last Reviewed/Revised:**
January 18, 2011	October 20, 2026

Next Scheduled Review: 2029-2030

Associated Policies & Procedures:

I-43 Use of Technology and Digital Citizenship
II-34 Participation in Programs and Courses of Study in Catholic Religious Education
II-39 Progressive Discipline and Safety in Schools Code of conduct – Suspensions and Expulsions
II-40 Bullying Prevention and Intervention
II-43 Voluntary Confidential Self-Identification of First Nation Metis and Inuit Students
V-01 Use of School Grounds and Community Use of School Facilities
V-03 Photography, Advertising and Sales Representatives
V-18 Community Engagement and Public Consultation Policy
VI-04 Complaints Resolution Process Workplace Discrimination Harassment Violence
VI-44 Progressive Discipline and Safety in Schools
VI-54 Equity and Inclusive Education
VI-60 Student Groups in Catholic Schools
VI-62 Use of Technology and Digital Citizenship
VI-64 Community Use of School Facilities
VI-102 Responding to Hate or Bias Motivated Incidents Involving or Impacting Students

Purpose

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

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

HCDSB and its staff are committed to the elimination of systemic barriers as outlined in Ontario's Education Equity Action Plan (2017) and the Ontario Ministry of Education (MOE) and Accepting

Schools Act in a manner which is consistent with the exercise of HCDSB's denominational rights under section 93 of the *Constitution Act, 1982* and as recognized at section 19 of the Ontario *Human Rights Code*.

Application and Scope

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

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

In accordance with the above policy documents, applicable legislation that outlines the denominational rights of the Catholic school system and with adherence to the *Guiding Principles of the Equity and Inclusive Education Strategy*, and consistent with the Human Rights Code, each area of focus will be introduced and anchored by a preamble and HCDSB's commitment. This will serve to guide the actions of HCDSB and its schools, in honouring its commitments to equity and inclusive education policy development, implementation, monitoring and reporting.

References

Anti-Racism Act 2017

Bill 13, Accepting Schools Act (2012) Subsection 169.1

Canadian Conference of Catholic Bishops: Discovering the Unity of Life and Love: A reflection on the Foundations for a Theology of Human Love

Constitution Act, 1982: Canadian Charter of Rights and Freedoms

Education Act

Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation (2014)

Nostrae Aetate

Ontario's Anti-Black Racism Strategy

Ontario's Education Equity Action Plan (2017)

Ontario Human Rights Code

Ontario Human Rights Code: Gender Identity and Gender Expression

PPM 108 Opening or Closing Exercises in Public Elementary and Secondary Schools

PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools (2013)

Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy (2009)

Definitions

Anti-Black Racism: policies and practices rooted in Canadian institutions such as education, health care, and justice that mirror and reinforce beliefs, attitudes, prejudice, stereotyping and/or discrimination towards people of African descent.

Creed: refers to religious beliefs and practices and may also include non-religious belief systems that substantially influence a person's identity, worldview and way of life. Characteristics relevant to creed include beliefs sincerely, freely and deeply held and are integrally linked to a person's identity, self-definition and fulfilment. (Ontario Human Rights Commission's Policy on Creed and the Accommodation of Religious Observances)

Denominational Rights: public funding of Ontario's Roman Catholic school system was agreed to at the time of Confederation and was part of the Constitution Act, 1867, Section 93. (Ontario's Ministry of Education).

Diversity: the presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status. (Equity and Inclusive Education in Ontario Schools, 2014)

Equity: a condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences. (Equity and Inclusive Education in Ontario Schools, 2014)

Inclusive Education: education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected. (Ontario's Equity and Inclusive Education Strategy, 2009)

Ontario Human Rights Code: the Code prohibits actions that discriminate against people based on a protected ground in a protected social area. Some of the protected grounds include ancestry,

colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status, gender identity, gender expression, sex and sexual orientation. (Ontario Human Rights Commission, 2018)

Religious Accommodation: is a duty corresponding to the right to be free from discrimination. The Code refers to the obligation to provide reasonable accommodation for students and employees who wish to observe the tenets or practices of their faith (Ontario Human Rights Commission's Policy on Creed and the Accommodation of Religious Observances)

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

Systemic Barriers: institutional and instructional practices that negatively impact the achievement and well-being of students and lead to inequitable outcomes. Systemic barriers are caused by embedded biases in policies, practices and processes, and may result in differential treatment. (Ontario's Equity Action Plan, 2017)

Principles

- In accordance with the Church's teachings and Ontario's Equity and Inclusive Education Strategy, the following principles of equity and inclusive education will be upheld in all HCDSB operations. Equity and inclusion:
    - is a foundation of excellence;
    - meets individual needs;
    - identifies and eliminates barriers;
    - promotes a sense of belonging and acceptance
    - involves the broad community;
    - builds on and enhances previous and existing initiatives;
    - is demonstrated throughout the system.

- As outlined in Ontario's Anti-Black Racism Strategy, the impact and consequences of Ontario's history have created systemic barriers that prevent people from fully participating in all parts of society, including education. The Strategy further emphasizes that Black Ontarians of all backgrounds and intersectional identities live a shared present-day experience of anti-Black racism. The enduring legacy of anti-Black racism in education and in HCDSB is evidenced through HCDSB's analysis of identity-based data, which highlight disparities in outcomes for Black students and staff in relation to their achievement and wellbeing.

1. **HCDSB Policies, Programs, Procedures and Practices:**

   Preamble:

HCDSB recognizes the importance of anti-discrimination and anti-harassment policies in promoting and maintaining a Catholic educational and working environment which upholds human rights, equity and inclusion.

HCDSB will ensure that its policy review cycle will result in the alignment and integration of *The Strategy* and Accepting Schools Act with all HCDSB policies, programs, procedures, and practices. The perspectives of the entire diverse Catholic school community will be reflected in all areas of the teaching, learning and administrative culture. Every effort will be made to identify and remove discriminatory biases and systemic barriers that may limit access to and opportunity for effective employment procedures for individuals from diverse communities and underrepresented peoples within the context of the denominational rights of Catholic school boards. In addition, HCDSB will embed principles of Equity and Inclusion in all of its policies and procedures.

Our Commitment:

HCDSB is committed to serving staff, students, and families in its diverse Catholic community by incorporating the principles of equity and inclusive education into all aspects of its policies, programs, procedures, and practices that are consistent with Catholic denominational rights.

2. Shared and Committed Leadership:

Preamble:

HCDSB subscribes to an informed leadership philosophy that inspires, empowers, and supports all stakeholders in our Catholic community to join together to implement institutional practices and behaviours that foster equity and inclusion.

HCDSB recognizes the critical role of all Staff, Trustees, Superintendents, Principals, Teachers, Designated Early Childhood Educators, Child and Youth Counsellors, Social Workers, in fostering inclusive, safe and welcoming learning environments and upholding human rights.

HCDSB is committed to providing informed shared leadership to improve student achievement and to close achievement gaps for students by identifying, addressing, and removing all barriers and forms of discrimination.

HCDSB recognizes the critical connection between student leadership and improved student achievement and will strive to include students' perspectives in all aspects of the implementation of equity and inclusive education.

In accordance with the MOE's Ontario Leadership Strategy, HCDSB and school leaders will encourage and promote a collaborative approach to all dimensions of equity and inclusive education, which ensures the participation of students, parents/guardians, unions, colleges and universities, service organizations and other community partners.

HCDSB recognizes that having a diverse teaching workforce is vital to serve the needs of all students and communities within the HCDSB. Inequitable representation of historically

disadvantaged groups in the workforce can lead to inequities in the educational experience and outcomes for excluded or marginalized students.

Our Commitment:

HCDSB is committed to establishing and maintaining partnerships with all members of our diverse Catholic community so that the perspectives and experiences of all students are recognized and their needs are met.

3. School Community Relationships:

Preamble:

HCDSB recognizes that the effective review, development, implementation and monitoring of equity and inclusive education policies and practices require the involvement of all members of the entire Catholic school community. HCDSB further recognizes the importance of engaging, specialized expertise in developing and implementing its equity and inclusive education policy.

HCDSB will seek collaboration with and active engagement from students, parents/guardians, staff, and other Catholic community partners to create and sustain a positive school climate reflective of Catholic values that supports student achievement and well-being.

HCDSB acknowledges the importance of increasing parent/guardian engagement in equity and inclusive education with a focus on reaching out to parents/guardians who may be disengaged from the education system. HCDSB will identify, examine, and remove any barriers that exist, preventing full participatory school-community relations including obstacles associated with any systemic discrimination.

Our Commitment:

HCDSB is committed to establishing and maintaining partnerships with all members of our diverse Catholic community so that the perspectives and experiences of all students, families, and employees are recognized.

4. Inclusive Curriculum and Assessment Practices:

Preamble:

Both in its content and methodology, inclusive curriculum seeks to recognize our commitment to Catholic values and to affirm the life experiences of all students based on their membership in a Code-protected ground regardless of their socio-economic status.

Effective evaluation includes researched best practices that truly reflect the current level of achievement of the student. Multiple opportunities for assessment allow for student learning and accuracy of assessment and instruction.

Students must be represented in the curriculum. Students' perspective is fundamental in the planning for instruction and the accuracy of assessment.

HCDSB recognizes that strengthening inclusive and culturally responsive and relevant teaching, curriculum, assessment, and resources is essential to promoting student achievement and wellbeing and commits to advance culturally responsive and relevant pedagogy.

HCDSB is committed to ensuring that all students achieve their potential and are supported in choosing appropriate pathways that meet their aspirations.

Our Commitment:

HCDSB is committed to implementing an inclusive curriculum based on Catholic values and to reviewing resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases so that each student may maximize her or his learning potential.

5. **Religious/Creed Accommodation:**

Preamble:

Committed to the mission of the Church, HCDSB provides a learning and working environment in which all individuals are treated with respect and dignity in accordance with the Ontario *Human Rights Code* and PPM 108.

Within the framework of gospel values, traditions, and HCDSB's denominational rights, in recognition of this diversity, HCDSB will take reasonable steps to provide reasonable accommodation for students' and staffs' religious beliefs and practices, while also protecting its denominational rights. (See Religious Accommodation Appendix "A" and "B" attached)

Our Commitment:

HCDSB is committed to the values of freedom of religion and freedom from discriminatory or harassing behaviour based on religion and will take all reasonable steps to provide religious accommodations within the legal rights afforded to the Catholic school system.

6. **School Climate and the Prevention of Discrimination and Harassment:**

Preamble:

HCDSB recognizes that a safe and welcoming environment is most conducive to learning. HCDSB will therefore seek to foster a Christ-centred, positive school climate, free from discrimination and harassment . HCDSB acknowledges that a Christ-centered, positive school climate is one where all members of the school community feel safe, welcomed, and accepted. The principles of equity and inclusive education support positive student behaviour.

The principles of equity and inclusion are consistent with Catholic doctrine and must be considered and applied in employing progressive disciplinary measures, particularly when it is necessary to take into account mitigating and other factors, in accordance with HCDSB policies and procedures.

HCDSB acknowledges its moral and legal responsibility to provide learning and working environments that are free from all forms of discrimination and harassment. Procedure VI-04 Complaints Resolution Process Workplace Discrimination Harassment Violence provides the framework for staff, visitors, guests and volunteers for processing and addressing workplace discrimination/harassment/violence complaints. Procedure VI-102 Responding to Hate or Bias Motivated Incidents Involving or Impacting Students provides a consistent, fair and transparent process for responding, reporting, documenting, remedying and preventing hate or bias motivated incidents impacting or involving students.

HCDSB is committed to providing an educational environment that is respectful of the human rights of staff, students and families. HCDSB recognizes the need for building a culture of respect for human rights by establishing and reviewing human rights policies and procedures, consistent with the Ontario Human Rights Code and consistent with the exercise of HCDSB's denominational rights as outlined in section 93 of the Constitution Act, 1982.

HCDSB recognizes the need for regular, ongoing training and accessible information on human rights, indigeneity, anti-racism, anti-Black racism, and anti-oppression for staff and students to identify and eliminate systemic barriers and uphold a safe, inclusive and welcoming environment for all stakeholders.

Our Commitment:

HCDSB is committed to the principle that every person within the school community is entitled to a respectful, positive and Christ-centred school climate and learning environment, free from all forms of discrimination and harassment.

7. Professional Learning:

Preamble:

The staff of HCDSB is its most important asset and is the vehicle by which Catholicity and equity are taught in the classroom and throughout the system. HCDSB, therefore, recognizes the importance of ongoing professional learning to create a foundation for Catholic values, ecclesial and cultural identity, human rights education and effective teaching practices that promote equity and inclusion.

Our Commitment:

HCDSB is committed to providing the school community, including students, with ongoing opportunities to acquire the knowledge, skills, attitudes, and behaviours needed to identify and eliminate discriminatory biases and systemic barriers under the *Code*, and strategies for promoting positive school climates.

8. Accountability and Transparency

Preamble:

HCDSB acknowledges and assumes the responsibility for its policies, actions, and decisions. In the pursuit of greater transparency and accountability, HCDSB, in respectful collaboration and communication with the whole Catholic school community, will report on its goals and progress in the areas of policy review, school improvement planning and the implementation of PPM 119. In accordance with Accepting School Act, HCDSB will survey parents/guardians, staff and students once every two (2) years through the School Climate Survey data collection initiative which includes a section on equity and inclusion.

Our Commitment:

HCDSB is committed to assessing and monitoring its progress in implementing PPM 119; to embedding the principles of Equity and Inclusive Education into all HCDSB policies, programs, guidelines and practices; and to communicating these results to the community.

The Chief Executive Officer (CEO) will develop procedures required to implement this policy and provide an annual report to the Board of Trustees on the efficacy of the related policies, procedures and programs. HCDSB multi-year strategic plans will include the goals set out in Accepting Schools Act around positive school climate and bullying prevention as it relates to Equity and inclusion along with supports for students and awareness opportunities for parents/guardians.

Data Collection, Integration and Reporting

HCDSB supports the need for collecting and analyzing voluntary student demographic data and perceptual data to address barriers to student success.

As mandated by the Anti-Racism Act 2017, HCDSB commits to student demographic data collection to identify and eliminate disproportionalities and disparities in student achievement and wellbeing (e.g., graduation, suspensions and expulsions, program enrolment).

HCDSB recognizes that collection and analysis of staff demographic data at all levels along with identification and removal of systemic barriers consistent with HCDSB's denominational rights, is required for equitable recruitment, hiring, promotion and professional development strategies. Enhanced data collection and outcome measurement support evidence-based decision making.

All data collection, research, surveys and census will be developed, collected and disseminated using an equity and inclusion lens – to ensure participation and representation of individuals from diverse communities.

Requirements

Information and Instruction with Respect to Equity and Inclusive Education Policy:

HCDSB will provide staff with information and instruction that is appropriate for the employee on the contents of the policy.

Responsibility

The CEO holds primary responsibility for overseeing and implementing this policy.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____

Chair of the Board

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Religious Accommodation Guideline

Appendix "A"

MISSION STATEMENT

The Halton Catholic District School Board (HCDSB) is committed to the values of freedom of religion and freedom from discrimination and harassment based on religion and will take all reasonable steps to provide religious accommodations within the legal rights afforded to the Catholic school system. Such accommodations will be provided to staff, students and their parents/guardians.

INTRODUCTION

HCDSB believes in the dignity of all people and their equality as children of God. HCDSB recognizes the importance of freedom of religion and strives to recognize value and honour the many customs, traditions and beliefs that make up the Catholic community.

Freedom of religion is an individual right and a collective responsibility. HCDSB commits to work with the community it serves to foster an inclusive learning environment that promotes acceptance and protects individuals from discrimination and harassment on the basis of their religion. These protections extend to situations where the person who is the target of such behaviours does not follow a creed.

In accordance with the Catholic Church's teachings, it is the policy of the HCDSB to provide, in all its operations, an educational environment which promotes and supports diversity within its Catholic community as well as the equal attainment of life opportunities for all students, staff and parents/guardians.

I. Legislative and Policy Context

All school boards exist within a broader context of law and public policy that protect and defend human rights. At the HCDSB, a number of policy statements have been developed that reinforce both federal and provincial legislation and also help ensure that the freedoms they set out are protected within the school system.

The *Canadian Charter of Rights and Freedoms* (Section 2) guarantees freedom of religion. *The Ontario Human Rights Code* (The Code) protects an individual's freedom from discrimination and harassment based on religion. Consistent with this legislation is The *Education Act*, its Regulations and policies governing Equity and Inclusion in Schools:

PPM No 108, "Opening or Closing Exercises in Public Elementary and Secondary Schools",

R.R.O. 1990, Regulation 298, "Operation of School-General" s. 27-29, under the heading "Religion in Schools"

PPM No. 119, "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools".

HCDSB and its staff are committed to the elimination of discrimination as outlined in this Federal and Provincial legislation in a manner which is consistent with the exercise of its denominational rights under section 93 of the *Constitution Act, 1982* and as recognized in section 19 of the Ontario *Human Rights Code* ("*the Code*").

HCDSB recognizes, and is committed to, the values of freedom of religion and freedom from discrimination and harassment based on religion through its equity and inclusive education policy, safe schools policies and curriculum documents. All of these will be informed by, and interpreted in accordance with, the principles of *the Code*.

This policy reflects the HCDSB's fidelity to Canadian law protecting freedom of religion in accordance with the Catholic Church's teachings.

II. Definitions

1. Accommodation:

The *Ontario Human Rights Commission's Policy on Creed and the Accommodation of Religious Observances* defines "accommodation" as a duty corresponding to the right to be free from discrimination.

Accommodation means making adjustments to policies, rules, requirements and/or the built environment to ensure that people with Code-related needs have equal opportunities, access and benefits. Accommodation is necessary to address barriers in society that would otherwise prevent people from fully taking part in, and contributing to, the community. (*Policy statement on the duty to accommodate under the Ontario Human Rights Code | Ontario Human Rights Commission*)

The duty to accommodate is an obligation that arises when requirements, factors, or qualifications, which are imposed in good faith, have an adverse impact on, or provide an unfair preference for, a group of persons based on a protected ground under the Code. The duty to accommodate must be provided to the point of undue hardship. .

2. Creed:

Creed refers to religious beliefs and practices and may also include non-religious belief systems that substantially influence a person's identity, worldview and way of life. Characteristics relevant to creed include beliefs sincerely, freely and deeply held and are integrally linked to a person's identity, self-definition and fulfilment.

This policy does not extend to religious practices that incite hatred or violence against other individuals or groups, or to practices and observances that purport to have a religious basis, but which contravene international human rights standards or criminal law (Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, October 20, 1996, pg. 2); (Policy on preventing discrimination based on creed | Ontario Humans Rights Commission).

3. Undue Hardship:

Accommodation will be provided to the point of undue hardship, as defined by the *Policy statement on the duty to accommodate under the Ontario Human Rights Code | Ontario Human Rights Commission)* A determination regarding undue hardship will be based on an assessment of costs, outside sources of funding, and health and safety. It will be based on objective evidence. For more information about the evidence needed to prove undue hardship, refer to *Policy statement on the duty to accommodate under the Ontario Human Rights Code | Ontario Human Rights Commission)* and Appendix E.

A determination that an accommodation will create undue hardship carries with it significant liability for the HCDSB. It should be made only with the approval of the appropriate Supervisory Officer or where appropriate the Board of Trustees.

Where a determination is made that an accommodation would create undue hardship, the person requesting accommodation will be given written notice, including the reasons for the decision and the objective evidence relied upon. The accommodation seeker shall be informed of their

recourse under the HCDSB's Equity and Inclusive Education Policy relevant anti-discrimination policies and procedures, and under the Ontario *Human Rights Code*.

Where a determination has been made that an accommodation would cause undue hardship, the HCDSB will proceed to implement the next best accommodation short of undue hardship or will consider phasing in the requested accommodation.

III. Accommodation Guidelines

The purpose of this guideline is to ensure that all HCDSB staff, students, parents/guardians and other members of the school community are aware of their rights and responsibilities under the *Code* with respect to religious accommodation. It also sets out the HCDSB's procedures for accommodation and the responsibilities of each of the parties to the accommodation process. In accordance with the Equity Strategy, the *Code* and OHRC's *Guidelines on Developing Human Rights Policies and Procedures*, it is intended that the accommodation process, as well as the accommodation itself, be effective and respectful of the dignity of accommodation seekers.

HCDSB is committed to providing an environment that is inclusive and that is free of barriers based on creed (religion). Accommodation will be provided in accordance with the principles of dignity, individualization, and inclusion. HCDSB will work cooperatively, and in a spirit of respect, with all partners in the accommodation process.

1. Accommodation Based on Request:

HCDSB will take all reasonable steps to provide accommodation to individual members of a religious group to practice their religious beliefs. All accommodation requests will be taken seriously. No person will be penalized for making an accommodation request.

HCDSB will base its decision to accommodate by applying the Code's criteria of undue hardship, the HCDSB's ability to fulfill its duties under HCDSB policies and the Education Act

When concerns related to beliefs and practices arise in schools, collaboration among school, student, family, and religious community is needed in order to develop appropriate accommodation. It is the role of the HCDSB and its staff to ensure equity and respect for the diverse religious beliefs and practices of students and their families and other staff in the school system. However, school administrators should not be placed in the position of monitoring a student's compliance with a religious obligation.

2. General Procedures for Religious Accommodation:

a. Staff

The person requesting accommodation should advise the administration at the beginning of the school year, to the extent possible. If September notice is not feasible, the person should make the request as early as possible.

The absence of employees due to religious observances should be granted as determined by this policy and the appropriate collective agreement.

b. Students

Students must present verbal or written notice from their parents/guardians outlining their religious/creed-based need and their request for accommodation. This notice should be made enough in advance (preferably at the beginning of each school year) to ensure that

scheduling of major evaluations, such as tests, assignments or examinations, takes the religious observances into consideration.

Student handbooks and parent/guardian newsletters should include information about the procedure to follow to request an accommodation for religious observances and/or holy days. Such procedures shall be easy for staff, students and parents/guardians to understand.

3. Unresolved Requests:

Despite the HCDSB's commitment to accommodate, an individual may feel that discrimination based on religion has occurred. The concerns may be raised through the HCDSB's anti-discrimination procedures.

4. Areas of Accommodation:

For many students and staff of the HCDSB, there are a number of areas where the practice of their religion may result in a request for accommodation on the part of the school and/or the HCDSB. These areas include, but are not limited to the following:

i. School opening and closing exercises;
ii. Leave of Absence for Religious Holy Days;
iii. Prayer;
iv. Dietary requirements;
v. Fasting;
vi. Religious dress;
  (i) Modesty requirements in physical education, or school uniform/school dress code; and
vii. Participation in daily activities and curriculum.

IV. General Guidelines and Procedures

This policy will consider each (of the above stated) area of accommodation in turn.

1. School Opening and Closing Ceremonies:

Pursuant to the Ontario Ministry of Education PPM 108, if a student or parent/guardian objects to all or part of the opening or closing exercises due to religious beliefs, the student will be exempted and given the option not to participate and to remain in class or in an agreed upon location through the duration of the exercise.

PPM 108 states the following:

1. All public elementary and secondary schools in Ontario must be opened or closed each day with the national anthem.
2. The inclusion of any content beyond "O Canada" in opening or closing exercises is to be optional for public school boards.
3. Where public school boards resolve to include, in the opening or closing exercises in their schools, anything in addition to the content set out in item 1 above, it must be composed of either or both of the following:
   a. One or more readings that impart social, moral, or spiritual values and that are representative of our multicultural society. Readings may be chosen from both scriptural writings, including prayers, and secular writings;
   b. A period of silence.

4. Parents/guardians who object to part or all of the exercises may apply to the Principal to have their children exempted. Students who are adults may also exercise such a right.

   These requirements will be interpreted in accordance with the *Code* and the HCDSB will consider other requests for accommodation as may be made.

2. Absence for Religious Holy Days:

HCDSB affirms and values the faith diversity in our Catholic secondary schools. Section 21(2) (g) of the Education Act provides that a person is excused from school attendance in observance of a "holy day by the Church or religious denomination to which he/she belongs."

All staff and students who observe religious holidays in accordance with section 21(2) (g) of the Education Act may be excused from attendance, subject to the particular request for religious leave process.

HCDSB will encourage members of diverse groups to identify their religious holy days at the beginning of each school year. HCDSB will make reasonable efforts to acknowledge the different observances of their Catholic community when planning programs and events, such as Board-wide tests and examinations. To the extent possible, conferences, meetings, workshops, co-curricular activities and exams/tests, graduation ceremonies and prom events will not be scheduled on these significant faith days:

(Examples of) Significant Holy Days:	
Indigenous Heritage Days	Indigenous spiritual observances vary based on the moon cycle and seasonal changes from Indigenous Nation to Nation. Examples include mid-Winter ceremony (8 days) and Harvest (4 days) for Haudenosaunee
Baha'i	Ridvan
Buddhist	Lunar New Year/Chinese
Western Christian	Good Friday
Eastern Christian	Christmas Holy Friday
Hindu	Diwali
Jewish	Rosh Hashanah (2 days) Yom Kippur Passover (first day)
Muslim	Eid-ul-Fitr Eid-ul-Adha
Sikh	Baisakhi

(A multi-faith calendar will help schools make appropriate accommodations.)

Guidelines for Administrators:

All staff and students who request to observe a religious holy day should be allowed this right without having to undergo any unnecessary hardship.

Staff requesting a leave should advise the school administration at, or as close as possible to, the beginning of the school year and leave should be granted in accordance with the terms of the appropriate collective agreement.

Students requesting a leave should give verbal or written notice from their parent/guardian to the school at, or as close as possible to, the beginning of the school year. Such procedures should be easy to understand and follow.

Student agendas, school newsletters and announcements should include information about the procedures for requesting leaves.

All staff members acting on behalf of/representing the HCDSB on other organizations, which in partnership with the HCDSB are planning events or activities that involve students and/or staff of HCDSB schools, have the responsibility to bring this procedure to the attention of these organizations.

For consultation or further clarification of questions, administrators and managers should contact the HCDSB's Office of Human Rights and Equity.

Unresolved Requests:

a. Employee

   In the event that, after an employee's consultation with the Superintendent of Education, unresolved issues remain, the matter will be referred to the Chief Human Resources Officer.

b. Students

   In the event that a student maintains that their rights under the HCDSB's religious accommodation policy have been compromised, the matter will be referred to the appropriate Superintendent of Education.

3. Prayer:

HCDSB recognizes the significance of prayer in religious practice. HCDSB schools will make reasonable efforts to accommodate individuals' requirement for daily prayer by providing an appropriate location within the building for students and staff to participate in prayer. This may mean a quiet space in the library, an empty room, or wherever it is mutually satisfactory for the school and the student or staff member requesting the accommodation. Adult presence should be for supervision purposes only.

4. Dietary Restrictions/Needs:

HCDSB is sensitive to the different dietary restrictions of various religious groups. Such sensitivity includes attending to issues related to the menus provided by catering companies, snacks in elementary schools, and food provided within schools, at school-sponsored activities and community events.

Breakfast and lunch programs in both secondary and elementary schools will consider relevant dietary restrictions in their menu planning. Availability of vegetarian options is recommended as a form of inclusive design.

Special attention needs to be given to overnight outdoor education activities, as well as field trips that extend over a mealtime period.

5. Fasting:

HCDSB is sensitive to religious periods of fasting. HCDSB schools will endeavour to provide appropriate space, other than cafeterias or lunchrooms, for individuals who are fasting in religious observance. HCDSB recognizes that students who are fasting may need exemptions

from certain physical education classes and HCDSB schools should make reasonable efforts to provide appropriate accommodations.

6. Religious Dress:

"Dress Code" is the appropriate dress policy established by a school and may include a school uniform.

HCDSB recognizes that there are certain religious communities that require specific items of ceremonial dress. HCDSB understands that some religious attire, which is a requirement of religious observance, may not conform to a school's Dress Code. HCDSB schools will reasonably accommodate students with regard to religious attire. Religious attire includes items worn in connection to a sincerely held creed related to belief or practice.

Religious attire that should be reasonably accommodated in HCDSB schools includes, but is not limited to:

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

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

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

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

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

7. Modesty Requirements for Dress in Physical Education Classes:

HCDSB recognizes that some religious communities observe strict modesty attire in respect of their religion. This can become a matter of concern when students are asked to wear the clothing used in physical education activities. Appropriate practices may be co-designed taking into account common religious needs that may exist.

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

sufficient information to understand the physical education curriculum and to select available curriculum alternatives.

8. Participation in Daily Activities and Curriculum:

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

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

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

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

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

V. Limitations to Religious Accommodation

1. HCDSB supports freedom of religion and an individual's right to manifest their religious beliefs and observances. The right to freedom of religion, however, is not absolute and religious accommodation in the HCDSB is carried out in the larger context of the Catholic education system and denominational rights of Catholic schools.
2. HCDSB, at all times, will seek to accommodate an individual's right to freedom of religion in a manner that not only respects the individual's beliefs but the principles of the Catholic Church.
3. As for chapels in Catholic schools, they are specifically designed and furnished for prayer and liturgy within the Catholic tradition and are not to be considered multi-faith chapels. Following the general custom of the Church, non-Catholics are welcome to join in prayer services and liturgical celebrations of the Catholic Church community (keeping in mind some restrictions such as sharing in Holy Communion). Such a chapel is open to all people for individual silent prayer or meditation. However, it is not appropriate that non-Catholic liturgies or group prayers be held in this setting.
4. It is therefore recommended:
    i. that school administrators designate another appropriate space or classroom, other than the chapel, for religious celebrations celebrated by other Christian denominations or faith traditions, and
    ii. that Catholic school boards consult with their respective local Ordinary on such accommodations.

Appendix "B"

GUIDELINE FOR KIRPAN ACCOMMODATION

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

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

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

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

HALTON CATHOLIC DISTRICT SCHOOL BOARD CDSB

BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS

MINUTES OF THE

CATHOLIC PARENT INVOLVEMENT COMMITTEE (CPIC) MEETING

Date:	June 8, 2026
Time:	7:00 pm
Location:	Catholic Education Centre - Board Room 802 Drury Lane Burlington, Ontario

Present:	J. Adams	A. Nwosu
	A. Adekitan	C. Saunders
	J. DelBove	M. Skrzypek
	B. Dunstan	L. Taiwo
	J. Klein	G. Thomas Smith
	A. Marcellino	L. Wallis
	J. McInnes	E. Wood
Virtual:	J. Atwiine	
	J. Venditello	
Absent:	M. Durate	
	M. Znidarec	
Guests:	D Ahuchama	F. Cirinna
	N. Bazuaye	N. Guzzo
	G. Bergin	L. Melo Costa
	D. Caravedo	T.M. Rivard
Recording Secretary		N. Piva

1. Land Acknowledgement/Opening Prayer

The meeting opened at 7:05 p.m. with the Land Acknowledgment led by L. Taiwo.

L. Wallis dedicated meeting to the memory of N. Dinolfo in honour of her contributions to CPIC and legacy.

B. Dustin led a liturgy for the committee.

J. DelBove led a moment of silence.

A. Nwosu introduced the new CPIC members for the 2026-2027 school year.

2. Approvals & Revisions

2.1 Agenda

M. Skrzypek made the following motion:

That, the agenda be amended as follows:

Remove Item 3.1 – Indigenous Education Framework Consultation

Moved by: J. DelBove
Seconded by: L. Wallis

Motion was carried.

That, the Agenda of the June 8, 2025, Catholic Parent Involvement Committee be approved as revised:

Moved by: A. Adekitan
Seconded by: J. Adams

Motion was carried.

2.2 Minutes

That, the minutes of the May 11, 2026, Catholic Parent Involvement Committee be approved as presented:

Moved by: J. DelBove

Seconded by: L. Wallis

Motion was carried.

3. Board Update (M. Skrzypek)

3.1 General Update:

M. Skrzypek presented the CPIC Annual report.
Summary included:

- Meeting dates
- Council of Chairs meetings (October, February, May)
- Presentations:
  - Human Rights & Equity
  - AI in education
  - Vaping
  - Mental health and parenting supports
- Parent engagement initiatives:
  - Let's Connect sessions

- Speaker series (anti-human trafficking, AI, trades)

4. Trustee Update (C. Saunders)

4.1 General Update:

- Policy Review Topics:
  - Ethical procurement (fair labour)
  - School event alcohol policy
  - Travel and vehicle policies
- Board Meeting Updates:
  - New theological theme introduced
  - French program expansion discussion
  - Provincial priorities:
    - Curriculum updates
    - Special education
    - Cyber safety & AI
- Student Achievements:
  - Skills Ontario awards
  - Robotics competition success
- Capital Projects:
  - Milton #11 school site prepared
  - Georgetown construction progressing
- Transportation:
  - New bus route secured (North Oakville)
- Funding:
  - HCDSB identified as lowest-funded board per student in Ontario

5. Standing Items:

5.1 CPIC Subcommittees:

5.1.1 By-laws (J. Venditello/L. Wallis/E. Wood)

Nothing to report

5.1.2 Parent/Community Engagement Committee (A. Adekitan/A. Nwosu/L. Taiwo/G. Thomas Smith)

Nothing to report

5.1.3 School Council Support Committee (J. Adams/J. Atwiine/J. DelBove/E. Wood)

Nothing to report

5.1.4 Social Media (B. Dunstan/L. Wallis)

Plan to create a memorial post for N. Dinolfo

5.2 CPIC Representation on Board Committees

5.2.1 Bullying Prevention & Intervention (L. Taiwo/E. Wood)

Nothing to report

5.2.2 Focus on Faith Council (B. Dunstan/J. Venditello)

Nothing to report

5.2.3 Home-School-Parish Partnership (J. Atwiine)

Nothing to report

5.2.4 Journeying with Jesus (A. Nwosu)

Nothing to report

5.2.5 Mental Health (A. Adekitan/L. Wallis)

Last Meeting looking to next year

5.2.6 School Year Calendar (J. DelBove/J. Venditello)

Nothing to report

6. Community Updates:

6.1 OAPCE Update (M. Znidarec)

Nothing to report

6.2 Anti-Black Racism Steering Committee (G. Thomas Smith)

Nothing to report.

7. Discussion Items

7.1 CPIC Dates 2026-2027 (J. DelBove)

The previously approved dates for 2026-2027 were reviewed. The dates will be distributed to all members via email.

8. Other Business/Future Agenda Items

The following CPIC members were recognized for their service and commitment: G. Thomas Smith, J. DelBove, J. Venditello, L. Wallis, J. Atwiine, B. Dunstan, L. Taiwo.

Members shared personal reflections on their experiences with CPIC and the meaningful impact of N. Dinolfo's leadership.

G. Bergin, former CPIC Chair, reflected on N. Dinolfo's influence and leadership.

9. Closing Prayer

The closing prayer was led by J. DelBove.

10. Adjournment

The meeting adjourned at 8:00 pm

HALTON CATHOLIC DISTRICT SCHOOL BOARD CDSB

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: **Time:** **Location:**	**June 15, 2026 – Meeting 1** **7:00 pm** **Catholic Education Centre – Board Room** **802 Drury Lane** **Burlington, Ontario**	
Members Present	R. Barreiro C. Saunders T. Veale M. Lopes	M. Lopez-Watson A. Adedeji J. Lim
Staff Present	C. Jack-Caldeira, Superintendent Special Education and Student MH Services J. Klein, CEO of HCDSB R. Richardson, Special Education and Student MH Coordinator S. Bernier, D. Kollee, O. Foese, Senior Managers	
Members Excused **Members Absent** **Recording Secretary**	J. O'Hearn-Czarnota, B. Agnew, A. Dametto Woloschuk B. Hamlet, R. Quesnel, M. Lourenco M. Heath	

1. Call to Order

Vice Chair Barreiro called the meeting to order.

1.1 Opening Prayer and Land Acknowledgement

The meeting opened at 7:00 p.m. with a prayer led by the Chair

1.2 Approval of Agenda

Moved by: C. Saunders

Seconded by: M. Lopes

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

2. Declarations of Conflict of Interest

There were no conflicts of interest reported.

3. Presentations

3.1 STRONG Program Presentation – Dr. L. Yuan and J. Prodeus

Vice Chair Barreiro introduced Dr. Le-Anh Yuan, HCDSB Psychologist and Jenna Prodeus, HCDSB Itinerant Social Worker. The presentation was followed up with questions and answers. This was included in the meeting package.

4. Approval of Minutes

4.1 Minutes of April 27, 2026, SEAC Meeting

Moved by: T. Veale

Seconded by: C. Saunders

RESOLVED, that the minutes of April 27, 2026, SEAC Meeting be approved as presented.

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

5. Business Arising from Previous Meetings

No business arising at this meeting.

6. Special Education Board Policy Review

No policies up for review at this meeting.

7. Action and Information Items

7.1 There were no action and information items brought forward.

8. Board Committee Updates from SEAC Representatives

8.1 Easter Seals – Red Shirt Day – June 3rd, 2026 – Update from A. Dametto Woloschuk.

9. Communications to SEAC

9.2 Trustee Report (C. Saunders)

Trustee Saunders reported from the previous Policy meeting held on May 12, 2026
All policies passed
Board Meeting on May 19th, 2026 – updates as follows:
Senior staff Update – Theological Theme for 2026-2030: "You are the Light of the World. A City Built on a Hill Cannot Be Hid." (Matthew 5:14) (L. Naar)
Expansion of French Programming and impact on core French (J. Martin)
2026-27 Budget Estimates - Verbal Report (A. Lofts)
Construction Report – North Milton Schools and Boundary Review and Construction Report (R. Merrick)
Student Trustees Update
OCSTA Update (J. O'Hearn-Czarnota)

9.2 Superintendent Report (C. Jack-Caldeira)

The report was presented by Superintendent Jack-Caldeira and is linked here.

9.3 Motion to Nominate Alternate to SEAC

The motion to nominate Sue-Ann Hernaez as Autism Ontario
Moved by: C. Saunders
Seconded by: A. Adedeji
RESOLVED and moved to the Board of Trustees.

10. SEAC Discussion/Questions (Vice Chair)

Thank you, M. Ulcar, who served as HDSA representative to SEAC; resignation received and accepted.

11. Meeting Summary and Next Steps (Vice Chair)

12. Next Agenda (Vice Chair)

12.1 Next Meeting: Monday June 15, 2026, at 8pm

13. Resolution re Absentees (Vice Chair)

Moved by: M. Lopez-Watson
Seconded by: M. Lopes
RESOLVED, *that the members mentioned be excused.* ***Motion was CARRIED***

14. Adjournment and Closing Prayer (Vice Chair)

Moved by: A. Adedeji

***Seconded by:* J. Lim**

RESOLVED that the meeting be adjourned. CARRIED

The meeting adjourned at 7.57 pm with closing prayer led by the Vice Chair.

HALTON CATHOLIC DISTRICT SCHOOL BOARD CDSB

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: **Time:** **Location:**	**June 15, 2026 – Meeting 2** **8:00 pm** **Catholic Education Centre – Board Room** **802 Drury Lane** **Burlington, Ontario**	
Members Present	R. Barreiro C. Saunders T. Veale M. Lopes	M. Lopez-Watson A. Adedeji J. Lim
Staff Present	C. Jack-Caldeira, Superintendent Special Education and Student MH Services J. Klein, CEO of HCDSB R. Richardson, Special Education and Student MH Coordinator S. Bernier, D. Kollee, O. Foese, Senior Managers	
Members Excused **Members Absent** **Recording Secretary**	J. O'Hearn-Czarnota, B. Agnew, A. Dametto Woloschuk B. Hamlet, R. Quesnel, M. Lourenco M. Heath	

1. Call to Order

Vice Chair Barreiro called the meeting to order.

1.1 Opening Prayer and Land Acknowledgement

The meeting opened at 7:00 p.m. with a prayer led by the Chair

1.2 Approval of Agenda

Moved by: C. Saunders

Seconded by: M. Lopes

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

2. Declarations of Conflict of Interest

There were no conflicts of interest reported.

3. Presentations

3.1 Finance Update – A. Lofts and A. Cross

Vice Chair Barreiro introduced Aaron Lofts CFO and A. Cross, Senior Manager The presentation was followed up with questions and answers.

3.2 End of Year Slideshow

Vice Chair Barreiro introduced the Special Education end of year slideshow. This was included in the agenda package.

4. Approval of Minutes

No minutes from previous meeting, due to double meeting on June 15, 2026

5. Business Arising from Previous Meetings

No business arising at this meeting.

6. Special Education Board Policy Review

No policies up for review at this meeting.

7. Action and Information Items

7.1 There were no action and information items brought forward.

8. Board Committee Updates from SEAC Representatives

8.1 Special Education Plan update from R. Barreiro

9. Communications to SEAC

9.1 Trustee Report (C. Saunders)

No report at this meeting

9.2 Superintendent Report (C. Jack-Caldeira)

The report was presented by Superintendent Jack-Caldeira and is linked here.

10. SEAC Discussion/Questions (Vice Chair)

No discussion/questions

11. Meeting Summary and Next Steps (Vice Chair)

SEAC 2026 - 2027 Meetings to be put in Calendars

12. Next Agenda (Vice Chair)

12.1 Next Meeting: Monday September 28,2026

13. Resolution re Absentees (Vice Chair)

Moved by: M. Lopez-Watson

Seconded by: J. Lim

RESOLVED, *that the members mentioned be excused****. Motion was CARRIED***

14. Adjournment and Closing Prayer (Vice Chair)

Moved by: A. Adedeji

***Seconded by*: C. Saunders**

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

The meeting adjourned at 9 pm with closing prayer led by the Vice Chair.

POLICY COMMITTEE MEETING MINUTES

Date:	September 8, 2026
Time:	7:00 pm
Location:	Catholic Education Centre - Board Room 802 Drury Lane Burlington, Ontario
Trustees Present:	B. Agnew M. Duarte H. Karabela K. Kelly R. Kennedy (via Teams) P. Murphy J. O'Hearn-Czarnota T. Powell (via Teams) C. Saunders
Student Trustees Present:	P. Hanna
Student Trustees Absent	G. De Almeida G. Toki
Senior Staff Present:	E. Bakaic K. Clutterbuck J. Klein, Chief Executive Officer A. Lofts (via Teams) A. Swinden B. Vidovic (via Teams)
Recording Secretary:	C. Palucci

---

1. Call to Order

The Chair called the meeting to order.

1.1 Land Acknowledgment and Opening Prayer (B. Agnew)

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

2. Approval of the Agenda

P#056/26

Moved by: M. Duarte

Seconded by: K. Kelly

That, *the Agenda be approved as presented.*

The Chair called for a vote on ***P#056/26***. The motion ***UNANIMOUSLY CARRIED.***

3. Declarations of Conflict of Interest

There were no Declarations of Conflict of Interest.

4. Delegations

There were no Delegations.

5. Approval of the Minutes (June 9, 2026)

P#057/26
Moved by: H. Karabela
Seconded by: T. Powell
That, *the Minutes of the June 9, 2026 Policy Committee Meeting be approved.*

The Chair called for a vote on ***P#057/26***. The motion ***UNANIMOUSLY CARRIED.***

6. Action Items

6.1 Policy I-19 Occupational Health and Safety (K. Clutterbuck)

P#058/26
Moved by: H. Karabela
Seconded by: J. O'Hearn-Czarnota
That*, the Policy Committee recommends that Policy 1-19 Occupational Health and Safety be forwarded to the September 15, 2026 Regular Board Meeting, for approval.*

The Chair called for a vote on ***P#058/26***. The motion ***UNANIMOUSLY CARRIED.***

6.2 6.2 Policy I-38 School Board Trustee Election Guidelines (A. Lofts)

P#059/26
Moved by: M. Duarte
Seconded by: K. Kelly
That, *the Policy Committee recommends that Policy I-38 School Board Trustee Election Guidelines be forwarded to the September 15, 2026 Regular Board Meeting, for approval.*

The Chair called for a vote on ***P#059/26***. The motion ***UNANIMOUSLY CARRIED.***

6.3 Policy III-15 Workplace Violence (K. Clutterbuck)

P#060/26
Moved by: J. O'Hearn-Czarnota
Seconded by: T. Powell

That, *the Policy Committee recommends that Policy III-15 Workplace Violence be forwarded to the September 15, 2026 Regular Board Meeting, for approval.*

The Chair called for a vote on ***P#060/26***. The motion ***UNANIMOUSLY CARRIED.***

6.4 Policy III-16 Workplace Discrimination and Harassment (K. Clutterbuck)
P#061/26
Moved by: M. Duarte
Seconded by: K. Kelly
That, *the Policy Committee recommends that Policy III-16 Workplace Discrimination and Harassment be forwarded to the September 15, 2026 Regular Board Meeting, for approval.*

The Chair called for a vote on ***P#061/26***. The motion ***UNANIMOUSLY CARRIED.***

7. Discussion Items

There were no Discussion Items.

8. Information Items

8.1 Procedure VI-04 Complaints Resolution Process-Workplace Discrimination Harassment Violence (K. Clutterbuck)
8.2 Procedure VI-72 Election Compliance Audit Committee (A. Lofts)
8.3 Upcoming Agenda Items (October 13, 2026)
- **8.3.1 Policy I-34 (B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees (A. Lofts)**
- **8.3.2 Policy I-35 Trustee Honoraria (A. Lofts)**
- **8.3.3 Policy I-46 Correspondence to the Board (J. Klein, A. Swinden)**
- **8.3.4 Policy II-25 Selection of Learning and Library Materials (J. Crowell)**
- **8.3.5 Policy II-45 Equity and Inclusive Education (S. Jayaraman)**
- **8.3.6 Policy III-12 Academic Promotion (K. Clutterbuck)**
- **8.3.7 Procedure VI-54 Equity and Inclusive Education (S. Jayaraman)**
- **8.3.8 Procedure VI-107 Use of HCDSB Purchased Computing Technology (A. Lofts)**

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#062/26

Moved by: M. Duarte
Seconded by: K. Kelly

That*, Student Trustee De Almeida and Student Trustee Toki be excused from the meeting.*

The Chair called for a vote on ***P#062/26***. The Motion ***UNANIMOUSLY CARRIED.***

13. Motion to Adjourn/ Closing Prayer (B. Agnew)
P#063/26
Moved by: M. Duarte
Seconded by: J. O'Hearn-Czarnota
That, *the meeting adjourn.*

The Chair called for a vote on ***P#063/26***. The Motion ***UNANIMOUSLY CARRIED.***

The meeting adjourned at 7:19 p.m. with a prayer led by Trustee Duarte.

MINUTES OF THE CATHOLIC PARENT INVOLVEMENT COMMITTEE (CPIC)

Date:	September 14, 2026
Time:	7:00 pm
Location:	Catholic Education Centre - Board Room 802 Drury Lane Burlington, Ontario

Present:	Joseph Adams	James McInnis
	Abi Adekitan	Anthony Marcellino
	Doris Ahuchama	Ada Nwosu, Co-Chair
	Naomi Bazuaye	Tia Maria Rivard
	Diego Caravedo	Chris Saunders
	Frank Cirinna	Michael Skrzypek
	Lucy Melo Costa	Eden Wood
	John Klein	

Absent:

Guests: Gillian Federico, HCDSB System Chaplaincy Leader

Recording Secretary: E. Trolio

1. Land Acknowledgement and Opening Prayer (Ada Nwosu)

The meeting opened at 7:00 p.m. with the land acknowledgement and a prayer led by A. Nwosu.

2. Approvals & Revisions

2.1 Agenda

Moved by: A. Adekitan
Seconded by: E. Wood

Resolved that*, the agenda of the September 14, 2026 Catholic Parent Involvement Committee be approved as presented.*

Motion was *CARRIED.*

2.2 Minutes

2.2.1 Minutes from the June 8, 2026 CPIC Meeting

Moved by: F. Cirinna
Seconded by: A. Adekitan

Resolved that*, the minutes of the June 8, 2026 Catholic Parent Involvement Committee be approved as presented.*

Motion was *CARRIED.*

3. Code of Ethics Review (M. Skrzypek)

M. Skrzypek provided a review of the Code of Ethics for CPIC members. He also noted that a Police Records Check / Vulnerable Screen Check is required for all members and he went over the guidelines for this check. He reminded the committee of the confidentiality piece of this role.

4. Commissioning Ceremony (G. Federico)

4.1 New Theological Theme - "You are the Light of the World. A City Built on a Hill Cannot Be Hid." (Matthew 5:14)"

G. Federico provided a presentation introducing HCDSB's new Theological Theme for 2026-2030.

5. Elections

5.1 CPIC Co-Chair (2026-2028)

Superintendent Skrzypek reviewed the election process and called for nominations for the position of Co-Chair of the Catholic Parent Involvement Committee for the period of two years.

The following were nominated:

- T. Rivard
- E. Wood
- D. Caravedo
- L. Melo Costa

Votes were cast, tallied, and the counts resulted in ties.

A second round of voting took place after nominees provided a brief introduction and reasoning for wanting to be Co-Chair.

After the re-vote took place, ballots were tallied, and the following result was issued:

E. Wood was elected to the position of Co-Chair of CPIC for the period of two years.

5.2 Community Representative (2026-2027)

It was noted that the role of Community Representative was recently vacated. No election of a Community Representative took place at this meeting as no one has come forward for this role to date. Superintendent Skrzypek asked the Committee if they know of anyone who would be interested in participating in this role to have them provide their information and it will be discussed at the next meeting.

Superintendent Skrzypek went on to share that the roles of the OASPE Representative and a priest who is the Diocesan Representative are yet to be filled. Both of these roles are appointed by their applicable organizations.

6. Board Update (M. Skrzypek)

6.1 General Update

Superintendent Skrzypek provided highlights of some changes that have come from the Ministry of Education beginning this school year:

- Grade 10 Careers course requires completion of a financial literacy requirement.
- New curriculum for History and Social Studies.
- New attendance and participation requirements.
- New exam policies.
- Director of Education is now referred to as the CEO.
- New priests have been appointed in a few of the Halton parishes.

6.2 Upcoming Notable Items

None noted.

7. Trustee Update (C. Saunders)

7.1 General Update

Trustee Saunders provided a brief overview of the items discussed at the last Board Meeting held on September 16, 2026.

7.2 Upcoming Notable Items

None noted.

8. Action Item

There were no action items.

9. Standing Items:

9.1 CPIC Subcommittees:

Members volunteered for various sub-committees and appointments are as follows:

9.1.1 By-Laws

D. Ahuchama and F. Cirinna were appointed to the By-Laws Sub-Committee.

9.1.2 Parent/Community Engagement

A. Adekitan, A. Nwosu, J. Adams, and D. Caravedo were appointed to the Parent/Community Engagement Sub-Committee.

9.1.3 School Council Support

E. Wood, T. Rivard, and N. Bazuaye were appointed to the School Council Support Sub-Committee.

9.1.4 Social Media

L. Melo Costa was appointed to the Social Media Sub-Committee.

9.2 CPIC Representation on Board Committees

Members were appointed as representatives on the following Board Committees:

9.2.1 Bullying Prevention & Intervention

J. Adams and E. Wood were appointed to the Bullying Prevention & Intervention Committee.

9.2.2 Focus on Faith Council

N. Bazuaye was appointed to the Focus on Faith Council.

9.2.3 Home-School-Parish Partnership

D. Ahuchama was appointed to the Home-School-Parish Partnership Committee.

9.2.4 Journeying with Jesus

F. Cirinna was appointed to the Journeying with Jesus Committee.

9.2.5 Mental Health

L. Melo Costa and A. Adekitan were appointed to the Mental Health Committee.

9.2.6 School Year Calendar

T. Rivard was appointed to the School Year Calendar Committee.

10. Community Updates

10.1 OAPCE Update

No updates provided as no representative has been appointed yet.

11. Discussion Items

There were no discussion items.

12. Other Business/Future Agenda Items

None noted.

13. Closing Prayer

D. Ahuchama provided the closing prayer.

14. Adjournment

The meeting adjourned at 8:15 p.m.

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Regular Board Meeting **Action Report**

Proposed Holy Cross CES Facility Renewal Project	**Item 9.1**
October 20, 2026	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Achieving:** We hold high expectations for all.

Purpose

To introduce the proposed Holy Cross Catholic Elementary School (CES) facility renewal project and seek approval to proceed.

Background Information

An elementary school boundary review was conducted to adjust school catchments in Halton Hills to account for the new Georgetown West CES and balance school enrolment. The Board of Trustees approved the boundary changes as Action Report 9.2 Halton Hills Catholic Elementary School's Boundary Review Committee Recommendation. The accommodation plan included renewal works to the existing Holy Cross CES facility, which is discussed in this report.

Comments

It is proposed that the renewal needs to be addressed will include the following five categories:

- **Architectural Refresh** - The school was constructed in 1959 with several additions over a 39-year period that has resulted in a segmented feeling to the school. School Refresh projects seek to update building components to bring the school up to the Board's latest building standards. The scope of the school refresh work would include flooring, ceilings, painting, millwork, lockers, and an upgrade to the school's front facade.
- **Building Envelope** - A weather-tight building envelope is an integral component of a school building to ensure a safe indoor environment that supports learning. Water infiltration can lead to extensive structural damage to a school building and potentially result in mold issues. Much of the roof at Holy Cross CES was installed in 1995 and has surpassed its useful life cycle. The roof will be replaced, and a skylight will be added to the library to provide natural light.
- **Electrical Systems** – Several electrical systems in the building have surpassed their expected lifespan. These systems would be replaced to meet todays standards and would help avoid future maintenance concerns. During this renovation the electrical distribution, fire alarm system and building lighting will be upgraded.

- **Mechanical Systems** - Heating, ventilating, and air-conditioning (HVAC) systems are a vital component of the school learning environment. Renewing HVAC systems throughout the Board will reduce mechanical breakdowns and maintain indoor air quality and comfort. Wherever possible, the new HVAC systems will be upgraded with more energy efficient equipment to help reduce operating expenses.
- **Accessibility –** Accessibility standards have changed since the building was constructed. The school will be upgraded to meet the current version of the building code with the installation of universal washrooms and the replacement of the existing elevator.
- **Site Improvements** – Improvements to the sites general conditions are required to maintain safety. Asphalt and concrete walkways, parking lots and exterior stairs will be replaced.

Board staff has identified several facility renewal items for completion during the 2027-28 and 2028-29 school years. Appendix 'A' summarizes the renewal costs. A rendering of Holy Cross CES after renewal is included in Appendix 'B'.

Note that other renewal needs may arise during the construction that require attention and a contingency has been included in the budget to accommodate for these needs.

Staff are at various stages of completing the scope of work for the proposed Holy Cross CES facility renewal project and preparing the project for competitive tender.

All costs for the proposed Holy Cross CES facility renewal project would be funded through the Board's available capital funding allocations and capital reserves. Funding would be split over three fiscal years to help alleviate the burden in any one year.

Conclusion

Staff has identified several facility systems that need to be upgraded at Holy Cross Catholic Elementary School. The estimated preliminary budget for the proposed Holy Cross CES facility renewal project is $14,150,750. Staff is in the process of preparing these projects for competitive construction tenders. It is proposed that construction work will start during summer 2027, so that schools are ready for students and staff in September 2029.

Recommendation

The following resolutions are presented for consideration and approval of the Board.

Resolution#:	*Moved by:* *Seconded by:*
Resolved, that the Halton Catholic District School Board authorize staff to proceed with the proposed Holy Cross CES facility renewal project.	
Resolution#:	*Moved by:* *Seconded by:*
Resolved, that the Halton Catholic District School Board authorize staff to expense funds from available capital funding and the capital reserve for the proposed Holy Cross CES facility renewal project, and that the expenditures will not exceed $14,150,750.	

Report Prepared by:

C. Abrahams
Senior Manager, Capital Projects

J. Duffield
Manager, School Capital and Renewal

Report Submitted by:

R. Merrick
Chief Operations and Sustainability Officer

Report Approved by:

J. Klein
Chief Executive Officer

APPENDIX "A"

Scope	**Budget**
Architectural	$ 3,700,000
Building Envelope	$ 1,700,000
Mechanical	$ 1,500,000
Electrical	$ 1,000,000
Accessibility	$ 1,300,000
Site Improvements	$ 1,500,000
Renovation Subtotal	**$ 10,700,000**
Design & Construction Contingency (15%)	$ 1,605,000
Total Estimated Construction Cost	**$ 12,305,000**
Soft Costs (15%)	$ 1,845,750
Total Project Cost	**$ 14,150,750**


Holy Cross Catholic School
222
HALTON CATHOLIC

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Regular Board Meeting

Action Report

Proposed 2027 Facility Renewal Projects	**Item 9.2**
October 20, 2026	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Achieving:** We hold high expectations for all.

Purpose

To introduce the proposed 2027 facility renewal projects and seek approval to proceed.

Background Information

Staff presented the Long-Term Capital Plan (LTCP) as Information Report Item 11.3 at the June 16, 2026, Regular Meeting of the Board. The goal of the LTCP was to present a comprehensive school accommodation plan, along with school renewal requirements to improve school facility conditions throughout the Board. The renewal portion of the plan focused on a 5-year planning window (2026-2030) and created guidelines to help determine locations that would benefit from enhancements to facility conditions.

Comments

For 2027, it is proposed that renewal needs be addressed in the following six categories:

- **Energy Systems** – Aging electrical systems throughout the Board require replacement to avoid breakdowns. These systems can often require parts that are no longer manufactured leading to long lead times for repairs.
- **Mechanical Systems** - Heating, ventilating, and air-conditioning (HVAC) systems are a vital component of the school learning environment. Renewing HVAC systems throughout the Board will reduce mechanical breakdowns and maintain indoor air quality and comfort. Wherever possible, the new HVAC systems will be upgraded with more energy efficient equipment to help reduce operating expenses.
- **School Refresh** - The Board has many schools that were constructed pre-2010 that now appear dated with many wear and tear items that need to be addressed as they near the end of their useful lifecycles. School Refresh projects seek to update building components to bring the school up to the Board's latest building standards. The scope of the school refresh work at each school will be determined based on the individual needs of the school/site.

- **Roof Replacement** – A weather-tight roofing system is an integral component of a school building to ensure a safe indoor environment that supports learning. Water infiltration through a roof can lead to extensive structural damage to a school building and potentially result in mold issues. Consultant roof inspections are used to prioritize roof replacements.
- **Turf Replacement** – All of the Board's secondary schools have artificial turf playing fields. Some of these fields appear weathered and need to be replaced. The existing artificial turf will be removed, allowing the base to be repaired, in preparation for the new artificial turf.
- **Track Replacement** – All of the Board's secondary schools have rubberized surfaces for track and field. Some of these surfaces appear weathered and need to be replaced. The existing track will be removed, allowing the base to be repaired, in preparation for the new rubberized track surface.

Board staff has identified several facility renewal projects for completion in 2027. Appendix 'A' summarizes the renewal projects proposed to be completed in 2027 and indicates the corresponding school location where the work will be completed. A description of the respective facility renewal projects at each identified school can also be found in Appendix 'A'.

Note that other facility renewal needs may arise during the remainder of the school year that require attention in the 2026-27 school year. Significant facility renewal projects to be added for summer 2027 will be presented to the Board for approval at a future meeting of the Board, if necessary.

Staff are at various stages of completing the scope of work for the proposed 2027 facility renewal projects and preparing the projects for competitive tender.

All costs for the proposed 2027 facility renewal projects would be funded through the Board's available capital funding allocations and capital reserves. The Board currently has sufficient funds available to complete the proposed projects, with approximately $10.7 million in available capital funding sources and the capital reserve to fund future school renewal projects.

Conclusion

Staff has identified several facility renewal projects that need to be completed in 2027. The estimated preliminary budget for the proposed 2027 facility renewal projects is $6,312,500. Staff is in the process of preparing these projects for competitive construction tenders. It is proposed that construction work will start during summer 2027, so that schools are ready for students and staff in September 2027.

Recommendation

The following resolutions are presented for consideration and approval of the Board.

Resolution#:	*Moved by:* *Seconded by:*
Resolved, that the Halton Catholic District School Board authorize staff to proceed with the proposed 2027 facility renewal projects.	
Resolution#:	*Moved by:* *Seconded by:*
Resolved, that the Halton Catholic District School Board authorize staff to expense funds from available capital funding and the capital reserve for the proposed 2027 facility renewal projects, and that the expenditures will not exceed $6,312,500.	

Report Prepared by:

C. Abrahams
Senior Manager, Capital Projects

J. Duffield
Manager, School Capital and Renewal

Report Submitted by:

R. Merrick
Chief Operations and Sustainability Officer

Report Approved by:

J. Klein
Chief Executive Officer

APPENDIX "A"

School	Electrical Systems	Mechanical Systems	School Refresh	Roof Replacement	Artificial Turf and Track	Estimated Preliminary Budget
Assumption CSS				$1,200,000		$ 1,200,000
Corpus Christi CSS			$300,000			$ 300,000
St. Catherine of Alexandria CES		$450,000				$ 450,000
St. Ignatius of Loyola CSS	$600,000					$ 600,000
St. Joseph CES				$800,000		$ 800,000
St. Matthew CES		$900,000				$ 900,000
St. Thomas Aquinas CSS					$800,000	$ 800,000
Sub Total						**$ 5,050,000**
Contingencies (15%)						**$ 757,500**
Professional Fees (10%)						**$ 505,000**
Total						**$ 6,312,500**

Assumption Catholic Secondary School, Burlington:

- Most of the roof was installed in 2001 and has surpassed its useful lifespan of 20 years. Without replacement of these roofing sections, maintenance costs will increase for both the roofing system and the resulting damage to the interior building spaces due to roof leakage. This project proposes the replacement of the entire roofing system of the school.

Corpus Christi Catholic Secondary School, Burlington:

- A large portion of the exterior walkways no longer provide a level surface. To prevent future issues with snow clearance, the walkways will be replaced.

St. Catherine of Alexandria Catholic Elementary School, Georgetown:

- Mechanical upgrades will be made to increase comfort within the building. These upgrades will include the boilers, chiller and circulation pumps.

St. Ignatius of Loyola Catholic Secondary School, Oakville:

- The electrical distribution system at the school was installed in 1982 and have reached their expected lifespan. Several of the components are no longer manufactured, so used replacement parts are the only options when failures occur. The old distribution panels throughout the building would be replaced.

St. Joseph Catholic Elementary School, Acton:

- Most of the roof was installed in 2000 and has surpassed its useful lifespan of 20 years. Without replacement of these roofing sections, maintenance costs will increase for both the roofing system and the resulting damage to the interior building spaces due to roof leakage. This project proposes the replacement of the entire roofing system of the school.

St. Matthew Catholic Elementary School, Oakville:

- Mechanical upgrades will be made to increase comfort within the building. These upgrades will include the boilers, cooling tower and circulation pumps.
- The roof is a sloped metal roof that was installed in 1995. With the work being done on the mechanical systems, an opening will need to be made in the roof to facilitate the removal and replacement of existing equipment. Once the roof is reestablished, a coating will be applied to the metal roofing to re seal the system.

St. Thomas Aquinas Catholic Secondary School, Oakville:

- The artificial turf field was installed in 2011 and has reached the end of its lifespan. The old turf will be removed, allowing for the base to be repaired and a new turf system will be installed.
- The artificial rubberized track was installed in 2011 and has reached the end of its lifespan. The old track will be removed, allowing for the base to be repaired and a new rubberized system will be installed.

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Regular Board Meeting **Information Report**

Chief Executive Officer's Update	**Item 11.1**
Tuesday, October 20, 2026	

Alignment to Strategic Plan

This report is linked to our strategic priorities of**:**

Achieving: We hold high expectations for all.
Believing: We are distinctly Catholic.
Belonging: We are a community that accompanies.
Becoming: We are on a journey together.

Purpose

The purpose of this report is to apprise trustees of the activities and initiatives led by staff that reflect the priorities and goals of the Halton Catholic District School Board (HCDSB) Multi-Year Strategic Plan 2024-2028.

Achieving

EQAO

On September 28, 2026, we published our Board results for the 2025-2026 EQAO Assessments for Grade 3 Reading, Writing, and Mathematics; Grade 6 Reading, Writing, and Mathematics; Grade 9 Mathematics; and the Ontario Secondary School Literacy Test (OSSLT).

The overall results indicate that HCDSB students continue to meet or exceed the provincial average in all EQAO testing.

- Grade 3 Assessments indicate that 83% of students in Reading, 77% of students in Writing, and 76% of students in Mathematics met or exceeded the provincial standards.
- Grade 6 Assessments indicate that 90% of students in Reading, 90% of students in Writing, and 59% of students in Mathematics met or exceeded the provincial standards.
- Grade 9 Assessments for Mathematics indicate that 71% of the Board's Grade 9 students met or exceeded the provincial standard in Math.
- OSSLT results indicate that 88% of the Board's fully participating, and first-time eligible secondary students who wrote the OSSLT successfully completed the assessment.
- OSSLT is based on the expectations for reading and writing across all core subjects in the Ontario Curriculum, up to the end of Grade 9.

EQAO results also provide valuable insight into where we can continue to grow. We will use this data, alongside classroom assessments and other measures of student learning, to inform our practices, strengthen targeted supports and ensure all students have the opportunity to reach their full potential. We are proud of the continued achievement of HCDSB students and the strong results reflected in this year's EQAO assessments. These results speak to the dedication of our students, as well as the ongoing commitment of our educators and staff to supporting student learning and success.

HCAA Elementary Interschool Cross Country 2026

The Halton Catholic Athletics Association Elementary Interschool Cross Country Municipal Meets are as follows:

- North Halton: Wednesday, October 14, 2026
- Oakville: Thursday, October 15, 2026
- Burlington: Friday, October 16, 2026

All meets were held at Kelso Conservation Area.

STEAM Events for 2026-2027 School Year

We have a number of system-wide STEAM events planned for the 2026-2027 school year:

DATE	EVENT	LOCATION	PARTICIPANTS
November 25, 2026	Rocket League *(in-person – Esports)*	Notre Dame CSS	Grades 5-8
February 25, 2027	Smash Bros Ultimate *(in-person – Esports)*	St. Ignatius of Loyola CSS	Grades 5-12
March 10, 2027	STEAM Innovation Showcase	St. Francis Xavier CSS	Grades 5-12
April 1, 2027	Fortnite *(in-person – Esports)*	St. Ignatius of Loyola CSS	Grades 5-12
April 29, 2027	Minecraft *(in-person – Esports)*	St. Ignatius of Loyola	Grades 5-8
May 2027 (TBD)	First Lego League Practice Tournament	TBD	Grades 4-8
June 17, 2027	Empowering Girls in STEAM	TBD	Grades 5-8

Believing:

Faith Day 2026

On Friday, October 9, 2026, all HCDSB schools and sites participated in a system-wide Faith Day during the PA Day. The day explored our Catholic identity, adult faith formation, community building, and the integration of the Board's pastoral theme and mission into school and classroom practice. School-based reflection and collaborative planning helped staff connect the day's learning to student well-being, belonging, service, and the life of the Catholic school community. Special thanks to the members of the Faith Day Planning Committee, under the leadership of Gillian Federico, System Chaplain and Faith Animator, who prepared a variety of resources for schools to guide their Faith Day 2026 program.

New Theological Theme

Every 4 years, our HCDSB community introduces a new theological theme to guide our Catholic learning environments, staff, curriculum and faith community. On Faith Day 2022, held across all schools and offices in our district on Friday, October 9, 2026, we unveiled the new theological theme ~ "You are the light of the world. A city on a hill cannot be hid." (Matthew 5:14)

The new theological theme builds on the foundations of previous years by connecting human dignity and our relationship with God ("You are") with the call to purposeful action and community building ("building a city of God"). This scripture passage reflects Jesus' call to a transformed way of living rooted in service, humility, peace, kindness, and community - values that challenge self-interest and privilege.

The four-year spiritual journey focuses on different ways of engaging with Christ's light, each year.

- Year One with "Encounter the Light," which centers on Reconciliation and the Sacraments of Healing alongside the testimony from John 8:12 that Jesus is the light of the world.
- Year Two transitions to "Receive the Light," focusing on the sacraments of Baptism and Confirmation and the teachings of the Sermon on the Mount.
- Year Three, the community is challenged to "Be the Light," drawing from the Eucharist and the scripture of the Transfiguration.
- Year Four with "Share the Light," which emphasizes the Sacraments of Service and the Great Commission to go out and make disciples of all nations.

Our new theological theme serves as a call to mission, challenging our community to be a visible witness of Christ's love. It ensures that our schools remain "cities on a hill" where light reveals truth and guides others.

16th Annual Evening with Bishop of Hamilton

On Thursday, November 12, members of our HCDSB community are invited to attend the *16th Annual Evening with the Bishop of Hamilton* for a night full of celebration and entertainment, to help support students in need in our HCDSB school communities. This year, His Excellency, Bishop Joseph Dabrowski, CSMA, will join this gathering as the new Bishop of Hamilton. The evening will take place at the Oakville Conference Centre, hosted by the Children's HOPE Foundation (formerly Halton Catholic Children's Foundation). Proceeds from the evening will be used to support HCDSB students and families in need across our HCDSB community.

Belonging:

Journey into Kindergarten Open Houses
We have scheduled four Open Houses for families with children starting Kindergarten in September 2027.

BURLINGTON:
Thursday, October 15, 2026
6:30 - 7:30 PM
Sacred Heart of Jesus Catholic Elementary School

OAKVILLE:
Thursday, October 22, 2026
6:30 - 7:30 PM
St. Andrew Catholic Elementary School

HALTON HILLS:
Thursday, November 5, 2026
6:30 - 7:30 PM
St. Brigid Catholic Elementary School

MILTON:
Thursday, November 12, 2026
6:30 - 7:30 PM
St. Josephine Bakhita Catholic Elementary School

The full-day Kindergarten program is offered at all HCDSB elementary schools. The four Kindergarten Open Houses are designed to provide families with a general overview of the Kindergarten program and helpful information about what to expect when their child begins school. These sessions are not specific to the host schools. Families will receive school-specific details in 2027 once they register their child for Kindergarten at their designated home school.

Grade 8 Parent Information Nights

Grade 8 Information Evenings are hosted by HCDSB secondary schools each year to help the transition to secondary school for students entering Grade 9 in September 2027. These information sessions offer an overview of the Grade 9 program and provide an opportunity for students and their parents to meet staff and learn more about their future secondary school.

Below is a schedule of upcoming Grade 8 Information Evenings, offered in each municipality by Family of Schools:

SCHOOL	DATE
Assumption Catholic Secondary School	Thursday, October 22, 2026
Bishop PF Reding Catholic Secondary School	Tuesday, October 20, 2026
Christ the King Catholic Secondary School	Thursday, November 12, 2026
Corpus Christi Catholic Secondary School	Thursday, October 15, 2026
Holy Trinity Catholic Secondary School	Thursday, October 15, 2026
Notre Dame Catholic Secondary School	Thursday, October 29, 2026
St. Francis Xavier Catholic Secondary School	Thursday, November 5, 2026
St. Ignatius of Loyola Catholic Secondary School	Thursday, October 29, 2026
St. Kateri Tekakwitha Catholic Secondary School	Thursday, November 5, 2026
St. Thomas Aquinas Catholic Secondary School	Thursday, October 15, 2026

Advanced Placement Program

Advanced Placement (AP) courses offer enhanced learning and university-level content to students in secondary school. Parents and students in Grades 7 and 8 who are interested in learning more about the AP Program and application process are encouraged to attend one of the information sessions.

Corpus Christi Catholic Secondary School, Burlington

October 15, 2026 at 6:30 p.m.

Bishop P.F. Reding Catholic Secondary School, Miton

October 20, 2026 at 6:00 p.m.

Holy Trinity Catholic Secondary School, Oakville

October 22, 2026 at 6:00 p.m.

Assumption Catholic Secondary School, Burlington

October 22, 2026 at 6:30 p.m.

St. Kateri Tekakwitha Catholic Secondary School, Milton

November 5, 2026 at 6:30 p.m.

St. Francis Xavier Catholic Secondary School, Milton

November 5, 2026 at 6:30 p.m.

Christ the King Catholic Secondary School, Georgetown

November 12, 2026 at 6:00 p.m.

International Baccalaureate (IB) Programme Information Sessions

HCDSB offers the IB Programme at St. Thomas Aquinas Catholic Secondary School in Oakville and St. Kateri Tekakwitha Catholic Secondary School in Milton. Grade 7- 8 families interested in learning more about the IB Programme and application process are invited to attend an upcoming information session.

St. Thomas Aquinas Catholic Secondary School, Oakville
Thursday, October 15, 2026 at 6:00 p.m.

St. Kateri Tekakwitha Catholic Secondary School, Milton
Thursday, November 5, 2026 at 6:30 p.m.

Becoming:

Workforce Census

On October 7, 2026, we launched the second cycle of the HCDSB Workforce Census, a system-wide survey designed to help us better understand the composition of our workforce. The first census was implemented in 2022, and the information collected recognize the diversity of our workforce and better understand where barriers to equity and inclusion may exist. The information collected in this second cycle will provide an updated picture and how it has changed over time. The census will remain open until Friday, November 6. The workforce census is anonymous, voluntary, and confidential.

Student Census

The 2026 *Leave Your Mark* HCDSB Student Census will be implemented between Monday, October 19, 2026, and Friday, November 20, 2026 (inclusive).

All HCDSB students are invited to complete the Student Census on a voluntary basis, as follows:

- Kindergarten - Grade 3
  To be completed by parents and guardians
- Grades 4 - 12
  To be completed by students during class time (unless the student's parent/guardian submitted an 'opt-out' form.

All publicly funded school districts in Ontario are required to collect and report on identity-based data to identify and address systemic racism and discrimination in student experiences and outcomes. The 2026 Student Census will build on the information we gathered in 2022 to help us further understand barriers to an equitable and inclusive learning environment. The 2026 data will help HCDSB to monitor progress and continue to create and promote a positive learning environment where all students can achieve, believe, belong, and become. More information about the 2026 Student Census is available on our website.

Conclusion

The HCDSB remains steadfast in its commitment to the values of Achieving, Believing, Belonging, and Becoming. Guided by the priorities and goals of the HCDSB Multi-Year Strategic Plan 2024 - 2028, the Board continues to foster opportunities for growth, challenge, and fullness for students, staff, and families. Together, we move forward on our shared journey toward a future filled with promise and possibility.

Report Prepared and Submitted by:

John Klein
Chief Executive Officer and Secretary of the Board

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Regular Board Meeting **Information Report**

2024-2028 MYSP Progress Report: Year Two	**Item 11.2**
Tuesday, October 20, 2026	

Alignment to Strategic Plan

This report is linked to the strategic priorities:

Achieving: We hold high expectations for all
Believing: We are distinctly Catholic
Belonging: We are a community that accompanies
Becoming: We are on a journey together

Purpose

The purpose of this report is to provide the Board of Trustees with the monitoring results of Year 2 of the implementation of the Halton Catholic District School Board (HCDSB) Multi-Year Strategic Plan (MYSP).

Background Information

In September 2024, the HCDSB introduced a new Multi-Year Strategic Plan anchored in four priority areas: Achieving, Believing, Belonging, and Becoming. To track progress across these areas, an implementation and monitoring strategy was established, identifying key metrics and potential data sources. Monitoring serves as an ongoing, systematic process to collect data on various MYSP initiatives. Its purpose is to ensure initiatives remain aligned with scheduled timelines, resource allocations, and targets outputs. This ongoing evaluation enables the Board to identify implementation challenges early, adjust strategies as needed, and foster improvement over time. As with previous cycles, annual progress monitoring is conducted by the Research and Development Services department on behalf of the Chief Executive/Education Officer. In Year 1, the HCDSB established baseline data across over 60 indicators focused on implementation efforts across the system, presented at the Regular Board Meeting in October 2025.

Comments

In Year 2, monitoring the MYSP has shifted from asking "*How much did we do and how did we do it?*" to examining *"Are we doing it well, and is it making a difference?"* The current focus is on the effectiveness of actions and their contributions toward the targeted goals across the four priority areas. Several monitoring activities have thus been used to inform this report and are outlined below.

HCDSB Action Plans and Strategic Implementation

In Year 2, monitoring continued to be supported by the implementation of departmental and system-level action plans, including but not limited to the Mental Health Action Plan, Pastoral Plan, and Anti-Black Racism Strategic Plan. A review of these plans reveals that they continue to be strongly aligned with the goals within the MYSP. These plans remain important for translating the MYSP priorities into action and provide context for understanding progress across the system.

Midpoint Status Check-in Meetings with Director of Education

Midpoint status check-in meetings continued into Year 2 beginning in January 2026. Twelve meetings were held with HCDSB department leaders, the CEO/CEdO, and the Chief Research Officer over the course of several months. Each meeting involved reviewing updated logic models for each strategic priority area, confirming the initiatives and outputs planned for Year 2, and discussing implementation challenges and adjustments. These meetings continue to ensure system-wide alignment of departmental actions with HCDSB's strategic priorities and to support understanding of their contributions to the targeted goals.

Community Consultation: HCDSB Monitoring Survey

At the end of Year 2, an online survey was conducted to gather the perceptions of HCDSB community members, including parents, staff, and secondary students, regarding progress toward each MYSP strategic objective. For the 2025-26 school year, the survey was available from June 2 to 26, 2026 and a total of **635** HCDSB community members responded. Overall, the results indicate that community members recognize continued progress in the implementation of the MYSP, with between 46 - 62% of respondents saying the Board has made "*quite a bit"* or "*a great deal"* of progress towards the strategic objectives. These perceptions provide a measure of how community members see the effectiveness and impact of the Board's actions and, together with the other monitoring data presented throughout this report, contribute to an overall picture of progress during the during the second year of the plan.

The full report summarizing the survey results is attached in *Appendix A*.

Staff Consultation: MYSP Implementation in Schools Question

During the final Supervisory Officer school visit of the year, school administrators reflected on the implementation of the MYSP within their schools using the *HCDSB School Visit Form*. Administrators were asked to rate their school's progress across each MYSP priority area on a three-point scale (*small extent*, *moderate extent*, or *large extent*). In Year 2, responses were collected from administrators across 44 unique schools. Overall, 100% of administrators who submitted ratings indicated that their school was making progress in every MYSP priority area to a moderate or large extent. Among the four priority areas, Believing received the highest proportion of "Large extent" ratings (80%), whereas the remaining priority areas ranged between 61% and 64%.

MYSP Indicators Dashboard

To track progress and effectiveness toward the MYSP's strategic priorities and objectives in Year 2, 64 indicators are being used to monitor the MYSP this year. The indicators continue to come from a variety of data sources, include both qualitative and quantitative measures and align with a specific strategic priority area and with a corresponding objective (though some objectives have more than one indicator). Overall, of the 47 indicators tracked in both Years 1 and 2, 24 showed positive shifts, while 15 remained stable. These findings show meaningful improvement across most of the consistently monitored outcomes. View all of results by priority area on the Monitoring Dashboard here.

Conclusion

Taken together, the findings demonstrate tangible progress toward the objectives of the Multi-Year Strategic Plan in Year 2. The monitoring activities and findings related to the perceptual data and indicator measurement, especially, suggest that the actions and initiatives HCDSB has engaged in this past year are starting to make a difference. Guided by our Catholic faith and Gospel values, Senior Staff will use these findings to refine priorities for Year 3, building on successes and addressing areas for growth in service of student achievement and well-being.

Report Prepared by:

Rob De Franco
Creative Design Officer, Strategic Communications Services

Zoe Walters
Researcher, Research and Development Services

Dr. Nick Lombardo
Research Analyst, Research and Development Services

Dr. Jenn McDonald,
Research Officer, Research and Development Services

Dr. Lisa Collimore
Chief Research Officer, Research and Development Services

Report Submitted and Approved by:

John Klein
Chief Executive Officer/Chief Education Officer, and Secretary of the Board

MYSP Monitoring Survey: 2025-2026

YEAR 2 SURVEY REPORT

Report Prepared by:
Research & Development Services
7/6/2026

Contents

Survey Background 3
Survey Results 4
Respondent Demographics 4
Question Summaries 5
Achieving 5
Believing 7
Belonging 9
Becoming 11

MYSP Monitoring Survey: 2025-2026
YEAR 2 FEEDBACK REPORT

Survey Background

The Halton Catholic District School Board (HCDSB) invited stakeholders to provide feedback on the second year of implementation of its Multi-Year Strategic Plan (MYSP). The survey is one component of the 2024-2028 MYSP Monitoring Strategy and will be completed annually. Following the completion of the 2025-26 school year, an online survey was available from Tuesday June 2nd to Friday June 26th, 2026, during which members of the HCDSB community were invited to participate. Survey respondents were asked to identify their role within the community and to share their thoughts on the four priority areas of the MYSP. Specifically, respondents were asked to indicate (from their perspective) how much the HCDSB is making progress toward the strategic objectives related to each priority area on a 5-point scale (ranging from 'Not at all' to 'A great deal'). Some examples of current/planned actions regarding the objectives were provided for more context; however, respondents also had the option to select 'Not sure/Not applicable' if the question did not apply to them or they were unsure how to respond.[1]

In total, HCDSB received **635** completed surveys in year 2. All survey responses and feedback received were aggregated and are summarized below. While we heard from several HCDSB stakeholders on the survey, the findings are not representative of the entire HCDSB community and should be interpreted with caution.

[1] 'Not sure/Not applicable' responses were not included in the analysis and all questions were optional, so sample sizes vary by question (specified by "n" in each question).

Survey Results

Respondent Demographics

Overall, most Year 2 Survey respondents (66%) were ***HCDSB parents/guardians*** (see *Table 1*). Among these, 62% had children in the ***elementary panel*** only (see *Table 2)*. Among staff respondents, 72% reported working in the ***elementary panel*** (see *Table 3).*

***Table 1*. Respondents' Roles**

Role	Count (n)	Percentage (%)
Parent/Guardian	416	66%
School Staff	166	26%
Board Office (CEC) Staff	27	4%
Secondary School Student	19	3%
Halton Parish Member	0	0%
Other	7	1%
Total	**635**	**100%**

***Table 2*. Panel of Respondents' Child(ren)**

Child(ren)'s Panel	Count (n)	Percentage (%)
Elementary	259	62%
Secondary	102	25%
I have children in both elementary and secondary schools	55	13%
Total	**416**	**100%**

***Table 3*. Panel of School Staff**

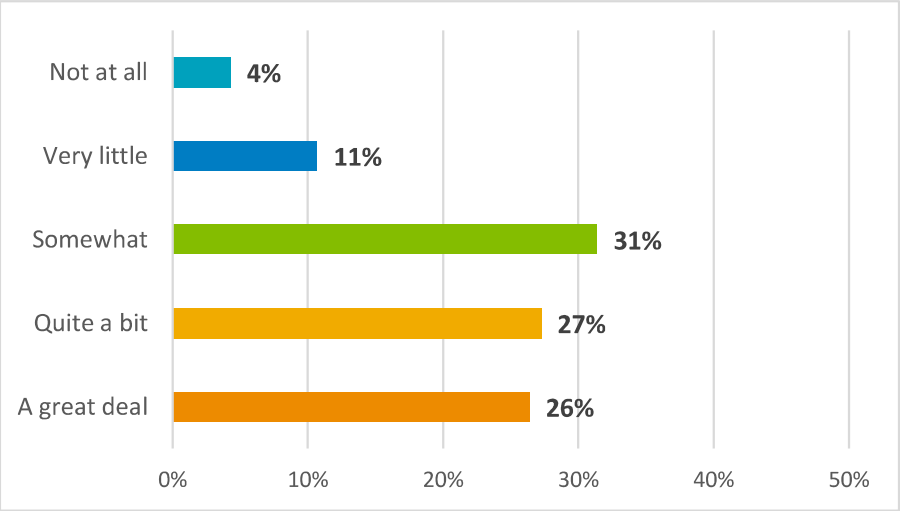
School Staff's Panel	Count (n)	Percentage (%)
Elementary	119	72%
Secondary	47	28%
Total	**166**	**100%**

Question Summaries[2]

Achieving

As shown in the figures below, for the priority area of Achieving, stakeholders most frequently chose the *somewhat* or *quite a bit* option. This suggests that stakeholders perceive HCDSB actions as moving in the right direction, but efforts may still be early, uneven, or incomplete, leaving room for improvement. The distribution of responses for each question is provided below.

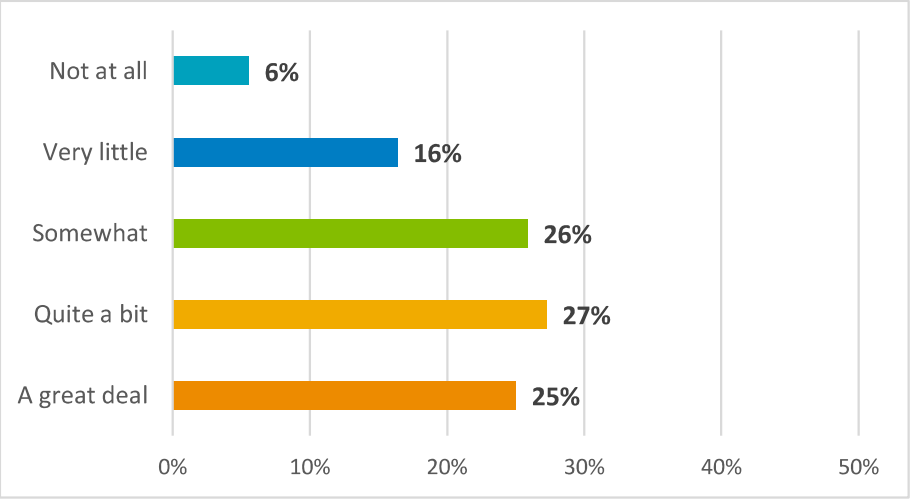
Q1: To what extent are HCDSB schools providing educational experiences to support every learner? (n = 580)



Slightly more than half of respondents **(54%)** felt that schools were making quite a bit or a great deal of progress toward supporting every learner, whereas 15% felt that very little to no progress was being made.

Figure 1. Distribution of Responses to Question 1

Q2: To what extent are HCDSB schools focusing on a high quality of instruction and program for academic excellence? (n = 580)

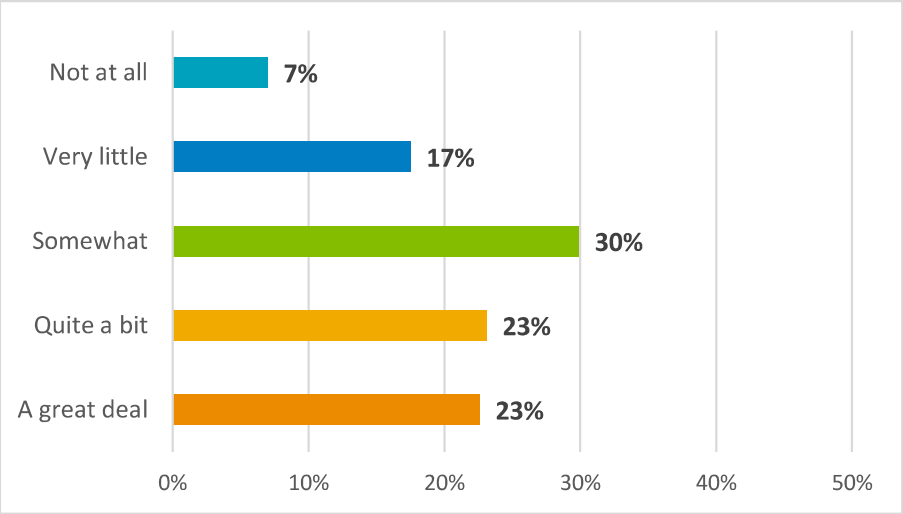


Slightly more than half of respondents **(52%)** felt that schools were making quite a bit or a great deal of progress toward a focus on high quality of instruction and programming, whereas 22% felt that very little to no progress was being made.

Figure 2. Distribution of Responses to Question 2.

[2] Due to rounding, percentages may be off by +/- 1%.

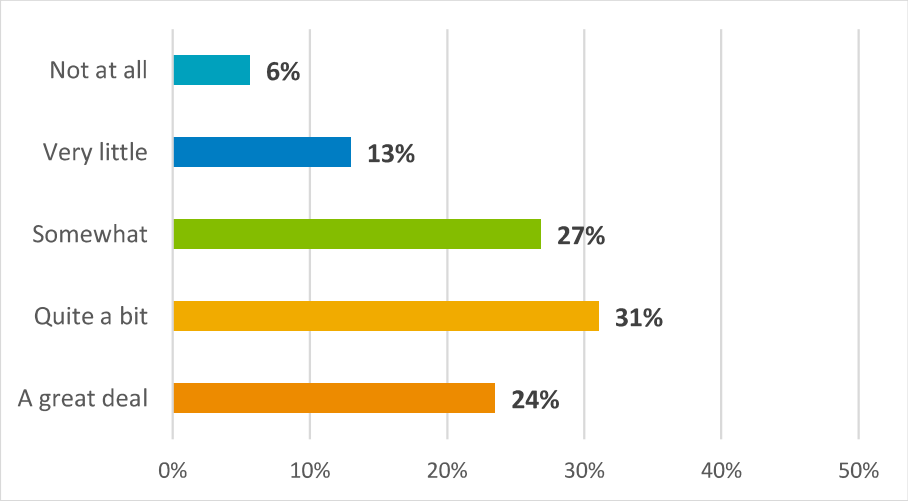
Q3: To what extent are HCDSB schools creating learning and working environments that set conditions for achievement and growth? (n = 589)



Slightly less than half of respondents **(46%)** felt that schools were making quite a bit or a great deal of progress toward creating learning and working environments with optimal conditions of achievement and growth, whereas 24% felt that very little or no progress was being made.

Figure 3. Distribution of Responses to Question 3

Q4: To what extent are HCDSB schools centering students as co-creators in their learning and pathways? (n = 570)



Slightly more than half of respondents **(55%)** felt that schools were making quite a bit or a great deal of progress toward centering students as co-creators, whereas 19% felt that very little to no progress was being made.

Figure 4. Distribution of Responses to Question 4

Q5: If you have any further thoughts related to HCDSB's progress on these objectives, please share here. (n = 186).

Some stakeholders also provided comments relating to the Achieving objectives. The main themes from these comments were:

(1) Strengthening teaching capacity and instructional impact (18%; n = 33). Example:

"Ensure new and supply EA support staff are supplied and trained with the same training (ex. BCBA SLP, CDA training for behaviour and communication, especially AAC) as the regularly assigned EA so that when EAs are absent the supply staff can provide the same high quality service as our long standing EAs."

(2) **Supporting all learners (especially those in Special Education)** (13%; n = 24). Example:

"many low learners or behavioural kids in classrooms. EA's are with students with special needs. many students are falling behind as they have needs that cannot be supported by just the teacher. constant reminders and support or it's chaos. I am an EA in a class for one student. I am continuously running around supporting other students, so the teacher can teach. it is really hard to focus on my student. Classes could use an EA as a class support to make it a better learning environment for all."

Believing

As shown in the figures below, for the priority area of Believing, *quite a bit* and *a great deal* make up more than half of the selected responses by stakeholders. This suggests that stakeholders perceive that HCDSB actions are moving in the right direction. The distribution of responses for each question is provided below.

Q6: To what extent is the HCDSB upholding a joyful Catholic learning environment that is rooted in justice, compassion, and service? (n = 606)

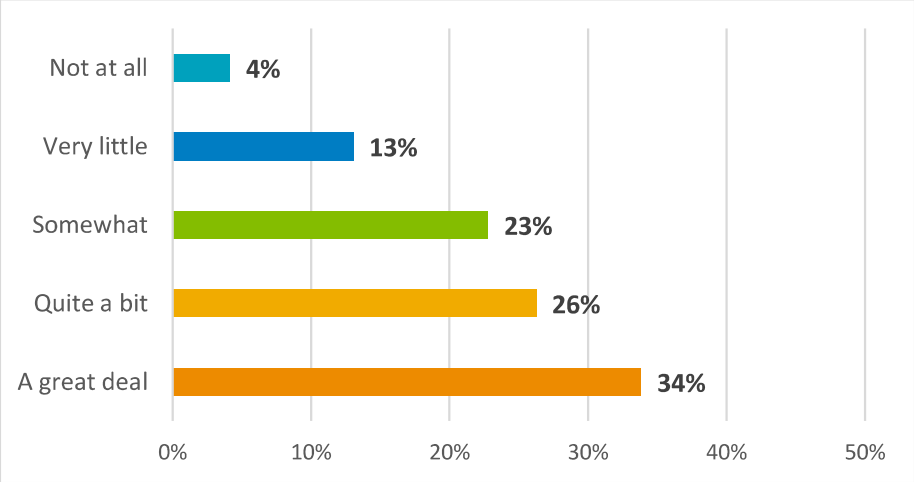
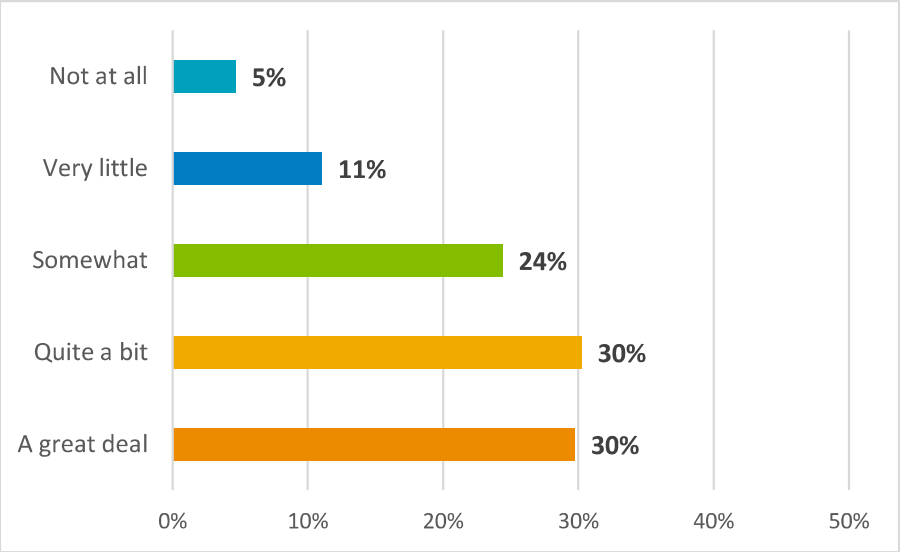


Figure 5: Distribution of Responses to Question 6

The majority of respondents **(60%)** felt that HCDSB was making quite a bit or a great deal of progress toward upholding a joyful Catholic learning environment, whereas 17% felt that very little or no progress was being made.

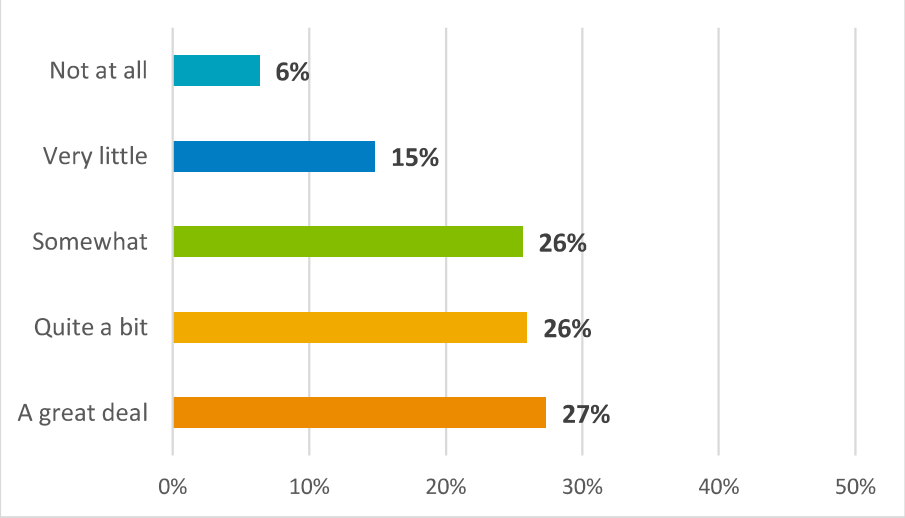
Q7: To what extent is the HCDSB honouring and respecting the inherent dignity of each student and staff member? (n = 599)



The majority of respondents **(60%)** felt that HCDSB was making quite a bit or a great deal of progress toward honouring and respecting the dignity of staff and students, whereas 16% felt that very little or no progress was being made.

Figure 6: Distribution of Responses to Question 7

Q8: To what extent are HCDSB schools fostering the relationship between home, school, and parish? (n = 582)



Slightly more than half of respondents **(53%)** felt that schools were making quite a bit or a great deal of progress toward fostering the home school parish relationship, whereas 21% felt that very little or no progress was being made.

Figure 7. Distribution of Responses to Question 8

Q9: If you have any further thoughts related to HCDSB's progress on these objectives, please share here. (n = 115)

Some stakeholders also provided comments relating to the Believing objectives. The main themes from these comments were:

(1) Continuing/increasing the focus on Faith (through promoting Catholic practices, values, etc.) (14%; n = 16). Examples:

"There is room for improvement to further integrate Bible studies in the curriculum"

"More school Masses and liturgies would help students & parents to foster Catholicity."

(2) Strengthening home, school, and parish connections (specifically through increased involvement of the parish) (14%; n = 16). Examples:

"Incorporating parish visits more frequently at the school."

"The connection with school and church could be stronger if the sacraments return to being an event shared within the school community"

(3) Less emphasis on political agendas (specifically gender ideology and sexual orientation) (14%; n = 16). Examples:

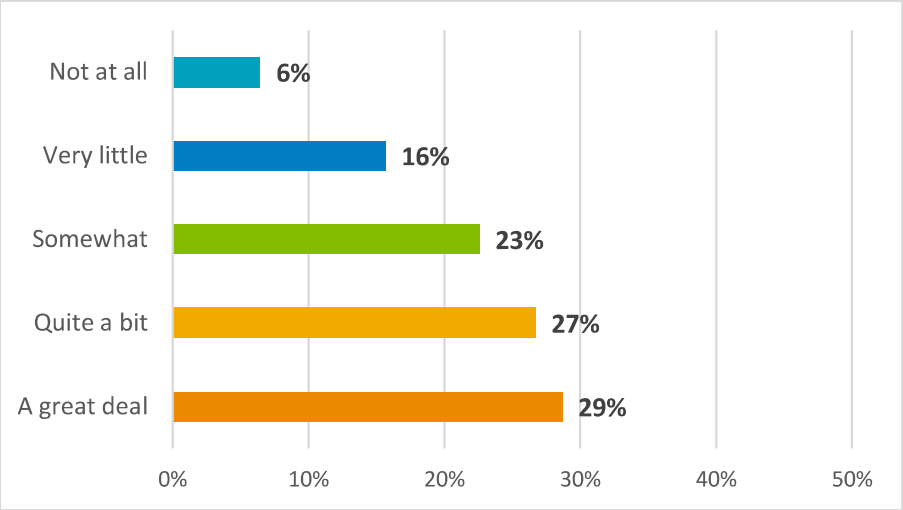
"Be a truly catholic school, not a school pandering to woke social or political causes"

"Teachings should be aligned with the Catholic faith. Leave politics and ideology out of the schools."

Belonging

As shown in the figures below, for the priority area of belonging, *quite a bit* and *a great deal* make up approximately half of the selected responses by stakeholders. This suggests that stakeholders generally perceive that HCDSB actions are moving in the right direction. The distribution of responses for each question is provided below.

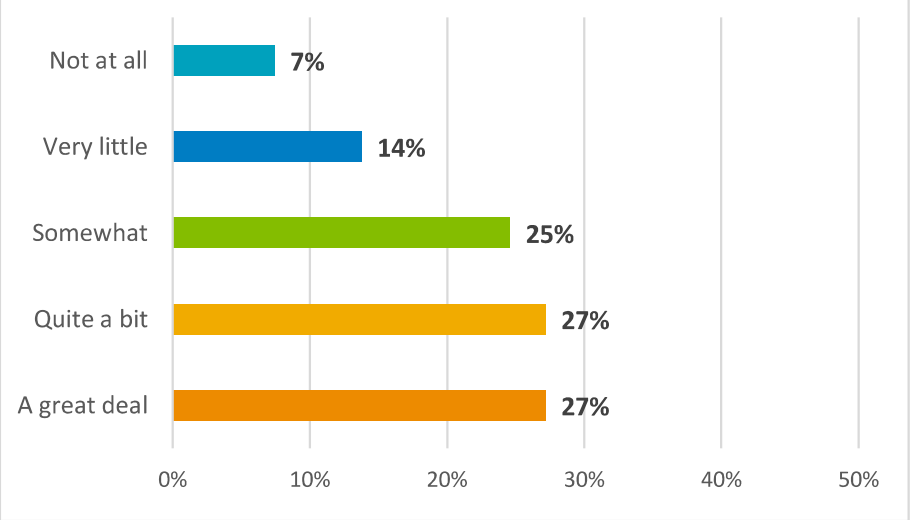
Q10: To what extent is the HCDSB cultivating schools and workplaces that are safe, inclusive, and welcoming? (n = 607)



Slightly more than half of respondents **(55%)** felt the HCDSB was making quite a bit or a great deal of progress toward cultivating spaces that are safe, inclusive, and welcoming, whereas 22% felt that very little or no progress was being made.

Figure 8. Distribution of Responses to Question 10

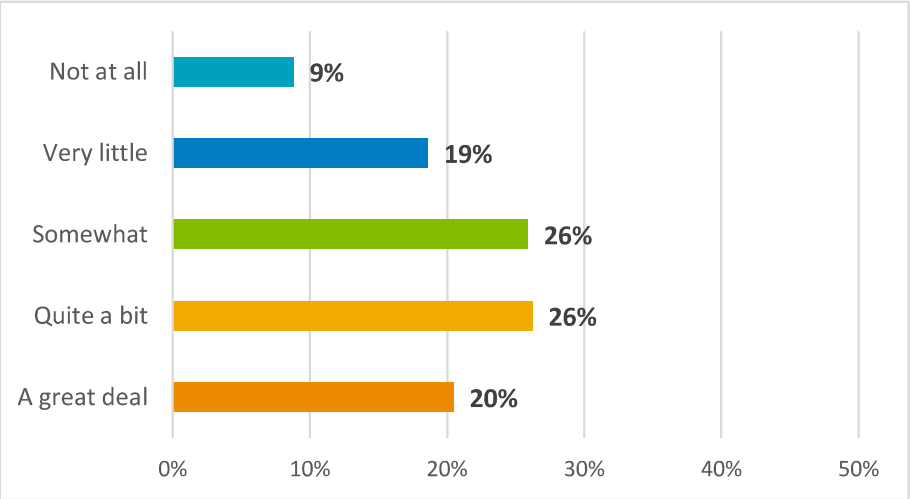
Q11: To what extent is the HCDSB valuing the identity and perspective of every student and staff member? (n = 582)



Slightly more than half of respondents **(54%)** felt that HCDSB was making quite a bit or a great deal of progress toward valuing the identity of all staff and students, whereas 21% felt that very little to no progress was being made.

Figure 9. Distribution of Responses to Question 11

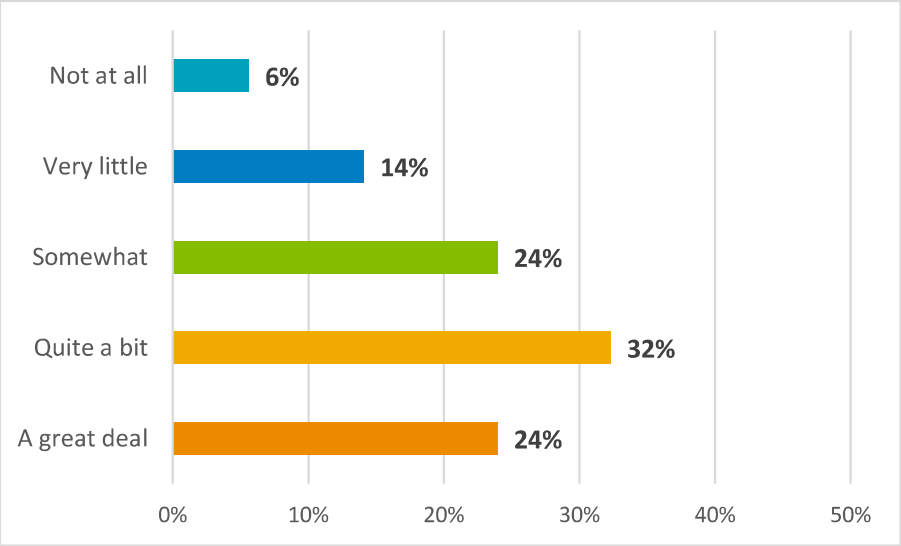
Q12: To what extent is the HCDSB supporting students and staff to thrive in their physical and mental health? (n = 591)



Slightly less than half of respondents **(47%)** felt that HCDSB was making quite a bit or a great deal of progress toward supporting students and staff to thrive in their physical and mental health, whereas 27% felt that very little or no progress was being made.

Figure 10. Distribution of Responses to Question 12

Q13: To what extent is the HCDSB building connections and shared purpose with the community so they are informed and engaged? (n = 591)



Slightly more than half of respondents **(56%)** felt that HCDBS was making quite a bit or a great deal of progress building connections with the community, whereas 20% felt that very little to no progress was being made.

Figure 11. Distribution of Responses to Question 13

Q14: If you have any further thoughts related to HCDSB's progress on these objectives, please share here. (n = 116)

Some stakeholders also provided comments relating to the Belonging objectives. The main themes from these comments were:

(1) Supporting staff and students' mental health and well-being (22%; n = 25). Example:

"It is very important that the HCDSB maintain the commitment in terms of budgetary decisions to support the mental health work that our Special Education/Mental Health staff members are providing. These supports are essential to foster a holistic growth for the students including social-emotional well-being and mental health as part of their learning journey. This includes access to Tiered Services and ongoing Mental Health Literacy training and support for educators."

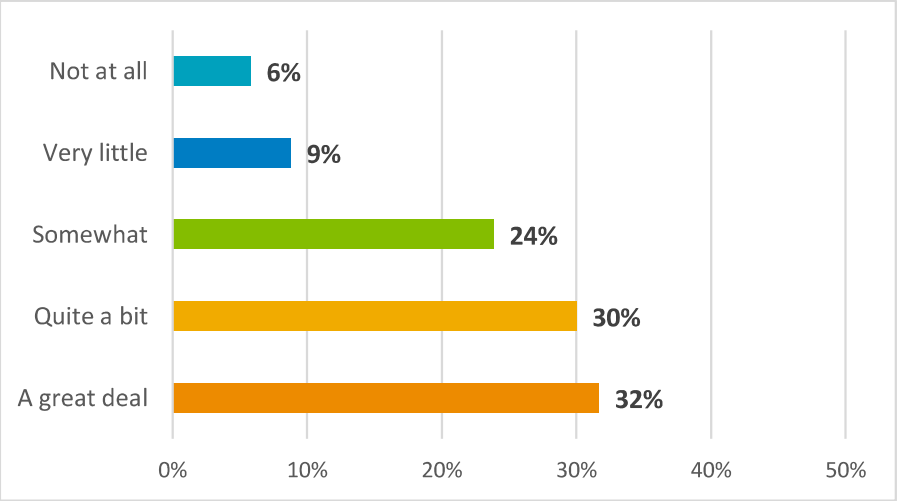
(2) Focusing on safety, discipline, and bullying (18%; n = 21). Example:

"I don't believe HCDSB cultivating schools and workplaces that are safe, inclusive, and welcoming. They do not focus enough resources on bullying and inclusion in the classroom. There are very little consequences for negative behaviors and very little follow up with parents.""There needs to be discipline for poor or inappropriate behaviour, suspension etc."

Becoming

As shown in the figures below, for the priority area of Becoming, there was not a single response category selected most frequently across the strategic objectives, which means there was more variability in the responses. Specifically, *a great deal*, *quite a bit,* and *somewhat* were each the most selected response for one of the objectives. This suggests that stakeholders perceive that one of the objectives in this priority area has some room for improvement, while the other two objectives are moving in the right direction. See below for specifics, and for the distribution of responses for each question.

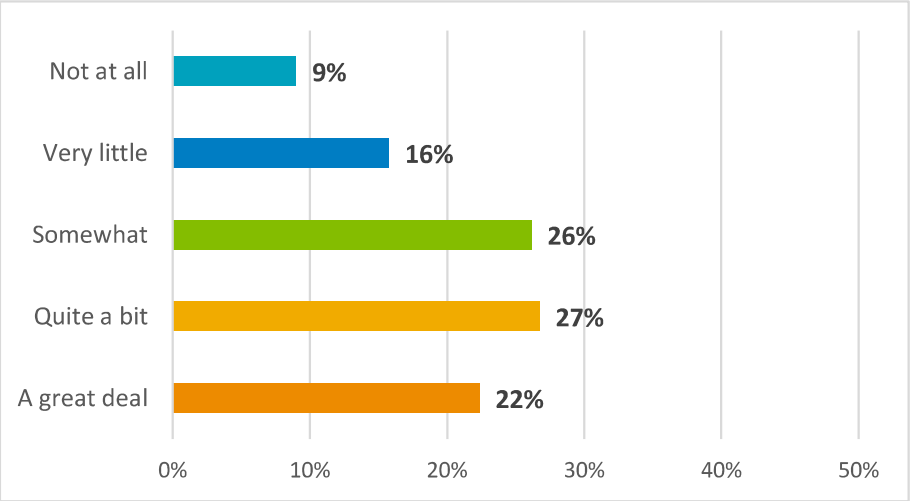
Q15: To what extent is the HCDSB embedding equity and inclusion in policies and actions to identify and dismantle structural inequities for students and staff? (n = 537)



The majority of respondents **(62%)** felt that quite a bit or a great deal of progress was being made toward embedding equity and inclusion in our polices and actions, whereas 15% felt that very little or no progress was being made.

Figure 12. Distribution of Responses to Question 15

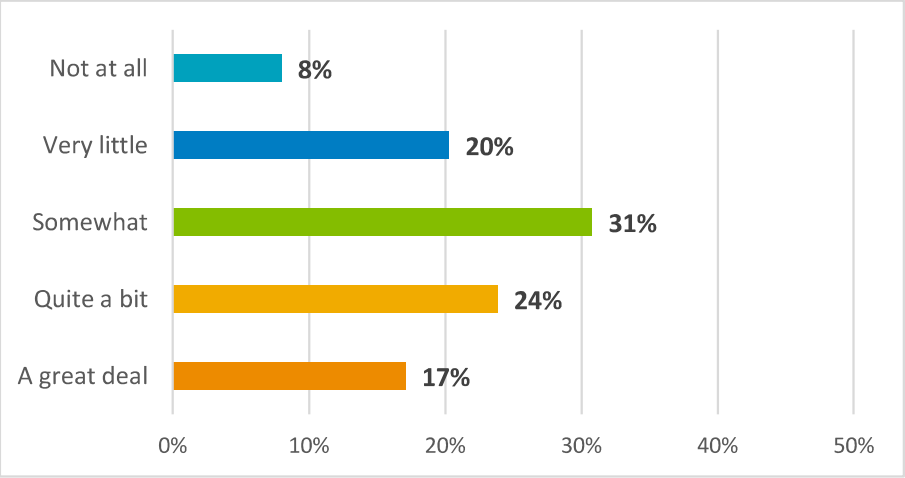
Q16: To what extent is the HCDSB developing and supporting staff as professionals, collaborators, and leaders? (n = 501)



Slightly less than half of respondents **(49%)** felt that HCDSB was making quite a bit or a great deal of progress with staff development, whereas 25% felt that very little or no progress was being made.

Figure 13: Distribution of Responses to Question 16

Q17: To what extent is the HCDSB transforming environments and practices to respond to changing needs and conditions? (n = 562)



Less than half of respondents **(41%)** felt that HCDSB was making quite a bit or a great deal of progress toward transforming environments and practices, whereas 28% felt that very little to no progress was being made.

Figure 14: Distribution of Responses to Question 17

Q18: If you have any further thoughts related to HCDSB's progress on these objectives, please share here. (n = 119)

Some stakeholders also provided comments relating to the Becoming objectives. The main themes from these comments were:

(1) **Shifting priorities within DEI efforts and broadening the lens beyond specific identity groups** (20%; n = 24). Examples:

"Children of all races are not given equal opportunity, it is not based on thier own capability it is based on their backgrounds."

"Focusing on specific groups only diminishes other groups importance and their heritage…"

(2) Providing more and improved professional development for educators (11%; n = 13)**.** Example:

"I would love to see more professional development connected to the curriculum and assessment. I'm noticing that students are not coming to me prepared as we are not providing a consistent understanding of what the curriculum expectations are and what constitutes a level 3 or 4. I miss the days of having release time to moderate. Also, we focus on the same thing every PD day connected to Equity. I would like to see some other pieces of learning instead of the same message each time."

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Regular Board Meeting **Information Report**

2025-2026 EQAO and OSSLT Results	**Item 11.3**
Tuesday, October 20, 2026	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Achieving:** We hold high expectations for all.

Purpose

To provide Trustees with a summary of the results on the EQAO Assessment of i) Reading, Writing and Mathematics in Grade 3 and 6 ii) Grade 9 Destreamed Mathematics and iii) on the Ontario Secondary School Literacy Test (OSSLT) as part of the ongoing monitoring of student achievement. This report also highlights our efforts in the areas of Literacy and Mathematics last year

Background Information

Each year the Education Quality and Accountability Office (EQAO), an independent provincial agency, conducts province-wide tests at key points in every student's primary, junior and secondary education. The provincial tests are intended to measure student performance in reading, writing and mathematics skills based on the expectations in *The Ontario Curriculum*. The assessments evaluate student achievement objectively and in relation to a common provincial standard. Students receive individualized reports that allow parents to see how their child is performing compared to provincial expectations. The results in the current report reflect the performance of all students in the Halton Catholic District School Board (HCDSB) who completed the assessment.

Comments

On September 25, 2026, EQAO released the student achievement results on the 2025-26 Assessments of Reading, Writing and Mathematics, Primary Division (Grade 3) and Junior Division (Grade 6), as well as the Grade 9 Assessment of Mathematics and the Grade 10 results of the Ontario Secondary School Literacy Test (OSSLT). In the sections below, board-level results are compared to the provincial standard and initiatives to support Student Achievement in the areas of Reading, Writing and Mathematics are presented.

1. OVERALL EQAO RESULTS FOR PRIMARY, JUNIOR AND SECONDARY SCHOOL STUDENTS

Figure 1: GRADE 3 STUDENTS WHO MET OR EXCEEDED THE PROVINCIAL STANDARD (%)

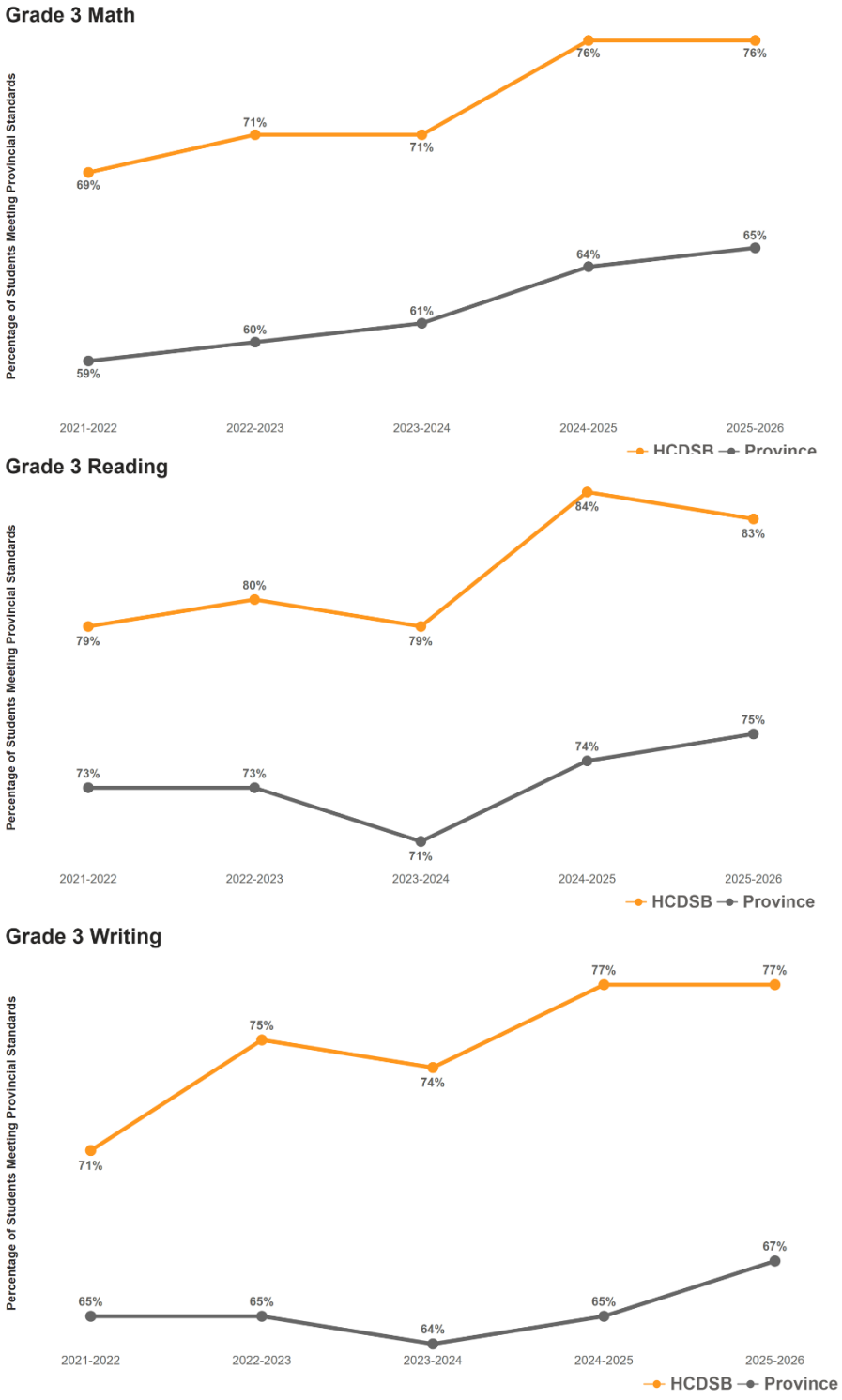


Figure 2: GRADE 6 STUDENTS WHO MET OR EXCEEDED THE PROVINCIAL STANDARD (%)

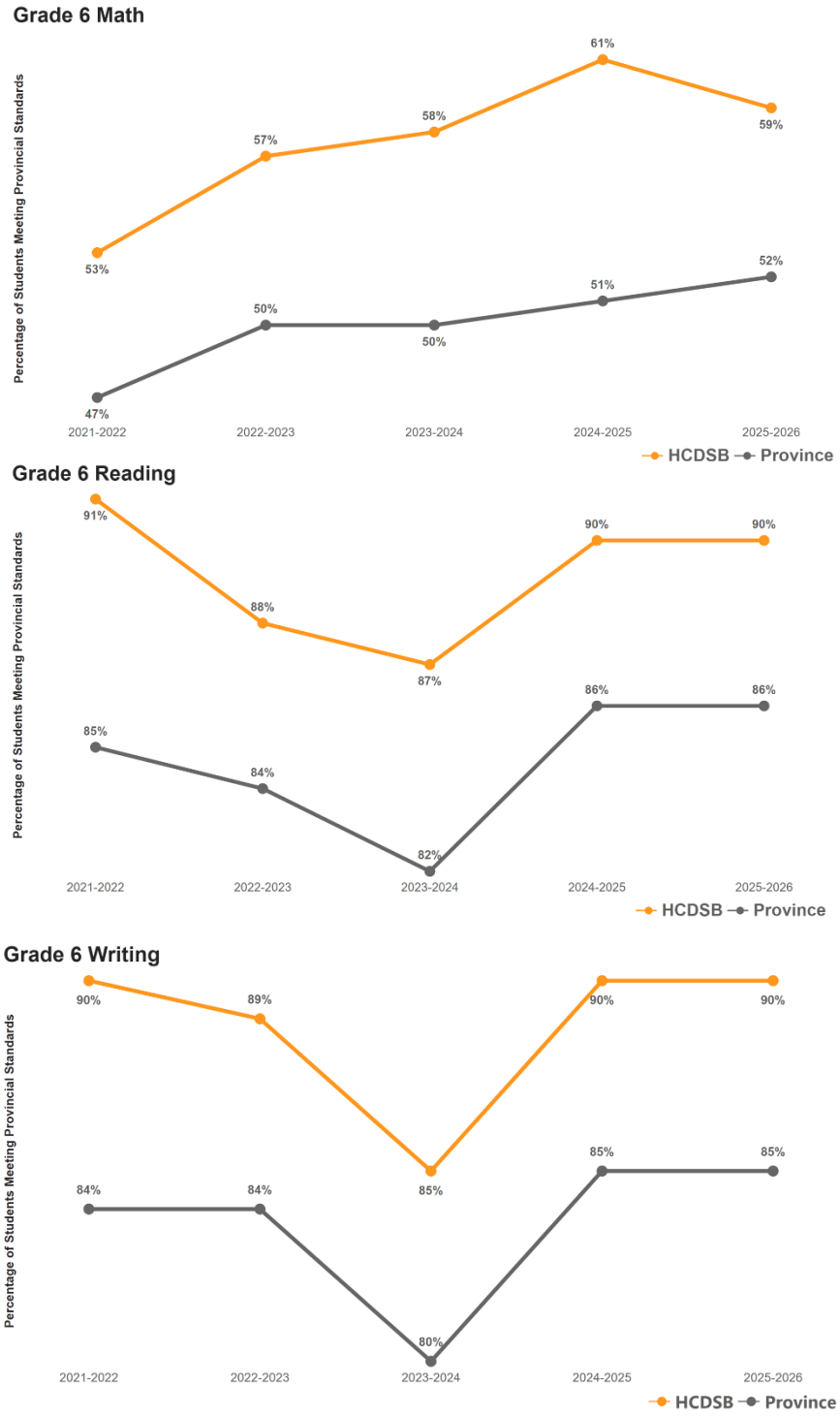


Figure 3: GRADE 9 STUDENTS WHO MET OR EXCEEDED THE PROVINCIAL STANDARD IN MATHEMATICS (%)

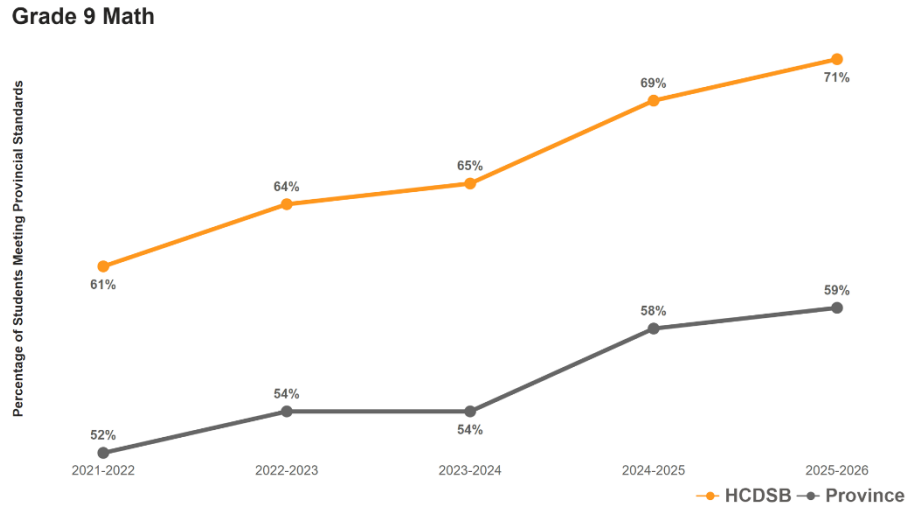
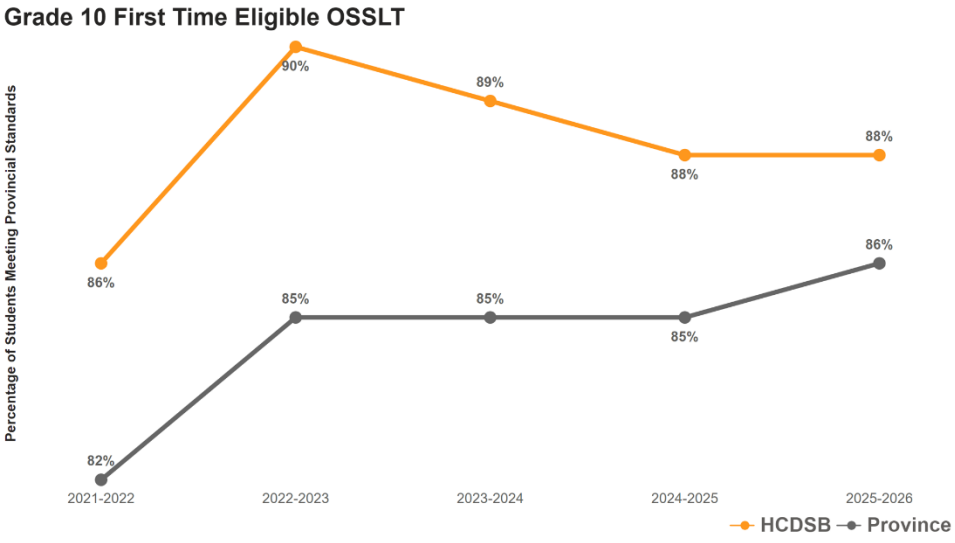


Figure 4: OSSLT RESULTS FOR FULLY PARTICIPATING, SUCCESSFUL, AND FIRST-TIME ELIGIBLE STUDENTS (%)



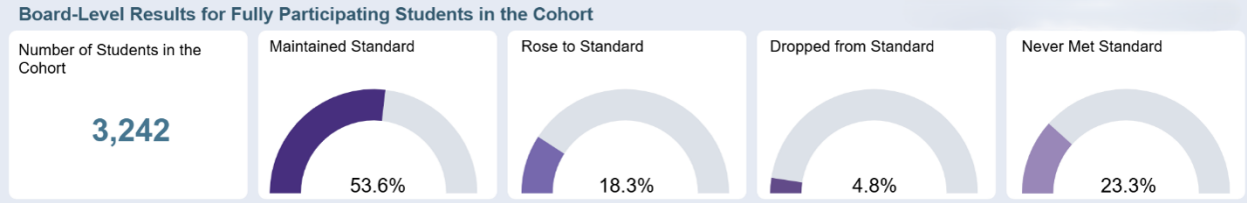
2. COHORT RESULTS (Grades 6 to 9 MATHEMATICS)

In the graphic below, math results for the *same* students (i.e., Grade 6 results from the 2022-23 testing year to Grade 9 results from the 2025-26 testing year) are presented. The different categories that summarize a cohort's trend over time are:

- *Maintained standard* refers to cohorts who began at level 3 or 4, and ended at level 3 or 4
- *Rose to Standard* refers to cohorts who began at level 1 or 2, and ended at level 3 or 4
- *Dropped from Standard* refers to cohorts who began at level 3 or 4, and ended at level 1 or 2
- *Never Met Standard* refers to cohorts who began at level 1 or 2, and ended at level 1 or 2

Note that the combined cohort graph below combines academic and applied mathematics into a single group. The chart thus reflects changes in standards over time.

Figure 5: GRADE 6 to 9 COHORT OF STUDENTS WHO MET OR EXCEEDED THE PROVINCIAL STANDARD IN MATHEMATICS



SUMMARY

EQAO assessment results indicate that HCDSB students continue to perform above the provincial achievement levels for all subject areas. In addition to performing well when compared to the province, HCDSB also performs well in terms of the proportion of students that are at or above the provincial standard for reading, writing and the OSSLT. For those categories, the range of proportions is 77%-90% for the current year (i.e., the vast majority of students are at or above the provincial standard in those categories).

3. Initiatives

***Literacy*: Elementary -** Curriculum Consultants and Itinerants directly supported Administrators and Teachers through targeted professional development and coaching sessions at the school (through staff and divisional meetings, modelling and co-teaching) level as required. Staff were offered opportunities to engage in refresher courses through EQAO to continue to develop best practices in helping students prepare for the Primary and Junior Assessments. Technological support was provided for Administrators and Teachers in the facilitation and administration of the Primary and Junior EQAO assessments. Schools were given flexibility within the test administration window to choose dates which best met the needs of their school community and students.

In addition, Consultants and Early Literacy Itinerants worked with students and teachers to support the implementation of the Science of Reading, the new Ontario Language (2024) Curriculum for Grades 1-8 and our core Literacy Resource (FlyLeaf) for Grades 1-3 and available resources for Grades 4-8. Training for staff continues this year on resources to ensure pedagogy

aligns with changes to the Curriculum and OHRC Right to Read recommendations to support students in achieving benchmark on the EQAO Grade 3 and 6 Literacy test.

Administrators and Student Achievement Planning (SAP) Committees worked with Curriculum and Research staff to analyze previous OSSLT results to identify areas of need and inform targeted interventions and resource allocation. Teachers provided students opportunities to practice EQAO-type questions to help students become comfortable with the structure and format of the test. Students completed EQAO testing within their classrooms over several days to ensure a familiar environment and consistent support.

Literacy: Secondary- Throughout the 2025–2026 school year, the Curriculum and Student Success teams at the Halton Catholic District School Board (HCDSB) have worked collaboratively to support students, educators, and administrators in preparing for the Ontario Secondary School Literacy Test (OSSLT). These efforts focused on building capacity and implementing best practices to strengthen literacy skills across all secondary schools, while remaining rooted in our Catholic values and commitment to student success. All secondary schools have School Achievement Plans (SAP). Each school was given a school folder with Board and school results and asked to implement strategies reflective of their student needs in their SAP.

Preparation for the OSSLT included coordinated initiatives at both the school and board levels. Administrators, Teachers, and the Secondary Literacy Consultant provided explicit, targeted instruction throughout both semesters to enhance students' literacy skills to implement and/or measure in their SAP. Schools offered after-school Ontario Literacy Courses (OLC) and implemented cross-curricular literacy strategies to assist students requiring additional support.

Teachers administered practice tests to help students become comfortable with the OSSLT format and timing, reducing test anxiety. All students completed the OSSLT within their English classrooms to ensure a familiar environment and consistent support. Technology assistance was provided to facilitate smooth administration; as per EQAO guidelines.

Staff accessed refresher courses and ongoing professional development facilitated by the Secondary Literacy Consultant, through Subject Council, Curriculum and Student Success initiatives. These sessions ensured educators remained current with best practices in literacy instruction and OSSLT preparation and to best respond to student learning needs. Administrators and Student Achievement Planning (SAP) Committees analyzed previous OSSLT results to identify trends and areas of need. This data guided targeted interventions and resource allocation.

Schools shared EQAO resources, including infographics and webinars, to help parents support literacy development at home and understand OSSLT expectations. Consultants and Student Success staff continued to provide guidance through school literacy meetings, department sessions, and professional learning opportunities, reinforcing a system-wide commitment to literacy achievement.

Through literacy initiatives, HCDSB students embody Ontario Catholic School Graduate Expectations by articulating ideas clearly, thinking critically and creatively, and engaging in respectful dialogue. This work advances HCDSB's Multi-Year Strategic Plan priorities: improving literacy and OSSLT outcomes, promoting equity and well-being, strengthening community partnerships, and integrating Catholic values into instruction.

Mathematics: 2025-26 involved the continued implementation of the Halton Catholic District School Board Math Achievement Action Plan. Mathematics professional development opportunities and mathematics teaching supports were provided to all HCDSB elementary schools with a focus on Grade 3 to 6 students in the board. Professional development in mathematics focused on identifying and responding to the mathematics learning needs of students in HCDSB classrooms, primarily in the Spatial Sense and Data Strands of the Ontario Mathematics (2020) curriculum, while providing opportunities for teachers to collaborate to increase understanding of curriculum content and use of evidence-based strategies to improve learning. Elementary teachers in Grades 3 through 6 use "Short Learning Cycles" to determine which students were at benchmark in a particular strand. Secondary mathematics teachers were supported by the HCDSB Mathematics Consultant, Secondary School itinerants and Vice-Principals with responsibility for Numeracy.

Knowledgehook continued to be provided as a supplementary resource for Grades 1-10 mathematics to complement the MathUP and Mathology programs. An additional resource, Do the Math, continued to be used in schools throughout the board with the support of Special Education Resource Teachers and other school educators as an intervention program for students identified as requiring additional supports in mathematics beyond classroom instruction.

HCDSB also supported after-school tutoring programs for Grade 9 and 10 mathematics students and elementary students identified with a learning disability as well as summer numeracy programs. These programs provided targeted, intentional, and focused instruction for students with disproportionate outcomes that addressed identified needs for those participating.

Conclusion

EQAO scores are one of many ways to track academic achievement for HCDSB students. Student success and achievement is multifaceted and complex, and as such, the EQAO assessment is a snapshot of student achievement that illustrates how well our students are learning the Ontario Curriculum. The results in this report suggest that our students continue to perform well compared to the provincial standards. We will continue to monitor trends and respond to changes in accordance with our "Achievement" priority as outlined in our strategic plan.

Report Prepared by:	M. Skrzypek Superintendent of Education, Curriculum Services
Report Submitted by:	M. Skrzypek Superintendent of Education, Curriculum Services
	E. Del Sordo Superintendent of Education, Student Success
Report Approved by:	J. Klein Chief Executive Officer

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Milton #11 Catholic Elementary School Project

Construction Report - October 2026



Site progress.



Load bearing masonry walls being erected.

Upcoming Work

- Electrical and mechanical rough-ins
- Masonry walls
- Slab on grade concrete
- Storm water management

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

Georgetown West Catholic Elementary School Project

Construction Report - October 2026



Site progress. Masonry walls complete.



Plumbing rough-ins ongoing.

Upcoming Work

- Roof precast slab installation
- Mechanical and Electrical rough-ins
- Curbs and base asphalt

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

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Regular Board Meeting | **Information Report**

Student Trustees Update	**Item 12.1**
Tuesday, September 15, 2026	

Alignment to Strategic Plan

This report is linked to the strategic priorities:

Achieving: We hold high expectations for all

Believing: We are distinctly Catholic

Belonging: We are a community that accompanies

Becoming: We are on a journey together

Achieving:

Across the Halton Catholic District School (HCDSB), students have slowly been participating or rejoining academic programs, extracurricular activities, leadership opportunities, and fundraising initiatives that contribute to their school experiences and own development. All schools have reported initiatives that support student learning, academia, and networking. Some academic clubs and enrichment opportunities, including SHSM, DECA, HOSA, Debate, Robotics, as well as Peer tutoring. Students have also been engaging in the arts and athletics. School musical rehearsals, extracurricular sports, and student-organized events, such as pink day that provide opportunities for students to develop soft and practical skills.

A proposal has been made by our Achieving subcommittee to have school level or board level awards of recognition from Student Senate for different students in these areas after they are chosen through an application process. This initiative is something Senate is very excited about; however, we wanted to ensure a committee like that doesn't already exist at the board level.

Student Senate discussions have identified areas where additional support could strengthen student achievement. Students have raised concerns about teacher absences, access to reliable Wi-Fi, communication regarding academic and extracurricular opportunities, and clarity surrounding attendance expectations and culminating assessments. These concerns highlighted the importance of not just creating but maintaining an accessible learning environment, providing clear expectations within the board and its new policies to ensure students have the information and resources they need to succeed.

Believing:

Faith continues to serve as the cornerstone of our Catholic school communities, guiding our students to live out Gospel values through meaningful action and service. Over the past month, secondary schools across the board demonstrated this commitment by rallying behind local outreach, including our annual Thanksgiving food drives which brought in over 1,600 essential goods for families in need. In our schools, students also embraced opportunities for liturgical growth and collective reflection, ensuring our shared faith is woven into everyday school life.

Building on this momentum, the Student Senate's Believing committee has partnered with the Children's HOPE Foundation to officially launch the 2nd annual Funding Futures campaign. This collaboration empowers students across HCDSB to directly support their peers by breaking down financial barriers and fostering equitable opportunities for every learner. Looking ahead, our senators are eager to continue deepening connections with parish communities and leading seasonal faith initiatives. Through active service and fellowship, our students consistently show that believing is an ongoing mission to walk with Christ and uplift those around us.

Belonging:

As we move deeper into the heart of the school year, multiple schools have reported on the first meetings of many clubs within their schools that foster a greater sense of community and pride in HCDSB Secondary schools. Specific clubs include Black Student Unions/associations, Latin American, Indigenous heritage, and other culturally relevant clubs. In relation to professional development, clubs like Model United Nations, Debate, and DECA, are up and running along with student wellbeing extra curriculars such as Best Buddies and Mentorship programs. This commitment to curating an open, variable, and accepting community across HCDSB is being upheld by Student Sente as we welcomed a presentation by Ms. Amanda Gonsalves attended our September Student Senate meeting. She spoke about her work helping facilitate different initiatives and clubs across the Board related to equity diversity and inclusion while bringing up a potential student advocacy round table this term for the purpose of uniting Student Senators with other leaders in advocacy for marginalized communities in HCDSB.

Becoming:

The start of fall also comes with the beginning of Grade 8 Information nights at Secondary schools. The Student Senate has been very active at each school's information night, making sure future Secondary school students understand the avenues of student advocacy available for them to speak to or join once they begin high school. Student Senate is operating at information nights under the belief that the more students that know about student led organizations working in their favour to make their voices heard, the better. Outreach to future leaders is a principal mission for the Becoming subcommittee

as plans for the year begin to form. Conversations have been focused on how best to reach out to feeder schools regarding potential opportunities for senior elementary school students to get involved in student advocacy before they get to high school. In relation to the integration of Grade 9's into the fabric of their secondary school communities, multiple ambassador and mentorship programs have been running throughout secondary schools to make sure that Grade 9's not only feel welcome, but that they are also being set up for bright futures as active members of their school communities.

Report Prepared and Submitted by:

G. De Almeida
Student Trustee, Oakville

P. Hanna
Student Trustee, North Halton

G. Toki
Student Trustee, Burlington

Report Approved by:

J. Klein
Chief Executive Officer and Secretary of the Board