

REGULAR BOARD MEETING
REVISED AGENDA

Date: Tuesday, November 19, 2024
 Time: 7:00 pm
 Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

Pages

1. Call to Order		
1.1	Land Acknowledgement, Opening Prayer, Our Father, National Anthem (I. Yeboah)	
1.2	Motions Arising From In-Camera	
2. Approval of the Agenda		
3. Declarations of Conflict of Interest		
4. Elections of Chair and Vice-Chair of the Board 2024-2025		
4.1	Election of Chair of the Board (J. Klein)	
4.2	Election of Vice-Chair of the Board (J. Klein)	
5. Presentations		
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6. Delegations		
7. Consent Agenda Items		
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13.2	OCSTA Update (J. O'Hearn-Czarnota)	
14.	Correspondence	
15.	Open Question Period	
16.	In Camera	
17.	Resolution re Absentees	
18.	Adjournment and Closing Prayer (B. Agnew)	



SENIOR STAFF
UPDATES

Background

- In 2022, OHRC released their Right to Read Report recommending changes in Early Literacy Instruction
- HCDSB responded quickly, beginning to purchase resources based on the Science of Reading and training teachers on new Literacy Instruction Practices
- Early Literacy Itinerants were hired (1 in 2021-22; 3 more in 2022-23) to provide training and support to staff around Science of Reading and effective literacy instruction
- In June 2023, Ministry of Education released new Gr. 1 – 8 Literacy Curriculum for implementation in September 2023
- September 2025 – we are expecting a new Kindergarten Curriculum which will have expectations which we expect will involve direct literacy instruction

Background

- Ministry of Education provided funding to each Board to purchase an Early Literacy Screening Tool, to identify students who are not at benchmark, in both English and French
- As part of the recent Central Terms of the OECTA Elementary Agreement, each Board received enveloped funding to hire Early Literacy Screening Teachers
- The role of these teachers is to:
 - Support literacy screening for all Year 2 Kindergarten, Gr. 1, and Gr. 2 students in English, and Gr. 2 French Immersion students
 - Provide intervention to students who require support to improve their literacy

Screening

- Screening has been going on across all elementary HCDSB schools and will be wrapping up this week
- If a student is not successful in screening, this provides information for teachers to then do further diagnostic testing to identify gaps in student abilities and skills
- Schools will work to gather further data and identify which students would benefit from literacy intervention (e.g., small-group instruction with Itinerant teachers)
- Students who are unsuccessful in the first round of screening will be screened again to track improvement

Screeners Information

- Acadience Reading Français (French)
- *What does the screener look for?*
 - *In grade 2 French Immersion, the screener measures how students are able to decode nonsense words (for example, "mep") and how they perform in oral reading fluency as they read a passage.*
- *How is the test administered?*
 - *In French Immersion the screener is administered by the classroom teacher.*
- *What information does the screener give the teacher?*
 - *In French Immersion the screener provides data to the teacher based on the measures administered. The data is interpreted to show teachers where further work is needed, for example in phonics or decoding.*

Screeners Information

- AimsWeb Plus (English)
- *What are the measures for each grade?*
 - *Year 2 Kindergarten: Letter Naming Fluency, Letter Sound Word Fluency, and Phonemic Segmentation*
 - *Grade 1: Phonemic Segmentation, Nonsense Word Fluency, Oral Reading Fluency*
 - *Grade 2: Oral Reading Fluency, Comprehension, Vocabulary*
- *How is the test administered?*
 - *For Year 2 Kindergarten and Grade 1 all measures are administered one on one by the classroom teacher.*
 - *For Grade 2, the Oral Reading Fluency is administered one on one by the classroom teacher. Comprehension and Vocabulary are independently completed through technology (tablet or computer)*
- *What information does the screener give the teacher?*
 - *The screener provides data based on the measures administered. The data shows teachers where further diagnostic assessment and instruction is needed, for example in phonics or fluency.*

What's next?

- Schools will do further diagnostic testing to determine what students would benefit from intervention
- Teachers will use Tier 1 strategies to ensure all students are progressing in their literacy skills
- Results are shared with parents through Report Cards and Parent-Teacher interviews
- Students who were unsuccessful in the first screening will be screened again at a later point in the year

Questions?



MINUTES OF THE REGULAR BOARD MEETING

Date: November 5, 2024
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

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

Student Trustees Present: L. McGuire I. Yeboah
S. Philbert

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

Also Present: M. Belbeck-Rego, Secondary Teacher, St. Ignatius of Loyola
L. Collimore, Chief Officer, Research & Development
A. Swinden, Manager, Strategic Communications

Recording Secretary: E. Trolio

1. Call to Order

The Chair called the meeting to order.

1.1 Land Acknowledgement, Opening Prayer, Our Father, National Anthem (S. Philbert)

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

1.2 Motions Arising From In-Camera

There were no motions arising from in-camera.

2. Approval of the Agenda

#137/24

Moved by: C. Saunders

Seconded by: H. Karabela

RESOLVED, that the agenda be approved.

The Chair called for a vote on *#137/24* and it *UNANIMOUSLY CARRIED.*

3. Declarations of Conflict of Interest

There were no conflicts of interest declared.

4. Presentations

4.1 Robotics Presentation (E. Del Sordo)

Students from St. Ignatius of Loyola, J. Leszczynski, J. Wong, and S. Quiros, along with teacher, M. Belbeck-Rego, presented and demonstrated their Robotics Team creations.

5. Delegations

There were no delegations.

6. Consent Agenda Items

6.1 Action Items

6.1.1 [Approval of Minutes] Minutes of the October 15, 2024 Regular Board Meeting

#138/24

Moved by: K. Kelly

Seconded by: C. Saunders

RESOLVED, that the Halton Catholic District School Board approve the Consent Agenda Action Item 6.1.1 on November 5, 2024 as submitted.

The Chair called for a vote on *#138/24* and it *UNANIMOUSLY CARRIED.*

6.2 Noted Items

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

6.2.2 [Miscellaneous] Minutes of the Audit Committee of May 29, 2024

6.2.3 [Miscellaneous] Notice of Motion - Request for Financial and Management Audit by the Ministry of Education (C. Saunders)

Noted items were provided for information.

7. Approval of Minutes

This item was addressed under the Consent Agenda.

8. Business Arising from Previous Meetings

This item was addressed under the Consent Agenda.

9. Action Items

9.1 Standing Finance Committee (R. Kennedy)

This item was withdrawn.

10. Staff Reports

There were no staff reports.

11. Information Reports

11.1 Director's Report (J. Klein)

Director Klein presented his report.

12. Miscellaneous Information

12.1 OCSTA Update (J. O'Hearn-Czarnota, B. Agnew)

An OCSTA update was provided by Trustee O'Hearn-Czarnota.

Vice-Chair Agnew shared an update on the Large Urban Catholic Boards Advisory Council.

12.2 OCSTA 2025 AGM Resolutions Information Package (M. Duarte)

Trustees were informed of the resolution information package within the agenda package.

13. Correspondence

There was no correspondence.

14. Open Question Period

No questions were submitted.

15. In Camera

There was no follow-up In-Camera session.

16. Resolution re Absentees

There were no absentees.

17. **Adjournment and Closing Prayer (C. Saunders)**

#139/24

Moved by: C. Saunders

Seconded by: E. Murphy

RESOLVED, that the meeting adjourn.

The Chair called for a vote on *#139/24* and it *UNANIMOUSLY CARRIED.*

The meeting adjourned at 7:58 p.m. with a prayer led by Trustee Saunders.

Secretary of the Board

Chair



Regular Board Meeting

Action Report

Policy I-46 Trustee Communications and Correspondence to the Board	Item 7.1.2.1
November 19, 2024	

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-46 Trustee Communications and Correspondence to the Board* as presented.

Background Information

Policy I-46 Trustee Communications and Correspondence to the Board consolidates updated Trustee communications policies, protocols and requirements. The revised title reflects the policy updates.

Updates also include changes throughout to reflect current requirements that are in alignment with legislated requirements and HCDSB policies and procedures. Minor housekeeping changes have been made throughout.

Conclusion

Policy I-46 Trustee Communications and Correspondence to the Board was presented at the Policy Committee Meeting on November 12, 2024 with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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



Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy I-46 Trustee Communications and Correspondence to the Board*, be approved.

Report Submitted and Approved by:

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

Trustee Communications and Correspondence to the Board	
Adopted: June 16, 2021	Last Reviewed/Revised: November 19, 2024
Next Scheduled Review: 2027-2028	
Associated Policies & Procedures: HCDSB Procedural Bylaws V-18 Community Engagement and Public Consultation Policy V-09 Public Concerns/Complaints Process Guidelines for Trustee Communications I-06 Delegation to the Board I-36 Trustee Code of Conduct I-07 Protection of Privacy	

Purpose

To provide consistent Trustee communication protocols and a process for handling correspondence addressed to individual Trustees and/or the Board of Trustees of the Halton Catholic District School Board (HCDSB).

It further serves to provide direction for handling correspondence received by the office of the Director of Education and Secretary of the Board and sets parameters for the correspondence to be published in the Board Agenda package.

Application and Scope

This policy applies to Trustee communications and correspondence to or from parents, guardians, students, ratepayers, organizations or members of the broader community who wish to share correspondence with the Board of Trustees.

References

[Education Act](#)

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

[Ontario Human Rights Code](#)

[PPM 170](#)

Definitions

Correspondence – communication by written means (letter or email).

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

Secretary of the Board - refers to the Director of Education

Principles

- HCDSB values relationships and partnerships and is committed to effective communication as essential for representing community, encouraging public engagement, and supporting Catholic education.
- HCDSB is committed to ensuring that all correspondence:
 1. promotes the HCDSB Mission, Vision, and Values;
 2. is clear, accurate, timely, and professional;
 3. supports decision-making processes and HCDSB policies.

Requirements

General Trustee Communication Guidelines

- Trustees shall engage in constructive and timely communication, fostering dialogue that builds relationships and supports the Mission, Vision and Values of HCDSB.
- All communication must be consistent with HCDSB policies and procedures, uphold decisions of the Board, and adhere to privacy and confidentiality requirements in accordance with the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*.
- The Chair is the spokesperson on behalf of the Board, unless otherwise determined by the Board for a specific matter.
- Individual Trustees do not have legal authority to bind the HCDSB, to act on behalf of the HCDSB, or to manage the day-to-day operations of the school board. Therefore, communication with HCDSB employees shall be made through the Director of Education.
- Communication by Trustees using HCDSB email services are subject to MFIPPA.
- Trustees shall not use email addresses collected in their role as Trustee for personal or political purposes without expressed consent from the sender, to be collected through the **Email Sharing Consent Form**.

Correspondence to and from Trustees

I. Correspondence Addressed to Individual Trustees

- Trustees will review and respond to correspondence within two (2) business days and provide an estimated date of response if an inquiry cannot be fully addressed within five (5) business days of receipt.
- Trustees will facilitate communication between parents/guardians and community members by directing them to the process for resolving concerns as outlined in Policy V-09.
- In accordance with MFIPPA, Trustees shall not divulge, either in their written or verbal communications, personal information related to HCDSB students or staff.
- Should a Trustee receive correspondence from a parent/guardian that contains personal/sensitive information about their child, the correspondence will be forwarded to the appropriate Family of Schools Superintendent with a note indicating that the Trustee will not be maintaining a copy of the email because it contains personal student information.

II. Correspondence Addressed to All Trustees

- When correspondence is addressed to all Trustees, the Chair of the Board shall acknowledge receipt of the correspondence within two (2) business days, and provide an estimated date of response if an inquiry cannot be fully addressed within five (5) business days of receipt. A copy of the response will be shared with all Trustees.

III. Correspondence Addressed to Staff and Trustees

- When correspondence related to operational matters is addressed to a staff member, and includes one or more Trustees, staff shall acknowledge receipt of the correspondence within two (2) business days, and an estimated date of response if an inquiry cannot be fully addressed within five (5) business days of receipt. The acknowledgement response will be shared with each Trustee copied in the correspondence. The local Trustee will be kept apprised through the Director of Education, as appropriate.
- When correspondence related to governance matters (e.g., policies) is addressed to all Trustees, and includes the Director of Education, the Chair of the Board shall respond as per the above timelines.
- All Ministry of Education memorandums or communications addressed to the Director of Education, Chair of the Board or Trustees that are not of a confidential nature shall be shared through a hyperlink on the Board Meeting agenda package.

Criteria for Adding Correspondence to a Board Meeting Agenda

- At the request of the sender, correspondence that is addressed to the Board of Trustees and/or the Director of Education and Secretary of the Board, may be added to the Board Meeting agenda package.
- Correspondence from employees or representatives of employee groups who wish to address employment, or professional interests shall not be included as “Correspondence” on the Board Meeting Agenda.
- Correspondence of a promotional nature or intended to solicit the purchase of goods and/or services shall not be included as “Correspondence” on the Board Meeting Agenda.
- No correspondence shall be added to a public Board agenda package without the request or expressed consent of the sender.
- Correspondence containing any inappropriate, derogatory, inflammatory or disparaging statements about another individual shall not be part of any Board Meeting agenda package. When this occurs, the Chair of the Board or Director of Education and Secretary of the Board shall provide a response to the sender to indicate that the request to have the correspondence included in the agenda package has been denied. The sender shall be provided with an opportunity to adjust the correspondence to remove any inappropriate, derogatory, inflammatory or disparaging statements and resubmit the request.
- Correspondence must be received no later than 3:00 p.m. on the day before the Board Meeting. Correspondence received after this time may be added to the next Board Meeting agenda package at the request of the sender.
- Correspondence that meets the above requirements shall be placed under “Correspondence” on the requested Board Meeting agenda. If a specific date is not requested, the correspondence will appear in the next scheduled Board Meeting agenda package.

Dealing with Correspondence Items During a Board Meeting

- Correspondence shall not be read aloud as it will have been presented in written format in the Board Meeting agenda package. Individuals who wish to vocally express their concerns may submit a request to delegate to the Board of Trustees.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Regular Board Meeting

Action Report

Policy II-07 The School Day (Daily Sessions) – Elementary & Secondary	Item 7.1.2.2
November 19, 2024	

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-07 The School Day (Daily Sessions) – Elementary & Secondary* as presented.

Background Information

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

Principles have been updated. Minor housekeeping changes have been made throughout.

Conclusion

Policy II-07 The School Day (Daily Sessions) – Elementary & Secondary was presented at the Policy Committee Meeting on November 12, 2024 with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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



Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy II-07 The School Day (Daily Sessions) – Elementary & Secondary*, be approved.

Report Submitted and Approved by:

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

The School Day (Daily Sessions) – Elementary & Secondary	
Adopted: October 23, 1973	Last Reviewed/Revised: November 19, 2024
Next Scheduled Review: 2027-2028	
Associated Policies & Procedures: VI-39 Inclement Weather Safety VI-47 Inclement Weather - Transportation Cancellations and Emergency School Closures	

Purpose

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

Application and Scope

This policy applies to all schools under the jurisdiction of the HCDSB.

References

[Education Act](#)

[O. Reg. 298](#)

Principles

- HCDSB values excellence in learning and providing opportunities that meet the needs and aspirations of all learners in a supportive, creative and innovative learning environment.
- HCDSB prioritizes the safety and well-being of students and staff and is committed cultivating school and workplaces that are safe, inclusive and welcoming.

Requirements

Elementary and Secondary:

- The school office shall be accessible to the students and parents/guardians thirty minutes before the commencement of instruction for the day and ending fifteen minutes after classes end for the day.
- Teachers shall be present in the classroom or teaching area and ensure that the classroom or teaching area is ready for the reception of students at least fifteen minutes before the commencement of classes in the school in the morning and, where applicable, five minutes before the commencement of classes in the school in the afternoon.
- The length of the instructional program of each school day for students of compulsory school age and students in full day junior kindergarten or kindergarten shall be not less than five hours a day excluding recesses or scheduled intervals between classes.
- The instructional program on a school day shall begin not earlier than 8 a.m. and end not later than 5 p.m. except with the approval of the Minister.
- A board may reduce the length of the instructional program on each school day to less than five hours a day for an exceptional student in a special education program.
- Each student and each teacher shall have a scheduled interval for a lunch break.
- A student's interval for a lunch break shall be not less than forty consecutive minutes and need not coincide with the scheduled interval for the lunch break of any other student or any teacher.
- A teacher's interval for a lunch break shall be not less than forty consecutive minutes and need not coincide with the scheduled interval for the lunch break of any other teacher or any student.
- In the intermediate and the senior divisions, a Principal may, subject to the approval of the board, provide for recesses or intervals for students between periods.
- The buildings and the playgrounds shall be open to students during the period beginning fifteen minutes before classes begin for the day and ending fifteen minutes after classes end for the day.
- In elementary schools, there shall be a morning recess and an afternoon recess, each of which shall be not less than ten minutes and not more than fifteen minutes in length, for students in the primary and junior divisions.
- The school shall be opened to the students during inclement weather (e.g. rain).
- When inclement weather results in bus cancellation, schools and the school office will remain open.
- When inclement weather results in school closure, schools and the school office will remain closed.

Secondary Schools Only:

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

- The safety of the students and staff.
- The efficiency and quality of the educational programs to be provided.
- The co-curricular activities of the school.
- The needs of the school community.
- The maximum and efficient utilization of available instructional space.
- System bus scheduling requirements.
- Each secondary school Principal will meet and review with their Family of Schools Superintendent the school day organization proposal for the subsequent school year for their school.
- Each secondary school day organizational proposal is subject to the review and approval of the Director of Education prior to its implementation. Such review and approval will be given by April 30.
- The Director will advise the Board accordingly, of any changes that have been incorporated relative to the secondary school day, for each secondary school for the subsequent school year.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____

Chair of the Board



Policy II-09 Opening and Closing Exercises	Item 7.1.2.3
November 19, 2024	

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-09 Opening and Closing Exercises* as presented.

Background Information

Policy II-09 Opening and Closing Exercises was reviewed as part of the regular review cycle.

References and Principles have been updated. Requirements have been updated to include inclusive language. Minor housekeeping changes have been made throughout.

Conclusion

Policy II-09 Opening and Closing Exercises was presented at the Policy Committee Meeting on November 12, 2024 with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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



Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy II-09 Opening and Closing Exercises*, be approved.

Report Submitted and Approved by:

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

Opening and Closing Exercises	
Adopted: February 20, 1987	Last Reviewed/Revised: November 19, 2024
Next Scheduled Review: 2027-2028	
Associated Policies & Procedures: N/A	

Purpose

To provide direction to all members of schools under the Halton Catholic District School Board's (HCDSB) jurisdiction with respect to requirements on opening or closing exercises as stated in the *Education Act*, the *Safe Schools Act, 2000*, O. Reg. 298, and O. Reg 435/00, and to promote the distinctiveness, values, and mission of the HCDSB.

Application and Scope

This policy applies to all schools under the jurisdiction of the HCDSB.

References

[Education Act](#)

[O. Reg. 298](#)

[O. Reg. 435/00](#)

[Safe Schools Act, 2000](#)

Principles

- HCDSB, in partnership with home and Church, is an inclusive and equitable learning community, dedicated to providing excellence in Catholic education by developing Christ-centred individuals enabled to transform society.
- The religious environment and climate of the Catholic School System permeates throughout the whole of school life.
- Catholic schools endorse and promote the mandate, values, traditions, and distinctiveness of the Catholic School System.

- Catholic schools instill in students respect, loyalty, allegiance, and pride in their country.

Requirements

- The Principal shall ensure that opening and/or closing exercises are delivered in a manner that is inclusive and accessible for all students (e.g., via video, posting announcements, etc.).
- Formal prayer shall form part of every opening and/or closing exercise and shall include the Our Father prayer.
- Land acknowledgements shall form part of every opening or closing exercise.
- Scriptural/spiritual readings may form part of every opening or closing exercise.
- Secular readings or recitations may form part of every opening or closing exercise but may not replace scriptural/spiritual readings.
- The singing of *O Canada* shall form part of every opening or closing exercise. Students and staff shall participate in the singing of *O Canada*.
- A student is not required to sing *O Canada* in the following circumstances:
 - In the case of a student who is less than 18 years old, if the student's parent or guardian applies to the Principal to be exempted from doing so.
 - In the case of a student who is at least 18 years old, if the student applies to the Principal to be exempted from doing so.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____

Chair of the Board



Regular Board Meeting

Action Report

Progressive Discipline & Safety in Schools Code of Conduct – Suspension and Expulsions	Item 7.1.2.4
November 19, 2024	

Alignment to Strategic Plan

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

Purpose

To approve *Progressive Discipline & Safety in Schools Code of Conduct – Suspension and Expulsions* as presented.

Background Information

Progressive Discipline & Safety in Schools Code of Conduct – Suspension and Expulsions was presented at the September 10, 2024 Policy Committee following recent updates to PPM 128 *The Provincial Code of Conduct and School Board Codes of Conduct*.

The Policy was forwarded for stakeholder consultation from September 17, 2024 to October 8, 2024, as per the requirements in PPM 128.

Principles were updated in accordance with changes as outlined in PPM 128. Minor housekeeping changes have been made.

Conclusion

Progressive Discipline & Safety in Schools Code of Conduct – Suspension and Expulsions was presented at the Policy Committee Meeting on November 12, 2024 with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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



Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Progressive Discipline & Safety in Schools Code of Conduct – Suspension and Expulsions*, be approved.

Report Submitted and Approved by:

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

Progressive Discipline & Safety in Schools Code of Conduct – Suspension and Expulsions	
Adopted: January 15, 2008	Last Reviewed/Revised: November 19, 2024
Next Scheduled Review: 2027-2028	
Associated Policies & Procedures: VI-44 Progressive Discipline and Safety in Schools I-11 International Student Admission Requirements (Fee Paying Students) I-14 Smoking/Vaping Ban I-30 Video Surveillance VI-83 Video Surveillance Procedure I-43 Use of Technology and Digital Citizenship VI-62 Use of Technology and Digital Citizenship VI-63 Social Media II-03 Principal Designate in Schools II-10 Releasing Students from School II-12 Management of Aggressive Student Behaviours Within Our Schools II-26 Managing Student Risk in Interschool Sports II-28 Alcohol, Tobacco, Vaping, and Drug Education and Abuse in Schools II-40 Bullying Prevention and Intervention II-41 School Uniform Dress Code – School Dress Code II-45 Equity and Inclusive Education VI-54 Equity and Inclusive Education VI-60 Student Groups in Catholic Schools II-48 Violent Threat Risk Assessment III-15 Workplace Violence III-16 Workplace Discrimination and Harassment II-20 Child Abuse and Protection of Students	

Purpose

This policy supports and encourages a safe school environment through the application of progressive discipline, intervention and consequences within the framework of human rights and equity for student actions not in compliance with the HCDSB’s Code of Conduct and the *Standards of Behaviour* described in the *Ontario School Code of Conduct*.

This policy authorizes the creation of procedures for implementation, which shall be considered guidelines in the best interest of equitable outcomes for students pursuant to the *Education Act*, as amended and Ministry of Education Policy Program Memoranda (PPMs) included in the references below.

Application and Scope

This policy applies to all students over their full academic enrollment with the Halton Catholic District School Board (HCDSB) on school property, virtual learning environments, at school/HCDSB authorized activities, while using school authorized transportation services, or in other venues or locations, digitally and in-person where an inappropriate act is considered by the principal to be harmful or detrimental to the moral tone, physical or mental well-being of the school community.

References

[Canadian Charter of Human Rights and Freedoms](#)

[Education Act](#)

[Ontario School Code of Conduct](#)

[PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools](#)

[PPM128 Provincial Code of Conduct and School Board Codes of Conduct](#)

[PPM 141 School Board Programs for Students on Long Term Suspension](#)

[PPM 142 School Board Programs for Expelled Students](#)

[PPM 144 Bullying Prevention and Intervention](#)

[PPM 145 Progressive Discipline and Promoting Positive Student Behaviour](#)

[Reg. 472/07 Suspension and Expulsion of Pupils – Mitigating Factors](#)

[Statutory Powers Procedure Act](#)

[Ontario Human Rights Code](#)

Principles

- HCDSB recognizes that student conduct within our schools shall be rooted in Gospel values and the teachings of Jesus Christ, the Ontario Human Rights Code, principles of equity and inclusion, the Ontario Catholic School Graduate Expectations, and the HCDSB's Mission, Vision and Governing Values.

- HCDSB acknowledges the disproportionate impact of disciplinary practices on historically underserved demographic groups including Black, Indigenous, racialized students, students with disabilities and students with low economic status households.
- HCDSB recognizes that students have a responsibility to resolve conflict and differences in a respectful, civil and non-violent manner.
- HCDSB recognizes that injurious conduct includes, but is not limited to, verbal, physical and sexual assault, defiance, vandalism, harassment, intimidation, bullying, verbal, written or cyber bullying, threats, racist and/or hate-based language or behaviour. Appropriate consequences will be applied in accordance with the *Ontario School Code of Conduct Standards of Behaviour, (as amended)* and provisions of the *Education Act (as amended)*.
- HCDSB recognizes and affirms that the Principal, subject to the authority of the appropriate Supervisory Officer, is in charge of the school and may take specific disciplinary action as outlined in the *Education Act*, Regulations and respective HCDSB Policy and Procedures.
- The *Provincial Code of Conduct* and the Halton Catholic District School Board Code of Conduct include the following Standards of Behaviour:

Standards of Acceptable Behaviour

Respect, Civility and Responsible Citizenship

All members of the school community must:

- comply with all applicable federal, provincial, and municipal laws;
- comply with all Ministry of Education, school board and school policies;
- promote a positive school climate that is inclusive and accepting of all students and upholds human rights for all students, including students of any age, ancestry, colour, citizenship, creed, disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex, or sexual orientation;
- demonstrate honesty and integrity in words and actions;
- respect the uniqueness of each individual, their ideas and their opinions, beliefs and values, framed within the Ontario Human Rights Code and Catholic Social Teaching;
- treat one another with dignity and respect, both in person and online at all times, especially when there is disagreement;
- respect and treat others fairly while upholding human rights and human dignity, regardless of race, ancestry, place of origin, colour, disability, ethnic origin, citizenship, creed, religion, gender, sexual orientation, gender identity, gender expression, age, marital status, family status, or socioeconomic status ;
- respect the rights of others;
- show proper care and regard for school property and the property of others;

- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- refrain from using abusive language or swearing at another person;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching;
- promote the prevention of bullying;
- not use student personal mobile devices during the instructional time except under the following circumstances:
 - for educational purposes, as directed by an educator
 - for health and medical purposes
 - to support special education needs
- use images and language in compliance with the Code of Conduct when posting opinions, critiquing others, or when chatting on social media platforms or within virtual learning environments.

Safety

All members of the school community must not:

- engage in bullying behaviours, including cyberbullying;
- commit sexual assault or sexual harassment;
- traffic in weapons or illegal and/or restricted drugs;
- give alcohol illegal/restricted drugs, or cannabis to a minor;
- commit robbery or theft;
- be in possession of any weapon or replica, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of alcohol, cannabis) and illegal drugs;
 - for students, this would also include being in possession of electronic cigarette, tobacco and nicotine products
- use, or be under the influence of alcohol, cannabis, tobacco, electronic cigarettes, illegal drugs or related products;

- provide others with alcohol, illegal/restricted drugs, tobacco, electronic cigarettes, cannabis and related products ;
- inflict or encourage others to inflict bodily harm on another person;
- film and/or post images of physical altercations or any other infractions of the School Code of Conduct;
- record, take or share non-consensual recordings or photos of members of the school community;
- commit an act of vandalism that causes damage to school property or to property located on the premises of the school;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias; and,
- engage in any action that threatens the safety of another person in the school community.

Requirements

- The *Provincial Code of Conduct*, the Halton Catholic District School Board Code of Conduct and the *Education Act* create expectations for behaviour for all persons on school property including virtual learning environments or other environments that have nexus to the school
- It is important that all students have a safe, caring and accepting school environment in order to maximize their learning potential and to ensure a positive school climate for all members of the school community.
- Pursuant to the *Education Act*, principals are required to maintain proper order and discipline using progressive discipline interventions and strategies in schools, and students are responsible to the principal for their conduct and are required to accept such discipline as would be exercised by a reasonable, kind, firm, and judicious parent.
- To meet the goals of creating a safe, caring, and accepting school environment, the Halton Catholic District School Board supports the use of positive proactive practices as well as consequences for inappropriate behaviour, including interventions that are part of the progressive discipline continuum, which includes suspension and expulsion where necessary. The HCDSB considers homophobia, gender-based violence, and harassment on the basis of sex, gender, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or grounds protected by the *Human Rights Code*, as well as inappropriate sexual behaviour unacceptable. Every effort is made to prevent this unacceptable behaviour, including the use of positive practices to prevent such behaviour. The Halton Catholic District School Board authorizes principals, or their delegates, to foster resolutions and positive outcomes in appropriate circumstances, up to and including a referral to the Discipline Committee of the HCDSB for expulsion from all schools. Principals,

in consultation with HCDSB staff, will review all mitigating factors to determine whether the behaviour is within the student's control.

- HCDSB does not support discipline measures that are solely punitive or the use of exclusion as a disciplinary measure, rather focuses on restorative practices based on compassion, reflection, dignity, equity and Gospel values.
- Schools are encouraged to implement proactive practices and corrective supportive practices when possible. However, before applying disciplinary measures, the principal/designate and Discipline Committee of the HCDSB shall consider the disproportionate impacts of disciplinary decisions on students with disabilities, Indigenous, Black and racialized students as protected by the *Human Rights Code* and whether or not accommodation is required.
- This policy authorizes the creation of procedures for implementation, which might include requirements described in Ministry of Education PPMs as matters of policy, and any such procedures shall be considered guidelines pursuant to the *Education Act* and other relevant and/or related Ministry of Education materials and all of which will be sufficient for the purposes of implementing the requirements of Ministry of Education Policy Program Memoranda.
- At the start of each term, and throughout the school year, the principal shall promote a positive, safe and caring environment by communicating expectations proactively and respectfully to students with the support of teachers in accordance with the Halton Catholic District School Board's Student Code of Conduct and Standards of Behaviour. Principals will consider the capacity, characteristics and developmental level of individual students when communicating these expectations.
- Principals, shall, as soon as reasonably possible, notify the parent or guardian of the student who the principal believes has been harmed as a result of an activity described in subsection 306(1) or 310(1) in the *Education Act* and the parent or guardian of any student in the school who the principal believes has engaged in the activity that resulted in the harm.
- The principal or designate will proactively communicate to students and parents/guardians information about the Safe Schools Committee, parent engagement opportunities and student leadership groups.
- Principals must contact the parents or guardians of victims of such incidents unless:
 - the victim is 18 years old or over;
 - the victim is 16 or 17 years old and has withdrawn from parental control; or
 - in the opinion of the principal, doing so would put the victim at risk of harm from the parent at which point a report will be made to the Children's Aid Society as per Duty to Report (Policy II-20 Child Abuse and Protection of Students).

- Principals must develop a safety support plan to support and protect the victim(s). The Safety Support Plan must include, but is not limited to, consideration of additional in-school counselling such as Child and Youth Counsellor, Social Worker, etc.
- HCDSB employees, who work directly with students, or who are witness to language or behaviour that contravenes the Code of Conduct, shall respond to and report incidents that may have a negative impact on school climate.
- All HCDSB employees shall report to the principal as soon as reasonably possible if they become aware that a student may have engaged in an activity, for which the students must be considered for suspension or expulsion.
 - A principal of a school can delegate their powers under Part XIII of the *Education Act* (Behaviour, Discipline and Safety) to a vice-principal of the school or a teacher employed in the school, per Ministry policy.
 - See *Procedure VI-44 Progressive Discipline & Safety in Schools* for associated procedures, and reporting forms.
 - See *Policy III-15 Workplace Violence* and *Policy III-16 Workplace Harassment* for related requirements.
 - See *Policy II-40 Bullying Prevention and Intervention* for related requirements.
 - See *Policy II-45* and *Procedure VI-54 Equity and Inclusive Education* for related requirements.

Positive Practices

In order to promote and support appropriate and positive student behaviours that contribute to creating and sustaining safe, caring and accepting learning and teaching environments that encourage and support students to reach their full potential, the HCDSB directs the consistent use of positive practices for: (1) prevention, (2) positive behaviour management, (3) intervention and support, and (4) advocacy.

The following preventative practices shall be considered:

- Catholic Social Teaching;
- Indigenous Education;
- Ontario Catholic Graduate Expectations;
- Awareness of rights and responsibilities under the Ontario Human Rights Code;
- Anti-bullying and violence prevention programs;
- Healthy lifestyles and Mental Health Literacy;
- Anti-Indigenous Racism, Anti-Black Racism, Anti-Asian Racism, Anti-Semitism, Islamophobia, Ableism, Homophobia, Transphobia, and Anti-oppression education and training; Culturally Relevant and Responsive Pedagogy;

- Mentorship programs;
- Restorative Practices;
- Student leadership; and,
- Student success strategies.

Positive behaviour management practices may include:

- Class placement;
- Effective supervision;
- Conflict resolution;
- Restorative practice;
- Individual, peer and group counselling;
- Mentorship programs;
- Positive encouragement and reinforcement;
- Program modifications or accommodations;
- Safety Plans;
- School, HCDSB and community support programs;
- Anti-racism, anti-oppression education and training; and,
- Student success strategies.

HCDSB recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate student behaviour. In such circumstances, the HCDSB supports the use of restorative practices and a progressive discipline approach.

In circumstances where a student will receive a consequence for their behaviour, it is the expectation of the HCDSB that the principle of progressive discipline, consistent with *Ministry of Education* direction and *PPM 145*, will be applied, if appropriate.

Progressive Discipline:

The goal of this policy, with respect to progressive discipline, is to support a safe, inclusive and respectful learning and teaching environment in which every student can reach their full potential. Appropriate action must consistently be taken by schools to address behaviours that are contrary to Provincial and HCDSB Codes of Conduct.

Progressive discipline is a whole-school approach that makes use of a continuum of interventions, supports, and consequences, building upon strategies that promote positive behaviours. The range of interventions, supports, and consequences used by the HCDSB and all schools must be clear and developmentally appropriate, and must include learning opportunities for students in order to

reinforce positive behaviours and help students make good choices. For students with special education and/or disability related needs, interventions, supports and consequences must be consistent with the expectations in the student's Individual Education Plan (IEP) and/or their demonstrated abilities.

HCD SB, and school administrators, must consider all mitigating and other factors, as required by the *Education Act* and as set out in *Ontario Regulation 472/07*.

Progressive discipline may include early and/or ongoing intervention strategies, such as:

- Conflict mediation and resolution;
- Restorative practices, where possible;
- Consultation;
- Parent/teacher communication early in the term/semester;
- Contact with the student's parent(s)/guardian(s);
- Peer mentoring;
- Referral to counselling with Child Youth Counsellor and/or Social Worker;
- Referral to counselling with a provider in the community;
- Review of expectations;
- Verbal reminders;
- Volunteer service to the school community; and/or,
- Written reflection with a learning component and/or the completion of learning modules.

Progressive discipline may also include a range of interventions, supports and consequences when inappropriate behaviours have occurred, with a focus on improving behaviour, such as one or more of the following:

- Detentions;
- Meeting with the student's parent(s)/guardian(s), student, vice-principal and/or principal;
- Referral to a community agency for anger management or substance abuse counselling;
- Restitution for damages;
- Restorative practices including contributions to the life of the school;
- Transfer;
- Withdrawal from class; and/or,
- Withdrawal of privileges.

When addressing inappropriate behaviour, school staff should consider the particular student and circumstances, including any mitigating and other factors including trauma, marginalization, bullying,

etc., as set out in the HCDSB's *Procedure VI-44 Progressive Discipline and Safety in Schools*, the nature and severity of the behaviour, and the impact on the school climate.

HCDSB also supports the use of suspension and expulsion as outlined in *Part XIII* of the *Education Act* where a student has committed one or more of the infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate (either in in-person and/or virtual learning environments)

Suspension:

The infractions for which a suspension may be imposed by the principal include:

1. Uttering a threat to inflict serious bodily harm on another person;
2. Harmful language or behaviour towards members protected under the Human Rights Code (racism, homophobia, transphobia, ableism, Islamophobia, etc.)
3. Possessing alcohol, illegal drugs/substances or, unless the student is a medical cannabis user, cannabis;
4. Being under the influence of alcohol or, unless the student is a medical cannabis user, cannabis and/or illegal/restricted drugs/substance;
5. Swearing at a teacher or at another person in a position of authority;
6. Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school;
7. Bullying which includes Cyberbullying (see *Procedure VI-44*);
8. Any other activity that is an activity for which a principal may suspend a student under a policy of the HCDSB:
 - a) Any act considered by the principal to be injurious to the moral tone of the school;
 - b) Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community; or
 - c) Any act considered by the principal to be contrary to the HCDSB or School Code of Conduct including but not limited to the following:
 - academic dishonesty – attempting to deceive by cheating, copying or plagiarizing
 - defiance – opposition to authority
 - disorderly conduct – persistent opposition to authority, conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school
 - explosive devices – use of or possession of explosive devices
 - extortion – to take money, homework, or property under threat of harm or duress

- fire setting, bomb threat, fire alarm – setting a fire or an act that places individuals, property, or community at risk
- harassment – repeated comments or conduct that is known or ought to be known as unwelcome
- hate-based incidents – words or actions considered offensive with reference to human dignity and the Ontario Human Rights Code, such as a person’s age, culture, disability, gender, race, religion or appearance
- smoking/vaping on school property
- theft – taking, possessing property without the permission of the owner
- trespass – unauthorized presence on school property
- truancy – persistent unexplained absence
- vehicle use – reckless or dangerous use of a vehicle, e.g., car, bicycle, motorcycle, etc.

A student may be suspended only once for an infraction and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.

Mitigating and Other Factors:

Before imposing a suspension under section 306 of the Education Act, the principal, as required by the *Education Act*, must consider any mitigating and other factors as set out in the Student Discipline Procedures. For the purpose of the Student Discipline Procedures, the HCD SB interprets the provisions of the *Education Act* and Regulations consistent with the *Ontario Human Rights Code*.

Expulsion:

In the case of suspension pending expulsion, mitigating and other factors shall be considered in determining the duration of the suspension.

A principal shall suspend a student and shall consider whether to recommend expulsion if they believe that the student has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate.

1. Possessing a weapon, including possessing a firearm or a replica;
2. Using a weapon to cause or to threaten bodily harm to another person;
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;

4. Uttering hate-based language – words or actions considered offensive with reference to human dignity and the Ontario Human Rights Code such as a person’s age, culture, disability, gender, race, religion or appearance
5. Committing sexual assault;
6. Trafficking in weapons or replica, illegal or restricted drugs;
7. Committing robbery;
8. Giving alcohol or cannabis to a minor;
9. Bullying, if,
 - i. the student has previously been suspended for engaging in bullying, and/or
 - ii. the student’s continuing presence in the school creates an unacceptable risk to the safety of another person.
 - iii. any activity listed in the Education Act, subsection 306(i) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.
10. Any other activity that, under a policy of the HCDSB, is an activity for which a principal must suspend a student and conduct an investigation to determine whether to recommend to the HCDSB that the student be expelled:
 - a) An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
 - b) A pattern of behaviour that is so inappropriate that the student's continued presence is injurious to the effective learning and/or working environment of others;
 - c) Activities engaged in by the student on or off school property that cause the student's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or HCDSB;
 - d) Activities engaged in by the student on or off school property that have caused extensive damage to the property of the HCDSB or to goods that are/were on HCDSB property;
 - e) The student has demonstrated through a pattern of behaviour that they have not prospered by the instruction available to them and that they are persistently resistant to making changes in behaviour which would enable them to prosper; or
 - f) Any act considered by the principal to be a serious violation of the HCDSB or School Code of Conduct.

Mitigating Factors and Other Factors:

Where a principal imposes a suspension and conducts an investigation to determine whether to recommend expulsion, the Principal must consider any mitigating and other factors as set out in the Student Discipline Procedures in determining whether to recommend an expulsion from the student's school or from all schools of the HCDSB, as required by the *Education Act*. If the principal determines it is not appropriate to recommend an expulsion, the principal must consider mitigating and other factors in deciding whether to 1) confirm the suspension and its duration; 2) confirm the suspension but shorten the duration; or 3) withdraw the suspension and expunge the record of suspension.

For the purpose of the Procedure for Progressive Discipline and Safety in Schools, the HCDSB interprets the provisions of the *Education Act* and Regulations consistent with the *Ontario Human Rights Code*.

Principal Investigation:

Before recommending an expulsion from the student's school or from all schools of the HCDSB, the principal must complete an investigation, as required by the *Education Act*, which is consistent with the expectations for principal investigations outlined in the HCDSB's Procedure VI-44 *Progressive Discipline and Safety in Schools*.

Suspension Appeal

Where a student's parent/guardian or the student, if 18 or older or 16 or 17 and has removed themselves from parental control, disagrees with the decision of a principal to suspend the student that student's parent/guardian or the student, if 18 or older or 16 or 17 and removed from parental control, may appeal the principal's decision to suspend the student, in accordance with the HCDSB's Procedure VI-44 *Progressive Discipline and Safety in Schools*.

Suspension appeals will not be conducted in accordance with or be subject to the *Statutory Powers Procedure Act*.

Appeal of the HCDSB Decision to Expel

The adult student or the student's parent/guardian may appeal a HCDSB decision to expel the student to the Child and Family Services Review Board.

The Child and Family Services Review Board is designated to hear and determine appeals of school - HCDSB decisions to expel students.

The decision of the Child and Family Services Review Board is final.

Superintendent Responsible for Student Discipline

The Superintendent Responsible for Student Discipline shall have the powers and duties outlined in the HCDSB's Procedure VI-44 *Progressive Discipline and Safety in Schools*.

Discipline Committee:

HCDSB authorizes the creation of a Discipline Committee of no fewer than three (3) Trustees to decide appeals of suspensions and recommendations for expulsion. For these purposes, the



Discipline Committee will conduct the suspension appeals and expulsion hearings in accordance with the Student Discipline Procedures, Suspension Appeal Guidelines, Expulsion Hearing Guidelines and Rules, and within the framework of the Ontario Human Rights Code.

In all cases where consequences might be recommended or applied, teachers, administrators and the HCDSB will consider the safety and dignity of all students, and the impact of the activity on the school climate.

The Discipline Committee shall have the powers as set out in the *Education Act* and any other powers to implement any appropriate order.

Programs for Suspended and Expelled Students:

Programs will be provided for all students suspended for a period of 6 – 20 days. A program will be provided for all students expelled from all schools of the HCDSB (see *Procedure VI-44*).

In continuing to promote Gospel values, all programs must include a spiritual/Catholic component, at the appropriate level of student need and understanding.

Reporting of Violent Incidents:

HCDSB shall report the total number of violent incidents on an annual basis to the Ministry of Education through the Ontario School Information System (OnSIS).

HCDSB will collect and analyse data on the nature of violent incidents, suspension and expulsions to support the development of HCDSB policies and to inform HCDSB and school improvement plans.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
March 31, 2020	Update to Board Room Technology	<p>WHEREAS, the boardroom located in the Halton Catholic District school Board's Catholic Education Centre offices, is also the location where public meetings are held and in keeping with Section 208.1 sub sections, 1,2,3, and 4 of the Education Act which states that access to proceedings be allowed from remote locations to Trustees; and,</p> <p>WHEREAS, current audio, video and data transfer equipment is antiquated and unsatisfactory</p> <p>RESOLVED, that the Board gives instruction to the Secretary of the Board to investigate and provide at least three (3) costed reports at a regular board meeting, for the purpose of upgrading the current communication system and replace the same so as to allow seamless remote access with the latest technology (such as speech timing, floor queuing, live streaming, recording , screen sharing, document comparing, etc.) that has the capability of allowing a minimum of 25 remote users by no later than the May 5, 2020 Regular Board meeting; and that this technology be capable of relocation to any board office if required.</p>	A. Loft	In Progress
June 16, 2021	Policy I-40 Performance Appraisal of the Director of Education	<p>#194/21</p> <p>RESOLVED, that Policy I-40 Performance Appraisal of the Director of Education be referred back to the Policy Committee.</p>	E. Bakaic	

POLICY COMMITTEE MEETING MINUTES

Date: October 8, 2024
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

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

Student Trustees Present: L. McGuire
S. Philbert
I. Yeboah

Senior Staff Present: E. Bakaic
J. Klein, Director of Education
M. Skrzypek (via Teams)
A. Swinden

Recording Secretary: C. Palucci

1. Call to Order

1.1 Land Acknowledgment and Opening Prayer (H. Karabela)

The meeting opened at 7:00 p.m. with a prayer led by H. Karabela.

2. Approval of the Agenda

P#070/24

Moved by: K. Kelly

Seconded by: T. Powell

That, the agenda be approved as presented.

The Chair called for a vote. Recommendation **P#070/24 UNANIMOUSLY CARRIED.**

3. Declarations of Conflict of Interest

There were no Conflicts of Interest declared.

4. Delegations

There were no Delegations.

5. Approval of the Minutes (September 10, 2024)

P#071/24

Moved by: E. Murphy

Seconded by: B. Agnew

That, the minutes of the September 10, 2024 Policy Committee Meeting be approved.

The Chair called for a vote. Recommendation **P#071/24 UNANIMOUSLY CARRIED.**

6. Action Items

6.1. HCDSB Procedural By-Law

6.1.1 Amendment to HCDSB Procedural By-Law Article 5.5 (M. Duarte)

P#072/24

Moved by: M. Duarte

Seconded by: T. Powell

That, the Policy Committee recommends that amendment to HCDSB Procedural By-Law Article 5.5, be forwarded to the October 15, 2024 Regular Board Meeting for approval.

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

(1) In the final sentence of Article 5.5, add “or designate”:

A member shall notify the Chair of the Board or designate prior to the Board meeting that the member will not be in attendance.

The Chair called for a vote. Recommendation **P#072/24 UNANIMOUSLY CARRIED.**

6.1.2 Amendment to HCDSB Procedural By-Law Article 4.4.4 (M. Duarte)

P#073/24

Moved by: M. Duarte

Seconded by: B. Agnew

That, the Policy Committee recommends that amendment to HCDSB Procedural By-Law Article 4.4.4, be forwarded, to the October 15, 2024 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation **P#073/24 UNANIMOUSLY CARRIED.**

6.1.3 Amendment to HCDSB Procedural By-Law Article 17.1 (M. Duarte)

P#074/24

Moved by: M. Duarte

Seconded by: B. Agnew

That, the Policy Committee recommends that amendment to HCDSB Procedural By-Law Article 17.1, be forwarded, to the October 15, 2024 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation **P#074/24 UNANIMOUSLY CARRIED.**

6.1.4 Amendment to HCDSB Procedural By-Law Article 4.1.2 (M. Duarte)

P#075/24

Moved by: M. Duarte

Seconded by: K. Kelly

That, the Policy Committee recommends that amendment to HCDSB Procedural By-Law Article 4.1.2., be forwarded, to the October 15, 2024 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation **P#075/24 CARRIED.**

In Favour	Opposed	Abstain	Absent
B. Agnew		H. Karabela	
M. Duarte			
K. Kelly			
R. Kennedy			
L. McGuire (non-binding)			
E. Murphy			
J. O’Hearn-Czarnota			
S. Philbert (non-binding)			
T. Powell			
C. Saunders			
I. Yeboah (non-binding)			

6.1.5 Amendment to HCDSB Procedural By-Law Article 4.1.5 (M. Duarte)

P#076/24

Moved by: M. Duarte

Seconded by: B. Agnew

That, the Policy Committee recommends that amendment to HCDSB Procedural

By-Law Article 4.1.5, be forwarded, to the October 15, 2024 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation **P#076/24 UNANIMOUSLY CARRIED.**

**6.2 Policy V-08 School Anniversary Celebrations (A. Swinden, E. Bakaic)
P#077/24**

Moved by: H. Karabela

Seconded by: T. Powell

That, the Policy Committee recommends that Policy V-08 School Anniversary Celebrations, be forwarded to the October 15, 2024 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation **P#077/24 UNANIMOUSLY CARRIED.**

**6.3 Policy V-12 Blessing and Official Opening of a New School (A. Swinden, E. Bakaic)
P#078/24**

Moved by: B. Agnew

Seconded by: H. Karabela

That, the Policy Committee recommends that Policy V-12 Blessing and Official Opening of a New School, be forwarded to the October 15, 2024 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation **P#078/24 CARRIED.**

**6.4 Policy V-13 Blessing and Rededication of a Major Addition to a School (A. Swinden, E. Bakaic)
P#079/24**

Moved by: H. Karabela

Seconded by: E. Murphy

That, the Policy Committee recommends that Policy V-13 Blessing and Rededication of a Major Addition to a School, be forwarded to the October 15, 2024 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation **P#079/24 UNANIMOUSLY CARRIED.**

7. Discussion Items

A. Swinden presented staff's recommendation to consolidate Trustee communications practices

into *Policy I-46 Correspondence to the Board of Trustees* and *Procedure VI-63 Social Media*. As per majority consensus, the Trustee communications updates will be incorporated into *Policy I-46* and *Procedure VI-63* and return to the November 12th, 2024 Policy Committee Meeting for review.

8. Information Items

8.1 Administrative Procedure VI-61 Recognition and Acknowledgement of Dignitaries, Board Officials at Board and School Events (A. Swinden, E. Bakaic)

8.2 2024-2025 Policy Working Group (E. Bakaic)

8.3 Upcoming Agenda Items (November 12, 2024)

8.3.1 Policy I-46 Correspondence to the Board (A. Swinden)

8.3.2 Policy II-07 The School Day-Teaching Day-Elementary & Secondary (J. Crowell)

8.3.3 Policy II-09 Opening and Closing Exercises (E. Bakaic)

8.3.4 Policy II-39 Progressive Discipline and Safety in Schools (A. Cordeiro)

8.3.5 Policy V-09 Public Concerns Complaints Process (J. Klein)

8.3.6 Administrative Procedure VI-39 Inclement Weather Safety (E. Bakaic)

8.3.7 Administrative Procedure VI-63 Social Media (A. Swinden, E. Bakaic)

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

There were no absent Committee Members.

13. Motion to Adjourn/ Closing Prayer (K. Kelly)

P#080/24

Moved by: E. Murphy

Seconded by: T. Powell

That the meeting adjourn.

The Chair called for a vote. Recommendation ***P#080/24 UNANIMOUSLY CARRIED.***

The meeting adjourned at 8:07 p.m. with a prayer led by K. Kelly.



Memorandum To: Chairs of District School Boards
Directors of Education
Secretary/Treasurer of School Authorities

From: The Honourable Jill Dunlop
Minister of Education

Date: November 14, 2024

Subject **Managing School Board Expenses and Prioritizing Student Safety**

Our government is making historic investments in public education, and parents expect school boards to be responsible stewards of those dollars to prioritize student achievement.

In light of recent events, I want to be absolutely clear: our investments are a commitment to strengthening our public education system and improving the student experience. To maintain public confidence in the education system, it is imperative that taxpayer dollars go towards supporting student achievement and better equipping teachers in the classroom, rather than being squandered on inappropriate expenditures.

As a result, we will be reviewing discretionary expenses and including them in our bi-annual disclosures of board financials enabled through Bill 98 to create more accountability and transparency.

Hard working taxpayers and parents deserve to know that the money the province is investing toward student education is going into the classroom, and school boards have a responsibility to act as responsible stewards of that funding. Trustees, directors of education and executive leaders play a critical role in managing school board expenses effectively by setting and adhering to robust policy frameworks and administrative procedures that prioritize value for money. By focusing on these principles, we can ensure that every dollar spent contributes to the success and well-being of our students and the integrity of our education system.

It is my expectation that trustees and school board executives lead by example, exercise sound judgement and champion fiscal responsibility. Such leadership is crucial in fostering a culture of accountability, ensuring that our resources are managed wisely so we can graduate the best and brightest students in the country.

Sincerely,

The Honourable Jill Dunlop
Minister of Education

c: Denise A. Cole, Deputy Minister of Education
Didem Proulx, Assistant Deputy Minister, Capital and Business Support Division
Andrew Davis, Assistant Deputy Minister, Education Labour and Finance Division
Giselle Basanta, Assistant Deputy Minister, Education Equity and Governance Secretariat
Scott Allinson, Chief of Staff, Minister's Office
President, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
Executive Director, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
President, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)
Executive Director, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)
President, Ontario Catholic School Trustees' Association (OCSTA)
Executive Director, Ontario Catholic School Trustees Association (OCSTA)
President, Ontario Public School Boards' Association (OPSBA)
Executive Director, Ontario Public School Boards' Association (OPSBA)
Executive Director, Council of Ontario Directors of Education (CODE)
President, Association des enseignantes et des enseignants franco-ontariens (AEFO)
Executive Director and Secretary-Treasurer, Association des enseignantes et des enseignants franco-ontariens (AEFO)
President, Ontario English Catholic Teachers' Association (OECTA)
General Secretary, Ontario English Catholic Teachers' Association (OECTA)
President, Elementary Teachers' Federation of Ontario (ETFO)
General Secretary, Elementary Teachers' Federation of Ontario (ETFO)
President, Ontario Secondary School Teachers' Federation (OSSTF)
General Secretary, Ontario Secondary School Teachers' Federation (OSSTF)
Chair, Ontario Council of Education Workers (OCEW)
Chair, Education Workers' Alliance of Ontario (EWAO)
President of OSBCU, Canadian Union of Public Employees – Ontario (CUPE-ON)
Co-ordinator, Canadian Union of Public Employees – Ontario (CUPE-ON)
Executive Director, Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)
Executive Director, Catholic Principals' Council of Ontario (CPCO)
Executive Director, Ontario Principals' Council (OPC)

Sent: Friday, November 15, 2024 3:20 PM
To: Director's Office <director@hcdsb.org>; Duarte, Marvin <DuarteM@hcdsb.org>
Cc: Karabela, Helena <KarabelaH@hcdsb.org>; Kennedy, Robert <KennedyR@hcdsb.org>;
Murphy, Emma <MurphyE@hcdsb.org>; Saunders, Chris <SaundersC@hcdsb.org>;
Agnew, Brenda <AgnewB@hcdsb.org>; Kelly, Kirsten <KellyK@hcdsb.org>;
Powell, Trish <PowellT@hcdsb.org>; O'Hearn-Czarnota, Janet
<O'Hearn-CzarnotaJ@hcdsb.org>
Subject: [<EXTERNAL>] International Student Program Travel

Director Klein and Chair Duarte,

Having read the statement you posted to the board website yesterday, I have some outstanding questions that I believe still have not been satisfactorily addressed.

Let me start by saying, I have no objection to HCDSB running an international student program. I agree that a diverse learning environment benefits all students and understand international student enrollment can represent an additional revenue stream. My concern is not with the program itself, but rather with the lack of due diligence and tracking done to ensure the expenses related to travel for conferences is actually meaningfully translating into new enrollment – a fact that has not yet been substantiated.

In both the initial response Chair Duarte provided to me back in May, and in yesterday's public statement, there are some general assertions made that beg additional questions:

"...it is challenging to directly link specific enrolments to individual trips..."

This is the heart of the matter. There are many ways there could be better accountability and tracking of outcomes, and it seems the board has simply chosen not to undertake those activities. If that is the case, I would urge you to reconsider future trips until such a time that the board is prepared to better monitor impact and outcome of those investments.

- Standard practice for any professional who attends conferences to generate leads is, minimally, some basic tracking of these opportunities. It is not unreasonable to expect that if these trips are approved with the aim of prospecting future students that we would be collecting contact information for these potential leads, following up with them, and tracking whether or not they ultimately choose to enroll with our board. If this is not happening, what exactly is happening on these trips, and after them?
- Further, it would seem straight forward to add to our international student onboarding, a question as to how they chose our board that would allow for data collection of this sort over time. Given that we have been attending these conferences for many years, I would be surprised if we do not have some level of data here.
- In the absence of any of the above, how do we measure whether or not these trips are successful? Has anyone ever actually asked?

"The revenue generated through the International Student Program exceeds the costs associated with staffing, travel, conferences, and other related expenses."

- Can the board in any way demonstrate that international student enrollment would be negatively impacted if we didn't attend these conferences?
- Do other area boards have a comparable proportion of international students? Do they attend conferences of this nature?
- How many of our international students chose to come as a result of recruitment efforts vs. life circumstances that landed them in our area?

Ultimately, if there is a clear case that the conferences directly yield increased income that offsets their expense, I understand the decision. I have not yet, however, seen anything to confirm this is the case. My concern, therefore, is in trying to understand the rationale for why trustees - including you, Mr. Chair - voted in favour of **three** trips, particularly when the original motion was only for one. Even if the board is able to substantiate the benefit of previous years' trips, there is no precedent for three trips in a single year. Without the benefit of the meeting recording or transcript (as promised on the website to this day), I have no insight into whatever discussion may have occurred and none has been provided in response to my inquiries.

Lastly – I would like to remind the board of a delegation that has stayed with me since I heard it back in March 2021. An international student delegated at the March 2, 2021 board meeting, on behalf of herself and fellow international students, bravely sharing their experiences with racism and discrimination in our schools. I would urge the current board to re-visit this delegation, and ensure sufficient measures have been, and continue to be, taken to ensure that our international students have a positive experience. We cannot be so focused on the revenue they represent that we lose sight of the wellbeing of the students themselves.

I hope answers to much of the above are included in Tuesday's presentation. Please confirm that the meeting will be livestreamed and recorded, and include this in the correspondence package.

Thank you,

Allison Kolch
HCDSB parent, Oakville

Director Klein and Chair Duarte,

I am writing to express my frustration with the statement jointly issued to address the recent CBC News story concerning Board spending on recruitment trips (You can read the article here:

<https://www.cbc.ca/news/canada/hamilton/halton-catholic-school-board-spending-1.7382240>
)

The statement emphasises the benefits of the International Student Program, yet this was not the focus of either parents' concerns or the CBC article. Not once in the past several years, despite attending such conferences for nearly a decade, have staff presented an actual return on investment for the money spent. It's not enough to say it's "challenging" to put together such an analysis. After years of the international student program and trips to all over the world, it should be well known how successful they are at recruiting actual students. Can you imagine such a request in the private sector without any clear business case? And yet, in the midst of budget challenges, trustees are willing to approve multiple trips on nothing more than a gut feeling that it works. It seems a reminder of correlation and causation is necessary.

I could just as easily say that students are attracted to HCDSB due to its STEAM programming and \$40K would be better spent there each year. Perhaps it's the sports and extracurriculars? Maybe it's the state of the school facilities? Maybe students choose HCDSB simply because they have family in the area (it should be noted the ratio of international students to total enrollment is nearly identical with our coterminous board). With the information available there is no way to know why and we cannot simply assume that spending money on recruitment trips is responsible for any portion of the students who choose to attend HCDSB.

That brings me to my final point: the approval of the spending in the first place. During the initial presentation, I heard repeated requests for an analysis of the ROI. In May, when the final approval was sought the request was reduced from three trips to one (perhaps due to budget concerns) and yet somehow according to the meeting minutes trustees decided to approve three trips anyway. The agenda shows no such analysis of the efficacy of the trips and still the board amended to add and approve the trips. And further, the recording of the meeting is still missing months after it was supposed to be available leaving questions about how exactly this came to pass. During a time when fiscal responsibility has been emphasised as a priority and several trustees continually proclaim responsible stewardship, I unfortunately can't see this as either.

Respectfully,

Ian McCombe



Regular Board Meeting

Request for Financial and Management Audit by the Ministry of Education	Item 10.1
Tuesday, November 19, 2024	

A Notice of Motion was shared at the November 5, 2024 Regular Board Meeting for the following:

WHEREAS, the Halton Catholic District School Board is entering an environment of increased financial and management scrutiny by the Ministry of Education and the Provincial Government.

WHEREAS, the Halton Catholic District School Board needs to engage the Ministry of Education in identifying and bridging funding gaps.

WHEREAS, the Halton Catholic District School Board has run several years of deficit budgets and a non-compliant budget for the year ended August 31, 2023.

WHEREAS, the Halton Catholic District School Board could potentially run deficits and/or non compliant budgets in the future.

WHEREAS, the Halton Catholic District School Board operating reserves have continued to decline over the last several budget cycles.

BE IT RESOLVED that, the Chair of the Board write a letter to the Minister of Education requesting a Financial and Management Audit be commenced by the Ministry at HCDSB before the completion of the next budget cycle.

Submitted by: C. Saunders
 Oakville Trustee, Wards 4 & 7



Director's Report	Item 12.1
Tuesday, November 19, 2024	

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 HCDSB Multi-Year Strategic Plan 2024-2028.

Background Information

Achieving:

Professional Activity Day (PA Day) November 29th

Friday, November 29th marks the HCDSB's third Professional Activity Day of the 2024-2025 academic year. Professional Activity (PA) Days are specific days during the school year when students have a break from attending classes. These days are allocated for various activities such as professional development for teachers and staff, assessing student progress, meeting with parents/guardians, and evaluating and developing curriculum and programs.

Activities on November 29th differ depending on the school's panel. At elementary schools, the day is dedicated to scheduled opportunities for teachers to meet with parents and guardians to discuss their students'/children's progress relative to the Ontario curricula. The student's Progress Report will form the core of the discussion. These will take place at every elementary school and will be in-person.

At HCDSB secondary schools, staff will report to their assigned school and be led by school administrators and school-based teams in an exploration of artificial intelligence in the classrooms. Online learning teachers will work at the Catholic Education Centre. Staff will participate in sessions to learn more about AI tools and their impact on the classroom, including the integration of Microsoft Co-Pilot into Office 365, creating effective AI prompts, the Catholic perspective on AI, and how AI affects classroom assessments. Individual departments, such as English, Science, and



Religion, will meet to further discuss the implementation of these high-impact strategies. The schools' Student Achievement Plan will be co-created in light of recent achievement and wellness data.

Believing:

STA Global Aid Club Video from Chalice Schools Program

In the spring of this year, Chalice International honoured the St. Thomas Aquinas CSS Global Aid Club. The social justice and faith-in-action club worked tirelessly and creatively to raise over \$3,400.00 for the Starehe Girls' School in Kenya. In particular, the Girls' School was able to dedicate funds to such initiatives as science labs, scouting programs, and the library. Furthermore, the Global Aid Club has partnered with a school in Tanzania called Chandarua Primary School. The club is already organizing their awareness campaigns and fundraisers for Chandarua and hopes to surpass last year's amount.

Belonging:

Bullying Awareness & Prevention Week

Ontario has designated the week of November 17 – 23, 2024 as Bullying Awareness and Prevention Week to promote safe schools and create a positive learning environment for every student.

During this week, students, school staff, and parents/caregivers in Ontario are encouraged to learn more about bullying and its impact on student learning and well-being. Understanding and preventing bullying are crucial for maintaining a healthy, safe, welcoming, and inclusive learning environment where each student feels accepted and has a strong sense of belonging.

This week of collaboration, reflection, and learning is part of the ongoing efforts by all staff to prevent bullying throughout the school year.

Every school in Ontario has a safe schools team dedicated to fostering a safer and more welcoming learning environment. These teams consist of the school principal, a teacher, a student, a parent, and a member from the broader community.

By organizing activities for Bullying Awareness and Prevention Week, schools will positively impact student achievement and well-being.

Central staff have created a Bullying Awareness and Prevention Toolkit available on the Online Learning System for school staff. This toolkit includes a variety of resources and activities designed to support bullying awareness and prevention, covering different forms of bullying and their impacts. Educators will find useful materials such as fact sheets, links, posters, and suggestions for announcements and prayers, which can help communicate the bullying prevention message to students. Schools are able to use the Toolkit throughout the school year to facilitate ongoing learning and discussions about bullying awareness and prevention. The Toolkit is regularly updated with new resources as they become available.



Becoming:

Rocket League E-Sports

The 3rd annual in-person HCAA/STEAM/ND ICT SHSM Rocket League Esports Tournament for Grades 5-12 will take place at Notre Dame CSS in the school's cafeteria on November 27th. This event is a culmination of practise, resilience, and determination from schools across the HCDSB. It is the largest known in-person Rocket League competition in K-12 within the province of Ontario with an expected 45 teams (capped) in attendance. The event also creates a unique experiential learning opportunity for high school students in the Notre Dame ICT SHSM program in marketing, broadcasting, IT systems, event management, and more. We continue to align one of our STEAM Roadmap goals of creating experiences for students who may otherwise not be able to compete in traditional athletics through robotics and e-sports.

Conclusion

The Halton Catholic District School Board is advancing through the 2024-2025 school year with a steadfast commitment to its core values: **Achieving**, **Believing**, **Belonging**, and **Becoming**. The board continues to provide a wide range of opportunities for students to grow, face challenges, and reach their fullest potential.

Aligned with the HCDSB's Multi-Year Strategic Plan for 2024-2028, the board emphasizes the creation of inclusive and equitable learning environments. We remain focused on fostering academic excellence, nurturing the whole child, and building strong community partnerships.

Report Prepared & Submitted by:

John Klein
Director of Education and Secretary of the Board

Construction Report - November 2024



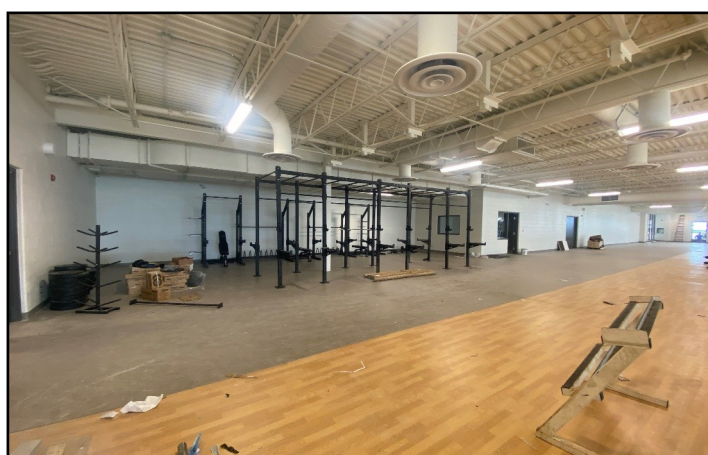
Completed Cafeteria.



Finishes ongoing in the Chapel.



Wood flooring installation in the gymnasium.



Equipment setup in the fitness room.

Upcoming Work

- Gym and theatre flooring
- Landscaping
- Deficiency cleanup

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

St. Josephine Bakhita Catholic Elementary School Project

Construction Report - November 2024



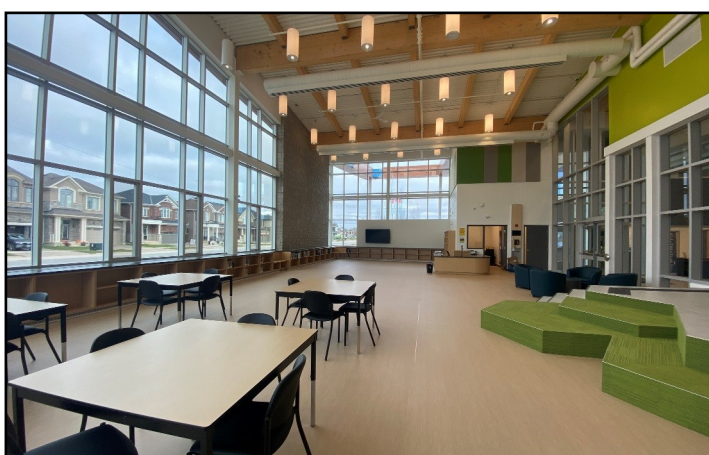
Completed natural playground.



Completed grass play area.



Atrium meeting space.



Completed learning commons.

Upcoming Work

- Deficiency cleanup

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



<p>2024 International Student Program (ISP) Recruitment Trips Overseas Report</p>	<p>Item 12.3</p>
<p>Tuesday, November 19, 2024</p>	

Alignment to Strategic Plan

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

Purpose

The purpose of this report is to provide an update on the importance of international student recruitment to the Halton Catholic District School Board (HCDSB), the status of the HCDSB's International Student Program (ISP), and review of the recruitment trips taken overseas during the 2024 calendar year which encompasses the second half of 2023-2024 and the first half of 2024-2025. It is duly noted that these timelines include two separate school years of financial budgets and reporting periods.

Background Information

International student recruitment has become an important element in the marketing strategies of school districts across the country. Canada continues to be a top study destination with broad international appeal across all educational sectors, K-12 education and post-secondary (college and university). According to Global Affairs Canada, in 2023 more than 900,000 international students were welcomed into the country, contributing approximately \$22 billion to the National economy.

In June 2015, the Ministry of Education released a strategy for international education in Ontario. One of the overarching intentions of the strategy and goals is to internationalize Ontario schools for all students, preparing them for global citizenship and competencies in the 21st Century. These opportunities provide students pathways to post-secondary education and afford students an opportunity to transition to pupils of the Board, whereby the HCDSB would then receive Core Education Funding annually for each international student for the duration of their enrolment in HCDSB schools.

In June 2014, the Board of Trustees of the HCDSB made a long-standing commitment to have senior staff attend International Recruitment Fairs to increase international student enrolment. The recruitment trips have been attended by the Superintendents of Education responsible for ISP during the past ten years. The current Superintendent began attending in November 2021. International trips approved by the Board Trustees and attended by former Superintendents and/or delegates included: Argentina, Brazil, China, Czech Republic, Germany (Berlin and Cologne), Italy (Milan and Rome), Mexico, Turkey, Ukraine, and the United States (Miami and San Diego).

As noted in the June 17, 2014 Board Information Report, "This increase would provide immense value to our students; enriching their experience of diversity and the promotion of global education; as well as provide a financial benefit to the board in supporting both new and current valuable



programs within our schools”. This strategy provides HCDSB’s students with the global competencies, knowledge, and experiences they need to succeed in an increasingly interconnected and competitive global community. With an expanded awareness of the world and of global citizenship, HCDSB students will be able to better appreciate and understand the gifts of diversity and inclusivity.

The HCDSB’s International Student Program (ISP) has also contributed to the HCDSB’s revenue. An analysis was conducted to show the growth of the HCDSB’s ISP. In the analysis, staff used data from the 2018-2019 (the last school year that was not impacted by COVID-19), 2023-2024, and projections for 2024-2025. In the 2018-2019 school year, the HCDSB had 225 Full Time Equivalent (FTE) international students which resulted in a net revenue of approximately \$185,000. In the 2023-2024 school year, the HCDSB had 273.5 FTE international students which resulted in a net revenue of approximately \$310,000, a net increase in revenue of approximately 67% from the 2018-2019 school year.

Staff also completed a projection analysis for the current 2024-2025 school year. For 2024-2025, the HCDSB expects 267 FTE international students which is anticipated to result in a net revenue of approximately \$1,300,000 for the HCDSB, a net increase in revenue of approximately 600% from the 2018-2019 school year. In the current 2024-2025 school year, staff implemented program efficiencies which produced a positive impact on ISP net revenue, including increasing application fee (\$400 non-refundable), student tuition fee (\$16,500 full school and \$8,325 for a single semester), reducing ISP staffing, and placing caps on the numbers of international students at schools to be absorbed by already existing classes.

There is also a benefit to the HCDSB when an ISP student becomes a pupil of the Board. Once a student becomes a pupil of the Board, the HCDSB receives funding from the Ministry of Education through the Core Education Funding regulation. In 2018-2019, seven international students became pupils of the Board, whereas in 2023-2024, thirty-two international students became pupils of the Board.

Comments

The 2024 Canadian Association of Public School – International (CAPS-I) Trade Mission to Sao Paulo, Brazil was created specifically for Canadian public schools and provided an excellent opportunity to continue building long-lasting partnerships with carefully selected and screened key decision-makers and trusted agencies. HCDSB was 1 of 18 school boards selected to attend out of the 84 Canadian school districts that applied, including others from Ontario. CAPS-I is a non-profit organization comprised of over 130 publicly funded school districts across Canada, including the HCDSB.

CAPS-I Brazil 2024 offered HCDSB the opportunity to establish a presence in Brazil. HCDSB met with owners and executives of 40-plus carefully selected agencies interested in promoting and sending students to public high schools in Canada. The Brazil recruitment trip facilitated the development of new relationships and strengthened existing ones with qualified international partners. HCDSB also participated in market intelligence seminars presented by officials from the Canadian Consulate.

International Consultants for Education and Fairs (ICEF) is a global market leader in business-to-business networking events and has been bringing together Educators and high-quality vetted student recruitment agents for over 30 years. Their events are the world’s leading networking conferences and are renowned for building strong professional relationships that facilitate outstanding international student experiences. HCDSB has been attending ICEF recruitment fairs since 2014 and has again



been invited to participate in the 2024-2025 events, including Rome, Berlin and Dubai – all of which were approved by the Board of Trustees at the May 7, 2024, Board meeting.

The 2024-2025 ICEF conferences provide an excellent opportunity to develop relationships with selected top-quality agencies and government officials. The goal is to establish new partnerships and explore HCDSB’s presence in Europe, Asia, and Africa. HCDSB’s focus always features the Catholic faith, interwoven with the outstanding academic results and a strong emphasis on student wellbeing, equity, diversity, and inclusion.

The 2024 ICEF Rome event gathered 411 international education professionals representing 338 organizations from 55 countries. A total of 199 education providers representing 158 school districts/private schools/post secondary institutions joined the event. The 2024 ICEF Berlin event was attended by more than 1,200 education providers and over 1,100 international agents from 120+ countries. The international student recruitment is highly competitive attracting participation from publicly funded school districts and private institutions from across Ontario, Canada and the World.

The following chart details the expenses incurred during the CAPS-I Brazil recruitment trip as well as the two ICEF recruitment trips travelled to date in 2024. All air travel was economy class. All hotel stays were where the events took place, with a standard room preset by the event organizers.

**International Travel Expenses
International Students**

Travel	Description	Conference Dates	Budget (per April reports)	Expenses (CAD)
CAPS-I Brazil	Registration Fee	Feb 26-29, 2024	6,200	6,200
	Brazilian Visitor's VISA		250	-
	Air Canada (Economy)		1,600	3,138 *
	Hotel (at location of event)		1,500	2,052 *
	Airport/Hotel Transportation		400	135
	Incidentals / Meals		300	161
Total Trip			10,250	11,687
ICEF Rome	Registration Fee	Sep 14-16, 2024	6,200	6,356
	Air Canada (Economy)		1,500	1,881 *
	Hotel (at location of event)		1,800	2,841 **
	Airport/Hotel Transportation		500	454
	Incidentals / Meals		100	195
Total Trip			10,100	11,728
ICEF Berlin	Registration Fee	Nov 2-5, 2024	6,200	6,356
	Air Canada (Economy)		1,400	2,574 *
	Hotel (at location of event)		1,000	1,977 *
	Airport/Hotel Transportation		500	533
	Incidentals / Meals		100	156
Total Trip			9,200	11,597

* Price increase due to timing of booking

** Additional stay for a special invitation by Former Consulate/ Current Director of Education in Rome to tour elementary and secondary schools for international students and exchange programs.



Conclusion

HCDSB's international education strategy continues to focus on recruiting students from different regions of the world. The CAPS-I Brazil, ICEF Rome and ICEF Berlin events allowed the HCDSB the opportunity to discuss with many agents and educators from across the world. International agents representing families and their children were very impressed with the HCDSB. The HCDSB ISP staff continues to correspond in building relationships and partnerships with the aforementioned agents. Twenty-nine new agent agreements were prepared and distributed by the ISP office as a result of the Brazil trip. Eighteen new agent agreements were prepared and distributed to agents met in Rome and an additional eighteen as a result of the meetings attended in Berlin.

The two Brazilian students referenced in the May 7, 2024 Action Report to the Board, who had expressed interest in enrolling with HCDSB, have since done so and are currently studying with HCDSB. Additionally, there are 86 new international students to the HCDSB as of September 2024, and another 24 are registered, with payment made in full, to attend various HCDSB schools at the beginning of semester/term 2 (February 2025). The 110 students new to HCDSB in 2024-2025 are a result of agent agreements.

Report Prepared by: Anthony Cordeiro
Superintendent of Education

Report Submitted by: Anthony Cordeiro
Superintendent of Education

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



Regular Board Meeting

Student Trustees Update	Item 13.1
Tuesday, November 19, 2024	

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:

Recently, students across the province and HCDSB participated in DECA Ontario Regionals. Through conferences, exams, and competitions, DECA instills professionalism and prepares youth to respond to authentic business cases and market demands. Students had the opportunity to further their knowledge in business, gain real-world experience, and be recognized for their achievements within the competition. Most notably, Holy Trinity CSS had 3 ribbon winners, Assumption CSS had 7, and St. Francis Xavier CSS had 10 ribbon winners. Additionally this month, various secondary schools celebrated academic excellence and achievements through award ceremonies for specific classes and students who made the honour roll. Not only are these significant achievements for our HCDSB community but seek to recognize and promote students for their hard work and contributions to their school community.

Believing:

As last week was Remembrance Day, schools held liturgies to commemorate this important day by praying for all the soldiers who risked and gave their lives in order to defend our country. We are always grateful that through our Catholic education, we can spread our faith and come together for monumental days such as these. Additionally, the deadline for the OCSTA Catholic Education Week Short Video Contest, whose theme this year is “Pilgrims of Hope”, is also fast approaching. We shared with Student Senate this wonderful opportunity



to showcase role models in their communities at our last meeting, but we continue to urge all HCDSB students to submit their videos by the deadline which is November 29th, 2024.

Belonging:

Throughout the HCDSB, initiatives and school clubs have been starting up with the aim of helping students feel more welcome and more at ease during the school year. With Christmas right around the corner, schools are beginning to plan Angel campaigns and food drives. These wonderful acts of charity allow students to connect while also giving back to the community! It is so important to create strong faith-filled communities within our schools and as the year progresses, there will only be more opportunities to foster students' sense of belonging! Similarly, many secondary schools across the board welcomed in Grade 8's from their families of schools during Grade 8 promotion/orientation days.

Becoming:

This weekend Student Trustees' McGuire and Philbert were able to attend the OSTA-AECO Fall General Meeting. This is a conference that brings student trustees together from across Ontario to gain skills in advocacy, leadership and collaboration through specialized professional development. Some highlights of professional development include sessions on compassionate leadership, strategic communications, post-secondary opportunities, and an address from the past president of OCSTA, Pat Daly. We were able to connect with other student trustees and discuss the issues students across Ontario face. We greatly appreciate the board for sending us to this conference as it is a great way for us to grow and learn within our capacity as Student Trustees.

Report Prepared and Submitted by:

L. McGuire
Student Trustee, Oakville

S. Philbert
Student Trustee, North Halton

I. Yeboah
Student Trustee, Burlington

Report Approved by:

J. Klein
Director of Education and Secretary of the Board