

REGULAR BOARD MEETING
REVISED AGENDA

Date: Tuesday, February 2, 2016
Time: 7:30 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

	Pages
1. Call to Order	
1.1 Opening Prayer: C. Kemeni	
1.2 Motions Adopted In-Camera	
1.3 Information Received In-Camera	
2. Approval of the Agenda	
3. Declarations of Conflict of Interest	
4. Presentations	
5. Delegations	
6. Approval of Minutes	
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10.7	<i>North Oakville Preserve Catholic Elementary School (G. Corbacio)</i>	64 - 66
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16.	Adjournment and Closing Prayer: A. Danko	

MINUTES OF THE REGULAR BOARD MEETING

Date: January 19, 2016
Time: 7:30 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

Members Present	A. Danko	J. Michael, Chair of the Board
	A. Iantomasi, Vice Chair of the Board	A. Quinn
	H. Karabela	D. Rabenda
	P. Marai	J.M. Rowe
		S. Trites

Student Trustees	J. Brown	M. Zapata
	C. Kemeni	

Staff Present	C. Cipriano	L. Naar
	G. Corbacio	J. O'Hara
	P. Dawson, Secretary of the Board	T. Overholt
	P. McMahon	A. Prkacin
	C. McGillicuddy	

Also Present

R. Bennett, Parent Georgetown Community (U74)
K. Herd, Parent, Georgetown Community (U74)
R. Merrick, Administrator, Operations and Maintenance, Facility Management
R. Negoj, Senior Administrator Financial Services, Business Services
A. Swinden, Administrator, Strategic Communications Services
F. Thibeault, Administrator, Planning Services
K. Yanchus, Reporter

1. Call to Order

The Chair called the meeting to order.

1.1 Opening Prayer: M. Zapata

The meeting opened at 7:30 p.m. with a prayer led by M. Zapata.

1.2 Motions Adopted In-Camera

Resolved, that the Halton Catholic District School Board ratify the attached Memorandum of Settlement between the Board and CUPE Local 4605 (Language Instruction for Newcomers to Canada (LINC) and English as a Second Language (ESL) Instructors) to be effective September 1, 2014 and to expire August 31, 2017.

1.3 Information Received In-Camera

Retirement

Michael Yorke effective March 31, 2016

Resignation

Victor Longo effective December 31, 2015

Hiring

Marc Fuciarelli, Anna Gigliotti and Anne Marie Stewart hired as probationary teachers effective January 4, 2016. Rose Ciniello hired as a probationary teacher effective January 6, 2016.

Transfer Appointment

Daniela Attardo be appointed Elementary Principal for the new North Oakville Preserve Catholic Elementary School, effective as a date to be determined.

2. Approval of the Agenda

8.9 – Policy II-09 – Opening and Closing Exercises was deleted from the agenda

8.6 – Oakville South of QEW Modified Pupil Accommodation Review was moved ahead of 8.3

#33/16

Moved by: A. Danko

Seconded by: A. Iantomasi

RESOLVED, that the agenda be accepted as amended.

CARRIED

3. Declarations of Conflict of Interest

A. Quinn declared a conflict of interest relative to item 8.7 – *Employee Computer Equipment Plan Borrowing By-Law No 2016 F.*

4. Presentations

There were no presentations

5. Delegations**5.1 Georgetown Boundary (U74) - Ms. Bennett and Ms. Herd**

Ms. Bennett and Ms. Herd, representing parents living within U74 area of Georgetown addressed the Board of trustees and shared with them their opposition to the Boundary Review Committee's recommendations. Ms. Bennett voiced her concerns regarding the proposed recommendation and urged the Board to permanently grandfather the 113 St. Catherine of Alexandria students living in U74 (Stewart's Mill community), for the remainder of their elementary timeframe. She acknowledged that transportation would be the responsibility of the parents.

In response to questions, Ms. Bennett referenced the petitions signed by the families impacted by the move. She acknowledged that there is a possibility that not all 113 students would take advantage of the grandfathering opportunity, if provided. Some families might require transportation and have no choice other than to send their children to St. Brigid.

6. Approval of Minutes**6.1 Regular Board Meeting of January 5, 2016****#34/16**

Moved By: P. Marai

Seconded By: A. Danko

RESOLVED, that the minutes of the January 5, 2016 Regular Board Meeting be approved as presented.

CARRIED

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

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

8. Action Items**8.1 Response to Delegation(s)**

The Chair indicated that the item would be addressed under Item 8.2.

8.2 Georgetown School Boundary Review Final Report and Recommendations (T. Overholt)

T. Overholt referenced the process that was put in place and that led to the proposed modified option # 3 with additional considerations. He commented on the consultation process as well as the various opportunities that were provided to submit feedback. He indicated that Board staff has reviewed the Advisory Committee's recommendation and supports the implementation of Modified Option 3, with the associated considerations.

#35/16

Moved by: A. Iantomasi

Seconded by: J.M. Rowe

Resolved, that boundaries presented in Modified Option 3 be implemented for the 2016/2017 school year for all Georgetown Elementary Schools, whereby these changes shall have the effect of altering existing attendance areas by: re-directing patches U77 from St. Catherine of Alexandria CES to Holy Cross CES; and re-directing patches U74, V71, and V74 from St. Catherine of Alexandria CES to St. Brigid CES.

Resolved, that all Grade 6 and 7 students (enrolled in the 2015/2016 school year) be offered the option (grandparented) to remain at their current home school until they graduate to the secondary panel without transportation. Furthermore, siblings of grandparented students will not be granted cross-boundary status.

Resolved, that all Grade 5, 6 and 7 Extended Immersion students residing in patch U77 (enrolled in the 2015/2016 school year) be offered the option (grandparented) to remain at their current Extended Immersion school until they graduate to the secondary panel without transportation. Furthermore, siblings of grandparented students will not be granted cross-boundary status.

Resolved, that, due to safety concerns related to elementary students crossing Maple Avenue and Main Street without the assistance of a crossing-guard, transportation shall be considered for students living in patch U77, who will be directed to Holy Cross Catholic Elementary School whereby a portion of the students would not be eligible for transportation based on the 1.6 km walking distance policy. Transportation would be provided until such time crossing guard assistance is provided at this intersection, and that the area is deemed safe through reassessment by Halton Student Transportation Services.

Resolved, that Board staff organize a meeting with each of the affected school communities to attend a transition meeting at their newly designated school, to visit the new facility and become familiar with their new school and school staff.

Resolved, that families of students residing in patches U74, V74, and V71 be advised in writing of the possibility of being redirected to a new elementary school located within the Vision Georgetown Secondary Plan (located entirely in patch V74) as early as the 2021/22 school year.

Staff responded to questions and acknowledged that cross boundary requests will be taken into consideration.

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

8.3 North Georgetown Modified Pupil Accommodation Review (G. Corbacio, P. McMahon, T. Overholt)

F. Thibeault provided a general overview of the contents of all four reports: 8.3, 8.4, 8.5 and 8.6. He noted that each report includes a general summary and the modified pupil accommodation review background report that provides documentation of required work completed prior to the accommodation review; a summary of background data used in option(s) developed by staff; a summary of accommodation issues for the schools under review; and the preferred accommodation option.

He prefaced his presentation by outlining the purpose of the accommodation, providing background on the annual school board planning, listing the option development criteria and describing the modified pupil accommodation review process, including components of the Operating Policy I-09: School Accommodation Review – Consolidation/Closures, accommodations issues. He further noted that information contained in the reports include data used to develop options, such as enrolment projections, surplus classrooms, long term capital plans, accommodations at the schools and key consideration that led to the recommendation. He also addressed the funding opportunities from the Ministry for consolidation projects.

With respect to the North Georgetown community, F. Thibeault provided information regarding enrolment trends in the south community of Georgetown. The area is eligible for the Modified Accommodation Review Process as it meets at least two (2) criteria and the proposed solution would have moderate impact on the schools' student community. He identified the location of the review area and the schools that would be impacted.

F. Thibeault outlined the recommended option, the intended outcomes and the accommodation plan. In essence, the plan would involve closing both Holy Cross and St. Francis of Assisi Catholic Elementary Schools and redirecting the student population to a newly constructed Georgetown West Catholic Elementary School, anticipated for the 2017-2018 school year. F. Thibeault commented on the proposed transition plan during the construction of the new school. The disposition of the two existing school sites would not begin until all students have moved to the new school.

G. Corbacio commented on projected enrolment in the existing schools and the new school, as well as the initial need for portable classrooms. He addressed travelling distance for students, and the benefits of having a superior learning facility. He and F. Thibeault also commented on the site limitations at Holy Cross and St. Francis of Assisi Schools.

#36/16**Moved by:** D. Rabenda**Seconded by:** A. Iantomasi

RESOLVED, that the Halton Catholic District School Board approve the undertaking of the North Georgetown Modified Pupil Accommodation Review (MPAR) in accordance with Operating Policy I-09 School Accommodation Review - Consolidation/Closure and Administrative Procedure VI-35 School Accommodation Review - Consolidation/Closure.

There was discussion regarding travel time for students, the potential for development and growth trends. Going forward, A. Iantomasi requested more details regarding programming and the benefits to the community. G. Corbacio pointed out that, through Ministry funding, this will be a great opportunity for students to benefit from a 21st Century facility.

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

8.4 Oakville South of QEW Modified Pupil Accommodation Review (G. Corbacio, P. McMahon, T. Pinelli)

F. Thibeault identified the review area and pointed out that there has been significant decline in enrolment in Oakville, south of the QEW and explained why five schools is no longer sustainable. He outlined the recommended option, the intended outcomes and the accommodation plan. In essence, the plan would involve consolidating the St. James and St. Joseph school communities into a new school on the existing St. Joseph School site; demolishing the old portion of St. Dominic School and constructing an addition; and relocating the existing Oakville Thomas Merton Adult Learning Centre into the existing St. James School facility. He described the proposed transition plan. He commented on utilization rates of the new facilities, functional building capacity thresholds, portable classroom needs, accessibility, average distance with a slight increase in bussed students, and site limitations on the existing school sites. F. Thibeault noted that the plan is contingent on Ministry approval.

#37/16**Moved by:** D. Rabenda**Seconded by:** S. Trites

RESOLVED, that the Halton Catholic District School Board approve the undertaking of the Oakville South of QEW Modified Pupil Accommodation Review (MPAR) in accordance with Operating Policy I-09 School Accommodation Review - Consolidation/Closure and Administrative Procedure VI-35 School Accommodation Review - Consolidation/Closure.

Trustee Danko asked the Chair to consider granting Father Lenssen, Pastor at St. James Parish the opportunity to address the Board. Approval was granted by a show of hands.

Father Louis M Lenssen, Pastor at St. James acknowledged the declining enrolment but urged the Board to consider the parish/home/school association, the relationship of sacramental value, the potential of losing children to the public system, the parish access to the existing St. James facilities, and the impact on the families currently attending St. James. He provided a letter and asked that it be shared with the Board.

Discussion that ensued focused on the following:

- Partnership with the Diocese, shared space, facilities and parking;
- Limitations of the existing St. James School site;

- St. James School will not close and will remain a Board school site;
- St. James School facility will continue to be available to the St. James parish;
- The impact of deferring the recommendation;
- Proposed timelines and transition;
- Strategies that will be put in place to temporarily accommodate students;
- The significant opportunities and/or potential areas of concern with having an adult learning facility in the community;
- Why a boundary review to rebalance the population would not address school population;
- The consequences of proceeding with a full process rather than a modified process; and
- Concerns with closing a school adjacent to the Church

Staff elaborated on the modified process and assured trustees that following the initial consultation, the Board could present a motion to proceed to a 2nd community consultation. As well, other options could be considered based on community feedback. Staff will study and evaluate each proposal and option presented at the community consultation. Staff also reiterated that approving the motion does not mean that the proposal will be executed. It is simply allowing staff to review the consolidation and closure of the schools and to submit the business cases to the Ministry for consideration. The focus is not on cost, but on improving learning facilities and opportunities for students in established neighbourhoods. The Board has the opportunity to obtain grants from the Ministry to build five new facilities with long term sustainability. Staff also addressed the staffing implications and indicated that most will be addressed through new student enrolment growth elsewhere in the Board and by attrition.

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

8.5 Burlington Southeast QEW Modified Pupil Accommodation Review (G. Corbacio, P. McMahon, T. Overholt)

F. Thibeault identified the review area (Burlington Southeast QEW), reviewed the scope of the project, addressed the declining enrolment and confirmed that the proposal does not require a boundary review. He outlined the recommended option, the intended outcomes and the proposed accommodation plan. In essence the plan involves the consolidation of St. Raphael, St. Patrick and Ascension Catholic elementary school communities into a new school built on the Ascension school site, the closure of St. Patrick Catholic Elementary School and the relocation of the existing Burlington St. Thomas Merton ALC to St. Raphael School.

#38/16

Moved by: A. Iantomasi

Seconded by: D. Rabenda

RESOLVED, that the Halton Catholic District School Board approve the undertaking of the Burlington Southeast QEW Modified Pupil Accommodation Review (MPAR) in accordance with Operating Policy I-09 School Accommodation Review - Consolidation/Closure and Administrative Procedure VI-35 School Accommodation Review - Consolidation/Closure.

Trustee Danko, referencing the Board's Mission Statement, specifically the Home/School/Parish partnership and expressed a concern with severing two school communities from their respective parishes. P. Dawson indicated that although the St.

Patrick School students would be redirected to the Ascension school site, the students would still be part of St. Patrick's Parish. Trustee Trites commented on the site limitations at St. Raphael School.

In response to questions, staff acknowledged that all four projects meet two of the MPAR requirements: distance and the number of schools. They also meet a third, in principle, that being the fact that no school attendance boundary changes are required.

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

8.6 Burlington Southwest QEW Modified Pupil Accommodation Review (G. Corbacio, P. McMahon, T. Overholt)

F. Thibeault identified the review area (Burlington Southwest QEW), reviewed the scope of the project, addressed the declining enrolment and confirmed that the proposal does not require a school attendance boundary review. He outlined the recommended option, the intended outcomes and the proposed accommodation plan. In essence the plan involves the consolidation of St. Paul and St. John Catholic Elementary Schools into a renovated St. John School facility that would consist of an additional four to six classrooms. The existing St. Paul School would be retained with a future interest of combining it with the Assumption Catholic Secondary School site.

#39/16

Moved by: A. Iantomasi

Seconded by: S. Trites

RESOLVED, that the Halton Catholic District School Board approve the undertaking of the Burlington Southwest QEW Modified Pupil Accommodation Review (MPAR) in accordance with Operating Policy I-09 School Accommodation Review - Consolidation/Closure and Administrative Procedure VI-35 School Accommodation Review - Consolidation/Closure.

In response to a comment with respect to the size of the site, G. Corbacio briefly describe the scope of the proposed renovations and addition at St. John School that will be presented to the community. He acknowledged that the Board has a great working relationship with the Diocese. The intent is to provide a 21st century learning facility and opportunities to the students in southwest Burlington. In terms of potential exodus of students, G. Corbacio indicated that would be the type of information to be gathered as part of the community consultation process.

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

Trustee Rabenda excused herself from the meeting at 9:45 p.m.

8.7 Employee Computer Equipment Plan Borrowing By-Law No 2016 F01 (P. McMahon)

P. McMahon provided background information and informed trustees that this plan has been offered to employees since 1999. This year, forty three (43) employees are taking advantage of the employee computer equipment plan.

#40/16*Moved by: J.M. Rowe**Seconded by: A. Danko*

RESOLVED, that the Halton Catholic District School Board approve Borrowing By-Law No. 2016 F01, in an amount not to exceed \$68,000 to finance the Employee Computer Equipment Purchase Plan as approved by Resolution #305/99.

In favour
A. Danko
A. Iantomasi
H. Karabela
P. Marai
J.M. Rowe
S. Trites
J. Brown – non binding
C. Kemeni – non binding
M. Zapata – non binding

The motion **CARRIED**.

In accordance with his conflict of interest, A. Quinn did not participate in the discussion, nor did he vote on the motion.

8.8 Secondary Economics Textbook Selection (A. Prkacin)**#41/16***Moved by: J.M. Rowe**Seconded by: P. Marai*

RESOLVED, that the Halton Catholic District School Board approve the purchase of Understanding Economics, McGraw Hill Ryerson, as the approved Grade 12 University (CIA4U0) Economics textbook.

UNANIMOUSLY CARRIED**8.9 Policy II-09 - Opening and Closing Exercises (P. Marai)**

This item was deleted from the agenda.

8.10 Policy II-10 - Releasing Students from School (P. Marai)**#42/16***Moved by: J.M. Rowe**Seconded by: A. Danko*

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy II-10 Releasing Students from School as amended.

UNANIMOUSLY CARRIED**8.11 Policy II-14 - Class Size Loading Ratios Elementary Panel (Rescinding) (P. Marai)****#43/16***Moved by: A. Iantomasi**Seconded by: H. Karabela*

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and rescind Policy II-14 Class Size Loading Ratios Elementary Panel.

C. Cipriano acknowledged that the information regarding Class Size Loading, ratios and staffing will be available on the Board's website.

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

8.12 Policy II-19 - Educational Field Trips (P. Marai)

#44/16

Moved by: H. Karabela

Seconded by: A. Danko

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy II-19 Educational Field Trips, as amended.

S. Trites asked that the policy be amended to reflect that for out-of-school activities, students would be attending a Saturday vigil or Sunday Mass.

#44/16 (amendment)

Moved by: H. Karabela

Seconded by: A. Danko

That requirement # 2 of the Policy be amended to read: "Where an out-of-school activity **includes a span of weekend, staff are to ensure that that the itinerary includes a Saturday Vigil, or Sunday Mass, and thereby fulfilling the Sunday obligation.** Student/staff participation is required. All participants are to be advised of this requirement in advance of the trip. **UNANIMOUSLY CARRIED**

The Chair called for a vote on the motion as amended and it **UNANIMOUSLY CARRIED**.

8.13 Policy II-50 Prior Learning Assessment and Recognition (PLAR) for Day School Students - First Reading (P. Marai)

#45/16

Moved by: H. Karabela

Seconded by: A. Danko

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy II-50 Prior Learning Assessment and Recognition (PLAR) for Day School Students, at First Reading.

Staff confirmed that the attendant procedures would be brought forward prior to final reading.

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

The Chair indicated that a motion to continue beyond 10:00 p.m. was required:

#46/16

Moved by: A. Danko

Seconded by: J.M. Rowe

That the meeting continue beyond 10:00 p.m.

CARRIED

**8.14 Policy V-09 - Public Concerns Complaint Process (Third Reading) (P. Marai)
#47/16**

Moved by: A. Danko

Seconded by: J.M. Rowe

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy V-09 Public Concerns Complaint Process, at Third Reading.

C. Cipriano acknowledged that correspondence from the Ombudsman would be shared with the Board of Trustees.

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

**8.15 Policy V-17 - Request for Promotion and Distribution of Program/Activity Related Materials Through Board Schools (Second and Third Readings) (P. Marai)
#48/16**

Moved by: A. Danko

Seconded by: J.M. Rowe

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy V-17 Request for Promotion and Distribution of Program/Activity Related Materials Through Board Schools, at Second and Third Reading.

Trustee Trites expressed concern with promoting materials that are not in line with the tenets of the Church or the Catechism. A. Quinn expressed similar concerns, specifically in terms of promoting the views or documentation from the Federal/Provincial/Municipal governments that are not in line with Catholic teachings. C. Cipriano referenced the Policy, specifically the criteria that states that *approval must concur with the teachings of the Roman Catholic Church and must be in agreement with the Vision of the HCDSB*. C. Cipriano described the process for approving materials from various local organizations and explained that materials from the various ministries are vetted through Curriculum Services, not through Policy V-17.

In favour	Opposed
A. Danko A. Iantomasi H. Karabela P. Marai J.M. Rowe S. Trites J. Brown – non binding C. Kemeni – non binding M. Zapata – non binding	A. Quinn

The motion **CARRIED**.

9. Staff Reports

There were no staff reports.

10. Information Items**10.1 Student Trustees Update**

M. Zapata indicated that the student senate is meeting the week of January 25th. All three student trustees provided an update regarding the various pillars of Achieving, Believing and Belonging: (Blessing of the new North Oakville Preserve Catholic Elementary School, exams, planning Black History Month; exam preparation with mentors, sports training camps at Corpus Christi; Grade 7 confirmation and motivational speakers on mental health).

10.2 School Educational Field Trips (C. Cipriano)

The list of trips was provided as information.

10.3 Holocaust Memorial Day – January 27, 2016 (A. Prkacin)

A. Prkacin provided a brief outline of the learning opportunities that will take place in all elementary and secondary school in recognition of the United Nations International Holocaust Awareness Day on January 27, 2016. Samples of Resources and lessons were displayed in the Board Room.

In response to questions, A. Prkacin clarified the types of resources that was provided to each school. In keeping with the spirit of the motion, A. Quinn, questioned why not all students would be educated on holocaust awareness. P. Dawson indicated that there will be school-wide recognition of the United Nations International Holocaust Awareness Day through the daily prayer, but for this year, due to time restraints, staff focused on obtaining resources for the grades 8 and 12.

10.4 2016 Annual Facility Accommodation Review (G. Corbacio and P. McMahon)

P. McMahon indicated that the report is a summary and synopsis of the presentation made to the approved community partners on January 18, 2016 as per the requirements of the Operating Policy I-37: Community Planning & Facility Partnerships and forms the basis for the consultation. F. Thibeault listed the community partners in attendance. Copies of the presentation will be available on the new webpage being prepared. F. Thibeault indicated that further meetings are anticipated on a go forward basis and he acknowledged that staff is in constant communication with all area municipalities.

10.5 Additional PA Day for School Year Calendar 2015-2016 (C. McGillicuddy)

C. McGillicuddy informed trustees that April 8th 2016 has been selected as the additional PA day for the 2015-2016 School Year Calendar as mandated by the Ministry of Education and amended Regulation 304. The ministry memo also directed boards to address specific topics: half day Occupational Health and Safety Training for teachers K-12; half day inquiry-based learning and pedagogical assessment for FDK/ECE Teams and half day training on equity with a focus on First Nations Metis and Inuit education for grades 1 to 12 teachers.

In response to questions, P. Dawson described the process for establishing the priorities on PA Days noting that some are Ministry driven and others are established through a joint PD Committee comprised of staff and OECTA members.

11. Miscellaneous Information**11.1 Policy Committee Minutes - December 1, 2015**

The minutes were provided as information.

11.2 CPIC Minutes - December 7, 2015

The minutes were provided as information.

12. Correspondence**12.1 Ministry of Citizenship, Immigration and International Trade - Adult Non-Credit Language Training Program**

The correspondence was provided as information.

12.2 Minister L. Sandals - Official Blessing and Ground-Breaking Ceremony for the New North Oakville Preserve Catholic Elementary School

The correspondence was provided as information.

13. Open Question Period**14. In Camera**

There was no follow-up In-Camera session.

15. Resolution re Absentees

There were no absentees.

16. Adjournment and Closing Prayer: S. Trites

#49/16

Moved by: P. Marai

Seconded by: S. Trites

RESOLVED, that the meeting adjourn.

CARRIED

The meeting adjourned at 10:30 p.m. with a prayer led by S. Trites.

Secretary of the Board

Chair

BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
September 15, 2015	Policy III-17 Attendance Support Program	2 nd Reading	C. Cipriano	February 2016
December 15, 2015	Policy I-02, Records and Information Management; Policy I-07, Protection and Privacy and Policy I-30 Video Surveillance	2 nd Reading	C. Cipriano	February 16, 2016
January 16, 2016	Policy II-50 Prior Learning Assessment and Recognition (PLAR) for Day School Students - First Reading (P. Marai)	2 nd and 3 rd Readings	C. Cipriano	March 2016

ACTION REPORT

ITEM 8.1

RESOLUTION TO AMEND A PREVIOUSLY ADOPTED MOTION:
GEORGETOWN ELEMENTARY SCHOOLS BOUNDARY REVIEW

PURPOSE:

To amend motion #35/16 adopted at the January 26, 2016 Board meeting to include patch V72.

BACKGROUND INFORMATION:

On January 19, 2016, the Board approved the Staff recommendation to adopt OPTION 3 MODIFIED (attached) effective the 2016-17 school year with additional considerations. However, reference to patch V72 was inadvertently omitted from the resolution (below).

RESOLVED, that boundaries presented in Modified Option 3 be implemented for the 2016/2017 school year for all Georgetown Elementary Schools, whereby these changes shall have the effect of altering existing attendance areas by: re-directing patches U77 from St. Catherine of Alexandria CES to Holy Cross CES; and re-directing patches U74, V71, and V74 from St. Catherine of Alexandria CES to St. Brigid CES.

COMMENT:

The addition of patch V72 was introduced on December 10, 2015, when the Advisory SBRC met at St. Catherine of Alexandria Catholic Elementary School. Staff presented to the Advisory SBRC the three (3) modified options developed based on community feedback, which included the addition of patch V72. As well, the report as well as the map (attached as Appendix 'A') presented at the January 26, 2016 Board meeting did reference patch V72.

RECOMMENDATION:

As a matter of due course, the following resolution to amend a previously adopted motion is proposed to ensure clarity in the Board's ultimate decision made at the January 19, 2016, Regular Meeting of the Board:

RESOLUTION:

Moved by:

Seconded by:

RESOLVED, that boundaries presented in Modified Option 3 be implemented for the 2016/2017 school year for all Georgetown Elementary Schools, whereby these changes shall have the effect of altering existing attendance areas by: re-directing patches U77 from St. Catherine of Alexandria CES to Holy Cross CES; re-direct patch V72 from St. Francis of Assisi CES to St. Brigid CES; and re-directing patches U74, V71, and V74 from St. Catherine of Alexandria CES to St. Brigid CES.

REPORT PREPARED &
SUBMITTED BY:

T. OVERHOLT
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

G. CORBACIO
SUPERINTENDENT OF FACILITY MANAGEMENT SERVICES

F. THIBEAULT
ADMINISTRATOR OF PLANNING SERVICES, BUSINESS SERVICES

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

ACTION REPORT
ITEM 8.2

GEORGETOWN ELEMENTARY SCHOOLS BOUNDARY REVIEW

FINAL REPORT AND RECOMMENDATION

PURPOSE:

To obtain Board approval for of the Georgetown Elementary Schools' school attendance area boundaries to be implemented in time for the 2016-17 academic year.

BACKGROUND INFORMATION:

1. Staff Report 9.1, "Georgetown Elementary Schools Boundary Review Final Report and Recommendation", from the January 5, 2016 Regular Board Meeting.
2. Information Report 10.9, "Georgetown Elementary Schools Boundary Review Update", from the December 15, 2015 Regular Board Meeting.
3. Information Report 10.4, "Georgetown Elementary Schools Boundary Review Update", from the October 20, 2015 Regular Board Meeting.
4. Information Report 10.8, "Georgetown Elementary Schools Boundary Review Update" from the April 7, 2015 Regular Board Meeting.
5. Information Item 10.6, "Georgetown Elementary Schools Boundary Review", from the January 20, 2015 Regular Board Meeting.
6. Action Report 9.8, "Georgetown Elementary Schools Boundary Review Process", from the June 18, 2013 Regular Board Meeting.

As additional background material for the Board of trustees, the following materials are available online (<http://www.hcdsb.org/Schools/BoundaryReviews/Georgetown-Elementary-Schools/Pages/index.aspx>):

1. Advisory Committee Membership
2. October 14, 2015 Inaugural Advisory Committee meeting presentation and associated options;
3. October 14, 2015 Inaugural Advisory Committee meeting minutes and questions to staff;
4. October 28, 2015 Advisory Committee Presentation and associated options;
5. October 28, 2015 Advisory Committee meeting minutes and questions to staff;
6. November 5, 2015 Community Consultation Meeting presentation
7. November 5, 2015 Community Consultation Meeting feedback compilation
8. Online Community Feedback Report
9. December 10, 2015 Advisory Committee meeting to review feedback and final options;
10. December 10, 2015 Advisory Committee Final Report and Recommendation and questions to staff.

PROJECT MILESTONES:

Below is a summary of completed and upcoming tasks for the completion of the Georgetown Elementary School Boundary Review.

Completed Tasks:

Board approves Georgetown Elementary Schools Boundary Review	June 18, 2013
Inaugural Advisory Committee Meeting	October 14, 2015
Second Advisory Committee Meeting	October 28, 2015
Advisory Committee Meeting Interim Report Posted on Board Website	Oct. 21/Nov. 4, 2015
Community Consultation Meeting at Christ the King CSS	November 5, 2015
Community Comments & Feedback are due	November 26, 2015
Advisory Committee reviews Options & Community Input	December 10, 2015
Advisory Committee Final Report & Recommendation posted on website	December 17, 2015
Advisory Committee Final Report & Recommendation presented to Board	January 5, 2016

Current Task:

Board receives delegations & approves new elementary school attendance boundaries	January 19, 2016
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COMMENTS:

The Georgetown Elementary Schools Boundary Review seeks to address growing enrolment pressures at the south Georgetown Catholic Elementary Schools. On June 18, 2013, through Board Resolution #130/13, it was resolved:

RESOLVED, that the Halton Catholic District School Board direct staff to initiate a school attendance boundary review process for the Georgetown elementary schools which shall include Holy Cross, St. Brigid, St. Catherine of Alexandria and St. Francis of Assisi Catholic Elementary Schools.

Following the approval of the Board, Planning Services completed its analysis of the existing Town of Halton Hills, community of Georgetown elementary schools' attendance boundaries and reviewed potential options that would address the growing enrolment pressures. Of the options reviewed, Planning Services and senior staff created eleven (11) options for presentation to the Advisory School Boundary Review Committee.

Senior staff invited two parent council representatives and one alternate from each elementary school in Georgetown to form the Georgetown Elementary Advisory School Boundary Review Committee (SBRC). Membership was confirmed on February 9, 2015.

On October 14, 2015, senior staff and Planning Services met with the Advisory SBRC at St. Catherine of Alexandria Catholic Elementary School and presented the eleven (11) options. Overall the committee was satisfied with the options presented. Upon discussion at the meeting, the Advisory Committee recommended a twelfth (12th) option to be examined – being option 9B. The Advisory SBRC reduced the number of options to be presented at the Community Consultation Meeting to potentially four (4) options, which include Option 3, Option 9, Option 9A, and Option 9B.

The committee thought it beneficial that Options 9A and Options 9B (where projections still needed to be developed) would require further review at the October 28, 2015, Advisory SBRC meeting.

At the October 28, 2015 Advisory SBRC meeting, the group again reviewed all four options, and concluded that the options to be presented at the Community Consultation Meeting (CCM) would include Option 3, Option 9, and Option 9B.

On November 5, 2015, the Board hosted a CCM at Christ the King Catholic Secondary School, where 100 participants attended of the 167 that pre-registered. At this meeting, community members were presented the context of the boundary review, as well as the three options, and were given the opportunities to provide their comments in groups that were recorded and analysed by Board staff. In addition, the wider community was also provided an opportunity to submit their comments and input through an online forum. This forum was available until November 26, 2015. A total of 214 online submission were received and reviewed. The feedback collected at the CCM and through the online forum are posted on the Board's website (see below).

On December 10, 2015, the Advisory SBRC met at St. Catherine of Alexandria Catholic Elementary School. Four (4) of the eight (8) advisory committee members were present. Staff presented to the Advisory SBRC the three (3) modified options developed based on community feedback, which included the addition of patch V72 and updated projections to include senior students of grades 6 and 7 currently enrolled as of the 2015/16 school year. Option 10, which was based on a community member's submission to Board staff was also presented to the committee as information and for consideration.

Following the presentation, members were asked to review the community input, and develop a recommendation(s). All information as well as the preliminary recommendation discussed at the meeting was forwarded to the committee members unable to attend the meeting for their review and comments.

The Georgetown Elementary School Boundary Review Advisory Committee recommends that OPTION 3 MODIFIED (attached) be adopted effective the 2016-17 school year with the following additional considerations:

- I. That, all Grade 6 and 7 students (enrolled in the 2015/2016 school year) be offered the option (grandparented) to remain at their current home school until they graduate to the secondary panel without transportation. Furthermore, siblings of grandparented students will not be granted cross-boundary status.
- II. That, all Grade 5, 6 and 7 Extended Immersion students residing in patch U77 (enrolled in the 2015/2016 school year) be offered the option (grandparented) to remain at their current Extended Immersion school until they graduate to the secondary panel without transportation. Furthermore, siblings of grandparented students will not be granted cross-boundary status.
- III. That, due to safety concerns related to elementary students crossing Maple Avenue and Main Street without the assistance of a crossing-guard, transportation shall be considered for students living in patch U77, who will be directed to Holy Cross Catholic Elementary School whereby a portion of the students would not be eligible for transportation based on the 1.6 km walking distance policy. Transportation would be provided until such time crossing guard assistance is provided at this intersection, and that the area is deemed safe through reassessment by Halton Student Transportation Services.

- IV. That Board staff organize a meeting with each of the affected school communities to attend a transition meeting at their newly designated school, to visit the new facility and become familiar with their new school and school staff.
- V. That families of students residing in patches U74, V74, and V71 be advised in writing of the possibility of being redirected to a new elementary school located within the Vision Georgetown Secondary Plan (located entirely in patch V74) as early as the 2021/22 school year.

Board staff has reviewed the recommendation, and agrees with the Advisory Committee's recommendation to pursue Option 3 Modified with the associated considerations outlined above. Please note that Halton Student Transportation Services (HSTS) has already been consulted on the transportation considerations for patch U77 (Recommendation II).

On January 5, 2016, board staff presented the Board of trustees the information that has been distributed to the school accommodation review advisory committee and the community. Staff also presented the recommended option provided by the advisory committee that will be brought forward for approval at the January 19, 2016 Regular Meeting of the Board.

The current step in the process is for the Board to:

- To receive and consider delegations from the community at the January 19, 2016, Regular Meeting of the Board;
- To review the recommendations provided by the Advisory Committee and supported by senior staff for the new 2016/17 school attendance boundaries for the four (4) affected Georgetown Elementary Schools, to be implemented for the 2016-17 academic year, and
- To render a decision on the matter based on the information presented.

CONCLUSION:

Board staff has reviewed the Advisory Committee's recommendation, and agrees with the recommendation to implement the attendance boundaries presented as the Modified Option 3, with the associated considerations.

RECOMMENDATION:

RESOLUTION:

Moved by:

Seconded by:

RESOLVED, that boundaries presented in Modified Option 3 be implemented for the 2016/2017 school year for all Georgetown Elementary Schools, whereby these changes shall have the effect of altering existing attendance areas by: re-directing patches U77 from St. Catherine of Alexandria CES to Holy Cross CES; and re-directing patches U74, V71, and V74 from St. Catherine of Alexandria CES to St. Brigid CES.

RESOLVED, that all Grade 6 and 7 students (enrolled in the 2015/2016 school year) be offered the option (grandparented) to remain at their current home school until they graduate to the secondary panel without transportation. Furthermore, siblings of grandparented students will not be granted cross-boundary status.

RESOLVED, that all Grade 5, 6 and 7 Extended Immersion students residing in patch U77 (enrolled in the 2015/2016 school year) be offered the option (grandparented) to remain at their current Extended Immersion school until they graduate to the secondary panel without transportation. Furthermore, siblings of grandparented students will not be granted cross-boundary status.

RESOLVED, that, due to safety concerns related to elementary students crossing Maple Avenue and Main Street without the assistance of a crossing-guard, transportation shall be considered for students living in patch U77, who will be directed to Holy Cross Catholic Elementary School whereby a portion of the students would not be eligible for transportation based on the 1.6 km walking distance policy. Transportation would be provided until such time crossing guard assistance is provided at this intersection, and that the area is deemed safe through reassessment by Halton Student Transportation Services.

RESOLVED, that Board staff organize a meeting with each of the affected school communities to attend a transition meeting at their newly designated school, to visit the new facility and become familiar with their new school and school staff.

RESOLVED, that families of students residing in patches U74, V74, and V71 be advised in writing of the possibility of being redirected to a new elementary school located within the Vision Georgetown Secondary Plan (located entirely in patch V74) as early as the 2021/22 school year.

**REPORT PREPARED &
SUBMITTED BY:**

TIM OVERHOLT
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

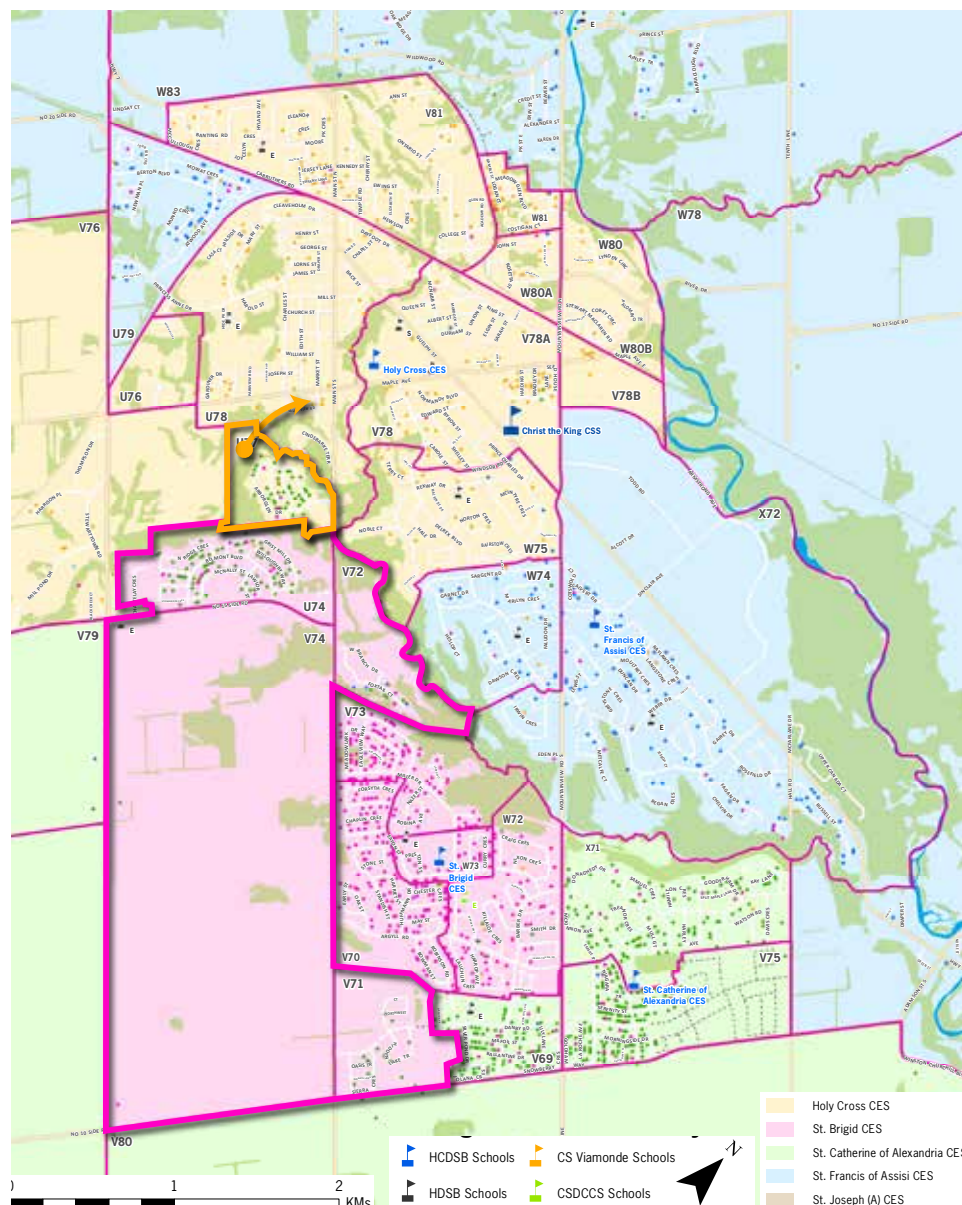
GIACOMO CORBACIO
SUPERINTENDENT OF FACILITY MANAGEMENT SERVICES

FREDERICK THIBEAULT
ADMINISTRATOR OF PLANNING SERVICES, BUSINESS SERVICES

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

Option 3 (Modified)



ACTIONS:

- Redirect patch U77 from St. Catherine of Alexandria CES to Holy Cross CES
- Redirect patches U74, V74 & V71 from St. Catherine of Alexandria CES to St. Brigid CES

MODIFICATION:

As suggested via community feedback

- Redirect patch V72 from St. Francis of Assisi CES to St. Brigid CES

ACTION REPORT

ITEM 8.2

POLICY II- 09 OPENING AND CLOSING EXERCISES

PURPOSE:

To approve *Policy II- 09 Opening and Closing Exercises* as amended.

COMMENTS:

One of the policies identified by the Policy Working Group as requiring review and revision is *Policy II- 09 Opening and/or Closing Exercises*. A change to the title of the policy has also been suggested which has been revised to *Policy II- 09 Opening and Closing Exercises*. Staff reviewed the Policy Working Committee's recommendations and have brought forth the proposed amendments to this policy, as appropriate.

The revised policy was reviewed at the December 1, 2015 and January 12, 2016 Policy Committee Meeting with a recommendation that it be forwarded to the Board of Trustees for approval as amended.

This policy was brought forward to the January 19, 2016 Board Meeting where further amendments were requested. This policy is now presented again with the proposed amendments.

RECOMMENDATION:

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

RESOLUTION:

Moved by:

Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy II- 09 Opening and Closing Exercises as amended.

REPORT SUBMITTED AND APPROVED BY: P. MARAI
CHAIR OF THE POLICY COMMITTEE

OPENING AND CLOSING EXERCISES**POLICY NO.:****II-09****DATE:****Feb. 20, 1987****AMENDED:****April 17, 2001****AMENDED:****January 19, 2016****PURPOSE**

To provide direction to all members of schools under the Board's jurisdiction with respect to requirements on opening or closing exercises as stated in the *Education Act*, the *Safe Schools Act, 2000*, Ontario Regulation 298, and attendant regulations and to promote the distinctiveness, values, and mission of the Halton Catholic District School Board.

APPLICATION AND SCOPE

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

REFERENCES

- The policy is in accordance with provisions of the *Education Act*, the *Safe Schools Act, 2000*, Ontario Regulation 298, and attendant amendments and the mission statement of the Halton Catholic School System.

PRINCIPLES

- 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

- Formal prayer 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*.
- The Oath of Citizenship shall form part of every opening exercise. Students and staff shall participate in the Oath of Citizenship.

OPENING AND CLOSING EXERCISES**POLICY NO.:****II-09****DATE:****Feb. 20, 1987****AMENDED:****April 17, 2001****AMENDED:****January 19, 2016**

- The following is the Oath of Citizenship:
 - I affirm that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth the Second, Queen of Canada, and to her heirs and successors, and that I will faithfully observe the laws of Canada and fulfill my duties as a Canadian citizen.
- A student is not required to sing *O Canada* or recite the Oath of Citizenship in the following circumstances:
 1. 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.
 2. 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

STUDENTS DO NOT ATTEND SCHOOL ON THESE DAYS

Date	Elementary Schools	Secondary Schools
Tuesday, September 6, 2016	School Improvement Planning	School Improvement Planning
Friday, October 7, 2016	Faith Day	Faith Day
Friday, November 25, 2016	Parent/Teacher Interviews	Assessment and Evaluation
Friday, February 3, 2017	Report Card Writing	Curriculum Review – Semester 1
Friday, March 10, 2017	Equity and Inclusion	Equity and Inclusion
Friday, April 28, 2017	Health and Safety/Mathematics	Health and Safety/Assessment
Friday, June 2, 2017	Report Card Writing	N/A
Friday, June 30, 2017	N/A	Curriculum Review – Semester II

Instructional School days – Elementary 187
Instructional School days – Secondary 187

Total School days – Elementary 194
Total School days – Secondary 194

First day of instruction for all students
Last day of instruction for elementary students
Last day of instruction for secondary students

Wednesday, September 7, 2016
Thursday, June 30, 2017
Wednesday, June 29, 2017

Examination Days (Secondary)

January 26, 27, 30, 31; February 1, (five days)
June 22, 23, 26, 27, 28 (five days)

SCHOOL BREAKS, STATUTORY HOLIDAYS AND BOARD DESIGNATED HOLIDAYS

September 5, 2016
October 10, 2016
December 23, 2016 to January 6, 2017 (inclusive)
February 20, 2017
March 13 – 17, 2017(inclusive)
April 14, 2017
April 17, 2017
May 22, 2017

Labour Day
Thanksgiving Day
Christmas Break
Family Day
March Break
Good Friday
Easter Monday
Victoria Day

STAFF REPORT

ITEM 9.1

SCHOOL YEAR CALENDAR 2016 - 2017

PURPOSE:

The *Education Act* requires each school board to establish a School Year Calendar, identifying instructional days, professional activity days and holidays for each school year. The Ministry of Education establishes the number of days for the schools of the Province and in accordance with Regulation 304, each Board is required to submit a Board-approved modified calendar to the Ministry of Education by March 1, 2016.

BACKGROUND:

The School Year Calendar Committee takes into account several considerations:

1. School communities have generally advised that, when selecting a Professional Activity (PA) Day, a Friday or Monday is preferred. Some employers appear more willing to permit parents to have occasional holidays on those days (or just before statutory holidays).
2. An essential factor in the establishment of the 2016 - 2017 calendar is the integration of transportation services with our coterminous Board. Consultation, which complies with Ministry direction, has occurred with the Halton District School Board.

COMMENTS:

The 2016 - 2017 School Year Calendar Committee is comprised of a parent representative of the Catholic Parent Involvement Committee (CPIC), OECTA Unit Presidents (Elementary and Secondary), CUPE 3166 and 5200 representatives, the Principals' Association representatives and one (1) trustee. The Committee met on January 20, 2016 for the purpose of preparing a draft calendar.

The 2016 – 2017 School Year Calendar consists of one hundred and eighty-seven (187) instructional days, of which ten (10) days (five (5) per semester) are classified as secondary school examination days as per Regulation 304.

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

At the time of this writing, seven (7) of the seven (7) elementary Professional Activity days align with the Halton District School Board. Seven (7) of the seven (7) secondary Professional Activity days align with the Halton District School Board and both boards will have the same secondary school examination days. *(Please refer to Appendix A).*

CONCLUSION:

A recommendation to approve the modified 2016 – 2017 School Year Calendar will be presented to trustees at the February 16th, 2016 meeting. Input from trustees is invited.

REPORT PREPARED C. MCGILlicuddy
AND SUBMITTED BY: SUPERINTENDENT OF EDUCATION

REPORT APPROVED BY: P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

STAFF REPORT

ITEM 9.2

2016-17 BUDGET ESTIMATES SCHEDULE, OBJECTIVES AND UPDATES

PURPOSE:

To provide the Board of Trustees with the 2016-17 Budget Estimates schedule, objectives, challenges and priorities.

BACKGROUND:

1. Information Report 11.4 – 2016-17 Grants for Student Needs (GSN) Ministry Consultation, presented at the December 1, 2015 Regular Board Meeting.

COMMENTS:

General

During the Ministry consultation sessions on 2016-17 Education Funding, which took place during October and November 2015, the Ministry confirmed the commitment to continue to focus on identifying opportunities for more efficiencies and reinvestment. Funding will continue to focus on making more effective use of school space, which in turn means reductions in funding for underutilized schools. In light of the current economic climate and the Provincial focus to balance the budget by 2017-18, the Ministry has advised school boards to plan for possible reductions in revenue. The Board of Trustees also passed a motion at the October 6, 2015 Regular Board Meeting, directing Senior Staff to identify savings in the budget, such that more funding can be focused on front-line student resources.

Senior Staff are responsible for developing the Board's annual budget for approval by the Board of Trustees. As noted in the December 2014 Financial Orientation Sessions for School Board Trustees (slide 32 of which is included in Appendix A), "budgeting cannot solely belong to finance departments. Directors, Superintendents and other senior program staff must be involved in the planning processes and be held accountable for budget performance". The Ministry presentation further states that the budget is a consultative process with the following key principles:

- The education needs of students are met,
- It is prepared within the funding allocation, and
- It reflects the Board's vision and supports the goals of the Board's multiyear strategic plan.

1. Budget Schedule (Appendix B)

Staff has provided a timeline for the development and approval of the Board's Budget Estimates in Appendix B. The Budget Estimates process for 2016-17 has already started with the Ministry Education Funding consultation sessions held in October and November of 2015. Halton Catholic District School Board was represented by the Director of Education, Superintendent of Business Services, Superintendent of Special Education, Superintendent of Student Success and Superintendent of Curriculum Services at the October 30, 2015 Toronto and Area Regional Office (TARO) Education Funding consultation session. Details on the session were presented at the December 1, 2015 Regular Board Meeting, in Information Report 11.4 – 2016-17 Grant for Student Needs (GSN) Ministry Consultation.

Staff have continued working on the 2016-17 Budget Estimates process, in anticipation of the revenue reductions announced by the Ministry, as well as to identify areas for cost savings, as identified in the Board of Trustees motion. A list of budget challenges and priorities has been outlined in section 3 of this report, and will form the foundation for the Budget Strategy Session with the Board of Trustees, scheduled for March 1, 2016. The session will include the following areas for discussion and input:

- Provincial funding update
- Roles and Responsibilities
- Budget Progress update, and
- Discussion on 2016-17 Budget Challenges and Priorities. This section will include:
 - Areas of focus in identifying savings;
 - A presentation from School Boards Cooperatives Inc. (SBCI) on the sick leave study for the period of 2010-2015, and
 - A presentation from Mosey & Mosey on employee benefit costs.

The other key steps in the development of the 2016-17 budget include:

- The review of 2015-16 departmental (all non-salary/non-benefits) budgets and development of 2016-17 departmental (all non-salary/non-benefits) budgets during February and March 2016
- The review of 2015-16 salary and benefits budgets and development of 2016-17 salary and benefit budgets during April 2016 (based on the March 31, 2016 enrolment count date)
- Regular meetings with Senior Staff, discussing the 2016-17 budget development; and
- Regular budget estimates updates provided to the Board of Trustees during April and May 2016, with the final Budget Estimates report submitted for the Board's approval on June 21, 2016.

The Budget Estimates for 2016-17 are due to the Ministry by June 30, 2016. The budget process and timelines have been updated on the public website under Board / Financial Reports, and can be accessed at <http://www.hcdsb.org/Board/Financial/Pages/default.aspx>. The school community, Catholic rate payers, staff and the public are encouraged to submit their suggestions to us for consideration.

2. Budget Objectives (Appendix C)

The Budget will be prepared with the following main considerations:

1. A list of budget challenges and priorities has been developed. These are outlined in Section 3 of this report and will need to be considered as part of the development of the Board's Budget Estimates.
2. A list of budget objectives has been previously developed and amended by staff and Trustees from time to time as appropriate. These are outlined in Appendix C.

The objectives take into consideration the following motion which was passed at the October 6, 2015 Regular Board Meeting:

WHEREAS, as the Province of Ontario is the most indebted sub-sovereign jurisdiction in the world; and

WHEREAS, the Province of Ontario recorded a 2014-2015 deficit of \$10.9 billion dollars; and

WHEREAS, school boards, municipalities and all governmental organizations must find ways to operate more efficiently to sustain quality services; and

WHEREAS, the HCDSB has already taken positive steps to reduce expenses in past budgets; and

WHEREAS, the HCDSB wants to sustain and increases front-line student resources;

BE IT RESOLVED, that senior staff present Trustees with options to reduce expenses that can be re-allocated to front line-resources before the start of the 2016-2017 budget process.

3. All of the items on the budget objectives list need to be considered as part of the development of the Board's Budget Estimates. These objectives represent the guidelines for developing the 2016-17 Budget and allocating funds to the various expenditure categories based on identified needs.
4. In accordance with the budget objectives, staff plans to set aside sufficient funds to achieve a Working Funds Reserve of 1% of budget over a 5 year period, to comply with the Ministry's Risk Assessment Analysis of the Board. As such, \$700,000 will be transferred into the Board's Working Funds Reserve. The balance of this reserve as at August 31, 2015 is \$706,000. Maintaining a Working Funds Reserve is essential, as unforeseen circumstances may occur during the year, resulting in financial loss to the Board. Examples of such circumstances would be incurring punitive damages as a result of legal action; being sanctioned and fined as a result of noncompliance with Health and Safety legislation; and identifying improprieties of the Board's assets.

5. The Ministry's Risk Assessment Analysis also identified the need for the Board to maintain a School Renewal (Old) Reserve Fund, and as a result, estimated revenues to be received from the use of facilities by child care centres and before and after care centres, will be transferred to the School Renewal (Old) Reserve Fund. Typically these total \$700,000 to \$1,000,000 annually. This reserve is used to supplement school renewal/improvement projects that may not be covered by Ministry capital grants.
6. The Board of Trustees is currently working on the next multi-year plan, which will determine our school board's strategic direction beyond 2015. As such, the Board's Strategic Directions for 2016-17 are still in the process of being developed, and must be considered during the budget development.
7. The Ministry of Education has four renewed education goals, as outlined on their website, at <http://www.edu.gov.on.ca/eng/about/excellent.html>. These need to be considered when developing the Board's budget:
 - Achieving Excellence: Children and students of all ages will achieve high levels of academic performance, acquire valuable skills and demonstrate good citizenship. Educators will be supported in learning continuously and will be recognized as among the best in the world.
 - Ensuring Equity: All children and students will be inspired to reach their full potential, with access to rich learning experiences that begin at birth and continue into adulthood.
 - Promoting Well-Being: All children and students will develop enhanced mental and physical health, a positive sense of self and belonging, and the skills to make positive choices.
 - Enhancing Public Confidence: Ontarians will continue to have confidence in a publicly funded education system that helps develop new generations of confident, capable and caring citizens.

In accordance with the Deputy Minister's Memorandum to Directors of Education, issued on January 20, 2016 (included in Appendix D), the 2016-17 focus will also be in the following areas:

- Early years and child care modernization – increasing accessibility to programs and supports for children and families.
- Math – implementing the renewed Math Strategy.
- Global competencies and experiential learning – providing learners with engaging, hands-on, practical learning opportunities via innovative teaching practices.
- Equity – continuing to support increased achievement and well-being for Aboriginal learners, children and youth in care and children with special needs.

3. 2016-17 Budget Challenges and Priorities

The top areas of impact on the budgeting process:

1. Sick Leave Costs – Increasing trend in sick leave costs since 2012-14 Memorandum of Understanding (MOU), with no change in funding has been putting pressures on the Board's ability to balance the budget, while maintaining quality of services to our students. The sick leave costs have increased from \$9.5 million in 2011-12 to \$12.0 million in 2014-15, and represent approximately 5% of the entire salary budget.
2. Employee Benefits Costs – The insured benefit costs have also continued to increase since 2012 by approximately 18%, with no changes in funding. Insured benefits totaled \$17 million in 2012-13 fiscal year and \$20.3 million in 2014-15. They represent 5.5% of our total Board budget.
3. Special Education shortfall – Although the Board's Special Education allocation increased as a result of the outputs of the Special Education Funding Working Group (SEFWG), this is an area where the costs continued to exceed the revenues. In 2014-15, the shortfall was \$1.9 million and in the Revised Estimates for 2015-16 the shortfall is expected to be \$1.4 million.
4. Facilities – The school renewal needs and maintenance of aging facilities will be a challenge, in light of the phasing out of top-up funding for underutilized space. The Board is expected to lose \$1.3 million in funding by 2017-18.
5. Enrolment trends – Although overall we are a growth Board, there are pockets of decline which result in increasing school administration and operation costs per pupil.
6. Labour negotiations – 2014-2017 collective agreements are still in the process of being locally ratified, and may have financial implications to be considered as part of the budgeting process. Ministry funding for some of these items is expected; however whether it will completely cover the Board's costs is yet to be confirmed.
7. Review of staffing not bound by collective agreements – Senior Staff are reviewing periodically this area to ensure portfolios are aligned to current needs within our system.
8. Information technology – The Board's and the Province's commitment to 21st Century Learning has been putting pressures to increase IT resources and support.
9. Shared Services – Staff are actively collaborating with other school boards in the province on identifying potential opportunities for shared services and realizing cost savings.
10. Faith Formation – This area is not funded by the Province; however the Board remains committed to infuse the Catholic faith throughout all instruction and activities that take place in our schools with our staff, students, and community.

Next Steps

The next steps in the budgeting process include:

- While the Ministry confirmed that the consultation sessions on 2016-17 Education Funding have been completed, the review of the sessions is expected to be communicated to School Boards shortly.
- Staff will review prior year budgets, staffing and enrolments during February and March, and identify budget pressures in light of the Education Funding consultation feedback.
- Senior Staff will meet regularly to review the budget process.
- A Trustee/Senior staff budget strategy session has been scheduled for March 1, 2016 to discuss budget challenges and priorities.
- The 2016-17 Grants for Student Needs (GSN) are expected to be released at the end of March, and a report to Trustees is expected to be presented at the April 5, 2016 Regular Board Meeting.
- Budget update reports will be presented to Trustees during May and June, prior to passing the final budget estimates at the June 21, 2016 Regular Board Meeting.

CONCLUSION:

Staff have begun the 2016-17 Budget Estimates preparation process, in anticipation of the release of the GSNs at the end of March 2016. It is expected that further grant reductions and reallocations will make balancing the budget a challenge and staff will provide updates to the Board as new information becomes available.

REPORT PREPARED BY: R. NEGOI
SENIOR ADMINISTRATOR, FINANCIAL SERVICES

REPORT SUBMITTED BY: P. McMAHON
SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD

REPORT APPROVED BY: P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

Budget Development

- Critical task that demonstrates a board's effectiveness and transparency.
- Budgeting cannot solely belong to finance departments
- Directors, Superintendents and other senior program staff must be involved in the planning processes and be held accountable for budget performance
- It is a consultative process with the following key principles;
 - The educational needs of its students are met
 - It is prepared within the funding allocation
 - It reflects the board's vision and supports the goals of the board's multi-year strategic plan

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Halton Catholic District School Board
2016-17 Budget Estimates Schedule

Date	Completed	Item	Description of Activity
September 25th	✓	Ministry Memorandum 2015:SB27	District School Board Enrolment Projections for 2016-17 to 2019-20 memorandum issued
September 25th	✓	ADM Memorandum, September 25, 2015	Ministry invitation to Education Funding consultation sessions
October 30th	✓	Provincial Consultation (Regional Symposium)	Ministry consultation on 'Education Funding'
November 20th	✓	Ministry Memorandum 2015:SB27	District School Board Enrolment Projections for 2016-17 to 2019-20 submitted to the Ministry.
December 1st	✓	Budget Process - Provincial Consultation	Information Report to Board regarding 2016-17 GSN Consultation Sessions
February 1st	✓	Budget Estimates Schedule & Objectives	Discuss 2016-17 Budget Estimates Schedule & Objectives at Administrative Council
February 2nd		Budget Estimates Schedule & Objectives	Present 2016-17 Budget Estimates Schedule & Objectives to the Board
February 12th		Budget Process Memorandum	Distribute the 2016-17 Budget Process Memorandum to Superintendents, Administrators, Managers
February 12th		Departmental Budget Reviews	Distribute Budget Input Package to Departments (by this date)
February 26th		Departmental Budget Reviews	Receive Budget Submissions from Departments (by this date)
March 1st		Trustee Budget Strategy Session	Trustee/Senior Staff Budget Strategy Session - 2016-17 Budget Challenges and Priorities
March 7th		Special Education Enveloping Presentation	Present Special Education Funding and Enveloping to SEAC
March 11th		Departmental Budget Reviews	Complete Budget Review Meetings with Departments (by this date)
March 21st		Budget Update	Budget Estimates Update (Administrative Council) / Approval of Program Enhancements
March 25th		Ministry Memorandum 2016:B TBD	Release of Grant for Student Needs (GSN)
March 31st		School Budgets	Development of School Budgets Based on Forecasted Enrolment
March 31st		Salary and Benefits Budget	Salary and FTE staffing "snapshot" from HR/Payroll System (base for 2016-17 Budget)
April 4th		Budget Update	Budget Estimates Update (Administrative Council) / Prioritization of New Initiatives
April 5th		Ministry Memorandum 2016:B TBD	Board Report - Release of Grant for Student Needs (GSN)
April 8th		Salary and Benefits Budget	Send FTE staffing reports to Superintendents for review and confirmation
April 8th		Salary and Benefits Budget	Complete Review of Benefits Budget (Financial Services and Human Resources)
April 15th		Release of EFIS 2.0 Forms	Release of EFIS 2.0 Forms and Instructions
April 18th		Budget Update	Budget Estimates Update (Administrative Council)
April 19th		Budget Update	Present the Board of Trustees with a Budget Update
April 22nd		Salary and Benefits Budget	Receive FTE staffing confirmations
April 22nd		Budget Consultation	Budget Communication (Website / School Newsletters / Parish Bulletins)
April 29th		Salary and Benefits Budget	Complete Salary and Benefits Budget
May 2nd		Budget Update	Budget Estimates Update (Administrative Council)
May 16th		Budget Estimates Report (Draft)	Budget Estimates Draft Report (Administrative Council)
May 17th		Budget Estimates Report (Draft)	Present Budget Estimates Draft Report to the Board (Update #1)
May 30th		Budget Consultation	Present Special Education Funding / Budget Challenges and Priorities - SEAC
May 30th		Budget Estimates Report (Draft)	Budget Estimates Draft Report (Administrative Council)
June 7th		Budget Estimates Report (Draft)	Present Budget Estimates Draft Report to the Board (Update #2)
June 13th		Budget Estimates Report (Draft)	Budget Estimates Draft Report (Administrative Council)
June 21st		Budget Estimates Report (Final)	Final Budget Estimates Report to the Board for Approval
June 22nd		Budget Estimates Report (Final)	Post Final Budget Report on Public Website
June 24th		Ministry Memorandum 2016:B TBD	Submission of Budget Estimates to the Ministry (EFIS)
June 30th		Budget Estimates Report (Final)	Submission of Budget Estimates to OCSTA (EFIS)

2016-17 Budget Objectives

1. ***To provide programs which instill a stronger sense of belonging and higher levels of spiritual engagement for all our students and staff.***

These programs include activities to promote the Home, School, Parish connections in our school communities, as well as a faith formation focus on staff, students and community through the Catholic Learning Environment, and the Catholic Curriculum. These programs also include support for Faith formation, Religious Education Courses, Focus on Faith Initiatives, Chaplaincy services, student centered experiences, and Christ-centered staff development.

2. ***To align the budget with the Board's Vision Statement and Strategic Priorities.***

Funds are aligned with strategies and programs that will increase the sense of Achieving, Believing, Belonging for all of our students and staff, in accordance with the Board's strategic plan.

3. ***To allocate resources so that all students have an equal educational opportunity, while implementing all programs funded by the Ministry of Education.***

Resources are allocated on an equitable basis, striving to provide equal opportunity. Funds will be allocated to implement and support programs funded by the Ministry of Education.

4. ***To increase the Board's Working Funds Reserve to 1% of our budget, while achieving a balanced budget.***

The Board will set aside sufficient savings to achieve a Working Funds Reserve of 1% of budget over a 5 year period.

5. ***To explore opportunities for efficiencies and re-allocate savings to front line-resources for students.***

Staff will present Trustees with options to reduce expenses so that savings can be focused on front line-resources for students.

6. ***To provide a safe environment for all students and staff.***

Initiatives include school condition improvements and health and safety projects.

7. ***To implement changes in employee compensation as approved by the Board.***

Appropriate adjustments are provided in accordance with legislation and collective agreements.

8. ***To implement all capital projects approved by the Board.***

Staff will review the long term capital plan for all capital projects.

9. ***To provide funds for professional development opportunities.***

Funds are provided for all staff, trustees and the members of the Catholic School Councils.

10. ***To continue the Adult and Continuing Education Programs.***

The Adult and Continuing Education programs will continue to self-sustaining.

11. ***To continue to emphasize the involvement of the school community.***

The Board will continue to encourage dialogue with its Catholic School Councils.

12. ***To continue the development of partnerships and cost-sharing initiatives where these are consistent with our Catholic mandate and where such partnerships can be shown to make meaningful and cost-effective contributions towards our mission.***

This will be done in collaboration with other Boards, Municipalities and other agencies.

13. ***To conform with budget restrictions in accordance with the Education Act and Regulations.***

This will include providing a balanced budget and ensuring that the enveloping provisions related to Special Education, Pupil Accommodation, as well as Governance and Administration, are complied with.

2016-17 Budget Objectives (Continued)

14. To develop and maintain accountability frameworks as required by the Ministry of Education.

This will be done in cooperation with the Ministry of Education to ensure that the Board meets or exceeds the requirements.

15. To provide a range of placements for Special Education Students as required by the Ministry of Education.

The Board will continue to review placement options for identified students and to provide those that are most suited to the needs of those students in accordance with legislative guidelines.

Ministry of Education

Deputy Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2**Ministère de l'Éducation**

Sous-ministre

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2

Memorandum To: Directors of Education

From: George Zegarac
Deputy Minister

Date: January 20, 2016

Subject: Emerging from the pause: Working together for the remainder of the 2015-16 school year

Allow me to take this opportunity to wish you all a very happy new year! I am looking forward to the progress we will make together on our shared vision in 2016.

As we transition out of the collective bargaining period – during which we paused on most regular business at the request of Directors of Education in order to support their focus on the needs of their schools and classrooms – we now have an opportunity to look at how we work with our partners, to examine how our models and modes of engagement and collaboration fit within the current context.

While acknowledging the need to be flexible to potential future changes that may arise from our work together, I have provided my staff with the following direction for emerging from the pause:

- There will be no ministry-led events in January 2016. We will also continue to maintain our policy of no events held on Mondays.
- For the remainder of the 2015-16 school year, the ministry will host only a few signature face-to-face events for board leadership teams, with all other engagement moving to virtual and optional wherever possible. (with the exception of scheduled training opportunities to assist with the arrival of Syrian newcomers).
- Visits with boards will continue to proceed only when requested by board directors.
- Advisory committees, working tables and other fora that only engage a small number of people will continue in order to maintain open channels of expert advice to the ministry.

.../2

- Future work and engagement that may arise from government direction will proceed as required – but will be done with consultation between the ministry and partners about effective and coherent implementation.
- EPO 2015-16 school-year contracts will not be extended beyond the normal time period. Staff will work with their respective board contacts to determine if existing contracts can be delivered within the 2015-16 school year, or if contracts need to be adjusted to reflect what can be carried out given the disruption. All expenditures related to the 2015-16 school year need to be incurred before the end of August 2016. Any unspent funds will be returned to the ministry per existing procedures.
- As promised, the ministry will work with boards to review extraordinary costs incurred as a result of strike/work-to-rule activity in the 2015-16 school year. We will provide more information on this issue shortly.

I had many opportunities throughout the fall to talk with you about this work, and heard a shared sense of optimism about continuing to transform our system in collaborative ways that leverage all of our strengths and address all of our needs. We have a history of success to build upon in Ontario. Our publicly funded early years and education system is among the best in the world. And we are determined to build on this great work in order to continue to strengthen our organizational cultures to sustain the highest levels of collaborative professionalism and expertise. The direction we are going – and now accelerating toward – is possible because of your commitment. I am asking you to make a continued commitment – as our ministry also does – to strengthening our partnerships to support the highest levels of collaborative professionalism and expertise.

Our renewed vision is a deeply shared one that we built together and reflects input from across the province. This vision talks about transformation happening at all levels of the system, and with the dedication and contribution of all partners. The responsibility for making this vision a reality is collective; it will take shared leadership and accountability to implement the long term strategies and approaches that will guide achievement and well-being at all levels of the system.

Our focus, together, lies in becoming more differentiated, more flexible, and more adept at operating on a need-driven basis. We are also ready to revisit and rebalance our measures of accountability and transparency. As a ministry, we recognize the need to accelerate the transformation in how we collaborate with our partners. We want the pursuit of our priorities to reflect these guiding goals and principles.

We will continue to plan opportunities to hear from you, and I encourage us all to engage in honest, constructive conversations as our work evolves. There are no simple road maps to success; our work is complex, important and constantly evolving. As we explore new approaches to working together in support of our learners, we must have some tolerance for ambiguity and experimentation, and a willingness to practice – and then refine our practice.

We intend to engage with school boards and partners both formally and informally on moving forward, with high expectations for ourselves and a commitment to improvement for our own respective areas as well as for the provincial system as a whole. I know our organizations are full of capable and experienced professionals who care deeply about this work, so I want to continue to hear your voice about what success could and should look like.

However, while the nature of some of our work may change, our priorities do not.

We will continue to strengthen focus on our renewed goals as reflected in *Achieving Excellence*:

- **Achieving Excellence**
- **Ensuring Equity**
- **Promoting Well-Being**
- **Enhancing Public Confidence**

In the next year, I also expect we will continue to deepen our work in the following areas you have told us are important to you:

- **Early years and child care modernization:** further integrating and increasing accessibility to programs and supports for children and families
- **Math:** implementing a renewed Math Strategy that enhances access to resources for educators and parents, and supports professional learning for principals and teachers
- **Global competencies and experiential learning:** providing learners with engaging, hands-on, practical learning opportunities via innovative teaching practices and instructional methods enabled by technology
- **Equity:** continuing to support increased achievement and well-being for Aboriginal learners, children and youth in care, and children with special education needs

Across all of this work, we know that supporting a culture of collaborative professionalism and leadership is integral to making progress on all of our work, and to how we intend to work differently in the ministry and with our partners. We will also be working with partners, at tables and elsewhere, on planning for 2016-17 in ways that will have us make further progress in “targeting for impact”. I appreciate all of your efforts to be responsive, innovative and collaborative as we work together to evolve the next stage of our improvement journey. It is this capacity for shared responsibility, innovative delivery approaches and steadfast commitment to learners that makes our province’s early years and education system so successful.

I am sure that you are as excited as I am to be moving on the journey from great to excellent as we begin this New Year. I look forward to continuing our joint efforts towards implementing the goals of *Achieving Excellence*.

Sincerely,

A handwritten signature in cursive script that reads "George Zegarac".

George Zegarac
Deputy Minister

c: Council of Ontario Directors of Education

APPROVED SCHOOL EDUCATIONAL TRIPS

ALL PROPOSED TRIPS HAVE BEEN REVIEWED PRIOR TO APPROVAL, AND ARE CONSISTENT WITH BOARD POLICY

Dated: Tuesday, February 2, 2016

Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Elementary						
St. Dominic CES, Oakville	8	50	Ottawa, ON	The grade 8 trip to Ottawa will enhance both faith and Catholic values as the students witness first-hand God's wonderful creations and the many cultural activities and historic sites in our Nation's capital. Students will be visiting such places as The National Gallery of Canada and the Canadian War Museum just to name a few. Staff and students will attend Mass at Notre Dame Basilica.	Wednesday, June 15 - Friday, June 17, 2016	~\$510.00
St. James CES, Oakville	8	25	Camp Tanamakoon, Huntsville, ON	This Grade 8 trip will have the St. James students participating in various team building and leadership activities. Students are given a chance to explore and experience how we as Catholics articulate our faith outside of the daily classroom experiences. Students will learn to understand as Christians we need to work for the common good of all people. Staff and students will participate in daily prayer.	Tuesday, June 14 - Friday, June 17, 2016	~\$260.00
Queen of Heaven CES, Milton	7	32	Camp Muskoka, Bracebridge, ON	This trip to Camp Muskoka will offer the Queen of Heaven students a chance to immerse themselves in activities that will develop their understanding of Human Dignity. Students will focus on how to work together as a group and appreciate how their differences can be embraced. These activities will help them understand the importance of community and who they want to be within their school, Church and home as a vested member. Staff and students will participate in daily prayer and reflection.	Monday, May 30 - Wednesday, June 1, 2016	~\$342.00
Sacred Heart of Jesus CES, Burlington	8	50	Camp Muskoka, Bracebridge, ON	This excursion to Camp Muskoka provides opportunities for outdoor education, team building, and leadership development. Students will develop an understanding of the human person as a reflection of God, social interaction and leadership skills resulting in a positive Catholic learning environment. This program is designed to assist students in their physical, emotional, academic and spiritual development as students examine and apply responsible decision making skills while participating in outdoor challenges. Students and staff will participate in daily prayer.	Tuesday, May 24 – Friday, May 27, 2016	~370.00

Secondary						
St. Ignatius of Loyola CSS, Oakville	12	2	Upper Canada College Toronto, ON	The two students from St. Ignatius of Loyola have qualified for the provincial debate championships. OSDU is the only province-wide, bilingual debating organization dedicated to increasing participation and achievement in high school debate. They encompass all schools and school boards, from private and public to French and Catholic, and coordinate with other debating organizations and clubs to share information and maximize the opportunity for student debate. It has been noted that students and staff will participate in daily prayers.	Friday February 26- Sunday, February 28, 2016	~\$395.00

INFORMATION REPORT

ITEM 10.3

COMPASSIONATE CARE AND CRISIS RESPONSE TEAM

PURPOSE:

To provide an update to the Board of Trustees on the composition, structure and function of the Compassionate Care and Crisis Response Team (CCCRT) that serves the Halton Catholic District School Board.

As a Catholic faith community, we are called to provide a ministry of presence to one another in times of death, loss or crisis. When these events happen, the Compassionate Care and Crisis Response Team lends compassionate support and assists the site administrator in responding to and supporting the community. The information and presentation that follows outlines the supports in place for our system from the CCCRT.

BACKGROUND INFORMATION:

A Compassionate Care Team with a mandate to provide support to school communities in the Halton Catholic District School Board experiencing grief and crisis has existed for over 20 years. In 2013 senior administration requested that the leaders of the Compassionate Care Services Team review the mandate, organization and direction of the team, as well a review of the support binder that had been in place since 2004. During the review, it was determined that there was a need for further structure, greater definition and a more-multifaceted approach.

The proliferation of critical events affecting schools locally, nationally and internationally indicated a need for the team to be potentially responsive to issues such as bomb threats, natural disasters, stabbings, shootings and other tragic events, in addition to the original areas of responsibility of the response team. It was recognized that greater attention needed to be given to the areas of vicarious trauma and Post Traumatic Stress issues. Briefing and de-briefing were recognized as essential parts of the continuum of care, acknowledging the areas of need in the school for students and staff both before and after a critical incident.

Additionally, the role of the CCCRT was now recognized as a discrete discipline standing apart from those of all of the participant specialists. Accordingly, **the team's name was changed to** the Compassionate Care and Crisis Response Team to reflect a multidisciplinary approach to trauma and crisis.

A Steering Committee was formed with representation from all stakeholder groups to provide support for the CCCRT and to create a forum for ongoing review and reflection of the work of the team. This committee ensures accountability, presents recommendations for continuing development and identifies training needs for the various groups the members represent.

Updating and expansion of the CCCRT manual was undertaken to include trauma and crisis response resources. Great care was taken to continue to have a resource which was user-friendly at the local level.

Regional teams were created with the goal of creating options for response to include proper self-care, to relieve team members from frequent call-out and to minimize the risk of compassion fatigue and burn-out. The regional teams and their respective leaders cover: Burlington, Burlington-Oakville (Corpus Christi FOS, Holy Trinity FOS, Thomas Merton (B)), Oakville, and Halton North.

All responders underwent two days of training with consultants from the Traumatology Institute in 2013-2014 with major emphasis on self-care and school crisis management. The training continued in an online format with the team leaders undertaking more extensive work in trauma response. It is recognized that streamlined training is essential to the effective functioning of this team. A community resource list encompassing all the currently available services in the Halton Community was compiled, and schools were provided with a Tool Kit list to generate their own proactive response plan for crises or emergencies.

COMMENTS:

There are many ways in which the CCCRT supports a site in a crisis;

Resource Binder:

This binder provides advanced planning and guidelines for administrators, listings of community agencies and parish contacts, teacher resources, prayer services and funeral traditions, media guidelines and a school crisis toolkit. All site administrators have a copy of the binder along with each of the pastors.

Regional Response Teams:

There are four teams that are set up regionally to respond to any of our sites. Regional Team Leads are as follows: Patricia Codner – Chief Social Worker, Gillian Federico - System Chaplain and Faith Formation Lead, Oliver Foese – Chief of Psychological Services, Patricia Webber-Callaghan – Mental Health Lead. In the event that a team is needed to support a school they will be deployed to the school and remain there as long as necessary.

Video Clips:

In order to provide further support the system video clips were created to provide responses for parents, students and staff regarding grief, loss, crisis and trauma in a format that is accessible and in keeping with 21st century learning.

Upon finalization of the CCCRT video library, the roll-out of this resource and posting on the board web page (public and internal site) will occur.

CONCLUSION:

The CCCRT has revised and expanded its mandate to include crisis and trauma response. A Steering Committee, Regional Response Teams and an updated CCCRT Manual have been developed; finally, a video resource library will be rolled out that will support students, parents, and HCDSB staff in times of loss and crisis.

L. Naar, P. Codner, O. Foese and P. Webber-Callaghan will present an overview of the CCCRT. A copy of the PowerPoint presentation is attached.

REPORT PREPARED BY:

P. CODNER
CHIEF SOCIAL WORKER

G. FEDERICO
SYSTEM CHAPLAINCY LEADER

O. FOESE
CHIEF OF PSYCHOLOGICAL SERVICES

P. WEBBER-CALLAGHAN
MENTAL HEALTH LEADER

L. NAAR
SUPERINTENDENT OF EDUCATION

SUBMITTED BY:

L. NAAR
SUPERINTENDENT OF EDUCATION

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

Compassionate Care and Crisis Response Team **CCCRT**



Gillian Federico, System Chaplaincy Leader

Oliver Foese, Chief of Psychological Services

Patricia Codner, Chief Social Worker

Patricia Webber-Callaghan, Mental Health Leader

Compassionate Care and Crisis Response Team

CCCRT



“God is our refuge and strength, a very present help in trouble.
Therefore we will not fear,
though the earth should change, though the mountains
shake...

‘Be still and know that I am God!’”

Psalm 46:1-2, 10



Rationale:



As a Catholic faith community, we are called to provide a ministry of presence to one another in times of death, loss or crisis. When these events happen, the Compassionate Care and Crisis Response Team (**CCCRT**) of the Halton Catholic District School Board lends compassionate support.

Members of this team are **volunteers** and have been gathered from a variety of employee groups within our system. Chaplains in our high schools are ex officio members of the local teams. The Team can offer assistance to all those within our school board community by providing on-site crisis support, offering guidelines for action, and enhancing awareness of the grieving process.



CCCRT Steering Committee:

Superintendent of Education

Mental Health Lead

SERT – Elementary

Social Worker

Secretary

Chief Social Worker

School Principal

Administrator

Custodian

Psychological Services

Guidance Counsellor

School Chaplaincy Leaders

Child and Youth Counsellor

System Chaplaincy Leader

Chief of Psychological Services

School Vice-Principal

Communications Officer



REGIONAL RESPONSE TEAM LEADS 2015-2016

Oliver Foese
BURLINGTON

Assumption

Notre Dame

Catholic Education Centre

Education Resource Centre

Patricia Codner
OAKVILLE

St. Ignatius of Loyola

St. Thomas Aquinas

Thomas Merton (O)



Gillian Federico
HALTON NORTH

Jean Vanier

Bishop Reding

Christ the King

Thomas Merton (N)

Patricia Webber-Callaghan
BURLINGTON/OAKVILLE

Holy Trinity

Corpus Christi

Thomas Merton (B)



Role of the Principal:

The principal is responsible for the implementation of the crisis response plan.

The **CCCRT** document has been created to assist the principal in leading a response to a crisis, a death affecting members of the school or community or Board site, or other tragic event with the full support and guidance of the **CCCRT**. The resource provides templates, guidelines and procedures to assist the administrator on the site.



Compassionate Care and Crisis Response Team (CCCRT) Guidelines

- The Role of the Principal
- Administrator Flowchart
- Communication Checklist
- Responsibility Checklist
- Initial Staff Meeting
- Preparing the Written Announcement
- Sample School Announcements
- Staff Responsibilities
- Identifying At-Risk Students
- Follow-Up Staff Meeting
- **Tool Kit**



Schools, Parishes and Community



- Families of Schools and Associated Parishes
- Community Support Information



Video Clip about CCCRT at HCDSB

<https://youtu.be/IO0ucSGTJsg>



Compassionate Care and Crisis Response Team

CCCRT



INFORMATION REPORT

ITEM 10.4

CHRISTIAN MEDITATION WITH CHILDREN

PURPOSE:

To provide information to the Board of Trustees on the implementation of Christian Meditation with students in the Halton Catholic District School Board. The Halton Catholic District School Board intentionally supports the faith development of our students and our staff through a variety of initiatives and programs so that our students are able to encounter Christ daily. The information that follows outlines the implementation of the practice of Christian Meditation with children in our system.

BACKGROUND INFORMATION:

Christian Meditation is a contemplative form of prayer rooted in our Christian tradition. Meditation, in the Christian tradition, is often called the prayer of the heart. It includes: interiority, silence, calmness, freedom to be mindful, and being present in the moment. Christian meditation is designed to enhance **focused attention on the Trinity, Scripture, or one's self for one or more of the following purposes: deepening one's relationship with the Lord; cultivating spiritual growth or emotional healing; growing in love towards one's neighbour and one's self.** It involves the silent repetition of a single word or phrase (the mantra). The continual gentle repetition of the mantra leads to an experience of silence, stillness, and simplicity. According to Fr. Laurence Freeman, Christian Meditation is a simple and direct way to be in relationship with God. It does not replace other forms of prayer, but rather is a spiritual practice that guides us into prayer with Christ.

COMMENTS:

In the Fall of 2014 interested elementary administrators were invited to bring two or three teachers each to an in-service on Christian Meditation that was offered through our partnership with the Catholic Education Partnership with the Diocese of Hamilton. This in-service focused on an introduction to Christian Meditation with Children (CMWC). Each school represented was provided with resources and encouraged to go back to their schools and share this practice with their students. In February 2015, the Catholic Education Partnership with the Diocese of Hamilton coordinated a day with Fr. Laurence Freeman, OSB. Fr. Laurence is a Benedictine Monk who is the Director of the World Community for Christian Meditation. Forty-five staff from the HCDSB participated in this day including administrators, teachers, Chaplains, Child and Youth Counsellors, and Social Workers. Fr. Laurence shared information on the roots of Christian Meditation in our faith, the importance of this practice in our faith, the fruits of meditation for children and finally the components of Christian Meditation. In December 2015, Ernie Christie, the Director of Learning, Teaching and Catholic Identity with the Diocese of Townsville and author of the book *Coming Home*, led a full day in-service with our staff on sustaining the practice of Christian Meditation in schools and across a system.

In the spring 2015, Research and Development Services surveyed staff, students, and administrators who have been practicing Christian Meditation with students. Thirty schools who were engaging in Christian Meditation were surveyed. On average, principals reported that five of their classroom teachers had started Christian Meditation with their students. Teachers reported on average engaging in Christian Meditation just over three times a week and the most common length of a meditation session was five minutes. Respondents offered four reasons for implementing Christian Meditation: a school initiative; recommendation by a colleague; belief in the benefits to students and behaviour; a way to get closer to God; and attendance at a workshop on Christian Meditation.

When asked about whether Christian Meditation has made a difference either in the classroom or for children individually, teachers responded anecdotally with comments about the sense of focus and calm they had noted in their children. Teachers also commented that children have reported to them that they engage in Christian Meditation at home, and that students look forward to meditation sessions and will **often ask for it.** **“Christian Meditation has definitely made a positive difference with the children.** The students are calmer, more focused and peaceful, solve problems more peacefully, and think more effectively after meditation. They often meditate on their own, for example on bus rides or while waiting **during assemblies or drills.”** (Teacher respondent). **“Students are more calm and understanding towards each other.** They have more appreciation for each other and their surroundings.” (Teacher respondent). **“Students say they make a connection with God and are still for a small part of their day.”** (Teacher respondent). Student responses shared similar comments regarding feeling calm and focused. **“It gives me time to calm myself in a rushed day.”** (Student Respondent). **“I like meditation because I can interact with God in a private, silent talk.”** (Student Respondent).

NEXT STEPS:

Two focus groups will take place in February and March that will look at expanding implementation of Christian Meditation across our system in both elementary and secondary schools. In order to support expand implementation and to embed Christian Meditation across all of our schools, in-service sessions will take place for administrators and staff in both panels. These in-services will continue to focus on the importance of CMWC as a form of prayer that allows students to encounter God. As well, the HCDSB recognizes that an intentional focus on Adult Faith Formation is essential if Catholic education is to fulfill its mission of proclaiming the Gospel. It is important that we continue to provide opportunities for staff to nurture their relationship with God and experience a deeper understanding of our faith, so that they may in turn play a role in handing on the faith to our children. With this in mind, our Adult Faith Formation Program and Theological Education for Leaders will continue to provide opportunities for exploring the practice of Christian Meditation with all staff.

CONCLUSION:

The Halton Catholic District School Board intentionally supports the faith development of our students and our staff through a variety of initiatives and programs so that our students are able to encounter Christ daily. Christian Meditation is a contemplative form of prayer rooted in our Christian Tradition. This report outlines the current implementation of CMWC and further steps to build upon and embed CMWC in our schools as a practice that allows children to enter into the experience of praying.

REPORT PREPARED &
SUBMITTED BY: L. NAAR
SUPERINTENDENT OF EDUCATION

REPORT APPROVED BY: P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

INFORMATION REPORT

ITEM 10.5

INSTRUCTIONAL ROUNDS

PURPOSE:

The purpose of this report is to apprise Trustees about Halton Catholic District School Board's attendance at the Instructional Rounds Institute at Harvard University in December 2015 and our plans to embed this practice into our work in the district.

BACKGROUND INFORMATION:

The goal of Instructional Rounds in education is to improve teaching and learning using a collaborative approach.

Instructional rounds—a practice adapted to education from the field of medicine—embodies a specific set of ideas about how practitioners can work together to solve common problems and improve their practice. In the education context, it is designed to help schools, districts and larger systems support high-quality teaching and learning for all students.

In Ontario, the school effectiveness process provides a context within which to embed the practice and principles of instructional rounds to create greater understanding of effective pedagogy within schools and districts.

The school effectiveness process is informed by the Ministry document entitled *The K-12 School Effectiveness Framework (2013): A support for school improvement and student success*. (SEF)
<https://www.edu.gov.on.ca/eng/literacynumeracy/SEF2013.pdf>

District school boards across the province then adapt the school effectiveness process to meet local needs. This varies from board to board quite widely, though each variation will generally include a school self-assessment and a district visit, the latter occurring in a cyclical fashion typically on a three- to five-year cycle.

It was acknowledged that there were concerns about the current process and that revisions to it were necessary. A School Effectiveness Review Committee was struck to evaluate the effectiveness of the current process with a view to improving it and make it more meaningful both in terms of learning across the district and to the school itself.

A number of school districts in Ontario have embedded Instructional Rounds into their school effectiveness review process. They include York Region District School Board, Waterloo Catholic DSB, Algoma DSB and Kawartha Pine Ridge DSB. Others have adopted various components of the Instructional Rounds process into other school improvement initiatives. All district school boards who use Instructional Rounds indicate that its infusion into school improvement measures makes a significant difference to changed practice. Staff reached out to districts employing the instructional rounds approach to observe and gather feedback on effective strategies to implementation.

During the 2014-15 school year, two (2) Halton Catholic teams participated in the Instructional Rounds Institute at the Harvard Graduate School of Education – one group in December 2014 and the second group in April 2015. Attendees included Program and Family of Schools Superintendents, principals, teachers and union representatives. Participants at the Institute included K-12 education organizations from across Canada, the United States and Australia.

Since the first two groups have returned from the Instructional Rounds Institute, most schools have identified a problem of practice as part of the school improvement process, which is the necessary first step in preparing for instructional rounds. Additionally, one elementary and one secondary school have conducted instructional rounds at their school. A significant improvement was noted by these schools, in terms of the depth of observation that occurred during the classroom visits, and the ensuing level of discussion related to teaching and learning.

REMARKS:

With the changeover in staffing in Curriculum Services from the previous school year and to demonstrate a district-wide commitment to the process of Halton Catholic moving to an instructional rounds approach, the Director of Education, Superintendent of Curriculum Services, Principal of Notre Dame Catholic Secondary School and a new Curriculum Consultant attended the Instructional Rounds Institute from December 6 – 11, 2015. Participants at the Institute included schools and organizations from Canada, United States, Australia and South Africa.

The institute involved authentic experiences in rounds with Boston Public Schools, who were familiar with and open to rounds visits. Participants of the institute had access to the foremost experts in Instructional Rounds. The most knowledgeable in the field, Harvard Professors Lee Teitel and Stef Reinhorn were assigned as a personal advisors to our team. We were able to meet with them personally on two occasions and discuss our Halton Catholic DSB context in depth with him. A schedule of the rounds institute program is attached as Appendix 'A'.

As we move forward in using the instructional rounds approach in all of our schools, it is important to share and spread the learning by training our Administrators, school team leaders, and our network facilitators. To accomplish this spread of learning throughout our district, we have planned for **"Harvard coming to Halton Catholic" during the week of March 29 – April 1**. During this week, host schools will become the training labs for instructional rounds and the network that supports this process. Harvard Professors Lee Teitel and Stef Reinhorn will be assisting our staff, providing feedback and helping us to facilitate a personalized Halton Catholic DSB Instructional Rounds Institute.

CONCLUSION:

The Halton Catholic District School Board is committed to providing all children in our system every opportunity to reach her/his full God-given potential. The most significant influence on student achievement is good teaching. As one of the leading district school boards in Ontario, Halton Catholic DSB seeks to always use leading practices to improve teaching and learning in all its schools. Instructional Rounds is considered to be one of the most effective district and school-based practices leading to school improvement. We are confident that embedding instructional rounds thinking and practice into our school effectiveness process will lead to improved teaching and learning in Halton Catholic District School Board schools.


REPORT PREPARED &
SUBMITTED BY:

A. PRKACIN
SUPERINTENDENT OF EDUCATION

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

<div> HARVARD GRADUATE SCHOOL OF EDUCATION Programs in Professional Education</div>				Instructional Rounds December 7 - 11, 2015 Main Classroom: Gutman Conference Center	
Monday, December 7	Tuesday, December 8	Wednesday, December 9	Thursday, December 10	Friday, December 11	
	Light Breakfast 6:30 - 7:30 a.m.		Light Breakfast 6:30 - 7:30 a.m.	Morning Beverages	
	School Visits Conley <i>Bus Departs at 7:00 a.m.</i> East Boston High <i>Bus Departs at 7:10 a.m.</i> Kennedy School <i>Bus Departs at 7:15 a.m.</i> Winter Hill School <i>Bus Departs at 7:15 a.m.</i>	Morning Beverages	School Visits Milton Academy <i>Bus Departs at 6:40 a.m.</i> Codman Academy Charter School <i>Bus Departs at 7:10 a.m.</i> Somerville High School <i>Bus Departs at 7:10 a.m.</i> Gardner Pilot Academy <i>Bus Departs at 7:30 a.m.</i>	School-Based Instructional Rounds (Optional) 7:15 - 7:55 a.m.	
				Travel Time	
		Focus on the Task 8:00 - 9:30 a.m.		Concurrent Sessions <i>Various Locations</i> 8:00 - 9:15 a.m.	
				Break, 9:15 - 9:45 a.m.	
		Break, 9:30 - 10:00 a.m.		Secret of the Universe 9:45 - 10:15 a.m.	
		Deepening the Next Level of Work: Part I <i>Various Locations</i> 10:00 - 11:30 a.m.		Team Time and Consultation <i>Various Locations</i> 10:15 a.m. - 12:10 p.m.	
		Lunch <i>On your own in Harvard Square</i> 11:30 a.m. - 1:00 p.m.			
		Deepening the Next Level of Work: Part II <i>Various Locations</i> 1:00 - 2:30 p.m.			
			Break, 2:30 - 3:00 p.m.		Travel Time
	Travel Time	Connecting Rounds to Improvement 3:00 - 4:00 p.m.	Travel Time	Conclusion 12:15 - 1:00 p.m.	
Break, 3:15 - 3:30 p.m.	Break, 3:30 - 4:00 p.m.		Break, 3:30 - 4:00 p.m.	Program Closing 1:00 - 1:30 p.m.	
A School Visit Simulation 3:30 - 5:45 p.m.	Team Time <i>Various Locations</i> 4:00 - 5:00 p.m.	Travel Time	Team Time <i>Various Locations</i> 4:00 - 5:00 p.m.		
		Team Time <i>Various Locations</i> 4:15 - 5:30 p.m.			
Travel Time					
Reception <i>Gutman Café</i> 6:00 - 7:00 p.m.					

INFORMATION REPORT

ITEM 10.6

INTERNATIONAL STUDENT PROGRAM
INTERNATIONAL CONFERENCE FOR EDUCATIONAL FAIRS (ICEF) NORTH AMERICA
WORKSHOP – MIAMI, FLORIDA

PURPOSE:

The purpose of this report is to share information about Halton Catholic District School Board's attendance at the International Conference for Educational Fairs (ICEF) from December 6th – 10th. The focus of the trip was to meet with leading student recruitment agencies from around the globe and to present the Halton Catholic District School Board (HCDSB) as a desirable destination for students considering studying abroad.

BACKGROUND:

The Halton Catholic District School Board has established a goal of increasing international student enrollment in both our elementary and secondary schools. This increase in enrollment will provide a complementary and enriching experience to our local students, as well as enrich our experiences of diversity as a system.

As part of the strategy to increase enrollment, the Halton Catholic District School Board has made a commitment to attend *International Student Fairs* and *International Student Recruitment Workshops* as well as work with student recruitment agencies in the recruitment and enrolling of international students in our schools

ICEF connects educators, education agents, work and travel professionals, and industry service providers to key markets and networks worldwide, supporting the growth and development of international education and global student mobility.

Canada continues to be a top study destination with broad international appeal across all educational sectors, including K-12 education. Each year, an increasing number of Canadian school districts turn to recruiting agencies to help them boost international enrollments and increase the quality of student applicants. The ICEF North America Workshop is solely for North American educational institutions (School Districts, Private Schools, Colleges, Universities and Language Schools). It connects North American educational institutions with student agencies from around the world. It is the largest of its kind in North America.

COMMENTS:

From December 6-10, 2015 almost 1,200 people attended the ICEF-North America Workshop. Over the five days, 349 Canadian education institutions and almost 400 international education agencies, from 69 countries, came together and conducted 11,313 pre-scheduled business meetings. HCDSB

was one of 6 publicly funded school districts from Ontario. Over the course of the five days, HCDSB conducted 40 meetings with agencies from Brazil, Russia, Ghana, Nigeria, Uzbekistan, Columbia, Mexico, China and South Korea.

All of the student recruitment agents that attend the North America Workshop undergo ICEF's strict selection and screening process – considered the most stringent in the industry. In addition to providing both detailed information about their business and references from current education partners, agents must demonstrate an established focus on sending students to North America.

Over the five days at ICEF North America, the Halton Catholic District School Board connected with top quality recruiters committed to building lasting partnerships within the Halton Region, leading to more international students attending our schools.

CONCLUSION:

With a more intentional approach to *International Education*, including partnering with local agencies, the Halton Catholic District School Board has recognized a significant increase in the number of international students attending schools in our system. This increase will enrich **our student's** experiences of diversity and will promote global education. Additionally, the increase in student enrollment and tuition will provide a tangible benefit to the board in supporting both new and current valuable programs within our schools and possibly offset declining enrollment in certain regions of the board.

The ICEF North America Workshop allowed for the opportunity to meet and discuss our region, school district and schools with recruiting agencies from several different regions in the world, including South America, Mexico, Eastern Europe, Western Africa and South-East Asia.

It is a pleasure and privilege to represent the Board at this event and promote the outstanding schools, programming and Catholic education our children receive.

REPORT PREPARED AND
SUBMITTED BY: C. CIPRIANO
SUPERINTENDENT OF EDUCATION

REPORT APPROVED BY: P. DAWSON
DIRECTOR OF EDUCATION

Ministry of Education**Office of the ADM**

Financial Policy and Business Division
900 Bay Street
20th Floor, Mowat Block
Toronto ON M7A 1L2

Ministère de l'Éducation**Bureau du sous-ministre adjoint**

Division des politiques financières et des opérations
900, rue Bay
20^e étage, Édifice Mowat
Toronto ON M7A 1L2



February 2, 2016

Ms. Paula Dawson
Director of Education and Secretary of the Board
Halton Catholic District School Board
802 Drury Lane
P.O. Box 5308
Burlington ON, L7R 4L2

Dear Ms. Dawson,

The ministry has received your board's request for an Approval to Proceed to tender the construction of a new 671 pupil place elementary school in Oakville, namely North Oakville Preserve CES, with an estimated cost of \$15.9M.

Based on our assessment of the Capital Analysis and Planning Template (CAPT) for your board, the ministry feels that your board has the financial capacity to support the costs related to this project. Therefore, the ministry grants your board an Approval to Proceed to tender for the new elementary school in the amount of \$15,921,314, as listed below.

Project	2015 Capital Priorities	FDK	Child Care	Estimated Project Cost
North Oakville Preserve CES	\$12,140,041	\$1,260,424	\$2,520,849	\$15,921,314

Please be aware that the ministry will not provide additional funding to cover construction costs in excess of the identified funding listed in the table above. Your board is responsible and will be held accountable for implementing appropriate measures to ensure that the cost for this project is within the approved allocation of \$15,921,314.

The board should be prepared to reject portions of or, if necessary, the entire tender and may need to re-design the project such that its costs do not exceed the approved total project cost.

I would like to remind you that the board must receive ministry approval if the cost of this project exceeds the amount the ministry has granted in this Approval to Proceed. Furthermore, the Full Day Kindergarten (FDK) funding allocation can only be used to address the capital costs related to the implementation of FDK.

All public announcements regarding major capital investments funded through the Capital Priorities, School Consolidation or Child Care Capital programs, should be considered joint communication opportunities for the provincial government and the district school board.

As such, you must not issue a news release or any other public communication regarding Capital Priorities, School Consolidation Capital or Child Care Capital projects unilaterally, unless agreed to by the Ministry of Education or a representative from the Government of Ontario.

For all public communications opportunities, you must invite the Minister of Education to your local event by emailing Minister.EDU@ontario.ca with at least three weeks advance notice.

This includes announcements related to the awarding of project funding provided in the current and previous years, as well as all future milestone events for the funded project (e.g., ribbon-cutting, ground-breaking, school opening).

If the Minister of Education is unavailable, the Minister's Office will inquire with your local Member of Provincial Parliament (MPP) to determine whether they are available to jointly announce the new projects in your city/region at an upcoming event.

If he/she is available, their office will contact you to make arrangements in a timely manner. If he/she is unavailable, the Minister's Office, or a ministry representative, will inform you that your school board can proceed with an event in the absence of a government representative.

You must acknowledge the support of the Government of Ontario in communications of any kind, written or oral, relating to the agreement or the project. This could include but is not limited to, any report, announcement, speech, advertisement, publicity, promotional material, brochure, audio-visual material, web communications or any other public communications.

Should you have any communications-related questions, please contact Ryan Rigby at (416) 325-2540 or via email at Ryan.Rigby@ontario.ca.

We would like to take this opportunity to thank you and your staff for your assistance and support throughout this process, and look forward to continuing to work with your board.

Should you have any questions regarding this issue, please contact your capital analyst, Diamond Tsui at (416) 325-2017 or via email at Diamond.Tsui@ontario.ca.

Sincerely,

Original signed by:

Gabriel F. Sékaly
Assistant Deputy Minister
Financial Policy and Business Division

cc: Paul McMahon, Superintendent, Business Services, HCDSB
Grant Osborn, Director, Capital Policy and Programs Branch
Marie Li, Director, Financial Analysis and Accountability Branch

Modified Pupil Accommodation Reviews – Communications Plan

Monday, January 18, 2016

- ☒ Principals impacted by MPARs take part in a teleconference about the MPAR report and potential implications for their school communities.

Tuesday, January 19, 2016

- ☒ Principals impacted by MPARs notified that the Board of Trustees have approved to move ahead with the Modified Pupil Accommodation Review (MPAR) Process.

Wednesday, January 20, 2016

- ☒ Website updated, with a dedicated page for each area under review: North Georgetown; Southeast Burlington; Southwest Burlington; South Oakville.
- ☒ Principals impacted by the MPARs receive key messages and FAQ to respond to parent and staff concerns.
- ☒ Letter template and FAQ for parents and staff **sent to each of the 10 Principals impacted by the MPAR for distribution to their parents and staff.**
- ☒ **School Staff Meetings** set up, as follows:
 - Monday, January 25 at 3:30 p.m. – St. Patrick
 - Wednesday, January 27 at 3:30 p.m. – St. James
 - Thursday, January 28 at 3:00 p.m. – Holy Cross
 - Monday, February 1 at 4:00 p.m. – St. Joseph
 - Tuesday, February 2 at 3:00 p.m. – St. John
 - Wednesday, February 3 at 4:00 p.m. - Ascension
 - Thursday, February 4 at 3:10 p.m. – St. Dominic
 - Thursday, February 4 at 3:30 p.m. – St. Paul
 - Friday, February 5 at 9:00 a.m. – St. Raphael
 - Wednesday, February 10 at 4:00 p.m. – St. Francis
- ☒ **Meetings with Catholic School Councils** set up as follows:
 - Wednesday, February 3, 2016 - Holy Cross
 - Thursday, February 4, 2016 – St. James
 - Monday, February 8, 2016 – St. Paul
 - Thursday, February 11, 2016 – St. Raphael

Modified Pupil Accommodation Reviews – Communications Plan

- Wednesday, February 17, 2016 – St. Patrick
- Thursday, February 18, 2016 – St. Joseph
- Monday, February 22, 2016 – St. Francis of Assis
- Tuesday, February 23, 2016 – St. Dominic
- Thursday, February 25, 2016 - Ascension
- Monday, February 29, 2016 – St. John

☒ **Community Consultation Meetings** set up, as follows:

- **Wednesday, March 2, 2016** at 7:00 p.m. at Assumption CSS – [Southeast Burlington](#)
- **Thursday, March 3, 2016** at 7:00 p.m. at Christ the King CSS – [North Georgetown](#)
- **Monday, March 7, 2016** at 7:00 p.m. at St. Thomas Aquinas CSS – [South Oakville](#)
- **Tuesday, March 8, 2016** at 7:00 pm. At Assumption CSS – [Southwest Burlington](#)

Friday, January 22, 2016

- ☒ **Information packages sent in hardcopy and via email to the following:** Clerks Departments at the 3 municipalities and the Region of Halton; coterminous boards; Ministry of Education

Monday, January 25, 2016

- ☒ **School Staff Meeting** at St. Patrick

Tuesday, January 26, 2016

- ☒ **Community Updates** hand-delivered to the neighbouring residents adjacent to the schools under review.
- ☒ An **email sent to parishes impacted by the MPARs**, to share information and request a time to meet.
- ☒ Meetings with the Pastors at parishes that are adjacent to school sites were set up as follows:
 - Thursday, January 28, 2016 –Msgr. Modeski, St. Patrick Parish
 - Tuesday, February 9, 2016 –Fr. Anderson, St. Dominic and Fr. Lensson, St. James
 - Friday, February 12, 2016 – Fr. Sims, St. John the Baptist
 - Wednesday, February 17, 2016 – Fr. Wagner, St. Raphael

Modified Pupil Accommodation Reviews – Communications Plan

Wednesday, January 27, 2016

- ☑ **Online discussion forums created** for each of the four review areas.
- ☑ **Email invitation sent to Principals, and asked to share with all staff** - to attend Consultation Meetings and to share concerns on online forums.
- ☑ **Follow-up letter sent to all parents** (from Principals) in review areas – **inviting them to attend Consultation Meetings** and to **share concerns on online forums**. This information provided as information to Principals.
 - **Email** to all Ascension, St. Patrick and St. Raphael parents through the parent notification system to invite them to Consultation Meeting to take place on March 2nd.
 - **Email** to all Holy Cross and St. Francis parents through the parent notification system to invite them to Consultation Meeting to take place on March 3rd.
 - **Email** to all St. Dominic, St. James and St. Joseph through the parent notification system to invite them to Consultation Meeting to take place on March 7th.
 - **Email** to all St. John and St. Paul parents through the parent notification system to invite them to Consultation Meeting to take place on March 8th.
- ☑ **School Staff Meeting** at St. James.

Thursday, January 28, 2016

- ☑ A letter sent from School SO to Catholic School Councils in 10 impacted schools to invite them to an information session.
- ☑ **News release** to our media contacts, which includes the date of the Community Consultation Meetings, as well as links to the Board's website for more information and to register to attend.
- ☑ The information about the MPAR Consultation Meetings **posted on the front page of our website** in the **sliding news**.
- ☑ A letter sent via email to the Mayors of Burlington, Halton Hills and Oakville.
- ☑ A letter sent via email to the local councillors in the communities impacted by the MPARs.
- ☑ A letter sent via email to the local MPPs in the communities impacted by the MPARs.
- ☑ A letter sent via email to the Regional Chair.
- ☑ **News Release sent out** about Community Consultation Meetings scheduled in March.
- ☑ A **schedule of tweets and posts set up** to communicate the information about the Community Consultation Meetings through our social media channels.
- ☑ **School Staff Meeting** at Holy Cross.
- ☑ Meeting with Msgr. Modeski, St. Patrick Parish.

Modified Pupil Accommodation Reviews – Communications Plan

Monday, February 1, 2016

- ☒ **School Staff Meeting** at St. Joseph.
- ☒ **Presentation to CPIC.**

Tuesday, February 2, 2016

- ☒ **School Staff Meeting** at St. John.

Wednesday, February 3, 2016

- ☐ **School Staff Meeting** at Ascension.
- ☐ **CSC Info Session** at Holy Cross.

Thursday, February 4, 2016

- ☐ **School Staff Meeting** at St. Dominic.
- ☐ **School Staff Meeting** at St. Paul.
- ☐ **CSC Info Session** at St. James.

Friday, February 5, 2016

- ☐ **School Staff Meeting** at St. Raphael.

Monday, February 8, 2016

- ☐ **CSC Info Session** at St. Paul.

Tuesday, February 9, 2016

- ☐ Meeting with Fr. Anderson, St. Dominic Parish and Fr. Lensson, St. James Parish.

Wednesday, February 10, 2016

- ☐ Meeting with Jim Long, Episcopal Director, Diocese of Hamilton.
- ☐ **School Staff Meeting** at St. Francis of Assisi.

Modified Pupil Accommodation Reviews – Communications Plan

Thursday, February 11, 2016

- ☐ **CSC Info Session** at St. Raphael.

Friday, February 12, 2016

- ☐ Meeting with Fr. Sims, St. John the Baptist Parish.

Wednesday, February 17, 2016

- ☐ **CSC Info Session** at St. Raphael.
- ☐ Meeting with Fr. Wagner, St. Raphael Parish.

Thursday, February 18, 2016

- ☐ **CSC Info Session** at St. Joseph.

Monday, February 22, 2016

- ☐ **CSC Info Session** at St. Francis of Assisi.

Tuesday, February 23, 2016

- ☐ **CSC Info Session** at St. Dominic.

Wednesday, February 24, 2016

- ☐ **Online survey posted.**
- ☐ **Reminder** message (one week in advance) sent to Ascension, St. Patrick and St. Raphael parents about Consultation Meeting, **as well as to offer an opportunity to those who do not plan to attend the Consultation Meeting to provide their feedback through an online survey.**
- ☐ **Reminder** also communicated through **Twitter and Facebook.**
- ☐ **A message sent to all schools for their school newsletters/websites.**

Modified Pupil Accommodation Reviews – Communications Plan

- ☐ A follow-up **email to be sent to parishes** for consideration in sharing the information about consultation meeting with their parish community. Prepared **announcement/bulletin message** provided.

Thursday, February 25, 2016

- ☐ **Reminder** message (one week in advance) to Holy Cross and St. Francis parents about Consultation Meeting.
- ☐ **Reminder** also communicated through **Twitter and Facebook**.
- ☐ **CSC Info Session** at Ascension.

Monday, February 29, 2016

- ☐ **Reminder** message (one week in advance) to St. Dominic, St. James, and St. Joseph parents about Consultation Meeting.
- ☐ **Reminder** also communicated through **Twitter and Facebook**.
- ☐ **CSC Info Session** at St. John.

Tuesday, March 1, 2016

- ☐ **Reminder** message (one week in advance) to St. John and St. Paul parents about Consultation Meeting.
- ☐ **Reminder** also communicated through **Twitter and Facebook**.

Wednesday, March 2, 2016

- ☐ **Community Consultation Meeting** for **Southeast Burlington** – 7:00 p.m. at Assumption CSS.

Thursday, March 3, 2016

- ☐ **Follow-up email** to all Ascension, St. Patrick and St. Raphael parents to thank those who attended the Community Consultation, and to remind those who did not attend of the opportunity to provide their **feedback through an online survey**.
- ☐ This information also **communicated through Twitter and Facebook**.
- ☐ **Community Consultation Meeting** for **North Georgetown** – 7:00 p.m. at Christ the King CSS.

Modified Pupil Accommodation Reviews – Communications Plan

Friday, March 4, 2016

- ☐ **Follow-up email** to all Holy Cross and St. Francis parents to thank those who attended the Community Consultation, and to offer an opportunity to those who did not to provide their **feedback through an online survey**.
- ☐ This information also **communicated through Twitter and Facebook**.

Monday, March 7, 2016

- ☐ **Community Consultation Meeting** for **South Oakville** – 7:00 p.m. at St. Thomas Aquinas CSS.

Tuesday, March 8, 2016

- ☐ **Follow-up email** to all St. Dominic, St. James and St. Joseph parents to thank those who attended the Community Consultation, and to remind those who did not attend of the opportunity to provide their **feedback through an online survey**.
- ☐ This information also **communicated through Twitter and Facebook**.
- ☐ **Community Consultation Meeting** for **Southwest Burlington** – 7:00 p.m. at Assumption CSS.

Wednesday, March 9, 2016

- ☐ **Follow-up email** to all St. John and St. Paul parents to thank those who attended the Community Consultation, and to remind those who did not attend of the opportunity to provide their **feedback through an online survey**.
- ☐ This information also **communicated through Twitter and Facebook**.
- ☐ **Reminder email** to all parents to **participate in the online survey** before it closes on Wednesday, March 11, 2016.
- ☐ Reminder **also communicated through Twitter and Facebook**.

Friday, March 11, 2016

- ☐ Reminder **also communicated through Twitter and Facebook**.

Modified Pupil Accommodation Reviews – Communications Plan

Friday, March 18, 2016

- ☐ **Email to all elementary parents** to thank them for their participation in the process, and to **let to let them know that the report has been posted** on the Board's website. The email will also note that the report will be presented to Trustees at the April 5, 2016 Board Meeting, and **review the process and timelines for delegations.**
- ☐ This information **communicated through Twitter and Facebook.**

Tuesday, March 22, 2016

- ☐ **Special Board Meeting** – final report and recommendations presented to Board of Trustees

Tuesday, April 5, 2016

- ☐ **Regular Board Meeting** – delegations received.

Tuesday, April 19, 2016

- ☐ **Regular Board Meeting** – final decision by the Board of Trustees.

Wednesday, April 20, 2016

- ☐ **Email** from School Superintendent to **10 Principals in impacted school communities to notify them about the decision of the Board on the final recommendations.**
- ☐ **A letter sent home to all parents** from School Superintendent to let them know about the decision of the Board.
- ☐ This information **also communicated through Twitter and Facebook.**

**MINUTES OF THE SPECIAL EDUCATION
ADVISORY COMMITTEE MEETING**

**Monday, December 14, 2015
7:00 p.m. – Board Room
Catholic Education Centre**

Members/ Alternates Present: B. Agnew, L. Cipparrone, A. Iantomasi, H. Karabela, M. Lourenco, C. Parreira,
R. Quesnel, L. Stephenson, S. Trites

Staff Present: B. Browne, Superintendent of Special Education Services
S. Miller, Special Education Coordinator
P. Codner, Chief Social Worker
P. Webber-Callaghan, Mental Health Leader

Members Absent: D. Hotopeleanu

Members Excused: J. Rowles, D. Rabenda, L. Currie

Recorder: J. Crew

1. Call to Order

1.1 Opening Prayer

L. Cipparrone

The meeting began with a prayer at 7:04 pm.

1.2 Approval of Agenda

RECOMMENDATION

Moved by: M. Lourenco

Seconded by: S. Trites

THAT, the agenda be approved as submitted.

CARRIED

2. Presentations

2.1 Social Skills Programs

P. Codner, P. Webber-Callaghan

B. Browne introduced P. Webber-Callaghan, Mental Health Leader and P. Codner, Chief Social Worker. P. Webber-Callaghan began by discussing the five-domain model of self-regulation, noting that tonight's presentation is centred on the social and emotional domains.

P. Webber-Callaghan explained that social/emotional programs are necessary in schools to help children do well functioning on a day to day basis; emotional intelligence helps children to be effective; it's often viewed as a different way of being smart. Self-awareness and self-regulation help children to learn about themselves.

P. Webber-Callaghan and P. Codner reviewed a variety of examples of evidence based tier 1 programs used in our schools to support social and emotional learning for all students.

The programs reviewed included:

- P.A.L.S.
- ROOTS of Empathy
- FRIENDS for Life
- Cameron Helps
- Best Buddies
- Friendship Bench & Buddy Bench

P. Webber-Callaghan and P. Codner answered members' questions. Discussion expanded on the Cameron Helps 'Team Unbreakable': it was noted that all kids are invited to participate, no criteria is required other than parental consent and an interest in participating. The runs are part of the Mental Health strategy and help deal with anxiety. SEAC members were invited to come out to the Mothers' Day run.

P. Webber-Callaghan concluded by pointing out that these are just some of the programs available to schools, school decisions are based on community needs. P. Codner added that the social emotional programs are included in school improvement plans to support all our students.

P. Webber-Callaghan thanked SEAC for all their support; and thanked R. Quesnel and B. Agnew for their volunteer participation on the Mental Health Team.

L. Cipparrone thanked P. Webber-Callaghan and P. Codner for their presentation and informed members that any questions can be forwarded.

3. Actions to be taken

3.1 Approval of Minutes – November 23, 2015 SEAC Meeting

RECOMMENDATION	Moved by: A. Iantomasi
	Seconded by: R. Quesnel
THAT, the minutes for the SEAC meeting be approved as submitted.	CARRIED

4. Business Arising from Previous Meetings

4.1 Review Chart of Outstanding Items from Previous Meetings

Ongoing, no information changes received.

5. Action Items

5.1 Special Education Plan (pages 21 to 37)

L. Cipparrone led members in a page by page review of pages 21 to 37 of the Special Education. Discussion included various categories and ministry definition; the difference between placement and programming; and building relations. Some revisions to the *Connections* section were identified.

6. Communications to SEAC

6.1 Superintendent's Report

B. Browne shared pictures from the *Inside Halton* website of the Best Buddies Life Skills Dance that had taken place at Jean Vanier on Friday, December 11, 2015.

B. Browne added that there is a Christmas dance and a prom that take place in the spring each year; SEAC are most welcome to come to any of them. This year's spring prom will take place on Thursday, May 19, 2016 at Jean Vanier Catholic Secondary School.

6.2 Association Reports

6.2.1 Halton Down Syndrome Association Report

D. Hotopeleanu

D. Hotopeleanu provided an association report on World Down Syndrome Day Contest which had been sent out to members in the meeting package. The report outlined that in 2015 the Halton Down Syndrome Association ran its first ever World Down Syndrome Day Contest in the Halton Region; and expanded on plans for the 2016 contest. B. Browne reviewed the report on what had taken place in the 2015 contest and the plan for 2016. Adding that HCDSB will be happy to promote the 2016 contest to our schools.

6.2.2 Autism Ontario Association Report L. Stephenson

L. Stephenson reported that Autism Ontario's Oakville Parent Support Groups at Aroma Café 321 Lakeshore Road, Oakville will continue on the first Thursday of each month from January to April 2016, the next session will be Thursday, January 7th, 2016.

6.3 Trustee Reports

A. Iantomasi provided updates on the election of the Chair and Vice Chair; things remained status quo. Competition winners of the 'Keeping Christ in Christmas' Student Contest will be at Tuesday's Board meeting. H. Karabela added that the new school in north Oakville will have the ground breaking ceremony on January 14th; the school will open in September 2016.

6.4 Sub-Committee Update

R. Quesnel expressed some concerns that several schools did not publish the SEAC Soundbytes, and some published two in one month. (It was noted that some schools do not do a January newsletter, which may have resulted in 2 being posted). B. Browne will follow-up.

6.5 Reports from Other Shareholder Meetings

7. Information Items

8. Questions from the Public

None received.

9. SEAC Discussion/Question Period

10. Next Meeting will be Monday, January 25, 2016

L. Cipparrone noted that January's meeting will include the election of the Chair and Vice Chair.

11. Adjournment

11.1 Motion for Absenteeism

RECOMMENDATION	Moved by: A. Iantomasi Seconded by: L. Stephenson
THAT, J. Rowles, D. Rabenda, L. Currie be excused.	
CARRIED	

11.2 Motion for Adjournment

RECOMMENDATION	Moved by: C. Parreira Seconded by: M. Lourenco
THAT, the meeting adjourn.	
CARRIED	

11.3 Closing Prayer

The meeting closed with a prayer at 8:37 pm.

Ministry of Education

Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Ministre

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2



February 2, 2016

Dear Chair,

I am writing to inform you of a new document being released by the Ministry of Education that presents the subject matter of the *Pupil Accommodation Review Guideline* in a reader-friendly format.

This document, entitled *Guide to Pupil Accommodation Reviews*, is attached to this email and accompanied by a B-Memo from Assistant Deputy Minister Gabriel Sékaly to your Directors of Education.

The *Guide* is intended to make information around pupil accommodation reviews more accessible. School boards are encouraged to direct parents, guardians, students and other community members to the *Guide* to support their understanding of school closures and consolidations, and to encourage their participation in accommodation review processes.

The ministry recognizes that closing and consolidating schools is a very sensitive task for school boards. The *Guide to Pupil Accommodation Reviews* is therefore an important communications tool that can benefit all parties by demystifying accommodation reviews, the rationale behind closing and consolidating schools and the potential benefits to students.

I trust that you will find the *Guide to Pupil Accommodation Reviews* helpful, and I encourage you to share it with interested parties.

I also want to express my appreciation for your hard work on behalf of schools and students across Ontario. Together, we are modernizing our education system and making important progress toward the goals of *Achieving Excellence*.

Sincerely,

A handwritten signature in blue ink, reading "Liz Sandals".

Liz Sandals
Minister

- c. Ontario Public School Boards' Association
- Ontario Catholic School Trustees' Association
- Association franco-ontarienne des conseils scolaires catholiques
- Association des conseils scolaires des écoles publiques de l'Ontario

Ministry of Education

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2016: B01

MEMORANDUM TO: Directors of Education

FROM: Gabriel F. Sékaly
Assistant Deputy Minister
Financial Policy and Business Division

DATE: February 2, 2016

SUBJECT: Guide to Pupil Accommodation Reviews

In March 2015, the Ministry released the new Pupil Accommodation Review Guideline (PARG) as part of the School Board Efficiencies and Modernization strategy to provide incentives and supports for school boards to make more efficient use of space. The new PARG allows boards to have a more effective tool to address their needs to close and consolidate facilities, while continuing to ensure that communities have the opportunity to provide meaningful input. It also responds to feedback received from boards, parents and guardians, and other community members about the challenges involved in undertaking the accommodation review process.

Notwithstanding this, the Ministry acknowledges that school closure decisions are among the most challenging for most school boards to make. For parents and guardians, students, and other members of the local community, attachment to a school can make the thought of change very difficult. Despite these challenges, boards have a responsibility to focus their resources to ensure that all of their students have access to a wide range of high quality educational programs and services. In some cases, this can only occur through a school closure or consolidation.

To support school boards in carrying out this important work, the Ministry is pleased to announce the release of the new **Guide to Pupil Accommodation Reviews** ("the Guide"). This document is intended to assist boards as they communicate with parents and guardians, students, and other community members about the accommodation review process.

In particular, the Guide addresses the following issues:

- Why do school boards consolidate and close schools?

- What do school boards consider before proposing school closures and/or consolidations?
- How does an accommodation review work?
- How does a parent, guardian, or other community member get involved?
- What happens after an accommodation review is completed?

The Guide follows on the Ministry's September 2015 release of three pilot School Consolidation Experience Studies, which shared helpful practices and insights to benefit future consolidations, and to give school communities a deeper understanding of the consolidation process. Together, these documents are meant to assist boards as they undertake the important work of making more efficient use of school space and ensuring an improved learning experience for all students.

Using this Guide

The Guide is intended for parents and guardians who are involved in or may soon be involved in an accommodation review. While this Guide was written with parents and guardians in mind, members of the community, community organizations and municipalities may also find this document to be informative.

The ***Guide to Pupil Accommodation Reviews***, available in English and French, is for school boards to use according to their needs. It can be posted on school board websites and/or printed and distributed to parents and other local stakeholders whenever required. The content of the Guide can also be excerpted, quoted and referenced in school board documents, as needed. The Guide is not a policy document, however, and does not comprise legal or policy instructions for school boards. The Ministry does not intend to distribute paper copies of the Guide. An electronic copy of the Guide is available on the Ministry's [website](#).

The Ministry wishes to acknowledge the contribution of the Ministry's Capital Advisory Committee, consisting of representatives from 15 school boards across the province, in developing this Guide.

If you have any questions regarding the ***Guide to Pupil Accommodation Reviews***, please contact Mathew Thomas, Manager, Capital Policy and Programs Branch at 416-326-9920 or Mathew.P.Thomas@ontario.ca.

Original signed by:

Gabriel F. Sékaly
Assistant Deputy Minister
Financial Policy and Business Division

cc: Superintendents of Business
Managers of Planning

Guide to

Pupil Accommodation Reviews



Including how school boards involve parents
and the community in the review process

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Introduction

This **Guide to Pupil Accommodation Reviews** is to help inform parents and guardians about the process that Ontario's school boards undertake when reviewing whether to consolidate or close a school.

For parents* attachment to a local school may make the thought of change very difficult. Similarly, school closure decisions are often among the most challenging for school boards. Despite these challenges, school board trustees must focus on the educational needs of all of their students and the prudent distribution of resources to meet those needs.

School boards are committed to community engagement, and when considering school consolidation or closure, they reach out to parents and the public for their input. This public consultation process is called a “**pupil accommodation review**.” This process is mandated by the Ministry of Education and must occur prior to a decision to close or consolidate a school. It is through the pupil accommodation review that parents communicate to the school board their perspective on the educational needs of their children and their views on the board's specific proposal for change.

* Throughout this document the term “parents” refers to both parents and legal guardians.

This guide outlines the roles of school boards, parents and community members in the process. The following pages will address the following questions:

- Why do school boards consolidate and close schools?
- What do school boards consider before proposing school closures and/or consolidations?
- How does a pupil accommodation review work?
- How do I get involved?
- What happens after a pupil accommodation review is completed?



Why do school boards consolidate and close schools?

Benefits to Students

School boards generally consolidate and close schools to enable improved educational options and opportunities for students.

By bringing students together through a school consolidation, school boards are often able to offer a better educational experience. Some of the potential improvements may include:

- The range of programming and courses available.
- The availability of specialized support services for individual students or small groups.
- Specialized facilities, such as gyms, libraries, design and technology, music and science rooms.
- Sufficient enrolment to support sports teams and other extracurricular activities.
- A school building in better condition than the one that is to close.
- Accessibility features with respect to entry, movement within the facility and outdoor play space.

Changing Demographics

School boards across Ontario have always opened new schools and closed older schools where the population of students has shifted. This is a reflection of the cycle of economic growth or decline and demographic change within communities. If school boards are to deliver high quality education programs and services to their students, they must respond and adjust to such changes. The Ministry of Education funds education in Ontario and works in partnership with local school boards to manage this change.

Between 2003 and 2014, the number of students in Ontario schools declined by 152,000 due to a drop in the overall number of school-aged children. This is equivalent to 500 schools of 300 students each. In 2014, 57 of 72 school boards across the province experienced a decline in the number of students enrolled. To compound this challenge, declining enrolment was rarely distributed evenly across all schools of a board. Even boards that are experiencing overall enrolment growth may include neighbourhoods or communities experiencing declining enrolment. In the 2014-15 school year, 358 elementary and 205 secondary schools were less than half full.

Since Ontario school boards are mainly funded on a **per-student** basis through **grants** from the Ministry of Education, boards, and therefore schools, lose funding as their enrolment declines. When funding decreases, all students in a board are affected because the cost of maintaining empty space is spread across all of the schools.

When a school has excess space because of low enrolment, the excess space still costs money to staff, maintain and operate. One of the key responsibilities of school boards is to ensure that funding is focused on the students who are in classrooms, and not on maintaining empty classrooms. The board must make decisions about the best accommodation and program options for students relative to the funds that are available.

What do school boards consider before proposing school closures and/or consolidations?

School Board Planning – An Ongoing Process

School boards are responsible for providing their students with the best possible educational experience. Their job is to put the needs of students first. To maximize their investment in students, boards work to keep education funds focused on the classroom.

Through their regular planning process, boards must ensure that students are being provided with appropriate programming and facilities. This requires that boards manage school space, including excess space, responsibly. The cost of excess space, and the reduced staffing which results from lower enrolment, may make it difficult to support a range of programs in each school building. The breadth and quality of programming available to students may be particularly challenging at the secondary level, but can also have consequences for elementary programs that require teacher specialists. Boards must develop a school accommodation strategy that takes their specific issues into consideration when ensuring how to best support program delivery, student achievement and well-being.

Maximizing Investment in Students – Managing Excess Space

To help keep education funds focused on student needs, school boards must manage the costs associated with empty space in schools. School boards use a variety of strategies to manage enrolment and space

in their schools to help benefit students. These strategies may include making boundary changes to balance enrolment across a number of schools. When boundary changes are proposed, the school board will notify the parents and will hold information sessions.

The Community Planning and Partnerships Guideline

Another strategy available to school boards to manage excess space can involve bringing a tenant or partner into a school or a portion of a school, on a cost-recovery basis. The ministry has provided school boards with the [Community Planning and Partnerships Guideline](#) to ensure that school boards and community organizations exchange information about their current and future needs and opportunities. The *Community Planning and Partnerships Guideline* requires school boards to develop a board-approved local policy and to hold an annual meeting with local municipalities and community organizations. This annual meeting is an opportunity for the board to present information associated with the management of excess space and their projected future needs.

School boards across the province have partners in their schools, such as child care agencies, Early Years Centres, settlement services and district health units, to name a few. As required in the *Community Planning and Partnerships Guideline*, school boards manage program needs for their students first, then they decide whether a school is eligible for further strategies such as facility partnerships.

Community Hubs and School Facilities

The objective of the *Community Planning and Partnerships Guideline* is consistent with the overall provincial direction on community hubs. In 2015, the Premier's Community Hubs Framework Advisory Group released a report titled *Community Hubs in Ontario: A Strategic Framework and Action Plan*. This action plan brought renewed focus to the discussion of strategies to support the formation of community hubs across the province. The action plan encourages joint planning across government ministries and agencies, and highlights that in some cases, open or surplus school facilities can be ideal locations for the community to develop a community hub.

Making school facilities available for the community to develop hubs is supported by school boards' community planning and partnerships policies, the *Community Planning and Partnerships Guideline* (see page 5), and school boards' process for the lease or sale of surplus assets (see page 13 for details). Across all of these considerations, school boards manage program needs first, then they identify the school's eligibility for other options such as facility partnerships or hubs.

Pursuing a School Closure or Consolidation

Another option for managing excess space is the possibility of a school closure or consolidation. When this is the case, school boards will generally indicate that other strategies, such as those listed on page 5, have been considered for a school or group of schools but have been found to be not viable. Boards of Trustees make the final decision to close or consolidate schools. Prior to making their final decision, boards consider the proposed solution from the staff of the board, as well as feedback from parents and the community. Consolidation is the combination of the student populations of two or more schools into an existing, or new structure. Consolidation may mean different groupings of students than in the existing

schools. For instance, the organization might be grades JK-6, or 7-12 or K-12. The deciding factor would be meeting student needs.

The school board must decide which strategy would best manage the changing circumstances of its schools. The responsibility of the Board of Trustees is to ensure that the educational needs of their students are met before other options such as facility partnerships are considered.

If you wish to know more about your local school board's planning processes, or its community planning and partnerships policy, check out its website.

If an accommodation review has started in your community, you may also find information about the management of excess space in the initial staff report presented to the board before it made the decision to review student accommodations. This report should be on your board's website.



How does a pupil accommodation review work?

Province-wide Guidelines, Community Consultation and Local School Board Decisions

Every board must develop and approve its own pupil accommodation review policy. The Ministry of Education provides a framework called the [Pupil Accommodation Review Guideline](#) to assist boards in the design of their local policy and process. The intent of the guideline is to ensure that, across the province, school boards' pupil accommodation review policies and processes have the same minimum standards. The guideline is posted on the [Ministry of Education's website](#) and on local school boards' websites.



Key Steps Leading to a School Consolidation and School Closure Decision

Across the province, school boards' pupil accommodation review processes must include the following steps:

- Step 1:** An initial staff report (including specific enrolment, program and accommodation issues, with a recommendation) is presented to the Board of Trustees.
- Step 2:** The Board of Trustees authorizes a pupil accommodation review (public consultation) on the staff report and its recommendation.
- Step 3:** The community is notified that a consultation will take place.
- Step 4:** The public consultation process is undertaken.
- Step 5:** A final staff report and recommendation are provided to the Board of Trustees. The staff final report must include community feedback.
- Step 6:** The public provides comments directly to the Board of Trustees through public delegations.
- Step 7:** A final decision is made by the Board of Trustees.
- Step 8:** A transition process is outlined for the school consolidation or closure and the relocation of students.

Two Forms of the Pupil Accommodation Review Process

To allow school boards to adjust to local circumstances, the Ministry of Education's *Pupil Accommodation Review Guideline* outlines two forms for the consultation process that may be undertaken. School boards may select a standard (longer) or modified (shorter) form of the pupil accommodation review process depending on specific local circumstances.

In both the standard and the modified accommodation review processes, the Board of Trustees is responsible for receiving the final report, hearing public delegations and making the final decision.

1) Standard Pupil Accommodation Review Process

In the standard pupil accommodation review process, at least two public meetings are held. The standard review process runs for a minimum of five months from the time that the review is authorized by the Board of Trustees. Under the standard review process, an Accommodation Review Committee (often called and "ARC") is appointed. It must include parent and guardian representatives from the schools under review. The board will provide the Accommodation Review Committee with clear Terms of Reference on the committee's mandate, role, responsibilities and procedures. This committee may meet throughout the review process.

2) Modified Pupil Accommodation Review Process

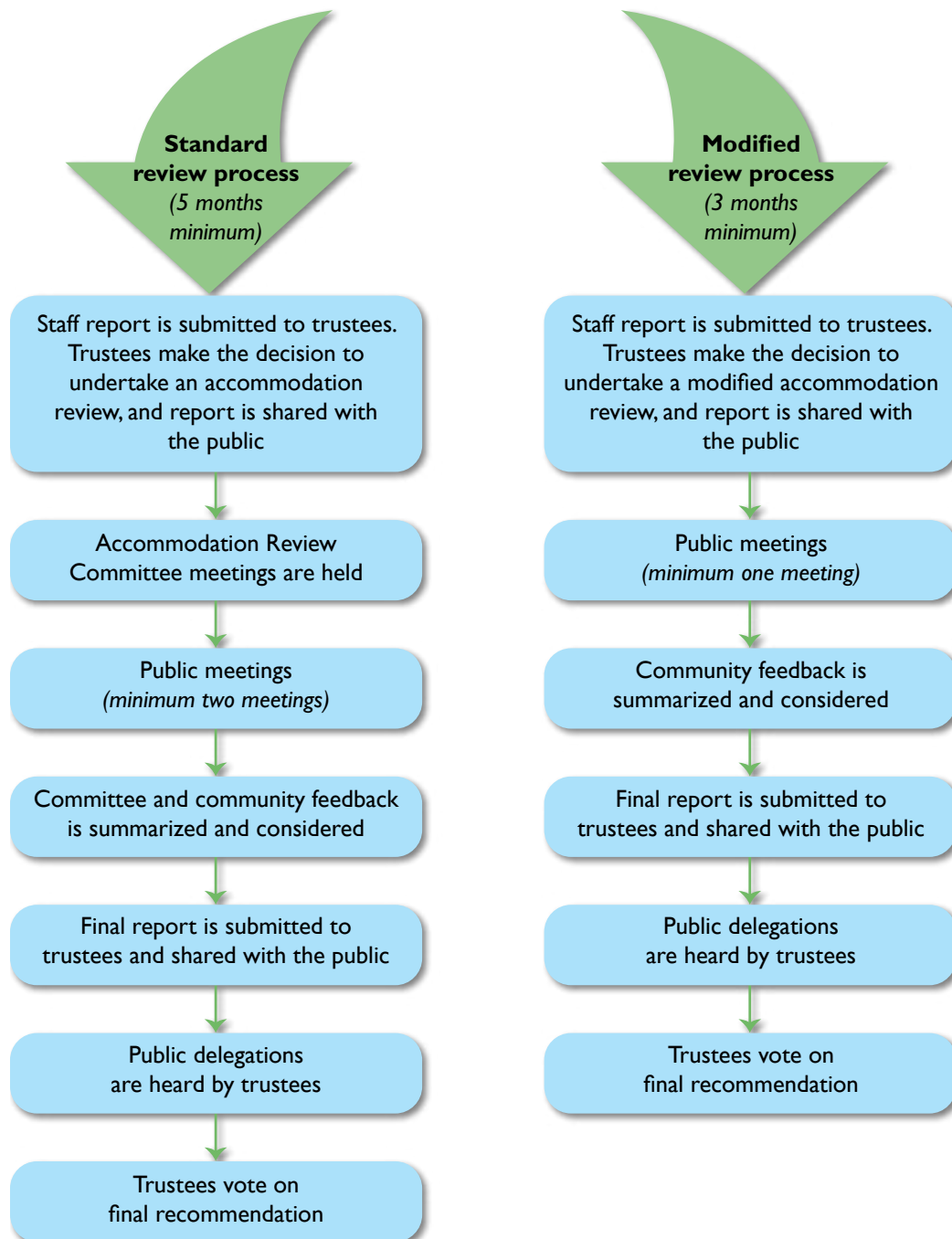
The modified pupil accommodation review is a shorter consultation process which school boards may choose to follow. The modified process requires a minimum of one public meeting. The process must run for at least three months from the time it is authorized by the Board of Trustees. The appointment of an Accommodation Review Committee is not required. Parents and members of the public may become involved through the public meeting and the board's public delegations process (i.e., where individuals can address the Board of Trustees).

The modified pupil accommodation review process may be selected when the school board is faced with less complex options for the schools under review and when specific locally-determined criteria are met. School boards must clearly define the situations where a modified pupil accommodation review is possible in their local accommodation review policy.

If an accommodation review has started, or is soon to start in your community, you may wish to inform yourself in a variety of ways:

- View your school board's website to find out about the accommodation review schedule and the location of any upcoming meetings. Parents and all members of the public may attend the public meetings during an accommodation review.
- If you would like to be a member of an Accommodation Review Committee (in the standard review process), contact your school's parent council for information.
- Once an accommodation review has commenced, inform yourself about the proposed changes by reviewing the staff report to your Board of Trustees.
- Inform yourself about your board's accommodation review policy (see your board's website). The policy will outline the steps involved in the review process and will describe the various ways that your Board of Trustees receives public and community input to assist in making their decision.
- When the committee meetings phase of the review process ends, check your board's website for the dates for public delegations. Public delegations are opportunities for members of the public to speak directly to the Board of Trustees during a public meeting.

Pupil Accommodation Review Processes



How do I get involved?

In a pupil accommodation review process, board staff share detailed reports on a group of schools with parents and the community. All parents and members of the public may access this information on the school board's website and by attending public meetings.

As a parent, getting involved means that:

- You will be informed of the objectives and details of the staff proposal.
- You may identify and communicate your interests and concerns regarding any proposed changes prior to a final decision being made by the Board of Trustees.

Your involvement will result in:

- Feedback on the proposal, and your opinion on the effect of the proposed changes on students, being given to board staff while they develop their final recommendation to the Board of Trustees.
- Feedback on the proposed changes being submitted, along with the staff report, to the Board of Trustees.
- Improved understanding of the proposed changes to the schools and school programs once a decision is made by the Board of Trustees.

More on Getting Involved

The pupil accommodation review is the opportunity for you, as parents and community members, to provide feedback to the school board about the accommodation proposal. It is the chance to discuss which aspects of the accommodation recommendation matter most, and which aspects will best support student achievement and well-being. Opportunities for input will be different depending on whether the board has chosen the standard review process or the modified review process.



What is Involved – The Standard Review Process

School board staff are available to help parents and community members understand the proposal throughout the accommodation review process. The Accommodation Review Committee will serve as a conduit for the school community to communicate with the board. The Accommodation Review Committee will receive from board staff the initial staff report and the School Information Profiles, which will also be posted on the board's website. School Information Profiles can enable an informed discussion of the current programs available to students and the potential for improved programming to support student learning.

Public meetings will also inform the discussion. Board staff will ensure that the feedback provided by the Accommodation Review Committee and community members is gathered and shared with the Board of Trustees. The board will also provide an opportunity for feedback on the final recommendation through its public delegations process (i.e., where individuals can address the Board of Trustees). The Board of Trustees is responsible for the final decision.

What is Involved – The Modified Review Process

The initial staff report to the board, which will outline the reasons for using the modified review process, will be available to parents and the community and will be posted on the board's website. A public meeting will provide an opportunity for parents to discuss and comment on the board's proposed options for school programs and student accommodation.

Feedback from the public consultation will be contained in the final staff report to the board. The board will also provide an opportunity for feedback on the final recommendation through its public delegations process (i.e., where individuals can address the Board of Trustees). The Board of Trustees is responsible for the final decision.

What happens after a pupil accommodation review is completed?

Transition Process

When the decision is made to close a school, students must be transferred to a different school. School boards want students to feel welcome at their receiving school, and they develop a transition plan to make the move to a different school culture as smooth as possible. The transition plan organizes the transfer of students, program materials, equipment and school memorabilia from the closing school to the receiving school or schools.

The transition plan will typically include opportunities for students and parents from all of the consolidating schools to come together, prior to the consolidation, to engage in activities aimed at generating interest in the change and building a renewed sense of community. This stage can be full of new opportunities for students. The transition process is generally planned in consultation with parents and staff.

If you are a parent and your child attends a school that will consolidate or close, you may inform yourself about the transition process by contacting your school or school board.

You may also be interested in reading the [School Consolidation Experience Studies](#) undertaken by the Ministry of Education that provide insights into the challenges and benefits of consolidations.

Administrative Review of a Pupil Accommodation Review Process

If participants believe that a given pupil accommodation review did not comply with the board's policy, they may submit a formal request to the Ministry of Education for an [administrative review](#) of the process. Administrative review requests are considered by the ministry and may be granted if serious deficiencies have been identified and substantiated.

The administrative review is not an assessment of the Board of Trustees' decision, but of whether the school board's process followed its pupil accommodation review policy. The report from the administrative review cannot overturn a school board's decision. The reviewer's report is given to the Minister of Education who shares it with the Board of Trustees and with the public. It is the Board of Trustees that decides how to proceed in light of the review.

Additional information about the administrative review process may be found on your school board's website or the [ministry's website](#).



Lease or Sale of a School Facility

Should a school board decide that a closed school is no longer needed for the purposes of the board, the facility can be declared “surplus to the needs of the board.” School boards can then proceed to lease or sell the surplus property to other organizations, according to the [process required in the Education Act](#).

In an effort to encourage public properties to remain in the public sphere, school boards are required to first offer their properties to other public sector organizations in priority order (which includes other school boards, municipalities and other levels of government). If the surplus property is not leased or purchased by the public sector, then the property may be offered on the open market.

If you have further questions about the pupil accommodation review process, please contact your school board.



Note: This document is for information and discussion purposes only. Formal instructions are available through the policies approved by individual school boards.

